



The Spectator

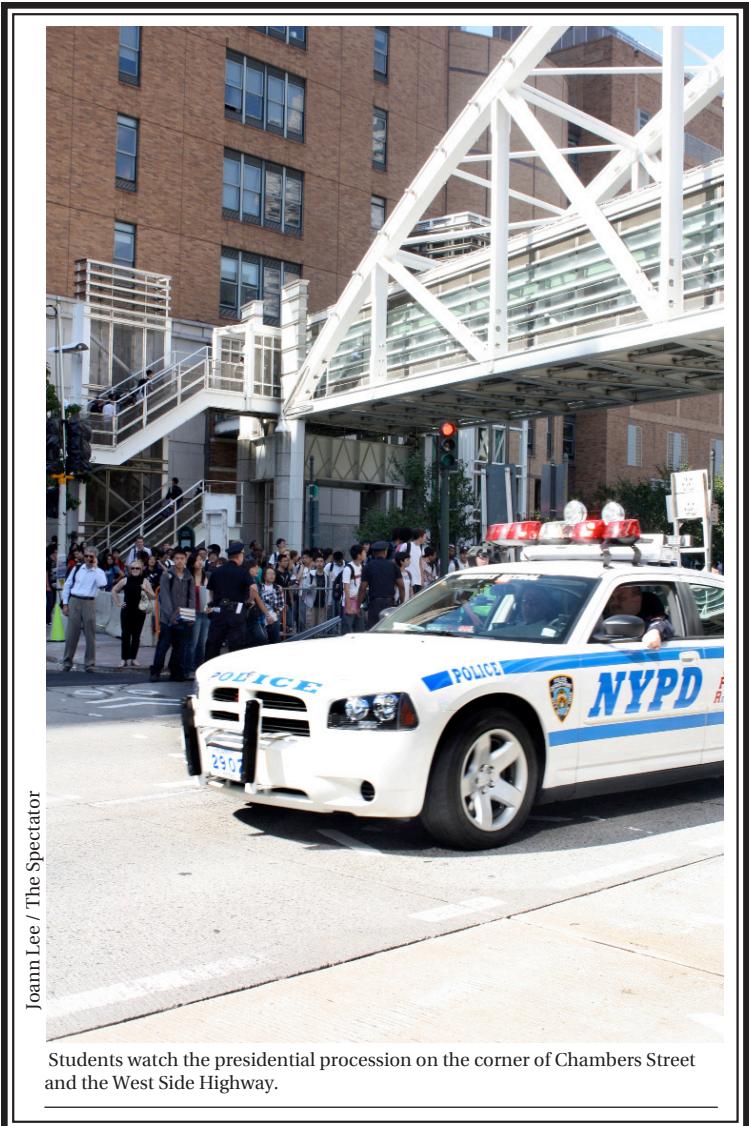
The Stuyvesant High School Newspaper

"The Pulse
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Joann Lee / The Spectator

Students watch the presidential procession on the corner of Chambers Street and the West Side Highway.

Stuyvesant Prepares for Return of Swine Flu

By ROBERT COLGAN

With the possibility of swine flu returning as school resumes, all students at New York City public and private schools, including Stuyvesant, will be given the option to receive free vaccine shots later this fall. Information regarding the shots was posted in a letter by Chancellor Joel L. Klein on the New York City Department of Education (DOE) Web site on Wednesday, September 9.

School nurse Margaret Brefo, R.N., along with other New York City school nurses, met with physicians from the DOE on Tuesday, September 8 to discuss responses to swine flu. Brefo said she also had to attend a refresher course on administering injections.

According to Klein's letter, even though the vaccinations will be administered inside on school grounds for elementary and middle school students, high school students will have to visit "central sites in each borough" to receive the vaccine, the letter read. Brefo, however, said that vaccines will be administered at Stuyvesant.

Although Klein, Teitel, and Brefo all recommend that students get the vaccine, it can only be given to those whose parents give consent.

In addition, Klein, Teitel, Brefo and teachers suggest that students stay home if they feel ill or have a fever.

"You're not doing anybody, yourself, or the school at large, any favors by coming here if you're sick," Teitel said. "I've spoken to the staff at our faculty meeting about making it clear to students

that we would help you make up whatever you miss if you miss a couple of days of school."

"It's better to stay home when you are sick and not come to school, because you make conditions worse," Brefo said.

Any student who comes to the medical office will be screened for flu symptoms and those with a temperature of 100 degrees or more will be quarantined until their parents arrive to take him or her home, according to Brefo.

"If their temperature is more than 100, I won't allow the student to go back to class. I will call the parents to come and take the student home," Brefo said.

The number of students who come to the medical office with a high fever and flu symptoms will be reported to a citywide database. Klein, however, has said that, unlike last spring, no schools will be closed in response to a flu outbreak.

"We will work with parents and other members of the school community to keep our schools open," Klein wrote in his letter to parents. "We are confident that routine infection-control measures are effective at preventing the spread of the flu and are less disruptive to families."

Besides the vaccine, Brefo and Klein stressed the importance of basic hygiene such as frequent hand-washing and covering sneezes and coughs.

"Wash your hands with soap and water," Brefo said. "You have to wash in between the fingers, under the nails. Sometimes you have to wash up to the elbow if it's exposed."

By SANDY CHAN
and POOJA DESAI

Principal Stanley Teitel informed students during the grade assemblies, held from Tuesday, September 9 to Friday, September 11, that he and his cabinet were discussing a new policy that would bar students who are not doing sufficiently in school from participating in extracurricular activities.

Though there are currently no specifics as to how many classes a student must fail to be ineligible for extracurricular activities, Teitel said the policy would be similar to the one used for SING!, which bans students who receive three grades of Needs Improvement or one grade of Unsatisfactory.

The plan, which was first proposed last spring, is still in the early stages of planning. According to Teitel, the date the policy will be implemented has not been determined.

"If you can't at least pass all your classes, you shouldn't be spending time involved in extracurriculars, which take away from your studies," Teitel said.

According to Teitel, the administration would enforce the policy by asking each extracurricular organization to report the ID number of all members. Once report cards were handed out, a computer system would identify which students were not passing. The clubs, teams, or publications would have to suspend the activities of those members until

their grades improve. Teitel said the responsibility of enforcing the policy would fall to the club's faculty advisor.

According to senior and Model United Nations President Evan Smith, the policy has already been partially instituted in the more academically-oriented clubs. "Most of the faculty advisors are not going to let you participate if you're failing class," Smith said. "And for any club with a trip component, most teachers are not going to sign off to let you go on a trip if you're failing a class."

The Public Schools Athletic League (PSAL) has already instituted a policy similar to the one being proposed. According to PSAL regulations, a student must pass four credit-bearing subjects as well as physical education in order to be eligible to participate in a sports team. At least two of the subjects must be 'major' ones, such as English, math, history, foreign language and science.

According to physical education teacher and girls' varsity volleyball and boys' varsity basketball coach Phil Fisher, even if the policy may disrupt a student's athletic training, school comes first. "Unless you're going to make a career out of that sport and don't need the diploma, you're here to get an education," Fisher said. "You should earn the right to be in the special activities. It should not be guaranteed, as far as I'm concerned."

Assistant Principal English Eric Grossman stated that although the main purpose of the plan is to give

students an incentive to do well in school, it is also an equalizing factor among students. Under the plan, all students would be held accountable for maintaining their grades, rather than only those on sports teams.

"It's unfair to be ineligible for some extracurricular activities and totally eligible for others," Grossman said. "It's really an attempt to make things consistent from activity to activity and not punish students who participate in one kind of thing and not have any kind of standard for students who participate in something else."

Students expressed mixed feelings about the policy.

"I wouldn't say I am a firm supporter of it, but I wouldn't go so far to protest it," senior and Key Club Vice President Johnny Szeto said. "The work that teachers give us is doable, and if you don't understand it, it's your responsibility to go after school and ask for help."

"If you are taking [extracurricular activities] away, it gives the person no emotional support because they have friends and stuff in their extracurricular activities," sophomore Victoria Gong said.

According to Gong, many students rely on their friends and treat the afterschool activities as sources of confidence that they can and will improve in school.

Smith disagreed. "If a kid is not

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Junior Hit by Police Car

By TOM GELLES
and SAM LEVINE

Junior Jonathan Lambert was involved in an accident with a police car on Chambers Street on Thursday, September 10 at roughly 3:45 p.m. Lambert was crossing the street to meet a friend when he was hit by the police car. He suffered a broken fibula and minor cuts and bruises.

According to an eye witness, senior Seth Schonberg, Lambert was sitting on the wall on the north side of Chambers Street and near the West Side highway, with senior David Tang, junior Rose Moser and Schonberg, when junior Ariel Eisenstadt, who was walking on the opposite side of Chambers Street, called out to him. Lambert attempted to cross the street and join his friend when he was hit by the police car.

"The light was good for him to cross, but he wasn't crossing at the intersection," Eisenstadt said. "So as he was crossing, a cop car rounds the turn on the West Side Highway and didn't see [Lambert]. So they hit him."

"He was running across the street, and going west the traffic was pretty heavy and going east there was no traffic at all," Moser said. "The cop car turned and was going pretty fast. They didn't see him because of the traffic and he didn't see them for the same reason."

Lambert was just past the division between the oncoming and outgoing traffic when he was hit by the police car. He attempted to jump over the car which caused the brunt of the impact to be on his lower legs, throwing him 10 feet into the air and spinning head-over-heels.

Lambert landed on his head and hands to the side of the police car and lost consciousness for a short time. Two policemen, who exited the car, told him not to move and called an ambulance.

"When I saw him get hit it was a horrible feeling. The worst part, though, was that people who didn't know him stood around staring and laughing," Moser said. "I was actually scared to cross the street if a car was coming for a few days after that."

After the accident, a Fire Department of New York truck was the first to arrive on the scene. A fireman and the policemen gathered Lambert's personal information from Schonberg and Moser until an ambulance came. Lambert was then fastened onto a backboard, placed into the ambulance and brought to Bellevue Hospital.

He was released from the hospital at about 9:30 p.m. that night and came to school the next day with crutches and a cast over his left leg.

"I don't really remember what happened," Lambert said. "What I do remember is I started to run. Then the next thing I know I'm on the ground. I feel fine now, though."

Principal Stanley Teitel was informed of the incident when "somebody walked into the office and said to me a student has been hit by a car," he said. Teitel then went to the scene of the accident, where the police officers and firemen were already helping Lambert. "I did speak to his parent the next morning," Teitel said. "His mom said he was okay. She told me he had a broken [fibula]."

The police officers involved and the First Precinct declined to comment.

Opinions

Article on page 10.

This Lesson is Not in Your Textbook

Slacker to star student? Find out what woke Wes from his three-year long academic slumber.



Article on page 12.

Arts & Entertainment

Music for the Working Student

Want to stimulate your brainwaves? Discover music that is bound to make your study experience both effective and enjoyable.

News

Teachers' Cafeteria Shut Down



Neither Principal Stanley Teitel nor the teachers were asked for input before the teachers' cafeteria was shut down before the start of the year.

By ALEX WANG

The teachers' cafeteria was shut down this year by the New York City Department of Education's Office of School Food. The teachers' cafeteria, located in room K531 on the fifth floor, is a dining room with several tables where teachers could previously purchase school lunch. The room is still open for teachers to eat, but hot lunch will no longer be served there.

Principal Stanley Teitel received an e-mail on Thursday, August 27 from Dianne Frankel of the Office of School Food stating that the "teacher's dining room is unable to sustain the volume of daily

sales to remain open."

When asked when the teachers' cafeteria will be reopened, Teitel said, "My best guess is never, but I don't know that for a fact."

The cafeteria personnel declined to comment.

The teachers were informed of the closure during a faculty meeting on Tuesday, September 8. Neither Teitel nor the teachers were asked for their input into the decision. However, in January, Teitel warned some teachers that the cafeteria would be closed if not enough people used it.

Many teachers did not find the short notice of the closing of the serving area to be unfair.

"It's not something that you need advance notice for, you just need to make an adjustment for it when you find out about it," math teacher Jonas Kalish said.

Most teachers said they were unaffected by the change because they did not use the cafeteria regularly. For example, chemistry teacher Dr. Steven O'Malley did not use the cafeteria often, having used it only twice in his teaching career.

English teacher Holly Weiss did not use the cafeteria often; however, she did find the cafeteria convenient. "When I'm in a total grading frenzy and I don't have time to pack my lunch or run out for lunch and I'm hungry, I'm sure at that moment, I will be upset," Weiss said.

Those who did use the cafeteria are allowed to purchase school food through the students' cafeteria. However, teachers prefer to buy food outside. "[The student cafeteria] is loud and not very convenient," music teacher Liliya Shamazov said.

However, she finds going out to buy lunch to be inconvenient also. "[I am forced to eat my meal in] 10 minutes and go back to class, so a lot of time is wasted," Shamazov said.

Chemistry teacher Michael Orlando used the cafeteria on a regular basis. "[Closing the serving area] is frustrating but it's certainly better than cutting jobs or taking away activities for students. We're in a recession; decisions have to be made," Orlando said.

Old Computers Will Be Replaced in Lab Room

By BRIAN SOU

Thirty new computers will replace all of the Dell computers that were previously the old, non-functioning ones in the computer lab in room 307. The thirty new computers will arrive during the week of Monday, September 21, 2009.

Because all of the previous computers were not fully functioning, students were forced to share computers during the computer science classes.

With multiple regular and Advanced Placement (AP) computer science classes being taught in the computer lab room, computer science teachers felt a heightened sense of urgency to replace the old systems quickly. There were not enough functioning computers for every student.

"We need functioning computers for every student in the AP classes," computer science teacher Jon Alf Dyrland-Weaver said.

"The computers were too old, and we just didn't have the time

to keep fixing and replacing hard drives," Assistant Principal Computer Science Mike Zamansky said. "Students who want the old systems [back]: there's a reason why we needed new ones."

