

# SPECTATOR

March 2013

Kony  
"update"  
pg. 5

Hit:  
Jennifer  
Lawrence  
pg. 13



Senior  
Bear  
Awards  
pgs. 10 and  
20

Senior  
Bucket List  
pg. 11

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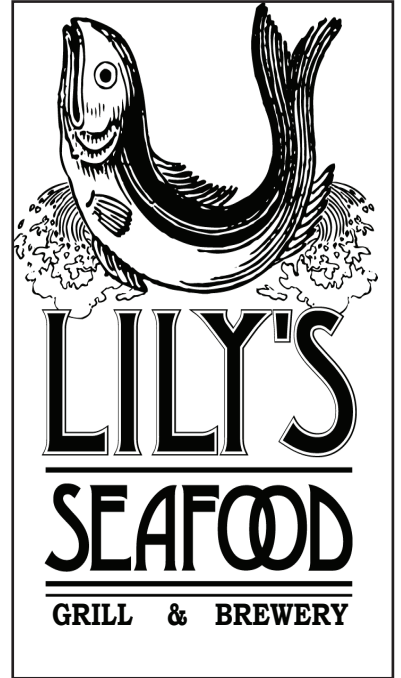
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**Driver Education Segment One: Groves High School (Room B-24)**

FEB 26-MAR 21, 2013	Feb 26,27,28, Mar 4,6,7,12,13,14,19,20,21, 2013 5:30-7:30 pm	GHS213 seg 1
MAR 26-APR 18, 2013	Mar 26,27,28, Apr 2,3,4,9,10,11,16,17,18, 2013 5:30-7:30 pm	GHS313 seg 1
APR 8-25, 2013	Apr 8,9,10,11,15,16,17,18,22,23,24,25, 2013 5:30-7:30 pm	GHS413 seg 1
MAY 20-JUNE 6, 2013	May 20,21,22,23,28,29,30,31, June 3,4,5,6, 2013 5:30-7:30 pm	GHS513 seg 1

**Driver Education Segment Two: Groves High School (Room B-25)**

FEB 19,20,21, 2013	T, W, Th	5:30-7:30 pm	GHS213 seg 2
MAR 19,20,21, 2013	T, W, TH	5:30-7:30 pm	GHS313 seg 2

**These classes will meet at 6785 Telegraph, Bloomfield Hills, Suite 125**

**SEGMENT ONE CLASSES**

**SEGMENT TWO CLASSES**

FEB 9-MAR 17, 13	Feb 9,10,16,17,23,24, Mar 2,3,9,10,16,17	JAN 19,20,26, 2013	Sat, Sun, Sat
11:15 a-1:15 pm	BFH213SASU seg 1	11:15a-1:15 pm	BFH113 seg 2
FEB 15-26, 2013	Feb 15,16,17,18,19,20,21,22,23,24,25,26	FEB 19,20,21, 2013	T, W, Th
6:30-8:30 pm	BFH213 seg 1	9-11 am	BFH213 seg 2
MAR 28-APR 10, 13	Mar 28,29,30, Apr 1,2,3,4,5,6,8,9,10	APR 2,3,4, 2013	T, W, Th
6:30-8:30 pm	BFH313 seg 1	9-11 am	BFH413 seg 2
APR 13-MAY 19, 13	Apr 13,14,20,21,27,28, May 4,5, May 11,12,18,19, 2013	APR 20,21,27, 2013	Sat, Sun, Sat
9-11 am	BFH413SASU seg 1	11:15 a-1:15 pm	BFH413SASU s 2
		June 18,19,20, 2013	T, W, Th

\*\*\*2 choices for times: 12-2 pm (BFH613 seg 2) or 4-6 pm(BFH613A seg 2)

**Driver Education Segment One: Seaholm High School (Room A105)**

JAN 28-FEB 14, 2013	Jan 28,29,30,31, Feb 4,5,6,7,11,12,13,14, 2013 5-7 pm	SEA113A seg 1
MAR 4-21, 2013	Mar 4,6,7,8,11,12,13,14,18,19,20,21, 2013 5-7 pm	SEA313 seg 1
APR 15-MAY 3, 2013	Apr 15,16,17,18,22,23,24,25,29,30, May 1,3, 2013 5-7 pm	SEA413 seg 1
MAY 6-23, 2013	May 6,7,8,9,13,14,15,16,20,21,22,23, 2013 5-7 pm	SEA513 seg 1
MAY 28-JUNE 12, 2013	May 28,29,30,31, June 3,4,5,6,7,10,11,12, 2013 5-7 pm	SEA513A seg 1

**Driver Education Segment Two: Seaholm High School (Room A105)**

JAN 28,29,30, 2013	M, T, W	7-9 pm	SEA113A seg 2
FEB 11,12,13, 2013	M, T, W	7-9 pm	SEA213 seg 2
FEB 26,27,28, 2013	T, W, Th	7-9 pm	SEA213A seg 2
MAR 11,12,13, 2013	M, T, W	7-9 pm	SEA313 seg 2

**CHECK OUR WEBSITE FOR OTHER DATES AND LOCATIONS**

**[www.appledriving.com](http://www.appledriving.com)**

**Note: Class dates and times subject to change**

4 THE SPECTATOR

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# MLK walks again: 50th anniversary march in Detroit

Emma Weisberger '16, Circulation Manager

On Feb. 25, the plans to march down Woodward on July 22 were announced. This march is to commemorate the 50th anniversary of Dr. Martin Luther King Jr.'s 1963 Detroit march. The United Auto Workers Union and NAACP are the groups that announced the plan to memorialize the 50th anniversary of this movement that is such a significant part of Detroit's and America's history.

On June 23, 1963 Martin Luther King Jr. marched in Detroit to draw attention to the difficulty African Americans were facing at the time. Many religious groups, political and civil leaders have announced plans to join the NAACP and UAW in their march. At the time of the 1963 walk the Civil Rights Movement was in full force, and this walk was one of many very important marches conducted by MLK. This year, the march is to call attention to the jobs, justice, and peace that is still needed.

At the time of the original walk, 125,000 people gathered in a freedom walk led by Dr. King. A similar walk took place in 1993 in which 250,000 people marched. This year a crowd of 1,000,000 participants are expected to join. The policies and issues many once faced in Detroit are gone, but there are still problems and with this march Detroit is working to not only improve these issues but eliminate them completely. This 50th anniversary memorial is to honor the greatness of MLK and Detroit's role in the Civil Right Movement.



Photo courtesy of BettmannCORBIS

Marchers join King during the march on Woodward in 1963.

# Kony 2012: a year with no change

Rostyslav Yeshchenko '14, Sports Editor

Almost a year ago, the youth was inspired by a touching documentary entitled Kony 2012. The film was created by Invisible Children, an organization that raises awareness about a Central African militant group, the Lord's Resistance Army. The documentary urged people to 'raise awareness' about the Ugandan warlord, Joseph Kony. After the initial upload to the video sharing site YouTube, the Kony 2012 campaign became a global sensation. Youth utilized social networks such as Facebook and Twitter to



Photo courtesy of Stuart Price

One of the only photos of guerilla leader Josef Kony.

spread the message and help the campaign. Everybody wanted to be a part of the movement and ultimately a global change. However, from those who raised awareness to those who financially supported the organization and the campaign have yet to see a result.

The Kony 2012 documentary has been heavily criticized as nothing more of a shallow list of African stereotypes, including, but not limited to poverty, kidnappings and rapes. It never focused on the real issue of western and eastern affluent supporters of both sides of the conflict

and the ongoing trade of precious metals that funds Kony's operation, nor did it mention the fact that Ugandan government did not ask for any type of interventions, especially of military kind. Similarly, it failed to mention supporting Kony 2012 implied supporting more bloodshed without a clear resolution.

What the campaign did do is created a brand out of Kony. They created catchy slogans, original posters, and unique accessories to gain more support. They successfully raised \$20 million, of which only a portion went to support Uganda. Almost 50 percent of funding went to media, movie tours, and music tours. Out of \$20 million raised, the charity still has \$13.6 million left to spend. Most of the money they raised is also not restricted, meaning it does not have to be spent on Kony 2012 campaign only.

The campaign's reputation, after beginning was slowly declining due to an ongoing criticism of the charity and the mission. "Cover the night," their biggest event of 2012, when people around the world were supposed to put out flyers and poster of Kony everywhere, failed miserably. In addition to the wave of criticism, Kony film director Jason Russell had a breakdown and was arrested for indecent exposure.

But perhaps the most drastic flaw of the campaign is that they failed to even slightly advance the search for Kony. The campaign's core mission was to locate and capture Joseph Kony, but yet he still remains at large.

It is now 2013 and the campaign is finished although no tangible progress in Uganda has been made. Invisible Children posted a detailed review of their accomplishments

on their site, but most of the progress cannot be linked to the organization or the campaign. It is important to reflect on the real lesson of Kony 2012. For once, before blindly supporting any type of charity, it is important to check its history, look into their finances, and analyze the implications of their mission. When senior Omar Jabor first heard about the Kony 2012, he, unlike many, was suspicious of the legitimacy of the campaign. "You should always be cautious and do some research first," advises Jabor. Facts of t e n get over



Photo courtesy of Brendan McDermid

Movement starter and film maker Jason Russell.

exaggerated to show the information in a desirable, not necessarily accurate perspective, so it is important to consider information from multiple sources. Additionally, it is vital to rise above the influence of "bandwagon thinking." If everybody participates in the campaign, it does not automatically make it legitimate.

## 6 THE SPECTATOR

# Little theater, Big opportunity

Aaron Cohen '13, Senior Copy Editor

Every day, nearly every BHS student uses the staircase connecting the first floor T and the second floor T: two flights of steps that connect our English hall, auditorium, gymnasiums and offices to the math hall, science labs and social studies hallway. But unbeknownst to many, is the space that lies below the ground floor of BHS. There is, in fact, an end to the mysterious flight of stairs descending from the T.

The little theater is one of the oldest sections of BHS. Originally the school cafeteria, it houses over 100 auditorium-style seats, a real wooden stage, a sound and light booth, and a backstage area complete with dressing rooms. It is an unused space, that if given

proper attention, could prove a very valuable asset for the BHS student body, and the Berkley School District, respectively.

Here's the problem: as of now, the little theater is disgusting. The stench of mold and urine, inexplicably, often wafts up through the staircase at the T, explaining the nasty smell many students complain about during the warmer early autumn and late spring months. The furniture is old, torn, and stinks to high hell. While the walls used to be black, necessary for quality performance lighting in such a small space, they have been painted over, and replaced by a white, mental hospital sort of vibe.

But these problems are fixable. With a little time and energy, our little theater could be made into an exceptional performance space. Inevitably, a small amount of money would be necessary in order to make it really shine, but consider this: like our auditorium, the little theater could be rented out to non-school related parties. The small, intimate qualities of the little theater lend themselves perfectly to meetings, community theater, music performances, and an infinite number of other possibilities. The BHS student body should push for an effort to be made to restore the little theater to what it once was.



Photos by Jake Kreinbring

## Jump up, jump up, and get down

Josh Radom '16, Assistant Opinion Editor

On March 7, 2013 Junior Shelby Allen represented the state of Michigan in New York City at the New Balance Nationals for track and field. Allen participated in two events at this competition: the triple jump and the long jump. Allen crushed her competition at states when she set the record for the triple jump at 36 feet which is the longest in the state of Michigan for all high school leagues.

