Shiriyah 5774

By Struggle Staff

During the first week of January, Dr. Stein and Rabbi Ciner delivered some interesting news: Frisch would be opening a local Cub Scouts chapter. The combination of the organization of a Frisch Cub Scouts branch and the empty test schedule for the week of January 6th led students to surmise that Shiriyah was approaching.

Finally, on Thursday morning, January 2nd, Rabbi Ciner called the entire school to the Shul for grade programming. Minutes later, Rabbi Ciner showed a promotional Boy Scouts video to the entire school. Rabbi Goldfischer then took the stage and introduced the Shiriyah breakout video, which included the fac-

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Frisch on Fire 5774

By Gabriel Dardik

Chanukah is a time during which Jews around the world pause to reflect and give thanks. Chanukah is also a time for Jews to celebrate. Frisch is unique in its ability to raise the festive spirit, i.e., ruach, of its students. This year’s Chanukah program “Frisch on Fire” did just that.

The program was filled with dancing, celebration, unity, and an overall high spirit.

Frisch on Fire began much like other Frisch events. The seniors sat on the auditorium’s stage facing the rest of the school. The crowd was abuzz, murmuring expectantly. Already people could tell something was going to be different this year: the student body was cleaved in half, boys and girls on opposite sides and rows of cones running down the center of the shul. As Rabbi Goldfischer called for silence, the last students straggled in and found seats. Rabbi Goldfischer opened the program with a Dvar Torah discussing

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Sophomore Slam

By Rebecca Narin

In early November, forms for Sophomore Slam were sent to parents, and signs announcing the trip were posted on Frisch’s walls.

The sophomore grade boarded the buses on the morning of November 21st. Halfway

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What’s Inside?

Is AP Testing Worth the Effort? Should I Take the Exams or Not?

See page 4.
Shiriyah 5774, con’t

From Monday through Wednesday, students had the opportunity to sign out of two classes of their choice in addition to the other periods designated for Shiriyah programming. To earn points for their teams, grades competed in Minute to Win It, Family Feud, and Torah Bowl competitions. Once a day, each grade had a period dedicated to practicing its fast and slow song.

Every night, students and teachers stayed late working on their part in Thursday night’s finale. Walking through the hallways, one witnessed the many aspects of Shiriyah. In the cafeteria, each grade sold a variety of food for dinner. Many students from all the grades painted and hung up decorations for the hallways, while others practiced their beats for stomp or their instruments for the band. Some worked on the stylized cakes for Cake Boss and the fashion-inspired outfits for Project Runway. Artists continued painting their banners and murals. The magic of Shiriyah enabled the students to bond late into the night as they worked on their common projects.

As Shiriyah’s finale arrived on Thursday afternoon, the students worked diligently on placing the finishing touches on their work. Students involved in Cake Boss presented their magnificent cakes to the judges, as did the students who created theme-inspired outfits for Project Runway. Once the artists put their finishing touches on the murals, they delivered short Divrei Torah and explanations to the judges. Then, the judges toured each grade’s hallway and listened to the students’ skits and presentations. Afterwards, students gathered in the Shul to watch the freshmen and sophomore stumps, and each grade’s commercial and stop-motion video. When the first round of presentations concluded, students congregated in the cafeteria to enjoy dinner before heading to the gym where they were joined by their parents for the culmination of Shiriyah.

The time finally arrived. Parents, alumni, teachers, and friends took their seats on the gym’s bleachers. Even those who were unable to attend Shiriyah watched it live via the Frisch website. Students took their places and Rabbi Ciner made his entrance to “Eye of the Tiger.” Next, each grade’s captains and generals made their entrance into the gym and the finale truly began! The freshmen started off singing their fast song and each grade continued with its fast song, slow song, and banner. The juniors and seniors also performed...
a Midrash about Adam HaRishon. The message of the Dvar Torah was that just as Adam lit a flame on the twenty-fifth of Kislev to celebrate the lengthening of the days after the winter solstice, so too we light candles to remind ourselves that although it is dark and cold outside, Chanukah is a “time to come together and let the energy burn.”

With that, Rabbi Goldfischer began the Frisch Chanukah tradition of the Chanukah Toy Drive Raffle. The raffle was a way to incentivize students to bring in toys to be donated to families who cannot afford to buy Chanukah presents. The students who brought in toys were given tickets for a chance to win various prizes offered by the Frisch faculty. The raffle was kicked off with students winning prizes such as fifty dollars to Gotham Burger, a day of sports with Rabbi Schachter, or a trip to the zoo with Rabbi Bush. “I was so thrilled at winning the day of sports with Rabbi Schachter – it made my day,” said Benji Schwartz ('16).

