Two different paths, both lead to success

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Dreams are not hard to come by. Walk through the halls and you'll hear goals of becoming a professional dancer or making it to the MLB. To some this might seem foolish, but after all, the saying is “dream big or go home.”

The class of 2011’s valedictorian and salutatorian, Rachel Szymanski and Michelle Gostic, were announced before spring break. The news did not come as a surprise to the student body since since Szymanski and Gostic are notorious for their hard work and academic and the incredible opportunities provided by a very open curriculum,” she said. Scheller Taff

So, I decided to be valedictorian,” said Szymanski. Gostic, however, “was extremely shocked” when she heard the news despite her weighted GPA of 101.98. She “didn’t have to make many sacrifices throughout her high school career. She spent most of my time doing school work,” she said. Szymanski’s Legacy: “I hope that I am not just remembered as the girl who always had her hand raised in class, but as a friend people could count on.”

Gostic didn’t have to make many sacrifices throughout her high school career. She chose to take difficult courses which require a great deal of work. “Even on weekends and vacations, I spent most of my time doing school work,” she said.

With the policy in place, Szymanski has sacrificed “a lot of fun” and down time. She chose to take difficult courses which require a great deal of work. “Even on weekends and vacations, I spent most of my time doing school work,” she said. Szymanski’s Legacy: “I hope that I am not just remembered as the girl who always had her hand raised in class, but as a friend people could count on.”

The primary goal of any educational institution is to facilitate the growth of students into mature, responsible adults. Though students affected by academic probation disagree with the policy, many students admit it has yielded positive results. Delia said, “It gave me a wakeup call. I was more focused on school than sports.”

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However, other students, like senior Greg Turano were unaffected by the policy. “I still did the minimum amount of work,” he said. Mr. Vann spoke of the success of the policy: “When looking at the [academic standings of] kids that have been put on probation or become ineligible, and then look at their subsequent report cards or progress reports, we noticed that many more times than not kids do make adjustments and change. And that is ultimately the goal, to get kids to be able to participate.”

A common misconception about academic probation is that it only affects athletes, but the policy applies to members of all extracurricular activities, such as clubs and school productions.

Art & Entertainment Rebecca Black gets down on Friday

Which seat will she take?

Opinion Fat isn’t funny

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Mrs. Swarey travels across the world and experiences an earthquake.

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Genuinely didn’t believe that she would be named salutatorian. Despite her weighted GPA of 101.98, she “didn’t have to make many sacrifices throughout her high school career. She chose to take difficult courses which require a great deal of work. “Even on weekends and vacations, I spent most of my time doing school work,” she said. Szymanski’s Legacy: “I hope that I am not just remembered as the girl who always had her hand raised in class, but as a friend people could count on.”

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"I thought it was the most fascinating thing in the world. People were polite and quiet. I thought it was so enchanting."

-Mrs. Swersey

Students supported relief in Japan by selling candy in A-wing and at the play on Thurs., April 28. Those who donated received a paper flower to write their name on that was used to form a pink tree in C-Wing. Freshman Nathania Germain started this campaign.

“A friend of my husband who works with the board of Tokyo Electric said that there wasn’t going to be a meltdown,” said Mrs. Swersey. However, the threat still applies to the Japanese people. Highly radioactive water has been found for the first time outside one of the reactor buildings at Japan’s quake-hit Fukushima nuclear plant.

Traveling to a foreign country and experiencing these natural disasters may change someone’s mind about whether that country sometime in the future, but not Mrs. Swersey’s.

“If they figure out the radiation, I would go back. I loved the people,” she said. “The trip was worth it.”

Compared to Tokyo, New York City can’t compete. “It’s clean, quiet. Not hearing cars honk... there was such gentleness.” Tokyo is among one of the cleanest cities in the world.

Due to the destruction, many nonprofit organizations are working to collect money to help the Japanese people. UNICEF is doing a special collection for the children of Japan.

Juniors jazz up gym for prom

Nicole Smith
News Editor

Junior Prom is a time to unwind and reward oneself for all the hard work put into school that year. Typically, prom has been held in the gymnasium, and parents spend months preparing decorations for the class.

But not this year. Although the parents will decorate as usual, the juniors attending will have the opportunity to decorate as well.

According to class president Will Bland, the parents have always seen prom as their gift to the students, so I don’t know if I would decorate this year.”

Last year parents worked hard to produce a Party in the USA themed prom. This year, juniors will work together with the parents to achieve the same goals with their Black and White Movie prom theme.

More emphasis on academics

Continued from pg. 1

After report cards are released, they are reviewed, and a student is placed on a five-week probationary period if she or she is failing one class, even an elective.

On academic probation, a student is required to attend either Academic Intervention Services (AIS) or after-school extra help twice a week. If a student fails to comply with these rules, he or she will be placed on a restricted list, which allows a student to practice or rehearse but not to participate in games, performances, recitals or trips until the AIS or extra-help sessions are made up.

Some of the confusion stems from the fact that a student’s academic status is solely based on the marks at the end of a five-week period. A student failing two or more classes during the five-week period can still be eligible to play as long as he or she makes improvements and receives passing grades on his or her report card or progress report.

Mr. Vann denied the validity of the accusation. He explained that after report cards or progress reports are released, a list is composed with the names of all students failing two or more classes, and their coach or advisor is immediately notified.

“Part of the excitement of prom last year was the surprise of the decorations, so I don’t know if I would decorate this year,” said senior Angela Casa.

With the option of decorating, the prom can be perfect in everybody’s eyes.
Kids say “yay” to PSA

Sean Logan  Staff Writer

On April 11, 2011 five SWR students participated in making a public service announcement for the Alcohol Coalition of Eastern Suffolk to help prevent underage drinking using the positive norms approach, or the truth behind teen drinking based on a survey of local high school students. In the three times the students met at the Brookhaven Technical Center, the students created scripts, filmed the scenes and edited them.

“The students did an amazing job working alongside people they had not previously met. They created three high-quality public service announcement videos in only three meetings. I am extremely impressed with these students and am appreciative of their hard work and dedication,” said Mrs. Cheryl Blatter, Shoreham’s student assistance counselor.

The clips are from 30 seconds to a little over one minute, and they do not yet know what channels they will be shown on. Last year’s PSA was shown on MTV, VH1, The Movie Channel and ESPN.

Students from SWR, Rocky Point and Eastern Suffolk BOCES collectively helped create these clips. SWR was represented by Chris Saric, Tom Sager, Rachel Treiling, Cassidy Carlen, Josh Gentile and Gary Hak.

The best part was that I got to meet new people and got to see their views on drinking,” said Chris Saric,“ and missing school was fun too.” His greatest difficulty was finding an idea that was short enough for TV.

In Josh Gentile’s video there is a party going on in the basement of a house. The people who are drinking are down stairs, and the good, sober kids are upstairs. One of the good kids decides he wants to go to the “fun” party and goes down the stairs, but right before he takes the beer, his friend stops him and they go back to the sober group.

“What Gentile found most difficult was trying to cooperate with students from other schools who wanted to get the best out of their ideas, which some of the other students did not want to do. One of the final clips is of teens having fun at a party, and in the corner some are sitting down lazily and drinking alcohol. The students found this idea from personal experiences, just like the approach was intended.”

