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of the
Student
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Per Session Pay Frozen Due To Budget Cuts

By KAREN ZHENG,
BERNICE CHAN,
and BEN GARNER

Due to mid-year budget cuts, per-session pay—the money used to compensate teachers for the time they spend after school—has been frozen. The freeze will primarily affect Academic Intervention Services (AIS), the Music and Fine Arts department, and all clubs and pubs that require faculty supervision after 3:30 p.m. Teachers will no longer be paid to tutor students or supervise extracurriculars after school.

Because of the huge amount of debt that the New York State government is in, Governor David Patterson is proposing further cuts to the education budget. The effects of these

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Take a Stand:

The History of Student Protests at Stuy

By SAM LEVINE

As Stuyvesant struggles through these hard, hot times, the administration may be forced to take radical measures to ensure students' safety.

After a rumor of a potential "lockdown" circulated amongst the Stuyvesant students, some immediately thought of protesting, claiming that the administration should not take away their privileges because of a few bad eggs. One student, sophomore Ben Koatz, created a rapidly growing Facebook group called 'Protest the Lockdown.'

"We decided to make our group so that we can organize and fight these so-called reforms that are happening," Koatz said. "We are going to do everything that a student has in his or her capability to do to change what is happening. We [would] petition first and if our demands are not met we will protest. This all depends on what students are willing to do for the cause," Koatz said.

"It is remarkable how the Stuyvesant community has mobilized and joined together for this cause," said sophomore Allie Burns, who is another administrator of the Facebook group. "I am not sure if the group [would have had] much of an effect on the administra-



tion but it's important for the Stuy students to [...] discuss this issue," Burns said.

Stuyvesant's last major student protest occurred in 2003, when students disagreed with a newly implemented hallway policy. "At the beginning of the

[2003] school year, students were allowed to sit or congregate in any space or hall they wanted, and then after excess noise on the fourth floor, the administration decided to re-

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Opinions

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The End of the World as We Know It

The Stuy is falling! How our school situation compares to the age-old fable, Chicken Licken.



Article on page 16.

Arts & Entertainment

Jammin

Was the STC's newest production, "The Pajama Game" a hit, or did it put us to sleep?

Fires Continue, Planned "Lockdown" Postponed

By ROBERT COLGAN

A fire set in a garbage can on the eighth floor on Tuesday, November 24, forced the third evacuation of Stuyvesant High School in two weeks. A number of small fires in bathrooms, garbage cans, hallways and stairwells were also set around the school over that period.

Fires on Friday, November 13, and Thursday, November 19, also resulted in evacuations. The New York Fire Department was called to put out those fires. The other, smaller fires were put out by faculty and school safety officials.

Two fires were set in the third-floor boys' bathroom on Friday, November 13, one in a trash can and one in a paper towel dispenser.

The Fire Department was called at 11:42 that morning and sent 12 trucks and 60 firefighters, according to the article "Student Charged in Fire at Stuyvesant High," published on The New York Times Web site on Friday, November 20.

Upon arrival, the Fire Department told Assistant Principal (AP) Organization Randi Damesek to evacuate the building. Students remained evacuated until the end of sixth period.

Four fires were set on Thursday, November 19, one in the fourth-floor boys' bathroom, one in a stairwell between the fourth



Stuyvesant was forced to evacuate for the third time in the past two weeks on Tuesday, November 24, as a result of another fire.

and fifth floors, one in a hallway on the 10th floor and one in a hallway on the seventh floor.

The school was evacuated dur-

ing second period and students remained outside until the end of the period. The Fire Department was called again and fire marshals

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The SU's Battle for

Effectiveness and Reform

By MAYA AVERBUCH,
CHESTER DUBOV,
and EMMA LICHTENSTEIN

Last spring, Student Union (SU) President Paul Lee and SU Vice President Keiji Drysdale were elected on a platform centered on reforming the SU. In an effort to hold true to their promises, they recently tackled the problem of insufficient dedication and commitment on the part of some SU members.

To resolve this problem, Lee cut nine SU members from the Club/Pub, Communications, Special Events, and SU Video Homeroom departments, as well as the Chief of Staff and Executive Council Assistant, on Wednesday, November 18.

"At last month's EC [Executive Council] meeting, a couple of students [...] stated how disappointed they were with the attendance and dedication of some members," senior and School Leadership Team (SLT) Representative Briana Last said. "We proposed removing the members that were not dedicated. I believe all members at the meeting were for the change."

"There are many people who I don't even know about on the SU because they never go to meetings," junior class vice president Emily Quint-Hoover said.

To begin the purging process, all appointed members were asked to complete an evaluation of themselves and the other

members in their respective departments. Lee then reviewed the surveys and made cuts accordingly.

Lee informed members of his decisions shortly after. "I would call it downsizing for efficiency because I feel that the positions were created without much explanation, without much guidance, and without much responsibility," Lee said.

Purged members have expressed discontent about their removal. Junior and former Club/Pub Assistant Mohammad Hosseini said, "I do think that making cuts was necessary, but where they made the cuts was not. I think there was a bit of misjudgment in that. There were certain members that I felt should have stayed on the SU."

Lee plans on opening the vacated positions to the student body. "We don't have the idea that we're stuck with the members that we have, rather that we constantly flow talent in and out of the organization," he said. "We are a large student body and [...] I think we can give more opportunities." He plans on organizing an interest meeting in the auditorium for underclassmen to learn about the activities of each department and apply for various positions. Additionally, information about available positions will be posted on the SU Web site.

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News

By DEVON VARRICHIONE
and NICOLE ZHAO

According to results published on Tuesday, November 17, Stuyvesant received an 'A' for the third straight year on the annual New York City Progress Report conducted by the Department of Education (DOE). Of the 395 public schools issued Progress Reports this year, Stuyvesant scored in the 69.8 percentile. Stuyvesant scored in the 72.9 percentile in 2008 and in the 89 percentile in 2007.

As specified by the DOE website, "each school's Progress Report measures student year-to-year progress, compares the school to peer schools, and rewards success in moving all children forward, especially children with the greatest needs."

"I'm not worried."
—Stanley Teitel,
Principal

While Stuyvesant received an 'A' in both Student Performance and Student Progress, two individual categories that constitute 85 percent of the overall grade, Stuyvesant was given a 'B' in the category of School Environment. In 2008, Stuyvesant received 'A's in all three individual categories.

School Environment measures student attendance and assesses the quality of communication, ac-

Survey Shows a Lack of Communication

ademic expectations, engagement, and safety in a school through parent, student, and teacher surveys. Of these four subcategories, Stuyvesant scored the lowest in communication, which includes teacher-student communication and school-parent communication.

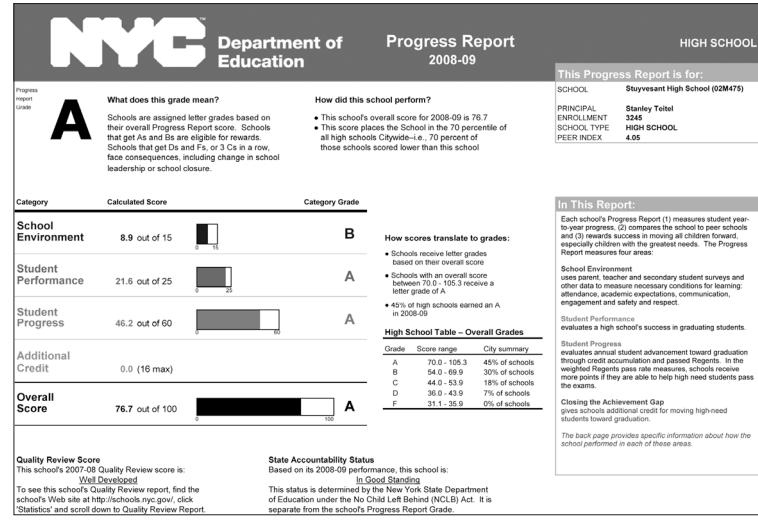
The parent, student, and teacher surveys all ask what courses and extracurricular activities students participate in and how safe one thinks the school is.

However, the parent survey specifically asks parents to rate how often the school informs them of their child's academic progress and how satisfied they are with the quality of their child's teachers.

The student survey requests that students rate how comfortable they feel talking to their teachers about both academic and personal issues and how strongly they agree with statements such as, "Most students in my school treat others with respect" and "My teacher inspires me to learn."

The teacher survey calls for teachers to rate how supportive and respectful teachers are of each other and how strongly they agree with statements such as, "The professional development I received this year provided me with teaching strategies to better meet the needs of my students." Teachers also must report how frequently they communicate with students during the year about their progress in class, send parents written information on what they are teaching and what students are expected to learn, and send home information on tutoring services for students.

When asked for her opinion on the state of communication between students and teachers, junior Lipi Thaker said, "Teacher student communication is easily accessible but not always utilized. Some teachers are more difficult to talk to than others and that's usu-



Stuyvesant was given an A overall in the Department of Education's Annual Progress Report, but a B in school communication.

ally the main barrier. However, it's not a big enough obstacle to deem our school's teacher student communication a bad one."

I think it's totally on a case-by-case basis. I think there are teachers who students feel are totally approachable and there are probably some students feel are not," Assistant Principal (AP) English Eric Grossman said.

However, Grossman cited several efforts to facilitate greater communication between the school and parents. "I know that there's been an ongoing effort over the last couple of years to increase school and parent communication, especially using online tools," Grossman said. "[Parent Coordinator Harvey] Blumm sends out a weekly newsletter to parents. The cabinet just received a demonstration of a new service that we're using that can call students and faculty at home, if there's an emergency or snow day, in about 20 minutes."

According to AP Social Studies Jennifer Suri, many parents are not happy with the technology

currently in place. "Parents feel frustrated with the phone voicemail system," she said. "I don't think very many teachers use it."

Regarding possible reasons why Stuyvesant might have received a 'B' in School Environment, Grossman said, "Kids want to feel that their classes are geared to their needs and interests. I think in some instances, the workload can feel excessive. Those things contribute to the tone of the school."

Sophomore Emma Tipton agreed. "Within the school there is so much pressure to do well that's it's hard on the students," she said.

According to Principal Stanley Teitel, only 132 out of 170 teachers and guidance counselors answered the survey. The survey was also given to students to complete during homeroom one day and sent to parents through the mail. However, "a very low number of parents filled out the survey," Teitel said. "It's hard for me to use those numbers to represent the whole school."

Grossman feels that often only people with polarized opinions of the school take time to express their opinions. "People on the extremes tend to respond," he said.

Teitel does not plan on making any immediate changes to Stuyvesant policy in light of the Progress Report results.

"I think [the Progress Report system] gives you one picture of what's happening in a school. I don't think it represents the whole picture," Teitel said. "There are other factors that may not be as tangible as how many kids are graduating per year, or how many kids are showing up to class daily. For example, what does the guidance staff look like, what are the course offerings, do students actually take more classes than are required to because they like what's being offered. Those are factors that need to be addressed. I have trouble getting students out of the building at 5:00. That's a reflection of how school is."

"I think [our score is] fine. I'm not worried," Teitel said.

Students have mixed feelings about Stuyvesant's grade. "I feel like we deserve it because we really don't have the proper department-student communication and student-student communication," sophomore Elina Bystritskaya said. "Our student body is really incohesive (sic). We're just a massive blob. [...] People are less motivated to speak out for what they believe in because of the general idea that in such a large school, someone else will do the work for us."

"I don't think Stuy getting a B is that big of a deal," Thaker said. "If anything, we do lack communication but only because we're such a large school. With over 3,000 students, not every voice can be heard, which isn't beneficial, but that's just how it is."

Students Donate Hair for Locks of Love



Thirty-six people donated hair at Stuyvesant's first annual hair donation event for Locks of Love, which was held on Wednesday, November 18.

By ANIKA RASTGIR

The Waves of Hope club held Stuyvesant High School's first annual hair donation event for Locks of Love on Wednesday, November 18 in the first floor lobby. Locks of Love is a non-profit organization that provides hairpieces made from donated hair to financially disadvantaged children suffering from long-term medical hair loss.

"We want to help cancer patients face the world and be confident," senior and Committee Head of Public Relations and Advocacy for Waves of Hope Yiyi

Zhang said.

During the event, volunteers from the Waves of Hope club made sure everything was in order while donors received haircuts. In total, 36 people donated hair, including male students, parents, and students from outside of Stuyvesant. After the donors had their hair cut and styled, they were given gift bags and a certificate for their participation. Students needed to submit a signed parental consent form before they could donate their hair.

"It was hectic in the beginning, but eventually everything went smoothly," math teacher

and Waves of Hope faculty advisor Joy Schimmel said.

Schimmel helped Waves of Hope organize the event. Her sister, Kay Koch, who is a cancer survivor, was a volunteer at the event. "My sister was my support throughout my cancer treatments," Koch said. "She was there at every appointment. I'm doing this event in honor of her."

In order to prepare for the event, members of Waves of Hopes created posters, fliers and t-shirts, found volunteer hairstylists around the city and contacted potential sponsors.

"Everyone contributed and

the momentum kept on increasing," Zhang said. "Our efforts paid off generously."

The Locks of Love organization requires hair donations to be a minimum length of 10 inches and braided in a ponytail before being submitted. Although most donors had their hair cut at Stuyvesant, others had their hair cut elsewhere and gave their ponytails to Waves of Hope officers at the event.

"I have to cut my hair anyway and now it's benefiting someone else," said junior Cindy Wao, when explaining her decision to be a hair donor.

The two salons that volunteered for the event were TwoDo salon on the Upper East Side and Arthur's Salon in The Hallmark of Battery Park City, across the street from Stuyvesant. Many of the stylists knew someone close to them who had cancer and lost their hair as a result of chemotherapy.

"When my sister went through cancer, losing hair was traumatic for her," TwoDo hairstylist Megan Gordon said.

Arthur's Salon hairstylist Maria Lopiccolo-Marsala also had a personal motivation.

"I'm doing this in honor of six-year-old Kaylee Rivers, who died of cancer," she said.

Both salons have offered discounts to Stuyvesant students and faculty and free haircuts to people who come to donate their hair for Locks of Love, and will continue to do so indefinitely.

"[Cutting hair for Locks of Love] is our way of giving back to the community," Arthur's Salon hairstylist Ron D'Beri said.

Waves of Hope also contacted

sponsors to provide items for the gift bags given to hair donors. Amanzi Tea donated tea and tea strainers, Revlon donated various makeup products and Arthur's Salon donated 10 percent off coupons for the gift bags.

Those involved in Waves of Hope thought that the event was a success.

"It turned out fabulous and I am proud of the wonderful girls and pleased with the hairdressers," Schimmel said.

Senior and Waves of Hope President Ellie Hou agreed. "We have been busy and had a lot of people walk in," she said.

However, Zhang did acknowledge that there were some problems in planning the event. "In the beginning, we did not have experience. Not that many people heard about [Locks of Love] and many had already cut their hair," Zhang said.

Although the Locks of Love hair donation was the primary reason why Waves of Hope was founded, the club has other events in mind. However, they are uncertain as to whether they will go through with them. "Our club has so many talented people. The people that are good at art can help make cards for cancer patients," Zhang said. "Many of us are in A Cappella and we could sing to patients in hospitals."

The club is also contemplating another Locks of Love hair drive in the spring. Although these plans are not definite, they have drawn a lot of interest from students.

"I plan on cutting my hair the next time they hold this event, when my hair is longer," sophomore Aarthi Kuppannan said.

Courtesy of the Department of Education

The Effects of the Fires

Alumni Day Cancelled Due to Fires

by KATIE LEMBRIKOVA

Due to the recent outbreak of fires, Principal Stanley Teitel canceled Alumni Day, which had originally been scheduled to take place on Wednesday, November 25.

Alumni Day allows graduates to return to Stuyvesant and visit both teachers and friends within the school. This is a traditional ritual for many alumni, since colleges allot days off for students to spend Thanksgiving with their families.

However, according to Teitel, the event had to be canceled in

"I couldn't afford to have 300 alums in the building for whom nobody is responsible."

—Stanley Teitel, Principal

order to keep both students and alums safe. If a fire had occurred on Alumni Day, an evacuation would have been very difficult to carry out.

"I couldn't afford to have 300 alums in the building for whom nobody is responsible," Teitel said.

Although a notice of the cancellation was posted on the Stuyvesant Web site the previous day at noon, many alumni did not find out until Wednesday. "I had moved around travel plans so that I could make Alumni Day," Tanya Kobzeva ('09) said. "Then I had an open day with nowhere to go."

To compensate for not being allowed into the building, some alumni gathered at the bridge entrance on Wednesday. "It was great seeing a lot of the teachers who still decided to make the painful walk down the bridge, as they were constantly bombarded by alums, instead of leaving from a back exit," Allen Granzberg ('09) said.

Students expressed mixed opinions about the cancellation. "I am upset but I do think that this is a necessary temporary administrative action," senior Daniel Fleishman said.

Kobzeva agreed. "I'm not happy with the fact that Teitel cancelled alumni day, but I think he did the right thing. He

really is just looking out for the safety of students," Kobzeva said. "I just wish he didn't have to. There used to be a time when the student body could be trusted. Those rights that everyone says are being taken away [...] aren't rights, they're privileges, and we [...] need to work on getting them back."

Junior Amanda Pagul, however, said, "It is disappointing that over 3000 people have to pay for the actions of one."

According to Teitel, the administration hopes to reschedule Alumni Day to sometime before Winter Recess, which begins on Thursday, December 24.

Junior Arrested

in Connection with Fires

By ROBERT COLGAN

A Stuyvesant junior was arrested on Thursday, November 19 for allegedly setting two fires on Tuesday, November 17 that resulted in an evacuation of the school. He was charged with second-degree attempted arson, fifth-degree arson and reckless endangerment, according to the article "Student Charged in Fire at Stuyvesant High," published on The New York Times Web site on Friday, November 20.

He was not charged in connection with any of the other fires, although investigations are still continuing.

Fire marshals identified him "through the use of video surveillance and interviewing eyewitnesses," James Long, a Fire Department spokesman, said in The New York Times article.

Video cameras near the bathrooms show the junior entering each bathroom where a fire broke out and exiting a couple of minutes later, shortly before the fires broke out, according to The New York Daily News article "Stuyvesant Student Charged with Starting Two Fires in School Caught on Video, Bragged To Friends" and The New York Post article "Elite School 'Firebug' Bust," both published on Saturday, November 21.