After the first round of the raffle was concluded, the rest being saved for later that day, a most astonishing event transpired: Rabbis Sher and Rabbi Spier walked into the coned-off area garbed in Greek helmets and togas. They began to describe the inter-grade competition that was about to take place. Eight freshmen were called up to be on Rabbi Spier’s team, and eight sophomores to be on Rabbi Sher’s. The competition was a race to make half of a human Chanukiah. Each team had to tow four people on a cart from one end of the auditorium to the other, so that the people riding the carts could then run onto the stage and represent the candles for their grade’s half of a Chanukiah. In an intense struggle, the sophomores started the race with a lead, only for it to be overtaken by the freshmen, who in the nick of time won the race, and thereby winning themselves Frisch T-shirts stylized with a flaming Frisch cougar on the back. The race was held again between the juniors and the seniors. In an equally close match the seniors won the race and T-shirts. After the race there was a second round of ticket drawing, leaving more lucky students with coveted prizes.

As the race and raffle progressed, the excitement and tension in the room rose to a palpable height. Finally, the program reached its crux when the tune “Al Hanisim” burst forth from the band and everyone jumped up to dance. The room erupted with pent-up energy and red, yellow and orange ribbons flying everywhere. As the festivities got underway, loose circles and trains formed and broke. People flitted about with wild abandon. The considerable level of ruach in the room was apparent. Any lull in the festivities was merely a precursor to an even more energetic dancing. “Frisch on Fire was a great experience. Participating in the activities was so much fun because there was so much energy in the room,” said Sara Knoll ('17). To conclude the program, the students were ushered upstairs, with L’shanah haba’ah b’Yerushalayim reverberating off the walls to an ice cream buffet. This year’s Frisch on Fire embodied the unity, individuality and spirit of The Frisch School.
To Test or Not to Test: Are APs Worth the Effort?

**Keep APs**

*By Arianna Kigner*

The recent rallying cry with regard to Advanced Placement courses has been “down with APs!” However this uproar is with little basis. Advanced Placement courses are college level classes administered by the College Board that high school students take. At the end of each year, in May, select students take AP exams. If they score high on their AP exams, students can earn college credit. This allows students to skip introductory level studies, take advanced and more elective courses in college earlier, choose a major sooner, and add a minor or second major more easily.

Dartmouth College recently abolished credit acceptance of APs claiming that it is ridiculous to believe that “Advanced Placement courses in any way resemble college courses.” Despite this, the number of high school students taking Advanced Placement courses has increased and they are doing better on the exams. The average score rose to 2.83 from 2.80, out of a maximum of 5. It is unlikely that other schools with follow Dartmouth’s example. Prestigious schools have, and always will, be able to ignore potential AP credit. The use of APs is primarily for distinguishing qualified and motivated students. Lower tier schools will continue to accept AP credit. Furthermore, top schools such as Princeton and Cornell do accept AP exam scores of 4s and 5s proving that the Dartmouth case is atypical of the college acceptance standards.

APs are also a valuable transition from high school level thinking to the level of research, writing, and evidence-based analysis that is required for college courses. Trevor Packer, a Vice President at the College Board, says “The AP has been administered to high school students in an effort to “broaden their intellectual horizons and prepare them for college work.” Modeled on college courses and meant to represent the difficulty of material college students encounter, AP classes culminate with nationally administered exams, often in May or June. High scores on those exams have regularly been rewarded with college credit. Oftentimes, students with a 3 or higher on an AP exam are able to place out of an introductory class once they enter college. Or so they thought.

A recent study conducted by Dartmouth College vowed to test the correlation between high AP scores and success in the college classroom. Out of concern that high AP scores are not an adequate means of evaluation, Dartmouth’s psychology department decided to give a condensed version of the Psych 1 final to incoming students instead of granting automatic credit. Of the 100 students who scored a 5 on the AP exam, 90 percent failed the Dartmouth test. The other 10 percent were awarded credit.

But the real nail in the coffin came in a follow-up effort. Hakan Tell, a classics professor who heads Dartmouth’s Committee on Instruction, explained, “We looked at the students who failed our on-campus exam but decided to enroll in Psych 1, to see whether they did any better than students who had never taken the Advanced Placement class, and we couldn’t detect any difference whatsoever.” As a result, Dartmouth has refused to

**Abolish APs**

*By Zach Narin*

It’s a proposal we’ve all heard, and scoffed at, but never before has so much been at stake.

Since 1955, the AP

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Keep APs, con’t

research does consistently show that students who participate in AP courses in high school and earned a score of 3 or better perform at a higher level than matched peers.” Evidently there is much value to pursuing high school AP courses. APs not only open doors for opportunities in college but also facilitate a smoother transition from high school level course expectancies to college level standards. “Down with the APs” is a long way from a reality.

