



The Dispatch

"A beacon of truth."

■ Issue 4, Volume 34

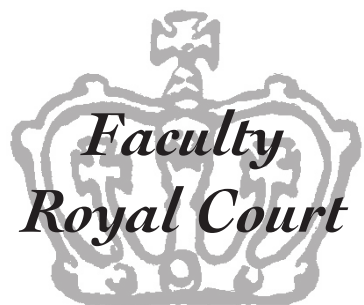
Huntington High School

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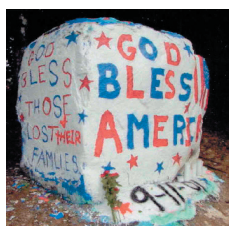


PHOTO: AIMEE LILLIENSTEIN

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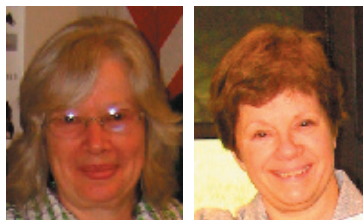
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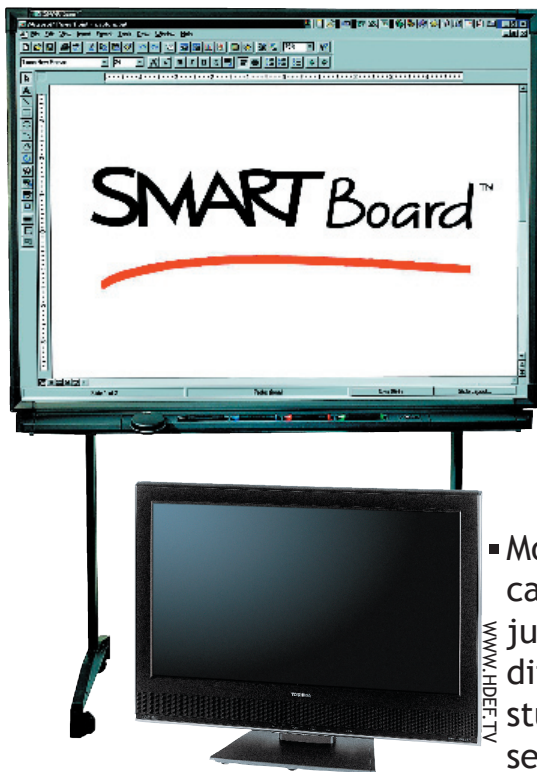
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The Present



PHOTOS: SAM CONEYS

The Future



SANAKO SEVERNNET.NET

More Smart Boards, Smart carts, and Televisions are just some of the many additions to the school that students can expect to see next year.

Major Changes for Fall '07

Plans in place for more technology, with televisions in the hallways, a new attendance system, and several other surprises

by LAUREN CAMPBELL

When students walk through the doors of Huntington High School on September 5, 2007, some may not even recognize it as the same school. With the new school year will come many changes and advancements to our home away from home. Be prepared for television screens in the hallways, computers in the classrooms, and a new electronic attendance system. Also, do not be surprised when you can not find your science room anywhere in the science hallway, let alone on the first floor.

For the 2007-2008 year, Huntington High School will be enriched with new technology and building improvements, making it a

"smart school." Already this year, wireless projectors have been built into the ceilings in numerous classrooms, permitting teachers to put their notes into slide shows and project them onto the screen. Visuals are easily displayed through the computer, which helps students better understand topics. Review games and activities can also be projected, making learning an interactive experience.

Another innovation brought to Huntington is "SMART Technology." According to the HUFSD website, "A SMART Board is an interactive white surface that gets connected to a computer. A finger on the surface acts like a mouse, serving to control the computer's functions. One can control computer applications directly from the display, write notes

in digital ink, and save work for future reference." Recently, the Huntington Foundation for Excellence in Education approved a grant submitted by Mr. Wayne Edwards, the director of the math department, in the amount of \$2,047. The grant will fund a seventy-seven inch SMART Board, a floor stand, and a Bluetooth attachment. It has also been proposed that teachers who use their SMART Board frequently will receive one conveniently mounted on their wall. The hope is for Huntington High to eventually be chalkboard-free.

As every Huntington student and teacher knows, using the school computers can be a painful process. However, students may ac-

see CHANGES on page 3

Non-School Sponsored Trips a Delicate Issue

by GREGORY EVERITT

In the past two years, Huntington High School students and teachers have taken trips to Italy and Greece. While these trips provide educational opportunities and are chaperoned by teachers, they are not sponsored by the school district.

On the trips, which are carried out largely by a company called EF Educational Tours, students are brought to see the sights of other countries. The company provides tour guides at every stop. Teachers such as Miss Piffard, Ms. Tedeschi, Mr. Graber and Mr. Krummenacker have been involved in the planning and organization of the trips abroad. The teachers who took part believe that the experience of traveling abroad is highly enriching.

"I highly recommend getting involved in travel whenever and

wherever possible," Miss Piffard said.

Despite the advantages of going on such trips, the Huntington Board of Education has refused to get involved.

"After 9/11 most school districts and most school boards are very cautious about sending students outside of our area and especially outside of our country," Dr. Carmela Leonardi, principal, said. Although the trips are not sponsored by the district, Dr. Leonardi acknowledges the valuable experience that the trips can provide.

The process of managing non-school sponsored trips is a difficult one. The teachers in charge of these excursions are not allowed to use school time to promote them.

"When the district does not sponsor these trips it becomes the responsibility of the building



PHOTO: MS. PAMELA PIFFARD

Teacher Camile Tedeschi and students Jessica Morris, Sarah Biniasz, Kevin Thomson, and Luke Mazzota all spent spring break in Greece.

administration to ensure that the school day is not used to promote or to register students for them," Dr. Leonardi said.

There is also difficulty for students who wish to go. The

teachers are permitted to bring only so many students and must pick the most responsible students. This brings about limita-

see GREECE on page 2

Life up North: A Suburban-Rural Exchange takes students to Vermont to taste rural life

by SHANNON LEE CONNORS



■ Students take a sleigh ride to experience life on the farm.



■ Suburban meets rural: Mr. Crugnale encounters a cow on the trip.

When suburban teenagers talk about their weekend activities, collecting maple syrup isn't likely to come up. Social Studies teacher Mr. Jordan Gould and the newly instated Suburban-Rural Exchange Program sought to change this with their mid-April journey to rural Vermont. The total immersion experience was modeled after a program experienced by Mr. Gould in high school and is part of an alternative history curriculum called "American Dream."

"Being able to experience what it's like to live in a different community with kids your own age was really eye opening," stated Kaari Casey, an 11th grade participant in the program.

The suburban-rural exchange program worked to break the barriers of stereotypes between the suburban students in Huntington and the rural students of Woodstock, Vermont. Months of preparation culminated in the four-day experience of workshops, cultural activities, and student-initiated bonding time. The Huntington base groups consisted of 12th grade interns, who served as planners, and 11th grade participants. Over the course of the school year, the interns conducted weekly meetings to prepare the juniors for the exchange. By examining their ideas of rural life, the students created a parody skit called Prairie Home New Companions that was performed as an icebreaker for their Vermont hosts.

"The purpose of the exchange is to take students out of the encapsulation of their surroundings and to immerse them in a rural community," said

Mr. Gould.

Many of the participants were able to stay with host families to fully experience rural life. Throughout their stay, students toured a farm, collected maple syrup, and took a midnight sleigh ride through the snow. Understanding the routine of the Vermont students fortified the bonds between the two groups.

"I believe the best way to improve relationships is to experience the other person's lifestyle firsthand," said 12th grade planner Evan Meyers.

The program was also centered on breaking down the stereotypes of rural and suburban life. One of the most powerful activities for the students was an exercise in beliefs. After a statement or stereotype was said, students stood on a spectrum, depending on how strongly they agreed or disagreed. The exercises were eye opening, showing students that the differences between the students in Huntington and Woodstock were not as vast as they once thought.

"The experience taught me that the society you are brought up in does not decide who you will be," Myers said. "I discovered that the people in Vermont aren't much different than you or me."

Mr. Gould has plans to further expand the Suburban-Rural Exchange Program in the coming school years. Next November, the students from Woodstock will be experiencing life in Huntington and another trip to Vermont will enter the planning stages. Even more ambitious is Mr. Gould's desire to initiate an exchange between Huntington and a school in England. If the initial trip is any indication, the students of Huntington will continue to benefit from this program for years to come.

Pair of students attend leadership conference in New York's capital

by AARON COHN

It is not everyday when a student receives the opportunity to live the life of a state assemblyman. Yet, Francisco Pereira and Nelson Maldonado did just that when the pair took part in the Hispanic Youth Leadership Conference at the State capital building in Albany.

From April 29th to May 1st, Pereira and Maldonado saw the state lawmaking system firsthand and gained insights through discussion on issues that are currently affecting the Hispanic community. They were able to visit legislative offices, and also participated in a mock assembly, representing the political views of New York State Assemblyman Michael Fitzpatrick.

"Illegal immigrants attending college and parents abusing their children were among the issues

discussed," Pereira said.

Pereira and Maldonado were nominated to attend the conference by director of foreign languages Mrs. Carmen Kasper and Mrs. Claudia Gonzalez-Butler. The nominations were based on an essay, grades, teachers' recommendations, and service.

Prior to the trip to Albany, the two students also attended two training sessions, accompanied by guidance counselor Mrs. Gloria Jaramillo, to become further educated in the lawmaking system. These sessions took place at Western Suffolk BOCES.

Aside from the educational and leadership aspects of the trip, it also provided Pereira and Maldonado with information that directly affects their immediate and long term futures.

"It was a good experience because we got to meet with assemblymen and see how they are helping our community," Pereira said.

"It was a good experience because we got to meet with assemblymen and see how they are helping our community"

»news in short

Prom court announced

This year's prom took place on May 24th at the Watermill Inn in Smithtown.

The prom prince and princess were Greg James and Ginny Johnson. The other nominees for prince and princess were Steve Nigro, Andrew Sherman, and Keith Marman, as well as Laurie Wideman, Sam Natalello, and Megan Doyle, respectively.

In the senior class, Chris Ambrosio won the title of king, and Elen DeOliveira was crowned queen. The other nominees were Greg Quartier, Matt Rienzo, Gabe Perez, Sarah Smith, Maritza Cazeau, and Denise DelGaudio.

Art program continuing to excel at new venues

Crafts made from untraditional and recycled materials were on display at the prestigious Sedoni Gallery in Huntington Village. These crafts were created by students from Mz. Cohen's Arts and Crafts class.

The crafts were displayed in the window of the gallery from May 20th to June 4th.

In other fine arts news, Trevor Smith, Kean Ferin, and Charlotte Laurie swept first, second and third places respectively at the recent Suffolk Digital Arts Competition.

Differences at graduation

Graduation, which is scheduled for Friday, June 22nd at 6:00 PM on the football field, will have a new look.

For one, many girls will look shorter. This is because high heels will not be permitted during the ceremony because of the new field turf.

The most visible change, however, will be the direction the soon-to-be graduates will face when seated. In past years, students have faced toward the building, consequently allowing parents and relatives to only see their backs. To correct this problem this year, graduating students sitting down will be angled toward Oakwood road.

GREECE from front page

tions and exclusivity in who goes. Students who do not have one of the teachers who are running the trip may not know about it. Although the trip is never directly spoken about by the teachers, other students may be triggered to tell their friends in that teacher's class. If you do not have a good relationship with one of the teachers who will be going as a chaperone, then you may be less apt to spend a week under their eye in a foreign place.

Another question that emerges with the non-school sponsored trips is that of behavior. If anything happens to a student the school is not liable, as it has chosen not to sponsor the trip. How-

ever, teachers may be put into the murky dilemma of how to punish a student or even whether to send one home.

The pool of students for these voyages is also limited by the sheer expense of the trip.

"I think they generally run about \$2,000 per student, plus expenses," Mr. Krummenacker said. The other expenses students must pay for include lunches, snacks and souvenirs. While the price is exorbitant for some, others see the chance to take a this type of trip as priceless.

