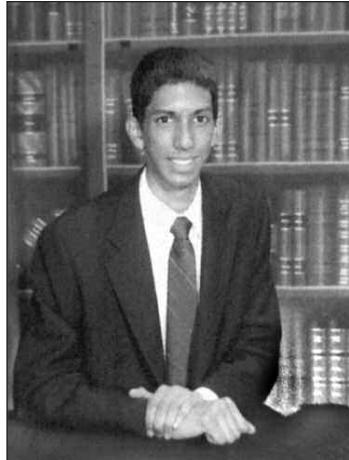




St. John's Gunman is Stuy Alum



Courtesy of The Indicator

By NOAH RAYMAN
and PAULINA KARPIS

The Saint John's University student apprehended for possessing a gun at his college campus in Queens on Wednesday, September 26, graduated from Stuyvesant in 2002.

Omesh Hiraman, 22, was carrying a loaded rifle in a black plastic bag and wearing a President Bush Halloween mask when a school security official stopped by a school security official and an off-duty police cadet. No shots were fired and nobody was hurt.

Hiraman was arraigned on Friday, September 28 via a video link from Bellevue Hospital where he has been held since the incident. The judge called for a psychiatric test to determine whether Hiraman is capable of standing trial.

He is charged with two counts of fourth-degree criminal possession of a weapon, a misdemeanor and other charges, and faces a year in prison.

At the arraignment, Anthony Colleluori, Hiraman's attorney, offered a reason for Hiraman's actions.

According to Colleluori, Hiraman has been on medication for schizophrenia. A recent back surgery, however, made it difficult for Hiraman to keep down food, he said. While Hiraman took his medication, it may not have been digested, leading to Hiraman's unusual actions.

Colleluori said Hiraman wore a mask and bought the gun because he thought he needed the items to protect himself.

According to a September 28 Newsday article "It's 9/11 Aftermath," Colleluori previously attributed Hiraman's actions and emotional problems, in part, on his experience on September 11, 2001, when Hiraman was a senior at Stuyvesant.

The article reported, "Moments before the 9/11 terror attack, Omesh Hiraman

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Teitel Won't Allow Students Out During Free Periods

No DOE Regulations Exist

By NOAH RAYMAN
and PRAMEET KUMAR

Contrary to what Principal Stanley Teitel had previously claimed, the Department of Education (DOE) regulations do not mention whether students can leave school premises during free periods.

Teitel acknowledged that he mistakenly believed that a Chancellor's policy forbade students from going outside during free periods. "We can't find any regulation that specifically talks of the issue of the free period," he said. "I actually thought there was a regulation."

The Spectator first reported on the absence of such a directive on June 5, 2007 in the article "Nice Guys Finish Last": "Just this month [Teitel] quoted a nonexistent Chancellor's regulation that required students to remain in the building during their free periods. In actuality, the Chancellor has said that it is up to Teitel himself to dictate such policy."

Despite the absence of such a policy, Teitel said he will not allow students to leave during free periods, citing security rea-

sons. "It's my job to keep you safe," he said.

Teitel said he is concerned for the students' well-being once they leave the building.

"It's true that if something does happen, he is held accountable," Student Union President Jamila Ma said.

Senior Aditya Doddapaneni said he would like to leave the school during free periods. "They can keep track of us since they're using the scanners anyway," he said.

