



Biden reverses some Trump-era border policies, keeps others

LEANN BENNY
Staff Writer

The US-Mexico migration problem has remained a consistent challenge for every administration, regardless of their party. 2019 was the year with the highest number of apprehended people at the border and now 2021 might just surpass that record. It's hard to compare today's situation with those of recent years because of the drastically different circumstances, in part due to the pandemic. But there are other factors at play, such as worsen-

ing conditions in Latin America, pent-up desire to enter the U.S., and a perceived border relaxation under President Joe Biden. All of these factors are driving migrants to the border at what appears to be an accelerated pace. Since taking office, Biden has ordered the reunification of migrant children with their families, ended construction of the border wall, and called for reviews of legal immigration programs terminated by his predecessor Donald Trump. Back in 2019, the Border Patrol arrested more than 473,000 migrant families and

around 76,000 unaccompanied migrant children. May 2019 saw the highest number of apprehensions in a month at 144,000. U.S. Customs and Border Patrol reported an average of nearly 3,000 arrests per day in January, yet the Biden Administration has disputed that there is a "crisis" at the border. Secretary of Homeland Security Alejandro Mayorkas told a reporter last week that it was "overwhelming," but not a crisis. During his time in office, former President Donald Trump faced outrage over the conditions inside border facilities holding

minors. Images from inside the detention centers showed children overcrowded in metal cages, and others sleeping under foil blankets. Some of these Trump-era facilities are being used again, but with renovations and upgrades. President Biden has left a Trump-era Covid-19 emergency policy in place, which allows U.S. authorities to expel almost all undocumented migrants seeking entry while bypassing normal immigration laws and protections. Unlike former President Trump, President Biden has decided not to refuse entry to

migrant children or teenagers. In addition to turning away migrants during the pandemic, the Trump administration had sent non-Mexican asylum seekers to Mexico until their court dates in the United States, leaving tens of thousands languishing in poor conditions in Mexico. On President Biden's first day in office, DHS suspended this policy. Last month, the Biden administration began to gradually process the tens of thousands of people waiting in Mexico, allowing them into the US while their cases were heard.

TV production program at CCM stays busy during pandemic

CAITLIN ROHRBACH
Contributor

Although classes are still virtual, the TV Production 2 Program at the County College of Morris is completing projects about the effects of the pandemic. They produce their own interviews based on businesses or academic life. Students choose topics or people to interview about how the pandemic has affected them and provide the audience with information that hasn't been addressed. This gives others an insider's view of the personal effects businesses or other professionals have faced during the rise of COVID-19.

Students taking the Television Production 2 class at CCM are granted access to different cameras, microphones, and lighting to create footage and film for interviews. Their professor, Ray Kalas, has been teaching his stu-

dents about different techniques and styles when it comes to filming for an interview and how to do it correctly.

"Surely, I can't do what I normally would do to teach TV2. Regardless, it makes me prouder than ever that my students, who are in any given semester overwhelmingly committed to doing a good job, now demonstrate that they can produce their capstone course portfolio piece despite COVID," Kalas said. Though students are remote and can only learn so much through an online class, Kalas has given them ample opportunities to learn about the devices they are working with.

"Meeting on campus to review the portable camera equipment was important and necessary," he said. "So I guess you can say that not everything that's changed has been bad."

By exposing students to the

production industry, Professor Kalas hopes to make them feel more comfortable and aware of their projects and the responsibilities they have. On their own time, students can rent out equipment and take them to the places necessary for filming.

"I enjoy working hands on and being able to physically work and adjust things when needed," said Benjamin Tomaszewski, a broadcasting major at CCM.

These students are responsible for everything when it comes to the production and filming of interviews; this also includes scheduling their interviews at a time that works best for everyone, which can be extremely difficult. But, when it comes to COVID, it hasn't always been a negative experience.

"The restaurant we interviewed made it really easy to set something up and they were helpful to us in more ways than

we can imagine," Tomaszewski said.

By having such a positive outcome, students have even more confidence to pull off such an impressive project. The topics chosen that the audience can look forward to include learning about how the restaurant and entertainment industries and student athletes have been affected by the pandemic, and the ways they've coped with it.

"I hope this project will be a good experience to practice for what I would like to do in the future," said Alex Mambelli, a broadcasting major at CCM.

Besides students being responsible for their equipment and interviews in general, they are critiqued on their leadership and teamwork skills.

"I also have a partner who has shown initiative when it comes to getting things done so we share that same drive," Mam-

belli said. "And it makes me enjoy the project more."