"It's cheap to go on these trips," junior Victoria Shannon said. Shannon was one of the students who went on this year's Greece trip.

While these trips have their

drawbacks, they provide a unique experience for a high school student. It is not often that one gets to travel to a foreign country, and doing so through the EF Tours program ensures that the trip will be of educational value. A trip is already being planned for next year, with Spain as the destination. For a good deal of students, the positives outweigh the negatives, as many of the slots have already filled for the trip to Spain.

As the school is not directly sponsoring these international trips, there will always be some who question their legitimacy. While issues such as price, safety and behavior emerge as disadvantages, traveling to another country is an experience that a student will never forget.



■ Students on the trip to Greece had seats in the Theater at Epidauros.

A Fond Farewell:

Distinguished faculty retirees offer advice and discuss their plans for the future

by AKOS SZEKELY

This past school year was the last for four longtime Huntington faculty members. Still, Mrs. Mitek, Mr. Walker, Mrs. Colligan, and Mrs. Eastman all have a plethora of plans for their lives next year and beyond.

A long-time teacher in the business department, Mrs. Leslie Mitek will be retiring at the end of school around June 30th. She feels that after 27 years of teaching it is time to move on, not just to better and brighter things in the business world, but also to spending more time with the people who are important in her life.

Mrs. Mitek feels that as a business teacher she now must explore what she teaches and go into the business field either in a small business of her own, or working for someone else. She's not entirely certain of where she will work or on what exactly, or even if it will be more than a part-time job, but the field calls to her.

That is, of course, after a bit of rest and relaxation. Mrs. Mitek intends to see her granddaughters in New York a little more than she does now, and maybe go traveling somewhere in the fall after her retirement.

When July 1st comes along, Huntington High School will see Mr. Dennis Walker, one of its deans, retire. After a long and fruitful career, Mr. Walker is at the age when teachers in his tier can retire and he feels that it is the right time to move on.

According to Mr. Walker, the perspective of people looking at retirement is similar to that of students looking at colleges, and his retirement benefits are quite good, as the same contract still holds.

To Mr. Walker, now is the right time to retire since he still has his health and he wants to enjoy the golden years of retirement. Having taught history, been a dean, and coached runners for his 34 years of teaching, Mr. Walker has had a lot of "good laughs from stuff that you just can't make up," and loved the coaching he's done.

"It's been a nice run," Walker said. His goals for the next few years include seeing his daughter more, having free time, possibly doing some individual track coaching, and going on a cross-country trip with his wife.

After this school year, Mrs. Margaret Colligan will also be retiring from Huntington High School in order to pursue other goals in life. For Mrs. Colligan, it is not just a retirement for fun, though; she's getting another job. Mrs. Colligan will be moving out to Shelter Island upon her retirement since she is building a home there. Her retirement is partly a result of her long commute. As such, Mrs. Colligan will become an adjunct professor at Long Island University in South Hampton and may be a travel agent for fun.

On the idea of travel, Mrs. Colligan has a grandchild in California that she wants to see more often, and intends to travel to Australia, New Zealand, and South Africa, and complete her house during retirement. She feels that this is the right time for this plan as she gets to leave not out of being tired or unhappy, but of her own volition. Her parting advice to students is to "enjoy what you do" and "never let a job take over of your life."

Mrs. Kay Eastman will be

retiring as well from her position as a Social Studies teacher at Huntington High School. An active woman, she will be retiring not into leisure, but rather will enter a new phase of her life. Mrs. Eastman wishes to open a "new chapter in another direction" and to do things she previously had no time for. As she has a large family out of state with five daughters and grandchildren to visit, Mrs. Eastman will be spending more time away from home in order to see the people she cares about. In this process, she will perhaps be getting into the business field with her daughters, but the exact details have yet to be formally ironed out.

One who enjoys to go out and kayak, Mrs. Eastman will be going new places such as Australia, New Zealand, Tahiti, Turkey, Greece, and Venice after her retirement to get a new perspective. Through her kayaking, she met a friend who teaches a course in photography. Mrs. Eastman wishes to take this class since she has an interest in the arts that she never got to explore. With the course, Mrs. Eastman will take a sailing trip around Maine in order to get pictures from yet another perspective. Mrs. Eastman wishes her students to remember that "you should live your life to live, love, and laugh, laugh again, and laugh, laugh, laugh."

Editors' Note: Mrs. Pat Forde, one of Huntington High School's nurses, will also be retiring after this year. Unfortunately, the *Dispatch* received this information too late to do a full feature on Mrs. Forde. Nonetheless, the *Dispatch* thanks Mrs. Forde for her years of service and wishes her the best of luck in retirement.



PHOTOS: KELSEY KUNES

■ From top of page to bottom: Mrs. Mitek, Mr. Walker, Mrs. Colligan, and Mrs. Eastman

CHANGES from front page

tually be able to get more work done next year on the computers that this year take about half of one class period to log on. Thin client cards were installed several months ago in 230 computers district-wide. Each client card allows the PC to communicate with a main server, and allows the computer to use the horsepower and storage capabilities of that server. Client cards improve the performance of older computers such as ones with low Pentium processors. Computers will run faster with these client cards and will be able to support more features and functions.

Say goodbye to the pesky attendance sheets that teachers so

often ask students to transport to the office after they are due. It is planned for each classroom to have a computer that will be used for attendance as well as carrying out normal computer functions. This will enable the attendance office to immediately receive all information regarding which students are absent and tardy.

Many students and teachers debate over whether the community period is essential and if it is even effective. Next year, students and staff have asked, but it is not official, that community periods be replaced by five minute homeroom, with one minute added between lunch periods classes. Homeroom is like a community period, except that it takes place every day. Moreover,

when major events occur or important school related issues arise throughout the school year, announcement times may be lengthened to allow for discussion.

“We may not even recognize our own school.”

Announcements, notices, news, and sports results will also be broadcasted over numerous television monitors throughout the hallways to keep every student posted on what's happening. These monitors will help get any urgent information across to

students in a reliable manner, as opposed to drawn-out announcements over the loudspeaker.

When you can not find your science room anywhere in the science hallway, make sure to look upstairs. As soon as all finals and regents are completed, the two computer rooms will be torn apart to make room for two new chemistry classrooms with brand new equipment and state-of-the-art lab setups.

Some teachers are adverse to this development, but others, like Mr. Florea, are excited for the change and for the spacious areas that will be made for students to work in. This will not affect Ms. Mohanty-Seneca's computer graphics classroom at all. The computer graphics room will be

left undisturbed during the renovation and will be the same room next year. Besides the two new science rooms being added upstairs, each chemistry room will be completely resurfaced, which means new lab table coverings, replaced equipment, and new classroom amenities.

To top it all off, new lockers will also be installed in the school in the near future. This installation will be funded by a grant from BOCES.

On June 12, say good-bye to Huntington High School as we know it. When we return for the 2007-2008 school year, we will face many new changes, and may not recognize our own school. The high school is moving forward, step by step, into the technology the 21st century brings.

Students turn to school for internship opportunities

Passionate students experience potential future careers, while receiving a highly unique form of education

by TIM O'GRADY

Internships have been popular in the professional world for decades, and in recent years, Huntington High School has provided students with the chance to take part in various different internship opportunities.

Internships are unpaid job positions given to people who are interested in a particular career field. Instead of monetary

Castle said.

Earning a credit for partaking in this internship, Castle observes an actual Honors English class and shares her input in lessons. Although her "students" are the same age as her, Castle observed that her peers generally treat her with respect.

Castle said that overall she benefited from this experience, but a job as an English teacher is not in her foreseeable future. "I like English more than ever now, but I'm pretty sure I never want to be a high school teacher. Kids are evil," Castle said.

Another student, Senior Kean Ferin, takes part in a Computer Graphics internship with Ms. Mohanty. "I'm doing a freestyle graphic internship, but it's a little different because I'm not teaching her class," said Ferin. Instead, he explores new ideas pertaining to advertisement and logo design, preparing for various competitions where he shows his work. Ferin hopes his internship will help him in the future, as he plans to study "international business, and work with some kind of ad or logo design on the side."

Internships in related art fields, such as theatre and photography, are popular with students because they enable them to have experience in careers often disregarded by public schools. "Internships can give [students] a leg up on working to accomplish something they're interested in. Not just

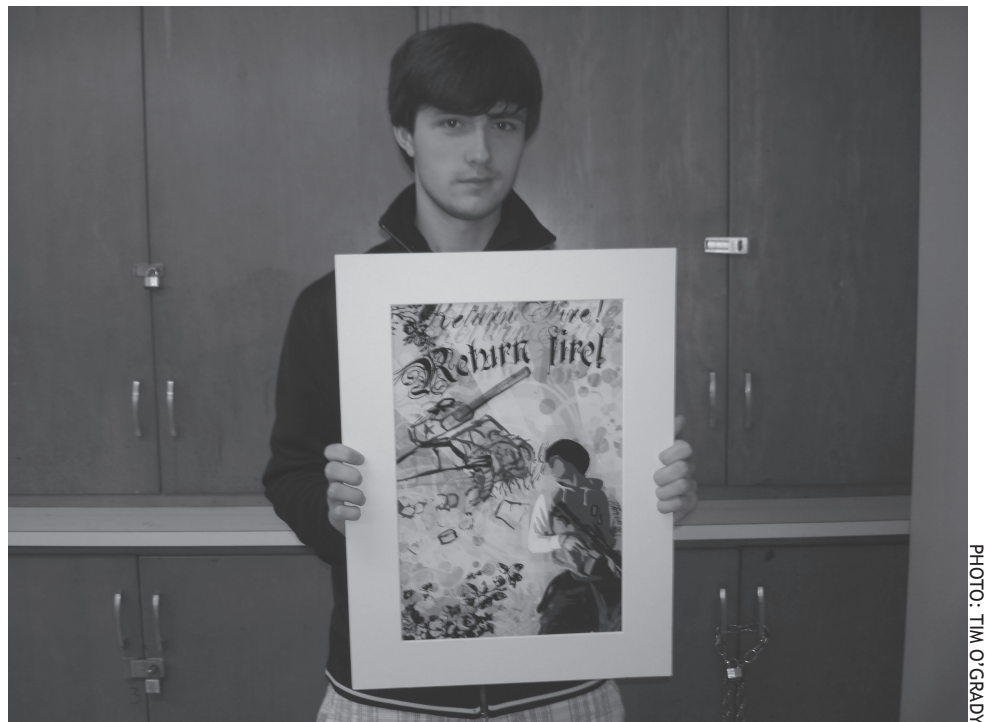


PHOTO: TIM O'GRADY

■ Senior Kean Ferin's internship is not of the ordinary; here he displays a piece of his work.

studying the same stuff from class every night," Ferin said.

Student internships are not the only career preparation programs offered to students. Huntington High School has teamed up with Suffolk County BOCES to offer various vocational programs, designed to jump-start those who already have a career picked out. Such programs include training in construction, health, technical and transportation fields. Even though the program assists participants with job placement, this time consuming program may seem a little too drastic for most students.

Internships can be a safe alternative to the BOCES program, even for students

who aren't as strong academically. "Even if you aren't a great student, you can still benefit from these programs," said Mr. Krummenacker, who advises Castle with her internship. "Any student [can partake in the program] but only if they are self-motivated and ambitious."

Regardless of the time and commitment required, determined students can gain useful work experience and can impress future employers with their participation in these unique endeavors. "I'd say it's really rewarding and interesting, but only if it's what you're passionate about," Castle said.

Contributions from Sasha Lee Hemmings

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PHOTO: TIM O'GRADY

■ Junior Jiordan Castle takes notes during an observation.

gain, interns take these challenging positions to gain experience and acquire a general feeling of the workforce environment.

Junior Jiordan Castle is an intern for Mr. Krummenacker's English 11 Honors class this year.

"I love the English language, and I wanted a chance to explore it further, especially in a setting I'm already in each day,"

Students rebel against ban on iPods, cell phones, and other electronics

Teachers turning a blind eye?



