

SPECTATOR

November 2012

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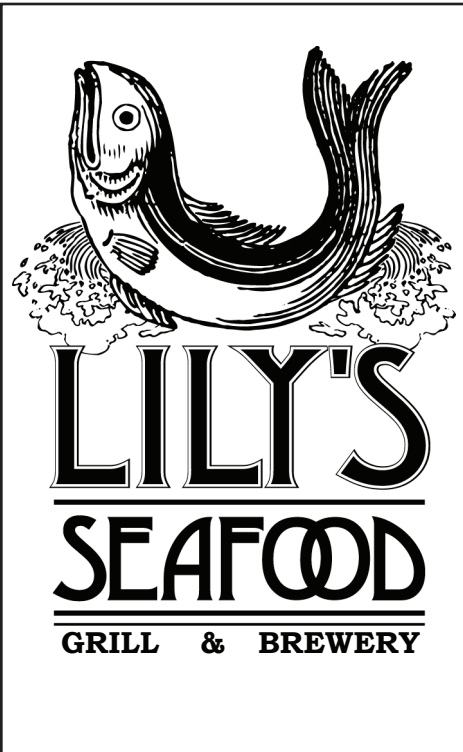
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The *Spectator* Staff understands that some articles may not spark each student's interest, so we have organized a scavenger hunt for our beloved readers: look for senior Vince Plaskey hidden within these pages. Once you do, bring your paper to Ms. Emily Mullins in room 165 and show her where Vince is! If you are the first to do so, your name will be taken down, and you will be hidden in the next issue.



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

SEPT 4,5,6, 2012	T, W, Thurs	7-9 pm	SEA912 seg 2
SEPT 18,19,21, 2012	T, W, F	7-9 pm	SEA912B seg 2
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OCT 16,18,19, 2012	T, Thurs F	7-9 pm	SEA1012B seg 2
OCT 29,30, NOV 1, 2012	M, T, Thurs	5-7 pm	SEA1012C seg 2
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NOV 6-29, 2012	Nov 6,7,8,13,14,15,19,20,21,27,28,29, 2012 4-6 pm	GHS1112 seg 1
NOV 27-DEC 20, 2012	Nov 27,28,29, Dec 4,5,6,11,12,13,18,19,20, 2012 6:15-8:15 pm	GHS1112B seg 1

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

AUG 28,29,30, 2012	T, W, Thurs	6:15-8:15 pm	GHS812B seg 2
SEPT 11,12,13, 2012	T, W, Thurs	6:15-8:15 pm	GHS912 seg 2
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OCT 9,10,12, 2012	T, W, F	4-6 pm	GHS1012 seg 2
OCT 23,24,25, 2012	T, W, Thurs	4-6 pm	GHS1012B seg 2
NOV 6,7,8, 2012	T, W, Thurs	6:15-8:15 pm	GHS1112 seg 2
NOV 19,20,21, 2012	M, T, W	6:15-8:15 pm	GHS1112B seg 2
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Burton Elementary School to build new park, controversial reactions among students

Clarissa Donnelly '13, Editor-in-Chief

Burton Elementary School's current playground, Burton Community Park, has been reduced to pieces over the past few years. So, the school is scheduled to start construction on a new park in June of 2014. It will be built over the summer so as not to disrupt playtime during the school year.

Although the current park is currently of physically low quality, it is not definitively deemed 'unsafe' just yet. The city of Huntington Woods will not allow the park to become dangerous for the children. The city has fixed minor problems in the play structure and will continue to do so as they come about, but once these reparations become too extensive and too expensive, the city will not be able to support all of damages. If this is to occur, the park will have to be shut down.

The current playground has become not much more than a "glorified hut" as 'Friends of Burton Community Park' Committee Leader Susan Witus put it. However, some BHS students disagree with this. Senior Holly Shifman claims that "the park is in great condition." Another current Berkley student though, disagrees with Shifman. Senior Molly Austin works at Burton in the after school latchkey program and accords with Witus' idea concerning the detrimental quality of the park.

A large concern is that the playground is made of wood, which has caused many students to get splinters. Senior Alexandra Fahoome said, "splinters are not a big deal; kids are going to get hurt no matter what. Huntington Woods moms need to stop being so over-bearing with their children's safety and just let them play." However, Witus assures those like Fahoome that even splinters can be a big deal. Some of these splinters are more than two inches long and become imbedded under nail beds or stuck in the rear ends of fourth graders after a ride down the slide. The school is legally not allowed to take these out, so the students have to be sent to the hospital to remove them.

Shifman also claimed that the school should spend their money on more important things for academic aspects of the school, but Witus argued that "exercise is truly an important part of growth and development" as would be any other part of an elementary school education.

The playground that stands now cost \$250,000 and was built 18 years ago by the man power of the citizens of Huntington Woods. This has caused much uproar with students

of BHS as well. Fahoome said "our parents build it, and now they're just tearing it down. They're tearing down a piece of our childhood." Sophomore Kara Unatin agreed with Fahoome's statement about the hard work their parents put into it.

The current park was in fact a community project, but this one is as well. The new playground will cost \$440,000, which will be raised purely from fundraising. When compared to the cost of the former playground, \$250,000, this new cost drives much confusion among citizens. Due to new liability issues and the make of the park material, it requires professional construction. This accounts for a significant portion of the additional cost because they now must pay for labor cost. And also, people must remember that the park was built 18 years ago, which also accounts for a portion of the inflation in cost. Witus said though, that there could be a possible chance to offset the cost if people of the city volunteer to unwrap and un-stack materials. Witus also said that this is "just the going rate" for playgrounds. There were some that cost more, but it is already extremely difficult to raise the \$440,000. She said that the playgrounds which cost less just do not satisfy the need. This price includes a playground that is three times bigger. For those familiar with the area, the new one will stretch from the blacktop to the track. The price also includes demolition of the current playground and input of the plants at the end.

When another student, sophomore Eric Braun, discussed his expectations for the park, he said that he is disappointed as are other former Burton grads and that the playground was in fact a significant part of his childhood. However, he ended by saying that it is "good for [the current students]; it's [going to] be sweet." Current Burton students parallel Braun's idea. First graders Marley DeRoven and Ariana Dubin discussed their anticipation for the new playground. They're especially excited to have "a new tire swing, and [be able to] run on the playground."

Although the former playground was a significant portion of former Burton students' childhood, this new playground will mark a new chapter of current Burton students' childhood, and it will yield just as exciting benefits for them as it did for our generation of Burton grads.

Master plans for the new playground



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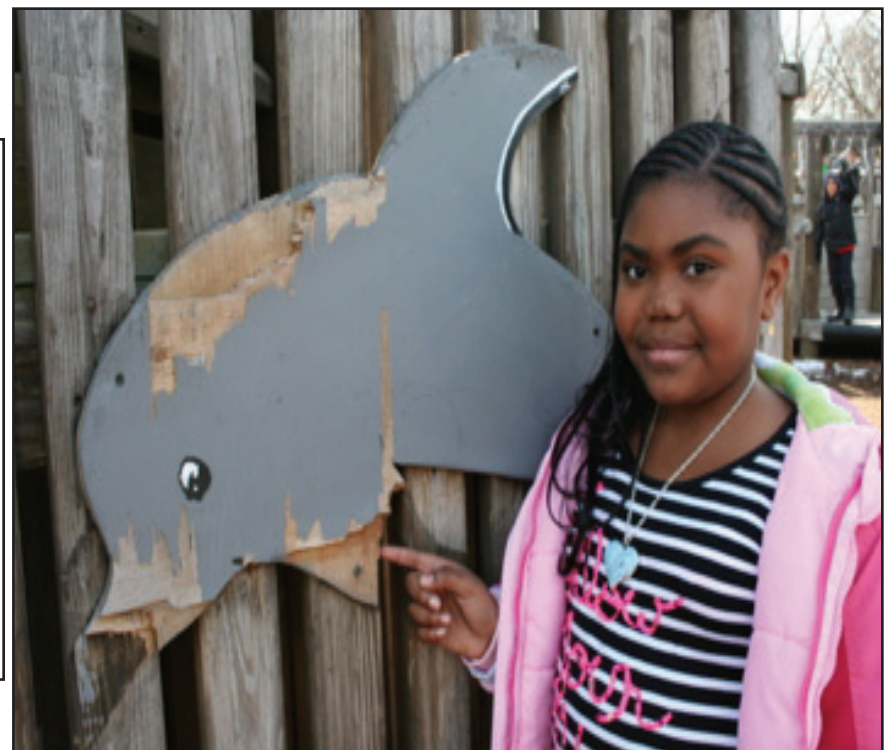


Photo and plan courtesy of Susan Witus

Burton fifth grader Gabrielle Solomon disapproves of the dilapidated dolphin located in the park.

6 THE SPECTATOR

Teacher Cadet: Teaching the educators of the future

Emma Weisberger '16, Circulation Manager

Teacher Cadet is a program that has been offered at Berkley for the last four years. It provides students who want to explore a career in education with the chance to experience teaching in a real classroom. Although it provides a unique experience, unfortunately, seldom do students show interest. At this time, there are only six students involved.

Students get to have first-hand training on what being a teacher is all about, rather than just learning about it, they witness it first-hand. It is often found that people learn better when they actually take part in something, and this program gives them that opportunity. They go to elementary schools and act as a guest teacher to experience what being an elementary school teacher is like. This gives them the knowledge to decide if a career in education is for them.

This program raises a lot of enthusiasm from those who are involved and they encourage everyone interested in teaching to join. "Everybody that's in the program really loves it and they are really excited about it and it's a really positive thing," Mrs. Hearne said, "but this year we only have six students." Even though Teacher Cadet is a program that is enjoyed by all who are associated with it, the general interest in the program is not as high as those involved would like. Hearne is very passionate about the program and believes that it would benefit both the program and the students involved if more people got involved.

Students who partake in the Teacher Cadet program are given huge benefits. It can earn students college credit, which is a hugely advantageous factor when applying for

college because it builds one's resume with the difficult and unique class. Students who are interested in going into education as a career take Teacher Cadet because of the first hand teaching experience they are able to get before they make any decisions regarding their future career plans. Senior Lisa Wassenberg said, "I have fun working with the kids they're all great, and I get to learn more [about teaching] and it's a different type of learning." She said, "You get to experience it more than just sitting and learning about it." Students who take part in this program really enjoy what they are doing. Wassenberg recognizes that being able to teach in a real life situation is a great opportunity and that they experience something that makes this program unique and beneficial.

A potential reason for the low participation in the Teacher Cadet program is the requirements needed to join. The first year it was offered at Berkley every senior or junior who signed up was automatically entered into the class regardless of their GPA. The requirement to be a junior or senior in order to take the class is still in place. A change they have made to the requirements in the last three years that they have offered Teacher Cadet is that one must have a 3.0 GPA to participate. Teacher Cadet is a program that causes everyone involved to really enjoy and appreciate it for the unique opportunity the program provides them. It has many advantages and yet only has six students. Hearne is very excited about the program and wants to spread the word of Teacher Cadet to the school. The result of more students in the program could help to benefit everyone, and eventually make Teacher Cadet a major program at Berkley High School.

CASA and OTEC provide unique learning experiences for upperclassmen

Lindsay McFern '13, Student Life Editor

Students at BHS strive to better themselves constantly. Most schedules are packed with challenging classes, but with all hopes of an impressive schedule, it is difficult to achieve this feat being confined here until ones junior year. The Center for the Advanced Studies and the Arts, more commonly known as "CASA" and Oakland School's Technical Campus, called "OTEC," both offer a variety of courses BHS does not offer.

