

Headlight



Written by the students of Marblehead High School for our school and community

2015-2016 Issue

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Historic LGBT Legislation on the Horizon for MA

Sophie Mae-Berman, Sophomore
Reporter

With recent revisions and clarifications about implementation made by the House, the Transgender Antidiscrimination/Public Accommodations bill may finally become law in Massachusetts, protecting transgender people from discrimination in public places, such as malls and restaurants, by confirming their right to use a public restroom that aligns with their gender identity. Opposition to the bill has been centered on the premise that sexual predators could enter restrooms under the pretense of being transgender, but the current revision of the bill addresses those concerns and legal ramifications for people claiming gender identity for "improper purpose."

Governor Charlie Baker's support of this law is in alignment with his numerous initiatives for equal opportunity and non-discrimination for all individuals in the Commonwealth. One important example is his elevating the Office for Access and Opportunity directly to the Governor's Office in order to increase diversity and inclusion within state government and to expand economic opportunity for small businesses owned by LGBTI, veterans, women, minorities and people with disabilities through the Commonwealth's Supplier Diversity Program.

Censorship in Theatre Part 1

Kathleen Alexandrou, Sophomore
Reporter

Rent. Sweeney Todd. Cabaret. Avenue Q. The Crucible. Spring Awakening. American Idiot. Spamalot. To some, this might sound like a random string of words. Many, however, will recognize this as a list of great Broadway shows - all differing in content and style. What do they all have in common? Only one thing really; that they've been banned. Not globally, not nationally, not in a small theatre on an island in northern Maine; these shows have all been banned or challenged at American high schools within the past few years. Schools just like Marblehead. This is absolutely ridiculous. I've helped put on two of the nine shows I mentioned - *American Idiot* and *Cabaret* - and I have not been scarred for life. Actually, that isn't true. I do have a scar on my thumb from getting too close to a light. Besides that, I am totally fine. If anything, I'm a better person for doing those shows. Banning them for any reason is just silly.

Luckily, our Constitution forbids the banning of a show in the real world - doing so would be a violation of the First Amendment. Unluckily, high school theatre programs do not count as "the real world." The First Amendment has no bearing in cases like those; nine times out of ten it's the administration and vociferous parents who decide to ban a show. Is this fair? No. Why? Because all forms of censorship inhibit growth and learning, especially censorship of theatre.

As someone who practically lives in the theatre, I can tell you from experience that in order to become "good" at theatre, you have to keep ramping up the difficulty of the shows you do. To become a theatre professional, I'd need to take part in lots of shows with varying subject matter. Speaking as an aspiring lighting designer, for example, I cannot only light bright, happy musicals because then I won't ever learn how to light a more serious show like *Death of a Salesman*. It'd be like trying to paint using only one color. Many high school theatre programs thrive on the idea that their productions should appeal to everyone, a philosophy that leads them into choosing those well known, "bright happy musicals." *My Fair Lady, Oliver, Legally Blonde* - all of those are the kinds of shows high schools steer towards. While these shows are classics, this is a terrible idea! After a certain point, people will stop coming because they've seen the shows so many times. Additionally, despite the fact that most people who partake in school plays don't plan on pursuing theatre as a profession, they are "the potential next generation of audiences and donors for professional companies. If they are raised on a diet of *Alice in Wonderland* and *The Wizard of Oz*, how can we expect more challenging work, new work, or socially conscious work to sustain itself twenty years on?" (www.americantheatre.org). If they are only exposed to bright, happy musicals while in high school, theatre patrons will head towards these same shows later in life. That is a huge problem, and a perfect example of the lasting effects censorship can have.

To be continued next week.

Senior Carnival at Devereux Beach Info

The annual Marblehead High School Senior Class Carnival will be held this Thursday, Friday, Saturday, and Sunday at **Devereux Beach**. This tradition has been going on for years, and it is a great fundraiser for the senior class. Bring your friends and family down to enjoy the fun games, exciting rides, and delicious food! The carnival will be open starting on **Thursday, May 5, from 6 pm – 10 pm**, and then again on **Friday, May 6, from 6 pm – 10 pm**. The weekend hours start on **Saturday, May 7, from 12 pm – 11 pm**, and one last time on **Sunday, May 8, from 2 pm – 6 pm**.
What better way to spend Mother's Day!
We hope to see you there!

Students Worldwide

Emma Szalewicz, Sophomore
Reporter

Of the 7.4 billion people in the world, 25% of them are teens. Here are stories from three teens from around the world about their high school days.

