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Low Turnout at Second Open Forum



The second Open Forum, held on Wednesday, October 14, worked to address the concerns of the students.

By BEN GARNER

The Student Union (SU) hosted its second Open Forum in room 615A on Wednesday, October 14. The forum, which was first held last April by former SU President James Kim ('09) and SU Vice President Casey Griffin, was reintroduced this school year by current SU President Paul Lee and SU Vice President Keiji Drysdale.

The purpose of the forum is to provide students with the opportunity to voice their opinions regarding school issues and suggest ways to deal with them. In turn, School Leadership Team (SLT) student representative can present those ideas during SLT meetings to the members of the faculty, the Parents Association (PA) and Principal Stanley Teitel.

"The Students' Forum is a way for us to directly ask students what they are feeling about the school in general, what issues matter to them, and specifically ask them about their feelings on issues that will be brought up at the next SLT so as to accurately represent them

at the meeting," senior and SLT Representative Casey Griffin said.

The topics discussed during the forum included increasing student representation in the SU, in-school fundraising, freshmen and sophomore elections, and StuySpace, a student initiative to keep Stuyvesant clean.

"We need to increase awareness," SU President Paul Lee said. "And we need to prove to the administration that we can be responsible."

Sophomore Jay Jiang, who attended the forum, said that while the idea behind the forum was good, the forum itself was not carried out efficiently.

"There were ideas thrown around, but it would take a long time before we can see the effects," Jiang said.

In addition, Jiang said that the turnout at the forum, a total of 13 students, was very low, especially in comparison to the one held last school year on Tuesday, April 7.

"Almost no one came," Jiang said. "I don't think the SU is doing its part to let people know. I

mean, I saw only one poster."

Junior Wasi Ahmed, who did not attend, attributed the lack of attendance to the number of other "activities going on," he said. "Not to mention that the SU did not advertise this recent open forum as well as they could have."

SU members, however, remained fairly optimistic about the forum despite the low turnout.

"Students' Forum meetings are valuable even if only one student shows up to hear about what is going on with the school or to express a concern," Griffin said. "Of course, the more the better, but we want to hear every voice."

"The meeting was still successful in addressing what concerns the students," junior and SLT alternate Daniel Frankel said. "Higher attendance in future meetings will definitely help find more solutions, but overall, it was a good start to the year."

"The forum is a venue to voice opinions directly," Lee said. "It's just up to the student body to utilize this medium of communication."

Junior Puts Ketchup on Friend's Locker, Gets Suspended

By DANIEL BEER
and GARRETH O'BRIEN

Juniors Austin Joa and Raymond Wang were given a day of in-school suspension after a security camera caught them putting ketchup on junior Jason Pang's fourth floor lock during fifth period on Thursday, October 1. According to Joa, he and Wang put ketchup on Pang's lock as a friendly practical joke.

In addition to the suspension, the two will be required to complete six hours of community service. The punishments, however, will not be put on their permanent records.

According to Joa, both he and Wang were told that they were caught on a surveillance camera, but were not given further details. "I still have no idea how we got caught, but they said they had a video of it, which they didn't show us," he said.

The incident occurred just as the school is developing plans to add 96 more cameras to Stuyvesant. According to Principal Stanley Teitel, eleven of the cam-



In a practical joke gone wrong, juniors Austin Joa and Raymond Wang were caught on a security camera smearing ketchup on their friend Jason Pang's lock.

eras, which will be installed next week, will be placed outside in an effort to deter bike thefts. The rest of the cameras will either replace old ones or cover areas of the school that are not currently under surveillance.

Some students expressed concern over the increased surveillance.

"[Joa] gave the administra-

tion one more excuse to [tighten] its power over the student body," senior Kai Sam Ng said. "Every time somebody does something idiotic, a little more of the space we are able to maneuver around in Stuy slips away."

Sophomore Mimi Yen, however, said, "If you're not doing anything wrong, you shouldn't be afraid of surveillance cameras."

Environmental Awareness Sprouts at Stuy

By ANDREW CHOW

Earlier this fall, senior Marantha Dawkins had a big idea.

"I had been reading a lot about sustainable living and I was really inspired by the concept," Dawkins said. "I came up with this idea to grow a green roof at Stuyvesant."

Dawkins's brainchild called for students and teachers to plant vegetation on Stuyvesant's roof. This would have reduced the carbon footprint of the building, filtered pollutants out of the air and improved the view on the roof at the same time. However, the administra-

tion and security staff rejected the idea for safety reasons, so Dawkins settled for an herb garden on the seventh floor. "I want to try to make people more environmentally aware," Dawkins said.

Dawkins is one of a few students making a visible effort to create environmental change at Stuyvesant. These students find themselves preaching to an administration, student body and custodial staff that is apprehensive about actually taking steps to reduce Stuyvesant's environmental impact.

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School Named For Frank McCourt

By CHRIS LEE
and KAREN ZHENG

The Frank McCourt High School of Writing Journalism and Literature will open next fall on Columbus Avenue and 83rd Street on Manhattan's Upper West Side. It is one of four small schools that will take the place of the former Louis D. Brandeis High School, now the Brandeis High School Complex.

Three of these schools already opened in September of this year. They are Global Learning Collaborative, the Urban Assembly School for Green Careers and Innovation Diploma Plus.

Frank McCourt High School, the last of these schools, will recruit students this spring based on their middle school GPA, seventh grade ELA and math test scores, attendance history and performance during a group interview. It will emphasize communications and civic engagement. "[This is] inspired by Frank McCourt's passion for journalism, literature and great writing," Tom Allon ('80) said in an e-mail interview.

It was Allon's idea to name the high school after Frank McCourt. "I worked closely with a number of West Side elected leaders [...] as well as parents and community members from the upper West Side and Harlem," he said.

"Many people felt it appropriate to name a new school after Frank McCourt—teacher, author, mentor and West Side community member," Project Director and future principal Danielle Salzberg said in an e-mail interview.

Schools are usually named after the deceased "so that we don't have schools named after people who are found later in life to be unworthy of this recognition," Allon said.

The school will have "an entering class of approximately 108 freshman in 2010 and then each year an additional grade of that size will be added, so eventually the school should have approximately 432 students," Allon said.

Salzberg said that McCourt's work will be incorporated into the curriculum. "The Frank McCourt High School program is designed to train students for 21st century lit-

eracy expectations, leadership and life-long learning. Frank McCourt's legacy in each of these areas will be explored at different points in the curriculum and will depend on future collaboration with school staff as they join the team developing the school," she said.

Chancellor Joel Klein announced the naming at a memorial for McCourt on Tuesday, October 6, at Symphony Space on 95th Street and Broadway. The memorial lasted for over three hours and included speeches by McCourt's three brothers, daughter and granddaughter. This was a ticketed event and the only Stuyvesant faculty members who attended were Principal Stanley Teitel, math teacher Joy Schimmel and English teacher Walter Gern.

"The memorial was very moving," Teitel said.

"Mr. McCourt was delightful and his laugh was infectious. He made the students really think. A lot of his students became professional writers," Schimmel said. "Mr. McCourt would be proud and surprised [to have a school named after him]."

Teitel agreed. "I know that the family feels honored and I'm sure Frank would feel the same way," he said. "I knew Frank. I liked his books, like Teacher Man. What's important about Frank is that he tried his best once he became famous to make people understand how difficult, but how rewarding, teaching can be."

Students are generally supportive of the decision. "Frank McCourt was really inspiring, and having him as a role model for a school of creative writing is a good idea," senior Ayala Mansky said. "He was obviously an intellectual, educational figure."

Freshman Yixia She is currently reading Angela's Ashes, McCourt's Pulitzer Prize winning autobiography, in her English class. "He was a good writer, so a school for creative writing is a good memorial for him," she said.

Sophomore Sophy Wu agreed. "Frank McCourt came to many high schools to educate students on how to become better writers. He should be recognized for this," she said.

Arts & Entertainment

Home-made Haunts

Opinions

Article on page 12.

Committed to Clubbing

After our predecessors graduate, it is up to us to maintain the traditions they began.



Article on page 15.

Still struggling to find the perfect costume?
Here are our suggestions.

News

The Revival of Stuyspace



The Student Union is working to revive StuySpace in order to gain more floor privileges.

**By BERNICE CHAN
and ANIKA RASTGIR**

The Student Union (SU) is reviving StuySpace, a school-wide movement committed to keeping Stuyvesant clean in response to incidents related to cleanliness. One incident involved the banning of all students on the second and half floors on Thursday, October 9 because of trash left on the floors the day before.

"A few students have no concept of respect for other people's needs and they ruin it for the majority," said dean and social studies teacher Daniel Tillman, who patrolled the floors to enforce the ban.

Two years ago, Building Stuy Community - a group of students, parents and administrators - started StuySpace to help promote a clean school environment. In turn, the movement would have helped students earn more respect from and have a better relationship with the school administration. It involved organizations such as the SU, Arista and Big Sibs.

StuySpace was also established to help students gain access to floors other than 1, 2 and 5 to spend their free periods. Although the initial reaction to StuySpace was positive and stu-

dents attempted to keep Stuyvesant clean, StuySpace was eventually disbanded because the 2008-2009 SU leadership did not take action to enforce the goals of the movement.

"People noticed StuySpace, but many did not know what it was or why we should keep the school clean," senior and School Leadership Team alternate Casey Griffin said. "There were few tangible goals."

Now StuySpace is back with new changes, a clearer mission statement and more tangible goals.

"All we have to do is clean up after ourselves. Once we establish that with the administration, then more floors will be opened up," Student Union President Paul Lee said. "If we prove we are responsible for a set amount of time, we will eventually see rewards for taking part in StuySpace and slowly increase our relationship with the administration and keep the student body happy."

Although there are no definitive plans yet, StuySpace plans to campaign by spreading its purpose and goals in order to generate student involvement in keeping the school clean. Posters informing students of the clear purpose of StuySpace and a pos-

sible website will help spread the word.

In response to StuySpace's goal of gaining more floor privileges, Tillman said, "If you're successful, then you can talk to Mr. Teitel and convince him you're responsible enough to not disturb classes and leave trash."

"We're concerned with the safety issues. We don't have a large enough staff to monitor what goes on throughout the floors. We [administrators] can't be accountable for the state of the floors," dean and social studies teacher Joel Sklaroff said.

Students and administrators agreed with the goals of StuySpace; however they were unsure of how successful it would be.

"I'd [pick up the trash] if I could hang out on the fourth floor where my locker is. I'd even pick up other people's garbage to hang out on four. I just hope it works out for all of us," sophomore Katie Bohr said.

"I think it's a good idea, but I don't think we can make everyone in the school participate," Sklaroff said.

StuySpace may have some problems in encouraging the students to keep space clean. A few years ago, the SU encouraged clubs to keep their assigned floors clean. Although there was a cash prize for clubs on the cleanest floor, the plan was not effective in keeping space clean. Therefore, the prize was not given. Gaining more floors to spend time on will be another challenge for StuySpace.

"There are not a whole lot of spaces where large groups of students can congregate without disturbing class," Principal Stanley Teitel said. "I can't allow interference with instruction, but I am willing to listen to other proposals."

When students did receive more space, there were often negative results. In the fall term of the 2008-2009 school year, Assistant Principal Chemistry and Physics Scott Thomas placed tables and chairs on the east side of the ninth floor, giving freshman a new space where they could spend time. However, the students were noisy and disturbed nearby classes in progress.

Though StuySpace may face a few problems, its objective is "a better environment which will create better relationships," Griffin said.

News in Brief

Dr. Esper Fractures Arm, Kern Breaks Foot

**By SANDY CHAN
and WILSON LAI**

School Machinist Kern Levigion broke his foot on Tuesday, October 13 as a passing student stepped on it while entering the two-to-four escalator.

According to Levigion, the student who stepped on his foot was running to his next class. "He was running, kicked me and kept on going up the escalators. I only saw the back of his head and I called him twice but he kept on running," Levigion said. "I know it wasn't done out of mischief."

Levigion is wearing a cast on his broken foot until it recovers. The identity of the student remains unknown.

In addition, physics teacher Dr. Honorio Esper was also injured, fracturing his arm in the beginning of the school year

while falling down the Hudson staircase.

Dr. Esper is taking a leave of absence until his arm recovers. He should be returning to school by the end of October or the beginning of November, according to Assistant Principal Chemistry and Physics Scott Thomas.

Dr. Esper's Physics Honors class is being covered by physics teacher John Avallone and his Physics C class is being covered by biology teacher Anne Manwell and physics teacher Dr. Jamal Ali until Dr. Esper returns.

"[The substitutes] are going to be reimbursed for the extra work," Thomas said. However, he does not yet know how they will be compensated.

Dr. Esper's students were sympathetic to his injuries. "I'm worried about him because I think he might be seriously injured," junior Sam Szulita said.

"I hope he has a swift return [...] Mr. Esper has a great sense of humor. He makes physics fun."

Students in his Regents physics class were not worried about falling behind due to Dr. Esper's absence. "Although I did miss Esper at first, I think it is easier to learn at the pace Mr. Avallone goes at," junior Della Chu said.

Students in Dr. Esper's Physics C class, however, were not as pleased with the replacement teachers.

"Dr. Ali and Ms. Manwell have not done a great job of teaching the class. The class feels like it's going too slowly, as we've been doing stuff that's actually behind Regents physics. Being in a class of AP Physics C, you would expect a lot more," senior Ruozhou Ye said. "A lot of the class hopes that Dr. Esper will come back soon."

Calendar of Upcoming Events

Thursday, October 29

Parent-Teacher Conferences

5:30 p.m. to 8:00 p.m.

Friday, October 30

Half-Day

Classes from

8 a.m. to 12 p.m.

Parent-Teacher Conferences

1 p.m. to 3 p.m.

Parents may observe classes

Dress up in your Halloween costumes!

Saturday, October 31

STUYSERVE Halloween Carnival

Prospect Park

9 a.m. to 4 p.m.

Visit <http://www.stuyserve.com/halloweencarnival.htm> for more information

Tuesday, November 3

NO SCHOOL—ELECTION DAY

Friday, November 6

Open Mic

Library

After 10th period

Students Petition Against DOE Bake Sale Ban

By ISAREE THATCHAICHAWALIT

Students from 12 schools across New York City, including Stuyvesant High School, are petitioning against Chancellor's Regulation A-812, which states that students are prohibited from selling any items that are not approved by the Department of Education from the time school starts until six p.m. The other schools petitioning the ban are Bronx High School of Science, The Beacon School, NYC Lab School, American Studies at Lehman, Edward Murrow High School, Academy of American Studies (Queens), Fiorello H. LaGuardia High School, Bayside High School, Forest Hills High School, Churchill School and Staten Island Tech High School.

The petition states the facts, arguments and a solution that students have come up with concerning the Chancellor's Regulation. The main argument against the banning of bake sales is that extracurricular activities have now lost their main source of funding, which is especially detrimental now with the budget cuts. The full petition is on the Facebook group, called, "Petition the A-812 Regulation of The Chancellor (ban of school bake sales)".

Seniors Matthew Melore of Bronx High School of Science and Seth Hoffman of the Beacon School are the ones who are responsible for the creation of this petition and the Facebook group and are the main leaders in bringing the petition to people's attention.

"As I'm president of the Table Tennis Club and the vice president of the Carrom [an Indian board game] Club, I needed to raise money to buy equipment, and when I heard that bake sales were banned, I thought it was ridiculous. So I had to fight," Melore said.

According to Melore, the administrators of the Facebook group are gathering signatures from students at their respective schools. They then plan to contact the city councilmen to gain their support and then write to the Chancellor.

Senior Annie Yang, the group's administrator for Stuyvesant, has collected about 500 signatures so far from Stuyvesant students.

"This ban is really affecting the extracurricular activities and sports in our school," Yang said.