■ Plugged in: Senior Kelly Doyle enjoys some tunes during class.

by KAY LODGE

“It sucks,” said sophomore Olivia Torres, referring to the year-old no cell phone rule. According to the rule, teachers must confiscate any cell phone or iPod used by students between 7:25 am and 2:20 pm. The goal, according to Mr. Stein, is to pre-

vent disruption in class. However, many students say the rule hasn’t made a difference. Of cell phone use during class, junior Bitsey Polacek said, “It’s the same as when they didn’t have the rule.” Mr. Stein beleives that the rule is “pretty close to accomplishing its goal, and most students comply.” Another point of disagree-

ment between Mr. Stein and students is the strictness of teachers. “They really don’t enforce it. If you ask [to use your phone], most teachers will just say ‘go to the back of the room’.” Polacek said. Polacek is not alone. One freshman said, “I was using my cell in Spanish and my teacher didn’t even do anything when she caught me.” Sophomore Kaila Harlan said, “Last year, every teacher would automatically take your cell-phone away if they saw you using it in class, but this year, most teachers will give you a warning.” However, Mr. Stein disagrees. “Teachers have been more vigilant this year,” he said, “more phones have been brought down.” If this is true, then more students have also been breaking the rule, since students report decreased teacher vigilance. This should have been expected, as it is human nature for everyone to be more conscious of a change when it is new. Students probably wouldn’t mind the rule so much if they were still allowed to use cell phones and iPods during lunch and study hall; this part of the rule causes the most contention among students. “I can understand that they don’t want us to use cells in class but we should be allowed to use them in lunch and frees.” Harlan said. In fact, the cell phone use ban during lunch and study hall might exacerbate the problem

during classes. “If I was allowed to use my phone during lunch, I’d wait until then to do all my texting, but since we can’t even use them during lunch, I’m forced to do it during class,” one sophomore said. Mr. Stein, however, said that the ban during those free periods stemmed from concerns that usage would leak into class. While this is a legitimate concern, it hasn’t been tested. The rule, while a good idea in the opinion of some, apparently hasn’t made a noticeable difference in cell phone usage. Thus, it should be looked at again, and possibly revised.

WORD ON THE STREET

What are you looking foward to most this summer?



Stephanie Smoller- Senior

“Having as much fun as possible with my friends before we all go in different directions for the rest of our lives.”



Amanda Goldstein - Sophomore

“I am looking forward to eating all day, then getting fat, then going to the beach in my bathing suit for everyone to see.”



Micah Evans- Junior

“Being far, far away from Huntington High School and every other jailkeeper/prisoner of these confines.”



Ayomide Balogun- Sophomore

“Getting a summer job, putting in some hours of community service, studying for the SAT, and relaxing with my family.”



“Making money and spending time with my girlfriend, Elen.”
- Greg Quartier, Senior



“The money Greg is going to be making and spending time with his girlfriend, Elen.”
- Jake Kunken, Senior

PHOTOS: AARON COHN

The opinions expressed do not necessarily reflect the opinions of The Dispatch’s staff, the HUFSD School Board nor any affiliated.

Additional Notes: Many students responded that they were looking forward to taking part in various illegal activities this summer.



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History has a home in Heritage Room



PHOTO: MADELEINE JENSEN

■ Mr. Jack Abrams educates elementary students in the Heritage Room.

by LAURA DABROWSKI AND
MADELEINE JENSEN

Out of all of the places the school could have students take an important exam, they choose the one room that can make anyone feel like they have an attention problem. The Heritage Room

presents plenty of distractions, and many students use the breaks during AP exams to take a closer look at the objects housed there.

Hidden on the side of the stage, under posters and photographs, is the office of the man behind it all, Mr. Jack Abrams. A teacher and principal in the Hun-

tington district for many years, he was often the first at school closings to collect anything that he could get his hands on that he felt was worth preserving.

"I've always been a junk collector...I had scrapbooks when I was little...and photos went in there with everything else. I had my secret cigar box, you know, treasure box, where I'd keep all kinds of belt buckles, marbles... the usual stuff," Mr. Abrams said.

Founded in 1986, the Heritage Room was created to safeguard local history for future generations. This assemblage of artifacts is meant to teach students in the Huntington schools about the experiences of past pupils and to show them the importance of the history of their own town.

"If you understand your past, then the present time becomes more understandable," said Abrams, who shows pieces from the Heritage Room's collection to fourth graders each year.

Mr. Abrams is glad that the

students seem to share his love for Huntington history. Abrams cannot remember an instance when an artifact from the room has been deliberately destroyed or ruined. He is tremendously grateful that the students seem so respectful of the artifacts, and he accredits that to the fact that everything there belongs to the students.

Among the first pieces selected for the Heritage Room were textbooks, science equipment, and an apple corer, which is one of Mr. Abram's favorite objects because of the amazed reactions it draws from intermediate school visitors.

Though pleased by the accessibility of the current location, Mr. Abrams expresses the need for more space to display items of interest. Much of the collection is stored in the basement of the high school and only

brought out of files and boxes for special occasions, such as reunions, or a temporary exhibit.

It is hoped that the Heritage Room will become more open to students during coming years, as it is currently most often viewed only when exams are in progress.



PHOTO: MADELEINE JENSEN

■ A guitar painted by a former art teacher is one of many artifacts in the collection.

Looking ahead toward the future of technology

by AARON COHN

Over the last six months, the issue of technology in the district has become a topic that resurfaces more and more at school board meetings. This is partly in response to a "concerned letter" that was sent to the board by a group of teachers asking for "new software, hardware, and [increased] maintenance for the technology," according to President Robert T. Lee.

"Teachers became frustrated when they would go to labs and realized half the computers wouldn't work," Lee said. Moreover, teachers were also upset by a lack of technology in the classroom, particularly in comparison to neighboring districts.

"We are so behind other schools in regards to technology. We need everything," said Ms. Deborah Mellon, history teacher. "When meeting teachers at conferences, they have computers, TV's, monitors and in Smithtown [they have] a barcode machine in which students swipe their cards to record attendance," Mellon added.

Fortunately for students and faculty alike, the dissatisfaction has led to a more concrete plan from the board to tackle the technology shortcomings.

In terms of changes that will directly affect students next year, the high school has purchased an additional laptop cart and two additional SMART Boards, state-of-the-art whiteboards that synchronize with a computer and projector, while digitally recording what is written on them.

Although the scale of purchases is relatively small, it is still a continued step in the right direction. And, as technology continues to evolve, its benefits are anticipated to increase.

"Within the next 5 to 10 years, we expect the technology in the classroom to allow for video streams and video conferencing, where one class [will be able to] interact with another in a different building or district," said Mr. Michael O'Brien, Assistant Superintendent for Curriculum and Instruction. "Using this streaming video technology, teachers will also be able to send out a scouting party to a certain location, like the Museum of Natural History,

and have its own students lead a virtual tour to the class in real time."

To allow for the increase in capabilities, the bandwidth of the high school's wireless network will be expanded, with more fiber optic connections coming into the building.

Another reason for this expansion is the increasing effort to bring laptops into the classroom for particular lessons. "The idea is portability...[the district] and the Huntington Foundation are purchasing more smart carts all the time," O'Brien said. Allowing teachers to bring the computers to their classroom instead of trekking to the library or computer lab is one of the long term goals of this technology initiative.

There had also been a rumor that two of the current computer labs would be dismantled and turned into social studies classrooms, in order to compensate for the two new science rooms that are being installed on the second floor next year. Yet, the current computer labs are being left alone. The current number of Social Studies classrooms will decrease as a result, but computer accessibility will actually increase, as six new desktops will be purchased and placed in the library.

Another upcoming move into the 21st century will be the automated attendance system coming next year, which will replace the traditional bubble sheets. There will be a computer in every classroom, and it will record both attendance and eventually grades on to a web-based student management system. While this idea of online student management may seem basic, plans are in the works to create a more elaborate system.

"It will give teachers very quick ac-



PHOTO: WWW.RUTGERS.EDU

■ College and university students, such as those at Rutgers, already have the ability to video conference live with another class. Within the next 5 to 10 years, this may become a reality in Huntington too.

cess to students' information from home. It also means that parents could ultimately have access to their children's attendance records on a daily basis. Also, it could lead to email between teachers and students, as well as information posted on class or department websites," O'Brien said.

With the high cost and ever-changing nature of technology, it is necessary to consider whether or not more technology directly translates into better education and higher scores.

"It's not necessarily the answer...but it does have the potential to help student achievement," Lee said. "I see it as a tool to help teachers and students learn and progress more."

Nonetheless, others feel that the benefits of more technology could be invaluable.

"I believe technology is not only a great teaching tool, but it is essential for the 21st century. Students need to be knowledgeable of everything out there in order to compete," Mellon said. "Of course, the best would be if every classroom were a 'smart' room. Projectors, monitors, DVDs, etc. That, however, is very costly."

The biggest thing holding Huntington's technology back is money. Not only is new equipment very expensive, but it can become obsolete after just a few years.

These concerns are also the reason students should not expect to be using school provided laptops to take notes or do work on a regular basis any time soon. Some colleges and wealthier districts on Long Island have made laptops an integral part of their educational experience, and most teachers would not have a problem with

More Tech:

Seniors heading off to college can see the *Dispatch's* picks for the best college laptops to buy in the upcoming Graduation Issue, which will be distributed June 22nd at the ceremony.

students taking notes on a computer. Nevertheless, they also present the problem of students sending messages and going on various websites during class, and teachers would not welcome the added burden of checking screens. Moreover, a school in Liverpool, NY just got rid of laptops in school because they did not enhance scores, were easily broken, and served as a distraction to students.

Despite this, the school board would consider "looking into a leasing arrangement" for laptops in several years, according to O'Brien.

It is acknowledged that Huntington is not yet where it would like to be in terms of technology. Fortunately though, measures are being taken to improve.

"As a taxpayer and graduate of Huntington High School, I feel the students are at a great disadvantage by our lack of technology. Can you imagine if I were able to run C-SPAN in my [government] classroom when covering a particular topic? Right now, we have nothing, so we can only, hopefully, go up," Mellon said.

"We have a technology plan," Mr. Lee said. "It's important for us to be open minded and forward thinking. Part of that is having the resources. We must be flexible enough to move with technology."



For this reason, the future may be arriving even sooner than students may think.

2007 HHS Faculty

ROYAL COURT



You voted! Here are the results:

Best Teacher (Overall)



1. Mr. Schwendemann
English
2. Mr. Graziano
Math
3. Mr. Graber - History
4. Mr. Florea - Science
5. Mrs. Krycinski - English

Best Teacher (Academics)




1. Mrs. Beck
Science
2. Mrs. Quintillian
Math
3. Mr. Ohle - Math
Mr. Graber - History
5. Mrs. Tedeschi - History

Best Smile



1. Ms. Diaz - Foreign Language
2. Ms. Pyzocha - Science
3. Mrs. Krycinski - English

Most Fun to Learn With



1. Mr. Graziano - Math
2. Mr. Schwendemann - English
3. Ms. Tedeschi - History

Most School Spirit




1. Mrs. Krycinski - English
2. Ms. Tedeschi - History
3. Mrs. Mitek - Business

Friendliest



1. Mr. Schwendemann - English
2. Ms. Diaz - Foreign Language
Mr. Dumar - English


Funniest



1. Mr. Schwendemann - English
2. Mr. McKee - Science
3. Mr. Graziano - Math

Most Eccentric

1. Mr. Schwendemann
English
2. Mrs. Damore
Physical Education
3. Mrs. Guarino
English



Best Dressed




1. Mrs. Quintillian
Math
2. Ms. Diaz
Foreign Language
3. Mrs. Krycinski
English

Best Hair



1. Mr. Crugnale
History
2. Ms. Diaz
Foreign Language
3. Mr. Garrett
Foreign Language

Most Likely to be Famous



1. Mr. Schwendemann - English
2. Ms. Diaz - Foreign Language
Mr. Dumar - English

Each year, the year-book publishes its list of senior superlatives, with the winners determined by members of the senior class. The *Dispatch* thought it was high time that the faculty received the same type of recognition for being the “best” in various areas. Surveys were distributed throughout the school, and the students were the sole determinants of the winners.