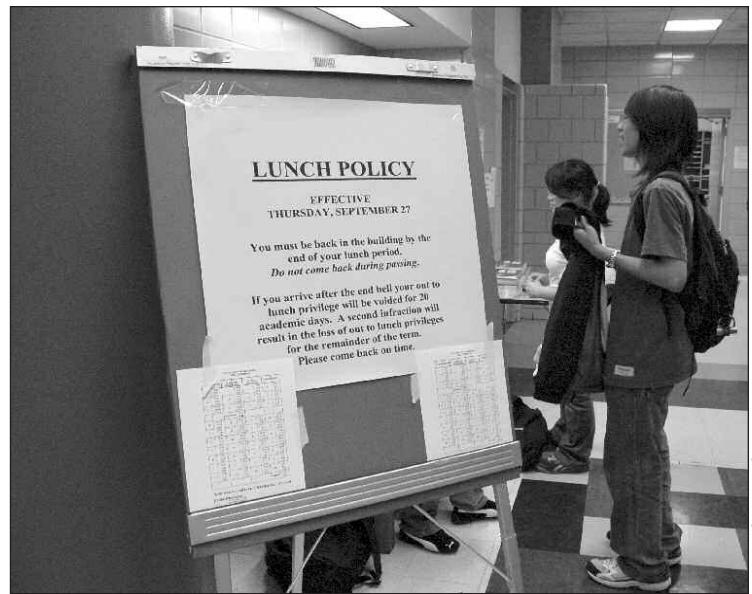
According to Teitel, the Comprehensive Attendance, Administration and Security System (CAASS) ID scanners cannot be programmed to allow students to leave during free periods.

"I assure you this is not a limitation of the CAASS system," said Erick S. Johnson, Vice President of Business Development of Access411, Inc., the manufacturer of the scanners.

"CAASS works by reading the student's schedule for that day," Johnson said in an e-mail interview. "If a student has a

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Teitel Instates New Lunch Lateness Policy



According to new lunch policy, students who return after the warning bell will have their lunch privileges revoked for 20 school days.

By PEI XIONG LIU
and OLGA MYSZKO

The administration will now revoke the out-to-lunch privileges of students who return late to school from lunch based on when they scan back into the building, as part of a new policy instituted by Principal Stanley Teitel.

Students who come back late for the first time will have their out-to-lunch privileges

revoked for 20 school days. Another violation of the policy will cause the student to lose his or her privileges for the rest of the term.

"You should get a warning the first time, and it depends on how late you get back," freshman Vishal Prosad said. "This neighborhood is one of the safest neighborhoods. You don't really have to track kids all the

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College Office Allows Multiple EA Apps

By GLENN KIM

Seniors will now be able to submit multiple Early Action (EA) applications as a result of a change in Stuyvesant's application process.

Before the change, seniors were allowed to submit only one EA application. The new policy does not affect ED applications.

The College Office informed seniors of this change through a posting on Stuyvesant's Web site, e-mails to their Stuyvesant e-mail accounts and phone calls to their homes on September 25.

EA, which is non-binding, and Early Decision (ED), which

is binding, allow applicants to submit their applications sooner than the regular deadline in order to receive an earlier admissions decision.

Students can apply ED to only one school, while most colleges allow students to apply EA to several schools. Some colleges, however, have a Single Choice EA policy, which restricts students to apply EA only to their school.

"A number of parents raised the question [...] about the limit on Early Action schools" at a college meeting held for the parents of seniors on September 20, Parent Coordinator Harvey

Blumm said.

Blumm expressed concerns about the change. "Students feel tremendous pressure to apply early to a school, even if they're not 100 percent sure if that's the school they want," he said. "They're doing it because they know that for many colleges, it's easier to get in early than it is regular decision."

Principal Stanley Teitel declined to comment on the change, and College Advisor Pat Cleary was unavailable for comment. Other college advisors declined to comment.

Senior André Lazar shared Blumm's view. "The whole point

of the Early Decision/Early Action process is that students can indicate their number one choice, where they'd really like to go, and if they can just apply to a lot of schools, then that makes it redundant," Lazar said.

Junior Alon Sicherman liked the idea of having multiple choices for EA admissions. "You can just get over the college admissions process earlier," he said.

"It's become a monster," Blumm said, regarding the excitement and stress over early admissions processes.

Visit stuspectator.com for follow-ups to this article.

DOE Adds Another Specialized High School

By ALEXANDER SHIN

The Department of Education (DOE) added a new specialized high school last year, bringing the total number to nine. The Brooklyn Latin School, located on Bushwick Avenue in Brooklyn, was founded in September 2006, but this year's freshmen are the first class admitted based on the Specialized High School Admissions Test (SHSAT).

With this second class, the school has a total of 63 students, 268 fewer than the second smallest specialized high school, the High School of American Studies at Lehman College.