The Stuyvesant Parents' Association (PA) provided the funds to purchase the new machines. Therefore, the purchase of the machines did not cut into the school's budget and the computer science department was able to buy them directly from a company, rather than through the Department of Education (DOE).

"The cheapest machines through the [Department] of Education costs 700-800 dollars each, whereas the machines we are buying currently from a direct source only cost 400 dollars each, which is significantly cheaper," Zamansky said.

Because the Board Department of Education DOE charges the school to remove computers, the old systems will most likely remain in the building.

"They will probably sit in a closet somewhere," Zamansky said.

With multiple regular and Advanced Placement (AP) computer science classes being taught in the computer lab room, computer science teachers felt a heightened sense of urgency to replace the old systems quickly. There were not enough functioning computers for every student.

"We need functioning computers for every student in the AP classes," computer science teacher Jon Alf Dyrland-Weaver said.

Students are pleased that new machines will be installed.

"I was going to sign up for AP Comp Sci last year, but the computers deterred me," junior Jonathan Tang said. "Now that new ones are in place, I have no excuse not to sign up."

"Half the class didn't even get computers, so [having] enough [computers] for the whole class is a relief," sophomore Kevin Han said.

Cut Policy Implemented

By CHRIS LEE

A new cut policy, discussed last year by school administrators, has finally been implemented this term.

The policy dictates that students who have more than three unexcused absences in a marking period cannot receive a 90 or above for that marking period, thus students with nine or more total unexcused absences throughout the whole semester cannot receive a final grade of 90 or above. Students with more than 6 unexcused absences in a marking period and 18 for the term cannot receive a grade of 80 or above, while students with 10 or more unexcused absences in a marking period and 30 for the term cannot pass the class.

This policy was created and discussed extensively by Principal Stanley Teitel's cabinet last year. "We talked about it all year long," Assistant Principal English Eric Grossman said. "All the assistant principals and Teitel decided on it."

According to Teitel, this policy was implemented due to the high

number of cuts last year. "[Assistant Principal Technology Services Edward] Wong told me that there were about 30,000 cuts last year," he said.

The goal of this policy is to lower this number by finding a way to discourage students from cutting class.

"We were seeing quite a few report cards where students missed many classes in various subjects. In some classes, they were failing and in others they were getting high As," Grossman said. "We feel that it is important to send a consistent message about the value and importance of attending class."

"I spoke about this in all of the school assemblies," Teitel said. "Students should not be cutting class."

The other intention of the policy is to give fairer grades to students. "It is unfair that there are students who are attending class every day who get lower grades than people who are consistent cutters," Grossman said.

"As a student, you need to be proactive and make sure that you are in class," Assistant Principal So-

cial Studies Jennifer Suri said. "It is your responsibility."

Teachers believed that the policy would be effective, but only to students who cared about their grades. "In general, it's a good idea. It will help but I also think there should be another punishment for students who are failing already," math teacher Gary Rubenstein said. "Maybe detention."

Some students believe this policy will be generally effective in discouraging cutting. "It would be effective for the people who care about school," junior Joanne Choi said. "It's a good policy. It will wake up a lot of kids."

Others disagree. "I don't think this policy will discourage students from cutting because some people will always cut class," sophomore Ivy Lai said.

"Forcing kids to be in class by threatening their grades is not the message that the administration should be sending out," junior Mohit Kumar said. "Grades should be reflective of how well someone knows the material, not of how many unexcused absences they have."

Due to a new policy for program changes, students who wish to add, drop or move around courses are only able to do so by talking directly to the Assistant Principals (APs) of the departments. During the first three days of schools, students were only able to change their schedule if they had program errors.

The new policy was implemented after discussions occurred between the guidance counselors, the program office and the chairpersons.

The new policy better accounts for essential program errors like students "placed in the wrong language or different math level [courses]," Program Chair Sophia Liang said.

In order to change classes, students have to see the AP of the department. If the change is approved, the student then has to see his or her guidance counselor and finally the requested change will be put through to the program office. If the program office finds space for the student in his or her schedule, and in the requested class, the change is made official.

The policy differs from the previous one where students with program errors and course requests were able to do so on the same day.

Proposed Policy Would Ban Failing Students from Extracurricular Activities

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fulfilling their academic obligations within the classroom, then the administration should not be expected to allocate thousands of dollars every year for extracurriculars when kids aren't taking advantage of the resources that are in class," he said.

Smith also said that the policy could be beneficial towards certain extracurricular organizations. "We can't really afford to help kids finance trips if there's a risk a teacher is not going to let them go on the trip be-

cause they're failing," he said. "That just ends up being a loss for us, both in terms of our competitiveness, because we're missing a person, and monetarily, because we could lose 300 dollars if a person has to drop from a conference."

"Most of our students do pass all their classes. But for those that don't, I want to make it clear that I have an expectation as principal that you will pass all your classes, and if you don't, then you cannot participate in all our wonderful extracurriculars that we offer until you do," Teitel said.

Stuyvesant Enters \$20,000 Contest

By KAITLYN KWAN

Stuyvesant High School is currently in the running for 20,000 dollars in the America's Favorite School Contest, which began Monday, September 14 and is set to end on Saturday, November 8. The contest, which is sponsored by Care2 (an online nonprofit organization for social activists), GreatSchools and Target, asks parents, students, teachers, and other community members to vote online for a school of their choice. The school with the most votes at the end of the contest will win a total of 20,000 dollars from Care2. Schools placing second, third, fourth, and fifth will receive 5,000, 3,000, 2,000, and 1,000 dollars, respectively.

Care2 will also award 500 dollars weekly to a randomly selected school that earned at least five votes that same week. In addition, the top 20 individuals who recruit the most people to vote using an assigned URL will receive a 50 dollar Target gift certificate.

According to the Care2 Manager of Activism Marketing and contest organizer Rebecca Young, the purpose of the contest is to "reward schools across the country that are making an extraordinary difference for their schools," she wrote in an e-mail interview. Although this is the contest's first year, Young said she hopes it will run again.

Stuyvesant had accumulated over 3,000 votes in the contest as of Monday, September 21, second only to The Brooklyn Technical High School, which had a total of over 5,000 votes.

However, Young said that there

was a possibility that some schools were cheating. "We all noticed the interesting voting happening [and will] remove all of the invalid votes and put in place some measures we have planned anyway to prevent further invalid voting," she wrote. "We do a thorough check of all votes at the end of the contest [...] We will do everything possible to make sure the winning schools are those with valid votes."

Students said they hope Stuyvesant will win the 20,000 dollars so that the impact of the recent budget cuts can be lessened.

"Stuy could just really use the money," said sophomore Joanna Gao, the current top recruiter for Stuyvesant and one of the top ten in the country. "I was pretty upset about not getting into an elective and I found out that some of the electives I applied for were gone due to budget cuts [...] Also, I don't have a guidance counselor because of budget cuts."

According to Principal Stanley Teitel, however, 20,000 dollars would not be enough to fund the electives that were cut this year. If Stuyvesant does win any money, it will be given "to the Student Union to be given to the students for activities," Teitel said. "We can subsidize some of the things that we do per grade [and] maybe lower the prices for proms [...] If students are the ones winning the money, it would seem to me that the money should [be given to] the students."

Students interested in voting should visit www.care2.com/school-contest.

New Policy for Program Changes

By ANIKA RASTGIR
and SHARADA SRIDHAR

In the old system, students who wanted to change their electives or change teachers went to their guidance counselors before seeing the AP. Then, after approving the requests, the APs sent the requests back to the students' guidance counselors, who finally forwarded them to the program office.

According to guidance counselor and social worker John Mui, "this policy should theoretically be more efficient than the older one, because it will allow the guidance office to have more time to focus on getting out the SSRs for the seniors," Mui said. I still don't exactly know what the policy is. Get a quote from a guidance counselor stating exactly what it is?

However, some students disagreed about the efficiency of the new policy.

"I think the school is making an even bigger problem," sophomore Justyna Bujno said. "On Monday, the lines will be even longer, since it will be everyone waiting, not just a particular class, like juniors or seniors, and it will be a hassle just to move one class."

If the policy is successful this year, then it may be followed next term. "The worst case scenario is hundreds of students outside the chairperson's office," Mui said.

New Security Cameras Soon To Be Installed

Rebecca Zamborg / The Spectator



As a response to the increasing number of acts of vandalism around the school, 96 new security cameras are expected to be installed this year.

**By KAREN ZHENG
and BERNICE CHAN**

Ninety-six new security cameras are expected to be installed in Stuyvesant by Sunday

May 1, 2010 to prevent future acts of vandalism. Eighty-four cameras will be distributed on the walls throughout the 11 floors of the building, including the basement, and 12 cameras will be placed outside of

the building. Numbers have been written on the walls of the building in chalk or marker, indicating the positions of each of the new cameras. Almost every hallway will be under surveillance, as well as several staircases. There are currently 39 cameras located between the basement and seventh floor.

The cameras will be installed to provide a record of possible acts of vandalism. "The locker policy was put into place because of thefts. These cameras are being installed due to vandalism," Principal Stanley Teitel said.

The installation of these cameras will not affect the school's budget, because it will be funded by federal grant money. In response to previous acts of vandalism at Stuyvesant, Public School 266, Inter-

mediate School 208, Richard R. Green High School of Teaching, and Public School 89 amongst others, the schools have applied for a federal grant worth 1.459 million dollars to obtain new security cameras.

The grant was accepted because "we live in tough times," Assistant Principal Technology Edward Wong said. "We have to make sure everyone is safe. There have been incidents in the building."

Wong assures students that cameras will not have adverse effects. "No one is going to sit there and watch 96 cameras all day," he said. "It [installing new cameras] is a good thing. It is a just-in-case system."

However, some have expressed concerns about the new cameras.

"The school can do what-

ever it wants because [the cameras are] free, but this is highly unnecessary," junior Aia Sarytcheva said.

Sophomore Sophia Chen agreed. "There is not that much wrongdoing in the halls to lead to cameras watching our every step," Chen said.

Others were not opposed to the installation of more cameras.

"The cameras are there for a good reason. They stop people from doing bad things. But it's going to be awkward because people are going to be watching you all the time," sophomore Gary Chan said.

"I don't care. It's not like I'm going to be personally affected by cameras that people barely notice," senior Jason Shum said.

Budget Cuts Result in Decreased Course Options

**By SANDY CHAN
and POOJA DESAI**

With the 2009-2010 budget cuts in place, many departments were forced to endure the loss of both electives and electives for the Fall term.

According to Assistant Principal English Eric Grossman, the Sophomore Writing Seminar course had to be discontinued due to the tight budget. The course had been created two years ago to help sophomores improve their writing skills.

The mathematics department suffered the loss of the Mathematics of Financial Markets course, as well as one math team and one math research class.

The Social Studies department suffered the biggest drop, as electives Modern China and American Foreign Policy were cut. According to Assistant Principal (AP) Social Studies Jennifer Suri, the courses were dropped due to lack of student interest. In addition, the department decreased the number of sections offered in Criminal Law and Civil Law by one.

The Chemistry and Physics department remained unaffected by

the budget cuts.

For senior June Wang, the electives situation was related to the number of required courses that students have to take, such as 10-Tech. 10-tech courses, which take up two periods in students' schedules and are required for graduation, can often pose programming conflicts.

"The upperclassmen, especially seniors, have a decent amount of electives to choose from, but [...] our mandated classes [...] limits one's choice of electives," Wang said.

"We might not be able to choose for ourselves which classes truly interest us. Perhaps a good solution is to offer a suggestion box as to which electives should be made into ten-techs and five-techs."

Students expressed mixed feelings towards the electives situation.

"As a student, it's really frustrating to me," junior Sam Szufita said. "I don't see how they can tell kids who want to learn that they can't take a certain class. Despite my trying to fill [my schedule] with an elective, I still have a free period [...] I could be challenging myself and possibly discovering new inter-

ests [but] some faceless bureaucrat decided that the money that should have gone to my elective was better spent somewhere else."

Others, however, said that they are indifferent to the lack of electives because they will be able to take more in the coming years.

"There are a lot of students in Stuy and not enough classes to fill them all in," sophomore Natalie Fang said. "I'm sure the juniors and seniors who are in the class I wanted waited their turn, so I'll wait for mine."

Teitel, however, said that he is not considering dropping any graduation requirements like 10-Tech. Instead, he has proposed mandating four years of math along with one year, rather than one term, of Computer Science. According to Teitel, the mandated classes are what make Stuyvesant different from other schools.

"Every college knows what it takes to get a Stuyvesant diploma. Every college knows what a Stuyvesant diploma is worth," Teitel said. "[We have to] live with the fact that we have a leaner budget [...] It wasn't catastrophic."

Writing Across the Curriculum in Full Swing



Rebecca Zamborg / The Spectator

Math teacher Sebastian Stoenescu plans to implement Writing Across the Curriculum in his classes.

**By CHESTER DUBOV
and BEN GARNER**

Writing Across the Curriculum, Principal Stanley Teitel's initiative to improve students' writing skills, is continuing in full force this term. The program, which was created last October, aims to help students become better writers by giving them more opportunities to write in ev-

"The ability to write and express oneself in a coherent manner is incredibly important."
—Stanley Teitel, principal

Bake Sales Banned Under New DOE Policy

**By WILSON LAI
and AMIT SAHA**

The Department of Education (DOE) implemented a new Chancellor's Regulation on Monday, June 29 that prohibits students from selling any items not approved by the DOE from the time school starts until six p.m.

According to Chancellor's Regulation A-812, the purpose of the policy is to "conform to the Department of Education's Wellness Policy and initiatives to improve the quality and nutritional value of foods and beverages that are available for children."

"The concern is that so many students are a little too heavy, and [bake sales] of course contribute to it," Principal Stanley Teitel said. "They're disapproving anything not from food services."

