

# THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LXIV No. 9 May 2014



## ARE THE TIMES CHANGING?

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Harlee Tung

Sophomore student Harlee Tung took this photograph while on a vacation and volunteer program in the Dominican Republic. Tung is a Photography I student and applied her knowledge of perspective and macro-photography during her trip.

## NEWS BRIEF

### NYS Science Congress

This year, four students from the science research program were announced as qualifiers for the New York State Science Congress (NYSSC) after participating in the senior division of the Long Island Science Congress (LISC).

LISC is a regional science competition where students from schools in both Nassau and Suffolk County gather to present their research projects and to compete for awards.

Both competitions fall under the auspices of the Science Teachers Association of New York State (STANYS).

Placement at the competition include first, second, third, high honors, honors, honorable mention, meritorious as well as special awards provided by sponsors of the organization.

Students receiving the top places at the regional fair qualify for the state level competition

This marks the first year that Schreiber students have qualified for the NYSSC in over a decade. This year, the LISC hosted 400 projects. Out of the ones competing, 24 research projects qualified for the NYSSC. Schreiber holds two of the 24 qualifying projects.

"This is big news," said science teacher Ms. Marla Ezratty. "None of my students

in all of my years teaching research at Schreiber have qualified for NYSSC. And it's even more exciting that it's two projects. Out of the 20 projects that we sent to LISC, two qualified. I think that's a pretty good proportion."

"It's really exciting to be moving on and representing our school at the state level," said junior Tessa Peierls. "I feel that the research program at Schreiber is really fantastic, and we should show them that we are real contenders."

Peierls, along with two partners, juniors Lena Kogan and Rachel Kogan, worked on a project entitled, "The effect of the interaction between metoprolol tartrate and aspirin in gastric acid on the drugs' bioavailability." The students' work identified a reaction occurring between two commonly-taken anti-hypertension medications.

Additionally, the students determined a decrease in the drug dosages that resulted from this reaction. This new information provides insight into drug administration and the chemical interactions between drugs.

"I was confused originally because we had never heard about NYSSC before," said junior Lena Kogan. "But after it sank in, I immediately called my partners and we freaked out over the phone."

"It just seems so surreal," said junior

Rachel Kogan. "This just goes to prove that all those weekends and vacations spent calculating and watching our project for hours on end was worth it. It's also incredibly special to share this with such amazing people."

Senior Aaron Brezel's project called, "Using the 63bp repeat region as a diagnostic tool to differentiate between Meloidogyne species" details a new method of distinguishing between different species of the root-knot nematode.

The root-knot nematodes are common plant parasites that are both structurally and functionally identical. Thus, scientists experience difficulties differentiating between the species of nematode. Brezel used a specific region of the nematodes' mitochondrial DNA as a way to distinguish between the organisms.

"It's very exciting," said Brezel. "After putting in all that effort and working on that project for the entire summer it is nice to have that validation of being recognized by a pretty sizable competition."

NYSSC will be held on May 31 at the Brookhaven National Laboratories. Peierls, Kogan, and Kogan's project will be competing under the chemistry category. Brezel will be competing in the environmental biology category.

~Rachel Cho

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Ira Pernick, principal  
Craig Medico, Evelina Zarkh, advisors  
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**Staff Writers:** Cameron Appel, Samantha Bizenov, Rami Chaudhry, Kyle Cohen, Michael Colonna, Neil Devas, Lena Kogan, Elizabeth Muratore, Sameer Nanda, Tessa Peierls, Crystal Ren, Delia Rush, Danielle Tawfik, Sabina Unni. **Contributing Writers:** Ruthie Gottesman, Rachel Johnson, Annie Kline, Ben Landau, Eli Lefcowitz. **Staff Photographers:** Jake Knatz, Sophie Lampl. **Contributing Photographers:** Pamela Hidalgo, Robert Palmer. **Centerfold:** Dan Bidikov, Aaron Brezel, Rachel Cho, Ana Espinoza, Rachel Kogan, Stacey Kim. **Backpage:** Seth Barshay.

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Josh White

Junior Lena Kogan, senior Sabrina Brennan, and junior Sameer Nanda play an improvisation game called "Television Triangles" at Portfest. The Improvables performed on May 17, as did the cast of the 2013 Summer Show.

# Annual PortFest supports the arts and music in local schools

BY Tessa Peierls

Staff Writer

Upon entering the school on May 17, visitors were treated to a colorful display of elementary school artwork as the music of elementary schools, middle school, and high school ensembles filled the cool air. With the constant performances in the field, the childrens ran around from one tent to another to experience the different activities that were held during PortFest.

"The thing that I like about Portfest is that it gives an opportunity for more creative people, like dance classes, bands, and drama clubs," said junior Ariel Waldman.

This year's PortFest featured entertainment by local artists, musicians and performers. Other activities included face painting, creating light-up paper lanterns, making clay pets, and tie-dying. A silent auction was also held, which offered various prizes and gift packages, such as tickets to *Jersey Boys* and a ticket to the Port Summer Show.

Some of the other performance groups in PortFest this year were Battle of the Bands-winning student band Infinity and students from the Berest Dance Center. Actors from the Summer Show also performed. Among the hosts for

the various stages were the Improvables, Schreiber's improv team. There were four stages for performances as well as an art exhibit.

"I like that it's something for the people who are artistically inclined to participate in, because we have less opportunities," said junior Nina Grauer.

Ms. Olga Berest is the owner of Berest Dance Center, whose students have performed at PortFest every year.

"PortFest brought together masses of families from the community to celebrate the importance and need for the continued existence of the Arts," said Ms. Berest. "Unlike other fairs, this one concentrated only on music, art, dance, theatre and all that could creatively involve families and children."

Due to budget cuts, Port Washington art programs have recently received less funding. Ms. Sheri Suzzan, Director of Creative Arts, works with HEARTS to organize PortFest, in order to help fund arts programs in the district.

"HEARTS was founded to raise funds to enrich the arts," said Ms. Suzzan. "PortFest is a vehicle to bring awareness of how rich in the arts our community is. A day to celebrate the arts both in the community and in our schools, and raise money to enrich the ever decreasing school budget for the arts."



Josh White

Senior Ryan Rivera paints a participating child's face at Portfest. Schreiber students volunteered at the event, which was hosted by the HEARTS foundation.

HEARTS, which stands for Helping Enrich the ARTS, is a community group whose mission is "to add meaningful value to children's lives and our community by supporting, promoting and enriching the performing and visual arts programs in Port Washington Public Schools."

This year marks the third annual Portfest.

"I had a blast getting to know the people that make this town so great," said HEARTS Community Liaison Leigh Richards.

"It's wonderful that an entire community can come together on one day to support HEARTS and it's even more rewarding to see how much everyone enjoyed themselves," said junior Lena Kogan.

Ms. Suzzan also shared her opinion about the arts in general.

"It is outstanding and inspirational! How can you not love the arts? It makes people feel good. Creativity rocks!" said Ms. Suzzan.

# U.S. News and World Report rankings create mixed feelings

BY Crystal Ren

Staff Writer

Two annual high school ranking lists were recently released; one by *The Washington Post*, and the other by *U.S. News and World Report*. In the first, Schreiber stood 38th in New York state, and 470th nationwide. In the second, Schreiber was ranked at 40th in the state and 241st nationally. The two ranking systems utilize different criteria to place schools.

According to Dr. Brad Fitzgerald, these numbers should be taken with caution.

"These rankings are worth looking at, and there's value there, but we shouldn't overstate the value. They try to measure greatness, but they're measuring greatness using their own formulas, which leave out so many other, important, factors," said Dr. Fitzgerald.

With regards to the accuracy and importance of rankings, some students believe that they are circumstantial and superficial.

"It doesn't really matter whether or not rankings are accurate, though that is entirely determined by the methods involved, but because it's a profitable industry, people are going to rank schools regardless," said junior Chris Wilson.

Jay Matthews, the creator of *The Washington Post* list, uses the "Challenge Index" to rate schools. This is a ratio found by taking the number of Advanced Placement, International Baccalaureate, and Advanced International Certificate of

OVERVIEW	STUDENT BODY	TEST SCORES
<b>2014 Academic Indicators</b>		
National Rank	#241	Paul D. Schreiber Senior High School 101 CAMPUS DR PORT WASHINGTON, NY 11050 Phone: (516) 767-5805 District: Port Washington Union Free School District
College Readiness Index	60.5	
Math Proficiency	3.5	
English Proficiency	3.7	
Student/Teacher Ratio	13:1	
		09-12 Grades 1,579 Students 119 Teachers <b>BEST HIGH SCHOOLS</b> <b>USNews</b> <b>GOLD</b>

Courtesy of U.S. News and World Report

**Schreiber came in 241st in the U.S. News and World Report rankings in 2014. The magazine ranks schools based on scores, socioeconomic data, and AP classes offered.**

Education tests given, and dividing by the number of graduating seniors.

The *U.S. News and World Report* ranking, on the other hand, takes more information into account. According to an expository section on its website, *U.S. News and World Report* uses three factors to rank schools.

The first step involves analyzing reading and math scores on the students' state tests in order to determine the performance of the students when compared to the state average. The next step juxtaposes the academic performance of "the school's least-advantaged students - black, Hispanic and low-income," with the statewide average of the same group's performance. The third and last step is the same as that of the Jay Matthews' list's

sole criteria, except it also accounts for the students' AP test performance.

To many, the *U.S. News and World Report* method seems much more fair.

"There has to be at least some measure of aptitude in the AP classes. The only-AP criteria isn't really fair. I feel like college courses are going to be significantly different from our AP classes," said junior Paige Torres.

However, Matthews anticipated these concerns and addressed them accordingly in a piece in the *Washington Post*.

"I found that many high schools kept those rates artificially high by allowing only top students to take the courses. These courses are important because they give average students a chance to experience the trauma of heavy college reading lists and long, analytical college examinations," said Matthews. "Research has found that even low-performing students who got a 2 on an AP test did significantly better in college than similar

students who did not take AP."

But the importance of rankings is a controversial topic. People disagree about the significance of the certain set of test scores believed by test rankers to indicate college readiness.

"Rankings don't hold water without scores being taken into account, but just in general, AP's don't represent the schools," said junior Sandra Riano. "It's not how well you perform on standardized tests, it's how you use the material you learn on the outside, on your own that counts. Rankings in general are important but not in the way they are done currently."

Some administrators express similar feelings.

"Philosophically, I don't believe any school should be ranked. Part of the problem you get when you rank schools, is that ranking on a certain set of criteria does so with broad strokes," said Guidance Director Mr. Hank Hardy. "Rankings don't address all the issues. College and career readiness of a school can't be limited to just the number of kids taking APs or the number who pass."

As for what other criteria would make these rankings more comprehensive, Mr. Hardy said, "Where does it show placement and retention in post-secondary education? That's a more important indicator. The current formulas also don't account for non-AP college-credit courses. These classes match college curricula but don't require an exam. Does not having an AP exam make the kids less ready? And you have to look at the diversity in our school. The makeup of schools and the socio-economic status of the varied students can't be overlooked either."

## Experimental online ACT exams necessitate free retakes on paper

BY Sameer Nanda

Staff Writer

On April 14, high school juniors gathered together with pencils and calculators in hand in the Schreiber lobby in preparation for the ACT exam. Schreiber served as one of the pilot schools to present students with the opportunity to either take the exam on paper or online. Only one-third of students were given the paper exam.

The students taking the paper exam were assigned to various classrooms and students taking the online exam were split up between the business and library computer labs. Immediately after they settled in to the lab, the online test takers began to experience technological problems ranging from students' accounts not opening, to answers taking a significantly long amount of time to be properly submitted.

"As one of the kids who took the paper exam, I was grateful that I didn't have to worry about taking it in a completely different format than from what I was used to and that I didn't have to deal with any of the technological problems that the online test takers had to deal with," said junior Jake Arlow.

Although many students left the school disappointed in the failure of the online program, others were understanding of the technological problems.

"Even though I had to get up early to come and take the exam, I realized that I wasn't the only one who had to deal with the technological problems," said junior Iliana Ioannides. "So many students and teachers had to sacrifice their Saturday afternoons to deal with the ACT crisis."

High school administrators had not

anticipated the problems that panned out on the testing day.

"Prior to signing up for the pilot, we received information from ACT on the specific requirements for a school to participate," said District Director of Guidance Hank Hardy. "Once the computers and systems were checked and cleared we then had a green light to go forward and arrange for the testing."

In spite of the communication between the ACT headquarters and Schreiber staff before the actual exam, the staff experienced difficulties in contacting the ACT technical support team during the test.

"There was not a direct access to the help we needed," said Mr. Hardy. "The process by which we had to communicate with them was also very extensive and prevented us from communicating easily with the headquarters."

In spite of the numerous problems that the students and staff encountered, administrators remain positive about the entire experience.

"Even with the issues we experienced, it was a good decision to have the online administration," said Mr. Hardy. "We were able to get an advanced view of the online format, the issues related to it, and how our students would respond to the pilot. I would not want it to return until all the 'glitches' have been addressed."

Schreiber offered students who took the April exam the opportunity to take a retake exam on May 10th.

"Personally, the overall experience was very beneficial," said Ioannides. "Even with the problems, having the retake offered students with double the opportunity to take the exam and get more practice so that we are more prepared for when we take it again."

## Junior orchestra student earns honors at local music society



Josh White

**Gregory Stebbins practices his cello. Stebbins won the Long Island Choral Society's 33rd Annual Young Artist Competition. He played the first movement Haydn Cello Concerto in C Major, accompanied by Craig Tocher on May 18th at the society's Spring Concert. The concert featured the music of 20th century composers Samuel Barber, Morten Lauridsen, Eric Whitacre, and Franz Bieble.**

# Parents express opposition to Common Core Standardized film establishes opposition to Core initiative and testing

by Sabina Unni

Staff Writer

If you follow comedian Louis C.K. on Twitter, you know how much he hates the current state of education. A typical tweet will say, "My kids used to love math. Now it makes them cry. Thanks standardized testing and Common Core!" Louis C.K. isn't on a one-man crusade against tests; he's actually backed up by a larger movement against the Common Core, with significant support from educational professionals such as Diane Ravitch.

The Common Core State Standards Initiative, known as the Common Core for short, is an educational endeavor to establish uniform guidelines and expectations on subject matter knowledge and college-readiness for K-12 students. The vast majority of states comply with the Common Core in order to receive federal government monetary grants for their public schools.

Beyond Louis C.K. there is substantial controversy surrounding the topic. *Standardized*, the film, is a carefully made documentary that lays out the key issues of increased reliance on test prep in detail. In combination, it unravels the mysteries that surround the mixed motives of standardized testing, including profitable business ventures. It features interviews from educational professionals, teachers, excerpts from news programs, and presidential speeches.

Many of the Common Core complaints date back to its origins during the Reagan administration. A larger focus on educational policy began then,

as President Reagan reported on the state of American education. He stated the problems American schools faced and provided recommendations on how to fix these problems. The report was challenged because it held many teachers and schools responsible for the problems articulated. Debate surrounding education reform continued under the Bush administration with impassioned reactions to the No Child Left Behind program. The Federal administration began assessing Annual Yearly Progress for each student through standardized tests and called for a dramatic increase in these exams.

President Obama's recent Race to the Top Program inextricably ties test scores to teachers' evaluations. The goal of this program is to ensure that 100% of students score well on tests. The dispute and discontent lies in the fact that annual performance ratings track students' performances on tests throughout their educational careers, and links these tests to their teachers.