Though Berkley has landed on Newsweek's Top 100 high schools in the US in the past four years, it still does not offer as many AP class options as CASA or specialized technology training as OTECH. It is rare to find a class that is out of the ordinary. CASA has classes such as Japanese, advanced placement (AP) environmental science and AP psychology, none of which are offered at BHS. OTEC has career training like culinary arts and cosmetology which is very helpful for those hoping to get an early start on their after high school education. BHS's scarcity of classes impedes on underclassmen's want to higher achieve. Many underclassmen

feel the disadvantage as they are not able to attend off-campus educational resources. They claim it interferes with their capability to take all the classes they would hope to by the end of their four years here.

BHS limits students' ability to achieve as they are technically required to stay here until their junior year. Most students want an early start on their future. Freshman Lucille Rosenthal said, "I hope to be able to go to CASA next year because they offer different and more advanced classes that would help me get into college." Though she admits she understands why underclassmen are barred from going because "underclassmen should get high school experience before venturing to new experiences like CASA or OTEC."

It is fair to prepare students here before going to other places to gain knowledge, yet it limits their capability to complete all the classes they feel are necessary prior to graduating. For the high achieving Berkley students it would be helpful to enroll in CASA and OTEC in order to better their transcripts, but most importantly their futures.

Presidential election has students taking interest

Emma Weisberger '16, Circulation Manager

On Nov. 6, Americans participated in the election and reelected Barack Obama as the president of the United States. As a result, there are many predictions for how the next four years will shake out.

The interest that the students showed leading up to the presidential election was obvious due to their involvement in the debates by watching them on live television. The debates between Romney and Obama were a popular topic of discussion among students, especially on social media, making it clear that they put thought into the election and were aware of what was going on during it, even though most cannot vote. On the night of the debates, social networking websites such as Twitter were flooded with tweets about their opinion on the performance of each candidate even though most of the students talking couldn't vote.

Many students, who are 18 and eligible to vote, were motivated to vote in the election because they want to have a say in electing the leader of their nation for the first time in their life. The chance to have a say in the future leader of the executive branch is a new and different experience for a lot of students who were able to vote in this election. Senior Josh Shifman said, "I voted [in this election] because I'm 18 and I am finally able to."

A large percentage of youths, approximately 49 percent, voted in this election, similar to that of the 2008 election.

According to CIRCLE, "At least 49 percent of youth voted in 2012; youth vote determines outcome in key battleground states." The vote of the young people in America had a big impact on electing the leader of The United States. Without involved youth the results of the election could have been drastically different.

Because many students are graduating, and will soon be in "the real world" this election is a critical matter that will decide their future. Barack Obama's presidency will directly affect the lives of students once they graduate.

The involvement of students in this past election has given American politics a new face. Presidential candidates make big efforts to get the youth involved in the election, and in the recent elections, their efforts have paid off. They have been the deciding factor when it comes to the leader of our nation. The youth voters in America have a huge influence in politics, and the fact that they are interested in learning about the candidates shows that they would like to make the most informed decisions when voting.

The Kretchmer legacy lives on

Corey Lipton '16, Assitant Copy Editor

Sophomore Noah Kretchmer, the number one singles tennis player for the past two years, will be placed on BHS's Wall of Fame when he graduates in 2015. The name Kretchmer, though, is not new to the Wall of Fame. Looking through the Wall, Geoff Kretchmer, Noah's father, also appears because of tennis. This makes Noah a second generation Wall of Famer, and this honor means a lot to Noah and his father.

The word legacy is an interesting one. Some people consider something a legacy after it is passed down from only one generation to the next. Others say it must be handed down through several generations in order to earn the title of a legacy. Noah does not really consider his father to son legacy a real legacy just yet. He said, "I don't know if I would say that it is a legacy yet, but I really don't care. I am honored to be on the Wall of Fame, as is my dad."

For something to be called a legacy, Noah said that it should be passed down from three generations. He also wondered about the passing of his legacy and said, "Trust me, if one of my future kids come to Berkley they will feel no pressure to play or be good at tennis." Noah also said, "My team always came first. Throughout the season, I didn't even consider the fact that my dad was on the wall, and I had a chance to make it." Noah had not fully realized what he had accomplished until after the season. Geoff talked about, that upon looking back, he does not feel an amazing accomplishment by being on the Wall, but he still loves to play tennis.

Having a father and son play the same sport at a high level is quite rare, but evidently happens. Some famous examples are Ken Griffy Jr. and Ken Griffy Sr. in baseball, Dale Earnhart and Dale Earnhart Jr. in NASCAR, and Archie, Peyton, and Eli Manning in football. Noah and Geoff Kretchmer may not be at this level, but all of these dynamic duos and trios shared a strengthening in the father-son bond because of the sport, as did Noah and Geoff.

From the outside, this story looks like a gene was passed from father to son, but it is much more than that. Geoff said, "I don't think that me being on the Wall gave Noah any more motivation, mostly because he is such a motivated player already; he really didn't need any extra." Geoff also said, "The great thing about the game of tennis is that me and Noah can still play it together even with the 30 year age gap." Geoff went on to say, "Tennis has 100 percent strengthened the bond between Noah and me. We can share something that we can competitively do together. Even before Noah started playing tennis frequently our bond was very close, but now it is airtight."

When asked who would win between a 15-year-old version of himself and his own son, Geoff said, "Noah for sure; he is much better now than I ever was." When Noah was asked the same question, Geoff answered for him teasingly, saying, "He will say himself because he has a huge ego."

So the question is, is there really a Kretchmer legacy? Well, it depends on who you ask. It doesn't matter much to Noah and Geoff, they are just happy to be able to share such a strong bond, helped even more by a shared love of the sport.



Geoff and Noah Kretchmer, similar in accomplishments, strike a similar pose for their tennis pictures.

Class clowns, cowbells, and bears. Oh my.

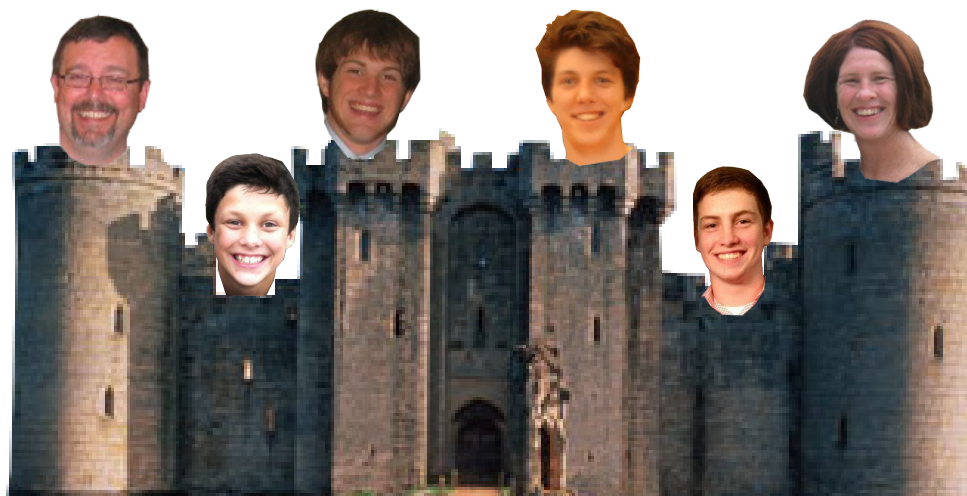
Veronica Marchese '13, Assistant Editor-in-Chief

"I'm gonna say this in the least conceded way I can: I'm the greatest," senior and official cowbell-banger Tony Tenaglia said proudly.

Tony is not the only Tenaglia with charisma, the Tenaglia family, a legacy in and of itself, is something of a marvel. With all family members having attended or currently attending BHS, Tony and freshman and brother, Vinnie Tenaglia have a lot to live up to. Their mother, father, and both older brothers (Rocco, class of 2010's Bear and Nick, class of 2012's cow-bell banger) have been awarded the "Class Clown" Senior Bear Award. With that said, Tony and Vinnie are expected to win. Father, Rocco Sr., who "loves [his] boys; they're the best boys [he] could ask for," doesn't care if Tony or Vinnie win, he's proud of his sons regardless.

Upon being handed down the cowbell directly from Nick, Tony felt blessed because what "was so important to me would be minuscule to the life that Nick would go on to live." As Vinnie predicts that he will "get [the cowbell] for sure, [there's] no doubt" his senior year he will bang the cowbell like the generations preceding him. However, BHS will have to wait two years for the time when Vinnie will make his brothers before him "look like little [you-know-whats]." However, Tony warns Vinnie that he's going to have to earn the right to yield the bell since only the best of the best have been graced with the opportunity to do so. Senior and Tenaglia supporter, Steven Reinholm said Tony is "the most rhythmic cow-beller to grace BHS" and hopes those who follow in his footsteps are just as capable to do it justice.

The Tenaglia legacy may take a pause for now with Tony leaving in May, but his memory will live on in cowbell history. This age old BHS tradition will be picked back up, as Vinnie will "no doubt" handle the cowbell with the same grace as his brothers before him. After all Tenaglias have made it through their years at BHS, students will be left optimistic about whether or not someone will ever be able to live up to what the Tenaglias will leave behind – a legacy.



Photos edited by Veronica Marchese

The Tenaglia family, who has ruled the BHS kingdom for centuries, may soon see their reign come to an end.



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Photos by Jake Kreimbring

8 THE SPECTATOR

LOCAL COPS CRACK DOWN ON BERKLEY DRIVERS

Jake Rothman '14, Feature Editor

Throughout the greater Berkley area many regions are labeled as ticketing 'hot spots' for student drivers. These highlighted areas have specifically affected BHS students, who are becoming fed up with this pestering police issue.

Now, this exposure of cop activity should not be taken as an attack on the police stations of Huntington Woods and Berkley. Both stations provide a great public service to all the citizens of the surrounding area, this is just meant to depict some of the frustrations of members of the BHS driving community.

The most notable speed trap in the Huntington Woods and Berkley area is 11 mile road from Coolidge to Woodward. Police from both cities are notorious for their vulture-like actions, as they wait to swoop in on their prey. On this route, a popular spot for police to camp out is the Huntington Woods Lutheran Church and Sunny Skies Day Care. And of course, the Huntington Woods police station is not too far down the street. As cops are frequently located patiently lying in wait at all of these landmarks, it becomes an eye opening experience to not spot a police officer when driving down the intimidating and nerve-racking road. Cops can be spotted scavenging up and down the road for their next speeding victim throughout the entire day.

Before BHS classes begin at 7:40 a.m., cops hang out on the corner of Hamilton and Oxford. This popular location near Rogers elementary, seems a bit tedious to students. It may seem unfair because students are trying to arrive on time to first hour classes, and being singled out

on at that corner causes a bigger problem than necessary, not to mention the added embarrassment.

Another signature hiding spot for cops is Huntington Woods on Scotia between Ludlow and 10 mile. Cops have also been seen all over 10 mile road looking for speeding students going to or returning from CASA. While BHS students urgently attempt to arrive on time to their afternoon classes at the Center for Advanced Studies, they have to constantly look over their shoulder for lurking cops who might want to hand out unnecessary tickets.

