

THE SCHREIBER TIMES

Paul D. Schreiber High School Port Washington, New York Volume LXXXV No. 2 October 2014



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NEWS BRIEFS

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~ Tessa Peierls

Building Upgrades

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"I believe that these upgrades will be a huge asset to our students' learning process," said Assistant Principal Mr. Miller. "This whole process also has been smooth and fair to all parties involved."

In addition to school upgrades, the CFBC and school administrators want to upgrade the sports program. This includes building bleachers and installing lights on the turf field. There is also the possibility of changing the two side fields into turf fields in order to enrich the lacrosse and field hockey programs.

A major change coming to the sports program is side fields being created for the baseball and softball teams. "Our main goal is to bring varsity baseball and varsity softball back on campus," said Athletics Director Ms. Stephanie Joannon. "And to upgrade other fields where our teams and community sports teams could take advantage of the exceptional facilities."

While a variety of different upgrades are being discussed for the school district, nothing is concrete. The vote for this bond will take place in February.

~ Kevin Hazan

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Ira Pernick, principal
Craig Medico, Evelina Zarkh, advisors
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Switch to ASPEN sparks confusion and debate

BY **Brendon McCormack**
Contributing Writer

While many know Aspen as a great skiing mountain or tree, at Schreiber, it is the new web-based computer application that allows our administration, students, parents, and teachers to exchange grades, attendance, schedules, teacher comments and other educational information. The information can be accessed by logging into the network either on a computer or on a smart phone.

The switch from PowerSchool to ASPEN is an intended upgrade for students, parents, and faculty.

“PowerSchool was not doing all of the things that we needed it to do,” said Assistant Principal Mr. Craig Weiss. “It was also getting slow,” he added.

The conversion to ASPEN was a group decision led by Mr. Weiss. Involved were senior administration officials, Board of Education representatives, and the technology department, who conducted research on both systems in order to identify which would benefit the district the most. It was a long and expensive conversion that began last winter.

Although the change was meant to be an upgrade, not everyone is pleased with this new system. To many, using it is an uphill battle. Some teachers say that the number of steps it takes to accomplish a simple task is frustrating.

“It takes me 20 minutes to do something in ASPEN that would take me two minutes to do in PowerSchool, and I can even do that in twenty seconds on a grid on paper,” said science teacher Ms. Lindsay Di Fazio.

There are many students who agree with those teachers. A large number of students are complaining about the complexity of the system. Some find it rather difficult to navigate through the site

and to access their grades.

“When I first logged on, I had a really hard time finding my grades,” said sophomore Ruth Benitez. “Other networks like Engrade are better. I can just log on and immediately see my grade for any class that uses it.”

Some parents agree with the students and teachers.

“The main purpose is checking up on grades and schedules and the new system makes the simple complex,” said one parent. “It is just much harder to obtain basic information. It is also a concern that the government has access to some of the information.”

Administrators, who use the system for different purposes than the students and teachers, continue to stand behind ASPEN. Administrators are using ASPEN to send statistics to New York State and organize events at Schreiber. According to administrators, it is much faster for them to send information to the state through ASPEN. Many feel that it will just take time to get used to, but will be worth the early struggles.

“Change is often hard for people,” said Mr. Weiss. “People have gotten used to things in a certain way. After time, we will feel the positives of the change we have made.”

Mr. Weiss also believes we are almost over the hill.

“At least by this time next year, everyone should be comfortable. ASPEN offers more. However, it is more complicated. Thus, it will take longer for users to adapt,” said Mr. Weiss.

While some teachers stand against ASPEN thus far, not all teachers react negatively to the system.

“It has the potential to be a wonderful tool for students and teachers alike,” said mathematics teacher Mr. Adam Wolfert. “It gives transparency to the grading process & enriches communication between and among



Jake Knatz

Students can utilize the ASPEN program on the school chromebooks. The recent change to a new system has been difficult for many staff members and students to adjust to.

teachers, students, and parents.”

Administrators also assume that students will be able to quickly adapt to the new system because many are technologically advanced. The students, however, seem to disagree, PowerSchool was faster and easier for their needs.

One student argues how not all teachers allow their students to see their grades, while other teachers simply do not use the system.

“Not all teachers make their grades live; making viewing grades very inefficient,” said senior Kim Winter.

The companies that sell ASPEN also believe in its benefit. X2 Development

Corporation, a wholly owned subsidiary of Follett Software Company, claims ASPEN is a “world leading, enterprise platform for school and district administration, learning, and communications.”

They say their goal is to “partner” with school districts and to “reduce the administrative burden on educational professionals.”

The companies’ sales are up as school districts across the country continue to buy this new system. Only when people get used to the system can a fair conclusion be made about the switch from PowerSchool to Aspen.

THIS MONTH IN SCHREIBER HISTORY

October 22, 1937

The sophomore class threw a “Tea Dance” in the cafeteria, with admission costing 10 cents.

October 7, 1970

Policemen announced that they would be stopping students on the street to check for their passes.

October 28, 1981

The school board voted to convert Schreiber into a four year high school, with Weber becoming the middle school and Sousa being turned into an elementary school.

October 3, 1991

Seven seniors were arrested for a senior prank, in which they tried to push a car up the front steps of the school.

October 1, 1993

Nirvana made a comeback with their album *In Utero*. Students praised Kurt Cobain and eagerly awaited the next album.

October 25, 1995

McDonalds sought to establish a location across from Schreiber, next to a laundromat that had just been closed due to detection of hazardous waste.

October 23, 1998

In order to increase school spirit, the student body introduced an event called “Rent-a-Senior” which received strong support from both freshmen and seniors.

October 4, 2004

The Common Application was put online for the first time, and students could “apply to college without even leaving [their] bed.”

Author Thanhha Lai discusses her novel

BY Caroline Katz and Adi Levin

Contributing Writers

Author Thanhha Lai visited Schreiber on Oct. 8 to discuss her book, *Inside Out and Back Again*. Throughout the day, she delivered lectures, ran workshops, and made an hour-long presentation to ninth, tenth, and eleventh grade English honors students.

At the lecture, Ms. Lai discussed how the main character of her novel, ten-year-old Hà, reacted to her sudden move from Saigon to Alabama. Inspired by her past experiences, she wove her own memories into the fabric of Hà's fictional story. *Inside Out and Back Again* is written in the first person and present tense, helping readers stay in the moment and relate not only to Hà, but also to Ms. Lai.

"Your experiences shape your personality and choices: I'm a writer because things happened to me," said Ms. Lai.

Thanhha Lai chose to write *Inside Out and Back Again* as prose poem, a style similar to books like *Out of the Dust*. During fifth period, she led a workshop on the technique. She also participated in a Q & A sessions with tenth-grade Composition students, honors project students, and members of the tenth-grade STEPS alternative program. She connected and met with Schreiber ESL students to talk about her novel and her experiences with English, which she referred to as the "sneaky language."

"I wanted students to meet me and realize that reading and writing go hand in hand," said Ms. Lai. "For those of you who have writing aspirations, go read some more!"

This notion was evidenced in her lecture, in which she discussed how being an active reader gave her excellent ideas.



Josh White

Thanhha Lai discusses her book with English honors students. Ms. Lai used prose poem as the style of writing in her novel and taught a workshop on the technique. She also participated in a Q & A session.

Ms. Lai advised students at the lecture to annotate everything they read and react to it immediately. That way, students find an author whose style they want to emulate in their own writing.

"Her workshop was very beneficial for those who attended," said Aaron Siff-Scherr. "I learned a lot about writing style."

Ms. Lai's visit to Schreiber was made possible by Dr. Sara Brock, who applied for a grant from Port Washington HEARTS.

"I wrote the grant proposal partly because I thought it would be interesting to see how an in-person conversation with an author might enliven our classroom conversations about reading," said Dr. Brock. "Students are often curious about the connections between an author's life and work. Since Thanhha's character is so autobiographical, I knew that she would be able to address their questions about making real experiences the seeds of a

novel."

When she left Schreiber at the end of the day, Ms. Lai was impressed by the students' eagerness to read and learn.

"It was a pleasure to get feedback from readers who had read and dissected my novel," said Ms. Lai. "The students read seriously and the teachers wholeheartedly try to reach students at all levels and interests. It was lovely to witness."

Mental health experts give talk at library

Doctors discuss mental illness in modern teenagers and open the floor to questions

BY Maddie Lane and Ilana Grabiner

Contributing Writers

Mental health experts visited the Port Washington Public Library to address the issue of adolescent mental illness on Oct. 15. The panel consisted of three specialists: Dr. Linda Carmine, Dr. James Snyder and Dr. Bradford Tepper. Each professional focused on a specific aspect of treating mental illness in teenagers.

Dr. Carmine, the director of the School Health Program at North Shore-LIJ, is involved with treating adolescent HIV, eating disorders, and maintaining girls' reproductive health. The expert discussed the process of recognizing mental health issues and struggles in teenagers. She stressed that a teenager's identity should not be based on his or her condition and provided parents and students with advice on how to create a supportive environment for these children.

"The biggest aspect, in terms of resilience, is family support," said Dr. Carmine.

In addition to being a Fellow of the American Psychiatric Association, Dr. Tepper serves Nassau County. As part of his presentation at the library, he focused

on adolescent psychotherapy. Dr. Tepper revealed a handful of strategies that he utilizes in order to comfort a patient and to create a safe environment. Firstly, he referred to himself as the "doctor of feelings" rather than as a psychiatrist. To further establish a friendly and harmless environment, Dr. Tepper tells his young patients to "search [his] office for needles," so that they do not fear him. He noticed that both of these tactics make the patient

"I thought the speakers were excellent," said freshman Genia Peierls. "They each spoke very well about their expertise."

feel at ease in his office.

Dr. Tepper explained that in recent years academic pressures are at an all-time high due to the amount of AP and honors courses students take in order to meet many colleges' high standards.

Furthermore, social pressure has been on the rise over the past few years as a result of the increased presence of social media.

To those looking for signs of a teenager with mental illness, Dr. Tepper presents a list of typical symptoms. He cites major social or academic changes, bullying, parental conflict, legal troubles, a traumatic experience, acting out, and self-harm as signs of teenage mental illness. Dr. Tepper explains that he treats these signs through psychoanalysis, and by involving the family in the teenager's life.

His ultimate goal is to help teenagers get back on track. Despite his intentions, Dr. Tepper notes that he experiences challenges in resolving these issues.

"Therapy is not a simple fix," said Dr. Tepper. "It takes time and effort."

The third speaker, Dr. Snyder, spoke about medicating patients suffering from mental illness. Dr. Snyder is the president and founder of Long Island Psychiatric in Roslyn and the author of *Jimmy Racecar*, a book for children that features ADHD and self-esteem issues.

The doctor began his presentation stating that doctors are often too quick to prescribe medicine for mental health conditions. He explained that medicine should be viewed as a "last resort," and

suggests patients to try psychotherapy or other non-medicinal solutions first.

Dr. Snyder continued on to dispel many myths, fears regarding mental illness medication as well as to shed light on the medications' possible side effects. While people may believe that some medicines are more safe than others, he explained that no two cases are alike. Thus, medicine has a different effect on each individual patient.

At the end of the presentations, the audience was able to ask the panelists questions regarding their respective fields, as well as providing them with feedback. Issues regarding the financial struggles of parents with children suffering from mental illness arose multiple times. Each time, the doctors displayed their sympathy for these parents. Dr. Carmine, Dr. Tepper and Dr. Snyder, along with a multitude of doctors in the area, have all volunteered hours at nearby clinics to aid those who cannot afford treatment. The panel suggested that the parents become involved in local groups, such as SEPTA.

Audience members thanked the doctors.

"I thought the speakers were excellent," said freshman Genia Peierls, "They each spoke very well about their expertise."

PWEF Grant Awards Ceremony honors teachers district wide

by Jake Knatz
Assistant News Editor

On Oct. 16, the Port Washington Education Foundation (PWEF) hosted its Grant Awards Ceremony at Schreiber's Slade Performing Arts Center. The ceremony honored teachers and members of the community who enhanced Port students' learning experiences.

"The grant awards ceremony is a great way to recognize the teachers, administrators, and community members who come up with and research great programs and take the time to apply for grants from us," said PWEF executive vice president Ms. Mara Silverstein.

The PWEF is an independent non-profit organization that works to provide students with special learning experiences and opportunities that are not included in the district's budget. Community advocate Ms. Amy Bass started the organization in 2002. In Jan. 2003, the first grants were awarded; \$20,329 was funded to 13 projects that involved all of the schools in the district. This year, 37 grants were awarded to all seven of the district's schools. The PWEF is approaching their million dollar funding mark. Many unique programs would not exist without the financial support of the PWEF.

This year, the PWEF allowed Schreiber STEP, ESL, and other specific groups the opportunity to go on college tours. It also funded a project for the Robotics Club, which will host robotics competitions.

After the funds for a 3D printer were acquired from an anonymous donation and a second printer purchased with the school budget, a 3D Design and Printing course was added to Schreiber's selection



Courtesy of Patch.com

Elementary, middle, and high school teachers receive PWEF grants for innovative program ideas for students. These grants allow the district to continue to bring new learning opportunities to the community.

electives. The PWEF provided the funds a digitizer, to enhance the course. This tool allows an object to be scanned onto the computer, edited, and then recreated by the 3D printer.

Photo teachers Mr. Ben Benfield, Ms. Kris Murphy, and Mr. David Koch were granted funding for professional studio lighting to be purchased, which will allow students to produce higher quality work and experience the professional equipment. A personal and cultural history art workshop was also made possible through PWEF's grants. During this workshop, students worked with clay to create objects based off of their culture and family traditions.

The PWEF also awarded grants to We-

ber and all five elementary schools. One of the projects is The Bio Bus, a portable science lab that will visit all fourth graders. The students will use professional equipment from the lab to learn lessons about biology, environmental science, and physical chemistry. A before-school physical activity program called Early Birds will begin at Manorhaven. Students at Salem were able to create a weather station, which enabled them to practice analyzing and recording data. The weather station will soon be a mobile app, so that anyone with a smart phone will soon be able to monitor the weather at Salem Elementary School around the clock. The PWEF also founded a project meant to encourage summer reading at Sousa. The

project, called "Project Soar," will fill backpacks with books, journals, pens, and literacy-focused activities for students from Kindergarten to the fourth grade over the summer. Sixth graders at Weber expanded their study of Indian culture by participating in a yoga class. All of these experiences and opportunities were funded by the PWEF.

With the intensity and stress of school, teachers often look for ways to engage their students and learn in fun and non-traditional ways. The PWEF allows many teachers' creative ideas to be funded and put into effect for their students.

Alumnus John Meyer's career takes hold

by Miranda Tanenbaum
Contributing Writer

Nineteen-year-old Schreiber alumnus and brother of senior Ashley Meyer and sophomore Victoria Meyer, John Meyer, recently dropped out of college at New York University and turned down a job opportunity at Apple Company Inc., to work on his own company, Fresco News, full time.

Meyer's interest in programming began during his freshman year at Schreiber when he started coding apps. However, it was not until the following year that he began earning money for the applications. The app that started it all, Just Light, provides smart phone users with access to a flashlight on their phone. As of Oct. 2014, the app has been downloaded over 2 million times. Despite a recent decline in popularity because of the flashlight now included in the new iPhone software, the number of Just Light downloads continues to increase. These results have catapulted Meyer into the world of business and have kickstarted the alumnus' financial future.

"Money-wise, I've been pretty fortunate," said Meyer during an interview with Business Insider. "I've been able to support myself since just a year after I got started."

As a freshman in college, Meyer was making enough money to live alone and pay for his college tuition. His choice to leave NYU was not a spur of the moment decision, however, and involved several months of thought. According to Meyer, he finally decided to leave the school he adored and respected after realizing that

he did not need a college education to be successful at what he does best: app making.

"Even before I entered NYU, I knew that a degree wouldn't be worth that much," said Meyer to Jordan Taylor of Betabeat.