Principal Stanley Teitel declined to comment.

Video from the surveillance cameras shows that the junior entered a seventh-floor bathroom at 1:13 p.m., left two minutes later, entered a different bathroom at 1:16 p.m., and left soon after. A witness also allegedly saw the junior quickly leaving the seventh-floor bathroom before the fire broke out, according to The Daily News article.

funny kid, he has a good sense of humor, [but] not the kind of humor that he might think it's funny to burn down the school," junior Huma Sayida wrote in an e-mail interview.

"I have two friends, Stephen Soubbotin and Brian Yan, that can be alibi for him on [...] the [...] day he was accused of the fire. Brian and Stephen said that [the junior] was with them during the occurrence of the fire," junior Boris Wang wrote in an e-mail interview. "Finally, because I've known him for long enough I would know that he's not the type of person to do that. Yes, he did brag to people about how he set the fires. But sometimes people sarcastically joke around like that. He's just really unlucky to be arrested based on some blurry video tape, unlucky situations, and few silly jokes."

"I'm really glad that a lot of the junior student body is supporting me, they all know that it's unlike me to do what the school is accusing me of," the junior said in response to the support from his peers.

In response to the way that the situation was handled, senior Lily Ostrer said, "I think that it's really unfortunate that it's been publicized in the way that it has, and I think it's been pretty mishandled. He's being portrayed in this school as the sole perpetrator, and it's really sad that this is probably going to dictate a lot of the rest of his life, and I think that it's sad that it's falling on the hands of one student."

"This was always a way to maybe to skip a test, but basically you're sacrificing a test that maybe you didn't study for—you're actually putting the lives of people in danger," junior Daniel Afonin said.

Fires Continue, Planned "Lockdown" Postponed

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began investigating the fires.

Math teacher Bernard Feigenbaum attempted to put out the fire in the fourth-floor bathroom, but was overwhelmed by the smoke and passed out shortly after leaving the bathroom. "I went into the bathroom, I tried to put it out myself and I was in there for maybe a minute," Feigenbaum said. "I couldn't breathe. It was getting real bad so I got out of the bathroom and I kind of collapsed on the ground for about a minute or two. The door was closed when I was doing it, so the smoke kind of overwhelmed me."

AP English Eric Grossman also put out a fire in the ninth floor boys' bathroom on Thursday, November 19.

After students returned to the building, Principal Stanley Teitel made an announcement in which he condemned the acts and threatened to have the arsonist arrested and expelled from the New York City public school system.

A junior was arrested on Friday, November 20, and charged with second-degree attempted arson, fifth-degree arson and reckless endangerment for setting the fires on Thursday, November 19 after allegedly being identified on a surveillance camera, according to The New York Times article "Student Charged in Fire at Stuyvesant High," published on Friday, November 20. If convicted, he faces up to seven years in prison, according to The New York Post article "Elite School 'Firebug' Bust," published on Saturday, November 21.

The Tuesday, November 24 evacuation took place at the end of fourth period and lasted for most of fifth period. The fire that caused the evacuation was in a garbage can on the eighth floor, and Teitel put out that fire himself.

In The New York Daily News article "You Can't Catch Me, Stuyvesant High School Copycat Pyromaniac Boasts," published on Wednesday, November 25, an anonymous Fire Department source stated that several notes were left at some of the fires, including one that said "I'm smart enough - you can't catch me," and one apparently written in hieroglyphics. A number of posters were also hung around the school on Wednesday, November 25, which contained song lyrics about fire. They were written in blue ink with the word "fire" in red. One of these posters read, "I've seen fire and I've seen rain." Teitel said he felt it was necessary to notify the police about the suspicious posters, but would not speculate on who was responsible for them.

Teitel held a meeting for teachers on Tuesday, November 24, outlining a plan in reaction to the fires that would limit student privileges. The plan was scheduled to go into effect on Monday, November 30.

According to the plan, students would be forced to stay in the theater during their free periods and would not be allowed to walk around the school freely. During their lunch periods, students would either have to stay in the cafeteria or go out for lunch. In addition, teachers would have to make students sign out to go the bathroom and sign back in, and students would have to be given bathroom passes by their teach-

ers to show they had permission to be out of the classroom. The library would also be closed to all students.

However, the plan has not yet been implemented. Teitel declined to comment on why it was not implemented beyond saying, "I just like all of you."

Yet according to computer science teacher Peter Brooks, the plan was not implemented because "there are apparently stakeholders other than the administration that have made the implementation a little bit more complicated and problematic," he said.

Most students and teachers expressed feelings ranging from annoyance to outrage about the fires.

"Whoever is setting the fires needs to stop setting them, because it's really affecting all their other classmates, and if they don't stop we're going to keep getting our rights taken away," junior Arik Raviv said.

"They're just a bunch of idiots," senior Adam Macomb said. "They need help."

"It's annoying, a waste of class time and it's disturbing. It's a risk to the school, to the school safety, to the kids," social studies teacher Robert Sandler said. "When they find the kids, take them on a tour of a burn center in a hospital, let them see what it looks like when kids get burned by a fire. They don't realize—it's some kind of a joke or something."

"It's starting to get a little bit annoying, and I think our principal needs to make some harsher decisions to alleviate it, in terms of students' freedoms in the building," physical education teacher Philip Fisher said.

Some students, however, freely expressed their pleasure at getting to miss a few minutes of school.

"Starting fires in a school—it's not a reputable practice. But using it to get the rest of the school out, I have respect for that," senior Shivam Pappu said. "I do appreciate getting some more fresh air during the middle of the day. I just wish the arsonist had picked a period other than when I have Mr. Polazzo's class."

In a letter e-mailed to parents on Wednesday, November 25, Teitel wrote, "This is clearly an unpleasant and upsetting situation for students and staff, and you may rest assured that I will do all that I can to maintain a safe, stable, and supportive environment for the Stuyvesant community. My paramount responsibility and concern as Principal of Stuyvesant High School is to ensure the safety and welfare of our wonderful students and dedicated faculty. I am working closely with the NYC Fire and Police Departments to investigate and resolve this situation."

He continued in writing, "I am considering a number of measures that would allow for more effective monitoring of students outside their classrooms. I will inform you of any such changes as soon as they occur."

"Whatever the measures are, it will make demands of and put limits on teachers as well as students," Grossman said. "Everybody's going to have to deal with this together. Doing nothing has ceased to be okay."

As of Tuesday, December 1, no fires have been set since the evacuation on Tuesday, November 24, according to Teitel.

News

The SU's Battle for Effectiveness and Reform



Karen Zheng / The Spectator

In order to face the many problems affecting it, the Student Union is making many internal changes to become more efficient.

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Despite these internal reorganizations, the SU has been working to ensure the success of numerous projects. Since September, they have sold advantage cards, allocated money to various clubs and publications, and held a book swap, Students' Forum, and Club/Pub Fair. They have also set up a new system of office hours, in which SU members will be in the SU every day it is open after school.

Recently, SU members have been working on the StuySpace campaign, a student initiative to encourage others to stop littering and be more respectful of the school in hopes that the administration will grant more student rights and space to congregate in during free periods. The SU plans on selling t-shirts and buttons to raise awareness, and put up different colored signs on each floor so that students know where they are allowed to sit, where they can sit only if they remain quiet, and where they are never allowed to sit.

The SU has also been planning the Winter Carnival, which will take place on Friday, December 11, and will give clubs and publications an opportunity to fundraise. Each club or publication will offer games, refreshments, and souvenirs at its designated booth. The SU hopes that the carnival will alleviate budget cuts by raising over 15,000 dollars to help cover the expenses of clubs and publications.

The SU started out this school year with 50,000 dollars, 10,000 less than last year. Sobota attri-

butes this funding decrease to the actions of the previous SU. "The fundraising from the year prior is what the budget for this year is," senior and Chief Financial Officer Rosanna Sobota said. "That's the chancellor's regulation so you can always ensure you can sustain a budget. If the SU last year didn't fundraise much, that means that our budget this year is less, which is exactly what happened."

Furthermore, the lack of money has been worsened by the Department of Education's ban of bake sales and candy sales. Clubs and publications must now rely on the SU for a majority of their funds.

According to the Official Newsletter of the Stuyvesant SU, 'SUP,' "[The SU] has had three times the number of budget meetings [they] normally hold." These were held to accommodate the increased number of funding applications the SU received this year as a result of the chancellor's regulations preventing clubs and publications from selling snacks during the school day.

"Having the extra meetings has allowed ourselves to take more time when making decisions and has certainly helped us give clubs/pubs a fair chance to explain themselves," Drysdale said. However, he added that this did not mean the SU was able to give out more money than usual.

To help raise money, the SU is co-hosting Neil Berg's 100 Years of Broadway with the Parents' Association (PA). The show will take place on Friday, December 4 at 7:30 p.m. in the Murray Kahn Theater, and the PA will split the profits with the SU.

However, the more long-standing problem of student apathy has also affected the SU. According to Last, a lack of student participation in the SLT makes representing student grievances to the administration difficult.

"Although all students are invited to SLT Meetings, few show up, which puts the burden of representing the students on just five students," Last said. "The more students show up to these meetings, the more the students can directly voice their opinions directly to [Principal Stanley] Teitel, the administration, and parents."

"It's kind of a cycle where because we have done poorly in the past, students don't take us seriously," Sobota said. "We can't start to succeed again until students take us seriously." According to Lee, the SU hopes to regain student trust through increased transparency by ensuring that the SU office is always open to students, planning more events, and being more open to students' comments.

Social Studies teacher and former SU Coordinator of Student Affairs (COSA) Matthew Polazzo also acknowledged student apathy as an obstacle the SU faces. "Because there is widespread student apathy, the SU is always going to be hamstrung right off the bat," Polazzo said. "And then on top of that, beyond student apathy, there is, in many cases, student sympathy for removal of students' rights and freedoms."

Health teacher and current COSA Lisa Weinwurm declined to comment.

Last asserted that conflicts between students and the admin-

istration further feelings of apathy in the student body. "When the administration creates new rules, the students react negatively, and, feeling that they have no clout in the system, become increasingly apathetic, making the administration not only angrier with them, but more inclined to implement newer rules," Last said. "It becomes a vicious cycle and both parties are to blame, and it leaves the Student Union with a difficult task."

"Nobody likes the fact that the Student Union can't get rights that the administration has taken away," Polazzo said. "But what powers do the students have to get what they want from the administration or the faculty? They have no weapons in their arsenal."

Polazzo also attributed student skepticism about the SU to the SU's lack of leverage over the administration. "Even the weakest SU fought much harder than most students ever imagined, and even the strongest SU was still kicked around as a do-nothing SU," he said. "It's not the individual SUs at all. It's not even the individual kids, though they can rise and fall within a particular band. It has to do more with the fact that the SU as an institution [...] is essentially hobbled and can't do the things that people want it to do."

Though SU members are still eager to try to gain students' rights, many agree with Polazzo's statement. "When push comes to shove, the administration legally, philosophically, financially runs the school. Any power that the SU has, has to be explicitly given to it by the administration," senior and SU Information Technology Director Evan Smith said. "The SU is sort of a leadership experiment, is how much students can lead other students. It's not supposed to be governing body, and just by virtue of that you can't expect the SU to solve every problem."

Despite all SU efforts, many students maintain a negative outlook on the organization due to lack of communication between the SU and student body.

Junior Sophia Abbot agreed. "It's just kind of tough to see their purpose," she said. "They don't really tell us what exactly they're doing."

Sophomore Reshad Hai agreed. "The SU could be a little more informative. For example, with the recent fires, they could have told us the actions that the administration would take and warn the student body about the consequences, since they talk to both groups," he said.

However some students are still in support of the SU's endeavors.

The SU "gives the students a voice," sophomore Swara Saraiya said.

"Though some may say that the SU has minimal contribution in communication between students and administration, the SU is very responsible and good as far as sponsoring events for students," senior Kevin Zhang said.

According to Last, "The Student Union is supposed to represent the voice of the student body, essentially, in all school-related matters," she said. "I not only think the SU is important, but indispensable. Without the Student Union, the needs of the students would not be met, or even heard."

Despite the many obstacles they face, SU members are still optimistic about future success and efficiency. "I hate to say it, but the year is still young," Lee said. "We've pulled together what is necessary for the future, and now it's just going beyond that, going beyond setting things up and really changing things for the better."

Stuyvesant Places Second in Villiger

By CHRIS LEE

The Stuyvesant High School Speech and Debate Team placed second in the Villiger Invitational Tournament with a total of 120 points, following only Regis High School, which had 147. The tournament was hosted by St. Joseph's University in Philadelphia, and took place on Saturday, November 21 and Sunday, November 22.

According to junior and Speech and Debate Team member Jin Rim, a total of 67 schools from across the country attended Villiger. Stuyvesant sent approximately 100 debaters to participate in this year's tournament.

"We take people based on how they have done on previous tournaments, and on how dedicated they have been," junior and Speech and Debate Team member Sophia Abbot said.

"We send the most people to this tournament, so it is the biggest tournament for the team, in a sense," Rim said.

There were nine categories for this year's tournament: Policy Debate, Duo Interpretation of Literature, Declamation, Student Congress, Original Oratory, Dramatic Interpretation of Literature, Oratorical Interpretation, Lincoln-Douglas Debate and Extemporaneous Speaking.

Senior and Speech and Debate Team Vice President Joseph Puma won in Student Congress, junior Simon Ayzman placed third in Original Oratory, junior Emily Martin placed fifth in Oratorical Interpretation, and the team of junior Abbie Kouzmanoff and Rim placed sixth in Duo Interpretation of Literature.

In general, members were pleased with the results. "I'm happy with how we did. I'm really proud of the team," Abbot said. "We didn't do as well as last year [when we came in first], but we still did really well."

"I was a little surprised that Declamation didn't do as well as it usually does, but we still broke a lot of people to quarters, semis, and finals," Rim said. "Second place at a national tournament is incredible."

"We really came together as a team to support one another," senior and Speech and Debate Team President Claire Littlefield said.

However, due to financial difficulties, the team will not be able to afford to attend any more non-local tournaments after Villiger. According to Abbot, they were only able to participate in this tournament because "everyone on the team pays a fee [of 800 dollars] in the beginning of the school year," she said.

Even so, "I am still optimistic about the future," Puma said. "We have some great fund-raising ideas." Some ideas they currently have include creating a magazine, hosting a guest speaker event, and having a New York City Speech and Debate Team social gathering for all members to attend.

News-in-Brief

New Changes for English Regents

All superintendents, principals, English Department chairs, coordinators and teachers were notified of changes in the English Regents examination through a memo sent by State Education Department Assistant Commissioner David Abrams in November 2009. The changes are scheduled to take effect beginning January 2011.

According to the memo, the changes consist of cutting down the current two-day, six-hour long exam to one day and three hours. The shorter exam will require only one essay instead of the current four. In addition, there will be a total of 25 multiple-choice questions and two short constructed response questions.

Students and faculty expressed generally positive reactions to the changes. "Why keep it as two days when you only really need one? It's probably less of load for teachers to grade as well," junior Jimmy Cheung said.

"There are tasks on the current tests that should be eliminated," Assistant Principal English Eric Grossman said. "These changes seem to do so."

Students Participate in Coast Guard Robotics Program

Several members of Stuyvesant High School's Robotics team, Team 694, and students enrolled in the Robotics 5-tech course, were invited to participate in an intra-school competition sponsored by the United States Coast Guard Academy on Tuesday, November 24.

The competition, Coast Guard Academy Robotics On Water (CGAROW) was created to promote science, technology, engineering and math in middle schools and high schools across the nation. In the competition, students were provided with kits and asked to complete five tasks performed

by the Coast Guard, including search and rescue missions and capturing drug runners, in a 10 feet by 10 feet pool of water set up in the first floor lobby.

"It was a really fun experience," junior Stefan Garcia said. "I'd love to do it again."

The CGAROW competition that was held at Stuyvesant is a mobile version of the original competition held during the Academy Introduction Mission summer program at the Coast Guard Academy.

A major component of the program was the involvement of Academy cadets. The cadets served as mentors for each team and supervised their progress throughout the day.

"The kids are coming up with amazing new ideas, and they're really thinking out of the box," Lieutenant Brian Maggi said.

Stuyvesant Participates in Great American Smokeout

Stuyvesant High School participated in the Great American Smokeout on Thursday, November 19. Students were encouraged to quit smoking for one day and to drop off their cigarettes anonymously.

According to Health Education teacher Barbara Garber, the event "is sponsored by the American Cancer Society and is on the third Thursday of November every year," she said.

The Smokeout is a nationwide event. Students signed contracts to quit smoking for 24 hours and were encouraged to drop off their cigarettes anonymously. School Prevention of Addiction through Rehabilitation and Knowledge (SPARK) also got involved with the event. According to Garber, "SPARK set up tables on the fifth floor to distribute pamphlets and information," she said.

"This is a very important issue," Garber said. "Tobacco is the number one carcinogen in North America. Eighty percent of lung cancer cases are caused

by smoking. Students need encouragement to quit."

"Eighty percent of lung cancer cases are caused by smoking."

—Barbara Garber, health teacher

Junior Austin Chun said, "Ms. Garber made us introduce the Great American Smokeout to students on our classes, give information on it, and tell them where they can drop off their cigarettes anonymously."

Some people are doubtful about the effectiveness of this event. "It's encouraging, but I doubt that people will actually quit," sophomore Seulbi Lee said.

Garber, however, is more hopeful. "This is a good first step. It's motivating to be part of a group and to be part of a bigger picture," Garber said. "When you're younger, you're not really thinking about the future. They regret it later. Students need help now."

Chun agreed. "It's definitely a good idea," he said.

Possible Reinstatement of Junior Polar Bear Class

A physical education course called "Junior Polar Bear" has been added as a possible selective choice for juniors during the online programming period for the upcoming spring term.

This class will consist of students running outdoors and doing drills and exercises. The course is designed for students

with various levels of running experience. According to physical education teacher Peter Bologna, who will be teaching the class, students who consider themselves good runners will focus on increasing their endurance. The novice runners will be taught how to run better and develop a proper conditioning routine.