Prior to the Chancellor's Regulation, bake sales helped clubs raise extra money for the school year. However, with the new policy in place, these clubs will have to turn to the Student Union (SU) to supply the money they would have earned from the bake sales. According to Teitel, the only group that is allowed to hold bake sales is the Parents' Association (PA), but they may only do so once per month during PA meetings. The purpose of these

bake sales is to fundraise, and the food will mainly be served to parents.

Additionally, students will still be able to purchase food from vending machines at all times except during the lunch periods.

To compensate for the loss of bake sales, the SU has revised its funding policy for clubs.

"This year, we are also going to ask clubs and pubs to submit a financial statement of how much money they had requested from the SU, and how much money they had raised from selling food or snacks in the school," SU President Paul Lee said. "[That way] we can take a look at how much money the club requires to be run and then try to find different ways to alleviate financial costs for the club."

However, even though the SU will be responsible for most club funding, it will not receive any extra money from Teitel. According to Lee, the SU will instead have to do more fundraising itself by selling items such as advantage cards and t-shirts.

"We're going to be getting a lot more requests, and our normal requests are going to be a lot higher than they usually are," SU Chief Financial Officer Rosanna Sobota said. "Luckily, [...] we still have a decent amount to allocate

[from last year], but it's going to be more difficult and we're going to have to be a little bit more mindful of all of the requests before we grant money."

"We have a set SU budget [...] and we'll deal with that," Lee said. "All we ask is for the [clubs and pubs] to be honest so that we can meet every club's requirements."

Students, however, have expressed concerns over the new policy.

"It's unreasonable because clubs need their funding, and the SU won't provide as much, especially with the budget cuts," senior Chris Yeung said. "Besides, cutting down a few bake sales won't make a difference. If people want to eat, they're going to eat some way or another."

Junior Aditya Vijay agreed that budget cuts are only worsening the problem. "I don't know how Teitel expects clubs and pubs to compensate for losing another source of fundraising," he said.

For senior and treasurer of the Asian Culture Club Beatriz Malibiran, however, the loss of bake sales will not severely impact funding.

"You can't attribute [lack of funds] to the [loss of] bake sales," she said. "It isn't like bake sales really reach a lot of people anyway."

ery major subject class. This has now been extended to all classes.

"The ability to write and express oneself in a coherent manner is incredibly important," Teitel said.

At the beginning of the school year, Teitel administered a pocket English grammar manual to every member of the faculty to aid in the implementation of the policy. "These were recommended to me by the English department," he said.

Biology teacher Dr. Daniel Pil-

loff plans to make use of his copy of the manual. "Once I identify common mistakes on students' papers the manual will come in useful," said Dr. Piloff, "Although, keep in mind, this is not a grammar class."

Teitel himself is taking an active role in incorporating writing into the curriculum of his freshman physics class. "Every one of my exams this year has a writing component," he said. "This way there's no outside editing; I can get a clear view of how the students write and then move on from there."

Dr. Piloff has also incorporated a sizable amount of writing into his curriculum. "I give my students the Biology Department New York Times portfolio project, which requires them to summarize articles from The New York Times that pertain to biology," Dr. Piloff said. "I also provide them with examples of both good and bad summaries."

Many science and math teachers reacted positively to the policy. "When you ask a student to write, you force them to synthesize information" Dr. Piloff said.

"The major controversy the policy is whether or not it augments learning in specific disciplines, and the current consensus is that it does," biology teacher Dr. Jonathan Gastel said. "The writing of students needs to improve."

For some teachers, student writing is an integral part in the study of their subject. As a result, they have not had to alter their curriculums in any major way. "We currently have a writing rubric in all of our classes. Obviously we would like the students to be able to write well in the target language," Assistant Principal Foreign Languages Arlene Ubieto said.

Students seem to have mixed but overall positive reactions to the policy. "I think it is a little excessive, but then again, writing is very important for many classes," junior Konrad Wojnar said.

"I don't see any reason against it," junior John Bowler said. "It probably will help us become better students."

When asked if he had noticed any improvement in the writing abilities of the students in his freshman physics class Teitel said, "No, but keep in mind that they are freshmen. I would expect a change towards the end of the year."

Features

The Option to Go Test Optional

By SANGHO PARK

S-A-T. Three letters that will make any high school student cringe. For more than 80 years, this test has been an unavoidable aspect of the college process. So when Wake Forest University became test optional for the SAT in what month 2009 is this year correct?, a ripple went through the education world why Wake Forest in particular? yeah, why is this such a big deal? I know a few other test optional schools, Bowdoin included I think. Yeah, I'm kind of confused as to why Wake Forest's becoming test optional is so groundbreaking.

Why is this surprising? Avoid editorializing

Surprisingly, this trend is not particularly novel new. [[In the 1990s, many colleges and universities went test-optional due to concerns that the test was a barrier to minorities and stu-

use to predict college success at their colleges. Instead, he continued, colleges tend to primarily look at Advanced Placement (AP) tests and the International Baccalaureate Exams (IB) to predict a student's success at the institution.

According to a date, article title Spectator poll, 92 percent% of students felt that the SAT and ACT were not a good indicator of collegiate success.

"The SAT is obviously flawed. [The test] is irrelevant to a student's study habits. It's only because of its popularity that people believe the SATs to be so important," senior Andrew Huang said this quote doesn't make much sense...popularity? A lot of colleges require it, so people study for and take it. That has nothing to do with whether it's flawed or not. I think the quote makes sense. [[Underclassmen have similar opinions of the exam don't make generalizations like this, unless there are statistics from that poll to support it]].

"Some people have test anxieties so they might not do as well as they usually do outside of a test-taking environment and the topics being tested for on the SAT's aren't all what collegiate success is about," sophomore Sangmee Kim said.

Regardless of their personal opinion of the SAT, many Stuyvesant students spend countless hours prepping for the test.

"I've studied every summer since my sophomore year for the SATs. Usually I study for four hours at a SAT prep course then study two more when I'm home," junior Ming Li said.

Parents and students alike have long believed that the SAT or the ACT to be their [stairway to heaven cliché, find a direct way of saying this yes]. [[[The exam is considered so crucial to one's profile that one student chose not to submit her early decision application because she was unhappy with her scores.

"I kept [my application] because I didn't have a high enough SAT," said an anonymous senior. [[Don't use anonymous sources unless it's absolutely critical to the article, which this one is not. Also, was she a senior last year? If you convince her to give her name, you need her year of graduation

geous nor disadvantageous for the students]]generalization.

"When a student is putting in their early decision application, they're basically saying, 'I'm ready to be a college freshman right this minute. An average SAT score will not make colleges ignore your application. However, an average GPA and class rank will,'" Joyce Choi, director of Kent Academy explain what this is said. this article is starting to lose focus...it's supposed to be about test-optional schools, but the whole section about withholding ed applications because scores aren't high enough is getting to much into the minute details of the test itself. Obviously some background on the test itself is necessary, but it should not be the focus of the article]]

No matter what college consultants say, generalization students and parents are still have difficulty getting over the fact that SAT scores [do not directly translate into a good college reword].

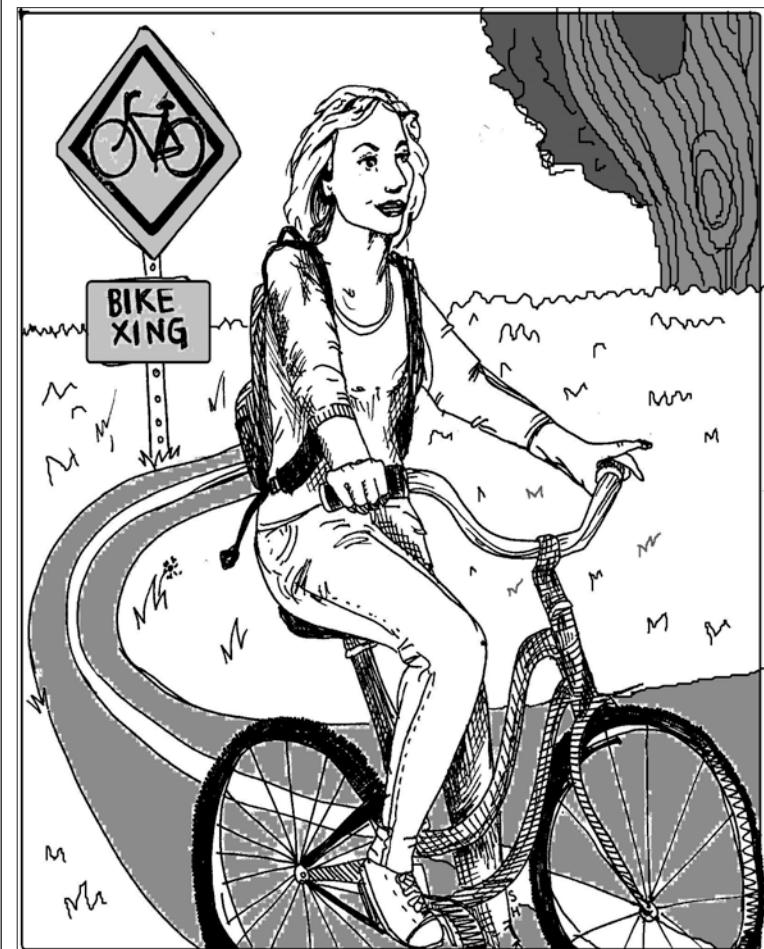
"When I was in high school, SAT used to reign over everything else. My parents and I both thought that a good SAT score was a guarantee to a good college," said Stella Parkis this a family member of his? That's not kosher ('05).

This may have been the trend four years ago what basis at all does he have to say this? [[However, colleges have noticed for a long time that good SAT scores don't generally translate into high graduation rates. Four year graduation rate all over the U.S. has dropped drastically. In 1997, the national four year graduation rate from colleges and universities dropped from 56.9% to an astounding 35% in 2007 this has little to do with the scope of the article no, I think it relates. It's explaining why the SAT isn't as much of a factor for colleges. This is one of the reasons they aren't valuing it as highly. I feel strongly about leaving it in]]. As more people sign up for SAT prep courses, the advantage goes to students from high income families. [[However, being able to take SAT prep courses do not always translate into academic success at a prestigious institution. This is why the number of test optional schools has increased so drastically. This is basically the only point you need about the test itself. build up this point adequately—a paragraph or so should suffice. Use the information about the SAT to enhance the focus...which should be test optional schools, but the article has drifted away from that]]

Since Bowdoin's test optional motion, many schools have joined the list. Most does he have a statistic? are extremely well-renowned liberal arts colleges such as Colby College, Smith College and Middlebury College. One of the most famous private universities in the ranks is New York University, located right in New York City. With the number of test optional schools slowly increasing, perhaps the age of the SAT is slowly coming to an end no editorial speculation—this has to be in quotes. For most students, this is a welcome change again, no generalizations.

"Without the SATs, I would've had more time for just high school stuff. More time to hit the gym, chill with friends. [The SATs] really puts a restriction on the things you can do," senior Athiththan Selvendran said.

Stuy Bikers on a Roll



By SARAH KAPLAN

minutes," Kuhn said, laughing.

For others, biking can relieve stress, especially given many students' hectic schedules. Senior Claire Littlefield found she could pedal her school troubles away.

"By the time I got home I forgot that I'd ever been at school. It's kind of like a reset button on your day," Littlefield said.

However, students are not the only ones who bike to school. Many members of Stuyvesant's faculty ride their bikes to school, including music teacher Dr. Gregor Winkel.

"When I first came to this country I didn't like the subway, so I bought a bike to ride instead," Dr. Winkel said. "It's a great thing to do. It's good exercise, you get to be in the fresh air, feel the wind in your face [...] I would highly recommend it."

However, not everyone finds the experience of biking to school enjoyable. Time and inadequate bike paths can be a big turn-off for potential bikers, despite the fact that the Department of Transportation has added 200 miles of new bike routes in the past three years. Especially for bikers from Brooklyn and other boroughs, who can't take the fast and easy greenways that run along the East and Hudson rivers, sharing the street with cars and pedestrians can be problematic.

Senior Allegra Wiprud biked to school from her home in Brooklyn several times last year but gave up because the trip was so difficult.

"I had a really hard time because it did take longer to bike rather than take the train," Wiprud said. "If there were good bike paths all the way, if Chambers Street were not full of holes that even cars have problems with and if the Brooklyn Bridge were separated with bikes and walkers, like the Manhattan Bridge is, I would totally bike to school."

Still, Wiprud admits that she enjoyed many aspects of her ride to school.

"Especially when I was almost home, I go through Prospect Park right before I get to my house, and that was always really pleasant in the evenings, and I do miss that, and the consistent exercise and out of doors time," Wiprud said.

With the number of test optional schools slowly increasing, perhaps the age of the SAT is slowly coming to an end.

dents from low-income families. Some schools also invalidated the test when prepping for the SAT and ACT skyrocketed, giving students from higher-income families an advantage this two sentences are basically saying the same thing...it's the accusation that the test discriminates against the poor and minorities. Combine them to make this point more clear]]. In 2007, 755 accredited, bachelor-degree granting colleges and universities became test optional, allowing [all or most which one? There's a big difference. If you don't have to submit scores, then all students can be accepted without submitting them] of their students to be accepted without submitting their SAT or ACT scores. Two years later, the number grew to 815 institutions, including the [top 30 nationally ranked awkward] Wake Forest University mention this earlier—was it the first 'prestigious' institution to become test optional? No, that's not true. One of the best success stories in test optional schools is Bowdoin College, a prestigious liberal arts college in Maine, which has been test optional since 1969.

"It is abundantly clear that one size does not fit all when it comes to testing..," William Fitzsimmons, the Ddean of Financial Aid and Admissions at Harvard University, said in a September 11, 2009 interview with The New York Times was it part of an article? If so, mention title?.