Not everyone does well on standardized tests though, for a variety of reasons. In certain cases, socioeconomic status has been proven to have an effect on test scores. Some students have difficulty taking tests, despite the abilities that teachers have to communicate information. In addition, some kids can simply have bad days. This results in a variety of test scores, which may yield negative ratings for teachers for unnecessary reasons.

Many theories have arisen as to why the number of standardized tests has increased, but the primary belief is that this restructuring is an attempt to privatize public education. As schools are

deemed failures, the federal government closes schools; an overreach of the federal government into local control, which branches in school districts.

Opponents of the Common Core

**"I'm opposed to it (Common Core) because the message of teacher evaluation has been disproven by numerous studies... it shows that trying to evaluate a teacher based on tests scores doesn't work... in my mind, the goal of going to high school is because I want the schools to make kids into lifelong learners," said Port Washington parent Ms. Allison White.**

cite two major reasons: it stifles genuine curiosity and learning, and it does not equip students for life. Due to the consequences of low ratings and the potential for being deemed a failing school, many teachers have been instructed by administration to emphasize tests and test preparation rather than promoting open-ended exploration and analytical skills. In conjunction with this, public

education has been centered around the mantra of "college and career readiness," rather than teaching students how to become more ready for life.

"I'm opposed to it (Common Core) because the message of teacher evaluation has been disproven by numerous studies... it shows that trying to evaluate a teacher based on tests scores doesn't work... in my mind, the goal of going to high school is because I want the schools to make kids into lifelong learners," said Port Washington parent Ms. Allison White.

According to Fordham professor Mark Naison, the effect of Common Core on students has also been overwhelmingly negative. He stated that, "...excessive testing is squeezing the life out of public education. We now are looking at students in terms of their 'college and career readiness' instead of letting them do the thing that children do naturally, play, explore, experiment and collaborate with their peers. Everything that makes school enjoyable is being squeezed out by the testing and we have created a conflict of interest between teachers and students that is good for no one because we are not rating teachers on the basis of student test scores."

Students have a vital role in the response to educational reform. Many throughout the country have been walking out of standardized testing.

"Unfortunately, the only way to stop this and return to educational sanity is to refuse the tests," said Naison. "I hope more and more students and families do this until the testing is sharply reduced and we go back to trying to bring joy and creativity back into our schools."

## THIS MONTH IN SCHREIBER HISTORY

May 8, 1929

*The Port Weekly*, the previous name of *The Schreiber Times*, announced that due to financial limitations they would only publish a two paged paper and if their funding did not increase in the future, they would have to shut down the paper completely.

May 13, 1931

A Fraternity column appeared in which funny and awkward student experiences were described. For example, one student knocked the books off another's desk in Trig class and it almost developed into a "good fight."

May 11, 1934

An article listing the couples seen at the Sophomore dance appeared. According to the writer, "The Sophomore dance was the hottest thing this school has produced in a long time!" and there were so many couples seen "There ought to be a rule against it!"

May 10, 1978

An article titled "Poison Pot in Port" was published describing reports of marijuana contaminated with the herbicide paraquat. The article listed some of the side effects of using this contaminated drug and provided an address in California where marijuana could be sent and tested for the herbicide.

May 22, 1936

Upon competing at the National Band Contest in Ohio for the first time, Port Washington High School tied for first place in the Class B division. The band was labeled highly superior. To the right is a photo of the band at the competition as published in *The Port Weekly*.



To view full articles and find out more about Schreiber's history, visit *The Schreiber Times* page on [portnet.k12.ny.us](http://portnet.k12.ny.us).

# Recent increase in peanut allergy awareness

## Areas labeled peanut-free in classrooms throughout the building

BY Lena Kogan

Staff Writer

Recently, the school has taken action to create more regulated eating environments for students with peanut allergies.

One of the precautionary measures is the creation of peanut-free areas throughout the school. Almost every classroom has now been installed with a designated "peanut-free desk" marked with either red tape or a special sign.

The decision to focus on peanut allergies was not part of a new plan, but instead a continuation of previous policies.

"There is no new initiative," said Principal Mr. Ira Pernick. "As we have in the past, we have created peanut free areas to accommodate a student with a severe allergy."

However, some students argue that the precautionary measures are not necessary. Senior Matt Brandes suffers from peanut allergies.

"It doesn't really affect me that much. My friends know about it so they don't eat it around me and in the large size of the cafeteria as long as I'm not in very close proximity to, say, a PB&J, I'm fine," said Brandes.

An increase in the consumption of peanuts became a problem in smaller areas such as computer labs and classrooms, which have been a major factor in the push for a safer school environment.

"I have occasionally had to leave smaller areas like the Writing Center because a few people had peanuts, but that is rare," said Brandes.

As a result, eating outside of the cafeteria and the Student Commons is prohibited to avoid potential contact with peanuts in other parts of the school. However, this



Josh White

Desks have been designated as peanut-free in classrooms that have a student with a peanut allergy. Signs have also been posted to make other students aware of the allergy and make peanut-free areas easily distinguishable.

rule is seldom enforced and some students are complaining that prohibiting all foods is unreasonable.

"I think this is a good idea, obviously with good intentions, but with the atrium closed, and the Commons closed during AP week, it's not always easy to find a place to eat," said junior Andrew Costenoble. "Also, I don't know how effective the enforcement of this rule is: lots of students still eat in the computer lab."

Many students are not aware of the new initiative so its enforcement may be hindered. Although tables are specially

marked, many students eat at these tables regardless of their lunch, simply because of the lack of cafeteria seating.

"It's important to be respectful to peanut allergies but I don't think people really pay attention to the signs," said junior Haley Sambursky. "Even if people aren't eating peanuts or peanut butter at the peanut-free table, there could be people eating peanut butter just a couple feet away, so what's the point?"

Nevertheless, the cafeteria's large size decreases the risk of direct exposure to peanuts and even the menu has been al-

tered in adherence to the initiative. The peanut butter and jelly sandwiches are no longer made with peanut butter: instead, they are made with soy butter, which despite its similarity in taste is a much less common allergen.

The HSA Health Committee continues to address the problem.

"The peanut free zones are a great way to keep students with severe peanut allergies out of harm's way: I don't think people have a problem avoiding peanuts when it's something serious, even as just a safety measure," said freshman Diana Brennan.

# Freshmen to take two end-of-year math exams

BY Elizabeth Muratore

Staff Writer

For the first time in recent memory, freshmen taking Algebra 1 will have to take two final exams at the end of the year.

One of these tests is the traditional Integrated Algebra Regents. The other test is based on the new Common Core Standards for Mathematics, a program that was first instituted nationwide this year. The Common Core website states that this updated math curriculum strives to achieve "greater focus on fewer topics," "linking topics and thinking across grades," and the pursuit of "conceptual understanding, procedural skills with fluency, and application with equal intensity."

School districts receive Federal funding for promoting the Common Core, so New York State gave its school districts the option of administering this test in addition to the Integrated Algebra Regents. The goal is for the Regents to eventually take the form of the Common Core test.

Math teachers at Schreiber do not know exactly how the new Common Core test will be formatted.

"We really don't know what's coming," said math teacher Mr. Mark Reynolds.

There are a multitude of review books and practice tests available for the Integrated Algebra Regents. Additional

Common Core review books have been published so students can prepare, in some capacity, for that test as well.

"Each student has a Common Core

**"The Integrated Algebra test is three weeks after the Common Core test. Students will take the Common Core test, prepare for the Integrated Algebra Regents, and then take the Regents. Whichever test they do better on is the grade that they will receive," said math teacher Mr. Mark Reynolds.**

version of the Regents review book that is structured exactly the way the state designed the Common Core," said Math Department Chair Dr. Jeffrey Lesser.

While the Common Core test is uncharted territory for Schreiber teachers, there are measures in place to prepare students for the Common Core Algebra 1 test.

"The Integrated Algebra test is three weeks after the Common Core test. Students will take the Common Core test, prepare for the Integrated Algebra Regents, and then take the Regents. Whichever test they do better on is the grade that they will receive," said Mr. Reynolds.

This policy prevents the Common Core test from potentially hurting their grades, but many freshmen have expressed disdain at having to take an additional math test at the end of the year.

"Personally, I am against it. Not necessarily for the fact that we have to stress about two tests for the same thing, but just the fact that we are being used as 'guinea pigs,' being thrown into something that has never been used or tested before," said freshman Kelsey Weisburd.

This test also affects eighth graders at Weber who currently taking Algebra 1 as part of the accelerated math curriculum. Many of these students have had similar reactions to the Schreiber freshmen who are also required to take the Common Core math test.

"It's a bit unsettling to know that no one really knows what the Common Core test looks like, and in preparation for it, we can only guess as to what kinds of questions will be asked," said freshman Aaron Siff-Scherr.

The Common Core test is scheduled for June 3, which is almost a month before the Integrated Algebra Regents. Therefore, teachers must complete the Common

Core curriculum a few weeks earlier than they normally complete the Integrated Algebra curriculum.

"We might have to add an extra unit after Common Core to use up class time in addition to preparing for the Integrated Algebra Regents," said Mr. Reynolds.

There are also a number of topics covered in Integrated Algebra that will be on the Regents which the Common Core curriculum does not cover. As a result, teachers must assign their students additional work to complete outside of the classroom curriculum to ensure that students know the material for both tests.

While this Common Core test affects students and teachers alike, the idea of freshmen and accelerated eighth graders having to take two standardized math tests in June is not going away after this year.

"Next year, they will do the same thing for geometry," said Dr. Lesser.

Schreiber teachers emphasize that the test is necessary procedure to ensure that the Common Core curriculum is as successful as possible in the future.

"It is an insurance policy because of all the unknowns with the Common Core," said Dr. Lesser.

Although this is not an ideal situation for freshmen, most accept that the state's intentions with this Common Core test are good.

"If this new Common Core teaching is felt to be better, then I am happy I get to experience it," said Weisburd.

Point

Counterpoint

## Does the school allocate too many resources for technology?

BY Rachel Kogan

Assistant Opinions Editor

A student flips back and forth between his Facebook newsfeed and the blank Microsoft Word Document that he needs to fill before his creative writing class in an hour. Suddenly, his chemistry teacher calls on him to answer a question. He responds with a blank stare before returning to his lack of productivity.

With so many new devices and gadgets constantly entering the market, administrators and members of the Board of Education (BOE) may feel that Schreiber is not keeping up-to-date with the technological advances. Although it is commendable that the district intends to improve the school, one small factor is being overlooked—is the technology necessary?

At a BOE meeting this past December, Director of Technology Mr. Ryan Meloni presented a new plan of increasing the amount of technology in classrooms. Mr. Meloni advocated for the institution of interactive whiteboards (SmartBoards) and mobile presenters in every classroom in order to “support the delivery of content that will meet all learning styles through the differentiation of instruction.” Yes, it is a good idea for the Board of Education to work towards improving the efficiency and education of students. However, increasing the presence of technology in classrooms may not be the road to a better education.

This year, Schreiber has brought a new form of technology into its classrooms: the Chromebook. Some classes have never received the opportunity to use the laptops while others integrated it into their in-class assignments.

“There is a new form of assessment called the PARCC assessment that is going to be implemented within the next few years,” said Principal Mr. Ira Pernick. “The New York State idea is for these assessments to be taken online. There is a state mandate for all school districts throughout New York State to have enough computers available and be prepared to support the online testing.”

Questions arise not regarding the district and administration’s focus on integrating and increasing the presence of technology to support this requirement, but regarding the need for technology in classroom in general. The traditional classroom with students learning directly from the teacher usually through listening, asking questions, and taking notes has existed for centuries.

It is safe to say that for the most part, student learning has not been hindered by the lack of technology during this time.

It is clear that students learn the material well in this environment and also learn important skills for social interaction.

If students are focusing all of their attention on the new and exciting

technology in the room, they are missing out on learning how to get along with others and how to develop and build relationships with their peers.

“Some of my most memorable classroom experiences have been discussion-based,” said senior Nicole Boyd. “I always enjoy discussing and learning from my peers rather than listening to lectures or reading from textbooks. But as new technology such as Chromebooks have been introduced in the school community, this kind of collaboration has given way to isolation.”

As was stated in the Medill Reports, a study by researcher Anne Mangen, of the University of Stavanger in Norway, and Jean-Luc Velay, a French neuroscientist shows that the “physical act of holding a pencil and shaping letters sends feedback signals to the brain.

This leaves a ‘motor memory,’ which later makes it easier to recall the information connected with the movement.” Simply put, handwriting equals better learning.

If handwriting has been scientifically proven to aid in learning, it seems counterintuitive for not just the school but also New York State to increase the presence of technology in learning environments.

Many students agree that the existence of the technology hurts their ability to focus on schoolwork effectively.

“The Chromebooks can’t do anything that my teacher can’t do,” said junior Paige Torres. “It may be faster to type for some

students, but for others (like me) it can be distracting and harder to write. I personally have always felt more comfortable handwriting as well. Sometimes technology is just not necessary.”

Increasing the technology in classrooms may seem like a good idea to schools across the nation. But the emphasis on reforming the education system simply because new technology is appearing on the market seems unnecessary.

The present classroom setting is more than adequate at teaching students information that they would need in college and later on in life.

BY Maddie Cohen

Assistant Features Editor

Just a few years ago, students were walking around with BlackBerries and flip phones.

However, as of 2014, there has been an end to the BlackBerry fad, and now the students of Schreiber possess the latest smartphones and tablet computers. The Board of Education attempted to follow the trend, by adopting its own new technologies.

As of this year, the school has purchased about 90 personal lightweight computers called Chromebooks, which are used in many classes such as English, math, and science to take notes, answer online questions, write essays, and watch videos.

“I know that the Chromebooks are used for physics classes to see computer models and different demonstrations,” said junior Will Berger. “I think that they are really great because they are portable.”

Very often the computer labs become packed and over scheduled, and because of this, students are not able to use the computers on their off periods.

So with the Chromebooks, you basically have portable computer lab that is accessible anytime.

“I enjoy using the Chromebooks because they are paperless and I don’t have to leave my classroom. They are also very useful for collaborative assignments and sometimes I get more out of a journal

program and club. In addition, the new flat screen in the main lobby has displayed several news stories, which promote student activity.

Hopefully, this expansion of the TV program will continue to evolve into what will be a great example of how technology has transformed the way in which students learn and communicate with one another.

“The impact this technology will have on the school is tremendous. The equipment we use for the TV program and club is state of the art and the quality of work that students are able to achieve clearly demonstrates that we are providing students with the experience they need to succeed in the 21st century.

Currently, we are able to broadcast student productions to the lobby.

“We are close to gaining connectivity to the cafeteria, and we hope to eventually broadcast student work within the community via the Internet,” said art teacher Mr. Peter Koch.

Years ago, Schreiber developed the Mac Lab and began to take the computer sciences more seriously.

With these innovations, students have been able to take many classes that they enjoy.

As students continue learning how to do these things, many begin to develop an interest in specific fields of technology, which they can ultimately use in their career later on.

“Because of these programs that the school offers with the new technology, it has motivated me to become a sports broadcaster and study communications at college, said senior Danielle Snyder. “Hopefully as the programs continue to develop, more students will be interested in it as well.”

In addition, smart boards, which were purchased by the Board of Education, have been installed in the last few years.