Mrs. Blatter shared the results of the North Shore Prevention Survey taken by SWR 9th and 10th graders last April. Of the students surveyed, 85 percent felt that there is little or no chance of being cool by drinking alcohol regularly and the same percentage believe that regular use of alcohol is risky. The survey also showed that 61 percent of last year’s ninth and tenth graders believe trying alcohol is harmful.

“Being more active can cause an increase in appetite, Junior Tom Ianniello said. “I actually eat a lot more in the summer, but I make up for it by being outside more.”

Summer brings longer days, slimmer waists

Holly Maillard  Staff Writer

“The best part was that I got to meet new people and got to see their views on drinking.” - Chris Saric

Summer brings longer days, thinner waists and, of course, the opportunity to lose weight. Although there are many ways to lose weight, exercise and diet are the best ways to keep yourself healthy.

“Cycling can burn 350 calories, and even just going for a walk can burn 150.” - Tom Ianniello

“Being more active can cause an increase in appetite, Junior Tom Ianniello said. “I actually eat a lot more in the summer, but I make up for it by being outside more.”

Just because it’s summer doesn’t necessarily mean you want to lose weight. For some, weight loss comes naturally. Having no school opens up many opportunities and free time.

Freshman Kelly Granzen said, “I don’t get more active, I just don’t eat as much.”

Fruits and vegetables become more appealing to people during the summer merely because they’re grown locally and taste better. Also, they are low in calories, high in volume. According to the CDC webpage, having a diet with the appropriate amounts of fruits and vegetables can lower the risk of chronic diseases, cancer and cardiovascular disease.
Pleading for some reading

KYLE RIEHARDT
staff writer

Summer is for swimming, sun-bathing, checking out members of the opposite sex in minimal clothing and having a good time. Believe it or not, reading is also a good summer past time. Whether you’re a hopeless romantic, a reckless adventurer, a dreamer or a fantasy fanatic, there is a book for you.

Books can take you to other places. They can make you forget all of the complications in your life, and they can even help you solve those complications. You can read for fun or for informational purposes. You can even read a book that you know the cute girl at your job is reading just so you can start up a friendly conversation.

Here are some books your peers think are inspiring, thought provoking or just plain entertaining. These synopses are from Amazon.com.

Ken Follett’s historical novel The Pillars of the Earth provides a personalized view of family life, civil wars and the power struggle between the monarchy and the church in twelfth-century England. With storytelling skills that focus on suspense, Follett unwinds a captivating tale that follows the failures and successes of several generations of prominent families in the fictional village of Kingsbridge.

“It’s really complex and historical, but I like it a lot,” said sophomore Emile Kulesa.

Extremely Loud and Incredibly Close, a novel by Jonathan Safran Foer, is the story of a nine-year-old boy named Oskar Schell, an intellectually curious and sensitive child.

Two years before the story begins, Oskar’s father dies on 9/11. Oskar discovers a key in a vase that belonged to his father that inspires him to search all of New York for information about the key. Extremely Loud and Incredibly Close is a wonderful story about ups and downs in life, how several persons handle horrible occurrences, losing something or someone who you love.

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How did the universe come into being? Why are we here? And where are we headed?

Stephen Hawking, one of the world’s most famous physicists, wants to answer those questions in The Theory of Everything. Hawking and other renowned thinkers explore the revolutionary new ideas that have evolved since the publication of his last blockbuster book. Topics include black holes, string theory, supersymmetry, dimensions beyond our perception and the mysterious M-force—all potentially unlocking the elusive “theory of everything” that seems so tantalizingly close.

“It literally expands your knowledge on everything,” said junior John DeGeronimo.

In Pitch & Die, readers are introduced to 15-year-old Wisty Algood and her 17-year-old brother Whit. Immediately the story jumps into action as members of the New Order, a corrupt government organization that is taking over the entire world, invade the Algol’s home. The siblings are accused of being a witch and wizard, which is news to them as they’ve been raised without any knowledge of their true identities.

“It’s a hardcore version of Harry Potter,” said freshman Anthony Deleon.

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

—Dr. Seuss

Decoded is a book like no other: a collection of lyrics and their meanings that together tell the story of a culture, an art form, a moment in history and one of the most pro-vocative and successful artists of our time. Jay-Z. What’s it not to like?” said junior Erin Kelly.

The Theory of Everything
by Jane Austen

Extremely Loud and Incredibly Close
by Ken Follett

Pride and Prejudice
by Jane Austen

The Pillars of the Earth
by Ken Follett

Witch & Wizard
by Sherry Storm

The Hunger Games
by Suzanne Collins

Pleading for some reading

KYLE RIEHARDT
staff writer

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Video game controversy: rated E for everyone?

Carlos Ferrando
A&E Editor

It’s beautiful outside, the temperature is in the high 70’s, the sun is shining and the average teenage boy is crouched over inside his bedroom playing the latest version of Call of Duty (COD). 

Unlike the pastimes of our parents and grandparents, many believe younger generations have become increasingly lazy. Technology has begun to consume every aspect of daily life, especially in kids and teens who never knew the world before the digital age.

Today, many teens are addicted to devices such as computers and artificial experiences like video games. Sophomore Avery Berry can relate.

“I’m addicted to video games,” admitted Berry. 

As the virtual world continues to advance and expand, there’s no doubt the problem will worsen. Video games prevent teen productivity such as extra curricular activities and even homework.

“I play daily for an hour to two hours,” said Berry. “It [video game addiction] prevents me from doing my homework at my house. My parents don’t care as long as I don’t play for too long.”

The most popular games are on the more violent end of the spectrum: Halo, COD and Grand Theft Auto. Berry is certainly a fan.

“I like role playing games and first person shooter,” said Berry. “I usually play Final Fantasy 13 and COD Black Ops.”

Recent studies have shown violent video games trigger behavioral problems in children. According to a Facts on File update on video games and violence, the controversy is whether violent video games should be sold to minors. Many parents and politicians believe that some of the content in various violent video games is harming children and desensitizing them to violence.

“Sometimes video games frustrate you,” said Berry. “Sometimes I have the urge to take my controller and throw it at the wall.”

Put down the controller

Modern technology scares me sometimes. America’s growing fatter, the world is getting lazier and video games are just the beginning.

Most video games are a waste of time, energy and money. They are beneficial to society, nor are they educational.

It’s a surprise to me that the average gamer is a 33-year-old man (according to a Facts on File update on video games and violence). Although, there are many teenage girls, besides myself, who game as a hobby. Video games just prohibit productivity and interfere with physical contact. Instead of face-to-face interaction, younger generations will only have the experience gained from Xbox live and talking to another animated character through a microphone. It’s appalling. Instead of making friends, they’ll be talking through a screen to a kid from another continent that they’ll never meet.

On the other hand, video games aren’t all bad, but why play video games cooped up inside your house when you could experience the outside world?

There’s a barrier that a majority of the population can’t see. Video games shelter and give you false ideas of reality. For example, Call of Duty: war isn’t really like that. You don’t get a second chance after your shot, or a third or a fourth. You don’t come back to life and level up. So don’t waste time fantasizing in an artificial world. Like almost everything else, video games can be fun in moderation, but not if you play them for hours on end with your eyes glued to the screen.

I have to admit games that get you active can be extremely entertaining. Let’s give kudos to the developers of the Nintendo Wii and Xbox Kinect who created games that actually benefit physical health. I myself am a fan of Just Dance 2. “Ra Ra Rasputin!”