Although originally his mother, a professor at NYU, and his father were dissatisfied with Meyer's choice, the two parents have come to terms with the situation and now fully support the young entrepreneur.

Currently, Meyer is fixed on making Fresco into a money maker. He is also working on creating two other companies. One of the companies, on which he has teamed up with former colleagues from NYU, will make it possible for people to travel the world for as little as \$30 per night.

The other one will be "a platform that will bridge the gap between university students with skills, and large companies looking to hire top talent," Meyer told Business Insider.

Although a job at Apple may seem like the opportunity of a lifetime, Meyer is not worried about passing it up.

"I am, at heart, an entrepreneur," said Meyer in an interview with Julia Bort. "I won't be happy working for someone else."

Furthermore, he stated that if he comes to regret his decision, Apple will likely reconsider him as a candidate for internship. Although his future remains undetermined, for now, Meyer is content with his situation. He plans to continue creating apps for both personal entertainment and profit.

Nine students recognized as National Merit semifinalists



Courtesy of Portnet

Assistant Principal Dr. Bradley Fitzgerald (far left), Principal Ira Pernick and Superintendent of Schools Dr. Kathleen Mooney (far right), congratulate the school's semifinalists in the 2015 National Merit Scholarship Competition. The students recognized were (from left to right) Crystal Ren, Christopher Wilson, Elizabeth Muratore, Michael Colonna, Evan Kaminsky, Noah Hirsch, Samuel Goldman, Wyndham-John Stopford, and Andrew Costenoble. The top 16,000 high achieving students in the country are named semifinalists for their exceptional scores on the 2013 Preliminary SAT/National Merit Scholarship Qualifying Test. They may advance in the competition and receive scholarships through continued demonstration of their dedication to academics.

Mr. Pernick presents the cons of a nine-period day

Board of Education considers changing the block schedule to save money

BY Seth Barshay

Sports Editor

A discussion on possibly changing the current block schedule to a more traditional nine-period day to reduce expenses began at a contentious Port Washington Board of Education (BOE) meeting on Oct. 21.

The main focus of the meeting was Principal Mr. Ira Pernick's presentation regarding whether changing the current block system would result in financial savings.

Mr. Pernick's report did not indicate that there would be any savings as a result of switching from our current block system to a nine-period day. He found it could actually potentially increase spending while reducing students' flexibility and course offerings.

Like neighboring schools, our school has to make cuts due to tax-cap levy legislation. Along with his evaluation of the costs of the current schedule, Mr. Pernick described the school's current modified block system and explained its benefits.

Many teachers agree that the current block system has many benefits for students. One such benefit is that each class is an hour long.

"The main thing that helps students out is that when teachers are teaching an hour class they're not going to spend the whole time lecturing," said physics teacher Mr. Thom Johnson, who was instrumental in the design of Schreiber's modified block schedule in 1998. "There is more room for demonstrations, discussions, collaborative problem solving, different modes of thought and different modes of learning. We have the time and flexibility to teach the students in a number of different ways."

Mr. Pernick discussed that another

current benefit is that students have more time during the school day to get extra help. In a nine-period day, it is usually more difficult to find times to meet with teachers.

"Extra help is a big part of the way that we do it," said Mr. Johnson. "When I taught at a school that had a nine-period day, I never saw students during the day because there was never time for them to ask me questions. But here, I would say on the majority of days, somebody is in my room asking questions about physics. The kids who want to get help are able to get help this way."

Mr. Pernick explained that the schedule also provides an opportunity for students to take a variety of classes. The previous schedule, known as a mod schedule, caused conflicts for students wishing to take many classes.

In addition, students are able to take up to nine classes at Schreiber while still having lunch; at other Long Island schools with nine-period schedules, students can only take the same amount of courses by opting out of their lunches.

According to Mr. Pernick, the modified block schedule allows for increased class selection and opportunities to take more electives.

"What our schedule allows us to do and what it allows students to do is a great advantage to students and student learning," said Assistant Principal Mr. David Miller. "It really creates the ability to offer students higher level classes and a diversity of programming and the ability for students to learn how to manage their time better and prepare for college. All these are tremendous benefits."

Mr. Pernick believes that Schreiber's schedule is unique in that the school faculty customized it to the school's needs, instead of just implementing the same schedule that nearly every other Long Is-

land public school uses.

If the school switched back to a traditional nine-period class schedule, students would have fewer options for class selection. For example, there might be more standardized English courses for upperclassmen and a less diverse selection of physical education courses, not in-

"What our schedule allows us to do and what it allows students to do is a great advantage to students and student learning. It really creates the ability to offer students higher level classes and a diversity of programming and the ability for students to learn how to manage their time better and prepare for college. All these are tremendous benefits."

cluding outdoor gym. It also would likely mean the cutting of several AP courses because of less flexibility in the structure of the schedule.

"When you look at schools that have a much more traditional day, it doesn't mean they don't have AP classes or IB classes. It just means that the majority of the kids are the kids in the middle, and you see a lot more standard and traditional programs," said Mr. Pernick.

With its students already stressed from large amounts of homework, the school

switching back to a nine-period schedule would exacerbate this issue because it would mean having classes every day as opposed the majority of classes being four out of every six day cycle. As a result, it would be possible for a student to have up to nine assignments due the next day.

"Part of what we do is to make it so that kids have a smaller number of classes which makes for less stress with homework," said Mr. Johnson. "That way, they can focus on just those few classes that they might have the very next day."

In addition, with teachers having more sections per day, it is likely that a change in schedules would result in the end of cancelled classes from teacher absences. Because too many children would have to miss class that day, the school might need to change its policy regarding class cancellations in the case of a new schedule.

Mr. Pernick also does not foresee the potential change happening right away, but if a change does occur, he wants students to be involved in the decision.

"Don't anticipate a change for next year. We might be asked to put together a larger task force soon. If we do, we would most certainly include students."

While the tax cap necessitates that cuts need to happen somewhere in the school, Pernick has not decided where they will be, and he remains confident that Schreiber will still be a top school.

"We're going to be a great school no matter what the offerings are," said Mr. Pernick. "Great schools are built upon the people inside them. Schedules don't make great schools. Schedules are just schedules. Buildings are just a physical structure. It's the heart of what exists inside of schools that makes them special. And that's why I think we're going to be great for a long, long time."

Replacement of overpass at train station protects commuters

Inconvenience of renovations eventually benefit the station's aesthetics and safety

BY Samantha D'Alonzo

Contributing Writer

This past April, local commuters were shocked to discover that the Haven Avenue overpass at the Port Washington train station had been closed. This change proved to be an inconvenience for the commuters who used this overpass for boarding and disembarking their trains. However, cooperation between local government and the Long Island Railroad officials has led to the construction of a new overpass.

At first, this unexplained change was a source of frustration and confusion for commuters. However, the closing was necessary for the safety of local railroad goers, according to the MTA.

"The bridge leading to Haven Avenue was closed after the Railroad found that elements of the concrete structure had deteriorated beyond repair," said the MTA in the press release published in September.

Though there were no original plans for the installation of a new overpass near Haven Avenue, local government officials decided that an upgrade was crucial to commuters' safety.

"Every representative from the local

and state government worked together to make the railroad restore the pedestrian overpass," said Councilwoman Ms. Dina DeGiorgio.

Because of DeGiorgio's and other local government officials like Town Supervisor Ms. Judi Bosworth and State Assembly Member Ms. Michelle Schimel's work, construction of a temporary overpass began on Oct. 18 and was finished on Oct. 20.

"At first the closing of the overpass was very inconvenient to my mornings. In the beginning of the renovations I was not happy because it was annoying, but I am now very happy with the results," said local commuter Fawn Caldwell.

This temporary overpass will last eighteen months, while more permanent solutions are discussed. The purpose of this overpass is to ease traffic congestion on Main St.

The general response thus far to the overpass has been positive.

"I imagine people are pleased something is being done because something is better than nothing," said Ms. Bosworth.

The old overpass was an important part of numerous Port commuters' daily travel. The new overpass is being constructed to serve the same purpose.



Jake Knatz

A local commuter walks across the new overpass to get down to the train. This new overpass was constructed to replace the existing walkway.

Point

Counterpoint

Should students partake in college counseling?

BY Dylan Rothman

Contributing Writer

When the topic of college applications arises, it invariably brings about frustration and confusion. Most information regarding what is important to consider when submitting an application are not in agreement. The courses of action recommended by one's guidance counselor are seldom reiterated in the advice of friends, parents, and popular books. Individual universities have their own expectations and requirements, which adds to the confusion. With such a barrage of information, students and their parents find themselves uncertain as to which source of knowledge is correct.

Contrary to popular opinion, there is no secret for gaining admission to any single university. Instead, submitting an application requires the qualified applicant to shed their preconceptions and contemplate which seemingly extraneous qualities they do or do not possess to assist their cause. A successful application must reach beyond the strategies of academic excellence to know what colleges truly look for in applicants.

Most successful applicants are diligent in collecting both a depth and breadth of knowledge that allows them to compare and contrast sources, and evaluate their preferred course of action in meaningful way. College applications are similar to important medical procedures in that both hold ramifications for the future, and that participants would be wise to seek a second opinion. College counselors can balance information sources, because they often have firsthand experience as admissions officers at prestigious universities, and their perspective on the famously clandestine workings of admissions offices is invaluable. This is especially true when the applicant is in the process of writing their common app essay, since a good essay is both eloquently written, as well as conscious of the admissions officer's perspective.

"College is important for the future," said junior Andrew Gruber. "And my college counselor is helpful for me in answering all of my questions, alleviating stress, and finding programs that might interest me."

Two of the major concerns with independent college counseling are that it is more available to the affluent, and that it cannot guarantee any particular outcome. To address the latter point, the goal of college counseling is to expand the resource base for an applicant and allow students to see a different perspective with regards to the admissions process. Knowledge is power, so students have the option to do what they desire with

the advice they are given. At the least, the knowledge with which they have been provided can be stowed away without being expressly followed. Additional perspective cannot hurt. Ignorance can leave an applicant wondering whether they would have been admitted to a particular university had they known more. Of course, a proper match has to be made between the counselor and student.

"I think that there is a range of qualities," said physics teacher Mr. Donald Fish. "Some counselors' advice will be better for some students than others."

It is important for research to be done on the part of the applicant so that the best counselor can be found.

It is already known that the college application process is unfairly geared toward the affluent. This is an unfortunate fact, but one that is in the hands of universities and institutions to fix. It has been well documented that the SAT favors students who have the money to pay tutors for test preparation. The fact is, if college admissions were reformed the need for exorbitant amounts of money to be spent on outside service would be decreased.

At the present time it is still within any student's prerogative to exploit their advantages to achieve their goals. It is in a financially capable student's best interest to partake in activities that will help them towards winning admission into the school of their choice. It is not as if all affluent students lack capability. Rather, they must present themselves in such a way that they distinguish themselves from the vast ocean of other applicants who are vying for admission. College counseling is, in essence, the edge that many applicants need in order to have a fighting chance at their goals. Participating in college counseling is like another arrow in a student's quiver; whether or not it is used, it is a good idea to have on hand.



BY Elizabeth Muratore

Staff Writer

These days, it seems as if every high school senior has at least one person outside of school helping them survive the college process. Even so, at around \$70 each, college applications are a bargain compared to college counselors, who commonly charge in the range of \$150-\$200 an hour. These counselors are often very helpful with editing college essays, providing advice regarding where and when to apply, and suggesting topics for school-specific supplements. But what exactly is the point of spending so much money?

\$150 per hour is a lot of money to pay someone to help edit an essay. For those who have that kind of money to spare, this may be an ideal move. For those who do not, it is not even an option. And what it ultimately boils down to is an issue that has come up time and time again: wealthier families have an advantage in the college process. Not only can they pay for their child to attend college, but they can also afford to hire an "entourage" to make sure that their child is admitted to the right college.

Many families cannot afford college. Those families, naturally, cannot afford the costs of applying to college. It is purely an issue of money and privilege, as are SAT and ACT tutors.

All students have teachers and guidance counselors who will gladly help them revise their essays and applications, for no charge.

"With the guidance department ready to help all students with each step of the college process, it seems to be an unnecessary expense to invest in a college adviser, especially after the daunting amount of funds being put towards application fees and score reports," said senior Iliana Ioannides.

Some students may



have a good relationship with their college counselors, but for many, college counseling undermines the value of the student's personal decision where to go to college. Too many outside opinions on where and when to apply to college will almost certainly confuse the student and make it difficult for them to choose where they genuinely feel they belong.

"I personally don't see much of an advantage in college counseling," said senior Wyn Stopford. "A student should choose their college based on their interests and needs, with as little influence as possible from the opinions of others. If the student isn't able to meet the requirements of the school by themselves, then they should realize that it may not be the best fit for them."

Another danger of using college counselors is that students run the risk of their all-important voice becoming lost in their writing. This is particularly worrisome for students who fear that the influence of too many older writers will overpower their own writing style.

"I feel that when you have an outside source that does this professionally, they sometimes tend to lose your voice in editing papers to fit the mold that admissions counselors look for," said senior Emanuel Beys. "I found the help of my sister, a senior in college, more in line with where I wanted my essay to go. I think that her younger age helped her see my essay in that teenage voice that I felt was essential to what I was trying to accomplish."

Hiring a college counselor is understandable for students who may not have trusted adults at home with the time or ability to revise their college materials. But it makes much more financial and logical sense for students to skip hiring a college counselor if they instead consult their parents or older siblings.

Close relatives, unlike college counselors, interact with the student on a daily basis. If the student is struggling with how to phrase a certain sentence, parents and relatives can anticipate what the student is trying to say because they know his or her personality and how he or she normally speaks.

Even if a student's home environment is not ideal for assistance with college applications, the school provides teachers and guidance counselors who may be considerably more helpful with honing the student's writing voice. And hundreds of dollars cheaper.

Zareen Johnson

Schreiber: Losing the race against racism

BY **Sandra Riano**

Staff Writer

As an outsider, you may look into Schreiber High School and see diversity. You may walk into the lobby and see streamers decorating tables and music playing to celebrate Hispanic culture. You may see people selling baked goods to celebrate Chinese culture. But is genuine diversity, and widespread respect for it, really there?

One may say that a weeklong celebration of Hispanic tradition is a way for Schreiber students to experience culture and diversity. However, to those students who choose to participate in the event and wear ponchos and sombreros to “celebrate Spanish culture”: these activities do not reflect the diversity of Latin America.

These experiences are a facade. The students feel that by participating, they are celebrating Hispanic culture. In reality, they celebrate a stereotypical culture based on a foundation of racism. Everyone is familiar with the Mexican stereotype, and that kind of exposure hinders people from seeing past the “poncho and sombrero” outfit through to a unique and diverse culture. This says a lot about the open-mindedness of our school.

Last year’s fall pep rally included various representations of cultures. At the event, some of Schreiber’s East Asian students danced to the very popular “Gangnam Style.” During this event, the crowd roared, danced, and clapped along to the beat as they watched their peers dance to the Korean song. However, had a traditional dance in tribute to Korean culture been performed, would it have gotten the same reaction from the crowd? Honestly, it would not.

When the 2014 Student Council elections took place, the crowd’s reaction to one student’s speech re-defined the idea of cultural acceptance within our school. During the election, then junior Melody Sagastume read her speech first in English, and then a second time in Spanish. No student in Schreiber history has ever done so.

“When Melody delivered her speech in Spanish, there was a complete disconnect from the crowd; there was blatant disrespect,” said senior Akari Shimura. “It’s ignorant for students to discriminate another student for speaking their native language. In my opinion, someone who is able to do so is exercising another form of intelligence and shouldn’t be mocked for that.”

When Sagastume stood up to deliver her speech and the microphone malfunctioned, everyone respectfully remained silent. However, when she delivered her speech in Spanish, the crowd did not provide attention and respect. There was a nervous laughter in the room: murmurs of why the speech had to be delivered in both languages. A general lack of understanding of someone speaking in their native language led to the disrespect of one of our fellow students.

