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Junior Lauren Livingston took this picture of junior Elise Roberto during a sunset walk on the beach. This picture is for Lauren's AP Photography concentration, which is to date undecided.

NEWS BRIEFS

Robotics

What is the best way to throw a frisbee? Using a robot. The Robotics Club recently participated in a competition at Hofstra University from April 4 to 6. On the first day, the students set up, and on the second and third days the qualifying and final rounds occurred. "There is always a great vibe that the people there give off. Everyone at the US robotics competition is always nice, and they practice gracious professionalism," said junior Dustin Travis. The competition required each team to build a robot that could complete a certain task. Robots had to throw a frisbee in three goals, and points were awarded according to the throw's height. Travis and junior Erin Griller controlled the robot. "It was very interesting and fun because you can work with other people," said sophomore Adam Hussein. "Also, it was cool because you can see what other people ideas regarding the competition are." The club placed 29th out of 50 teams. "The six-week build season was definitely worth it and in my opinion the competition is more fun than any other school event for me since it is so lively and interactive," said Travis.

~Rachel Cho

Bullying Assembly

Bullying has plagued generations of teenagers, and has only become more

common in the digital age. On April 8, anti-bullying activist Mr. John Halligan visited Schreiber to give his presentation, entitled "Ryan's Story." In 2003, Halligan lost his thirteen year-old son, Ryan, to suicide as a result of online and in-school bullying. Since the incident, Halligan has dedicated his time to preventing bullying and raising awareness. In 2004, he advocated the Vermont Bully Prevention Bill, and has since spearheaded the passage of a law pertaining to mandatory suicide prevention education in public schools. Halligan provided students and teachers with an emotional retelling of his son's story, beginning his presentation with a slideshow of home videos. Halligan presented his story twice during school hours, and once to parents on the same day at 7 p.m. at Weber Middle School. Athletic director Ms. Stephanie Joannon and Board of Education president Ms. Karen Sloan acted as co-chairpersons for the event. The presentation was powerful and well-received by students, who remained nearly silent throughout the entire presentation. "It touched our hearts and minds," said freshman Liliana Martinez. The assembly differed from others because it featured a personal account. "The assembly was really different from any other," said sophomore Tessa Peierls, "I think his presentation was an

eye opener to the effects of middle school bullying."

~ Ana Espinoza

News literacy

In today's online world, it is sometimes difficult to separate fact from fiction. Dean Miller, Director of the Center for News Literacy at Stony Brook University gave a presentation on March 22 to educate students about online news media. Stony Brook's School of Journalism has the nation's first News Literacy center. The center was designed to educate current and future news consumers about evaluating the credibility and the reliability of online news. "News literacy is important to your generation because you guys rely totally on digital information, so those questions of authenticity are extra important," said Mr. Miller. The presentation included a slide show and examples of the media misuse of social networks. Students reported that it became easier to identify fraudulent information. "It really helped me realize that you can't trust everything you read. There are so many more people today who want to create chaos in this world through false information," said sophomore Grace Trunz.

~ Rachel Cho

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Harry Paul

Chemistry teachers Ms. Christine Nelson and Ms. Joy Grasso-Krebs perform for students and staff. They have performed at Shakespeare Day for eight years.

Shakespeare Day festivities and events play out once again

BY Sameer Nanda
Contributing Writer

On April 19, students and teachers gathered together to celebrate Schreiber’s annual Shakespeare Day, where the works of the Elizabethan writer were showcased in a variety of mediums. “Especially in high school, Shakespeare’s work often goes unappreciated by most people, but when you get the chance to sit down and watch your classmates perform his works in different ways, you grow an appreciation for his plays,” said junior



Harry Paul

Sophomores Jina Lay and Rachel Ellerson act out a scene from *A Midsummer Night’s Dream*. Their scene won the Theatre Arts class competition second period, and the cast gave an encore sixth period.

Sydney Ronis. Throughout the day, students and teachers presented songs, skits, and videos.

Chemistry teachers Ms. Christine Nelson and Ms. Joy Grasso-Krebs led the way with their rendition of “Brush Up Your Shakespeare” from the musical *Kiss Me Kate*.

Ms. Grasso-Krebs and I very much enjoy singing

and musical theater, so we both enjoy the performance aspect of it,” said Ms. Nelson. Sophomores Samuel Reisman and Matthew Nicholson also lit up the stage with their parody of the theme song of *The Fresh Prince of Bel Air*. The spoof was written by student coordinators senior Delia Van Praag and junior Nate Krantz. One period was devoted to English teacher Ms. Shari Schulman’s Theatre Arts class, which performed scenes from various Shakespearean plays in a competition. The winning team, including senior Andrew Cullen, junior Luke Grieco and sophomores Rachel Ellerson and Jina Lay,

presented an excerpt of *A Midsummer Night’s Dream*. The audience was rallied up when Hermia (Ellerson) and Helena (Lay) got into a violent fight over the love of the two men, Demetrius and Lysander.

“My favorite part of the experience was the stage fight,” said Lay. “Although it was embarrassing when we’d practice the scene in class, in the end, it was really interesting to look at Shakespeare’s work in a fun and creative way.”

Additionally, students showcased their filming talents through original Shakespeare-related videos.

Among the favorites were “The Play-Team,” written by Van Praag and Krantz. The short-film was a spin-off of the popular TV show *The A-Team* and included four Shakespearean male leads who, together, formed a force to fight crime.

Another crowd pleaser was “Shakespearean Tweets,” also written by Van Praag, where students read tweets as Shakespearean characters.

The work of sophomore Gabe Lyons also made an appearance. His video, “Macbeth: Two Interpretations of Act 1, Scene 1-Trailer,” offered two contrasting views on the first witch scene in Shakespeare’s tragedy.

“I chose the first scene for a couple of reasons,” said Lyons, “Since it is the first scene, and only the first scene, it

leaves room for the audience to figure out what happens next, to come to their own conclusions.”

However, not all of the events happened on stage. As a part of Shakespeare Day, students were also allowed to contribute to the sonnet, portrait, or cupcake contests.

Every year, English teacher Ms. Donna Valenti, who teaches the Shakespeare course, interviews several students in order to select Shakespeare Day coordinators. Upon acceptance, junior and senior Shakespeare Day advisors help Ms. Valenti organize the event.

“Although it was a stressful experience as a coordinator, It has been one of the most rewarding experiences of my high school career,” said senior Kimberly Suzzan.

“There are so many opportunities in Shakespeare Day,” said coordinator and junior Sabrina Brennan. “No matter what your skill set, if it can relate back to Shakespeare. Go for it!”

For the past 21 years, Shakespeare Day has offered Schreiber students and teachers the opportunity to transfer their classwork into varied art forms.

“Shakespeare’s plays are timeless,” said Suzzan, “And here at Schreiber, we have created an event as a special as his great works. Shakespeare Day is always evolving with the times, but its purpose will always be to celebrate a great playwright.”

Women’s Day celebration raises awareness in Writing Center

BY Erica Andrews
Contributing Writer

On International Women’s Day, people all over the world participate in a celebration of women’s rights and women’s economic, political, and social achievements. On March 20, the Writing Center hosted a Day in Celebration of Women. With the help of English teacher Dr. Helen Sachs, five seniors and juniors planned events for each period of the day that aimed to educate the school on women’s issues both here and around the world. During each class period, student coordinators gave presentations on different aspects “Organizing it was an absolute pleasure. The English Department helped a ton with the venue to hold the event at, as well as all the necessary equipment we needed to make the event as coherent and informative as possible. A number of students stepped out and engaged those attending with workshops and presentations of their own, which were

all beyond stellar,” said junior Emma Podolsky.

First period, Podolsky gave an interactive presentation about the presence of sexism and gender bias in our society. The period also featured performances by Ms. Sari Schulman’s theater arts class. Juniors Julia Zeh, Nicole Boyd, Maggie Frankel, and sophomore Nina Grauer performed a scene from *Brighton Beach Memoirs*, which served as the platform for the period’s discussion of gender norms in society.

Students led other presentations and discussions throughout the day. During third and sixth periods senior Emily Ryon educated students on the state of women in the world and how even a high school student can help.

“I was thrilled to research the topics in my presentation and to take aspects of what I’d learned in history class and bring it to a larger audience. It was also really great to take all of the information that I’d learned from helping put this day together and apply it to the real world, like

when I went to the Women in the World Summit,” said Ryon.

Afterwards, teachers led a discussion, introducing stimulating questions to the attendees and letting debate ensue. Students in the audience shared their take on some of the most present issues of feminism in our society. A major topic was “female guilt,” which is the sense of guilt that women feel towards leaving their children with babysitters or in care services. Students took positions on whether it was a destructive guilt imposed by societal rules or rather a natural biological feeling caused by motherhood. Another leading theme was how far we have come since the age of domesticity.

“I was surprised at how many people actually spoke. It was cool to have everyone honestly share their points of view on such a current subject matter,” said junior Lylia Li.

The Women’s Day celebration was an opportunity to not only draw attention to an inspiring cause, but also allow

peer discussion about some of the most pressing issues in our society today.

“This event was important because it showed kids how necessary and relevant feminism is in our day and age, and that it’s so much more than simply gaining equality for women but also shedding light on important issues facing the LGBT community, men’s rights, and human rights in general,” said Podolsky.

Dr. Sachs stressed the event’s importance.

“I think this event was fueled by the impetus to fight the negative backlash and reveal the original and positive definition of feminism not just for women—but for women, men and children, all people fighting to gain rights,” said Dr. Sachs. “It is incredibly gratifying to see teenagers feel empowered and want to do something to better the world.”

“It created a structure for students to be able to express themselves, and the tremendous success with no funding sets the expectation that much higher for next year,” said Principal Mr. Ira Pernick.



Courtesy of Brian Rapp

Students travel abroad to Spain

BY Stacey Kim

Staff Writer

¡Bienvenidos a Espana! 21 Spanish students and two Spanish teachers had the opportunity to travel to Barcelona and Madrid during spring break. This trip was through EF Tours, a company that helps to set up travel opportunities for students.

Students departed on March 21 after 4-1. 21 Junior and Senior Spanish students, all girls, traveled to Spain, accompanied by three chaperones: Spanish teachers Ms. Evelin Joseph and Ms. Debra Korba-Rapp, and Ms. Korba-Rapp's husband, Mr. Brian Rapp.

The group landed in Barcelona early in the morning. At the airport, the group met Fernando, the EF tour guide who planned each day and led the students for the entire trip. The first day started with a walking tour of Barcelona where students saw the plazas, shopping centers, and docks at the harbor.

Each day was packed with cultural activities and visits to monuments including the Sagrada Familia, House of Bones, and parks designed by Gaudi.

"The architecture in Barcelona was so beautiful. The cathedrals like La Sagrada Familia were breathtaking, but even the architecture of apartments and stores were beautiful as well," said senior Eleanor Kim.

Part of the authentic experience was eating traditional Spanish food. Students got to experience eating tapas, paella, and Catalan crème and drinking Spanish coffee and orange juice. Breakfast was always simple pastries with coffee and meat. Lunch varied every day ranging from tapas to beef briskets. Dinner was usually traditional food like paella or potatoes and meat.

"I loved the coffee in Spain. I had at least one mug of coffee every day. I even bought coffee grounds to make at home, but it doesn't taste the same," said senior Emily Hack.

Each day included activities like ceramics painting and bike tours.



Courtesy of Brian Rapp

Top: Students prepare for their bike tour around Barcelona with local tour guides. Bottom: students and chaperones enjoy the scenery of Sagrada Familia. Students were able to experience Spanish culture and landscape.

The trip took place during Holy Week, which is the week leading up to Easter. Because Spain is a predominantly Catholic country, there were processions each day of the week and special services at cathedrals. Those who were interested, had the opportunity to attend Palm Sunday service at the cathedral in Barcelona.

"It was really interesting to see the religious culture in Spain. Spain is very Catholic, so at night everything closed and there were processions in the streets that everyone stopped to watch," said senior Emily Schmidt.

After three days in Barcelona, the students took a bus to Madrid, located in central Spain. On the way to Madrid, they briefly visited Zaragoza, a small city, and learned the history behind the architecture of cathedrals. In Zaragoza, students ate lunch at a restaurant called Todo 1 Euro where every sandwich, salad, drink, and dessert cost 1 Euro.

In Madrid, students visited local shops that sold handmade sandals and other shops with leather goods.

From Madrid, they also paid a visit to two other major cities, Segovia and Toledo. In Segovia, the students climbed up the tower of an old fashioned castle that had

one hundred and fifty two steps. Then, the group went to various cathedrals and walked through the old part of Madrid called the Plaza Mayor.

In Toledo, students were able to see the convergence of three religions: Christianity, Judaism, and Islam. Students visited a cathedral and a temple and saw Islamic influences in much of the architecture. Students also saw a blacksmith making a sword and masters creating gilded jewelry.

"It was an amazing experience for all, getting a taste of Spanish culture, architecture, art, and cuisine," said senior Annie Rubin.

"It was the perfect blend between just learning about Spanish culture and a complete immersion into the culture. The trip made me love Spain, and I would go back there in a heartbeat," said senior Emily Hack.

Furthermore, the two teachers, Ms. Korba-Rapp and Ms. Joseph, were delighted with the trip. "We loved the girls. We bonded and got closer through the trip," said Ms. Joseph.

Ms. Korba-Rapp expects to lead another trip to Spain next year, hopefully to the southern parts of the country.

Performing ensemble members able to earn honors credit

BY Sally Kuan

Staff Writer

After years of requests from students and planning among teachers and administration, students in performing ensembles will be able to earn honors credit. Honors credit allows the class to be graded on a weighted GPA scale of 5.5.

Students can earn honors credit by completing requirements outside of class similar to an English Honors Project. This opportunity is only available for students who will be entering their junior or senior year. Prerequisites include participating in a NYSSMA solo, attending additional concerts, going to all required sectionals, writing papers, completing projects, participating in extra performance opportunities, and learning solo pieces on their own.