Junior Mohammad Hossain, who is responsible for rallying many Stuyvesant students for the petition, agreed. "I'm an assistant on the Club/Pub department of the SU [Student Union], and we're running out of ideas on fundraising," he said. "Last year candy sales were cut off, and now bake sales are too."

"They shouldn't take away our bake sales and leave us in the cold," Melore said.

Senior and president of Confectionery Delight Tecla Walter said that the bake sale ban was especially affecting her club, which is a baking club. She and the members of her club have all signed the petition.

"Our main source of funding was bake sales, obviously," Walter said. "If someone had to buy something like an expensive baking tool, we'd fund them and give the rest to charity, but as of now we don't have any means of funding."

According to Yang, the petition has gained attention from the media. "A bunch of people have written articles on us," she said. One article is the Gotham Schools article called "Students Begin to Fight Back Against New Bakesale Rules."

The general response to the petition has been positive. "This is pretty important to students," Hossain said.

Sophomore Jessica Wang said, "I hate it [the bake sale ban]. Since Stuy has been cutting down on its budget, bake sales are a good way for students to make money for their clubs."

Sophomore Libby Dvir agreed. "I think the bake sale protest is a great idea," she said. "We use the money to fund clubs and teams, and now with Stuyvesant's budget cut, we need the money even more."

"If the reason for banning bake sales is to stop obesity and teach kids how to be healthy, there are other alternatives," Dvir said. "The [Department] of Education can stop serving pizza and French fries in cafeterias, ban high-calorie drinks like Snapple from vending machines, increase the number of sports teams in schools, extend gym periods. Students can go anywhere to buy sweets, so why not let them buy from bake sales, and use their money to help our schools?"

Walter agreed. "The reason they put the ban was for health reasons, but we noticed that the Snapple that they sell in the cafeteria has 40 grams of sugar, which is worse than soda, so it's ridiculous to say that they're banning bake sales for health reasons when they're selling us something that's worse than soda," she said.

"I do believe in students' health in schools, but I feel that getting rid of bake sales is just the easy way out. Chancellor Klein just wants to look like he's doing something to address the obesity problem, but he's not really doing anything. Students are not going to stop eating unhealthy foods," Melore said.

In regards to making the petition a success, Hossain said, "We should get enough parents, students, and maybe even teachers involved. It would have to be a combined effort. It would be a lot of work, but I think it's doable."

Locks of Love Event to be Held November 18

By CHESTER DUBOV
with additional reporting by
KEIJI DRYSDALE

The Waves of Hope club will host its first annual hair donation event for Locks of Love on Wednesday, November 18. Locks of Love is a non-profit organization that provides hairpieces woven from donated hair to children suffering from long-term medical hair loss.

"What we need more of at Stuyvesant is kids giving back."
—Joy Schimmel, math teacher

Waves of Hope is not affiliated with Locks of Love, but was founded by senior Ellie Hou and math teacher Joy Schimmel to host events that provide support for children and teenagers suffering from serious illnesses such as cancer.

"The club was created mainly for the hair drive," Hou said. "Ms. Schimmel and I wanted to host an event at Stuyvesant and in order to do that we needed a club."

When planning the event,

Hou and Schimmel had to decide whether or not to create a club specifically devoted to helping children with cancer. "We could have gone to another club to help host this event but we decided to start our own club instead," Hou said. "This way, we can hold a hair drive every year and help cancer patients in other ways."

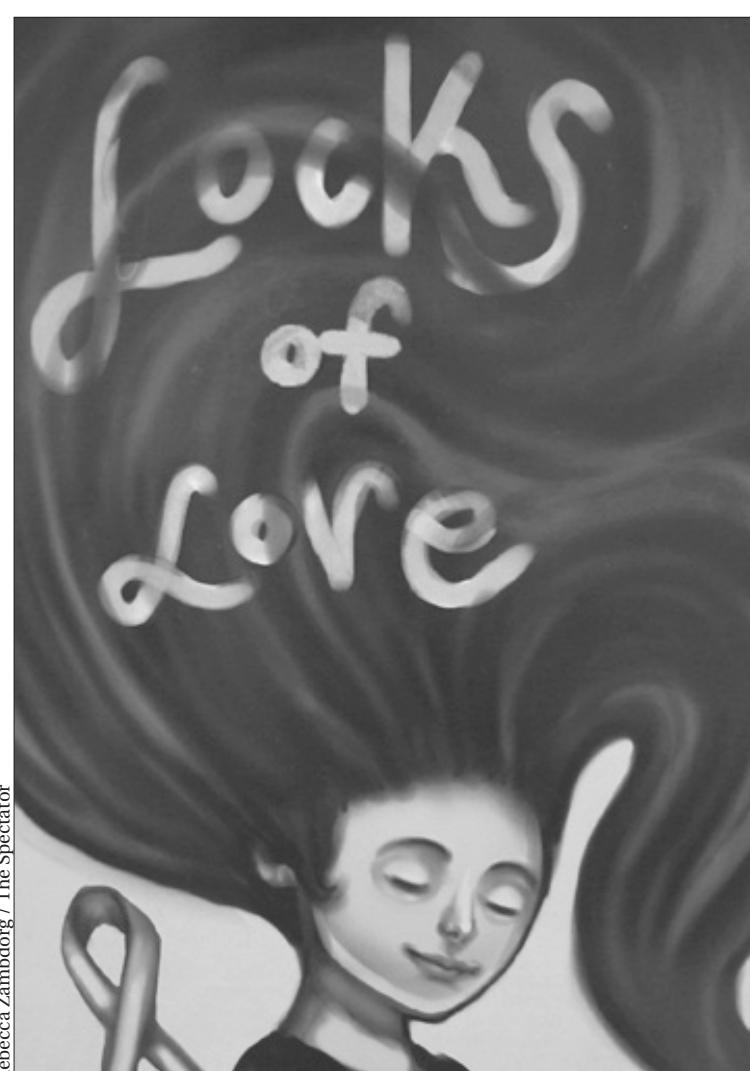
According to their Student Union Club-Pub budget proposal, the club will be spending time visiting with cancer patients throughout the year.

Schimmel hopes that the club will inspire more altruism in the Stuyvesant Community. "What we need more of at Stuyvesant is kids giving back," she said. "We decided to host our first event on November 18 in order to coincide with Thanksgiving."

Schimmel is also in the process of contacting various local news media outlets in order to publicize the club's philanthropy. "We hope to get coverage in places like NY1," she said.

The event itself will take place in the first floor lobby. "We will both cut and shape donors' hair and accept cut-off hair that meets Locks of Love requirements," Hou said. "After the event is over, we will mail the accepted hair to Locks of Love." Locks of Love requires donated hair to be at least 10 inches in length.

The actual cutting of the hair will be done by hairdressers from around the city. "We are trying to contact our own hairdressers as well as those around the neighborhood to come in to help that day," Hou said. "[Carmen Cintron], who works at the school store, will also be there to help us."



Rebecca Zamborg / The Spectator

The Waves of Hope club, founded by senior Ellie Hou and math teacher Joy Schimmel, will host its first hair donation event on Wednesday, November 18.

"I'm a hairdresser by trade," Cintron said. "I was happy to help when [Schimmel] asked me. I'm asking some of my hairdresser

friends to help too."

There are also plans for a raffle to be held for the participants. Prizes may include coupons from

"I think it'll be a great way to help out kids in need."
—Konrad Wojnar, junior

Amanzi Tea as well as hair appointments at various Upper East Side salons.

One detail that is yet to be ironed out is whether participants will be required to submit a permission slip signed by a parent in order for their hair to be cut. If that is the case, a special permission slip may be created by the school for the purposes of the event. "Parental consent for a trip is entirely different from getting a haircut," Schimmel said.

Students have reacted positively to news of the proposed event. "I think it'll be a great way to help out kids in need," junior Konrad Wojnar said.

"Locks of Love is an excellent charity," said sophomore Sara Schaeffer, who has already participated in a Locks of Love hair drive. "I waited the first 12 years of my life before cutting my hair, and then donated 16 inches of it."

"We want to show people that here at Stuyvesant, we care," Schimmel said.

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Features

Environmental Awareness Sprouts at Stuy

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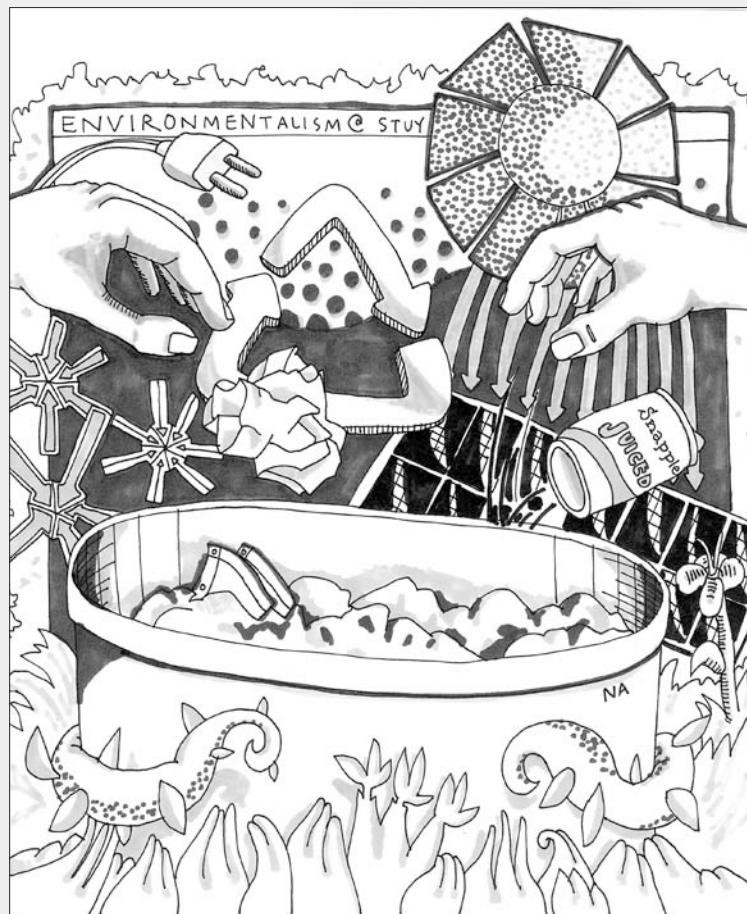
"Most students are very apathetic about the environment and their effect on it," senior Zi Lin said.

Freshman Jules Skrill agreed. "Stuyvesant is not at all environmentally conscious. There are clubs dedicated to change, but many kids join the clubs just to help their resume," Skrill said.

Biology teacher Jerry Citron is someone who is truly committed to increasing environmental consciousness at Stuyvesant. Citron is a former Outward Bound instructor and a bike

"Most students are very apathetic about the environment and their effect on it."
—Zi Lin, senior

tour leader who was inspired to help preserve the environment after his excursions into the wilderness. As the school's official Recycling Coordinator, Citron initiated a campaign last spring to clean up the school and bring about a successful recycling program. Advanced Placement (AP) Environmental Science students hung signs and large drawings of Citron on the seventh floor in an



effort to get the student body to pick up their trash and recycle.

"We wanted to figure out a way to implement a program that changes behavior," Citron said. "It was very successful for two days, but once finals came around, the vigilance and excitement about recycling vanished."

Citron believes it is very hard to change the mindset of students. "People will say they care, but they won't make the behavioral shift," he said.

"In theory, students care, but they don't put in any effort," senior Matt Leiwant said.

"The youth is totally apathetic in terms of action."

Citron's ambitious recycling program is mostly ignored now, as recyclable materials can be found in trash bins. Even worse, trash is often left lying around on the floor.

"Kids don't really care where they put the trash and recycling," sophomore Evan Gao said. So much trash was left on the second floor that the administration prohibited students from congregating on the floor for an entire day on Thursday, October 8.

Some students are very

pessimistic about the effort to reverse the student body's destructive habits.

"It's going to be very hard for any Stuyvesant student to become less apathetic until we see some sort of direction," senior Casey Griffin said.

Freshman Josh Bloom agrees. "There are more than 3,000 kids throwing trash everywhere, so even if there are some of us that care, all the others cancel us out," Bloom said.

Stuyvesant throws away 1.2 million sheets of paper every year. Much energy is also consumed through computer usage, water, and electricity. However, those concerned about the environment are taking steps to change this.

"We are trying to use less paper, and we are working toward making Stuy a recyclable building," Assistant Principal Biology Elizabeth Fong said.

The litter created by Stuyvesant students in the surrounding neighborhood, especially in Rockefeller Park, is also an issue.

"I see kids littering in the park all the time," Gao said.

Stuyvesant STRIVE, one of Stuyvesant's larger environmental clubs, has taken steps to fight climate change. STRIVE—an acronym for Students Taking Resolute Initiative to Vindicate the Environment—tries to pursue practical methods for reducing the environmental impact of New York City public schools, notably through energy saving and waste reduction. The club hosted an Earth Day Festival last year to encourage students to become more engaged in environmental issues.

"I think that Stuyvesant students have the capacity to care

about the environment, and with a little push from STRIVE, they will be able to make better decisions," senior and STRIVE vice president Stephanie Maung said.

Other students are becoming involved with environmental activism through the Environmental Studies class, which, along with the AP Environmental Science class, took a canoe trip on the Delaware River on Friday, October 2.

"It was so much fun and it was so beautiful to be on the river," senior Clio Contegenis said. "I don't really get a chance to get out of the city that often, so the trip was valuable."

The trip was run by Citron and Environmental Studies teacher Stephen McClellan.

"The trip was incredibly successful," Citron said. "We studied the river ecology, and it was a great opportunity for the students to develop a connection to the world outside of the city."

"Both [Citron and McClellan] are really passionate about the environment," Contegenis said. "They're teaching us about it because they care, not for a paycheck."

While much of the student body remains unaware of the environmental problems that exist today, the few who care are dedicated to making an impact. Dawkins is preparing to start her herb garden and is hoping to grow tea leaves so that students can drink homemade tea during the upcoming winter. Though she is working alone at the moment, anyone is welcome to join her or supply materials.

"Being able to grow your own food is so empowering," Dawkins said. "I love the idea of giving back to the earth."

By SADIE BERGEN

Most Stuyvesant students have experienced firsthand the challenges that come with attending such a renowned institution: a lot of homework, challenging classes, and a competitive spirit. But some students may not realize that some of their classes are not actually required in order to receive a New York State Diploma.

Now don't get too excited. This does not mean that Stuyvesant students should fail their courses and walk away from high school without a care in the world. It is more complex than that.

The State of New York has three types of diplomas: a Local Diploma, a Regents Diploma, and an Advanced Regents diploma. Each of these requires the completion of 44 credits (that is, eight in English and social studies; six in math and science; two in art or music; two in language; five in health and physical education, and seven elective courses), and a passing grade on a certain number of Regents Exams, depending on which of the three diplomas is being obtained.

However, at the completion of four years, most Stuyvesant students will have also completed a fourth year of science, a third year of language, a technical drafting course (with CAD), a computer science course, a 5-Tech and a 10-Tech. Each Stuyvesant student receives a Stuyvesant Diploma after having fulfilled requirements above and beyond all three of the Regents categories.

What It Takes to Graduate

If, however, a student fails to complete the Stuyvesant requirements, he or she can still graduate. However, instead of the coveted Stuyvesant Diploma in hand, he or she would receive one of three Regents Diplomas.

"If you didn't get into a school because I didn't do something, then that's a concern that needs to be dealt with."
—Stanley Teitel, Principal

Stuyvesant does its best to make sure that no one leaves the school without a Stuyvesant Diploma. Before graduation the administration reviews the transcripts of the members of the senior class to make sure that all of their Stuyvesant requirements have been met. If it is determined that a student has not met these, even though they meet the



State's Regents requirements for graduation, they are encouraged to make them up, even if it means taking classes during the summer after senior year.