So if you’re going to play the latest video games, go ahead, but do it with the promises of maintaining good health and some kind of a social life.

How much gaming is too much gaming?

A survey was given to several senior and sophomore English classes about video game addiction.

*Out of the 52 who responded, 37 girls do play video games and 15 do not.

* The guys had different results, 31 responded and out of that number only 1 said that he didn’t play.

* The majority of the students who replied play only an average of 1-4 hours a week.

* Out of the total of 83 students who took the survey, 7 admitted to video game addiction. All but one were guys. Out of these six, three admit to playing for more than 24 hours a week.

* The most popular game is Call of Duty, but a majority of the girls replied that their favorite games were Just Dance 2 and Mario Kart.

Most Popular Video Games of 2011 (according to CNBC)

1. Gears of War 3
2. Star Wars: The Old Republic
3. Portal 2
4. Dead Space 2
5. Deus Ex: Human Revolution
6. Rage
7. Twisted Metal
8. Max Payne 3
9. The Legend of Zelda: Skyward Sword
10. Bulletstorm

Sophomore Jacob Rose isn’t surprised with this statement.

“My little brother was addicted for two weeks,” said Rose. “He was six at the time killing terrorists. Little kids just shouldn’t be playing violent video games.”

But the real question is why do people even play video games? To most they offer escapism, fantasy, emotional stimulation and... tons of fun.

“I like the story lines. I like a break from reality,” said Berry. “And I play scary video games for the adrenaline rush.”

“I play out of boredom and when there’s nothing better to do,” said Rose. “I’m not addicted though. I play a decent amount of video games.”

Army officials use video games as a method to lure teens to join the military. According to an article from The Washington Post about video games and army recruiting, the army is using an online game that they believe will educate teens about the military and inspire them to serve.

The game gives players a realistic experience and allows players to work together on team missions and accomplish various military tasks while working on different skills. Players from other countries can also join and go on virtual missions.

The real reason the website was designed was because of the recruiting crisis, and army officials believe it’s a step towards solving the problem.

In some cases reality is the video game. People like Daniel Petric have become so engrossed with the virtual world that it’s their life.

In recent years there have been many deaths caused by severe video game addiction. An example occurred Oct. 20, 2007 when 16-year-old Petric shot both of his parents for confiscating his Halo 3 game.

Then there is another issue: pedophiles. Online gaming is the new frontier for sexual predators. According to studies conducted with ABC News, there are as many as 10,000 sexual predators online at any given moment.

“There are so many creepy people online,” said Berry.

These obstacles don’t stop the love for video games though. Serious gamers continue to play and the addiction for video games, just like for nicotine and fattening foods, will always exist.

“I’ll always love video games,” said Berry. “I’ll probably be an 80-year-old man playing video games in my rocking chair.”

Nicole Caligiuri
and Sydney Koeppel share a laugh as they get competitive playing a game of Mario Kart on a Nintendo Wii gaming system.
1. My alarm goes off at 6:25a.m., but I get up at 6:40a.m. I used to get up really early (5:00 a.m.) to study if I had a test that day, but now I’d rather just stay up later.

2. Before leaving for school, I take a shower, dress, get rid of my coffee breath from the previous night, and grab my stuff in about 15 minutes so that I start my carpool/bus route at 6:55a.m.

3. I get to school at around 7:15a.m.

4. This year I’m taking Orchesta, AP Physics, AP Calculus, AP Statistics, AP Language and Composition, AP US Government and French.

5. My favorite subjects are biology (specifically neuroscience), chemistry, literature, philosophy and politics. Tentatively, I’m majoring in cognitive science, which in- corporates a lot of these interests.

6. [Gym] Let’s just say “pillow polo” is not the most exciting part of my day. I do, however, find it fascinating how into “pillow polo” people can get.

7. I have one free period every other day, which is fine because I don’t really like to sit down and eat lunch at one time. Food in class makes class more agreeable.

8. After school, I tutor for an hour or two. After, I go home, have a cup of coffee, maybe watch a show or go on the internet, and then I’ll start my work.

9. My life outside of school is rather uninteresting. I’ve been asked this question enough to realize I choose to have a less eventful weekend because it’s what I prefer. School work takes up a lot of time on the weekend, but if I really want to work, I’d rather catch up on sleep or maybe watch a movie and try to relax.

10. If I knew what I wanted to do for the rest of my life, I’d be a lot less stressed and cynical. Frankly, as adolescents, I think we should keep an open mind about our futures.

11. My high school experience revolved around getting into college way too much. Although I got the grades I wanted and handled an impressive course load, I often sacrificed trying to understand concepts and mastering the big picture.

12. After college, I intend to go to graduate or medical school. However, I don’t want career goals to take over my undergraduate plans. I’m sure there are other paths to take after college that I don’t know about.

13. Although my days aren’t exactly varied, the highlight of my day changes. Sometimes it’s a cup of coffee and my tofukey sandwich.

14. It really isn’t difficult for me to fit school-work and studying into my day because my day isn’t jam- packed with after-school activities. Nevertheless, the opportunities to procrastinate are endless. I’m not complaining. In fact, I admire people who manage sports and a difficult course load. Sometimes, however, the constant need for self-motivation gets to me.

15. I plan to attend Cornell University’s College of Huma- n Ecology this fall as a Cognitive Human Development major. Cornell offered me an $8,000 undergraduate research grant as a part of their Hunter R. Rawlings III Cornell Presidential Research Scholars program. I will start a research project in my second semester and finish in my senior year.

16. Yes, because I value school.

17. I don’t like labels, but sometimes they fit. Sometimes they box you in when you should be keeping an open mind.

Activist
Meghan Spillane
I Depending on whether or not I go in for first because I have first free, I’ll wake up at either 6:15 or 7:15 a.m.

2. Press the snooze button about twice, brush my teeth, get dressed, say hello to my dogs, hope I’m not going to be late, then rush to school.

3. 7:15 or 8:00 a.m.

4. Composition, Human Physiology, gym, Spanish 5, Psych- ology (during the 1st semester), Topics in Advanced Math, and AP Macro.

5. Spanish 5, Psychology, and photography are my favor- ite classes.

6. Math! It’s different every day.

7. Thrice.

8. On Tuesdays Global Awareness Club. Sometimes I have work, otherwise finish up on schoolwork and if I have time sometimes I’ll hang out with friends.

9. Go out with my friends, work and travel if I’m lucky.

10. I think of myself as a realist, but I could be anything. I wanted for the rest of my life it would be a traveler. I have a pretty bad case of wanderlust. Traveling has taught me a lot about myself and about the world. Some of the most incredible experiences I’ve had have come from traveling and trying out different things, and it’s something I hope I’ll always be lucky enough to have the opportunity to do.

11. There’s really not a whole lot I would change. I’m really glad that I got involved with the extra-curriculars I did and that I met the people I did. I definitely think that a large part of the high school experience is get- ting involved with your school/schoolmates outside of the classroom. Maybe one thing I would change would be to stop counting down the years until gradu- ation and appreciate this place a little bit more.