When controlling a production, drama can be faced, but the students involved are keeping their work professional so that they will be satisfied with their finalized projects. Professor Kalas still helps his students while making sure that they learn from their experiences.

"Every semester I see TV 2 students wonder how they will ever accomplish what I ask of them, and every semester I see students amazed at what they've accomplished by the end of the semester," Kalas said. "I'm always so proud of them."

While making sure they have their footage, students are also qualified in writing out scripts and knowing floor management so that their interviewees are also satisfied with the way they look and sound on camera.

**IN THIS
ISSUE**

Students strive for higher learning despite wealth disparity

Page 2

Shakespeare: To teach or not to teach

Page 4

Students strive for higher learning despite wealth disparity

BY LUCIANNA DUARTE
Staff Writer

The college scandal of 2019, known as Operation Varsity Blues, has caused students to reflect on what is important to them as they strive for higher education. Rick Singer allegedly masterminded a way for wealthy parents to secure their child a placement in notable schools under the guise of charitable donations, while average students choose colleges based on their financial limitations.

Singer began his career in the academic world during the 1980's as a coach at Sierra College near Sacramento, California. There he began work in college recruitment and eventually, after launching

his company, "The Key", began semi-legitimate college counseling services. He also accepted donations from some parents for his "side door" operation.

Parents with the means to purchase their child's education, as if window shopping, understood they had two ways of buying their way in: through the legal backdoor, donating to the schools in hopes of swaying admissions, or Singer's side door, where he would secure admissions through the school's athletic department in exchange for a smaller donation.

Netflix's 2021 documentary, "Operation Varsity Blues: The College Admissions Scandal," directed by Matthew Modine and Chris Smith, details the events and breaks down the reasoning of

the parents' involvement.

"What he sold and what they bought was essentially a certainty of admissions at a bargain basement price," said Daniel Golden, journalist and author of "The Price of Admissions."

The parents focused more on the prestige of the institutions and not the value of education.

"You can get a great education almost anywhere if you want it," Golden said. "The parents, in this case, didn't believe that."

Not all students have the financial advantage to choose schools based on the potential bragging rights that come along with attendance. Although donations to the school can be seen as charitable work, it is still more than most students applying each year can afford. A degree no longer guarantees a job, let alone one that costs more than the future yearly income.

"I really don't care what university I attend," said Arianda Sosa, an engineering sciences major at County College of Morris. "So long as I can get my degree and meaningful connections."

Average students understand the best educational path is whichever is within reach.

"As long as my parents and I can afford the tuition," Sosa said, "I do my best to receive the best education possible from any school I attend."

Students choose the most affordable option for their circumstances. The bribery scandal involved the top schools of the U.S.; however, students recognize their education is valuable even if not from the highest-ranking institutions.

"When I chose the college I would be attending, I thought I would care more about its ranking," said Sarah Freitas, a psy-

chology major with a co-major in elementary education at NJCU. "But, when I got my acceptance in the mail, I was just excited and happy I was accepted somewhere."

The scandal of 2019 had no lasting effect on the millions of students working toward their degrees. Encouraged by their pursuits, students are not surprised by the lengths the wealthy will go through to accumulate further popularity.

"The only thing that surprised me was the small amount of notable people we know of that were charged at all," Freitas said.

Students continue to apply to the schools involved in the scandal each year, plus hundreds of others nationwide. Education will continue to be worth striving for, despite the illegal measures taken by those who only value prestige and not the privilege of education.

THE YOUNGTOWN EDITION

letters to the editor

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Opinion: Covid-19 vaccines are safe. Get the shot.

JARED BRODSKY
Editor-in-Chief

A fear of side effects is a strong deterrent when considering whether to receive a Covid-19 vaccine. Fever, muscle pain, headaches, and fatigue are among the most commonly reported side effects, but many are making their decision to forgo the vaccine because of less likely dangers. The odds of dying from a Covid-19 vaccine are miniscule. According to the CDC, only 0.00158% of more than 85 million vaccine recipients died between December 14, 2020 and April 12, 2021. Plus no evidence was found to link those patients' deaths to the

Fear cannot be allowed to dominate our decision making process. The numbers tell it like it is: Covid-19 vaccines are safe.

vaccine. Nevertheless, anecdotal false-cause arguments are stymieing their way across social media, and people are falling victim to the anti-vaccine rhetoric.

NPR reported that "[o]n some days, such as Jan. 16 and 17, and March 11 and 12, 25% or more of the top vaccine stories on social media were about a person who died after being vaccinated."

Fear cannot be allowed to dominate our decision making process. The numbers tell it like it is: Covid-19 vaccines are safe.

