

ANGRY PROTESTERS AND POLICE CLASH

By Timothy Louie

Molotov cocktails thrown, two protesters injured by police gunfire, reporters permanently blinded by tear gas, supposed police and gang collusion, millions of young protesters that refuse to back down, along with increased violence as the world stands by and watches. So why has it gotten so bad in Hong Kong, and what caused one of the biggest protests in recent years to start in the first place?

Protests began in March when the Hong Kong legislature proposed a bill that would extradite Hong Kong citizens to China for crimes. The bill caused widespread criticism from the general public, various businesses, political groups, and foreign governments as well, fearing that Hong Kong citizens could be subject not only to China's authoritarian court system, but also to further intervention from China, creating decreased freedom for Hong Kong in the near future.

In order to understand the relationship between China and Hong Kong, we must look back to 1997 when the British returned Hong Kong to China after 156 years of colonization. Both the British and Chinese agreed to the Sino-British Joint Declaration, which ensured that Hong Kong retain its capitalism, its free market system, its own legal system, and its own legislative system as a special administrative region (SAR) of China for 50 years, until 2047. Hong Kong citizens see the extradition bill as a threat to this agreement, raising fear that it could lead to China asserting its dominance over Hong Kong prior to 2047.

Protests started in March and April, but the main event started on June 9 with, according to CNN, around a million people marching to demand the withdrawal of the new law. These mass congregations continued to grow in violence on both the protesters' and police force's sides, until June 16 when Chief Executive Carrie Lam suspended, but did not formally withdraw, the bill.



Throughout the protests, the Hong Kong police force has been accused of abuse of power by using tear gas and live bullets, colluding with the local Triad gangs, harassing or arresting innocent civilians, allowing inhumane prison conditions, and disguising themselves as protesters to incite violence to turn the outside world against the protest. On July 1, hundreds of thousands of protesters participated in the annual pro-democracy protest on the anniversary of the British handover of Hong Kong to China. Protesters stormed the Legislative Council building, smashed windows, spray painted slogans, and draped the old British colonial flag in the chamber. Speculators say that the main violent protesters may have been police disguised as protesters. On July 21, a mob of Triad gang members assaulted civilian passersby and passengers in the Yuen Long train station. Rumors of police collusion with the Triads emerged soon after because of videos showing police looking on while the attack occurred and shutting the doors to the police stations when people looked for help.

The protest has now moved away from targeting only the extradition bill to cover a broad range of topics, which are known as the Five Demands. According to the *South China Morning Post*, the Five Demands are as follows: First, the full withdrawal of the extradition bill; second, an independent third-party investigation into police brutality and abuse of power; third, the withdrawal of the "rioter" characterization by police, so arrested protesters can receive lighter punishments; fourth, the unconditional release of all arrested protesters; and fifth, universal suffrage that allows all the seats in the legislature to be directly elected. (So far, only half can be directly elected; the other half are filled by mainland Chinese politicians and corporations, that are usually pro-China.)

Although Chief Executive Carrie Lam has agreed to the first demand by withdrawing the bill on September 4, she refused to give in to the other four. Protests have only gotten more violent and tense since, with an 18-year old protester getting shot by police on October 1, the first protester injured by a live bullet.

On October 4, the Hong Kong government implemented a law that made it illegal to wear emergency masks, causing further riots and vandalism that fueled the protests through the rest of the month. On October 6, a taxi driver ploughed his taxi through a crowd of protesters. Protesters then dragged the man out of the taxi and beat him to a bloody pulp. In addition, there have been rumors circulating the Internet about an increase of mainland Chinese police in the Hong Kong police force, implying that China intends to interfere with the protests. All of these events have caused more tension, and in turn have caused protesters to resort to more violent measures, and police to increase the use of tear gas, rubber bullets, and water cannons, and the number of arrests.



Over time, awareness of the protests has increased around the world, particularly in the US. On October 6, the Houston Rockets' manager Daryl Morey tweeted a pro-Hong Kong message that led to Chinese companies such as Tencent, as well as Chinese sponsors, to refuse to give money to or associate with the team. Soon after, Morey apologized on Twitter, saying that he has always "appreciated the significant support of our Chinese fans and sponsors have provided," and that "those who are upset will know that offending or misunderstanding them was not my intention." The NBA also released an official statement apologizing to China soon

In addition, professional *Hearthstone* player Blitzchung has been banned from the game and denied his prize money in tournaments for issuing a pro-Hong Kong statement in an interview. Blizzard, the company that owns *Hearthstone*, a free online card game, stated that his actions have violated the competition rules, which say that "any act that brings you into public disrepute, offends a portion or group of the public, or otherwise damages Blizzard's image will result in removal from [the competition] and reduction of the player's prize total to

Despite limited mainstream media coverage, both of these events have made many people in the US aware of the situation in Hong Kong, but the American government is stumped regarding what to do. There is the Hong Kong Human Rights and Democracy Act (H.R. 3289) bill being introduced to Congress, which would express support for Hong Kong, urge China to respect the 2047 deadline, support the establishment of a democratic option to elect the Chief Executive of Hong Kong, and support free press. However, any sign of official support for Hong Kong can be taken as a threat by China, with whom America already has a shaky relationship.

The protests in Hong Kong show no sign of ending soon. Hong Kong is stuck in a gridlock with the government refusing to give in to the protesters' Five Demands, and the protesters resorting to increasingly violent measures such as throwing bricks, vandalizing pro-China businesses, and throwing fire bombs at police in order to get their voices heard. China has not done much yet, although rumors circulate that mainland Chinese are increasing in number in the Hong Kong police force. Some are worried that there may soon be a repeat of the 1989 Tiananmen Square massacre in which Chinese troops slaughtered student protesters fighting for similar causes to those of the protesters in Hong Kong. Frankly, if China decides to send in their military, there may be little the world can do about it.

