



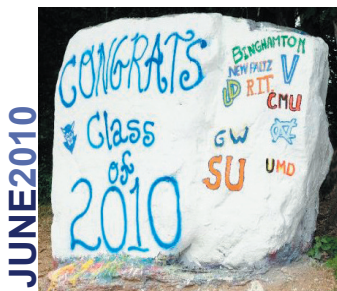
The Dispatch

"A beacon
of truth."

■ Issue 5, Volume 37

Huntington High School

Oakwood and McKay Roads Huntington, NY 11743



JUNE 2010

PHOTO: LAUREN CAMPBELL

»news in short

Lip dub music video a huge success

Over 200 Huntington High School students collaborated on the production of a music video set to Billy Joel's hit *It's Still Rock and Roll to Me*. The video was inspired by a similar project conducted by Shorewood High School in Shoreline, Washington. Shoreline's video has become viral on YouTube, and HHS students dream that their version will have similar effects.

Athletes awarded with Suffolk Gold Keys

Suffolk Gold Keys, symbols of leadership and performance in athletics, were awarded to senior athletes Ricardo Caballero, Stevenson Gabriel, Yvette Hallman, Luis Lopez, Meredith McCourt, Chris Sandoval, Dan Smith, and Lauren Visbal. These keys are a top honor in athletics.

HHS librarian says farewell

by CARRIE FANTE

After twenty-four years as a Huntington librarian, Ms. DeCanio will be retiring at the end of this year. Ms. DeCanio has played an integral part in many aspects of the HHS school community. Not only is she the school librarian, but she also co-facilitates the school's internship program and is the dedicated co-advisor of two clubs within the school; she, along with Ms. Biagi, runs Grandfriends and A World of Difference (or AWOD), both of which have become enormously successful under their leadership. Fortunately for the internship program, Ms. DeCanio will still be working part time as the co-facilitator, and will continue to attend club events of Grandfriends and

AWOD as well. However, as a librarian she will be greatly missed by her admiring students as well as her colleagues.

Ms. DeCanio began working as a librarian thirty-two years ago at East Chester High School after earning her masters in library science from Pratt University. Six years later she came to Huntington. Ms. DeCanio "loves the research component" of being a librarian. She also loves young adults. She calls them "full of life" as well as "challenging" and says that "I learn something new every day; I wouldn't work at any other level." Because of this, Huntington High School has been a great place for her to work. She appreciates the "diverse population" and admires the students for being "honest, open and enthusiastic." She enjoys the high school's staff just as much, calling them "caring and competent."

While Ms. DeCanio has had a "wonderful experience" at Huntington, she feels that she would like to pursue other things. For example Ms. Decanio would like to become a literacy volunteer, working with local programs. She also wants to travel, something she has only had limited opportunities to do so far. "I want to be able to travel at times other than school breaks," she said. In addition to all this, Ms. DeCanio will still come back to school one day a week for her work with the student internship program; a program which she has played a large part in organizing and running. Finally, Ms. DeCanio feels that it is important to retire at a time when she feels "happy and upbeat." She will miss Huntington, but is eager to begin other things.

Just as Ms. DeCanio will miss Huntington, Huntington will miss Ms. Decanio. Every student who passes through the school remembers her lessons on research, as well as all the work she puts into helping students with their projects. "She is the first person I go to when I have a research project because of her helpful and friendly nature," says junior Phoebe Curran. She is also very close to all of her club members and the interns she works with. "She has been very supportive throughout my year as an intern and she provided me with all the resources I needed for my final project" says Michael Valente, a junior who had worked with Ms. DeCanio since he was a freshman.



PHOTO: LAUREN CAMPBELL

-Ms. DeCanio helps two students with their research.

see Ms. DeCanio on page 3

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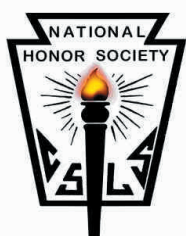
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Juli Coraor in her element

by HOLLY FLORES

Juli Coraor is an exceptionally talented student known for taking courses well above the standard for her age and excelling in them. Only adding to her impressive academic transcript is her recent achievement in the Science Olympiad Competition, a competition renowned for its difficulty.

While enrolled in AP Chemistry, Juli quickly mastered the subject matter and became slightly restless with the pace of the class. To provide enrichment activities for Juli, her teacher, Ms. Forbes, brought out sample competition entrance exams. Juli naturally excelled in all of these exams. However, in order to fully complete the tests, Juli had to learn the rest of the year's material; so she completed the entire AP Chemistry textbook by the end of the first semester.

Upon completion of the course material Juli practiced a few more tests, consistently scoring with five or fewer answers wrong. These local exams are equivalent in difficulty to AP exams, but still proved to be little challenge for Huntington's finest. In March, Juli took the local exam along with three other classmates. Only Juli had the score necessary to move on to Nationals.

Once she had made it to that stage, Juli started studying for a whole new level of testing. She had expressed the difficulty level of these practice exams to be "considerably" more than on the local exams. However, it was the lab section that presented the greatest

challenge, because it was different from any of the labs taught at school.

Juli recounts how the Part 1 and Part 2 sections of the test were quite similar in format to the Chemistry AP exam. Her lab section was set up as two questions and a set of laboratory equipment. Juli then had to derive



PHOTO: LAUREN CAMPBELL

the answer through her own methods, without directions of any sort. In her exam, the two problems were to find the percent of the chlorine ions in seawater and to produce at least five different complex ions from several different solid compounds.

"I felt that I had done as well as I could have, though I'm not sure that that was good

enough to allow me to move onto the next level. I do know that it was an extremely long test and I was relieved but enormously tired at the end of the examination. I am glad I took it, though, because I felt it was a welcome challenge and gave me motivation to work harder in the sciences," Julie reflected on her experience.

The national exam consisted of three parts: a multiple choice section, a free response section, and a laboratory section. The cumulative time required to take the test was six hours. Of the approximately 800 students taking the national exam across the country, only the top 20 will be chosen to attend a two week study camp in June at the Air Force Academy in Colorado Springs to prepare for the international competition. The top four students at the study camp at the end of the two weeks will be picked to go to the international competition in Tokyo.