Abolish APs, con’t

What needs to be examined is not merely how many students took an AP, or the increased rate from 2011 to 2012, but why? Did they take an AP, or for that matter, five or ten, for the deceptive reason of showing college admission officers they took the “most demanding curriculum available?” Or did they take an AP in the spirit of its original creation, to truly “broaden intellectual horizons,” because an unyielding passion compelled them to study physics, American history, English literature, or statistics on an “advanced” level?

I have a feeling that if we are honest with ourselves, a majority of us will point to the former as to why we take the classes we do. It’s about time we do something to change the status quo. Let’s start with abolishing AP testing.

Sophomore Slam

through the ride, the buses stopped for ice-skating and lunch.

After arriving at the hotel and having dinner, the sophomores listened to an inspirational talk by Jim Johnson, the coach of the basketball team at Greece Athena High School. He spoke to the sophomores about achieving goals. Coach Johnson then told the story of J-Mac, the basketball team’s manager who has autism, but still succeeded in his field. After this speech, the sophomores went bowling before turning in for the night.

The next morning, the sophomores visited Niagara Falls. When they arrived, Rabbi Ciner stood on the ledge of the Falls and reminded the sophomores: “Just as God is the One who lets 150,000 gallons of water fall from the Niagara Falls in a second, He also helps with the smaller things in life.”

After seeing the falls, the sophomores traveled to Clifton Hill, spending an hour visiting haunted houses, playing mini-golf, and browsing gift shops. The sophomores then returned to the hotel to prepare for Shabbat.

Shabbat began with davening and a talk by Dr. Stein about Modern Orthodoxy and the ability for “each and every individual in the sophomore grade to become a leader in the community.”

After davening
Note to Juniors: We Are Here to Help

By Struggle Staff

For many students, junior year of high school is the most hectic and stressful academic year that they will ever experience. Whether studying for APs, SATs or any general or Judaic studies tests, eleventh graders feel lots of pressure. Although it may be hard for students to realize it, Frisch does try very hard to make junior year as stress-free as possible.

The first hints of the stresses of junior year peek out when the elective form is sent to sophomores at the end of April. It is then that rising juniors begin to think about which elective they plan to take in the following year. The administration enforces the idea that students should pick classes that challenge them but are not too difficult. Students are also encouraged to meet with Dr. Stein or their guidance counselors, to help them make this decision. By doing so, they have an opportunity to speak with a faculty member who has experience in helping students create a relatively relaxed yet intellectually stimulating junior year experience.

The school further tries to reduce the stress of its students, with a test scheduling system. Each subject is assigned a specific week during which the teacher is permitted to assign a test. This method to organize the exams is designed to ensure that a student does not have more than three tests to study for in one week. Although Frisch teachers are known to assign a lot of work, the students must understand that the teachers’ motives are not to stress out the students. In most cases, if a student asks for an extension on a test or assignment, teachers will consider the student’s stress level and will usually give him or her extra time to complete the assignment.

Last year, the administration and faculty introduced several approaches for dealing with eleventh grade pressures. In response to many recommendations from the previous year’s 11th grade, the administration sent an email to the faculty requesting that teachers temporarily reduce the amount of work that they assign to their junior classes. This message was sent right before the March SAT. Many teachers responded to the email by scaling back some of the assignments. In addition, Frisch has a policy of giving the juniors off the Friday before the SATs and the morning before the APs so that they can relax or finish studying. By helping the juniors cope with the stress of eleventh grade, the Frisch administration and faculty is sending an encouraging message to the students: we are here to help.

Chessed Man Rabbi Schulman

By Sivanna Shusterman

Rabbi Schulman, head of the Frisch Chessed Department, has introduced new chessed opportunities to Frisch over the past three years. Most notable of Rabbi Schulman’s additions to the chessed roster are the class-wide chessed trips. Four times a year, each grade is split into four groups that participate in different acts of chessed. On chessed days, students visit the elderly at Care One in Te-anneck, prepare food at the Masbia soup kitchen in Brooklyn, or participate in various other activities.

Aside from initi-
Chessed Man Rabbi Schulman, cont

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eating these chessed trips, Rabbi Schulman has also introduced the Friendship Circle Camp. In the last week of every December, the Friendship Circle camp comes to Frisch. Groups of students are assigned shifts throughout the day, during which they spend time with handicapped Jewish children from the area. When asked about his feelings concerning the Friendship Circle, Rabbi Schulman (’03) said, “Watching the Friendship Circle Camp every December, I have a big smile on my face because it is an incredible sight to see Frisch students partnering with and bringing smiles to the faces of younger Jews.”