Allen has only been competing in track and field since the seventh grade, but she has since made it to the most prestigious competition that high school track has come to offer. "My family was really encouraging and supportive" she said. They thought it was a great opportunity not only for the experience but for colleges to be able to see my abilities as an athlete." As she applies to colleges, she thinks that this experience will set her apart and give her an advantage over other applicants because of her qualifying track record.



Photo courtesy of Shelby Allen's Facebook.

Shelby Allen shows off her athleticism while competing in the triple jump and long jump.

Her coach Tyrone Logan said, "I thought she would make it this far from the beginning. I think she has improved a lot throughout the season and still has a lot more in her." Logan traveled with Allen to New York to coach her while she competed in nationals, and he said he loved watching her do so well. Logan also said, "I think she will have a break out season and really put Berkley on the map."

Allen is a strong competitor and finished in 11th place out of 32 participants. It was a great honor for Allen to represent the state, and she is hopeful she will return next year to jump Michigan into the top of the rankings.

## THE SPECTATOR: BEHIND THE SCENES

Aaron Cohen '13, Senior Copy Editor

Believe it or not, the piece of paper you hold in your hands did not simply materialize out of thin air. Hours and hours of work went into what you are reading right now. Each month, the *Spectator* staff works tirelessly to create a product our school can be proud of, yet most have no idea as to what goes on behind the usually-open door of room 116. Here's a behind the scenes look at how "the tator" operates.

### 1. Review

Before we even begin an issue, our staff reviews and critiques the former month's paper in its entirety. In order to improve, it is important to recognize the mistakes we make and correct them for our next paper.

### 2. Brainstorming

This is my favorite part of the entire process. Brainstorming Day is when we decide what articles our next issue will consist of. Article ideas are considered and refined, all in consideration with what you, our student body, wants to read about. We make it a point to select topics that we think our readers will find interesting.

### 3. Drafting

The drafting process is where we get our ideas down on paper (computer screen). In many ways, it is similar to the way one would go about writing an essay for English class. There are differences though: writing for the school paper presents a unique opportunity to explore new styles of journalistic writing. The fact that this article is written in list form is a testament to the freedom we enjoy as journalists. We also spend this period conducting interviews and doing research. After a few days, a first draft is complete and ready for edits.

### 4. Editing

Every article placed in the *Spectator* goes through at least five edits prior to publication: copy, chief, assistant, section and adviser. The editing process is crucial. Not only do we work out the obvious kinks: spelling, grammar, punctuation, etc. but also the angle and structure of our articles. By the time an article makes it to its final stages, it looks very different from the original draft. We also consider you, the reader, in this process. For example, we know you don't like big words, so we try to keep it to plain English.

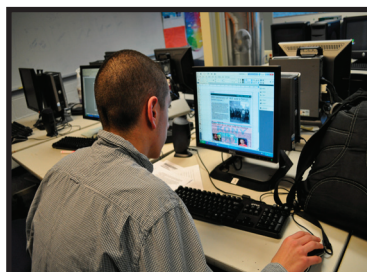
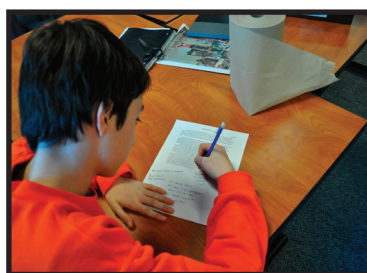
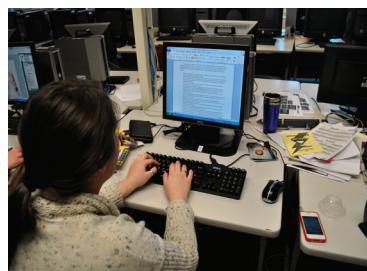
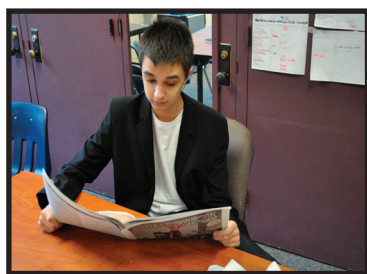
### 5. Photos

Our freshman Photo Editor Jake Kreinbring is responsible for most pictures placed in the *Spectator*. This job takes him all over town, in order to capture unique, original photos for the issue. Once our photo requests are filled, we are ready for the final stage of publication.

### 6. Layout

This is where everything comes together. Using the program Adobe Photoshop and InDesign, our section editors place articles on a digital canvas, add graphics, and do a bunch of other stuff I can't really figure out (I'm copy editor for a reason). We consider what our student body enjoys, like funny pictures and Terrell Porter, and also what you don't like – reading. In our experience, the BHS student body avoids pages with heavy text and fewer graphics, which is why we make an effort to include quality pictures on almost every page.

A ridiculous amount of time and energy goes into making a word document and a picture transform into what you now hold in your hand. Enjoy it, and appreciate the B.A. school paper the *Spectator* staff distributes every month.



Photos by Jake Kreinbring and Jake Rothman

## CUSTODIANS: OUR EVERYDAY HEROES

James Demery '13, Opinion Editor

Berkley High School has a busy and bustling population of 1345 students and approximately 135 faculty who occupy the building from 7:40 a.m. to 3:00 p.m. (and for our hard working teachers, even longer). In those long hours, school can get pretty darn messy. Now I don't write too many serious articles, but I am 100 percent sincere when I say our custodial staff is extremely hard working and dedicated.

Every day we come into sparkling hallways with empty trash cans and squeaky clean floors, but by the end of the day, the halls are filthy and the trash cans are overflowing with nasty garbage, and who is left with the burden of this mess? The custodians.

Besides the general maintenance of the school during the day, the custodians also have to clean up for the many after school activities/events held at BHS well into the late hours of the evening. Also, while the student body, teachers, and administrators are relaxing on breaks and summer vacation, the custodians are still at the school.

Students are repeatedly reprimanded for "acting like they are at home" by leaning back in their chairs, leaving food crumbs and bags all over class, and generally being apathetic towards the cleanliness of the school, but if students were really acting like the school was their own house wouldn't they be more mindful of the mess they are making and clean up after themselves?

Having had to empty trash cans and clean bathrooms for some of my own part-time jobs, I can tell you that it is not an enjoyable experience and doing it day in and day out (including all the odd jobs needed to maintain a school) is not something just anyone has the temperament for.

Think twice the next time you are about to stick gum under the desk because your two seconds of thoughtlessness makes them work that much harder. Please, next time you see one of BHS's fine sanitation engineers, Steve Carson, Joe Arborgast, Eddie DeMeyere, Bob Lange, Ethan Loftus, David Martin, Joe McGee, and Michael Williams stop and thank them for all they do for our school.



Photos by Jake Kreinbring

BHS's custodians deserve the respect and gratitude of the many oblivious students there.

## 8 THE SPECTATOR

# Push it, push it real...far: Testing how far one can push their teacher

Mitchell Hart '13, News Editor and Veronica Marchese '13, Assistant Editor-in-Chief

We've all had a class where one student decides to pick a fight with the teacher through an argument sparked out of a disagreement or decides to put their head down and take a snooze. Either of these two situations could result in the teacher saying "Leave my class," or "If you don't want to be here, leave." But has anyone actually left? What about when a teacher says "you can eat in my classroom, but you can't bring a George Forman grill and cook a steak" and what if the student really brought in a Forman? How would the teacher react? How would the students react? How far can you "test" a teacher before he or she boots said student out of the room? We decided to find out.

You can't bring in a George Forman, but what about a toaster? Or a pizza through the window? Sometimes 7:30 is too early to eat breakfast, so what if you bring your toaster to class and make it when you are ready to eat the most important meal of the day? We decided to experiment with some of these more ridiculous stunts to get a reaction. I (Mr. Hart) tried it out; I brought a toaster, bread, peanut butter, and a small knife in order to make my breakfast. Moments after the bell for second hour rang, I plugged in my toaster, put the bread in the toaster, and proceeded to toast. "Stop the shenanigans," English teacher Ms. Natalie Taylor said, but I continued knowing that breakfast is in fact the most important meal of the day. I proceeded to eat the toast without repercussions. Clearly, Taylor was okay with my breakfast of champions.

Our next idea was to order a pizza for a student and have it delivered to them. "You can eat, but you can't have it delivered through the window," Spanish teacher Mrs. Tracy Burroughs said in response to senior Zack Lask having a Jets delivery man knock on the window to his fourth hour and hand two pizza boxes through. Many students were caught off guard by the fantastic yet ridiculous idea. We do not condone this act, but in a desperate act of starvation, for a big tip, Jets will probably do the same for you.



Ms. Taylor's attempt at eliminating the shenanigans of hole 3.



The Jets delivery man uses an open window to deliver scrumptious cheese bread.

Golf:  
the gentleman's game.  
League of Extraordinary Gentlemen  
member and BHS golf legend James "Chet Williams"  
Demery participated in a nine hole golf tournament through  
the halls of BHS.  
Hole 1: Waldman - this sharp dogleg left was incomplete due to the loss  
of the golf ball (the first of many)  
Hole 2: Mullins - this was one of the more respectful galleries of spectators –  
clearly this class knows their golf etiquette  
Hole 3: Taylor - After taking our first ball she proceeded to steal the golf clubs from  
Chets caddie and run with them to course manager Mr. Ronald Kane who respectfully  
apologized for her out of line actions  
Hole 4: Isabell - another ball was put in the "June drawer," and although Chet played  
through, his fourth hole was accompanied by the lack-there-of golf etiquette provided by the  
class and teacher  
Hole 5: Cameron - After one of the most spectacular strikes of the day, Mrs. Beth Cameron  
questioned Chet's masculinity throwing him off his game for the remainder of the hole  
Hole 6: Doty - The patrons showed the upmost respect, allowing Chet to play through  
with no incident  
Hole 8: Miller - Chet's caddy misinformed him about the location of a hazard  
and after shanking the shot way right, Local Mr. Keith Miller was enraged,  
banishing him: resulting in a loss of hole, and another ball.  
Hole 9: Brent - As Chet's legendary round came to a close, senior  
spectators in Mrs. Beth Brent's class vigorously cheered around  
the final green. Brent, however, was far from enthused.



The beaut that is  
Chet Williams.

All photos by Alison Jones

As a result of these "tests" to see what teachers could tolerate we had an enormous handful of irritated staff members breathing down our necks, and regrettably our faithful leader Ms. Emily Mullins' neck as well. We thank the teachers who [were forced to] participate and showing us that we can test your limits, but there's definitely a line not to cross.



# Procrastination station

Shelby Silver '14, Entertainment Editor

Many students are masters of procrastination in their own way, but what they fail to realize is that procrastinating can actually have positive effects on those people if they know how to procrastinate in the right ways. In the life of a BHS student, one can say that procrastinating can be spent on Twitter or doing something that is thought of as “a waste of time” or “a distraction from getting good grades,” which it is, no matter how hard one tries to argue otherwise.