Senior and CASA student Wendy Wismer is a victim of this. She admits that the ticket she received was her own fault, yet she can't help being fed up with the strict police. Wismer said, "Cops like to catch you in Huntington Woods. Go one to five over and get a ticket; they are just waiting to catch you." As she clearly states, the tight police watch has been noticed by BHS students and is starting to gain unfavorable feedback. For students attempting to arrive on time to class, there is absolutely nothing more tedious than having to constantly watch out for cops.

Teachers and students alike have fallen victim to police activity in the surrounding area. Spanish teacher, Mrs. Tracy Burroughs, was attempting to arrive to BHS on time when she received a \$125 dollar ticket for going five miles per hour over the speed limit in Huntington Woods. Junior Stuart Olenick also got a ticket in Huntington Woods. Olenick knows he was going over the speed limit, but did not get pulled over for that infraction, rather, he was followed by a cop who was allegedly not sure about the

initial offense but was determined to issue a ticket.

It easily can be seen how this would frustrate any driver. Olenick said, in reaction to the rolling stop ticket he was later given, that he does not "like cops because they have nothing better to do then follow people around and give them tickets." His perception of the local police seems to be the consensus of many drivers all over the area.

This does not by any means condone speeding in the neighborhoods of Huntington Woods and Berkley, rather, it reinforces the constant action of looking over one's shoulder for lingering cops, which seems to be quite the looming presence.

All of these areas have become very dangerous ticket-wise for all the vulnerable inhabitants of BHS. If teachers and students do not keep an extra eye out for these lurking police officers, then they might soon be the next victims of these organized attacks on the sanity of all those who call BHS home.



Police from Huntington Woods and Berkley have focused in on specific areas in the region to catch speeding drivers.

Photos by Jake Kreimbring

TEACHERS TELL ALL: TALENT EDITION

Shelby Silver '14, Opinion Editor

Berkley High

School is a place where talent oozes out of the aged cinderblocks in the walls. This talent does not come from just the faithful students, but also the teachers. From juggling to playing a mean game of Angry Birds, the amount of talent that these spectacular teachers have is endless. The façade that teachers put on may be a mere mask to cover their talent so they do not look too unbelievably cool to their students...that, or they are all secretly super heroes and have to keep their true identity a secret.

We all know that **Mr. John Duffy** is a great guitarist, but he has a talent that is even more interesting. He is so talented that this English teacher actually repels all talent that comes near him.

Talent: Anti Talent

Why: Disappointment follows him wherever he goes

Mrs. Tess Ferrara has many talents (one of which involves reciting random grammar facts). At get togethers or soirees, Ferrara enjoys showing off her abilities that not many people possess.

Talent: Double jointed in her hands and elbows

Why: It is her only entertaining trick besides having random grammar facts

Double the Weingarden (he has a twin) and double the talent, **Mr. Steve Weingarden** has the ability to do two things that even I have attempted and always end up failing each time.

Talent #1: Juggling

Talent #2: Solving the Rubik's cube

Why #1: Started juggling when he was on a family cruise in college

Why #2: He just figured out how to solve the Rubik's cube in sixth grade



The teachers of BHS are more talented than any of their pupils know. Students may not think about it much, but teachers can do some pretty spectacular things. Whether it is playing angry birds, or being double jointed, once these teachers walk out of his/her classroom, a new world of excitements is waiting for them at home.

Some students may wonder what our beloved hall monitor **Rick Blanchard** does after school, and of course it has stayed a mystery...that is, until now.

Talent: Working on cars

Why: He enjoys it and has been working on them for 40 years



All original photos by Jake Kreimbring and edited by Jake Rothman

Mr. Andy Meloche is very much loved by the BHS staff and students, but very few people know how great he is outside of school. With his super natural abilities at different APPS, he is most definitely a man of true talent.

Talent: Outstanding Angry Birds player

Why: Top 2,500 out of over 12 million players

To SparkNotes or not to SparkNotes?

Jake Rothman '14, Feature Editor

The integrity of the English courses at BHS nowadays depends almost completely on a student's ability to read, comprehend and analyze a book on their own. However, a very influential website continues to threaten this creativity of thought necessary for that student to learn individually.

In past years, the use of SparkNotes for quotes and reading comprehension has been cracked down upon by the English department. Many new measures, that include prohibiting SparkNote quote usage, have been implemented in order to prevent the use of the website as the main resource for students' reading comprehension. However, with these changes from within the English department, comes some unrest from students who utilize the SparkNotes domain.

These actions do deserve some recognition and, for teachers, these new policies do ensure that every student does not come to class with the same quotes analyzed on a daily basis. But, while this action can appear quite proactive for teachers and administrators, students may experience some discontent, because many of them believe that SparkNotes can teach them just as well as books do. So, the real question, for teachers and students alike is, to use SparkNotes or not to use SparkNotes?

It is well known among BHS students that SparkNotes is a website that can be used to comprehend and analyze one's reading assignment for them, and what's not to like about that? It completes a boring, hour long reading assignment in a matter of minutes. It also allows students to breeze through the translation of old English into common speech. This in turn, allows students to locate the significant quotes in a quicker time frame. SparkNotes basically does it all for students, so if the website can formulate a complete understanding of the book, then why must the physical text itself be read and analyzed completely?

The answer is simple according to the English department. My biggest fan and favorite teacher, Ms. Natalie Taylor, believes only using SparkNotes takes an important experience away from students. Taylor says students are "missing out on a really cool experience." She said, "Books make students better readers, writers, and thinkers." For one of her classes, AP Literature and Composition, reading SparkNotes and using quotes from the website will not help a student succeed.

In her AP Lit class, Taylor brings SparkNotes users to justice by reading the analyzed portion and the accompanying quotes on the website, she then questions the students who use these quotes in their assignments. Taylor believes analyzing new quotes is an important feature of an English class. Taylor went on to say, "Analyzing new quotes makes students puzzle through text. We want them to always be analyzing more quotes." This backs up the notion that physically reading and analyzing helps students become better accustomed to texts, while Sparknotes does the work for you and limits a student's "perspective on the universe" as a whole, Taylor said.

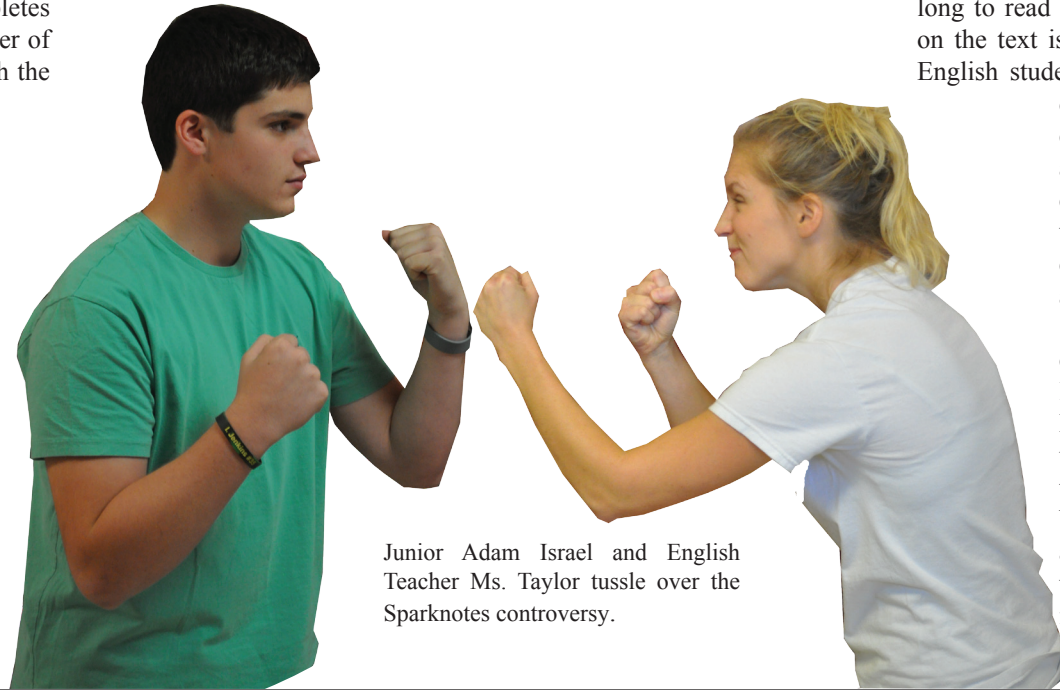
Another way the English department limits the use of SparkNotes in certain summer reading projects, is specifically outlining quotes that were not allowed to be analyzed by students. These quotes, not coincidentally, were the same quotes used on SparkNotes. Again, this measure is being implemented to encourage the individual shaping of a student's mind within the context of their engagement in their own reading process.

These changes from the English department have caused some frustration and distress among BHS students who rely on SparkNotes. Junior Adam Israel has read, in total, a single book in his time at BHS while being able to maintain a solid A- average in his Honors English courses. He credits his success to SparkNotes. He said, "I read SparkNotes

instead of the books because the books take too long to read and are boring." Israel's opinion on the text is similar to those of many other English students at all levels. Many of them

depend on SparkNotes to gain comprehension of the book while also utilizing the "important quotations" feature on the website to assist in finding useful quotes for assignments requiring analyzing.

Both sides make a valid case to continue the use of, and limit the use of SparkNotes. However, there cannot be two victors in this game. In the end, the administration will win this battle. Students must discover an alternative to SparkNotes if they want to continue to be successful in their English classes.



Junior Adam Israel and English Teacher Ms. Taylor tussle over the Sparknotes controversy.

All photos by Jake Kreinbring

The cup that smiles back: Goldfish...Tea

Aaron Cohen '13, Senior Copy Editor

Today, it is difficult to find small, unique businesses offering a very specific product. It seems as though our society has lost room for traditional 'mom and pap' community staples, and replaced them with massive corporations. But in downtown Royal Oak, Goldfish Tea continues to prosper and provide its customers with a unique, and dare I say educational experience.

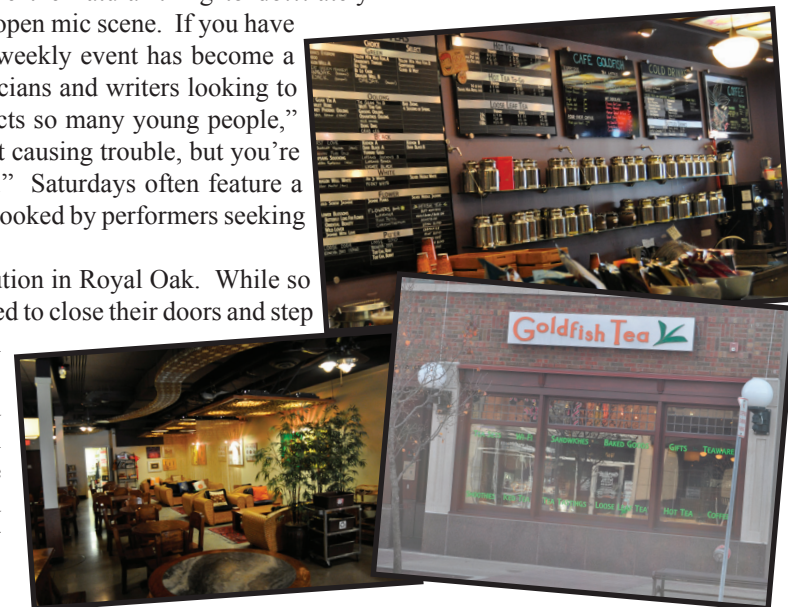
Goldfish first opened its doors in February, 2008. The founders, husband and wife Jim and Janice Girling, fell in love with tea while living in China. Unlike the American version of the drink, Chinese tea is pure, and free from any flavors or extra ingredients. "It's just leaf and water. That's all you need," Girling said.