This, according to Principal Stanley Teitel, is worth the effort, because of the respect that a Stuyvesant Diploma confers.

"Clearly we are asking a lot of our students, but colleges are very aware that someone with a Stuyvesant Diploma brings certain things to the table," Teitel said.

Junior Willa Beckman agrees

of requirements.

"I think about modifications [to graduation requirements] in terms of making sure that all of you are competitive for college," Teitel said. "My job is to make you as competitive for tier one schools as possible."

One such modification was the addition of computer science as a required class several years ago, and discussions about modifications are still occurring.

"If I were to increase a requirement, I'm thinking we might go to a fourth year math requirement. As of now only about 15 percent of the students do not take that fourth year, so it would not be a huge jump to make, and I think that in terms of competition this would be a very good move," said Teitel, who stressed that these extra requirements were important for students' futures.

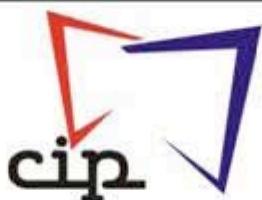
"If you didn't get into a school because I didn't do something, then that's a concern that needs to be dealt with," Teitel said.

However, some students see the extra requirements as limiting their freedom to choose classes that truly interest them, especially now that budget cuts have made it even more difficult to take all the fantastic electives offered.

"I think that at Stuyvesant there is a certain standard of more being expected from its students. But in a school that offers so many different types of classes, lessening requirements would allow students more freedom to take the classes that interest them," junior Abie Sidell said.

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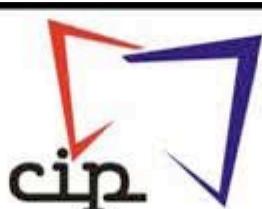


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Features

Gabriele Dehn-Knight: Teacher and World Traveler



Heidi Tan / The Spectator

German and Spanish teacher Gabriele Dehn-Knight has been studying languages since she was in the fifth grade.

By JUDY CHEN

At 22, German and Spanish teacher Gabriele Dehn-Knight decided to visit her friends abroad. She took her belongings and made a trip from Germany to North America for the first time, visiting Minnesota, New York City, California, Arizona, Montana, Kentucky, British Columbia and Alberta. It never occurred to her that she would one day live in the United States.

Born and raised in Bad Dürkheim, Germany, Dehn-Knight's parents lived during Adolf Hitler's reign. As a teenager during the days of the "hippies" and rock n' roll, Dehn-Knight said she "questioned people in her parents' generation for their role in the war and criticized their bourgeois lifestyle."

"Even though we were born a long time after World War II ended, we felt the guilt and burden of World War II and the holocaust. The German flag was never seen in Germany, when I lived there," Dehn-Knight said. "It's interesting to mention that ever since Germany hosted the soccer World Cup in 2006, this changed and people started waving flags again."

In Germany, high schools differ from state to state, running from 9th grade through either 12th or 13th grade, which gives some students an extra year of secondary schooling. Students usually study two to three languages in middle school and high school. Dehn-Knight studied English and French from 5th and 7th grade, respectively, to 13th grade. At age 11, her parents sent her abroad alone to the Isle of Man to live with an English family for six weeks. She started studying Span-

ish at the University of Mainz before transferring to the University of Hamburg. With a passion and interest for studying languages, Dehn-Knight continued to study English, French, and Spanish at the University of Hamburg.

She graduated from the university with the First and Second State Exams for Teachers at "Gymnasien," the German equivalent to a masters degree.

Between receiving her degrees at Hamburg, Dehn-Knight worked as a flight attendant for Lufthansa Airlines for two years, allowing her to travel to Africa, Asia, Europe and the Americas.

While living in Granada, Spain, on a scholarship to the University of Granada, Dehn-Knight met Wilder Knight, a future lawyer from New York, whom she married four years later in Germany. She and her husband then resided in Rio de Janeiro, Brazil, where Dehn-Knight learned Portuguese. Later, Dehn-Knight also visited Bolivia, Puerto Rico and Mexico.

"My husband I lived in Rio de Janeiro and then traveled all over Brazil for three months. We went back again in 1989 because we loved it so much. We made a real effort to learn Portuguese and even spoke it to each other," she said.

Eventually, she and her husband moved back to New York.

Dehn-Knight describes Germans as "eco-friendly, well-organized, reserved, and very loyal friends who value leisure time, and love American President Barack Obama."

Dehn-Knight found many differences when she came to the U.S., including the American work ethic, which was very different from what she was used to.

"In Europe you work to live and in America you live to work," she said. "It was much harder to adapt to the American lifestyle when I lived in [New York] than when I toured the country."

Dehn-Knight also sees many differences between the U.S. education system and Germany's. Compared with students at Stuyvesant, German students take fewer classes, have shorter days and fewer tests. From 11th through 13th grade, students choose their majors, which include foreign languages, social sciences, and music or natural science. Unlike students at Stuyvesant, German students, get two report cards a year instead of six. Yet, she finds that the "sons and daughters of friends all seem pretty smart and well educated."

However, the college process is significantly less stressful in Germany.

"There is a central place in Dortmund called the ZVS—Zentralstelle für die Vergabe von Studienplätzen—who decides which university you will attend. It is basically done by a computer," Dehn-Knight said. There were no college essays or interviews needed for admissions.

Though Dehn-Knight is not used to such a rigorous and stressful college process, she loves Americans' eagerness to celebrate at the end of it.

"When I graduated from the University of Hamburg, there was no real celebration, nobody shook my hand or congratulated me other than friends and my parents," Dehn-Knight said. She recalls "the diploma [arriving] in the mail a few weeks later [...]. That's why I really enjoy graduations in this country, where people celebrate their achievements," Dehn-Knight said.

Dehn-Knight frequently shares her unique views and experiences with her students.

"She talks about vacationing in a camper [in Spain and Italy] with her family when she was little and that she was so familiar with "Max und Moritz," a German kids' story, [and] that she actually had a dream about the characters," junior Marlena Goodman said.

"I guess by knowing about how people in Germany live, I'm able to view some aspects of my life in a different perspective," junior Lisa Li said. "That's one of the things that make her such a good teacher, because she really wants her students to experience Germany. She even e-mails us events around New York that have German aspects. She e-mails us about plays in German, Oktoberfest, [and] German museums."

Li also finds that Dehn-Knight's stories enrich the learning experience. "Because there are students in our class taking two languages, sometimes she compares the German language with Spanish or French," Li said.

"Languages were always my favorite subjects and what I was best at," said Dehn-Knight. "And they combine well with traveling, which I love."

GLASS : Educating Stuyvesant on Gender Issues



Polina Rozina / The Spectator

Gay Lesbian and Straight Spectrum (GLASS) is a club dedicated to providing understanding as to what it means to be Lesbian, Gay, Bisexual, or Transgender. It provides support as well as an activist platform for those of all sexualities.

By AVA WOYCHUK-MLINAC

Among the clubs in Stuyvesant that are dedicated to the appreciation of chocolate and Dance Dance Revolution, there are also more serious clubs. Gay Lesbian and Straight Spectrum (GLASS), started in 1990, is a club dedicated to the understanding of what is means to be Lesbian, Gay, Bisexual or Transgender (LGBT).

GLASS is "partially a support group, but more of an activist platform and an education forum," senior and president Allegra Wiprud said. "Its purpose is to increase awareness and understanding of queer students and hopefully increase acceptance."

In order to reach this objective, GLASS supervises Days of Action, such as the Day of Silence, and Ally week, which occurred during the week of Monday, October 19, this year. On these days, GLASS sets up a table on the bridge and by the cafeteria where people are free to ask any questions they might have about GLASS and the LGBT community in general.

These days of action serve three main purposes: "to let kids who aren't 'out,' either about gender or sexuality, know that they have allies; to inspire discussions amongst the student body about that specific topic, such as Day of Silence; [and] to actively reveal our beliefs to the general public, either to start a discussion or encourage sensitivity about a subject and bring attention to a topic," junior and vice president Kimberly Lawrence said.

In addition to these days of action, GLASS also brings in speakers to hold discussions on topics ranging from gender theory to acceptance to youth suicide. Past speakers include Kiwi Grady, the Community Initiatives Associate at the Gay, Lesbian and Straight Education Network, Kate Bornstein, an author of Gender Outlaw and My Gender Workbook, and Matthew Brady, who gave a lecture entitled 'Gay America, Then and Now.'

Most meetings are discussion-based and revolve around a chosen issue, such as the definition of gender and what it means to be LGBT in today's world. GLASS also collaborates with SPARK—every other week the two organizations hold discussion groups

on gender and transgender. Head SPARK counselor Angel Colon is also co-faculty advisor of GLASS, along with English teacher Megan Breslin. This link helps these joint meetings run smoothly.

Despite these weekly meetings, some students feel that GLASS isn't doing enough to educate the Stuyvesant Community. Although GLASS does run a table on days of action, it's difficult to spread awareness among a student body of over 3,000 students.

"GLASS helps to bridge the gap between heteronormative people and the rest of us."

—Allegra Wiprud, senior and president of GLASS

"In my three years at Stuyvesant I have not heard, nor seen much of GLASS' work," junior Yana Azova said. "GLASS could also publicize its meetings to get more students involved. Another tactic that works well is to create events that do not require attendees to be a member of the organization. This way more people can be affected and greater changes can be made."

The GLASS community, however, says it is doing its best to attract attendees. "All of our meetings and events are open to all students," Wiprud said. "We love it when non-members attend events [...] We do publicize some of our meetings and all of our events."

At the end of the day, the club has a specific purpose. "GLASS," Wiprud said, "helps to bridge the gap between heteronormative people and the rest of us. We try to make Stuy a little more understanding than it might otherwise have been."

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In the lost and found on Monday, October 19

Features

West Point: The Road Less Traveled

By SHILPA AGRAWAL

Very few Stuyvesant students imagine a life past high school where they have to wake up at five a.m., perform duties for students only three years older than themselves, march to breakfast in orderly lines, go to class without socializing with anyone along the way, return to the dorm, work on school assignments, work out, possibly play a sport, and then be back in the dorm thirty minutes before calling it a day. And yet, for senior Shaliya Dehipawala, and Stuyvesant alumni Robert Chung ('08) and Rachel Kim ('09) the United States Military Academy at West Point is and was a dream destination.

Dehipawala, who is currently applying to West Point, said, "I don't think there is any better way to pay back the service of prior veterans than with my own service."

Patriotism is not the only driving force for Dehipawala. "I want to go there because the military is one of the only organizations in the world that value character more than anything else. I also just want to wake up every day and feel that I am accomplishing something that is bigger than me," Dehipawala said.

Life is difficult at West Point, but students are expected to enter with a sense of discipline and the ability to adapt.

"I expect to be tired all of the time, but at the same time I'm not worried because I work out every day because of track, and

"I know that in the long run it's going to help me not only when you're a part of the army, but also in general,"
—Rachel Kim, ('09)

have a lot of schoolwork because of Stuy," Dehipawala said.

The application process to West Point is intense. Prospective students must start physical training in their junior year. They are encouraged to attend the West Point Summer Leader Seminar, in which students live at West Point for a week and experience a taste of what life there is like. In addition, prospective students must be medically, academically and physically qualified, get waivers for any medical deficiencies they might have, and get a nomination from their congressman, senator or vice president.

Once at West Point, life is not always what students expect. Kim went through a tough period of adjustment. "I came in here for reasons that I didn't get to really understand until a couple of weeks after [the summer training]. It was a huge culture shock for me," she said.

A first-year at West Point, known as a plebe, spends a lot of time serving the upperclassmen and transitioning to the new lifestyle.

"[You] start off, get your head shaved, they take away all of your privileges, you're not allowed to wear civilian clothes for your first year, or second year," said Chung, who is currently in his second year at West Point.

"As of now, it's tough, but I know that in the long run it's probably just going to help me, because in the end we all have to be army officers," Kim said. "The discipline that you get here and all the training that you have here, it's basically to become an ideal officer, and for that reason, even though it's hard at present, I know that in the long run it's going to help me not only when [I'm] a part of the army, but also in general."

Like in the military, West Point students are all divided into six different companies. Kim, who is in the F1 company, said, "It's a pretty good company, but it's pretty strict. I can't watch movies on my computer. I can't listen to music. All plebes can't talk out of their rooms basically. Everywhere we have to cup our hands and we have to greet upperclassmen."

West Point entails a lot of work. "Here all the cadets are graded on three pillars: military, physical, and academic. At other colleges they grade you entirely on academic GPA; here they don't," Kim said. Students are required to get 22 academic credits per year, to be on a sports team, to carry out their military duties, to receive military training, and to stay in shape throughout the year.

The intensity does not stop its students from persevering. "I like the training I'm receiving here," Kim said. "I appreciate it

and I know it's going to make me a better person."

Most students do not enter Stuyvesant with the goal of attending West Point, but Kim and Chung embrace the different perspective West Point has given them.

"I definitely appreciate how the school is structured on trying to produce well-rounded individuals," Kim said. "It's one of the reasons that I really wanted to come here. I feel like a lot of colleges have lost [their] value in education. People go there and they try to just work hard, but the other aspects of life are not exactly graded."

"I think the biggest change for a person at Stuyvesant is the physical fitness level of the average student here," Chung said. "I thought I was in good shape when I left Stuyvesant."

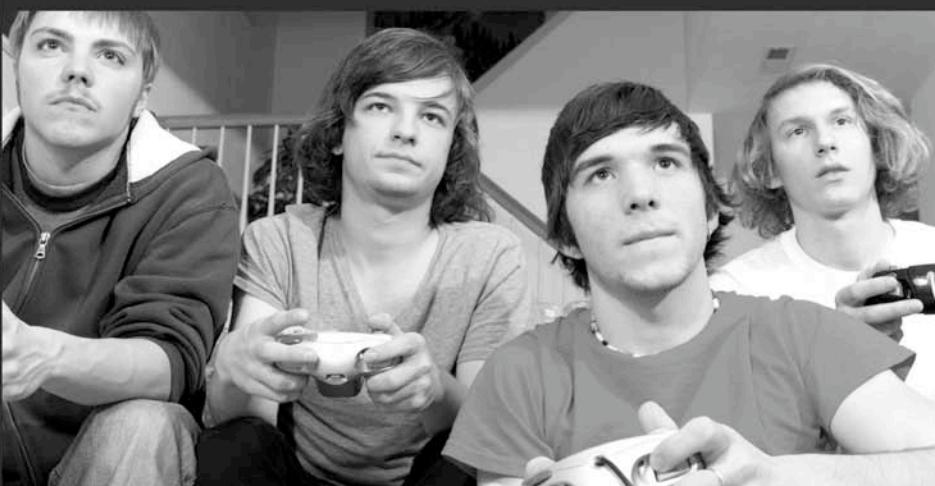
What keeps West Point students motivated is their drive and passion for the school and the prospects of the life they will lead outside of it. After five months at West Point, Kim realized, "Wow, I'm actually going to be responsible for people's lives. It's kind of daunting but that only makes me want to work harder."

While many Stuyvesant students have their minds set on going to a school with a big name, it is important to remember that there is more to life than just a name. In pursuing a less traditional road, these students attending West Point are on their way to making a unique and necessary impact on American society and the world.