"The goal for everyone will be to become more fit, and to set a goal and achieve that goal," Bologna said.

It is still uncertain whether the class will be offered in the spring term. According to interim acting Assistant Principal Physical Education Lawrence Barth, the current online programming period will determine whether or not the class will run based on the number of interested juniors.

Junior Polar Bear was a class previously taught at Stuyvesant High School but was removed from the curriculum several years ago for unknown reasons. According to Barth and Bologna, the course was possibly withdrawn due to the retirement of former physical education teacher Charles Sharkey, who taught the class.

Bologna requested to bring this course back for the spring term for several reasons. "I enjoy running, I enjoy racing," he said. "It would be interesting to teach people how to run properly and how to train properly."

"It also gives a chance for non-P[ublic] S[schools] A[thletic] L[eague] participants to enjoy the fundamentals of running," Bologna said. "I think it's a fun class and there's a part in it for everyone."

According to Barth, this additional class would also help ease the lack of sufficient gym space. "There are not enough big gym classes," he said. "Having an outdoor class will alleviate that."

Student Food Drive's a Success

Seniors Lily Ostrer, Briana Last and Emma Dries coordi-

nated a two-week-long food drive for the City Harvest Organization, the largest food distributor in the city, from Monday, November 9 to Friday, November 20. Boxes were placed outside of room 207 every day and students were encouraged to drop off canned foods until the end of 10th period.

According to Ostrer, although their original goal was to raise at least 200 lbs of food, approximately 1100 lbs was raised by the end of the drive.

"The event was a big success," Ostrer said. "It shows that Stuy students can accomplish things when they put their mind to it."

Faculty members were also supportive of the drive. Ap-

"Stuy students can accomplish things when they put their mind to it."

—Lily Ostrer, senior

proximately one-third of the 1100 lbs raised came from social studies teacher Brad Badgley and his students, who were given extra credit for donating food.

Ostrer hopes to conduct another drive in the spring to continue raising food for City Harvest. "About 49 million Americans were food insecure last year," Ostrer said. "That means that about 49 million Americans weren't always able to get enough food every day."

Per Session Pay Frozen Due To Budget Cuts

continued from page 1

cuts are already being seen at Stuyvesant. Principal Stanley Teitel notified teachers on Friday, November 20, that no per-session pay would be issued after Wednesday, November 25.

"I know that a lot of kids truly enjoy extracurricular activities, but one has to be practical."

—Stanley Teitel, Principal

"We will be saving over \$100,000 [by cutting per session pay]," Teitel said. He said that another option was to limit the number of classes each student could take, but programming for the spring term had already begun. Teitel could have also cut from faculty salaries, support staff, or supplies, but he decided not to.

Teitel is currently working with the Parents' Association and the Alumni Association to compensate for the lack of funding. "I don't anticipate [the funding] to be restored in the very near future," Teitel said.

"I'm sorry for what we have to limit after school. I know that a lot of kids truly enjoy extracurricular activities, but one has to be practical," Teitel said. "My first priority is towards the classroom, and I'm hopeful the student body feels the same." Teitel recommended that former AIS students go to ARISTA tutoring for extra help.

Former AIS teachers feel that these cuts were inevitable, but

"I'm glad to offer them help even if I don't get paid."

—Paul Fitzgerald, math teacher and former AIS tutor

still unfortunate. Some teachers will continue offering voluntary assistance to students after school, but most will not.

Chemistry teacher Michael Orlando will continue to tutor students who seek extra help. "Something had to be cut. Students will now have to

go to teachers individually by appointment systems, which I always have done and will continue to do, but they won't have something structured like AIS anymore," Orlando said.

Trigonometry and Advanced Placement Statistics teacher Paul Fitzgerald agreed. "These cuts are a regrettable necessity, but I will continue teaching every Wednesday afternoon from 3:30 to 4:30. Stuyvesant students come to AIS because they're genuinely puzzled and I'm glad to offer them help even if I don't get paid," Fitzgerald said.

Students realize that these cuts will be hard, but they will have to deal with it.

"Cutting AIS will greatly limit the opportunity of students who are lagging behind to catch up," senior Daniel Fleishman said. "These are hard economic times, so we have to deal with it."

The Music and Fine Arts department was forced to cancel one of its two winter concerts. In addition, all after-school

band, chorus, and orchestra rehearsals were canceled indefinitely. The department is currently looking into ways to maintain its high performance level under the current budget restrictions.

"We as a department are going to be sitting down after this concert," Assistant Principal Music and Fine Arts Dr. Raymond Wheeler said. "We are assuming that there will be no money, and we will see what changes need to be made."

Chorus members are upset about the effects the budget cuts will have on their rehearsals and performances. "The budget cuts are very unfortunate because we can't have after school sectionals anymore, so we lose rehearsal time," junior Jessie Lawrence said. "[Holly Hall and Liliya] Shamazov are doing their best, but it's hard."

Despite the per session freeze, the staff is trying to remain optimistic. "We are going to have to get smarter, leaner, and meaner," Wheeler said.

Features

Next Stop, College



By SHILPA AGRAWAL

On Friday, November 13, 2007 chilly and rain-drenched Stuyvesant juniors toured one of the nation's top universities: Harvard. Running from one awning to the next, the tour guide frantically told the students about the college and the campus.

During the trip, the students were given the chance to see nine different colleges, three of which were Ivies. The schools visited were Yale, Wesleyan, Trinity, Brown, Harvard, MIT, Boston University, Boston College, and a choice between Brandeis and Wellesley.

"[Nine schools] was kind of overload. We rushed a lot because we were always late [...] I think I would have gotten more out of seeing less schools, because in some schools, even though we were all the way there, we were not allowed to see specific buildings or places, because they didn't want to take too much time off the schedule," junior Rosa Huang said.

In spite of the rushed atmosphere, many students found the trip helpful and informative.

"I think it was definitely helpful because even though I wasn't interested in all of the schools that we saw, it helped me realize what I am really interested in, and what I am looking for in a school, just by seeing such a large range of places" junior Maya Goldman said.

For some, however, the trip did not provide as much information as they had hoped it would.

"I don't think you can get the whole experience, just visiting for two hours or so," junior Lilita Maraj said. "You know how we have college night at Stuy? It's kind of like that except you get to walk around the campus."

The campus tours were not the only differentiating factors between this trip and Stuy-

sant's college night, however. Students were required to have an 88 average in order to be eligible to go on the trip. While some students felt this was fair, many, including those eligible, felt the cutoff too high.

"I think 88 is [...] a little bit high, and there should be ways to get around it," junior Audrey Fleischner said. "As long as all your teachers agree, I don't see why there is any reason you shouldn't go [...] It shouldn't just be about the grades."

The grade cutoff is not the only contentious issue associated with the trip. Some teachers resented the fact that so many students were absent. Others, like social studies teacher Robert Sandler, were very accommodating.

"I think they need to visit the schools [...] I don't think that missing school is a great tragedy," Sandler said. "I even moved my test a day later because of the trip. I don't think it's a big deal."

Despite the extra day students had to visit the schools, the trip was still draining. Returning from the trip very late Sunday night, many students were tired and had to complete all of their homework after the busy weekend.

"Having work was the worst thing ever. Apparently teachers weren't supposed to give work," Fleischner said. "But everyone got it. And there was no chance to do the work [...] And we got back very late, and had to wake up the next morning at like six, so there was no time."

While some students disliked the bustle from one school to the next, the trip did serve as an introduction to the schools and to the college process. "The trip is not meant to be your only visit to the colleges that you are interested in, rather it is supposed to give you a feel for the different schools," junior class president Omika Jikaria said. Jikaria, along

with junior vice president Emily Quint-Hoover, organized the trip and events with the help of Assistant Principal Pupil Personnel Services Eleanor Archie and an outside college trip planner.

Many guidance counselors and supervisors agreed that the trip was solely for introductory purposes.

"It is recommended for students to visit the schools they are interested in more than once. If they can live on the campus for a day or two, that would be good," said Guidance Counselor Jeremy Wang, who accompanied the students on the trip.

Despite the brevity of the tours, students did get a good feel for the schools and for college life.

"[The trip] gave us a pretty strong but quick glimpse of places, so you could know what you are interested in," Goldman said. "While the information sessions were helpful, most of them were so similar. The atmosphere of the college or university was the most important thing that stood out to me," Goldman said.

Aside from just a campus tour and information session, students were able to talk to Stuyvesant alums who attended that school at many of the colleges or universities they visited.

"[Talking to alums] really helped because we were able to ask them how their transition from Stuy to their school was like, and how to prepare for college based on the circumstances we are in at Stuy," Jikaria said.

For the most part, students found the trip informative and juniors are already looking forward to the two more college trips the junior caucus has in mind.

"If there are more coming up, I definitely would go on another trip, because I did learn from it, and it makes a difference going to the college itself, and like seeing the place," Maraj said.

They Meant What They Said and They Said What They Meant

By TEN-YOUNG GUH

Every homeroom period, freshman Fan He hopes to be greeted by her Big Sibs. "I like them because they're really friendly and nice," He said. "They're committed and they try." But there is one problem for He. "They sometimes don't come or if they do, they're sometimes doing homework," He said.

The Big Sibs have long been a tradition at Stuyvesant. Many sophomores, juniors, seniors and alumni probably have fond memories of their dedicated "surrogate siblings" back when they were new to the school.

According to their section in the student planner, Big Sibs "are always ready and eager to answer any questions and help incoming students in any way possible. Their purpose is to make themselves available to incoming students adjusting to Stuy and to encourage them to excel. In a nutshell, Big Sibs are guaranteed friends to every incoming student, and are here to help!"

One job of a Big Sib is to organize and host Camp Stuy. The Big Sibs make their Little Sibs talk and learn about each other. They play games with their Little Sibs as well. They also give their Little Sibs a tour of the school and introduce their Little Sibs to basic school processes and regulations.

Another job of a Big Sib is to be a committed friend available for socialization and guidance, whether academic, personal or social. A Big Sib must attend his or her assigned homeroom every homeroom day.

Many Little Sibs have a positive impression of their Big Sibs. "[The] Big Sibs during Camp Stuy were very welcoming and helpful in showing and guiding us how to adjust in Stuy," freshman Rabia Rashid said. "They give helpful advice [and] provide useful information."

Some students found their Big Sibs to be invaluable resources. "Without [the Big Sibs], I would never have known some of the stuff I know now," freshman Mohammed Rahman said.

However, Big Sibs are not always helpful. Although He believes that the Big Sibs genuinely try to help new students, she also believes that their efforts are sometimes in vain.

"The Big Sibs try to be helpful by telling us about our teachers," He said. "Sometimes they succeed, but not always."

He said that she is fond of her Big Sibs but senses some inconsistent commitment. Though the Big Sib t-shirt boasts "we meant what we said and we said what we meant, a Big Sib is faithful one hundred percent," not all Big Sibs are as dedicated as their Little Sibs would like. "I like how they talk and chill with us during homeroom. [It] makes those few minutes bearable. I hate it when they don't come, though," Rahman said.

English and homeroom 3S teacher Jennie Chan understands that some Big Sibs may not always make attending their Little Sibs' homeroom a priority. "They have to go to their own homeroom," Chan said. "Especially for the seniors, [...] they'll come in the fall, but then they'll cut out in the spring, because they pretty much think, 'Well, I have fulfilled my duties for the school already.'

So, the freshmen only really need them in the fall, when they're more lost than usual."

The Big Sib Chairs counter that homeroom attendance has actually been very high. "This year the Big Sibs have been much more enthusiastic and engaging with the Little Sibs. They have also been showing up to homeroom whenever we do have homeroom. Attendance has not been a problem this year," senior and Big Sib Chair Adeline Yeo wrote in an e-mail interview. However, the Chairs do wish that Big Sibs would volunteer more of their time outside of school. "Though we have had an adequate number of Big Sibs at volunteer events, we would still love to see more Big Sibs at volunteer events," Yeo wrote.

Nevertheless, many students feel that Big Sibs are crucial to help new students adapt to their new environment.

"Big Sibs are a very good thing for new students. Coming from middle school, some people have trouble adapting. Big Sibs

"I do miss my Big Sibs now, since I miss how they talked to us and how they guided us through life."

—Edwina Tam, sophomore

help out by answering questions, helping students navigate, and just chatting," freshman Samuel Vasilevskiy said.

"Big Sibs plus Little Sibs equals family," Rahman said. "We freshmen need them. They help us and make our Stuy life more comfortable."

However, many Little Sibs lose touch with their former mentors after their freshman year is over. "If I see [my Big Sibs] in the hallways, I occasionally say hi, or just ask them how life's going, but we don't really stay in good contact and they don't really ask about how I'm doing in school like they used to last year," sophomore Daniel Aksenov said.

"I feel kind of sad," sophomore Doris Tang said. "I was tight with my Big Sibs last year, but, now, when I say hi to them in the hallways, they don't recognize who I am."

On the other hand, some freshmen become very close with their Big Sibs, and are particularly sad to see them go at the end of the year.

"I was kind of disappointed when they said that they weren't going to be our Big Sibs anymore," sophomore Edwina Tam said. "But, I still talk to one of them, so that's really good. [...] I do miss my Big Sibs now, since I miss how they talked to us and how they guided us through life."

Features

Take a Stand: The History of Student Protests at Stuy

continued from page 1

strict the floors the students could be on," said social studies teacher Matthew Polazzo, who was the Coordinator of Student Affairs (COSA) at the time of the protest.

"I am not in support of protests in which you are missing instructional time."
—Stanley Teitel, principal

The student body disagreed with this new policy and decided to protest. "There was a sit-in on the senior bar and they got a good 500 or 600 people, almost all of them seniors and a couple juniors. It didn't really change anything," Polazzo said. Polazzo also remembered that, "there was a threat that students would walk out if the scanners got put in, but that ultimately got averted," Polazzo said. "[Principal Stanley] Teitel said he would

only use the scanners for entry into the school not for lunch, and that was true for that year."

In 2003 the SU also protested Teitel's proposal to remove students' privilege to leave the building during their free and lunch periods. After a sit-in on the second floor around the senior bar, the administration compromised by only taking away the privilege to leave the building during one's free periods.

Although these protests are generally attempts to criticize a decision of the school administration, Teitel claims to have no problem with students protesting as long as they do not miss class. "We need to be clear. I am not in support of protests in which you are missing instructional time," Teitel said. "You want to protest at 3:30, don't let me hold you back. You want to protest at 12:00, let's have a conversation. I cannot allow you to miss class without parental permission."

Students protesting and expressing discontent with the administration often put the staff in a difficult position, making them feel as though they must choose a side.

"I was neutral [about protests]," Polazzo said. "The students coordinated most of what happened, they did not want to get me in any trouble or anything like that. As COSA, you are sort of in an odd position where you're supposed to be an advocate for the students but you're also not supposed to enable them to cut class or do anything to violate school rules."

Teitel doubts anybody would protest the lockdown. "I



In 2003, the Student Union protested Principal Stanley Teitel's proposal to take away the students' ability to leave the building during their frees and lunch by having a sit-in on the second floor.

Courtesy of Ashli Sidique

couldn't possibly imagine why [students] wouldn't want to go where they're told for their own safety," he said. However, if students did protest, he "would have no choice but to use my power to make sure you conform to what I'm asking [...] and certainly their parents would be up here within a day," Teitel said.

Although students continued to post optimistic and encouraging thoughts about what to do regarding the potential lockdown on the Facebook

group, there is not much that they can change. "[All] we have at our disposal [are] signs we can put up and our collective voice," Koatz said.

SU President Paul Lee agrees that not much can be done. "Given the recent events, it is difficult for me as the President of the Student Union to advocate against the administration that is armed with a unanimous mandate from the faculty as well as professionals from the police and fire departments," Lee wrote on the student union Web site.

"I think a lot of the time the students end up wanting to protest because if you think about it they have no other mechanism to go against the administration. They really only have three options: they can try to have a sit-in, they can try to contact the media, or they can sue the school," Polazzo said. "It's unfortunate that students have to go to that length. On the other hand that happens because there is no mechanism within the school where student grievances can really be heard."

Calendar of Upcoming Events

Monday, December 7 to Friday, December 11

Tribeca Barnes and Noble Book Fair

A percentage of the proceeds will be donated to the Stuyvesant Parents' Association.

Thursday, December 10

Medical Ethics Symposium Cybermedicine: My Computer – My Doctor
Theater, after 10th

Friday, December 11

Student Union Winter Carnival
Cafeteria, after 10th

Tuesday, December 15

Distribution of Report Cards
Official Class

Friday, December 18

Holiday Concert
Theater, 7 PM

Celebrate the holidays with the band and chorus.

Tuesday, December 22

Korean Culture Film and Talk
Theater, after 10th

Thursday, December 24 to Friday, January 1

Winter Break
NO SCHOOL!

Attention clubs and pubs:

If you have an upcoming event you would like printed in the Calendar of Upcoming Events in the paper, send it to comments@stuysspectator.com

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Office (212) 239-2797 olyacademia@gmail.com

Official Blog

www.olympiadacademia.org

2009 Fall Program

GPA Improvement

September 14, 2009 Start / Mon – Thurs (4 days a week)

- Improve your GPA by 5 points or more.
- Choose one among three options: 2 days, 3 days and 4 days/week
- Students may stay after class until 9 PM to study independently.

► 7th Grade

- English (Essay, Grammar)
- Math - Science
- Social Studies & History
- AMC 8 & AMC 10 & AMC 12

4 ~ 6 PM

► 8th Grade**Up to Honors, AP, and IB Levels**

- English (Essay, Grammar)
- Math A & B, Pre-Calculus, Calculus AB & BC, Statistics, Linear Algebra, Multivariable Calculus
- Biology, Chemistry, Physics, Psychology
- World History, US History, Art History
- Spanish, French, Japanese
- Computer Science

Choose One:

4:00 PM ~ 6:00 PM/5:00 PM~7:00 PM/6:00 PM~8:00 PM

► 9th Grade**► 10th Grade****► 11, 12th Grade**

Weekend Courses

September 12, 2009 ~ January 23, 2010 / Saturdays and Sundays

- SAT I Math perfect scorers and PSAT Math perfect scorers may take AMC 10 & 12 classes instead.