The Brooklyn Latin School is based on the prestigious Boston Latin School, which provides an academic program in the classical tradition, including the study of Latin.

The school is now the only specialized high school that enforces a uniform dress code—a white and purple outfit.

"The culture of The Brooklyn Latin School is very different from any of the other specialized high schools," said Brooklyn Latin Head Master Jason Griffiths. "There are few schools in New York that offer a classical liberal arts curriculum in a small, disciplined close knit school community."

Griffiths wrote in an e-mail that the school "will attract a specific type of student, one that is different from other specialized high schools." He said that because the school plans to accept fewer than one hundred students in each of the upcoming years, "I do not see us having a significant impact on the other specialized high schools."

The SHSAT is used for admission to the specialized high schools, selective public high schools run by the DOE. In 1972, the New York Legislature passed the Hecht-Calandra Act establishing Stuyvesant High School, Bronx High School of Science, Brooklyn Technical

High School and Fiorello H. LaGuardia High School of Music and Performing Arts as the original four specialized high schools. The act also laid out the requirement for admission into LaGuardia, which is the only school whose admissions are not based on the SHSAT.

In 2002, the DOE expanded the number of these selective specialized high schools to include American Studies at Lehman College; High School for Math, Science and Engineering at City College; and the Queens High School for the Sciences at York College. Staten

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Past and Present: Freshmen Obstacles

By VICKY CHU

Freshman year is getting easier.

The first two semesters of high school are still rife with challenges, from adjusting to a bigger workload to worrying about theft in the school building. But the class of 2011 is likely to have an easier go of it than students in years past. The hazing rituals that were common as recently as 2001 have fallen by the wayside, and students feel less outside pressure to think about college. That means this year's freshmen can devote more time to enjoying the high school experience, by making friends and learning the ropes.

One of the best things about starting high school this year is the absence of "Freshman Friday," when freshmen supposedly bear the wrath of senior pranksters.

"I don't think [Freshman Friday] exists," freshman Kristina Koon said. From the start of the school year, freshmen have noticed a lack of pranks on Fridays.

Freshman Tammuz Huberman said, "Freshman Friday was just like any other day." In fact, Huberman said, upperclassmen have treated her well even when provoked: "I did step on this senior's foot," she said, "but he was cool about it."

According to senior Donald Chow, Freshman Friday has consistently become nicer each year. "Seniors haven't really been doing anything," said Chow. "Last year wasn't so bad. [The seniors] would choose a freshman, and then at the end of the day [they] made them fight each other like Pokémons. [They would say] 'I choose you, [insert Freshman name here]!' 'Use Fireball [insert Freshman name here]!'"

That's a far cry from the way things used to be.

"Freshman Friday" is anything but dead at Stuyvesant," wrote Joshua Chang in

Spectator 15 years ago that "after two weeks as a freshman at Stuyvesant H.S., I have already been told to start planning for college." Fox said he was bombarded with college advice from all sides.

If this year's freshmen are worried about college, it's because it's important to them personally—not because they're facing outside pressure.

"Any anxiety that I feel is completely self-driven," freshman Sam Furnival said. He's been thinking about college since seventh grade and worries he will "end up going to a community college" if he does not make the top 25 percent of the class with an average high in the 90s.

Other students have more laid-back attitudes about college admissions.

"I don't really think about it yet," said Koon, the student who considered Freshman Fridays extinct. "I have a year or two left before I have to start deciding on these things." For now, her biggest worry is get-

**I don't think
[Freshman Friday]
exists."**

—Kristina Koon,
freshman

ting to class on time.

Huberman, the freshman who thought Fridays were like any other day, agrees. She thinks first-year students are more occupied with adjusting to a new environment than with thinking about college. "At the moment, everyone's just trying to fit in and make new friends and start off on the right foot," said Huberman.

But not everything has changed for the better. Crime, a long-time problem at Stuyvesant, is still a concern.

Huberman said a friend has already had two wallets stolen. That's not much different from tales circulated in previous years. The Spectator reported in "Theft Brings Changes in SU" of an October 2002 issue that there was a "\$2,000 swiping of camera equipment from the Spectator office." The same issue said a student stole a Game Cube right under another student's nose, while a third student was mugged on the Tribeca bridge.