"I don't think there is any better way to payback the service of prior veterans than with my own service,"
—Shaliya Dehipawala, senior

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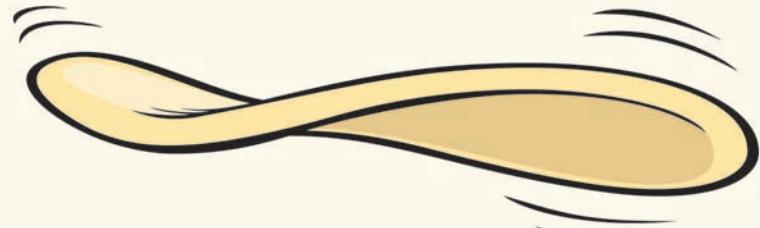
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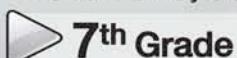
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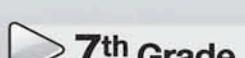


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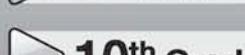
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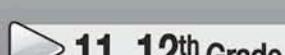
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Sunday Class September 13th Start / 3:00 PM~6:00 PM – 21 sessions / 63 hours

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USAMO : Starting February / 48 hours

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Sunday Class	1:00 PM~3:00 PM

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From the Archives: September 27th, 1928

Page Four

THE SPECTATOR



Mr. Lev Lectures For Math Society

Fundamentals of Calculus will be the subject of a lecture delivered by Mr. Lev of the Math Department at the second meeting of the Mathematics Society on Friday, September 28, in room 202. The roster of the Society has been depleted by graduation and new members, who fulfill the requirements, will be welcomed.

The officers of the society elected at the last meeting of last term are: President, John Kachmar; First Vice-president, David Kohan; Second Vice-president, Louis Lovasek; Secretary, O. Newman.

Publication of the "Math Survey" will continue this term under the editorship of David Nagourney. This publication will contain material of interest to all students of Mathematics.

For any further particulars come to room 202 on Friday at 1:00 P.M.

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- 1.—Plants with more than one cell.
- 1.—The science of clean living.
- 3.—Burning chalk into lime.
- 4.—A crude native form of sodium carbonate.
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- 6.—A quantity acting in a certain direction.
- 7.—The path of a moving line or point.
- 8.—Served in Legislature of N. Y. State, in Congress, as State Comptroller and in 1848 was elected Vice President succeeding to presidency on death of Pres. Taylor.
- 9.—George W. English, United States District Judge, Eastern District of Illinois.
- 10.—Marie, Queen of Rumania.

Former Editor On C.C.N.Y. Staff

A former editor of the Stuyvesant *Caliper*, Francis Levine has been appointed to the staff of the "Mercury", the official magazine of City College, which he is now attending. Francis Levine was also associate editor of the *Spectator*. Due to this experience he has been admitted to the staff, although he is only a freshman. While he was here, he was also on the Debating Team, a member of the Arista, a member of the Debating Society and the Short Story Club.

MR. BRECKENRIDGE TEACHES TEACHERS

Mr. Breckinridge, head of the Mathematics Department, is teaching a special ten lesson course in the essentials of the teaching of mathematics at the Kimball Business School. The class was organized last Friday, September 14 at four o'clock and a plan of the course was outlined to them. The course has been designed to prepare prospective mathematics teachers for their license examinations.

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David Kohan Selected As The Leader of Arista

The Arista Senate, composed of Dr. von Nardroff, Mr. Bruce and the chairmen of the various departments, convened on Friday, September 21st, to decide which of the two candidates, William Selikoff and David Kohan, was to be Leader of the Arista for the current term. After interviewing the candidates the Senate decided that David Kohan should be Leader and William Selikoff, vice-leader.

Mr. Bruce has called for candidates for the present Arista and the Senate will begin to examine candidates by next Monday. The stipulated requirements are that the applicant be in Stuyvesant for at least three terms and that he should have attained an average of 75 per cent in all his prepared subjects.

P. S. A. L. PROGRAM IS ALL DEVELOPED

The development of the two minor sports on the P. S. A. L. program—fencing and handball—and the addition of hiking to the list of sports, was the keynote sounded by Gustavus T. Kirby, the new head of the P. S. A. L. in his recent message of encouragement to the schoolboy athletes of New York. Mr. Kirby further promised that he would bring Olympic coaches who will develop other stars to take their places alongside Ray Barbuti and George Kojac.

Mr. Kirby has secured the services of fencing coaches from the N. Y. A. C. and Fencer's Club.

G. O. ELECTIONS ARE APPROACHING

Tuesday, October 9th is the day set for elections. At all four of the assemblies of next Wednesday, October 3rd, nomination speeches will be rendered.

What lent interest to the proceedings was that all present divided themselves into two groups on athletic and a scholastic faction. Wishing to facilitate voting for place on the ballot. Mr. Dunbar requested that those who favored one candidate should sit on one side of the auditorium and those who favored the other, to sit on the other side. It was soon evident that two distinct factions had been created, one that favored all athletes and one that gave its unanimous vote to literary men or students of scholastic standing rather than athletic. Thus, for the first time in its history, party strife has crept into Stuyvesant.

Debating League Program Adopted

The Interscholastic Debating League held its first meeting of the year on Friday, Sept. 21, at Washington Irving High School. Wadleigh, Curtis, Richmond Hill, Washington Irving, Monroe and Stuyvesant High Schools were represented there.

The main topic of discussion at the meeting was the schedule of debates for this term. As there were seven schools on the schedule, it was found impossible to arrange two debates for each team. The schedule was finally so arranged that Washington Irving and Curtis will have three debates and the remaining schools two each. Stuyvesant, as the schedule stands now, is to debate Monroe on Oct. 27 and Washington Irving on Nov. 24.

ST. LOUIS "CARDINALS" GIVE INTERVIEW TO SPEC. REPORTER

"Unfortunately, I was unable to get in touch with any of the Giant players because there was no game that day and the players had gone to their homes about the city. However, I managed to find out where the St. Louis team was staying and hurried there. When I reached the place where they could be found, I beheld it with the awe and wonder befitting those who meet nationally known personages face to face and then to be in their company for the better part of five hours, as I was."

"Once inside the hotel, I went to the clerk in charge of the desk and procured the information leading to the whereabouts of the players. Since but five players were present at the time, I interviewed all five and here is what I learned:

"The first Cardinal to be interviewed was Arthur Rheinhart a left-handed pitcher. His home State is Texas. Moved to Ackley, Iowa where he attended elementary and high school and was a pitcher on the baseball team. Has been a professional ball player for nine years, five of them in the minors. He was with the Houston, Texas League team, Los Angeles of the Pacific Coast League and Syracuse of the International League. All of his four years of major league baseball have been spent with the St. Louis team. Asked which team he thought would win the National League pennant, he surmised that his own team would, venturing the opinion that they were the strongest in the League, and had the rest of their games with easy teams whereas the Giants encounter the class of the League."

"George W. Harper was next on the list. An outfielder with a long major league career. Comes from Paducah, Kentucky. Went as far as the ninth grade in school, later forced to leave. While in school he played on the football and baseball teams. It is fifteen years since Harper first started playing professional league ball. He has seen service with the Detroit, Cincinnati, Philadelphia, New York Giants teams and now guards the outer lanes for the Cards. He also played with teams in the Texas and Ohio Leagues. His lifelong batting average is close to .310. It was George you remember who hit those three home-runs against the Giants, beating them single-handed on September 20. Asked what sort of balls he'd hit, he replied that they had been all curves, one being a "screw-ball." He explained that this meant the same as the "fadeaway" of Christy Mathewson's and added that it was one of the most difficult balls to hit. Mr. Harper concluded the interview by giving this piece of counsel: 'My advice to young ball-players is that they live a clean life, do not drink, nor smoke and have regular hours every day.'

"It was my luck to meet up with Ernest Orsatti, the sensation of the National League at the present writing. He is an outfielder. His home town is Beverly Hills, California. He went to the Manual Arts High School in Los Angeles. He played on the school baseball team. Has been playing professional ball for five years. This is his first year in the majors, having been farmed out to minor league teams by the Cardinals and recalled this season. Has played with Minneapolis of the American Association and Houston of the Texas League. He said that St. Louis was bound to win."

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Editorials

STAFF EDITORIAL

Web Overload

Face it: 3:30 p.m. does not signal the end of our school day. Between studying and participating in extracurricular activities, the time we dedicate to school almost always exceeds the seven hours a day that we spend in the building. Upon returning home and turning on our computers, each and every one of us immediately reconnects with Stuyvesant, this time in its on-line manifestation. As children of the Internet, we have grown up using Google as a verb and have become over-reliant on Wikipedia for school research projects. The Internet has long been ingrained into our souls.

In addition to procrastinating on Facebook and YouTube, Stuyvesant students swarm the Internet, making use of the large number of school-related Web sites available. However, our navigating abilities are hindered by a lack of connection between the sites. In order to make surfing the web more convenient for students, the Stuyvesant on-line community needs to become more unified.

Many of us spend time on the most popular of these sites: the official Stuyvesant Web site, www.stuy.edu. We visit it to find out the week's bell and gym schedules, hear the latest from Assistant Principal Technology Edward Wong and, of course, analyze our transcript for the 100th time and obsess over various college acceptance statistics.

Aside from the official Stuyvesant website, there is a vast array of sites dedicated to

the student body. From www.stuysu.org to www.stuyspectator.com and www.stuycom.net, there is seemingly a website for every need or desire a Stuyvesant student might potentially have.

Got a club? The Student Union (SU) Web site, www.stuysu.org, is essential if you need to get in contact with the club/pub director to book a room for a meeting. For anyone who has missed out on all the latest news, www.stuyspectator.com is The Spectator on the Web, providing school-related information to those who neglect to pick up the printed copy. And for any Stuyvesant student who has ever felt the urge to complain about a school-related problem, needed help studying for a final, or just wanted to check up on the previous years' crush lists, he or she should bookmark www.stuycom.net. From the official Web site to student-run sites for various clubs and individual grades, there is a vast number of school community Web sites available to us.

And that's the problem; a refinement of the on-line Stuyvesant community is in order. Currently, getting sufficient Stuyvesant-related information on the internet is like a modern-day wild goose chase. But with the help of the school's Technology department and a few clicks of the mouse, gathering information as members of the Stuyvesant community could be faster than fiber optic.

Navigating the numerous Web sites to stay updated on all

school-related information is extremely confusing. The www.stuy.edu site could be greatly improved by adding a sidebar with links to all the Web sites Stuyvesant students use, creating a database for easy access. In addition, the SU's club/pub directory, though currently updated with an accurate list, should be advertised more efficiently; the link from the www.stuy.edu homepage takes a user to the SU Web site, but not directly to the club/pub list.

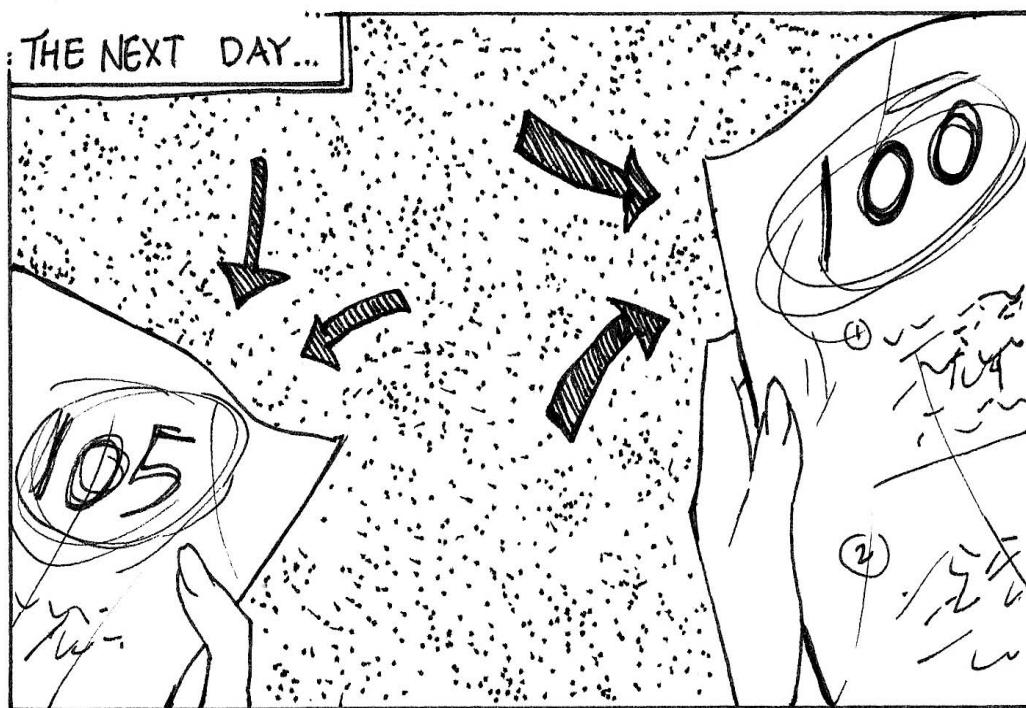
While the links would be convenient, it's unlikely that the administration would want to connect to sites such as www.stuycom.net. Various features (such as an occasional 'hot or not' poll, Stuyvesant edition), while sometimes amusing, could be considered offensive and unprofessional. And while overlooking these slight detriments might be beneficial in the long run, it is understandable that the administration would not want to endorse that kind of humor. Perhaps www.stuycom.net should consider making some less risqué choices if they wish to be promoted by the official website.

In recent years, our society has been making the transitions to the Internet as a more efficient and quick method of communication. Easing that transition by making minor adjustments to the official school Web site would result in both a happier student body, as well as a more organized and well run Stuyvesant community.

OP-ART

YOU LIAR

by Jin Suh



The Spectator

The Stuyvesant High School Newspaper



*"The Pulse
of the
Student
Body"*

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The Spectator

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We are looking for issues published before 1995.

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FOR THE RECORD

- In Issue 3, in the article, "College Office Trying Out the Common Application," senior Sarah Morgan Cohen-Smith's name was misspelled.
- In the article, "New Guidance Counselor," senior Jan Raphael Cornel's name was misspelled.
- In Issue 3's Corrections Box, senior Valeryan Besselyanov's first name was misspelled.
- In Issue 3's Corrections Box, it was misstated that sophomore Maya Avruch co-authored "New Policy for Program Changes." She co-authored "Policy to Ban Failing Students from Extracurricular Activities."
- In "Budget Cuts Delay STC," it was incorrectly stated that Vito Bonsignore was no longer the STC faculty advisor. He is still the faculty advisor.

Opinions

Point

Returning to Eloquence



By MAYA AVERBUCH

Awesome, lmao, brb, like yea, mhmm, and other such "words" and "phrases" are what an average Stuyvesant student writes on a daily basis. But as we start to think in these inarticulate sound bytes, we should be thanking the administration for pulling us over these hurdles of ineloquence before it is too late. When simply instant messaging friends or having a conversation, our sentences too often fall along the lines of "Really awesome," or "It was like so cool" simply because we are at a loss for how else to express ourselves with our limited vocabularies. Though many students may grumble about the Writing Across the Curriculum policy, they will surely find that being able to express thoughts and ideas eloquently is a skill to treasure when in a college environment, in the workplace, and in life.

In many classes, students are expected to do no more than write a couple of words as an answer or, more commonly, fill in a bubble in a multiple-choice question. We rely on textbooks to explain the concepts we are learning. Teachers, who write out lesson plans, are able to effectively explain new ideas, but we are not expected to articulate these ideas ourselves. Without continually practicing writing in classes, students are unable to write with ease, causing them to spend hundreds of dollars on a college essay-writing seminar or on SAT prep. Not only would this wasteful spending be prevented if we all knew how to write in the first place, but perhaps our essays would be a bit more creative and sound different from those of other people who paid for the same service.

People laugh at the idea of writing papers in a math or science class, but they

fail to consider the necessity of writing in the workplace. If you enter a career in science, you need to write grant proposals to get funding and write articles in scientific journals to share your ideas with others in the field. Every scientist needs to follow detailed instructions for his or her experiments on a daily basis in order to obtain reliable results. If you go into economics, you need to be able to write reports about market trends.

Writing has been an indispensable tool for historians as well because a large portion of our historical records are from primary sources. And consider our politicians who cannot get through a single day without having to voice their opinions about pivotal issues. Barack Obama's campaign would not have been nearly as effective if he did not write some of his most crucial speeches, such as the one addressing race issues in America.