About her plans for the future Juli said "I definitely plan on pursuing a career in the sciences, though in exactly which field is still up for debate. I obviously like chemistry and wish to include it in my career, but there are many different fields of chemistry. I enjoy biochemistry, specifically genetics, but I also like physical chemistry, and I might want to go into medicine as well. I plan on getting a ph.D/M.D., becoming a professor at a college or a doctor at a hospital, and doing research on a topic that interests me. However, my plans could easily be changed, and I could decide on a completely different career path."

4 classes is all it takes for 2011

by CARRIE FANTE

Most juniors would be ecstatic over the idea that they would only have to spend four periods a day in addition to gym in school for their senior year. That is exactly what incoming seniors will be allowed to do.

For the second consecutive year, the Huntington High School administration has lowered the number of classes seniors must take in their final year of high school. Through this new rule the guidance department is hoping to give students greater responsibility in making decisions about their classes.

A change of two periods in two years is a big difference in schedule flexibility when considering that the school day is only nine periods long. The class of 2009 was required to be in school for six periods of class, plus gym every other day. For the class of 2010, the number of required

classes was reduced to five periods plus gym. Next year's seniors will only be required to attend four periods of class, plus gym every other day.

This means that a student could potentially stay home for five out of nine periods on days when they did not have gym.

All juniors received a letter along with their guidance appointment explaining the new policy, but despite this, many students are unaware that flexibility has changed. When asked what he thought of seniors only having to take four classes, junior Jake Gellerstein didn't know about the change. "That's awesome! Are you serious?" he said.

However, some of the students that do know about the change have questioned why the

"All students are scheduled for a nine-period day. Students are encouraged to supplement their required courses with electives to pursue interests. ...Study halls will be used to fill up open periods in a student's schedule."

-2010-2011 Curriculum Guide

school would be reducing the amount of time seniors have to spend in school for the second

year in a row. Some have suggested that the reason has to do with the tight school budget, and this new rule might be an attempt to remove some senior electives. According to Dr. Baglio, the new director of guidance, that is not the case.

Dr. Baglio says that the reason for the policy is to give students a greater amount of choice and responsibility when it comes to their classes. A large number of Huntington High School seniors are college-bound, and Dr. Baglio believes that these students need to be accountable for creating a schedule that will help them get into colleges as well as prepare them for college life. "The most important thing high schools do is bridge

the gap between [senior year] and college," says Dr. Baglio. "When you're eighteen and old enough to vote or join the armed forces, there's a lot of responsibility and students need to be able to make good decisions."

While some students may take advantage of this new opportunity to have an easy senior year, this also provides students the option of participating in the internship program as well as other things outside of class, like getting jobs. However, to most students, this change is not going to make a difference. Students either don't know about it, or won't change their minds about taking difficult senior courses. It is only for a few students that a four period day could make for an especially short senior year.

Nicolas Maiarelli: From Huntington to France

by SAMUEL SAINTHIL

Nicolas Maiarelli is an accomplished sophomore at Huntington High School. He is intelligent, friendly, and worldly. He

has many friends at HHS and it is clear that he enjoys life in Huntington very much, but he will not be among the many faces to walk

the halls next September. Instead, he will be studying abroad in France.

When asked about his motives Nicolas commented, "Well, France is an adventure and I've always wanted to do an exchange program since my father did many when he was a kid in Italy. He would go to Wales and other countries. In Europe it's normal to do international exchanges. I also felt that it was a good way to master the French language."

After further discussion with Nicolas, it was discovered that he is not leaving the hallowed grounds of Huntington for a far more sheik European climate. He is only staying in France for a year and will be back by late spring. He was able to do this particular program because it had what he called an "Ameri-

can Curriculum." "It's basically like a town house where I stay with other American kids who are in the same program. I can take SATs and APs while I'm there. The only part of a regular American education that would be missing would be United States History and all the classes would be taught in French."

Nick will be staying in Rennes, the capital of the French region of Brittany. Rennes is located in the Northwestern corner of France, about two hours and twenty minutes away from Paris. However, while his base of operations is in Rennes, he will be traversing all across the country, as independent travel is encouraged by the program that Nick has entered. This specific program is very difficult to enter. This is evident by the fact that Maiarelli

had to write an essay, a letter to his host family, and participate in a forty-five minute interview, in addition to completing extensive amounts of paperwork, all in French.

Nick says, "I love the French culture and the language, form studying it for a number of years to actually spending time there with friends. I feel like this process of immersion is a way for me to step out of my comfort zone and learn something new. I'm sure I'll struggle at first but I know I'll master French in the end. So, I'd say I'm definitely nervous... but I'm not scared at all." In light of his past successes, it is almost certain that Mr. Maiarelli will do what he's set out to do. Au revoir Nick, et bonne chance!



PHOTO: MOLLY PREP

It's not easy going green in Huntington

by SHIRA MOSKOWITZ

Over 1,200 plastic bottles would be used by the Huntington High School student body in one day if each student drank from a single plastic bottle.

According to Environment-Green, recycling just one plastic bottle can save it from sitting in a landfill for anywhere from 100 to 1000 years, and can help save the environment from the emissions that result from producing new bottles.

Even though it is clear that recycling is crucial to our future, it is not easy going green. Mr. Florea found this out the hard way. Four years ago the chemistry teacher and his environmental club found themselves in a battle with the town over recycling. He wanted the town to come collect paper recycling from the school but the town was of little help, insisting that the paper be in plastic

bags; an ironic way to recycle.

Despite opposition from the town and the school, Mr. Florea continued to apply pressure. He fondly recalls the 280,000 pounds of paper that were collected and piled in his room two years ago. However, he has subsequently removed himself as leader of the school's recycling movement after realizing that getting the town to cooperate was near impossible.

Mr. Florea was just as surprised as the rest of the student body was this May when recycling bins began appearing in classrooms and the cafeteria. The current paper recycling program is not as effective as our school community would like.

The town has decreased the amount of times a month they come to collect and the girls who initiated the program have stopped collecting as well. In addition, students throw trash and

colored paper into the recycling bins. The custodians and town officials do not have time to sift through these bins and thus all the contents end up in the garbage.

HHS has not yet succeeded in finding a way to recycle paper effectively. However, great strides have recently been made in the school's plastic bottle recycling thanks to the initiative of two freshmen. Caroline Coffey and Nikki Smoot were determined to make a difference and brought their idea to Dr. Leonardi.