Today, Goldfish offers over seventy varieties of Chinese loose-leaf tea. While the list may seem overwhelming at first, the energetic and knowledgeable staff will guide you in the right direction, all while educating you on the differences of each tea's flavor and history. "The intricacies of a loose-leaf tea are the same as those of a grape that will be made into a fine wine," Janice said. As you may come to realize, it's more like an art than a food.

Along with excellent tea, Goldfish provides 2-3 nights of live music

every week. She said "It seemed like the natural thing to do...lately everyone seems to be getting into the open mic scene. If you have room, you have an open mic." The weekly event has become a staple for many young, aspiring musicians and writers looking to share their work. "I love that it attracts so many young people," added Janice. "You guys could be out causing trouble, but you're here drinking tea. That's pretty cool." Saturdays often feature a jazz trio, and Sunday night is usually booked by performers seeking a new audience.

Goldfish Tea has become an institution in Royal Oak. While so many small businesses have been forced to close their doors and step aside for larger corporations, Goldfish continues to provide an excellent, unique product that cannot be found anywhere else. Next time you are in the area, give it a try. Tea tastings are free (must be booked in advance), and the knowledge you will attain may alone make the trip worthwhile.



Staff members and their baby pictures: Can you guess who is who?



This teacher may have had hair back in the day but now his head shines like the NYC skyline.



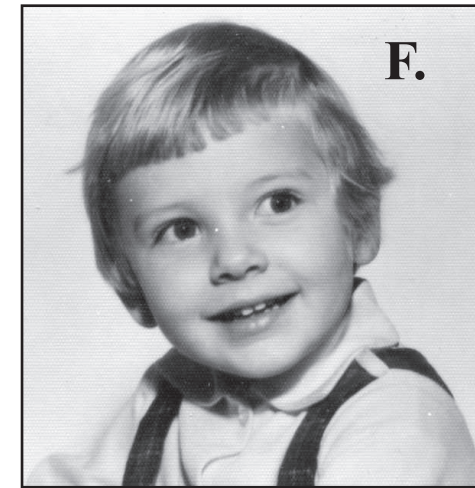
This teacher could tell you anything about the Chinese Dynasty.



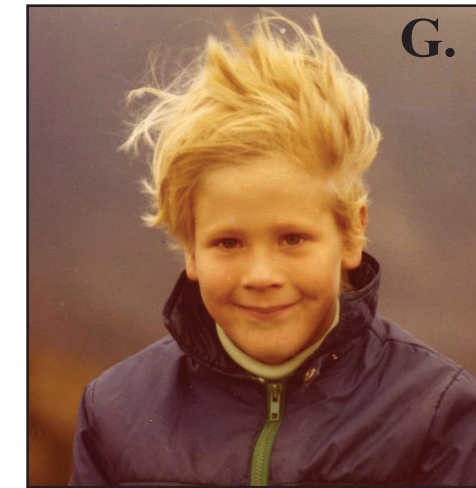
This teacher is the newest addition to the English department.



This teacher has a twin, can juggle, and solve a Rubik Cube in less than three minutes.



This teacher can rattle off her foreign language because she has lived in 30 different countries.



This administrator may be the big man on BHS campus, but here he's short of four feet.



This teacher can spit out the unit circle like nobody's business.



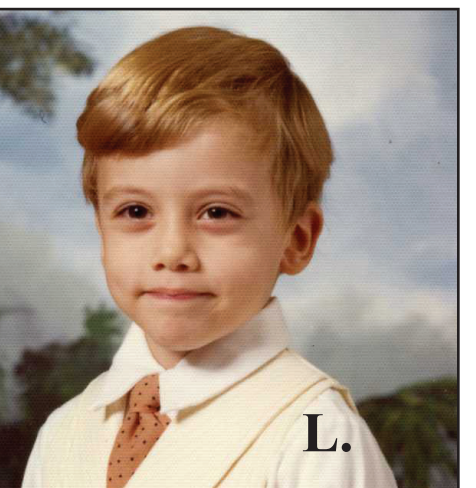
This teacher is known to tell her class that they are in "Espanol Tres not Espanol Uno."



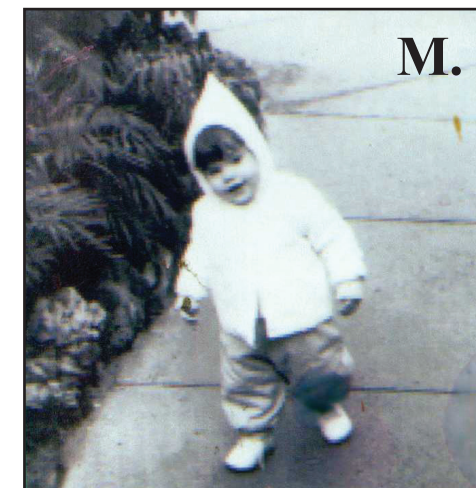
This teacher is the Spectator's fearless leader.



This teacher is pretty cute in her picture, but not as cute as her five year-old son.



This former athletic director can now suspend you if need be.



This teacher can be found running around the halls like a track star.

A. Mr. Mechoche, B. Ms. Blackwell, C. Ms. Blackwell, D. Ms. Walters, E. Mr. Weingarden's brother, F. Ms. Weingarden, G. Mr. Gawell, H. Ms. Simpson, I. Ms. Isbell, J. Ms. Mullins, K. Ms. Taylor, L. Mr. Kane, M. Mr. Cierpial

The secret lives of American teenagers

Mitchell Hart '13, News Editor and Shelby Silver '14, Opinion Editor

Some may think that the stereotypes that are heard today are very much true, but what was found out from the BHS students was that some of these stereo types are actually quite the opposite. With the help of some anonymous BHS students we gathered their opinions and were able to discover the truth behind three very common lies and set the stereotype believers straight once and for all.

What girls really do at sleepovers:

The blame for this stereotype of is every single teen movie, and when we say teen movie, we really mean chick flicks. Because of all of the repetitive plotlines in chick flicks over the past five decades, it is believed that it is a girl ritual to have pillow fights, sing and dance to all of the top 40 songs and conclude the night by watching a movie like *The Notebook*. We could say that this is true, but that would be a lie. What girls really do consists of the following: Eating their weight in anything they find appetizing, watching old Nicktoons, complaining about boys, farting a lot, and popping pimples. Sorry to burst your bubble boys, but your fantasies are all but accurate.

How girls really get ready in the morning:

Since we all get easily distracted due to Twitter and the never ending piles of homework, the time slips away from us and by the time they stop to take a breath, it is one in the morning. we are then too lazy to plan even a remotely cute outfit. Because of these nights, this is how many girls get dressed in the morning: wake up at 6:45 a.m., go to sleep. Wake up at 7 a.m., go back to sleep. Wake up at 7:15 a.m., groggily get out of bed, look at yourself in the mirror and think, "whatever," slip on the shoes closest to you, leave for school and show up at 7:45 a.m.

What girls do in the bathroom:

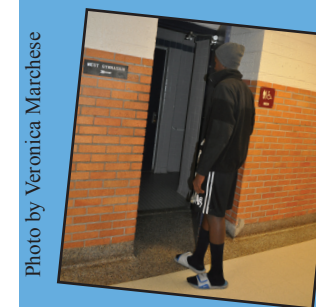
It is very rare when a girl ever goes to the bathroom alone, and there is a very simple reason for this: to gossip. Whether it be at the movies, or in the school, bathrooms are sacred to girls. Unless it is an actual emergency no girl really goes to the bathroom to do their business, but instead they tend to meet up with friends to talk about non important issues going on in their lives.

What boys really do at sleepovers:

We do not have sleepovers, and if we did, it would be called "crashing" or "chillin." The sleepover experience with boys ended sometime around fifth grade and even then we would do the same thing that we would do now: play video games and ask for sandwiches.

How boys really get dressed in the morning:

Contrary to the girls, a lot of boys care more about what they look like. We all have certain rituals that we all must abide by or else our morning will be incomplete. Here is what the morning of a typical teenage boy looks like: wakes up at 6:30, goes to the bathroom, takes shower, gets dressed, makes a yummy breakfast, brushes teeth, gets backpack, and shows up at school at 7:20 a.m.



Sophomore Troy Watson enters the bathroom alone.

What boys do in the bathroom:

Boys go pee in the bathroom. Nothing more.

The 1, 2, 3s of creating a club

Rostyslav Yeshchenko '14, Sports Editor

With 37 student organizations at BHS (excluding sports), plenty of students are able to find an activity in which to partake. Yet it is then odd that many students seem to be uninterested in any of them. If you are one of those students, why not create your own club?

First, you have to have an idea you are passionate about. For example, do you like cars? Start an "Automotive Enthusiasts" club where you can share, discuss, and debate about everything and anything car related. Or perhaps if you like old movies, create a club where you watch and discuss classic movies.

Before continuing any further, make sure you run your idea by administration. Once the administration gives you a "green light," it is time to find a teacher to sponsor the club. A teacher can provide your club with a classroom for meetings as well as adult supervision. If your club can be easily affiliated with a department, then start your teacher search there. If all teachers in that department decline, then you can continue your search with the rest of the staff.

Once a sponsor is found and your club is ready to launch, promote it school-wide so more people can join the club. Make posters and ads and place them around the school (where allowed), ask the Advanced Video class if they'll make you a commercial for the announcements and harass Student Leadership to mention you on the daily announcements, and participate in the Club Fair in the fall. Also, create a page for your club on Facebook and invite your friends. It will help current members to stay in touch and potential members to learn more about the club.

Keeping the club going can be challenging, but with the basic planning, it should not be a problem. Try to plan the discussions a few weeks ahead, or if you want to, make the members vote on the coming week's topics. Also, a way to keep members interested with field trips and special guest speakers.

Although creating a club might seem like a challenging task, with this guide you will soon have flourishing club of your own.

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Rostyslav Yeshchenko '14, Sports Editor

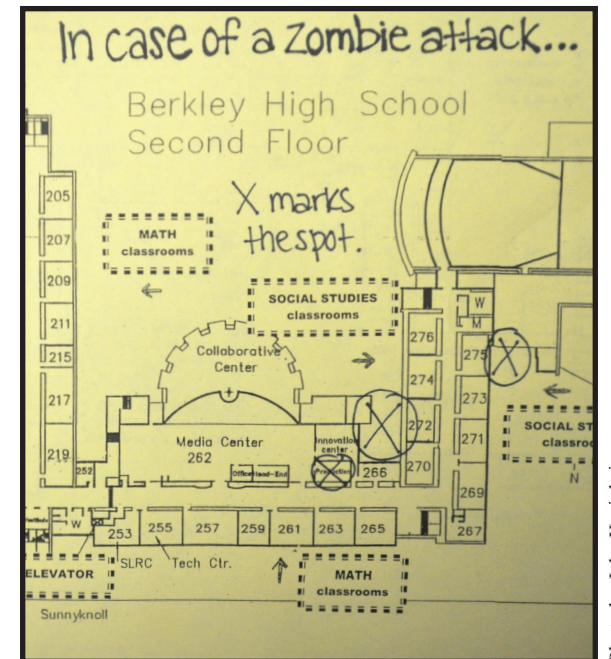
According to Mayan predictions, Dec. 21 is the anticipated “doomsday.” After all, the people who sacrificed humans to Gods and squeezed babies’ heads cannot be wrong. We cannot afford to be unprepared for this highly plausible event.