“Since I can speak English, I can exchange ideas and integrate into society, but for those people who can’t speak English, it is very hard for them,” said senior Henry Lin. “It makes it hard to approach strangers. Unintentionally the language barrier separates us from one another.”

There are many questions left unresolved in association with Sagastume’s speech. A major one being that the event administrators, knowing that there were a full 20 minutes left in the period, did not encourage Sagastume to recite her speech again once the microphones re-

sumed their function. The students who explicitly laughed at their fellow student were allowed to leave the room without punishment.

“Without understanding and a willingness to begin to understand, real culture can’t really be appreciated,” said senior Jenny Garofolo.

Sagastume further added, “I’m surprised as to how racism still exists in Schreiber and how there is nobody to address the problem. Students and teachers seem to brush off this horrible issue while it should be addressed. Students should be informed by the staff that making racist jokes and comments is not something to joke about. The worst is that, while this school is culturally diverse, there still is prejudice against the minorities and no acceptance of different cultures.”

To go about and find sources of “racism” in our school, students felt the need to redefine the word. Racism is not displayed as violently and as in-your-face as many may think.

“One of the biggest problems I see around school is the casual use of racial slurs in reference to friends,” said senior Gabrielle Robinson. “They seem to be unaware of the impact they have by using such terms.”

Hidden by the “fluff” of a funny comment, culturally offensive remarks perpetuate racism. Modern-day racism certainly seems to have found a different way of prevailing in our society. Although, admittedly, racism has lessened over the past few decades, it is still alive and thriving: even within the walls in our Schreiber community. So the next time you make an offhand joke about culture, just think about your action, and please do not tell me that it is not racism.

Prime Minister Modi’s visit

BY **Eli Lefcowitz**

Staff Assistant

On a warm September day, 22,000 people, including me, pack a sold-out Madison Square Garden, chanting the name of their beloved celebrity. This wasn’t a rock concert, sports game, or circus. Rather, it was a speech given by a foreign politician: the Prime Minister of India, Narendra Modi. His rock-star reception in the USA has generally been applauded, but it is not without controversy.

Before the speech began, there was much pageantry: multiple dance acts, a laser light show, and a speed-painting of Modi. Every few minutes, chants of “Modi! Modi! Modi!” would echo throughout the arena. During this, I wondered how people could adore a leader when he has only been in power a few months, and has yet to make a significant impact. The speech, which lasted one hour, was entirely in Hindi. There were subtitles on the Jumbotron, but they were delayed to the point where people around me would be laughing and cheering, and I wouldn’t understand why until they had stopped.

Modi promised that India would rise to power. He made it clear that Indians living in the US would be welcome to return to India and assist in the effort to improve the country. He stressed the need for strong ties between the USA and India, saying that America was one of few countries with such a great political potential. Modi, a skilled speaker, charmed and related to the crowd, occasionally diverging from his agenda to make jokes and tell anecdotes.

Upon arrival to Madison Square Garden, my grandfather and I stood on line for over an hour to enter the arena. While on line, I interviewed Jay Bhattacharya, a 28-year-old Indian working as an engineer. “Mr. Modi is hope for me and my country,” he said. “I want to return to India to witness the change.” As I talked to more people they all conveyed the same message: Prime Minister Modi was a symbol of how anyone can be successful. He sold chai tea at train stations as a boy, but through hard work he became a leader.

Across the street, there was a different attitude. There were over a hundred people protesting Modi’s speech. Modi was Chief Minister of Gujarat, a state where there were three days of widespread religious riots and violence towards Muslims. Modi was accused of inaction while over 2,000 Muslims died over a period of three months in 2002. “This man allowed the murder of many innocent children, while thousands of people are treating him like a rock star and a hero,” said one anonymous protestor. “Modi needs to achieve religious toleration in India before he gains my respect.”

I don’t oppose graciously welcoming an international leader, and I know why a country would get caught up in the excitement of a new leader with an interesting backstory. But caution is as important as enthusiasm—India has major social and political problems, and it needs a real leader. If Modi can deliver on his promises and improve India’s status, then he will be forever cherished as a national hero, but he could also be forgotten as another man full of false promises. But for now, India has hope. And I got to see some of that at Madison Square Garden.

Ebola: The new killer that will probably not kill you

BY **Jake Arlow**

Contributing Writer

Schreiber students have always remained calm in the face of disease. In Feb. of 1990, *The Schreiber Times* reported that more than 250 students were absent from school on one day, many of whom were sick with what school nurse Miriam Ross called “fear of the flu.” Now, with the Ebola epidemic reaching the frightening number of nine Americans and counting, Schreiber must face this disease with the same spirit and resilience they did in that harsh winter of 1990.

To all students who would like to know if they are at risk for Ebola, they must ask themselves, have I come into contact with the bodily fluid of an infected person? If and only if the answer is yes, please stay home from school. Unless you have an AP Euro test.

Among all communities, the swim team has the highest risk of contracting Ebola of Schreiber students, as people relieve themselves in the pool, snot diffuses through the water, and there is a general layer of human filth covering the top of all pools.

“I overheard a Manhasset girl the other day at a joint swim practice between the Manhasset and Port teams,” said senior Caroline Hickey. “She said, ‘I don’t want to go in. It looks like Ebola is growing at the bottom of the pool.’”

Clearly, Manhasset is more susceptible to the Ebola hype than the level-headed

Port Washington community, as I can attest to the fact that the bottom of the pool was not a festering swarm of Ebola, but was in fact

covered in innocuous (I think) algae.

Some students are frightened that Ebola is in Port Washington, and I can assure you, that is an appropriate response.

“While Ebola sounds like the Spanish word for Grandma, it will not bake you cookies,” said senior Olivia Mann. “In fact, it will make you toss said cookies.”

The Schreiber community should remain on constant lookout for signs of Ebola. If you suspect that someone has the disease, turn them in to grade administration immediately. Use force if you must. Do remember

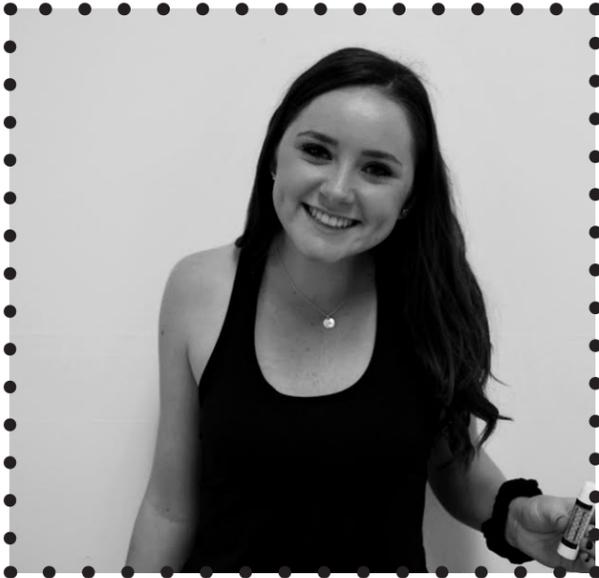
that staying home from “fear of Ebola” is not only completely rational, but also a legitimate safety precaution.



Diego Espinoza

Schreiber Speaks

What is your favorite costume that you've seen or been part of?



"I really liked the Aliens last year. They were really, really cute!"

~ Molly Fetherston, sophomore



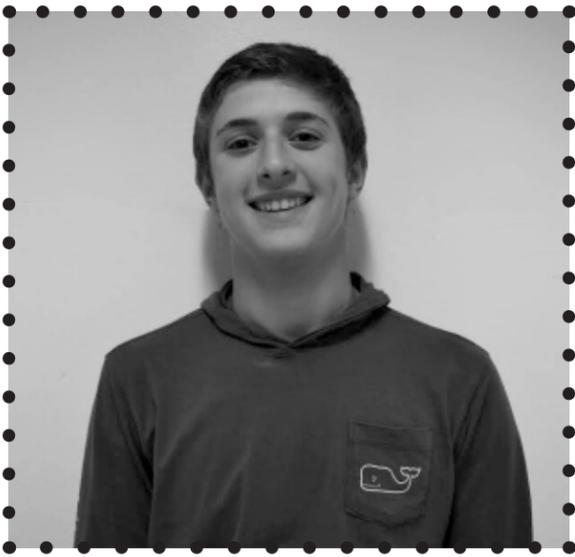
"When I was a kid, most of my Halloween costumes were bad puns. Once, I put a bunch of fake blood on my neck and I was a cut-throat lawyer."

~ Oren Barasch, senior



"The 101 Dalmations that the juniors did in 2011 were really cool."

~ Sophie Lipstein, junior



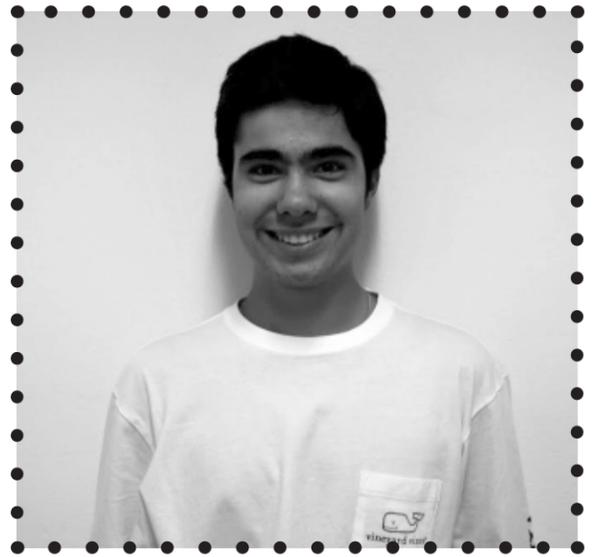
"I was my favorite football player. I wore the jersey he wore."

~ Zach Tantillo, freshman



"The best costume I ever saw was a girl being Elsa who looked scarily like her and she travelled to children's hospitals and sang for them."

~ Ariel Waldman, senior



"I had to wear a giant cloak and a very pointy hat as a wizard!"

~ Christian Hill, sophomore

Photos and reporting by Stacey Kim and Sabina Unni, Opinions Editor and Assistant Opinions Editor

How to be an Adult 101: Not offered in Schreiber

BY Maddie Cohen
Features Editor

Today, it seems that one of a young person's most important tasks is to prepare for college and, more importantly, "the real world." When one has to sit through a full year of geometry or biology, students often find themselves asking the question, "When am I ever going to use this material?"

After four years of high school, students are experts on the American Revolution and quadratic equations. They learn about working in group settings managing their time. Although many of these skills are essential, students are missing out on major life skills. By the time students graduate high school, many do not know how to file a tax return, write a check, or do their own

laundry. Does the average student know how to act during a job interview, or how to change a flat tire?

Schreiber provides adequate life skill classes, like health and Financial Algebra, in which students are taught how to manage stocks and money, as well as balance a checkbook. In addition, students are provided with electives such as auto shop or FACS.

"FACS provides students with several cooking classes such as foods and nutrition, culture and foods as well as clothing and textiles, human development, housing and environment, and senior experience. In these classes, students are learning essential life skills like sewing, childcare, babysitting, parenting, how to move out on your own, career exploration, and more," said Family and Consumer Science teacher Ms. Rony Block.

These classes are not mandatory, and students may feel as though they are wasting their time because they do not count for honors or AP credit.

"Whether it's health, technology education, family and consumer sciences, accounting, or economics, our school does provide life skills classes," said Assistant Principal Mr. David Miller. "As education continues to evolve, however, schools tend to aim for higher level instruction like honors and AP courses. Because of this it may seem as though there are not enough life skill classes."

For many, college is the next step in life after high school, but for others, this may not be the case. Some students may decide to go into the military or to a trade school. Because of this, there should also be a class for upperclassmen that gives students insights into pathways other than college.

There is also a lack of classes about job skills. After graduating high school, students are expected to have an idea of what they want to do for a living. However, many students are not aware of the job market and which jobs will be needed in the future. If the school were to have an entrepreneurship class, students would be informed about up-and-coming fields and have a better idea of which career path they want to choose.

Although Schreiber has life skills classes, the school should provide students with mandatory life skills classes where FACS, tech, financial algebra, and economics are all combined into one curriculum. In addition, the school should have a class to teach students about options after high school. These will help to further guide students and allow them to be independent.

Editorials

Tank tops are not allowed in gym

At Schreiber, there are few mandated restrictions involving student attire, allowing male and female students to express their senses of fashion with varying lengths and shapes of clothing. There is one exception to this lack of restrictions: physical education classes.

The article of clothing banned? Tank tops. Female students are sent to the sidelines and given zeros for the day when they show up in straps instead of t-shirt sleeves. However, male students often wear jersey shirts or other forms of sleeveless attire.

The Schreiber Times feels that the dress-code restrictions in gym are unwarranted. The ban of tank tops is a pointless addition to the loose dress code that makes participating in gym more difficult, as students have fewer clothing options, and t-shirts can restrict the range of motion and feel very warm in the summer months. The gym dress guidelines seem to specifically target women (much like the clothing restrictions at Weber Middle School.)

Not only is this unfair to students who want to wear comfortable exercise clothes, but also toward female students who are called out on it.

Gym teachers enforce this rule so that gym can be about fitness, not clothing, but by restricting what students can wear they are taking the focus away from exercise and fixating on whether or not female students are "distracting."

The Schreiber Times advises physical education classes to remove the rule against tank tops. It is inconsistent with school policy that already allows tank tops in all other classes, making gym the one exception, despite the fact that many people prefer to exercise in tank tops.

The change in rules would improve

the grades of students who accidentally bring tank tops, or who get called out on shirts deemed "inappropriate." Enforcing this rule sends the wrong message to female students, compelling them to fixate on their outfits rather than on their personal health. The code has implications that sexualize the students and that male students are not subject to it makes it unfair for all involved. Rather than allowing this rule to continue, the unjust code must be abolished.

Changing honors class curriculum

Schreiber students are lucky to be offered a variety of honors classes. However, the curricula of these classes need to be more formally structured. These classes should adhere to something that could potentially benefit students: SAT Subject Tests. They should adhere to these important tests, rather than be based on a curriculum decided by the teachers in the department.

These standardized tests, previously called SAT IIs and Achievement Tests, are administered by the College Board and scored on an 800-point scale, similar to each section of the SAT Reasoning Test. The majority of highly-ranked colleges and universities require two SAT Subject Tests in order to apply, and some schools even require three SAT Subject Tests.

Most honors classes fail to prepare students with either the curricular knowledge or the proper materials needed to prepare for the rigorous exams. In order to score highly on Subject Tests, students need to have a larger wealth of knowledge that most honors classes offer. This means that the science and math tests usually do not include reference tables, like the ones to which students are accustomed. While honors-level classes, like chemistry and

physics, provide students with either a set of reference tables or a reference sheet with given formulas, students are expected to know more information for the SAT Subject Tests. Students need to memorize more formulas and concepts, more than are required in class.

The Schreiber Times believe that any honors class that has a coinciding SAT Subject Test should be required to prepare students for that test. In this way, students will be better prepared to take these tests and achieve high scores. This could in turn provide students with better qualifications when applying to colleges, and could result in yielding a higher reputation for the school.

Lack of transportation money

Upon hearing that the district has officially cut half of its budget allocated for busing expenses, one would be horrified. Unfortunately, this means that the changes the district has taken are not only unnecessary but also quite upsetting.

Over the course of high school, some of students' most memorable moments can be made on opportunities outside of the typical learning environment, such as on field trips. The school's new busing policy is making it extremely difficult for teachers to take their students outside of the cramped classroom.

While sports teams that have no direct relationship to education remain unscathed in terms of busing, classes and clubs now each have to pay for busing for almost all field trips (including mandatory competitions). For example, research programs now have to pay for their own busing to the very competitions that bring the school awards and prestige.

In addition, the school board's new policy of requiring all clubs and classes to pay for their own regular busing is putting a major strain on students who will be limited to knowledge only learned in a classroom.