12. After high school I plan on going to school to study social work or psychology with a minor in Spanish. If I could, I’d work with non-profit organizations for the rest of my life, and although I know there isn’t much money in that, it seems like something I’d really enjoy. I’ll probably change my mind and get a better idea of what I want to do in the future, so I’m in kind of counting on finding something I love.

13. It differs from day to day, but a lot of the time it’s an in- terview I have with one of my friends or just com- ing home to see my dogs.

14. If I have a test coming up or schoolwork to catch up on, sometimes I’ll work on them during a free period or after school. I think it’s really important to have a balance of fun and hard work; otherwise I’d go insane.

15. I’ll be attending University of North Carolina at Wilmington.

16. I don’t see myself as an activist. I haven’t really thought about them [my actions] as having a label. I just do what I like.

17. Yes, I wish people would stop labeling others. It seems unrealistic but I feel as though it restricts our ability to get to know people.

Bro
Matt Butler
6. Classes that aren’t Cosgrove.

7. A lot. I chill with the boys.

8. Assemble the boys.

9. Get lost and win… with the boys.

10. I would be a kid because there are no obligations.

11. Win from day one.

12. I plan to keep the winning streak alive.

13. I usually wake up at 6:15a.m.

14. I don’t do anything too exciting. I just get up, do my hair and makeup, then leave.

15. I usually get to school around 7:10 a.m.

16. The best part of school is the diversity. There’s really not a whole lot I would change. I’m really glad that I got involved with the extra-curriculars I did and that I met the people I did. I definitely think that a large part of the high school experience is getting involved with your school/schoolmates outside of the classroom. Maybe one thing I would change would be to stop counting down the years until graduation and appreciate this place a little bit more.

17. If I could, I’d work with non-profit organizations for the rest of my life, and although I know there isn’t much money in that, it seems like something I’d really enjoy. I’ll probably change my mind and get a better idea of what I want to do in the future, so I’m in kind of counting on finding something I love.

Thespian
Julie Mazzone
1. I get a lot of work done during my free periods or after rehearsal.

2. Next year I plan on attending Towson University. I’ll be focusing on speech pathology and deaf studies.

3. I don’t see myself as a thespian. I see myself as someone who loves theater, but my interests aren’t limited to that.

4. I think labeling people ruins your ability to get to know new people.
10. If you could be anything you wanted for the rest of your life, what would it be?

11. If you could change anything you did during your high school experience, what would you change?

12. Do you plan on doing after high school/college?

13. What is the highlight of your day?

14. How do you fit studying and schoolwork into your day?

15. Which college do you plan on attending if any?

16. Do you perceive yourself as this label?

17. What are your opinions on labeling?

Mr. Senioritis

Jesse Jutting

1. I wake up at 6:00 a.m.
2. I take Composition, English isn’t a strong subject for me.
3. I have two free periods.
4. I like being a skateboarder and playing music, any thing of myself. When I’m skating, playing music, any other activity, music is my other half.
5. I like to be active and I’m able to do my own thing in art.
6. I will usually get to work.
7. I don’t really have time for partying, nor do I really want to. I’ll be attending SUNY Oswego.
8. I always thought it’d be interesting to be a freelance artist like Bansky [anonym- ous graffiti artist].
9. I’m not offended by being stereotyped as an “artist;” it’s kind of what I do.
10. I like to stay in shape too. Health is very important to me.
11. I would’ve tried in school and not have gotten in as easily.
13. I’m definitely going to make music.
14. I fit any studying or schoolwork into my day during the rest of my life, what would you change?
15. I’d play for the Knicks in the Garden because it’s the Mecca of basketball.
16. I wouldn’t play football because it was a waste of time.
17. I want to become either a physical education teacher or athletic trainer.

Musician

Melaina Badalian

1. Usually I wake up at 6:00 a.m.
2. Get dressed, eat breakfast, brush my teeth, straighten my hair, and run to the bus. I’m always running late.
3. I get to school around 7:10 a.m.
6. Composition; English isn’t a strong subject for me.
7. I have one free period every day, and I have an additional one every other day.
8. Mondays, Tuesdays, and Thursdays I teach private music lessons and tutor students in math. Tuesdays I also go to Community Band, Wednesdays I have jazz band and Thursdays I go to honor society meet- ings. Besides that, I usually go home and practice and do homework.
10. This is really unrealistic, but it would be amazing if I could perform music around the world. This would combine my passion for music and my enjoyment for visiting other countries and experiencing their cultures.
11. I’ve had a great high school experience, and I don’t think I would change anything.
12. After high school, I plan on majoring in music performance and music education. Once out of college I hopefully can become a music teacher and perform on the side.
13. It varies each day, but mostly it’s a conversa- tion I have with a friend.
14. Usually I do my homework when I get home from school. I like to get my school work done as soon as I can, so I have time to practice and relax after- wards.
15. I’ll be attending the Aaron Copland School of Music at Queens College next year.
16. Not really. When you think of a stereotypical musician, you think of someone who goes home and only practices, and I’m not like that.
17. When you label people, you only see that person for that label, not for all the person really is.

Artist

Sarah Rose

1. I wake up at 6:00a.m. I don’t like rushed mornings
2. I do homework, get ready for school. I do everything before school because I’m busy.
3. I get here [to school] around 7:20/7:25 a.m. for first period.
4. I take Composition, AP Studio, Art, AP Macroeconomics, Pre-Calculus, Physics, Spanish 5 and gym.
5. Gym and Art. I’d like to be active and I’m able to do my own thing in art.
6. Physics and Pre-Calculus because I don’t excel in those subjects.
7. I have two free periods.
8. I hang out with friends, run, do homework and go to the beach.
9. Same thing as I do after school. I have friends and other art projects.
10. I always thought it’d be interesting to be a freelance artist like Bansky [anony- mous graffiti artist].
11. I would’ve liked to have been more outgoing.
12. Pursue my interests, art, and find a career involving art or environmental stud- ies. I would also like to travel the world and do things that would make for some good stories.
13. Goofing off with my friends and messing with the security guards.
14. Last-minute, whenever I can.
15. I’ll be attending SUNY Oswego.
16. I’m not offended by being stereotyped as an “artist;” it’s kind of what I do.
17. I think there’s so much more to people than what other people think.