On top of their paranoia, people are developing a defensive attitude as schools and employers decide to make vaccines mandatory for their students and employees. Several weeks ago, Rutgers became the first major university to require that its students be vaccinated against Covid-19. Other universities, including Brown, Cornell, and Duke, are following suit. People fear a loss of autonomy. They don't want to be forced into getting vaccinated. Many are too busy shouting "Don't tell me what to do!" to recognize the prudence in vaccinating those who gather regularly in large numbers. But as more of us are vaccinated, our autonomy actually increases. Right now we have very few choices. We can't eat comfortably at restaurants; we can't learn in a classroom setting; we can't travel; we can't gather with our friends. The vaccine does not exist to control us. It exists to set us free.

Fear and compulsive defiance are no excuse for a refusal to get vaccinated. It is especially foolish to rest one's argument on the assumption that it is "wrong" or "out of line" for schools and employers to require vaccinations. Here's the bottom line: From a moral standpoint, safe vaccines are always mandatory. We do not each live in isolation; we live in communities, towns, cities. The choice to remain unvaccinated does not only affect us as individuals. It puts at risk all those people with whom we come into contact. And in the U.S. alone, 566,000 of them have already died.

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Streaming platforms' hybrid model brings uncertainty to cinema

CAMERON MARNIS
Contributor

For nearly a century, movie theaters were viewed as the centerpiece of the entertainment industry. While the rise of streaming services like Netflix and Hulu may have taken its place, cinema still remained relevant in the entertainment industry. Since the outbreak of COVID-19, however, movie theaters have not fared well in the age of social distancing.

"It's been little over a year ago since I've been to the movies," said Liz Peterson, 18, a marketing major at County College of Morris in a phone interview.

Even before the outbreak, Peterson admitted she enjoyed attending movies for the experience and the social aspect. But her opinion is evolving.

"[Streaming is] just more convenient and less costly," she said.

Since production companies have also been impacted by the pandemic, they have taken note of movie watchers such as Peterson who enjoy the convenience of streaming movies. In December, Warner Bros.

announced it would release its 2021 movie titles in both theaters and through its streaming platform, HBO Max, at an additional price. Peterson said she would be enthusiastic to try the service.

"The way [people] consume media has been changing for a while," she said.

She also added movie theaters are an unsustainable business model. Programs like Teleparty (formerly Netflix Party) have made socializing easier amidst a pandemic. While Peterson is confident that movie theaters will soon become a relic of the past, Kyle Noeltner, 21, thinks that they will become a novelty.

"I think going to the movies will become like going to the malls," Noeltner said in a phone interview. "Young people will enjoy [the movie theaters] more for the experience than necessity."

Noeltner concedes that cinema had its heyday, but maintains that streaming movies at home is not the same as going to the movies.

"It's something fun to do with friends or on a date," he said.

Andrea Morales, an 18-year-old studying business administration, shares some of Noeltner's optimism for cinema and predicts it will become popular post-pandemic. "I think people will want to go out more when [COVID-19 subsides]," she said in a phone interview. While sharing the sentiment with Peterson and Noeltner that streaming will remain prominent, Morales believes attending movies will remain as important.

When it comes to streaming platforms' hybrid releases, Morales thinks that this approach will be temporary. "Because of COVID, it's a way for [people] to see fresh new content and for [film companies] to make money," Morales said.

After the pandemic is over, Morales believes that people won't want to stay at home as much, and that media companies like Warner Bros. may abandon hybrid releases. As more people throughout the state are being immunized, people like Morales do see a return to normalcy soon. However, within only a year since the shutdowns, New Jersey and the world at large have changed.

Who knows what the future

holds? Just as companies have given up office space to turn to a fully remote environment,

there is a possibility that the way people see movies has become exclusively virtual.

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Shakespeare: To teach or not to teach