► 7th Grade**SSAT, ISEE, SHSAT**9:30 AM
~1:30 PM**► 8th Grade****► 9th Grade****PSAT + Essay**

9:30 AM~1:30 PM

► 10th Grade**PSAT + Essay or SAT I**

9:30 AM~1:30 PM

► 11, 12th Grade**SAT I**

9:30 AM~1:30 PM (5 different levels available)

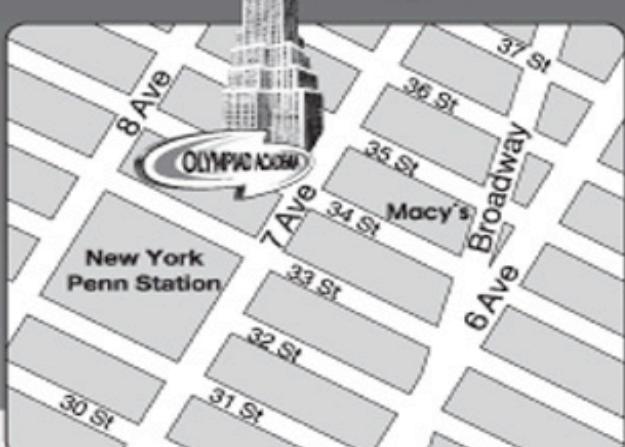
SAT I

2:00 PM~6:00 PM (2 different levels available)

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2010 Olympiad Prep Courses

Students who cannot take the olympiad exams at their schools may do so at through Olympiad Academia.

USA Biology Olympiad (USABO):

Saturday Class (Advanced) September 12th Start / 3:00 PM~6:00 PM – 21 sessions / 63 hours

Sunday Class September 13th Start / 3:00 PM~6:00 PM – 21 sessions / 63 hours

U.S. National Chemistry Olympiad (USNCO):

Saturday Class (Advanced) September 12th Start / 3:00 PM~6:00 PM – 21 sessions / 63 hours

Sunday Class September 13th Start / 3:00 PM~6:00 PM – 21 sessions / 63 hours

U.S. Physics Team: Saturday Class Starting October / 3:00 PM~6:00 PM**USA Mathematical Olympiad (USAMO):**

AMC & AIME : September 12, 2009 ~ February 7, 2010 / 48 hours

USAMO : Starting February / 48 hours

AMC 10 (2/9 Test)

Tuesday / Thursday Class 5:00 PM~7:00 PM

Saturday Class 1:00 PM~3:00 PM

AMC 12 (2/9 Test) & AIME (3/16 Test)

Tuesday / Thursday Class 5:00 PM~7:00 PM

Saturday Class 1:00 PM~3:00 PM

Sunday Class 1:00 PM~3:00 PM

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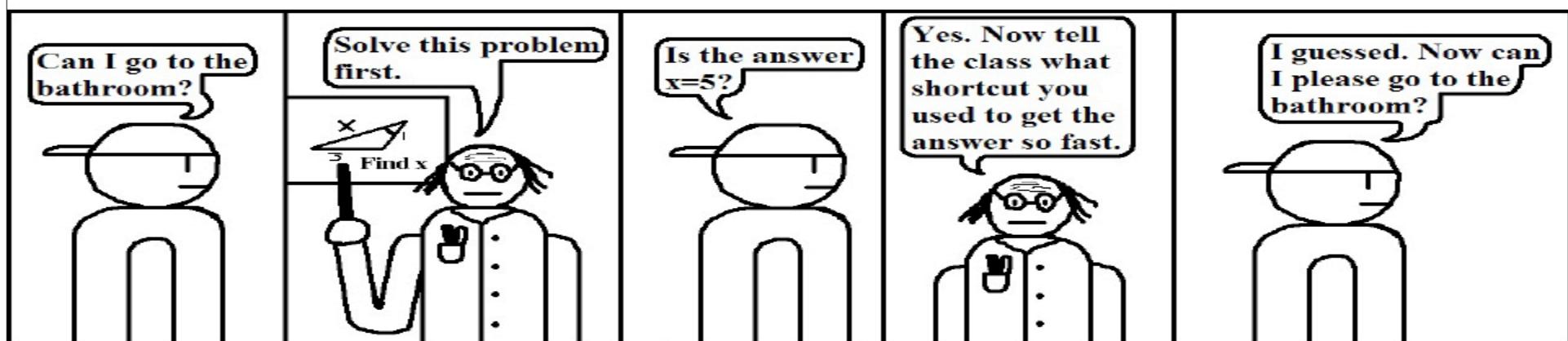
Cartoons

FACE IT!

By Benito Kestelman

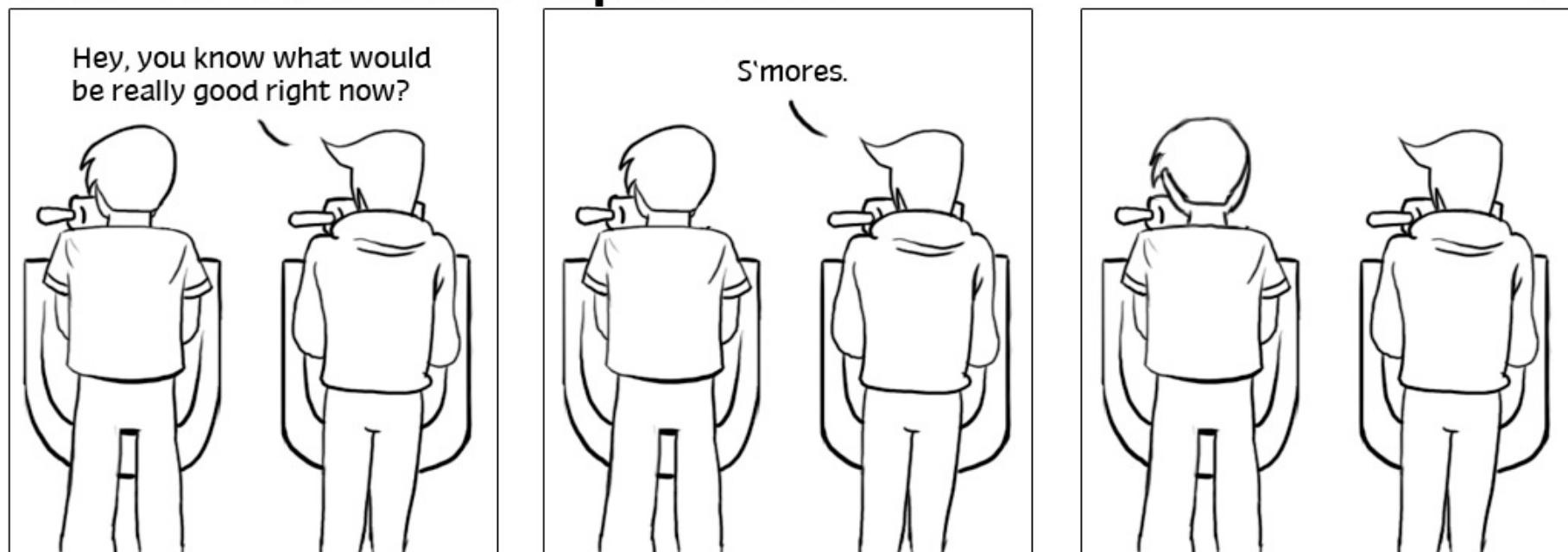
More Face It! Comics at

<http://www.uselesscinema.webs.com>



"That's a reasonable explanation"

Robert Vinluan & Kiran Sury



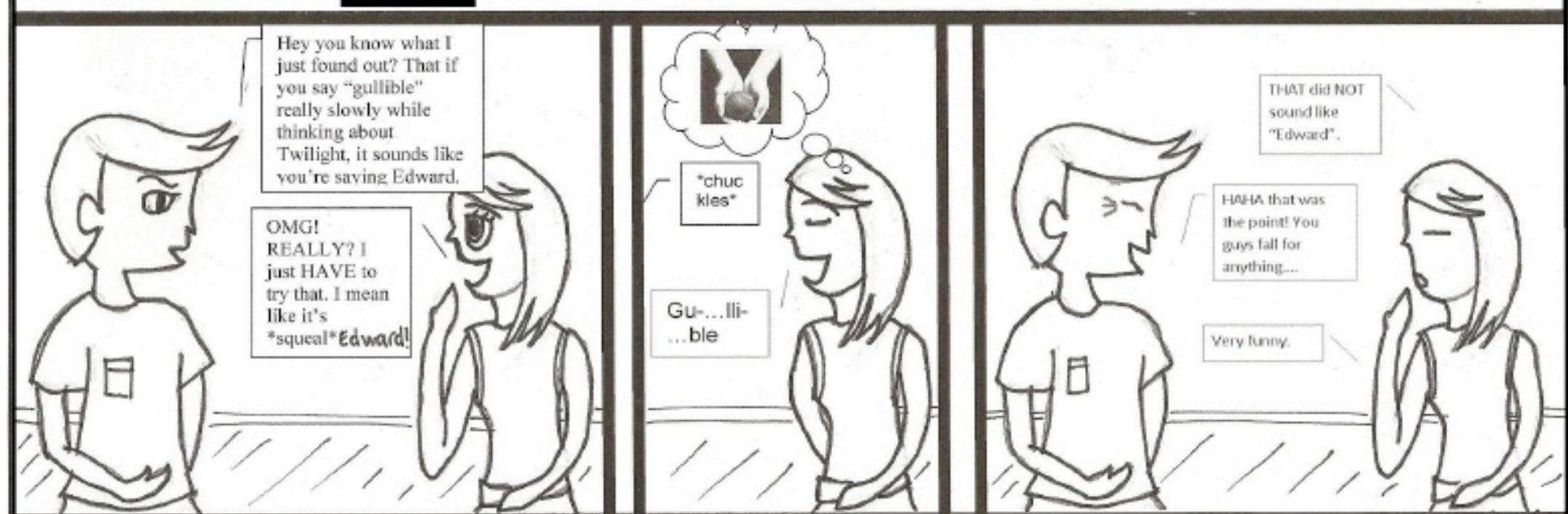
COLLEGE "TRIP"

BY DAVID GONG



The Effects of... twilight

By Nusrat Jahan



Editorials

STAFF EDITORIAL

Responsibility and Its Rewards

For now, the fires seem to have ceased.

The pandemonium of the incessant evacuations has died down, fire trucks are no longer a daily fixture at our school and classes have begun to pass by without interruption. What's left is a police presence throughout our hallways, as well as a general sense of unease amongst the Stuyvesant community. On our minds now is the question of whether more fires are in our future, and if so, what the fallout of those fires will be.

On Thursday, November 19, the alleged first arsonist was apprehended, but in the following days multiple fires sprang up throughout school, the work of a copy-cat artist or artists. Whatever enjoyment students found from the brisk walk and missed classes of the first evacuation disappeared rather quickly. Many members of the Stuyvesant community began to fret over the dangers of recurring fires, as well as the unstable environment fostered by the frequent evacuations and the constant threat of fire.

Over the past few weeks, the evacuations have become smoother and somewhat less chaotic. However, when looking to the future, and the possibility of future fires, improvements must still be made. Though these fires were somewhat limited in scope, if one had expanded and spread, better communication would have been necessary. If students were to remain quiet during the evacuations, it would be easier for school officials or firemen to determine if the building had been fully evacuated. However, teachers should also keep in mind that abrasive attitudes and yelling at students neither helps calm nerves nor speeds the evacuation process.

Tired of the arson spree, students have expressed their distaste via verbal disgust and angry Facebook groups. The arsonists may have ridden a wave of initial student support—or at least indifference—but that died down quickly. With the continuing threat of a reduction of their privileges, students will hopefully come forward in the event

of future fires.

In response to the fires, the administration strongly considered imposing a "lockdown." This proposal consisted of quarantining students into the Murray Kahn Theater during their free periods, and requiring students to sign out of classes when they use the bathroom. Principal Stanley Teitel also planned to decide separately on banning all extracurricular activities within the building. These proposed policies were unpopular but not unnecessary. The lockdown would have been both a means of halting future fires by clearing hallways and making sure students are accounted for, as well as an incentive for knowledgeable students to reveal the arsonists' identities.

Teitel planned on putting the lockdown into effect on Monday, November 29, and stated that he would continue the policy until the arsonists were caught. This action has since been postponed, but while we have avoided a lockdown for now, we must recognize that more copy-cat arsonists are still a looming threat and that we are not completely in the clear.

While the Editorial Board would have reluctantly endorsed the lockdown (and will do so in the future), we would have done so on the condition that it was temporary and discontinued either when the fires stopped or when the identities of the arsonists were discovered. In the years since the September 11, 2001 attacks, citing safety as the reason, the administration has continually imposed further restrictions on the student body. They have forced us to scan out to lunch, requiring that we remain in the building during free periods and have installed security cameras throughout the school building. The trend seems to be that the administration almost never restores privileges once relative safety and calm return. However, the postponement of the lockdown should be applauded. We encourage the administration to keep its word with regard to proper discipline and restrictions on the student body. The entire student body should not be pun-

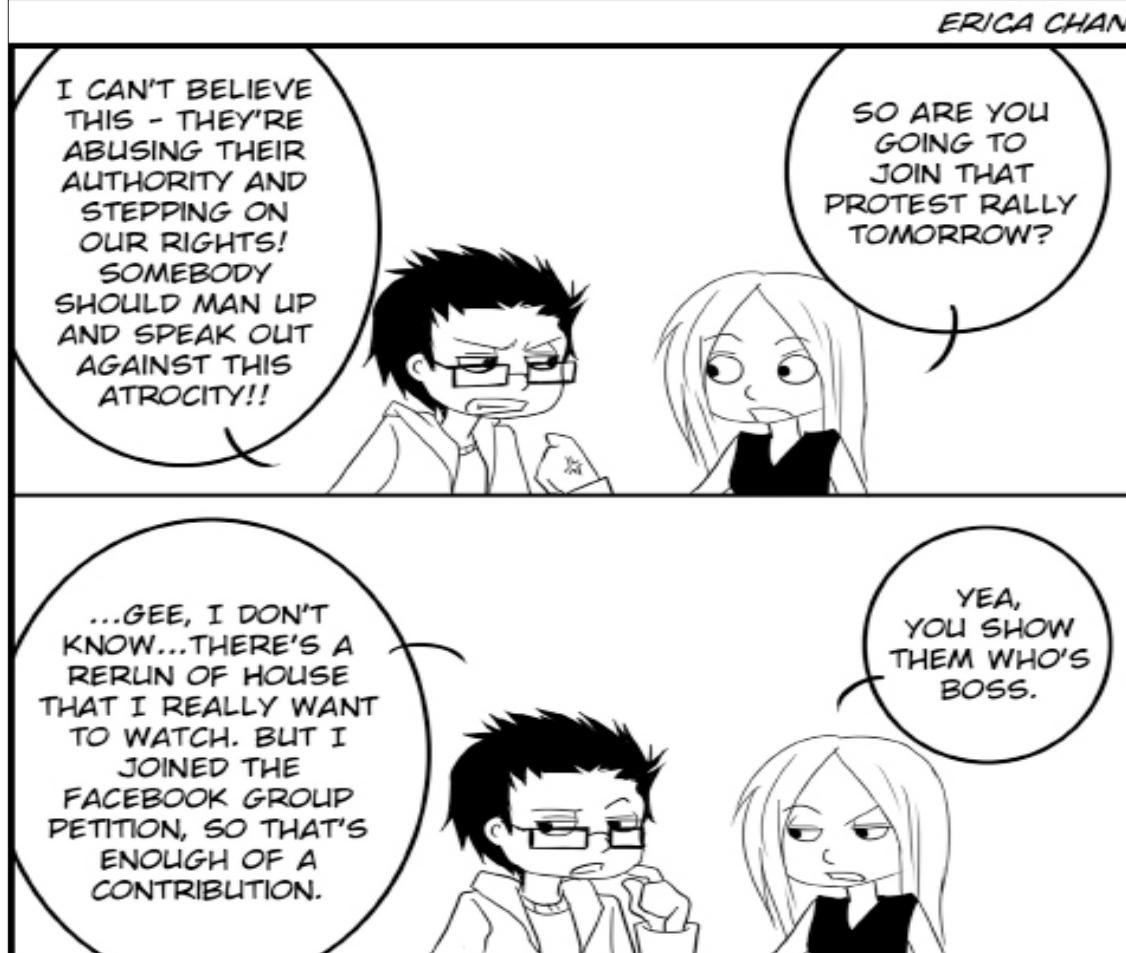
ished for the obscene actions of an individual or small group of individuals.

If a lockdown were ever put into effect, the administration might also consider granting students the alternate choice of leaving the building during free periods, requiring that students leave only at the very beginning and return at the very end of the period. School officials would still know which students were in the building should there be an evacuation. The privilege to go outside during free periods would also elicit the trust, and thereby the cooperation, of the student body—a tremendous resource in the search for the arsonist and a positive means to achieve the same goal of retrieving information.

While the arsonists' actions may have reflected personal issues rather than a political statement, we also question whether Stuyvesant's increasingly stressful environment played a role in inspiring the series of arsons. The administration is right in making its first priority the students' safety and the apprehension of those responsible, but it also needs to examine if students' high stress levels may lead to similar events in the future. When students are given such limited space in which to congregate during their free periods—a time set aside for them to relax and enjoy friends' company—they may attempt to vent through dangerous means.

Historically, great fires have been associated with decaying societies, like Rome in its last days or Moscow after Napoleon's invasion. In the long run, stress alleviation through more student space and privileges may help to diminish this dangerous symptom of a school teetering from students' grievances. On the whole, the relationship between the students and the administration has become increasingly antagonistic. Since the immediate threat of fire seems to have passed, the school should work on repairing that ailing relationship, which will hopefully help to lessen stress and halt the deterioration of our school environment.

OP-ART



The Spectator

The Stuyvesant High School Newspaper



*"The Pulse
of the
Student
Body"*

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The Spectator

We are compiling an archive of past issues.

We are looking for issues published before 1995.

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Do you want to reflect on an article? Or speak your mind?

Write a letter to the editor and e-mail it to letters@stuyspectator.com or drop it in The Spectator box in the second-floor mail room.