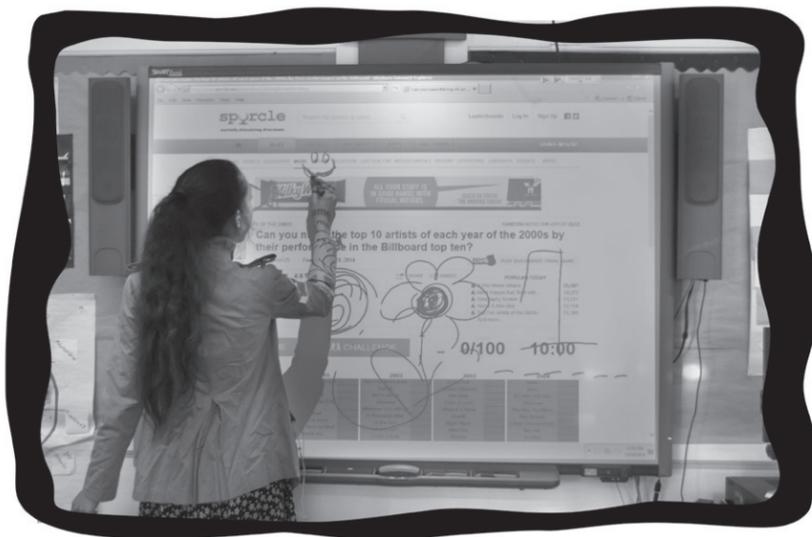
SMART Boards provide many advantages when compared to a regular white board.

Smart boards are much better because the teacher is able to make creative and interactive lessons as students are more engaged and focused.

In addition, the software is easy to use and teachers are able to adapt to the different learning styles of all students.

Overall, technology continues to impact our society everyday.

In order for the students of Schreiber to learn and develop needed skills that they will use later in life, purchasing new technologies for our school is definitely a necessity.



Junior Lena Kogan explores the interactive SMART Board in room 117.

response from a Chromebook because students are used to typing,” said English teacher Ms. Sacha.

Dot and Ed Slade of the Education Foundation Board have recently donated a generous grant to the newly developed TV station at Schreiber.

With their grant, numerous cameras, lights, Apple computers, and green screens have been purchased for the new

# Creativity confined in English classes

BY Delia Rush  
Staff Writer

Often times, tasks seem a lot harder to follow through with when there are requirements and a lack of freedom. Essay writing is very frequently one of these tasks.

Whether it is a research paper, or analytical essay, many students do not particularly love to write it.

Teachers will often list possible essay topics for their students to write about. No matter the subject, students feel more comfortable writing about their interests.

A typical high school student would not leisurely write an analytical paper on one of Shakespeare's plays. However, through class discussions, some interest or inspiration in the matter may spark within students' minds.

From this interest, writing an essay pertaining to that topic is easier as it applies to that individual's opinion and original thoughts.

"I always let my students choose their essay topics, but I do have to approve it. It's so much easier for a kid to write about something they want to write about and analyze than something that I tell them to write about. Plus, the writing is always better when the student chooses," said English teacher Ms. Mills.

Intellectual excitement may be limited by bland essay topics.

Allowing a student to expand their interest in the matter may even inspire them to continue that interest.

"I think that teachers

should encourage more creative writing in essay writing. It is important because creative writing inspires students to become curious, engaged, and interested in the world around and within them," said English teacher Ms. Jennifer Ariel.

Many agree that they become more interested in a subject when they are free to have an opinionated input and write what they want. Personal interest makes writing stronger.

"Honestly, it's a lot easier

for me to write when I get to choose what to write about. An essay shouldn't be something I really dread. I should want to learn more and

want to invest myself in that topic. I think teachers should allow students to choose to write what they want to rather than telling them what to write about," said sophomore Bari Cohen.

Overall, teachers should encourage more freedom and creativity in writing.

The final product is usually stronger and better written when written from a point of interest. English teachers

should help and encourage students to channel their creativity and interest in the language arts, not make assignments drudging tasks that a student lacks the desire to complete.

Completion of an assignment is often a specific requirement set by the teacher: whether it is a certain number of paragraphs or recommended word count.

This further emphasizes the feeling of restriction and regulation.

These sentiments make students feel like their thoughts are limited.

Also, the threat of a grade can result in "writers block," having so much stress to write a strong piece.

This stress can be further relieved when there is more freedom in writing and allowing students to let their thoughts and words flow.



By Diego Espinoza

# Prom regulations take away from students' special night

BY Max Miranda  
A&E Editor

Prom is supposed to represent the transition of an entire grade stepping one year nearer to adulthood.

One part of entering adulthood involves being in control of your own schedule and taking responsibility for yourself.

However, the administration has been denying the students this privilege of freedom, policing students at both junior and senior prom.

Although the doors open at 7 p.m. for junior prom at North Hempstead Country Club, 8 p.m., the doors are closed and nobody is allowed to leave.

While this may sound like a precursor to a horror movie, this is a reality that juniors have faced for several years. By the time the clock strikes eleven and the doors swing open there will typically be a huge line of people streaming out of the club, hoping to be on their way either home or to after-prom.

"I think that the primary reason that people line up to get out at junior prom is that they don't want to be held by certain constraints and rules and regulations. Because of these constraints, the students felt a little more pressured like they were

being watched at every moment and made them want to leave," says junior Sameer Nanda.

Forcing students to do anything will immediately decrease their desire to do said thing. Such logic is employed on the students for ten months of the year and they are not eager for it to be applied anywhere else.

Meanwhile, on June 27, the class of 2014 will walk down the red carpet at approximately 7 p.m.

Once the group passes through Schreiber's "red carpet Hollywood style" entrance at the Sands Point Preserve, the doors will be closed and no one is allowed to keep until 1 a.m.

On a night that is supposed to celebrate a transition out of high school, there seems to be an excessive amount of administrative control. The administration, however, certainly supports the restrictions put forth a long time ago.

"The students pay a certain amount of money, you want to make sure they get a certain experience out of prom. Our main concern is to keep the students safe, and that's why, from my perspective as a chaperone, safety is of the utmost importance to us," said chemistry teacher Ms. Joy Grasso-Krebs.

There is ample evidence to back up

the fact that teenagers can often go to extremes on prom night.

Most recently, Jacqueline Gomez at MacArthur High School in Houston, Texas was found dead in a hotel room on the night of her prom.

The death is suspected to be the cause of a combination of alcohol and prescription pain killers.

These kind of major safety concerns on the nights of both proms establish that there is a most likely a need for such preventative measures as set times to leave and enter.

However, the question is then raised as to why such arbitrary and rigid times?

"I do agree that the cap times can be a little frustrating, when it's 10:50 and they are all lined up, you just feel like letting them go," said Ms. Krebs.

There are several advantages to allowing students to leave earlier. For example, if students are able to leave earlier, they will be on the road earlier, when it is most likely safer to drive.

This would help the school to ensure that all students' were able to leave prom in a safe manner.

It seems that under the current system, the crucial sense of autonomy is missing from these celebrations of advancement.

# Solar roadways are the future

BY Will Berger  
Staff Writer

There are very few news items that get me excited enough to elevate me from my chair and scream "YES!" Seriously, this news story got me so excited that I completely scrapped the article I was working on about the inherent lack of empathy in Princeton Freshman Tal Fortgang's controversial *Time* article, "Why I'll Never Apologize for My White Male Privilege," and decided to take on an entirely new topic.

So what's the big deal? Roads that convert sunlight to electricity. It's a Indiegogo campaign started by engineering couple Scott and Julie Brushaw from Sagle, Idaho.

For those of you unfamiliar with Indiegogo it's a crowdsourcing website that is as funny to say as some of its campaigns, including Jefferey Self Needs A New Tooth, a campaign to fix one man's, Jefferey Self's, chipped tooth. But this campaign is more important than Jefferey's tooth, it's about moving the "modular paving system of solar panels" into production.

These aren't your average boring solar panels though, these solar panels are smart, really smart. They're "micro-processing, interlocking, hexagonal solar units."

These solar panels contain microprocessors that control pressure sensors, heating elements, and LED lights. When large debris have fallen on the roadway the lights in the panels can alert drivers of upcoming hazards, and when snow and ice is covering the surface of the road, the panels use the energy they collect to heat the surface and melt the snow.

The lights in the panels can display road lines, parking lot configurations, and hazard warnings. These panels do all of this and also generate electricity.

According to the Solar Roadways website, it is estimated that if all roads were converted to solar roadways, the country would generate 3 times the amount of energy as it currently uses, cutting greenhouse gas emissions by 75%.

Best of all, this isn't some crazy pipe dream, this technology exists. The Brushaws and a small group of engineers were awarded "two phases of funding from the U.S. Federal Highway Administration for research and development of a paving system that will pay for itself over its lifespan."

What really excites me about implementing solar roadways is how attainable and how practical it is. While they may be a short-term investment, the payoff is huge.

Tar prices have been sky-rocketing over the last ten years, paving roads and filling potholes are expensive, and lack of energy usage is a serious concern for the future.

The beauty of the panels is that they are replaceable—if one brakes or malfunctions it can be removed separate from the rest of the road.

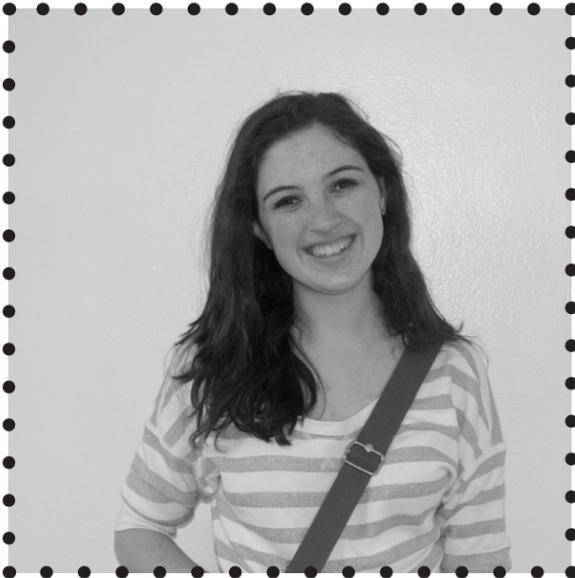
A widespread construction of these roads could create the most jobs the US has ever seen.

Economically, it makes sense and ideologically, it makes sense.

It may be hard to believe, but a visit to their website and Indiegogo page may convince you, blow your mind, and then convince you again.

# Schreiber Speaks

## What was your most memorable experience at Schreiber?



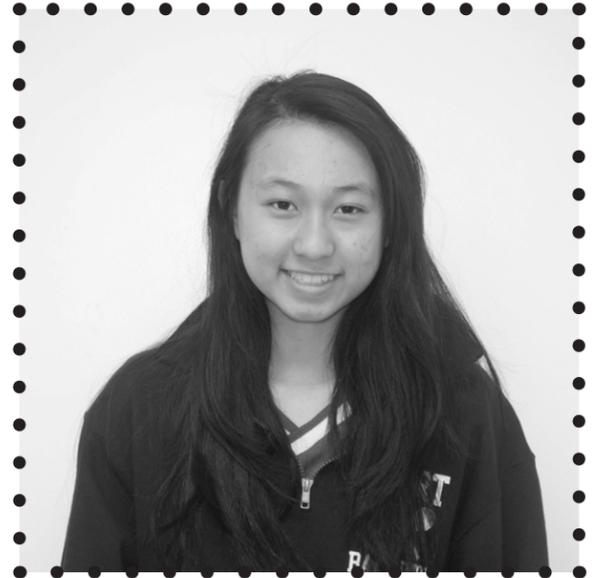
"I once found \$10 on the ground. It was amazing and I used it to buy a delicious burrito."

~ Sabrina Brennan, senior



"I think it was probably doing stage managing for Drama Club. It was a great experience. I made a lot of friends and lifted a lot of heavy things."

~ Luke Grieco, senior



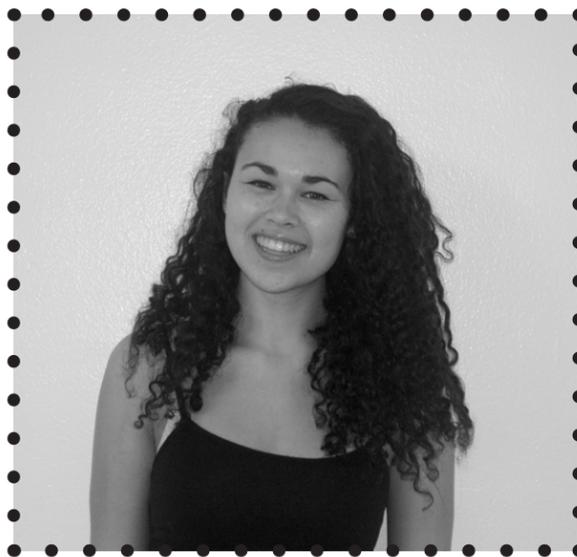
"I really enjoyed being a part of the Badminton team. I liked getting to be a part of the time and making new friends."

~Karen Yeh, senior



"My favorite memory was hosting Battle of the Bands and the pep rally. I liked hearing how great I was."

~ Murphy Siegel, senior



"I love that I was always able to find my guidance counselor."

~ Stephanie-Anne Thomsen, senior



"During sophomore year I used to get like 20 of my friends together to order a ton of sandwiches. We called it the big order. No other order was better than the monthly big order."

~ Harrison Kass, senior

Photos and reporting by Michaela Gawley and Rachel Kogan, Opinion Editors

## Schreiber has made a commitment to environmental issues

BY Michaela Gawley  
Opinions Editor

It is very important for community institutions that have a direct impact on student lives to support environmental issues.

In order for students to understand and care about the complex challenges that our planet is facing, teenagers should not only be taught about the science behind climate change, they should also see their school as a model of responsible and eco-friendly behavior.

Generations of young Americans spend their teenage years in high school. Since many habits are fostered during these years, high school should be a place where students learn how to live in a way that is environmentally sound.

High school is focused on building

a sense of individual accountability in students and giving them the skills necessary to become an asset to the rest of society.

Part of this includes learning environmental responsibility.

Schreiber has definitely begun to promote environmental awareness and add new environmentally friendly programs to the school community.

After the Treehuggers club installed the first hydration station in the lobby, many students began to have increased awareness of the need to decrease the usage of plastic water bottles.

Plus, many have realized the economic incentives (free water!) that using the hydration station provides.

The school decided to fund another hydration station that was recently placed on the lower level and hopes to also install hydration stations in the cafeteria

and on the upper level of the school building.

The installation of the hydration station is a solid expansion of the school's commitment to teaching students to cut down on practices that are harmful to the environment.

"Anyone of us who believe that the Earth has an inexhaustible supply of resources is just fooling themselves," said senior Jamie Sall.

By decreasing the usage of plastic water bottles in school, the school is greatly helping the environment. Every bit goes a long way.

Although Schreiber should be commended for its efforts in recycling, it is clear that the program has room for improvement.

There are often rooms that are missing bins or that only have one of the appropriate bins.

Students frequently throw their bottles into the paper bin or vice versa, and while the school can not be held accountable for this, they should create some sort of program to emphasize the need for the bins and to instruct students on how to use them properly.

"We could do better with recycling," said Assistant Principal Mr. Craig Weiss. "I often wonder if the items that leave my office in two bins will end up in one."

The school has made great strides in making environmental issues a priority.

In order to continue to ensure that students do their part in trying to reduce the negative impact that they have on the environment, the school should invest more of its resources into further developing environmental programs.

# Editorials

## Letter to the Editor

Dear Schreiber Times,

Thank you for recognizing our anti-drug campaign conducted on April 7 when over 1300 plastic containers filled with anti-drug slogans were distributed to second period teachers.