Meet the New Members of the CSH Jr./Sr. High Team

Say "Bonjour" to Madame Reed

By Julia Kopp




Photo Credit: Ms. Henry

As with every new school year, this year promised change. In September, Cold Spring Harbor welcomed Ms. Reed, known as Madame Reed to her students, to its World Languages Department. Mme. Reed teaches French to junior high and high school students. Like many students in Cold Spring Harbor, Mme. Reed began her foreign language studies when she was in seventh grade and found herself enjoying the French language so much that she went on to major in French at Stony Brook University, where she received her undergraduate and graduate degrees. She also studied abroad at the University of Paris, New York University in Paris, and the University of Bretagne in northern France. She attended the University of Salamanca in Spain as well. These experiences abroad, Mme. Reed explained, really “opened my eyes to so many cultures, and my appreciation for language deepened.” She added that, from then on, “I knew I wanted to make French a part of my everyday life.”

Before coming to Cold Spring Harbor, Mme. Reed worked in the Port Washington School District and has been enjoying the environment here very much. “The students and staff alike have been so warm and welcoming since my very first day. The positive energy in the halls and in the classrooms make this school very unique,” she explains. Mme. Reed hopes to teach her students to embrace French and world cultures in the way she does. In addition, she would like to have her students participate in the AATF National French Contest in the Spring. “It can be a very rewarding experience,” she says. She also encourages her students to join French club to gain a deeper understanding of French culture.

Outside of teaching, Mme. Reed enjoys spending time with her two young sons, playing tennis, and traveling. Volunteer work is very important to her as well, and with her sons, she shares the appreciation of giving back to the community.

Bienvenue, Madame Reed!

Mr. Gray: A Familiar Face in a New Place

By Riley Haskell



Photo Credit: Ms. Henry

Although new to the junior-senior high school, Mr. Gray is a familiar face in the Cold Spring Harbor School District. Mr. Gray started his musical career serving as the Jazz Band Director in Valley Stream, Sewanhaka, and Island Trees; and then taught for four years in Seaford. Following his time in Seaford, he was drawn to Cold Spring Harbor “because of the district’s commitment to excellence.” Currently in his eighteenth year in Cold Spring Harbor, Mr. Gray started his time here as the West Side band director. After two years with the band, he moved to Lloyd Harbor School where he taught brass music lessons for eight years. With the passage of time, he decided he wanted to “get a global perspective on public education in the 21st century” and thus served as Assistant to the Principal in Lloyd Harbor school for the past seven years.

Although he enjoyed his administrative postion, he decided to return to teaching this year because he “missed the daily rapport of working closely with kids.” And so CSH Jr./Sr. High School welcomes Mr. Gray as the Junior High Band Instructor.

Asked about his goals for this year, Mr. Gray shared that he hopes to produce high quality music for all of the concerts and also to increase the enrollment of the jr. high band. In addition, he offered that the best parts about working here are “getting to know all the students that [he] taught in elementary school and seeing their progress” as well as serving “on such a distinguished and respected faculty.”

Mr. Gray’s favorite type of music is jazz, and his favorite artists include Clifford Brown, Freddie Hubbard, and Woody Shaw. In his time away from school, Mr. Gray enjoys composing instrumental jazz and regularly performs in bands and ensembles as a professional trumpet player. He has even played in the United States Air Force Jazz Ensemble. His music has taken him on travels all over the US and Europe.

On a lighter note, Mr. Gray added that some people don’t know he is a coffee aficionado. During his travels through South America and Europe, he has sampled many varieties, and his favorite is a light roast from from Medasin, Columbia.

Raise a cup of Joe to Mr. Gray. We are glad your travels led you

Ms. Axelrod Brings Positive Vibes to CSH

By Julia Stingi



Photo Credit: Ms. Henry

Get to know one of the newest staff members at Cold Spring Harbor, Ms. Elana Axelrod.

Ms. Axelrod started as the jr.-sr. high school social worker at the beginning of the school year. Her office is located in the Seahawk Suite and is open to anyone!

Before she came to CSH, Ms. Axelrod was employed by an agency in New York City that worked with at-risk youth in public schools. After making the switch to CSH, she says she’s very pleased by the warm welcome.

When asked what she hopes to bring to CSH community, Ms. Axelrod shared that she thinks it’s important first to assess what the environment is like because every school is unique and requires different things. She does feel strongly, though, about wanting to support an environment in which students can “connect and expolore different topics beyond academics.” She is passionate about making CSH a place where people feel comfortable, a place where people can have dialogue about difficult topics.

One of Ms. Axelrod’s favorite aspects of working with teenagers is that she gets to engage with them at such a critical time in their lives. High school is a time when teens find themselves and are exposed to a lot of new things. Ms. Axelrod likes to challenge teens to think in new ways and encourages them to explore their identities. She loves to “be a part of teens sorting through life.”

Students visiting Ms. Axelrod’s office can expect to walk into a place where they can “talk, be heard and validated, and express what they need.” Students don’t need to be afraid when they come to talk to her. Her office is a non-judgemnet zone, and all should feel welcome. Ms. Axelrod also wants people to know that not everything discussed with her has to be bad. She wants to hear the good news, too. Of course students can come to her when they need to talk about more serious topics, but even when they get a good grade on a test or are having a good day, she invites them to come to her office to celebrate.

Connecting Literature to Life: Ms. Harwood

By Anna Hammell



Photo Credit: Ms. Henry

Ms. Harwood is a new English teacher here at Cold Spring Harbor. Before coming here, she was a substitute in the Manhasset School District and then a teacher in Farmingdale. She loves the atmosphere of Cold Spring Harbor and noted the warm personalities of the students.