"All the staff thought that the opportunity for students to achieve honors credit through extra work in the ensembles would be a good thing," said orchestra teacher Mr. Anthony Pinelli.

This idea of offering honors credit to students through music has been discussed for several years. The formatting for earning honors credit is done like an honors project, similar to what is provided by the English and social studies departments. Students will still attend normal classes, but achieve honors credit by participating in certain activities. This includes work outside of school and outside of normal class time as mentioned previously. The Hauppauge High School honors program presents a plan that resembles this.

"We're modeling ours with a lot of what they do, and it is very similar to many other school districts," said Mr. Pinelli.

Interested students can go visit their music teachers in the fall, and if they meet all the criteria with a sufficient grade point average and accomplished all the requirements in previous years, they would be eligible to earn honors credit.

"It's really good. Students will be motivated to join the symphonic group," said senior Jua Moon.

"I think it's nice," said freshman Susan Maroney. "People can earn honors credit for playing in higher level ensembles."

This program will open up opportunities for the students to work at the next level in music, in performance of music, and in research of music history. Furthermore, students will be able to bolster their GPAs with a good grade in a performing ensemble.

"I think it is a really good idea. It will help with our GPAs," said sophomore Laura Kobrinsky.

"I think it's amazing," said Director of Creative Arts Ms. Sheri Suzzan. "We have discussed this idea for a couple of years now and just thought that those students who go over and beyond what is expected of them should be rewarded similarly to those through Honors English and Honors Social Studies projects."

Student creates iPhone app for student body and staff

BY Crystal Ren
Staff Writer

To leave behind a legacy at Schreiber, senior John Meyer used his app-developing experience to create an iPhone app for the Schreiber staff and student body.

The app, which will be released this spring, is aimed to notify students of any school-related events and to provide a platform for student-teacher communication.

“The feeling of having just a few hundred people use my own creation was indescribable,” said Meyer.

School administrators will be able to sign into a website that Meyer has created in order to send students notices of any school related events, such as bake sales or delays. When the message is sent, all users of the app will receive a push notification on their Apple devices.

Meyer designed the app with special circumstances in mind.

“It is important to note that I designed this system to be very useful in emergency situations,” said Meyer. “During Hurricane Sandy, I was left with no cell signal or Internet access at my house. I did, however, have access to places such as Starbucks that had working Internet access.”

The app also presents a teacher database.

“My goal for this feature was to increase the relationships between teachers and

students,” said Meyer.

Once the app user chooses the “Teachers” option, an alphabetized list of every teacher will appear. In addition to these two main functions, Meyer has also included a photos page, a fully functioning student schedule, a school events page, an agenda book, an information page, and a health page.

Meyer has been creating apps since the release of the iPhone Software Development Kit in 2008. This allowed individuals and companies who were not affiliated with Apple to create and to sell their apps in the Apple App Store. Meyer began his own app-making ventures by learning coding on his own.

“I spent most of the summer entering my freshman year looking through books, sample code, and other online resources to try and at least get a glimpse of what it took to create my own app,” said Meyer.

At the start of ninth grade, Meyer had created and uploaded his first app to the App Store.

“The feeling of having just a few hundred people use my own creation was indescribable,” said Meyer.

Ever since he has continued to develop apps and other such products.

“I think it’s really nice that he’s making apps because it’s inspiring, and it shows people that they too can make the next app,” said sophomore Haley Sambursky.

Meyer’s app development process is an orderly one. He first comes up with a detailed plan that includes a list of all



Courtesy of John Meyer

The application allows students to access a calendar of events, a list of announcements, and a list of teachers. Senior John Meyer created it to increase communication between teachers and students.

the features he wants to add, as well as design sketches, and potential plans for implementing the features.

Meyer’s most popular app has been his flashlight app, which was created in 2010 and has over three million downloads.

“I saw that I could make some pretty cool photo apps that utilized the new camera flash. A few hours later, I wound up with a fully functioning flashlight app. I still believe to this day that I was the first person to develop a flashlight app for the iPhone,” said Meyer.

There is a wide variety of tutorials and guides on coding and app development available on the Internet for aspiring app designers. As a self-taught developer, Meyer advises beginners looking to learn on their own to work with sample pieces of code.

“Delving into already existing sample code projects allowed me to learn the most,” said Meyer. “Just try and figure out what to do, and before you know it, you’ll have a basic understanding that you can build upon.”

Students and staff recite poetry in celebration of National Poetry Month

BY Minah Kim
Senior News Editor

The student body strolled into the library with berets and snaps for the fifteenth annual Poetry Café in celebration of National Poetry Month. Students prepared a variety of poems ranging from original poems to raps to nursery rhymes.

“It was a very nice, relaxed event,” said senior Delia Van Praag. “A lot of different pieces were shared, and delicious breakfast food was had by all. The English Honor Society, the librarians, and specifically Ms. Cohan, really did a great job putting it together.”

The English Honor Society and library staff organized the event. Members of the Tri-M Music Honor Society provided musical accompaniment for the first 10 minutes while poets and attendees chatted and ate bagels and muffins donated by local businesses.

This year’s hosts were seniors Van Praag and Benny Scheckner.

“Well, last year Ms. Cohan approached me and Decadence member, Jesse Weil, and this year she asked me to do it again with former professional wrestler Benny Scheckner,” said Van Praag. “I sort of like to take the James Franco approach to hosting.”

Poems ranged from the profound, “Dreams are ships that take us where we need to go, As they sail the waters of Our Inner Universe” read by sophomore Jacob Bloch to rebellious epigrams entitled, “Oh, would you like me to be more like



Madeline Fagen

Senior Benny Scheckner recites a poem in front of an audience of students. Scheckner hosted the event along with senior Delia Van Praag.

your ideal woman, more demure? I’ll sh*t in your food,” read by junior Emma Podolsky

Some students wrote poems to read at the Poetry Café, like senior Ben Lerner, who wrote, “Science, Beytch,” a poem based on the TV show *Breaking Bad*.

“I’ve been watching *Breaking Bad*

for pretty much my entire life, so it was truly gratifying to be able to express my passion to such a rapt audience through slam poetry. I wrote it at 7:30 after I ate an apple so I’d like to give a shout out to the Dole Food Company for giving me the energy I need to write what has been described as ‘the illest rap I’ve heard all

morning,” said Lerner.

Many students had special connections with the poems they chose. Junior Noah White recounted his experiences in an outward bound program during which he had to live in the wild on his own for three days before reading, “If I had my life to live over” by Nadine Staire.

“Poetry touches the heart and mind in a way no other writing does. It was evident that students put a lot of prep into poems. They didn’t just randomly grab a poem. They really thought about the poem they were choosing to read,” said librarian Ms. Mary Seligman.

The Poetry Café started 15 years ago. The idea was conceived by two students and former Schreiber librarian Ms. Kate Herz. With support from the English Department, the tradition has continued.

The Poetry Café had a performance from math teacher Mr. Joe Lederer who recited a short poem about mathematics and two Pi Day poems.

With no limitations of what they could read, some students took this opportunity to recite modern day rap.

“I truly appreciate the fact that our school has embraced and revitalized the ancient art form of poetry,” said senior Mike Berry.

Over 60 students signed up to read or recite poetry and each reading was met with snaps and applause from the entire audience.

“Schreiber’s commitment of the arts remains prevalent after the raging success of the Poetry Café,” said Scheckner.

Ithaca College visits music ensembles

Orchestra and choir perform alongside college musicians



Madeline Fagen

Choir members from Schreiber and Ithaca College do a walking and singing exercise to rehearse for their concert. Later that night, concert choir students performed with college musicians.

by **Lya Rothmann**

Contributing Writer

Seeing college level musicians aspiring to be professionals in the field is very encouraging for high school students.

The Ithaca College Symphony Orchestra came to school for a performance in the auditorium for the second consecutive year on April 18.

Last year, the orchestra came exclusively for the Schreiber show. This year, they also planned another performance at Lincoln Center the same weekend.

“Since I attended Ithaca, they contacted me around late August 2012 to begin planning for this month’s events,” said orchestra teacher Mr. Anthony Pinelli. “This is the first year that both a school visit and a large performance were planned together.”

The first day of the visit included the concert in the Schreiber auditorium. With an introduction from Mr. Thomas Kline, Ithaca’s Director of Music Admissions, The beginning of the school concert featured the Ithaca College Choir, another first for this year. They sang the “Laudibus in Sanctis” by William Byrd and “Hymn to St. Cecilia, Op. 27” by Benjamin Britten.

For the first song, the choir stood in the

isles to emulate a “surround sound” type of effect for the audience, according to Mr. Lawrence Doebler, the Choir conductor of the College. Soon after, the school’s choir joined the Ithaca students to sing “Choose Something Like a Star.”

“I personally love these types of songs because they really give me the chills,” said junior Diego Hidalgo, “You don’t just hear the song; you can truly feel it.”

After an intermission, the Ithaca Symphony Orchestra and Schreiber’s own Symphonic Orchestra performed Tchaikovsky’s “Andante Cantabile”, which was featured at the Night of 1,000 Strings in February.

Once the high school string students left the stage, the college students were joined by wind and percussion instrumentalists for the rest of the show, in which they performed “Concerto for Orchestra”, composed by Witold Lutoslawski.

All of these songs, with the exception of the Tchaikovsky piece, were featured at the Lincoln Center.

“It’s really nice that they came down,” said sophomore Victoria Shamir. “Mr. Pinelli is really excited to have them here, and he was really looking forward to it.”

The visit was also generally well-received by Ithaca students.

“It was a really great time. And it’s

rhythm.

“Honestly, it’s a piece that a lot of percussionists know, it’s very popular,” said Ithaca senior Chris Demitriou. “We didn’t have any instruments here to play with, so we figured we should do a piece that doesn’t need instruments.”

The college students also had the chance to work more individually with high school choir students.

“The students of the high school got to interact and rehearse one on one with the college students, to experience music emotionally, physically, enhancing their vocal technique beyond anything they’ve experienced before, which has now transcended their musicianship to the higher level,” said choir director Mr. John Spezio III.

Later that day the orchestra and choir took a field trip to the Twentieth Century Anniversary concert inside the Alice Tully Hall.

The concert included songs played the night before, as well as “Gloria” by Francis Poulenc, and Atmospheres by Gyrgy Ligeti. At the end of the night, the Ithaca Symphony Orchestra and Choir received a standing ovation from almost the entire audience.

“I previously heard some of the pieces the night before, but it was stillw definitely breathtaking,” said senior Nick Schwartz.

Relay for Life draws near and preparation speeds up

by **Rachel Kogan**

Staff Writer

A few years ago, the Schreiber track was rebuilt and new grass was planted in the interior space. In the years since, the track had some repair issues that needed time and attention, so Relay for Life has been re-located to Sousa Elementary school for the past three years. This year, the event is moving back to its original location at Schreiber.

Planning began last June, a few days after Relay 2012. After reviewing last year’s event, the Planning Committee met once a month beginning in October. In the final months before the event, the committee annually takes on logistical planning, securing teams and donors, doing press and marketing, and working with the Port

Washington Police Department on safety issues and the school district on issues surrounding the track and field space.

“Everyone has been very supportive and helpful in this process,” said Ms. Lee Anne Vetrone-Timothy, a Relay co-chair.

For the years at Sousa Elementary School, the committee had to actually map out an official track.

“Having a true track makes everything easier from the start and gives the event - a walking/running event—a true look and feel,” said Ms. Vetrone-Timothy.

This national organization helps to spread cancer awareness across the country as well as raise money for further cancer research. Port Washington has participated and organized Relay for Life for over twenty years, and raised more than \$1 million for the cause. The event celebrates cancer survivors and caretakers

in addition to honoring those who have passed away due to the disease.

“Relay for Life is special in the way that it is not just a school event, but also a community event,” said sophomore Jesse Epstein, who is both a coach and a team captain. “Members from all over the community join together and participate in this amazing program.”

The Relay for Life club usually holds meetings for the coaches year round. Starting this month, the club will open its meetings to the whole student body. There will be four meetings for team captains and two meetings that require entire teams to attend. The meetings accommodate students’ needs, and each meeting has two dates. This way there are multiple chances for students to attend the club, and this provides for a more organized event.

Chelsea district becomes art classroom

by **Lena Kogan**

Staff Writer

Art students recently got a taste of city life on a trip to galleries in New York City’s Chelsea District and the High Line. On April 16, Ms. Miranda Best’s Sculpture and Ceramics class and Ms. Marisa DeMarco’s Advanced Painting class joined Mr. Peter Koch’s Video Production students for the trip.

The Sculpture and Advanced Painting students visited a variety of contemporary art galleries while Mr. Koch’s students created videos using the Chelsea streets and the New York High Line as backdrops.

“It was a great day,” said Ms. Best. “We saw a lot of beautiful and exciting artwork, everyone had a great time.”

Students began their trip by viewing an exhibition of geometric abstract pieces by Bernd Ribbeck in the Harris Leiberan Gallery.

“I thought it was much more enjoyable than I expected,” said sophomore Carmen Kam. “The exhibitions really blew my mind.”

Following this, the classes visited a collection called “Phantom Pain” by Susanna Heller at Magnan Metz Gallery. Susanna Heller explores the lives of amputees and their physical and emotional experiences during recovery through a variety of abstract paintings and drawing pieces. Students also viewed a collection of minimalist pieces by Luke Diiorio at the Ana Cristea Gallery. Additionally, the building featured a collection of watercolor city scenes by Christopher St. Leger in the George Billis Gallery, located on the lower level.

“Seeing all the artwork really motivates to make my own art better,” said junior Samara Walsh. “I especially liked the surrealism, I really enjoyed the style.”

The Sculpture and Ceramics class saw a selection of contemporary Japanese ceramics at the Onishi Gallery. The gallery contained a variety of vessels by contemporary artists along with several oil paintings on wood, embracing the Japanese art technique and style.