In the same article, The dean Fitzsimmons later confirmed also said that the SAT and ACT are one of the last components that colleges admissions offices

"The SAT is obviously flawed. [The test] is irrelevant to a student's study habits. It's only because of its popularity that people believe the SATs to be so important."
—Andrew Huang, senior

College consultants believe [this decision] what decision? specify to be neither advanta-

Features

Stuyvesant's New Teachers Join the Mix

By SHILPA AGRAWAL

David Park, math teacher

Math teacher David Park is not far into his first year of teaching geometry at Stuyvesant, but the school has already made a big impression on him.

Park, who taught math for two years at the Clara Barton High School in Brooklyn, finds

that "[Stuyvesant] is vastly different from any school in New York City in terms of school culture, the quality of education, and the motivation of students," Park said. "I love that they care about their education and are actively engaged in class."

Avram Jezer, social studies Teacher

Social studies teacher Avram Jezer came to Stuyvesant after having taught social studies for five years at the Star Early College at Erasmus Hall. However, Jezer's ties with Stuyvesant have long preceded his arrival.

"My wife is a Stuy graduate (Class of '80) as is my father-in-law (Class of '43), so they told me all about it," he said.

Jezer was referred to Stuyvesant by chemistry teacher Michael Orlando.

So far, he finds Stuyvesant's atmosphere to be very appealing. "The students are great,

the faculty is great. It's really an intellectual atmosphere," Jezer said. He finds the student body to be particularly impressive. "If you ask a question you get a really good answer, and a lot of the students have a really good sense of humor," Jezer said.

Jezer has found that many of the preconceptions he had about Stuyvesant before teaching here were accurate. "It's nice to talk to my wife about what the school is like now," Jezer said. "I'll tell her things about the school and she'll already know all about it."



Dennis Rim / The Spectator

Robert Weldon, Spanish teacher

How many students can say, "My new teacher is an ex-actor, amateur bullfighter, world-traveler, and oh, he teaches me Spanish"? The experiences and travels of Stuyvesant's newest Spanish teacher, Robert Weldon, enable each of his students to say this. Born in Michigan, Weldon's travels have frequently taken him not only away from his Midwestern origins, but also to the other side of the world.

Weldon entered the professional world as an actor in New York City. He worked in classical and comedy theaters for about eight years until, one year, he decided to tour Spain for a month. "I fell in love with the country, with the people, and the language," he said. This new-found passion led to him taking Spanish classes, living in Spain teaching English for five months and reading Spanish literature follow-

ing his return to the United States.

He now returns to Spain for a month each year and has developed an interest in bullfighting. "I had a very emotional reaction to what was happening. Although I didn't understand everything that I was seeing, I knew that it was very special," Weldon said. "There is a mix of fear and danger in the sport, but there is also a mix of visual aesthetic beauty. I do [bullfighting] out of my own desire to learn and have those experiences."

Teaching at Stuyvesant is the next of Weldon's adventures. When asked what he thought about the school, Weldon said, "I'm still on cloud nine. I'm extremely happy because the impression I have of my students is just so positive [...] I'm very excited and motivated to teach at Stuyvesant."



Dennis Rim / The Spectator

Robert Maksudian, math teacher

Between enthusiastically teaching his students to construct "Statement and Reason" charts and playing his violin, Stuyvesant's newest math teacher, Robert Maksudian, fills his days with diverse activities. "My colleagues tell me that I am very fortunate to have and have had the best of both worlds. I agree with them," he said.

When Maksudian began teaching at Stuyvesant, he was impressed by the number of facilities the school had to offer. "Stuy was like a dream," he said. "What I think I like most, from a teach-

er's perspective, is that everything is done to help the teacher concentrate on spending the most time to benefit the kids—whether it's the academics, or the personal interactions."

Maksudian finds time to continue his musical life outside of the classroom. "I have been playing Chamber Music since I was a child," he said. "For me, Chamber Music has opened so many doors [...] You can meet such interesting people who are also interested in doing something that you do."



Dennis Rim / The Spectator

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Cartoons

PICKLE ON A STICK



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Henry, we need to talk about the homework you submitted on the market system.

garreth o'brien

What, did I spell "un-ending war and genocide" wrong?

Wrong place, wrong time

Robert Vinluan, Kiran Sury.

So... have you read the new Dan Brown novel? I heard it was better than the Da Vinci Code.

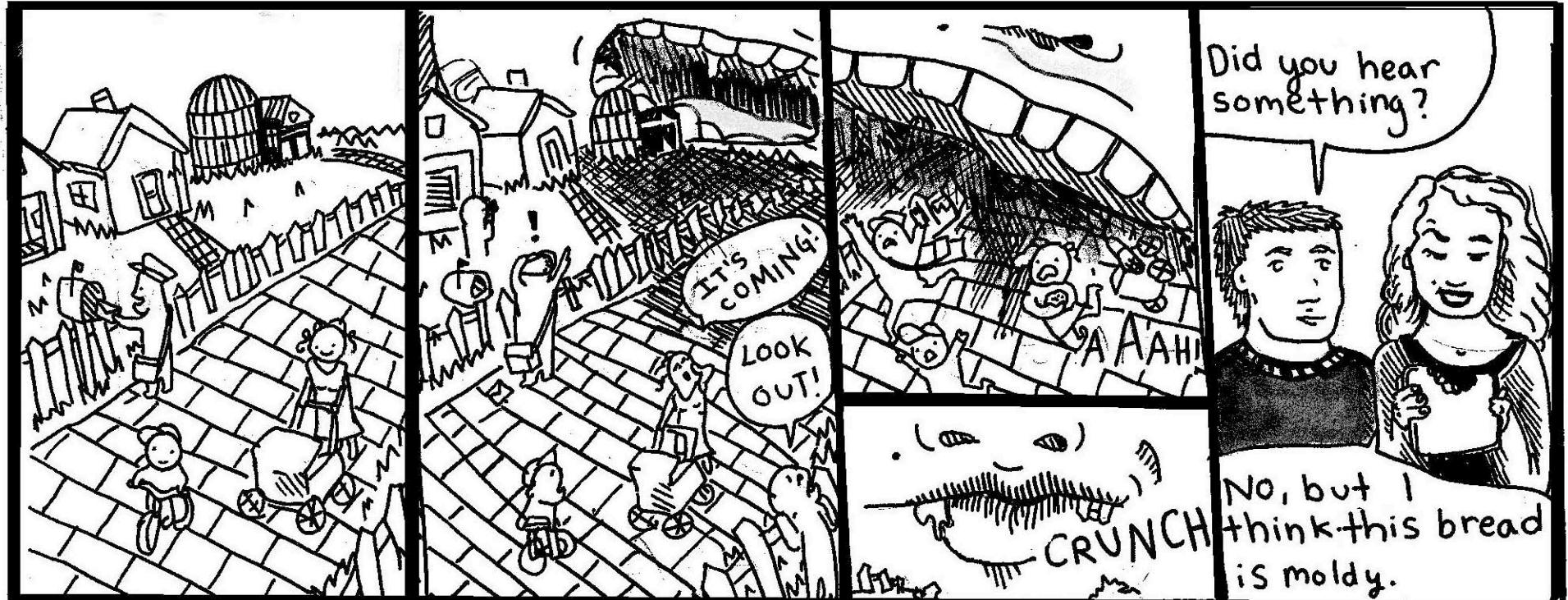
Dude.
Not Now.

Well I don't see why we can't have a friendly conversation.

I am never talking to you again.

GIANTS

BY: SINGHA HON



Editorials

STAFF EDITORIAL

No Rewards, Just Punishments

Imagine our school without the amiable chime of scanners welcoming us back every time we enter the building and wishing us a speedy return every time we leave. Imagine being able to go outside during free periods. Imagine the school without dean and social studies teacher Daniel Tillman patrolling the halls saying, "One, Two, Five" in his gentle but authoritative tone. It may be hard to imagine, but not that long ago, this was the state of student rights and freedoms.

As every generation of freshmen enters our school, it accepts the current condition of student rights as the status quo. The administration's curtailing of these rights is thus gradually forgotten over the years. We lose our freedom regarding free periods and extracurricular activities because the administration is too quick to correlate good behavior with good grades.

And because the student body is unaware of the history of its rights. After the September 11, 2001 attacks, students were prohibited from going outside during free periods. The administration cited security reasons, student safety and a nonexistent Chancellor's regulation that required students to remain in the building during frees. Since the 2007-2008 school year, ID scanners have been used to swipe in and out for lunch periods. For a school with 3,183 students, the scanners provide the administration with a simple method for keeping tabs on everyone within the building. With the scanners, the administration thinks it knows exactly where a student is at every moment of the day, except during his or her lunch period.

Last year, there were three reported incidents of disruptive student activity at Whole Foods, Barnes & Noble and the Regal Battery Park Stadium 11. After being notified by these three venues, Teitel considered not allowing any incoming freshmen to go out for lunch.

The official policy now states that all freshmen are to have out-to-lunch privileges retracted if they receive a grade of 'Unsatisfactory' (U) or 'Needs Improvement' (N) during the first marking period, despite the fact that there is little evidence to show that poor grades correlate to misbehavior outside of school. And while some students are not responsible enough to go out for lunch, the administration needs to mete out punishments on a case-by-case basis rather than restrict the privileges of those who have done no wrong. Punishing the entire student body for the actions of a few students does not send the right message. It has come to a point where students only see punishments, rather than rewards, as an outcome of their actions.

Growing up in the city, students are trusted with a great deal of responsibility. Students traveling from all over the city need to learn to be autonomous starting from their freshman year, if not earlier. Restricting students from leaving the building during lunch and even during their free periods for supposed security reasons is both unnecessary and counterproductive.

With more and more restrictions imposed on students' out-to-lunch privileges, there will naturally be more students than ever in the school any given period. The class of 2010 has 791 students, the class of 2011 has 785 students, the class of 2012 has 849 and the class of 2013 has 858. Overcrowded hallways and congestion are becoming a larger issue every year, forcing the administration to allow students to congregate only on certain floors so as not to disrupt classes.

If students were allowed outside during free periods, the school's chances of a liability issue would increase. If a student does not scan his or her ID in the morning, an automated call is made to that student's home number. But instead of functioning as a tool of student safety, the administration is using the scanners as a means of punishing students. Arriving late from lunch too many times, even if only by a minute or two, will result in a revocation of your out-to-lunch privileges, whether you are late to your next class or not.

The administration's tendency of punishing rather than positively reinforcing extends to extracurricular activities. Upon failing two classes or a physical education class, students are not allowed to play on a sports team. A 'U' or an 'N' on a report card may soon affect participation in extracurricular activities as well. Last year, many students were pulled out of SING! within a week of the show because of their grades. Now the policy may be extended to other extracurricular activities. The policy is meant to encourage students to spend the time they used to spend on their extracurricular activities on their homework and studying for classes.

In the cases of both non-academic activities and out-to-lunch privileges, the administration assumes a strong correlation between good grades and good behavior. Yet the two are not necessarily associated.

Extracurricular activities balance out students' schoolwork and serve as another reason to come to school. Not only is preventing students from participating in non-academic activities disheartening, but the measure also limits the exposure students have to the world outside academics.

By putting in extra time playing soccer on a team, building a set for a production, or researching the state of our world for Model United Nations, students can gain experiences that they never would have in a classroom. In a large school, relationships can easily become impersonal. But with smaller and tight-knit clubs, pubs, and teams, students can search for their passion alongside others with similar interests. Individuals may very well find their passions and pursuits for the future. The extracurricular activities offered at Stuyvesant go hand-in-hand with the academics.

As important as maintaining the reputation of the school is, the administration should keep in mind that every student needs to grow as a person and not simply as a generator of favorable statistics.

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FOR THE RECORD

- In Issue 1, it was incorrectly stated in the article "Stuyvesant Faces Budget Cut" that former biology teacher Dr. Akinsegun Akintunde used to teach the Anthropology and Vertebrate Zoology courses. Both were taught by Assistant Principal Biology Elizabeth Fong. Akintunde taught Medical Diagnosis and Regents Living Environment.
- In the article, "New Summer Assignment and Placement Test for Incoming Freshmen," it should be noted that Dr. Hemal Pathak is a biology teacher.
- In the photo credit of the article "Former Stuyvesant Teacher Frank McCourt Dies," Charles DeFanti's ('59) surname was misspelled and his year of graduation was incorrectly stated.
- In the Roving Reporter, juniors Della Chu and Catherine Chung were incorrectly identified as freshmen.
- In the byline of the article, "Spring to Fall: Two Full Seasons for the Mimbas," author Moin Sattar's surname was misspelled.
- In the article, "New Coach and Deep Talent Raise Expectations for Stuyvesant FC," coach Feliks Fuksman's first name was misspelled.

Opinions

Seat of Power

Stephanie London / The Spectator



By KIRAN SURY

Alphabetical. Size order. Hottie versus Nottie. Reverse Alphabetical. The method a teacher uses to seat his or her students has always been one of the mysteries of the universe to me. Unfortunately, PBS lacks a Nova special on the subject, so I have been left in the dark for the past three years.

A mix of looks, smarts, and personality—you've either got it or you don't.

The process starts during the first few days of school, when teachers pass around Delaney cards to the class. Tiny white or yellow rectangular relics from the 1950s, they seem designed to frustrate immigrant children. Sorry Vladislav Mikhailovich and Krishnakumar Koorthrapali, your names are too long to fit. Don't worry though – you can always write a nickname next to it. My name is short enough, but every so often I put down K-Dog, just to mix things up. Of course, I don't dare write anything until the teacher gives me permis-

the diary of a mad senior

sion. Even though instructions are provided on the card itself, history has proven that I'm likely to screw up.