Imagine sitting in the back of the same classroom trying to learn the same course that has been taught dozens of times by the same teacher. If you are a

student, this image will be a reality for you in your classes as field trips continue to get cut down in a school where they are sparse to begin with.

Finally, this policy takes no account of the clubs that rely solely on competitions, like Mathletes and Science Olympiads. If there are members of such clubs who cannot afford to pay busing costs, Schreiber and the district will be left without several important and impressive clubs.

This policy will result in lesser interest, lower comprehension of material, longer waits for kids to get home, and a decreased participation in extracurricular activities.

Interested in writing for Opinions? Then come to the next newspaper general meeting on November 5! 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.

Sleepy and scary students by Ethan Bookstein



Humans of New York enlightens humans of the world

BY Carly Perlmutter and Katie Oppenheim
Contributing Writers

How would you feel if a stranger approached you on the streets of New York City and asked to take a photograph of you? Excited? Maybe. Uncomfortable? Probably. Now imagine if this stranger began asking you highly personal questions. Would you answer them? If yes, then you are one of many people willing to be on Humans of New York (HONY).

HONY, created by photographer and blogger Brandon Stanton, illustrates the diversity and individuality of everyday people in the city. Over the past several years, the blog's popularity has skyrocketed. Recently, Stanton spoke at the Barnes and Noble book store in Union Square, where we had the opportunity to hear about his journey firsthand.

Stanton began his work in the summer of 2010. He now aspires to create a general census of New York City by using portraits of people in various areas of the city. At first, he did not have any specific goal. Rather, he simply found people's appearance and authenticity captivating and wanted to work with it.

Stanton was interested in the way people dressed and the energy they radiated. At first, his blog consisted purely of portraits of eccentrically dressed people. One day, Stanton was home sick and did not get the opportunity to photograph anyone. Dedicated to maintaining his daily post schedule, Stanton decided to post an old picture on hand that he did not feel was his best work. However, knowing that he had loyal followers to please, Stanton decided to caption the picture as a way of distracting his audience from the mediocre image quality.

Surprisingly, this portrait became his most "liked" and "shared" post thus far. From this incident, Stanton

came to realize that people are not only interested in picture, but also in the stories behind them. At the early stage, Stanton considered success as seeing several people "like" his Facebook page and appreciate his work. However, his definition of the word broadened as more people began following posts. The blog that started as an innovative idea with few followers soon transformed into a *New York Times* best-selling book, appropriately titled *Humans of New York*.

When Stanton interviews someone, his goal is to create a safe and comfortable environment for the reveal of personal stories. Stanton believes that the interaction he has with the individual is far more essential than the photograph or quote itself. In Stanton's opinion, the stories that are the most personal to the individual are also the most universal and

relatable.

Although initially focusing only on New York, HONY has recently expanded its horizons to include people from areas around the globe. Over the summer, Stanton visited fifty countries on a mission to explore how the lives of other people varied from those of New York City residents. He found that, in contrast to New York City civilians, the people of these struggling countries could not focus on the past or the future, because of overwhelming present circumstances. were.

Despite witnessing tragedy, Stanton remains hopeful for a bright future.

As Stanton says, "don't wait for perfect," because sometimes, unexpected events and complications may lead to an ending that exceeds your original expectations. Brandon Stanton's efforts demonstrate



Carly Perlmutter and Katie Oppenheim



Brandon Stanton

To the left, founder of Humans of New York, Brandon Stanton, discusses how he came up with the idea of HONY, his new book, and his journey across the world. To the right, is an interview with a father and his daughter. The father tells Stanton, "She got The Politest Student of the Month Award."

Fall in to your favorite fall festivities with seasonal traditions

BY Sydney Rosenthal
contributing writer

What does the word "autumn" mean to you? Does the word conjure up images of colored leaves, sweater weather, Halloween, creepy late night movies, apple picking, carved pumpkins, ideal weather? Maybe?

Embrace this season, enjoy the scenery of the outdoors, and the traditions that it brings along.

The leaves that dot the ground can be used for much more than colorful pavement decorations. Many families rake up the leaves into piles and roll around in them to enjoy the autumn staple.

Apple picking is also a great fall tradition. With the fruit being in season, you are almost guaranteed to find a fresh and crisp apple in the markets. The experience of apple picking allows you to truly take in the beauty of the fall season. It may be the family fun or it maybe the cool spring air, but handpicked apples are undoubtedly the best apples that you can get

October is widely know to be the scariest month. With Halloween ornaments scattered everywhere, from people's houses to the windows of various stores, it is no surprise that this fun holiday is on everyone's mind.

Going trick-or treating on Halloween

can be an enjoyable experience no matter your age. To those who believe in clothing being a form of self-expression, this holiday is perfect for you. With the large variety of costumes available, anyone can dress up and express themselves in a unique, unconventional way.

It is no wonder that with all the entertainment, this day has become so popular among both kids and adults. Numerous houses show their excitement for this holiday by putting up decorations and eagerly setting out treats for the trick-or-treaters.

In the fall, people harvest vegetables. When you walk by a field in autumn you often see pumpkins of all shapes and sizes distributed around the area. Their bright orange color reminds many of the colorful leaves that have become so symbolic of the fall season.



Zareen Johnson

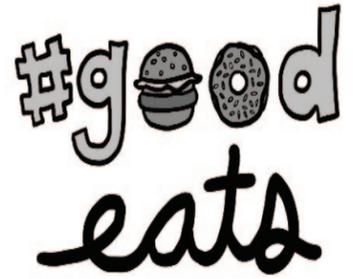
But after finally picking the perfect pumpkin, many people carve the orange vegetables and set them up as decorations inside their homes. To carve a pumpkin, simply scrape out the insides and cut out the design of your choice. You can choose from various faces and characters to carve on the pumpkin.

if you have an artistic side, you can always draw your own template for a pumpkin, and carve that one for an extremely personalized pumpkin!

The scraps from this work can be used for making pumpkin pie and roasted pumpkin seeds. To make them even more spooky and intriguing, light a small candle inside of them to form a jack-o-lantern. One of Halloween's most iconic symbols is a lit jack-o-lantern sitting on a doorstep.

Go even further with your seasonal decorations by creating a fabulous fall tableau using your freshly carved jack-o-lantern with other autumn decor pieces of your choice. Other pieces may include but are not limited to gourds, candles, mini pumpkins, and mums.

Fall is a season that everyone can enjoy. We need to take the time to savor what fall brings. The season only comes once a year so make sure to savor and appreciate every moment you have during it.



BY Sammy Bizenov and Danielle Tawfik
Assistant Features Editors

As the Halloween season sadly comes to an end, many ask this inevitable question. What should I do with all of this left over candy? After indulging in countless fun-sized Snickers and Kit-Kat bars, many trick-or-treaters are left feeling tired of looking at the same old candy that has been sitting in their cabinets for weeks.

As crazy food fanatics, we have uncovered the best and easiest recipes that can incorporate uneaten candy into your favorite foods and desserts. From candy corn popcorn Krispie balls to Rolo brownie pizzas, the possibilities are endless.

While brownies, cookies, and cupcakes are already delicious treats, adding your favorite candies to them makes them even more delicious and unique. The most raved-about Halloween brownie creation is the Rolo brownie pizza. With simple ingredients like brownie mix, Rolos, and chocolate chips, this dessert is very easy to make and is quite scrumptious.

Don't have any Rolos? No problem. M&Ms, Milky Ways, Three Musketeers, or any chocolate candy, for that matter, make great substitutes and can be melted into the brownie just as easily and taste just as delectable.

Candy corn popcorn Krispie balls are the perfect dessert if you're in the mood for salty and sweet. In order to make this delectable snack, you must mix together Rice Krispies, marshmallows, and popcorn in a butter-filled sauce pan. Once the mixture is cooked to your liking, immediately mix in the candy corn. Let the batter sit and cool for a few minutes before rolling it into baseball-sized balls. The final product leaves you with perfectly sweet, sticky balls with a unique texture and heavenly taste.

For the foodies out there looking for a way to spice up your milkshake, excess Halloween candy just might be your solution. Butterfingers, Snickers, and almost any chocolate in your overflowing trick or treating bag can be thrown into any milkshake. One of the more popular Halloween candy flavored milkshakes, are Nerds milkshakes. Nerds are a sweet ingredient to use. While it may sound a bit peculiar, the Nerds milkshake is a delicious blend of tartness and creaminess. The recipe calls for vanilla ice cream, milk, whipped cream, and an assortment of Nerds. Just throw the ingredients into a blender and voila; you have your favorite childhood candy mixed into a rich and creamy shake.

If you're really trying to be healthy and are desperate to just get rid of your candy, there are some options for you as well. If you want to be a good person, you can always donate your unwanted candy. Organizations, such as Operation Gratitude, send care packages filled with candy to troops overseas.

Whether you are craving smooth and velvety chocolate or sweet candy corn, there are recipes to perfectly satisfy your sweet tooth. But let's be honest, just eating all of your additional Halloween candy is not the worst thing in the world either.

WHAT MATTERS TO STUDENTS?

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Some students believe that liberal arts colleges provide a better education for students who are unsure of their future career yet sincerely desire to continue learning.

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"I think both liberal arts colleges and research universities offer equally exciting opportunities for their students," said senior Wyn Stopford. "A student who has less of an idea what they would like to do for a career might be better suited for a liberal arts college. However, a research university gives students who are ready to commit to this area an extra level of focused insight and experience."

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Another concerning issue for students and columnists alike is the value of the prestigious colleges. Many students move through their high school careers and make decisions in order to eventually gain admittance to a college or university with a good *U.S. News & World Report* ranking. These much-discussed rankings and similar lists often factor into college decision-making processes. In an in-school poll, 62 percent of polled students thought prestige should be important in making college decisions.

The most prestigious colleges have the distinction of helping their graduates succeed in their fields. According to Forbes, 30 on their list of the "World's 100 Most Powerful Women" attended Ivy League institutions. These schools also have huge endowments, and, consequently, more educational resources and heftier financial aid packages available for undergraduates. Many students are able to attend high-ranked institutions for the price of attending an in-state public school. A prestigious education is valuable, whether or not it should be.

"I think that prestige/ranking is important in choosing a college because the selectivity of a college is significant, but should also be considered with other factors, like cost and location," said senior Ilana Zweig.

Many argue that these institutions remain bastions of prestige. Not only are they difficult to get into, but these schools also continue to grant preferred admission to legacy students, and are less so-

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"I think, while rankings should be taken into account in some capacity—higher ranked colleges tend to have better professors/opportunities often due to greater financial endowments—it should by no means be the only or even perhaps a heavy factor," said senior Crystal Ren. "Undergrad will only be four years or so. It's important, but it won't define you. You have to look at college as a package. Fit is very important: weather, workload, people. Will you be happy there? That's the question."

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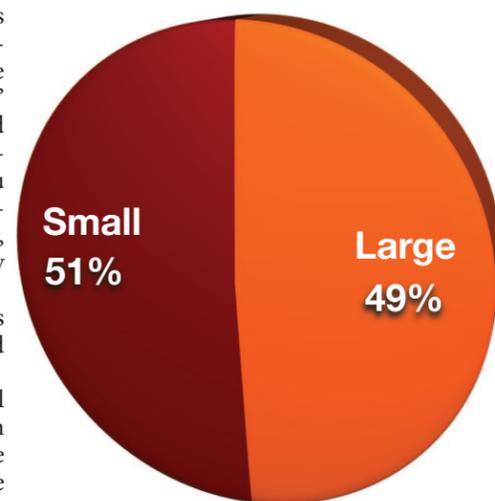
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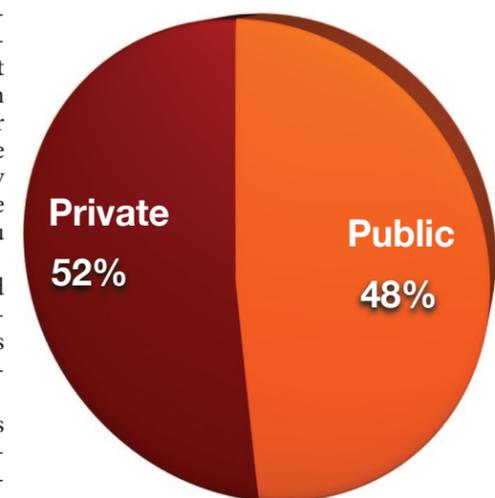
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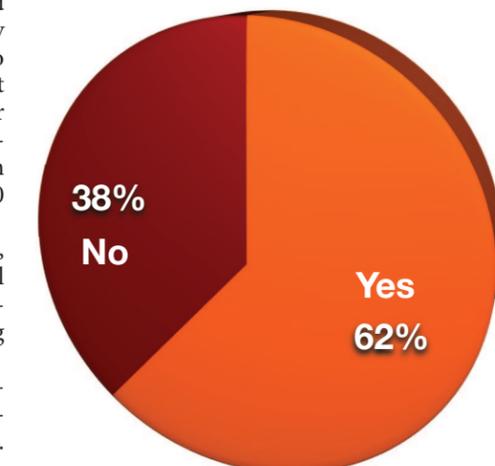
Large vs. Small Colleges



Public vs. Private Colleges



Does Prestige Matter?



By Rachel Cho, Ana Espinoza, and Rachel Kogan

COLLEGE CHOICES: WHAT MATTERS TO SCHREIBER STUDENTS?

When students start looking into college, they create lists of qualities that characterize their dream schools. Having made these lists, high school students must inevitably make further choices in deciding upon the university that is both a good fit for them and within their means.

A topic of debate in making these choices is the value of public, in-state universities. For Schreiber students, there are pros and cons to State University of New York (SUNY) and City University of New York (CUNY) schools.

The primary benefit of going to a state-funded university is the affordable tuition. The application process is also easier, compared to some private schools. There is no writing supplement needed to apply to a SUNY or a CUNY. Also, for most Schreiber students, admission to public schools is easier to attain.

"I would probably go to a public university, because it has a much more affordable tuition compared to private schools," said senior Samuel Kang. "And since there is a very dynamic and diverse atmosphere at most state schools, they allow for students to learn outside of their classrooms."

Other students also feel that public schools are more diverse.

"I prefer going to a public university because I think you will be able to meet more people with a more diverse background," said junior Dani Cohen.

Some potential cons of going to public schools are large student bodies, which mean that a student might have a harder time finding one-on-one interactions

with professors. Most SUNY and CUNY schools also have, on average, large class sizes.

"Personally I think that private schools are better," said science department chair Mr. Philip Crivelli. "I went to one and my daughters went to them, so I have a bias, but I think me and my daughter got more personal attention since the classes, labs, and even the lecture halls are smaller. The professors also seems to know you better, and you are not just a number."

Even so, most private schools have long application processes, since most ask for at least one writing supplement, in addition to the already lengthy Common App essay. Also, perhaps most importantly, private schools have, on average, frighteningly high sticker prices.

Some students expressed their thoughts on this matter.

"Certain details would affect my decision but I think I would choose a public

school over a private one, if it was in-state because of price," said senior Sally Kuan. "In other cases I would probably choose to attend a private university because the size is generally smaller, so it's easier to get to know your professors and classes are more personal."

Others pay special attention to academics, which are often more rigorous and more enriching at privately funded

institutions.

Students are split in choosing between these types of institutions; in a poll, 52 percent of Schreiber students favored private universities, while 48 percent of students favored public universities.

The choice between public and private schools is ultimately second to choices between individual schools.

"I think it depends on the academic level of the school, because some public schools are better than other private schools," said senior Haley Sambursky.

Students are also faced with a decision that is, in some regards, more personal: that between a liberal arts college and a research university. With immediate academic pressures and outside influ-

ences pulling teenagers every which way, many students find it difficult to decide what type of education they prefer. Even though many students may have heard of the difference between liberal arts and research institutions, there is a percentage of the student population unaware of the difference.