“You really get inspired by it all,” said sophomore Ethan Bookstein. “Overall, the trip was very nice.”

While the art classes explored Chelsea’s many galleries, Mr. Koch’s students looked for inspiration outdoors.

“It was educational, but a lot of fun at the same time,” said sophomore Gabriel Mora.

Students filmed clips as they explored the gardens above the city. Groups moved freely along New York City’s High Line, which spans sixteen streets of urban life.

The videos they created on their trip are to be part of a project they will continue in class. The students went on to enjoy lunch in Chelsea, where everyone was allowed to explore the various shops and get a taste of true urban life. The art classes also explored the High Line later, where everyone enjoyed their lunches outdoors.

“It was really nice weather and I loved the High Line Park very much,” said Kam. “It’s always really nice to eat lunch in the park, and it was the perfect way to conclude our trip.”

Point Counterpoint

Should teachers grade student assignments anonymously?

BY **Aaron Bialer**
Staff Assistant

Whether based on sex, race, or just on a previous impression, bias causes inequality, and letting bias influence work is utterly unacceptable and unprofessional.

Unfortunately, prejudices often go unnoticed, even by those who hold them.

The student body and instructional faculty at Schreiber attempt to be accepting and unbiased. However, further steps should still be taken to ensure a completely impartial environment.

For example, teachers may hold biases against either certain groups of people or personally against a specific student, causing discrepancies in their grading. If teachers were to grade assignments without looking at the students' names, then grading would become more fair.

An anonymous grading system would also prevent teachers' personal relationships with and preconceived opinions of students from affecting students' grades. Also, favoritism would no longer play a factor.

"Grades can be unfair if your teacher isn't close with you or your personalities don't click," said junior Lauren Livingston. "In this case, especially on essays, the teacher may not grade you as easily or bump you up if you're on the verge of a higher grade."

Similarly, teacher's expectations of certain students can majorly affect their grades.

A student who generally works hard and does very well on assignments is expected to live up to certain expectations on every assignment they complete.

If they happen to do poorly on one assignment, they may receive a worse grade due to not living up to these high expectations placed on them.

"Anonymous grading significantly reduces the effects of biased grading;

however, a teacher who does know a student cannot fully grade somebody," said social studies teacher Ms. Renee McClean. "Anonymous grading is based upon an incomplete profile."

With this in mind, participation or behavior grades would be important as part of the mainly anonymous system. These grades would assure teachers a more complete profile of their students and force teachers to directly target behavior and participation rather than indirectly adding it in to subjective grades.

The only fault of anonymous grading is the difficulty in setting up an appropriate system.

Most methods of anonymous grading would allow teachers to view students' grades if they chose to do so.

"Instead of having names in their grade book, teachers could have numbers for each student," said junior Matthew Brandes. "The teacher should grade it first without a name, like the Regents is

BY **Michaela Gawley**
Staff Writer

Homework and other various assignments are an important way for teachers to connect with their students. It is important for teachers to get to know their students, and grading their assignments is one way to do this.

Through the process of grading a student's work, teachers observe students' strengths and weaknesses. Such observations gives them a greater understanding of their students on an individual basis.

If teachers were to grade anonymously, they would not have the opportunity to efficiently help their students.

"I think it's really important for teachers to know whose work that they are grading, because it helps them to establish an idea of what concepts they are struggling with," said junior Abby Harari. "This helps them to find ways

them to someone who would be able to help them.

"When teachers grade work with students' names in mind than they develop an understanding of the student's abilities and be able to detect unusual lapses in performance and address them quickly," said junior Nick Marinelli.

The process of grading also allows teachers to notice and acknowledge students who are making immense strides.

Teachers can look back on a student's previous work to see their progress.

Teachers are often asked to write recommendations for college, and reflect on their students' achievements. If they were not able to look back on the student's previous work, this already sometimes difficult task would become much more challenging.

Teachers can use graded assignments to demonstrate the

progress that a student has made.

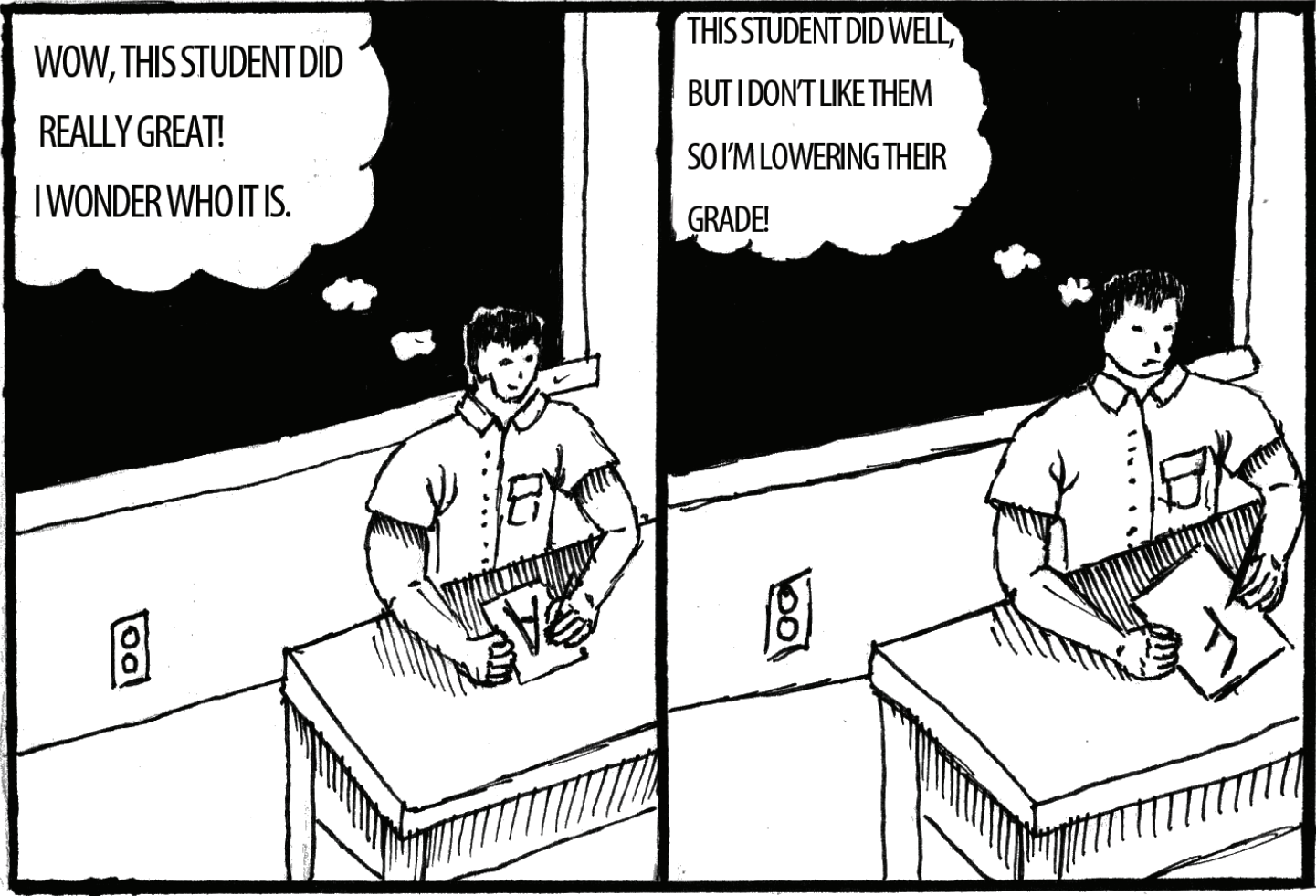
Teachers can also use graded assignments to prevent and deal with academic dishonesty.

If they are aware of the quality of work that their students typically produce, they will quickly notice any discrepancies.

The process of grading assignments allows teachers to appreciate their students' individuality and creativity. Through their assignments, students can

express themselves in a way that they might not be able to, or feel comfortable with in class.

Teachers able to know whose paper they are grading can more easily determine the best ways to explain information to a student, and also can help them connect with their students on a personal level.



Daniel Devlin

graded, and then, if they want to give points for improving, they could check the number to look up the name."

Such a method would greatly increase fairness in grading, even though teachers who do not appreciate the benefits of it would easily be able to ignore the system and hold bias over students.

The benefits of the implementation of an anonymous system far outweigh the negatives.

to alter their curriculum to better explain the material.

If teachers graded anonymously it would make it much more difficult to monitor their students' progress.

When teachers are familiar with the quality of their student's work, they notice if the quality of a student's work rapidly decreases. The ability to notice such quality changes helps teachers provide students with support or direct

College process 101: two seniors reflect

BY Emma Brezel and Elana Galassi

Staff and Contributing Writers

For most, May 1 will just be another day. But for seniors, it's the day we have to send in deposits for college. Basically, it's commitment day.

All the days spent memorizing useless SAT words and whining to our friends about how much our college essays suck will all culminate in this single day.

It has definitely been the most physically and emotionally exhausting experience of my life, but in less than a week it will all be over and I can finally take a deep breath.

No one can sugar coat the admissions process. Being rejected by a group of complete strangers because your life's accomplishments aren't impressive enough is a real blow to your ego. I got rejected or waitlisted from almost all of my schools so I am in no way an expert on college admissions.

So here is some advice for all of you future college applicants from someone who knows what you will be going through.

This is probably the most important thing I learned about applying to college. Now, it seems really obvious and I wish someone had told me this a year ago because it would have made rejection a little easier: there is no logic behind college admissions.

There is no guarantee you will be accepted just because your SAT score and your GPA are within the school's range.

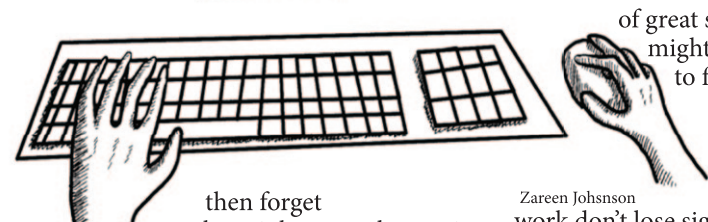
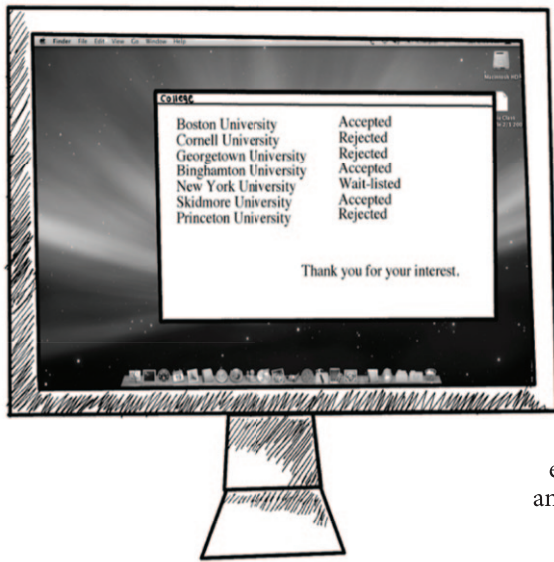
There are people who get into an Ivy, but then get rejected from their safeties and vice-versa. There are just so many variables that you cannot control.

Maybe the valedictorian decided to apply to your top choice last minute or maybe your recommendation got lost in the mail or the admissions reader could just have been having a bad day and

wasn't feeling very generous.

Most of the time admissions decisions don't make sense and you just have to accept it.

The best advice I can give you is to make the best application you can and



then forget about it because the rest is out of your hands.

You will go crazy trying to figure out why the boy in your class who is on the brink of failing got into your top choice and you didn't.

Focus on making yourself the best applicant and don't worry about things you can't control.

Secondly, apply to eight first choices. I don't think I have ever been more upset than when I got deferred from my ED choice.

I had made a huge emotional investment into that school and when

essay, and high ACT score could make up for my slightly lacking GPA.

While the road to eventual acceptance was paved with a lot of bad news, I could not be happier where I ended up.

A word on the Ivy League: success isn't measured in where you go, but rather what you do with what you're given.

The Elite Eight are not the end all for a successful life.

I've seen Ivy graduates still living on their mothers' couches, and community college students who make six or seven figure salaries. No college is ever a guarantee into a field; it takes hard work to get to the top.

Whenever someone asked me how getting rejected felt, I described it as getting engaged, being halfway down the aisle, having them give you the once over, and them telling you to turn around and go home. You feel like garbage.

But remember that you are an amazing, valuable person.

And there will be a school that sees something very special in you.

Where you want to go and where you end up may be two different places, but everyone I have spoken to (including adults) has said that where they went is hands down where they were meant to be.

When I got into the school I'll be attending in the fall (GO RAIDERS!), my

I realized I didn't get in, I was terrified because I couldn't see myself anywhere else.

Find eight schools that you love and research them all equally. If you do that you are almost guaranteed to get in somewhere that you love.

Have an open mind and investigate the schools you get into and go beyond just taking a tour. Try and schedule to stay overnight or join the Facebook group so you can get a feel for the kids who are coming.

The school I will be attending this fall wasn't one of my top choices. However, once I investigated more and stayed overnight with the tennis team I realized it was exactly what I was looking for and I can't imagine going anywhere else.

For some people, applying early decision to a school works out and life is great. But, for a majority of people, it doesn't. Just know that you are not alone and there are plenty of great schools out there. They might just take a little longer to find.

Lastly, when you are writing all your essays and doing all the busy work don't lose sight of the big picture.

Yes, college is important and it is important to show admissions directors how great you are, but it is only four years of your life. Whatever path you chose, life will go on.

What really matters during those four years is not whether your school only accepts a perfect SAT score or if your school has a 2% acceptance rate, but the people you meet and how you take advantages of the opportunities available.

~Emma Brezel

dad hid the envelope, made sure I was positive about my decision to attend if accepted, and then pulled the envelope out of the couch cushions.

Several minutes of screaming and tears later, I went on a late night coffee run. And let me tell you, if anything can taste like victory, that coffee did.