Before becoming an English teacher, Ms. Harwood didn’t know what she was going to be for quite a while. She enjoyed reading and writing but didn’t know if these activities would remain hobbies or turn into a career. After some time, she eventually narrowed down her interests. She wanted to either become a counselor or a teacher. The reason she became a teacher was that it tied together her two favorite things: reading and helping out in others’ lives.

Ms. Harwood’s goals this year are to help her students see the different choices people have in life, both good and bad. Some of the books they will be reading include *Lord of the Flies* and *Romeo and Juliet*. She hopes these will help students better understand human nature through literature. She also hopes her students can see themselves in the stories that they read, listen to others" points of view, and tell their own true and authentic narratives. She will guide them to evaluate choices and decisions that the characters make, focusing on the study of the human heart. She mentioned that she is a firm believer in the saying that there are “no wrong answers in English” because they are right as long as you can support them.

Very active outside of school, Ms. Harwood is in a group of creatives that are working together to publish books and record songs. She enjoys both writing creatively and singing. Another favorite pastime is photography, more specifically nature-focused photography of beautiful landscapes both here on Long Island and elsewhere. She loves “to use different lights to show something beautiful in ordinary things.” Finally, Ms. Harwood loves

We are excited to have Ms. Harwood as a new member of our Cold Spring Harbor family. Welcome!

A New Administrator in Our Main Office: Dr. Chuck Benvenuto

By Kiara Freidberg



Photo Credit: Ms. Henry

Dr. Benvenuto is Cold Spring Harbor’s new Assistant Principal for grades 10-12. Prior to coming to Cold Spring Harbor, he worked for seventeen years in the West Babylon School District--first as a social studies teacher; then as Department Chairperson of English, Social Studies, Reading, and ENL; and finally as the K-8 Coordinator of Social Studies. Dr. Benvenuto shared that he wanted to become an assistant principal because he "enjoy[s] being able to make a difference in a school community.” As an assistant principal, he feels that he can contribute positively to our school in many ways.

Several factors attracted Dr. Benvenuto to Cold Spring Harbor. First and foremost, he cites how “Cold Spring Harbor has such a great reputation throughout Long Island. It is widely considered one of the best school districts in New York State because it places high expectations on academics as well as making sure its students are college and career ready.” He is extremely proud and grateful to be a part of our school community and shared that one of his favorite things about working here is seeing how tight knit the school is. It is truly amazing, he says, “to see the school spirit and a deep sense of caring for the school among the students and staff.”

One of Dr. Benvenuto’s goals for this school year is to learn the names of each and every student he works with. He thinks it is important to get to know as many students as possible. And one long-term goal he has for the school is to work with Dr. Bolen, Ms. Waters, and the staff to help transform our classrooms into 21st century learning centers. He believes that classrooms that are flexible in design, utilize technology, and have up-to-date resources can provide the top-flight education our students need and deserve.

Outside of school, Dr. Benvenuto has many interests. He is a big fan of the New York Rangers, Mets, and Jets. He also enjoys playing hockey, reading about history, spending time with his family and friends, and traveling as much as possible.

Welcome, Dr. Benvenuto!

New Guides at CSH: Mrs. Mezzapesa

By Sophia Ketterer



Photo Credits: Ms. Henry

This year Cold Spring Harbor High School has two new members in the Guidance Office. If you have walked past the glass walls and wondered who they are, keep reading to find out. We have a new Director of Guidance, Mr. Justin Arini, and a new secretary, Mrs. Donna Mezzapesa. They are both so excited to be working at Cold Spring Harbor and can’t wait to find out what this 2019-2020 school year has in store.

As soon as you open the door to the Guidance office, you will find the new secretary, Mrs. Mezzapesa, there to greet you. She is from Commack and has twelve year-old twins at home, one boy and one girl, along with two dogs. Before coming to Cold Spring Harbor, she worked as a paralegal in New York City for many years. In her free time, Mrs. Mezzapesa enjoys exercising, going to bootcamp class at the gym, and skiing.

Mrs. Mezzapesa works as an assistant to Mr. Arini, helping to keep the Counseling Center running smoothly. So far she has been assisting with Naviance and the in-school college visits. She has also organized details for the SAT’s, ACT’s, and PSAT’s that are administered at Cold Spring Harbor.

When asked what made her want to come work at Cold Spring Harbor, she said that she loves that the school is small, finds the people here are very nice, and really likes Dr. Bolen, the principal. She shared, “So far my experience here has been really great. Everyone is super nice, and I love getting to work with older kids but in a small setting.” She is excited for the rest of the school year and eager to find out more about Cold Spring Harbor as she continues to work here, and we are glad to have her as part of the CSH community.

The second new face in Guidance is Mr. Arini, the Director of Guidance, who is originally from Setauket, but currently resides in Sayville with his wife and two children. He enjoys watching football and college lacrosse, doing housework, and playing with his kids. Before coming to Cold Spring Harbor, Mr. Arini was a guidance counselor at both Shoreham Wading River and Oyster Bay High Schools and then became the Director of Guidance at South Countrv Central School where he worked for two years.

Welcome to CSH

Ms. Libertini Brings Her Vision to the

By Amal Siddiqui



Photo Credit: Amal Siddiqui

One of the many educators who joined the school is the K-12 STEM Director Ms. Kim Libertini. The acronym STEM refers to the science, technology, engineering and mathematics programs within the district. One of Ms. Libertini’s primary responsibilities is planning, developing, and integrating new or existing services in STEM subjects into our school’s curriculum. Another one of her obligations is to promote students' enthusiasm for and engagement in the numerous STEM courses and careers.