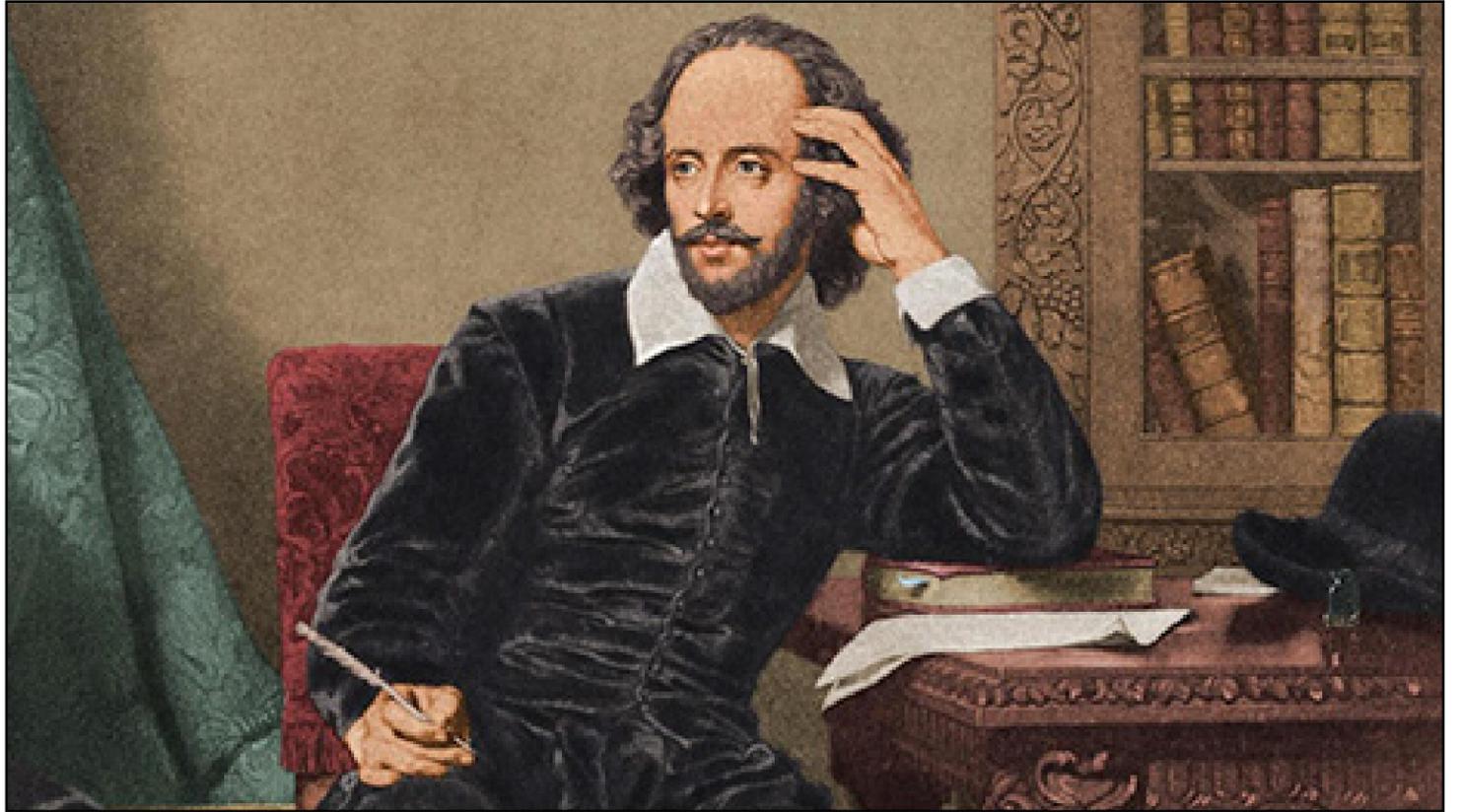
BY PROFESSOR
KENNETH SHOULER
Adviser

Shakespeare should still be taught. That is a conclusion which I can support with a single premise: he's still relevant 405 years after his death. A conclusion supported by a premise is the definition of an argument. But why rely on one premise when we can gather additional ones, especially if they are true and add to the amusement of this exercise? An additional premise is that Shakespeare is the greatest wordsmith that ever drew breath. At his very best, his truths and manner of expression combined to form an inimitable whole, as when during the "To Be or not to Be" soliloquy Hamlet describes death as that "undiscover'd country, from whose bourn no traveller returns." Peerless.

Citing the range of Shakespeare's contributions is intrinsically interesting, a mental perambulation equal in fascination to any other I can think of. But it's also extrinsically interesting due to a national discussion that persists about whether Shakespeare should be taught. In large measure, this involves that old query about whether "the canon"—those works in Western philosophy, literature, art and music that have attained the status of classics—should enjoy pride of place in classrooms. So once more into that breach. Here are my four reasons, which don't constitute an exhaustive list.

One: Including Shakespeare is not a Zero Sum Game

A word of caution: too many addressing this issue (or any other, for that matter) commit the fallacy of false dichotomy in their opinions. This fallacy, at times an unwitting error, betrays a thinker whose brain can countenance that either A or B is true, but not both at the same time. Also known as the "Either-Or" fallacy, or fallacy of bifurcation, it reveals an error in thinking so frequent, as if the person in question cannot hold two thoughts in their heads at once. In this case, the two thoughts, not difficult to apprehend, are that Shakespeare should be taught and that other deserving literary figures must also be taught. Nonetheless, the fallacious thinking continues: if we keep Shakespeare in our course offerings, we will need to eliminate others. In short, includ-



The immortal William Shakespeare (1564-1616). The teaching of his works is a controversial subject.