FOR THE RECORD

- In Issue 6, junior Cory Behroozi's surname was misspelled in the byline for "Break a Leg."
- In the article, "From Textbooks, to Politics," written by Lea Beltramino, senior Taha Ahsin was misquoted. He actually said, "Although democratic principles are fine to be valued and all, in times of need, there needs to be a limit as to how far we will set them in stone."

Opinions

The End of the World as We Know It



Michael Silverblatt / The Spectator

By SAMIRA SIDDIQUE

In the popular children's fable "Chicken Licken," the main character, Chicken Licken, causes uproar among her animal friends by proclaiming, "The sky is falling! The sky is falling!" Because an acorn falls on her head, Chicken Licken goes on a paranoid rampage, inciting anxiety among her friends and convincing them that the world is ending. Taking advantage of the hysteria, the sly Foxy Loxy gathers all of Chicken Licken's friends together and eats them.

We just have more adverse conditions to deal with than in the past—strictly defined policies on limited space and lunch, a restricted SU budget and disillusioned SU members.

There are several morals to the story. Be a leader, not a follower. Only form mobs when there is legitimate reason to do so. And it is better to take action to overcome a predicament than to become hysterical and allow the problem to worsen.

At Stuyvesant, the Chicken Licken mentality is common. In response to limited student rights, we often complain and direct our negativity toward the administration. We form Facebook protest groups and grow irritated when kicked off an undesignated floor. But then we promptly return to our regular routines and remain complacent. This inaction only makes the student body vulnerable in the face of future sweeping changes.

Stuyvesant students used to stand up for themselves, instead of merely whining about getting privileges taken away—our version of running around exclaiming the "sky is falling." In the early 2000s, Student Union (SU) leaders planned student campaigns

that actually rattled the administration and led to compromises. In 2003, the student body was outraged when the privilege to go outside during free and lunch periods was threatened. In protest, the SU organized a sit-in on the second floor. During their free and lunch periods, students sat around the senior bar, and the crowds covered the majority of the second floor. Though the administration initially tried to ignore the situation, they eventually compromised by taking away only free period privileges.

Also in 2003, due to rampant littering around the school, students were only allowed to re-enter the building 10 minutes before their lunch periods ended (the lunch policy that we have now) and student space was threatened to be limited to four floors (now we are limited to three). The SU executive members planned the "Adopt-a-Stuyway" program to try to regain these privileges. Like the contemporary StuySpace campaign, Adopt-a-Stuyway was intended to clean up the school hallways. Unlike StuySpace, it designated certain areas of the school to a club, pub or team, and that group of students would make sure the area was kept clean. If the organization did its job, then it would receive extra money from the SU. The campaign was a success, student space was left unharmed and students were able to re-enter the building at any time during their lunch periods.

In response to limited student rights, we often complain and direct our negativity toward the administration.

More recently, inaction by the SU and carelessness by the student body resulted in the reinstatement of policies that previous students fought so hard to get rid of. But it is still possible to have successful student-run campaigns now. We just have more adverse conditions to deal with than in the past—strictly defined policies on limited space and lunch, a

restricted SU budget and disillusioned SU members.

We need effective leadership now—a Cocky Locky (who, in some versions of the fable, rescues the animals from Foxy Loxy) amongst Chicken Licken and company. The SU should be serving this need, but it has its own problems. Without an outwardly pro-student rights Coordinator of Student Affairs, along with internal tension amongst its executive members, it is difficult for the SU to try to advocate effectively for student rights. As a result of the SU's inaction, the student body has inevitably lost its faith in it, and there is no unifying force that ties students together.

Direct communication with the student body would be an improvement. In a technologically-adept student climate, the SU's attempts to publicize events are overshadowed by various other clubs and organizations' events. To be taken more seriously and have a stronger presence for the student body, the SU president and vice president could try to pursue "fire-side chat" type of videos—in which they directly address the student body on a regular basis. There would be visuals that would allow students to associate faces with names, and SU members would not seem like ominous figures who just work behind the school's scenes. As our leaders, they must be on the front lines and make every attempt to communicate with us—including personal messages to the student body via the SU Web site. It is not enough to depend on the SU communication directors and Web site managers to carry out their messages.

Once the communication gap between the SU and the student body is filled, it should be much easier to have successful student-run campaigns, such as StuySpace. However, these campaigns should be reformed so that they are carried out for prolonged periods of time. StuySpace would be more effective if it was mandated strictly, like Adopt-a-Stuyway was. Though the SU's budget is lacking extra funding for clubs, areas of the school could instead be designated to groups of student volunteers.

If our campaigns are successful, we can begin to think about getting our privileges back. However, the inconvenience of being allowed on only the first, second and fifth floors and the continued littering around school do not help our cause. Multiple occurrences of arson do not help either, though this has been due to only a minority of the student population. Until the SU can get its act together and be a true advocate for student rights, it is up to students to behave ethically.

With our school's history of active students who defended their rights, we must make the decision to either continue to fight for our rights, or allow them to be taken away while we frantically scramble and cease to make any effective change. If the sky is falling, then we have the ability to stop it.

The Ultimate Test



Harry Poppick / The Spectator

By JOSEPH PARK

The sluggish evacuations that our school was forced to undergo as a result of multiple fires started in the boys' bathrooms over the past few weeks were met with various disappointed responses. Getting out of the building took up to 15 minutes from the 10th floor. The evacuation time "makes the usefulness of the fire drills disappear," junior Mohit Kumar said.

The most important thing is that we are able to get more than 3,000 people out of a 10-story building in 15 minutes. The reason we are able to do this is because we have fire drills. Although this may seem slow for many people, 15 minutes can go by very fast during a real emergency. In addition, given that people will become restless and that hallways and stairwells will be full of chaos, a time of 15 minutes is relatively minuscule. However, 15 minutes are also enough for a fire to spread around an entire floor. This is why we must take a different approach to fire drills because we really need them to be as efficient as possible.

If we can prepare for the SAT by taking practice tests in the mindset that they are the real thing, how are we not able to carry out fire drills like they are the real thing as well?

us, and even if it does, we are going to get out of the building no matter what. But we cannot avoid chance forever; we have to prepare for the worst outcomes. If we can prepare for the SAT by taking practice tests in the mindset that they are the real thing, how are we not able to carry out fire drills like they are the real thing as well? Is it because the real thing won't be coming any time soon?

We have to start getting serious. The first step we can take is keeping an alert mind while evacuating the school during a fire drill. During an emergency, students and teachers must remain calm. Another thing we should keep in mind is that our school has hundreds of kids located on the top floors of our building. If you were at the top of the building during a fire, you would do anything for the crowd to move a little bit faster. Be considerate to those above you—just move a little bit faster. These two steps alone could make a tremendous difference in improving how fire drills are carried out. An effective use of these two improvements can cut down on the 15 minutes significantly.

The reason why we think fire drills are "useless" is only because we are making them that way. If our community really thinks that fire drills should improve, the improvements should start with the members themselves. The reason why we know how to evacuate the building is because of the practice we get from fire drills. If we make our fire drills more efficient, evacuations will also be less hectic. They will teach us to pass one of the most important exams in our lives.

Opinions

One For All



Angie Koo / The Spectator

By SAMANTHA LEVINE

"One for all and all for one." The timeless motto of the Three Musketeers proves that the secret to successful group work goes far beyond wearing matching tights. Many areas of life require a joint effort to achieve maximum success. School groupwork is supposed to teach students how to work together. However, the methods used to create groups are highly suspect—groups resemble businesses on the verge of bankruptcy more than pretend-partnerships designed to prepare

to a method of arbitrary grouping in order to make groups "fair." These groups are considered permanent, and a "grin and bear it" dynamic is forced upon the students who aren't satisfied with their groups. After each group is established, the members have a short opportunity in class to get together and divide up the work. At the conclusion of a period of time, the final product is presented to the teacher, and the students all receive the same grade. Teachers generally assume that all of the students contributed equally to the project.

Unfortunately, the reality of school group work is far from perfect. Any student who has conveniently lost contact with his or her partner the night before a deadline should understand the flaws in the system. The main problem is that many teachers do not allow students to choose their own groups. When students are forced to work with randomly selected people, they often discover that they cannot function with their group mates due to conflicts with personalities or work ethic. As a result, one or two hardworking students are forced to make up for the slothful nature of the other members of their group.

Not all students hate group work—the students who slide by on the work of their classmates probably love it. However, good students shouldn't be forced to stay up until the witching hour to do the work that a groupmate should be doing. Joint projects are meant to be symbiotic relationships, but too often school groupwork degrades into a parasitic one.

Group projects are supposed to mirror skills used in the real world, so a solution to this groupwork problem should be found in the real world too. In business partnerships, the people involved choose to begin a company. The most successful business ventures are among people who have selected members to bring different skills to play. One member may be proficient with the technological features of a company, while

another may excel in public relations or creativity.

In the same way, students participating in group projects should be allowed to choose who they want to work with so they can decide who would best complement their own abilities—an option denied by teacher selection. The best partnerships have always been voluntary. It's doubtful that some-

Epic Fail-ancial Aid



Rebecca Zandborg / The Spectator

By SHARON CRUZ

Each year, approximately 29,000 anxious eighth graders take the Specialized High School Admissions Test (SHSAT), hoping to get into one of the city's top high schools. About 800 students are accepted into Stuyvesant High School, which to some is the most prestigious school of all—the crème de la crème. Some see Stuyvesant as the golden ticket to a dream future—Harvard, law school, three cars, private daycare for the kids, an apartment overlooking Central Park, and finally a nice retirement—traveling the world, attending charity benefits and writing an autobiography entitled "Sharon Cruz: How to Be Famous/Confessions of an Heiress." Well, maybe that's just my dream.

But, we all have our dreams—whether we attend Stuyvesant, Bronx Science, James Madison, or Bridgeport High School in Harrison County, West Virginia. Most of us see college as the first step to fulfilling these dreams. If you're like me, you've been dreaming about college since you were six years old. You took about 40 SHSAT practice tests and spent 4,000 dollars on an SAT prep course. Your room is filled with piles of essays, detailed study sheets, AP review books, SAT II practice books and vocabulary index cards. Somewhere beneath this mess is the holy grail of all things sacred and significant: Princeton Review's 2010 version of "The 371 Best Colleges." Based on 122,000 students' rankings, the dense book offers information on everything from college students' drug use and religiousness to political views and happiness on their college campuses. You've pored through this book obsessively.

But sometimes it is foolish to dream big and become obsessed with your first-choice school when affording it isn't possible. Fortunately, the government created the Free Application for Federal Student Aid (FAFSA). Qualifying for financial aid is simple once you fill out a FAFSA. The information stated in the application is used to calculate your expected family contribution (EFC), which is "a measure of your family's financial strength and is calculated according to a formula established by law," according to the FAFSA Web site. "Your family's taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered." However, the FAFSA Web site fails to mention that despite all of the information considered when calculating one's EFC, such factors as where a student lives, and consequently, the cost of living in that area, are ignored.

Consider this hypothetical scenario: I live in New York City and Peggy Sue Cruz lives in Harrison County, West Virginia. We both attend prestigious high

schools, our parents earn "x" dollars, we participate in "y" clubs and we have "z" college recommendations. Peggy Sue and I have identical credentials and are applying to the same colleges. We have both filled out FAFSA's and have been deemed eligible for financial aid. However, because the EFC fails to take into account certain variables, like location and cost of living, Peggy Sue and I are offered the same amount of financial aid from the same college.

**All my years
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and club
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on applying to.**

The problem with Peggy Sue's receiving the same amount of financial aid as me is that my family gets less relief from paying college tuition than hers does due to our more expensive lifestyle. The EFC formula does not take into account that my parents pay 2,500 dollars a month on household maintenance while Peggy Sue's pay 425 dollars. According to this hypothetical scenario, the EFC formula also fails to take into account that my parents pay around 1,500 dollars in car insurance yearly, while Peggy Sue's pay only 700 dollars. Furthermore, it does not take into account how much more my family pays for food or clothing (or for just about anything) than Peggy Sue's family.

All my years of college research, SAT prep, gratuitous school work and club involvement may go to waste because my family might not be able to afford the colleges I plan on applying to. As Stuyvesant students, we work far too hard to get into our first-choice schools to realize upon acceptance that continuing our educations at such expensive institutions will be logically impossible. The unfair formula used by the government needs to be reformed and should take into account factors such as cost of living and location. This way, all the Sharon Cruz's of the world will be able to write their four hundred page autobiographies.

Joint projects are meant to be symbiotic relationships, but too often with school group work, they degrade into parasitic ones.

students for later life.

When putting students in groups, teachers usually resort

CARTOON

Homework-less..?



Arts & Entertainment

Bread It, Just Bread It

By ALICE ANICHKIN
and KRISTINA MANI

The two-time Grammy winning Michael Jackson hit song from 1982, "Beat It," is a famous tune. Even more iconic is the music video, directed by Bob Giraldi, in which Michael Jackson breaks up a gang fight and launches into a dance sequence. In addition to this notoriety, Giraldi is the owner of Bread Tribeca, a restaurant located at the corner of Church Street and Walker Street.

Bread Tribeca, founded by Luigi Comotador, has had success since it opened its doors in July 2003. "We're more of a neighborhood restaurant," manager Cara Jones said. "We get families coming in all the time. We get everyone from little kids to seniors."

Bread Tribeca also has customers from beyond the neighborhood. "Earlier today, Bono and his wife ate here. Harvey Teitel and his family often come here as well," Jones said.

The menu offers a variety of Italian foods. One can go with the simple tomato sauce and cheese pizza (\$14), or opt for a more exotic dish such as the oven roasted baby octopus (\$15), one of Bread Tribeca's signature dishes. The venue offers the Bread Tribeca Cheesburger (\$15) for a simpler alternative.

The paninis, made on freshly baked ciabatta bread tasty and filling. The gamberi panini (\$14)

is a delicious blend of shrimp, avocado, arugula, roasted peppers, and mayo. A light and tasty choice is the mozzarella panini (\$13) with fresh mozzarella and tomato.

Another savory meal is the pappa al pomodoro (\$7), a Tuscan tomato bread soup with basil. "The tomato bread soup—what we're really known for—is one of personal favorites. Billy Crystal comes in specially for the soup," Jones said.

The ricotta and spinach ravioli (\$18) is also a great choice. The cheese ravioli is covered in a brown butter sauce and sprinkled with toasted almonds and crumbled amaretti, giving the dish a sweet flavor. Although ravioli is considered an entrée, Jones describes it to have "a sauce sweet enough to be a dessert."

Vegetarians have a huge selection to choose from. In fact, most of the appetizers are vegetarian, along with numerous entrees, such as the basil pesto and green bean mix (\$16) and whole wheat tagliolini with caramelized onions, crushed tomatoes and pecorino romano (\$18).

Service is noteworthy: glasses are never empty and the servers are accommodating and friendly. The waiting time for food is reasonable. The line for walk-ins is short. Taking into consideration the popularity of the restaurant, making reservations a week or two in advance is recommended.

Upon entering, the kegs lin-

ing Bread Tribeca's walls, its gray undertones, and warehouse setting might make it look a bit too

**"Earlier today,
Bono and his
wife ate here."
—Cara Jones,
manager**

rustic and industrial for a restaurant. But once settled in, the restaurant becomes a low-key and sophisticated eatery. The simple decor, dim lighting and soft, rhythmic world music allow customers to relax while dining. Customers can find comfort in being able to see the food be prepared.

Even in a good economy, a meal at Bread Tribeca can be too much for a student's budget; the venue is far from a students' everyday lunch choice. But it is a great place to eat when going out for a special night. "I would definitely love to go there on a Friday night or when I'm celebrating an occasion," sophomore Annika Walters said. Bread Tribeca is a cool eat, and running into a celebrity once in a while can't hurt.



Bread Tribeca, a restaurant founded by Luigi Comotador, entertains many celebrities.

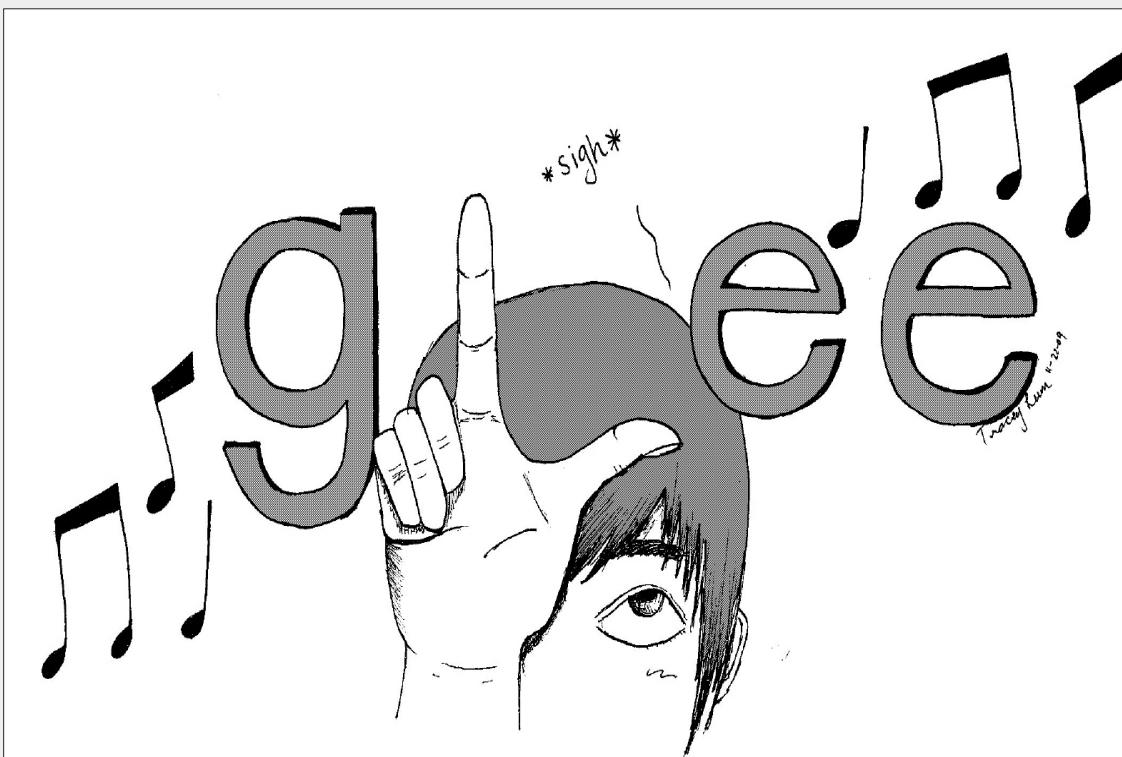
Opinions in A&E: Not Gleeful over Glee

By MOLLIE FORMAN

The latest television show to develop a fan following of cult-like proportions, Fox's "Glee" is taking over primetime. The musical comedy, created by Ryan Murphy, follows an eclectic mix of high school students as they participate in their school's glee club. The show features an ensemble cast starring Matthew Morrison as likeable teacher Will Schuester, Broadway star Lea Michele as the ambitiously annoying Rachel Berry, and Cory Monteith as Finn Hudson, the highly sought-after dumb jock. Week after week, these characters must ignore the status quo of high school and come together to save their club from dissolution.