Additional Notes:
♦ Mr. Schwendemann received votes in every category.
♦ In almost every category (with the exception of

best hair), there was a large array of teachers receiving votes; no teacher ran away with a title. For example, over 65 teachers received votes for “friendliest.”
♦ The infamous male substitute who wore a skirt to school last year received several votes in the category of “best dressed.”
♦ It should be noted that the survey was administered in equal quantities to students in grades 9-12. As a result, teachers who teach predominantly freshman and sophomore classes held a natural advantage in the voting process.

Editor's Picks

Best Smile
Mr. Bruckbauer - History

Most Fun to Learn With
Ms. Mellon - History



Most School Spirit
Mr. Masone - Science

Friendliest
Mr. Stellato - Music


Funniest
Mr. Walker - Dean

Most Eccentric
Ms. Leonardi - Music

Best Dressed
Mrs. Quintillian - Math

Best Hair
Ms. Campton - Substitute

Most Likely to be Famous
Ms. Forbes - Science





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Does Tenure Protect Bad Teachers?

by LIORE KLEIN

For years, tenure has been lauded by officials and parents alike as an excellent way to maintain the quality of education in our schools. Tenure helps to transcend the petty politics of school boards and new leadership and makes sure that good teachers can do what they do best—inspire students towards better things, even if only towards graduation.

“The tenure process is a three-year-long ordeal of evaluations, mentoring, and both formal and informal observations by administrators,” Dr. Leonardi said. The ideal result is a crop of teachers who are energetic, fun, and above all, fantastic educators.

This is not to say that the teachers who get tenure are not qualified. To be sure—many teachers who receive tenure are great teachers and they continue to be so throughout their careers. However, not every teacher granted tenure deserves it, and even those who are do not always continue to perform at their best. The administration tries to prevent this through yearly observations and evaluations. In the event that a teacher’s performance slips, the administration gives him or her many opportunities to improve, through seminars and other enrichment courses. Evaluations also take into account the type of class being taught, or what may be going on in the teacher’s life. It is necessary to be flexible and understanding of other people’s circumstances. Nevertheless, some students are left to suffer through a teach-

er’s ineptitude.

Unlike other occupations, where poor performance results in a loss of profits or a lack of efficiency, meager performance as an educator has far-reaching effects. A bad teacher on the elementary level can influence a student’s attitudes towards school through senior year. On the secondary school level, a student might not graduate, which can have an impact on that student’s entire future.

It is true that a teacher cannot be successful if a student does not want to learn. It is absolutely a student’s responsibility to meet the teacher halfway, and keep up to date with assignments. However, a student should not have to rely entirely upon the textbook to learn the course because the teacher is not teaching or simply reviewing everyday in class.

While the tenure system is not completely outdated, it is in need of some reform. When teachers are being evaluated, they are generally seen only on their best behavior through formal observations. Though there are formal observations, administrators do not get to see how the teachers work on a daily basis. Under the current system, the voices of students are rarely heard in determining a teacher’s future. While it should not be the sole basis of a teacher’s evaluation, student opinions taken in large samplings, would give greater perspective to a teacher’s performance. To prevent teachers from becoming lackadaisical, there could be

some sort of arbitrary merit or probation system, in which the teacher’s continued tenure depends upon his or her improvement in the next year.

The current system holds that short of physically harming a student or colleague and extreme insubordination, it is almost impossible to get rid of a tenured teacher. Administrators should not be allowed to fire a teacher on a whim; however, there should be less red tape when it comes to getting rid of a teacher who is jeopardizing the success of his or her students.

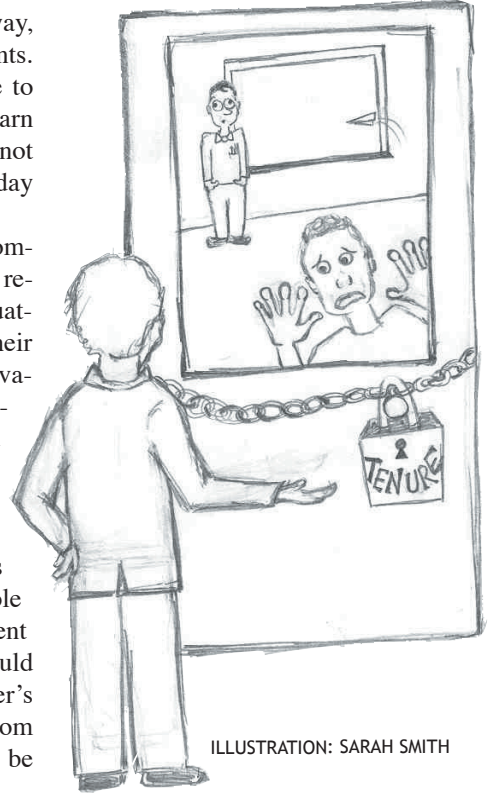


ILLUSTRATION: SARAH SMITH

Top 8 ways to improve the High School

Huntington is a great place, but it is not perfect. As this year is coming to an end, one would hope that the high school would attempt to improve itself next year. Thus, The Dispatch’s editorial board would like to contribute what we think would be the best ways to improve our school.

of technology that should be in all classes is a projector. Having students write notes is extremely time consuming, and an inefficient use of a forty-two minute period. If all teachers were to be trained in and could work entirely from PowerPoint, basic notes could be easily printed ahead of time

and given to students.

That way, instead of focusing on the scramble to write things down quickly, students could put their entire attention on listening to the teacher and paying attention to the corresponding presentation on the projector. The projectors would also offer teachers a whole new creative medium to enhance lessons, as they could include video clips, sound bites, images and graphics found on the internet, and other dynamic elements to take a dull topic and make it much more interesting.

2) **Do away with No Pass Days:** As stated in an editorial earlier this year, they just do not work and are an annoying hassle. No Pass Days do

not stop students from lingering in the hall after the bell rings because there are practically no consequences for those who do. The students who are really punished by these days are those who need to go to the college

center, library, or the bathrooms.

3) **Breathalyzers at the Homecoming Dance:** One would hope that the events earlier this year would finally provoke the use of breathalyzers in order to gain admittance. Alcohol at homecoming has been a problem for years, and it has remained this way because each year only a tiny percentage of students are caught. This year was just the icing on the cake. No amount of anti-alcohol assemblies will stop teen drinking entirely, and students can and will do whatever they want on their own time. However, the presence of intoxicated students at a school event should not taint one of the most spirited occasions of the year.

4) **Increase School Spirit:** This one is tough, as a concrete solution does not exist. Still, it seems as if spirit peaks during Homecoming weekend but spirals quickly downward after that. School spirit can be defined as participation in school related activities, such as Battle of the Classes, Playfest, and attending athletic events. To fix this, there should be a pep rally in the spring, all class advisors and officers should aggressively attempt to increase the size and involvement of their student governments, and major sports games should be better publicized through flyers and announcements. Moreover, Huntington apparel should be sold at more school events so all students can have an opportunity to show their pride.

5) **Offer an SAT preparation course as an elective:** The prices of private prep classes have become outrageous, to the point where they can only be

afforded by the wealthier half of the student population. To even the field in the college admissions game, as well as to offer students an alternative to über expensive prep classes, Huntington High School should offer an SAT class to give all its students an equal chance to learn the tips and tricks necessary for success on this all-important exam. Many top schools on Long Island, such as Kellenberg, offer this type of class, and many students (and parents) would certainly jump at the offering. It would not have to be required, but would be a welcome addition to the multitude of electives already offered.

6) **A True Senior Lounge:** Since the seniors are no longer allowed in the college center (the one place that somewhat resembled a senior lounge) during the second half of the year, a true lounge should be installed. Seniors have worked hard over the past four years, and deserve a place to hang out during free periods. The lounge should contain couches, computers, tables with comfy chairs, and a wide assortment of board games. As for the location, a divider could be built in one of the corners of the library, or, better yet, the lounge could be located in the main hallway where the ISS room currently is. If such a lounge is not possible, then the school should allow seniors the privilege to leave school during study halls.

7) **Guard against “résumé padding” and increase active club membership:** At the beginning of each year, a club is filled with a vast amount of members who sign their name on the attendance sheet and show up

to the first couple of meetings. By the midway point of the year, most clubs face dwindling attendance at meetings and a lack of volunteers for community service and fundraising activities. However, these students who only show their face at a meeting or two and do absolutely nothing for the club record their membership on college résumés. This is unfair to students who work diligently and participate in activities but have the same distinction on a résumé as those who do nothing. It hurts not only the clubs themselves but the integrity of our school. To prevent students from simply “joining” a club and anointing themselves members, the advisor should submit a list of active members to the college centers at the end of the first and second semesters. These membership lists should then be cross checked with résumés. Although this may be a time-consuming process, it is one that would not only maintain the integrity of the school’s organizations but strengthen them as well.

8) **A Permanent DJ in the Cafeteria, Taco Bell in the Community Room, a Spa in the Basement, and a Swimming Pool on the Third Floor:** How about a party every day at lunch? And with Taco Bell there, it could be a fiesta! And if you are feeling stressed, forget going to guidance; go to the spa to ease your tensions, and receive a massage while listening to the soothing sounds of the high school. Even though we realize that the fantasies in this last point are completely unrealistic, one can always dream.



ILLUSTRATION: SARAH COHN

1) **Projector in every classroom for PowerPoint presentations:** More technology in the classroom does not necessarily translate into higher grades or a better educational experience. However, the one essential piece

POINT / COUNTERPOINT

The Facts & Why it's not Happening Global Warming: A Serious Threat

by VENICE LAGONE

by BRIAN TEUBNER

Thirty years ago, scientists postulated that the earth was experiencing a global cooling. In the 1970s, the *NY Times* announced, "A major cooling of the climate is widely considered inevitable." The cover of *Time* magazine ran a headline that blared "The Big Freeze."

Suddenly, the hysteria changed into global warming, a concept presented as the disaster of all disasters. What happened to turn our concerns from the earth freezing to it boiling over?

There are simply too many unquantifiable meteorological and climatic variables being affected by too many natural phenomena for us to predict global climate change. Our meteorologists are barely even able to predict our five-day forecast, which leads one to question how a hundred-year forecasts be accurate. It is quite a stretch to claim that there is conclusive scientific evidence that we are succumbing to global warming, particularly as based upon these seriously flawed models. With that in mind, the economic devastation guaranteed by any attempts to combat the purported global warming makes it seem impalpable as to why we would be allocating so many funds to a campaign to stop an unproven global boil. No one refutes that we should protect the environment, but this argument is incorrectly associated and confused with the global warming campaign.

Paleoclimatologists and palaeoceanographers have studied climate records of the last several million years. Evidence of climate pattern from such time periods comes from sediment cores beneath the deep ocean floors and ice cores through Greenland and the Antarctic ice caps. They have affirmed that five million years ago, planetary temperatures were several degrees warmer than today. A gradual decline in temperature has occurred ever since, superimposed by substantial climate fluctuations. These ancient climate records have solidified the evidence that worrying about a temperature increase is unnecessary. The three most recent global warming periods, preceding the current Holocene period, were five, four and six degrees warmer than today, even though the claim is being made that we are in the midst of the hottest global temperatures ever.

The main argument of global warming advocates is that ice cores have proven our carbon dioxide emissions are the cause of a purported temperature rise. Contrary to this belief, ice cores only show a correlation between carbon dioxide and temperature. More specifically, they do show that the rise in temperature precedes that of the carbon dioxide levels, ruling carbon dioxide out as the primary agent of temperature change. Therefore, it is virtually impossible for carbon dioxide, not to mention human-made and contributed emissions, to be the leading cause of global warming. In fact, carbon dioxide only makes up approximately 3.6 percent of the overall total of greenhouse gases. As Dr. R. Tim Patterson, a Professor of Geology at the University in Ottawa, testified, "In fact, when carbon dioxide levels were over ten times higher than they are now, our planet was in the depths of the absolute coldest period in the last half billion years."