We are saddened that your news article only printed responses from students who held negative thoughts and comments about the project. In an age when celebrities like Cory Monteith, Whitney Houston, Amy Winehouse, Heath Ledger, and Philip Seymour Hoffman died too soon, legitimate reporting MUST highlight both sides of this serious topic. We welcome feedback on our projects, and when asked about the activity, freshman Jaime Alvarez responded, "I liked the idea of the egg and the message that said you don't know what to expect when you do drugs."

While no project can positively impact on EVERY student, our mission is essential to keep students aware about the dangers of substance abuse. The egg campaign was supposed to be a fun, campy activity to get our peers to try to think about how drug use destroys not only the user, but the user's family and friends.

Ms. Janine Kalinowski, health teacher speaking for the health department, commented on our project: "The health department applauds SADD's efforts to remind our student body the serious and potential danger(s) of drug use. SADD's 'pill activity,' displayed a much larger, important message."

The Long Island Council on Alcohol and Drug Dependence reports that every nineteen minutes there is a drug overdose and that last year alone there were 370 drug overdoses that resulted in death.

The message of abstinence and the importance of staying safe cannot be

overly-encouraged to our young adults. Assistant Principal Mr. David Miller was also proud of SADD's efforts. He said, "I applaud SADD for its efforts; I think that any program, especially a student generated program designed to educate students about drug use and the dangers of drug use is an excellent thing. I think that all of these types of activities slowly over time have an impact and the more that we can impress upon kids the problems and evils of drug use the better off we are."

Other school-wide events also have mixed reviews, yet the reporter chose to highlight only quotes from uninformed students.

One student quoted in your article even went as far as saying, "Anti-drug campaigns should realize that by now, people have decided whether or not they should do drugs."

This statement is completely ludicrous! We need to keep Anti-Drug messages alive to try to stop this growing problem.

There is no denying that there is a drug problem in our school and our town. Mr. Miller said, "As far as drug problems in our school I think that Schreiber is a microcosm of society. I think that drugs are a problem nationally, whether it be marijuana, prescription drug use, or even alcohol abuse or other hard drugs or narcotics. It's a problem in our country and there are students in our school that have a problem."

This is why our school holds mandatory meetings before students can attend the prom.

When asked about what was discussed at the prom meeting, Junior Lya Rothman said, "The essence of the meeting is don't show up drunk or high."

Nothing will quench our determination to obliterate drug use in our school. It is our ongoing mission to support the community's efforts to stop its young people from making poor decisions about drugs and alcohol.

Finally, if we made just one child stop

and think, then it was worth it.

Sincerely,  
Lauren Giliof

## AP test proctors are not qualified

After a year of rigorous curriculum at an advanced placement level, it only makes sense that Schreiber students enter their AP exams with a serious mindset in order to evaluate whether they truly grasped an understanding of the coursework.

Students work extremely hard all year and devote long hours to their studies in order to prepare for this final exam.

They should not have to worry about anything but their exam upon entering the exam room.

However, come AP testing week, Schreiber's examination environment is anything but collegiate.

Morning tests—said to start at 8 a.m. and afternoon tests—said to start by 12 p.m.—frequently roll over their predetermined time blocks and inevitably disrupt many students' schedules for the rest of the day.

Additionally, each AP exam is monitored by proctors who are usually randomly assigned substitute teachers.

The proctors do not have to go through any training to administer the exam, and often are not familiar enough with the test procedures to help students.

As a result, many students with questions concerning testing protocols, are unable to seek out the unresolved answers about where to fill in personal information and place specific identification labels.

Many students have encountered blank stares when asking one of the proctors a question about how to properly fill out the test materials.

The Schreiber Times believes that it is the school's responsibility to ensure that that the proctors who are selected know how to properly assist students in filling out various forms and should be accommodating to students who are required to take these long stressful exams.

It is understandable that regular teachers are busy at the time of the exams and are therefore unable to proctor them, but the school should still make sure that the proctors' that they choose are able to

answer students' questions.

If worrying about each exam's content were not enough pressure, many Schreiber students felt anxious over whether or not their scantron was filled out correctly before an exam could even start.

The Schreiber Times feels that the added stress of worrying if their test scores could be compromised by information that was not filled out correctly could negatively affect the way that students perform.

This casualty immediately undermines the professionalism of the AP exam testing setting and can potentially distort the serious mindset with which AP students wish to enter each test.

*Interested in writing for Opinions? Then come to the next newspaper general meeting on May 28! All new writers are welcome!*

## 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, The Times will follow the policy described in this space as well as the guidelines of common sense and reason.

## No Way, Defying Gravity? by Ethan Bookstein



# Students produce promising senior experiences

By Cameron Appel  
Staff Writer

It's that time of year again. The sun stays out longer, chasing ice cream trucks becomes a daily habit, and seniors are finally relaxing as school begins to wind down. They've been accepted to their colleges, and things are starting to look up. Then comes the startling realization that they're not quite done with Schreiber yet. The pesky requirement of senior experience is now looming over the heads of the majority of seniors who haven't completed their projects yet.

For all the non-seniors out there, senior experience is supposed to be your



crowning achievement and your last

project at Schreiber. Each student is assigned a teacher to oversee his or her project. The seniors involved in a senior experience course complete a project in agreement with the objectives of the course they're in, while the seniors who opt out of those courses complete an independent study senior experience. All students have time to do their projects during May and June, when AP classes no longer meet and Senior Experience courses only meet a few times a cycle.

These projects can encompass a wide spectrum. Depending on how dedicated the senior is, their project can range from interning with a teacher within Schreiber to working at an animal shelter in Puerto Rico. Each student approaches his or her project in a different way.

Rachel Johnson is among the students that already completed a project. Rachel volunteered at Creative Readers, a program at the Port Washington Public Library, that helps elementary school children, many with special needs, find new ways to approach reading through books and artistic methods.

She was partnered with a boy who had both cerebral palsy and



and cleaning cow stalls.

The Threshold Farm is a biodynamic farm, whose agricultural

ADHD.

"While working with him over the year was a challenge, with each successive group meeting, the bond between us grew stronger... being able to see as he got more and more comfortable in that setting was really rewarding," said Johnson.

Rachel chose to do this project because it combined her love for reading and drawing, with her love for working with children.

Not everyone chooses the dogooder route. Some

people just want to have fun. Along with a few of her friends, senior Maddie Omeltchenko started a ukulele group. Every Sunday the group meets and plays covers of popular songs, such as "Somewhere Over the Rainbow" and "Hawaiian Roller-coaster Ride."

They even take field trips to Ralph's and have plans to take a beach trip to record videos.

"Our goal is to spread happiness and good vibes through the uke," said Omeltchenko.

Just because there is no apparent academic value to a senior experience project doesn't mean that it won't fly with the administration. As long as the project is designed, proposed, and executed by students, most personal interests can be made into projects that receive credit. There is room to experiment and have fun with these undertakings.

Some of the more adventurous seniors have opted out of staying within the district. Emma Podolsky is pursuing a project at Threshold Farm in upstate New York. She'll be living and working on the farm and doing activities such as planting seeds, pruning trees,

approach is spiritual-ethical-ecological, that has been chemical-free since the late 1700s.

"Through my Senior Experience I hope to gain a little more knowledge on the practices of small-scale organic farming, and how the government plays a role in the farming operation as well," said Podolsky.

Seniors Emily Karmel and Laura Eule participated in a Ronald McDonald walk-a-thon. They both wanted to do something that they felt would benefit the most people. From the start, they knew they wanted to do some kind of charity work because they both enjoy giving back to the community.

In the beginning, they tossed through a bunch of different charities trying to figure out which ones were a match for them and what they could do for them. After getting in contact with

the Ronald McDonald house they went on a site visit to their Long Island location.

"We met kids with cancer and saw their families dealing with it and we knew we had to help," said Karmel. "Our sponser Mike taught us so much about community service. This senior experience brought us into the real world and introduced us to an amazing fundraiser we both had a passion for."

Some other students helps organizations, such as Helping to Enrich the Arts (HEARTS), plan events. Senior Nisha Nanda, along with other students Alice Gottesman, Deirdra Labertino and Ryan Riviera, worked with HEARTS to put together the annual Portfest event.

Her responsibilities included participating in the meetings in preparation for the big day. She had to help coordinate between the different vendors and sponsors attending Portfest. In addition, Nisha was in charge of managing other

student volunteers for that day.

"I learned how rewarding it is to get community support and how fun it is once the people in the town get involved," said Nanda, "It was inspiring to see how willing people were to help out their community and also all the little kids that came out and enjoyed themselves, not knowing they were helping their own education in the future."

A large portion of the grade interns at different institutions.

Senior Derek Moss works at Bach to Rock on Port Blvd. He goes in every Thursday and Saturday.

"On Thursdays, I usually fill in as a bass guitarist for this band of 10 year olds whose bass player never shows up," said Moss.

Derek's internship consists of observing lessons, office work, and running birthday parties on Saturdays.

"I make the goodie bags, pass out cake

and pizza, and burn CD's with the recorded song,"

said Moss, "There is a lot of down time where I just hang out with the staff and talk about music."

Surprisingly, there are some juniors who have started their

projects already.

A master at planning ahead, junior Laynie Calderwood not only knows what she'll be doing next year, but also has begun preparations for her project. Laynie will be creating a group of Madrigal singers so that she can hold a Madrigal Feast during her senior year around Christmas time.

"It's this really cool Renaissance production that I saw high school kids do in Virginia. I remember going to them as a kid to see my siblings as Madrigals and I always wanted to be one. Since Schreiber doesn't have a Madrigal group, I decided to make one and incorporate it into my senior experience," said Calderwood.

Clearly, there is a whole host of opportunities for kids to personalize their senior experience projects. Whether you want to stay local or go far, work with kids or ukuleles, or start a group of singers dressed up in Renaissance garb, there's a project available for you. So seniors, go forth and



create the most interesting project you can, and underclassmen, don't sweat the project. As shown by Maddie's ukulele club, you can literally do anything.

# ISSUES FROM PAST ISSUES: HAVE STUDENTS' CONCERNS CHANGED THROUGH THE YEARS?

**T**he influence of journalism on world affairs throughout history is undeniable. However, the impact of the activities of student journalists is often difficult for allegedly affected students to notice.

It's hard to tell what's happening to you unless someone points it out (think: puberty). Over the past 80 years, the *Port Weekly*, and later, *The Schreiber Times*, have been pointing out the major issues affecting the student body. Here are the highlights:

## The Elusive Pool

One of the most common freshman hazes reflects legitimate concerns of the student body. In a common scenario, a Schreiber upperclassman joins in an attempt to convince a freshman that there exists a swimming pool on the fourth floor of the school. Thus, students may



Josh White

The door leading to the alleged Schreiber swimming pool. An annual prank is tricking freshmen about a campus pool.

begin to wonder why the school does not have a pool.

"I would love to have a pool, it's just a matter of where we would put it and who would fund it. We bring it up every year, maybe we can put it on campus, maybe somewhere where we have field space, but it takes a place and money, and that takes time," said Athletic Director Ms. Stephanie Joannon. "We are not unique in this way; it seems that schools that have pools have had them for a long time. When I first started teaching here, they told me that there was a choice between a pool at Schreiber, and the marble floor in the lobby. Maybe at that time the marble floor was beautiful; I think now we could definitely use the pool."

A similar concern was brought up in the November issue of the 1998 *Schreiber Times*.

Elena Potylitsina argued that a pool would be useful not only for the swim team, but also for potential physical education swim classes. This remains a questioned possibility, as swimming classes would add a new dynamic to phys ed.

"If people wanted to have swimming classes, and we had a pool, we could. We have plenty of teachers on staff who are certified lifeguards, who could teach a swimming class," said Ms. Joannon. "People from Weber could come down to teach classes too, depending on where the pool would be."

Potylitsina also argued that the pool would be helpful for the sake of the swim teams. The two teams now practice in various pools around Nassau County. They practice at the Port Yacht Club, Manorhaven Park, Great Neck North Middle School, Jericho High School, and the JCC, depending upon the weather. These locations are an inconvenience to those on the team that frequent them, as well as to the school.

"Swimming space is not cheap to rent," said Ms. Joannon.

Due to transport, the swimming pools also add unnecessary time to student practice sessions.

"Having a pool will be great because waking up at 4 a.m. kind of sucks," said junior Caroline Hickey.

Some students are also upset by the fact that they could potentially have had a pool in the school.

"It sucks not having a pool. The rumor of not getting it because we got marble flooring in the main lobby didn't

help," said junior Juliet Burnet.

## Porcelain Graffiti

Whether it's walking down the staircase near the B wing or entering bathroom stalls in the foreign language hallway, students are bound to come face to face with graffiti. The presence of unauthorized drawing and writing on the walls of Schreiber is known to the majority of students and staff members. Gang signs, expletives, and drawings of all kinds decorate the walls and stalls throughout the

**"My desk in math class is like the MOMA if it added a new exhibit every other day," said junior Paige Torres. "It can be distracting sometimes and since it's in the back of the classroom no one sees it or cares to fix it."**

school.

On Nov. 20, 1975, *The Schreiber Times*, published an article satirizing the presence of graffiti on campus.

The writer, Kyle Roderici, shed light on the vandalism by ridiculing the incorrect grammar-usage and "calling for" a new English class to be created in order to promote the furthering of the artists' creative abilities. The article cited the smoking lounge, library reference room, and bathroom walls as areas specifically prone to graffiti exhibitions.

Since 1975, the school has taken action against the "form of expression." Custodians remove graffiti by painting over it. However, students claim that despite the school's initiatives, there are still inappropriate drawings and statements embellishing the school both inside and outside of classrooms.

"I have noticed a lot of graffiti around school," said junior Grace Trunz. "I feel as though we need to stay on top of removing it because many of the writings and pictures are offensive and distracting to many students."

Other students have acknowledged the fact that the school has taken the initiative to remove the vandalism. Compared to the number of drawings decades ago, presently, there is less graffiti adorning Schreiber. Despite the gradual decrease in vandalized property, students believe that the removal of obscene drawings and phrases is still lagging behind the perpetual addition of graffiti throughout the day.

"For the most part, the school is fairly quick to remove graffiti," said junior Paige Torres. "But sometimes profanity goes days without being removed and that needs to be corrected."

Usually, Schreiber removes the graffiti that is present on walls and bathrooms. Although it may take some time, staff members do eventually cover the vandalism from public view. However, according to members of the student population, the drawings and writings on classroom equipment and desks have fallen under the radar.

"My desk in math class is like the MOMA if it added a new exhibit every other day," said Torres. "The desk has a bunch of ridiculous drawings on it—both in pen and pencil. It can be distracting sometimes and since it's in the back of the classroom no one sees it or cares to fix it. In addition, the chair travels throughout the class because nobody wants to sit at it. So everybody is exposed."



Josh White

Graffiti decorates an A-wing bathroom stall. Vandalism including more profane images dots Schreiber's bathrooms and stairwells.

## Awful Attendance

In Nov. 1929, *The Schreiber Times* wrote, "Haven't we been repaid for our

loyal support of our girls on the hockey field? Aren't we all glad we've gone to the games? Of course we are. We're proud, too, that our cheering has helped the team on to victory. Let's not slouch on the last few games."

Again, in Dec. 1934, the paper wrote, "In short, get behind the various clubs, and push. Then, and only then, can you expect them to give you their best."