If the viewer can't understand the emotions behind what a character is going through, even the most convincing tears fall flat.

The initial plot draws obvious parallels to Disney's "High School Musical": Finn is the good-looking, popular jock who must choose between football and singing. The school is divided into cliques, and



any outsiders, including Chris Colfer's effeminate character Kurt Hummel, are unwelcome. The show is centered around a plethora of over-produced musical numbers that, although they are excellent remakes of original songs, create a distorted plotline. The episodes are mainly syrupy sweet—catchy song and dance numbers and witty jokes—but when the writers behind the show start incorporating more serious issues like teen pregnancy and sexual identity, it comes across as artificial. The failure to combine problems that are both shallow and serious results in the viewer no longer being able to relate to the show and its characters.

For a comedy to be successful, crafty writing and comic delivery are most important. Apart from Monteith's lackluster portrayal of Finn's stupidity,

"Glee" needs no help in this department. This is due, in large part, to Jane Lynch, one of the few established and respected actors in the show, who has created a truly memorable character in the abrasive cheerleading coach Sue Sylvester. Although her biting comedy is a large factor in the show's popularity, the writers are also eager to expand on her character. The scene in the episode "Wheels" in which she reads to her mentally disabled sister is one of the best moments of the series. This type of emotional honesty, however, is few and far between and thus almost confuses viewers. It seems as though each week a new facet of a character's personality is revealed in some problem, but is always resolved by the end of the hour. The most successful television programs have characters that change

based on their experiences, so watching the show is like taking the journey with them. On Glee, the following week's episode makes no mention of the previous week's revelation in a frustrating manner—as though the true stories of the characters will never be revealed.

The writers of Glee seem determined to keep content light-hearted, despite their numerous attempts to make the plot realistic. The show mentions the drugs, sexuality and peer pressure associated with high school, but they are tremendously watered down. Instead of cocaine, marijuana or heroin, Glee highlights over-the-counter cough medicine in the episode, "Mash-up." For a show whose main demographic is the 18-49-year-old age bracket, Glee tries too hard to be PG-rated, refusing to dabble seriously

in controversial subjects. Despite the quibbles some viewers have with the show,

For a show where the only real difference from "High School Musical" is the supposedly accurate look at high school life, "Glee" contains major flaws.

Glee is far from unsuccessful. It appeals to the demographic of stressed high school students it aims at, and offers a weekly hour of, yes, glee. If that was all it is, perhaps the show would not irk so. But by spending time on serious topics, the writers are treading a dangerous line. It simply does not work to have these plot lines running parallel to ridiculous constructs. If the writers want to dole out cotton candy fluff, they certainly can—and the show would be more enjoyable if it confined itself to that. But imitating real situations make fans expect reality and relevance, things the show in its current state cannot provide.

Arts & Entertainment

City Harvest Canstruction Arrives Downtown

By JENNY CHE

In the spirit of the upcoming holiday season, food programs have found yet another way to give back to local communities. From Thursday, November 12 to Monday, November 23, families swarmed around the World Financial Center, where giant structures of animals, storybook characters, and familiar landmarks made out of cans were put on display. This was the seventeenth annual Canstruction, an event that has spread globally to promote the fight against hunger.

"This is construction, canstruction—it's something positive, not negative."
—Marvin Levine, visitor

Sponsored by the Society for Design Administration and the American Institute of Architects, Canstruction is a design-and-build competition established in 1992 to help the fight against hunger. Architectural, engineering, and construction firms participate year after year to build large-scale, self-supporting structures made only from full cans of food. The event has spread to over 140 cities worldwide. After the exhibit, the cans are donated to local food programs. In New York, the food is donated to City Harvest, the emergency feeding program. Canstruction is the largest one-

time donation that the organization receives annually.

Featured in this year's exhibit are three dozen structures, from mushrooms to a train terminal to a piggybank. Each structure is constructed from thousands of cans, mixed and rotated to create different color schemes and shadows. Most notable were an Egyptian pharaoh, the familiar attractions of Coney Island, and a walk/don't walk streetlight.

"It's a fabulous idea," said Carolyn Kristal, a visitor from New Jersey. "It's my second time seeing it this year, and the whole idea that major architectural firms spend the time to build this is really great."

One of the most popular structures was a diagonal wall featuring the Beatles. Cans were twisted to form the contours and shadows of band members' faces. Each side was made of different colored cans. By walking from one side to another, you could see John Lennon, Paul McCartney, Ringo Starr and George Harrison.

"We began with the underlying theme that no one was alone and that we all get by with a little help from our friends, and it just sprouted from there," said Rebecca Norrod, a representative from Ted Mudis Associations who designed the structure, referencing the popular Beatles song. "We've planted a seed by creating this and making people more aware of our cause, and now it's up to them to give back and germinate the seed."

"It's a very inventive way to combine art and social activism," said Lily Ostrer, a coordinator of the City Harvest food drive at Stuyvesant. "The show definitely consumes resources that could have been used to help more people, but it does a better job of spreading information about the cause and catching people's attention."

The exhibit has attracted viewers of all ages from across



The seventeenth annual Canstruction, an event to promote the fight against hunger, featured three dozen structures.

the country. Many agreed that they had never seen anything like it.

"I wish I came in previous years to see this," said Gina Caulfield, a visitor from New York City. "It really emphasizes the global issue of world hunger. Other charities' events and concerts try to do the same thing, but it's always more about the music or the art, and not about the cause."

Michele Maestri, co-chair of the New York City division of Canstruction, acknowledges that donations have dropped since the financial crisis began. "Firms have been hit hard this year, and many just could not afford to build structures as large as they used to," she said. Canstruction

postcards from previous years show that the structures were indeed much grander and more complex. The number of firms participating has also dropped, from 42 in 2008 to 31 this year. Still, "firms are committed to the cause even if the amount they are donating has decreased," Maestri said. "And people feeling the impact of the economy realize the importance of giving back."

A group of tourists however, were not engaged in the Canstruction exhibit. As they poured into the Winter Garden, they headed to the window overlooking the debris of Ground Zero and the can structures stood ignored.

"Millions of tourists come here to see destruction," said

Marvin Levine, a visitor, nodding to the crowd. "But we're here, and this is construction, canstruction—it's something positive, not negative. But what are you going to do? To them the World Trade Center is a better attraction."

To some, however, the exhibit was a superficial show. While many have been encouraged to donate to local charities, others view the exhibit more as art than anything else. Visitors admitted that their ideas of helping out the poor had not changed upon seeing the exhibit, despite the large box set up to collect donations. "This event gives people a reason to bring donations," Caulfield said. "But you really shouldn't need one in the first place."

A New Hole in the Wall

By SARA HASSAN

Ashley's European Bakery is easy to miss, even if you are looking for it. However, the literal hole-in-the-wall isn't something you'd want to pass by. Owner Asli Cavlak, nicknamed Ashley, has set down her Turkish roots at 96 Chambers Street. This new bakery features Turkish and Greek pastries, providing a new cuisine to Tribeca's already vast assortment of restaurants.

The small space did not prevent Cavlak from opening her dream. "It was a coincidence [...] they were selling the space, and I needed one to open my bakery," Cavlak said. The décor of the pink patisserie holds true to the Cavlak's heritage. A mobile of nazars, painted blue glass beads to ward off the evil eye, hangs protectively over her fledgling business.

The bakery is home to many dishes that are unfamiliar to the average high school student. The simit, for \$2.00, is a circular rope of plain sesame bread that, though not sweet, is soft and crumbles perfectly in one's mouth. Ashley's baklava maintains the traditional taste at 3 squares for \$2.50. It isn't excessively sweet, and maintains just the right balance between the phyllo dough, nuts and honey.

Although primarily a Turkish and Greek bakery, Ashley's still sells some all-American fa-

vorites, such as the cinnamon roll and the chocolate chip sugar cookie. The \$2.00 roll avoids being overly sugary like its store-

This ethnic take on an American classic is the best reason to visit Ashley's European Bakery, but once you go, you'll find many more.

However, after trying the apple pie, Fulbrecht's previous assertion no longer held true. The slice was large for \$2.00, but didn't last very long as it was "too delicious to let stand," senior Katherine Patouri said. The crust is simultaneously dense and flaky, while the apples are of a consistency too good to describe. This was due to the fact that instead of traditional caramelized sugar, the inside of the pie was held together with the same honey used in the Greek pastries.

Ashley's serves more than just pastries. There are sausage, spinach, cheese, and potato rolls that could serve as a quick lunch. Though a bit small at \$1.25 each, their flaky phyllo dough will have you eating more than one anyway. Another alluring feature of Ashley's is the free coffee or black tea with any purchase of a pastry.

It is Ashley's signs proclaiming delicious free coffee that lures in many morning customers, but it is the food that keeps people coming back throughout the day. The ethnic take on an American classic is the best reason to visit Ashley's European Bakery, but once you go, you'll find many more.

*Ashley's European Bakery
96 Chambers Street
(Between Church and Broadway)
Tribeca, New York 10007*



Ashley's European Bakery, though small, offers a wide range of Turkish and Greek pastries for reasonable prices.

Arts & Entertainment

Back to the Sculptures

By BENJAMIN KOATZ
with additional reporting by
SHAH ALAM

Most parks do not have 50-foot high gates that look like they belong in *Back to the Future*. This means the Rector Park is no ordinary park. The park's main, and only, unique feature is the stainless steel Rector Gate. The archway is made up of multiple shapes, inspired by the past, future, skyscrapers, and science fiction. The work is topped with gizmos, gyroscopes and antennae waiting to be struck by lightning, with the bases of the steel arch made up of giant "cheese-graters."

R.M. Fischer's Rector Gate, which is just a walk south from Rockefeller Park, is one of many sculptures that is unknown to the majority of Stuyvesant students. Most students know of the sculpture garden near Terry's, formally called The Real World, by Tom Otterness, which is filled with "distinctive [...] surprising and pleasantly modern" creatures, said Angela Maldonado, a dog walker for Tribeca residents. Most have seen Ulysses, the stylized, nude sculpture of the famous warrior, at the edge of the park during fire drills. However, Tribeca is home to many more sculptures, many of which can be seen with a trip east or south past the E-train World Trade Center stop, near Ground Zero. This is where Jeff Koons, the famous sculptor of balloon-styled sculptures, has his piece, Balloon

Flower (Red), on display. The texture of the enlarged, twisted blossom is smooth like blown glass. The reflective nature of its red, stainless steel exterior makes it aesthetically pleasing. Although many passersby enjoy the unique artwork and say it really enhances their experience in the park, others oppose it. The area would be "better served by a tree," said John, a park regular who declined to give his last name.

Obvious copies are David by Michelangelo and The Thinker by Auguste Rodin. However, one of the most poignant pieces is Coffin's interpretation of Vladimir Tatlin's, Monument to the Third International, which was planned to be the tallest building in the world, but was never built. Tatlin's Tower reminds one of the Tower of Babel, and its slanted structure suggests crumbling and deterioration, while its apex seems to reach for the sky and the future.

The uncharacteristically open-eyed statue of Justice, by an anonymous artist, that tops the City Hall building is an easily viewable example of public artwork. The sword in her clenched fist suggests her power. Since her back is turned toward the courthouse, the copper sculpture has many features uncommon in other portraits of justice. This sculpture often goes unnoticed by those in a rush on the street, but a quick glance upwards can be quite rewarding.

From nude Greek generals to gateways that one can imagine a DeLorean speeding through, the area around Stuyvesant has much to offer in the way of outdoor sculpture.

City Hall Park's newest exhibit, Untitled (sculpture silhouettes) by Peter Coffin, is a conglomerate of different sculptures, which all act as stainless steel shadows of renowned works. The simplistic, one inch thick, eight to ten foot tall black silhouettes give the park an artsy feel, transforming the otherwise ordinary park into an outdoor museum.

A Neighborhood Staple Says Goodbye

By CHRISTINE LEE
and STACY WANG
with additional reporting by
DANIEL FLEISHMAN
and HYEMIN YI

Due to the recession and growing competition within the neighborhood among food markets, Bazzini Co. Inc, located at 339 Greenwich Street, has lost much of its business. Owners Electra and Rocco Damato have scheduled for the venue to close in January 2010. Sarabeth's, a popular bakery chain, will be replacing it.

Bazzini is a blend between a general store, café and deli. It sells an assortment of goods, ranging from regular deli sandwiches to chocolate-dipped pretzels, as well as its specialty—nuts and dried fruits.



Bazzini Co. Inc. is being forced to close down as a result of competition with other neighborhood food markets.

The business was founded in 1866, starting out as a simple café that sold nuts, drinks and baked goods. The entire business used to be in the Bazzini building, where the store is currently situated. Most of the building was taken up by the factory and only a smaller corner of the ground floor was the actual shop. Approximately eight years ago, the factory was moved uptown to the Hunts Point Market in the Bronx and the shop was expanded to the entire ground floor, becoming a food market as well.

Much of Bazzini's business has been usurped by the Whole Foods that opened in July 2008 at 270 Greenwich Street. Whole Foods sells natural and organic products. "Bazzini is one of the nice, unique places that's get-

ting ignored because of Whole Foods," junior Emily Martin said. "It's sad because people like that kind of thing and it's just going away everywhere because of these larger places."

The Food Emporium, located across the street from Bazzini, has been in the neighborhood since 1982. Both Whole Foods and the Food Emporium are more spacious than Bazzini, and are therefore able to offer a greater selection of goods to customers.

However, Bazzini's employees have established a familiar relationship with the community. "Our customers come in everyday for lunch," said Eric Musiel, a Bazzini employee of six years. "We know their names. We know what kind of sandwiches they're getting."

Senior Katerina Patouri remembers the friendliness of the workers at Bazzini. "The lady there was so incredibly nice. She put on extra frosting for us and gave us free ice cream," Patouri said. "Unlike the situation at a lot of expensive places the people working there were never pretentious or obnoxious to me just because I was a kid."

The venue's closing forces its workers to look for a job somewhere else. The Damatos have given Bazzini's employees the option to work in the Bazzini factory in the Bronx. But some are choosing not to work in the factory, looking for a job in the Manhattan area instead. "I'm probably going to be in unemployment," Musial said. "I will be looking for a job somewhere

"I thought it was going to always be there."
—Sarah Cohen-Smith, senior

around here."

Bazzini's customers, from the neighborhood and from Stuyvesant, are saddened by the news. "I don't want it to close," said Sophie, a fourth-grader who declined to give her last name.

"I'm really surprised by [Bazzini's scheduled closing]. I thought it was going to always be there," senior Sarah Cohen-Smith said. "I feel like it's a neighborhood staple."

While the store in Tribeca is closing, Bazzini will still keep its factories and warehouses. "They have warehouses," employee Daniel Anderson said. "But as far as stores, I don't think they'll be doing another store." Bazzini will continue selling its products online.

Bazzini's closing does not appear to be affecting the atmosphere of the shop. The shop is as festive as ever with holiday decorations bursting from the entrance. The shelves are still packed with Bazzini brand nuts and treats, and the glass displays still filled with mouthwatering dishes and baked goods. But in January, Bazzini will be saying good-bye to Tribeca.

"It's sad because people like that kind of thing and it's just going away everywhere because of these larger places."
—Emily Martin, junior

Arts & Entertainment

Culture Fest: Low on Food, High on Flavor

By TONG NIU
and SARA SON

"Give me that beat boys, give me that flow. Let me live within the rhythm, let me free my soul." The closing lyrics of Magnetic North's "Within the Rhythm" presented the perfect conclusion to the technically troubled but innovative 2009 Culture Fest.

"When the performers were done eating they were already starting to run out on food."
—Carmen Shum, junior and Culture Fest performer

"This is the first Culture Fest that's actually not just Asian so there are other things like Irish dancing and Indian dancing," junior and Culture Fest producer Aia Sarykcheva said. Culture Fest 2009, executive produced

by seniors Xiangyu Xie, Nicole Leung and Tasnima Mohaimin and produced by Sarykcheva and seniors Ruthia Chen and Derrick Fung, was the first culture festival to place more emphasis on non-East Asian cultures. "So basically we want [to show] that there's a lot more diversity to Stuyvesant than meets the eye," Sarykcheva said.

The Culture Fest, which took place on Tuesday, November 24, began with a meal. Crowds of eager students huddled around the cafeteria doors, tickets in hand, waiting for doors to open. "We got some students to provide [the food] through ARISTA. But mostly we ordered from restaurants like Pan Latin and a lot of restaurants from Little Italy and Chinatown," Sarykcheva said.

"This year we ordered food from Bengali, Indian, Vietnamese, Latin and Italian restaurants," Mohaimin said. "The food also stayed warm since we ran to receive it 30 minutes prior to the buffet."

Each culture had its own table with a variety of representative foods. While some of the more represented tables, like the Bengali and Chinese ones, offered numerous dishes, others like the Hebrew table included a rather meager display. Students who attended the 2008 culture festival noticed a stark difference in the food's quality. "Compared to last year's, I don't think [the food] was that great," junior and Culture Fest performer Carmen

Shum said.

The feast, set to start at 4:30 p.m., actually began 20 minutes later. Performers, inside the cafeteria, ate their meals while restless students, parents and alumni waited impatiently. "When the performers were done eating they were already starting to run out on food," Shum said.