Skater

Liam McCarthy

1. I wake up between 6:00 and 7:00 a.m. – even on week- ends.
2. Before leaving for school, I have my coffee. I also like to spend time with my dog.
3. I get to school around 7 a.m.
4. I take art, Topics in Advanced Math [awesome class], Community Relations, and Audio Production at BOCES.
5. I definitely enjoy math the most out of my home school classes [classes taught at SWR], but Audio Production is just incredible. Working with music and sound production for school? It doesn’t get much better than that.
6. I enjoy all my classes, even the teachers are great. But on a level of enjoyment, Community Relations is the best.
7. I go to Boces but I have one free while at the school. After school I’m always skating – very stereotypical of a ‘skater’. I put just as much time into my music, and I like to stay in shape too. Health is very important to me.
8. On my weekends, I usually am working – fun, right? I don’t really have time for partying, nor do I really want to. For the rest of my life, I’d like to be in shape and agile. I can be paranoid about losing my health; I like being active.
9. I wouldn’t change a thing. I learned a lot in and out of school, and I wouldn’t be the person I am now if it weren’t for my mistakes. More study time wouldn’t have hurt, I’m sure though.
10. After high school, I am attending Suffolk Community College; I want to make an audio engineer out of my- self eventually. I’m pretty pumped on music and the arts, so I definitely want to be involved in those fields. A job in the mathematics field could be a possibility too. Everything is up in the air at this point.
11. The highlight of my day is when I’m making something of myself. When I’m skating, playing music, any productivity just feels good. It’s always seeing my girlfriend happy – go to love that face.
12. I fit any studying or schoolwork into my day during the mornings or at nights. The times the sun isn’t out, I will usually get to work.
13. I’m not offended by being stereotyped as an “artist;” it’s kind of what I do.
14. I fit any studying or schoolwork into my day during the mornings or at nights. The times the sun isn’t out, I will usually get to work.
15. Suffolk Community College.
16. I’m more so just the skating lifestyle than think about it. I never question why I skateboard anymore, I just do it. It’s hard to say I’m only a skateboarder when music is my other half.
17. My opinion on labels is that they are something you don’t want to embrace; I don’t like the idea that you are whatever everyone thinks you are. To acknowl- edge the fact that everyone pertains to a clique is just being knowledgeable of everyone’s different lifestyles and hobbies. At the end of the day, we are all human with equal differences, and you never know someone until you’ve met them.
New age society demands new age education

Dull lights dim the bland-colored walls of the classroom as you get ready for the lesson in science, history or maybe you are too lost in the doodlings of high school tomorrow. Just like every other day for the past month or so, the teacher pulls out chalk, a projector or whatever, and tells you to take notes. Between half the kids have already started to drift away, their minds less focused on what the teacher is trying to explain and more on how their grades will be after the test. The report cards roll in.

We’ve all been there, and it’s a problem... a big one; one that is increasingly relevant as technology and entertainment expands in its ability to grasp us. The opposite effect happens with learning as we realize just how dull and uninteresting it is to copy down information.

The old Prussian-model education system currently in place has been practically unchanged for over a hundred years, ever since compulsory school attendance became required for all children. It seems like a constant cycle: Learn-Test-Study, Learn-Test-Study. It just doesn’t work. This is in part due to a lack of learning experience. The teachers put the paper in front of you, and you copy it down. A week later you are taking a test on what you “learned,” and even if you took the time and spent a week reading and learning, all your knowledge is useless on test day due to demand for students to memorize every point made, and if that troubles you, force the information into your brain like forcing a square peg into a round hole no matter how deformed and mutilated the square will become when it is finally jammed into the correct position.

Our generation has become used to much information flying at us at once, and we have become exceptionally adept at blocking out information we don’t like. We drive down the highway not even glancing at billboards. On the internet we have almost an obsession with ignoring the several-decibel-loud background noise, which is what the learning experience has become to us, just white noise that can be shut out because it has no immediate impact. There is no reason to learn tir grogs of Henry Clay’s American System because students cannot see the relevance.

This is where active learning can come into play. It gives a reason for learning in an environment where there is a problem, and only through understanding brought about by active search of the information will the several-decibel-loud background noise be what the learning experience has become to us, just white noise that can be shut out because it has no immediate impact. There is no reason to learn tir grogs of Henry Clay’s American System because students cannot see the relevance.

“Learning MLA format was very tricky, and the week or so of preparation was confusing to me.”

-Jason Gersbeck

KYLE BARRE Staff Writer

Two words—research paper—fear in the hearts of many students. Facing a new style of writing for a large grading percentage has been used and practiced in copious amounts of pressure to a student’s life. There’s no telling what obstacles one will face when committing to a research paper. There are norms and styles to learn to be able to write an educated paper, whatever the topic may be.

The most pressing issue for the majority of students is that every quote, fact and idea needs to be cited correctly. This keeps students in fear of the consequences of a plagiarized essay, not necessarily an intended plagiarism, but incorrectly cited work nonetheless.

Junior Ryan West said, “I feel a lot of pressure about the paper because I don’t want to go into trouble for citing my sources wrong. The whole thing could be ruined if it’s incorrectly cited.”

Preparation for research papers is hardly touched upon until 10th grade, according to students interviewed.

Sophomore Jason Gersbeck said, “Learning MLA format was very tricky, and the week or so of preparation was confusion to me.”

“MLA requires a citation format to prevent plagiarism, which in modern day is hard to do considering there are very few new ideas out there to claim as your own. There are many requirements for a high school research paper. Extensive research on the topic must be done. This is difficult to first timers if they don’t know where to start. An attractive introduction paragraph must also be applied with your thesis to interest the reader.”

Composing a paper is not easily done given the numerous factors to take into account. Even if you put in the work and effort, there are people motivated by deadlines to succeed in an orderly, on-time fashion. And then there are the rest of the school’s inhabitants who find significant deadlines to be irritating and frustrating.

When you’ve finally pulled through and wrapped up your 4-5 pages, you must complete a complicated email/uploading process through Turnitin. Gabrielle Bruno, a sophomore, admits that it is a stressful process.

It was very tricky, and the week or so of preparation was confusing to me.”

-Jason Gersbeck

“The old Prussian-model education system currently in place has been used and practically unchanged for over a hundred years.”

Letters to the editor should be addressed to the Wildcat Pause, Shoreham Wading River High School, Route 25A, Shoreham, New York 11786. The editors reserve the right to edit letters for style and space. All letters must be signed by the author.

COLUMBIA SCHOLASTIC PRESS ASSOCIATION

I had no previous knowledge of this period beforehand and almost no idea what I was doing, but the game allowed me to start off slowly and learn the ways battles were fought during this time, the economies, diplomacy and even just where these countries were located.

If I didn’t try to understand where these nations were, I would have lost due to some Prussian army coming from the west, or if I ignored the happiness of the people, I would have lost them to rebellion. If I ignored the nation, I would turn them off to my own morality. All the information was presented to me; all of it was explained while I was using it practically.

By the time the new year school year came around, I felt like I didn’t even have to pay attention to the project. I just looked up the information, read about it, and everything I did learn through those beginning chapters felt simply like extra information. Everything was put easy enough into perspective and was made simple to understand because of my own input and learning to overcome those obstacles.

Have you ever felt that you can pay more attention when a group is actively talking about a subject or performing an experiment? This is because you tend to have to understand why something works in a certain fashion. It is much more stimulating to be active in the project than to act as a spectator to others’ actions. Pictures don’t cut it either, because they can only give you a certain snapshot of a subject. Actively watching my small Austrian troops dressed in accurate 18th century uniforms walking around an accurate version of Europe based on our input is much more stimulating than a picture can ever be.

There are even more things that current technology can supply for learning, such as an active reward system. The punishment is not the reward, they are arbitrary judgments of students to tell them, without any real standard between teachers, that they are either “bad, good or okay.” What does that tell the student? How does that motivate a person to do the work? We live in an age in which all these techniques are readily available, and for the past several years we have been using them for almost all forms of entertainment. We have made our free time extremely visceral and gratifying, but these same techniques for piecing our interest in our free time have not gone to enrich our working time. The same methods for learning have been unchanged for so long that now there is such a defined rift between work and fun.

I do not have a definite long term explanation of what exactly to do to fix this problem. But that does not mean we have to let the system be. I have not met a single student who actually truly likes the system in place now. If not that, then they are apathetic to it since they already good enough grades and does not have to overcomplicate things. Every other student who has trouble paying attention in class, change is a necessity. The ideas are there. Much more dramatic and informative. The game does not translate to the system already in place. All that is required is the will to make a change.
Obesity is taking over -- who’s to blame?

