



The High School View

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Luncheon reflects cultural diversity

BY OLIVIA JACOBS

An aroma of traditional Brazilian food, shrouds of yellow-green streamers, and fast-paced Portuguese music filled the Culinary Arts Dining room last Friday. This was thanks to the Brazilian American Friendship Lunch, organized by teacher Elaine Weintraub's Brazilian history class.

"During class we made invites, and each person picked two people who they wanted



PHOTO BY GABBY SILVA

Students enjoy traditional Brazilian food in the Culinary Arts Dining Room last Friday.

to invite to the luncheon," said senior Keilla Geddis.

Sophomore Lucas Pinheiro, a native of Brazil, is also part of the Brazilian history class. He said, "I enjoyed the lunch, the food was great, and the people who were there were all very friendly. I feel like it was a really successful way to unite Brazilians and Americans." Lucas was born in Brazil but moved to America at a young age.

Senior Bradley Carroll said, "I loved the luncheon. I showed up early to help cook and set up. Overall it was a really fun experience because

the Brazilian history class, which I'm in, has been planning it for a while." Of the lunch's success in celebrating culture, she said, "It helped students who weren't familiar with Brazilian culture, food, and music learn about it. It seemed like everyone really enjoyed the food and it opened students' eyes to different cultures around them at the school."

Sophomore Sheron DeMedeiros was invited to the lunch. She praised the traditional Brazilian food on her plate. "The food is amazing and you can tell

they put a lot of effort into the decorations. I'm eating feijao tropeiro, a dish of beans with eggs," she said.

Toward the end of the lunch, Ms. Weintraub entered the room with flowers in hand and made a short speech, thanking the cooks and expressing her gratitude to the Brazilian families of the Island. She said, "The luncheon is not only to accept diversity, but to celebrate it. Look around the room. This is what America looks like. This is the future, and this is what the future looks like." **MSV**

To study or not to study?

BY SARAH ORTLIP-SOMMERS

This is part one of a two-part series about the regional high school's new AP policy. Part two will be published in next week's High School View.

The regional high school has implemented a new policy regarding Advanced Placement (AP) courses. For the class of 2016 onward, students will be allowed to take a maximum of three AP courses per year. The limit, though well intentioned, has created some controversy within the school community.

The new limit was put into place in order to alleviate stress experienced by many overwhelmed students. "We had the feeling that kids were overextending themselves by taking multiple APs," said director of guidance Michael McCarthy. "If we limited the number of APs a kid could take, they'd spread them out better and wouldn't be as stressed."

"Students take APs for all the right reasons. They are ambitious and curious. There's just not enough time," said assistant principal Andrew Berry. "Kids are unable to make these choices for themselves. We shouldn't set kids up for failure."

But are AP students as overwhelmed as administrators seem to think? Some students

are able to manage a schedule with more than three AP classes with success. "I would encourage other students to avoid stress that may be caused by an AP overload," said senior Claudia Taylor.

"But at the same time, there are students I know who are able to handle an AP-heavy course load with relative ease." "For some students, six APs is manageable, and it will help them get into a better college as well as to broaden their learning," said senior Molly Wallace.

Many students admit they are sometimes stressed by the work required for multiple AP courses, but they enjoy the challenge. "I am usually stressed with workload, but if a person wishes to challenge him- or herself, it should be their own decision to make," said senior Isabel Smith, who is taking four AP classes this year.

Teachers notice when their students feel overwhelmed. Many are concerned students are taking advanced courses only to raise their grade point averages (GPAs) or impress colleges. "For the majority of students, I see a lot of stress," said Justine DeOliveira, who teaches AP Spanish, "Students should focus on why they're there and what they're learning."

Said AP Biology teacher Elliott Bennett, "This limit

means that our school is taking the stance that AP courses are there for kids to be learning, not for stacking their transcripts for college."

Many students claim they take AP courses primarily for learning. Said junior Katherine Reid, "AP classes should be classes where you go in-depth with certain subjects, and you take them because you're interested in those subjects."

"I chose to [take AP classes] because I wanted an academic challenge and to take my education as far as I could during high school," said graduate Julia Cooper, who took six AP classes her senior year. "I feel like no one should be allowed to tell me that I'm unable to learn as much as I want to at the highest level I am able to operate."

"What if you want to pursue the humanities and science, both in depth, regardless of the GPA advantage?" said senior Nathaniel Horwitz, currently enrolled in five AP courses.

The administrators who implemented the limit are less concerned with the reasons students take AP classes than the consequences. "This is primarily a student-health issue," said Mr. Berry. "Many students seem to think taking more APs will look good to colleges, but I'm not sure that's true. I really don't know."

Competing for admission to college is still a real

concern to many students. Countless colleges claim that success in high-level courses has a positive impact on a student's application. "It is very important that we see a very high level of rigor and success throughout your high school years," claims Yale College's admissions website. "If you wish to make your application among the most competitive, you must take a challenging senior program and continue to excel in it."

Said Isabel, "Colleges look for strong course load and schools should not hinder

a student's ability to do the most they can."

Colleges continue to use the term "rigorous" to describe the type of academic schedule they look for in candidates for admission. But is it necessary to take AP courses to experience rigorous academics at the high school? Said Mr. Berry, "Honors courses are still pretty rigorous. You don't have to be in AP to challenge yourself."

However, some students disagree. "Some honors classes are harder than others, but no honors class I have ever

taken would I consider 'rigorous,'" said Molly. "If you're looking to further your education at a competitive school, I think AP classes are necessary not just for getting in but also for preparing you for the workload. Honors classes do not offer the rigorous curricula that most APs offer that are essential for preparation for college." **MSV**

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Honor Society adds new members



PHOTO BY GABBY SILVA

New National Honor Society members are inducted at the ceremony last Thursday.

BY NATHANIEL HORWITZ

The regional high school chapter of the National Honor Society (NHS) inducted 30 new members last Thursday evening.

Said Lisa Reagan, mother of junior inductee Ellie Reagan, "I was impressed that the application process was so rigorous. It's amazing that the inductees can squeeze in so

much school work and community service."

To qualify for NHS, said Jean Neble, the organization's faculty advisor, "applicants must maintain a GPA of at least 4.7 out of 6, outstanding behavior, and active involvement in leadership and community service."

The inductees, three seniors and 27 juniors (23 girls and seven boys), were rewarded

with a reception in the Culinary Arts Dining Room prior to the induction. The atmosphere in the dining hall was jolly, accompanied by music from the string department. Said Rabbi Caryn Broitman, mother of inductee Galya Walt, "The food was excellent and the music was great. I know how busy the students are, so I think it's good that they are recognized for balancing their intellectual life with community service."

After the reception, inductees, family members, and the four NHS student officers proceeded to the Performing Arts Center for the induction. Said aircraft pilot Tom Quinby, "I was glad to see that the student officers ran the show. From the music to the reception to the hard work of the culinary students, it was an amazing school effort for the students." **MSV**

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