"We were talking about the planet and it's just scary to think that its all going to come to an end, so why not start now to try and save it for as long as possible" said Caroline of her initial spark for the project. The girls decorated huge garbage cans and made signs advising people to recycle their plastic.

These bins sit in the caf-

eteria and are almost always full by the end of the day. Caroline and Nikki collect these bottles at the end of the week and recycle them at local food store deposits. They donate the money they receive in exchange for the bottles back to the school.

It is clear that going green is

not an easy task, but each student can do his or her own part by both recycling and by not throwing trash into the recycling bins. If each student shows that they care about the environment it is more likely that HHS will be able to garner the town's support for an improved recycling system.



PHOTO: LAUREN CAMPBELL

Budget passes, cuts still inevitable

by HOLLY FLORES AND
MARISSA SCHEDLER

It is no surprise that the Huntington School District spends an immense amount of money each

school year. The 2009-2010 Huntington School District budget consisted of \$105,004,259. The budget for the 2010-2011 school year is

\$107,850,242, a 2.71% increase from this year. Taxes are higher than ever and the school district is struggling to maintain the setup it currently has.

With the deficit it faces, Huntington High School needs to make multiple cuts in various sections of its current budget. This means that activities, clubs, sports, and teachers could be at risk. Though the district is not currently in debt, New York State is in a deficit of \$8.2 billion dollars, and this number is increasing daily.

This could definitely turn the tables in the future to come. The mandated portions of the budget include: 50.9% funding towards salaries, 20% benefits and 7.9% transportation fees. These expenses are not open to change and leave a maximum of 19% funding for other non-mandated educational programs.

The average salary of a

teacher in Huntington School District is \$77,915 without benefits. Though the teacher's salaries are set in the budget and will not fluctuate, their medical insurance has been decreased by \$85,167 from last year.

In relevance to the taxpayers, the Board voted against stopping the potential tax increase at 3.5%. This is the main issue that needs to be considered when constructing the budget. This also creates the question if members of the Huntington community will continue to cooperate with the consistent trend of tax increases.

The American Recovery and Reinvestment Act of 2009 (ARRA) is being used to subsidize the 2009-2010 and 2010-2011 budgets. Passed by President Obama to help reduce the effects of the recession, the bill allocates large amounts of money to infrastructure, social welfare, health-care, and education among other

things. When these funds cease to be available in 2011 there will be a \$2,000,000 hole in Huntington's budget.

This phenomenon is known as a "funding cliff", and the additional money must come from other sources. In addition to federal funding, the district receives funding from New York State. Governor Patterson's proposal for 2010-2011 will decrease the aid given to Huntington from the state by \$317,000. Currently, the Board of Education is revising the budget proposals for the upcoming years. The Board must follow various state and federal laws concerning public education when making these alterations.

Even though the budget for the 2010-2011 school year passed, the funding cliff means that programs are still in jeopardy. The future also remains hazy, as New York's current economic state is not promising.



PHOTO: LAUREN BIALKOWSKI

Best of both worlds in one new course

by CARRIE FANTE

For the first time next year, Huntington seniors will have the option of taking a new course that counts as both the Participation in Government class as well as one of their senior English electives. This new "selective" is the African-American Studies course. It is different from an elective, because it is used to complete graduation requirements for required classes. However, it is still a different option that students are not required to take. African-American Studies will be running in the fall for two periods a day, and it is the only non-science course to do so. It is also the only course offered that is listed as both a Social Studies and an English class.

Students who take African American studies will receive one credit: half a credit for social studies, and half a credit for English. Since this course only runs in fall,

during the spring seniors in this class will take economics, as well as one other English elective. Unlike the rest of the twelfth grade English electives, African-American studies is not paired with another English class, so seniors can take any other English course that they like. Students who take this course will still have to write a research paper, which is a requirement in every English elective, and will still have to fulfill the community service requirements that are part of the Participation in Government class. The difference is that students will be able to incorporate information from the history component of the course for their English paper, and many community service opportunities will be more specific to the class.

The idea behind the African-American Studies course in Huntington came from Hu-

manities director, Mr. Leavy, who worked to write the course proposal that was approved by the school board. Huntington has had an Urban Studies class for many years. A former teacher of this class, Helen Weeks, taught the class with an angle on African-Americans. Mr. Leavy feels that the school has missed that perspective since Ms. Weeks retired ten years ago. According to Mr. Leavy 12-15% of the HHS student body is of African-American decent, and "it is important to have their story told."

Two different teachers will teach the African-American Studies class. One of these teachers will be Ms. Quintero, an English teacher, and the other will be Mr. Gould, a Social Studies teacher. The periods will not necessarily be right next to each other during the day, but Ms. Quintero and Mr.

Gould will collaborate to ensure that the both the English and History sections complement each and the students can make connections between the two classes. The history and the literature of African-Americans are very interconnected, says Ms. Quintero. Looking at the history of how bitterly people had to fight as well as the prejudices and threats they faced helps from the literature standpoint to understand how brave these authors had to be to write their narratives.

Ms. Quintero is extremely enthusiastic about teaching this course. "I would have liked to have taken a course like this in high school," she said. In order to prepare for teaching, this summer Ms. Quintero will be attending a summer program in Birmingham, Alabama, at the Tuskegee Institute to study with leading researchers

about the Civil Rights Movement. She will also be attending a program for teachers at the University of Cambridge to study views on racism and the idea of a "post racial society" as well as understand how different teachers handle teaching Civil Rights. She hopes that both of these will help her in planning lessons and in understanding more about the history aspect of the course, so she can better work with the material students will be learning in Mr. Gould's section of the class. Between the two periods, Mr. Leavy, Ms. Quintero, and Mr. Gould hope that the students will be able to understand both the history and literature of African-Americans in an in-depth way that they are not able to achieve in a traditional history or English class.

Ms. DeCanio (continued from front page):

"She will be greatly missed by me and the Huntington community," he added. Mike is not the only one to feel that way. A large number of her students share his opinions, as do her colleagues. Ms. Biagi, who has worked closely with Ms. DeCanio as co-advisor of their joint clubs calls her "the spirit of Huntington- body, mind and soul. She is like a sister and I will miss her."