The chances of a living dead mass attack, according to the recent findings of the *Spectator* Zombie Committee, are extremely high. Since zombies eat brains only, some students may be immune, but most of us would be in serious danger. Normal evacuation procedures would not work due to the unusual yet realistic nature of the event. Since zombies can enter through the windows, lockdown would endanger everybody on the first floor. Tornado drills and fire drills are useless as well. The first step in preparing for the attack is to establish a zombie drill. During the drill, all students will have to be escorted to the roof by the teachers. That way, rescuers can pick up students on their helicopters. Some students, however, will have to go outside and distract the incoming armies of the dead. These students will be chosen randomly, however only ninth graders will be considered for the honor.

In an interview, Principal Randall Gawel gave insight to the administration plans for the zombie apocalypse, but I cannot share them with you because that information is highly classified. I can tell you, though, that Gawel, Mr. Michael Ross and Mr. Ronald Kane train daily by watching back-to-back episodes of *The Walking Dead*, maybe we should take note.

Although Gawel fearlessly protects students on regular basis, when it comes to zombie invasion he would be out of here. Gawel said to not expect any help from him on Dec. 21, because he’d assist himself before assisting his goons. “We have around 1200 students and roughly 70 staff members in school. By the time zombies will go through all of them, I will quietly sneak out of school,” Gawel said.

Since the administration will not be available to help the students, students’ survival is their own responsibility. Here are some tips for preparation: start a secret stash in school of food and water. Wear tight clothing (leggings are mandatory for ladies) on Dec. 21 so the zombies cannot grab you by your clothes. Create your own team of zombie slayers so you will not have to face zombies alone. And lastly, remember, your survival is better assured when others are unprepared. Therefore, the best tips are reserved for the *Spectator* staff, but good luck to all of you in 26 days.



The evacuation route for the coming zombie apocalypse.

Photo by Jake Kreinbring

The times they are a changin’

Josh Radom '16, Assistant Opinion Editor

As time goes on people, places, and ideas have changed, and so has Berkley High School since the time it was built in 1926. Obviously we have changed administrators, teachers, and classes, but now let’s find the little changes that we may not even notice that makes BHS the BHS know and have come to love.

Attitude is an important attribute that contributes to the environment and mood of a school. Attitude has definitely changed for both the good and for the bad. Being a teacher at Berkley for 17 years, social studies teacher Mrs. Jennifer Simone said, “On a good note, this generation, I’ve noticed, tends to care about global issues and has a greater concern for others around the world.”

On another more negative note, in terms of attitude, Simone said, “I have also noticed that the decorum has decreased with this generation, the way they talk to teachers and other adults have become much more casual almost like they are talking to their peers.” She also said she doesn’t know why this change has occurred, but popular culture seems to be a contributing factor. Shows on TV, like *Skins*, that are allegedly based off of “real teens’” lives, which express the idea that the norms of teens today are all about using profanity, drinking and doing drugs, and this does not exemplify the way that our generation should act. It is evident that the students of BHS have been changing for the better but at the same time for the worse, possibly from the examples that pop culture icons set.

Another change throughout the years at BHS is its technology. It is not only the school’s technology that has been changing, but mostly the student’s personal technology such as cell phones or iPods. “I can’t imagine

life without a phone,” freshman Sophie Steinbock said. Cell phones did not become popular until around the year 1990, but even then high school students did not have them. Before cell phones were easily affordable and even before texting, school was a very different environment. There were probably not as many cheating issues, because there was not an easy way to communicate and send pictures of tests and answers from student to student. About the technology changes at BHS, English teacher Mr. Paul Cierpial said, “When I first started teaching [20 years ago], your iPhone was a Walkman.”

Even though students’ personal technology has changed, the school is still pretty outdated in some aspects. In room 116 there are still pre-historic era computers with 50 pound monitors that load at aggravatingly slow speeds. The TVs in all the classrooms are also still very much outdated with VCRs, instead of DVD players. Even though when these were first inducted to BHS these computer and TV models were very high tech, as time goes on BHS students change and so should the schools technology.

Times change, people change, and so do the things that people do, wear and use. Throughout the years here, the teachers have seen many different attitudes, technologies,



The changes in technology from 1970 to today—chalkboards to smartboards.

and clothes. Things such as music preference, food choices, and many others have evolved as well. These current different conditions in comparison to the past have changed because of the way that our generation acts and carries ourselves. If we never evolved and these changes were never made then we would be the same people as the students who walked these halls in 1926. Sure, there are some negatives about the ways we have evolved and the type of people we have become, but they are outnumbered by our positives.

Photos by Jake Kreinbring

The news of the future: Biased is good, but is informed better?

Corey Lipton '16, Assistant Copy Editor

Teens nowadays are appearing to watch less and less of the 'real' news and more and more of politically satirical 'news' shows such as *The Colbert Report* and *The Daily Show*. These shows now have more power than ever as the young viewers who watch these shows' opinions are molded by biased views expressed in comparison to unbiased news outlets.

The Colbert Report and *The Daily Show* are used to target people who would not normally watch the news, but who still want to stay informed on modern politics. These shows help people understand complex concepts and issues concerning politics by putting them into simpler terms. They deal in satirical news, which is funny and informative yet biased at the same time.

Although these shows are considered to be along the same wavelength as other news programs, they also are watched purely for entertainment purposes. Programs like these are great to watch because they are funny, but people who have opposite views of the show still watch because of the humor. For instance freshman Katrina Stalcup commonly watches *The Daily Show* with Jon Stewart. Stalcup said, "I don't fully agree with its views, but I must admit it is very funny." When comparing it to the news she said that it gives no local news, but it is more informative of American politics and world issues.

Freshman Maddie Alpert watches the news on NBC weekly. She said, "I think [the news] is very interesting and a great way to stay informed." When comparing the news to shows like *The Colbert Report* and *The Daily Show*, Alpert agreed with Stalcup and said, "The news covers more local things that are relative to Berkley, but [*The Colbert Report* and *The Daily Show*] talk more about national and global issues."

Shows like these have great power over the next generation's adults. People base their opinions off of shows like *The Colbert Report* and *The Daily Show* because they use interesting tactics. They are funny and they use that to their advantage because humor makes people want to continue watching. Watching news shows that are unbiased like CNN don't give an argument for one side or the other and therefore cannot really mold people's opinions, they only inform. Satirical news shows that are on now may begin to play a big role in future elections and in people's personal politics because they have a way of comically swaying the influential mind.

Drama department rocks the boat with *Guys and Dolls*

Lindsay McFern '13, Sports Editor

From Dec. 6 through Dec. 9, BHS students will be showing off their musical talents in *Guys and Dolls*. The musical will star seniors Isabelle Wroblewski, Aaron Cohen, Tim Dalian, junior Andrea Megroet and freshman Ryan Hurley. *Guys and Dolls* is about two gamblers in New York City following their entangled lives thanks to a thousand dollar bet.

This year, there are huge shake-ups in the drama department with the addition of new director John Hopkins. Of the director, Wroblewski said, "I like that he's very organized and gives positive feedback; it creates a really healthy environment." Opposed to the years prior, this musical's rehearsals produce attitudes and work all are proud of. Vocal director Mrs. Julie Ann Smith said, "I'm incredibly excited to show off the talent of this year's cast. We have many surprisingly good actors and singers in this musical."

The crew, the students who make all the sets, also work very hard to make the musical come to life. They spend countless hours on perfecting the set. Senior and set manager Emma Doppel said, "the set is coming along really great, we've been working really hard and the new direction is awesome."

Smith said, "This musical is completely entertaining; there won't be a dull moment in the two hours." The cast hopes everyone will come see this amusing musical and help them reach their goal of full capacity each night. As the cast continues to prepare and the crew works hard at making the set, BHS will anticipate the new theatre program's debut in *Guys and Dolls*.

The sea parts and we give you...CONCERTS

Olivia Wood '14, Freelance Writer and Julia Pompilius '14, Freelance Writer

As winter settles in, everyone seeks refuge indoors, desperately awaiting the day when the sun will shine again. So, in lieu of spending the evening with your Snuggie, leave it behind and hunker down at your local concert hall. Concerts offer a refreshing alternative to playing music on your iHome, while also giving you a chance to get out of the house and meet some interesting people. There are countless enjoyable concerts within the next couple of months and, soon enough, your schedule is sure to be booked full of rockin' shows to enjoy.

THE KILLERS/ TEGAN AND SARA

Thursday, Dec. 20, 2012 at 8:00 PM | EMU Convocation Center- starting at \$32.50 | all ages

The dynamic twins, Tegan and Sara, are opening for The Killers in less than a month, so buy your tix while they're hot! Although it is a bit of a drive, the two bands' unique punk-rock-meets-techno sound makes the trip well worth it. The Killers, who originated in Las Vegas in 2001, have released six critically-acclaimed albums. Many of their songs have appeared on the hit CW drama, *Gossip Girl*. Tegan and Sarah, covered by respected bands such as The White Stripes, have taken the music scene by storm. The two bands combined will be nothing short of spectacular. For fans of: Muse and Sleight Bells.

MORRISSEY

Thursday, Jan. 24, 2013 at 9:00 PM | The Whiting- starting at \$39.50 | all ages

Morrissey, formerly lead singer of The Smiths, is embarking once more on a solo tour. Beloved by many since the 1980s, Morrissey has maintained his musical appeal. Famous for his controversial lyrics and unique sound, many are sure to flock to this event. For fans of: The Smiths.

ED SHEERAN

Thursday, Jan. 24, 2012 at 7:00 PM | The Fillmore- starting at \$8.00 | all ages

Most commonly known for his collaboration with Taylor Swift, Sheeran is making a name for himself on his first ever tour across the US. Best known for the hit single "The A Team," Sheeran is branching out from his former style and many are sure to be blown away. For fans of: John Mayer.

ELLIE GOULDING

Monday, Jan. 28, 2013 at 7:30 PM | Royal Oak Music Theater- starting at \$29.50 | all ages

As a female in the mostly male-dominated genre of electronica, Ellie Goulding is as musically talented as she is gutsy. Her music incorporates all that modern music technology has to offer, making for an extremely unique and captivating sound. Only a year after her debut album, *Lights*, her popularity has soared internationally. For fans of: Skrillex and Florence + the Machine.

RA RA RIOT

Tuesday, March 5, 2013 at 7:00 PM | The Blind Pig- starting at \$20.00 | all ages

Hailing from New York, this indie band consists of Wes Miles, Mathieu Santos, Milo Bonacci, Rebecca Zeller, and Kenny Bernard. After recording their first demo in 2006, fans were attracted to their spunk and charisma during live shows and from there, they took off. Even the suspicious death of their drummer could not hinder their rise to fame! The release of their third album changes in sound from baroque pop to synthpop, which will only be picked up by the slyest of fans. For fans of: Vampire Weekend and Local Natives.