Still, seniors say freshman year isn't as bad as it's rumored to be. Most upperclassmen have avoided thefts and gotten into college. And some are too short to razz newcomers.

"If I were taller than the freshmen, I might [have] play[ed] a creative joke on those little cute ones. But looking at [this] year's incomers, it seems like it won't happen," said senior and Big Sib Michelle Lee, who is five feet tall.

Seniors' best advice to freshman is to look for the good. The first year, for example, has the lightest workload.

"If you're the type of person to slack off, freshman year is the time to do it," said senior Betty Zhao.

"Freshmen Beware" of a September 2001 issue of The Spectator. According to Chang, upperclassmen had targeted freshman girls by pouring rubber cement into their hair. Male freshman hazing included forced imitation of homosexual acts.

Senior and Big Sib Chair Liz So doesn't think this year's freshmen are likely to encounter problems. But if they're worried about pranks, she said, Little Sibs should try "staying in groups and sticking with Big Sibs if they feel uncomfortable."

Another problem that's better than it used to be is the pressure from family, friends and teachers to start thinking about college.

Justin Fox told The

Jan is Back, Just Visiting

By EILEEN CHANG

Jan Siwanowicz, the math genius and former school aide, returned to Stuyvesant, for several visits during which he has volunteered to help out in math classes.

Siwanowicz left Stuyvesant after the spring of 2006 to work at Bergen County Academies (BCA) in Hackensack, New Jersey, at the request of former Stuyvesant Assistant Principal Mathematics Daniel Jaye, who was also leaving to become the principal of that school.

This year, Siwanowicz returned to New York City to pursue a degree in mathematics at City College. Siwanowicz first thought that leaving BCA would allow him to resume contributing in classes at Stuyvesant in the morning. Afterwards, however, he said he "found the workload too much and could not come back on a daily basis." Instead, he has been making occasional visits.

Siwanowicz came to Stuyvesant in 2000 as a school aide and was assigned to library and scanner duties. But Siwanowicz also contributed in math team and math research classes, guest-lectured in other math classes, and helped out with the Board Game Club and the Robotics Team. Because he did not have the necessary license, Siwanowicz did not offi-

cially teach any classes.

But according to Jaye, he was "the spinal cord of the math department."

Jaye said in an e-mail that he first met Siwanowicz at a New York City Math Team training session at Stuyvesant. Jaye said he saw Siwanowicz as an invaluable resource for students and looked into how he could bring Siwanowicz to Stuyvesant.

"It became clear that the only way he could join the math department was signing on as a school aide, a position not typically held by world class mathematicians," Jaye said.

According to Alec Klein's new book about Stuyvesant, "A Class Apart," Jaye felt Siwanowicz, at Stuyvesant, was not living up to his potential. "Mr. Jaye knows that Mr. Siwanowicz is wounded by the indignity of his monitoring duties even though he accepts them in silence," wrote Klein.

At BCA, Siwanowicz was hired primarily as a technology specialist.

According to Jaye, this was the only title that provided Siwanowicz with a fair salary without a teaching license. Such a position was not available at Stuyvesant because the Department of Education did not provide it.

According to Klein, Siwanowicz also received a 30,000 dollar salary increase in

his move from Stuyvesant to BCA.

Siwanowicz also worked on curriculum development with Jaye, helped out with classes, and ran a tutoring center to help students get into the International Baccalaureate Diploma Program.

This fall, Siwanowicz returned from BCA to enroll as a full-time student at City College. There, he is currently taking Statistics for Computer Modeling, Physics and Systemic Sciences, a course he described in an e-mail as "a combination of geology, chemistry and meteorology with a dash of microbiology and astronomy."

Jay said, "[I am] sad that I can't be at Stuy regularly because I miss seeing students. [I] love being in front of the blackboard and have to keep myself from talking too much in [my classes], but I believe I am doing the right thing for me."

Students said they will continue to miss him. Junior Albert Lee, who had Siwanowicz for math team freshman year, said, "He was a good teacher and I hope he'll be able to come back [to Stuy] in the future."