I'm going to be about as blunt as any eighteen year-old: don't bother trying to apply logic to college. Almost everyone who applies and is rejected from a school is very qualified, and no amount of reasoning or rationalization can make this feel any better..

Either there wasn't enough room in the class, or you overreached yourself a little, like I did.

And that's okay. You will probably get rejected somewhere. It will hurt. You might cry a lot.

From one veteran of the process to the new crop of kids, just some last-minute advice:

1. Don't let this process mutilate you.
2. Don't try and fit some unreasonable mold.
3. There is no way of knowing whether you're getting in or not.

So do yourself a favor, and take the best darn shot you can.

Because, hey, you really never know.

~Elana Galassi

North Korea messes with Texas and other cities, inaccurately

BY Will Berger

Staff Writer

Much of the noise coming from North Korea has been threats of nuclear attacks on the US. North Korea's "U.S. mainland strike plan," revealed in a photo from Kim Jong Un's war room, appears to mark the American cities that Pyongyang would attack when it launches its promised war against America. Pyongyang, the city that never sleeps (unless given orders to do so), is the capital of North Korea and the center of the North Korean military.

It's not totally clear, but it looks as if one of the intended targets, among several west and east coast U.S. cities, could be the hip college town of Austin, Texas; most likely because Kim Jong Un is upset that SXSW rejected his short film submission.

Austin aside, the latest ridiculous North Korean propaganda video includes threats to launch the nation's (untested) KN-08 missiles at four U.S. cities: Washington, Colorado Springs, Los Angeles, and Honolulu.

The only problem is that the video, released by the state-run media organization Uriminzokkiri, misidentifies Colorado Springs' location by about 1,000 miles. Apparently, North Korea believes that Colorado Springs is somewhere in Louisiana.

Experts speculate that Kim Jong Un is just trying to prove himself as a leader by fabricating a problem so that he can look like a hero to his people.

So, Kim Jong Un, I ask you: Why? Everyone in your country is already brainwashed; just tell them you conquered us. Tell them that the U.S. has been wiped off the map in a fiery blaze of ash and bone. Tell them that you used the remains of our country to build a giant statue of yourself.

All news is controlled by the state, and no one would ever be able to falsify it because no one can leave your country. Problem solved.

It would really be in your best interests not to get us involved. You see, the U.S. is pretty tired; we just got out of a major war, we spent the last week trying to catch the Boston Marathon bombers, and we missed lunch—so we're pretty cranky. If you really want to start war with us it's going to be quick and painless—for us.

I'm not sure how many people from North Korea are reading this, (probably none because, again, all news is controlled by the state) but please leave us alone—for your own sake.

If you really like Dennis Rodman so much, we'd be willing to trade him for your nuclear weapons.

The only real use we have for him would be to put him on the *Apprentice* for a third time.

SchreiberSpeaks What's your most memorable dream?



"In my dream, the entire school was in the cafeteria for a huge party that was kind of like *Project X*. Teachers and janitors were there too. It was really weird."

~Nick Duarte, senior



"I once had a dream that I married Patrick Dempsey and we lived happily ever after in a huge mansion together."

~Jina Lay, sophomore



"My most memorable dream was that Michael Phelps came to the community pool and taught me how to swim. Then I won an Olympic swim race!"

~Navier Polanco, freshman



"I had a dream where my mom turned into a mouse and I fed her cheese. I had the dream after watching *Tom and Jerry*."

~Julia Bain, senior



"My most memorable dream was about a free market of ideas. It didn't have images, but it was more about a concept."

~Josh Curtis, sophomore



"I had a stress dream that I was super late to a show I was supposed to be in. I went to the wrong room and missed the entire show!"

~Sydney Ronis, junior

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

Individual choice would foster students' love of reading

BY Maddie Cohen
Staff Writer

In English classes at Schreiber, the reading list of books for the year is provided for students.

Obviously, it is very important for students to read books, but a set reading list discourages students from enjoying reading.

"Students should definitely be able to choose what books they want to read because it helps students to be more engaged and interested in their classes," said junior Catherine Tasnady. "For example, I didn't like reading *Macbeth*, and this stopped me from reading other Shakespeare plays on my own. I would much rather have opportunities to select a book that I would be able to relate to more."

Students should have more freedom

and should be able to select more of their own books.

"I think that it is good for students to choose their own books because it allows them to read something they enjoy," said freshman Chloe Silverstein.

"It also helps build character for the future by showing them what they like and dislike."

"I think that it is good for students to choose their own books because it allows them to read something they enjoy," said

freshman Chloe Silverstein. "It also helps build character for the future by showing them what they like and dislike."

Without a doubt, one of the main roles of English classes is to introduce students to great works of literature, old and new, that they may not otherwise be exposed to.

Still, students should be required to read some selections from teachers in order to broaden their perspectives, but should be allowed to pick some of the books in order to learn more about genres they enjoy or want to explore.

"Choice is important and we encourage it through honors projects and independent reading assignments," said English teacher Mr. Corey Block. "Not to mention that most teachers in the English Department are willing to talk about any books for any reason, so read something you like and come tell us

about it. But there is a lot to be said for an instructor choosing texts and guiding students through those texts with a purpose. Hopefully students will then be empowered to keep choosing their own books long after they leave Schreiber."

Although in English classes themselves, it may seem that opportunities to choose books are limited, students do in fact have many opportunities to select their own reading materials.

Teachers sometimes need to guide and push their students when it comes to reading different types of literature from a variety of genres.

It is important for students to choose their own books because they will not only take pleasure in reading but they will learn about topics they are interested in.

Then, students will become more confident readers ready for their academic and literary futures.

Editorials

Improved choices in assembly speakers

Every year, administrators and various committees bring speakers to school to hold educational assemblies. The assemblies have often focused on decision-making skills, with focuses on peer pressure with regards to alcohol and drug use. The quality and relevance of these presentations is often questionable at best. More often than not, students have left these assemblies unaffected, and, sometimes, with headaches from blasting stereo systems.

This year, however, *The Schreiber Times* was pleasantly surprised with the selections in assembly speakers. Both Ms. Jacy Good and Mr. John Halligan had important messages to impart on the student body. During their emotional presentations, both speakers captivated students' attention, and insured that they walked away having had learned important messages.

Ms. Good's harrowing retelling of her experiences after she was hit by a distracted driver was just the warning that students needed, in an age where texting and driving is becoming eerily common, even as laws against doing so become stricter. Not a dry eye was in sight after Mr. Halligan finished speaking about his son, who committed suicide in middle school after dealing with bullies for years.

Having speakers come to the school is costly, and *The Schreiber Times* is glad that this years' funds were well spent. While it is important that the school reinforces the importance of good

decision-making, flashy presentations and police officers giving empty warnings are simply not as effective as real people sharing their stories. *The Schreiber Times* appreciates the change in assembly speakers for this year, and hopes that these types of speakers continue to return.

End littering and vandalism

With Spring comes sunny days, fewer layers of clothing, and more time spent outside. This year, however, an inexcusable increase in littering and graffiti on the school campus has accompanied the change in season.

There is unfinished lunch food consistently strewn about the stair cases in the new wing, and a daily renewed supply of suggestive graffiti on the walls in the same stairways.

Schreiber students are more than capable of throwing out their trash in any one of a number of receptacles, and can most certainly handle keeping markers and pens off of building walls.

The Schreiber Times recognizes that such acts are disrespectful to the custodial staff, and reflects immaturity and selfishness.

These acts show a lack of respect for school property, peers, and teachers that should not be tolerated by the Schreiber community.

As the end of the schoolyear approaches and you spend more time outside, please take note of any messes you leave behind, and make an extra effort to clean them up.

Letter to the Editor: Marathon running

I am not much for running. I try to run for exercise at least 5 times a week, but that takes place in the comfort of my own home in front of a television. I use the television as a diversion from the pain I associate with running. I run for health reasons, not because I enjoy it.

Running hurts. For me, it's my ankles, my knees, and my hips that bother me everyday and that try to convince me to find a better way to stay in shape. There are, however, two parts to running that keep me motivated. First, is the feeling of accomplishment that I get from crossing the arbitrary finish line that I establish for myself. Second, is the endurance I have been able to improve dramatically over the past few months.

I admire runners for their endurance. I admire them for their ability to put one foot in front of the other thousands of times ignoring the pain and agony that they deal with routinely. To soldier on and not simply stop until they reach their goal takes enormous mental toughness. It is what endurance is all about.

To endure is to deal with hardship, patiently, without giving in. Marathon runners have a lot to endure. Their entire existence is connected to hardship and they never give in.

On April 15th at the Boston Marathon, runners had even more to endure.

After the attack on Boston I found myself thinking about what the marathon will look like next year, and if people will come out to run it. It didn't take long for me to believe, strongly, that they will ... in droves. I then started thinking about us. About all of us non-marathoners who are still out there running our own race that requires us to endure. I started to think about all that we have had to endure this year, about how hard it is to make sense of a historic storm, or the needless loss of young lives, or an attack

on Boston, or any number of the personal hardships we all deal with privately. Like the marathoners we have to keep going. We have to keep moving along the route no matter how much it hurts. We must endure.

Marathon runners run by themselves, but they are never alone. They find a way to support each other throughout the race as spectators continually encourage them to keep going. Perhaps this is the model that we, as a school, can learn from now. The only way we can endure this series of hardships is to make sure that we are never alone. When one of us gets tired and wants to stop, there need to be others there to make sure we finish the race.

~Principal Mr. Ira Pernick

Have a response to a Schreiber Times article? Submit a Letter to the Editor at 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



Naviance can be a useful tool, but only if you know how to use it

BY **Daniella Philipson**
Features Editor

If you are a senior who just went through the college process, or are a junior about to start, you are probably all too much aware of Naviance, the online service that tracks GPAs, SAT and ACT scores, and college acceptances from Schreiber students. Prior to using this program, the guidance department kept the same statistics that Naviance provides the student body with, but in print form on massive spreadsheets. These files, which were available in one-year increments for every college, was only available to the counselors and parents or students willing to come in, sit at a table in the guidance office, and look through the whole report. Naviance puts a great amount of information about colleges in one location, making it more accessible. In addition, all of the information on Naviance pertains to our school. The historical data available through this tool is important to both students applying to college and to college admissions officers. The “Application History” space on a university’s page on Naviance collects data such as the number of applicants, acceptances, and enrolling students. Students can use this information in order to gauge around how many students a given college or university will accept in the upcoming academic year. For example, if a school is accepting seven of its ten applicants and all seven of those students enroll, that admissions office will likely accept a similar number of students in the next pool of applicants. “As I’ve said in open presentations, colleges had that type of data for

years,” said director of guidance Mr. Hank Hardy. “When I was a college admissions counselor, I knew all of this information. The reason that’s important is because if I see that if I’m getting a lower yield than I’m accepting, I might not, as an admissions officer, spend time visiting a low yield school and turn my attention to other schools instead.” While Naviance is incredible in that it easily provides a myriad of information for students and families in one place, students should learn, like any tool, how to use it properly. “I felt like, perhaps, there were other factors that should be considered. When I looked on Naviance, it was before I took standardized tests. I was told to look at it a little bit too early and it got me prematurely scared and thinking that certain schools, ones that I didn’t even know much about, weren’t for me. I don’t think that added stress was necessary. So, it wasn’t necessarily naviance itself, but how I was told to use it,” said senior Rebecca Herz. Rather than relying on the scattergrams provided by Naviance as the end-all-be-all of college admissions, Naviance may be better used as a strategizing and research tool instead of as an indication. With the hopes of making the information more accurate and less overwhelming, the Guidance Department may lessen the window of applicants shown from five to four years on the scattergram. In addition, students should keep in mind that Naviance does not account for the more human aspects of the application such as the teacher recommendation, extracurricular activities, and what college admissions officers are saying will become increasingly important: the “interest factor.”



The college search and careers tabs both provide students with more advanced search options that show schools based on interests, rather than statistics.

“Colleges said that they are going more towards an interest factor. So, what that means is, visiting the campus, is going to be a big thing. Even just visiting the admissions officer at a college fair will be helpful,” said Mr. Hardy. While services like Naviance and the Common Application have made applying to colleges far more accessible—since you can now apply to many more schools by simply paying a fee—paying the campus

a visit can be placed low on a student’s priority list. Colleges want to see that applicants are legitimately interested in attending the school in order to have a high yield; this information is where students may want to remain weary of Naviance. As an applicant using Naviance, it is impossible to know if those accepted who are under the “green area” of the average accepted students on a scattergram are top athletes, legacies, or a superb cellist.

Moolala adds to the long list of frozen yogurt establishments in Port

BY **Alexa Pinto**
Staff Writer

If Port Washington were on Jeopardy, the question “Things we have too much of in Port” would be answered, “What is frozen yogurt?” Some might roll their eyes at the news of Moolala’s recent opening this past March, but it has proven to be a delicious new addition to the frozen yogurt stores in town. Located at 11 Old Shore Road, Moolala is finally bringing the joy of creamy frozen yogurt to the

people of Soundview and Manorhaven. Although the store has 14 flavors available at all times, its flavors vary and are usually far more interesting than the average frozen yogurt—cinnamon bun, fudge brownie batter, caramel pretzel, and raspberry cheesecake. Dozens of toppings are also available for customers, ranging from Captain Crunch cereal, mango and strawberry boba beads, jelly rings, rainbow cookies, nuts, coconut, chocolate crunchy syrup, gummy candy, fresh fruit, chocolate, and waffle cones. “Moolala is my pride and joy,” said senior Josh Gordon, a Moolala employee.