Since 1990, \$40 billion has been funded for climatic research and still no clear-cut human caused signal of global warming has been identified. Without the greatly feared greenhouse effect, the average surface temperature of the Earth would be negative 18 degrees Celsius instead of the stable positive 15 degrees Celsius that

allows us to sustain and foster life on planet Earth. Of the minute percentage of the aforementioned carbon dioxide as a greenhouse gas factor, only .12% of the 3.6% can be attributed to human activity. During the last global cooling, which occurred between 1940 and 1965, human emissions were at their peak. Since then, the US has made incredible advances in phenomenally reducing these emissions over the past thirty years. Also, the immediate past eight years have been one of statistics, contradicting the warming theory. Many people do not know these facts.

According to an article in *Environmental Geology*, a respected science journal, when referring to increased solar and tectonic activities and its part in global warming, "The scope and extent of these processes are 4-5 orders of magnitude greater than the corresponding anthropogenic impacts on the Earth's climate." The article showed that, over the past 3,000 years, the earth has actually been cooling in the long term, and went on to state that humans are responsible for less than .01 degrees Celsius of the approximately .56 degrees Celsius of total average atmospheric heating during the course of the last century. This is an infinitesimal percentage of warming attributable to humans and only proves what a colossal effect nature has on climatic change. This is something money, research and enormous materialistic sacrifice cannot change, and reversing this natural occurrence could cause problems greater than global warming itself.

The inconvenient truth on so-called global warming is this: acting and remaining idle both have inevitably unpredictable outcomes. The crisis is purely political and the fact is that climate change is not an exceptional case, but absolutely normal and consistent with the Earth's long history. Even with maximum efforts, only negligible results may hope to be attained. The biggest fallacy of the global warming assertion is that all scientists agree. This misguided pretense is actually the subject of vehement debate. Universally, scientists have signed declarations that question the actual existence of substantial evidence of human-caused warming and support rational scientific approach to its further study. It is too early to jump to any conclusions. However, some scientists still have pushed for the funding of global warming prevention, coupled by anti-human prescriptions, to make humans sacrifice terribly while trying to change the inexorable course of nature. Through the politically driven media, those who rally against global warming have played on the ignorance of many people, who are uneducated on this topic. They have even enlisted the public education system in an effort to promote their cause. Many schools sent students on trips to watch Al Gore's movie, *An Inconvenient Truth*, which provided young minds with a distorted perception of the truth. Gore won a major victory when this deceitful documentary won an Academy Award. Yet, the "meltdown" painted by Gore is simply not a realistic future.

Many people presently believe that global warming is not occurring and still more people believe that it is a natural phenomenon. These skeptics claim that there is no way that mankind could possibly have an impact on the atmospheric composition of the Earth. However, there is unequivocal evidence to the contrary, which proves that global warming is happening at an alarming rate, that mankind is the cause of it, and that if the proper actions are not taken soon, future generations will suffer from the adverse effects of the climate change.

perature and atmospheric composition was like in years past. This can enable scientists to create graphs and models that show the temperature relative to the carbon dioxide levels present in Earth's atmosphere hundreds of thousands of years ago. The graph that these data show displays one simple fact: as the carbon dioxide levels in our atmosphere increase, the average global temperature of the Earth increases as well. For the last 500,000 years, the carbon dioxide levels have never risen above 300 parts per million (ppm) in our atmosphere. However, the carbon dioxide levels in our atmosphere are presently over 350

ppm. If mankind continues burning fossil fuels like gasoline and oil, which

release carbon dioxide into the atmosphere,

the amount of this greenhouse gas will continue to increase, and temperature on earth will become significantly warmer. A devastating effect of this warming is the increased occurrence of stronger storms such as hurricanes. Paradoxically, this change can create widespread drought and desertification in other areas, which is already beginning to take place in the Amazon and in Africa. Biodiversity will also be lost because many species such as the polar bear will not be

able to adapt to the rapid climatic changes that would occur in their habitat. Higher sea levels will force hundreds of millions of people in to move away from the coastal areas to avoid flooding.

Global warming is a real threat and our generation is now forced to make immediate changes in the way we live or else face the consequences of this catastrophe. There are many things that everybody can do in their daily lives to reduce their carbon dioxide emissions such as driving hybrid cars with high gas mileages, using energy efficient appliances and light bulbs at home to lessen the amount of fossil fuels that need to be burned to create energy, recycling paper products and recycling in general so that more trees don't need to be cut down in order to make new paper, and taking public transportation whenever possible can also help reduce your individual emissions and help to lessen the amount of carbon dioxide emissions that you generate annually. Everyone is a cause of global warming, but everyone can also be part of the solution. Don't be misled by people who deny sound science. Take the initiative and do what you can to stop the climate change from getting any worse than it already is. Don't be part of the problem; be part of the solution.

GLOBAL WARMING
TOO COOL
TO CARE?

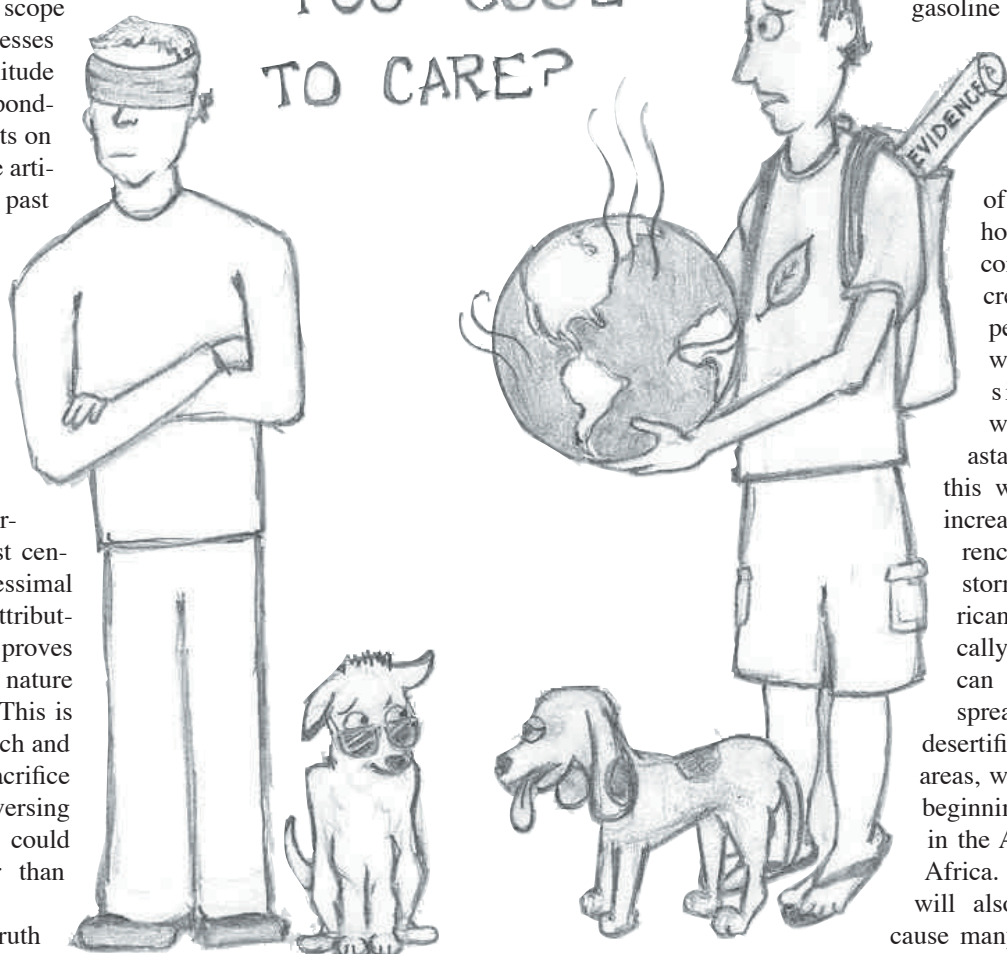


ILLUSTRATION: SARAH SMITH

Visible evidence of these facts is present in the steadily melting of glaciers around the world. About 90% of the Earth's glaciers are receding and melting. One such glacial area, the Patagonia ice fields of Chile and Argentina, which are the largest non-Antarctic ice masses in the Southern Hemisphere, have been thinning at an accelerating pace since 1975. Other glaciers in the northern hemisphere and even within the United States have been gradually disappearing with each passing year. Some glaciers that show this trend are the Portage Glacier in Alaska, and the diminished snows on Mt. Hood in Oregon compared from 1914 to 2002.

The glaciers at the poles in Antarctica and in the Arctic are also beginning to melt; the melting of these vast areas of ice will have extremely detrimental effects on many aspects of the world that we know today. The melting of landlocked ice about the size of Greenland will cause a sea level rise of about 20 feet world wide, along with changing weather patterns due to the change in the way that heat will be distributed across the world.

Core drills of ice in Antarctica can show scientists what the global tem-

ROCK SOLID

A History of Huntington High School's Rock

by MIKE McCOURT

School legend has it that 'the Rock' is simply a softball, covered in so many layers of paint that its size has grown to over twelve feet in width. This tale seems somewhat believable, because for more than 45 years, the Rock has displayed the life and times of Huntington High School.

Through the years, the Rock has been painted to honor graduating classes, sports teams and groups, students' birthdays and tragic deaths, and sometimes even distaste with the school's administration.

This 16-ton boulder, located at the Holdsworth Drive exit of the school, was originally located a few hundred yards away in front of New York Telephone at the corner of Holdsworth and Horizon Drives, left there by a receding glacier at the end of the last ice age. Although New York Telephone owned the Rock, the High School students made it their own. It became the subject of graffiti, a display of school events, and a way for students to express themselves. They called it their "Pet Rock."

Because of the graffiti placed upon it, the Rock became an eyesore for New York Telephone. A spokesman for the company at the time described the Rock as "a graffiti-adorned subway car that has run amok in suburbia." The company scheduled for it

to be brought off to the town dump where it could no longer be seen, but students quickly protested this move. They covered their coveted boulder with a simple slogan: "Save the Rock!"

On the morning that the Rock was to be taken to its final resting place, Huntington High School principal James Salvatore stopped the bulldozer's work, asking, "What are you doing with my rock?"

Salvatore saw the Rock not as a target of vandalism, but a piece of art. "I don't think anyone could call what the students do graffiti," he said, "It's really a vehicle for them to express some kind of happiness or sorrow or concern."

The company scrapped the removal project as the high school searched for a place for the Rock on school grounds. A deal to move the Rock to its current location was made in Mr. Salvatore's office on October 16, 1986, and the New York Telephone company paid the \$900 fee for the Rock's transfer a week later.

In honor of this new acquisition to the high school and the students' victory in keeping the Rock, the theme for the 1987 Huntingtonian yearbook was the Rock.

Despite being back on school grounds, students are still free to express themselves freely on the Rock (granted that their ex-



■ The Rock celebrates the Boys' Lacrosse Team's victory in 2005, their first of a recent streak of State Championships.

pressions are appropriate). It often wishes a Happy Birthday to a certain student or displays an inside joke from a group of friends.

Whatever the occasion or idea, the

Rock is a symbol of Huntington High School, and beneath those many layers of paint is not a softball, but a mascot more important to the school than its beloved Blue Devil.

The Rock through the ages:

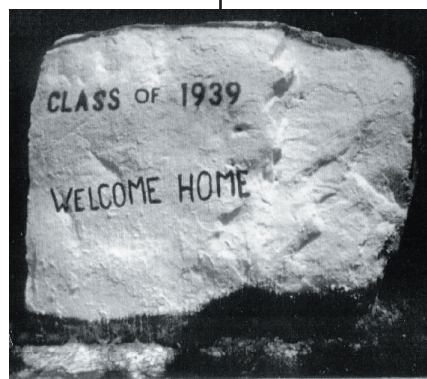
1976 - HHS students celebrate America's bicentennial by painting an American flag and the message "Hey America, DO IT UP!"



1987 - Students showed their distaste for an administrative decision at the high school by tarring and feathering the rock.



1989 - The Rock welcomes the Class of 1939 for their 50-year reunion.