Our superiors know that we procrastinate, they know that sometimes we do not put a lot of effort into our work, and they know that Twitter and Instagram are much more appealing than thinking about imaginary numbers or polyatomic ions, so why give us all of that work? Because they know we will do it—eventually. Even though we all procrastinate, teachers included, there are ways to procrastinate productively. Junior Jason Sachse said, “I procrastinate a lot, but I get everything done eventually. I do some of my work and then take a break and repeat it until I’m done.” Even though doing this causes the more important work to take longer, procrastinating by doing other work little by little will help balance it with more entertaining activities and can result in a happier and more stress-free mind.

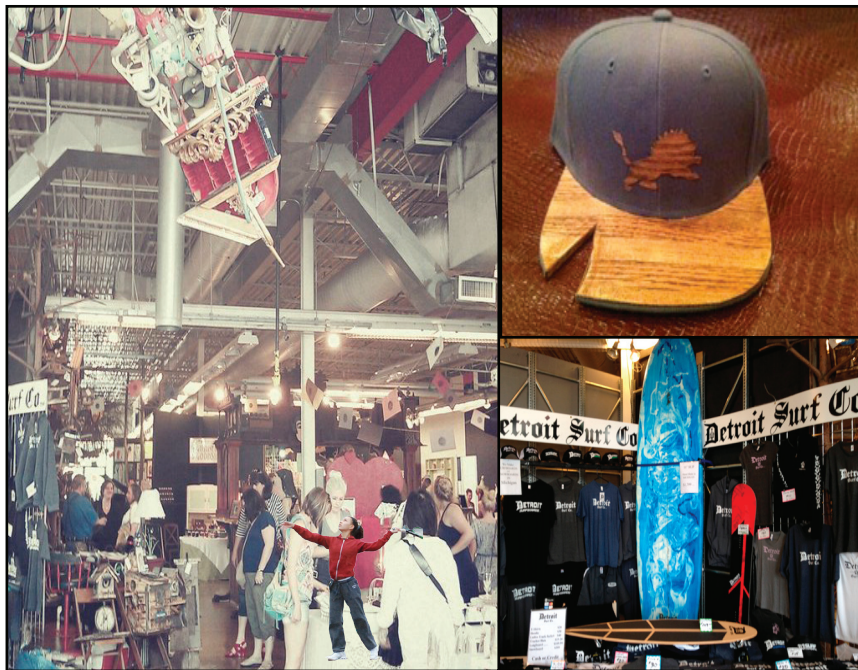
Procrastination is an interesting topic and some philosophers and scientists have discovered that procrastination can actually be a good thing as long as one does it correctly. According to philosopher Dr. John Perry, “The psychological principle is this: anyone can do any amount of work, provided it isn’t the work he is supposed to be doing at that moment.” With that being said, as long one has a lot of things to do, he/she can procrastinate by doing the less painful things on that list until the biggest task is fulfilled, thus being productive without even noticing it.

Procrastinating is really easy to do and with all the work that students receive, we all end up wanting to procrastinate anyway. Instead of participating in “bad” procrastination like doing anything *but* your work, try to procrastinate the *right* way and attempt to do the easy work first and lead up to the stuff that takes more time. By getting all your work done, you are on your way to succeeding in life.



Photo by Jake Kreinbring

Ted Hall displays his procrastination skills, neglecting his school work for his phone.



Shoppers scour the Rust Belt for unique products offered there.

Photos by Jake Kreinbring

## Rust Belt: An artistic gem just down the road

Jake Kreinbring '16, Photo Editor

Living in metro Detroit, the one statement I hear kids say too often is “There’s nothing to do here.” Well you, my friend, are wrong. We live in a culturally diverse area where we are surrounded by some extremely interesting places to go. Most everyone knows about the sports teams surrounding the area, so I will leave those alone. But what about the art? What about the musicians trying to get their music heard? I give you, Berkley High School, the place where both of these can be found. Welcome to the Rust Belt on Woodward in Ferndale, a culturally diverse artist market. This is generally all of the artists’ second job, which is the reason it is only open on the weekends. There is not just artwork there though, the Rust Belt contains delicious treats for those of us who really enjoy food. All of the money that you are to spend at the Rust Belt goes to the metro Detroit economy, and you obtain some cool artwork. With items ranging from pies to paintings, any type of person can find something they like. The stands to the left are just some of the noteworthy stands at the Rust Belt:

1. For the Detroit loyalist or anyone who just wants to support the city, look no farther than DetroitGT. This particular vendor at the Rust Belt sells Detroit and automobile inspired apparel including, but not limited to, t-shirts, sweatshirts, and jackets. The interesting part

is that the stand is a unique van made in this city. The restoration of the truck is beautiful and was done by the owner of the shop. The truck really makes the whole stand a must. The price range for his work goes from \$20 to \$120.

2. Detroit generally is not known for their board sports, but the Detroit Surf Co. is not limited by that misconception. As an independent producer of skateboards, stand up paddleboards, and long boards, this business is making quite the ‘splash’ in the market. People just seem to love the assorted board. Products prices vary from \$25 to \$300.

3. Jerry Shirts is a self-taught Detroit artist who is currently putting out some of the most unique paintings in the market. His pop culture inspired paintings use an amazing combination of colors to display the likes of Gremlins, Marilyn Monroe, and Mr. T. His artwork can be purchased starting at a price of \$7 a piece, but can reach up to \$150.

4. Woodworkz is an independent clothing store specializing in the use of unique materials to make an even more unique finished product. From t-shirts to snapback hats, this artist is pushing the boundaries of clothing with the use of stingray, snake, and alligator skin. The price range for these one of a kind works can range from \$35 to \$100.

### 2012-2013 BHS PTSA Meeting Dates

April 16, 2013  
May 21, 2013



BHS Collaborative Center 7:00 p.m.  
Hope to see you there

# A road less traveled

Lim-Lim Kobe '13, Freelance Writer

College plans have been mapped out for us for a long time, and during high school, we dream of what it will be like there, and the thought has become comforting to us. The thought that college is not the right choice for people is brushed aside with a scoff. Certainly, it is ridiculous that the same post high school plan (setting off immediately for college) could be effective for all of the 21.6 million kids enrolled in college.

For seniors, college is looming. Like clockwork, as each class before us has, we have promptly turned in our applications to various universities, hoping to get into the school of our dreams. Every moment since first grade has led up to packing our bags and moving to a cramped 15x15 dorm room. From day one in those primary school years, the questions, "what do you want to be when you grow up?" and "what is your favorite college?" have been asked numerous times.

The high expense of getting a higher education has not always been like this in America. Applying for FAFSA and other student loan programs is expected of us. However, I'm sure many of our grandparents used to work in the summer to pay for college, perhaps getting a job as a waiter at a local diner. It is mind boggling to think that was enough to pay for a semester of college. For the University of Michigan, tuition used to be [today's] equivalent of \$3,200 a year in 1975. Since then, tuition has risen 371 percent, to a staggering cost of nearly \$13,000 a year. Nevertheless, applications flood in more than ever each year. These students often go to college for more than five years. Nowadays, everyone has a Master's degree and its meaning has become much devalued. With so many young adults attending universities, being unique is a luxury not many can indulge in.

I have heard many times that high school students look forward to getting out of their parents' home and having freedom. It seems that college is a perfect outlet for that: being around friends and being responsible for yourself. However, college is called a "higher education," so surely you should go to college and spend the tens of thousands of dollars for the right reasons. I have always admired those who ask the questions that dare not be asked. Why is college so important to us? Are the skills that we supposedly learn in a lecture hall as valuable as real life applications? Why do so many people go to college undecided in what they want to do? Is it worth paying thousands of dollars a year to soul search?

On the bright side, here are a few things that one can do with the money put towards one school year of college. The budget will be set to approximately \$10K as that is the average yearly tuition for a college student.

**Travel the world:** Opportunities open up when we get out of our comfort zone. Meeting new people, seeing the sights we've seen pictures of in textbooks in real life and discovering different cultures are all valuable experiences. If funding is an issue, you could look into international community service, or even employment, perhaps as an au pair.

**An internship:** If you know what you want to go into, or a general idea, this is a great way to try out things you may be interested in. Having an internship would give you real life, working experience. Even if you don't get paid, you are saving thousands of dollars a year, building a reputation, and gaining connections.

**An entry level job:** Like the internship, this would be more useful if it is in an industry that you are looking into. This venture will give you a better grasp on what you could be involved in down the road. Connections are also promising!

**Learn a trade:** This would also provide you with hands-on experiences. Options include technology, cosmetology, and machining. Trade classes and schools are much cheaper than a college philosophy course and finding a job would be relatively easy because these jobs are vital to our society.

**Start a business:** Maybe you have noticed a need that needs to be filled. With 10K, there is a lot you could do. Being an entrepreneur opens up experiences that cannot be found anywhere else. Notice how Bill Gates and Steve Jobs dropped out of college. Business school is not a must if you want to start your own business. If you do not succeed, learn from your mistakes and try again. With drive and passion, you really can do anything.

With such a short life span, humans should take care not to waste significant periods of their life away. Students usually attend college for two to ten years, or even more. With such a huge time investment, you must be sure to go to college for the right reasons. The ideas given can be done alongside taking college courses. No matter what you go into, hopefully, it is a job that you enjoy – a job where getting paid is a bonus because it is your passion. Remember, there are many people out there who owe as much as \$72,000 in student loans because of the high cost of college. Of course, for some, college would be extremely beneficial. That cannot be denied. But perhaps you might realize that it is okay it believe that college is not the only path you can take after high school.



After the awards, seniors Amy Berry, Izzy Wroblewski, Heather Graves and Brianna Louser gather together to get a shot with their medals.



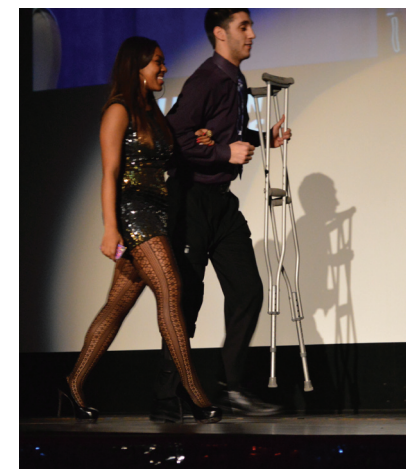
Most Spirited winners Tony Tenaglia and Alexandra Fahoome walk arm in arm to receive their awards.



Seniors Ryan McClure and Megan Seamans present an award to their fellow classmates.