Carla Barbato wakes up at 7:15 to walk to El Instituto Gerardo Diego in Pozuelo de Alarcón, a suburb of Spain's capital, Madrid. She is 15 and in 10th grade. Her school day starts at 8:30 and consists of ten classes: math, biology, physics and chemistry, arts, P.E, history and geography, language arts (Spanish), English, ethics, and "a class that prepares you to do work." She told me that usually in her classes, they do some exercises and take a lot of notes. She also said, "most of my teachers are a bit serious, but we normally get along pretty well. There's always a teacher that you don't like..." On Monday, Tuesday, Wednesday, and Friday, her school gets out at 2:15, and on Thursdays, she gets out at 3:15. Carla doesn't eat lunch at school, so she has it when she gets home from school.

Fifteen year old Sophie Dominici goes to school at Lycée Dumont D'Urville in Toulon, France. She is in the première grade, which is the equivalent to 11th grade. Depending on her schedule, she either wakes up at 6:30 or 7:00. Sophie takes the bus and then the train to school, or sometimes her father drives her. During school, she has economics, English, French, math, physics, biology, P.E, history and geography, and German literature and Civilization. Sophie is in a special German program at her school, so several of her classes are in German. During her classes she does exercises, lessons, and listens to the teachers talk. She said, "Most of my teachers are nice, but my German teacher is very old and we never understand what she wants us to do..." Mondays she has class 10-6, Tuesday 8-5, Wednesday 10-12, Thursday 8-5, Friday 10-4 or 6 and Saturday 8-12. For lunch, Sophie says, "I eat at the school's restaurant, and on Thursday, I go out somewhere with my friends."

Seventeen year old Zurfahani (Fahani) Batrisya goes to Sekolah Kebangsaan Seksyen 9 in Selangor, Malaysia. In Malaysia, they don't have grades; they use forms instead. When you are 17 years old like Fahani, you are in Form 5. Everyday, they have assembly at 7:20, and Fahani has to be at school before 7:20, or else the school prefects will write her name in the school discipline record. Fahani says, "I wake up at 6:30, and I walk to school. Despite the fact that I live a stone's throw away from my school, I am always late..." She explained her class schedule to me: "When you are in Form 4 or Form 5, you have to choose your stream. There is science stream, architecture stream, accountancy stream, ICT stream (which is basically a computer stream) and art stream, which is my stream." Fahani has six main subjects: Bahasa Malaysia (Malay language), English, science, mathematics, history and religion. Depending on your stream, you also have two additional classes. Fahani's additional classes are art and business. Her favorite class is English. She says, "I always pay attention in English class. My English teacher is fun and she always does different activities to vary her teaching style. For example, we have to read a literature book. Most of the boys in my class don't like to read, and my teacher does a role play for each of the important events that happened in the book which makes it very cool and interesting!" Fahani goes to school until 1:40 on Monday, 1:05 Tuesday-Thursday, and 12:20 on Friday. During her recesses, she hangs out at the library.

The Colleen Ritzer 5K

Jacob Keller, Junior
Reporter

I woke up at 6:15 on a Sunday morning and didn't go back to bed. I showered, got dressed, ate, and then headed to the high school. I then spent 50 minutes on a van ride to Andover. Why would I ever want to wake up early, go to MHS, and go on a ratchety van ride on a Sunday? Because I and eleven other members of the Jefferson Forum club, including teachers, wanted to volunteer at the Colleen Ritzer 5K.

The Colleen Ritzer 5K commemorates Colleen Ritzer, a beloved high school math teacher from Danvers, who was killed about two and a half years ago. Money raised from registration goes to the Colleen E. Ritzer Memorial Scholarship Fund, which benefits graduating high school seniors who demonstrate a passion for teaching, academic excellence, and care for family. The race was in Andover, where Colleen grew up.

I've never attended this race before and I didn't know who Colleen Ritzer was at the time. All I knew was that it sounded interesting. So we got our Bagel World bagels (a must have) and headed out. There were a few problems with the van: it smelled; we didn't really know how to get the side door open; and the thing was massive: it took seemingly forever to get it to stop -- unless you count the time where we came to a quick stop and a coffee cup exploded over the floor. Although, I must say, the driver did a masterful job at parking.

We walked to the registration building to sign in and get our volunteer shirts. Then, the group split up into pairs and headed to various stations along the course about 20 minutes before the race started. We sat and waited at the station with another pair of students who lived in Andover. I thought we'd see our first runner 18 minutes into the race because our station was about 2.5 miles from the starting point. Apparently there were some diehard racers, so we saw our first person only about 12 minutes after the start. After the diehards were the fast joggers, then the joggers who were panting loudly, then speed walkers, regular walkers, and people who seemingly got to the race late. There were thousands of people. My station ran out of water, lemonade, and every sort of cup we had by the time the walkers came to us. Other stations that cheered racers on complained about aching hands and worn-out throats.

I don't know the exact count, but the highest number I saw was on a racer's sticker that read 3672. It definitely was a family event. There were lots of babies in strollers and 5 year olds running around the course being chased by their mothers. It was an impressive event. I'd have to say, I don't regret being there for my Sunday morning: I'm glad I went and I recommend going. There's always the opportunity to volunteer next year... or even race!

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