Eighty years later, the school organizes forty-five extracurricular activities and more than twenty sports teams. Even so, school-sponsored shows and athletics do not fill their respective auditoriums and gyms. The most well-attended events are football and lacrosse games, but other events fail to attract students after school hours.

"Of course, games could always be more well-attended," said Athletic Director Ms. Stephanie Joannon. "We would love to pack a gym, fill a field, but I think that our fan and student support is great.

I think friends will support friends, and when we can put on events that are on weekends or on Friday nights, they are always well-attended."

Many sports games fall on weekdays, and they sometimes conflict with Weber, Port Washington Youth Activities, and Port Washington Police Activities League matches. Students often participate in other activities after school, like dance classes or the 45 aforementioned extracurriculars, and this leads to scheduling conflicts.

"I think it's always important that we always want students to support classmates, whether they're performing on stage or on the field," said Principal Mr. Ira Pernick. "And I think that we're always in great competition with ourselves, meaning we have students who are involved in so many activities that on any given day you might have practice as well as your own personal stuff. You end up in competition with yourself, and the term 'over-scheduled' comes up."

Events are also attended by seldom-changing groups of students, which, in the case of sporting events, often includes only friends and family of the athletes.

"I think there are certain sporting events that definitely have a fan base. I think that there are theatre productions that have a fan base," said Assistant Principal Ms. Julie Torres. "I would like for that fan base to be larger. I think we

**"We would love to pack a gym, fill a field, but I think that our fan and student support is great," said Athletic Director Ms. Stephanie Joannon. "I think friends will support friends, and when we can put on events that are on weekends or on Friday nights, they are always well-attended."**

have nice attendance at those events, but I would like for more cross-school representation. It would be great if we could have the entire school turn out at a sporting event. That said, I think we have kids who come and support each other, but it tends to always be the same friends who

are supporting their friends."

## Female Empowerment

A prominent issue raised in the March, 2000 *Times* was that of awareness of Women's History Month.

Both an editorial and the "Schreiber Speaks" were dedicated to this issue, but these articles had opposing views. The editorial, titled "What about 'herstory?'" advocated for raised awareness for Women's History Month in school, saying that it should be recognized like Black History Month and that "we wish that the school would have paid more attention to educating students about this month and the women it commemorates."

Most students quoted in "Schreiber Speaks" were against the idea of a holiday commemorating women getting widespread attention, with one student even going as far as to say, "First off, I didn't know there was a Women's History Month..."

This issue of raised awareness for women's history has been addressed at Schreiber. Presently, Schreiber has taken the route of supporting women's history, mainly with its celebration of International Women's Day, which the school celebrated on April 4.

Many students watched several student presentations involving women's history and feminism.

Most presentations involved fun topics, like ridiculing the sexist Nash Grier and praising positive role models in the media like Beyoncé. This is the second year that this event has been organized at Schreiber, and it doesn't seem like it will stop being celebrated anytime soon.

This presentation has had mixed reviews by students.

"Although I found the presentation informative, I don't think that students should be required to attend. If somebody is passionate about the subject, they would show up," said sophomore Daniel Ernst.

Others had more negative reviews. "I thought the presentation was kind of one-sided. It didn't show the problems of males and didn't give a chance for the feminist arguments to be refuted by the audience," said sophomore Alex Grossman.

By Seth Barshay, Aaron Bialer, Dan Bidikov, Ana Espinoza, and Rachel Kogan

# Fashion

## Met gala fashion highlights The annual fundraiser hosts the industry's hottest guests

by Caroline Ogulnick

Features Editor

On Monday, May 5, the annual Met Gala occurred at the Metropolitan Museum of Art. Formally known as the Costume Institute Gala, the event is a fundraiser that benefits the Metropolitan Museum of Art's Costume Institute. In addition, it is an opening celebration for the museum's yearly fashion exhibit.

The Met Gala is considered to be one of the most exclusive social events in New York, and one of the biggest fundraising nights within the city. The event hosts guests ranging from personalities within the arts and fashion to film and music.

Each year, Anna Wintour, *Vogue* editor-in-chief and chair of the event since 1995, chooses the dress code or "theme" of the affair. This year, the theme was "Charles James: Beyond Fashion," which celebrates the late fashion designer, Charles James and his famous "Clover Leaf" dress that was recreated for the exhibit.

Along with choosing a theme, Wintour and her staff are in charge of producing a guest list. For those who wish to attend but are not included on the exclusive list, tickets for the 2014 gala cost approximately \$25,000.

The red carpet at the Met Gala is by far the most eye-catching moment of

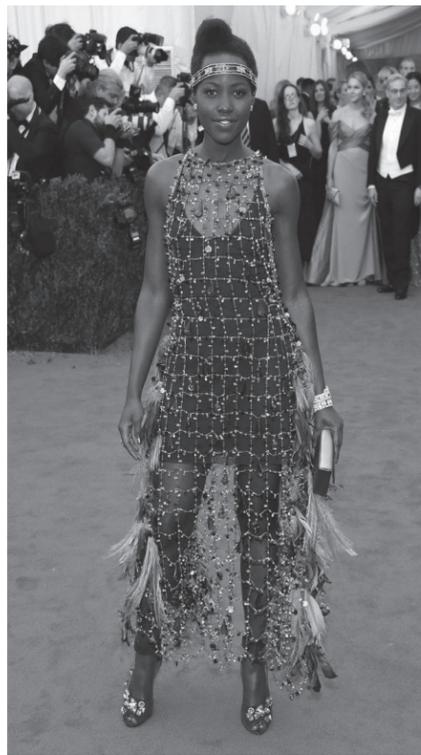
the night, as all of the guests reveal their extravagant ensembles. While some invitees don looks influenced by Charles James' designs, others simply dress to impress the public with their grandiose gowns and suits.

There are always countless fashion highlights at the gala, and the day after the event there are endless discussions on the "best dressed" and "worst dressed" of the evening. For the 2014 affair, it seemed as though there were more "worst dressed" than "best dressed" guests, but a number of stars managed to come out on top.

Emma Stone in a pink crop top and skirt combination by Thakoon, Blake Lively in a glittery Gucci gown, and Suki Waterhouse in a ruffled, princess-inspired frock by Burberry, were named as some of the best dressed of the evening.

Guests who did not quite match up to the Met Gala's expectations included Lena Dunham, Lupita Nyong'o and Kate Upton.

The Met Gala has been held at the Metropolitan Museum of Art since 1971, and continues to influence art in the fashion industry and around the world. Each fundraiser raises an increasing amount of money, with this year's bringing in up to 12 million dollars. Now that the 2014 event is over, preparations have already begun for the celebration that will take place next year.



E! online named Blake Lively, Diane Kruger, Suki Waterhouse, Reese Witherspoon and Dita Von Teese as some of the evening's best dressed guests. Although they usually are in the spotlight, Kate Upton (top right) and Lupita Nyong'o (bottom right), fell to the bottom of E!'s worst dressed list.

## How did you survive high school?

by Maddie Cohen

Assistant Features Editor

For many, getting through high school may sound impossible. However, those who have gotten through the treacherous four years, have some wisdom to share for all of you who may not know where to turn.

"Fridays. Friends. Free periods and food," says Managing Editor Penina Remler. "But in all seriousness, my high school experience was totally fulfilled by the friendships I made outside of my comfort zone like the three weeks I spent on medical with Sophia Kim in ninth grade gym."

"To get throughout this year, I took a lot of naps and I always had this vision in

my mind, of the perfect day to the end of the year. Whenever things got stressful, I just imagined me and my buddies getting a bunch of Diet Cokes and chilling on the beach with good conversation," said Editor-in-Chief Aaron Brezel.

"The best advice I can give to anybody who struggles in high school is to immediately find something that you are good at. Not necessarily something that is employable or useful or interesting, but something that you can use to develop a superiority complex so that you can keep your confidence up in a situation where someone gets a better grade than you or gets attention from a girl that you like. That way, even if you feel completely worthless, you can rest easy knowing that your grammar is better than that of anyone else you know. It's good to find

solace in the fact that you have at least deluded yourself that you are the best at something. I'm, uh, joking about that. High school is all about drug free social life, Chipotle Mexican Grill, and Netflix!" said Editor-in-Chief Dan Bidikov.

"I did not, but remember to sleep. Also, make sure any advice you give people is short and pointless," said Copy Editor Aaron Bialer.

"Yoga, pajamas, and I spent a lot of hours at my dining room table crying over a textbook," said Opinions Editor Michaela Gawley.

"Honestly, high school goes by too fast, I still can't believe it. It doesn't make sense to say that I survived high school because it happened so quickly," said Graphics Editor Brian Seo.

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by Aaron Bialer

Copy Editor

It is not new to hear someone claim that math or music is a foreign language. In the same way that a student struggling under a stringent Common Core mathematical technique may claim he or she does not understand the mathematical language, an improvisational jazz musician may claim that he speaks a language that many of his peers do not fully understand. Depending on one's definition of language, the jazz musician may be correct in his claim.

Two studies were conducted by the Department of Psychological Sciences at the University of Liverpool that demonstrated the immediate and long-term effects of musical training on the brain using fMRI machines.

The first study compared the brains of musicians and non-musicians while they participated in a music-related task and a language task. The musicians were found to have increased blood flow to the left side of their brain during both tasks; whereas, the non-musicians showed no brain activity correlation between the two activities.

The second study proved even more interesting. After a half an hour of musical training, non-musicians developed a significant correlation between their brain activities during the two tasks.

People often claim that music seems to be its own language, so the correlation between language and music in the brains of those with a musical background should not seem so surprising.

In another study on this topic, the brain activity of improvisational jazz musicians was analyzed using functional magnetic resonance imaging (fMRI) at Johns Hopkins University while the musicians were "trading fours," a phrase used to describe when musicians exchange back and forth melodies, typically four musical bars in length. Musicians literally play off of each other's ideas, repeating and changing other's melodies.

The study showed that the regions of the brain that process syntax are not limited to processing language syntax but are active for general communication whether it be through language or music. However, regions of the brain that process semantics, known as the angular gyrus and the supramarginal gyrus, become inactive during musical exchange.

In musical exchange, it appears that feelings and ideas are communicated syntactically rather than through the conventional notions of semantics and meaning that apply to language.

Furthermore, a 2013 study in Toronto suggested that music and language have bi-directional benefits. In addition to music training significantly impacting language tasks, certain languages may allow speakers to more easily perceive music and learn music. Specifically, non-musicians who spoke Cantonese, a tonal language based off six different pitches, showed similar performance to English-speaking musicians on music and cognitive behavioral tasks.

Music and language share various intriguing correlations. Put down this newspaper. Go learn Cantonese or buy a ukulele. It's a better use of your time.

# Smoothies: a refreshing drink option now in Port stores

by Danielle Tawfik

Staff Writer

The cups in the hands of students in the morning no longer exclusively contain Dunkin's iced coffee. A new drink has crept into the selection of daily morning beverages drunk by students and teacher alike: freshly blended smoothies.

Port Nutrition and Let There Be Bagels, both on Port Blvd., have recently begun offering smoothies to their customers.

"Our smoothies are fresh, healthy and organic," said Port Nutrition employee Ravi Madaan.

Some of Port Nutrition's most popular smoothies are the Green Monster, Berry Powerful, and Raw and Fit. Each of the drinks contains a variety of foods claimed to benefit the body. For example, the Green Monster contains apple juice, spinach, kale, bananas, strawberries, protein powder and green super food powder.

"We make the smoothies by using real fruits and vegetables without adding syrups, preservatives, sugars, or additives. Everything is organic, non-processed, and raw," said Madaan.

For those who have a sweet tooth, they even offer the Choco Love and Cookies and Cream Monster on the kids menu. These might not sound like the most nutritious drinks; however, to remain consistent with their health mantra, Port Nutrition substitutes the ice cream and chocolate syrups with ingredients like almond milk, peanut butter, and nonfat frozen yogurt.

"I'm obsessed! I come here every day after school. They taste better than any other smoothie I've had!" said sophomore Dani Levitsky.

Although known for their bagels, Let There Be Bagels also offers fresh juices and



Pamela Hidalgo

Port Nutrition (photos above) and Let There Be Bagels now offer smoothies made out of fresh fruits, vegetables, and protein mixes.

smoothies made with similar fruits as the drinks at Port Nutrition.

"I love the juices and smoothies at Let There Be Bagels. Whenever I get a bagel from there, I always make sure to get a smoothie as well! Everything tastes so

fresh," said sophomore Izzy Gold.

However, making a smoothie at home for the road is just as easy. A trip to the supermarket and a quick whip of a blender can produce a juice as yummy as any other.

"It's convenient if you don't have enough time to eat where you just whip up a smoothie and drink it on the go," said senior Bomin Choi.

## THE WRITING CENTER

"The art of writing is the art of discovering what you believe."

—David Hare



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# Here a mole, there a mole, everywhere a Mole Mole

BY Sam Bizenov

Staff Writer

Schreiber students have a surprising obsession with burritos. The uniting of the entire student body to vote and win the Moe's \$3 Burrito Contest demonstrates exactly how passionate we truly are about chain Mexican food.

There has been some buzz about the new restaurant on Main Street, where the frozen-yogurt shop Twisted used to stand. Many students hoped that this new eatery, Mole Mole, would live up to its main burrito competitors, Chipotle and Moe's.

"I cannot wait for Mole Mole to open. I just hope their burritos are good and affordable. Sometimes, it's a hassle driving all the way to Chipotle or Moe's," said senior Aemma Bethon.

The anticipated wait was over on the opening of April 25. Mole Mole, named after the well-known sauce, is here at last.

Mole Mole is run under the same ownership as Mi Ranchito and Mojito Café and Lounge. It provides similar style foods as its brother restaurants in a new setting.

"I've been waiting so long and if their food is anything like Mi Ranchito or Mojito, I have a feeling I'm going to love it," said junior Eliza Scheckner.

They serve cafeteria style, in which the food is prepared right in front of the customers upon ordering. In addition, Mole Mole is set up as take-out/eatery where the customers can quickly get food to grab and go, order in advance, or sit and chat for a while.

"Business has been so good since we've opened. Dinner time and after school are the busiest for us. Customers range from students to adults to families," said Chef-Owner Mr. Israel Guzman.

The menu consists of quesadillas, burritos, empanandas, and Fiesta Bowls. Fiesta Bowls are the equivalent of Chipotle's Burrito Bowl.

"We are best known for our Fiesta Bowls because they are make-your-own, which a lot of people like," said Mr. Guzman.

There has been mixed reactions to the food and service offered by Mole Mole.

"I got the Fiesta Bowl and the chicken was very flavorful and I like the yellow rice they had, but I had a problem with the food service. They weren't attentive to the fact that I had a food allergy, but that could be because it's hard for two people to serve that many people," said senior Amelia Pacht.

As burrito-enthusiasts, Schreiber students automatically compare the food to Moe's and Chipotle.

"The burrito was cold and bland. I don't think it was overpriced and the service is quick. All the food was premade, but not



Josh White

**A Mole Mole employee prepares a burrito with a variety of meats and toppings (top). The bottom photo is a chicken burrito with cheese, yellow rice, beans, and pico de gallo.**

heated," said sophomore Zach Jimenez.

Others disagree.

"It honestly just tastes like a normal burrito. It's different from Moe's and

Chipotle which makes some people assume it's bad, when it's actually fine," said senior Becca Schaub.

So far, Mole Mole is the newest

addition to the Mexican restaurants in town and is here for everyone to try.