After passing this trial, teachers have to seat you. Some are content to let you sit wherever you want, some alphabetize, and some do it according to the ancient Mayan calendar. The most creative method I've heard of comes from social studies teacher, Mr. Matthew Polazzo. Following the classic Stuyvesant work ethic, he has someone else do the work for him. All he does is shine a laser on a pile of cards and watch his cat go crazy. He then proceeds to put the cards one-by-one into his seating book. While this is not the most scientific method, if there is one thing that lolcats has taught me, it's that you should trust feline wisdom.

Unfortunately not all teachers have cats, so this won't work for everybody. Luckily, I believe that I have come up with a fool-proof system that can be applied to any class. Teachers should organize students according to what I like to call the "pimp factor." A mix of looks, smarts, and personality—you've either got it or you don't. Kids with the highest pimp factor would sit at the front of the class, with pimp levels falling as you reached the back. I propose a pilot program to test this method, with a random sampling of students. I, of course, will be so far in front that I'll have to sit on the teacher's desk. Just call me K-Dog.

Harry Poppick / The Spectator



By JOSEPH PARK

In a Labor Day interview in response to President Obama's speech on education, United States Secretary of Education Arne Duncan told the crowd that his favorite subjects during his school years were English and writing because he excelled in them. When asked about his least favorite courses, Duncan responded by saying that everything depended on the attitude of his teachers.

Secretary Duncan stated that if his teacher was passionate for the subject, he did well in the class regardless of his skill because he too developed a passion for the class. By similar reasoning, when the teacher was not passionate, Duncan was apathetic as well and received a poor grade in the class.

Going into the new school year, the most popular conversations I have overheard were about the teachers. Questions were mostly of the form, "How is Mr. Smith?" and were responded with either "He's really nice and gives good grades" or "He's a horrible teacher; transfer out." Our mindsets seem to be more focused on

whether the teacher will give us a good grade than on whether we will have an unforgettable

Our mindsets seem to be more focused on whether the teacher will give us a good grade more than whether we will have an unforgettable experience in the class.

experience in the class.

Then, at the end of the term, if someone unfortunate receives a bad grade, the common response is, "I hate Mr. Smith for being such a bad teacher." This thought is

passed down through generations of underclassmen, forever dooming Mr. Smith to a bad reputation. Not only do we mock the teacher, but we also curse our peers who did well in that class. Instead of pushing the blame onto a "bad" teacher, we need to consider our own faults. Most often, our own lack of enthusiasm, not the teacher's, leads to the poor grades we receive. We were just not passionate enough about the class, and what we need to fix are ourselves, not our teachers.

I know that my lowest grades were in the classes that I did not care for. As a result, I put less effort into the course's work, and my performance suffered. When I received a bad grade, I blamed the grade on my teacher, as many other students would do. However, my mindset changed when I received that same teacher for a different course the next term; instead of becoming depressed over how bad of a school year I would have with the teacher, I decided to stir up a desire to earn the grade that I wanted in the class. I ended up receiving a grade even higher than what I had been hoping for. In addition, I was able to build a passion for a course that I initially did not even care for.

It's unfair to give the wrong impressions of teachers to younger generations of students because of a grade that reflected your attitude. And when the underclassmen receive those "bad" teachers, they go into the class with the wrong attitude as well. We need to get out of the habit of taking out our anger on our teachers rather than examining ourselves. After all, your report card reflects your performance, not your teacher's.

The Disintegration of Mathematics



Peter Wysinski / The Spectator

Explaining the "why," not just the "what," makes math easier to understand and remember.

Unfortunately, Regents grades dropped considerably. As the second exam was further away, students found it too hard to retain information taught earlier in the year. Now, the NYSED is returning to the traditional three-year curriculum of Integrated Algebra, Geometry and Algebra II and Trigonometry. It hopes that this small rearrangement of topics will improve students' comprehension, but this fails to address the real problem.

For decades, the standard curriculum has emphasized formulas and exercises. As a result, much of the reasoning underlying mathematics was neglected. It's as though the

history curriculum only taught events, without mentioning their causes, effects and connections. No student would find the subject easy to understand or remember, because what makes history logical and meaningful—its cause and effect nature—was removed. Such a curriculum would be disintegrated into isolated particles of information.

The standard curriculum, which is built in this isolated nature, has failed. Based on rote memorization, it divides students into those who "get it" and those who don't, usually according to how good their memories are at retaining facts and formulas. Those who don't get it have no choice but to review topics over and over to memorize facts. Excessive practice compounds this problem; tedious and redundant exercises only discourage those who don't understand the material.

Explaining the "why," not just the "what," makes math easier to understand and remember. If mnemonics such as 'SohCahToa' and 'All Students Take Calculus,' were scrapped in favor of deeply covering relationships between the trigonometric identities and the unit circle, math would be easier

to understand and remember. Had reasoning been explained in Math A and B, students would have been able to retain earlier topics over the longer course. Math must be taught through reason.

When the reasoning behind facts is explained, far less time would be needed to repeatedly apply them. The time saved can then be used to accelerate the curriculum. Geometry, algebra, trigonometry and pre-cal-

By CHRISTOPHER NATOLI

As a member of this year's junior class, I represent the end of a failed experiment by the New York State Education Department (NYSED) to reform the math curriculum. In the experiment, the NYSED converted the three-course sequential curriculum into two courses, Math A and Math B, each one and a half years long. The NYSED intended to save money by removing one Regents exam, and it also wanted to include more applied math in the curriculum.

Memorization and practice can never provide a solid foundation for learning.

culus could all be condensed into two years, and calculus, the logical next step, would no longer need to be a college-level course. As an added benefit, other subjects that depend

It divides students into those who "get it" and those who don't.

largely on students' knowledge of math, such as physics, could be taught earlier and in greater depth.

At Stuyvesant, the non-honors track is primarily affected by this state-wide problem in the standard curriculum. Fortunately, teachers here often explain the some of the reasoning behind material. Since Stuyvesant is well-equipped with knowledgeable math teachers, it's possible to focus even more on reasoning while still working within the state curriculum. Therefore, Stuyvesant, already well-known for its achievements in math, is the ideal school to set an example by reforming the curriculum around reason.

Opinions

This WILL NOT be on your FINAL



Rosa Huang / The Spectator

By M.E. FICARRA

It was the first day of junior year and, desperate to get the dirt on all my new teachers, I turned to the most reputable source I could think of—ratemyteachers.com.

As I scanned through the comments, I noticed that one of my new teachers had received quite a few less-than-glowing reviews. Numerous students had complained about how they never learned anything in class, and how the lectures were always filled with random topics and pointless divergences. Yet, despite these frighteningly low ratings, I was looking forward to my new teacher's class. Why do tangents have to be a bad thing?

Some things worth learning won't be on your final exam.

At Stuyvesant, students often complain about their teachers not sticking to the curriculum and instead "wasting" class time with seemingly pointless rants. However, it should not be a cue to zone out or finish an assignment that's due next period when teachers stray from their lesson plans. In my experiences, a teacher's random stories about his or her life often prove to be more memorable than what I was "supposed" to learn in the first place.

Seemingly "off-topic" discussions can often provide lessons important and relevant to the subject matter, even if they're not directly related to the curriculum. For instance, one of my freshman biology teachers once spent the better part of a class period explaining how Walt Disney falsely portrayed the

behavior of lemmings in a 1950s nature documentary. While I'm pretty sure that a lecture on the suicidal tendencies of lemmings wasn't included in his original lesson plan, and certainly not in the biology textbook, that class became one of the most interesting and memorable ones of the semester.

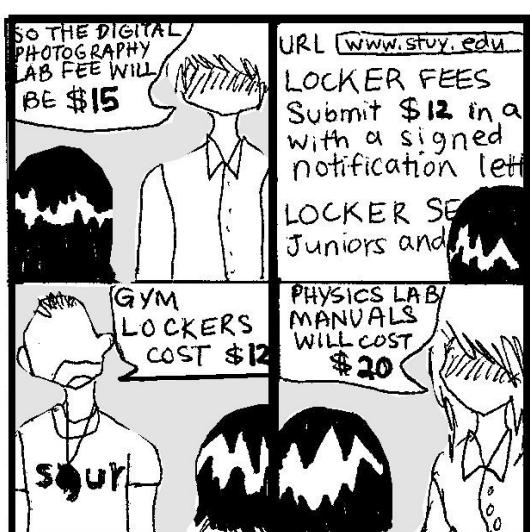
Random tangents can make an otherwise dull class more entertaining.

Likewise, some teachers offer equally important life lessons that can be applied both inside and outside of the classroom. On my second day of sophomore year, my computer science teacher talked to my class about what it takes to be a successful student instead of diving straight into the curriculum. While quoting various episodes of Scrubs, he talked about the importance of sleep, exercise, nutrition, organization, and time management, explaining that without all of these factors it would be impossible to do well academically. His second-day speech has proven more useful to me than any of the programming skills I later learned—and quickly forgot.

And, perhaps most importantly, random tangents can make an otherwise dull class more entertaining. Many completely useless details about my teachers' lives have marked my memories of their classes simply because they made me laugh. I'll never need to know that my math teacher's favorite song is "My Life" by Billy Joel, that my Spanish teacher doesn't trust store-bought empanadas, or that my physical education teacher has an elaborate system of determining the best and worst days of the week. But it's the unexpected occurrences—my math teacher singing and playing the keyboard for my class, my Spanish teacher's stories about his trips to Madrid, and the conversations my physical education teacher has with us while taking attendance—that make going to class exciting and worthwhile.

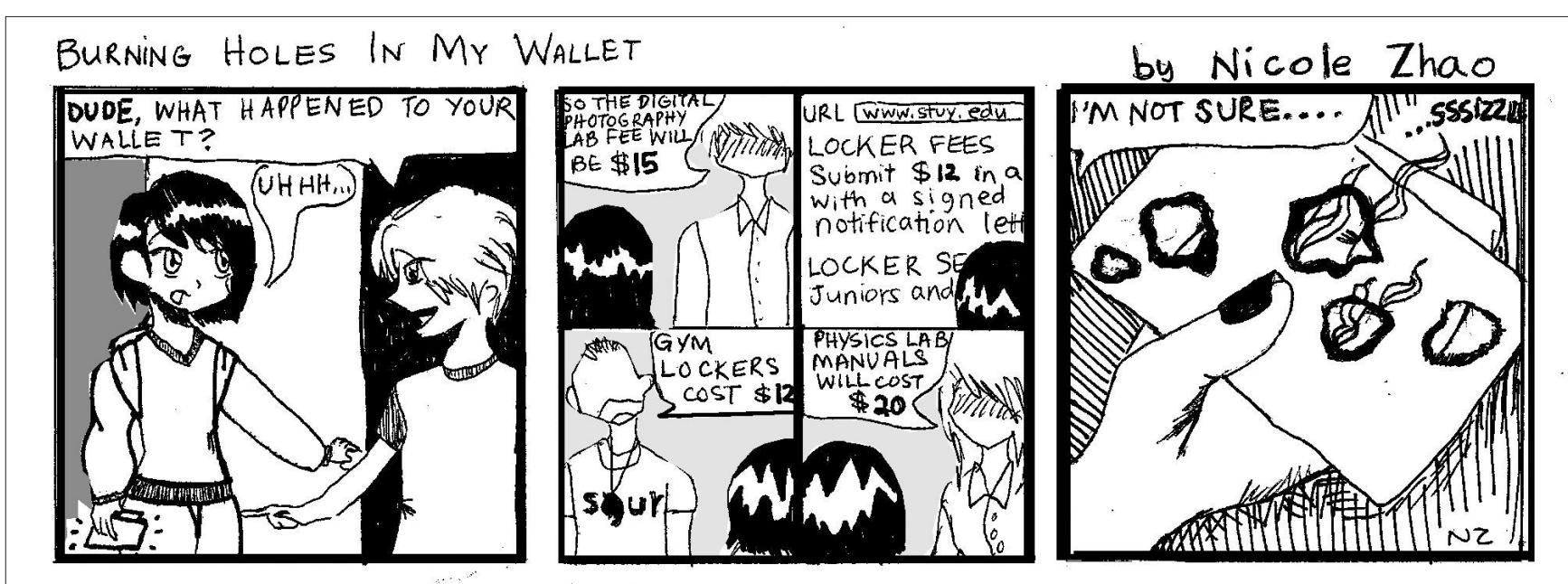
So this year don't designate math class as naptime because you've decided that your teacher doesn't do his or her job the typical way. A teacher's random tangents just make the learning process more exciting and unpredictable. There's more to life than a lesson plan—some things that are worth learning won't be on your final exam.

BURNING HOLES IN MY WALLET



by Nicole Zhao

OP-ART



This Lesson is Not in Your Textbook



Sean Gordon-Loebel / The Spectator

By WES SCHIERENBECK

Now, I know summer vacation was supposed to be a time of rest, and the thought of waking up for a 12 p.m. press conference the day before school starts seems a little out of whack, but I'm hoping as many Stuyvesant students as possible were able to catch President Barack Obama's National Address to America's Schoolchildren. We all know in our deepest heart of hearts that real change doesn't come from a new ruling party, a new budget or a "supermajority." Real change comes from the people themselves accepting their responsibilities as citizens. This is what Obama tried to do with his address; it was a genuine attempt by our Chief of State, if it isn't too tacky to refer back to Obama's primary

After we earn our six figure salary and return to our beautiful homes, what difference will we make in the world?

campaign, to inspire America's students to get "fired up and ready to go."

On a personal note, it worked. Yes, even I, whom some would call the face of Stuyvesant delinquency, was touched by the president's call for responsibility.

For the first time in my three years at Stuyvesant, which has treated me fairly well, I felt guilty for the way I disrespected and blew off my education, an education which so many around the world can't obtain. An education like Stuyvesant's should be cherished and appreciated.

Stuyvesant students are touted as some of the brightest, with attendance rates through the roof and an average Advanced Placement score of "insane." Between the rigorous academics, the college application process and the multitude of extracurricular activities our student body engages in on a daily basis, Stuyvesant helps produce some of the most well-rounded students in the country.