Ms. Libertini began her career at the world-renowned Cold Spring Harbor Laboratory prior to working in the district. While she was employed at the Laboratory, Ms. Libertini engaged in genetic cancer research and teaching math and science enrichment programs at East Woods, a small private school in Oyster Bay Cove. After busying herself between these two jobs, she moved to teach at a middle school for nineteen years while also working as an adjunct professor for genetics at C. W. Post Long Island University. Additionally, she worked with dozens of other teachers at Stony Brook University, helping them become more sharpened educators.

Ms. Libertini, a New York State master teacher, has also focused on helping educators harness their teaching artistry. She realized that this program provided plenty of special development for teachers, which is the main reason she pursued her career as a STEM director. In addition, one of her fundamental goals for Cold Spring Harbor is to expand the programs and encourage the involvement of students in the engineering classes.

According to the U.S. Department of Commerce, STEM occupations have increased by 17% in the United States. The National Science Foundation claims that in order to succeed in our country’s technology and knowledge based economy, students should develop the fundamentals of a STEM degree. This explains why STEM is critical to each student’s high school education. Likewise, STEM helps to increase the ethnic and gender gaps of minorities in this particular field. Furthermore, STEM has several benefits such as fostering ingenuity; creating resilience; teaching problem-solving; and encouraging experimentation, teamwork, knowledge application along with technology usage.

Outside of work, Ms. Libertini enjoys participating in her hobbies. She is a mother, so much of her spare time is allotted to her children; however, when she has time on her own, Ms. Libertini loves reading, working out, and traveling. She has flown to all the islands in the Carribbean, as well as to East Asia and France. In addition, she has visited most states in the U.S., excluding a handful in the Midwest. Ms. Libertini hopes to conquer the rest in the near future and shared that overall, Southeast Asia was her most cherished place to visit because she is Vietnamese.

Ms. Libertini is excited to be a new member of the Cold Spring Harbor community and shared that ...

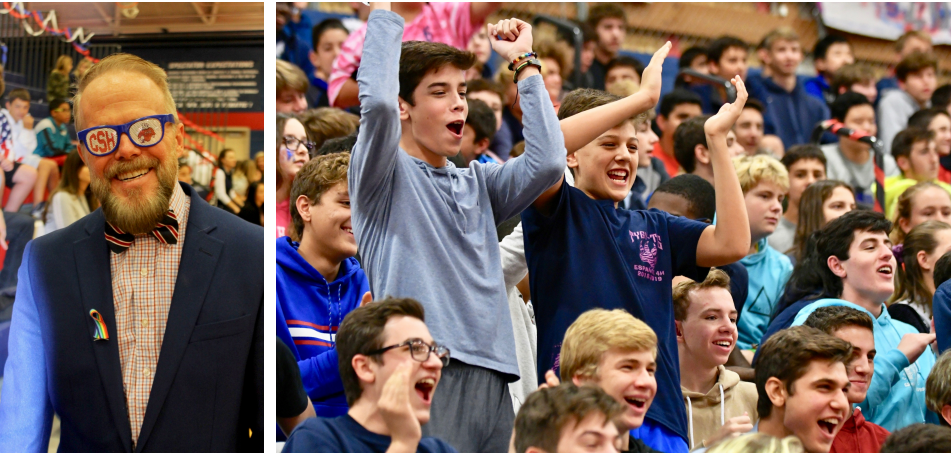
“Everyone here has been so welcoming. I’m enjoying both the school culture and getting to know everyone.”

When asked what drew him to Cold Spring Harbor, he responded by saying, “This school district emulates everything I want to be a part of in education. It gives me the opportunity to learn and to be a part of something unique, to be part of this rich talent. There is just something so special about this school. I don’t know how to describe it. There are students getting awards, winning science competitions, playing sports in college, working with scientists in the CSH labs, performing on national stages--it excites me. The level of talent in this school is amazing. It is just a very special place.”

Mr. Arini shared that his experience at Cold Spring Harbor has been wonderful so far--from the parents to the teachers to his fellow administrators. He said that everyone has been incredibly welcoming and that people here go out of their way to lend a hand or send an email or even just offer a welcome during the first few weeks of school. While he shared that he’s not yet able to say what his vision is for the school’s future since he has only been at the school for two months, he did say, “my goal is to do everything I can to support the students here, socially and emotionally and to do that by supporting the counselors.”

So what exactly does a DIrector of Guidance do? His response to this question was, “Every day my job looks different. One day I could be introducing new families to the school. Another day I am working with counselors and students to overcome academic obstacles. I could be helping to develop career aspirations, or I could be working on a report to shed light on the barriers of the college admission process. I am never bored doing what I do. This job is exciting, it evolves, and it keeps me on my toes!”

Although Mr. Arini doesn’t love the term “dream job,” this job would be his, and he is thankful to have this position and the support he receives from this school. He is very grateful to have this opportunity to work at Cold Spring Harbor, and we are happy he has joined the CSH team.