“There are more toppings than other places, and the staff is definitely friendlier with a better atmosphere. I also work there.” “Even though there are a lot of other places in town, Moolala’s yogurt is definitely more natural, and we offer a lot of different varieties than other places might. The amount of toppings we have is also incredible, so there’s something for everyone to enjoy here,” said senior Sara Maranelli, who also works at Moolala. Unlike many of its competitors, Moolala caters to a variety of dietary needs. All of its products are kosher, and several are gluten free. In addition, they offer non fat, low fat, no sugar added, and nondairy sorbet yogurt options. Like other frozen yogurt places, Moolala charges by the weight of the yogurt. It is still less expensive than competitors 16 Handles and Twisted. Moolala has special dividers for the frozen yogurt cups, making it possible to divide different flavors and convenient for others to share yogurt or to avoid mixing flavors. Water bottles, juice and vitamin water are also available at Moolala for thirsty customers. “Yeah, Moolala was delicious. The Nutella topping was by far a favorite of mine, and I love how you can self-serve to make it exactly what you want,” said senior Ali Peltz. Although three other frozen yogurt places already exist in the town, managers Robert and Danielle Rosenberg said that it was an easy decision to open a Moolala in Port Washington. “We live nearby, and think that Port Washington is such a nice, quaint town on the water, and would be a perfect



Maddie Cohen

Senior Josh Gordon helps hungry customers at the yogurt dispensers.



Maddie Cohen

Moolala provides variety through its self-service program at both the frozen yogurt machines and the toppings bar, much like Port’s other fro-yo establishments.

Cutting meat out of your diet doesn't have to be impossible

by Sydney Mott
Staff Writer

Vuh- vuh- vegan? Yes, that's right, vegan. For those of you who do not know, vegans do not eat meat. Just kidding; that's vegetarians. Vegans don't eat any animal products. No eggs, no meat, yogurt, cheese, milk, etc. Many of you Ron Swanson-esq meat lovers may be appalled by the idea of never again eating a juicy burger. While becoming a vegan can certainly be an adjustment, it is not impossible. And if you are against the idea of an all-natural diet, have no fear because you can still eat food with chemicals. Mmmm... chemicals.

Look, it's understandable. Vegans can be annoying. You don't want to know where your Big Mac came from, so why the heck is this "vegan" guy telling you? It's because, underneath that layer of St. Ives body lotion, there is a real human being who cares about your health.

The quintessential question: "What do you eat?"

Just to clarify: vegans can eat more than lettuce and overpriced quinoa. People never seem to understand that many foods are already vegan, or are very close to being so. Salads, pasta, fruits, veggies, hot dog buns, tofu, soy, bread (not challah, unfortunately), wraps, sauces, cheese-less pizza, rice, grains, and much more, are all vegan-friendly.

For those transitioning from the omnivorous lifestyle to veganism, there are a vast array of soy meat products to ease the dietary change. These range from things like Tofurky to Soy Dogs, and if you close your eyes real tight, count backwards from 1000 by 7's, and imagine sizzling steak at Benihana's in the shape of a heart, it starts to taste like the real thing.

People think that they could never live

without meat, but it truly isn't that hard. They pity you for your lifestyle, and state that they could never do the same. You're a vegan? I'm so sorry. There is no need to be sorry, and they ("they," meaning "you") could easily make the adjustment in their own life. There is no need for any drastic changes, either.

You can still go out to dinner and enjoy the type of food that you like today. Most restaurants will accommodate a vegan eater, and you can easily order a meal without the cheese or meat. Substitutes exist for every animal product, so you won't have to miss eating the Celeste-wrapped hot dogs that you love. Entire restaurants even exist for the vegan eater. To make the transition easier, you can start by cutting out meat just once a week, and further diminish your consumption as time progresses. Participating in meatless Mondays will have a huge impact on your health and the environment, and it is only the beginning of the veggie path. Go on, do it. I believe in you.

If you are ready to make the switch over to veganism, here are some suggestions of where to eat:

Witches Brew (311 Hempstead Tpke, West Hempstead, NY)—The interior of Witches Brew resembles a scary cave, especially around halloween. Its blinding darkness can be a shock at first, but don't worry because your eyes will adjust. Witches Brew's seating arrangement is somewhat unconventional. Instead of chairs you'll find couches, and instead of "light" you'll find a fear factor reenactment. The Brew happens to be very vegan-friendly, as it has an entire page on the menu for us "special eaters." From waffles to cookies to foccacia bread, there is a large range of animal-free foods to choose from. As an added bonus, there is a massive spread of funky drinks for you to chose from.



www.candlecafe.com

Candle Cafe on the Upper East Side tries to support local produce growers as often as possible, and incorporate sustainability into their establishment.

Loving Hut (348 7th Avenue, NY, NY) —Loving Hut, which is just three blocks away from Penn Station, is difficult to find if you are not looking for it. The restaurant is the size of a large walk-in closet, so be prepared for a cozy eating experience. Loving Hut is totally vegan, and has food that could be found at a regular restaurant such as quesadillas, heroes, mac and cheese, and stir-fries.

Caravan of Dreams (405 East 6th Street, NY, NY)—Tucked away in the East Village, Caravan of Dreams offers vegan, vegetarian, and raw options. It's dimly lit, which is partially because of its almost underground location. Though Caravan has both vegan and vegetarian dishes, what makes it special is its variety. Open for three meals a day, Caravan serves berry pancakes with grilled bananas, beet

ravioli, zucchini spaghetti, seitan taquitos, and many delicious desserts.

Candle Cafe (1307 3rd Avenue Between 74th & 75th St)—Candle Cafe, which has locations on both the Upper East and West Sides of Manhattan, offers organic vegan and gluten free foods while using "green" practices and supporting local produce sellers. The homey interior decor and delicious dishes are warm and inviting. The house-made seitan dumplings, kale salad, Mediterranean wrap, and tropical freeze smoothie are all highly recommended. Candle Cafe's dessert menu is one of its specialties. The carrot cake, soy ice creams, and gluten free options, which include brownie cheesecake, and chocolate mousse pie will leave you wanting more.

Fashion Top five shoe trends to look for this spring

From pointed toes to chunky heels, make a statement with this season's shoes

by Caroline Ogulnick
Assistant Features Editor

Now that spring is officially here, it's time to put your winter boots away and slip on your strappy sandals. While wedges, booties, and flats will always be essentials for the season, new shoe trends are stepping into the spotlight this spring.

This season, the rounded toe is being pushed into the shadows. Pointy toes are popping on many types of shoes, from the timeless patent heel, to the simple ballet flat. Typically, pointed-toe shoes target a more mature crowd, but this spring's styles are bringing a youthful feel to the trend. Pointed-toe shoes are just as versatile as round-toed shoes. Though the difference in the two styles is only in the shape of the toe, pointed shoes create a more sophisticated look. They have the ability to take a casual outfit and alter it into an ensemble for a night out.

Aside from being a top trend on the runway and in retail, metallic accents are sparkling on spring shoes as well. Metallics, whether you chose to sport silver, gold, or a combination of the two,

are a great way to polish an outfit. Some may be apprehensive about wearing a shoe that is completely metallic, so there are many ways to incorporate the trend in a subtle way. Shoes are being displayed with metallic cap toes, soles, buckles, and zippers, which allow one to wear the trend without it being too flashy. If you're interested in making a statement, metallic shoes will definitely make you shine

with less casual and more formal wear. Sporting high-top sneakers is a great way to make an outfit more playful. By pairing jeans and a thin-knit sweater with classic white high-tops, you can transform your outfit from comfy-casual to sporty-chic.

Sky-high stilettos are falling to lower heights as the chunky heel makes it way to the fashion scene. This past February, chunky heels were seen stomping all over

have for spring, and will definitely be a trend that will continue on throughout the summer.

Out roll the moto-boots and in walk this season's booties. Western-inspired boots, stemming from the styles of cowboys, are riding up to the runway and retailers. Many designers are incorporating a western taste on the boots for this spring, making them specific for

the upcoming desert-like weather. Booties are being showcased in all different styles, ranging in material, detail, and heel height. In addition, western-inspired boots come in a large variety of colors, from taupes to cognacs, and beiges to grays. These boots can be worn with anything you desire, but if you

wish to keep up with the western trend, try adding a jean vest or a fringe jacket.

Whether you choose to flaunt one of these trends or decide to stick to the traditional spring styles, stock up on this season's shoes before others kick you to the curb.

Photo sources: nordstrom.com, karmaloop.com, bloomingdales.com



against the sun this spring.

High-top sneakers are causing major competition on the fashion playing field. These shoes, which were originally intended for the basketball court, are now making a statement for spring 2013. While these shoes would usually be paired with athletic shorts and a tank top, fashionistas and style icons are beginning to mix them

the spring runways. Many are deserting their toothpick-towering heels, and replacing them with the trending chunky heel. The thickness of the heel allows for stability and gives an outfit a unique and quirky flair. Although this heel may seem more casual than the typical thin heel, you can easily dress them up by wearing a dress or a skirt. Chunky heels are a must-

Are Broadway student rush tickets worth the wait?

By Lylia Li
Staff Writer

If you've ever wanted to see *The Book of Mormon*, you probably checked out the tickets on Telecharge, nearly had a heart attack when you saw the prices (or the dates) and gave up. After a 40-minute train ride to Penn Station, an uncanny obsession with Andrew Rannells, and a burning passion to do whatever it took to see that Broadway musical, I was ready to try the standing room line.

February 25, 2012, 10:00 a.m.—Are we really doing this? Yes. Of course we are doing this. There is absolutely no way we are not doing this. Today is the day. Today is the day my life will change forever.

10:40 a.m.—I arrive at Penn Station with \$60, a round trip ticket, and a dream. I spot the two companions who will accompany me on this mission and we join each other in the first car. Becca, Harry, and I all have an uneasy feeling in the pit of our stomachs, while a literal and figurative gray cloud looms over us. "You might not get tickets," it says. "Shut up," we say. The gray cloud, terrified, retreats to the back of our brains, universally felt but not acknowledged. We ride the rest of the way to the city in an uneasy peace.

12:00 p.m.—The shadow of uncertainty dissipates as soon as we make the long trek from 34th street and arrive at the Eugene O'Neill Theater. We did it! As the second group on line, our

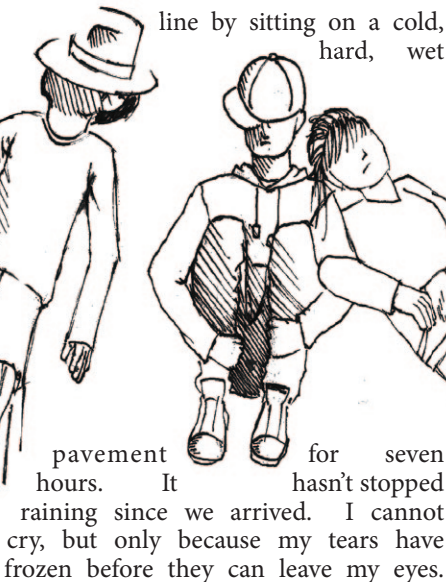
status as future ticketholders is assured. Of course, that would be seven long hours from now, but for the moment, we allow ourselves to celebrate.

12:03 p.m.—Although the metaphorical weather has cleared up, it begins to drizzle, cutting our celebration short. We stand there for a good minute with no idea



what to do. We don't have blankets or anything to sit on and decide against sitting on the New York City pavement bare bottomed, for obvious reasons. Fortunately, the couple in front of us offers us garbage bags to sit on. Since none of us are willing to spend \$100 on I heart NYC towels, we gratefully accept and thus begin our long wait.

2:17 p.m.—The initial tide of euphoria we felt at our arrival has long since vanished and left behind a bitter aftertaste. Broadway for poor people indeed! Is this some kind of capitalist scheme? Oh yes, says some mysterious Broadway ticketing entity, yes, we will provide tickets at an affordable price, but first you must feel like you are actually living below the poverty



line by sitting on a cold, hard, wet pavement for seven hours. It hasn't stopped raining since we arrived. I cannot cry, but only because my tears have frozen before they can leave my eyes.

2:58 p.m.—With all the Starbucks coffee we have been drinking to keep ourselves warm, it's time for a bathroom break. Becca and I leave Harry to man the fort as we search for a respite, some place with heating and indoor plumbing. We settle for the bathrooms at M&M World. They are disgusting.

4:20 p.m.—I have contracted frostbite. I can't move my toes and I am beginning to think I may have to get some of my minor limbs amputated by the time this is over. I contemplate running into traffic just to feel something again.

6:31 p.m.—It is now lottery time two hours and thirty minutes before the show, one hour before we can buy standing room tickets, a limited number of seats in the front row are sold to a couple of lucky winners. Becca, Harry, and I, being very altruistic people, decide not to enter, seeing as each person who wins the lottery can buy a maximum of only two tickets. For us, though, it's a comforting reminder that we're in the home stretch. A mere half-hour remains before we can get our tickets, taste delicious freedom, and return in time for the 8:00 show.

7:14 p.m.—To our relief, the thirty minutes feels more like ten and the ticket window opens promptly after the winners for the lottery have been drawn. Upon receiving my ticket, I get a little starry eyed and breathless. It's like a ticket into Charlie's Chocolate Factory. Our precious prizes in hand,

we head down to Sbarro's for a quick dinner before returning to the sidewalk that has been our home for the past day.

8:00 p.m.—We are inside the theatre, our adventure near completion. The hard past, the torturous seven hours spent waiting out in the rain with nothing to do to pass the time but blast Kanye West's "Stronger" hoping we

would get through this, is behind us. Right now, all we can think about is the anticipation of the show starting (for me, seeing Andrew Rannells in the flesh). As we lean on the banister behind the last row of seats in the orchestra, as the lights dim down and the pre-show announcement booms over the loudspeaker, there is nothing but joy and triumph in our hearts.

The next six times my friends and I returned to the Eugene O'Neill, we were wiser. We brought our own towels, and learned that the hotel next to Serafina's would always graciously let us use their (clean) bathrooms.

Standing room tickets are available for many Broadway productions and are sold a couple hours before show time at the theater for a much cheaper price. Standing-room tickets generally cost around \$30 and the waiting time required varies depending on the popularity of the show. Theaters have a designated area, usually behind the orchestra seats, for the standers. Many shows also give out lottery tickets for front row and box tickets, allowing people to win a raffle prior to showtime. For more information, visit the individual show websites.