However, this should not convince the student body that it has nothing to learn from Obama's call, or that we Stuyvesant students are so far ahead of the curve that we don't need an inspirational speech to succeed. The truth is that most of us are going to be successful in our futures. Our school has prepared us for anything that comes our way and we're going to be fine. Want me to draft you a truncated cube, Mr. President? You got it!

But my friends (to steal a line from Obama's former rival, Senator John McCain), we have just as much to learn from Obama. As smart and responsible as we Stuyvesant students are in our own lives, there are a frightening number of us who are apathetic to the world around us. We're going to be successful writers, engineers and architects, but after we earn our six figure salary and return to our beautiful homes, what difference will we make in the world? Real change comes from the people accepting their responsibilities as citizens. Stuyvesant has prepared us to be successful, but has it really prepared us to be the change-makers I know we can be?

For Stuyvesant students to be responsible citizens, I think we need to take interest in the world outside of ourselves. Look, Stuyvesant, I know you don't have a lot of free time, but maybe you should sacrifice an hour of sleep a week to read The New York Times. Maybe you should skip SAT prep one Saturday to volunteer for a city council campaign. Because what is the point of success in life if you, in the end, have nothing to give back?

I know a delinquent telling you to "skip SAT prep" may sound completely far-fetched to you. I completely understand where you're coming from, so allow me to quote a hero of mine, Robert Kennedy: "The future will be shaped in the arena of human activity, by those willing to commit their minds and their bodies to the task."

Arts & Entertainment

The Last True Record Store



In an age of electronic music, J&R, located at 23 Park Row, offers a wide range of music records, instruments and technology.

By JAMES HONG

Located across from City Hall, J&R Music and Computer World is a destination for tourists and wandering music junkies alike. Founded by Joe and Rachelle Friedman in 1971, J&R has been a fixture on the Lower East Side, much like the Virgin Megastore was a hallmark of Union Square.

set laced with leather and metal studs. The prices are also very reasonable, especially when you consider the rarity of the items. Savings of CDs range from \$4-5 dollars off the manufacturer's price, usually \$16.99-18.99. During occasional sales, an extra \$2 is shaved off, making each buy a steal.

J&R maintains super sales racks up front, sort of like close-out bins, where CDs go for \$7-8. Through diligent searching, gems like Billy Joel's *The Stranger* and early REM albums can be found. They do sell vinyl too: newer records like Radiohead's *Hail to the Thief* can be bought for \$20 while used LPs can go for as little as \$2. Aside from the excellent prices, the staff members are extremely knowledgeable and friendly.

"I go here because of the variety of music and helpful people. They actually know what they're talking about," said Rich, who declined to give his last name, a customer since the 70s. Such loyal fans like Rich attend the music festivals that J&R sponsors twice every summer, one at the end of June and one at the end of August. These weekend-long concerts are held at the near City Hall Park and showcase local talent as well as more famous celebrities. Stars like Mario and LeToya Luckett of Destiny's Child performed with up and coming artists like Diane Birch and Jemima Pearl at the most recent MusicFest in August.

In the age of internet downloading, J&R is doing surprisingly well. Lackluster CD sales are one reason why the two Virgin stores in Manhattan and the Circuit City chain shut down. J&R Music World, however, has fared better than the other music stores in New York: Virgin Records, Circuit City, Crazy Eddie's and Tower Records, due to a winning approach. Like Best Buy, J&R does not solely rely on the sales of records. The store is divided into departments, such as the home appliance store and the camera store. These multi-story stores currently take up the whole block of 23 Park Row.

J&R boasts an impressive selection of music. The first floor covers pop/rock and the second floor encompasses jazz, world and classical music. A special section in the back of the first floor is even reserved for the "oldies but goodies" artists like Roy Orbison and Jerry Lee Lewis.

J&R also sells rare items that cannot be found in other music stores, such as imported CDs and rock star figurines—two particularly exciting ones were of Jimmy Page wielding his double-neck guitar and Freddie Mercury striking a pose in checkered black-and-white spandex. The store carries rare Radiohead EPs from Japan and early Red Hot Chili Peppers albums from the 80's, like *Freaky Styley* and *The Uplift Mojo Party Plan*.

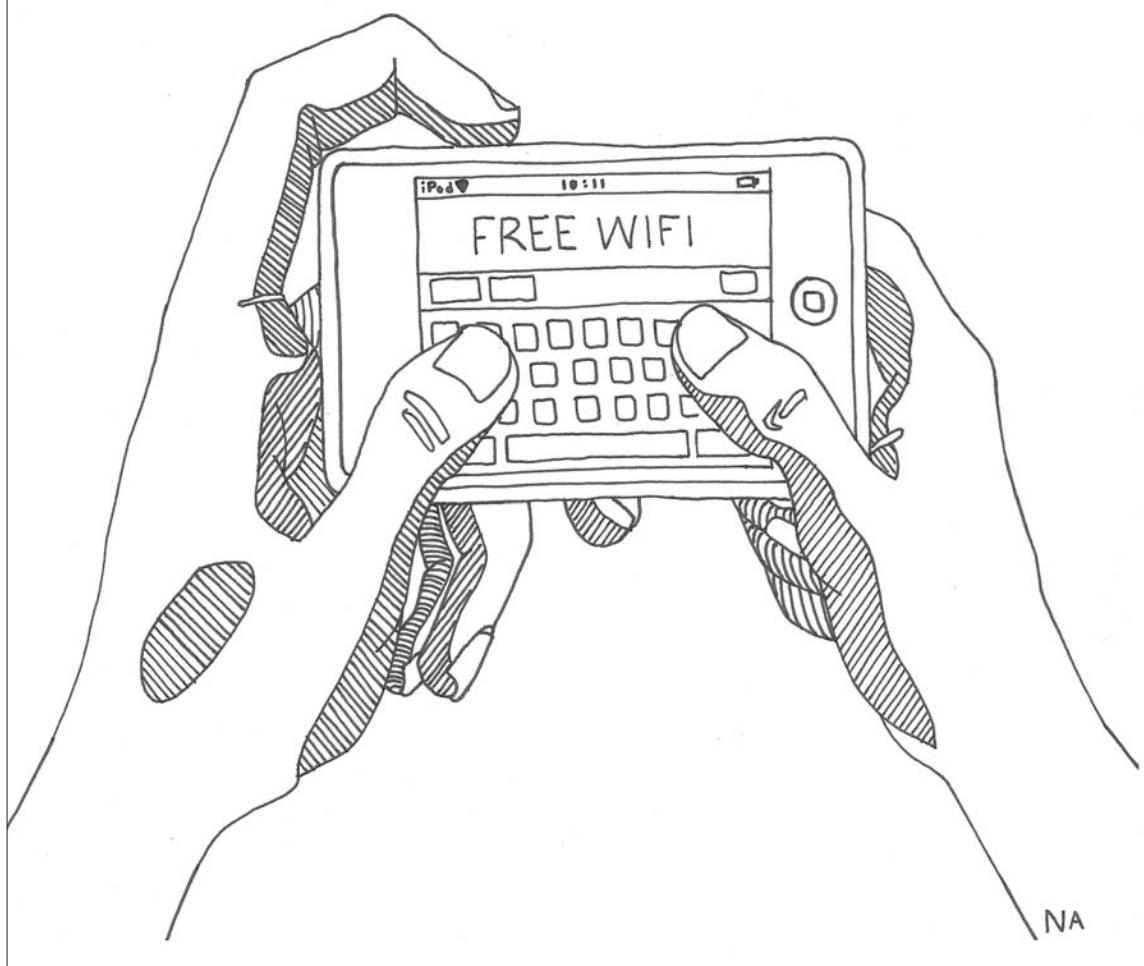
For the true enthusiast, J&R offers special box sets. The collection of box sets is comparable to the iTunes Essentials playlists but with great packaging, like a Judas Priest "Metalogy"

Aside from the excellent prices, the staff members are extremely knowledgeable and friendly.

Like the unique eateries and clothing shops in the neighborhood, J&R is a great find for all music lovers. Discovering new music and playing around with what the huge store has to offer can be fun—just ask the guys in the hilarious J&R "Headphone Wall" and "Air Guitar" commercials. Shopping for music should be a fun experience, and it is at J&R.

*J&R Music World
23 Park Row
<http://www.jr.com>
(212) 238-9000*

Can You Connect Me Now?



**By MASHA GINDLER
and RITA KIRZHNER**

Have you ever needed the Internet during the school day? Many students may not realize that there are other options besides waiting for a computer in Stuyvesant's overcrowded library. Since the ability to connect to wireless internet (Wi-Fi) has become a staple on many laptops and cellular devices, businesses around TriBeCa known as "hot spots" are offering purchasable or free connections.

Kaffe 1668

"Nice atmosphere, not pretentious."

—Evan McGraw, customer

Known for its superb selection of international coffees, Kaffe 1668 is more than just a convenient hot spot. High ceilings and long wooden tables offer a comfortable and roomy workspace. Kaffe 1668 is located at 275 Greenwich Street, across from Whole Foods.

The Wi-Fi connection is fast, but the network password is only printed on receipts. Although you'll have to make a purchase to use the internet, service is fast, food is fresh and prices—though nowhere near cheap—are reasonable. Exotic coffee offerings change monthly, and assorted scones, muffins and other pastries are available for between \$2 and \$4. Sandwiches are available for under \$7.

There is no time limit for use and blankets are even available near the window if you want to snuggle up while working. Eight outlets are available if you're worried about running low on battery.

Peace & Love Café

"I love the environment. There are always people here."

—Veronica Marquez,
customer and Fordham Law
Student

Located at 378 1/2 Greenwich Street, this cafe is as laid back as its name suggests. Oddly decorated, it has metallic swinging

chairs, deep cushioned sofas, colorful paintings on the walls and red cylindrical art pieces hanging from the ceiling. The tables seem to have been sized specifically for people who need space to spread out their laptops, papers and food. Located on the corner of Greenwich Street and North Moore Street—about five blocks north of Chambers Street—the café is probably too far to visit during your lunch period, but is worth the stroll after school.

The menu is comprised of many different healthy options, including excellent though pricey salads (starting at \$8.25), sandwiches (starting at \$6.50), omelets (starting at \$6.25) and waffles (starting at \$7.50). For access to the Wi-Fi connection, ask someone behind the counter for the username and password. Then pick the most comfortable-looking seat, hook up to one of the four electric outlets, and you're all set! Our personal recommendation is the comfortable swing-seat, placed near the entrance.

Barnes & Noble

"You can get on easily, and it's free. I like the atmosphere."

—Owen Flanagan,
Wi-Fi user and Philosophy
Professor at Duke University

Barnes & Noble is already popular among Stuyvesant students, but few know that this branch of the bookstore, located at 97 Warren Street between Greenwich and West Streets, began offering free Wi-Fi this summer. At Barnes & Noble, people speak in low voices and the general vibe is tranquil. Some customers look for books, some read and some work silently. Though the Internet connection is weaker than at other places in the area, customers may use the free Wi-Fi for hours without disturbance and with no pressure to make a purchase. Unfortunately, there is limited space. Sitting on the floor in front of a bookcase is prohibited, and there are only a few chairs near the café section. Most of the outlets are also in the café section, which is inconvenient when all the tables are taken.

Winter Garden

"Everything is super clean and it's somewhere to go if it's cold out."
—Katie Bor, sophomore and Wi-Fi user

For the location with the best view, check out the Winter Garden, a large atrium located inside the World Financial Center. Its huge cascading steps provide a fairly comfortable seating space and there is also a multitude of benches available. The soaring palm trees, large glass wall overlooking the harbor and high glass ceilings provide a spacious atmosphere. Many people make their way through this part of the building, yet the bustling activity is countered by the sheer enormity of the place. The Wi-Fi is fast and absolutely free, requiring neither password nor purchase.

There are other options besides waiting for a computer in Stuyvesant's overcrowded library.

If you are hungry, however, Starbucks, Ciao Bella Gelato and Merchants BBQ are located within in the atrium. There are lovely cafes like PJ Clark's and Southwestern with outdoor seating overlooking the water, and the Wi-Fi will even connect in these cafes. There is also a shopping center within the atrium. But don't count on plugging into one of the few, sporadically-located outlets.

The Winter Garden is located at 220 Vesey Street. It's easily accessible from the marina located four blocks south of Stuy on North End Avenue.

Visit stuspectator.com for a complete listing and map of earby hotspots.

Arts & Entertainment

Restaurants and the Recession



Rosa Huang / The Spectator

Pan Latin is facing hard times due to the Recession.

By JENNY CHE

With students' wallets slimming down because of the country's economic state, prices play a huge part in determining which venues get more business. However, expensive eateries near the school like Palm Restaurant, Amanzi Tea, and Zucker's Bagel and Smoked Fish are not suffering. But for restaurants around a high school, reputation may have a stronger correlation with business success.

On the other hand, Pan Latin has seen a drop of 35 percent in the last year. "At this point, I can't guarantee that we'll be able to stay open," said owner and chef Sandy Kradhling.

Some students are not enthusiastic about spending their money at the café. "It's way too

closed down on the eve of the Fourth of July. Hoping to combat the economic standstill, the café has issued a new menu of student specials, aimed specifically to draw in more Stuyvesant students. Prices range from \$3 to \$7, and all come with house-baked cookies and a beverage. Dishes on the menu, surprisingly filling, include a mozzarepa (mozzarella cheese sandwiched between cornbread patties, at \$5), a bagel with cream cheese with coffee or tea (\$3), and a delicious soup of the day with half a sandwich (\$7).