Next year Ms. DeCanio will be replaced by Ms. Dillon, the current librarian at Jack Abrams Intermediate. Ms. Dillon is very excited about it, as is Ms. DeCanio, who says they both share a love of literature. Even as Huntington High School welcomes a new librarian it will greatly miss Ms. DeCanio whose kindness and dedication to her job will not be forgotten.



PHOTO: LAUREN CAMPBELL

The Dispatch would like to thank the following retiring staff members for their service and dedication to Huntington High School:

*Valerie Asaro
Camille DeCanio
Laurel Kane
Susan Martin
Ethel McGorry*

We wish you luck in all your future endeavors!

Krum., Byrne, Carey: heroes among us

by JOHN COFFEY

Mr. Krummenacker, Mr. Byrne, and Ms. Carey all have something in common other than working at Huntington High School; each have served in the United States Military. The three have been all over the world as a result of their experiences in their respective branches. They also believe that their service has made them better individuals.

Mr. Krummenacker joined the United States Army to pay for his college education and has described it as “the quintessential experience” of his life. He retired in 2001 with the rank of E-4 Specialist having held positions as an artillery observer as well as a paratrooper in the 82nd Airborne Division.

Some exciting experiences of his include spending three weeks in the Army’s Jungle Training School which was, at the time, located in Panama. Mr. Krummenacker also did test jumps for the paratroopers out of C-17s in Arizona.

He was not the first in his family to be involved in the military. His father served in the United States Navy, and his brother, a graduate of the United States Military Academy at West Point, was also a helicopter pilot in the Army.

Mr. Krummenacker’s advice to any who wish to join the military is that one must be prepared to leave family and friends at a moment’s notice. One must also have the emotional ability to deal with the fact that while on duty, one may be away from loved ones for a long time. His only regret is that he didn’t get to spend as much time in the Army as he would have liked.

Mr. Byrne, who is currently away serving in the reserves, is a Master Sergeant in the United States Air Force. He has served in the Air Force for 28 years and has been stationed in a number of places including Texas, Mississippi, New Mexico, Delaware, and Germany. He began as an Air Vac Medic, then cross-trained to become a Load Master in the reserves.

Mr. Byrne has been involved in numerous military and relief efforts including the First and Second Gulf Wars, the War on Terror, Hurricane Katrina, and the tsunami in

Indonesia. He was also in Berlin at the time of the fall of the Berlin Wall. In addition to these experiences, Mr. Byrne has participated in many missions in the states

tary is the comradery. He spoke of how he might receive many calls through the course of a day from friends stationed all over the world. People in the military like to stay connected. They look out for each other. Mr. Byrne said, “People don’t realize that a military career is a profession.” A job in the military is just as much a job that a normal civilian would have. Military jobs require great amounts of training and able individuals to carry them out.

Ms. Carey is also a veteran of the United States Army. She enlisted on July 6, 1982, only nine days after graduating from Walt Whitman High School. Her primary reason for joining was to receive money for college; she wanted to attend the Culinary Institute of America.

She has served the Army for more than 20 years and has been stationed in many forts across the U.S. as well as abroad in Germany, Korea, Panama, and Honduras. Ms. Carey specialized in food service and was later selected for Drill Sergeant duty. She also spent time as a recruiter

at Huntington High School. It was as a Drill Sergeant, however, when Ms. Carey said she gained her most memorable experiences.

She taught an equal opportunities class as a part of basic training for the new recruits. She loved to listen to the different stories of the young recruits and enjoyed teaching them. Ms. Carey’s most influential commanding officer was Sergeant Major Mathis. Ms. Carey felt that Mathis was a great teacher who made her female subordinates feel as though “anything was possible,” since she was one of the few females to achieve the rank of Sergeant Major at the time.

Ms. Carey has “absolutely no regrets” in regards to her service and she “misses it everyday.” She feels that the Army was a great learning experience for her, having exposed her to many new cultures and peoples through her travels.

Each of these staff members at Huntington High School have accomplished great feats in service to the country through the military. The student body at HHS is very fortunate to be mentored by people of such outstanding backgrounds. Their drive, personal achievement, and service to our country make them ideal role models.



PHOTO: LAUREN CAMPBELL

School spirit dwindles, teams feel effect

by SHIRA MOSKOWITZ

Walking through the hallways of Huntington High School on St. Patrick’s Day, Valentine’s Day, or the last day before winter vacation, it is easy to see that a large portion of the student body is dressed festively in regard to the holiday spirit. However, during school spirit week in October, very few students dressed to support their school and the football team.

Many people feel that Huntington High school lacks school spirit and school pride. Many athletes feel that this year’s school spirit is significantly less than in past years, and they feel a definite effect.

Ricardo Caballero, a senior and one of the captains of the 2009 varsity football team, fondly remembers previous seasons when “everyone used to make signs, yell, scream and cheer for our teams.” He reminisces about when “the environment was always fun and crazy, and we were always into the games.” He recalls the posters and Facebook events other students created to get fans to the games. He remembers looking out at the bleachers and seeing friends and family dressed with school spirit and was saddened to look out this year and see few familiar faces.

But it is now apparent that Huntington spirit has dwindled. One theory as to why is the budget cuts. This past year the school board cut many clubs and teams, including cheerleading.

Kiki Thompson, a senior and former member of the cheerleading squad, agrees with this theory. “Even though the cheerleaders weren’t as competitive as other squads, we still encouraged our peers to have more spirit.” Jokingly she added, “Even if it was a little over the top!” Thompson feels that the lack of school spirit

ton High School, feels quite the contrary. “Team spirit comes and goes in waves,” she said. “It just depends on the student body.” She believes that school spirit (or lack thereof) is dependent upon the personalities of the students, not the budget. Cheerleaders, she pointed out, did not even cheer during the spring season. If stu-

packed gym for girl’s basketball games two years ago. She is not worried, and knows that in a few years Huntington High School will be filled with spirit again.

Another issue that has led to the recent decrease in the student body’s enthusiasm and presence at games, is that everyone is busy. Students are involved in numer-

ities of the students and what they want to make their top priorities.

Many people feel that one way to incite school spirit is with a pep rally and wish to add one in the spring. Rebecca Silverman, Huntington High School’s 2009-2010 valedictorian and G.O. president, explains that past student governments have tried to schedule a spring pep rally. These student governments not only wanted to showcase the school’s teams and athletes, but hoped to garner support for them and keep school spirit alive throughout the year, not just around Homecoming.