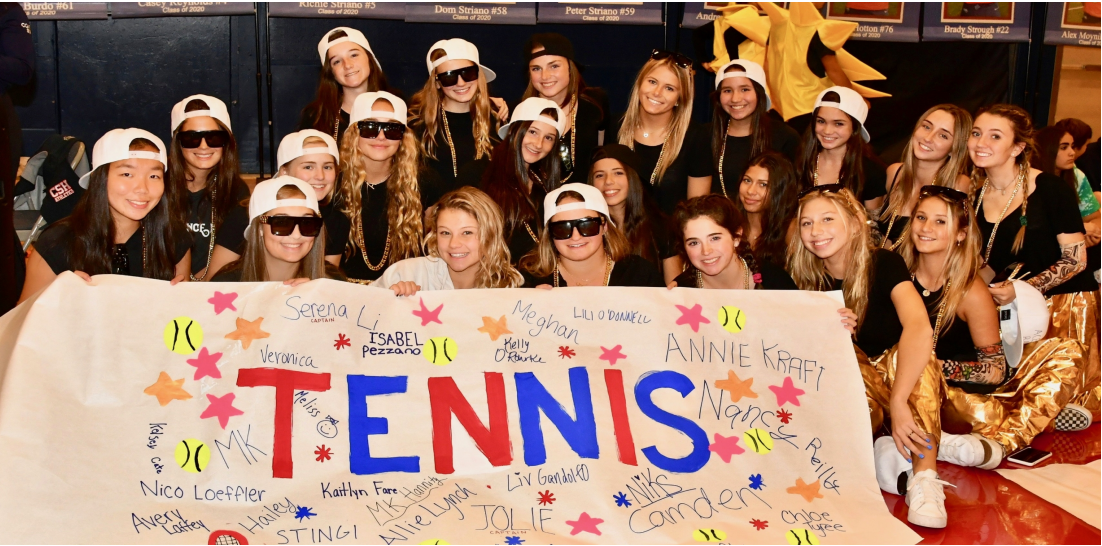
PEP RALLY

By Kayleigh Corcoran

Occurring twice every year, Spirit Week is one of the most anticipated and exciting events at Cold Spring Harbor Jr./Sr. High School. Spirit Week and the Pep Rally bring the CSH community together with lots of enthusiasm, and thanks to the Pep Club, run by Ms. Moran, and energetic students and staff alike, the week was full of spirit. During this year's spirit week, each day was dedicated to a fun and spirited way to dress: denim day, pajama day, decades day, wild west day, and Cold Spring Harbor spirit day.



THE SEAHAWKS





Denim Day: A Jean-filled denim day kicked off the celebration on Friday October 4th; students and staff wore all of the denim they could find: jeans, jean jackets and jorts. It was a great day to get spirits lifted for the rest of the spirit days.

Pajama Day: Spirit Week picked back up again on Monday the 7th with the comfiest day of the year: pajama day. From sweatpants to bathrobes, the whole school was cozy.

Decades Day: From a tie-dyed shirt from the 60s to flannels from the 90s, Tuesday was for sure a groovy success.

Wild West Day: After the day off on Wednesday for Yom Kippur, CSH students and staff transformed CSH Jr./Sr. High School into the Wild West in their cowboy attire on Thursday.

Seahawk Spirit Day: What do we want? VICTORY! On Friday, the school was covered in red, white and blue. From the main entrance to the students' and staff's attire, Cold Spring Harbor was bursting with spirit. The girls' soccer team sported "Pass to Space" costumes, the girls' swim team rocked the theme of "Cinderella and the Glass Flipper," girls' tennis killed it with their "Ace, Ace Baby" theme, girls' field hockey donned "Charlie and the Fhockey Factory" outfits, and girls' volleyball slammed their spirit into gear with their "We Will Block You" attire. The pep was abundant.

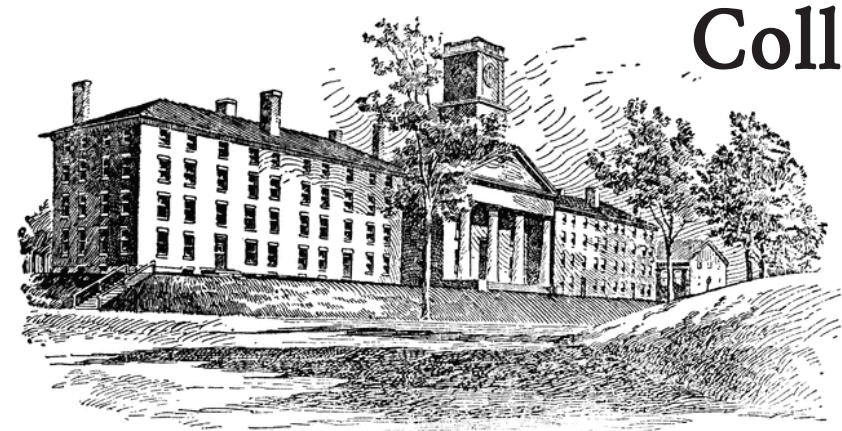


Photo Credits: Ms. Cirino and Island Photography



To wrap up the awesome week, the pep rally went off with a bang. As students entered with cheerleaders cheering them on and the pep band playing, Seahawk pep soared. Chamber chorus got the event started with a beautiful rendition of the National Anthem, and then the pep band rocked Panic! at the Disco's "High Hopes." The varsity soccer team wowed the audience with their "out of this world" dance, and the varsity cheerleaders lifted spirits with their awesome routine. Varsity field hockey also put on quite a show during their sweet dance. Without a doubt, the pep rally hyped the crowd for the Homecoming game later that night in which CSH remained undefeated, beating Valley Stream South 39-0. GO, SEAHAWKS!

SEAHAWK SPIRIT! WK



The season for college applications for high school seniors--with the early decision deadline of November 1st and most others applications due by January 1st. The college admissions process has become a torndo-like experience for many students--searching for their dream schools, drafting compelling essays, demonstrating passion for institutions of their choices--all while keeping up with the rigors of course loads and extracurricular responsibilities. To the benefit of seniors at CSH, the Counseling Center invites various schools to hold conferences to meet eager students.