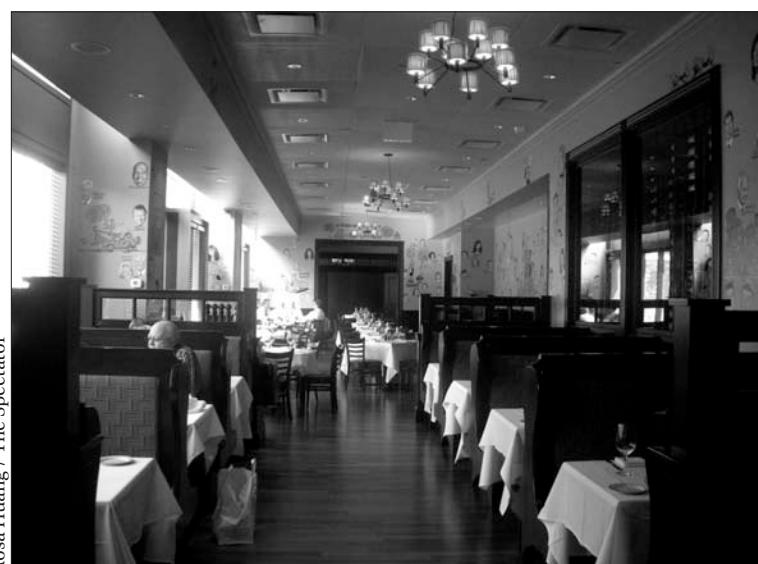
On top of these, students also receive a 10 percent discount, which the café has been advocating "before we even heard about Stuyvesant Advantage Cards," Kradhling said.

But senior and School Leadership Team Representative Casey Griffin said that the café has "always been very difficult when we go to them to negotiate card discounts."

The new specials have been embraced by senior Shivam Papu, who eats there regularly. "It doesn't cost more than a Subway sandwich," he said. "Plus there's Wi-Fi connection available."

Other high-end eateries do not appear to be facing the same financial issues as Pan Latin. Palm Restaurant, an American steakhouse on West Street, said they are seeing good business in spite of the current economic situation.

Business is booming at Amanzi Tea, a tea bar on Chambers



Rosa Huang / The Spectator

Palm Restaurant continues to see good business this fall.

expensive," senior Aviva Hakano-glu said. "It's good, but there are other places to go to for better prices."

"At this point, I can't guarantee that we'll be able to stay open."
—Sandy Kradhling, owner and chef of Pan Latin

Others, like senior Ian Armstrong, admit that they are "intrigued" by the food choices but slow service tends to turn them away and favor other venues. Some customers reveal that the serving time was, on average, five minutes, according to senior Henry Lin.

Unable to pay state taxes on time, the café was padlocked and

and Greenwich Street, though drinks are priced at an average of \$4. When asked why they would favor iced tea over a meal of the same price, students say that sometimes, they simply want more than just water. "I always get the Oreo cookie fappé," junior Samantha Unger said. "And I would rather buy something here than walk over to Chinatown for bubble tea."

A few doors down, Zucker's continues to thrive. "I come because it's convenient," says Patricia Kean, a customer. "The food is good."

At Kitchenette, the diner on Chambers Street, the atmosphere hasn't changed much since it first opened over a decade ago. It continues to serve the delicious baked goods it is known for, including blueberry muffins and crème brûlée. "Business is okay," manager Kellee Newman said. "Our regular customers always return."

But prices aside, "people just don't like to venture out and explore. McDonald's and Terry's are American foods, something people are more comfortable," junior Jimmy Cheung said.

Music for the Working Student

By ANASTASSIA BOUGAKOVA, LEILI SABER, ALAN SAGE and HELEN SONG

As much as we dreaded it, our daily school year routine has begun. While working on homework, typing up essays and studying for tests are often tiresome tasks, listening to music while working can help ease the transition from summer to fall. Here are our "working playlist" suggestions: log on to your Rhapsody, iTunes or Amazon accounts and see if they work for you too.



Visit stuyspectator.com to vote for your favorite playlist. Samples are also available.

Anastassia's Picks

"Hope" by Apocalyptica

You might have been listening to and enjoying a favorite song while doing your homework. That is, until you ended up writing half the lyrics of that song straight into your history paper.

If catchy lyrics interfere with your focus, listen to "Hope" by Apocalyptica. "Hope" is a lyric-free heavy metal song which, like all other songs by Apocalyptica, features cellos and drums as the main instruments. The song avoids distracting humming and screaming. But with its screeching cellos and fast-paced drum interludes, "Hope" still elicits an emotional response from the listener.

"Symphony No. 40 in G minor" by Mozart

Another great choice for lyric-free music is the obvious one: classical. Classical music can be mellow, but just because it's relaxing doesn't mean it's boring. "Symphony No. 40 in G minor" by Mozart is full of soft diminuendos and rapidly rising crescendos that will keep you awake through all those painful study hours. The pattern of the music tends to repeat itself, but the motif changes slightly every time. It's an orchestral piece, so it's also full of textural variety.

"People C'mon" by Delta Spirit

Then there are those lucky people who aren't distracted by lyrics. For those of you, there is "People C'mon" by Delta Spirit. The music is upbeat, but encourages working without making you want to jump up and dance. Jonathan Jameson, the lead singer, sings in a low, slightly hoarse tone that works well to soothe "pre-test" nerves.

Helen's Picks

"Breakable" by Ingrid Michaelson

A New York native, Ingrid Michaelson gently moves her voice from the opening harmonies to the bubbly chorus that soothes you as you complete your homework. Although it's stylistically simple, "Breakable" offers charming lyrics accompanied by piano and soft percussion—together a pleasant, not-too-distracting song.

"Where Do I Go?" from Broadway musical "Hair"

After working your way through half your essay, you may find yourself asking "Where Do I Go?" This similarly titled song, from what is known as "The American Tribal Love-Rock Musical," has inspirational lyrics that can move anyone past his or her writer's block. The song's slow tempo and jazz-inspired instrumental allow the listener to easily collect his or her thoughts.

"Grace Kelly" by Mika

Sometimes there is nothing better than an up-tempo beat paired with an infectious chorus. Mika is a master of pop who gives the genre his own flair. "Grace Kelly" starts off slow with a simple bass line that quickly builds up as Mika's voice soars into falsetto. His chorus will have you singing along in no time, even if you can't reach the notes. The playful tone of the song only further supports Mika's impeccable voice control.

Alan's Picks

"The Stranger Song" by Leonard Cohen

While all of Leonard Cohen's songs combine haunting tunes with elusive content, "The Stranger Song" represents these components at their most prominent. The repetitive guitar background won't distract you from your work, and Cohen's whispering voice will provide company during a long night. And if nothing else, Cohen's recounting of failed loves and desperation will make your homework-related sufferings pale in comparison.

"California Dreamin'" by The Mamas and the Papas

A song about how religion attracts people by providing warmth "on such a winter's day." The song includes a catchy hook, with resonating and

overlapping vocal parts adding to an ambiance of mystery. The song includes a delightful flute solo and, in general, parallels the dreams of being "safe and warm" while doing homework on a cold, lonely evening.

"I Ain't Mad at Cha" by 2Pac

2Pac's heartfelt recount of his relationship with a friend whom he lost touch with maintains a beautiful bittersweet tone. The song's nostalgic images invoke nostalgic feelings in the listener, and reminiscing on past times is an excellent escape for the overworked Stuyvesant student. While the song contains a typical hip-hop percussion background, the repetitiveness of the beat and 2Pac's rhythmical recitations won't distract you from your work.

Arts & Entertainment

Put Your Records On

By JACOB SUNSHINE

Walking into the Jazz Record Center on 26th street is like walking into the past. After pushing open the large front door on the eighth floor of an old office building, the smoky sounds of saxophone melodies and smooth drum grooves envelop the surroundings. The store is about the size of an apartment, but each square inch is covered with vintage records, postcards with funky photos of jazz legends and shelves stacked with books on jazz. Customers scour the multitudes of various records, often leaving with findings different than the ones they had initially set out for.

However, the Jazz Record Center is more than an average record store filled with crates upon crates of poorly organized vinyl: it has a lot of history. "I took it over from another friend who had this store since the 50's in 1983," owner Fred Cohen said. Many jazz legends have visited, such as "John Lewis and Christian McBride. We even have a book where famous musicians sign their names when they stop by here," Cohen said.

Even some of the store's merchandise seems more like museum artifacts than your average record. "Our most exotic item is the first LP [full album] ever released in the history of music. It's a Charlie Parker Dial recording from 1949," Cohen said.

Old 78 RPM records (sin-

gles from the pre-LP era) are mixed with more recent albums throughout the store. The Record Center has such a surplus of vintage jazz recordings and merchandise that it auctions off some of its most coveted items on Ebay.

**Each square
inch is filled
with vintage re-
cords, postcards
with funky
photos of jazz
legends, and
shelves of books
on jazz.**

The prices, both online and in the store, are surprisingly reasonable considering the current high costs of music. Since there's a lot of vintage merchandise sold with used and new music, prices vary. A vintage record costs around \$40, while a new record would be from \$8-\$15. CDs range from \$10-\$13.

Business has not been good recently for the whole music industry as well as for the store. "The three largest national music chains, Tower, HMV, and Virgin, have all gone out of busi-

ness, largely due to the popularity of downloads," Cohen said.

As a result, the store is constantly renovating to please the market, and LP's are pushed towards the back of the store while DVDs and CDs are right in the front. "Most of my customers interested in LPs are either musicians or collectors," Cohen said.

And yet the store appeals to all kinds of customers. Jazz fans, gift-givers, and musicians all frequent the store, knowing that it provides them with a great selection of jazz memorabilia. "I know absolutely nothing about Jazz, but my friend at home loves it. I asked Fred what might be a good gift for my friend's birthday, and he thought that I could get him a Downbeat magazine from his birth month. So we are getting him a Downbeat magazine from May 1974," said Josef, a customer who declined to give his last name..

Other customers frequent the store for their own appreciation of Jazz. "I come here about once a month or so and trade in my old CD's. I don't have enough dough to buy a lot of new music very often, so this makes it very easy for me," said Paul, a customer who also declined to give his last name.

As the music industry becomes less profitable, the demand for vinyl, a technology that has been outdated since the 1980s, has also decreased. "There's nothing like a vinyl record. The warm sound of an

old record, blaring out of dusty speakers, sounding different every time, is a feeling that can't be beat. In contrast, CDs sound tiny, impersonal and digital. When listening to a record, the crack of a ride cymbal becomes crisper, the piano chords are sharper and the upright bass is suddenly audible," Cohen said. "Much of digital music is now so compressed that most young people are not really hearing it. What's being sold now on iTunes and Napster is the lowest common denominator of music."

Some jazz musicians prefer the sound of vinyl because of its nostalgic and personal quality. "Records are definitely better even with the imperfections like popping and skipping. Digital music sounds terrible," senior and electric bass player Dove Barbanell said.

"Even when the president of Sony introduced the first CD player, he said 'this new technology will only come close to the sound quality of a record,'" Cohen said.

And yet despite the many perceived advantages that records may have, few jazz musicians seem to use them. Digital music is unmatched when it comes to learning music by ear. "When you listen to a CD or an MP3 or record, it's much easier to rewind, or find a specific spot, rather than turning the record around and spinning it. This is particularly useful when transcribing solos from records," ju-

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**—Fred Cohen,
owner of the
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nior and jazz saxophonist Huei Lin said. Digital music also has many recording advantages.

Regardless of one's opinion on the issue, the Jazz Record Center is the place to visit for any jazz fans. From its extensive collection of vinyl to its plethora of CD's to its library of books, any jazz enthusiast will be sure to find something they love.

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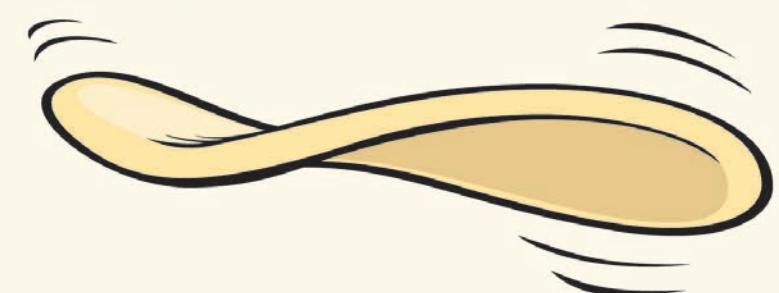
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Sports

Hope Placed in Younger Runners

By PHILLIP GODZIN

The Stuyvesant boys' cross country team enters this season ranked fifth in the preseason rankings. It is trying to reach the top four in order to be eligible for the state meet. The team is also focusing on improving after a disappointing season last year. "Overall it was our weakest year in the last five. We won the city championships in 2004 and 2005, we were second in 2006, won it again in 2007," Coach Mark Mendes said. "This year we should be stronger."

The team is lead by Mendes as well as senior and captain Daniel Hyman-Cohen. The other eight returning seniors will also play a large role in the team's ability to compete for another city title. "We lost three of our top four runners and five scorers, that's a pretty big loss," Hyman-Cohen said. "But we have four or five guys who should be able to replace them." The scorers, runners who placed in at least one of the division tournaments, combined to make up four top-ten finishes, including a second and a third place finish.

Mendes is even more optimistic about the younger runners. "I see them as the favorites to win the sophomore championship, and they have a chance to be terrific," said Mendes.

Mendes enters his eighth season with rather impressive accomplishments. He has experience coaching Olympian Track star Derrick Peñado, three Iron Horse winners and one Heisman winner. Furthermore, he has coached the Public Schools Athletic League (PSAL) Champion Stuyvesant Cross Country teams in 2004, 2005 and 2007.

An important piece of the Hitmen, Hyman-Cohen will be essential to the team's success and is set to give Mendes his fourth Cross Country Championship. "He leads by example," Mendes said. "He is an excellent leader. He is also one of the favorites to win the city championship." Cohen certainly sets a great example, as he finished either first or second in all three of his races. This includes a second place finish in the November 8, 2008 PSAL City Championship with a time of 16 min 34.14 seconds. In this 5K race, he lost to East New York Transit Tech's Kameron Georgea, who had a time of 16 min 30.37 seconds. This disappointing finish should motivate Cohen for another successful season. "I'd like to win it all this year," said Hyman-Cohen.