## Local salons offer prom discounts to high school students

BY Laynie Calderwood

Contributing Writer

Find a date. Check. Cute dress. Check. As prom season rapidly approaches, nails, hair, and makeup are the next essentials to address for almost every girl.

Some people chose to do it themselves while others plan way ahead by making salon appointments.

Luckily, for those who are looking to sponsor a place in town, there are many that offer student and prom discounts.

Jane Nails, located across from the movie theater on Main Street, has agreed to a \$20 manicure and pedicure with proper student identification.

Reshma Threading Salon, located across from Arena Sports, is offering a \$35 herbal facial, which is \$25 off the original price.

The manager at Massage Envy, located a few store fronts down from the Port Washington Diner, offered a membership rate Murad facial to anyone who brings this article in on prom day.

OGI offers gel nails for \$20 for all high

school stuents.

Diane's Place, located in the parking lot next to Finn MacCool's on Main Street, will be offering their daily student special of a \$22 wash/cut/blow out. They also do curls for \$30 and updos anywhere from \$30 to \$60. In addition, Diane's is holding a contest to win a totally free blow out or updo by advertising Diane's Place on your Facebook page. Whoever gets the most likes and brings in the screenshot by May 30th will get a free prom hairstyle.

Another option is Red Hots Spa on Northern Blvd. in Roslyn. They offer a

discounted price for a prom package which includes a spray tan, manicure, pedicure, and make-up all for \$125.

Prom can be expensive, but there are definitely ways to make it more affordable with just a little bit of searching.

"Since I'm spending a lot of money on my dress for junior prom, I think it's really generous and nice that all of these places in town are giving prom discounts. And I will definitely be getting my manicure and pedicure done at one of these places on prom day," said sophomore Sarah Moen.

# arts & Entertainment

## Young Playwrights Festival is young, playful, and funny



Sophie Lampl

In *A Mystery to Die For*, Mark (freshman Christian Hill), Chim Chim (junior Lena Kogan), and Trixie (junior Megan Poulos) try to uncover the mysterious death of John (senior Aaron Brezel), their fellow television cast member.

BY Ruthie Gottesman and Annie Kline

Contributing Writers

The statement that the students are the driving force of Schreiber could not be more true when it comes to the annual Young Playwrights Festival. This student written, student directed, student performed production of six one-act plays took place from May 2 to May 4. The free production was held in the intimate setting of the choir room, in which the students also rehearsed.

The first play, written by juniors Sameer Nanda and Megan Poulos and directed by junior Nina Grauer, *Heather's Gone out of Her Mind*, depicted the side-by-side story of a girl's date with a boy and the five emotions she experiences. It was a creative take on how emotions play out in one's head. The emotions comically played off one another as the entrance of womanizing Love (senior Aaron Bialer) offset Fear (senior Amelia Pacht), Sad (sophomore Alex de Angelis), and Happy (freshman Kelsey Weisburd), causing humorous outbursts from Anger (junior Jina Lay), who seems to be the only one trying to get Heather (senior Sabrina Brennan) back in order.

The alternating scenes of Heather's

real life and the actions of her "emotions" were cleverly portrayed side-by-side. The characters of either scene froze and the lights were turned off when the spotlight was not on their scene. This allowed for the audience to clearly understand whether it was Heather's life that was the main focus or her "emotions."

Junior Tessa Peierls wrote the hysterical short play, *The Office*, which took the stage next. Directed by senior Yvette May, the play took place in an office setting where two female co-workers (freshman Stefanie Epstein and junior Kim Winter) hilariously competed for the affections of the new guy (junior Jesse Epstein) at the office, only to find out that his girlfriend is their coworker. Laughter filled the room after cheesy pick-up lines were delivered one after another: "Are you in accounting? Because I'm accounting on seeing you later."

As corny as they were, these pick-up lines, along with Epstein's seemingly insane attempts at flirting and excessive hair flipping brought down the house. Each actor had excellent comic timing and delivery of the well written dialogue.

Senior Kyle Granger wrote a more serious play, *Strangers*, directed by junior Ariel Waldman,

which let the audience in on a

conversation between an estranged young couple, played by juniors Naomi Boico and Wyn Stopford. The room was still throughout this scene as the two rehashed some of their old issues as well as current struggles, portraying a dramatic yet melancholy exchange between lovers who still care deeply for each other.

The actors conveyed their feelings of pain and regrets toward their former relationship convincingly. They were able to effectively create a serious, intense environment, drawing in the audience and silencing the room.

After a brief intermission, the play *Infinite Ways to Say Hello*, a drama written by Waldman and directed by senior Eric Rosenblatt, sprinkled the audience with some comedic lines. It featured a thirty-three year old woman named Andrea, depicted by senior Sydney Ronis, who was in the process of searching for her daughter whom she gave up for adoption sixteen years earlier.

While at an adoption agency, she encounters Jason (sophomore Max Miranda) and Shannon (junior Sarah DeMarino), a girl she mistakenly believes to be her daughter. When she is let down, she pours her heart out to an equally heartbroken audience. This play, while short, allowed the audience to connect

with the characters.

The grave tone of the drama is balanced out by comedic outbursts from Drew (junior Oren Barasch), an insensitive fake father Jason hires to sign off on paperwork. Its ending, in which Andrea delivered a rueful monologue on the disappointment of learning the truth, reflected the imperfections of real life.

The fifth play, *Cheers and Crickets*, written by Ronis and directed by Nanda, exposed the life of Maya and Frank, played by Caitlin Ferris and Nate Krantz, a couple whose relationship has deteriorated ever since Frank quit his job and became a professional couch potato.

After Maya leaves for work one day, Frank is visited by his and Maya's conscience (senior Becca Schaub), who encourage him to leave Maya and achieve his goals. The audience roots for Frank and Maya, and are met with a bittersweet ending when Frank decides to leave Maya.

This section of the program entangled fantasy and reality perfectly. Unlike the traditional portrayal of conscience as devil and angel resting on shoulders, Ronis casted Maya and Frank's conscience as a sage old woman and a business oriented young woman, respectively. This original take gave the act a unique twist, as well as comical element of Frank's shock when he finds out his conscience is a woman.

The evening closed with a side-splittingly funny *A Mystery to Die For*, a play about a television show cast who must solve the mystery of the death of their cast mate, John, played by senior Aaron Brezel.

The characters take the audience back in time to the events leading up to his death through a laughter-inducing rewind dance. The cynical Chim Chim (junior Lena Kogan) plays off the jolly Trixie and Mark (junior Megan Poulos and freshman Christian Hill).

Brezel performs a hilarious dance sequence as he solves the mystery by coming back to life and rewinding to the moment he died. This one act play left the whole audience of varying ages laughing and smiling as the program came to an end that erupted in cheers.

"I never knew how talented my fellow students were at writing plays!" said senior Jack Weinselbaum.

From when the audience was laughing hysterically to when it was filled with an attentive silence, the characters were successfully brought to life before their eyes by the collaborative efforts of the students.

# Rogen and Efron make an interesting pair of *Neighbors*

BY **Mike Colonna**  
Staff Writer

Seth Rogen and Zac Efron are not a popularly established dynamic duo in cinema. Between Rogen's arsenal of stoner comedy and Efron's history of Disney feel-goods, it is hard to fathom that the two could ever be casted in the same movie and have any sort of chemistry—but they do in *Neighbors*, and the best part is, it works. In fact, their on-again, off-again “bromance” is just one of many highlights in this laugh-out-loud comedy that hilariously kicks off this year's batch of summer movies.

For those who have not been caught up in the hype, *Neighbors* follows young couple Mac (Rogen) and Kelly (Rose Byrne) as they move into a shiny new house in the suburbs with their toddler daughter. At first enchanted and excited to start their new adult lives, they soon run into trouble (and shenanigans) when a party-fueled and particularly noisy fraternity—Delta Psi Beta—moves in next door, headed by Teddy (Efron) and Pete (Dave Franco). What begins as a peaceful request by Mac and his wife to “keep it down” soon evolves into an all-out war between the two houses with hysterically elaborate schemes ensuing.

What makes *Neighbors* work is the perfectly crafted balance of the movie's leads. Rogen and Byrne are goofy and clumsy as the “neighbors who want quiet but also want to stay cool and hip,” and the cheesy, awkward adult humor they bring to the table is juxtaposed by Efron and Franco's more brash, overly-exaggerated frat humor.

Rogen has never been in a role demanding of such innocence and naivety (although he does take his fair



**Mac (Seth Rogen) and Kelly (Rose Byrne) dress up in party gear and venture to their neighbor's fraternity house to sabotage a noisy party. Rogen and Efron co-star as neighbors at war in this hilarious summer comedy.**

share of drugs in the role), nor has Efron been so loud and ridiculous. Both actors clearly took a step out of their usual roles and tried something new, and it paid off in spades.

On top of the goofy performances, *Neighbors* is also elevated by its surprising thoughtfulness and beating heart. Through Mac and Kelly, the movie explores what it truly means to be an adult, and provides a stunningly relatable portrait of a couple that just does not want to grow up, misses the parties

of youth, and resents the responsibilities of parenthood. Even the outrageous frat tugs at the heartstrings, taking a look at the meaningless ways college kids will stave off their anxieties and fears about eminent adulthood. Efron's Teddy gets a surprising amount of depth in this vein, seeing his future in Mac, not liking what he sees, and resorting to ridiculous parties to avoid it.

All in all, *Neighbors* is a great way to start off the summer. Its unlikely chemistry between Efron and Rogen is

consistent, works, and, most importantly, is funny. The surprising amount of depth in the movie elevates it above the rest, and the film's leads explored new territory in their acting careers; Efron especially seems ready to finally shed Troy Bolton and branch out to audiences beyond the tween girls drooling over his shirtless body on the TV screen. It is really exciting when a former Disney star does that, and does it successfully. Hopefully audiences will get to see more movies like *Neighbors* during his career.

## Racist claws attack Avril Lavigne for “Hello Kitty” music video

BY **Delia Rush**  
Staff Writer

It is not new for artists to receive criticism for referencing foreign cultures in their songs or music videos, like Gwen Stefani's “Harajuku Girls” and Katy Perry's “Unconditionally,”—the star wore a kimono and had her backup dancers dress as geishas—but none of them have stirred controversy like Avril Lavigne's

“Hello Kitty” music video. The Canadian singer-songwriter's single, “Hello Kitty” has been called out for being undeniably racist and mocking of the Japanese culture.

Admittedly, Lavigne hasn't always been much of a conformist and has stuck out as outrageous since the beginning of her music career. She was the pop rocker/ punk chick of the 2000s. Deny it all you want, but there is no doubt that we did not all rock out to “Sk8er Boi” in

our pre-pubescent years. Her alternative sound, classified as punk pop, brought her songs to the top of the charts within her early years of fame. Lately, her career has been quiet, emerging to the music scene occasionally with some popular singles.

On Nov. 4, 2013, Lavigne released her self-titled album, which includes “Hello Kitty.” The video for “Hello Kitty” was released on the AvrilLavigneVEVO YouTube account on April 23. Many consider the video to project racist concepts, mocking the Japanese Harajuku culture.

In the music video, Lavigne is seen singing along to “Hello Kitty” on a brightly colored set with stuffed animals and candy, along with four Japanese dancers behind her for the majority of the video. The dancers remain expressionless throughout the video.

Although Lavigne has been under fire for the music video, the majority of her fanbase, which is actually in Japan, has not taken offense to her video. In fact, most of those who took offense to the music video are based in the Western Hemisphere.

Lavigne defended herself and her video in the twitter-sphere: “I love Japanese culture and I spend half of my time in Japan. I flew to Tokyo to shoot this video... specifically for my Japanese fans, WITH my Japanese label, Japanese choreographers AND a Japanese director IN Japan.”

However, one could see why critics

would claim the music video to be racist. The song itself is not applicable to the Japanese culture at all. The extent of reference to Harajuku culture is when Lavigne says “Hello Kitty” and the opening of the song, “Min'na saikō arigatō! K-k-k-kawaii!” which roughly translates into “Thank you, you rock! Cute!” The subject of the song is like any other pop song of today, revolving around sexual themes on top of being extremely repetitive.

Lavigne's critics accusing her of objectifying Japanese women is a more valid claim. In the music video, the Japanese backup dancers silently prance behind the singer as she walks down the streets of Harajuku, waving and saying “Arigato” to her fans. However, the critics' claim fall short of valid since the Japanese hail the singer as a cultural hero, who only had good intentions when making the video.

“We would be happy if the discussions surrounding her song and music video results in more people discovering the beautiful and rich culture of Japan,” said the Japanese Embassy in Washington D.C.

Lavigne's only crime regarding her “Hello Kitty” controversy is her Japanophile sentiments which prompted her to write this trainwreck of a song. Let's hope that someone teaches Lavigne to use Japanese correctly the next time she attempts to make a “kawaii” video.



**Singer-songwriter Avril Lavigne used Japanese backup dancers in identical Hello Kitty costumes for her controversial “Hello Kitty” music video.**

## TIME's 100 makes a few mistakes

BY **Max Miranda**  
A&E Editor

On April 10, 2014, *TIME* posted its 12th annual list of the 100 most influential people in the world. All picks are divided into five different groups, with a great deal of surprises coming in each category.

However, this year there are several surprises in the artist category. Several artists were included that have yet to even become significantly famous, or even draw a mass following. For example, the author Barbara Brown Taylor is included on the list despite the fact that you'd be hard pressed to find a person in town who knows who she is.

Other questionable picks included people like Keegan-Michael Key and Jordan Peele, Diane Paulus, and *House of Cards* actress, Robin Wright. While this year's list was scattered with those who may hold little influence, there are plenty of acclaimed artists who have never received the honor.

Actor, director, screenwriter, producer, teacher, author, and poet James Franco has had a significant influence on the film industry. Franco has an estimated net worth of around \$20 million and has been a major celebrity since his breakthrough in 1999's *Freaks and Geeks*. Known as the Renaissance Man of Hollywood, there is very little doubt that either his influence or his talent are limited.

Year after year, it seems that *TIME* has continuously managed to exclude one of the most influential writers of the last 40 years: Stephen E. King. The horror

author has sold over 350 million copies of his 55 critically acclaimed novels. There have been countless television and movie adaptations of his works. It seems that almost everybody has seen or read something that came from the mind of Stephen King.

In recent years, it seems that *TIME* has tried hard to focus on fresher faces, rather than repeating entries each year, excluding people such as Jay-Z and Oprah Winfrey from this year's list. This makes the absence of recently famous stars Ben Haggerty (Macklemore) and Ryan Lewis. The dynamic duo has become a commodity in the music industry after their debut album won the Grammy for Best Rap Album, which included two Billboard number one hits. This marked the first time since 1994 that a song reached number one on Billboard without the support of a major record label. In an incredibly short amount of time, the pairing has made incredibly large waves.

These days, it seems to be increasingly common for actors to shift from roles on TV screens to singing on top of the charts, and this is just the case for the very uncommon actress and singer, Ariana Grande-Butera. Beginning her stardom playing the role of Cat Valentine on the Nickelodeon television show, *Victorious*, Ariana Grande has since gotten her own show on Nickelodeon titled *Sam & Cat*, playing the same character. Since then, Cat has earned two top ten hits with her songs, "The Way" and "Problem" and drawn a large fan base for both her areas



**Beyoncé Knowles is featured on the cover of *TIME*'s 100 Most Influential People issue.**

of talent.