# Senior Bear Awards

- Melissa Dong-Dobson **Most Athletic** Jeremy Shepard
- Anna Aronovitz **Best Eyes** Ian Kobernick
- Rachel Krasnick **Best Hair** Raymond Stoves
- Izzy Wroblewski **Best Smile** Matt Koerner
- Ava Landgraf **Best Laugh** Nolan Young
- Rachael Wojta **Most Likely to become a Rockstar** Brodie Burns
- Clarissa Donnelly **Most Fashionable** Kalil Barber
- Molly Austin **Frequent Freeloader** Tommy Despard
- Sophie Bruza **Most Involved** Josh Shifman
- Brianna Louser **Drama King and Queen** Aaron Cohen
- Amanda Schwartz **Most Argumentative** Mitchell Hart
- Heather Graves **Always Laughing** Joey Leider
- Robin Collins **Most Musical** Aaron Cohen
- Sarah Michalak **Divine Dancer** Gunnar Holmes
- Samantha Gleason **Most Artistic** Austen Brantley
- Rachel Spitzer **Always Talking** Billy Adler
- Maddie Bowen **Teacher's Pet** Armen Brus
- Molly Austin **Cellphone Junkie** Brandon Banks
- Lim-Lim Kobe **Most Likely to become a Millionaire** Josh Graff
- Colleen Smith **Class Clown** Billy Adler
- Roxy Segall **Most Gullible** Sam Subia
- Allyson Abrams **Mr. and Ms. Congeniality** Alex Agbay
- Alex Prappas **Best Car** Brodie Burns
- Alicia Carter **Super Senioritis** Jimmy Demery
- Molly Austin **Biggest Flirt** Tyler Wingate
- Alexandra Fahoome **Most Spirited** Tony Tenaglia
- Amy Berry **Biggest Gossip** Tommy Despard
- Lindsay McFern & Colleen Ward **Dynamic Duo** Steven Reinholm & Jack Schumaker
- Mitchie Oliva **Most changed since freshmen year** Zack Lask
- Maddie Bowen **Most Unforgettable** Veldo Funwie
- Prappas **Favorite Family** Koerner
- Ms. Natalie Taylor **Favorite Teacher** Mr. Steve Weingarden



Although on crutches, Mr. Congeniality recipient Alex Agbay helps fellow Ms. Congeniality recipient Allyson Abrams across the stage.



Winners for Best Smile Matt Koerner and Izzy Wroblewski take a shot with their "perfect" smiles.



When the show wrapped up, Advanced Video students embraced each other after a smoothly run Senior Bear Awards, and Sophie Bruza, especially.

# Senior Bucket List

Alison Jones '13, Assistant Editor-in-Chief

It seems like just yesterday we were wide-eyed and bushy-tailed freshmen, unaware of what the next four years had in store for us. Well, guess what? We're finally seniors, on top of the figurative totem pole that is high school. So why not, at least for the next couple of months, go out with a bang? Here's your chance to cross off those tasks or bucket list items you once thought were totally out of reach four years ago.

1. **Take tons of pictures-** We're only seniors once, embrace it and document it well. We're going to want to look back on these memories someday.
2. **Go to Prom-** Prom is the one night a year where everyone is there for one reason: to have fun. No date? No problem. It takes some of the pressure off the night. Even if you decide against prom, do something extravagant and fun with your friends. Prom isn't all about the dance; it's about the experience surrounding it.
3. **Go on a road trip-** Imagine you and your friends driving the open road. Even if it's just for a weekend or even a day, you won't regret it.
4. **Enjoy Spring Break-** Whether you're going to Europe or just hanging around Berkley, truly experience this last break before graduation. Go to the beach, attend the parties, drink (nonalcoholic beverages of course) and just relax—we've earned it.
5. **Senior Prank-** From what I've heard, no senior prank is set in stone, but then again, if it was, would I tell you guys?
6. **Water Wars-** Speaking from experience of last year, Water Wars, set up only last year, was a very enjoyable yet nerve-racking experience. If Water Wars makes an appearance again this year, always watch your back.
7. **Participate in senior skip day-** Seriously, why not? One more day closer to graduation.
8. **Find a nearby beach and go with friends-** There are tons of beaches within miles of us, go out and enjoy the summer months while you can.
9. **Attend the Senior Bear Awards-** Even if you are not nominated for any award, go and support your friends and classmates.
10. **Senior Walk-** The time directly following the Senior Video, all seniors will take one last walk through the halls we spent a good part of our lives in.
11. **Graduate!-** This is a big one, guys. For three years now we have seen several hundred different people walk across the Meadowbrook stage, but now, on June 6, it will finally be our turn.
12. **Attend the All-Night Party-** This is potentially the last time the Class of 2013 will be in the same place, ever. Enjoy the night with your fellow classmates and say good-bye to the year together.
13. **Have fun-** This is it, and we only get to experience high school once, so enjoy.

Photos by Alison Jones and Jake Kreimberg

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## ASK.FM: NOT ONLY POINTLESS, BUT HURTFUL

Corey Lipton '16, Assistant Copy Editor

Recently, a website called ask.fm has surfaced thanks to Twitter and the connection of other social networks. The basics of the website are that a user makes his or her own page, and then random people ask them questions. The premise seems simple and harmless, especially for “mature” high schoolers, but alas, it is not. The problem with this “fad” is that questions can be asked anonymously, without the ability for legitimate reply from the answerer because of limited characters allowed in answers. People are receiving anonymous insults, which I guess should be expected since everyone feels so powerful when remaining anonymous with a keyboard and a monitor.

Freshman Alexia Tyler is one of the students who made an ask.fm page who received a lot of hurtful, anonymous messages. She said, “People who ask mean questions anonymously try and make it so you can’t do anything about their question because you cannot confront them.” She said she considers those people to be “cowardly.”

Another thing that makes ask.fm even worse is the people who can access your page, read your answers, and even ask questions. Any internet stalker can ask any question without restriction. The questions can be personal, sexual, and anything in between. This is very bad because everyone can see public Twitter accounts, and not everyone can tell that the poster is being sarcastic.



The entire concept of ask.fm is flawed because it lets people send these terrible messages, but some people, like Tyler, said, “They are just trying to insult [others],” but ask.fm users shouldn’t let it get to them. Another student, who chose to remain unnamed, said that people who send anonymous hate on ask.fm “are rude, and don’t have anything better to do with their lives, so they send hate.” She described people who send these messages as “pathetic.” This comes as a rude awakening, for most, it’s disheartening to see. I never knew how cruel and hurtful high schoolers could really be.

This is such a big deal because of the fact that everything you do now, can and will come back to haunt you. When applying for college, jobs and everything in between, the employers and admissions officers will have access to your profile. That means that colleges can easily read through all of the answers, and looking at pages, they will not likely enjoy what they see.

It also opens the doors to stalkers, who can ask any question anonymously, and will most likely get an answer. The worst thing out of all of this is the hurtful messages. People tend to say that it doesn’t bother them, but it might. Ask.fm, just like other mediums for cyber bullying, can contribute to teen depression and suicide. So before writing that mean comment in the most gutless way possible, or before creating an ask page, think about the consequences.

## THE FADS WILL COME AND GO

Bennett Hart '16, Business/Ad Manager

Fads have been sweeping the U.S. for decades. In the 1950s and 60s there were drive-in movies, tie-dye clothing, and yo-yos. In the 1970s and 80s there were leg warmers, mood rings, Dorothy Hamill haircuts, disco, lava lamps and drawn-on beauty marks. The 1990s and 2000s brought the Macarena, Tamagotchi, breakdancing, Tickle Me Elmo and Hannah Montana. Lately it has been the Harlem Shake, Gangnam style, and slap bracelets. When making a list of these short-lived ideas, products and movements, one thought came to my head, fads have little to no point.

For example, although some people might like the retro look of snapbacks, they don’t solve a problem. Fitted and Velcro hats, which work perfectly well and look better in my opinion, already exist. There is no reason to bring back something that has been outdated for a while. Slap bracelets provide another example of a fad that died because it isn’t as good as the alternatives. How difficult is it to slide a bracelet over your hand? And they stay on better as well. To me it’s obvious, if something isn’t needed, it will always die out.

Another reason why some fads don’t last is because they simply look ridiculous, think of mullets. The concept of short in the front and long in the back might have been a good one, but when you look back at the photos they look ridiculous. Another example is silly wristbands. Who thought it was attractive for middle schoolers to wear rainbow colored bracelets that form into figures all the way up their arms? A fad that seems to reappear every ten years or so is men wearing pink. When I was in fifth grade every boy in the class wanted a pink t-shirt. Remember the one that said “Tough Guys Wear Pink”? No matter what words you put on the shirt, pink is just not manly and makes you look ironically ridiculous.

Some fads don’t just fail to address a problem; in fact they actually cause more problems. Case in point: sagging your pants. This fad creates problems such as finding the perfect underwear to show off between your shirt and the top of your pants. You also need a belt that will hold your pants up just the right amount to achieve the look. Third, you have to adapt a new walking style that allows you to keep up with your friends while showing off that perfect pair of underwear.

Fads will continue to come and go, and there is nothing wrong with that. But when we look back at the pictures of ourselves a few years down the road, we could be laughing at Uggs, multiple piercings, leggings, or even tattoos.

## MUSIC IS LIFE: CONNECTING TO LYRICS

Madison Huff '15 Bull's Eye Editor

Music is my life line, and it is what gets me through every stress filled day. It’s a go-to stress reliever. It clears whirling thoughts and is a distraction from reality.

Music is something that every person has his or her own specific opinion about. Different people have ranging tastes, and each genre of music has many ways of leaving an impact on someone. It can be relaxing, angering, soothing and energizing. You can usually tell how someone’s feeling by the type of music he or she is listening to at the time.

Music is the universal language, and it speaks the truth about life. It’s not necessarily noticeable, but music is always with us whether we have songs stuck in our head or are jamming out to the radio.

Music makes memories. You know the time you’re singing in the car along to the radio with your friends and all of a sudden you shout out the wrong lyrics, but this always makes for a good laugh and that song will always remind you of that moment in time.

Music tells a story through the lyrics of each song, and each has meaning behind each word sung. Here is how some of those meanings apply to the average teenager.

When junior Shelby Roy hears the lyrics, “Cause when you’re fifteen and somebody tells you they love you/You’re gonna believe them,” by Taylor Swift she translates it into, “Boys tell you what you want to hear and even if it’s not the truth, you believe it anyway in order to feel special. Then you regret putting yourself in such a situation in the end and

think wow, I was dumb.”

When an anonymous student hears the lyrics, “Then you come around again and say, Baby, I miss you and I swear I’m gonna change/Trust me, remember how that lasted for a day/I say, I hate you, we break up, you call me, I love you” by Taylor Swift they think of it as, “My love life to a T.”

When sophomore Baleigh England hears the lyrics, “I’m just a kid and life is a nightmare/ I’m just a kid, I know that it’s not fair” by Simple Plan she understands it as, “Even though this person is young they could still have gone through a lot and it isn’t fair for someone so young to have gone through so much.”

When sophomore Sophia Hall hears the lyrics, “Today I don’t feel like doing anything/I just wanna lay in my bed” by Bruno Mars she translates it to, “There are some days when us teens just feel zombie-like and can’t even get out of bed. Some days are worse than others.”

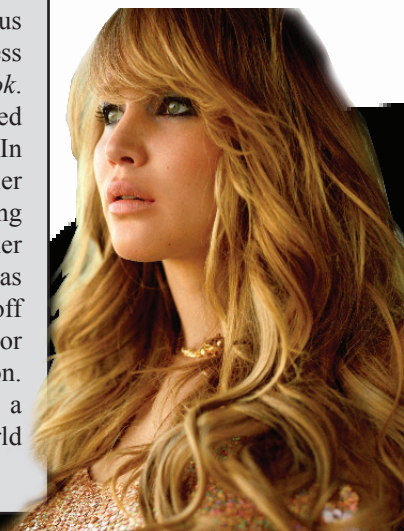
People should really pay attention to the music they listen to because it is there for us to interpret and relate to. Music positively impacts our lives on various levels every day, and the least we can do is listen. Music plays a lead role in our lives and that deserves a little appreciation. Whether the lyrics make you feel nostalgic, happy, pumped up or sad, enjoy the music that resonates with you.