An all-around solid team complements Hyman-Cohen's strong individual performances this year, and athletes from all grades are contributing, such as sophomore Genghis Chau and juniors Oren Bukspan, James Chen, and Billy Barnes. "We've been practicing a lot harder than in the past with practices at the course at Van Cortlandt," Barnes said. At the 5K Manhattan Borough Championship race in Van Cortlandt Park on November 25, 2008, Stuyvesant runners occupied all top-three places as well as seven of the top thirteen sports. "We have good team chemistry because we all did well at camp," Barnes said. "Everyone pushes each other to do better."

Mendes and Stuyvesant are confident that they can pass Bronx Science, ranked fourth, by the end of the season. The team could even break top three. "Four teams go to the state [championship] meet, that always our minimum goal. Top three would be better, and the championship the best," said Mendes.

The Not So Fantastic Side of Fantasy Football

continued from page 16

True loyalty to your team is more important than who comes out on top in a fantasy football league.

such as blocking, good defensive coverage, punting, third down conversions, and most importantly team wins, are not even represented in the fantasy stats.

Although fantasy football is a fun and interesting way to interact with the NFL, it has many flaws and should not be taken too seriously. The players don't get paid based on their fantasy points, and millions of people all over the world don't tune in to watch the Fantasy Football Super Bowl. At the end of the day the only thing that matters is who gets a point in the wins column. Like former baseball player Toby Harrah once said, "Statistics are like a girl in a bikini. They show a lot, but not everything."

Boys' Fencing

Untouchables Bracing for Contact

continued from page 16

ter year, and nothing changes. Our biggest rival is and always probably will be – as long as they have their coaching staff – is Hunter."

"If we don't win it, they [Hunter] will." Seniors Gianni Dicioccio and Giovanni Zaccero were Hunter's A-line fencers last year and are returning this season.

While Stuyvesant has lost several important players from last year, Armstrong maintains that the goal remains the same. "We have the same expectations of ourselves," he said. "We want to go out there and win the city championship again."

According to Armstrong, team chemistry will again be a positive element this year, as it has been in past years. "We're really close – as close as a family, you might say," Armstrong said. "The fact that we're friends, a very close-knit community, also helps us want to practice more, and gives us more success in the long run."

Coach Winston emphasized the importance of work ethic and explained that, more than anything else, he wants his players to put in everything that they have. "It's all about hard work," Winston said. "If we work as hard as we can and we finish second place, so be it. The glory is in the process, not the end result."

A Man Made of Soccer

continued from page 16

ians, the German-Hungarians and the Ukrainians SC in the German-American League (a semi-pro soccer league) in the 1970s. Fuksman made the transition from soccer player to soccer coach when he graduated from CCNY.

Now he is the coach of Stuyvesant FC, Stuyvesant's boys' varsity soccer team. "I've coached at City College, John Jay and also at Baruch High School. I recently retired from teaching," Fuksman said. "When I heard that a space had opened up at Stuyvesant I called [Former Assistant Principal Physical Education Martha] Singer."

Fuksman's ability as a coach stems from his background as a lifelong player. He uses his knowledge of the game and his experience to become a better coach. But at the core of Fuksman's coaching is a love for the game. "It's a beautiful game,

it's a simple game, and it's a player's game," he said. "You don't have to be eight feet [tall],

"I've been playing soccer as long as I've been walking."
—Feliks Fuksman, coach

you don't have to be particularly strong. You use your brain and your feet. It's accessible to everyone."

Fuksman has already implemented several new offensive tactics. He is practicing an offensive system that involves more passing and more extensive use of the left and right wings. "It's based on communication. From that we'll be able to get more open and smarter shots on goal," Fuksman said.

Fuksman's new offense has been met with approval from the Stuyvesant team. "It's effective. If we can move the ball as we do in practice, we will get more shots on net," senior and captain Alex Sandler said.

Fuksman's system has added to Stuyvesant FC's confidence. "Definitely the fluidity of our play has gotten a lot better because we are more relaxed with each other and we are more confident on the field," junior and forward Arik Raviv said. "It stems from that relaxed practice atmosphere."

Stuyvesant FC has made an easy transition between previous coach Adam Goldstein and

Fuksman. That can be greatly attributed to Stuyvesant's veteran team—16 of the team's 26 players are upperclassmen—which is responding well to Fuksman. "He knows how to keep us playing our best. He's always looking out for us," senior Andrew Cook said. "He's a good coach."

Armed with a new offense and a veteran team, Stuyvesant FC is expecting big results. "We have a talented team," Fuksman said. "Many of our returning players play both in and out of school, and everyone else is showing promise."

However, after two early losses to Beacon High School and Martin Luther King Jr. High School, Stuyvesant FC is 1-2. While this season may be shaping up similarly to last season, Coach Fuksman is looking to break that mold. "Our team has experience," Fuksman said. "This year we'll be able to compete with the better teams in our [Manhattan A] division."

SPORTS CALENDAR

Friday, September 25

Boys' Varsity Football vs. McKee/Staten Island Tech

6:00 p.m.
Pier 40

Sunday, September 27

Boys' Soccer vs. Beacon HS

10:00 a.m.
Newton HS Field

Tuesday, September 29

Boys' Bowling vs. Murry Bergtraum HS

4:00 p.m.
Leisure Time Recreation #25

Thursday, October 1

Girls' Soccer vs. Lab Museum United

4:00 p.m.
East River Park Soccer Field

Saturday, October 3

Boys' Cross-country NYC Mayor's Cup

10:00 a.m.
Van Cortlandt Park

Tuesday, October 6

Girls' Swimming vs. Dewitt Clinton HS

4:30 p.m.
Stuyvesant Pool

Wednesday, October 7

Boys' Fencing vs. Long Island City HS

4:30 p.m.
Stuyvesant Gym

Girls' Varsity Volleyball vs. Bard High School

4:30 p.m.
Murry Bergtraum HS gym

Boys' Bowling vs. Seward Park Campus HS

4:00 p.m.
Leisure Time Recreation #14

THE SPECTATOR SPORTS

The Not So Fantastic Side of Fantasy Football



Abe Levitan / The Spectator

By CHARLIE GINGOLD

In a day and age where technology and computers have taken over, a new MMORPG (massive multiplayer online role-playing game) continues to grow to great heights. And I'm not talking about World of Warcraft. I'm talking about this season's Twitter, because everybody is updating and checking, especially on the weekends. Okay, if you haven't guessed by now, the answer is Fantasy Football.

Fantasy Football originated in 1962, when five men from the Oakland Raiders organization started the first league, originally called the Greater Oakland Professional Pigskin Prognosticators League. They drafted from the current players and formed their teams. Then, they added up the statistics by hand to calculate the winner. So, "StatTracker," an application that follows the statistics of the players in one's league, was as live as they could possibly make it.

Fantasy Football then was about as popular as Fantasy Auto Racing is now. However, when the Internet gained ground in the late 1990's, fantasy sports also increased in popularity. Fantasy Football can now easily be managed on Web sites such as ESPN.com, Yahoo.com, NFL.com and many more. In 2007, the Fantasy Sports Trade Association estimated that 29.9 million people played fantasy sports. Since then, this number

has increased dramatically.

Although the phenomenon of fantasy sports has caught on surprisingly fast, there is a catch. Fantasy Football corrupts the mind of every fantasy team owner. It causes people to root for and against players that they have never heard of before that week. It causes people to get angry at a team kneeling the ball to run out the clock for a win because it prevents their quarterback from gaining extra rushing yards. All of this is preposterous. One should never get upset over a real football team executing real football strategy, even if it means the loss of a few points on your fantasy team.

Now I will admit to currently owning two fantasy teams of my own (both undefeated), but I like to think that I still have my allegiance to the real game and to my favorite team, the Jets.

You will never see me get upset when Randy Moss doesn't touch the ball in a game against the Jets, even if he is on my fantasy team. And you'll never see me root for a player that I own when he scores against the Jets. True loyalty to your team is more important than who comes out on top in a fantasy football league. What truly makes my day is a one hundred to zero beat down by the Jets, even if it comes with fifty safeties and I end up losing my fantasy football league.

Fantasy football gets a lot of people more interested in the sport. But while it causes people to follow the National Football League (NFL) more closely, fantasy football is also very misleading to new and uneducated football fans. It forces them to focus on stats and assume that a player with better stats is superior. Jacksonville Jaguars quarterback David Garrard is not nearly as talented as Houston Texas wide receiver Andre Johnson, yet he is projected to score more points this season. Also, many aspects of football

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Girls' Volleyball

Vixens Volley for 11th Straight Division Title



Emily Koo / The Spectator

The Stuyvesant girls volleyball team, the Vixens, has been working up to three and a half hours in preseason practice to live up to their 106 regular season game winning streak

By JEFFREY CASTILLO

While most Stuyvesant students were setting up their school bags, the members of the girls' varsity volleyball team were setting volleyballs for spikes as they prepared for the 2009 season. The successful Vixens have been working up to three and a half hours in preseason practice in order to continue their impressive 106 regular season game winning streak.

One would think the pressure of bearing the title of 10-time division champions would affect their play. The players, however, disagree. "I don't think that adds any pressure actually. Instead it gives all our players confidence," senior and captain Alex Albright said. "In knowing how well this team has done in the past, everyone's able to have faith in the fact that we too have the potential to reach that level of success."

Hopefully they will be able to use this confidence to fill in the void left by three starters who graduated last year. Seven underclassmen will be replacing the seniors this year.

"The frustrating part is that we lost a lot of experience. The exciting part is that the new kids are better athletically but not accomplished in volleyball. The upside is that they learn quicker," physical education teacher and coach Phil Fisher said.

And learning is definitely what the team was focusing on in their preseason practices. "We needed to teach a lot of the rookies some fundamentals. But, now that our season is almost in full swing, we are focusing on meshing together as a team because we are merely six individuals on the court right now," Fisher said. They'll have to mesh quickly seeing as their first game is scheduled for Thursday, September 24 against Washington Irving, a team that was 5-7 last season.

Despite being the favorites in the Manhattan A4 division once again this year, the Vixens still have to prove their dominance in the twelve games ahead. They didn't wait until the semester to hit the hardwood though, as the Vixens participated in a preseason tournament in Long Island. While

they only won one of the six games played, they were only two to four points behind in the game against the tournament champions. Fisher knows that his team is within reach of the top teams from the Long Island region. "You can smell it but it's still really far away," Fisher said.

The two senior captains, Albright and Imelda Ko, hope to prove their leadership both on and off the court. As captains, they inherit the dual responsibility of teaching the younger players and improving the performance of the players. They have "the responsibility of setting the tone and having the vision to make everyone better at the same time," Ko said.

Ko and Albright together have seven years of experience on the varsity team. They will both struggle to make up for the loss of five solid seniors from last year. The Vixens, however, will have to overcome their lack of experience and harness the prominent young talent if they are to repeat as division champions for the 11th straight year.

Boys' Fencing

Untouchables Bracing for Contact

By CORY BEHROOZI

After another relaxing off-season in which Stuyvesant's boys' fencing team, the Untouchables, was able to enjoy a Public School Athletic League Championship for the second year in a row, the team is picking up their sabers for the 2010 season.

However, the Untouchables are facing a tough task of defending their city title with the loss of key players from last year's roster. "We'll need to work hard," digital photography teacher and boys' fencing coach Joel Winston said. "We have a tough year. We lost some powerful seniors, and our B-line will be challenged, to say the least."

Winston specifically cited Muzhou Lu ('09) who "was a great attribute in many aspects," he said. Lu collected 12 wins and just one loss in 13 matches during last year's regular season, and was undefeated in six playoff bouts.

Only two of the six starting

fencers from last year are returning. Seniors and captains Max Blitzer and Ian Armstrong have been on the team since their 2007 freshman season. Since then, each has gone 18-2 every season.

Along with their consistency and experience, their strong leadership has already become apparent. "I absolutely think our captains this year are really capable leaders, and they're really proving themselves capable of leading this team," junior Daniel Mendelsohn said. "They're doing a great job of running practices and encouraging us to work harder to be a better team."

Although Winston agreed with Mendelsohn, he showed concerns about the deeper parts of the lineup – particularly the B-line. A fencing meet consists of 12 bouts, or matches. There are two bouts for each of the two A-line players, two for each of the B-line players, and two for each of the C-line players. The A-line bouts count for the greatest

number of points, followed by the B-line and then the C-line. Having a strong B-line can be crucial in a close meet.

In last year's championship against Hunter College High School, the A- and C-lines for each team were equal in points, and it was only the performance of Stuyvesant's B-line that secured the victory. What was an important key strength last year has become a problematic area in this year's lineup. Last year's B-line fencers were Armstrong, who will move up and join Blitzer on the A-line this year, and Lu.

According to Mendelsohn and Winston, Stuyvesant's greatest challenge is expected to come from last year's runners-up, Hunter College High School. "Usually our most intense matches are against Hunter," Mendelsohn said.

"It's always the same," Winston said. "You see the same coaches in the playoffs year af-

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A Man Made of Soccer



Polina Rozina / The Spectator

Coach Feliks Fuksman has been playing soccer for all of his life, and has worked at City College, John Jay, and Baruch High School.

By JACK GREISMAN

Feliks Fuksman has been playing soccer his entire life.

He was born in Poland and then raised in Brazil, where he lived until he turned 16. Fuksman then moved to New York, where he attended the City College of New York (CCNY). But

despite all these moves, soccer has been a constant in Fuksman's life.

"I've been playing soccer as long as I've been walking," Fuksman said. He played college soccer at CCNY and also played for the Brooklyn-Ital-

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