We live in a fast-hating society. You’re probably giggling at that right now, actually. Because in our school, while it’s at least mildly inappropriate to make a racist joke or a sexist joke, there are no social repercussions against making a joke about, say, a fat chick. For some reason, it’s because the logic behind this harassment seems somewhat legitimate. Fat people are the butt of the joke, so you’re allowed to make this kind of joke. But that’s not the way we live in the world. We all know that’s truly not the truth. Nor is it the fact that overweight people are the butt of the joke because they deserve to be. It’s the United States of America’s place because habitual actions that seem to be social norms; however, the consequence of being fat is not accepted as a social norm.

For example, you’ve probably heard of the McGasm. A combination of two McDonald’s sandwiches, this burger-place because of habitual actions that seem to be social norms because of something that students have to do. We produce suffer as well as individuals and families that can’t afford to go to Whole Foods (appropriately nicknamed “whole paycheck”) or Trader Joe’s to provide themselves with a healthy diet.

Last year the Agricultural Department claimed that 40 million Americans receive food stamps, and the same year CBS news reported that “for many, food stamps alone aren’t enough” to feed the hungry. The resources that remain available for financially-restricted families are the cheap ones, such as McDonalds or Burger King. We need to recognize a few things. First, the standard of being healthy in the United States does not match up with common body types given how we were taught to take care of our bodies. Second, people who do maintain a “healthy” weight, in most cases, do not have the same health risks as those who don’t. It’s a part of American culture, which encourages these unhealthy habits.

Finally, stop misplacing the blame. We all contribute to what are societal norms, let’s change them. If being overweight is not okay to get fat from, let’s change the image of what it means to be healthy. More people will be willing to change.

Punishments shouldn’t fluctuate with season

Different punishments for the same crime is unfair and, quite frankly, puzzling.

The punishment must fit the crime.” Understandable. But different punishments for the same crime is unfair and, quite frankly, puzzling.

Last month, Principal Dan Holtzman made it very clear at an assembly that from that point on, any out-of-school suspension, or any form of suspension for a student is to attend either junior or senior prom. Whether this is fair or unfair is irrelevant; what is unjust is that two misbehaviors of equal caliber result in different punishments in April and October.

Mr. Holtzman said that this practice of taking away a student’s right to attend prom is used “as a means to keep more control over what the students do—particularly towards the end of the school year.” As the end of the school year approaches, students inevitably become excited for summer; this practice helps to keep students “in check,” said Mr. Holtzman.

It is obvious that both of these students should have received disciplinary action. But it seems as though administration took more away from the senior simply because there was more to take. It is unfair that the following year, the junior was able to enjoy the perks of a prom. The senior had a year in June while the prior senior was involved in stripped of these privileges.

The district’s code of conduct states that each student has the right “to take part in all district activities on an equal basis.” This being true, each student should also have the right to be penalized on an equal basis. The intention of a punishment for the same wrong doing should not waiver.

The administration isn’t just a faceless name. The principal is in the lobby to greet each student every morning and can be seen during passing time in all three wings.

The district’s Code of Conduct states, “The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior as well as the consequences of their misbehavior.” There is no doubt that students should always own up to their mistakes and accept the punishments that come with these. However, these punishments, whether they be long-term or short-term, should always be the same for students who are judged on the same crime is unfair and, quite frankly, puzzling.

We don’t want to find yourself in a position where you do not have the ability to attend prom is a great way to get a reaction from students. However, this rule should either be completely enforced all year round or completely removed from the punishment options. There is no reason that a student who suspends in May should miss his prom while a student suspended in November is allowed to prom night the way away. Punishments dealt to students should remain constant for similar offenses. Regardless of the grade, gender, and race of the student, and regardless of the time of year, if two students are disciplined for the same action, they should be penalized in the same fashion.

Aside from showing that the two misbehaviors of equal caliber result in different punishments in April and October, there is no reason that a student who suspends in May should miss his prom while a student suspended in November is allowed to prom night the way away. There is no reason that a student who suspends in May should miss his prom while a student suspended in November is allowed to prom night the way away. Punishments dealt to students should remain constant for similar offenses. Regardless of the grade, gender, and race of the student, and regardless of the time of year, if two students are disciplined for the same action, they should be penalized in the same fashion.

At a school function several years back, a couple, comprised of one junior and one senior, attended the junior prom and was caught breaking the code of conduct. The school administration now had the task of issuing a punishment for the crime. Both the junior and the senior involved were suspended for the same amount of days from both school and sports. But there was more. The original penalty stated that the senior would be unable to attend the senior prom or walk at graduation. The junior, however, did not have these privileges taken away and was able to attend his senior prom the following year.

It is obvious that both of these students should have received disciplinary action. But it seems as though administration took more away from the senior simply because there was more to take. It is unfair that the following year, the junior was able to enjoy the perks of a prom.

The McGasm too. And he’s not fat; no, he’s awesome because he’s not fat because of their own habits.

There is no doubt that students who have lost weight are inspirational to many, the story they convey is one of overcoming their shallow obsession with food and take responsibility for their lives, ultimately losing unheard of amounts.

For those who are also coaches or advisors of extra-curricular activities, the relationships they build with student participants provide students with another resource for help and advice.

It is clear to the students that teachers care about what they are teaching. Everyone knows that Mr. Malavoglia loves to retell history, Ms. Christensen adores a good rhetoric-related mental struggle and Mr. Gabriel exhibits an eccentric and often theatrical persona while discussing math.

The enthusiasm teachers show toward their subject translates to enthusiasm the students feel toward the class, allowing for an upbeat environment full of willing and interested teachers.

SWR offers students not only a fantastic education, but so much more. We are taught all of the subjects we need to know and get the education we need to live our lives. We are taught all of the subjects we need to know and get the education we need to live our lives.

In comparison to other schools, the SWR learning environment may seem too laxed, but for students, the high school is a home away from home. The crazy size of the building and its population is a comfort to many. Students have a future familiar comfort to them with most faces that they pass in the hallway to send a smile or a wave. This relaxed atmosphere allows students to feel as free to express individuality without being judged.

Many students will tell you that having more time assisting a student with an issue, either personal or school-related.

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The administration isn’t just a faceless name. The principal is in the lobby to greet each student every morning and can be seen during passing time in all three wings.
Close your eyes and imagine this. You feel the breeze against your face, the heat and sand. You take a deep breath and run into the cold water with a surfboard in your hand.

You get ready to stand up and surf until you feel something sharp in your skin. You can’t really figure out what this sharp thing is because you’re in shock, and the attack happens so fast.

A few hours later, you wake up in the hospital and hear the news that you were attacked by a 14-foot tiger shark and lost 60 percent of your blood. The attack was so bad that you even lost your arm.

On October 31, 2003, at the age of 13, Bethany Hamilton was attacked while doing something she loves in Ka‘u’s North Shore. What human beings sometimes fear while being in an ocean of water happened to Hamilton. A 14-foot shark attacked her while she was swimming, leaving her with a damaged left arm.