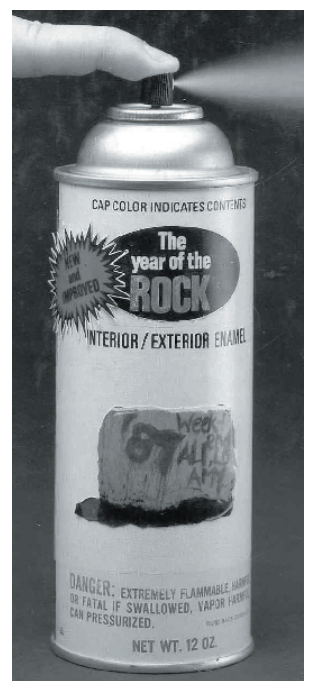
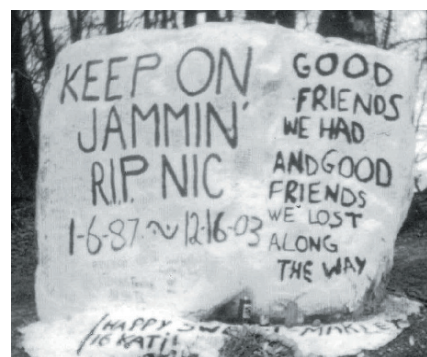
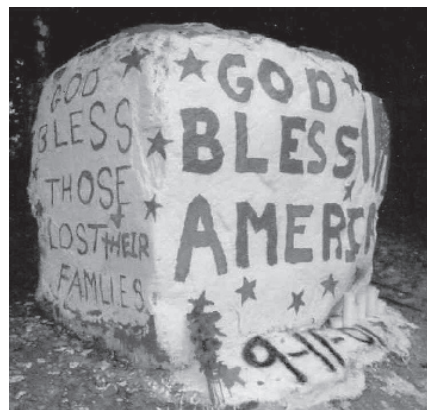
Movin' on up . . .

On October 23, 1986, workers moved the Rock from its location at the corner of Holdsworth and Horizon to the Holdsworth exit of the High School, where it sits today. They used a bulldozer to dig up the 16-ton boulder and a flatbed truck to haul it up Holdsworth Drive.



It cost \$900 to move the rock several hundred yards, which the New York Telephone company paid for.

When the Rock was put in at its current location, it was set on its side. The current face of the rock was formerly its top.



■ The cover of the 1987 yearbook shows a spray paint can in honor of the paintings on the Rock.

2001 - Students display their patriotism after the September 11th terrorist attacks.

Want to learn more about Huntington High School's history and the Heritage Room? Find more on page 6

2003 - The Rock allows students to mourn the death of a friend.

ALL PHOTOS COURTESY OF THE HUNTINGTON HIGH SCHOOL HERITAGE ROOM & MR. ABRAMS

A cannon arm, an African crown, and lots of rythm

Security guards carry an array of talents and accomplishments unknown to most students

by SARAH SMITH

Although the Huntington security guards are easily identified by most students, insight into their pasts is likely to dispel the alleged familiarity. It is doubtful that many students are aware of the true identities of the security guards they see on a regular basis. Who would guess that among its security staff are an All-American athlete-turned-cheerleader, an African tribal leader, and a tap-dancing actor?

Cable Todd Jamison can usually be found at the front desk after school. Raised in Huntington, Jamison is an alumnus of Huntington High School class of 1979. After shining on the field as a star member of the Huntington football team for three years, Jamison returned to Huntington to coach from 1986 to 1991. His success was not confined to the high school setting, as Jamison was designated All-American playing football for St. John's University. In 1983, he was named ECAC Division III Player of the Year. Jamison even won titles for Offensive Player of the Year and Metropolitan Conference MVP for three straight years.

Jamison's popularity as a football star enabled him to attain trend-setting status as well. Attracted by many benefits, Jamison decided to join the St. John's cheerleading squad. As a cheerleader, he was guaranteed a spot on the floor at every basketball game and didn't have to pay. Jamison's friends began to follow

his lead when they became cheerleaders as well. He even maintains some of these cheerleading skills today—Natural Helpers members can attest to his impeccable cartwheel technique which they witnessed on their weekend retreat this year.

"I enjoy working at Huntington because of the students," Jamison said. His favorite place to be is the gym area where the athletic action occurs.

Perhaps the most unique story is that of **Frederick Malm**. Malm grew up in Ghana, West Africa and moved to the United States when he was 57. In Ghana, Malm was a cartographer, a job which he thoroughly enjoyed. Malm is also a tribal leader of Ghana's Krobo tribe. As tribal leader, Malm has the honorable task of seeing to the welfare of 125,000 people. The convenient school schedule allows Malm the chance to return to Ghana each summer from July to August.

Malm enjoys his job at Huntington High School in spite of some initial adjustments he had to make, resulting from such differences as his accent. He is typically found manning his post in the basement.

Aaron Derrick is a jack of all trades who certainly keeps himself busy. When he is not monitoring the gym area, Derrick is likely to be found running necessary errands for Superintendent Jay Finello. He is responsible for collecting and distributing money and important documents among schools in the district. A proponent of "enhancing [his] abili-



PHOTO COURTESY OF FREDERICK MALM

■ *It's true: security guard Fred Malm is indeed a tribal leader in the African country of Ghana, and carries the responsibility of ruling over 125,000 people.*

ties," Derrick has enjoyed gaining insight into the political aspect of the school system by working closely with the Superintendent.

Before these interests emerged, however, Derrick enjoyed tap dancing, acting and gymnastics. At age eleven, he was an extra on the ABC show, "Foxy." At twelve, he auditioned for the "Tap Dance Kid" in New York City. He lost the part to Alfonso Ribeiro, who is now better known as Carlton Banks of the 1990's hit TV show, "The Fresh Prince of Bel-Air." Later on, Derrick toured with the Church of Jesus Christ in a role-playing group and participated in shows

in Greenwich Village.

In addition to being a versatile entertainer, Derrick has several other hidden talents. His past experience includes participating in athletics at Huntington High School, body guarding for entertainers, and giving opinions on records with recording artists. Derrick has an engineering license, as well.

This impressive assortment of skills is paired with Derrick's amiable personality. Derrick advocates "keeping [one's] heart in [one's] work," and never neglects to "carry [himself] professionally." He sees himself first and foremost as a humanitarian.

The old familiar saying declares "judging a book by its cover." This wisdom becomes even more true when it is applied to people seen on an everyday basis. It is not just these three security guards who have interesting characters either.

For instance, 'Big Mike' is sure to have some tricks up those large sleeves of his. Could it be recipes, such as the ones Ms. Youlanda can concoct to perfection? Or enviable basketball tricks Christopher Bamfo showed at the Wizards game? These three stories confirm that "familiar" faces in Huntington's hallways certainly deserve a closer look.

New facilities face myriad mixed reviews in first year



PHOTO: AARON COHN

■ *The new turf field, bleachers, and auditorium seating all gave Huntington a new look and improved functionality. Nonetheless, some still question if it is all worth the money.*

by GRETA JOHNSON

As spring brought about its usual elements of nicer weather and dreaded allergies, so too came the spring sports season at Huntington High School. As spring sports, the lacrosse and track teams were afforded the opportunity to be the first to utilize the school's new athletic facilities. Not only have the athletic teams made use of the new renovations, but the performing arts have used their new auditorium too.

As is natural with there being new amenities, the students have much to say on the subject, with both positive and negative assessments.

The majority of athletes are raving about these new additions to the grounds.

"The turf allows for more consistent play, better drainage when it rains, and an even surface allowing for the game to be played the way it should be," junior Baxter Olsen said.

Patrick Coffey also expressed his content with the new turf. "The money was well spent on the field and you don't have to worry about mud," Coffey said.

Supporters of the bond say that the field also encourages more spectators to attend the games and is conducive to providing an atmosphere that promotes anticipation on game days for the athletes involved.

Other students, however, are not particularly happy about the use of the money for the new facilities.

"Our student body consists of much more than athletes. The school has bigger concerns than a less than adequate football field. I think bathroom stalls lacking doors, leaking roofs, and giant cockroaches are just a handful of issues that speak for themselves," student Micah Evans said.

Other students also had mixed feelings about the facilities upgrade, believing that the money could have been better spent in other areas.

"To be completely honest, it has no effect on me, for all I care people could be

playing their sports on pavement; the grass looks cool though," Gaby Fulton said.

The athletic realm is not the only one that has reaped the benefits of the bond initiative. The new auditorium has been used for the musical *Gypsy*, the Arts-in-Education's *Henry and Mudge* program, the spring concerts, and *Romeo and Juliet*. The new facility has been a plus for the audiences in attendance.

While some feel that the money spent on the renovations could have been put to better use, the changes have certainly been appreciated by the many that have used the overhauled facilities.

Contributions from Megan Roethel



PHOTO: ALEX HANY

ENTERTAINMENT

'Romeo, O Romeo!'

Romeo and Juliet a success with professional help

by SHANNON LEE CONNORS

There's no doubt that the Huntington High School Drama Club once again delivered a standout performance in this year's musical. The spring musical is usually the most anticipated of the group's productions, but the drama club did not stop with their production of *Gypsy* this year. A cooperative production of Shakespeare's *Romeo and Juliet* was held June 1st and 2nd with the theater company Stages on the Sound. Professionals and students acted together, with each playing the roles of their age groups for this special performance. Auditions were held in mid-April, leaving the talented group only a month to refine their performance.

Gypsy, the musical preformed by the drama club in March, tells

the story of Rose, an over-bearing stage mother, and her children, Baby June and Louise. The production of *Gypsy* highlighted the gifts of a hardworking cast of veteran seniors and juniors, as well as rising talents in both the sophomore and freshman classes. Melanie Malusa, who has depicted choice roles in HHS productions of *Pippin* and *Guys and Dolls*, stole the show as Rose with her strong vocals and comedic timing. Promising sophomore Lauren Dipasquala held her own in the substantial role of Louise, the burlesque-singing daughter of Rose.

Long hours of rehearsals always create a unique bond among drama members.

"This year the drama club really came together and became more like a family. Every

year it's sad to see it end, but this year it was almost like losing a family member," said Elizabeth Mormile, a third year member of the musical's cast.

"It's been one of the best experiences of my life," stated stage crew member and *Gypsy* costume designer Anna Fleiss. "It's so great to be a part of such an amazing community."

This year's pilot production of *Romeo and Juliet* was the dream of two Stages on the Sound staff members, the artistic director Mike Wamser, Director of Education Scott Barrow, and Mr. Michael Schwendemann, Huntington's theater program coordinator. The student feedback from the program was enormous, including over 20 student-actors in the final production, along with musical volunteers.

Joining the Huntington students were two members of the Actors Equity Association and four candidates for the organization. The program was also fortunate enough to receive assistance from a professional costume designer, lighting designer and choreographer. Stages on the Sound has been bringing workshops to HHS for the past two years through the Huntington Arts in Education initiative.

The *Romeo and Juliet* cast included sophomore Jeffrey Bishop as Romeo and junior Mira Guttoff as Juliet, as well as the innovative roles of Ben and Volia, played by siblings Jake and Molly Fleisig, instead of the traditional role of Benvolio. Senior members Mel-



PHOTO: DAVID KAUFMAN

■ Guttoff as Juliet and Bishop as Romeo during the memorable balcony scene.

anie Malusa and Joe Tacopina portrayed Mercutio and Tybalt, respectively, providing a high-action sword fight that thrilled the audience. Drama club advisor Mr. Schwendemann expanded his usual role of director and took on the character of Friar Lawrence.

"I was overjoyed with the results and was really happy with all of the performances. Being on stage, instead of just in the director's chair, taught me a lot more about everyone as performers than I ever would have realized by just watching," Schwendemann said.

The professional lighting and intricate set designs impressed the audiences. Period costumes, along with the music provided by HHS volunteers, helped set the stage.

"I think the show was a learning experience for everyone, professionals and students alike," Molly Fleisig said.