Education.com outlines the distinction. According to the site, a liberal arts college focuses primarily on undergraduate education. The majority of liberal arts students focus on majors associated with the liberal arts such as the social sciences, arts, humanities, and sciences. Despite the emphasis on education at the undergraduate level, there are some liberal arts colleges that contain a graduate school at the master's level.

Liberal arts schools tend to be smaller in size in comparison to research universities. Class size generally follows the same trend. Due to this smaller size, liberal arts colleges have been known to promote a greater sense of communi-

ty and familiarity among students, as well as promote educational curiosity. Additionally, faculty members, especially professors, are often more accessible in liberal arts colleges than in research universities as their primary focus is to aid and educate undergraduates, not graduate students. At most liberal arts colleges, professors personally teach classes.

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focus on graduate-level education. A research university's prestige is determined not only by its selectivity, but also by the number of doctoral degrees (PhDs) it awards its graduates. Thus, education is primarily focused on career building. However, research universities do place a great emphasis on public service and as can be inferred by the named emphasis on research.

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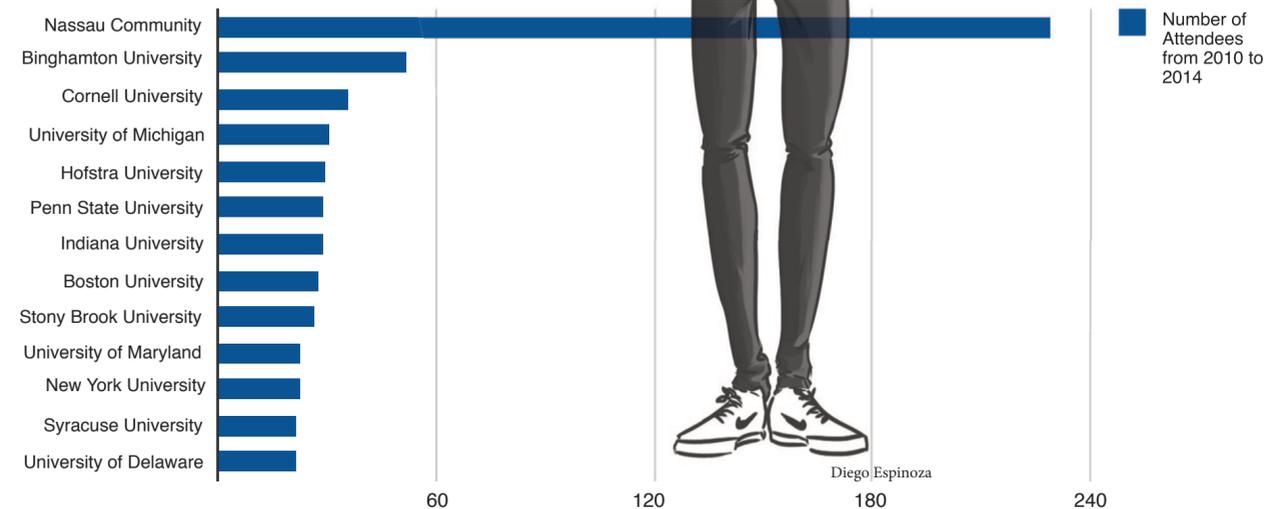
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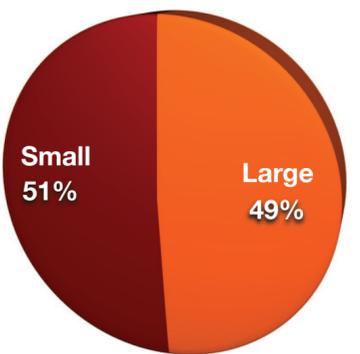
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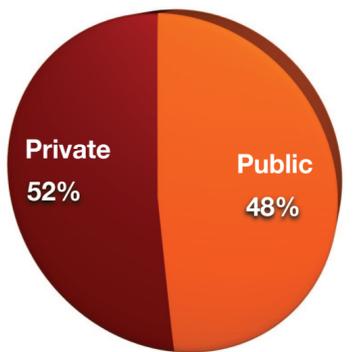
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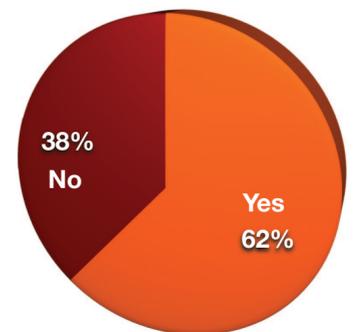
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A day in the life of the one and only Mr. Pernick

One thorough breakdown of our energetic principal's daily routine

BY Aliza Herz and Izzy Gold

Staff Writers

Contrary to popular belief, our principal, Mr. Ira Pernick does not sit at a desk and stare at a computer all day. In fact, he does a lot more than that. Mr. Pernick's day starts at 5:15 a.m, a time when most students are still tucked away in their beds, when he wakes up and walks his dog, Cooper. When he returns home from his walk, Mr. Pernick drinks his coffee while simultaneously attempting to wake his ninth-grade son up. Victorious after the battle, he showers and gets ready for the long day ahead.

"By 6:20, I am dressed and have my daily smoothie which consists of apples, pears, bananas, almonds, and spinach," said Mr. Pernick. "I am a creature of habit and always lay out my clothes the night before."

By 6:45, Mr. Pernick is on his way to work from his house in North Bellmore. On his drive to faraway Port Washington, he prepares himself for the seemingly endless tasks that lie ahead. He arrives at Schreiber around 7:30 a.m, depending on the traffic.

A busy man like Mr. Pernick must always check his emails. These emails, as well as the mass of meetings that he must attend, constitute Mr. Pernick's day. That,



Pam Hidalgo

Although usually serious about his work, Mr. Pernick takes a break to make jokes and lighten up the day for the students and faculty of Schreiber.

and reminding himself to stay organized: something most high school students can relate to. If at 7:45 the principal does not have a meeting, he heads down to the lobby to greet students and spread words of encouragement as they anxiously buzz by and prepare for the day ahead.

"I have meetings about everything," said Mr. Pernick. "Whether it's meeting with other principals, the superintendent or other teachers, I'm

constantly meeting with people face to face."

As his day continues, Mr. Pernick personally observes teachers. Yes, this is when students start whispering to each other during class, "Shh... 'You-know-who' is sitting behind me." The observations are the times during which the principal interacts the most with his students.

"I complete 112 observations

throughout the year, which I enjoy because I get to spend time with students," said Mr. Pernick.

The principal eats lunch every day at around 2 o'clock, much later than the rest of the students in the building. He likes to pack his own lunch and considers himself a "big boy."

Unlike most of ours, Mr. Pernick's day does not end when the final bell rings. Instead, he often stays late into the evening in order to attend night meetings or go to one of the various sports events and support the school. If he does have a meeting, he usually will not leave school until 11 or 11:30.

"I enjoy going to the home football games, every play, many club functions, PWEF events and other school functions. I often try to bring my kids along with me," said Mr. Pernick.

At home, Mr. Pernick enjoys helping his fifth-grade daughter and ninth-grade son with their homework and spending time with his family.

Mr. Pernick's daily routine is full of various commitments to the Schreiber community. Whether he is cheering on the sidelines of sporting events, conducting meetings, or just showing his Viking pride, Mr. Pernick is always on his feet and ready to tackle whatever comes his way.

THE WRITING CENTER

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

—David Hare



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WHERE?

Room 212

WHEN?

Every day during 4-1/4-2

Fresh faces join the Schreiber teaching staff

The 2014-2015 school year brings many new teachers



Ms. White

9th Grade Resource Room

Favorite Food: Peanut Butter Frozen Yogurt

Favorite TV Show: American Pickers

Why she likes Schreiber: "When I first came to Schreiber in 2013 as a leave replacement, I was impressed with the welcoming and positive atmosphere enjoyed among faculty, staff and students.

As a resource room teacher, I appreciate the opportunity to build relationships with each of my students."

What advice she would give: "Maintaining a positive attitude is the key to success!"

Why she chose teaching: "One of my high school teachers was a real inspiration to me. His ability to make each and every student feel valued in the classroom; his ability to make his students believe that they had the capacity to succeed; and his warmth and caring attitude influenced me to try to do the same in my classroom."



Ms. Rizzo

Family & Consumer Sciences

Favorite Food: Italian and Mexican food

Favorite TV Show: New Girl

Why she likes Schreiber: I enjoy teaching at Schreiber because of the students. The students at Schreiber are outgoing, friendly, and enjoy learning. They have made my transition to the school an easy and enjoyable one."

What advice she would give:

"Travel as much as you can. Being able to see the world is an amazing experience and everyone should try to go on as many adventures as possible."

Why she chose teaching: I became a Family and Consumer Sciences teacher because I love to cook. Being able to teach the valuable skill of cooking to students is amazing. When I started doing my course work I became more excited about the opportunity to share the skills I learned with my students."



Dr. Clauss

Building Psychologist

Favorite Food: Sushi

Favorite TV Show: Get Smart

Why he likes Schreiber: "The students and the teachers. I really enjoy the work ethic and social connection the students have. There's a real sense of school spirit here. Being new to the district, I am highly impressed with the attitudes of students, teachers,

counselors, and administrative staff alike. The level of dedication to education here is remarkable!"

What advice he would give: "Live a well-rounded life and find a passion. The old cliché 'if you love what you do, you will never work a day in your life,' is really true. To quote Stephen King in *The Shining*, 'All work and no play makes Jack a dull boy.' It's important to be productive, but without taking time to enjoy life, you may find yourself feeling anxious and depressed. Those emotions are not only unpleasant but are also detrimental to your productivity."

Why he chose psychology: "During my undergraduate studies, I became fascinated with psychology. I was taking pre-med courses and was leaning towards a career in psychiatry. Because of all the electives I took in psychology I ended up with a double major in biology and psych. I went to University of Tel Aviv Medical School, on a New York State scholarship through Sackler School of Medicine. After six months of med school education, I began to contemplate my life choices. I realized that I was more interested in treating psychiatric illness through counseling rather than medication. Training in medical school did not focus on this. Behavioral sciences focused on diagnosis and medication. I decided at that time to return to the States to pursue an education in clinical and school psychology."

What his position means: "I am a building psychologist. I was hired to replace Dr. Dennis Meade, who retired. Dr. Meade was at Schreiber a very long time and was highly respected. I hope to quickly step into that role and earn the same level of respect."



Mr. Benfield

Drawing & Design for Production

Favorite Food: Carlos' Pizza

Favorite TV Show: Derek

Why he likes Schreiber: "As a former Schreiber student, I would say that my favorite part about it is the great sense of community and high academic standards. It's nice to be part of a strong team."

What advice he would give: "Take advantage of your time here at Schreiber. At no other time will you have this type of access to such a wealth of materials, resources, and a staff that are so dedicated to helping students explore and expand upon their passions."

Why he chose teaching: "I have always wanted to be a teacher. If I were really into science, I would want to be a science teacher, or if I loved math I would be a math teacher. It just so happens that art is my thing. It's a rewarding profession."



Ms. Edgar

Studio Art, Drawing & Painting

Favorite Food: Ethiopian food

Favorite TV Show: Modern Family

Why she likes Schreiber: "I heard all about it from my co-workers. Schreiber has a great art department, and it really is taken seriously."

What advice she would give:

"Practice! Art is not a talent, it's a skill that needs to be developed."

Why she chose teaching: "My parents were teachers, and they inspired me. I've always loved art, but when I was in school, it wasn't taken seriously enough, and I wanted to change that."

All photos by Pam Hidalgo

All interviews by Adi Levin & Caroline Katz

Port Washington's trick-or-treating hot spots

by Emma Feldman and Charlotte Hyde

Contributing Writers

As October is coming to an end, there are many things for all of us to look forward to. After all, it is the end of the first quarter; the beginning of winter sports, snow days, and, most importantly, Halloween are approaching! In order to maximize Halloween festivities, one has to know the hottest spots in town to trick-or-treat.

If you're the type of person who loves meandering up and down flat streets with tons of other trick-or-treaters of all ages, and receiving plenty of candy since the houses are close together, then Soundview is the place for you! Just ask underclassmen Aaron Siff-Scherr, Talie Crowley, and Ian Aohs about their favorite trick-or-treating memories in their favorite neighborhood, Soundview.

"Every year my friends and I go to Soundview because we know that we will get so much candy," said sophomore Siff-Scherr. "Although this year we may seem a little old to be trick-or-treating, there is no doubt that we will be in Soundview running from door to door!"

If you're into the more mature scene, or you are just looking for that hilly walk to burn off extra candy calories, definitely check out Summit. Also, Summit is just a short walk from Main Street so if you get hungry for something more than just sugar, any of the pizza places there will do.

"Summit is the best place in town to go trick-or-treating," said sophomore Arielle Ziv. "From my experience, the houses give out full candy bars and you can always expect to see other high schoolers around



Maddie Cohen

To the left, a hungry trick-or-treater stands in Soundview, one of Port's most desired places to trick-or-treat with a pillowcase filled with all sorts of candy. Sands Point, on the right, is one of the least popular places to trick or treat due to the longer distance between houses.



Maddie Cohen

that area."

Want to score some more of the best candy? If you're in the area, you should definitely check out Port Estates. It's a great place to rack up candy so make sure you bring a big pillowcase!

And just when you're convinced you need to check out all three neighborhoods this year, we have one more you should definitely consider. With its easily accessible houses, a park around the corner, and tons of familiar faces, don't

forget to swing by Manorhaven this Halloween.

With so many great places to check out, your hardest question this year should be: where do I go first? So, whether you have been working on your costume since the summertime or are just planning on throwing something together the night before, know that, if you follow this guide, you will know the best places to trick-or-treat in town.

The most colorful 5k on the planet is here!

by Jenna Hecht

Contributing Writer

You are probably used to hearing about runs in which your main goal is to workout and finish as quickly as possible. Nothing special, just exercise. Now, there is a new type of race that involves getting splattered with colored powder. This new event, known as the Color Run, encourages runners to step out of their comfort zone and do something fun. It also masks the arduous task of running a 5K race and makes the distance seem less daunting to new runners.

Recently, the Color Run has become a popular event. No matter a person's age or whether they are running as part

of a team or alone, the event is likely an enjoyable experience. On Oct. 18, over 10,000 people participated in a Color Run hosted in Brooklyn.

Runners start this event, which is also known as the "Happiest 5k on the Planet," wearing all white. Some teams even going as far as wearing white tutus, glasses, and socks. However, by the end, of the race, the runners cross the finish line covered in paint from head to toe: a complete makeover.

While having fun, individuals raise money for good causes. The Color Run donates revenue to over 80 local and national charities.



Jenna Hecht



Jenna Hecht



Jenna Hecht

The Color Run is held several times a month in different places throughout the country. Whether you are a competitive runner or just want to experience the fun, the Color Run is for all ages, young or old. Running, jogging, or walking, the three miles of the Color Run course does not feel like a 5k as everyone is covered in colored powder by the end. Make sure to visit thecolorrun.com to learn more about the run and when it will take place in your area.

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by Anna Fox

Staff Writer

Imagine yourself reading a test question, recognizing that you know the answer, but not being able to reach in and retrieve it from your brain. What do you do? Skip the question and come back to it? Probably. Yet, after sitting and staring at the question for minutes on end, you hear the teacher call time and you begin to panic. Emphatically, you scribble down or circle an answer. That's it, you have had enough. You hand in your test and rush out of the room, aggravated.

Suddenly as you are walking down the hallway to your next class, the answer pops into your mind.

If you have experienced this before, have no fear, because you are certainly not the only one. Don't worry because there is a scientific reason behind this phenomenon.

Research has shown that if you work to focus on a particular subject, certain neural networks become blocked. These neural networks may include those that a student needs to remember an answer on an exam. This same process explains why students often miss simple answers that under different circumstances, would seem obvious to them. According to Barbra Oakley, an engineering professor at Oakland University, the best way to avoid this issue is to skip the troubling problem, and later go back to it. By taking a break, the brain will more likely retrieve the needed information. Another suggestion that will help avoid this common problem is to get at least six hours of sleep per night. Yes, at least six hours. When people fall asleep, their brain cells shrink as the cell's metabolic toxins, created during waking hours, wash away. By receiving enough sleep, the brain has more time to cleanse itself of these toxic materials. Thus, it is fresh and well prepared to function the next day.