Not every field requires you to write your average English essay, but you still need to be able to effectively communicate your thoughts to others. According to the Pew Internet & American Life Project, teenagers and their parents said that "good writing is a bedrock for future success." The president of the College Board, Gaston Caperton, said it is "a matter of being competitive internationally."

In these early stages of Writing Across the Curriculum, we should take measures to fine-tune the program and find ways to make it run smoothly in our school—not get rid of it. The importance of such a policy needs to be stressed to Stuyvesant teachers. Instead of ridiculing it, we should think of ways to best incorporate writing into our classes.

Assignments can be small, like short answer questions to see if students can explain concepts in their own words, or they can be full-length essays. A math teacher, for example, can ask students for a written explanation of a solution to ensure that they can articulate what they learned or be able to apply math to everyday life. Many students don't realize that we learn theorems and formulas not just to get the answer right on a test, but also to use them in other fields like architecture or accounting. In a science class, students may be asked to write an experiment or a report on new scientific discoveries. Such assignments can spark students' interests in the subject.

The administration can review various teachers' ideas and assistant principals can work with teachers to choose which assignments are most interesting and beneficial. These assignments can then be required for all students taking the subject. Making Writing Across the Curriculum work in our school will ensure that we graduate as well-rounded, articulate students prepared for whatever comes our way.

Counter-point

Writing Across the "Ridiculum"

By JOSEPH FRANKEL

The headline of this article is the rather unaffectionate nickname ascribed, by a few, to the Writing Across the Curriculum policy, which was implemented last year to improve the writing ability of the student body. Essays should no longer be reserved for English class, and math and science teachers should now begin assigning short in-class writing assignments—supposedly.

Although last year happened to be Writing Across the Curriculum's first year, I didn't receive many non-humanities assignments that involved writing. While I was taught the material very well, there were no essays in any of my science and math classes (except for Math Research, but writing a paper was the focus of the class). As expected, there were lab report questions in biology, and in math I did have to write out proofs, but there was not much else out of the ordinary.

At first, I thought I may have been an exception, but upon asking around, many other students had similar experiences. When asked if he had received many non-humanities writing assignments last year, junior Sam Furnival said, "No, none at all." Posed with the same question, sophomore Sany Begum said, "Err, nope. I don't really remember if there was any writing for any of those classes except for lab reports."



Mostafa Elmabdy / The Spectator

ference in students' ability to write. One of the major flaws with this philosophy is that it does not take into account the problem with writing in classes where the skill is not inherently needed. For instance, in a math class, would repeatedly writing out explanations to concepts really improve writing ability to the degree that it is worth taking away time from the curriculum? As the current situation stands, many teachers struggle to teach the entirety of the already existing material without having to worry about supplementing it with writing. To expect this of teachers who are not necessarily trained or equipped to teach writing would be asking a great deal from them.

To expect teachers who are not necessarily trained or equipped to teach writing would be asking a great deal from them.

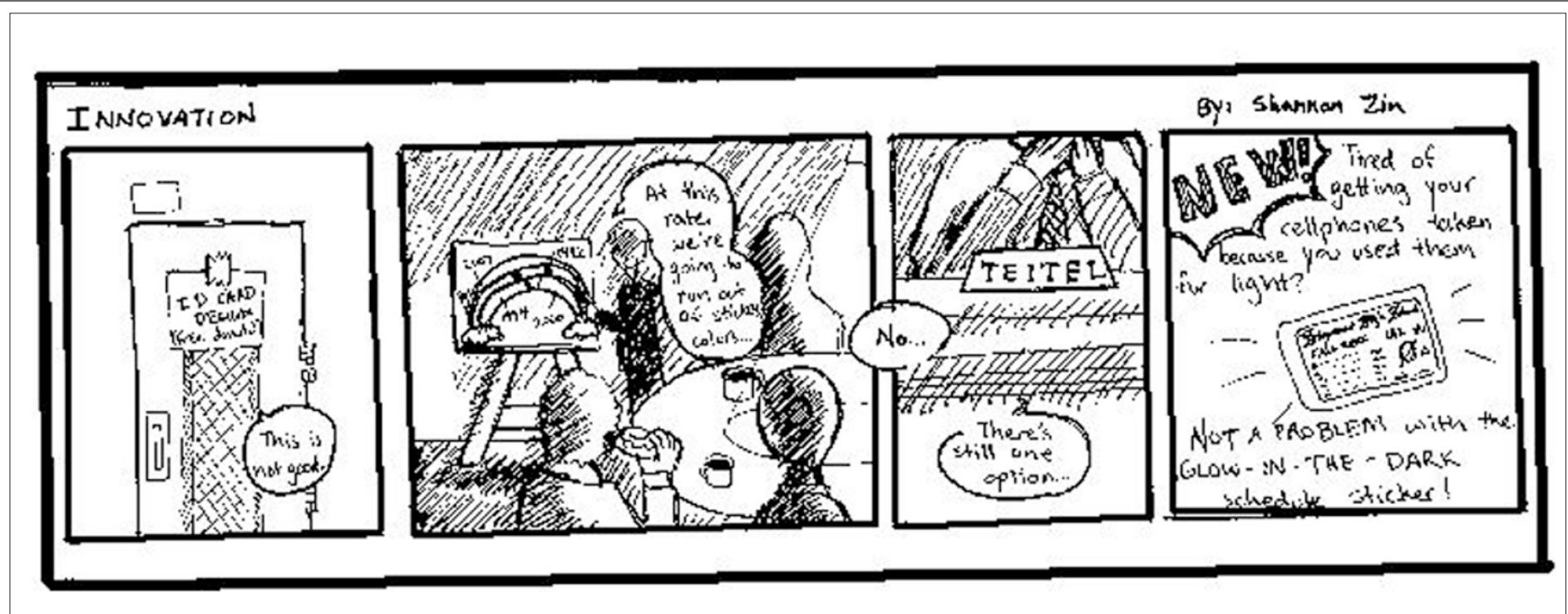
Sophomore Lilja Walter replied that she did recall one assignment in which students had to summarize and reflect on 10 scientific articles. When asked if she thought this assignment improved her writing ability or broadened her knowledge of the subject, she said, "Helped me to write? No. Writing is writing. It was the same as writing an essay in English class. I guess you could say it helped my knowledge, but writing for science, I almost always had to stop and look things up on the Internet that we hadn't learned. I barely ever remembered these things that I looked up, nor did I ever need to."

While writing is a necessary tool in any academic environment, the current approach does not seem to make a huge dif-

If writing were to become a major focus in these fact-based subjects, there would need to be more than a just few writing assignments to make Writing Across the Curriculum effective. Right now, math and science teachers conform to a system of tests and numbers, a system that is hard to stray from. Especially in a school as large as Stuyvesant, it would be extremely difficult to give each student the individual attention he or she needs to truly make a difference in writing ability in math and science classes.

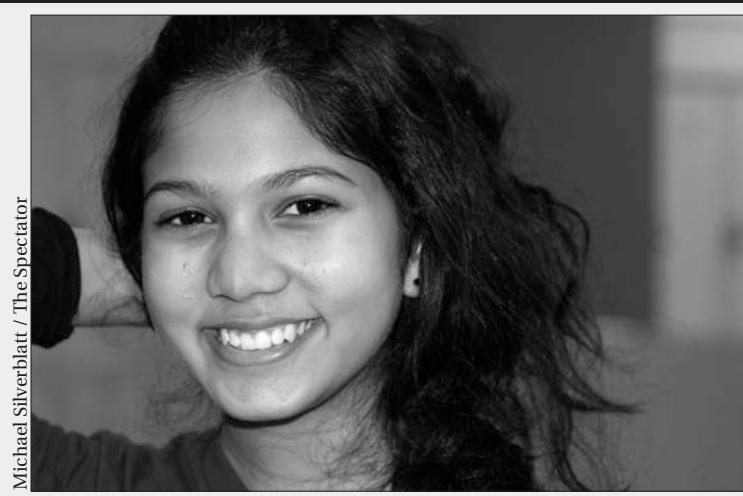
It is important to develop verbal ability among students, especially in a math and science school where writing isn't necessarily the focus, but to try and take time from classes in which writing would not be conducive to learning the material—and may not necessarily improve the writing ability of the student—is not the best way to accomplish this. While it would benefit students to emphasize building writing ability, it would make more sense to continue the focus on writing in humanities courses, as opposed to compromising the learning experience of the student body in other classes. Until a more concrete plan that all teachers can work with is created, this policy will continue to be "Writing Across the Ridiculum."

OP-ART



Opinions

Committed to Clubbing



By SAMIRA SIDDIQUE

It would be depressing to graduate from Stuyvesant and realize that you've left nothing behind except for your initials on a desk and an anarchy sticker in your junior year locker. This is usually not the case because, inadvertently or not, we all strive to make a legitimate place for ourselves in high school. Through sports and academic teams, or various clubs and organizations, each of us has an opportunity to leave behind a legacy, no matter how small.

The individual impacts we have in school are usually made through the extracurricular activities we are involved in. But in order for our impacts to last and continue to flourish after we graduate, it is up to the members of the grades below us to uphold the activities we took part in.

Established teams and service organizations like ARISTA, Big Sibs, and Key Club are almost guaranteed to continue thriving because they are already established in the Stuyvesant community. But it is more difficult, unfortunately, to keep smaller clubs active from year to year. Clubs offer diverse opportunities to the student body and make as important a mark on Stuyvesant's history as larger organizations do. As a major part of the multitude of extracurricular activities offered, and a source of our school spirit, independent clubs must continue to prosper.

Last year's seniors left us with school spirit duties to fulfill as part of their legacy. We were bestowed the duty as the new generation of Woopsgooie supporters, Stuycom managers, Broken Escalator editors, Roller Hockey Club presidents, and preservers of other groups. However, it is difficult to maintain the original fervor of a group when you do not feel the same

attachment to it as its founders. Some successors of clubs are merely incompetent and do not know how to successfully take control. They either change the fundamentals of the group or cannot make sufficient changes on their own. Because of this uncertainty, the fate of many clubs is seen as sporadic at best.

Stuycom.net, an online Stuyvesant community originally intended to display satirical school information with extra features like blogs and pictures, has remained an underground sensation for the past two years. The highlights of the site are stalking Crushlists, seeing how many people got into Harvard the previous year, and voting in the occasional either/or poll in which hot freshman girls were once exploited. The Web site was founded by Josh Weinstein ('05) and was frequently visited by the student body. Now it is run by a group of male "frenemies" who mimic the bombastic writing style of their predecessors. As the quality of Stuycom diminishes, the future of it is fairly predictable—ownership by another group of smug personalities.

Like Stuycom, another satirical media outlet that has an increasingly dismal future is The Broken Escalator—Stuyvesant's version of The Onion. A publication that used to be published several times a year in 2005–2006, it was published only once last year because the staff could not get their witty acts together.

Although long-running Stuyvesant traditions such as these are inconsistent, newer ones with more optimistic futures have been created. Woopsgooie, the official athletic booster club, founded last year, garnered immense school spirit in a short amount of time. And they had cool t-shirts. It is still active now (even with a new, less-flashy, t-shirt design), and has a promising future,

since the club has the potential to deliver the much-needed school spirit that the student body lacks.

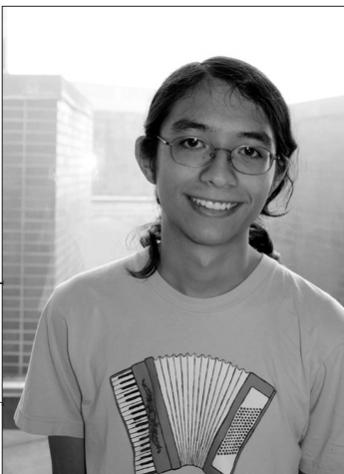
Similarly, the Rowing and Roller Hockey Clubs, founded three years ago and last year, respectively, are incredibly innovative and have dedicated members. While the Rowing club meets weekly during the rowing season to practice on the Hudson River, the Roller Hockey club strives to raise money for charity via roller hockey tournaments. These clubs add to the dynamic of the Stuyvesant athletic community, and demonstrate a renewed sense of school pride.

As the current upperclassmen attempt to maintain the leadership positions that have been handed to them, they also create new clubs that show potential for the future. Service clubs such as The Dream School Foundation Club (which raises money improve education in India) and Music Saves Lives (which donates money raised by playing music to charity) were created this year, but have noble enough causes to be successful in the future. Another club that has gained a strong backing already is SHR: Stuy High Riders, a club for biking enthusiasts. Along with a multitude of other clubs, these clubs show that the drive to maintain legacies at Stuyvesant continues.

Though smaller clubs, publications, and whatever one would call Stuycom are often taken for granted, they're the organizations that best display the quirkiness and spirit of the student body. It is our duty to pursue not only our own legacies and form our own clubs, but to continue the activities students before us tried to sustain.

We cannot allow the majority of our clubs to become inactive and eventually defunct, like the Cheese Club. And we should not let good concepts for a club, like the Feminist Society, go to waste because of lack of commitment (prior to this year's club/pub fair, the president of the Feminist Society was not aware she was president, because her male friend was too insecure to be cited as the founder and he put down her name on the form instead). If club and other groups' members were as equally active as they are in established teams, then the eclectic interests of the student body could effectively be displayed, and there would not only be an active student population in the present, but in the future as well.

Check Out Those Curves



By CHRISTOPHER NATOLI

"Mrs. Smith for history? Oh god! Her tests are impossible—you're going to fail. But you're lucky to have Mr. Jones for math. You'll get a high 90 no matter how poorly you do on his tests."

At Stuyvesant, this is how many conversations about teachers and their classes go. Often, you either receive a good, easy teacher, or you end up with the hardest class you'll ever take. Teaching, testing and grading methods vary greatly from teacher to teacher. Few will deny that a report card grade at least partly depends on the difficulty of the teacher. Consequently, many grades inaccurately represent students' true effort or intelligence, which could limit their ability to take advanced classes or even get into desired colleges.

Basing grades on a standard would be more fair. But teachers' methods can't be standardized, since they may have good reasons for their different teaching and testing styles. One might firmly believe in precise answers in math problems, while another might care more about the work shown—and so they would differ in how much partial credit they give. Forcing teachers to conform to a standard style would remove their freedom in teaching, which would rob students of a diverse learning experience.

Therefore, standards must be derived from elsewhere: the students. Since each class generally contains over 30 students, its statistics are a fair representation of the average student. For example, if a class averages 87 on a certain test, then 87 is likely close to the "real" average—that is, the theoretical average from a class of standard Stuyvesant students, without any anomalies such as child prodigies or terrible test-takers. Test scores can be standardized according to this average, as well as a histogram of students' scores, which would roughly form a bell-shaped curve. These so-called curved grades are determined relative to the "average" student. For example, if

both you and the average student failed, then you really didn't do so poorly; this would be shown in the bell curve if your score falls near the center of the bulge. This effectively adjusts the grades so that they won't depend so much on the difficulty of the teacher.

Unfortunately, some teachers incorrectly think that curves will inflate grades, so they won't use them. But adding, for example, 10 points to everyone's score is not a true curve. Curved grading is based on the bell curve, the distribution of the raw scores of every student. A student's percentile in this curve would be transformed into the curved grade, similar to grades for Advanced Placement and SAT exams. The new scores are therefore relative to the rest of the class, and by extension, the average Stuyvesant student.

If the class did very poorly because the test or teacher was too difficult, the curve would readjust the scores accordingly. The average, which might have been 62, would be shifted to something more reasonable—maybe 80 or 85, depending on what teachers agree upon. Also, the distribution could become more spread out or brought together, depending on the "skinniness" of the bell. So a student who got a 60 might really deserve an 80, while a student who got a 90 could deserve just a 92. On the other hand, if the test were fair (say, for the 87 average mentioned before), the curved grades would be close to the raw grades. For a test that's too easy, a student who got a 95 might only be given an 85. Thus, a student's grades depend on how exceptional the student is, not the quality of the teacher.