Math teacher Jim Cocoros said Siwanowicz is "incredible, one of the nicest people I've ever met [in the] Stuy community, or at least New York City math community, for a very long time, so it's unfortunate that he's not able to come in anymore."

Seniors to Star in Speech Documentary

By JAMES DENNIN
with additional reporting by
PRAMEET KUMAR

Seniors Chloe Goodwin and Nicki Fleischner, veteran members of Stuyvesant's speech team, will be subjects of a documentary on the National Speech and Debate Tournament.

The untitled documentary will be similar in format to the 2002 film "Spellbound," a documentary of the 1999 National Spelling Bee. The filmmakers will follow seven teams, including the team of Goodwin and Fleischner, on their journey to the National Tournament in Las Vegas, Nevada.

The filmmakers tracked down the duo through Ryan Hubbell, who has been a Stuyvesant speech team coach since last year. Hubbell is a friend of one of the filmmakers, and recommended Goodwin and Fleischner for the documentary. The filmmakers are students at the University of Southern California, and took a year off to make this film. Their production company is called Not Just Dead Bodies, Inc., which is a play on the word forensics,

which refers to both speech and criminal science.

Goodwin and Fleischner are the only all-female speech team at Stuyvesant performing Duo Interpretation (Duo for short), in which performers must complete a scene without looking at or touching their partners. The filmmakers, who had themselves performed Duo as students, chose this event as the focus of the film.

"It's very rare to find two girls doing a funny Duo," Hubbell said.

Goodwin and Fleischner practice every day after school for an hour. Before tournaments, they "could be at speech until 8 p.m. or 9 p.m.," Fleischner said.

Cameras followed Goodwin and Fleischner for a week as the directors of the documentary filmed the girls in class and at home.

"They filmed us one morning as we were waking up," Fleischner said. Assistant Principal English Eric Grossman gave the directors a tour of the school and allowed them into his Advanced Placement Great Books class, which both girls take.

The girls' parents were equal-

ly hospitable. Goodwin's parents spoke with the producers until almost midnight, before letting one of the filmmakers sleep over. Otherwise, he would have "had to go all the way back to his hotel near Coney Island and be back here by 6 a.m.," Goodwin said.

Fleischner's parents had reservations to her appearing in the film. "My mom even hired an entertainment lawyer," she said, to scour the release form Fleischner had to sign to appear in the film. Members of the speech team were also asked to sign waivers.

Goodwin and Fleischner have high hopes for the film, but are worried about the slight chance they will be cut from it.

"[The filmmakers] expect Chloe and Nicki to go to nationals, which isn't easy to do," said senior and speech team member Mubashir Billah. "It is a lot of pressure on them."

MTV has shown interest in the film, and the duo hopes it will awareness about speech. The producers intend to set up a scholarship fund with the film's grosses.

Teitel Won't Allow Students Out During Free Periods

No DOE Regulations Exist

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'Free Period' scheduled, then they would be allowed to leave the building during a free period, then they would be able to go wherever a free period is permitted to go. So for example, if students were allowed to leave the building during a free period, then they would scan their badge and it would verify that student could leave against the student's schedule."

While scanners at Stuyvesant can be programmed for free periods, the DOE provides the scanning system with limited scheduling information. The scanners only recognize three periods: start, lunch and gym.

According to DOE spokesperson Dina Paul Parks,

the DOE approves companies for dealing with individual schools. In approving those companies, there may be "parameters and regulations that [companies] must comply with." She said that there was a possibility that the DOE contract with the CAASS company may not have included free periods.

Parks said that beyond these contractual agreements, the school administration can decide how the scanners are used.

Teitel recently instituted a new scanner-related policy that automatically revokes students' option to go out for lunch if they come back from lunch late more than once.

Earlier last month, at the grade assemblies, Teitel said he

would not use the scanners punitively for late students.

"If I said it, I don't recall it," Teitel said.

Students with free periods during the day said they would prefer to be able to leave the building. "It's a free period and you are not really doing anything," said freshman Brian Lukito. "You should go out."