When studying for a test, there are certain approaches that have been proven successful in increasing information retention thus allowing students to achieve better grades. One approach is to learn through repetition. This can be accomplished through recopying notes or making flashcards. Another method is to apply comfortable and familiar ways of thinking to weak areas. For example, this could mean that if a student's brain works logically and mathematically, they should attempt to stimulate this type of thought process when studying other subjects such as language and history. Finally, exercising in the middle of a studying session has been shown to increase studying efficiency. Exercise provides the brain with adequate time to absorb the studied information as well as allow neurons in the brain to grow and survive. Is this enough stimulation for you to get off your laptop and do some jumping jacks?

So the next time that you find yourself stuck on a question, remember, do not freak out. Stressing yourself out only distracts the brain from its search to find the correct answer. In these situations, you should always remain calm, and prepare yourself in advance by sleeping enough and exercising regularly. Now, go get those good grades.

arts & Entertainment

Act-oberfest showcases student directing

BY Sabina Unni

Staff Writer

The drama club “One Acts” of 2014 were a great success, as evidenced by a healthy audience at the show and by the steady peals of laughter and recognition throughout. This year’s plays were directed by sophomore Sarah DeMarino, juniors Alexandra DeAngelis and Max Miranda, and seniors Sophie Brett-Chin, Laynie Calderwood, Sameer Nanda, and Ariel Waldman.

Between the plays, the audience was treated to the delightful antics of the “Improvables,” Schreiber’s own improv troupe. Directed by senior Lena Kogan and featuring Nanda, senior Jake Arlow, and sophomores Sally Hecht and Allison Winter, these extemporaneous, unscripted actors were fearless and hilarious. Each time the Improvables came out on stage, the audience lit up. Act-oberfest, a series of one act plays starring, directed by, and produced by students, is an annual show put on by the drama club.

DeAngelis’ “The Players Romeo and Juliet,” was commissioned specifically for Act-oberfest. It starred freshman Sarah Mannix, junior Jordan Youner, and seniors Jesse Epstein, Kimberly

Winter, and Arielle Waller. The show took place during the rehearsal process of a production of *Romeo and Juliet*, and perfectly intertwined behind-the-scenes antics with Shakespearean text. DeAngelis did a superb job with directing; the show featured constant motion and creative slapstick. One highlight was a choreographed dance to “Single Ladies.” The play was clever and relevant.

The second one act was entitled “Oedi,” and was directed by Nanda. “Oedi” starred seniors Oren Barash and Megan Poulos, sophomore Ellie Bain, and junior Evan Gilmore. Although surprisingly lewd for high school, the actors managed to turn a Grecian tragedy into a contemporary comedy. From the variety of accents, ranging from British to Brooklyn, to the clever use of props (grapes were thrown across the stage), the final product was clearly a work of labor and love.

“This is a Test,” was directed by Miranda and starred freshman Jack Gilson, sophomores Jeffrey Lockom, Sydney Morrisey, Julia Hayden, and Diana Brennan, and juniors Bridget Doherty and Tyler Nelson. The play was a clever take on an all-nighter. The play mixed lighting and props to mimic dreams and falling asleep during tests. This show was overflowing with energy and excitement—Nelson had

the audience laughing to tears with his impression of a loony teacher.

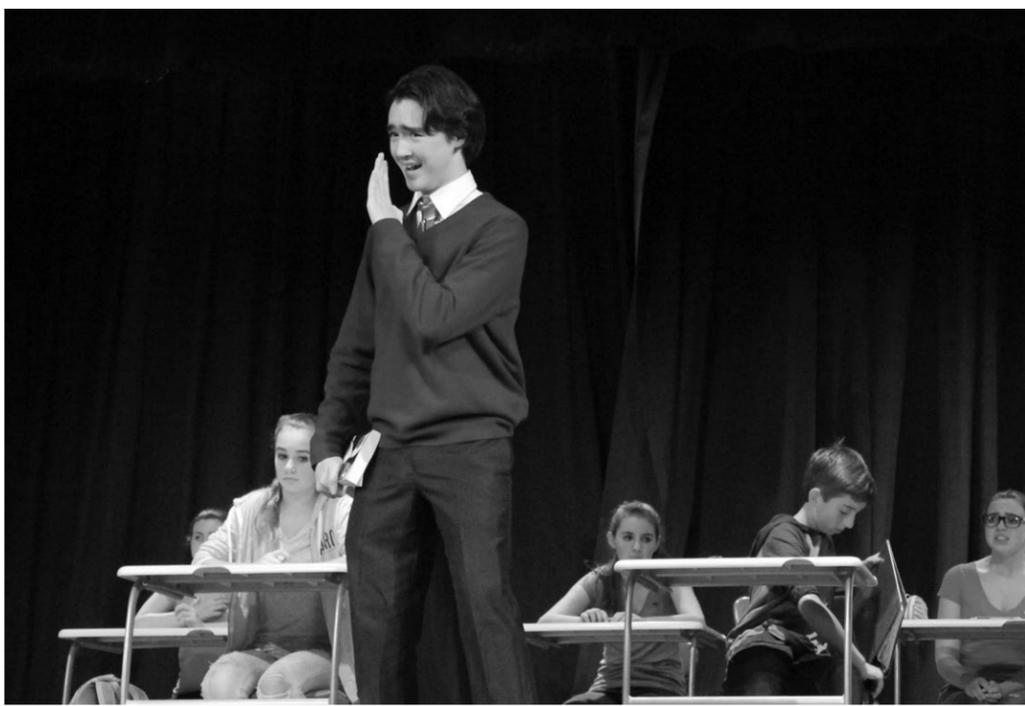
The fourth one act was “Anna Alone,” directed by DeMarino and starred juniors Jenna Cohen and Stephanie Epstein, sophomores Naome Sajnani and Kelsey Weisburg, and senior Tessa Peierls. Contrasting with the three comedies before, this one act was a somber and refreshing take on mental illness, displaying a meeting with a psychologist of a girl with multiple-personality-disorder. The direction for this show was poignant and beautiful, and the actors truly challenged themselves to achieve new levels of dramatic intensity. Epstein, in particular, was uninhibited and wild. This show did tackle a challenging issue and perhaps at times went over the heads of the audience.

“An Ongoing



Pam Hidalgo

Oedipus (senior Oren Barasch) consoling his mother, Jocasta (senior Megan Poulos), in a comedic variation of Oedipus titled “Oedi.”



Pam Hidalgo

Junior Tyler Nelson plays the role of a demonic teacher who tries his best to torture the protagonist of the show, Alan Leffenfeld (freshman Jack Gilson), in “This Is a Test.”

Examination on the True Meaning of Life,” the fifth one act, was directed by Brett-Chin and starred seniors Rachel Ellerson and Jack Fishman, and freshman Julia Gerlitz. The play made manifest the revisionary editing process of a playwright, and combined elements of comedy and romance.

“Directing this show was unlike any other one I have directed so far because in the past I’ve worked with large casts, and the cast of three made this a very personal experience,” said Brett-Chin. “At times it was daunting and difficult because there were no real characters to understand and instead a lot of witty one liners to perfect.”

Despite this challenge, the show was clean, funny, and used props to the

fullest extent. Ellerson and Fishman had undeniable stage chemistry.

The sixth one act was “Do-Overs,” directed by Waldman and starring junior Kristen Nunnally, senior Wyndham-John Daly Stopford, and freshman Emma Goldman.

Although the show started out slow, it quickly picked up speed and was an adorable journey into the spirit world. The rivalries and banter between Nunnally and Stopford were highly entertaining, and the show was crisp and ultimately sweet.

“Ferris Wheel,” was the final performance and was directed by Laynie Calderwood and starred sophomore Christian Hill and freshman Isabelle Verdino. The setting of the show was limited geographically, in that the entire act took place on a motionless Ferris Wheel, but that didn’t limit the action. Kudos to this play for accents, and actors that were playful and unique.

Schreiber’s dramatic production and literary talent was showcased in this engaging performance featuring innovative plots, settings and dialogue.

Drama outshines horror this month at the movies

BY **Rami Chaudhry**
A&E Editor

This October, movie theaters did not only offer typical mediocre horror flicks, but also two star-studded dramas that audiences and critics have been raving about: David Fincher's *Gone Girl* and David Ayer's *Fury*.

Based on Gillian Flynn's best-selling page turner, *Gone Girl* is a satire disguised as a crime mystery.

On the day of his fifth wedding anniversary, Nick Dunne (Ben Affleck) gets a call regarding suspicious activity at his house. Upon returning to his suburban home in North Carthage, Missouri, he finds his front door wide open, a shattered glass table, and chairs lying on their backs. What he does not find, however, is his wife Amy (Rosamund Pike).

As the true colors of the relationship surface during the investigation of Amy's disappearance, the inhabitants of Dunne's small town and audience members alike begin to ask the same question: Did Nick kill his wife?

Directed by David Fincher (*Fight Club*,

The Social Network), the film is meticulously crafted so as to deceive even the most observant viewers. What the viewers may have thought about Nick and Amy's relationship one minute gets twisted within seconds.

Fincher's signature style is also present here, creating a dark and dreary backdrop perfect for the film's subject matter. The movie stars Carrie Coon, Neil Patrick Harris, and Tyler Perry, each of whom bring some of their best acting to date.

As *Gone Girl* progresses, it becomes less of a crime mystery and more of a satire of the media's perception of relationships, in sharp contrast to their unsettling realities. Given Affleck's past experiences with the media, his gentle but emotional

persona is perfect for the role of Nick. The real showstopper of *Gone Girl* is breakout actress Rosamund Pike. Her acting range in this film is outstanding, and may receive Oscar buzz.

Gone Girl grabbed the number one spot at the box office when it premiered Oct. 3, and set the box-office record for the highest grossing movie for October Fridays.

Where *Gone Girl* depicts a sick modern relationship, *Fury* depicts the gruesome events that occurred at the tail end of WWII, as the Allied powers struggled to push through to Germany in 1945.

Don Collier ('Wardaddy' Brad Pitt)



Logan Lerman plays an inexperienced soldier who is forced to operate a tank with four war-veterans. During intense combat scenes and intimate dialogue driven scenes, Lerman matures as a soldier and an actor.



After the disappearance of his wife Amy (Rosamund Pike), Nick Dunne (Ben Affleck) becomes the prime suspect in a vicious "he said, she said" crime case.

Coming Attractions

INTERSTELLAR

BIG HERO 6

FOXCATCHER

DUMB TO DUMBER

Mulaney underwhelms and irritates viewers

BY **Rachel Ellerson**

Staff Writer

Are you looking for a show with riveting characters and an innovative plot? Are you looking for a show that will make you laugh so hard that you cry? Well, if you said no to both of these questions, *Mulaney* is the show for you.

Mulaney is a new sitcom starring SNL writer and comedian John Mulaney, and it centers on a comedian (also named John Mulaney), and his roommates Motif (Seaton Smith) and Jane (Nasim Pedrad). Mulaney and Motif are trying to get their big break in the comedy world, while Jane does nothing but complain about her ex-boyfriend. None of these characters are particularly interesting. Instead, they all come off as incredibly superficial and irritating.

While the two-dimensional and contrived cast of characters already sets a bad foot forward for this show, the incredibly bland humor makes watching

commands *Fury*, an American tank that he and his hardened crew of five men call home. His crew and he have been together since the war's North African Campaign, and consequently, have formed a strong brotherly bond.

After their assistant driver dies in battle, an inexperienced young soldier named Norman Ellison (Logan Lerman) joins Don and his crew, despite their harsh criticism regarding his compassion towards the Germans and lack of war experience. What ensues is a dramatic war tale about facing fears, sacrifice, and the definition of brotherhood.

Brad Pitt undoubtedly steals the show with his powerful presence, but up-and-coming *The Perks of Being a Wallflower* actor Logan Lerman demonstrates his impressive dramatic chops when his character is thrust into the war against his will. The chemistry between Lerman, Pitt, and the rest of the cast works incredibly well, both on and off the battlefield.

Shia LaBeouf, Michael Pena and Jon Bernthal play the other three members

of the *Fury* crew, giving heartbreaking portraits of three mentally unstable veterans, not to mention that they all bring much needed comic relief to the film.

Though the movie is emotionally effective and the acting is undeniably great, *Fury* goes overboard with the amount of violence depicted, specifically in the impaling department. Various soldiers are shot in the face and run over, head-first and grotesquely throughout the movie solely, for shock value. However, if you fancy the sight of heads getting blown to pieces, *Fury* is the fall film for you.

Even though *Fury* has not received as much praise as *Gone Girl*, it is an adrenaline-pumping movie that should not be overlooked. *Fury* has exactly what audiences want in a WWII movie: Nazis, violence, romance, acts of courage, and Brad Pitt.

If you find yourself looking for a dramatic movie to watch at the theaters and are sick of cheap horror flicks, look no further than *Gone Girl* and *Fury*.

this show even more painful. The dialogue in this show is similar to that of *The Big Bang Theory*, only not as funny. These bad jokes are only exacerbated by terrible delivery on Mulaney's part,

"Mulaney attempts to mirror the *Seinfeld* formula, down to the jokes he delivers. The show even tries to be self-aware like Jerry Seinfeld's humor in his show."

who has absolutely no concept of comic timing. His presence on the show is stiff and unnatural, almost as if he is trying too hard to make his live studio audience laugh.

It is clear that Mulaney's vision for the show was inspired by *Seinfeld*, the show

about nothing that has stood the test of time.

Mulaney attempts to mirror the *Seinfeld* formula, down to the jokes he delivers. The show even tries to be self-aware like Jerry Seinfeld's humor in his show. However, the jokes have no where near the weight nor humor of *Seinfeld*, and — as is usually the case — the knockoff is significantly worse than the original. The show would require a miracle to see a fanbase equivalent to that of the 25 year-old sitcom model.

Ultimately, this show will leave the viewers thinking, "Well, there go 22 minutes of my life that I'm never getting back."

There is a wide variety of other comedies on television that are leaps and bounds better than *Mulaney*: *New Girl*, *Parks and Recreation* and *Louie*, to name a few. These shows are worth your full attention. *Mulaney* is not even worth a glance.

The Walking Dead returns stronger than ever



Deadly zombies, or walkers as they are called on *The Walking Dead*, threaten to wipe out all of human society on AMC's hit show.

BY Seth Barshay

Sports Editor

Over the past few weeks, *The Walking Dead* premiered its first three episodes, with its plot moving at an extremely fast pace.

Now in its fifth season, cable's most watched TV show opened exactly where the fourth season closed; most of the group, including leader Rick Grimes (Andrew Lincoln), was trapped in a train car at the evil compound called Terminus.

While past seasons of the zombie-drama would have spent many episodes milking out the plot arc of the group at Terminus, much to the dismay of many viewers, the writers made the wise decision to have the plot move more quickly than usual.

Rather than spending excess time on each little detail, the show keeps on pushing through. This change has arguably produced some of the show's finest episodes thus far, including the season premiere, "No Sanctuary."

"The show is exhilarating so far. Much more than usual. I love it," said junior Ben Landau.

Another change of note in this season is the show's much larger cast of main characters. At this point, the recurring cast has ballooned to 17 with the introduction of characters like *The Wire*

alum Seth Gilliam, who plays Father Gabriel, a priest with a dark past that the group encounters after the Terminus arc.

Gilliam is the third *Wire* actor to join the cast, along with Chad Coleman (Tyreese) and Lawrence Gilliard (Bob).

In addition, Abraham (Michael Cudlitz), a goatee-wearing, headstrong man is on a mission to bring his scientist friend Eugene Porter (Josh McDermitt) from Georgia to Washington D.C. because he supposedly has a cure to the zombie outbreak. This could potentially tear the group apart, as some favor embarking on the journey while others, like Rick, are less receptive to the idea.