Luckily, her best friend, one of her older brothers and her best friend’s dad were there, so they helped her paddle back to shore and called 911 to rush her to the hospital. Hamilton was brought to Wilcox Memorial Hospital. The attack from the shark left Hamilton with a damaged left arm. Hamilton needed to have several surgeries, and the blood loss made her lose her entire left arm.

According to Hamilton’s website, she was soon on her way to recovery with an unbelievably positive attitude. The doctors and lifeguards believed her strong water sense and faith helped her get through the traumatic ordeal.

The talented 17-year-old actress, AnnaSophia Robb, played Bethany Hamilton in the major motion picture Soul Surfer. The movie came out in theaters in April.

The movie gives an up-close and personal look into Hamilton’s trauma and struggles after the attack. Her life changed in seconds from an up-and-coming National Surfing Champion to an amputee. The viewer can see all the little things that had to change in her life, like suddenly needing help getting dressed, tying her hair and cutting her toenails.

As you watch the film of Hamilton’s life, emotions are strong. Some scenes will leave you sad and some scenes with leave you with happiness. After you leave the movie, it sticks with you and leaves you in shock because you can’t believe what Bethany and her family went through.

In a recent interview in The New York Times, Hamilton was asked if she feared going back into the water after the attack. Hamilton answered, “Yeah, definitely. But my main fear was that I wasn’t going to be able to surf any longer. In the end, my love for surfing helped me overcome my fear of sharks.”

Hamilton wrote an autobiography in 2004. She titled her book Soul Surfer. Hamilton has also written Devotions for the Young Soul Surfer, Rise Above, A Soul Surfer Bible, And Bethany, Clash, Burned, Storm and Crush.

In a 2007 interview with Oprah Winfrey, Hamilton said, “I believe in Jesus Christ and I believe He gave me the passion and determination to continue surfing. You fall off the horse, and you get back on. I had to go for it.”

Hamilton has touched many people with her incredible story, her strength and her spirit. She has a non-profit foundation that is called Friends of Bethany. This organization is supported by Lupe Fiasco, and it’s dedicated to inspiring people in the world to share hope and encourage survivors of shark attacks and traumatic experiences. The organization also celebrates those who have lived for Jesus Christ through stories of Hamilton’s life. The foundation also carries inspiring life stories through movies, projects and activities.

The show goes on for Fiasco

The doors at Roseland Ballroom opened at 7 p.m., on April 23, but the show didn’t go on until about 8 p.m. First on stage was an aspiring rapper who goes by the name of Lupe Fiasco. He certainly had that “stereotypical” rock star image that night, everything was on “Lupe’s time,” but he most definitely made it up in his performance.

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He certainly had that “stereotypical” rock star image that night, everything was on “Lupe’s time,” but he most definitely made it up in his performance. His first song “Kick Push,” was from his album “Food and Liquor” and he had every single person in the place singing along. He even had the audience picking up the music even better than the CD itself, from his phenomenon of rap-rock band, “The Cool,” to the audience as almost every member of the band had an amazing voice. Lupe put on a flawless performance, singing tracks from his new album the way you would want to hear “Kick push,” “Words I Never Said,” “Superstar,” “Hip Hop Saved My Life” the show goes on, “Beaming,” and “I Don’t Wanna Care Right Now.”

Throughout the performance he made up for the hour and half wait by singing encore after encore in a nearly perfect show.

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More than half of the cast of SWR’s spring musical, 12 Angry Jurors, were nomi- nated for Teeny Awards. Patterned after the Tony Awards, the Teeny Awards are the student theater arts recognition program of the East End Arts council. The mission of the Teeny Awards, according to the East End Arts Council website, is to “recognize and celebrate the talented theater students across the East End of Long Island.”

The nominees and their families will attend a gala award ceremony where the win- ners will be presented with a trophy and a scholarship.

Lead Actor in a Drama
Richard Thalman

Lead Actress in a Drama
Maryanne Agius

Supporting Actor in a Drama
Chris Bogaski
Evan Felleth
James Meier
Kyan Pefler

Supporting Actress in a Drama
Jennifer Etienne

Stage Manager
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“Aawful,” embarrassing, “painful,” “a waste of two minutes and thirty seconds” all seem to be phrases and words which have been used to describe the song Friday by 13-year-old Rebecca Black.

In a music industry which is considered by many to be in decline, why are we wasting our time listening and criticizing a song most of the population finds, is silly, poorly put together, or painful to listen to? Are we as a society so immersed in fame and pop culture that we subject our children to the embarrassment of making a video in which we seek to offend? And where are our parents in all of this?

“Was that a serious video? That had to be a joke,” said senior Erin Marine.

Yes, the video was in fact “serious.” Black’s video was produced by Ark Music Factory, a recording label which specifically seeks out girls from the age of 13 to 17. The parents of these minors pay $4,000 for Ark Music Factory to produce the video.

The record label then puts the video on YouTube in hopes that the young girl will become a “viral star.”

According to the New York Daily News, the record label, which seeks out young girls, for the purposes these threats were, a spokesman for the Anaheim Police Department stated that the individual would face criminal charges.

If the public didn’t listen, discuss or buy her music, she wouldn’t be famous. Rather than insulting the way someone looks or sings or threatening Rebecca Black’s life, just don’t listen. If there is no demand for the product, the supply will end.

Criticisms of the Power Balance bracelets are flooding the media. The company has servedly apologized and offered a full refund, Power Balance said in a statement released after accusations.

With numerous sources questioning the credibility of Power Balance and their products, new methods of advertising were vital. To generate support for, or belief in, the effectiveness of the Power Balance bands and other products, a variety of “tests” were conducted to demonstrate the product’s functionality.

In our advertising we stated that Power Balance wristbands improved your strength, balance and flexibility. We admit that there is no credible scientific evidence that supports our claims, and therefore we engaged in misleading conduct in breach of s52 of the Trade Practices Act 1974. As a result you have been misled by our promotions, we wish to unre- servedly apologize and offer a full refund,” Power Balance said in a statement released after accusations.

The “Power Balance” bracelet is the latest athletic accessory to hit the market. The “Power Balance Team” consists of more than three dozen professional athletes who endorse the Power Balance products. Some of the big names include NBA stars Blake Griffin and Derrick Rose, professional skateboarder Ryan Sheckler, basketball player Victoria Azarenka.

Each athlete on the Power Balance team states how the products benefit them. The keys to my game are speed and balance, and I really notice a difference with my Power Balance bracelet.”

Derrick Rose, Chicago Bulls all-star Point Guard

“Each offseason I want to feel like I did more than the offseason before. I felt as good this offseason, with my training regimen described as the best I’ve ever been doing, than I ever have, and I believe that Power Balance has something to do with that.”

New Orleans Saints Quarterback Drew Brees

People are “keeping an eye out.” If this person or persons are identified, they could face criminal charges.

“Now we have no one to blame for Rebecca Black’s fame but ourselves,” said junior Alyssa Fleming.

But does this support the argument that the power behind the bands is all mental?

Criticisms of the Power Balance products and their “performance technology” are flooding the media. BBC News released an article concerning Power Balance’s claims in their advertisements. They noted that the Australian Competition and Consumer Commission targeted them for false advertising when the company stated that the bands would “improve balance, strength and flexibility” while also criticizing the alleged “performance technology.” The company responded with the statement that they had no credible scientific basis to support the claims of the advertisements.