Because of the daunting, cut-throat nature of selective admissions, students sometimes lose sight of the fact that the admissions officers are humans, too, not robots who check applications and scan essays. Instead, the admissions committees are usually composed of adults passionate about the institution they represent. Over the nine period day at CSH, college representatives visit on a rotating basis with their schedule posted on a bulletin outside of the guidance office and announced on Hawk Talk. Each meeting begins with a general information session about the college: the majors offered, what campus life is like, and details about the

College Reps Visit CSH

By Katherine Tuohy

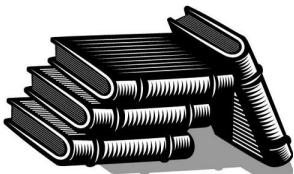
The advantage of the high school visit as compared to a visit to the school itself is the privilege students have of asking specific questions to the person who may read their application. Additionally, some may not be able to travel to individual schools, missing out on the opportunity to understand the school's characteristics and get crucial information. The visits to the high school level the playing field, enabling all students to engage actively in conversations with the representatives.

In order to attend a conference, all students must bring the "college visit form," signed by the teacher whose class they will be missing, to the Counseling Center. The CSH faculty recognizes college admissions are stressful, so teachers usually allow students to miss class as long as they make up any missed work.

Each college is unique. From large, public institutions like the University of Michigan to highly competitive schools like Duke University to liberal arts schools like the University of Richmond, seniors get to experience them all with just a walk down the corridor.

Allie Lynch, a Cold Spring Harbor senior, shared: *"It was wonderful to see the admissions officers face to face, to acknowledge that a real person is reading my application. It was comforting and*

The guidance counselors work diligently to get a comprehensive spectrum of institutions to travel to Cold Spring Harbor so that each student can experience the advantages of an in-person meeting. Get those questions ready! The admissions officer does not come to recite the brochure, so it's important for students to actively engage in the meeting by asking and answering questions.





Should the SAT and Other Standardized Tests Be Required for College Admission?

By Kiara Freidberg and Riley Haskell

For years, almost all colleges across America required either the SAT or ACT test examination for admission. The College Board states the SAT's purpose is "to measure a high school student's readiness for college and to provide colleges with one common data point can be used to compare all applicants." However, these tests present the problem of a lack of equal opportunity among students of different races and economic statuses, which raises a very important question for millions of students across America: Should the SAT be required?

There are several arguments in favor of the SAT and other high-stakes tests. One is that they provide standardization among all students since everyone receives the same test, while GPA's may differ between schools due to availability of classes and the economic status of the students within the school. According to the National Center for Education Statistics, "[t]he SAT is not designed as an indicator of student achievement, but rather as an aid for predicting how well students will do in college." This exam is the same benchmark for students across America, and no one student has a harder or easier test, making the SAT the main way to compare students directly for admissions.

Because many schools provide free prep for the SAT, proponents may also argue that students can prepare ahead; however, not all schools offer this opportunity. In addition, The College Board waives the test fee for students of lower economic status, which allows them to take it twice without any additional cost. Lastly, taking the SAT provides preparation for students who may have to take more standardized tests in the future for graduate schools.

While the premise of the SAT is to make sure every student has an equal opportunity regardless of race and economic status, there are many flaws in this rationale. First and foremost, according to the The Washington Post, "[r]esearch has consistently shown that ACT and SAT scores are strongly linked to family income, the mother's education level and race." Moreover, there is not a strong correlation between the score received on a SAT and how well a student performs in college. A study led by Bates' Former Dean of Admissions William Hiss found "there was a negligible difference in college performance between [students who submitted standardized test scores and those who did not]. Only .05 percent of a GPA point set "submitters" and "non-submitters" apart, and the difference in their graduation rates was just .6 percent" (pbs.org).

As a result of this study and others, several universities have switched to "optional testing"--meaning the SAT is not required--including the University of Chicago, Wake Forest, Colby College, and Bates College. In fact, The Washington Post recently reported that Robert A. Schaeffer, of FairTest, an organization that opposes the misuse of standardized tests, said "the past year has seen the 'fastest growth spurt ever' of schools ending the SAT/ACT test score as an admission requirement" and that as of September, about forty percent of accredited schools are now test-optional. These schools want to be more accessible to underrepresented students and recognize that standardized testing is just another way for students in wealthier families to enhance their application with higher test scores than students from low income families. While wealthy families can afford tutors, prep classes, and learning opportunities, low-income families may not be able to do so.

Another argument against standardized tests being required is that many students are not great test takers, and the stress placed on just one exam can be overwhelming. Thus, over-reliance on the SAT is a disadvantage for students who have learning styles incompatible with the test or people who demonstrate their talents in different ways.

While the SAT creates the same test for students across the US to take, there are still disadvantages for students with lower economic status or with poor test-taking skills. So you decide: should standardized tests be required for college admission?



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New Technology for the New School Year

By Riley Haskell

Remember telling your parents about that cool new board that you had in your first grade classroom? That was the SMART Board. It was new and innovative, and it opened a totally new door for teaching techniques that were previously unreachable. with the help of a projector the SMART Board could display videos, notes, and presentations for the entire class to see. However, the SMART Board has many shortcomings. For example, if the projector isn’t working, the whole class lessons can be thrown off, preventing a teacher from accomplishing the daily plan. Also, if the projector is skewed or dusty, then parts of the lesson could be cut off, and climbing on top of a desk to adjust the projector is not something teachers come into the school day wanting to do. This is where the Promethean Boards come into play.

Mr. Monastero, Cold Spring Harbor Schools’ Executive Director of Instructional and Administrative Technology, explained how the Promethean Board was chosen to replace the SMART Boards: “The next generation of interactive boards was adopted by the district with the input of a group of teachers who represented the entire district. Over six other boards were tested, and the Promethean Board was chosen by the group.” Dr. Bolen added that “our teachers and technology staff...found the Promethean to have some of the best features, including a wonderful way to have students access the board with their Chromebooks.”