After the feast, the show began around 6:30 p.m. The African Step, Peacock and Tamil dances were some of the most impressive acts. The Step dance forewent fancy costumes and distracting music, highlighting the dance's beautiful coordination and the rhythmic beat that complemented it. The Chinese Peacock Dance, performed by Stacy Wang ('07), former winner of the Miss New York Chinese beauty pageant, was a beautiful rendition of a popular Chinese dance that is supposed to emulate the sophistication and grace of a peacock. The Tamil dance featured Indian-styled arm movements, including an intricate formation at the beginning of the dance that imitated the thousand-armed Hindu goddess. In addition to dance performances, there were also musical acts, including a piano battle, a Chinese duet and an Indian solo.

"What's amazing was that they [the step dancers] didn't have any music on, or none that I can remember," sophomore Reema Panjwani said. "But we could clearly hear the rhythm of their steps with their claps and



This year's Culture Fest, held on November 24, was the first that did not only focus on Asian culture.

slaps."

Some performers felt that this year's show was a tremendous improvement on last year's. "I feel like it's more organized," sophomore and performer Ria Malhotra said. "Last time, I was just a dancer and didn't know what was going on until the last day."

The festival, however, was not without its errors and lackluster performances. The "Fashion Show," an attempt at exhibiting "cultural styles," was mediocre at best. Pieces were fashionable, but modern imitations rather than authentic cultural pieces.

The Irish Step dance was entirely uncoordinated. Perhaps most problematically, the microphones malfunctioned, making the introductions and the fashion show barely audible.

Despite the technical problems and dancing slip-ups, this year's culture festival was the most diverse yet and set a new tone for future festivals to follow. "I just want them to know about cultures and that we should respect them," junior and performer Ronjini Hassan said. "This is just a way for all of us to come together and find out about each other's backgrounds."

'Jammin'



Stuyvesant's rendition of The Pajama Game was held on Friday, November 20 and Saturday, November 21.

By CATHERINE CHUNG
and LEE KHO

"The Pajama Game" is a story of love and lust, fiery battles between labor leaders and corporate leaders, and exotic hideaways. Its script is bursting with emotion, passion and wit. The recent Stuyvesant Theater Community performance of "The Pajama Game," directed by seniors Hayward Leach and Ava Woychuk-Mlinac, assistant directed by junior Serena Berry and produced by sophomore Eli Rosenberg and junior Shelly Li, was a fluid and humorous show with only a few bumps.

The show, performed on Friday, November 20 and Saturday, November 21, began with a prolonged overture that could have been twice as appreciated if it were half the length. Once the band ended its lengthy overture, Hines (senior Tasso Bountouvas), the factory efficiency expert, introduced the "symbolism" of the show and described in a humorously stiff voice the situation at the Sleep Tite Pajama Factory, where the workers were unsuc-

cessfully appealing for a seven and a half cent per hour raise. Bountouvas' humorously delivered monologue was certainly an attention-grabber, and throughout the play Bountouvas was one of the strongest actors.

The curtains opened to reveal a colorful factory scene—a job well done by the Costume and Tech crews—where women were hard at work on sewing machines and men were carrying around boxes. Myron Hassler (senior Santi Slade), the stingy boss of the factory and a "competent economist," stepped onto the stage. Although the actor lacked the harsh brutishness his character required, Slade's comic relief throughout the production was a tremendous asset. Hassler's secretary Gladys (senior Mariana Quinn-Makwaia) and superintendent secretary Mabel (senior Rhiannon Mancinelli) joined the others on stage to announce the arrival of a new superintendent.

Bountouvas portrayed Hines' jealous nature well as the audience became aware of the somewhat strained relationship between him and his girlfriend

Gladys. The chorus then broke into "Racing with the Clock," an entertaining and fun number, even if the chorus and orchestra were slightly out-of-sync.

Sid Sorokin (junior Abie Sidell), the "hunky" new superintendent, awkwardly introduced himself by shoving a coworker, who went off to file a complaint. Once alone on stage, Sidell sang an emotional solo, but couldn't quite pull off both the feeling and the pitch.

Babe Williams (junior Rebecca Temkin), the head of the factory's Grievance Committee, then approached Sid to discuss his earlier confrontation with the coworker. The stiffness between Temkin and Sidell somewhat doused the flame which was supposed to develop between the two, but each played their role well during the more romantic parts of the show. Temkin brought her charm back with full force in her thoroughly funny performance of "I'm Not At All in Love" in the following scene. It was a clever, feminine number that ended with her well-timed crash into Sidell.

In Sid's office, Mabel, whose warm and friendly personality was played expertly by Mancinelli, tried to teach the very jealous Hines about trusting Gladys. Mabel playfully provoked Hines through song, asking him what he would do if his lover came home "with her blouse unbuttoned and her stockings not very straight."

"I would trust her!" was his bold reply. Bountouvas' comical gestures made it obvious, however, that he would not. While both were exquisite as actors, neither of them was vocally up to par.

After Babe paid Sid a visit in his office, Sid made the first move. Again, Sidell and Temkin's flat chemistry took away from what could have been a thoroughly adorable scene. Babe rejected his advances, hurrying off stage to let a saddened Sid sing another number. Sidell's inability to carry off the notes was rather apparent on the night of the first performance, but Sidell managed his higher notes with more ease the following night.

Later on, at the company picnic, things heated up between Sid and Babe, who finally shared their much-anticipated first kiss. The kiss led straight into the song "Once a Year Day," a jolly, exciting ensemble number full of movement and interesting choreography that was a joy to watch.

In the final scene of Act I, Prez (freshman Ian Outhwait), the factory's labor leader, arranged a planned slowdown to fight for the workers' much-needed raise. When an angry Sid entered and forced the workers to speed up, Babe defiantly opposed him. As the major turning point of the musical, it didn't have the dramatic flair necessary to make it effective.

With the opening of Act II, the cast seemed energized and the show took a turn for the better. The audience was welcomed back by a group of factory women rallying for the raise. Prez made a brief speech that was followed by "Steam Heat," a fun jazz number performed by Hassler, Mae (se-

nior Molly Balsam) and Joe (senior Justy Kosek), accompanied by an energetic step dance.

Hines then took the stage with a humorous solo about living by the clock. The witty lyrics were delivered with personality by Bountouvas, and the chorus provided great backup. Sid then suggested a compromise to Hassler about the raise, but Hassler responded by claiming to be a "fighter." Slade's goofy kung-fu moves drew much laughter from the audience.

Sid and Gladys proceeded to perform a passionate tango dance that made one's temperature rise as Gladys sang about the exotic "Hernando's Hideaway," where she planned to take Sid. This was the first scene that allowed Makwaia the opportunity to display her powerful and sultry vocals, which fit the song flawlessly.

The lights dimmed for the scene at Hernando's Hideaway, which set a mood of mystery and scandal. The drunken Gladys made the scene unforgettable; Makwaia's natural performance of Gladys' hysterics was exquisite. Hines, known as a professional 'knife-thrower,' proceeded to hurl knives from the band pit. Sidell and Makwaia portrayed the drunken panic well, though Slade stole the show as he dove behind desks to avoid being killed by what he believed were "foreigners" and "Chicago gangsters."

Sid finally convinced Hassler to give the needed raise, although Hassler first insisted on being a "fighter." Sid entered and informed the workers about the approved raise, and after the exuberant chorus exited, Sid and Babe were left alone and entered into a charged reprise of "There Once Was a Man."

Although the first act was a bit slow, the cast gained energy during the second act and ended the musical on a high note. The show was enhanced by the colorful costumes that propelled the audience back into the 1950s. It sure would have been hard to fall asleep, even if you were wearing your PJs.

Jinnia Xiao / The Spectator

Arts & Entertainment

Comidas Latinas

By TAMMUZ HUBERMAN

Chambers Street is a varied thoroughfare. At its western end, it is lined by upscale condominiums with waterfront views. East of Greenwich Street and certainly by West Broadway, it hosts mostly small, hole-in-the-wall restaurants and fast food eateries. Likewise, Chambers Street hosts Latin eateries ranging from the upscale nouveau Pan Latin at its west end to the faster and more traditional Sophie's Cuban Cuisine and Ruben's Empanadas.

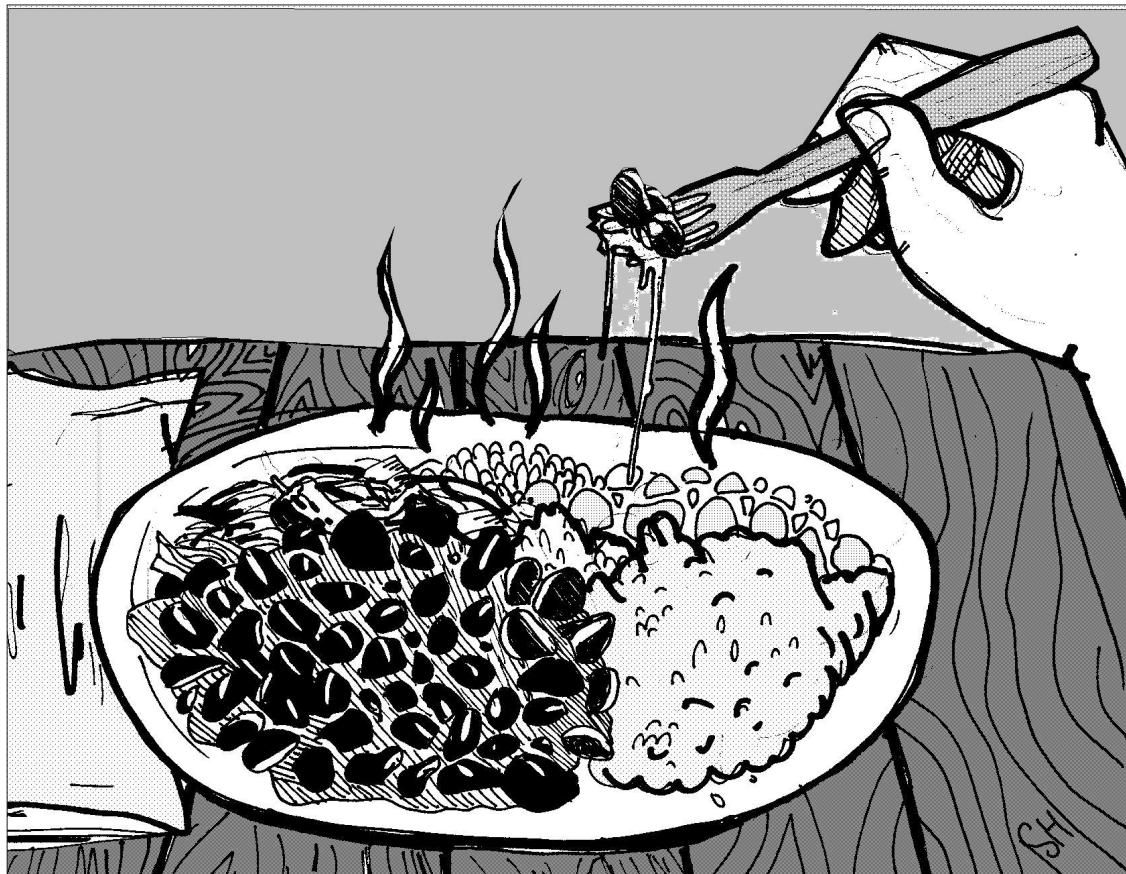
Pan Latin

Pan Latin, located at 400 Chambers St at the corner of River Terrace, was established by Sandy Kraehling to serve Latin food that is "mom and pop all the way," Kraehling said. Pan Latin has a diverse menu offering everything from eggs and pancakes to empanadas and muffins but

"I love this place."
—Priscilla Odinmah, junior

is not "the traditional way to do Latin Food," Kraehling said.

Although it has struggled to stay afloat due to economic hardships, Pan Latin has been able to give back to its customer base by providing deals like the \$6 stu-



dent special—an empanada, rice and beans, a cookie and a drink. One of the best and most popular dishes at Pan Latin is the spicy chicken empanada, which one can order as part of the special or separately for \$4.25.

"It's very cheap for the large amount of good food that you get," junior Jake Kaplan said. "I can't finish my meal half the time."

As a typical nouveau eatery, Pan Latin places a strong emphasis on being green. "We're very green here and have always

been," Kraehling said. All of Pan Latin's products are organic.

Sophie's Cuban Cuisine

Located east of Church Street at 96 Chambers Street, Sophie's Cuban Cuisine is a branch of a small chain located throughout the city. Sophie's menu includes dishes like grilled chicken breast (\$9.00 for a meal), goat stew (\$9.00 for a meal), and the Cuban Sandwich (\$6.95). "The most popular dish is the Pernil, the roast pork," manager Ines Luna said. The Per-

nil sandwich sells for \$6.95.

Sophie's, like Pan Latin, also offers convenient specials. One special includes a sandwich, rice and beans or soup and a drink for \$6.99. Another includes two empanadas, rice and beans or a soup and a drink for \$6.49.

"I love this place," junior Priscilla Odinmah said. "The food is an excellent representation of Latin food in the Tribeca neighborhood."

"We have a huge variety of clientele, from janitors to students to businessmen," Luna said. "We

have something to offer for everybody. Everybody likes home-cooked meals and heavy food."

Ruben's Empanadas

"I see the same people here everyday," employee Esmio Badiila said. "They order the same empanada each day. They just can't get enough."

Ruben's Empanadas, located just south of Chambers at 139 Church Street, is an extremely small restaurant with a menu dominated by empanadas. Ruben's is also part of a small chain with a few locations throughout Manhattan. The types of empanadas include Argentine sausage, beef, chili, ham and cheese, breakfast sausage, western, cheese, broccoli, spinach, potato, corn, mushroom, veggie chili, spicy chicken and spicy tofu. Ruben's also has sweet empanadas with fillings including apple and guava with cheese.

"It's delicious," senior Alex Sagianis said. "You can get two empanadas and a desert empanada for 10 bucks." Sagianis recommends the spicy chicken empanada for newcomers to Ruben's.

"This place gives you a great deal. It's cheap, good food," Tribeca newcomer Walter Lukens said. "I'm new to this neighborhood, but everyone I've talked to speaks highly of it."

One savory empanada at Ruben's costs \$4.00. Sweet empanadas run for \$2.00. Ruben's offers a \$7.38 special that includes rice and beans, an empanada and a drink. There is also a \$12.00 special that includes 3 empanadas and a drink.

Dance Hour

By SHAH ALAM

How much can you get done in an hour? For some, an hour wouldn't be enough time to get back home, finish homework, finish a crossword, or even shower. However, in what seems to be an impossible feat, several artists have come together to create the 60 x 60 Dance project in which a professional dance crew performs 60 unique dances in just 60 minutes.

60 x 60 Dance, a touring multimedia performance, blends today's modern music with modern dance soulfully and rapidly. In a single hour, several dancers take to the stage and perform 60 unique one-minute pieces to different beats and choreographies each time. The lack of time for each performance does not affect the quality, because each segment is spectacular. The show, now in its third performing year, performs all over the world, holding performances in New York every spring and fall. The latest show in New York was on Friday, November 13, at the World Financial Center's Winter Garden. The next show won't be until the spring.

60 x 60 Dance was not only well executed but also displayed a brilliant use of sounds, choreography, and props to invoke feelings, create scenes and express everyday events through a kaleidoscope of emotion. "I'm impressed by the pace and execution of the show," said audience member Kristin, who declined to give her last name.

The 'music' was very different from what is played on the radio. It was a fusion of remixed beats, words, and everyday noises. The variety of sounds was astounding, from what sounded like monsters snarling to the dripping of a loose faucet. In the performance "Daddy," the composer used a beat repeating the word "daddy" until the final moment of the clip, when he concluded the beat with the words "whatcha doin?" putting a smile on the captivated faces of the audience. These weren't the typical sound

transitions; nevertheless, the show made it work with flamboyance and ingenuity.

As exciting as the sounds were, they weren't the only reason to watch the show. The music was accompanied by some fantastic choreography that constantly poked, prodded and satisfied the minds of the audience. The wide variety of dances in the show had something that each member of the audience could enjoy. The choreography incorporated many different styles of dance, successfully using the body.

The use of props was a crucial part of the show. The props were symbolic of and relevant to each dance's theme. In the performance "A Glass is Not a Glass," a dancer held a glass as he performed onstage to the sound of breaking glass that seemed to permeate from the floor beneath his feet. In another, a dancer clad in a majestic silver outfit drifted from each end of the stage to the other, using a cleverly disguised pair of roller skates. The use of the stage and other props intensified each minute of the show and made real what was abstract.

The show had its own gimmicks as well. At the end of each piece the previous dancers froze at the end of the stage with a telling expression representative of their performance.

Although it was obvious there was a lot of time put into rehearsing, a few sections seemed rushed. The mistakes were subtle, like a dropped bowling pin during a juggling act and a dancer not synchronized with the others. However, these few mishaps did not alter the audience's astonishment and respect. At the end of the show there was a lot of applause, as the audience had witnessed an amazing test against time.

Though restricted to the time on the clock, these dances were able to show how much can be accomplished in an hour through a compilation of modern sounds, abstract choreography, and relatable themes. 60 x 60 Dance not only impressed its audience, but also inspired them. Now the number of things that can be done in an hour seems endless.

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Sports

continued from page 20

player is throwing away what could be an illustrious career? Or is Tyler simply too young to compete in an atmosphere that is entirely different from that of high school?

"I only make history if I succeed. I didn't come here to fail."
—Jeremy Tyler,
basketball player

Professional basketball has effectively wasted young talent before. Sebastian Telfair, the cousin of Stephon Marbury, was predicted to be better than his cousin. He entered the NBA straight out of Lincoln High School in Brooklyn at age 20,

and five years later is still not a starter for the struggling Los Angeles Clippers. Nineteen-year-old Lance Stephenson, who also graduated from Lincoln last year after surpassing Telfair's New York State scoring record, had a hard time finding a college because his SAT scores were not high enough. Stephenson was just cleared to play for Cincinnati after being brought up on charges for groping a 17-year-old girl.

It is not a coincidence that young basketball players have run into trouble in both college and the NBA. Tyler, obviously, is not the first great player who might turn out to be a bust. These players are not only disappointing themselves, but are also setting poor examples for young athletes who aspire to become professionals. We see these players drop out of school to play professionally overseas, and then they fail to live up to the hype.