PROFESSOR
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SHOULER

Othello to be included in a high school or college class doesn't require eliminating everything else. In fact, Romeo and Juliet might be combined with the movie "West Side Story" (a new movie version by Steven Spielberg is in the works), which was derived from it, to aid and abet a lesson on race and intolerance. Stephen Sondheim's lyrics give life to the clashing views of the characters:

Anita sings "Life can be bright in America"

Bernardo and the sharks respond "If you can fight in America."

Anita and the girls "Life is all right in America."

Bernardo and the Sharks: "If you're all white in America."

Language

Shakespeare's contribution to the English language cannot be overstated. This goes to the heart of what an education is about. If we take seriously the etymology of the word "educate," then we see that learners

ing teaching Shakespeare is viewed as a "zero sum game," where someone else gets omitted. Why must that be the case? For Romeo and Juliet or Hamlet or

are "led forth" from where they are into a new area, which is true in studying math or science, geography or history, languages or sign language. People are served in ways unknown by increasing their facility with language. Shakespeare introduced 1,700 words into the language. He also contributed that rhythmic ordering of words and sounds known as iambic pentameter.

Then there are the innumerable phrases. He coined expressions used so frequently that they have attained the status of clichés. The clown orders the musicians in Othello to "Go; vanish into thin air." The idiom "There's a method to my madness," hails from Hamlet, when Polonius says to Hamlet, "Though this be madness, yet there is method in it." There is reason beneath apparent chaos. It was Iago who in Othello uttered the words "I will wear my heart upon my sleeve," realizing his outward appearance would then reflect his thinking and a heart on a sleeve is easy for "daws" (birds) to peck at. The others? They include: "Love is blind" (The Merchant of Venice); "Send him packing," (Henry IV); "Good riddance," (Troilus and Cressida); "All that glitters is not gold," (The Merchant of Venice); "Too much of a good thing" (As You Like It); "In my heart of heart" (Hamlet); "To Come full Circle," (King Lear); "Stuff that dreams are

made of" (The Tempest), "Devil Incarnate," (Titus Andronicus), and the beat goes on.

Relevance

The characters he created reveal a keen understanding of human nature. Ever writing about rulers and their subjects, Shakespeare brims with insight about our recent political situation. Indeed, Hotspur in Henry IV is given to chimeras and fabricating his own reality and attacking those who don't subscribe to that reality. And then there's his anger, and that "he apprehends a world of figures and fantasies..." He concedes that he has no gift of tongue, is short-changed on rhetorical skills, lacks interest in poetry. In a word, he's utterly incurious about the world around him. Then there is the misinformation, spread like fertilizer to grow in a foul manner. As it turns out, those four attributes that Shakespeare embodied in Hotspur—rage, inventing an alternate reality, intellectually incurious, and a purveyor of misinformation—were incarnated in the being of that singular slubberdegullion Donald Trump.

Degree of Difficulty

It has been claimed that Shakespeare is too difficult to comprehend and thus should be left out of curricula. This canard is the easiest of all to dispose of. Trigonometry is difficult for some learners, calculus forbid-

dingly so. But I hear no hue and cry about discarding math. Learning new technologies, conquering a musical instrument, or repairing an engine are all exceedingly challenging. Yet no one argues for their elimination. Life itself is full of slings and arrows, fraught with expected challenges—not to mention the galling unexpected ones—yet we carry on, with extra resolve if need be. Come to that, learning anything implies movement from a state of unknowing to one of knowing. It's never easy. Yet we do it. One high school teacher complained about teaching Sonnet 18, which begins in iambic pentameter "Shall I compare thee to a summer's day?" He began praising it and how bright kids responded with excitement. But, he continued, the others will feel like they're "in the dentist chair for an hour." Poor things. I can imagine the same being said of reading Jean-Paul Sartre's Nausea or Mill's Utilitarianism. Or Aristotle's Ethics. Or even reading a secondary account of Einstein's theory of relativity. So you had to struggle? And why is that a bad thing?

"Let a hundred flowers bloom" might be a guiding principle for what is discussed in classrooms. In an open society most all ideas should get a hearing. And that includes the writing of William Shakespeare, arguably the greatest artist of them all.

Calling all CCM vapers and non-vapers! CCM is holding our very own Escape the Vape campaign that everyone is eligible to participate in.

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