The collection of raw and curved grades can also be helpful to the teachers and departments. If the raw scores were far below curved scores, the teacher and the department would realize that either the test was too hard, or the material wasn't taught well. Once it is clear that the students on average did poorly, the teaching style can then be revised. Similarly, a test or teacher that is too easy will be reflected by how much higher the raw scores are over the curved scores.

Although there are other means of standardizing teaching and testing—for example, teachers can communicate within their departments to regulate grades that are harder to quantify, such as those for essays—few semester grades will truly represent the student until most test scores are curved. Teachers need to be aware of the statistics behind curving and, for efficiency and ease, the means to curve with computer software. Otherwise, every student's future could be hindered by the misfortune of coming across a notoriously hard teacher.

A Tricky Tradition

shorts, invited some friends over, and we ran up and down my building in search of sugar as Charlie Brown and his gang of oddly dressed friends.

This year, as a senior (the moniker only providing more proof that I am perhaps too old for childhood traditions), I am hesitant to organize another trick-or-treat gathering. We were proud of our operation last year, when we split up the 13 floors amongst the eight of us to maximize our profit. But we also received odd stares from some people who asked if we were too old to trick or treat, to which we responded, "Never!"

But maybe there is a point when dressing up in a costume and going door to door just becomes plain creepy. Indeed,

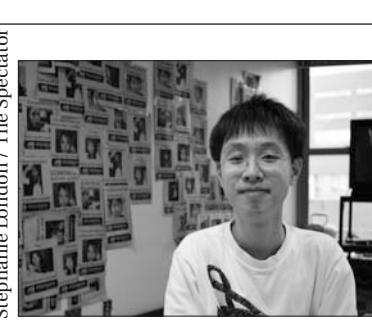
there are adults who trick or treat. While they do so in the spirit of Halloween fun, most other adults believe that the fun is exclusive to children. "When we open our doors, we want to see cute little kids in costumes," Elaine Maroney, one of my neighbors, said. "We don't want to see adults looking for candy."

It feels disheartening to be shut out of the fun and realize that you may just be too old to trick or treat. My parents tell me every year that if I'm old enough to buy my own candy, I am probably too old to ask for free candy. Trick or treating is an activity for children, and it's not only because seeing a kid dressed up in a costume and asking for candy is cute. The tradition was conceived on good-natured fun.

When you're a teenager, it seems to go against the spirit of Halloween if your sole purpose is to shill for candy.

The fact that Halloween falls on a Saturday this year poses a problem for my group of friends, who usually decide to trick or treat at my apartment building because it is so close to Stuyvesant. With the inconvenience of traveling, we may call it off, but the real reason may be that we are just too old to dress up and race to see who gets the most candy. I think my neighbors will appreciate a seven-year-old kid in a fairy costume, not a 17-year-old in a yellow shirt. I'm afraid that if I decide to trick or treat this year, I might just end up with a bag of rocks—and a guilty conscience.

the diary of a mad senior



By GAVIN HUANG

I know I'm too old for this, but every year, the prospect of free candy calls and I surrender to temptation. Two years ago, I was able to fit into my dad's old DHL uniform and masquerade around my apartment building as a delivery man. Some peo-

ple thought I had a package for them when I was really looking for some sweets. The fact that I was able to fit into my dad's old work clothes should have been sign enough that I was too old to trick or treat. But one year later, I grabbed the paper bag again, donned a yellow shirt with one jagged stripe and a pair of black

Cartoons

Linda Cai



3:30 P.M.



THE ADVENTURES OF FRESHMAN # 2013

BY: LUCY WEI



Conversations

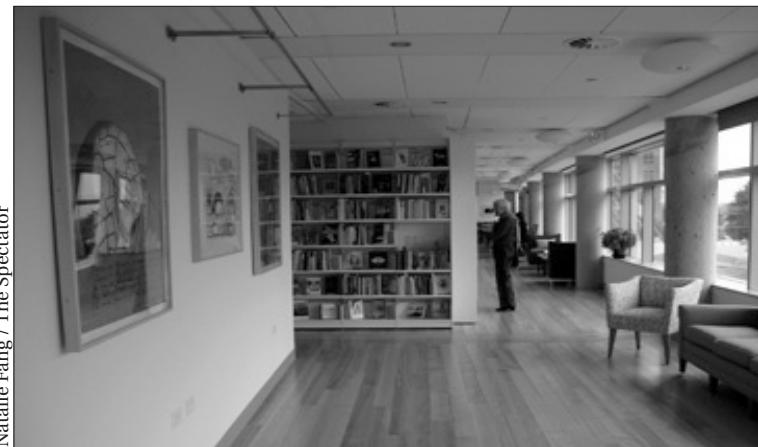
"So that's why she said no"

Robert Vinluan and like, Kiran Sury



Arts & Entertainment

Poets House: A Poet's Home



Poets House provides students with a quiet place where they can study or read for free.

Natalie Fang / The Spectator

By RITA KIRZHNER

Though there are numerous venues around Stuyvesant where you can curl up with a book, it's hard to find a quiet place in which to study or read for free. However, Poets House, one of the newest additions to the Tribeca area, provides this luxury within several blocks of school.

Poets House is home to a 50,000-volume non-circulating poetry library that is constantly expanding. Founded in 1985 by poet Stanley Kunitz and former executive director of the Academy of American Poets Elizabeth Kray, Poets House recently

moved from its old location in SoHo to TriBeCa because of a real estate deal giving it an annual rent of just one dollar. Only a few minutes' walk along Battery Park,

Poets House is located at 10 River Terrace (on the corner of Murray Street). Poets House's new location had its official Grand Opening on Friday, September 25 and Saturday, September 26. Three Stuyvesant students—seniors Dominika Burek, Jan Raphael Cornel and Shoshana Akabas—were chosen to read their original poems at Poets House for the opening ceremony. English teacher Emily Moore, who has contacts at Po-

ets House, was asked to choose a few students to read their poems at the opening, and invited Burek, Cornel and Akabas. They were the first to read their poetry at the new location--right before poet Billy Collins.

"I was really nervous prior because there were cameras and recorders and photographers, and poet laureate Billy Collins in the crowd," Cornel said in an e-mail interview. "People were very accepting. I'm not going to say it wasn't nerve-wracking," Akabas said. "But whether or not people actually liked or understood my writing, they were all positive and smiling."

Anyone can enter the building and ascend the spiral staircase to the enormous second floor library. Here you can peruse the long hall lined with bookcases on one side and the large windows facing the Hudson on the other. You can easily choose a book and take a seat on one of the many couches, armchairs or desks organized neatly next to the windows. Poets House allows you to read by natural light from the large windows rather than by eye-straining fluorescent lighting.

Poets House is almost completely silent, with all the administrative offices located at the end

of the floor. There is no "muzak" playing in the background, and hardly any movement throughout the reading areas. The walls and shelves are painted tranquil colors like gentle lime and pale blue. Everything is impeccably clean and tidy and looks well cared for. The second floor appears extremely spacious, perhaps because of the window-lined walls and orderly arrangement of things. All in all, the atmosphere is soothing.

Although you can't borrow books from Poets House, the Poets House staff will make sure they obtain any book you desire. "If you like poetry and you come here, you will either find what you're looking for or we'll request it. We are very lucky in that the poetry community is very supportive," said showcase librarian Maggie Balistreri, whose job entails helping people find books and materials. All the books displayed at Poets House are donations from published poets and other patrons. "We have publishers that over the years have gotten used to sending us books."

Balistreri also explained the philosophy behind Poets House's library. "Whereas in a public library the librarian can select the best for a given trop-

ic, here we get to let you decide what you prefer," Balistreri said. "So it's all inclusive. We want that democratic collection to give you room to find your own favorite poet."

Poets House hosts weekly poetry readings and performances that often feature prominent poets and renowned guests. At an event on Wednesday, October 7, "Like Most Revelations: Richard Howard in Conversation with Timothy Donnelly & Brenda Wineapple," the audience sat entranced while Pulitzer Prize-winning poet Richard Howard read from his opus. Howard's humor and approachability added to the ambiance of the evening. Upcoming events include a feature on Latino poetry on Thursday, October 29 and "Polish Poetry Now" on Tuesday, November 3 and Wednesday, November 4.

Poets House not only offers an immense selection of poetry and events, but also provides something of a sanctuary for those seeking some peace of mind. "Poets House is a place to hang, to read, to learn, to have quiet little epiphanies," Cornel said. "The beautiful space combined with all the poetry you could ever want makes it the perfect place to be," Akabas said.

Tribeca's House of Mysteries

By TONG NIU

In the spacious bookstore on Warren Street lies one of the most expansive collections of mystery books. Home to Edgar Allan Poe's horrors and the works of today's thriller novelists such as James Patterson and Lee Child, the Mysterious Bookshop is more than just towering bookcases and sliding ladders. With spellbinding murder stories, antique vampire archives, and so much more hiding along the story-high shelves, the Mysterious Bookshop is an enticing mystery in and of itself.

Located at 58 Warren Street, this treasure trove of mysteries makes the perfect reading corner. With its wide range of books and topics and its soothing jazz music, the Mysterious Bookshop has a very relaxing environment. "It's the mood that Barnes & Noble can never give," sophomore Tanya Jain said. Everything from the wooden shelves to the mellow colored walls, creates a calm and inviting atmosphere. Founded by Otto Penzler, a publisher and mystery writer, the Mysterious Bookshop has been in business for 30 years. "We started out on West 56th Street next to Carnegie Hall. We moved down to Tribeca about four years ago," manager Ian Kern said. "We specialize in mystery fiction, espionage, traditional murder mysteries. We do a lot of rare first editions, signed books, and also general mystery fiction."

Books aren't its only specialty. The bookshop hosts a variety of parties and events from new author debuts to celebrations for the successes of old ones. The events all include book signings, refreshments and author introductions, which consist of how the author develops ideas, inspirations they have, and what they do during their down time. A party was held for Gerald Elias' debut of "The Devil's Trill" on Tuesday, October 6. The mystery revolves around a stolen violin, the Piccolio Stradivarius, which is fabled to bring bad luck onto whoever possesses it. Daniel Jacobus, a sour

violinist, is suspected of stealing the violin and must prove his innocence by finding the real thief. The story, well crafted and intricately written, propels the reader into a world of classical music, cunning, and deceit. Elias is not only a blossoming writer, but a violinist, composer and conductor as well. "He plays for the Boston symphony and plays by himself," Kern said.

At the book debut, Elias read an excerpt from his new book, which came out on Tuesday, August 18. He accompanied his reading with performances of pieces mentioned in his book, one of which was the "Devil's Trill" Sonata by Giuseppe Tartini. He then signed copies of his book and talked about his experiences as a conductor and a composer. Elias talked about his passion for mystery and suspense and the many obstacles he came across when writing his book. "We had a great turnout and sold a lot of books," said Bob Stroud, an employee at the Mysterious Bookshop, of the event.

But perhaps the bookshop's biggest party yet is the Halloween party that it will be hosting on Thursday, October 29. "We are going to have a Halloween party which will be a celebration of our four years here [and] a regular Halloween party," Kern said. The party will also be a celebration of the release of the "Vampire Archives," published by Penzler, Mysterious Bookshop's owner. "[It's] one of the best vampire compilations of all time," Kern said. Though there won't be any special guests, mystery authors and friends of the store are expected to attend. This free event, which runs from 6 to 8 p.m., will include tarot card readings, speeches, and refreshments. Everything, from its tantalizing books to its kind and helpful staff, illustrate the open and inviting mood of the Mysterious Bookshop. With fascinating events every month, books dating from the 1960s and amazingly fun sliding ladders, the Mysterious Bookshop is the perfect mixture of the old, the new, and the fantastical.

By HYEMIN YI

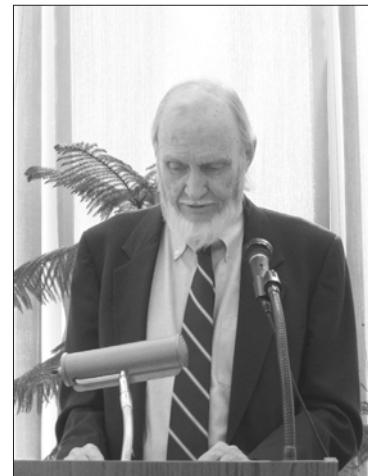
Cor van den Heuvel is an American haiku poet and editor who has received various awards for his writing and editing of haiku books. He was the former president of the Haiku Society of America. He also served as the poetry editor of Newsweek Magazine until he retired in 1988. He is best known as the editor of the three editions of "The Haiku Anthology," which is often used as the base for contemporary haikus. On Tuesday, October 6, van der Heuvel visited Stuyvesant.

English teacher Emily Moore invited van den Heuvel to speak to her second and 10th period poetry classes after meeting him at a National Arts Club poetry reading. At the reading, she recognized van den Heuvel as the man pictured on "The Haiku Anthology," and began conversing with him and invited him to speak at the school.

In the Stuyvesant library on October 6, the poet began the reading with a haiku in a soft-spoken voice: "A bitter morning: / Sparrows sitting together / Without any necks." Van den Heuvel suggested that this example reveals many of the misconceptions surrounding haikus. It uses the 17 syllable form (five-seven-five) frequently thought to be characteristic of haikus, but van den Heuvel explained that the number of syllables in a haiku is irrelevant because English is so different from Japanese. Thus, the form does not necessarily translate into English. He also explained how similes and metaphors often convolute the images of haikus, and the form is best kept simple.

To give the audience an idea of what a haiku should offer, Van den Heuvel related haiku writing to Jack Kerouac's novel "Dharma Bums." In the novel, as the narrator and the character Japhy, a thinly disguised portrait of the beat poet Gary Snyder, travel up a mountain, the two try to make sense of what a haiku is. Japhy tells the narrator that, "A real haiku's gotta be as simple as por-

Simple, Genius Haikus



lets some dirt run through his fingers." With no time left, he offered no explanation and left it up to the imaginations of audience members.

"What he said about the differences between classical haikus—counting syllables, Japanese—and then English and the differences that kind of come over, I hadn't really known about and found really interesting. It was cool to think about writing haikus differently," said senior Mariana Quinn-Makwaia, who heard about the event through her English class.

"[The haiku written by Shiki] was particularly beautiful and uses really really simple words," senior Jan Raphael Cornel said. "The idea that a haiku is not supposed to be something that specific, that half of the understanding of the poem should be the reader's responsibility really blew me away. I just never thought

ridge and yet make you see the real thing."

Japhy uses a haiku written by Masaoka Shiki to give an example: "The sparrow hops along the veranda, with wet feet." Van den Heuvel commented that the poem evokes the imagination of the reader. While given an image of the sparrow with wet feet, we can also imagine the rain from the previous day and the smell of pine needles. The simplicity and suggestiveness of that haiku is what makes it superb.

At this point in the lecture, the poet with wispy white hair and a full beard stopped to pull out a Maine baseball cap and a brightly illustrated book titled "Baseball Haiku," edited by poet Nanae Tamura and himself. The transition from nature haikus to baseball haikus seems bizarre but Van den Heuvel reassures us that, "baseball is perfect for a haiku."

The first baseball haiku was written by Masaoka Shiki in 1890, though it was not until 1958 that baseball haikus appeared in English. He reads an example from Kerouac: "Empty baseball field / -- A robin / Hops along the bench."

He ended the poetry reading with a haiku of his own: "Dispute at second base, the catcher

of haikus with that purpose."

"He had a wh00ole theory about how baseball had all the essence of a haiku, which was a strange correlation. That was cool," senior Kyla Alterman said. "The thing is, he could've been really interesting but just the way he speaks, which is really quiet and subdued, didn't really engage me."

"I think it's wonderful for students to see examples of artists and people who have made lives in the arts and lives as writers. And I think it's also great to hear poetry by people who have written it," Moore said.