There are, however, some successful players who completed their academic expectations. Patrick Ewing, a New York Knicks star (from back when the Knicks did not start seasons off with 3-13 records) is a prime example of a player who attended four years of college and still found suc-

Wasted Talent

But is it realistic to expect a kid who just cleared the acne from his typical teenage face, after just four years of high school, to perform under that type of pressure?

cess in the NBA. Ewing played at Georgetown for four years, where he led the Hoyas to three appearances in the NCAA championship, winning one of them. As a Knick, Ewing was named Rookie of the Year and led the Knicks to two semifinals and two championship runs. Michael Jordan also completed

three years of college at North Carolina before going pro.

There has to be some correlation between staying in school and being ready to play professionally. College not only provides these players with an education for, but it also develops them as young men. Tyler, and other players like him, never experienced this, causing their premature professional basketball careers to be difficult.

The NBA should stop promoting athletes dropping out of high school and college. These athletes have not yet shown that they are developed enough to compete at such an intense level. And if the most talented of athletes cannot survive in the professional atmosphere, what does it mean for the rest of us, who were not able to dunk when we were 13-years-old? Even a successful player like 20-year-old rookie Brandon Jennings, who is currently leading the Milwaukee Bucks in scoring, struggled while playing professionally in Rome after skipping college. These stories of immaturity, laziness, and hot-headedness place doubt upon whether 18, 19 and 20 year olds really have a place in professional sports.

Tyler's situation in Israel

does not seem to be improving. His coach continues to have problems with him, and Tyler often curses him out in practice. His apparent talent has spoiled him, making him conceited and lazy. It is obvious though, that Tyler is frustrated with his performance, or lack thereof. "I only make history if I succeed," Tyler said. "I didn't come here to fail." These may

Professional basketball has effectively wasted young talent before.

be the words of a teenager irritated by his disappointment. It is more likely, however, that they are the words of a brash 18-year-old, who, like many young professional basketball players before him, is too involved in himself and the advancement of his name to truly harness his talent.

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Sports

A Stuyvesant Staple

By CHARLIE GINGOLD

A lot has changed at Stuyvesant over the last 26 years. There is a new building and there are many new teachers and a new home field for the football team. The school has even seen the creation of its first cricket team. The list goes on, but one staple in the Stuyvesant community over these past years has been Larry Barth, physical education teacher, coach of many of Stuyvesant's varsity teams, and now the Athletics Director and interim acting Assistant Principal (AP) of Health and Physical Education.

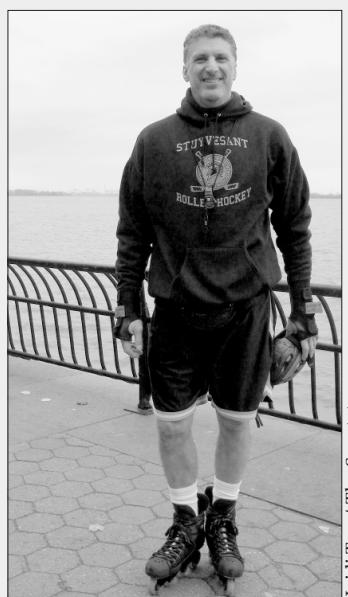
Barth began his career at Stuyvesant in 1984 as a physical education teacher. Soon afterwards, he began coaching the boys' varsity basketball team, a position which he held for 18 years. In 1985, Barth created the softball team and coached it for the first 11 years of its existence. Barth also introduced the physical education rollerblading class. However, before coming to Stuyvesant, Barth was not set on a specific career path. "I liked sports, but I didn't know what I wanted to do. I had no desire to coach. I didn't even know that I wanted to teach," he said.

"He's really understanding. He'll take the time to get to know you as a person. You're not just another kid that's coming through his class."
—Colin O'Connor, junior

At Queens College, Barth chose to become a physical education major. In a few years he was teaching and coaching.

Barth first taught at his old junior high school, Community Junior High School 231, on the Lower East Side. His first coaching job came at Aviation High School where he coached the boys' basketball team for a year. Barth then coached the boys' basketball team at Long Island City High School for another year before coming to Stuyvesant.

After nearly two and a half decades, Barth now claims the highest position in the Health and Physical Education department. He would not be in this spot if not for the advice of a former Stuyvesant football coach, physical education teacher, and AP of Guidance, Eugene Blaufarb, who, ac-



Heidi Tan / The Spectator

Assistant Principal of Health and Physical Education, Larry Barth, began his career at Stuyvesant in 1984.

cording to Barth, convinced him to go back to the College of St. Rose and get his administrators license.

When former Health and Physical Education AP Martha Singer retired at the end of the 2008-2009 school year, Barth was asked to take her place.

For Barth, the adjustment was gradual. "What was difficult was coming into a new job not knowing a lot about the job," he said. "Although I had coached for years and I knew about medicals and consents, I never knew what happened to them when they got to this side of the table."

Barth's adjustments have made the transition very smooth for the entire department. Phil Fisher, physical education teacher, and coach of the boys' varsity basketball and girls' varsity volleyball teams said, "Personally, I'm very impressed with his work ethic and his stick-to-it-iveness to make the transition as easy as it has been."

"He has a lot of experience and that's why it has been a pretty smooth transition," physical education teacher and boys' junior varsity basketball coach Howard Barbin said. "He's a Phys. Ed. person and that's important for the job."

When he's not in his office, Barth can be found teaching rollerblading to juniors and seniors. "Right now it's a nice relief for me because I get to go outside and skate and take my mind off of all this paperwork. I just get to enjoy my class and get my exercise for the day," he said.

"He's really understanding. He'll take the time to get to know you as a person. You're not just another kid that's coming through his class," said junior Colin O'Connor, a student in Barth's rollerblading class.

Barth has always been great friends with baseball coach and programming officer Matt Hahn, a high school classmate of Barth's. "Me and him together, it's always been a lot of fun. Always a bunch of laughs," Hahn said. "He makes you laugh, he's a good worker and he knows what he's doing."

Barth leads the physical education and athletics program with a sense of humor and a sense of Stuyvesant that not many can boast.

Boys' Fencing

Untouchables Celebrate a Three-Peat

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"We came there ready to play and ready to win." In the quarterfinals, Stuyvesant easily eliminated Tottenville by a score of 7.5-1.5. They only lost 2 of 12 bouts.

Waiting for the Untouchables in the semifinals, however, was Hunter, their toughest challenge. "We had doubts because we had lost to Hunter twice," senior and B2 fencer Ian Armstrong said. "But despite those doubts we were confident because we believed in our fencers, we believed in our team and we knew that if we could focus and worked hard enough we were likely to walk away with a championship." This time the Untouchables were able to avenge their losses by fi-

"We came there ready to play and ready to win."
—Joel Winston, coach

nally defeating Hunter 6.25-2.75, winning the A-line and B-line, and tying the C-line. Afterwards,

they advanced to the finals and silenced McKee/Staten Island Tech's fencers with, once again, only 2 losses in the 12 bouts, successfully defending their title.

While the Untouchables are enjoying the present and celebrating their success, they have already started thinking about next season. Although three of the starters are graduating and six fencers are graduating altogether, next year's team should potentially be just as strong, if not stronger. "I think one of the great things about Stuyvesant's team is that we have such strong underclassmen every single year and because of that there's never any need for a rebuilding phase," Blitzer said. "I think that next year the team has just as good a chance of winning as this year."

Boys' Basketball

Getting the Job Done, With or Without Fans



Despite doubts about the success of this season, the Stuyvesant Boys' Basketball Team, the Runnin' Rebels, show promise.

By NICK GALLO

While the spirit of last year's fan club Woo-Peg-Sooie may be losing steam, the winning ways of the Stuyvesant Runnin' Rebels do not seem to be going anywhere.

Even though there have been doubts about the Rebels' ability to follow up last year's 13-win season with more success, the numbers speak for themselves: two games, two victories, and not a single worry about losing prolific scorer Nolan Becker ('09) to graduation.

"We're just working hard at getting points from all positions," senior and co-captain Jack Margolis said. "We've focused a lot more on defense, and on offense we're just moving the ball a lot more."

As the Rebels played the final few games of the preseason before their home opener on Wednesday, December 2 against the High School of Economics & Finance, they looked to iron out the wrinkles in their revamped offensive strategy. Fortunately for them, however, there have only been a few bumps in the road so far. Despite having to adjust to a more team-based game-plan compared to last year's, the Rebels have scored over 100 points combined in their first two contests preseason games against the Bronx High School

of Science Wolverines and the Aviation High School Flyers.

"Last year, our game-plan was to try and get the ball to Nolan [...] because we could always count on him to score," senior and co-captain Ethan Stumpf said, who, in the absence of Becker, has become a big part of the Rebels' scoring attack.

While the results on the court have all but silenced the critics about the Rebels' ability to remain competitors in the Manhattan A Southwest Division, the surprisingly low attendance in the bleachers has caused speculation.

Perhaps this is because, with Becker at the forefront of the Rebels' scoring last season, games were more exciting last year than this year. The two games this season have been low-scoring ones due to the greater emphasis on defense and passing.

"I've always felt that if you put on a good show, word will get out and people will come," physical education teacher and coach Phil Fisher said. Fisher also noted that last year he saw more fan attendance at the basketball games than in the 17 years prior that he has coached athletics at Stuyvesant. "We're not playing for fans, we're playing for us," Fisher said.

Fisher has passed down this mentality to the rest of his team, reiterating the fact that they must

be able to motivate themselves first before feeding off the energy of several hundred fans.

"When the gym is packed the team certainly does feel more pumped," Stumpf said. "But since we're starting off with a new team after losing most of our scorers from last year, I think the not-so-packed gym at the beginning of the season will help us get our game together."

"It obviously makes a difference when the gym is packed or if it's empty. I don't think it really makes us less pumped, I just think it's easier to get pumped with a bunch of fans [...]," said senior Ben Diamond, who scored a career-high nine points against the Aviation Flyers. "Fisher's pretty good at getting us all really hyped." Diamond said.

As a new season approaches, the Runnin' Rebels will keep their expectations as high as they were last year, and Fisher has made this clear to each and every one of his players. "Our goals are always the same: make the playoffs, try to win the division, and we'll see," Fisher said.

Whether or not they play in front of large crowds this year, the Rebels have the ability to be as successful as they were last season. Although their offense lacks a main scorer, with a stronger emphasis on defending the basket, the Runnin' Rebels are poised for another playoff run.

Harry Poppick / The Spectator

THE SPECTATOR SPORTS

Boys' Fencing

Untouchables Celebrate a Three-Peat

By MAHTAB ALAM

The Untouchables, Stuyvesant's boys' varsity fencing team, won the Public Schools Athletic League (PSAL) City Championships for the third year in a row. Fourth-seeded Stuyvesant clinched the title against seventh-seeded McKee/Staten Island Tech on Saturday, November 14 at Hunter College.

Stuyvesant finished the season 10-2, a surprise since they had not lost a regular season match in two years. They came in second in the Manhattan II division to 12-0 Hunter College High School. The team began the season with four straight victories in which it shut out its opponents 9-0. "There are some other good fencers on different teams but the main challenge was Hunter," senior, captain, and A1 fencer Max Blitzer said.

PSAL fencing matches are divided into A, B, and C games, with A being the highest skill level, B the middle, and C the lowest. Two fencers participate in each of the games, and each fencer competes in two bouts. The A-line contributes the most points, then B, and lastly C.

Both of Stuyvesant's regular season losses came against longtime rival Hunter. They lost 5.25 to 3.75 and 5.5 to 3.5 in each



game respectively. But they did not let those tight losses discourage them. "Having Hunter beat us was actually the best thing for us. It motivated us, it made us work harder and it brought out the best side of us," coach and digital photography teacher Joel Winston said.

In the playoffs, the Untouchables continued to dominate their opponents. The team felt secure heading into the playoffs. "We were very, very confident. We weren't distracted. We were very focused and every touch was very important and we had a good crowd with us," Winston said.

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Girls' Swimming

Penguins Repeat as City Champions

By JACK ZURIER

At the Lehman College swimming pool on Tuesday, November 24, Brooklyn Tech's loyal fan base erupted in support of their girls' swimming team, trying to help it through the championship that it had worked so hard to reach. Yet the Penguins, Stuyvesant's girls' swimming team, proved that dominance needs no fan base. With a clean, thorough, and suspense-free 59-42 victory over Brooklyn Tech, the Penguins swam their way into a second city championship in as many years.

For the 2009 Penguins, their road to the championship was simply a matter of working hard at the same goals that they have had in the past. "Even though we lost some of our best girls last year, we stayed with the same goals, and it worked," coach Kristen Sabala said.

Although the Penguins had a relatively young team this year, the underclassmen were able to step up to the challenge. "Our team changed a lot this year, we had a lot of freshmen, but they really all stepped up, and helped us to become a better team," senior and co-captain Stephanie Jou said.

The players also believed that their coaching was integral to their championship run. "The coaches really helped us. For the



On Tuesday, November 24, the Stuyvesant Girls' Swim Team, won the championship against Brooklyn Tech, 59-42.

Anna Minkova / The Spectator

whole season, we were working on all of the little things, and that really helped me improve my times," junior Ashley Qian said.

Tuesday's victory was characteristic of how dominant the Penguins were during the regular season. With the exception of a 48-43 victory over Curtis on Monday, October 19, the Penguins won every match by at least 20 points, and were undefeated in both the regular season and the playoffs. "There was lots of improvement throughout the season. All of the girls really want to be swimming. They want to improve, they want to win," Sabala said.

Next year the Penguins will have to look to their juniors this

year like Qian, Lauren Ng and Francine Foo, to take the team to a potential three-peat. With another year of experience for some of the younger swimmers this year, the chances look good. "Our grade has a lot of strong swimmers, as well as the younger grades. We're losing seniors, but we still have the rest of our team," Foo said.

While anything could happen between now and 2010, it would take a lot to keep the Penguins out of a third championship, and a legitimate chance at a dynasty. "Lots of hard work should give us a good shot next year, anything's possible," Sabala said.

Girls' Volleyball

Despite "Deflating Loss," Vixens Still Happy With Their Season

By JORDAN FRANK

Dig by senior and co-captain Alex Albright, set to the outside by senior Alice Zhang, spike by sophomore Melissa Chin. This was the formula which ultimately drove the Stuyvesant girls' volleyball team, the Vixens, to tie their quarterfinals match with the Midwood Hornets at one set apiece on Wednesday, November 18, 2009. However, in the deciding third set, the Vixens were unable to continue with their winning formula, losing the third set and the match 25-14, 12-25, 25-15.

Coach and physical education teacher Phil Fisher acknowledged that the team could have changed things a little bit in the third game. "You never like to second guess yourself, but maybe if we, in the third game, changed our rotation a little bit to have a little more height against [Midwood's] junior and middle hitter Shannon Appell," Fisher said. "You've got to give credit to them. I mean we killed them the second game, 25-12 but we couldn't maintain it."

The fifth seeded Hornets outplayed the fourth seeded Vixens in two out of the three sets. "Our passing was off, and they played better than us so they won," Chin said. "I think we could have played better. I think we could have beaten them."

After losing five seniors last year, the Vixens did not expect to be seeded as high as they were in the playoffs. "[Mr. Fisher] predicted last season that we would get somewhere near tenth," Albright said. On the contrary, the Vixens got the fourth seed. "This was the best team I ever played with, and I can say that really confidently," she said. In fact, the Vixens lost fewer total sets this year than last year's team in as many games.



The Vixens tied their quarterfinals match with the Midwood Hornets but lost in the third set.

The successful season was due in large part to the performance and leadership of seniors and co-captains Albright and Imelda Ko. "The captains were awesome. [Albright] and Ko did everything we expected them to do and more," Fisher said.

According to Chin, Ko and Albright were the two best players on the team and "they really helped the team to continue to play well and the results of the season had a lot to do with their participation and encouragement to the team, especially on the court," she said.

There was good chemistry between Fisher and the captains which was conducive to winning. "Mr. Fisher helps create a great balance between the captains and him," Albright said. "A lot of times he will give you straight up remarks and [the captains] manage to add some kind of level of experience and that ends up working pretty well."

Although they had such a successful season, it was very bit-

tersweet for Fisher, who will lose both of his captains to graduation next season. "I was in tears because [Albright] is a four year player and I've seen her grow and mature. Ko, I didn't know that she and I would ever have gotten along two years ago and she has turned into one of the sweetest girls I have ever met," Fisher said.

"It was very emotional playing that last game," Albright said.

Next season, though, might be more of a struggle for the Vixens. "I'm not particularly sure how next year is going to go. We're used to having club players, and unless some of the girls make major commitments to playing, we will take a step down," Fisher said.

The Vixens' loss to Midwood was a disappointing conclusion to what was an otherwise uplifting season. Although the outlook isn't quite so bright for next year, as the Vixens proved this year, with strong leadership and good team chemistry they can have another successful season.

Wasted Talent



Polina Rozina / The Spectator

By SCOTT CHIUSANO

It is every athlete's dream to be able to skip college and go straight to the pros. It is every athlete's dream to be making a living by playing the sport they love in front of thousands of adoring fans at the age of 18. Only a select few, however, can make this dream a reality. But is it realistic to expect a kid who just cleared the acne from his typical teenage face, after just four years of high school, to perform under that type of pressure?

For 18-year-old phenomenon Jeremy Tyler, the first American basketball player to skip his senior year of high school to play professionally overseas, the pressure has become slightly overwhelming. According to an article published on Sunday, November 8 in The New York Times titled, "Young, Talented and Unsettled Playing Basketball Overseas," Tyler is "lazy and out of shape," and "so naive and immature that he has no idea how naïve and immature

he is."

Although Tyler was predicted to be the top pick in the 2011 NBA draft, his performance in the professional basketball league in Israel has been sub-par, as he scored only one point in his first two games as a pro. In high school, Tyler was an all star; he was the best high school basketball player anyone had seen play in years, and according to the article, at 6'11, "the best American big man since Greg Oden. The offense on his high school team in San Diego was centered entirely around him.

Tyler, however, is not mature enough to realize that this is not the case anymore. He does not get along with his teammates because he believes he is a more talented player. He frequently shows up late to practice and interviews, and is more dedicated to the documentary being filmed about him than he is to his team in Israel. Is it a crime that such a talented young

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