Mrs. McCarthy is adamant about not experimenting with Huntington High School traditions. “Historically, pep rallies were meant to kick off the football season,” McCarthy explained. “Although Huntington’s pep rally has expanded to include all fall sports, its central focus is, and has always been, on the football team.” McCarthy also feels it would be inappropriate to pull students out of class yet again.

Whether budget cuts or the natural cycle student personalities are to blame, one thing is clear: Huntington High School needs more school pride and more school spirit. Maybe with an increase in spirit will bring an increase in sport performance; something Huntington High School has been struggling to achieve.



-Seniors Daniel Smith and Johanna Clifford, respectively, are among the few students at HHS who still demonstrate school spirit.

and pride is a result of the recent budget cuts. The cuts have caused students to feel that their school does not care about them.

Mrs. McCarthy, head of the athletics department at Hunting-

dents are friends with the athletes they are more likely to show up at games and cheer for the teams. “There is a natural cycle when it comes to school spirit,” McCarthy fondly recalled the jammed

ous clubs and after-school activities in addition to homework, and “there just is not enough time in one day for them to attend a sporting event,” McCarthy noted. Again, it is based on the personal-

Despite adversity, show is a success

by AMY EISEN

This year's spring musical, "Meet Me in St. Louis," was not just a play but a farewell to the graduating class of 2010. Mr. Schwendemann's page-long tribute to the current senior drama club members demonstrated the sadness he feels in seeing them leave, but the best way to say goodbye was with one last suc-

"...the show was one of our best."

-Jake Goldsztejn

cessful performance.

The musical, set in St. Louis in 1904, is about the Smith family and the love they have for each other, their friends, and their city. Schwendemann chose the play because of its upbeat

and popular tunes, sweet story, and strong family morals.

Mr. and Mrs. Smith, played by Louie Contino and Rebecca Silverman, live with their five loving children, a silly grandpa, and an Irish maid. The two eldest daughters, Rose (Kirsten Freiman) and Esther (Mary-Liz O'Neill), both have romantic troubles, one with a difficult Princeton man and the other with the boy next door.

Their lives are changed when Mr. Smith announces the family is moving to New York, but over the course of the musical realizes he cannot let down his family down seeing as they want to stay in their beloved city to attend the famous World's Fair.

In between comedic dialogue were many bouncy dance numbers that Schwendemann says were "rougher than usual to

learn. There was a new choreographer – a former Broadway actress named Michelle Milardi." In order to prepare for the dancing

and the singing, the drama club had to rehearse for 150 hours.

During the week before the show, O'Neill describes rehears-

als as "stressful and exhausting. We stayed until 11, later if necessary, but they were important and could be fun so we didn't really mind the late hours."

With only 15 speaking roles, most of the actors were in the ensemble, whose task was to dance, sing, cry, and laugh.

Other important roles were played by stage crew, who had the hardest task in years with this performance. The pit, consisting of 32 student musicians, was also challenged with the task of rapidly learning 120 pages of music. Many parents contributed to the play efforts as well.

Moments after the final performance, senior Jake Goldsztejn said, "It was an emotional, successful process. Despite adversity, doubts, and a limited time frame, the show was one of our best."



PHOTO: MOLLY PREP

-Actors Jonah Kramer, Rebecca Silverman, and Kirsten Frieman on the set of Meet Me in St. Louis.

Students await Harry Potter theme park

by HOLLY FLORES

The new Harry Potter Theme Park, appropriately dubbed, *The Wizarding World of Harry Potter* will open in Orlando on June 18, 2010. Many details about the park have been kept under wraps, and Universal Studios has been keeping anxious fans hooked on ambiguous clues and hints as to the magic inside. The setup of the park includes Hogwart's castle, Hogsmeade, The Dragon Challenge and The Flight of the Hippogriff.

In the castle, visitors can see firsthand the iconic rooms and scenery of the Hogwarts school. From the castle, visitors can go out to the grounds to see Harry Potter and the Forbidden Journey, a "breathtaking digital ride". In Hogsmeade, all of the endearing shops and landmarks are preserved and you can actually go inside and shop in a multitude of stores. These stores in-

clude Dervish and Banges, where you can find all one's Quidditch needs and Hogwarts apparel, Honeydukes, to satisfy even the largest sweet tooth, Ollivanders, to see the legendary wand shop, The Three Broomsticks, for a pint of butterbeer, and Zonko's for those with a knack for pranks and practical jokes. Also available in Hogsmeade are food courts and tours.

The rides of the park include The Dragon Challenge where one can chose between two dragons and ride it as its path intertwines with that of the other dragon's track on a high-speed rollercoaster. Also available is The Flight of the Hippogriff where guests must bow to approach the rollercoaster coach disguised to look like a hippogriff, and then enjoy a fast action-packed rollercoaster ride.

Students in Huntington High School are abuzz with excitement

for the fantastic materialization of such a legacy. Junior Rebecca Deegan said, "I think it's going to represent the book really well because the people who work there are probably Harry Potter fans who want to create an authentic experience for all who visit. Also I would really like to work there one day." Richie Gray added, "The park looks really amazing and I'm most excited for the dragon themed rollercoaster."

Many students have plans to visit the park in the near future. Current Junior Ally Kiley is planning a visit to the park as a graduation present next year. She commented that, "It will be a great way to end high school because the first book came out when I was in kindergarten." Others excited to make the trip down to the park include seniors Johanna Clifford and Sarah Cohn, both avid Harry Potter fans.