Indeed, although it was hard that February, it would only get better. Each time we went, we met new people and made new friends, all with the same enthusiasm for theatre as we had. And that pavement out under the rain, or sun, or snow, did in fact become something of a second home. To anyone considering attempting standing room: Don't worry! It's not that bad, and for *The Book of Mormon*, it's worth it.



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arts & entertainment



Lindsay Lohan and Charlie Sheen play themselves in the opening scene of *Scary Movie 5*. This terrible attempt at a parody fails to be either funny or entertaining as the film's writers tried harder to make references to pop culture than to make original jokes. *Scary Movie 5* is as bad as it gets.

Scary to think these films exist

BY **Victor Dos Santos**
Assistant A&E Editor

Scary Movie 5 is the painfully unenjoyable product of what most would simply call laziness. It's what happens when the writers of a film are more focused on making a movie culturally relevant than making it funny or coherent. There are no jokes in *Scary Movie 5* — only dated references to people and movies that are hardly even talked about anymore. The movie opens with a scene featuring Charlie Sheen and Lindsay Lohan in a bed making fun of themselves; all they're really doing is proving to be the self-indulgent morons we already knew they were. It goes on for about five minutes until we see that it's all leading up to a joke about the *Paranormal Activity* series, and by "joke" I mean blatantly reference a scene from the film.

This scene proves to serve no purpose because just seconds later we find ourselves turning our attention to the real stars of the movie, Ashley Tisdale and Simon Rex. The two are adopting Rex's brother's three daughters, which is when we discover that the rest of the movie is going to be a parody of the Jessica Chastain sleeper-hit, *Mama*, which came out two months ago. Yes, the movie was made two months ago. The film also makes several references to movies that came out three years ago, like *Black Swan*, *127 Hours*, *Inception* and somehow a movie that came out two weeks before *Scary Movie 5*, *Evil Dead*. There's no need to waste any time describing the film's plot because it doesn't really have one. The only reason there is any semblance of a plot is so that the writers can have an excuse to shoe-horn as many dated references as possible

in 85 minutes. It's the epitome of lazy writing—nothing about this movie feels genuine. It feels as if someone just took an issue of *E!* Magazine, ripped out a few pages, stapled them together and then put a cover page on it saying, "*Scary Movie 5*." We can only assume Ashley Tisdale is there only to replace Anna Farris, who starred in every other *Scary Movie*. Farris was at least able to bring some swagger to an otherwise abysmal film with her enthusiastic facial expressions. Tisdale, on the other hand, does absolutely nothing here. She doesn't even seem as if she wants to be there. To be fair, it does feel as if every other cast member was aware of the fact that they were in the *Citizen Kane* of bad movies. Knowing that would probably give someone the incentive to give a performance lacking any sort of charisma or feeling, and that's clearly the case here. Nobody in this movie seems "into

it." Everyone here just looks as if they're hoping to finish production as soon as possible and collect their paycheck. It in turn just kind of makes the movie experience feel so much worse. This movie does have an audience; there's a reason why the franchise is still ongoing. However, it's probably fair to make the assumption that this audience isn't the brightest. I was fortunate enough to sit at a screening of the film in which an audience member asked what the word "sobriety" meant, after having laughed at a dated joke about Lindsay Lohan's arrest. There isn't much else to say really. Simply giving the film a review is giving it more attention than it deserves. Everyone involved in *Scary Movie 5* should be ashamed of themselves for making such a creatively deficient piece of entertainment and contributing to the dumbing-down of our nation's youth. Please don't see it.

New found love in this season of New Girl

BY **Amelia Pacht**
Contributing Writer

Zoey Deschanel, the poster girl for all things quirky, is the star of the hit series *New Girl*, on FOX. During the pilot, Jess moved into a loft with three men to escape a brutal breakup. Though rooming with three men is definitely unconventional for a young female, Jess, Nick, Schmidt, and Winston make for a dynamic quartet. Nick Miller is an angry bar tender who dropped out of law school, and Schmidt, Nick's adversary, is a successful marketing agent and Nick's former college roommate. His condescending confidence adds another level of hilarity to the group dynamic. Only after a tough break up with Cece, Jess's supermodel best friend, does the audience see the softer side of Schmidt. Winston, the former professional European basketball player and Nick's childhood best friend, is the most gentle and kind male character of the group. Overall, the character's unique personalities make for an eclectic and humorous half hour sitcom.

In the most recent season (season three), the anticipated romance between Jessica Day (Deschanel) and Nick (Jake Johnson) finally evolves. What had once started as palpable sexual tension between the two came into full effect during the "Cooler" episode as the awaited kiss between the duo finally comes alive. However, at the cost of their late night fling, Jess and Nick's on screen kiss accumulates tension throughout the entire loft. In the episodes that follow, Schmidt

and Winston instantly learn of what happened between the two and take it upon themselves to assess what they should do. In "Parking Spot," Schmidt is infuriated by what he now understands to be the new relationship between Nick and Jess. He also shares that the kiss the two shared was a violation of a contract signed by the three men in the loft when Jess moved in with them. In an attempt to remedy the situation, Schmidt kisses Jess, ultimately worsening the situation.

Over the course of the last eight episodes, the romantic relationship between Nick and Jess develops but, as with the rest of the series, each episode seems to take on a completely alternate perspective. The audience only gets a glimpse of what next week's episode will endure. For example, in the episode entitled "Chicago," Jess and the boys



Jessica (Zoey Deschanel) cooks food for her new romantic interest Nick (Jake Johnson). This new season of *New Girl* features more quirky situations with some of the most beloved characters on network tv.

go to Nick's family home to mourn the passing of his father. The episode underscores Nick's family history and hardly even mentions the status of his romantic fling. However, after a hiatus of their unspoken fling, the episode entitled "First Date" finally permits Nick and Jess to really explore what they mean to each other as they go on a series of attempted first dates over the course of one evening.

By the end of the episode, viewers will come to realize that the couple we've

waited to evolve for seasons is clearly not yet ready for a real relationship at this point. There is still hope for a Nick and Jess on screen power couple to emerge within the episode to follow. Ultimately, Jess, shakes up the atmosphere of the loft in season three. With this new advance for the plot, the sudden contributions are aspects that most viewers are happy to stand behind as the prospect of the Nick and Jess relationship is one that really drives this season of *New Girl*.



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The drama continues in season six of *Mad Men*

BY **Dan Bidikov**
A&E Editor

Like a Discovery Channel miniseries that struggles to make science exciting, *Mad Men* has attempted, albeit more successfully, to interest youngsters in the advertising industry since 2007.

The AMC original series has swept the Emmy Awards, earning the most nominations for any show in history. Now in its sixth season, *Mad Men* proves its longevity with a captivating set of premiere episodes.

This season opened with a doorman suffering a heart attack, and quickly cut to a scene of protagonist Don Draper (Jon Hamm) reading *Dante's Inferno* on a beautiful Hawaiian beach.

A perfect emblem of Draper's own descent to hell, the book is mentioned again only when his mistress asks him if he read it when they are finished copulating. The novel is not a gimmick, but just one example of carefully placed symbols that make *Mad Men* more involved than most other television dramas.

The nearly-literary dialogues and skillfully directed scenes are punctuated with plenty of sex, drugs, and alcohol. There is plenty of traditional excitement, and even narcoleptic viewers will follow the more long winded parts of each episode — dialogue full of mid-century business jargon and endless chains of romantic betrayal — with relative ease.

The drama in *Mad Men* would be less successful without its quality performances. Jon Hamm is a brilliant actor who makes a surreal character



Don Draper (Jon Hamm) and his wife Megan (Jessica Pare) break in the New Year in their lavish apartment. Their relationship is perfect on the surface but the tension between them is reflective of the intense drama that makes *Mad Men* intriguing.

almost relatable. His character coats his insecurity in swagger and hair gel yet reveals at times that he is not in control of his life. His insecurity peaks out in the form of a few timid, speechless seconds as a response to unintentionally personal lines of dialogue that catch him off guard. As the office photographer tells him to “be yourself,” we find in Hamm's half-distraught face proof that his character is not as in control as he lets on.

While they have yet to share the stage this season, Elisabeth Moss is a titan on screen as Peggy Olson, a copywriter and former colleague of Draper's who struggles as a creative leader at her new agency. Moss communicates her character's frustrations with subtlety, delicately scrunching her face at bad smells or sharpening her tone in a way that is almost unnoticeable.

The historical relevance of *Mad Men* is impossible to ignore—the Vietnam

War is a major plot vehicle in the newest season. As the clock reaches midnight on New Years Eve in the two-hour premiere episode, long-time viewers can reflect on how America and the memorable characters changed over the course of the show.

Ultimately, *Mad Men* combines televised excitement and deliberated character development, which separates it from other drama series.

The Rachel Zoe Project

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

Though some people hear the word “bananas” and think “fruit,” Rachel Zoe fans can immediately recognize the stylist’s unique lingo and know she means amazing.

Welcoming its fifth season on the Bravo network, *The Rachel Zoe Project* continues to enlighten and entertain fashion frenzied fans through Zoe’s obsession for couture.

Although Zoe started her career as just another celebrity stylist, her success on the red carpet quickly transformed her into an iconic fashion figure. Since her emergence into stardom, Zoe not only represents successful actresses such as Anne Hathaway, Cameron Diaz, and Jennifer Lawrence, but she has also extended her expertise and success into new ventures beyond styling.

Continuing with the same theme as season four, season five of *The Rachel Zoe Project* follows Rachel as she controls and develops her very own clothing line, while simultaneously welcoming a new addition into her family, “Baby Sky-Sky.”

With the help of her husband and business partner, Roger, Zoe manages to run an emerging fashion company and still make time to enjoy her son Skylar’s first moments.

Zoe’s appearance presents her to be as classic as her vintage Chanel, yet her lifestyle is anything but.

While her obsession and dedication to fashion remains consistent throughout the show, Zoe’s success simply does



Even in the most casual occasions, Rachel Zoe is known for always dressing over the top.

not occur without some repeated sense of drama. Whether it be a shipment malfunction, urgent request or missing clothing item, the mishaps Zoe and her style team endure often escalate to over-the-top absurdities.

Although sometimes ridiculous, such dramas ultimately help us to conclude that Zoe’s career as a fashion guru is more than just pure fun and games. Additionally, Zoe’s success would be nowhere without the help of her supportive staff known as the “Zoe Team.”

Compared to previous seasons which cycled from one celebrity styling session to another, Zoe’s recent successes have completely amped up the show’s context.

Despite the media’s petty criticism upon the accalimed stylist, Rachel Zoe continues to develop respect from fans and shape her role in the evolutionary world of fashion.

42 is a winner on and off the field

BY **Emma Rosenberg and Emily Polk**
Contributing Writers

42 is based on the true story of Jackie Robinson, the first African American professional baseball player. The movie shows the lengths Robinson went to prove his worth. Jackie took whatever curve balls those opposed to racial integration threw at him because he had the “guts not to fight back.” It’s that aspect of Robinson that makes his story so interesting and pretty entertaining.

The story follows Robinson (Chadwick Boseman) at the start of his baseball career when he is asked by Branch Rickey (Harrison Ford), the team executive to join the Brooklyn Dodgers. Branch first tells Robinson that the only reason he’s been asked to join the team is because of his ability to hit a ball well, which means big money. However, it is quite clear that money isn’t the only reason Branch wants Robinson on the team—Branch wants him because of his love for the game of baseball. He and Robinson share a meaningful connection throughout the film because they both share a great love for America’s favorite pastime. It’s that connection that keeps us most involved and interested for the two hours of this movie.

The movie spends a great deal of time focusing on the racism that was prevalent in the ‘40s, which feels excessive. Maybe it’s because we’ve seen one too many movies about white people being extensively nasty to black people, but whenever we see a white man shout the n-word at Robinson, we aren’t phased in

the slightest. It could also be because it feels relatively over the top whenever anyone does it. One character in the film is based upon the manager of the Philadelphia Phillies. In the film he chants the n-word repeatedly when Robinson goes up to bat, but in the most ridiculous way imaginable. The scene comes off as being a lot more silly than it is threatening—it’s hard to imagine anyone actually being offended by it.

We also never really get the sense of who Jackie Robinson was. The movie portrays him as more of a legend than a person. It’s kind of weird when you learn more about a time period than a person in a biopic. The dialogue given to him is very minimal; there’s more dialogue given to the racist baseball spectators than there is to Robinson himself. It makes it difficult to ever connect with him on a level that would bring about any sort of emotion other than awe because of his incredible achievements. We’re constantly reminded by other characters in the movie that Robinson is a hero, and that he’s an inspiration to everyone, while never giving us the chance to find out who he is as a person.

The performances are fine all around, Boseman is good as Robinson and Ford is alright as Branch Rickey. Their relationship is the one human aspect that this movie has going for it, and probably the only part of the film that will invoke any sort of real emotion. No matter how distant you feel from getting to know Robinson, his story is interesting enough to allow for an entertaining two hours.

Bates Motel is a psychotic viewing experience



Norman (Freddie Highmore) has a rather uncomfortable and incredibly intimate conversation with his mother Norma (Vera Farmiga). *The Bates Motel* works as both a startling new mystery and a prequel to the 1960 horror classic *Psycho*.

BY Rachel Johnson & Sophia Kim

Contributing Writer & Staff Writer

After about half a century the wait is over for *Psycho* fans; Alfred Hitchcock's masterpiece has been revived on A&E's *Bates Motel*, although *Psycho* fans don't seem to be too thrilled about the new TV show. Reimagined in the contemporary world, *Bates Motel* is a prequel to the legendary horror film *Psycho*, which premiered in 1960. The antihero of the movie, Norman Bates, is a young motel proprietor who harbors a psychotic nature under his beguiling charms.