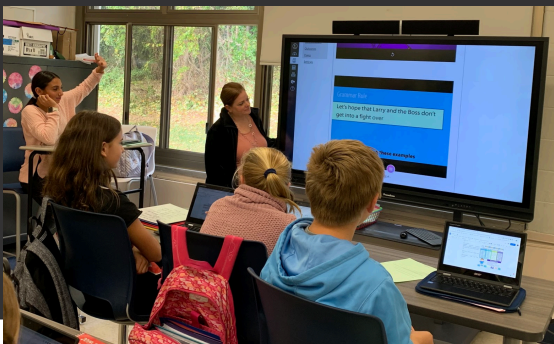
Promethean Boards share the same general concept as the Smart Board, but they do not need a projector, and they do not need to be mounted onto the wall. Most of the new boards are mounted on carts with wheels and can be compared to an iPad or iPhone on a larger scale. According to Mr. Monastero, “The Promethean Board has a 4K, 10 points of touch display. The units are paired with a Chromebox, essentially forming a 75-inch Chromebook. The panel allows for staff and students to cast from just about any wireless device to the board.” This set-up offers the ability to have more flexibility within the classroom. Teachers now have the opportunity to stand in the back of the classroom and have the students work out problems by themselves while they observe and listen.

The Promethean offers a 180 degree view, so students can see the lesson from all angles of the room. With the new flexible seating that is being incoportated into classrooms throughout the district, the traditional classroom set-up is being altered to improve teacher-student and student-student discussions.

Many teachers have good things to say about the Promethean boards. Chemistry teacher Dr. Colascione says the Promethean is “a touch panel on steroids,” and math teacher Ms. Puleo says that “it has a lot it can do.”

Dr. Bolen shared his enthusiasm for the Promethean Boards as well: “I am so thrilled that, with the Education Foundation, we are able to bring this new technology to our students...I have seen great things happening in the classrooms and look forward to exploring even more features as I use the boards for my own meetings and presentations.”

Moving forward in the 21st century, students and staff in Cold Spring Harbor Schools are working with the best of the best technology. As Mr. Monastero stated, “Learning and using technology is not a destination: it is a journey.”



Flexible Furniture Rolls into Cold Spring Harbor

By Cate Torrey and Ariana Theodoris

A newly added feature to several junior-senior high school classrooms is flexible furniture. This furniture ranges from chairs with wheels connected to desks, to trapezoid tables paired with chairs on wheels, to cafe tables and other small rectangular tables that can be arranged in various formations. The furniture allows for much more interaction among the students themselves as well as between the students and teachers.

Although there are currently only a few classrooms with the new furniture, thanks to both the district and the Education Foundation, more rooms are slated to get various forms of it this year. Many students and teachers believe that this furniture allows for an easier way to form groups for group work, which keeps the students active in class. Not only does this furniture allow for better group work, but in doing so, it also allows students to be more interactive and achieve better social skills with other students. Students also say the furniture is more comfortable and can help them focus. According to Angelina Pavlakis, a sophomore, “The flexible furniture helps people stay focused because it makes the classroom more interactive rather than sitting in one place for forty minutes.”

In a survey of ten Cold Spring Harbor students, seven out of the ten students said they preferred the flexible furniture because they could interact with classmates and participate in the lesson more. One argument against the flexible furniture was that it actually distracts students because it is very easy to get sidetracked and move around during the class. Sophomore Grace Kiernan stated, “Flexible furniture distracts students because they are constantly moving and not paying attention.” This can be a problem for the teachers trying to get the class organized and teaching the lesson.

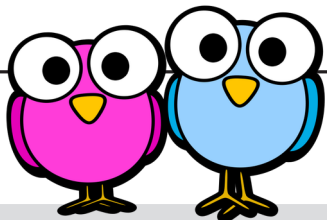
Though some hesitancy may exist, the teachers have positive things to say about the changes. When asked about the new furniture she will be getting in H-16, Ms. Henry shared, “I am excited to get new flexible furniture for my classroom. I think that with some practice and trial and error, we will



Photo Credits: Ms. Henry

JUNIOR HIGH FIELD TRIP FUN

By Haley Mitchell



Spend a whole day with your friends? Yes, please! This September, both the 7th and 8th graders took field trips, the 7th grade to Brookville Outdoor and Enviromental Center and the 8th grade to Caumsett State Park, for a day of team building exercises. They split up into various groups of students in the hopes of building new, long-lasting relationships. The purpose of these days was to introduce the incoming 7th graders to their peers who went to different schools, welcome new 8th grade students, and start the new year off with strong junior high team bonds. Many students are timid when they first start school, so the field trip was a great way to ease everyone into the 2019-20 school year.

Conor Mitchell, a 7th grader, expressed how he “usually enjoys field trips” but was sceptical about the team bonding aspect of the Brookville outing. He said that he didn’t mind the activities but his favorite part of the day was lunch. Can we blame him: who doesn’t love lunch? He added, however, that he did get to know some people he doesn’t get to talk to in school. He also shared that while he wouldn’t want to do this specific team building trip again, he would love to try something new.

PJ Haskell, an 8th grader, shared similar opinions; he, too, was not sure how the trip was going to go. He said the trip was “a nice day of team bonding,” but also said he would like to try something new next year.

Luke Telesco, a member of the 7th grade Red Team had all good things to say: “The 7th Grade trip to Brookville was a wonderful experience. My group and I went through many challenges which were very fun to try and complete. My favorite challenge was the rope challenge where you had to go through the rope in the order high, middle, then low. This trip helps students who went to Lloyd Harbor School to get to know those who went to West Side, and it really taught us how to be a good team and work together. I think class trips are important because they keep our bond tight. This was a very fun experience for our class, and I hope other classes ahead of us get to do this trip, too. I’m looking forward to more field trips like this one in the future.”