**"The sparrow
hops along the
veranda,
with wet feet."
—Masaoka
Shiki**

Arts & Entertainment

Home-Made Haunts

By TAMMUZ HUBERMAN
and ZOË LEVIN

As Halloween draws near, the search for an original, wacky costume begins. But stores can be expensive, group costumes are a hassle to work out, and everyone else is going to dress up as an emo kid or a princess fairy. We came up with a few suggestions for recession-friendly costumes that are easy to make at home.



The Present

For the artistically challenged, the Present is a great costume. It's easy to make, as long as you can use scissors and tape. First, take a large box to fit into and cut holes for your arms and legs with a knife. Get some crazy wrapping paper and neatly wrap the box. Find some ribbon and attach it to a headband or sweatband in a bow-shaped formation. But be warned that wearing a box for an entire day makes it difficult to sit and move around.

If the present suggestion doesn't float your boat, a large box can be used to make other types of costumes. A robot can be built out of a few boxes in the same manner and painted silver. One could also dress up as a "cereal box"—just cut up cereal boxes and paste them onto a larger box.

The Jellyfish

For those looking to make a simple and comfortable costume, the Jellyfish is ideal. Get a clear or pink umbrella and some pink and clear cellophane paper. Simply cut strips out of the cellophane paper and layer a pink strip over a clear strip. Then attach the doubled-up strips to the umbrella, until the umbrella is covered with strips all around. The umbrella serves as the body while the cellophane is its tentacles. You might want to wear jellyfish style color clothing such as pink shirts, pants, or tights.

A more complicated costume using an umbrella would be a Batman costume. Make Batman-style wings by breaking the wires of an umbrella along with the handle to create a wing-esque looking shape. Attached to a black outfit, it is a new touch to the traditional Batman costume.

Your Very Own Superhero

Instead of dressing as Batman, Spiderman, or Wonder woman, create your own superhero! Start by wearing two or three colors. Keep it simple. Include a t-shirt, shorts, and leggings. Add personal touches with a headband, bracelet or cape, all of which you can decorate according to your colors. Based on your superhero, add in a unique accessory like an instrument, for a musical superhero, or a basketball for a sports-oriented hero. Keep it personalized.

Clump of Grapes

This costume is simply an attention grabber. Blow up between 10 to 15 dark purple, green, or red balloons. Tie them all to one string. Wear a color that complements the color of the "grapes." Wrap the string with the balloons around the body and tie it securely where the string can be easily reached. Watch out for sharp objects! A costume with balloons might not last throughout the day, however. Bring extra balloons with you to fix your costume if they start to pop! Also, sitting down may be difficult. But seriously, everyone will love this costume.

The balloons could also be used to create a bubble bath costume or hot air balloon costumes. For these, a box is used as the base and balloons attached to the top. One could try to recreate the house from the movie "Up" which had thousands of balloons protruding from the chimney.

Seasons

Everyone has his or her favorite season, so why not dress up as one? For fall, start with a shirt and pants or skirt in warm colors. Go to a craft store and buy fake leaves, twigs, etc. Take the leaves and twigs and pin them onto your clothes securely with safety pins. Save a few leaves and, with bobby pins, pin the leaves in your hair. With eye or lip liner draw leaves on your face. For summer or spring, the colors should be pastels and green, and instead of leaves and twigs, substitute in fake flowers. For winter, dress in all white and get white glitter for your hair and skin, and tape cotton balls all over your clothes and bobby-pin them in your hair.

The Shopaholic

With the recession limiting our shopping budgets, many people have had to cut back on shopping. For Halloween, maybe dress as a shopaholic. Go around to your favorite clothing stores and ask for a bag from each store. Once you get home, grab a shirt and pants or skirt in the same color as each other. You don't want to distract from the bags. Tape the smaller bags directly on your clothing. For the larger bags it might be easier to cut the logo off the bag and tape it on your clothing. Save a few bags to carry in your hands.

Ghastly Prices

By MOLLIE FORMAN

The freak-out is imminent. What happens when Halloween is just a few days away and you still haven't found a costume? You've searched the online stores, but there's a difference between seeing your dream outfit on an airbrushed model and seeing it in real life. At this time of year, there are hundreds of costume stores open across the city—some just for the season—but very few offer reasonable prices. And in the economic downturn, stumbling upon the perfect bargain by chance is unlikely.

Finding the perfect costume for a reasonable price may seem like a daunting task, but it doesn't have to be.

on the financial benefits of Goodwill. "I can't afford to go wild on Halloween," she said. "I can get out of [Goodwill], sometimes, with a pair of pants, a shirt, a dress, maybe some party shoes, for under 30 dollars." Best of all, your money goes to a good cause—the majority of profits goes to training disabled or disadvantaged adults for the workforce.

While Gothic Renaissance (108 4th Avenue, between 11th and 12th Streets) offers a narrow range of products, it is another great costume resource. Advertised on its Web site as "New York's premier gothic fashion boutique," Gothic Renaissance stocks a vast supply of gothic wears imported from countries such as England and Japan. As a specialty shop, the store's prices are higher than those of chains like Party City.

"Everything is pretty high quality," assistant manager Laramie Wilcox said. "Our price ranges on clothing tend to range from 50 dollars to 500 dollars." Apparel on sale is sold for between 30 and 70 percent of its original price.

"If a student is looking for a particular good piece that can really make a Halloween costume, like a corset, which can really set it off, they can get it here and the rest of it they can get anywhere else," Wilcox said.

If you're willing to pay a little more for your costume, check out Abracadabra (19 West 21st Street). The store offers a massive selection, selling everything from screaming lawn ornaments to genuinely terrifying monster masks. Even the store's ambiance—the aisles are close and the store is dimly lit—add to an authentic Halloween experience. Even if prices are somewhat steeper, Abracadabra is worth a browse.

"Some of the clothing is amazing because it looks like no one has ever worn it or has worn it once."

—Linda Martinez, longtime customer of Goodwill

But remember that this is New York. There are a multitude of stores less than 20 minutes away from Stuyvesant by subway that offer excellent deals on Halloween costumes.

Party City (38 West 14th Street) is pretty much a one-stop shop. They carry Halloween items throughout the year, but in October their stock is dominated by Halloween decorations, makeup and costumes. The massive costume aisle stretches the length of the store, and this branch of the chain attracts hoards of customers. But if you're able to brave the mayhem, fantastic deals can be uncovered. Male costumes such as the Toga, Party Clown and Ghost Rider run for a mere \$19.99. Female costumes are a little more expensive, but there are still some inexpensive deals—the popular Marilyn Monroe ensemble costs \$19.99, as do outfits depicting an angel, a cavewoman and Cleopatra. There are some more interesting costumes for only \$24, like the Gothic Fairy Princess and Hollywood devil. Most of the costumes are priced between \$30 and \$50. But if you really want something special, you can always go for the \$999 Aloha Elvis. Target (the nearest branch is at 139 Flatbush Avenue, Brooklyn) has a similar supply of costumes for about the same prices.

If you have the patience and artistic foresight, stores such as Goodwill (186 2nd Avenue, between 11th and 12th streets) can be a godsend. "I can find lots of stuff here," said Linda Martinez, longtime customer and mother of two. "My daughter wants to be a hippie, so I found a pair of bellbottoms and a t-shirt with tie-dye. Some of the clothing is amazing because it looks like no one has ever worn it or has worn it once."

Martinez also commented

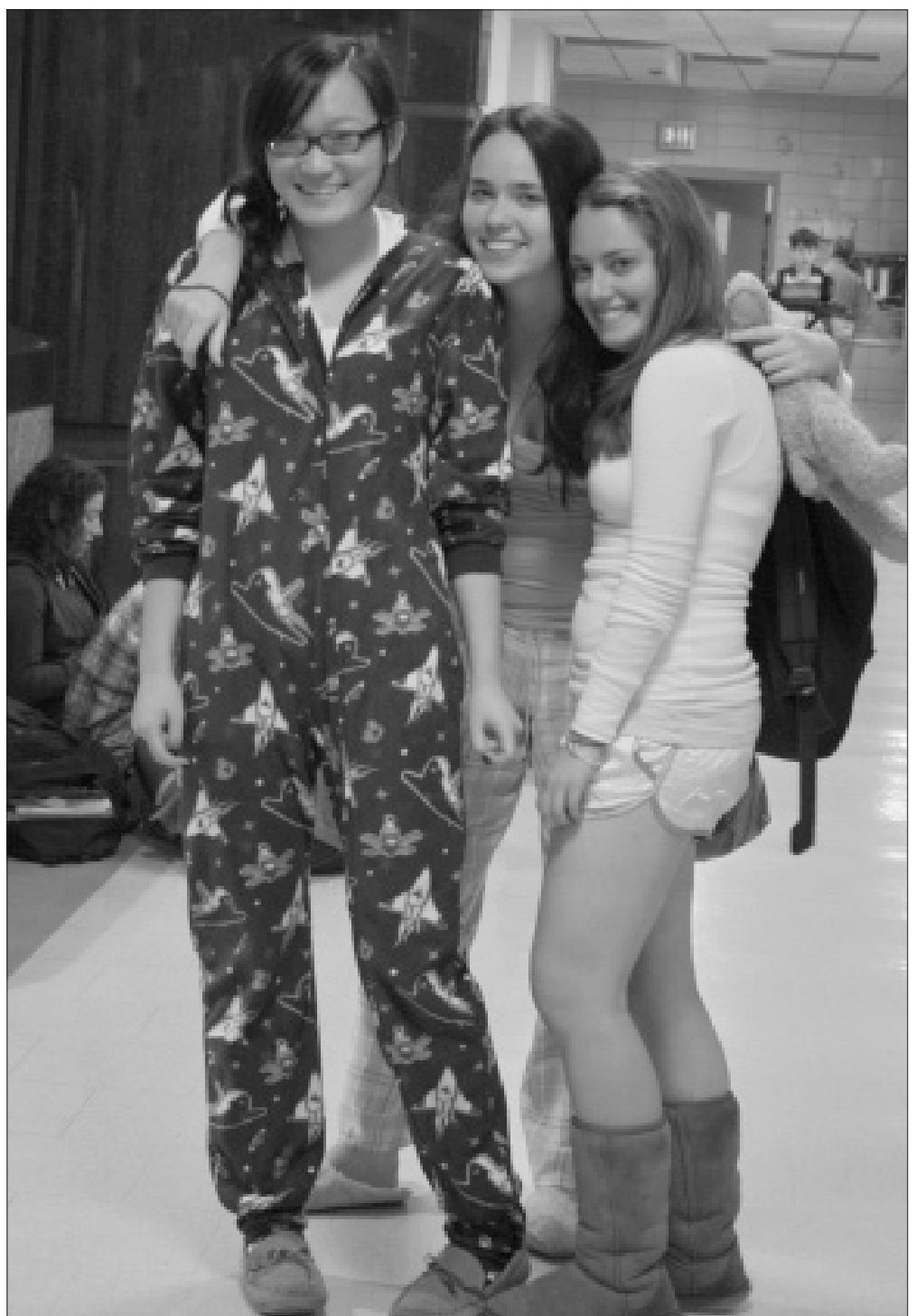
Finding the perfect costume for a reasonable price may seem like a daunting task, but it doesn't have to be. At the right store, you can let your creativity run wild without worrying about the cost. Halloween is supposed to be fun, so embrace the challenge, and remember: the price doesn't have to be as scary as the costume.

Senior Pajama

Photos taken by Paola Sokayeva



Day 2009



Sports

Girls' Bowling

Pinheads Knock Down Seward, Advance to 4-0

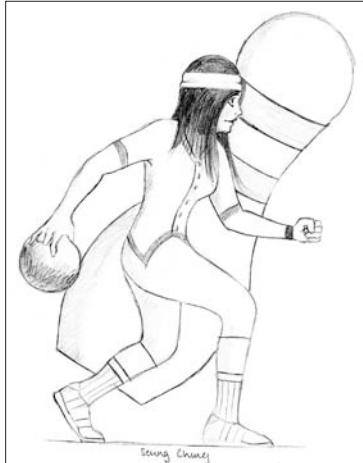
continued from page 20

111.05 pins per game.

Although they have dominated their division for the past four years, many Pinheads would not feel satisfied with merely the Manhattan I division title. "Last year we made the quarterfinals and the year before that we made it to the semifinals," coach and physical education teacher Peter Bolonga said. "If our girls bowl what they are capable of bowling, if they bowl at least their averages then we should win our division, we should make the playoffs, and then take it from there."

While it may sound simple, maintaining the numbers the Pinheads have put up this year is no small feat. Only four out of the 12 members of the team are averaging under 100 pins per game, with seven out of the 12 girls averaging over 115 pins per game.

Winning is nothing new to the Pinheads, however. Since Bolonga started coaching the team five years ago, the Pinheads have gone 41-1 in the regular season, with their only loss coming last year against Seward Park Campus. Although they have been successful, the team does not receive a large sum of money to fund their practices. "It's really hard to get funding from PSAL and its hard especially with bowling as a sport,



to have practices because it's not like you can go to any gym. You have to go to a bowling alley and you have to pay for it," Sobota said. The price for practices is 18 dollars per lane for three hours. Since most of the players have their own bowling shoes, each of them has to pay three dollars for a practice. "We still go to weekend practices, and [coach Bologna] helps us fundraise so we can pay for those practices," Sobota said.

A new squad of Pinheads looks to continue its dominance in the regular season, and while a division title is important, all eyes are on the postseason, as the Pinheads look to reach their first ever Public Schools Athletic League City Championship.

Boys' Football

Bright Lights, Dull Game: Peglegs Drop Homecoming

continued from page 20

It is difficult to pinpoint what exactly led to the Peglegs' embarrassing loss to a team that had a roster of only 17 players. Whether there was too much hype and pressure to win on Homecoming, or the players felt that they would just coast with an easy win over the struggling Patriots, they were unable to convert. However, according to head coach Mark Strasser, none of these were the reasons for his team's unimpressive performance on Friday.

"[The Patriots] went hard and had the will to win more than we did," Strasser said. "We are a better team than what we showed Friday, we have to get back on track and show every team we aren't a team to be made fun of."

During any football season, a team will go through rigorous practices several times a week, whether they just lost to the New England Patriots or the Lafayette Patriots. The Peglegs, however, will also need to recover mentally from last week's devastating defeat. Unfortunately, the team suffered another defeat to Petrides High School on Friday, October 16, 29-6. Although Petrides, a 5-1 team, was a much more talented

team than Lafayette, it was still a crushing loss for the Peglegs as they struggle for a playoff bid-berth.

If it wishes to win its next three games and finish the season at .500, the Peglegs will need to study what went wrong on Friday and try to correct any mistakes. The members of the team also feel that they need to put the

homecoming and try to win all our last four games," Selvendran said.

It will be difficult, though, for the Peglegs to put such a disappointing game behind them. The Peglegs fell short in a game they should have won, scoring only once on a 2nd quarter rushing touchdown by junior Michael Bucaoto. Friday's game seemed to be an indicator of Stuyvesant's thus far disappointing season. The problem for the Peglegs has never been about a lack of talent or a lack of support from the student body, but rather an inability to translate that talent and support into winning on the field.

If there is one positive thing that the Peglegs can take from Friday's loss, it is that no team can ever be counted out. If the Lafayette Patriots can muster a victory in the hostile environment of Pier 40 with several hundred Stuyvesant fans breathing down their necks, then the Peglegs can certainly finish off the 2009 season with pride.

"We aren't a team to be made fun of," Selvendran said. Perhaps he is right—now is the time for the Peglegs to convert the talent they possess into wins for the team.