The show follows a teenaged Norman Bates (Freddie Highmore) who is looking to start a fresh new life in a small town

with his mother, Norma (Vera Farmiga). However, peaceful days last only for a short while for the Bates family. Secrets always have a way of coming out, especially one that's as pernicious as the one Norma is desperate to hide.

The situation takes a turn for the worse when Norman inadvertently discovers a notebook filled with sketches of Asian girls forced into captivity and prostitution. The sketchbook leads Norman deeper into the town's transgressions, particularly that the seemingly innocuous town, including the new Bates residence and the motel, malevolent secrets that might cost Norman his life and his mother.

Bates Motel is juggling a whole lot of issues, which intertwine with each other, but nonetheless make it difficult to discern

the show's direction. *Psycho* fans most likely looked forward to witnessing the development of Norman Bates' psychotic nature, but must be disappointed to be teased with only glimpses of his hallucinations or sudden outbursts. The main story seems to revolve more around the town's mysteries, and Norman resembles Nancy Drew more than the antihero of *Psycho*, which may suggest the show may lead to an alternate reality for

Norman Bates. As executive producer Carlton Cuse has expressed, *Bates Motel* is a reimagining of *Psycho*, not the remake. Vera Farmigan added that the show is inspired by the renowned movie, but it will challenge everything we know about the world of *Psycho*.

The fact that *Bates Motel*, though a prequel, takes place in the modern times serves as substantial proof that Norman may not become the psychotic serial killer as we know from the movie, but open another possible future for himself.

Although the show has been considerably altered to suit the medium of TV, including the addition of original characters like Dylan Massett (Max Thieriot), Norman's half-brother, the atmosphere of the show stays true to that of the original *Psycho*.

Bates Motel is set in the present, but has an eerie, antiquated ambience that ties the show back to the movie. Throughout the whole hour, *Bates Motel* exudes *Psycho*'s signature atmosphere: a heavy, ominous mood that surrounds the characters even if they are doing something completely ordinary.

Visual presentation further reinforces the eerie feel from *Psycho*. The interior of the Bates household is also composed of antiques and archaic furniture and decorations. The motel is almost a perfect replica to the original used in the movie. Although it's too early to tell if *Bates Motel* will live up to *Psycho* fans' expectations, if you watch it once, your curiosity will take you right backW to A&E on Monday nights at 10 p.m.

Awkward new season

BY Katie Fishbin

A&E Editor

Awkward. is the perfect title for uncomfortable yet humorous hit MTV television show. Following the life of Jenna Hamilton (Ashley Rickards) along with her best friends, Ming and Tamara, (Jessica Lu and Jillian Rose Reed), the show constantly finds the main characters in awkward high school scenarios all can relate to. With the return of the show for the third season on April 16, fans were on the edge of their seats to watch the story line unfold.

After the dramatic first and second seasons, our expectations were set high. Although many were unhappy with the second season, viewers tuned into the premiere with high hopes. The downfall in the second season mostly came from the somewhat poor acting, and drawn out plot line. I felt the first season was flawless even as a new television series. It was simply natural and unforced.

There is, however, an undeniable draw with the show. The battle between Jake Rosati (Brett Davern) and Matty McKibben (Beau Mirchoff) for Jenna's love is a constant aspect of the show. Almost like a *Twilight* situation with the

teams splitting the fans, this is exactly that. As trivial as it may seem, this television series is as addicting as they come with its twenty minute, action-filled episodes. At times the show can be quite random, for example the death of character Ricky Schwartz (Matthew Fahey). As unexpected as this was, if you just go along with its randomness, *Awkward.* is a great show.

My personal favorite aspect of the show, besides Matty, and when the bully character Sadie Saxton (Molly Tarlov) saying "You're Welcome," is the guidance counselor/vice principal Valerie Marks (Desi Lydic). Her quirky personality truly makes the show. Whether it be her fanny pack or odd phrases, Valerie is sure to leave the viewers with a laugh.

Overall, the season premiere was somewhat disappointing due to its forced acting and constantly changing plot. Though I still consider it to be my favorite show, I simply have faith that the season will improve. I have become somewhat attached to the characters, therefore, I recommend all who have yet to watch to start with season one. Also, it is not necessarily only for girls as it may seem. It's an entertaining show for all teenagers to relate to and enjoy.

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Athletes of the Month

Luke Rizzo

BY Madeline Fagen

Staff Writer

Junior Luke Rizzo is known for his ability to assist his teammates on the lacrosse field. However, against Uniondale, it was Rizzo scoring the goals and his teammates setting him up for scores. Rizzo scored five goals and two assists in that game.

"It was our second league game and I knew that it was going to be a much more competitive game than our last one against Uniondale. That said, I knew this was my chance to step up and take action. I stayed composed and got into the flow of the game," said Rizzo.

Prior to the game, head coach Tom Rooney told Rizzo that the game was on him. He wanted him to put his skills to the test and, along with sophomore Joey Froccaro, led their team to victory. Being the crowd-, coach-, and team-pleaser he is, Rizzo took leadership and did just that.

"He's a great kid, a really hard worker, and very dedicated to the team," said Rooney.

"The team played so great together and worked around the ball well," said Rizzo. "Everyone was on the same page and I really believe that we are going to make a name for ourselves."

Rizzo began playing lacrosse in third grade. Now, Rizzo encourages his teammates, like they encouraged him, to perform to the best of their ability.

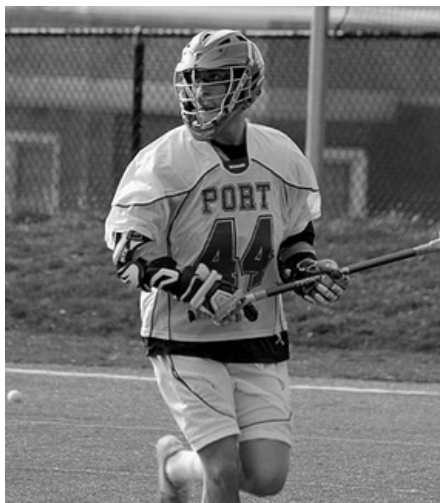
"Luke is always looking to pass the ball," said Rooney. "He cares more about

getting other guys involved than actually scoring himself, and I think other kids feed off of that. They realize that he is really unselfish. They appreciate him and the way he plays."

"Luke is never criticizing anyone, always trying to make them better," said teammate Aaron Mevorah.

Rizzo loves being a part of the game.

"I think the most important part of being on a team is having fun with the people around you," said Rizzo. "From March to June, we are family. We win and lose together. Being part of a team means dedication, commitment, and trust not just towards the game but towards the coach and especially your teammates."



Courtesy of Luke Rizzo

Junior attackman Luke Rizzo is a key component to the Vikings offense this season.

Holly Hubsher

BY Hannah Zweig

Managing Editor

Holly Hubsher's stance is set. Her expression is focused and her technique disciplined. While most of Schreiber knows senior Holly Hubsher as the bubbly Student Council executive officer, few could have pegged her for the aggressive competitor she is on the court. The birdie is launched and she smashes it over the net, earning another point for her duo with fellow senior, Laura deBruin.

Hubsher's interest in badminton piqued during gym class at Weber, where gym teacher Ms. Francine Clark recognized her talent for the sport.

"I started playing badminton at Weber as part of gym and I loved it. I always beat Ms. Clark, so she told me to try out for the team. I tried out sophomore year and I made it," said Hubsher.

But badminton became more than just an off-season pastime for tennis-player Hubsher. She was quickly drawn in by the world of shuttlecocks (otherwise known as birdies) and racquets.

"People underestimate us all the time but we are definitely a competitive team. We are seeded first in Conference I, and we won the counties last year—so we can obviously compete," said Hubsher.

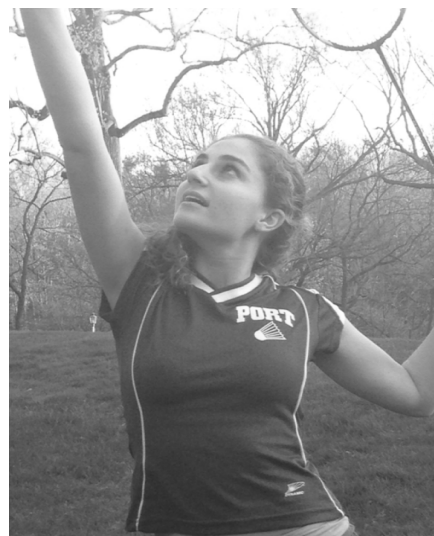
Despite their competitive edge, the team has formed a real camaraderie that adds to their success both on and off the court.

"Even though badminton is an individual sport we definitely treat it like

a team sport," said Hubsher. "Dr. O'Connor as a coach really rallies us together, we work out as a team, we practice as a team and he definitely puts the team spirit in us so we think of it as a team sport. When one of us loses, we all lose. When one of us wins, we all win."

This year the Lady Vikings will once again be competing in Conference I, and they have high hopes for success

"So far we are 5-1," said Hubsher. "Calhoun is our biggest rival. Last year we tied with them for Conference champions and this year the rivalry continues. We look forward to meeting and beating them again in the finals."



Courtesy of Holly Hubsher

Senior Holly Hubsher took last season off but has quickly regained her form to help the Vikings go 5-1 this season.

Calling the Shots: 42 reminds us of equality in sports

BY Aaron Brezel

Assistant Sports Editor

No moment in the history of professional sports has had as profound an impact on American society as Jackie Robinson breaking the infamous Major League color barrier sixty-six years and twelve days ago. Baseball has recognized the importance of Jackie's efforts with a Hall of Fame Selection, the renaming of the Rookie of the Year Award to the Jackie Robinson Award, and the establishment of Jackie Robinson Day as a sport-wide holiday.

Last April 15 marked the tenth anniversary of Jackie Robinson Day. Along with the annual hoopla and ceremony, this year's celebrations were put into greater perspective with the release of a Jackie Robinson biopic, *42*. In just three days, *42* hit a home run in the box office with \$27.5 million in ticket sales, easily making it the most successful baseball movie of all time. This is a sure testament to the timeless example of heroism Robinson set.

With all the publicity surrounding the film, it is a good time to re-evaluate why the Robinson story is so important to the legacy of baseball and to our identity as a nation.

Jackie Robinson made an immediate impact the moment he stepped onto Ebbets Field in Brooklyn, sixteen years before Dr. King gave his "I Have a Dream" speech. With his professionalism, he stared into the ugly face of racism and it

backed down. When Brooklyn Dodgers General Manager Branch Rickey first signed Robinson, a clause in the contract stated Robinson could not fight back against any provocation. As a result, Robinson was forced to endure constant humiliation. Robinson was spat on, injured by other players, called terrible names, and received many death threats.

What set Robinson apart was his self control. There were other more skilled Negro League players who Branch Rickey could have signed. However, Robinson was the one man who could perform under such circumstances. Despite the ridicule of millions, Americans saw a respectable young man and a role model. This image destroyed many of the black stereotypes that had existed since the turn of the century. Robinson created a figurative beachhead for activists to end segregation.

Robinson's legacy still serves as a powerful reminder of the importance of social justice. Luckily I have never felt discrimination, however, his story has had a personal impact.

I was in second grade when my mom read to me this thin little picture book called *Teammates*. Written by Peter Golenbock, this book told the story of Robinson's hardships, culminating in the famous moment when future Hall of Famer Pee Wee Reese stood in solidarity with Robinson amidst the booing crowds at Cincinnati's Crosley Field. I was too young to comprehend the grav-

ity of his accomplishment, and unable to comprehend the type of hatred a group of people could have for another. Two teammates standing side by side on a baseball diamond, regardless of their color made perfect sense. The relatively new belief in totally equality is what allows his story to remain so potent in our psyche. It's shocking to us that an American man could be humiliated by so many people just based on the color of his skin.

Thankfully, Major League Baseball and the United States continue to recognize Jackie Robinson's achievements. *42* is a perfect example of this continued emphasis. Like all movies, Robinson's story is slightly exaggerated and commercialized. However, it gives the population a new medium to appreciate the story.

Jackie Robinson's legacy reminds us that there is still plenty of work to be done if we are to create a truly equal society. People have become complacent, thinking we have reached a utopia of equal opportunity. In reality, both in America and around the world, the ideas that Jackie Robinson fought for are not being exercised. This not only goes for minorities in sports, but for any person fighting for fair treatment.

"Jackie Robinson is not

only inspiring to African Americans, but to anyone who faces discrimination," said junior Erica Andrew.

Thankfully the story of Jackie Robinson has not withered with time. It continues to be acknowledged whether you're black, white, yellow, purple or striped.

"When I walk into Citi Field I look up at the Jackie Robinson Rotunda and it reminds me not only of his sacrifice, but also of how lucky I am to live in a time where people are not limited by their race," said sophomore Eric Adsetts. "His life story should be an example for anyone fighting against oppression."

All one can hope for is that his message of equality continues to grow.



Breitbart News

Jackie Robinson's legacy in *42* has left a long-lasting impact on the sports world.

Captain’s Corner: Jackie Avila and Alex Caprariello, Softball

Girls softball looks to continue undefeated season in remaining games

BY **Seth Barshay**
Staff Writer

Seth Barshay: Thank you for meeting me, it’s a pleasure to have you girls here today.

Jackie Avila: Thank you!

Alex Caprariello: It’s a pleasure to be here.

SB: To start this off, how has your season been going this far?

AC: We’ve been doing really well. We started the season undefeated, with a record of 7-0.

JA: The girls on our team have been working really hard. I think that we have a really great season ahead of us. We do have a lot of newcomers—younger girls—but they have a lot of talent, so we’re hoping for the best.

SB: I know that the team includes a few freshmen, as well as eighth graders. What is it like having such a broad range of ages on the team?

AC: Well, being captains, you kind of take everyone under your wing, but they are very talented young players, and I think that they’ll develop into superstars.

SB: Could you girls tell me how a usual practice goes?