The junior high teachers also shared in the positive vibes of the day. Ms. Martino felt that “[t]he 7th grade trip to Brookville was a success. First, it was an absolutely beautiful day. Second, the group I spent the day with was very skilled at communicating various ways to complete their challenges. They listened to each other and completed some challenges faster than expected. Everyone --adults, students, and BOCES guides--had a great day with each other. BOCES staff members also noted that our students were an absolute pleasure to work with.”



Photo Credit: Ms. Waters



Photo Credit: Mr. Healy

POET'S
Corner &
Grok



When I am walking down hill,
I must keep a slow pace,
for moving too fast causes stumbling,
and hitting the ground causes unwanted bruises.

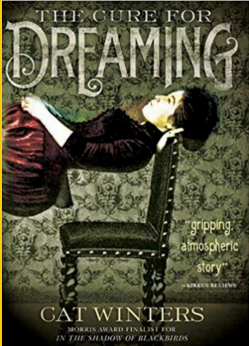
Such simple things like the wind
become my enemy.
Things that I did not consider
threatening before
now taunt me, and if I'm not careful,
the wind will take me off my feet
with one aggressive breeze.

But at least walking down hill makes me aware
that the world is cruel and hypocritical.
Because when I am walking uphill,
the wind might greet me with a soft kiss
upon my cheek, or maybe an affectionate
tousle of my hair.
If the hill is steep enough,
the wind might grow stronger
and carry me the rest of the way up

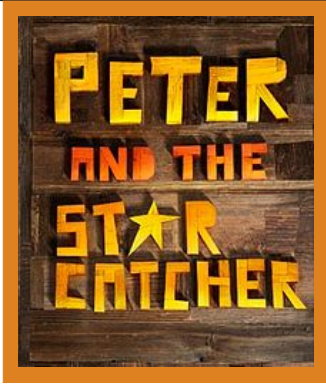
I will remember the wind's kindness
and hope to return the favor one day,
but then I will remember its hostility,
and I will be prepared for it the next time
I am walking down the hill.

“The Hill” was initially published *Grok*, the high school literary and art magazine, in June 2019. The *Grok* Club meets twice a month from September to March and celebrates its yearly publication at *Grok* Night, a reading of the magazine in May. This year's event will take place on Thursday, April 30th at 7 p.m. in the senior commons. For more information about joining the *Grok* Club, see Ms. Henry, Taylor Nicolosi, Julianne Massa, or Jessica Wang. Listen to Hawk Talk for meeting dates or check the flyer posted





The book club will discuss Cat Winters' *The Cure For Dreaming* on November 20th at 6:00 pm. Start reading!



Creating *Starcatcher*

By Anna Tesoriero

Production began early. Auditions and callbacks were announced and finished within the first week of the school year, and rehearsals were in full swing by the second. The rapid schedule was the result of both an earlier-than-usual performance date and the complexity of the show.

Peter and the Starcatcher is an ensemble-heavy production; all cast members are on stage for the majority of scenes, whether they are performing an active speaking role, moving set pieces, being set pieces, or acting as narrators and background characters. While each person has a specific named role, everyone takes on these various tasks in between his or her main scenes.

The variety in roles and tasks, quick scene transitions, and group musical number choreography (a first in the CSH fall drama) made *Starcatcher* an ambitious choice, but thanks to the combined efforts of the cast members, the sound and stage crews, Director Marc Beja, Set Designer Yuriy Zacharia, Lighting Designer James Thompson, and Business Director Christine Oswald, the show came together very well over the past month.

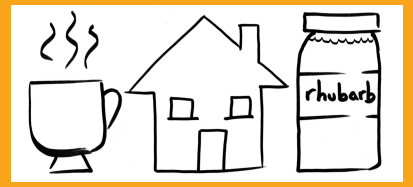
For seniors, the performance was a bittersweet one. Peter and the Starcatcher was the final CSH drama they get to be a part of, and every senior in the cast has been involved in past fall shows. Even so, the sense of nervous excitement at the approaching date remained. Senior Zack Bennardo stated, “As my last high school drama, I think this is a great show to go out with.”

Before the show, the cast expressed their excitement to show off the finished product. Senior member Julia Bavaro shared, “*Peter and the Starcatcher* has been a blast to put together, and it will undoubtedly be enjoyable for the audience members to watch.”

Fun for Students at the Coffee House Jam

Annually Cold Spring Harbor students get the unique experience of the Coffee House Jam. Each fall and spring, students get to either perform or watch their peers do so in a warm, relaxed, and supportive environment. On May 31st, the Coffee House Jam took place outside on the front lawn with complimentary ice cream, barbecue, and drinks. On November 15th at 7 p.m., the Jam will take place in Cafeteria A with the mood set by gingham tablecloths and flickering colorful lighting. The Coffee House Jam encourages all students with any range of ability to perform. Seek out Mr. Miller, Julia Kopp, or Dan Stern to sign up. For those who prefer to watch, it's a night not to be missed.

By Julia Kopp





Cold Spring Harbor Scholar Artists Honored

By Erin Gallagher

Congratulations to Katherine Tuohy (Dance), Siyu Lei (Media Arts) and Serena Li (Visual Arts) who have been selected as winners for the 2019 Long Island Scholar Artist program! Each year this program recognizes Long Island students judged to be the best of the best” in both academics and the arts. This year we are thrilled to have three students from our very own Cold Spring Harbor High School receiving this tremendous honor. These students were honored at the annual Scholar-Artist honoree award ceremony which took place on September 12th at Tilles Center for performing arts located at LIU Post in Brookville. In addition, these students were recognized in *Newsday*, which featured a portrait and short bio on students receiving this great honor.



Photo Credit: Ms. Cirino