# HITS AND MISSES OF MARCH

**HIT: Jennifer Lawrence**

Rostyslav Yeshchenko '14, Sports Editor

Jennifer Lawrence, an Oscar recipient and the most beautiful creature on Earth, is an exceptional soul worthy of being a hit of the century. Her flawless performances in *The Hunger Games*, *Silver Linings Playbook*, and other movies earned her praise from critics and also numerous awards, including the Oscar for the best actress in a leading role in *Silver Linings Playbook*. Lawrence, being the gem that she is, achieved all of her success with tremendous hard work. In fact, she graduated high school two years earlier so she could pursue her acting career and bring enjoyment into all our lives. In addition to her magnificent, hypnotizing acting, Lawrence has a great attitude. She has no problem flipping off paparazzi, taking a shot before an interview, or flirting with celebrated actor, Jack Nicholson. With such immense dedication to acting and a nonchalant attitude, Lawrence is now a world class actress with a great future ahead of her.



**HIT: Harrison's Last Shot**

Jake Kreinbring '16, Photo Editor

With the JV home basketball season ending on February 26th against Lake Orion, sophomore Harrison Lily brought the season to a memorable end. Against the clock winding down, Lily got the ball. As the last seconds ticked away, Lily shot the ball from 3-point range, and it went straight in the basket. The shot reminds us that our school is inclusive to all, and that is important. The victory was not only one for the basketball team, but one for the whole school, and for that, we thank you, Lily.



**HIT: OZ**

Veronica Marchese '13, Assistant Editor-in-Chief

When the first previews for *Oz: The Great and Powerful* appeared, critics said it would be "the first movie event of 2013." Seeing it opening weekend definitely proved that to be true. Aside from drooling over James Franco's constant smile, this film had me laughing as well as gasping. The special features and the pretty "trippy" scenery that is the Land of Oz had me wide-eyed and engaged the entire two hours. The only "miss" for *Oz* was when the child seated to my left threw up in his mother's hand, perhaps as a result of Mila Kunis' physical transformation mid-movie – causing the smell of thrown up popcorn and candy to invade my nostrils as I watched Franco and Kunis duel it out. Nonetheless, I urge all to see it on the big screen as opposed to waiting till it comes out on DVD months from now. You won't regret it, I promise. Unless of course, a child of three throws up next to you.

**MISS: Self-Inflicted Piercings**

Emma Weisberger '16, Circulation Manager

Recently, it has become a trend at BHS for teenage girls to pierce their belly buttons in an unsanitary and unprofessional setting. In other words, they lie down, take a needle, pierce it through their own skin, and hope for the best. We've all seen the pictures on Twitter or Facebook of the self-piercing process; First, the girl lies on the ground surrounded by friends. Then her friends pierce her bellybutton, usually resulting in a picture of this girl crying or in pain (YOLO right?). Finally, a picture is posted of a person with a swollen ear or brand new belly button piercing. While there is absolutely no problem with having piercings, the medical risks and pain involved by self-inflicted piercings aren't worth it. Girls want to do it themselves because this "toughness" gives them even more of a cool edge. Trust me though, it does not. So, if you really want that piercing, please, go to a professional.

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# Class size is too damn high

Corey Lipton '16, Assistant Copy Editor

Class sizes in Michigan are generally large, approximately 30 students per class, but here at BHS, it is becoming an epidemic. To quote the great Jimmy McMillin who represents the Rent is Too Damn High Party, class size is “too damn high.” All kidding aside, 34 people (Berkley’s limit) really is too many people per class here at Berkley.

To put this issue into perspective, up to 34 students can legally be and are crammed into rooms that appear to be designed for closer to 20-24 kids. U.S. History teacher Mrs. Jennifer Simone said, “If I were to have a dream, it would be that class sizes would be somewhere around 20-25 people.” Spacing is a problem, but it is just a minor issue compared to the much larger problem which is the sheer number of kids who need and are thus not able to receive the help.

I am sure everyone has had an experience where you had to wait ten minutes just to ask the teacher a question, which makes it harder to learn, causing kids to get worse grades. Students often need teachers’ help on various assignments, but it is becoming harder and harder to understand, and this creates areas of miscommunication between students during assignments, projects and tests. Teachers do not have time to answer every question and still teach what they are required to teach. It makes learning more difficult for students and teaching more difficult for teachers. Simone said, “Smaller class size allows for really intimate getting to know each other, and working with partners.”

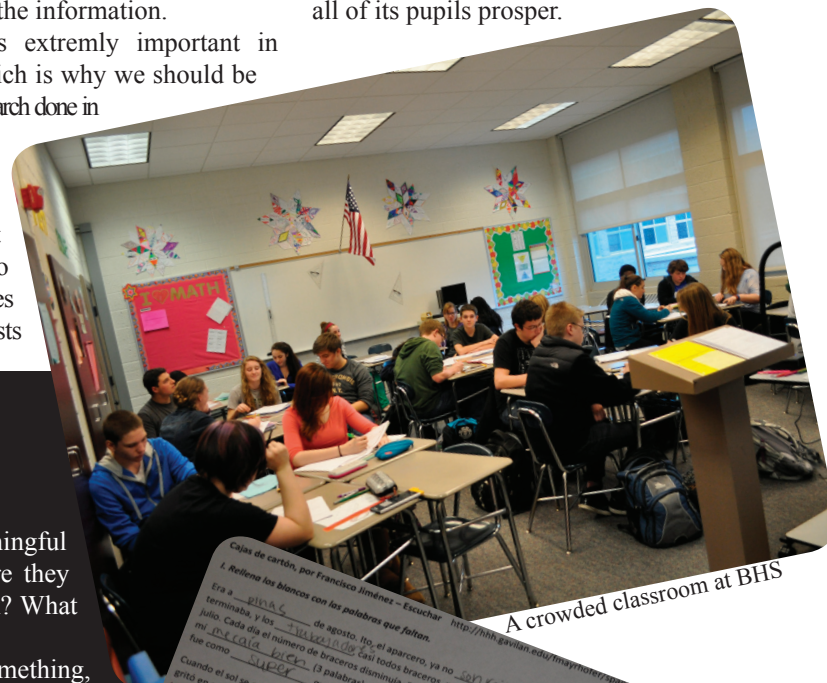
Teachers sometimes have a difficult time controlling their students because of how many of them there are. Simone said, “Smaller class size would allow me to

make individual connections.” A reduced class size can make a teacher’s job a lot easier. Simone said, “Smaller class sizes make everyone respond faster, and there are fewer distractions that I have to deal with.” When a teacher does not have to deal with disruptions very often, their jobs become a lot less stressful. When a teachers job is less stressful, they are more likely to teach well and help the students learn and retain the information.

Class size is extremely important in high school, which is why we should be worried. The research done in Project STAR of Tennessee shows that students are less likely to drop out and are more likely to have better scores on standardized tests

if their classes are smaller. Studies also show that students learn better when they have more one on one time with the teacher.

Students are like trees in a forest; they are all fighting for sunlight, or the teachers attention, so they can all grow and learn. With less trees in one condensed area, they will all get enough sunlight and grow up to be respected members of society. Berkley needs reduced class sizes in order to have all of its pupils prosper.



A crowded classroom at BHS

Photos by Jake Kreinbring

# Complete waste of time

Emma Weisberger '16, Circulation Manager

Every high school student shares the mutual hatred for one thing: homework. The distressed sighs of “I have so much homework” and “I hate homework” can be heard constantly throughout the school and into the “twitterverse” at night. While homework is still necessary to get a good grade in any given class, the importance of homework, when it comes down to actually learning, is at stake.

In most cases, the purpose of homework is to further the students’ knowledge of the lesson that they learned in class. Sometimes that is unnecessary for students who already understand the material. High school students often have busy schedules, whether they have a job, play sports or an instrument, or simply do chores at home, they don’t have very much free time. Of course, school should always come first, but when the schoolwork is deemed unnecessary it could take time away from other activities.

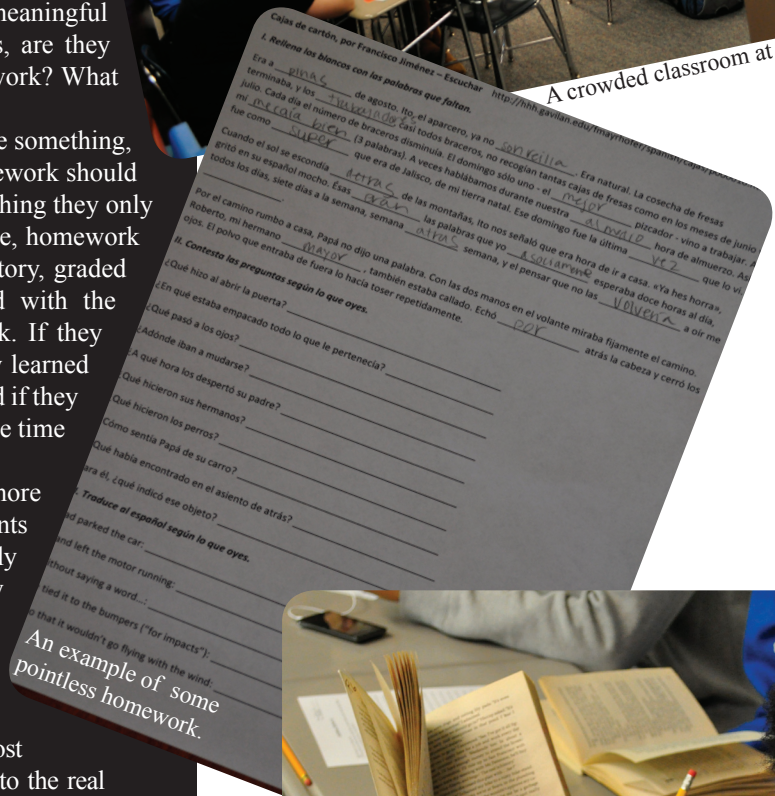
Most of the time, students do homework because they know that it will be checked in by the teacher the next day, not because they want to actually learn that material. The idea is that every night, students lug their enormous backpacks home and spend as long as it takes until their homework is completed. On days when there are large amounts of homework, students prioritize the most important assignment and work down to the least important. After a few hours of doing homework, naturally, students get bored. Their writing gets worse, their minds wander off, and ultimately the quality of their work starts to diminish. In other words, the procrastination begins. U.S. History teacher Jennifer Simone said, “The quality of the homework warrants the participation of students when doing their homework.” She added, “If homework is a repeat of something [a student] knows already, they probably don’t need to do it as much.” If the work isn’t high quality, which it isn’t all the time, it causes students to

do work that isn’t benefiting them in any meaningful way. The question that this brings up is, are they really getting anything out of this homework? What purpose is it truly serving?

When a tired teen is forced to complete something, they eventually end up resenting it. Homework should be a tool that a student utilizes, not something they only rush through to gain the points. In college, homework is more of a choice and less of a mandatory, graded assignment. Students should be trusted with the responsibility to do their own homework. If they feel that they don’t understand what they learned in class, they would do the homework, and if they feel comfortable with it, then they can save time and energy.

The argument against this “no more homework” idea would be that students won’t do homework even if they probably need to or should. While that will probably be true in some cases, it is completely up to the student. It is the student’s grade. If they want to do well in a class, it is up to them.