Fleisig added, "Working with the professional actors was probably the best part of this whole experience. Trying to get the play up in only a month was tedious, but getting to work with new people totally made it worth it."



PHOTO: DAVID KAUFMAN

■ Malusa as Mercutio and Tacopina as Tybalt duel, leading to the death of Mercutio.

Pirates of the Caribbean: At World's End

Flawed, but still a fun ride

by CHRISTIAN WILBUR

With expectations soaring for the third and final iteration of "Pirates of the Caribbean," many people may have lost hope that the trilogy would end on a high note. To great relief, however, "At World's End" should please newcomers and devout fans alike.

Shortly picking up after its predecessor, "Dead Man's Chest", "At World's End" opens with the news that Lord Cutler Beckett, the films main antagonist, has begun to execute all pirates and their potential associates. In response to these actions, The Brethren Court is summoned to Shipwreck Cove to convene on this issue. Yet, because of events that transpired in the last sequel, Captain Jack Sparrow (one of the nine pirate lords) is inside Davy Jones' Locker, a sort of purgatory where souls must pay their debt. Thus Elizabeth, Captain Barbosa, Will Turner, and numerous others, search for Captain Spar-

row after an appropriately explosive (literally) opening sequence.

While "At World's End" certainly captures the gritty style and characteristics of the first two films, it is not without flaws. The biggest problem seemed to be the film's pacing. Many of the events that transpire seem rushed, without allowing time for these occurrences to be fully fleshed out. Surely most people would gladly sit through an extra half hour if that would make their experience more enjoyable. Another flaw is the overly convoluted plot, which makes the film confusing at times, often leaving the viewer dumbfounded.

But do not take these nagging critiques as an insult towards the film. On the contrary, the strong points of "At World's End" heavily outweigh any negatives. The film's cast is quite impressive, with big name actors such as Orlando Bloom, Keira Knightly, Johnny Depp, and Geoffrey Rush giving admirable performances.

The musical score is amazing, to say the least. Each scene is enhanced by exciting and appropriate music that probably leaves moviegoers silently humming. Also, the special effects inspire awe to the point where, in some scenes, the entire audience is clapping and cheering (as they did when this reviewer saw it).

Lastly, one of the main protagonists, Captain Jack Sparrow, always brings comical relief to the often grim situations. One would be hard pressed to find someone at theater who wasn't laughing during the Davy Jones Locker segment, where hilarity ensues during his hallucinations of doppelgangers of himself.

"Pirates of the Caribbean: At World's End" surely isn't a perfect movie, but it manages to do something most other films fail at: being fun. So get into the buccaneering spirit, grab a gold doubloon (some popcorn and a soda might also help), and enjoy one of summer's most engrossing rides.



■ Captain Jack Sparrow delivers laughs and excitement in "Pirates 3."

Lehnert

VS.

Leonard

Their names may sound the same...

...but each "Len" has her own unique personality

Q: Mrs. Lehnert, how often do you floss?

A: I should say every day but if I didn't, would I admit it?

Q: How do you do what you do?

A: Hopefully with enthusiasm...notice the hopefully.

Q: If you had \$15, how would you spend it?

A: Probably on something edible.

Q: Who would you rather be: Rosie O'Donnell or Star Jones?

A: I have no great desire to be either of them.

Q: Do you believe in life after love?

A: I have no idea how to answer that. I guess I think that life exists independently of love. Oh gosh, that's a trick question... I believe in both life and love.

Q: If someone gave you \$20, would you eat toothpaste?

A: Why would I eat toothpaste (gags)? Maybe for a fundraiser.

Q: Who is your favorite mathematician?

A: We have to give credit to Newton and Leibniz or else we wouldn't have Calculus. So probably them.

Q: What is your middle name?

A: Marie.

Q: Tell me something interesting about yourself...please.

A: I used to be in business management. I worked for Citicorp in their Stock Services Department. I never regret changing careers.



PHOTO: ELEN DEOLIVEIRA

by TOM LEE

When I entered my senior year at Huntington High School, I knew that I would soon be dealing with two people whose names were very similar. I had Mrs. Lehnert for Calculus, and Mrs. Leonard works in the College Center (which everyone knows is an integral part of a senior's schedule). All joking aside, their names are very similar. I was terribly afraid that at some point over the course of the year, I would confuse the two names and look like a fool in front of my peers.

As the school year progressed, I realized that they were two very different people and they were very

easily distinguished. I decided to delve into their differences and to my pleasant surprise, I found many similarities. Well, kind of. I asked them both the same set of questions with a few customized differences.

In the end, both Mrs. Lehnert and Mrs. Leonard are their own unique individuals who do not want to be either Rosie O'Donnell or Star Jones. It is these similarities that link humanity together. Next time you meet a stranger, ask them if they would like to be Rosie or Star, and I guarantee you, they will have the same answer as the 'Lens' and you'll have a new friend. If you'd like any more friend-making advice, feel free to contact me.

Q: Mrs. Leonard, how often do you floss?

A: That's not a question I'm answering

Q: How do you do what you do?

A: How do I do what I do? I love working with young people, so it is easy to work here.

Q: If you had \$15, how would you spend it?

A: Oh, come on! I would probably spend it on my grandchildren.

Q: Who would you rather be: Rosie O'Donnell or Star Jones?

A: Neither, okay?!

Q: Do you believe in life after love?

A: Yes (chuckles).

Q: If someone gave you \$20, would you eat toothpaste?

A: I'm not that desperate for \$20.

Q: What is your favorite college?

A: My favorite college? I don't have a favorite! They are all so beautiful. It has to be the right college for the right kid.

Q: How many lives have you saved?

(Mrs. Leonard is a certified E.M.T.)

A: A couple, I think. I know of one definite person who I helped to save.

Q: What is your middle name?

A: Anne...with an e.

Q: Tell me something interesting about yourself...please.

A: I make awesome Buffalo wings. They are the best ever made.

■ (From left to right) Mrs. Lehnert, Tom Lee, and Mrs. Leonard share a moment of happiness.

You'll forget it *Before Long*



GRAPHIC: WWW.AMAZON.COM

ALBUM: *It Won't Be Soon Before Long*

ARTIST: Maroon 5

by SAMANTHA ROLLINS

After Maroon 5 debuted on a high note with 2002's *Songs About Jane*, many critics feared that the band's next album would be fated for the dreaded "sophomore slump." Although *It Won't Be Soon Before Long* is far from a downgrade, the album seems as though it tries a bit too hard to measure up. As result, *Before*

Long is enjoyable, yet it feels slightly overworked.

There is no doubt that the lead singer, Adam Levine, is extremely talented. In fact, he truly shows his range the second time around. The album offers many different kinds of tracks to showcase his talent, from the classic funk of "Makes Me Wonder" to the jazzy "Back At Your Door." While the soulful piano ballad "Better That We Break" is a slight departure from the traditional sound of Maroon 5, it is heartfelt and an enjoyable change of pace.

Although each track on *Before Long* offers something different musically, they lack diversity in content. Each song seems to deal with relationship problems, and after awhile, the tracks feel somewhat hollow, as if sung only halfheartedly. Sadly, many of the lyrics sorely miss originality, which would have given

more interest to many of these overworked break-up topics. The one delightful exception to this is "The Cheating Anthem." "Figure It Out" on which Levine sings, "I'm happy you're changing your speed / come down and lay with me." This final track is full of energy and is undeniably fun to listen to.

Before Long is a rollercoaster ride of emotions—from the defiant "If I Never See Your Face Again" to the apologetic "Goodnight Goodnight." However, it sometimes seems as though this rapid change of emotions from song to song is forced, and therefore, these emotions lack credibility.

Before Long certainly is an entertaining listen, but each track on it is almost like a transient relationship—it was fun while it lasted, but once it is over, it is quickly forgotten.



Won't make you *Wince*



GRAPHIC: WWW.AMAZON.COM

ALBUM: *Winning the Night Away*

ARTIST: The Shins

by IAN GOLDSTEIN

Through the years, The Shins have made a shift from being a small-time indie rock band to a widely successful mainstream group. While the word "mainstream" often means a loss in musical integrity, this is not the case for The Shins, whose writing style remains unchained despite their growing popularity.

Their first two albums—*Oh Inverted World* and *Chutes Too*

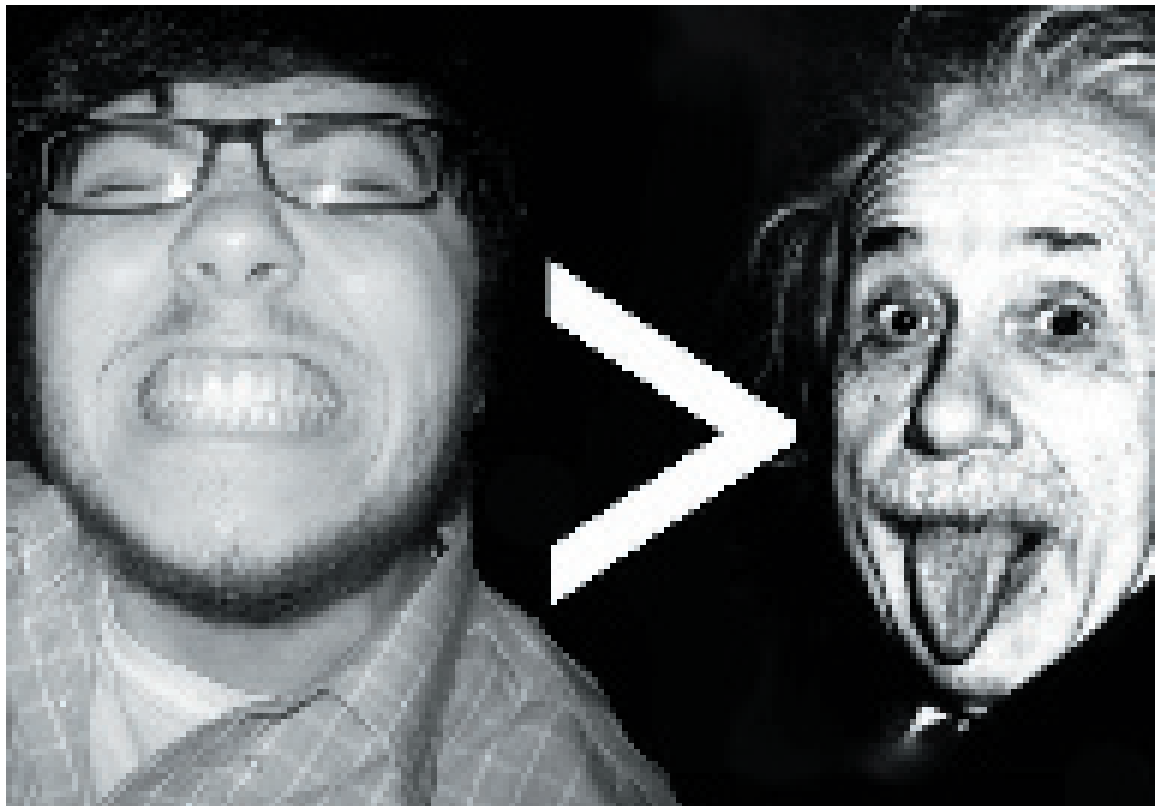
Narrow—show much lyrical and instrumental talent. The growth toward a more mature sound is continued in *Winning the Night Away*, which may be their best album yet.

From beginning to end, The Shins have magnificent lyrics and combine them with melodies that leave the listener craving more. The result is that every song on this album is perfectly arranged and virtually flawless. The songs range from calm and solemn, as with "Sleeping Lessons," to fast-paced and upbeat, as in "Australia."

Some other highlights of the album include "Turn on Me" and "A Comet Appears." These songs distinguish themselves with their standout harmonies and solos. However, the best song on the album is definitely "Phantom Limb," which recalls the mellow style characteristic of many bands of the '80's. The lyrics and melodies combine perfectly and bring the album to an entirely different level.