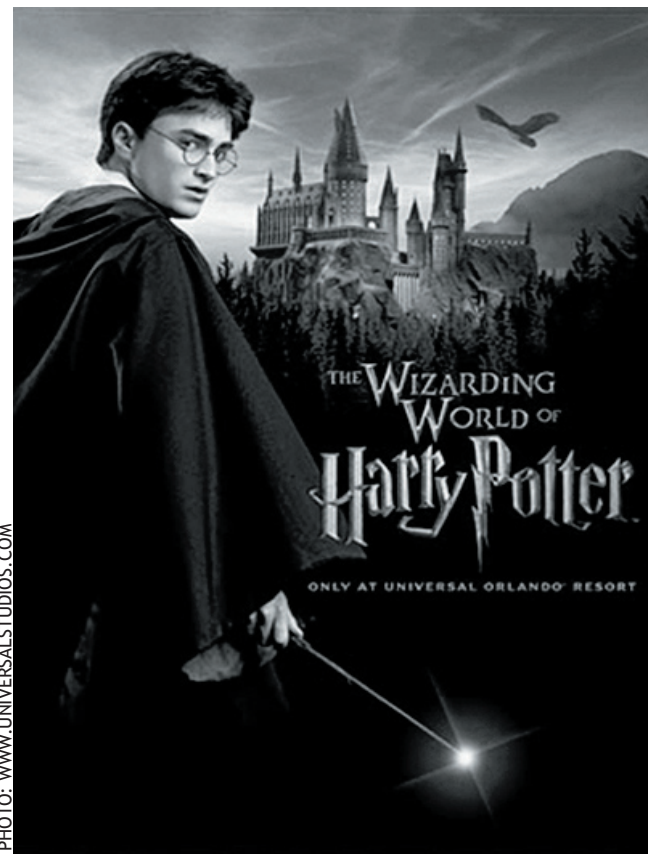


PHOTO: WWW.UNIVERSALSTUDIOS.COM

Opinion

Banned books through the ages

by EMILY MCGOLDRICK

"The most common examples of book censorship are in schools and public libraries, and all those examples are most often involving children's literature. Political groups attempt to remove books from library shelves because those books use 'naughty' words, do not have happy endings"

-Herbert Foerstel

Book censorship is everywhere- schools, libraries, town, and even in the government- yet it is commonly ignored in communities across the board. The reason is simple: the people who are aware of the controversial aspects of books are usually the ones who prohibit the literary works in the first place.

However, book banning goes back far before modern-day America; in A.D. 8 *Ars Amatoria* was burned in Florence, Italy after its author Ovid was exiled. In 640, the *Library of Alexandria* in Egypt was burnt by Omar. In 1597, the Queen removed *Richard II* since she didn't like a certain scene, and finally, Walt Whitman's *Leaves of Grass* became famous after Boston's district attorney wanted to ban it.

So, it is easy to conclude that the fault for these mistakes goes far back and just cannot be wiped clean. There

are many reasons behind book banning based on what society deems unacceptable, and whether it contains explicit language, sexual references, drug use, racial slurs or violence. But there are other reasons that are rather unclear and seem arbitrary; for example disrespect to adults and confusion of real-life and fantasy being among them.

Time period is crucial to how books are presented. *To Kill a Mockingbird* by Harper Lee was written in the 1960s, when segregation was prominent. Today, the adults distributing works to younger generations often believe they should be the ones deciding if students are responsible enough to read works that contain ideas that are inappropriate to present-day. This isn't to say that they are wrong- it's agreeable that ten year olds shouldn't be reading about potentially frightening ideas like murder and sexuality.

Currently, even the most famous authors are facing censorship. Take into consideration the United Kingdom's richest woman, J.K. Rowling. Her riches are a result of the *Harry Potter* series, which is still being banned for the theme of witchcraft, which conflicts with certain religious principles. Or think about Judy Blume, who has written over twenty one books and sold 65 million copies. The oppressed author recently wrote another book about her personal experiences with censorship, titled *Places I Never Meant To Be*.

Chances are that several of the teens reading banned books have already gone through the challenges that characters face anyways. In high schools especially, it's important that the world's future adults are not ignorant and understand the goings-on in the real world that they will soon be entering.



The Dispatch

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The Dispatch is Huntington High School's official student publication. Written for over 1200 students attending HHS, *The Dispatch* is distributed to all students, staff and school community members at the school free of charge.

The Editorial Board is the newspaper's decision-making body, organizing and directing its operation. *The Dispatch* staff has adopted the following editorial policy to express the rights, responsibilities and philosophy of the newspaper for the 2009-2010 school year.

The Dispatch of Huntington High School is a public forum, with its student editorial board making all decisions concerning its content. Unsigned editorials express the views of the majority of the editorial board.

Letters to the editors are welcomed and will be published as space allows. Letters are preferred signed, but may be published by request. The Editorial Board reserves the right to edit letters for grammar and clarity, and all letters are subject to laws governing obscenity, libel, privacy, and disruption of the school process, as are all contents of the paper. Questions, comments, and letters to the editor should be sent to hhsdispatch@gmail.com or submitted to *The Dispatch* mailbox in the main office.

Opinions in letters are not necessarily those of the staff, nor should any opinion expressed in a public forum be construed as the opinion of the administration, unless so attributed.

The Dispatch's goal is to provide readers with interesting content in a wide variety of areas. Such areas include the news coverage of school and community events, as well as features on relevant topics. In addition, *The Dispatch* will provide opinionated editorials on controversial topics, as well as provide pre-views and reviews for upcoming school and professional sports seasons and other forms of entertainment.

The Dispatch accepts advertisements from local businesses and student organizations. Requests for specific pricing, and examples of past advertising may be requested via e-mail through hhsdispatch@gmail.com. The Editorial Board reserves the right to refuse any advertisement deemed inappropriate.

The demise of the college hopeful

by CAT TACOPINA

For those returning to Huntington High next year the summer's approach brings much deserved relaxation. The juniors in particular have completed the most notoriously challenging year of high school. Some students have just started taking AP classes for the first time, and all have been slammed with workloads that have seemed impossible to conquer. Relaxing seems wonderful, but unfortunately, many feel the lurking weight of the next upcoming challenge; college. This summer, it is time for juniors to kick their college searches into high gear.

Most are probably wondering how to get the edge over all the other hopefuls applying to schools. There is a desire among all to stand out as a diamond in the rough as compared to other people. Of course, grades play an important role in the college admittance process, but in this day and age a unique application needs more substance. This is where extracurricular activities come into play.

By evaluating student performance and involvement in extracurriculars, college admissions counselors are better able to understand who a student is. Knowing what type of person the applicant is, be it a true scholar, an artist, or an athlete, allows colleges to see what characteristics and skills the applicant can bring to the college.