High schoolers aren’t regarded as the most responsible people, but when they enter into the real world they have to be trusted to make smart choices when it comes to doing work. No one is necessarily going to be there to check it in, but it is necessary and needs to be completed. Assigning optional homework will show students that they are in control of their own success, and if they put in the work and make responsible decisions, they will prosper. In order for this to be a success, teachers will have to put faith into their students, and students will have to make responsible choices.



Freshman Demarco Howard wastes his time on some pointless homework.

# THE EFFORT EPIDEMIC

Jimmy Demery '13, Entertainment Editor

My AP literature teacher, Ms. Natalie Taylor, first elucidated it for me, saying roughly, our generation wants everything done easily and is not as willing to put in as much effort as past generations who built this country off of hard work and the strength of their back bone. Now, most kids today find each and every way around actually devoting themselves to the task at hand.

Hard work seems to be somewhat difficult to come by as many teachers, parents, and even students would attest to. As my lovely mother has consistently reminded me throughout high school: it is better to study for half an hour for a few days than cram for a couple hours the night before the test. But why put the effort of looking through notes and books all week when you can just scan through a PowerPoint on your smart phone the night before? It is basically the debate between actually learning the material and putting the work into it or just putting it into your head for long enough to do well on an assessment.

Now, this effort epidemic is not confined to the classroom. It has found its way into sports and gymnasiums, a once sacred place where one could go and let loose and actually compete. A perfect example is the classic argument of whether or not to “go hard” in gym class. For some this may not make sense, but it is a choice between actually participating, trying, and competing, or half-heartedly making a pass at the ball as it rolls by. To some this is an easy one, participate, play and have a blast, but for some, they’d rather tweet their life away while the Tournament of Champions is taking place.

Recently, senior Alex Gross (gem of a guy) and I began coaching a Junior Boys (seventh and eighth graders) Berkley Hoops team. As great of an experience as it has been thus far, I was having a conversation with one of my player’s dads and he was telling me, tone incredulous, that his son had ridiculed one of his classmates for being a “try hard.” Now I like all the kids on my team and they are exemplary young men, but sometimes it gets very frustrating because it seems as if now no one’s care enough to listen or put forth any effort, and when venting to my own father, I asked if even when I was that age if kids were so apathetic, and he his response was epethetic. This confirmed, in my eyes, that we truly have an epidemic of massive proportions on our hands.

It seems, if only to myself, that the fire of hard work and competition may be all but extinguished from BHS students and kids all over. It is okay to care about something and be passionate and put effort into it, but it seems that if this current social stigma against the aforementioned dedication to something continues it may all but extinguish that flame of pride someone has when they genuinely put all of themselves into something.



Freshman Jacob Crane has a rough time showing effort on his homework.

All photos by Jake Kreinbring

# THE LIBERTY OF EXPRESSION

Olivia Wood '14, Freelance Writer

It has been said that an ideal school environment promotes learning and advancement of the mind, which should include room for individual freedom of expression. While schools may require a level of authority over controlling a student’s freedom of expression in an effort to maintain a certain type of learning environment, many argue that such an environment should also allow students to be given enough liberty to express their views within the halls of their own school and certainly within the confines of their own lockers.

Senior Megan Seamans argues that one’s liberty of expression is tenuous at our school, easily curtailed by the opinion of just one teacher or bystander as to what constitutes an appropriate school environment. Seamans and her locker partner, senior Anastasia Rogers, have had a bra hanging in their locker for most of their high school careers. Recently, a teacher saw the bra hanging inconspicuously in their locker and demanded that Seamans and Rogers remove it immediately on the grounds that displaying such an item was not appropriate in a school environment. Seamans and Rogers refused to remove the bra, asserting that it was their right to have whatever they wanted hanging in their locker, so long as it was not illegal and did not harm anyone.

Both Seamans and Rogers believe that their locker, although school property, is their assigned space of expression within the school environment. Senior Steven Reinholm justified the girls’ action, saying, “no one else can see it and you’re allowed to keep a bra in your gym locker so what’s the difference?” Reinholm is not the only one who finds nothing wrong with this. Senior Robin Collins, who is the brains behind the bra

operation, remarks, “[the bra] is just underwear. It’s not lingerie and it’s not some super sexed-up item of mystery. And if this ordinary necessity I have in my locker is so shocking and distracting to people, they need to take a moment and ask themselves why they are allowing a bra to get them so worked up.”

At issue is whether students at our school are entitled to utilize their locker space as an avenue of expression of their individuality, as Seamans and Rogers believe they should, or if a bystander can limit this expression. Although some students, such as senior Joshua Graff, may say that hanging a bra in a locker is “politically incorrect” or “entirely inappropriate considering one would not walk around with a bra [on].” others believe, like Seamans and Rogers, that this space is part of their assigned learning environment, and therefore they should be allowed to display an innocent symbol of their beliefs. It is argued that to allow repression of a student’s ability to express said beliefs yields too much control over individual freedom of expression and, in turn, constricts the learning environment. The bra symbol the girls were displaying within the confines of their locker, as a small reminder to themselves, was not harming any other student, nor did it impede or infringe on the learning environment for other students so why, then, were they asked to remove it?

In the end, while it is true that all people are born with individual freedoms, a school does have the ability to decide what is appropriate, or not, for the school environment. For the time being, though, the bra is still proudly displayed in the locker, where it will remain as a reminder for not only the girls, but for all of BHS.

# AP CLASSES: MORE LIKE ADAQUETLY PREPARED

Jake Rothman '14, Feature Editor

Advanced Placement courses are immensely important for students, not only in their high school careers but because they can also alter their college educations by being better prepared. However, BHS students have begun to take these great opportunities for granted.

I hear it all the time from BHS students that various AP classes are easy or considered blow off classes. This new attitude is completely outrageous. These classes are supposed to be the hardest and most challenging courses in our school. It needs to be recognized that AP courses have unmatched importance when compared to other BHS courses as they provide students with an opportunity to earn college credit.

Currently, many BHS students are solely taking AP courses to earn an A and bolster their GPAs. Junior Ian Miller said, "If you just take the class and get an A but end up getting a two on the AP test then [the class] is useless." Miller, who has taken five total AP classes in his time at BHS, with two courses this year, went on to say that AP courses are important only if you plan on taking the AP test and earning the college credit offered.

Earning college credit in high school for only a miniscule testing fee can save future college students hundreds, even thousands of dollars by the time they leave high school. By earning a four or five on an AP exam, a student can earn valuable credits and can help them place out of pre-requisite courses at a college level. This, in turn, will help them begin classes related to their specific major sooner. All of these outcomes from taking AP classes are clearly beneficial. I find it quite upsetting that BHS students enrolled in AP courses are not taking advantage of this great opportunity right in front of their eyes.

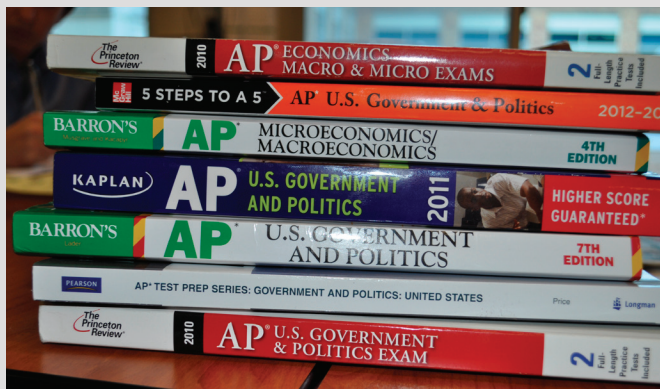
The problem with BHS students nowadays is that we only care about our GPA and receiving an A, we do not care how we get it, but we really want that A. We should instead be thinking about how we can avoid even more debt in college. We should also be thinking about the broader scope of AP classes, that includes what an A will mean compared to a four or five on the AP test. What will really mean more to you down the line: college credit or an A?

There are people that say the only important feature of an AP course is its ability to bolster students' GPAs. While this feature is widely beneficial, it takes away from the true purpose of these courses. The only way a student can maximize the potential of their AP classes is if they can earn an A and also work their way towards college credit.

Now, I'm not saying you have to sacrifice one to get the other. In fact, they should go hand in hand, but our priorities should be set on helping ourselves in college. Getting an A is important, but we should take full advantage of what the course offers us before we decide to not study or even not take the AP test.

Additionally, we need to take advantage of our AP classes because BHS is one of the lucky schools that offers a wide variety of college level courses. Many schools do not offer anywhere near the amount of AP classes BHS does, if at all. Some students cannot have the great opportunity of earning college credits before attending universities that we do. This just further emphasizes how lucky we are to have these courses, and how important it is that if we are enrolled in them to take advantage of all the class has to offer, because other students cannot.

Being enrolled in these courses gives students a sense of the rigor and demands of a college class. Having to prepare for a challenging AP test is a difficult task that cannot be duplicated by a non-AP class. If students continue to only strive for A's in AP classes, then they will not fully attain the great benefits and experience that studying for an AP test provides them. Overall, BHS students need to realize just how vital these AP classes are to their future, and start taking advantage of the classes that provide them with a college-like experience.



# AP CLASSES: MORE LIKE AIN'T PERFECT

Rosty Yeshchenko '14, Sports Editor

BHS offers a plethora of AP classes in virtually every subject area. Some students start to take these classes in ninth grade, however most of us begin our AP learning in tenth grade with AP Government and AP Macroeconomics. During the 11th and 12th grade, most of the students are enrolled in at least one AP class, and some have as many as five APs. These classes are often advertised as challenging and college credit worthy classes, while in reality most of these classes are not as complex as they may sound.

Teachers always say that AP classes will save you money in college, however this is a very general statement, and there are many contributing factors. Some universities and colleges, for example, accept limited amounts of credits from specific classes. Others may give you credit but only for an exceptional scores of four or five. Even if the scores get accepted, many students decide to retake the course for the sake of reviewing and not getting ahead of themselves. AP courses are equivalent to college courses, but they are not true college courses. Most of the courses are simplified and some of the chapters left neglected if they are not needed for AP testing.

AP classes are also supposedly an important part of college admission and can play a big role in selection process. Colleges like to see their applicants challenging themselves with tough curriculum, which implies AP and honors classes. But is AP curriculum really that hard? Granted, science and calculus classes are indeed difficult, however the same cannot be said about other subjects. AP World History, for example, is probably the easiest history class I have taken. In a nutshell, it is a class about memorizing historical content and making connections between various historical events, periods, and figures. Classwork consists of videos, powerpoints, and fun activities; homework is often reading and/or worksheets. Similarly, AP English is just an Honors English 12. Senior Alex Gross is enrolled in AP Literature but does not find it more challenging than previous English classes. He said, "AP Lit isn't that hard at all. I didn't feel a big difference between Honors English 11 and AP Lit."

Many students also join AP courses to improve their GPA since all advanced placement courses are weighted on a 5.0 scale. If a student does well, the GPA will surely improve, but with majority of universities recalculating and unweighting GPAs, there is really no benefit of weighted GPA. For example, if a student has a weighted GPA of 4.0, when unweighted, that GPA can decrease to as low as 3.5. Depending on a college, students' chances of admittance can drastically change because of that. 5.0 scale creates an illusion of a perfect GPA which can confuse students and give them a false sense of academic advantage.