JA: Well, we start off with a jog, and then we do both dynamic stretching and regular stretching. Then, of course, we throw for a little bit. We split up outfielders and infielders so we can warm up more. Usually, we’ll then go into a scrimmage, since we have such a huge roster of girls. We have enough players to fill up two teams, so it actually works out perfectly for scrimmaging.

AC: That’s one of the pluses of having such a big team.

SB: What qualities do the players on this team possess that sets them apart from players you’ve been with on prior teams?

AC: Every single one of the girls on this team is really here to play. No one is ever slacking off. They’re huge hearted, they’re working hard, and it definitely shows on the field.

JA: It’s great for us that everyone shows effort.

SB: Have there been any early surprises so far as the season has progressed?

AC: In tough situations, we have remained positive, which is always a good thing.

JA: Everyone just keeps their head in the game. Sometimes it’s hard when you’re

playing for so many innings, and you just want to go home because it’s freezing out, but everyone is really good about it, and they’re focused. They want to be there.

SB: Sounds great. Thanks again for meeting me!

JA and AC: Thanks for having us!

SOFTBALL SCHEDULE			
4/27	vs.	Oyster Bay	4:00 pm
4/29	vs.	Westbury	4:30 pm
5/1	vs.	Great Neck South	4:30 pm
5/3	vs.	Valley Stream Central	4:30 pm
5/6	vs.	Hempstead	4:30 pm

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Matchups all set for the 2013 NBA Playoffs

BY **Eric Fishbin**
Staff Writer

The NBA season has come to a close, and with it, the door to the Larry O’Brien Trophy has opened. 16 teams vie for the top spot in the sport, none with an easy road. Here is how it has shaped up:

Eastern Conference:

- 1. Miami Heat
- 2. New York Knicks
- 3. Indiana Pacers
- 4. Brooklyn Nets
- 5. Chicago Bulls
- 6. Atlanta Hawks
- 7. Boston Celtics
- 8. Milwaukee Bucks

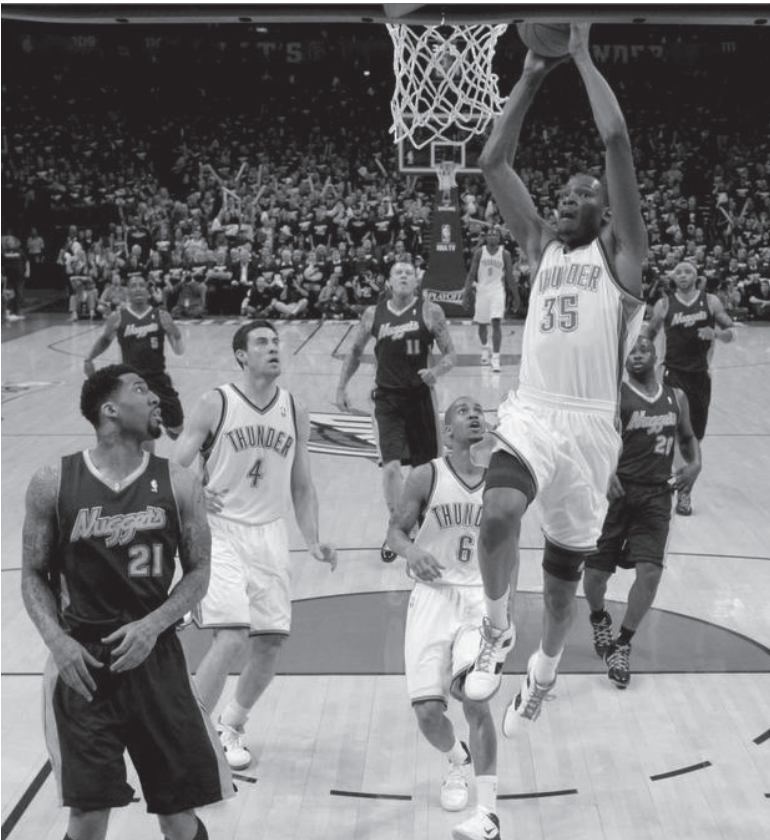
Western Conference:

- 1. Oklahoma City Thunder
- 2. San Antonio Spurs
- 3. Denver Nuggets
- 4. Los Angeles Clippers
- 5. Memphis Grizzlies
- 6. Golden State Warriors
- 7. Los Angeles Lakers
- 8. Houston Rockets

The Miami Heat, locked up the top seed in the Eastern Conference near the end of March and will play the Milwaukee Bucks led by their guards Brandon Jennings and Monta Ellis. Expect the Heat to roll as LeBron James and company are hungry to defend their title. As for the New York area teams, the New York Knicks and Brooklyn Nets, both have clinched spots as well, winning the second, and fourth seeds, respectively. The Knicks will face their in-division rival Boston Celtics, who have suffered the loss of all-star point guard Rajon Rondo. The key to this series for the Knicks is whether or not Carmelo Anthony can continue to produce isola-

tion plays against the likes of Paul Pierce and Kevin Garnett. The Celtics should focus on winning the bench battle, as they must overcome the depth and experience of a squad led by Sixth-Man of the Year, J.R. Smith. The third seeded Indiana Pacers will face the quietly successful Atlanta Hawks. These teams tied their season series at two a piece. Lastly, the Brooklyn Nets go against a Derrick Rose-less Bulls. Look for the endurance of Luol Deng and Joakim Noah to be a factor. At the end of the first round, the Heat, Knicks, Pacers, and Bulls should advance, with the Heat facing the Bulls and the Knicks facing the Pacers. From there, the Heat will overtake their opponents and go on to face the agile Pacers (who would likely defeat the Knicks) in the Eastern Conference Finals. Led by Paul George, it is possible that the Pacers can pull off the heavy upset and derail LeBron James’ plans of repeat-

ing. In the Western Conference, the Oklahoma City Thunder made a statement as the team to beat by locking up the first



The Oklahoman

Kevin Durant and the Oklahoma City Thunder look to claim their first NBA Championship after clinching the top seed in the Western Conference. They will face the Houston Rockets in the first round.

seed. They will face the Houston Rockets, who boast “Linsanity,” former Thunder Sixth-Man of the Year James Harden, and up-and-coming power forward Chase Budinger. Despite their obvious age, the experienced San Antonio Spurs, led by

Coach Gregg Popovich, have a seemingly easy matchup against the Los Angeles Lakers, sans Kobe Bryant. In the third seed, the silent-but-deadly Denver Nuggets will match up with the Golden State Warriors, who are making their first playoff appearance since the 2006-2007 season. The Warriors will look to pull off the upset behind the sharp shooting of Stephen Curry, who recently broke the record for most three-pointers in a single season. However, that task only becomes more difficult after their game one loss of David Lee. Lastly, the Memphis Grizzlies, the fifth seed, will travel to play the new kings of the Staples Center, the Los Angeles Clippers, and “Lob City” routine, featuring Blake Griffin and Chris Paul. Although the Grizzlies seem like a dark horse this season, expect the Clippers to take this series with ease. The Thunder, Spurs, Clippers, and the Denver Nuggets should advance. The Western Conference Finals will come down to the wire as the Thunder, defeating the Spurs, and the Clippers, ending the Nuggets run, will vie for the title. In seven games, look for Kevin Durant to make his second consecutive trip to the Finals.

The NBA Finals, beginning on June 6, will pit the Indiana Pacers against the Oklahoma City Thunder. The Thunder were in the Finals last season, but lost to the Miami Heat in five games. Unfortunately for the Pacers and their Cinderella-like run, the combination of the Thunder’s fast-paced offense, featuring Russell Westbrook, and their stingy defense, with Serge Ibaka, will be too much for Paul George and company to handle. Kevin Durant will claim his first ring and Finals MVP in 6 games.

Varsity baseball off to strong conference start

Seniors Bryce Keller, Nick Duarte provide leadership to younger squad

BY **Max Miranda**
Staff Writer

It was a cold, dark night, but the spectators did not care. The April 2 game that they had been watching was jam-packed with highlights. Senior catcher Nick Duarte, had gone 3-for-3 that day with a home run, and senior pitcher Bryce Keller, had pitched seven innings and struck out 15. But none of it mattered in the bottom of the eighth. The game came down to one underclassman when sophomore Erik Klug hit a walk-off single, scoring junior Ryan Bollerman to carry the Vikings over the Long Beach Marines.

“That was definitely the best game of the year. Klug really came through for us, it was great,” said senior Zach Baer.

This type of electrifying game can serve as an accurate description of how the team’s experience this year. The players’ performances have led them to already have more wins than last year’s 3-12 team with a solid 4-3 conference record this year (will have played two more games).

“This team has certainly exceeded my expectations. Compared to some of my previous teams, these guys are really strong,” said Coach and Weber teacher Mr. Matthew Holzer.

This turnaround could be due to a number of factors.

“Despite all the different personalities, we all pick each other up, and encourage each other. We all love the sport and know that it’s not all about one person. We also have good relationships with one another both on and off the field,” said Klug.

However, there is one reason for this rapid change in record which seems to stand alone for most of the team members: pure effort.

“I believe that we’re so much better this year because everyone on the team just works so much harder and puts their heart into it for the team,” said Keller.

“These guys, I just really have no complaint about, they give their all day in and day out, this is one of the best groups of kids I’ve ever had,” said Coach Holzer.

Although the team seems to be succeeding because of their unity, it is star power that is leading the way. Specifically, Duarte and Keller, both of whom grace MSG Varsity’s 2013 Top 106 players on Long Island.

In addition, Duarte was ranked as one of the top 25 catchers on Long Island, according to MSG Varsity. He has committed to Siena, a school that has produced several Major League Baseball players.

“Everyone has just stepped up a lot this

season, including players like Nick,” said Baer.

Keller certainly shows equivalent if not more promise as a pitcher. Through Bryce’s first three starts he has pitched two games with more than 15 strikeouts and two complete games. Keller is committed to play for Princeton and pitches as fast as some Major Leaguers, having been clocked at higher than 90 miles per hour.

“Bryce and Nick have really been two of the hardest working players, their strength at hitting and their position is just great,” said Holzer.

A notable similarity between the two players is that they both played on the team as sophomores. This year there are five more players looking to follow in these veteran’s footsteps. The four underclassmen on the team are Klug, Andy Varvaro, Andrew Chou, Sam Timothy and Issei Kohama. Varvaro, a pitcher, has already racked up two wins.

“The underclassmen have had an amazing impact. They are always making plays and are really helping the team win. They work really hard,” said Keller.

They face a tough road, as teams like Calhoun and MacArthur are currently two of the top 10 teams on Long Island.

“To get to the playoffs is going to be tough, but we’ve got some great guys, and it’s definitely possible,” said Holzer.



Which Schreiber teacher once coached current head baseball coach, Mr. Matthew Holzer?

Mr. Joseph Del Gais coached Mr. Holzer when Holzer played varsity baseball for Schreiber in 1997.

VIKING SPORTS

Coaches and youth programs allow athletes to succeed *Players develop over time due to strengthened relationships*

BY **Dan Miranda**

Sports Editor

At Schreiber, the coach plays an essential role on the team and makes sure all of its components are running smoothly.

“The single most important hiring I could do in the school—other than a teacher—is that of a coach,” said Athletic Director Ms. Stephanie Joannon. “They are the role models for our athletes.”

The process of hiring a coach is a long one. In order for a teacher to become a coach, he or she needs to get a coach’s certificate. Teachers have as many as five years to acquire this certification, but most can get it within one or two years, said Ms. Joannon.

“If Derek Jeter wanted to coach baseball at Schreiber, he would not be able to do so because it’s not about the knowledge, it’s about the certification,” said Ms. Joannon.

Once there is an opening for a coaching position, an email is first sent to all district staff members letting them know about the opening.

“We love when our teachers coach our

students,” said Ms. Joannon.

If nobody from the school district wants the job, the next step is to look outside the school for somebody who would be interested in the position. Then, an

“If Derek Jeter wanted to coach baseball at Schreiber, he would not be able to do so because it’s not about the knowledge, it’s about the certification,” said Ms. Joannon.

interview is completed and when she is satisfied with the candidate, Ms. Joannon recommends them to the Superintendent.

There is a difference between coaching at the different levels of high school competition.

One area that stays the same though is that the relationships between the player and the coach are built and fostered, so

that the coach can help the player attain personal growth and group achievement for the entire team.

“At the JV level, it’s more about development and improving players so that they can get to the varsity level. On varsity, it is still about developing and growing players, but also about competing to win,” said softball Head Coach Mr. Eric Sutz.

The connections between coaching and teaching is likely one of the many reasons why Ms. Joannon wants Port Washington teachers to coach Port Washington students.

“I look at Coach Holzer as just another guy on the team,” said senior Zach Baer, who starts at second base for the baseball team.

On the softball team, Coach Sutz believes relationships are the most rewarding part of his job.

“Coaching is just teaching in a field or gym. Management of different personalities, relationships with different parents. To me, coaching is just a different venue for teaching,” said Mr. Sutz. “The most rewarding part about coaching is the relationships with the kids.”

There are a couple of youth organizations that take pride in developing the children of the town from a young age. These include the Port Washington Activities League (PAL), which was established in 1948, and the Port Washington Youth Association (PYA), which was created in 1963. Both organizations offer a myriad of sports, such as baseball, basketball, and lacrosse. Children grow up playing these sports and finding friendships that last them throughout high school and sometimes to college.

“PYA and Port Washington youth athletics in general create an environment that hones success due to the fact that it teaches leadership and development that would be unable to be attained in other clubs or activities,” said senior Christian Kane.

The development of the athletes as players and people is the goal of these youth organizations and coaches, not necessarily preparing them for lifelong athletics.

Preparing children from kindergarten to the end of high school for life lessons appears to be much more important than any win or loss can teach. And that is the beauty of coaching: the best can make relationships and teach, using the field as a classroom.



Josh White

Track coaches Mr. Jeremiah Pope and Ms. Virginia McMahon record times during a track meet.



Josh White

Badminton coach Dr. David O'Connor observes his team during a match.



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