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With numerous sources questioning the credibility of Power Balance and their products, new methods of advertising were vital. To generate support for, or belief in, the effectiveness of the Power Balance bands and other products, a variety of “tests” were conducted to demonstrate the product’s functionality. One popular test involves having an individual stand on one leg while another individual applies pressure to one of his or her arms. The individual on one leg endures two trials of this, one empty handed and one while holding a Power Balance band. The expected result is that the trial with the band was easier for the individual to stay balanced and not fall over when pressure was applied.

Another test focused more on an individual’s ability to stretch. Similarly to the aforementioned test, the individual endures two trials, one without and one with a band. While keeping feet firmly planted on the ground, the individual must twist his or her body around as much as possible. The expected outcome is that he or she is more flexible during the trial with the band.

While it’s interesting that the expected outcomes of the test occur more often than not when the tests are being carried out, experiments have been done by professors at the University of Wisconsin-La Crosse which nullify any scientific reasoning behind the bands. Forty-two athletes were tested in which half had official Power Balance bands while the other half were unknowingly given a placebo (fake bands). The end results provided evidence that the individual had no varying effect on the athletes’ scores. While these tests not only proved the technology behind Power Balance invalid, it also supported the view that the true power behind the bands lies in the psyche of those wearing them.

Although the technology of the bands is not credible, who’s to say the bands aren’t effective? Several students are firm believers in the utility of the Power Balance products.

“The Power Balance has motivated me to become the man I am today,” said senior Chris Pohlot.

Mike Malave
Staff Writer

The “Power Balance” bracelet is the latest athletic accessory to hit the market.

The question is, however, can it really revolutionize performance, or is it just a glorified rubber band?

The debate has been carried into the halls of the high school as students argue their take on the hot new item. While certain athletes, such as senior captain of the varsity baseball team Ryan McAlary, swear by the Power Balance bands, others, like fellow senior captain Matt Keisler, see it as “an unproven ‘liveSTRONG’ bracelet.”

“It’s all an illusion, a figment of your imagination. It’s stupid,” said senior three-sport captain, Sarah Franck.

“I think it’s all mental. There’s not a bracelet that can actually make a clumsy person balance,” said senior softball player Katie Newell.

Rebecca Black is a genius.” But Lady Gaga seems to be one of the few with anything positive to say.

According to the New York Daily News, police are investigating two death threats made against the young girl.

To get down or not to get down on Friday?

Dustin Pedroia and New Orleans Saints Quarterback Drew Brees
The first round of playoffs starts on May 25. “If we play our game in the playoffs, then we can beat any team.” to come back,” said Pagano, who is one of the captains of the team along “It was a really good win for us because we know we have the ability inning but had two clutch two run doubles from Newell and Gostic, which the team won 8-7. The Wildcats were down 6-2 in the top of the seventh the team is fending off East Hampton and trailing Miller Place and and Gostic. outshot opponents in nine of the 13 games it has played. came from the bats of seniors Cali Lavey, Christina Pagano, Katie Newell and Gostic. The team is fending off East Hampton and trailing Miller Place and Sayville. Their closest game was against Miller Place on April 7, which the team won 10-9. The Wildcats were down 6-2 in the top of the seventh inning but had two clutch two run doubles from Newell and Gostic, which led them to a 6-run inning and gave them an 8-6 lead. “It was a really good win for us because we know we have the ability to come back,” said Pagano, who is one of the captains of the team along with Lavey. “Hopefully we finish the season strong for a good seed,” said Pagano. “If we play our game in the playoffs, then we can beat any team.” The first round of playoffs starts on May 25. Girls’ Track The girls’ track team is chasing after the League 6 title with a 5-0 record. The team is trying to outlast Miller Place, Sayville and Islip. The squad has already beaten both Sayville and Islip, but still needs to face off against Miller Place. The girls’ track team is currently ranked third in the league. The team is hoping to send a few individuals to States. Senior Daniella Opatovsky hopes to continue her success as a distance runner. Also hoping to follow in her steps are juniors Shannon McDonnell and Laura Lee. The 4x800 relay team is also going to Nationals in North Carolina. “It has really been a great season,” said McDonnell. “We’ve won all our dual meets so far and this [past] Tuesday we faced Miller Place for the League title.” Girls’ Lacrosse The girls’ lax team is gearing up for playoffs after a good season. The team sits in the middle of the tight Division II pack with a 6-4 record. Behind Hauppauge, Mt. Sinai and Sayville. There were many questions about the team this season: How will the team respond to moving up in class? Who will be the new goalkeeper? How will the team deal with losing players to injuries? The move up in class means that the team will now need to win one additional game come playoff time and will start from the quarter-final stage rather than the semi-final. The team has two goalies who split time. Senior Lily Vail, who missed last season due to a trip to Denmark, and eighth grader Lauren Daly have been sharing the cage. The team lost two players to season-ending surgeries and other players have been battling injuries, yet it has responded in a positive manner. Among the standouts are catalogers John Mahoney, junior Trevor Brosco and seniors Mike Malave, Connor Drost and Peter Gersbeck. Malave is set to return around the start of playoffs; however, Brosco will miss the remainder of the season. “Our goal right now is to finish the regular season strong to put ourselves in a good position for playoffs,” said Zwecker, who plays a major role in midfield and as a defender. “Hopefully, we’ll get the job done and prove we are a threat to other teams.” Boys’ Track The boys’ track team is running its way to the top of the League 6 standings. The team has four league wins, beating Sayville, Rocky Point, Islip and East Hampton. The team’s only loss came to league leaders Westhampton. The team is also fending off both Miller Place and Sayville. The boys are led by seniors Charles DeMaio, juniors John Lee and Tyler Keys and seniors Kevin Sanders, Ben Canelly, Erik Anderson, Mike Henriques and Mike Clancy. DeMaio, Henriques and Clancy participate in discus and shotput, while Keys, Lee and Sanders are the top runners. Canelly does the pole vault and Anderson does the high jump. The boys are hopeful that they will send some runners and field stars to States at the end of the season. State Qualifiers begin on June 20 and the County Championship game will be on June 1 at Stony Brook University. Boys’ Tennis The boys’ tennis team just completed the individual playoff tournament which started May 6. The team suffered a tough loss to League VI, which was won by Ross followed by W. Easthampton and Longwood. This season there were many seniors who competed to play in doubles, with a mix of underclassmen and one senior playing singles. Ben Dalecki and Brian Cuzzo were the first doubles team, followed by Matt DeVolio and Kyle Davis at second doubles. The team of Charlie DeNeio and Dan Clark and the duo of Kevin Galligan and Ryan Buckley alternate playing time at third doubles. In singles, the top player was young seventh grader Chris Kuhnle, followed by freshman Tom Stridiron, juniors Tyler Yaskanich, Peter Deleon, Justin Laino and senior Louis Bamonte. “I enjoyed the season and it was easy to adjust because I compete in tournaments,” said Kuhnle. “So all I really had to get used to was the size of the people I was playing against and how fast the ball was coming back at me.” He added that playing outdoors was something new to him, as he usually competes indoors. He said “The wind was a big factor this year.” Kuhnle said. Coach Richard Muller sent three doubles teams and Kuhnle to playoffs. Kuhnle, Cuzzo and Dalecki, and DeVolio and Davis all advanced to the second round. However, they all lost in the second round. 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