Television personality Jon Stewart has been said to have completely revolutionized the way that the masses attain news over the course of his 14 reigning years at the helm of *The Daily Show*. Stewart has been a producer of the show which has won the Emmy for Outstanding Variety, Music or Comedy Series for 13 years straight. The funny-man has even fostered the career of famous comedian Stephen Colbert, who has himself made an appearance on the *TIME* 100 list in 2012. Stewart's influence lies in the fact that he is a go-to source for news for hundreds of thousands despite still being considered an entertainer.

Perhaps *TIME* needs to reconsider their process for selecting their most influential artists.

## Comedian Billy Eichner takes the stage to the street

BY **Eli Lefcowitz**  
Staff Writer

A man walks into a bar and screams a bizarre question randomly at a group of people. The victims are shocked, as many are by Billy Eichner's antics, and by the time they come up with an answer, Eichner is long gone, running down the street to find his next contestant. Okay, he never enters bars, but Eichner does strike strangers on the street with bizarre questions for a living. For example, recently in New York City, Billy Eichner ran up to a group of elderly women and loudly demanded they "name a woman."

Some may find this tasteless or rude, but this is the premise of Billy Eichner's show *Billy on the Street*. Yet, thousands of people love it, which is why the show just started its third season on Fuse.

Created by Funny or Die in 2011, the show features Eichner running up to anyone he can find to ask questions.

The excitable host runs the streets of New York City, playing games with strangers such as "Amateur Speed Sketching." In this game, contestants must draw a celebrity that Eichner chooses, then run around looking for someone to correctly identify that celebrity. Eichner, born in Queens, is famous for his opinionated remarks and disappointed rage at pedestrians' lack of knowledge. Eichner's antics have also attracted many celebrities to the show. Neil Patrick Harris, Lindsay Lohan, Seth Meyers, Amy Poehler, Paul Rudd, and more are scheduled to make an appearance on the show in its third season.

Fans love Eichner's absurd games, such as "John Mayer or Pepé le Pew," which

Eichner played with Olivia Wilde (she lost). These games often have ridiculous prizes, like a bird cage that Eichner gave to rapper Nas in season two. If one loses a game, there are parallel punishments, like milking a cow or waving the North Korean flag.

One may begin to wonder if Eichner's screaming, jumping, and running ever gets him into any trouble with antagonized New Yorkers. There are the occasional hostile encounters (he got slapped in season two,) but New Yorkers mostly embrace the absurdity.

Billy Eichner's success on *Billy on the Street* got him a role on NBC's *Parks and Recreation*. His character is easily angered, as he is on his own show.

Schreiber students certainly contribute to his large fan-base.



**Billy Eichner yelling at a random woman on the street, as a part of his comedic routine of asking complete strangers an array of questions on a variety of topics.**

## The culture of remakes in Hollywood

BY **Rami Chaudhry**  
Staff Writer

Profitable remakes of aging franchises and young adult novel adaptations continue to flood theaters. The lack of original content in the movie industry is alarming.

Film franchises now feel the need to split their final installments into two parts. The latter of which is often in nausea-inducing, pocket draining 3D. This is the formula, and we are unfortunately forced to study it.

Hollywood implements this recipe for a number of reasons. Firstly, it provides an amount of stability for their films. As long as the movie has a wide enough fan base and an easily recognizable household name, the money will come piling in. So long as film producers are reading their complaints atop golden thrones, they will never stop to even consider revising their lack of originality.

We as consumers take comfort in being familiar with a film before investing in movie tickets. Toss in a splashy CGI-infused teaser trailer during the Super Bowl and a 3D logo on the movie poster, and a studio, as if by magic, has a lucrative summer blockbuster.

This highly evident trend has especially plagued the superhero genre recently, as Marvel and DC have been releasing sequels and announcing reboots annually.

Remember the Spider-Man franchise? No, not the Andrew Garfield and Emma Stone one that came out in 2012—the Spider-Man trilogy that began in 2002 starring Toby McGuire. It's safe to say that the latter brought Spider-Man's origin story to the masses.

The story was solid, and the movie was well made, enjoyable, and memorable. It became a sort of modern superhero classic and the benchmark for future superhero films. Why then, did Sony release a new Spider-Man movie just five years after the release of the last Spider-Man film? Did they run out of ideas? Of course not.

Sony wanted to make money easily and solidify their "new" franchise for inevitable sequels (which they have successfully accomplished, given that the newly released *Amazing Spider-Man 2* garnered \$91,608,337 opening weekend.)

This kind of factorized process in making movies is a detriment to the creative process and only effective at making money, yet it shows no sign of slowing down. There has been an abundance of announcements for new film remakes and sequels such as *Godzilla*, *Fantastic Four*, *Scarface*, and *Star Wars*.

No matter how repetitive these movies are, millions of viewers will certainly go out and see them. These movies will continue to grasp the average moviegoer's minds and wallets. Thus, studios will continue to make substantial profits. The question is, will it start to fail them? The formula is starting to show its age and abuse in the movie industry, but just like Spider-Man, it looks as if we will have to wait around a little longer for the end of it.

## The second season of *Bates Motel* leaves no vacancies for viewers

BY Neil Devas  
Staff Writer

Carlton Cuse and Kerry Ehrin's *Bates Motel* had its season finale May 5, bringing its second season to a close. The A&E drama serves as a prequel to Alfred Hitchcock's 1960 horror film, *Psycho*, which takes place at a small motel run by a nervous and youthful Norman Bates (Freddie Highmore). The series depicts the life of young Norman and his mother Norma, prior to the events depicted in Hitchcock's film.

The second season of *Bates Motel* was much more cohesive than the show's pilot season, which seemed scattered, trying to balance Norman's life with various other sub-plots.

New episodes shift focus from the drug and sex trafficking of the town that serves as the setting, allowing more emphasis on the relationships that Norman and Norma develop, as well as the development of their own increasingly unsteady relationship.

The previous season finale foreshadowed Norman's frightening future.

Throughout the season, Norman experienced constant blackouts followed by periods of confusion.

In the second season, Norman learns the truth surrounding both his blackouts and the death of his father, opening up the series.

We see a teenage Norman Bates growing into the one from the Hitchcock classic.

The dark tone and eerie feel of the series has captivated audiences by

giving new perspective on the twisted relationship within the Bates family. Critics who are familiar with the genre-defining movie have commended Executive Producer Carlton Cuse for his ability to give viewers both a fresh and a nostalgic look at a character who is approaching his destiny. Cuse has managed, especially in the second

season, to depict how Norman is driven along the road of insanity.

Norma is played by Oscar nominee Vera Farmigan, who has largely contributed to the success of the show. She plays Norman's psychotic mother, and is ultimately the driving force for his failing sanity.

Online streaming services such as Netflix and Hulu have helped *Bates Motel* appeal to a much wider demographic. Netflix, which offers thousands of movie and TV titles (including numerous Hitchcock films), has the series available for instant streaming.

Through these services, A&E has sought to gain viewership from those who were fans of the movie. The description of the series alone on Netflix and Hulu emphasizes A&E's desire to provide those who know the movie with some background.

As mentioned on Hulu, "Fans will have access to Norman's dark twisted backstory... an intimate look at how Norman Bates' psyche unravels through his teenage years."

The series does just that, as viewers learn the dark past of Norman Bates and go on a journey with him as he transforms into the infamous *Psycho* killer.



Norman Bates (Freddie Highmore) with his mother, Norma Bates (Vera Farmiga) after waking up strapped to a hospital chair. In this episode at the end of the second season, the signs of Norman's oncoming insanity are omnipresent.

## A leap into the future of videogaming: a new focus on quality

BY Rachel Johnson  
Staff Writer

Regardless of how frequently they play video games nowadays, most current high school students will always hold onto their fond memories of games and consoles they once enjoyed in their childhood.

These same students might recall seeing each other's faces illuminated in the light of a single Nintendo DS screen while in transit to a school field trip, or perhaps they remember gathering with their friends on a Friday afternoon to play the latest editions of "Guitar Hero III" and "Rock Band II," which seemed to be the most advanced games at that time.

"Guitar Hero" and "Rock Band" were two phenomena that utilized instrument-shaped controllers that made it easier for players to imagine themselves performing onstage in an actual rock band.

Popular Nintendo DS games like "Nintendogs" immersed players by having them physically blow on the screen to create bubbles in-game and issue voice commands to which their virtual pets would respond.

Since the release of "Nintendogs" and "Guitar Hero" in the mid-2000s, the ability of video games to immerse their players in such an interactive manner has improved immensely.

In recent times, newly developed technology, combined with a generally increasing respect for video games

as both an art form and storytelling medium, has vastly increased the potential for video games to transport their players into intricately designed and carefully rendered unique worlds augmented by characters that are three-dimensional both in physical appearance and in personality.

The majority of the exciting consoles, which consist of Sony, Microsoft, and Nintendo displayed at last year's Electronic Entertainment Expo have already been released, but still, there is much more on the horizon for gamers to look forward to.

Not only do newer gaming consoles like Microsoft's Xbox One and Sony's PlayStation 4 have enhanced graphics capabilities, but video game developers are also working on fresh ways to

improve the realism of their games.

For instance, Quantic Dream, the French developer responsible for hits like "Heavy Rain" and "Beyond: Two Souls," uses a new technique called "performance capture" to create realistic, film-like visuals that improve their games' ability to captivate and immerse players.

"Performance capture" works like this: markers are physically placed on the voice actors so that all of their dialogue, body movements, and facial expressions can be recorded at once. This modern technological tactic allows the actors to cooperate and interact with each other during a scene and provide a smoother and more realistic portrayal of the interaction among players.

The combination of more highly-detailed graphics and characters with increasingly realistic mannerisms makes it easier for players to become immersed in a game.

Future video consoles, which are well on their way to being merchandized, are even more advanced than the ones currently on the market.

Oculus VR is one branch of video game technology that has announced Oculus Rift, a virtual reality headset that looks like it came straight out of a science fiction movie.

With a wide field of view, head-tracking, and stereoscopic 3D, Oculus Rift immerses players by allowing them to step into and explore virtual worlds as if it they were truly present.

Furthermore, earlier this year Sony unveiled Project Morpheus, a prototype virtual reality headset intended to bring PlayStation 4 users a more immersive, three-dimensional gaming experience.

Neither Oculus Rift nor Project Morpheus has been released yet, but the former can be pre-ordered on Oculus VR's website for a price of \$350.



The Oculus Rift is one of the new pieces of technology on the forefront of video gaming, the device allows the user to be fully immersed inside of any game. The launch date for this futuristic piece of technology is set for the summer of 2015.

# Athletes of the Month

## Jenny Aguiar



Josh White

Junior captain Jenny Aguiar runs the 400m hurdles in the 97th Port Invitational on May 2. Aguiar won the race with a time of 1:09.84. She also set a personal best in the 200m dash on the same day at 25.64.

## Eric Schissel



Robert Palmer

Junior captain Eric Schissel practices at the Sands Point Golf Club on May 12. Schissel, the top seeded player for Vikings golf, has led the team to its 36th conference championship.

## Girls softball suffers second straight first round playoff exit

BY Ben Landau  
Contributing Writer

The varsity softball team has seen steady improvement for the past couple seasons. Last year, the team had its best season in recent years with an in-conference record of 13-0.

The undefeated regular season last year allowed the team to move up divisions for this season. However, they were knocked out of the postseason by the Carey Seahawks in the first round, losing by a score of 5-0.

Despite having even more intense competition in their new division, Conference AA-III, the team finished 11-2, second in the conference behind only Plainville JFK.

According to Coach Mr. Eric Sutz, the girls have achieved two of their goals for this season, which were to make the playoffs and attain at least ten conference game wins.

He attributes this mainly to the team's commitment and skill on the field in games as well as practices.

From the beginning of this season, Coach Sutz has made his goals clear to his team.

"I share my goals with the team, and they have open and honest communication about what is expected both of the

team and of each player," said Coach Sutz.

Unfortunately, the Lady Vikings saw an end similar to that of last season, losing in the first round of the postseason to the Massapequa Chiefs by a score of 12 runs to none on May 9.

This loss resulted in the team's second season in a row that concluded with an exit in the first round of this year's playoffs.

Opposing shortstop Rachel Sieber led the Chiefs, going 2-for-3 with a home run and three RBIs. Catcher Darby Pandolfo and third baseman Emily Gaeta also contributed to the balanced effort by each hitting a home run.

Even though the team was eliminated from the playoffs earlier than they would have liked, their performance in the regular season still stands.

"We have worked so hard to get where we are and I believed we had a chance to go far," said senior captain and All-County pitcher Alex Caprariello.

One of the main factors contributing to the regular season success was the leadership of Caprariello, the team's sole captain. Her leadership both on and off the field proved helpful throughout the season for the team including many underclassmen.

"Keeping the girls on task is about

setting a purpose each and every practice and having internal leadership. They set a tone that we are going to have fun but work each and every day," said Coach Sutz.

The team also has their share of traditions, like engaging in a team cheer led by the senior team members around home plate.

"It's a tradition that always gets us fired

up, and it's a great feeling to lead my team in it," said Caprariello.

Looking forward, the team hopes that they will continue their regular season success and make a deeper playoff run than those of recent history.

"I always try to keep everything positive," said Caprariello. "If we continue to work hard, it will pay off and we will reach the goals."

Have any suggestions? If you have any nominations for next month's Male or Female Athlete of the Month, please email [SchreiberAOM@gmail.com](mailto:SchreiberAOM@gmail.com) within a week after this issue's publication with the student's name, grade, and reason for recommendation.

# Badminton wins fourth consecutive conference title

## Vikings look to continue postseason with win in semi-finals against Great Neck South



Josh White

Senior Cassie Lammers serves in a match against the Farmingdale Dalers on May 5. The Vikings went on to win the match 6-1, improving its record to 11-0. Port finished the season 11-1.

BY Eric Fishbin

Sports Editor

After defeating Long Beach in the quarterfinals 5-2 on May 15, the girls badminton team looks to continue its season by defeating Great Neck South in the semi-finals on May 20.

"We have gotten more confident as the season has gone on. At the start of the season, there were some doubts about how well we would be able to compete against the best teams in the county. Those doubts are long gone," said Head Coach Dr. David O'Connor.

As with tennis, badminton has three singles players, and four doubles teams. For each match, a team may earn one point. It is best of three sets, and a team needs to win four matches to secure a victory.

Unlike many other sports on Long Island, badminton divisions are based exclusively off of each team's ability, rather than the size of the school or where it is located in.

Even with the elevated competition of Conference I, the Vikings have earned back to back, regular season co-conference championships, shared with its rival, Calhoun.

This year, the Vikings surpassed Calhoun to take first place alone. However, it may be that the Vikings and Calhoun face-off in the Conference I championship game on May 22.

In the regular season, the team cruised by in conference play earning a record of 11-1, only losing its last match against Calhoun on May 7.

The team looks to continue on its path to yet another conference championship match.

If the Vikings are able to defeat Great Neck South, the team will face either Calhoun or Jericho in the conference finals.

This year at the Nassau County tournament, five players represented Schreiber.

The doubles team of seniors Avanti Shroff and Rachel Hanford won the doubles title on May 10. This was the first pair to win the doubles title in the varsity team's history.

"This was our second Nassau County doubles championship, and last year we lost in the final round. Having made it back to the finals this year, we played our hardest because this was our last chance, and we were victorious," said Shroff.

Also earning all-county honors were seniors Daisy Aguilar, Priyanka Ninan, and captain Liz Kallenberg. This was Kallenberg's fourth consecutive year earning this honor. Seniors Catherine Tasnady and Cassie Lammers also earned all-conference honors in singles.