"You see how the library's really loud," said freshman Anica Dogaoiu. "If people got to go outside, the library would be a place to study and the park would be the place to hang out."

At a meeting with the SU on Friday, September 28, Teitel said he was not going to change the policy, even without any regulations from above.

"That will never happen," Teitel said, according to Ma.

The Style Profile: Colette Brown



By DANIELLE OBERDIER

English teacher Colette Brown recently took a leave of absence to spend time with her daughter, Alexandra. Aside from teaching English, Brown enjoys taking Pilates and playing video games such as Dungeons and Dragons. The Spectator caught up with her before her birthday weekend to talk about her clothing ensemble.

The Spectator: That's a nice dress. Does it have any particular history?

Colette Brown: This is one of many I own. Dresses are easy in this kind of weather when it's humid and the jersey material is also very comfortable. I'm teaching about Athena and Penelope so I'm wearing a Greek-looking garment to match.

TS: Is comfort a quality you look for in clothes?

CB: For the past 18 months, I've worn clothes I can just wash and wear so I'm ready to go to the playground with my daughter and to Pilates.

TS: Why do you choose Pilates?

CB: It's a really good form of fitness. I used to do yoga and I find Pilates more toning. I've been doing it for about six months. One of my friends opened a studio and so I started going and now I'm going three times a week at 6 a.m. Knowing that you're waking up at 5:30 [a.m.] to go to a gym class really wakes you up and gets the blood moving.

TS: Would you encourage Stuyvesant students to take an early morning gym class such as Pilates?

CB: You guys get so much exercise from running up and down escalators. Stuyvesant has one of the most physically fit student bodies. It says something about the school, that it has a good physical fitness program, which it does. It may not offer Pilates, but you guys get step aerobics and weight training and swim gym.

TS: Tell me about your necklace.

CB: Actually it's pretty funny. I'm very close to my mother-in-law. I'm lucky enough to have a good relationship with my mother-in-law. She was a teacher for 37 years and she retired last year and moved to New Mexico. She and her friend took a beading class and she made a beautiful necklace for herself. When she asked what I wanted for my birthday, I told her to make me something in beading class and she made me this. It's got glass, crystal, freshwater pearls and some plastic beads. It has a matching bracelet too.

TS: Do you have any special plans for your birthday?

CB: This Sunday, I'm going to a concert for FarmAid with [social studies teacher Debra] Plafker and both our husbands. The concert proceeds benefit farms in New York State. Dave Matthews and Neil Young will be there. I know that farmers in America have a hard time, but I believe that people should be able to farm the land. The concert's all about awareness and getting people to go to Farmers Markets like the one near here. Since I had a child, I've been thinking a lot about eating healthy food. My husband and I and our daughter all eat organic food. It's better for you and it supports an important cause.

Administration Creates Two New Freshman Homerooms

By JULIE KIM

Administrators created two new homerooms, 100 and 1UU, in mid-September because the number of freshmen in several official classes exceeded the legal limit of 34 students.

According to Principal Stanley Teitel, the mistake was made because he was not aware that the stipulation lim-

"I'd rather not have changed homerooms," said freshman Elliott Weinberg. "Now [I] have to meet and get acquainted with everyone again."

Freshman Alex Dong agreed. "I don't really like it," he said. "I had a lot of friends, but I don't really mind it too much [either]."

The creation of two new homerooms also affects Big Sibs.

"We were originally worried that there wouldn't be enough Big Sibs in the program," said senior and Big Sib Chair Liz So. "We were worried that the homeroom ratio was too big."

Homerooms 1UU and 100 do not have designated Big Sibs. "We'll have a few Big Sibs check up on the two [new] homerooms, since some homerooms have 7 Big Sibs," said senior and Big Sib Chair Katherine Wycisk. "We're not assigning any [Big Sibs] to them because we feel that the freshmen have already bonded with their Big Sibs, and we want to keep those bonds."

Senior and Big Sib Chair Allison Weiner agreed. "[The freshmen have] already gotten to know their Big Sibs and they have made friends in their original homerooms. We're making sure that the Big Sibs are taking extra care to keep in touch," she said.