However, in today's super-competitive race towards the colleges, many students get lost in the sea of activities offered to them. These students participate in multiple clubs that satisfy only their most minuscule interests. Being a member in so many clubs may seem on the surface to mean that the student is dedicated and involved, but upon deeper

examination, as colleges know, it only means that the student is spreading himself too thin. When students are members of so many clubs they are unable to offer anything beneficial to the club, or to really be immersed in the club's activities.

The best thing to do to enjoy extra-curriculars at the same time as learning

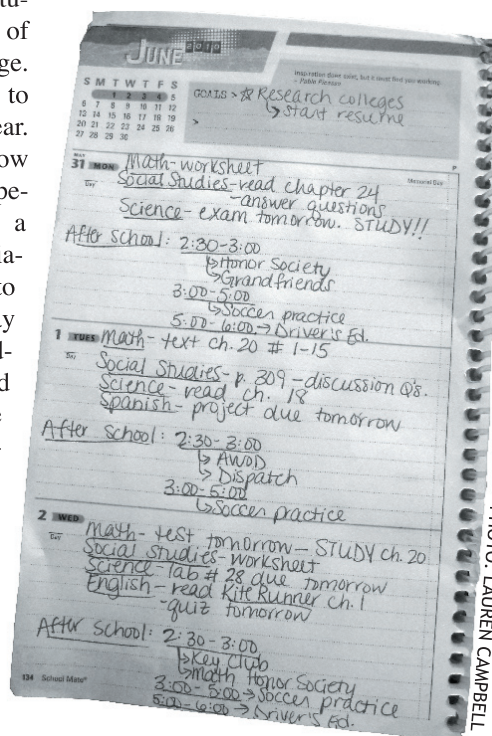


PHOTO: LAUREN CAMPBELL

student A and student B. Student A is a member of the field hockey team and AWOD. Student B is a member of the volleyball team, the school newspaper, Science Honor Society, Math Honor Society, English Honor Society, Grandfriends, and H.O.P.E. One might think that student B is in a better position on getting into college's, but before anyone jumps to any wrong conclusions, here's the second piece of the puzzle.

Student A is the captain of the Field Hockey team and the Vice President of AWOD. Student B is running from one club to the next, and doesn't have time to be an effective leader or member in any of his/her clubs. When the college admissions boards look at Student A's activity resume, they will see someone with deep interests and leadership skills. When they see Student B's activity resume, they assume that the student was participating in so many clubs for the sole purpose of resume building. There is nothing more unattractive to a college than a student that merely drifts from one activity to another without rooting himself in the club's work and purpose. Colleges want to accept student showing character, and character can only come through hard work.

It is impossible to know exactly what colleges want to see, and it's incredibly difficult to know that after that application is sent, nothing is in the control of the applicant anymore. But if someone really wants a firmer grip on their possible college destination, take this advice; shine in a couple of clubs and don't waste time dividing attention between five different clubs, because that is exactly what it is; a waste of time.

from them is to narrow down club selection. Students should pick one or two clubs that satisfy their interests and shine in these clubs through active membership.

Colleges want a sense of who the applicant is, and they want to see that the applicant can be a leader in a specific area. Consider two students; stu-

the Dispatch examines . . .

**1. Silly Bandz-**

The forearms of high school students and pre-schoolers alike have been overtaken by these rubber

bands shaped like fun objects and animals. Students also love to trade their bands and compete to see who has the best collection.

2. Florals-

Floral skirts and dresses are all the rage this fashion season, ladies. They're cute, feminine, and very practical during hot summer months.

3. Robinson Cano-

This Yankee has had a phenomenol season on many levels. He has many Yankees wishing they had his stats.

4. Debby Pictures-

This lovely lady comes through with everyone's photographic needs. She is truly the keeper of both the good and bad memories of Huntington High School.

**1. Ke\$ha -**

Sorry Ke\$ha, but your love just isn't our drug...and anyone can sing-talk.

2. Research papers-

As the school year comes to a close teachers have been assigning papers and projects left and right. Quite frankly, students are less than thrilled.

3. Taking limos to prom-

Many prom-goers are being both economically and environmentally savvy this year by carpooling to prom in their own vehicles.

4. Bad calls-

It seems that in the past month, umpires and other sports officials have been off their game- bad calls (as Armando Galarraga will agree) have become a norm and have many fans at the edge of their seats.



POINT / COUNTERPOINT

Multiple societies benefit students

Honor societies

by CARRIE FANTE

In a school with many different levels of classes, as well as different levels of achievement among students, honor societies are a way to recognize students who receive high grades and are successful in their classes. Not only do honor societies reward high-achieving students, but they also act as community service organizations. Honor societies provide tutoring and try to promote interest in their subject. They also raise money to provide scholarships for exemplary students within their membership. While it may seem excessive to have so many honor societies, having different societies for individual subjects provides the opportunity to honor students who are very successful in one subject, but are not as successful in others.

It can be hard for some people to see what honor societies do, and it is true that more fundraisers and events are planned than actually occur. However, every time one of the honor societies is holding a bake sale, it does so to raise money in support of either volunteer work or scholarships.

Every honor society has at least one big event that it uses to promote its mission. National Honor Society participates in the American Cancer Society's Relay for Life. In addition to raising money and participating in this event, National Honor Society gets a large number of tutoring requests, and provides volunteers from among its members to tutor students across the district. English Honor Society promotes English studies through its Poetry Cafes, and in the past has held a mock SAT to help prepare stu-

“...honor societies are a way to recognize students...”

dents for the standardized test. The Math Honor Society holds Pi day and provides tutors, while the Science Honor Society raises money through a yearly Bandfest and plant sale, and promotes participation in science competitions. Spanish Honor Society holds biweekly social groups between members and ESL students, as well as donates hundreds of dollars to volunteer organizations and even community members that are in need. In addition, the Art Honor Society creates displays of work and participates in the art show. The

Tri-M Music Honor Society has helped out at music events for younger students.

Some people have found fault with the selection for members into honor societies. The idea behind honor societies for specific subjects is to recognize students who are especially strong in that one subject. However, it is not at all uncommon to find students in as many as five or six honor societies. While this may seem to defeat the purpose, every honor society has different and specific criteria to get in, and students must attend meetings and participate in their events to maintain their membership. All of the honor societies require high grades in their specific subject, and the societies are open to all



PHOTO: LAUREN CAMPBELL

students with the required grades, whether they are in AP, honors, or regents level classes. In the case of National Honor Society, students must have good grades in every subject. National Honor Society is especially specific in that each member must also demonstrate additional qualities such as service and leadership. While its anonymous selection committee is more selective than most other societies, it ensures that only dedicated leaders with strong academic qualifications become members.