Feature Editor Jake Rothman and Sports Editor Rostyslav Vyacheslavovich Yeshchenko study for AP exams in order to get some college credit.

Photos by Jake Kreimbring

# College athletes: livin' the dream

Jake Rothman '14, Feature Editor and Josh Radom '16, Assistant Opinion Editor

## Sam Subia

Tennis/Managing

After a historic year for the Bears' tennis team, two year tri-captain, senior Sam Subia, decided to continue his tennis career at Michigan State University. There he plans on trying out and potentially walking on to play doubles for the Spartans.

However, Subia will additionally be helping to student manage the Spartans' men's varsity team starting his freshman year. Subia wants to continue with tennis in college because "It would be stupid for me to stop after playing for eight years. I also love the sport, love coaching, and love being a Spartan!" Subia was initially attracted to the university because of their exceptional hotel management program, but being able to be involved in tennis activities there is an added bonus. The Spartans' coach, who Subia has known well for five years, provides another reason Subia's talents were attracted to the school.



Sam Subia

## Zachary Finzel

Football

Since the seventh grade, senior Zachary Finzel has been playing football, and next year he will be attending Bluffton University in Ohio to continue his football career. Finzel said he picked the university because it was the perfect fit for him academically and athletically he said, "The overall environment is amazing and the coaches are the best; they actually care about you and your future, academically as well." It has been his dream to play college football "since I was little watching ESPN." However, he doesn't want football to be his career after college, and he would possibly like to go into the field of sports management or physical therapy. His goal is to be a starting right tackle by sophomore year. Finzel said he isn't worried about next year as "it's just going to be different."



Zachary Finzel

## Ian Kobernick

Baseball

Senior Ian Kobernick has had an illustrious baseball career in his time at BHS, and he plans to continue it during his college days. Kobernick is taking his talents to Kalamazoo College in the fall, where he will play for the Hornets. He decided to continue his playing career into college because "There would be no point to all the hard work I've done [if I quit now]; I [have] to keep on playing." Kalamazoo offered Kobernick a unique opportunity that he was intently looking for: the ability to start during his freshman year. Kobernick hopes starting as a freshman will provide him with bigger and better baseball opportunities like the opportunity to transfer to a division I baseball school like Davidson University. However, Kobernick is not taking his great opportunity at Kalamazoo for granted in the slightest. In fact, he said he is greatly impressed with the university's brand new athletic facilities on campus. For now though, Kobernick is focused on training and preparing for the Bears' upcoming 2013 season.

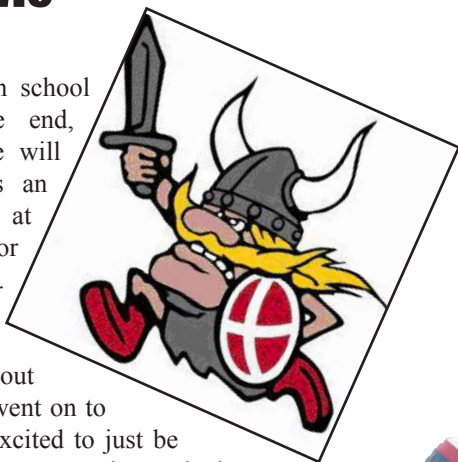


Ian Kobernick

## Veldo Funwie

Football

After a great high school career as defensive end, senior Veldo Funwie will continue to play as an outside linebacker at RidgeWater Junior College in Minnesota. He said, "Football is something that keeps me in line and out of trouble." Funwie went on to say that he is most excited to just be given the opportunity to continue playing the sport. The football program was not the only thing that attracted Funwie to RidgeWater. He added, "My education comes first before football, so this was the best fit for me academically as well." He said that it's going to be more of a challenge on and off the field at college compared to Berkley. He said, "I'm going to be competing with some really good players and I know that I'm not just going to be able to walk on the field and initially get a spot; I'm going to have to work for it." He explained that his intended major is going to be criminal justice if his NFL dream does not work out, of course.



Veldo Funwie





## 18 THE SPECTATOR

**SWIM AND DIVE GLIDES INTO FIRST PLACE IN LEAGUES**

Bennett Hart '16, Business/Ad Manager

The BHS boys swim team was crowned OAA Blue league champions on Feb. 22 at Royal Oak Middle School. They scored 555 points to beat out Royal Oak's 476 and Troy Athen's 472. Altogether, BHS delivered six first place finishes, the most of any other school. And most amazing of all, they had 31 of 32 swimmers and all four divers advanced to the finals.

Everyone on the BHS team swam very well. Some of the top scoring swimmers were seniors Noah Duchan (winning 100 fly and 200 IM), Christian Dolnicek (winning 200 free and 500 free), Christian Ulmer (winning 100 breaststroke and second in 100 free), and Loren Bazzell (winning 100 back and third in 100 fly) head swim coach Becca Jenzen said. In addition, senior Mitchell Hart, freshman Eli Falk, and senior Nicholas Dolnicek added talent to the back end of the team and really solidified the victory over second place, host school, and archrival Royal Oak. Divers juniors Stuart Olenick and Zach Walter also gave Berkley the extra edge they needed to pull out the victory.

Even after the BHS team had won leagues, Olenick explained that his favorite part of the season was beating every other team in their league. After winning just two meets over the prior two seasons, beating the over other teams in their division was very important.

After winning leagues the season was not over yet for some. Ulmer, Christian Dolnicek, Duchan, Bazzell, Falk, Olenick, Hart, and Nicholas Dolnicek went to Oakland University for the all-state event. The first day of competition went as expected: Ulmer and Christian Dolnicek advanced to the second day and swam personal bests. In fact, Ulmer even came in 11th place in the whole state in the 100 breaststroke, breaking the 1:00 mark for his first time ever.

Overall, the BHS swim team had an amazing season. They exceeded expectations and considering they only won two meets over the prior two seasons, this was impressive. Berkley had an amazing season and won their first league championship since 2002.



Photo by Noah Duchan

The victorious team meeting with the coach after dominating the leagues.

## Senior Bear Awards

Tonight's event will be available for purchase through the Berkley Schools website.

[www.BerkleySchools.org](http://www.BerkleySchools.org)

Visit the **PARENTS** dropdown and go to **Store/DVD Purchasing**.

DVDs are \$10

Questions?

Contact [mjylkka@berkleyschools.org](mailto:mjylkka@berkleyschools.org)

## SPRING SPORTS PREVIEW

Lindsay McFern '13, Student Life Editor

### Boys Golf:

Although the golf team's record was 3-11 last season, it was individually a success and the team expects to do well again this year. Coach Scott Baltes is extremely supportive of his team, constantly helping to further their skills. Senior Ryan McClure said he "expects a great team and for everyone to perform well." The golf season starts on March 28 at Lahser.

### Track and Field:

Track and Field season is in full swing and with their immense amount of pre-season training (you've seen them running every day in the halls) Kortland Avant said he expects a really successful season. With coaches Les Hale and Sarah Berman guiding the team, this season will be even better than those prior. The season begins on April 9 at Lathrup High School.

### Girls Soccer:

Last year a lot of the team graduated and consequently, the team may struggle to find their footing this season. They sadly lost the final district game to Mercy with a score of 6-5. This year they will redeem themselves. Junior Madison Murray said they mostly need to work on building a strong team bond with many new girls. She hopes this season will be as fun and successful as the last. The season kicks off March 23 at Troy High.

### Boys Baseball:

Last season was a success with a 21-10 record, but as the team was filled with seniors it might be tough to reclaim the same victorious season. Senior Tony Tenaglia said the team will work well together and he looks forward to a triumphant season starting March 27 against Royal Oak.

### Girls Softball:

The prior season was tough due to the adjustment with new coaches ending with a record of 24-10. However they hope this year will go more smoothly with better leadership and a greater dynamic. Junior Hayley DeBene said, "I'm sure this season will go better, we have a lot of talent moving up." The girls will continue to have fun together with the season starting March 26.

### Girls tennis:

Last year's tennis team claimed a record of 7-4-1 as many seniors departed a lot of vital players were lost to the tennis team, so this season's struggle will be making the team prosperous without them. Junior Marlee Rothman claims the few players remaining can push this team to a winning season starting April 8 at Crestwood High School.

## TWO STEPS FORWARD, ONE STEP BACK: ADVANCES RUINING SPORTS, LIFE

Mitchell Hart '13, News Editor

What do Babe Ruth, Tiger Woods, Michael Jordan, and Roger Federer have in common? All of the following are legends in their respective sports. But is it fair to compare their achievements to those who played or are currently playing under different conditions?

On March 2, 1962, Wilt Chamberlin scored 100 points in a game against the New York Knickerbockers; no men's player has ever scored this many points in an NBA game. He accomplished this achievement without the assistance of the 3-point line, which wasn't instituted until 1979. Nobody came close to this feat until Nov. 20, 2012, when Division III college basketball star Jack Taylor scored 113 points against Faith Baptist Bible. But is this accomplishment as big of a deal as Chamberlin's 100 point game? Sure, fans could argue that the level of competition was lower back in his day, but what this really boils down to is the three pointer. Of his 108 shots, Taylor took 71 from beyond the 3-point line. If he was to take exactly the same shots before the inception of the three point line he would have only scored 86 points. Still a big accomplishment, but point inflation mitigates the accomplishment.

Soviet gymnast, Nadia Comăneci, was the first gymnast to score a perfect 10 in Olympic competition. Although I hate communists, this was and is still a huge deal. The old scoring system, where the best possible score is a 10 and the worst would be a 0, is logical and easy to understand. People have and will continue to talk about the Montreal Olympic Games for many reasons, but above all Comăneci will always be the focus of discussion. American Gabby Douglas won the gymnastics all-around in the 2012 London Olympics with a score of 15.933, or by NBC's standards, a green triangle. Like what? I watched the Olympics for two weeks and the Olympic trials for an additional two, and I still could not understand the scoring system. Sure that seems like a number, but what does it mean? It's a lot easier for the average spectator to understand the magnitude of a perfect 10 than some five digit number on a scale that fluctuates by athlete based on difficulty. Fifty years from now, the casual sports fan will have no way to compare Douglas' gold medal performance to Comăneci's.

Mark Spitz made a name for himself after winning seven medals in one Olympic Game, which was a record he held until another American swimmer, Michael Phelps, won eight in the 2008 Beijing Games. Phelps is considered to be the best Olympic athlete of all time. But is it really a fair assessment of who's best? Sure Phelps has the most medals of any athlete ever with 22, and the most golds with 18, and even if you eliminate golds earned in relays (only counting those earned individually) he still has 11. But he had advantages Spitz never had access too, like full-body speed suits (which are now illegal), electronic touchpad timers (for more accurate time measurements), goggles, caps, and indoor pools with controlled climates, which all allow for faster times. Over what has been called the "super suit era," world records were no longer achievements that were way out of reach. World records were broken by Olympic swimmers on a very regular basis. Now, I'm not denying that what Phelps did was a major accomplishment, but watching videos of his record-breaking performances has lost its previously amazing, impressive effect.