Foreign language teachers Fan Guan and Carl Tan are assigned to homerooms 100 and 1UU respectively.

AP Guidance Eleanor Archie declined to comment.

"We were originally worried that there wouldn't be enough Big Sibs in the program."
—Liz So, senior and Big Sib Chair

iting class size in the United Federation of Teachers contract applies to homerooms.

UFT representative Ellen Schweitzer informed Teitel of the error in early September.

In the beginning of the year, all freshman homerooms had either 38 or 39 students. A few freshmen from each over-crowded homeroom were chosen randomly to be transferred to 100 or 1UU.

There are now 24 freshman homerooms with 34 students each.

DOE Adds Another Specialized High School

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Island Technical High School became a specialized high school in 2005.

According to Griffith, "academic expectations and not the way students are selected define what a specialized high school is."

Griffith said Brooklyn Latin has "always operated from the premise that we are a specialized high school." Though this was the first year admissions were based on the SHSAT, he said there has been "no significant difference between year one and year two aside from the fact that we have added a tenth grade."

Adding specialized high schools is meant "to give under-represented students more opportunities to qualify for specialized high schools," said DOE spokesperson Andrew Jacob.

The ninth specialized high school has received differing responses.

"We should definitely add more specialized high schools," said Parent Coordinator Harvey Blumm. "It gives good options for students who are serious about academics. This is definitely a step in the right direction for helping out black and Latino kids."

According to DOE statistics, at Brooklyn Latin, 46 percent of the students are black and 30 percent are Hispanic.

At the three original SHSAT-based specialized high schools, black students make up an average of around 7.3 percent of the student body and Hispanic stu-

dents make up around 6.2 percent.

In 2006, 25,085 eighth graders and 1,878 ninth graders took the SHSAT. This high number of students "shows a need for more [specialized] high schools," Blumm said.

Blumm said another specialized high school can provide students with another option, especially for students who live nearby Brooklyn Latin. "When it comes time to choose the high schools, Stuyvesant is quite reputable, except when it comes to travel."

Principal Stanley Teitel does not find the ninth specialized high school to be advantageous. "I think at this point, we have enough exam schools," he said.

Teitel said he does support screened program schools, which use a selection method that is based on the academic record, standardized test scores and attendance history of prospective students.

The addition of a new specialized high school is seen to have a small impact on Stuyvesant High School. "For many reasons we remain the first choice of most students," Teitel said.

Some students agreed. "I chose Stuyvesant as my first choice, and I'm pretty sure other kids would also," said senior Joshua Clemente.

"Stuyvesant's pretty popular, so people would choose it anyways," said sophomore Monika Tuchowska. "As for the city, if there are more [specialized] high schools, more kids get a better education."

Teitel Instates New Lunch Lateness Policy

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time, especially if they're doing well in school."

This school year is the first time that the scanners have been used during lunch periods. Teitel first announced he would be using scanners during lunch in a June 2007 memo. Students must now scan their ID cards when they go out to lunch and re-enter the building afterwards.

According to Teitel, the scanners can only be programmed to recognize one of the four-minute passing times on either end of the period as belonging to that designated lunch period. Teitel chose to exclude the passing time at the end of the lunch period.

"You can't expect [the students] to come in early," junior

Shirley Lin said. "They don't let you in until 10 minutes before the end of the period. So you can't be early and you can't be late. It's really unfair."

Teitel said that he introduced this policy to keep better track of students who enter and leave the building during lunch periods. "I'm ultimately responsible for your safety," Teitel said. "You never know when an emergency will occur."

He also said that students returning late from lunch can disrupt classes. "Sometimes the lateness is abusive," he said. "They come in 15 minutes late."

Junior Solana Ma was only a few seconds late coming back from lunch. "I scanned in right at the bell, and it marked me late," she said. "[Assistant Principal Organization Randi Damesek] told me not to do it

again or else she would take [my out-to-lunch privileges] away."

Other students do not mind the policy. "If it's for safety purposes, I don't really care because it's not much of a hassle," said senior Chris Rong. "We had to take out ID cards before anyway."