In a school that is very diverse in terms of academic abilities, it is important to reward those who go above and beyond in terms of achievement in their classes, and by rewarding these students with membership, honor societies are also building strong communities of volunteers. Though not perfect, honor societies are a benefit to the school community.

The dictionary defines honor as “high respect or esteem”. Therefore, an honor society must be a collection of people that have these qualities. Huntington supposedly follows this principle with its top students in its various honor societies. Though honor societies seem so prestigious, their purpose is often forgotten and members sometimes lose sight of what responsibilities should be fulfilled while being members of such clubs.

The common notion is that honor societies serve to host a few bake sales every year and raise money for a scholarship or two. Honor societies should be nobler and live up to their title of honor. They should aid individuals and provide ser-

ish Honor Society does. The majority of honor societies in Huntington are known more for the monthly bake-sales, annual plant sales, semi-annual poetry cafes, and scholarship grants at the end of the year.

“Honor societies should be nobler and live up to their title of honor.”

The community service is sporadic and self-centered. The time between fundraisers is too great to instill a sense of community and the grants at the end of the year are given to members of the very honor society that raised the money. The grant then becomes an exclusive award to members, and it does not consider other honorable students in the subject area but not in the particular honor society.

Perhaps honor societies in HHS are not living up to their potential because of the membership processes they enforce. Many societies do enforce simple objective qualification systems in which students who fit those qualities are accepted, and students who do not are rejected. Subjective screenings are not effective because it is very possible for the committee to be incorrect about the moral characters of individuals. There are many examples of honor society members who do not demonstrate morality or good values outside of school. When societies induct dishonorable members, they undermine the value of their organizations. Honor societies need to utilize a more stringent applicant screening process such as personal interviews to ensure that responsible candidates are chosen to become members.

Honor societies are supposed to be a model of proper morals and ethics in the school environment. The Huntington chapters seem for the most part to have only a touch of honorable substance. Raising money and hosting events are greatly beneficial, but the practices and laziness of their members seem to undermine the honor societies' credibility. Until honor societies begin to be more reflective of true integrity, they will simply be college application boosters that falsely reflect the habits and ideas of the many individuals that claim to be a member of an honorable community.

vices to others in need. However, certain honor societies are nominal, meaning in name only. Members do not attend meetings regularly, participate in group functions, or participate in an adequate number of honorable activities. Yet they are still members of the honor society. Merely being present at the induction ceremony is not worthy of being credited with the reputation of respect and esteem. Many of the honor societies in Huntington High School are nothing more than a means of beefing up the college applications of student members.

The honor societies of Huntington High School should treat the National Spanish Honor Society as the prime example of legitimacy. The Spanish Honor Society meets with the native speaking Spanish students multiple times a month, where they practice speaking English through games and other activities. It seems there are currently too few honor societies that can credit themselves with serving a year of commitment and service to a particular cause like the Span-

Looking for an extra-curricular next school year?

Join The Dispatch!

We need writers, photographers, and artists.

Be a part of Huntington High School's
“beacon of truth.”

SPORTS

FOOTBALL 2010-2011

by MIKE VALENTE

The Blue Devils varsity football team continues to look into the near future for success. After a disappointing 2-6 season this past fall, players hope that they can rebound and bring a championship to Huntington in 2010.

Although motivation and hopes are high, winning will still be a tough task to achieve. With many tough opponents on the schedule, the players will have to focus on each individual game. "We like to look at the season one game at a time. The first game to open the season will be against Sayville, so right now we're focusing on them," Coach Muller remarked.

With a team that is losing only about four starters due to graduation, the Blue Devils will depend on many familiar faces to lead the team. "Last year, we were a very young team. This coming year, we will have about 19 starters returning," Coach Muller said. Some of these rising stars expected to lead the team include quarterback/running back Calvin Bollar, offensive lineman Rich Fernandez, and wide re-

ceiver Tyre Brown. Bollar, who picked up All-County Honors this past season, will look to improve on his current successes.

The success of the varsity program will also depend heavily on upcoming youngsters from JV. After another outstanding season, the JV team has proven that it is capable of producing competitive and highly talented players. Led by Coach Ron Wilson and Coach Todd Jamison, the team has only lost three games in the past three years. "Varsity will look to rebuild off of the success of the JV team," said Coach Wilson.

Coach Muller and the rest of the football program at Huntington are confident that the Blue Devils will be competitive and tough to beat in 2010. Although Coach Muller recognizes the unbelievable success of certain individuals, he still emphasizes the concept of a unified group. "We're a family. That's the most important thing. We preach family. Groups, not individuals will return the football program to glory."



PHOTOS: WWW.HUFSD.EDU

-Current juniors Calvin Bollar and Rich Fernandez are among the leading varsity football players expected to bring the team to a victorious fall 2010 season.



-Coach Kevin Zaharious will lead the football team in pre-season summer workouts and drills to get the team in top shape for the upcoming season.



Boys' volleyball: turning over a new leaf

by MIKE VALENTE

It is not easy to sugarcoat how poorly the Blue Devils boys' volleyball team played last fall. With a 1-15 record to its name, the team failed to perform at the level it was capable of performing. Despite its tough and grueling season, many prospective stars enjoyed individual successes. The volleyball program hopes that these successes will contribute to winning seasons in the future.

The departure of talented seniors Ryan Greenhill and Max Smoller will undoubtedly leave

the team in need of true leaders. David Stillman and Kevin Venturino will certainly look to take over as leaders both on the court and in the locker room, as they will be the only seniors on next year's team. Stillman acknowledged the challenge the team will face in the upcoming season. "We're losing really good defenders due to the loss of some talented seniors, but our attacking game will still be strong." This attacking game, represented by sophomore John McCarthy's 84 kills this past year, will look to

further improve through aggressive play and mental tenacity.

Huntington Volleyball has a unique opportunity to start anew. With the loss of the team's coach Danny Contopoulos and star seniors, the team will most certainly have an entirely new makeup. The volleyball program hopes that the new design of the team will include participation of underclassmen and other students who can bring something different to the table.