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HITS AND MISSES OF NOVEMBER

HIT: Perks of Being a Wallflower

Madison Huff '15, Bull's Eye Editor

Embrace your faults, awkwardness, and all unique qualities that make you distinctly, you. The movie *Perks of Being a Wallflower*, adapted from the best-selling novel written and directed by Stephen Chbosky, is receiving a lot of positive feedback. This movie appeals to a wide range of people because anyone who is experiencing or has experienced high school can relate to it on some level. Instead of being a predictable teen drama it turned out to be a quirky yet touching coming-of-age film. For instance, movies such as *Mean Girls* tend to portray high school as a "jungle" while this movie shows the darker but also sincere side of the tolls taken on teens throughout high school. By displaying realistic high school situations filled with loneliness, anxiety, and all-out trembling chaos of adolescence, the film provokes emotions and memories from its viewers. Highlights of the movie consist of audiences feeling both pure agony and complete bliss they can relate to or empathize with in their own way. Due to this, the movie represents a bigger picture, a way of life per say. Live your life without hesitation and be yourself with the up most confidence.

**MISS: Smoking Cigs**

Veronica Marchese '13, Student Life Editor

The debate over whether tobacco is a friend or foe has been going on for many years. Even though it was determined that smoking cigarettes leads to lung cancer, as well as a whole other slew of diseases, people continue to put cigarette in hand and puff away. Smoking causes death; from diseases, many types of cancer, Emphysema, Asthma, decreased lung function, advanced signs of aging, a disgusting and lingering odor, as well as many other health problems. With chemicals inside such as carbon monoxide, formaldehyde, tar, and cyanide, it is not surprising that cigarette smoking is responsible for nearly one in every five deaths in the United States, or approximately 438,000 deaths every year (U.S. Centers for Disease Control and Prevention). While non-smokers rally against the evils of cigarettes and smokers cling to their tobacco like a homeless man with his grocery cart of bottles, we are left to wonder who is in the wrong. Smokers often claim that tobacco lowers stress, helps one effectively lose weight, and enhances performance in tasks requiring distractions (often aiding to symptoms of ADHD.) To that I say: lower your stress through yoga, lose weight through a healthy diet and exercise, and concentrate by eliminating all outside factors (i.e. shut down Twitter and Instagram). So to all of you here at BHS that I've seen holding that death stick in hand, you're underage and slowly killing yourself.

**MISS: Taylor Swift's New Album, Red**

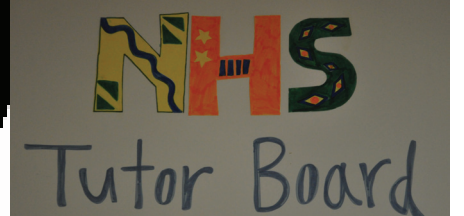
Jake Kreinbring '16, Photo Editor

On Oct. 22, America's very own "country sweetheart" released yet another 16-track album, all of which have the same theme of heartbreak. Her new album, *Red*, was recently released, and just like every other Swift album, the main focus of the album is boys that ruin her life. She is not the same artist as previous albums show. With this transition to pop music, Swift lost almost every bit of her individuality in an attempt to become a pop artist. The one thing that she continues to show is that she is, hands down, the worst judge of character ever. She has had enough breakups to fill up four albums which portray her terrible choice in men. Swift is shying away from the country sound that made her (somewhat) distinguishable from other artists, taking on a generic pop sound for this album.

MISS: National Honors Society

Rostyslav Yeshchenko '14, Sports Editor

There are many clubs offered here at BHS, but perhaps the most prestigious one is National Honor Society. It said to be a club for "outstanding high school students," but in reality, it is just an exclusive version of the volunteer club. According to the official NHS website, the society was established "to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the students of secondary schools." Although those might have been the original reasons, today students often join for the fictitious sense of exclusivity. Also, many join simply because it looks good on the college application. As far as NHS 'stimulating a desire to render service', if a student truly wanted to make a difference by volunteering, would s/he need a fancy membership in an overrated club? The answer is no. If one seeks to enhance his/her college application, then NHS is right up your alley. If one truly wants to make a difference, excel academically, become a leader, and help the community, then why bother wasting your time at NHS meetings? As Nike's slogan says, "Just do it."



Berkley beats Royal Oak for unusual new trophy

Alison Jones '13, Assistant Editor-in-Chief

The intense rivalry between Berkley High School and Royal Oak High School is one that has been going on between the two schools for many years. When the teams play each other in any sport, the desire to win is that much greater than normal. The boys' football team is no exception to this. The two football teams, though, have not met in a game since 2005, so tensions were high during their game this year.

On Oct. 19, the boys' varsity teams battled it out in a Leukemia/Cancer game respectively named "Fight Against Childhood Cancer: Tackling Cancer Together." The players donned jerseys with family members or other loved ones' names positioned promptly on the back. They played in honor of those who currently have or have had any life threatening diseases. This caused the game to mean a lot to the players, and as they played against a team they consider to be a fierce rival, losing was not an option. Senior linebacker Jeremy Shepard said, "it feels good to win in a grueling battle with Royal Oak; the last game always feels good to win."

The fans, as always, were a huge help for the boys as they came away with a 42-29 win over the Ravens. Even with our boys' varsity soccer team playing in a District Finals game over Birmingham Groves on the same night, the football team fought hard and brought home a win. Junior offensive lineman Dennis Bevza "hated that the soccer game was on the same days as ours, and knowing that they lost killed me even more."

A tradition was born that Friday night, with the Berkley Bears taking home a new quirky rivalry trophy dubbed "The Curb." As the name suggests, this trophy is a piece of Woodward taken from where the two cities meet. Each year, the piece of cement will be painted with the year and the winnings teams' name. It then travels across Woodward with the winning team. The award was presented to the Bears in a rain soaked ceremony directly following the game.

All money raised from the game will be given to the Children's Miracle Network at Beaumont Hospital in Royal Oak and the C.S. Mott Children's Hospital in Ann Arbor.



Photo courtesy of Diane Haroutumian Brus

The Bears took "The Curb" with them after defeating Royal Oak.



Photo courtesy of Diane Haroutumian Brus

Berkley's varsity football team and the coaches celebrating the victory.

Dribbling towards success

Veronica Marchese '13, Assistant Editor-in-Chief

Last year, entering the BHS West gym and hearing the squeak of shoes and the bouncing of a basketball but not the screaming of the "I believe that we will win" chant was nothing short of a disappointment. With a record of 3-17 though, players probably did not expect a large fan base as they may not have even believed in themselves. However their head coach believes in them this year. Varsity head coach David McGlown said, "As a whole we will fair pretty well this season. Our league is tough so it won't be easy. With hard work and commitment we will be successful."

Although this 2012-2013 varsity team will be sprinkled with hardworking players who are sure to take the team far, the basketball team has lost a few potential starting seniors. Seniors Nicholas Bauer and Thomas Despard have both decided against playing as a result of alleged favoring of other players by McGlown. Despard said that he "wants to have fun playing" basketball this year through Berkley Hoops, rather than deal with a stressful environment under a coach he doesn't necessarily agree with. Bauer agreed with Despard and said he also wants to focus on baseball.

While two seniors quit, five seniors stay strong —Roy Johnson, George Patterson, Alex Agbay, Leondra Steen, and Brandon Banks. Banks is excited about the season saying that even though the team "won't have the height they need," they will hopefully be successful. Sophomore Jonathon Radner agreed with Banks. He said that although the team lacks height with the two tallest seniors leaving the team, they will be "more hardworking and motivated" this year.

Last year the only fans who seemingly attended the majority of the BHS basketball games were parents and the dance team. However, this year, with an all-around more enthusiastic fan base for every sport at BHS, the varsity team should expect everyone to be in attendance.

If you play, they will come.



Photo by Jake Kreimbring

Junior Meng Shi practices his shots for the upcoming season.



Photo by Jake Kreimbring

Junior Dennis Bevza makes a 2-pointer during the boys' practice.

TEAMWORK MAKES THE DREAM WORK

Madison Huff '15, Bull's Eye Editor

With winter approaching fast Berkley High's varsity hockey season is just on the horizon. The team won leagues last year, so for the coming year players hold high expectations. They are pushing themselves to meet said expectations and to make this season as great, if not better than the last.

Although the team lost a handful of seniors from last season, they claim to feel well prepared and confident in their abilities as a team. Sophomore forward Gian Bonello said, "I feel like we have a strong returning core of players, along with many first year players who will be beneficial to our team's success." Trust is a key factor in having a winning team and by the sounds of it the boys' varsity hockey team has just that.

Although the team lost the scrimmage to Stoney Creek, 2-0, Berkley definitely played their hearts out. Junior assistant captain Alex Rawlik said, "Hockey is a game of bounces, and that night they just didn't go our way."

The team's defense worked hard to prevent Stoney Creek from scoring anymore and made some amazing plays in the process. While junior goalie Stephen Wroe stood his ground, only allowing two of the many shots on goal to get by. The outcome though, did not discourage the team.

The team learned from their mistakes and surprised the student body with a huge comeback on Wednesday Nov. 14th when they beat Pinckney 8-1. They not only utilized their strengths, but they capitalized on prime scoring opportunities as well. Having such a huge turn around in such a short time span proves that they are fighting to reach the expectations of not only their fans, but their own as well.



Berkley varsity hockey team celebrates the first victory of the season with the score of 8-1 against Pinckney.

Photo by Noah Duchan

Photos by Moe Fernandez

2012-2013 BHS PTSA Meeting Dates

December 18, 2012
January 22, 2013
March 19, 2013
April 16, 2013
May 21, 2013



BHS Collaborative Center 7:00 p.m.
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This is the Christmas song that never ends

Jake Kreinbring '16, Photo Editor



As we get closer to Thanksgiving, more and more Christmas commercials are decking the airwaves. If you think things are bad now, with songs and commercials popping up all over the place, things will only get worse from here. No one needs to hear about Frosty the Snowman when it is 50 degrees and raining outside. It is just depressing to think about old Frosty melting due to the fact that there is no snow. Along with poor, melting Frosty, people do not need to hear about how Santa Claus will be 'comin' to town...in a month and a half. People need to cool down, and realize that he will not be sneaking into your house for quite some time.

Retailers have also have a big problem with holidays. They seem to want to skip fall altogether and air their first commercials for the holiday season in the middle of October. I, for one, do not want to be watching commercials about Christmas before I'm even thinking about Halloween. It is not just Target, Macy's, Kmart, or Meijer who are participating in this pre-Thanksgiving and Christmas activities, but radio stations are extending the holiday season to a quarter of the year too.

The radio station Fresh 100.3 WNIC plays Christmas music a month and half before Christmas. And its not just one song either; if you tune in to their station at almost any time of the day, you will hear never ending Christmas songs being played. First of all, I did not think there were enough Christmas songs

to play all day, but I was sadly mistaken. After *Rudolph*, *The 12 Days*, *Santa's Comin'*, and *Jingle Bells*, what else is there? Oh don't worry there's the novelty songs. Whether it be listening to Chipmunks or seeing mommy making out with Santa, do people really listen to this? These songs may put people in the holiday spirit, but do we really need to be in the holiday spirit at the beginning of October? Celebrating Christmas this early is the equivalent to a kid dressing up like a monster, carrying a pillowcase around a city, and trick or treating in September. That's not Halloween, that's blackmail. Or a kid looking for colored eggs in February, those that were not left by the bunny, but are moldy. Finally, in the name of holiday fairness, where are the Kwanzaa and Hanukkah songs? New rule. If the Christmas season starts early, so do all other winter holidays. For every three Christmas songs there has to be a Kwanzaa carol and a Hanukkah hot hit as well.