Rabbi Schulman is not the only one smiling as a result of all the chessed opportunities. Senior Daniel Katz (’14) says, “chessed really provides us with an opportunity to help other Jews who are less fortunate than we are.” Allie Lemmer (’14) agrees. “I really enjoy chessed,” Allie says, “because it helps others and I have a good time doing it. It makes me feel happy to see others happy.”

Grandma Edy’s Sweet Noodle Kugel

By Caroline Brauner

One custom that is significant to every Jewish holiday is eating. In fact, it is a mitzvah on many holidays to make and eat at a Seudah. While most holidays have certain foods associated with them, one Jewish food that can be served on any holiday is Kugel. Originally Kugel was a round dish made from bread and flour, and typically was not sweet. Nowadays, it comes in many varieties such as apple, potato, butternut squash, and noodle. Whatever the kind of Kugel, it is always delicious. Kugel is a great side dish to almost any meal, including Shabbos dinner and Seudah Shlishit. Grandma Edy’s Sweet Noodle Kugel is perfect for any dairy meal. This family recipe comes from my grandmother, Edy and is a hit on holidays and all year round.

Ingredients:

1 ½ lb Medium egg noodles
1 lb butter
1 pt Sour Cream
1 lb Cottage Cheese
1 cup milk
4 eggs
1 ½ tsp vanilla
¼ cup raisins
1 cup white sugar
½ cup corn flakes
¾ brown sugar

Directions:

1. Cook noodles according to the package directions. While the noodles are cooking, place the butter in a Pyrex dish and put it in the oven at 250°.

2. Once the noodles are fully cooked, strain them and remove the butter from the oven. Then put the noodles in the Pyrex dish (with the butter) and mix the noodles until they are coated with the butter.

3. Heat the oven to 450°

4. Next toss the sour cream, cottage cheese, milk, eggs, vanilla, raisins, and white sugar in the dish and make sure it is completely mixed.

5. In a small bowl mix the brown sugar and corn flakes. Then sprinkle the cornflake mixture on top of the noodles mixture.

6. Bake for 30 minutes.
Dear Cougar,

My homework is really difficult and I’m not sure how to do some of it. Sometimes I can’t find another student to ask what to do. From what I have been told, I need to balance my activities and carefully schedule my time, but I’m struggling with that as well. I’m really stressing over it and I want to get high school off to a solid start. Is there anything I can do to lower my stress level and improve my performance in school?

--Freshman

Dear Freshman,

If your homework is causing you this much stress, there are a couple of solutions you can try. One thing you can do is sign up for the Peer Tutoring program that Frisch runs. You can sign up for to get a peer tutor who can help you with specific subjects or concepts and the two of you can go over material or homework during your lunch or free periods.

Alternatively, you can take advantage of the new Teacher Drop-In Center in the library. Every lunch period there are teachers for different subjects stationed in the library who are available to help students with questions they may have. The Drop-In schedule is posted around the school, so check that out. Also, Frisch teachers are incredibly responsive to student concerns. Simply approach your teacher and he or she will readily schedule a meeting with you. If the problem doesn’t get better, you might consider speaking to your teacher so he or she understands what’s going on and the issue can be resolved.

It is true that following a schedule can be advantageous. One approach to developing a personal schedule is giving yourself personal deadlines that are ahead of school deadlines. Instead of waiting until the night before to write your papers, wait until two nights before. Don’t wait until the last night to study for an exam, but begin studying a little each day a week in advance.

Sincerely,
Cougar

Shiriyah 5774, con’t

have sung at Shiriyah throughout their four years at Frisch. The finale was replete with ruach and cheering, and the night ended with dancing. Shiriyah was an incredible experience for the Frisch community. It taught each grade how to unite and how to create impressive presentations in a limited time. Although at some points it may have been difficult and stressful, Shiriyah culminated beautifully, and truly showcased the many talents of Frisch’s diverse student-body.

Sophomore Slam, con’t

Shabbat morning, most of the day was spent resting and socializing. The afternoon activity of the day was walking to the New York side of Niagara Falls. When the sophomores returned to their hotel, they ate seudat shlishit, and then gathered around Rabbi Ciner for havdalah.

“It was the best havdalah I have ever experienced,” said Avia Sinai (’16). Anna Ottensoser (’16) agreed, “Shabbat was truly unforgettable.”

In the morning the sophomores watched a slideshow of Sophomore Slam photos before boarding the buses for the return trip to Frisch.

Written any op-eds pieces lately? Or covering a school event? Send articles to frischstruggle@gmail.com