TIM'S TOP 10 WAYS TO... Study For Finals



■ Want to be a genius and 'beast' your finals? Just follow Tim's advice, because (as shown in the mathematical diagram above), he is in fact greater than Albert Einstein. True, Tim may not have reinvented physics as we know it. But, he does have a sense of humor and a cool beard, which is way better than $E=mc^2$ any day.

by TIM CRAWLEY

School is almost over. You can practically taste summer. The days are getting a little warmer everyday. And everyday, your brain shuts down a little more. Oh, life is sweet. But wait! There's still that pesky little matter of finals. Well, finals schminals I say. Here's ten tips to help you show those tests who is really the boss. And I'll give you a hint: It isn't Tony Danza.

10) **Stay up late the night before your exam.** Play some video games, go on the interweb, make up a new dance move. Basically, just have fun. You're almost done with school! Finals don't matter!

9) **Study with your girlfriend or boyfriend.** You'll get a lot more done.

8) **Study for at most 3 minutes.** You don't want to break a mental sweat, you just want to do a mental warm-up. There is only a limited amount of space in your brain for silly numbers and facts. If you fill that space up, your head starts to hurt. And not just like "Ow, I scraped my finger on a piece of sandpaper." It's like "Oops, I fell into a tiger pit and now I'm choking on my intestines." Don't forget, finals don't matter!

7) **On test days, have the mentality of "If I don't know it now, I won't ever know it."** This will eliminate any last minute studying and any hope you may have had. If you don't set goals for yourself, you can't fail at them!

6) **Don't eat or go to the bathroom the morning of your test.** The combination of unbearable hunger and incredible pain is just your body motivating you to finish your test faster. And, as everyone knows, the first person to finish a test is undoubtedly the smartest.

5) **Intimidate, intimidate, intimidate.** Build yourself up so much to the rest of the class about how the material is "so easy," so they'll lose all motivation to study. As a result, you'll end up doing the best in the class by default. Note: Be completely deadpan when you belittle your peers. There isn't anything funny about being the best, so don't let even a glimmer of a smile on your face or else everyone will know you're a fraud. Also, try and tell the teacher as often as possible that they're wrong and confuse the heck out of everybody. Sure, you'll probably get a referral, but isn't it worth it?

4) **When you study, surround yourself with all sorts of media like TV, music, books, pictures, and the internet.** Correlate facts you're studying with different images and sounds. This will really help you stay focused on the test and make everything go a lot smoother. To this day, standing up on a desk in the middle of a quiz and singing "Girls Just Want to Have Fun" gets my mental juices flowing. And no, I don't think it's a feminine song at all, why do you ask?

3) **If you're not entirely sure about a topic, don't ask the teacher for help.**

It's the end of the year, summer is close, and they're tired of teaching! They'll probably give you the wrong information just to spite you. It's their way of saying "Thanks for fooling around in my class all year. Have fun in summer school!"

2) **Don't cheat. Do NOT cheat.** Whatever you're planning to do, it won't work. Okay sure, sitting next to the smart kid in class made your average skyrocket last quarter. And *maybe* some cleverly placed formulas on your leg helped you pass some Regents with honors, but like, I bet you don't feel good about it.

1) **Drink water while you study.** It conducts electricity in your brain and helps you remember things better. But be careful. In 1982, a sophomore named Byron Jones from John Adams High School in Salt Lake City, Utah was studying and drank too much water. Doctors say that there was so much electricity in his brain that it actually caused it to melt. This is an extremely rare condition known in the medical community as a Neural Unicollapsilatory Toxic Shock. There are no warning signs, it just comes out of nowhere and kills you on the spot. So watch out for that water kids, it's devil juice.

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Winning on the water wherever they go

CREW from back page

came for the Girls’ Novice Four. In a breathtaking final, the girls passed four boats in the last 250 meters of the race to come away with silver medals. The Boys’ Junior Four and the Girls’ Senior Quad also finished in the runner up slots. Liz Barnett was the lone senior among a group of underclassmen in the Girls’ Senior Quad.

“Three of the girls were sophomores but we were able to come away with silver against, bigger, stronger girls. It was a great race,” Barnett said.

Out of seven boats which qualified for States, four medaled. Although Barnett’s boat fell just short in the team competition, she brought home the team’s fourth and most illustrious medal.

After finishing first in the

Girls’ Single at the Long Island Championships, senior Liz Barnett repeated this feat and once again won gold, earning the honor of the best in the State in her race. This meant that Barnett had qualified for Nationals in Camden, NJ. This is a prestigious honor, as you must be the champion of your region to qualify. Barnett’s strategy in her championship race was to get out quick and stay ahead. She executed this to perfection and became the National Champion in the Girls’ Scholastic Single.

“All of the hard work and sacrifice paid off and it’s a special accomplishment to be the best in the nation,” Barnett said.

With National Champion Barnett the lone departing medalist, prospects look strong for the crew team to bring their tidal wave of success into next season as well.



■ Top: The girls’ senior quad of Brown, McSweeney, Lurie, and Barnett won gold in their race. Bottom: Barnett blows away the competition in her single en route to nationals.

PHOTOS: MADELINE JENSEN

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Lady Devils must cope with the loss of many integral pieces next season

LACROSSE from back page

compiling an impressive 12-5 overall team mark.

This stellar record was achieved due to the frequent contributions from standout players such as Kailene Abt, Courtney De-Feo, and Catherine Ruggiero, just to name a few. However, the recent success can also be attributed to this season’s new rising stars Casey Scully, Cecilia Reyes, and Kyle Shirley, who made important contributions to the team this season while firmly establishing themselves as invaluable members of the squad.

The combination of experience and fresh talent created a dynamic team chemistry, which has transcended the team locker room and spilled out onto the field. This team chemistry and group-oriented style of play are two of the key factors that helped propel Girls’ Lacrosse into the playoffs.

“We have a very team-oriented style of play. As the season went on this style developed and improved. In the playoffs communication and work ethic [are] imperative,” junior Hannah Helstrom said.

Though the season ended with a loss to Rocky Point in the second game of the playoffs, one cannot help but look at the future of this team. With such established players as Jackie Kingston, Michelle Orelli, Grace Fulton, Kyle Shirley, Courtney De-Feo, Samantha D’Iorio, Kailene Abt, and Catherine Ruggiero leaving next year to begin college, there will be a tremendous void left in this team which will need to be filled. This will fall on the shoulders of juniors, Casey Scully and Katherine Thompson, sophomore Matte Scully, and freshman Karly Kocis, who have all showed great potential this season, and could potentially lead the team to future success.

64 and Counting...

At the time of printing, the Boys’ Lacrosse team notched its 64th straight win to capture the Long Island Championship. The *Dispatch* has compiled a list of all the teams they have beaten along the way:

2005	Half Hollow Hills West	Shoreham-Wading River	Kings Park
Smithtown	Sayville	Rocky Point	Mount Sinai
West Babylon	Hewlett	Harborfields	Rocky Point
Mount Sinai	John Jay	East Hampton	Half Hollow Hills West
Kings Park	Jamesville-DeWitt	Hauppauge	Harborfields
Half Hollow Hills West	2006	Mount Sinai	Sayville
East Hampton	Smithtown West	Half Hollow Hills West	Westhampton Beach
Babylon	Massapequa	Comsewogue	Comsewogue
Westhampton Beach	West Babylon	Garden City	Shoreham-Wading River
Hauppauge	Babylon	Somers	Islip
Harborfields	Kings Park	Corning East	Hauppauge
Shoreham-Wading River	Half Hollow Hills West	2007	East Hampton
Islip	Westhampton Beach	West Babylon	Sayville
Comsewogue	Sayville	Eastport/South Manor	Kings Park
Eastport/South Manor	Islip	John Jay	Garden City
Rocky Point	Comsewogue	Smithtown East	John Jay
Sayville	Smithtown-East	Babylon	

SPORTS

League Champs

Boys' Tennis Serves up Successful Season



PHOTO: MR. JIM HOOPS

by IAN GOLDSTEIN

Tennis traditionally does not receive as much attention as some of other spring sports teams in the school, but the story of this year's Huntington Blue Devil team is sure to intrigue even the most unknowledgeable sports fan.

This year the team started off with a bang, winning five of their first six matches. As the season progressed, their hot streak had cooled, but still had their eyes set on winning the league championship. By the end of the season though, they proved to not only be contenders, but winners, as well.

It seemed that their biggest challenge was the previously undefeated John Glenn High School. John Glenn had defeated Huntington at the beginning of the season, and this was a devastating loss for the team.

As the season continued though, the Blue Devils became a stronger team through continued hard work at

practice. Blue Devil coach Jamie Fishlow said that the big surprises of this season were juniors Max Cohen and Zach Conlon who really picked up momentum and the concept of the game, while improving their skills as well.

With the Blue Devils beginning as a mediocre team, Coach Fishlow said that the turning point for the team was when they were matched up for a second time against their main rival, John Glenn. This time, they were ready and much better prepared.

Surprise double partners Max Cohen and Zach Conlon won in first doubles set, and seniors Brian Adelman and Derek Dailey took second doubles game. Junior Julien Feldman won in third singles, and junior Morris Romero took fourth singles, 6-4, 7-6 (7-5).

The Blue Devils finally clinched the win over John Glenn when dynamic doubles partners Tom Lee and William Cohn won a three-set match against the school in an amazing upset. This victory in the final meet of the season

gave them the Suffolk League II co-championship.

"This was our most important and most exciting game of the season," Coach Fishlow said.

Huntington's record finished at 13-4, proving their dominance as a team and as individuals. When Coach Fishlow was asked about his standout players, he said that they would have to be junior Andrew Sherman and sophomore Christian Vasquez, because of their "improvement, consistency, and clutch wins."

Looking towards the future, Coach Fishlow is counting on the team next year to be even better and improve on both their mental and physical skills in the game. A junior varsity player that Fishlow has had in mind is Max Smoller who he thinks can really be a success at varsity level.

The tennis team's rise from mediocrity to immense success has raised Fishlow's hopes for next season. Huntington fans can only hope that this championship season can be followed up again next year with similar success.

Girls' Lacrosse Steps Out of the Shadow



PHOTO: ALEX HAINY

■ Kailene Abt takes a shot against the Sayville goalie during the Girls' first playoff game.

by GREG JAMES

When one thinks of lacrosse in Huntington, the focus often turns to the boys' team and their meteoric rise to the top of the nation's lacrosse heap. However, there is another dimension to Huntington's successful lacrosse program, one that may not receive as much notoriety as the boys' team, even though their accomplishments are almost as spectacular.

The girls got off to a rough start this season, compiling a few early losses

against non-league opponents. According to Girls' lacrosse coach Tricia Martin, the season was a "growing process."

"The early setbacks only helped to fuel the team's desire to win, as well as their competence in playing less competitive teams within their own division."

Coach Martin was correct, because as the season went on and the proverbial gears clicked, and the girls' team started playing some of their best lacrosse in recent years,

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A Multitude of Medals

Rowers return home victorious from state championships, with Barnett moving on to win national title

by CONNOR KIESEL

This year's edition of the Huntington Crew team produced a multitude of medals and for one special athlete, a national championship.

The rise to the pinnacle of the Crew team's season began at the Long Island Championships. On the boys' side, two boats emerged victorious. The Boys' Junior Four consisting of coxswain Margaret Barone, Alex Pavelka, John Correll, Stephen Petrylka and Zach Lustberg finished first in their race, as did Boys' Second Four with coxswain Madeleine Jensen at the helm and rowers Scott Dean, Ben Sanborn, Alex Prince and Matt West.

The girls' boats did not let their male counterparts take sole possession of the distinctions.

The Girls' Senior Quad of Liz Barnett, Shannon McSweeney, Erin Brown, and Meagan Lurie took the title in their race. The Novice Four proved the future is also bright as the group of Madeline Jensen,

Marissa Benedetto, Liane DeRosa, Alana Tieman and Katie Getz beat the competitors to the line as well.

After these impressive finishes in the Long Island realm, the team moved



PHOTO: MADELINE JENSEN

■ (From left) Barone, Lustberg, Petrylka, Correll, and Pavelka prepare for their Junior Four race at Stotesbury.

on to New York State Championships and faced even fiercer competition. One of the most exhilarating races for the team

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