Holiday music is awesome. It mellows people out and brings memories of home and all that crap, but when it starts in October, it gives a message that Christmas is not about home and family. It's about stuff to buy. It brings about an attitude of what 'I want'. It is no longer an idea of family, friends, and others all together, it's just an attitude of "What can I get for me?" Everybody knows Christmas and other holidays are coming, but is a month and a half heads up really necessary?



Santa wants YOU to celebrate Christmas early.

Santa snf elf photos courtesy of talatrizwan.blogspot.com

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Ipad Mini: friend or FOE?

Josh Radom '16, Assistant Opinion Editor

On Oct. 26 Apple released its newest invention, the iPad mini. Some might simply consider this new pointless piece of technology just a larger version of an iPhone simply put, an iPhone enlarged. Let us put aside the controversy over whether or not it was a good invention and compare it to the originally sized iPad.

Obviously, the drastic difference between the iPad and the iPad mini is the size. The original iPad is 9.5 inches tall, 7.31 inches wide and is .37 inches deep. Unlike the original iPad, the iPad mini is 7.87 inches tall, 5.3 inches wide, and .28 inches deep. The more important change would be the pricing. The original iPad can range from \$499- \$599 depending on the model and the iPad mini ranges from \$329- \$529. The iPad mini is just a smaller, cheaper version of the iPad itself, but I do not know if it was necessary for this to become an actual product.

When I first heard about the iPad Mini, my immediate reaction was why would someone want to buy this? Junior Curtis Carne said, "I think it was very smart of Apple to come out with this new product. I think it will allow people to do everything they could do on the original iPad plus more and in a faster way. It is also smaller and more mobile."

The iPad mini will however, do just the opposite. Sure, the iPad mini is smaller and

probably easier for mobility, but people still aren't going to walk around with an iPad in their hands at all times. The ipas mini also cannot do everything that the original iPad was originally made to do such as watching HD movies or TV shows as if there was an actual TV in their hands. With the iPad mini you will not get that experience because it does not have as big of a screen. There really is not any good reasoning for buying the new iPad Mini without taking away the things that the iPad was created to be able to accomplish.

When is a smaller screen ever better? I think that this new product from Apple inc. has nothing to do with the customer and is all about making more money. Senior Olivia Anthony said, "I think the iPad Mini is a silly invention. The general consensus is they made the iPad mini just to generate even more profit." As a company that wants to continue to stay on top in the business world constant new inventions may be necessary, but to take one of their inventions that was already bringing in so much money and downsize it just does not seem like a very smart idea.

Honestly, Apple continuing to create new innovations is good for their business and potentially for consumers, but their latest innovation is not really the most innovative by any means. Only time will tell whether people will buy into the new iPad Mini.

Election 2012: Why can't we all just get along?

Jimmy Demery '13, Entertainment Editor

Unless you have been living under a rock for the last few months, you know that a presidential election took place on Nov. 6. But I'm not here however, to talk about who won and who lost or the implications of those results, but rather how toxic and convoluted our political system has become.

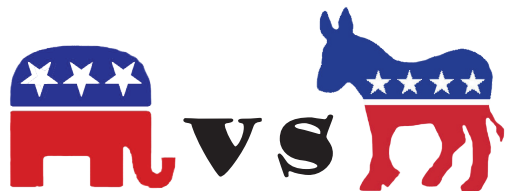
Our country has rarely been so divided, seemingly split right down the middle on a wide spectrum of issues, and many people voted only because they did not want the other candidate to win. The campaigns on both sides were brutal, bitter, and at times obnoxious due to a constant stream of negative ads. None of these said how that particular candidate will improve our country, but instead pointed out all the flaws with the other candidate, a strategy known as an ad hominem. For all the talk of "reaching across the aisle" and bipartisanship, it is hard to imagine that any change will come to the embattled Washington D.C., with the battle lines so firmly set and neither party willing to relent.

It seems that politics these days are pretty much an us vs. them battle. Half of the U.S was elated election night, and the other half was livid with the results. Some people were downright hateful towards the opposite candidate. Both President Barack Obama and Governor Mitt Romney had their up and downsides, but this election for the most part became a crusade against the opposing party. Assistant Principle Mr. Kane said "I wish they would focus more on the issues, the parties need to compromise." This

seems to be a fairly common sentiment on both sides as most people were fed up with the lowballing, and dirty strategies being employed by both parties. Republican or Democrat, whether you voted for Obama or Romney, we are all Americans working towards the same goal, improving our country. This election however had the complete opposite effect, sowing discontent and enmity between people who ordinarily would have no qualms with each other.

When I watched election coverage in 2008 and witnessed Barack Obama's resounding victory, I felt hopeful. I really did think things were going to improve and that he was going to sweep into Washington and get things done. That hope is gone, replaced with a jaded animosity towards elections and our government in general. If I could have voted this year, Obama still would have had my vote most definitely, and although I personally love the guy, I disagree with his tactics during this election. He never really told us what he was going to do with a second four years except vague descriptions and flowery, imagery. While Romney constantly flip flopped on multiple issues to appeal to more fervent right handers.

The next election will no doubt be more of the same: an all-out attack on each parties ideologies resulting in a divided America. But, if we ever want to make true progress, compromise and a mutual respect between Republicans and Democrats are the only solutions.



\$wag: College football programs ruining the game one uniform at a time

Mitchell Hart '13, News Editor



Senior Donovan Jadan shows off Michigan's home jersey.

1999 marked the beginning of the end. The University of Oregon partnered up with Nike to start the puke fest that is their consistently changing uniforms. Oregon's slow progression from uniform changes every three years, to at least 160 different combinations came to a depressing climax in the 2010 season when Oregon wore a different uniform combination for every game they played.

A new trend among college football is the use of ridiculous looking uniforms in hope of attracting new recruits and students coming to their school. Call me a traditionalist, but this new trend in jerseys is ruining college football.

Some might say the 28 percent brighter jerseys of the Oregon ducks are a positive thing because they "pop" on television more than the average team, and junior Jacob Myers agreed, claiming he "can tell the difference."

Every team should have one pair of pants, two jerseys (except Notre Dame who is allowed the traditional three: white, blue, and green), one helmet (with the exception of Washington State whom I allow to adorn two helmets, one for home and another for away games because this

has been their practice forever), and either black, white, gray or cleats, and gloves (none of this palm art).

Athletic Directors insist that the uniform changes go beyond increasing sales. Many say the primary focus is to encourage recruits to pick their university over others. If you ask me, nothing about Maryland's uniforms worn against Miami in 2011 would cause me to become a Terrapin, and the mascot doesn't do anything for me either (it's a glorified turtle).

In 2011, Adidas jumped into the alternate uni game with the "Under the Lights game" in Ann Arbor between Michigan and Notre Dame. At this game, the Adidas Legacy line of uniforms were created, each one adorning a large frontal letter and stripes down the sleeves. Every year Adidas picks two teams that they both sponsor and completely botch their traditional uniforms. The uniforms also contain helmets that vary from tolerable to complete crap.

There is no hard or concrete evidence to support what the Athletic Directors believe as fact. So why ruin the experience for many of fans when there is little to no benefit received?



Jadan demonstrates what Michigan's traditional away jersey should look like.

Photos by Mitchell Hart

Photos courtesy of abcnews.go.com, techthebest.com, westernjournalism.com and cannoncurrent.com

Your twenty percent: finding the happy medium

Aaron Cohen '13, Senior Copy Editor

Since the first day of kindergarten, the main focus of our time, our energy, and our lives, has been school. It's amazing, really, that as I prepare to attend college next year, I will also complete my thirteenth year of education. I have attended roughly 180 days of school, five days a week, eight hours a day every year since I was five years old. That means, assuming you sleep an average of eight hours a night, and that if you are a senior, you have spent nearly 20 percent of your conscious existence in a school building. One fifth. Toss other school-related activities into the equation and the percentage is even higher. Clearly, school matters. But as I have come to learn in my 13 years of education, people have very different ideas as to what this 20 percent of their lives means.

At one end of the spectrum you find the underachievers. These are the kids who, due to lack of motivation, have not reached their full potential. They do not view education as a necessity - a foundation on which the rest of their lives are built - but rather, a chore imposed on them by society. How many times have you heard the question "When are we going to need this (insert algebra term here) in real life?" Or the timeless mantra, "School is a waste of time," ring through the classroom? Usually, this apathy translates into poor academic performance. While there are some exceptions (we all know/envy those who excel with little to no work), grades are generally a reflection of effort, and effort is not a word the underachiever relates to. But this does not necessarily bother them. One could say that they live the best life possible — carefree, and focused purely on achieving self-gratification - goals that do not necessarily coincide with academic success. As English teacher Mr. Paul Cierpial would say, "They check to make sure they are passing, not excelling."

But are their lives truly carefree? Do they aspire to aim higher? Achieve greater things? These are the questions we must grapple with as we approach the opposite end of the spectrum.

Say hello to the overachiever. Or don't...they're probably at home studying. The aforementioned underachiever fails to even fully comprehend the nature of this totally different, but equally as interesting, animal. They are smart, successful, and goal-driven. While the underachiever goes out and does "whatever," these students focus in on their work, meticulously noting each detail and working towards the all-holy, life-determining letter, A.

Their motivation can be attributed to several factors. For some, the drive comes purely from within themselves. Some aspire to exceed expectations — throw away preconceived notions — others may be the first in their family to attend college. And then there are those who simply must be the best — whose self-esteem teeters on the pointy vertex at the top of the letter A.

Of course there will always be those whose academic success is the result of familial pressure. While they may rather be doing something other than studying for hours on end, they know very well that there is no feeling in the world worse than disappointing mom and dad with a bad grade.

So why does any of this matter? The answer lies in one word: balance. Balance is the key to success in high school. Neither of the two extremes listed above describe the optimal high school experience. The underachiever may currently find him/herself in a state of apathetic bliss, but give it a few years and he/she may think otherwise. The overachiever is likely on a path to achieving great things, but when they look back on their high school experience, what will they remember? This is not to say academics are not important. On the contrary, I believe a strong work ethic is essential in succeeding not only in high school, but also anywhere in life. There needs to be a happy medium.

I'll always remember as a sophomore, English teacher Mr. John Duffy telling me, "High school is all about developing habits. The things you learn now, not just in school but also about yourself, will stick with you as you move forward in life." Underclassmen are just beginning the journey of self-understanding. My freshman sister may think she totally gets it now, but in a little less than four years she will look back in astonishment and ask herself the question, "Where did all the time go?" Hopefully, when this day comes, she will rest assured that she made the most of her days at Berkley High School, and she will have no regrets. In order to achieve this goal, balance must be found.

But balance is a term that is used loosely. It is up to the individual to determine what's important, not me. Some expect A's while others fight tooth and nail for that C+ in chemistry. Some just don't care. But when the painter steps back from his work and sees the bigger picture, he can assess his progress better than if he remained only inches away. In the same way, we must all take a step back from the craziness of our lives and figure out what we want. "Do I want to slack off or do I want to kill myself studying?" For me, finding a happy medium is the answer to achieving academic and personal goals.