There is no debating that sports should progress into the modern era, but it should be done with a lot of discretion and fan input. Sure Barry Bonds used performance enhancing drugs (PEDs), but the PEDs weren't against MLB rules when he hit any of his 762 home runs. But does this make it fair? When Phelps wore his racing suits they weren't against the rules, but does that make it fair? The answer is simply no. As my dad once told me, just because something is legal doesn't mean you should do it.

As evident in many sports movies, sports are a microcosm for life. And this scenario is no different, just look at BHS — flip classroom model, talk to the text, a 6-period day— not all changes are positive. Similarly to the situations I propose above, it would be hard to even compare freshmen to seniors; seniors had the ability to take more classes than the freshmen and were taught the information in a very different, more straight-forward way.

Although they may seem better, all of the modern advancements are actually ruining the experience of watching and in some instances, playing sports. "Better" scoring systems, instant replay, and technological improvements seem like a good idea in the boardrooms of sports' governing bodies, and sports media companies, but they are ruining how we as sports' fans will remember the legends among us today.

## PUT THE PAST IN THE PAST

Alison Jones '13, Assistant Editor-in-Chief

A few months ago, if anyone would have asked me what I would be doing during the months between March and May, right before graduating, I would have easily said playing softball, just as I would have any year prior. This year, though, was a little different for me. Another fellow senior and I were cut from the Varsity Softball team, a team we had both been a part of for two years. In a matter of days, the one thing that reminded me of the end of a school year had been taken away from me.

We've all heard the cliché "everything happens for a reason" and I guess I understand that, but sometimes it's hard to find a reason in things that happen to us. I made the mistake of switching to autopilot too soon. I thought I had a definite spot on that team because of my prior varsity status, and well, because I am a senior. But that was my mistake, I slacked off and didn't try as hard because I felt I didn't need to, and now look where I am.

I could, of course, sit here and blame my coaches for not putting me on the team, but where would that get me? It was no one's fault but my own. I could go scream and yell at my former teammates because they made it over me, but again, it's not their fault.

That's the point here; we have little to no control. Once we turn in a paper, finish a tryout or submit an application, you have no control over what happens next.

We need to learn from the past and let it go. If you were to ask most people who are happy, successful and fulfilled in their lives, they would probably tell you that they wouldn't change a thing about their past. The fact is that you are the person you are today because of your choices and experience of your past. If you aren't happy with where you are in your life right now, chances are you have not taken the time to learn from your mistakes and experiences of your past.

Recall all of the times in your life that have stood out to you. Do you regret the choices that lead you there, or accept that they were your choices? It is our defining moments that we learn the most about ourselves. In all reality, there are no good or bad experiences, they are all just lessons in life to help guide us and grow as people.

So take a moment to recall or even write down every defining moment in your life, it might have been a time that your teacher praised your work that you put a lot of effort in, your parents' divorce, or a rejection from a college. Once you have them all written down, ask yourself what you have learned from those experiences and how it has shaped the person you are today. It is only when we learn from our past that we can then let that go from our lives. If we spend our whole present, waking lives being dictated by our past, we don't have an opportunity to look forward to shape a better future. Look forward in life and appreciate the person you are and the person you are becoming.

I know it is not easy to forget about the past but what you can do is create a new past starting today. Decide today that you are going to live your life free from baggage, and that today you will start a new you and everything that has been holding you back will not be thought of or dwelled upon for the next 24 hours. At the end of the day you will have a new history that is only 24 hours old. That is the new you. You then start tomorrow doing the same thing. Don't worry about trying to change the future you someday, just focus on doing it one day at a time. Before long you will have created a new history of the person you are.

Now of course, I would have loved to go full circle with my high school softball career and play one last time with my friends, but I think I gained a valuable life lesson in that you can't always get what you want. And regardless of the outcome, I came out of this whole mess a better person and gained a better outlook on my

## 20 THE SPECTATOR

*Is high school doing us a disservice?  
A bigger question than “when are we ever  
going to need this?”*

Veronica Marchese '13, Assistant Editor-in-Chief

Every weekend for the past month and a half I have been badgering my mother to help me file my tax returns and every weekend she tells me to look it up and figure it out on my own because she's too busy. When I did eventually look it up though I didn't know if I was doing it correctly, so, with no one to help me, I was S.O.L. Then I went back to practicing my highly useful AP Calc skill of integrating.

Thinking back to the process I went through last year when choosing to take AP Calc, I remember sitting in Ms. Simpson's pre-calc class stressing over whether or not to take it or AP Stats (and also secretly wishing I had the option of taking Applied Personal). Classes like Applied Personal should not be overlooked by colleges and students; students who take the class should be patted on the back for preparing themselves – although they might not be challenging themselves, aren't they being smart for preparing? What about student loans and FAFSA? My mom filled out my FAFSA and she'll be helping me with student loans, but what if I hadn't had any help? I would have had to figure it out on my own with zero prior knowledge on either topic.

Next year I will be entering MSU with the following knowledge under my belt: how to find the derivate of  $F(x) = 3x + \sin(x)$ , the year the Huns invaded Asia, and the mind-numbing physics concept of how we are pushing back on the earth when the earth pushes on us (Sorry Ms. Dildine – you rock, but that doesn't); however, I still don't know how to do my taxes, balance a checkbook, apply for student loans (which I need before I enter MSU), or how to change a flat tire.

High school prepares us for most of the courses we will be taking in college and college prepares us for our occupations, but what about everything else? Where are we taught how to live on our own? Or how to do basic life skills? We've all said, or at least thought the phrase, “when are we going to use this?” and that is the most real question we should be asking as about-to-enter-the-real-world-seniors, when will we use any of this information? The only class I will really be using after high school, and even after college, is my anatomy class, which I chose as an elective. I might also use the “how to write a resume” worksheet we got in English 10. High schools do not require that we take classes that can actually prepare us for life; instead, we are required to take classes that prepare us for college. We may be ready for the long lectures in college but we are ill-prepared for “real life.”

The classes of 2013 and 2014 were forced to take classes like transitions and public speaking, and what did we learn from those? How to sing the fight song and give a eulogy to a cartoon character? Because, let me tell you, those are exactly what we need in a real-life crisis, like when your tire goes flat or you have an IRS agent come a-knocking when you haven't paid taxes – “hold on government; let me read you the eulogy I wrote for Spongebob back in 2009. Then you can yell at me for not knowing how to do my taxes.”

Granted that in this day and age we have the technology to Google how to change a tire or do anything else, but, at least in my case, I want to learn how to do things, as opposed to Googling or getting a YouTube tutorial. We grow up with things being done for us, or not even worrying about the things that aren't done for us – assuming that they'll eventually be done by someone else, or there will be a YouTube video showing us how to do it. Before my senior year I didn't have to worry about my taxes or how to balance my checkbook, and I definitely didn't have to worry about student loans. Assuming my mother will eventually sit down and help me do these things (hear that, Colleen? I need serious guidance) I will, sooner or later, learn the skills I really need, but will it be too late?

## SBA's: Senior Bologna Awards

Clarissa Donnelly '13, Editor-in-Chief

So, on March 18 the Senior Bear Awards happened. But before they happened, I received a list of the winners so I could interview them to see how they felt about their nomination, if they felt deserving of winning, and other like-minded questions. But, when I interviewed senior Khalil Barber, my perspective changed.

Barber and I both won Most Fashionable. When I saw that I won, I was like, okay that's cool. Not much more, not much less. Although I was impartial, Barber still held a differing opinion than mine. He said, “I really don't want [to win]. I just don't like attention like that.” Once I heard this, I couldn't think about much else. I came to the conclusion that I didn't really want attention like that either— “like that” meaning only being recognized for something insignificant and superficial. Sure, some SBA categories exist for purposes that recognize people for actual personality traits or talents like Most Artistic and Most Dramatic, but problems exist within those categories as well. By this though, I in no way mean that the Senior Bear Awards sucked. Video, but mainly Sophie Bruza (hi): I contemplated not writing this article because I didn't want you to take it as a critique of your efforts. So just understand that this is not that. I know you did everything (by yourself) to make a successful show, and the show really did turn out great. The overarching idea of what the Senior Bear Awards seem to stand for is more of my concern.

To begin, we'll go back to Khalil's comment: “I really don't want [to win]. I just don't like attention like that.” Usually, a primary concern in contests like the SBA's is how the losers feel, but we'll get to that later. Barber's comment leads us to the idea that the winners may feel just as uncomfortable as do the losers. When you win an SBA, they announce your name, spotlight you, everyone present watches you walk across the stage, you get a medal with your name and category won on it, and then you go to take a picture for the yearbook. By having your name announced alongside the category and spotlighted in front of a bunch of people, those people are meant to understand you as the certain type of person depicted by the award. If this is your first encounter with some of the people in the audience, the award you won is often the only way they can understand you. Then, by preserving yourself in infamy with your name engraved into a medal and your picture in a yearbook with the category tattooed across your head, it furthers the idea that this is an accurate description of you. No, the Senior Bear Awards are obviously not meant to be taken as the be-all-end-all characterization of a person, but when it is someone's only encounter with you, it can have a large bearing on who they think you are and therefore how they understand you. Attention “like that” is something that many do not desire.

And now for the losers. As mentioned before, people are often concerned for the confidence (or rather, lack thereof) of the losers during contests like this, and I'm not disagreeing with this tired argument— I'm furthering it. Things like this are popularity contests. In eighth grade they took away running for student council because they said it would hurt unpopular people's feelings when they lost, and just last week we had body image week where diversity counsel told us we're all cool and great despite what anyone else says. But then at the end of eighth grade we still had mock elections where we voted for the people with the prettiest eyes. Then this year, the Monday following body image week, we had the SBAs where we rewarded people with the best hair and the best clothes. There is clear hypocrisy in both those situations. We sound like we don't have real opinions and are willing to go along with whatever comes on a week-by-week basis. Literally. If we're going to try to erase praise of superficial characteristics, (which we should because where does it get us?) we should stick to it.

The whole premise of the SBA's is that we dress up and it's fancy like any other award show, but the problem is, it's not like any other award show. Take for example the Oscars: people directed movies, people acted in movies, people wrote short films, people made animated movies, etc. People chose to make themselves vulnerable to the judgments of other people, whereas none of us did. To refer back to Most Fashionable, I know I didn't ask our senior class to tell me if I dressed the best. If I wanted to be judged on that, I'd enter myself in some sort of contest. And even with the categories that do not deal with superficiality there continue to be glaring problems. For categories like Most Artistic and Dynamic Duo I'd really like to know which (if any) of the candidates care what we think? We're not art critics and the students didn't enter their artwork into a contest for judging. And I don't even know how someone would qualify him or herself to be the best judge of a friendship. Yes, people do judge each other on things such as the ones mentioned in the SBA's, but normally people's petty judgments are not publicized unless someone asks for it.

Ultimately, no, the continuation of the SBAs isn't going to be the downfall of our society or even our senior class. We're just not accomplishing anything by keeping the Senior Bear Awards going. It honestly just seems absurd to continue to praise people for things we know are not important to the rest of our lives (best eyes, best hair). Sure, some people's self esteem is raised by winning recognition for Most Artistic or Most Musical, but what about the people who don't win? No, we shouldn't walk on eggshells around each other and pretend that we're all great at everything— because we're not— but we should at least wait for an invitation to critique someone. And we shouldn't just hoist it upon ourselves to decide who is the best at what and who will be successful at what through a last minute vote during the senior breakfast.