This season, the show has seemed to finally find a balance of drama, action, and moral dilemma. Show runner Scott Gimple made a conscious decision this season to try to incorporate more plots and characters from the comic books on which the television show is based, writing the scripts much closer to the material.

A recurring theme of the show has been that the living are to be just as feared as the dead, as exemplified by the members of Terminus from this season.

Although the show has had its share of happy moments this season, it has also had several shockers. After what the group has been through, it may not have a leg to stand on. Rick and his gang could hope to find strength in numbers in further episodes.



Rick Grimes (Andrew Lincoln) and Daryl Dixon (Norman Reedus) had no knowledge of each other before walkers invaded the world they lived in and they banded together as part of a rag-tag crew that tries their best to survive amongst zombie threats at every turn.

Taylor Swift impresses with her full pivot to pop in 1989

BY Madeline Fagen

Staff Writer

The countdown to the release of Taylor Swift's new album *1989* began with the #3DaysTil1989 trend on twitter. As 12:00 a.m. on Oct. 27 approached, that trend transformed to #6HoursTil1989 and, eventually, to #10MinutesTil1989. Fans were hysterical as they awaited the album's unveiling.

The frenzy only amplified once that 12:00 mark was reached and the preorder symbol next to each song turned into a small circle indicating that the song was downloading.

After listening to just the first few seconds of one of the 13 songs (no coincidence there considering 13 is her lucky number) on the album, it becomes obvious that Swift is taking her music in a new direction. *1989* lacks the confusion



of genre present in her last few albums, as this album is her first completely pop publication. Previously, Swift hid behind her title as a country singer as a safeguard for success. With little direct competition in this genre, she could take home awards

one after another. She took advantage of this by adding in hints of pop to her songs without completely shifting to another genre. People questioned this approach, but she continued to release song after song as country despite the criticism. However, after the release of this new album, Swift's days of being called a "country wannabe" are certainly over.

The album title appropriately portrays this change in Swift's style. She decided to call it *1989* because that is the year in which she was born and the album is a rebirth in her music style. Swift refused to conform to the modern definition of pop, which is full of guest rappers and electric backgrounds. Instead, she followed the traditional version of the genre from the 1980s.

Not only has the genre of music changed, but the content of the songs has also shifted. Although she still addresses the occasional break up, the lyrics

primarily focus on promoting confidence and individuality.

Swift emulates her change in style and campaign for independence in her recent move to New York City. This move was one of the final stages of her transition from small town girl to big city star. The music video for the song first released on the album, "Shake it Off," displays her experience as she navigates life in NYC. Each of the scenes show her having fun and being herself despite being an outsider in all of the situations.

In this way, *1989* reaches a new depth for Swift. She indirectly explains how she feels in this stage of her life by giving advice to others on how to deal with her circumstances.

After just a single day on the market, *1989* was number one on iTunes. It is obviously a huge success for Swift and a big step in her career.

Looking for your next hit TV show? Better call Saul.

BY Rami Chaudhry
A&E Editor

Since the conclusion of *Breaking Bad*, fans of the immensely popular series have been salivating for more. A spin-off series focusing on supporting character Saul Goodman (Bob Odenkirk) was rumored for quite some time before *Breaking Bad* made its farewell. Fans fell in love with the idea of a show about Saul, for his presence in *Bad* was refreshing and humorous. Their wish was finally granted when AMC officially green-lit the new spin-off series *Better Call Saul* in July 2013.

For those who are unfamiliar with the character of Saul Goodman, he was an attorney introduced in the second season of *Breaking Bad* in order to clean up the mess that accompanied the underground production of methamphetamine. The character provided the show with something crucial: humor. With his witty one-liners and colorful metaphors scattered throughout the show, Odenkirk brought humanity to a seemingly inhuman show.

Better Call Saul intends to flesh out Saul Goodman before his life was affected by the events of *Breaking Bad*. Before he was a sleazy criminal lawyer (with a name that coincidentally sounds like "S'all Good Man!"), Saul went by a different name: James M. McGill. In an official synopsis released by AMC for the upcoming show, McGill is described as a man who "searched for his destiny, and, more immediately, hustled to make ends meet."

Since Odenkirk is a comedian, the show will not only contain elements of drama but also of comedy. Therefore, it would be incorrect to label the show as a direct drama prequel to *Breaking Bad*. In fact, producer Peter Gould has released statements indicating that the show-runners do not want Saul to rely on the successes of *Bad*.

"We're trying to make something that stands on its own, that has entertainment value, not just as seeing a series of old favorites or 'remember when'—not the series equivalent of a clip show," said Gould.

Though the show runners want the show to be self-reliant, the viewership will undoubtedly be dependent on *Breaking Bad* fans. And, since the two shows share the same writer and producer, similarities will be present.

A storytelling element that worked so well in *Breaking Bad* was the use of flexible timelines. Although this territory has been explored numerous times on television, *Bad*'s use was extremely effective in setting important scenes and developing characters. *Better Call Saul* will be set in the year 2002, and will utilize a similar timeline.

"One of the great things about having



Saul Goodman (Bob Odenkirk) with the creators of *Better Call Saul* and *Breaking Bad*, Peter Gould and Vince Gilligan. *Better Call Saul* follows *Breaking Bad*'s story line, but is meant to stand alone as a new series.

a timeline which is flexible is that perhaps some of it takes place before *Breaking Bad*, during *Breaking Bad*, and after *Breaking Bad*," said Gould.

A timeline centered around 2002 that can travel through time means that the character, Saul, will be examined extensively. The show will also serve as an interesting period piece.

"I hesitate to say it, but it is indeed a period piece," Gould said. "I can't believe it myself – it's like it was yesterday, but it was 12 years ago."

Initially set to premiere in November of this year, the show was pushed back to Feb. 2015. Gilligan and Gould blame themselves for the delay, admitting their slow pace in writing and filming the episodes.

"We could have made the deadline, but I am slow as mud," said Gould. "I still feel I'm very slow for television."

Breaking Bad was known for having a slow writing and filming pace. This extra time allowed the writers, producers and directors to carefully execute the show without the rush of network television. Since they are taking the same approach with *Better Call Saul*, fans can expect the same, if not better quality.

In order to tide *Breaking Bad* fans over for the next couple of months, AMC premiered a *Better Call Saul* music video on Oct. 5. The video, featuring country singer and guitarist Junior Brown, and written by Gilligan and Gould, has received favorable reviews from fans and critics. The video not only provided fans with a catchy song, but also featured scenes hinting at a few plot points from the highly anticipated show.

Looking for a new show? Are you a fan of *Breaking Bad*? *Better call Saul!*



Social studies teacher Mr. Klaff recently imparted his knowledge on the History Channel's *51 Amazing Facts About America*. He discussed interesting facts, like missing atomic bombs off the eastern seaboard.

BY Michael Falzone
Contributing Writer

Social studies teacher Mr. Jeremy Klaff, was featured on the History Channel's *51 Amazing Facts About America* on Oct. 11.

As the program's name would suggest, the special consists of 51 little-known facts about King George III's least favorite country. Facts spanned topics from false presidencies to why the French really sold Louisiana to the United States. The facts were explained by a cast of American history experts including NYU professors, historians, authors, museum curators and a high school history teacher.

The show's producers contacted Mr. Klaff in June, and he agreed to participate. "Why not," said Mr. Klaff. "It sounded like fun, and since I spend most of my time during the summer making PowerPoints in my basement, this would be a nice change."

It is no surprise that Mr. Klaff was chosen to be on the show. His love for history extends beyond the classroom in the form of books, videos, and more.

Mr. Klaff was surprised by the offer. "My guess is, all of the prolific historians were busy that day, so they went with me," said Mr. Klaff. "From what I could gather, they had seen some of the stuff I have online between MrKlaff.com and on YouTube. Also, don't forget that the Social Studs are huge in India by virtue of the three likes we received from

Mumbai."

Mr. Klaff's website MrKlaff.com provides students with review sheets, study cards, video lessons and even travel tips. Mr. Klaff and social studies teacher Mr. Craig Medico are also part of the "Social Studs," an educational rock band.

On the show's set, Mr. Klaff was given a script to read, but was asked if he had any other ideas to add. The producers decided to open the show with Mr. Klaff speaking about which U.S. state is closest to Africa. He explains how, contrary to popular expectations, Maine is the closest—not Florida. Mr. Klaff received a large amount of air time compared to others also featured on the show. He added his wit and quips to each of his numerous topics.

"So there's this place at the Grand Canyon, at the bottom of the Grand Canyon where a mule still delivers mail. I mean if you're living at the bottom of the Grand Canyon, what are you waiting for in the mail?" said Mr. Klaff on the show.

Following this joke, Mr. Klaff went on to talk about America-related facts which included the amount of cocaine on U.S. currency, missing atomic bombs off the eastern seaboard and many others. Of all the facts talked about on the show, I asked Mr. Klaff what his all time most interesting fact about America is. If you know Mr. Klaff, you probably already know the answer.

"Thomas Jefferson and John Adams died... on the same day!"



Bob Odenkirk plays Saul Goodman in the much praised television drama *Breaking Bad*. The eagerly anticipated *Better Call Saul* is set to come out in late 2015.

Athletes of the Month

Katrene Rustemi



Jake Knatz

Senior captain midfielder Kat Rustemi looks to advance the ball up field on Sept. 18 against the Wheatley Wildcats. Rustemi tallied one goal to help the Vikings win the match 5-1.

Peter Kirgis



Josh White

Junior captain Peter Kirgis trains in preparation for the New York State Qualifiers on Sat. Nov. 1. Kirgis will be representing the boys cross country team, which finished second in the county.

Girls soccer practices translate to playoff success

BY Kyle Cohen
Staff Writer

The girls varsity soccer team knows how important practice is to its success. Every day, the girls go through an intense session of practice to try and improve. After getting the equipment out of the cage, they run four laps around the field and do some dynamic stretching to warm up. Following a water break, the team does drills to work on passing, shooting, defense, foot skills, and off-the-ball movement.

After these high-intensity drills, the team will usually scrimmage or play small-sided games (games played with smaller lineups). Finally, the coaches conclude practice with a speech about effort, hard work, passion, and playing as a team.

"The team works on all aspects of the game every day at practice. We do technical work, tactical concepts and conditioning every day," said head coach Ms. Lauren Bishar.

Coach Bishar and assistant coach Mr. Sean Dooley put a large amount of time into the preparation and planning of each practice.

"Planning is very important," said Coach Bishar. "We assess the previous game and implement the things we need to work on at the next practice to prepare

us for our next opponent. Practice is very important to the team and its success. It is where the team works on their weaknesses, prepare for our opponent and improve on our strengths. We learn how to work together as a team and become a unit to achieve our goals."

The players agree with their coaches about the importance of practices. They know it is their time to improve daily and get a better feel for each other on the field.

"Practice is very important to our success because it allows us to practice tactics and set plays as well as gives the team an opportunity to get comfortable playing with each other," said senior captain Krista Ledins.

While the team's performance in games is only reflected by its record, practice is where all the hard work and preparation is put in.

The team feels that it needs to come to practice focused every single day, ready to try and improve in order to reach their goals.

"The team sets individual and team goals at the beginning of the season. They have a goal to reach and they know what it takes to achieve it. They understand the work and effort they put in each day is going to help them reach that goal. They are a good group that wants to achieve individual and team success,"

said Coach Bishar.

Soccer is a physically demanding sport, and being in shape contributes to the team's performance. Many teams use practice time to run laps and improve their conditioning.

Coaches have the players run laps and do sprints throughout the entire practice. It is often used as a punishment but there are many soccer teams that condition this way regularly. However, the girls soccer team has a different philosophy. They believe that the intensity of their practice should help them condition and stay in game shape.

"Our conditioning is included in our drills, meaning we are expected to work hard during the drill so we don't have to take away time from practice to run," said Ledins.

"We do a lot of conditioning in the drills during practice. We try and incorporate as much into the drills to make them competitive and run rather than just getting on the line and running," said Coach Bishar.

On Oct. 25, the Vikings defeated Valley Stream Central 3-0 in a playoff game under the lights on the turf. Junior Olivia Fetherston recorded a hat-trick in the game.

These intense practices filled with all kinds of drills and conditioning are tremendously important to the success of the



Josh White

Junior center back Ashley Randall looks downfield for a teammate on a throw-in against the Oceanside Sailors on Sept. 20. The Vikings fell in the match 2-1.

team during games. Each drill is competitive and the players understand that this intensity and competition will pay off at the end of the season.

Calling the Shots

BY Seth Barshay
Sports Editor

In recent times, the NCAA has had one argument against those who say that college athletes deserve to be paid: their payment is a college education. In order to ensure that student athletes work hard in their classes, the NCAA has set the number of unsatisfactory grades a student athlete can receive before being deemed ineligible to play.

Student athletes, according to NCAA rules, are also not supposed to receive special benefits in academics compared to regular students.

However, over the past eighteen years, the University of North Carolina at Chapel Hill athletes have been receiving high grades for classes that they were not required to attend; instead, each athlete only had to write a paper at the end of the term to receive a grade. In most of these so-called "paper classes," the teachers would not even read the submitted papers.

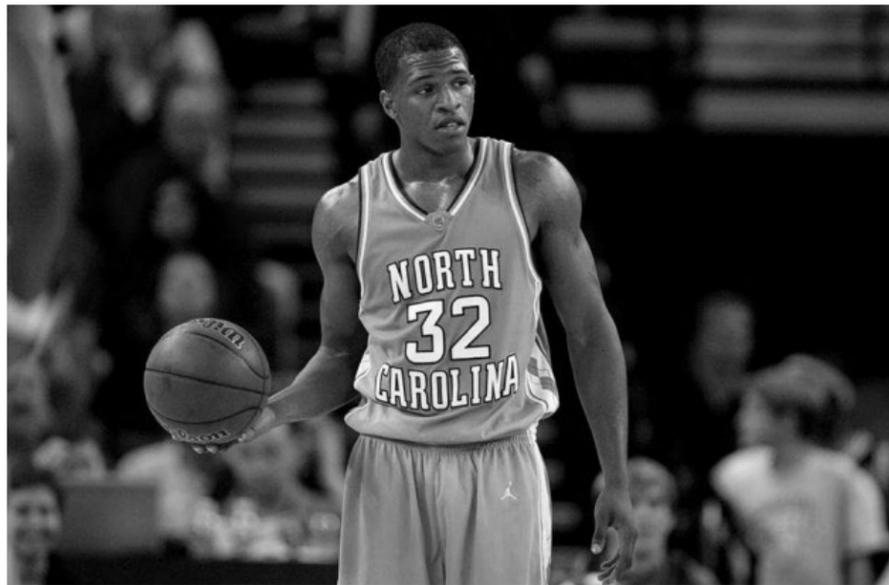
Earlier this year UNC hired former United States Department of Justice official Kenneth L. Wainstein for an independent investigation.

On Oct 22, Wainstein released his report based on the eight-month investigation; it includes several shocking statistics of what is being called one of the worst cases, if not the worst case, of academic fraud in the history of NCAA athletics.

The report says that over 3,100 students received artificial grades from paper classes to maintain NCAA eligibility. Forty seven percent of those students were student athletes, and most of that group of Tar Heels was on the football team.

The department to blame for the non-existent courses is the African-American

Academic fraud assists UNC athletes



Former University of North Carolina shooting guard Rashad McCants dribbles up the court in a game against Santa Clara University. Last June, McCants admitted to taking artificial classes to inflate his grades and maintain his eligibility.

Studies department. The fraud was facilitated mainly by professor Debbie Crowder and department chairman Julius Nyang'oro.

In 2005, the UNC Tar Heels men's basketball team won the national championship. Of the 15 players on the roster, two thirds had majors in the notorious department.

One such player, Rashad McCants, who was an instrumental member of the roster, admitted in June to having taken fake classes at UNC and to having tutors write his classwork.