"Everyone on the team is extremely dedicated and we are just so happy to have achieved as much as we did. I'm really upset this is my last year, but overall this team has been nothing but great," said Kallenberg.

In the past four seasons combined, the Vikings have accumulated a record of 52-5, dating back to the 2010-2011 season. Much of this continued success can be attributed to the leadership of Dr. O'Connor.

"Doc is a fantastic coach and has taught me a lot over the course of my four years. Also, the girls on the team are great teammates and they will have a successful season next year and the seasons following," said Kallenberg.

The badminton team has many upperclassmen that have excelled throughout their careers, as well as rising sophomores who look to move up spots next season.

"We are losing great players and it will be hard to stay as good as we were this year. I also think we have great players now too, so hopefully we can make it to the county finals," said sophomore Rachel Weitzner.

The departing seniors will miss their time spent playing for Port after winning the conference championship at the end of each season of their high school careers.

"Though it is sad that this is my last year on the team, I am happy to have been a part of it for the last four years. I wish the very best to the returning and new players in the years to come," said Shroff.

## Captains' Corner: Chirag Doshi, Alex Grossman, Benjamin Rosen

BY Dan Bidikov

Editor-in-Chief

**Daniel Bidikov:** Hey guys. Do you want to answer a few questions about tennis?

**Chirag Doshi:** What is tennis?

**DB:** Great. Nice. Sounds good. Love it. I love sports. How did this season live up to your expectations? Also, what do you guys expect to see in the team's future?

**Ben Rosen:** Going into the season, we expected to make it to the playoffs. We fulfilled our expectations by beating Hewlett in the first round. Obviously we would have loved to beat Syosset in the second round, but we are proud of ourselves and of what we accomplished this season.

**Alex Grossman:** This season, we did better than we expected because we lost our second doubles player and half of our first doubles team from last year. The incoming freshman really stepped up, and in the middle of the season, I thought we could do better than we ended up doing. I thought at the beginning of the playoffs that we would win Nassau Counties. Regardless of how it ended, I'm proud of how we did.

**DB:** What is your favorite thing about playing tennis?

**BR:** My favorite thing about tennis is

being able to determine the outcome of the match. In a match, you don't have any teammates that can win the game for you or lose the game for you. If you play well enough, you win the match, because you are the only one on the court.

**DB:** What's your least favorite thing about playing singles tennis?

**AG:** I get lonely.

**DB:** Is playing tennis a good way to impress the ladies? I'm asking for a friend.

**AG:** Yeah, it is.

**DB:** Why don't more people watch professional tennis?

**CD:** It's a difficult sport to relate to if you don't have any experience playing, but along with the growing tennis population the sport is getting more attention.

**DB:** Who's the cutest player on the tennis team?

**BR:** Definitely Yuki.

**DB:** Do you guys have any interesting or noteworthy pre game rituals?

**BR:** Our pre game rituals include bumping to some Beethoven, going to Rite Aid to get sunflower seeds, and making fun of Grossman.

**DB:** What kind of shoes do you wear to play tennis?

**AG:** Gray Adidas Barricades. All other shoes break after a month of playing in them.

**DB:** This question is more for Alex: How do you feel about being a captain as a sophomore?

**AG:** I felt that it gave me a great opportunity to become a leader on the team among the younger players as I will be on the same team as them for two more years. This was my fourth year on the team which means I had been on the team as long as most senior players in a sport are on a team, and I felt that I had to act like a leader.

**DB:** When did you start playing tennis?

**AG:** I started playing when I was 9-10 years old.

**DB:** Who are your tennis idols?

**AG:** I am my own idol.

**DB:** That's, uh-

**AG:** Not even kidding right now.

**DB:** I know you aren't. That's the sad part. What advice do you have for people interested in stepping up their tennis game?

**AG:** Move your feet and practice a lot.

**DB:** What exactly do you mean by "move your feet?"

**AG:** Improve your footwork. Footwork

is the most important part of tennis.

**DB:** What's your favorite book?

**AG:** *The Great Gatsby*.

**DB:** Is it obvious that I've never done this before?

**AG:** I don't know. I guess.

**DB:** I have one general tennis question that I probably should know: what is the difference between the words "love" and "all?"

**AG:** They are two different words.

**DB:** I mean in the context of tennis.

**BR:** "All" means the score is tied. For example, 15-all is when both players have 15.

**BR and AG:** Love is zero.

**DB:** Relax, boys. There's plenty of me to go around!

**AG:** I still think I'm a great Athlete of the Month candidate. I'm 60 percent sure I was a Weber Star in October of 2009.

**DB:** Rock on, dude! That's tubular man! Now, if you guys will excuse me, I need to get back on my tennis grind. Peace out!

Calling the Shots

# All good things must come to an end

## Departing Yankees captain Derek Jeter leaving baseball at right moment

BY Aaron Brezel  
Editor-in-Chief

The winter after the 1959 season, reporters asked the 38 year old Stan Musial if he planned on retiring after his nineteenth season of Major League Baseball. In a career where he never batted lower than .310, Musial batted .255 in 1959. Without hesitation he replied, "No. I want to go out on a good year."

To those unfamiliar with Stan "The Man" Musial, he was a lifetime St. Louis Cardinal, a 24 time all star, a three time all star, a seven time National League Batting Champion, and widely regarded as one of the greatest hitters of all time.

However, at the beginning of the 1960 season he played like a shell of his former self earning him a spot on the St. Louis bench. In that era of baseball, it was common for players to gracefully step down towards the end of their career to finish with dignity. Although Musial went on to play two more successful seasons in 1961 and 1962, Musial's subsequent benching during the 1960 season became national news as one of baseball's greatest dragged out his career by refusing to retire.

Fast forward 50 years, and the awkward soap opera between Stan Musial and baseball can now be applied to a new generation of baseball greats facing the end of their careers. Mainstays of the steroid era, Mariano Rivera, Chipper Jones, and Jim Thome have all retired in the last couple of years. However, of all the marquee players of that era, Derek Jeter is the one of the few left standing.

He was the face of the New York Yankees for nearly 20 years, a 13 time all star, and a five time World Series champion. Jeter defined a baseball generation.

However, at the end of the 2014 season, he will take his last at bat, field his last ground ball, and become a permanent part of Major League history.

While Jeter is no doubt destined for Cooperstown, he still stands at the same crossroads that all professional baseball players reach. In his age 38 season, Jeter appeared in only 17 games. Entering into the 2014 baseball season, Jeter made the frugal move of declaring that his age 39 season, the same age at which that Musial forever blemished his career, would be his last no matter the outcome.

This was undoubtedly a difficult decision to make. The reason players like Stan Musial attempt to drag out their careers long past their natural conclusions is the tough transition into normal life. After spending the last 20 years under the bright lights playing a game for millions of dollars, choosing to mow your lawn on a Sunday morning is not the easiest transition to make.

Fans often forget that the veteran players they idolize are only in their late thirties. For players like Jeter, allowing themselves to let go of their sport is a decision requiring maturity beyond their years.

What lies in the future for Jeter is yet to be determined. The vast majority, of ball players, melt seamlessly into the background. After leaving baseball stardom in 2009, pitcher Randy Johnson has since settled into a quiet life as a photographer in Paradise, Arizona. Others find their

home in the media as color commentators. Several linchpin members of the Mets 1986 World Series Championship team including Ron Darling and Keith Hernandez now work for the SNY channel. Having success-

ful players commentate and analyze for the franchise they played for is a common theme in sports media. Perhaps we will see number 2 in the broadcasting booth soon enough.



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**New York Yankees captain Derek Jeter salutes the home crowd after hitting a home run. Jeter has been baseball's top icon for the past decade both on and off the field. The Captain will be retiring after the conclusion of the 2014 MLB season, and hopes to add yet another World Series ring to his collection.**

## Girls lacrosse team ends season with loss in playoffs

BY Kyle Cohen  
Staff Writer

The girls lacrosse team had a winning regular season and was looking forward to carrying that into the postseason, finally finishing with a 7-2 conference record. The team, 8-5 overall, was trying to make a run at a county championship. However, a 9-7 loss to Oceanside in the first round knocked the Lady Vikings out of the playoffs.

"At the beginning of the season, our ultimate goal was to be conference champions. After losing two tough games and that goal being out of reach, our new goal was to get as far in the playoffs as we could," said junior Gabby Friedman.

Senior captains Emma Nadel and Natalie Ledwitz, and junior captains Diandra Burton and Mia Walker, have kept the team together. When teams are able to connect with strong chemistry, results are demonstrated on the field. It is the captains' responsibilities to try and make this happen, and, according to the team, they succeeded.

"This year has been truly unforgettable. Senior captains Emma Nadel and Natalie Ledwitz have been such amazing role models to every member of the team. Every single girl knew their place on this team, whether it was playing every second or cheering on the starters from the bench," said junior Olivia Ressa.

This year's team featured new varsity members, boasting Nadel and Ledwitz as its only senior members. Nadel, a multi-sport athlete, also played for the girls basketball team. Ledwitz focuses on lacrosse,



Josh White

**The girls varsity lacrosse team huddles before a game against Seaford on April 23. The Lady Vikings won the game 16-6. Senior captain Natalie Ledwitz led the team with five goals and three assists.**

and will continue her career at the Division I level at Old Dominion University.

While these seniors will be missed by the team, the program is being set up for the future.

They have many juniors, sophomores, and even freshmen already playing key

roles on the squad.

"I really don't think this season could have been what it was without our senior captains, Emma and Natalie. They led our team from the snowy days of March through various injuries. Even though we did not do as well as we all wanted, we

are determined to come out strong and ready for our 2015 season. Even though we will be missing two key players, we are willing to work harder and hopefully win our conference championships next year," said sophomore Ashley Randall.

Throughout the season, the team had to play through adversity together.

"It was an honor to be a leader and play with my teammates that are now my sisters," said Nadel.

The team played in a difficult conference, where the winner is sometimes determined by who shows up for that day. In this case, it was Oceanside. The Vikings ultimately lost 4-2.

"With an unlucky possession that ran out the clock and fell two goals short, everyone stepped up and played their all, and that is everything I could ever ask for," said Ledwitz.

Despite losing, the Lady Vikings are proud of what they believe was a successful season.

The girls realized that while they did not win the championship, they were still part of a memorable experience.

"Even though we did not make it as far as we hoped, I am so grateful that I was able to be a part of such an amazing experience. I think the entire team played their hearts out against Oceanside. Sadly, we did not come out with a win, but what we did win was a family and an absolutely amazing team," said freshman Molly Featherston.

In the end, the Lady Vikings are currently building a program that can have success in the future.

# VIKING SPORTS

## Boys and girls track & field each win division *Boys win first in 32 years, girls snap MacArthur's nine year streak*

BY **Seth Barshay**  
Sports Editor

Although the boys and girls track teams are separate, most of their meets fall on the same date. This included each team's division championship. On May 12, both the boys and girls track teams won their respective divisions at MacArthur High School. Both teams ended up in domination of Division 1B.

### Boys Track

The division win was the boys team's first in 32 years. They finished the meet with 147 points to clinch, compared to 115.5 and 104.5 points for second and third place Valley Stream Central and Baldwin, respectively.

The team gave a well-balanced effort, winning five events and placing in the top five for fourteen of the seventeen events at the meet.

Senior James Burns, who will be running for Princeton University next year, won two of the three events in which he participated: the 110m hurdles and the 400m hurdles.

Sophomore Peter Kirgis placed first and second in the 3200m run and the 1600m run.

"We're the best team in the division. When you try us with a sorry team like Baldwin, that's the result you're going to get. Don't you ever talk about us," said Kirgis, channeling his best Richard Sherman impression.

The team won both the 4x800m relay and the 4x100m relay. Freshmen Aaron Siff-Scherr and Joey Levine, and sophomores Matt Kramer and Andrew Adelhardt ran the 4x800m, while junior

Marc Livshin and seniors Ben Moy, Shogo Yamamoto, and Kent Ortega ran the 4x100m.

"It felt great to contribute to this squad. Knowing that our win made a difference makes it feel even better," said Siff-Scherr.

Although winning the division is a notable accomplishment in itself, the team hopes that this big win could be a springboard for a win in the Nassau County Championships.

"The odds are definitely stacked against us for Counties, but hopefully this past win can give us momentum going into this meet. I believe in the team, and I really think that we have what it takes. We just need to execute during it like we do at any other meet and to the best of our ability," said Siff-Scherr.

After this season concludes, many seniors will graduate, including Burns, Moy, Yamamoto, Ortega, Noah White, David Tung, Leo Potters, Michael Gennusa, Kwan Park, Yuji Choi, Eden Alkan, and Devon Liu.

Many of this year's contributors were seniors, and the team will have to try to repeat without their skill and leadership next season.

"It's going to be sad to see the seniors leave, but we're gonna need to put that behind us at the start of next season and try our best to fill the void left by them. Guys like Peter Kirgis, Aaron Siff-Scherr, Jordan Hurt, Matt Kramer, and myself are gonna need to step it up, continue improving, and take charge of next year's team," said Adelhardt.

### Girls Track

The girls team finished the meet with 156 points and an even larger win margin than the boys en route to becoming divi-



Josh White

**Senior David Tung runs the 400m hurdles at the 97th annual Port Washington Invitational. Tung will be one of the hurdlers to represent the Vikings at the Nassau County championships this year.**



Josh White

**Freshman sprinter Jacob Kaypor runs the 100m dash against a Great Neck South runner at the Port Washington Invitational. Kaypor and his fellow teammates all contributed to the division championship win.**

sion champions.

Their division has been dominated by MacArthur High School in recent seasons.

Before this season, the Generals had a nine year streak of winning the division. This year, they came in second to the Lady Vikings, scoring 101 points.

"Honestly, it was an amazing feeling to finally end MacArthur's nine year winning streak. We all contributed in our events and at the end of the day, it was just a great feeling to know we all were a part of that big win. We all came together as a team to earn the championship," said sophomore Emma Cisneros.

Of the seventeen events at the meet, Port placed first in ten.

Junior captain Jenny Aguiar and senior captain Joelle Feinberg combined for seven of the individual events.

"It was the best feeling in the world, no exaggeration. Every day, people say how track is just an individual sport and there's no team goal as a whole. Winning the division proves that notion wrong, and it was such an accomplishment for all of us. It was a success for the girls who won, the girls who were scorers, and even the girls who were non-scorers and still worked hard on the team. We all came as a team, and left as a team, and it just comes to show how track is not just the typical individual sport a lot of people think," said Aguiar.

Sophomore Hope Walker and junior captain Neve Devine also added wins in the long jump and high jump, respectively. The team also won the 4x800m relay, ran by freshman Carly Perlmutter, sophomores Charlotte Hyde and Christina Marinelli, and senior Jordan Abrams.

"Everyone was really excited and I was happy I could help the team finally win divisions and beat MacArthur," said Hyde.

After this division win, the team is looking toward a win at the Nassau County Championships after clinching a berth to the meet.

"The way that were training and the hard work we put in, I can definitely see us doing very well at counties and being a strong contender," said Cisneros.

For next season, the team will lose seniors, including Feinberg and other team leaders.

Three of this season's captains, Aguiar, Devine, and junior Laura Russo, will be returning next year, and they hope to gain the same success as they had this past season.

"It's going to be hard losing our seniors, but we make it work to the best of our ability. As more graduate, we have to keep our eye out on the little upcoming freshman who have no idea what they're getting themselves into. No matter what, the team tries to carry on the legacy and tries to work as hard as we can with what we got," said Aguiar.