**"Personally
I feel that we
didn't show
enough heart."
—Athiththan
Selvendran,
senior and
lineman**

game behind them if they are going to have a strong finish to the season. "We got to forget about

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Sports

The Passions of Playoffs

continued from page 20

League (PSAL) playoffs bring the best out of many Stuyvesant athletes. "I'm more fired up. I try to attack as hard as I can," said junior Arik Raviv, a forward on the boys' soccer team. "It's win or go home."

This mentality can take a heavy toll on players. The play-

offs test the true mettle of an athlete under pressure. "You don't want to make any mistakes. It's all on you," said junior Casey LaMountain, who is on the boys' basketball team. "You can't fix your mistakes the next day in practice."

Looking at the talent and success that the fall teams have had so far this year, I wouldn't be

surprised if Stuyvesant claims at least two of the 11 city titles.

Whether they end with a last second goal, spike, or sprint to the finish, the PSAL playoffs, just like all playoffs, will be thrilling. And if the NBA playoffs have taught us anything, it is that anything is possible. As Vitale would say, it's gonna be "awesome baby!"

Boys' Bowling

Hookers Roll Past University Neighborhood and Focus on Playoffs



The Stuyvesant boys' bowling team, the Hookers, have had an impressive winning streak since the start of their season.

By PHILLIP GODZIN

A primal pre-game chant and some playful shoving by senior and co-captain Leo Ernst lead to a 3-0 sweep over the previously 1-1 University Neighborhood High School Panthers on Thursday, October 8. This win for the Stuyvesant boys' bowling team, the Hookers, marked its fourth straight win to begin the season, and the team's 68th consecutive win since the start of the 2005 season.

"We are very balanced. Both our A and B teams are very solid. We are more consistent, not as erratic as last year," senior Zachary Weiner said.

In a bowling match, there are three games, an A game, a B game and a C game. Four different players bowl in each game, and their scores are added. The team with the highest total scores in two out of the three games wins the match. So far, the Hookers have swept each of their first five games, meaning the A, B, and C teams all had higher scores than their opponents. "We are already as good as the end of last season," Weiner said.

The Hookers certainly proved this against the Panthers, beating them by a total of 490 pins, where even the C team had more total pins than any of the three Panther teams. Furthermore, the A team has only had five more total pins than the B team thus far in the season, proving the solidity of the entire team.

The impressive winning streak seems to have boosted the confidence of the Hookers for the remainder of the season. Its next two games come against two undefeated opponents, Nor-

man Thomas, which has won all four games on 2-1 wins, and Hunter College High School, which has swept all four of its games. "Every pin counts and we have to convert all the spares and get the strikes," senior Jack Pipitone said. Despite the opponents' perfect records, many of the Hookers are unfazed.

"Honestly, it's not even going to be close," Ernst said. "We will not lose an A or B game the rest of the year." Obviously, the hookers not only have talent, but confidence in their abilities as well.

"If we get past Hunter, which I think we should, we should go undefeated for yet another season."
—Timothy Pon, coach

One contribution to the team's early success could be its seamless transition from last year, even though it lost five valuable seniors. "We've all improved, and people have stepped up to replace previous seniors and captains," senior and co-captain Steven Lau said.

The Hookers can also attri-

bute its early success to more practices. After being able to schedule only a few practices last year due to a minuscule budget, former coach and current Interim Acting Assistant Principal Physical Education Larry Barth raised a lot more money to fund practices. "Last year, the school had very little money to practice, maybe two practices each season for the past couple of years," coach Timothy Pon said. "This year, we have a bit more money for practices." According to Pon, each player on the team gets to bowl one game at practice, making the total cost of each practice \$69.70. The extra money allows the team to schedule more practices in order to improve their game.

The additional budget for practices could have a large impact when the playoffs arrive. The playoffs take place in a different bowling alley than Leisure Time at Port Authority, the one the Hookers usually play in. Therefore, it will be important for them to get used to a different atmosphere. "We have to go to Maple Lanes for the playoffs, so now we could schedule a few practices there," Pon said.

The Hookers seem certain of another playoff berth in the near future. Although the team lost in the first round of the playoffs twice in the last two seasons, the members believe that they have enough depth to go further this year. Even Pon appears convinced that they should remain without a loss for the entire season. "If we get past Hunter, which I think we should, we should go undefeated for yet another season," Pon said.

Girls' Cross Country

Strength in Numbers



Eddie Cytryn / The Spectator

The girls cross country team, equipped with a new coach and new runners, shows great promise this season.

By HOWARD LAM

The Stuyvesant girls' cross country team has started the 2010 season renewed and refreshed, with a new coach and promising new army of runners.

With 70 members, the team sports the largest roster in the school. Regardless of the size, however, the team practices every day with first-year coach and chemistry teacher Kristyn Pluchino. They alternate between long, slow, aerobic workouts, about five miles long, and tempo hill-climbs, about two miles long. "We had a small team last year and we were really good. This year we have a really large team but it's still only a core group of people that are dedicated," junior Lindsay Bauer said.

The hard work paid off as the team placed third at the Mayor's Cup Championship in Van Cortlandt Park on Saturday, October 3. The Mayor's Cup is one of the premier meets of the season. "It was a little surprising," said senior Eileen Kim, of the team's third place finish. "There were over 200 varsity runners, so when they announced the final rankings, we were really excited."

This summer, over 10 members of the team attended the Winged Foot Cross Country and Jumps Camp run by Bill Wagner, head coach at DeWitt Clinton High School, in preparation for the new season. "It helped a lot

"This year we have a really large team but it's still only a core group of people that are dedicated."
—Lindsay Bauer, junior

and we hope more girls will go next year," Kim said.

At the Mayor's Cup, freshmen Dina Levy Lambert and Zhengqing Nie placed ninth and 10th, respectively, out of 104 runners in the 1.5 mile frosh race. Lambert finished with a time of 12 minutes and 8 seconds while Nie finished in 12 minutes and 18 seconds. In the 2.5 mile varsity race, senior and captain Vanessa Ventola placed 22nd out of 265 runners, and Kim placed 33rd in the 2.5 mile junior varsity race.

In the Public Schools Athletic League, cross country teams con-

sist of varsity, junior varsity, and freshman runners, of which only the rankings from the varsity roster are counted toward the score necessary to qualify for the City

"I am very pleased with their performance this year. They're coming in really well. I think we can definitely finish in the top three in the borough championships."
—Kristyn Pluchino, chemistry teacher and coach

Championships. A varsity roster can have at most seven runners and must have at least five runners, of which the top five ranks are counted. When the runner finishes the race her place determines the number of points she gets. The first place finisher gets just one point. Therefore, the team with the lowest sum of the varsity rankings wins first place in the meet.

The new coach this year, Pluchino, has been a remarkable influence to the atmosphere of the team. "Pluchino is amazing. The team is very close this year, even outside of practice. She's very motivational," Kim said.

Bauer agreed. "[Pluchino] is much better than [former coach William] Silver was," she said. "She comes to the practices every day which really helps to make us better runners."

The goal nonetheless is to remain competitive throughout the season and qualify for the city championships by finishing in the top three at the borough championships.

"I am very pleased with their performance this year. They're coming in really well," Pluchino said. "I think we can definitely finish in the top three in the borough championships."

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THE SPECTATOR SPORTS

Boys' Soccer

MLK Hands FC Another Shutout



The Stuyvesant FC's faced the Martin Luther King Jr. Knights, who have only lost two games in the past four years, on Wednesday October 7.

By REBECCA ELLIOTT
and LUC COHEN

Stuyvesant's best chance of a goal against the Martin Luther King Jr. Knights (MLK) on Wednesday, October 7, came in the middle of the second half. MLK senior and keeper Jean Carlo Perez barely managed to punch out junior Arik Raviv's direct kick from just outside the penalty box. Junior Colin O'Connor gained control of the rebound, but his shot sailed over the net.

Thus went Stuyvesant FC's best chance of defeating an MLK team which has only lost two games in the past four years. Stuyvesant, currently in third place in the Manhattan A division, had been seeking an upset after playing well in a 3-0 loss to MLK on Wednesday, September 6. They were unable to do so, however, and ended up losing the game 2-0.

MLK, which recruits from overseas and is ranked first in the Public Schools Athletic League, was able to break down Stuyvesant FC's defense multiple times, ultimately leading to the two goals. According to Raviv, moving from a four-man to a three-man defense after the half gave MLK a lot more space to work

with and therefore more opportunities on goal.

MLK senior and striker Souleymane Kone, who is originally from Senegal, believes that Stuyvesant's problems actually lay in its offense. "They improved a lot in their defense, but they're not doing a good job at forward," said Kone, who scored both goals in the October 7th game.

Regardless of whether Stuyvesant's weakness lies in its defensive formation or its offensive power, many players regretted wasting so many opportunities. "With a team like that, they're going to punish us," said senior and captain Alex Sandler, referring to Stuyvesant's mistakes during the game.

Speed was one of Stuyvesant's setbacks. "We all have to get fitter," senior and captain Andres Fernandez said.

Kone agreed. "You've got to be in good shape," he said. "You cannot play that good unless you're in good shape."

Stuyvesant was also plagued by injuries during the game. Late in the first half, O'Connor collided with an MLK player while going up for a header, and sustained a head injury. "He came in, you know sometimes when two people go after the ball, he

just headed me," O'Connor said. "I was dizzy for a good 30 seconds." O'Connor, who was playing center midfield, was able to come back into the game after a few minutes.

However, according to coach Felix Fuksman, the defeat resulted from a loss of morale amongst Stuyvesant players after MLK scored their first goal early in the second half. "One team rises, the other team falls," he said.

Still, both sides noted an improvement in Stuyvesant's game since the previous encounter.

"I think we played a lot stronger," Fuksman said. "This was a challenging game, but it went well."

"They really did better than the last time we played them. We beat them 3-0, but this time, it was really tough," said MLK senior and defender Serigne Dioum, who was born in Cote d'Ivoire.

Despite Stuyvesant's improvement, MLK coach Martin Jacobson believes the score should have been even higher on MLK's side. "I felt we played really great soccer today, that we dominated the game, and that we should have scored at least three or four more," Jacobson said. Jacobson, who has won 11 boys' soccer city championships with MLK, is used to seeing his teams to victory. He coached wrestling at Stuyvesant in 1990 and 1991, the last time Stuyvesant's wrestling team won the city championship.

As both teams look towards the post-season, goals are high. Each is looking to go far in the playoffs. And while they will not face each other again in the regular season, a playoff encounter is more than likely. Stuyvesant is confident in its ability to perform better if this happens. "If we play our best game, we could very well beat them," Sandler said.

But for MLK, beating Stuyvesant again is not its top priority. They have higher aspirations: a 12th city championship. "There's no other goal," Jacobson said.

Boys' Football

Bright Lights, Dull Game: Peglegs Drop Homecoming



The Peglegs, Stuyvesant's varsity football team, suffered a devastating 9-7 defeat at homecoming this past weekend.

By NICHOLAS GALLO

Students proudly wore their Stuyvesant Woo-Peg-Sooie shirts as they crowded into Pier 40, ready to witness an exciting homecoming and a game that could bring the Peglegs, Stuyvesant's varsity football team, to a .500 record. The atmosphere surrounding Friday night's game against the Lafayette Patriots was indeed electric—the results, however, were far from thrilling.

The Peglegs had the advantages of playing on their home turf in front of a multitude of faithful and enthusiastic Stuyvesant fans and having an opponent that was having a 32-game losing streak. The Peglegs were unable to emerge victorious from the gridiron, however, and suffered a devastating 9-7 defeat during the Homecoming weekend.

"Personally I feel that we didn't show enough heart," senior and lineman Athiththan Selvendran said. Whether it was heart or mere execution on the football field, the Peglegs lost a game that

many believed was a must-win if the team was to have any hope of being in the playoffs.

Instead of pulling even at .500, the loss on Friday dropped the Peglegs to 2-4—a disappointing record for a season that started off with so much promise. The tone of the game was set on the very first play, when Lafayette senior and wide receiver Troy Greaves returned the kickoff for an impressive 76 yards, plowing through the Stuyvesant special teams until he was finally taken down at the Peglegs' 15-yard line. Even with attempts to keep the Stuyvesant fans in the game, the life was sucked out of the crowd after Greaves' lengthy kick return.

The Peglegs didn't do anything to keep their fans entertained, racking up a total of 60 yards in penalties. "We made way too many costly stupid plays," senior and kicker Michael Affuso said, referring specifically to a 3rd quarter unnecessary roughness penalty called on Selvendran.

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Girls' Bowling

Pinheads Knock Down

Seward, Advance to 4-0

By JORDAN FRANK

The Pinheads, Stuyvesant's girls' bowling team, had not dropped an A game (the first of three games that make up a complete bowling match) since the second round of the playoffs last year. Despite losing Game A to Seward Park Campus on Wednesday, October 14, the Pinheads were able to fight back and they proceeded to 4-0 on the season.

Due to back-to-back strikes by sophomore Justyna Bujno, as well as strong performances by sophomore Seulbi Lee and senior Irene Ng, the Pinheads easily won Game B, forcing a decisive Game C. In this game, senior and co-captain Jennie Lok, along with Bujno and Ng, led the Pinheads to their 10th consecutive regular season victory.

After losing three seniors, each of whom averaged over 130 pins per game last year, Lok and senior and co-captain Rosanna Sobota were not sure how the team would react. "We're dealing with a lot of new players," Sobota said. "As far as making them feel

like a part of the team, we have our own team traditions where we all dress up in a theme for Halloween and have our own little Halloween party to help build team camaraderie."

In addition to bonding events, team practices are extremely important. "Most people think bowling is just throwing a ball down the lane, but there is a technique to it," Sobota said. "Jennie and I have both guided [teammates] and shown them what they can do and where they should be, in order to improve."

The younger players on the team greatly appreciate the help the captains have provided. "Jennie always likes to give pointers," Bujno said. "If you're doing something wrong, or your ball isn't going where you want it to, she'll tell you to keep your wrist straight or not to bend over, so they're really helpful and really nice." Practice has paid off for the Pinheads, as the five players who are new to the team this year are combining for an average of

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The Passions of Playoffs



By CHARLIE GINGOLD

In the grand scheme of things it was a meaningless game, but for all the kids in the gymnasium of Loyola High School it meant almost everything. The focus and emotion of the players was more than what went into all the previous games combined. Now this game wasn't just any game; it was my seventh grade Yorkville little league basketball finals—a one game championship to determine the best group of 11 to 12 year olds whose parents were nice enough to sign them up for

the league.

My team, the Jazz, ironically faced the Bulls, a re-creation of the 1998 National Basketball Association (NBA) Championships. In this celebrated series, Michael Jordan secured the Bulls' victory with a crossover jump shot with five seconds remaining. On the biggest stage, Jordan's success enshrined him as the best ever.

This was my great chance. The intensity level of the game was higher than in any other game I had played in before. Despite our young age and lack of coordination, we knew what we were playing for. Win and get a big trophy, lose and get a smaller trophy. Believe it or not, the Jazz re-wrote history and, thanks to my six points, beat the Bulls for the title.

This great championship game experience stays with me even today, not only because of the big, shiny, plastic reminder on a shelf in my room, but because of the thrill and exhilaration that I felt while I was playing.

As famous college basketball

broadcaster Dick Vitale said, the playoffs are where the true "PT-Pers" (Prime Time Players) come to play. With as many twists and turns as a Six-Flags rollercoaster and the drama and passion of a great Broadway show, the playoffs or championships of any sport bring the highest level of competition for the players and entertainment for the fans.

With the fall sports regular seasons coming to a close, both fans and players will get their first taste of the postseason. Many Stuyvesant teams are headed to the playoffs, and as their do-or-die games approach, they need to get ready for anything. The playoffs are always unpredictable.

Can the boys' cross country team, led by senior Daniel Hyman-Cohen, win the city championship like they did two years ago? Can the girls' swimming team defend their city crown? And if they go undefeated for the third year in a row, could the boys' fencing team win a city championship yet again?

The Public Schools Athletic

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