This is especially interesting because McCants was in contention for the Wooden Award during his tenure at UNC, a prestigious award that is partially based

on academic performance.

"You're not there to get an education, though they tell you that," said McCants during a segment of *Outside the Lines* on ESPN. "You're there to make revenue for the college. You're there to put fans in the seats."

The fact that a prestigious university like UNC could put the performance of its athletes over the academic integrity of the institution speaks to the amount of money brought into large schools by clothing endorsers like Nike and Adidas and lucrative television deals with broadcasters like ESPN.

UNC and similar schools depend on their athletes for financial gain. For many large programs, millions of dollars are at

stake.

But those other schools did not give their athletes special benefits. Syracuse University, for example, has had recent athletes become unable to play for academic reasons. Several seasons ago, the NCAA declared star basketball player Fab Melo ineligible for the NCAA tournament, affecting the then-contender's odds. A similar situation likely would not have happened at UNC due to its culture of cheating.

Schools need to realize that the education of these students should be of utmost importance, especially during present times in which student athletes looking toward the pros view these classes as formalities.

A recent study on UNC athletes from 2004 to 2012 indicated that 60% read at levels between those of fourth and eighth grade. This is shocking, to say the least, especially for a school like UNC that previously prided itself on its academics.

At Schreiber, we are lucky to have a policy in place to determine academic eligibility that is actually followed, unlike that of UNC-Chapel Hill. If a student were to fail at least two subjects in any given marking period, that student would be ineligible for Vikings athletics for the entirety of the next marking period.

Last school year, the New York State Public High School Athletic Association named Schreiber a Scholar Athlete Team School of Distinction; in addition, each varsity team last year was a Scholar Athlete team. A team is recognized when its players have a composite GPA of at least 90 when converted from Schreiber's GPA to a scale from one to 100.

Girls tennis has success in playoffs, reaches out to community

BY Eric Fishbin
Sports Editor

Heading into the season with low expectations and a new coach, the girls tennis team surprised not only itself, but also other teams in its division this season.

"We lost seven out of eleven of last year's lineup so it was a completely new, very young team," said junior Emma Rosenberg. "Because of that, expectations were pretty low going in, but we exceeded everyone's expectations by coming in third in Conference 1 and making it to the semifinals of the playoffs."

Playing at the top level of competition in Conference 1, the Vikings surpassed their hopes, and made a playoff push this season.

Competing with a young team with four underclassmen including an eighth grader, the Vikings were proud of their accomplishments. Beating top teams and making a playoff push, the team made the new head coach Mr. Shane Helfner proud.

"This season has far exceeded many people's expectations," said Coach Helfner. "We were supposed to have a 'rebuilding year' after graduating seven or eight starters last year. I think no one expected much from us this year, including not making the playoffs. But this team finished third in a very tough conference 1 and even defeated the top seed Manhasset and the second place team Roslyn during the season. We were the only team to de-

feat each team in the conference."

With a young team, expectations for the future are high.

"We had only two seniors in our starting lineup this season so next year won't be as drastic of a difference, even though one of those starters was our first singles player, Sarah Seeman," said Rosenberg. "There was an eighth grader, two freshmen and two sophomores in our lineup, so they have a few more years on the team and it should get stronger and stronger each year."

Although the team's main goal was to perform well on the courts, it also focused on smaller aspirations, such as being philanthropic.

The girls hosted a free clinic for young athletes in Port.

They are also set to host a Breast Cancer Awareness Play the Teachers Tournament on Nov. 3.

For this tournament, the girls were asked to find a teacher, form a doubles team, and play a tournament for a worthy cause. All of the proceeds from this event will be donated to the Susan G. Komen Foundation.

"There will be raffles, friendly competition, and lots of fun," said Rosenberg. "Students, faculty and the community should come out to cheer on their favorite teachers and support breast cancer!"

The event will take place at the Schreiber tennis courts at 3:30.

In the playoffs, the girls fell to Roslyn 4-3 in the Nassau Team semifinals. The match came down to a third set in the



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Senior captain Emily de Reyna, and juniors Annie Kline and Sydney Levy (left to right), give pointers to young Port Washington tennis players at the Schreiber courts on Sept. 27 during a free clinic.

second singles match, but the Vikings were eliminated.

Despite the loss at its end, this season displays what the team has in store for the future. Coach Helfner is ready for the journey.

"I am so very proud of my girls for an incredible season and keeping Port Washington tennis at the top of Nassau County," said Helfner. "These girls worked hard and really came together as a team and family. Port Washington tennis continues to be a powerhouse in Nassau County and will be for years to come!"

Not only is coach Helfner optimistic, the

departing seniors are too.

"We have a very young team," said senior Sarah Seeman. "We are losing our first singles player and our third doubles player, but the underclassmen are hungry to improve and try to come back to win the county championship next year," said Seeman.

The leaving seniors have influenced the younger Vikings set them on the path for success in the future.

"The leadership was great, the seniors were captains and always kept the spirit up," said junior Blake Dolin.

Girls swimming adjusts to new competition

BY **Dillon Nissan**
Contributing Writer

In 2005, the girls swim team comprised only 14 swimmers, and ranked 24th in Nassau County. Now, over 34 girls are on the team, and it is contending for its fourth straight conference title. Currently ranked seventh in Nassau County, the Vikings have been promoted this season to Conference 1.

"The key factor to the team's success has been our determination," said coach Mr. Joseph Lennon. "The girls know that they are always earning their spot on the team. We train on a vastly more intense level than during those early years. We have more swimmers. We train at double the yardage, and we compete against more competitive programs. Many girls are swimming year round or are participating on teams or in clinics outside the swim season to maintain their progress and continue their growth."

Weber girls in seventh and eighth grades are also eligible to join the team. These youngsters, despite their early age, compete with the older girls and train equally hard.

"We are a unique program at Schreiber," said Lennon. "To sustain our growth and the competitive nature of the program, we began taking advanced middle school swimmers. This process leads to our athletes completing six varsity seasons. Swimming is a sport driven by personal best times as well as the overall suc-



Julliete Meyer

Freshman Gillian Rush swims butterfly style during the 200m medley relay against the Farmindale Dalers on Oct. 7. The Vikings won the meet 95-75, and finished the season with a 4-2 record in Conference 1.

cess of the team. As our athletes continue to strive for their personal best, I know we will find the continued success we have found to date."

Seniors Caitlin Ferris and Jake Arlow have both been on the team since middle school.

"I've learned that what's most important (to me as a captain) is that we keep a sense of community and support even as we get more competitive as a team because we have a wonderful family of girls that I'm going to miss so much next year, and I know they'll continue to do great things," said Ferris.

Coach Lennon periodically tests the

swimmers' times in order to place the girls where they will have the best chance of winning an event.

Additionally, Lennon does not blindly put a swimmer in her favorite stroke, or the stroke that they are best at. He instead places the swimmers in the stroke that will earn the team the most points.

"We made it to Conference 1 this year, which is a huge accomplishment for the team," said Arlow. "We have faced the top swimmers in Nassau County, and while we've lost a few meets, we've also won against teams seeded higher than us, so we've shown that Port Swim is a top contender even against the best."

Captain's Corner: Elijah Dumpson, Austin Hanover, David Kennery

BY **Justin Suzzan**
Contributing Writer

Justin Suzzan: Hey guys. Thanks for taking time out of your busy practice schedule to talk with me today. What were the team's goals and expectations going into the season?

Elijah Dumpson: Going into the season, we were all very excited and motivated to do well. Our expectations were that we would compete in the conference and play to the level we know we are capable.

JS: What are some differences between the team this year and the years before?

David Kennery: Well, we all are very motivated and excited that we have the opportunity to compete in a new conference. Most people doubt us right now. We are just playing with a chip on our shoulders. We want to rewrite history.

JS: What has the team done to have a successful season this year compared to the past few seasons?

Austin Hanover: We all are very close. Everybody on this team is a good friend of mine and I enjoy playing with them. When we are having fun that is when we play our best.

DK: Yeah. We also push each other during practice and never stop getting better. Every day our team chemistry and our skill levels are improving.

JS: It sounds like you guys are definitely working hard this season. How is the season going so far?

AH: We have been off to a bit of a slow start. We have had many close games that we haven't been able to pull out. We also have many winnable games coming up which we need to win. I'm confident that the team will come together so we can close out our season on a high note.

JS: That would certainly be a great end to your season. Many think that the team can be better and that they are not playing to their full potential. Do you believe that the team has the ability to do better? How about for the upcoming seasons?

ED: One hundred percent. I am fully confident in my teammates and I believe it is only a matter of time before we step up our level of play.

DK: Yeah. The end of the season is going to be a huge test for us. We need to show Port that we can play better and I think this is the motivation we need to make that next step and play great.

JS: As you are trying to improve your game, what have been the main things you have been struggling with that has stopped you from really having a great season?

AH: We lost a lot of great seniors this year when they graduated. The new guys on the team in the beginning of the season struggled a little bit. That is why we got off to a slow start.

ED: That has been the main problem. We are also not use to this new conference. The teams are much better than the teams we are use to playing. I think now that we have had more time

playing together, we can turn it around.

JS: All of you guys are the leaders of this team. What do you think your roles are as captains and how have you lead this team over the course of this past season?

DK: It is such a huge honor to be the captain of any varsity sport. I believe that my role as captain is to be that one guy that everybody follows and looks up to. I want everyone on the team to feel comfortable in approaching me with problems or questions.

AH: Being captain to me is really cool. Ever since I started playing, I have wanted to be captain of the varsity team. We really take being captain seriously. We get the team excited to play and we are the leaders on the field.

JS: The captains are important leaders to any team. I just have one more question to ask: how do you think this football program will do after you graduate?

ED: Our program will continue to improve next year and the year after that. We have some great players who I know will lead the team next year.

AH: We also have some great coaches. They are a huge part to our success and our development.

JS: Thank you guys so much for talking with me today. I hope you had a good season. Go Vikings!

DK: It was our pleasure to do this. Thank you for having us.

Coaches' Call: World Series

BY **Andrew Adelhardt**
Staff Writer

In the 2014 World Series, the baseball world has been surprised by the appearance of two wild-card teams. The Kansas City Royals have cruised through the American League's best by winning eight consecutive games to get to the World Series, taking down the Athletics, Angels, and Buck Showalter's Baltimore Orioles. The San Francisco Giants have beaten the Washington Nationals and the St. Louis Cardinals to take home the NL Pennant for the second time in three years. The past two times the Giants reached the World Series, they won the championship. This is the first time the Royals have been to the World Series since 1985, the only year they have won. Here, our Schreiber coaches tell you what they expect to happen next.

Mr. Jeremy Klaff, Boys Cross Country Royals in 6

"They've got the magic on their side."

Mr. Matthew Holzer, Boys Baseball Royals in 7

"The Royals have a great bullpen which essentially makes it a six inning game. They play great defense and they can manufacture runs by playing small ball so they don't need home runs to win."

Mr. Matthew Spier, Boys Football Royals in 6

"They have been hot this postseason and it will be a repeat of 1985."

Mr. Sean Dooley, Girls Soccer Royals in 7

"Kansas City will win in seven because of their bullpen and defense."

Mr. Richard Miglietta, Girls Soccer Giants in 6

"Although I would love to see the Royals win the series, I feel that the Giants are much better suited to win it this year. Having won the World Series in both 2010 and 2012, they have the experience needed to win another this year. Their guys have been there in the past and know what it takes to win on the big stage. The Giants have great starting pitching, solid defense and clutch hitting. The Royals have been a great story this year and have a bright future, but I think the Giants take home the crown this year."

Mr. Phil Spotteck, Boys Baseball Royals in 7

"People of Kansas City have been waiting for this for far too long. They are a young, energetic team with a great deal of team speed and a real good back end of the bullpen. It is a great thing when your starter can go for five or six innings and you have three quality guys to turn the game over to."

Mrs. Maria Giamanco, Boys Volleyball Royals in 6

"They wear the Vikings blue."

VIKING SPORTS

Boys cross country completes undefeated regular season *Team falls in county championship to Syosset, finishes in second place*

BY **Christian Athanasian and Andrew Kerr**
Contributing Writers

After recently winning its final conference race ahead of rivals East Meadow and Syosset, the boys cross country team secured the Division IB Conference I championships.

Senior captains, Ben O'Brien and Taro Katayama, along with junior captains, Andrew Adelhardt, Matt Kramer, and Peter Kirgis, led the team to an undefeated season.

Despite its accomplishments, the team is not satisfied; it wants more than a conference championship.

"It feels good, but we are definitely not done yet," said sophomore Aaron Siff-Scherr.

Going into their final conference race, the team was optimistic about its chances.

"Coach Klaff gives the team a lot of confidence," said sophomore John Finkbeiner.

Much of this confidence can be attributed to the team's depth and athletic vigor.

This year, the team had many runners who have contributed to its success including underclassmen such as sophomores Joseph Levine and Rory Owens, and freshman Alex Zsikla.

Additionally, the team has a unique attitude towards running that contributes to the team's success.

"We don't overthink it, we just go out and run," said Kirgis.

This year, the team's experience has proven advantageous. Despite losing a few impactful graduated seniors, the team's core has for the most part remained in tact.

"Last year we had a very talented squad of mostly freshmen and sophomores," said coach Mr. Jeremy Klaff. "We knew coming in this year that they

would mature, we just weren't sure how advanced that maturity would be. We weren't favored to go undefeated this year, but as the season progressed we started to turn some heads."

Winning the conference championship has taken off some of the pressure on the team.

"I was relieved to have accomplished the goal of being undefeated conference champions and confident at our chances in the county meet," said Kirgis.

The boys cross country team has won a title for ten consecutive years now, and the team is proud of its accomplishment.

"We've been working really hard as a team and I believe that because of this, we won the conference," said Katayama.

In preparation for counties, the boys cut down their 5k times.

"Coach Klaff has been telling us that, historically, these next two weeks of training can bring your 5k down 30 seconds," said Siff-Scherr.

Coach Klaff has had many years of experience as a cross country coach.

Each member on the team trusts him, and admires what he brings to the team's work ethic.

"The county race is much more competitive and much more difficult to win," said Finkbeiner. "We know of a few teams that are right around our level, but we still expected to win."

The boys were very confident in their chances at victory at the county race.

They had a lot of time before the county meet, allowing them to have more training hours to further reduce their times.

"Coach Klaff has told us to just go out and run our hardest, and if we do that, the results will come," said Kirgis.

The team was poised to bring the championship home to Schreiber this season.

Although claiming this title would have



Courtesy of Andrew Adelhardt

Sophomore Aaron Siff-Scherr finishes his run on Oct. 25 at Bethpage State Park for the county championship. The Vikings finished second in the county, falling behind the Syosset Braves. Siff-Scherr will be representing the Vikings at the State qualifiers on Nov. 1.



Courtesy of Andrew Adelhardt

Junior captains Andrew Adelhardt (left) and Peter Kirgis (right) complete their 5k run at Bethpage State Park on Sept. 15. Adelhardt and Kirgis have helped lead the Vikings to its undefeated regular season.

been the ultimate reward, some members of the team see the County Championships as an opportunity to further develop their skills and prepare to get ready for the State Championship qualifiers on Nov. 1 at Bethpage State Park..

"The County Race and the State Qualifiers are the same teams, so Counties will be a good practice for the following week," said Adelhardt. "I think a great goal would be running well at the State meet."

The boys have spent countless hours practicing and preparing for these upcoming meets.

Mr. Klaff has taken the hard work of the team into account, and believes that with proper guidance, the students will succeed at the event.

"The team needs to stay healthy and focused," said Coach Klaff.

With health and focus, the team is optimistic at its chances to win

the title.

"In cross country, meets are won during practice, as there isn't much to do the day of the meet that can change the outcome. The runners need to know which days of practice are vital, and must prepare their sleep and eating schedules accordingly. Cross Country is different than other sports in that there are no lucky bounces, or hot goaltending on race day, the only thing you can hope for is everyone to be healthy and mentally prepared," said Coach Klaff.

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