In a little less than half a year, I will graduate high school. I will walk (and hopefully not fall) across the Meadowbrook stage, accept my diploma, and look out into a sea of people, all celebrating the end of one era, and beginning of another. At that moment, I want to be able to say I have no regrets. I want to say I worked my ass off, but I had a really great time doing it. I feel sorry for those who will look out and say, "I wish I had gotten out of the house and gone to that game," and equally as sorry for those who think "I have no idea where I'm going next." In finding balance, we are setting ourselves up for a positive high school experience, and a successful life. I want to say I made the most of the last 12 years of school. My 20 percent.

Cooties or not, give the girls a chance

Veronica Marchese '13, Assistant Editor-In-Chief

To begin, I whole-heartedly agree with my colleague Alison Jones' column and her statement that our senior class, the class of 2013, is the best of the best. We have the most school spirit to come to Berkley High in years. However, the senior class is divided like the Red Sea was parted by Moses so many years ago. I could list for days the instances where our class has been separated, but I'm sure I would not be allowed to take up all the pages of the newspaper.

Some of you BHSers may have noticed that the senior guys have organized routine tailgates on Fridays in the student parking lot at lunch, which is what really began this holy division. Their rules are few and simple: bring a few dollars to balance the cost of the goodies that are being eaten, and "NO SENIOR GIRLS" — bringing us back to the days when signs were put up outside of restaurants during the civil rights era. This led to countless tweets about how again "no senior girls" were allowed in the front row at sporting events, while junior and sophomore boys were permitted without complaint. Isn't it common knowledge that you earn the right to sit in the front rows of sporting events when you are of age? If not, now it is. The class of 2013 has waited four years to be able to cheer proudly in the front and now we females are being pushed back like the days when women were to only serve the needs of men, when they lacked the right to vote, and the right to have a voice. It's been a century boys, we're not second-class citizens any longer — we will stand beside men, not behind.

Now there's no rule anywhere that everyone and their mom needs to always be included every single time, but as a senior class, just as we were reminded at orientation, this is our last year together. And for a majority of us, this holds true. Honestly, once we go to college we will probably push our high school memories to the back burners only to bring back out when we're telling our children our wild anecdotes, leaving out the wild of course. So why wouldn't we want to try and make some really great memories while we still can? Sure, the senior guys can make the claim that they would rather make memories with each other rather than including everyone, but what's the fun in that? This isn't elementary school anymore, we do not, to our knowledge, carry the dangerously contagious disease of cooties, so there is no need to run away from us.

Aside from cooties, their other reasons behind this "no senior girls" rule is a retaliation against a group of girls who were accused of exclusion first, but again, we are not five year olds, the "but they did it first" whining is not a valid argument. Another reason put forth is that girls aren't as "hype" as the boys. To this I say: give us a chance to cheer on our teams. Just because we do not have the ability to paint our chests, nor the testosterone in our voices to start chants or make our voices carry as effectively, does not mean we don't all participate in the "Is that not a score board?" chant whole-heartedly. Also, since when has the only reason for attending sporting events been to solely be "hype?" There's no doubt about it that being "hype" may help a team be encouraged to play better, but fans are fans. Those who attend games are there to support their BHS athletes, although lately sporting events have turned into strictly social events, regardless if we heckle the opposing team or not. So again, just because we were not born with the same sex hormones as boys, doesn't mean we don't have a voice to cheer for our team. We all support the same athletes, so let us be heard.

As cliché and trite as this may be, this is our last year all of us together, and I don't know about the rest of you, but I'm alright with putting tweets and ignorance aside to accept the senior class as a whole, not as separate genders. Because as hard as some make it seem, someone needs to be the bigger person and stop the bashing to embrace our last year together, because, face it, on the day we take our senior walk through the BHS halls we should all feel a little nostalgic, and not feel the pangs of remorse. Let's try to keep out all the exclusion or avoid the exclusionary practices.

OHH, AHH, YOU WISH YOU WERE A SENIOR

Alison Jones '13, Assistant Editor-in-Chief

When stepping foot into Berkley High School for the last first time on Sept. 4, that feeling of finally being seniors and not having a care in the world comes over us. For some, it might feel like a long time coming, and others are just living in the moment. And while seniority has always come with, and always will, a special sense of achievement set aside for those of us who manage to make it through four years of high school, what's struck me recently is the degree to which the spirit of senior year has become infused into the class of 2013's blood streams.

We can all recall the days of being at the very top of the bleachers every fall Friday night for football games, hearing the ominous "move back freshmen" chant from the older grades. We can recall seeing the seniors at the front of the stands, prominent as ever, cheering and yelling and having a great time with what they had left of their senior year. We promised ourselves we would be those seniors, those seniors everyone looked up to, those seniors who had fun with their last year, and those seniors who were happy with the group of peers we were given to handle the treacherous terrain that is high school. We, even if we do not want to face it, only have a limited amount of time left in this place, we need to take advantage of this and capitalize on that.

Log onto Twitter. Check a senior's timeline. Chances are #yolosenioryear is at the end of a lot of their tweets. Now if it is not, shame on you. We have that right, don't we? We have the right to have a "yolo" kind of senior year. We all have endured this shark tank of high school for almost four years; we have the right to live it up. Now I, for one, know I will be using this hashtag as a motto for living my life for approximately the next six months, one week and one day, but hey, who's counting?

I think it is fair to say that the class of 2013 has stormed BHS with an over-the-top sense of energy thus far, and it seems as though everyone is benefiting from it. Junior Sam Silverstein said, "These seniors are more hype; they make us more unified as a school and are making this year a lot more fun." If you dare to disagree with any of my above statements you are either 1) An overly pessimistic underclassmen who's annoyed from all the stress you brought on yourself from taking that one AP or advanced class, or 2) Person who thought they could handle the stresses of a rigorous schedule (or class, aka PA) and hasn't seen the light of day since Sept. 4, 2009. Stop crying over your 250- word English paper and make your way out to the respective sport happening now. It is safe to say about 30-40 seniors were, time and time again, yelling, chanting and making signs for our boys' soccer team helping them win a spot in the District finals game. Do those senior necessarily have an obligation to be there? No, certainly not. But the energy that those seniors bring to the table has made the games of any given sport that much more enjoyable. Themed sporting events? Although we can not take full credit for this one, we made some of the most ridiculous and hysterical themes that no class will ever be able to top. The traveling drum line? When can anyone ever say that they have heard their fight song played louder at an away game than that of the home teams? Chances are that answer is never. The immense amount of school spirit oozing from the Hurley stands on game days? That would be due, in large part, to the 2013 seniors.

For those of you party poopers out there that call this years senior class obnoxious and over the top, I can't help but feel sorry for you. You, in a few years time, will know the joys of being able to call yourself a senior. And if I'm being completely honest, the seniors could not care less what people, especially the younger grades, think of them. Look at it this way, we seniors will be out of here in approximately six months, on to bigger and better things. And where will you be? Still aimlessly roaming the halls of BHS for yet another year.

Now, for those students who are still waiting their turn to chant "three more years," "two more years" and "one more year" at the respective grades, hold out just a little bit longer. I can promise you all, the best is yet to come. Although, you underclassmen think your grade can match, or even surpass, the mark that we, the 2013 seniors left, I say to you, good luck. We all know you will so heavily need it. So, seniors, let's keep it up, and always remember: #yolosenioryear.

The fallacy of academic-based intelligence: you're all beautiful in my eyes

Clarissa Donnelly '13, Editor-in-Chief

Senior Alexandra Fahoome is arguably one of the most intelligent girls in our grade; however, her GPA does not exactly reflect this. Fahoome is highly talented in social studies and English courses. She is significantly skilled in the arts of argument, analysis, and persuasion, all of which she uses to discuss her strong opinions on obscure yet controversial subjects. Where she falls short though, is in math and science classes. This appears confusing though because as a sixth-grader, she placed into the advanced math group. But as the years went on and math became less about numbers and more about the optimization of word problems, Fahoome struggled. In Pre-Calculus and AP Calculus AB, she received C's, which is also her current standing in AP Statistics. In classes such as debate and in terms of her standing as our Student Body President, her success is diminished as these accomplishments are outweighed by math grades — literally by the 5-point scale rather than the 4-point scale, and also by the importance that society places on success in strictly academic classes. A liberal arts education is indeed important though. It allows students to discover what they're good at, and also where they fall short. But where a problem arises is when a person's overall intelligence is equated to no more than his or her success in school.

The intellectual make up of our school is diverse. We are a school full of people; many who are 'overachievers,' (turn to Aaron Cohen's article for more information on this group of people). Some of them study really hard and get good grades while some don't study at all and get great grades. A unifying factor though is their significantly above average GPAs. Then there are others who are naturally very smart, but are also very lazy. These specific people do not take challenging classes, and when they're forced to take challenging classes, such as moving up to the next math level or something, they don't apply themselves and their GPA becomes a significantly lower number. GPA in this case does not measure raw intelligence, but rather how much a person cares about grades and how determined they are. Both are endearing qualities, but neither seems able to accurately represent the genuine intellect of a person.

Generally the height of one's academic intelligence is determined by class rank. This is a literal ranking of students based upon their achieved GPA's. But as we've already discovered, GPA's are not the most reliable of reference material. The class ranking system expands this truth. For the seniors especially, our class rankings are skewed. When we went through the schedule change from eight to six classes it automatically weighed our freshman and sophomore years more than our junior and senior years. This can get a bit confusing to talk about ambiguously, so here's an example: This is Student A. Freshman year Student A gets 15 A's and one B. The student's GPA is a 3.93. Sophomore year Student A receives 12 A's and four B's, putting his GPA at a 3.84. Then junior year Student A receives all A's. However, this is the year the schedule swapped from eight classes a semester to six. So instead of having 16 A's and a 3.92, the student only has 12 A's and a 3.88. Upward mobility in our grade trend, which is something we are told to strive for, is near impossible to exemplify in this situation. Although the student did improve and did appear to become more 'school smart,' this is not even portrayed through the GPA, lending itself the concept that a GPA cannot be a universal determinant of one's overall intelligence, or even one's school intelligence.

The different weight of classes leads to more discoveries of the inaccuracy of the class ranking system. AP and honors classes are calculated on a 5-point scale rather than a 4-point scale. Because of the deemed importance of class rank and a high GPA, students often cram their schedules full of random AP classes, which they will not be successful in, and even if they are successful, they do not enjoy the process. Rather than taking classes that would actually be of interest to them, like Journalism, Yearbook, Practical Law or Marketing, they try to conform to this uniform view of 'smartness' with advanced academic classes.

It seems that intelligence can no longer be based off of book smarts because there is really no clear cut way to judge book smarts- but more importantly because intelligence is so much broader of a term than has become its single 'school smarts' connotation. If we are to take a step outside of the really interesting and exciting mini-society that is BHS for a moment, we see that the world is made up of a variety of people who are highly successful and intelligent in what they do, and much of their intelligence has nothing to do with pure academia. Our world is made up of musicians, party planners and rocket scientist, each of whom is a specialist and intelligent beyond belief in his/her respected subject area. Neither 'smart' nor 'intelligence' are concrete terms by any means; they are both ambiguous with numerous interpretations. So it is crucial that judgments about people based solely on their GPA and other achievements in school are suspended, because all of these assumptions are unsubstantiated and give us a false view of the world. School matters, yes, but regardless if your best subject is AP physics or food diet & nutrition, we are all (hopefully) going to get jobs and live out successful lives. But even if you don't, we'll all die someday anyways.