The Student Union (SU) has plans to meet with Teitel in order to negotiate over the lateness policy. "We've known for a long time we would have to scan out for lunch," said SU President Jamila Ma. "But the lateness policy was a surprise."

At the School Leadership Team (SLT) meeting on Tuesday, September 25, Teitel invited SLT members to form a subcommittee whose purpose would be to propose an alternative to the current lunch policy.

Teitel Requires COSA's Presence at SU Meetings

By RACHEL KIM

Principal Stanley Teitel implemented a new policy this year that requires the Student Union (SU) to make appointments to meet him through the Coordinator of Student Affairs (COSA) Lisa Weinwurm.

According to Teitel, the new policy was implemented to improve communication between the SU and Teitel by ensuring that the COSA will be present at all of the meetings.

Previously, the SU could arrange meetings with Teitel without having to consult the COSA. If the COSA wanted to attend a meeting, she would have to rearrange her schedule to accommodate the date chosen by the SU.

The COSA's role in the meetings is to moderate the discussion between the SU and Teitel.

"In some ways, it's nice to have an adult there to back you up," said senior and SU President Jamila Ma. "They can validate certain things."

Teitel said the new policy also increases the efficiency of the meetings by allowing him to prepare the appropriate material in advance.

To schedule a meeting, SU members must now fill out a form that asks them to explain the purpose of their meeting. Weinwurm must sign the form.

"I just want to know what the meeting will be about," said Teitel.

The SU is concerned about the new policy. "I don't feel that

it's necessary," said Ma. "It's an extra barrier that continues to distance the administration from the students."

Junior and SU Vice President James Kim agreed. "As of now, it is a minor inconvenience, but in the long run it might be a problem if [the administration] continues to assume our responsibilities."

"It makes sense for Teitel to know about the meeting beforehand, but I'm unhappy about it," said sophomore and SU member Casey Griffen. "We should be allowed to talk to the principal of our school if we feel the need [to] even if Weinwurm isn't there."

Weinwurm declined to comment.

Life of an...

International Chess Master



Sophomore Robert Hess, an international chess master, is also captain of the junior varsity football team.

By STEPHANIE BARTOLOME

There are three ways to win chess.

Chess is a game of skill and quick thinking—chess players must think several moves ahead of each current one. Of the three ways to win, sophomore Robert Hess has lost only to two.

1. Chess players can checkmate their opponent.

This is when a player corners his or her opponent's king into a position where it cannot move safely. A checkmate is a victory gained purely by skill.

Hess is an International Master, a title rewarded to only the most outstanding chess players. He has competed in over 400 chess tournaments—both around the world, from Greece to Argentina to the Czech Republic, and around the country. To seal his status as the best American chess player of his age, on July 21, 2006, Hess competed in the United States Junior Championship—a competition for the best chess players under 21 years old—and won.

Hess started playing chess when he was in kindergarten. His dad taught his brother, his sister and him at the same time. Although his brother and sister did not go on with it, Hess continued to play. "My family has always been supportive," Hess said. "My dad would take me across the country, across the world even, to play."

A typical tournament for Hess consists of nine rounds. In the "Swiss system" of chess tournaments, Hess is paired off with competitors of various skill, and everyone plays the full nine games. In order to prepare himself for these grueling chess tournaments, Hess regularly does chess homework, which includes chess problems that his coach leaves for him.

Hess goes into each competition with a clear and focused mind. "Usually, I'm pretty calm, and I don't try to show too much emotion because that gives my opponent ideas of how I'm thinking," Hess said. "Your opponent will take advantage of that, and will try harder to keep mounting the pressure until you succumb to it."

2. A player's opponent can run out of time.

"That's another aspect of the game that's so important," Hess said. "You have to balance your time well, because if you run out of time you lose the game."

Despite an increasingly busy chess schedule, Hess is also captain of the junior varsity football team. "Football is a lot different [from chess]. There are a lot of mental aspects of football," said Hess. "You have to be into the game. Obviously there's the physical aspect that chess doesn't have. You need to use your strategy and at the same time either be ready to tackle someone or take a hit."

Hess often finds it difficult to balance time between school, football and chess, especially because of the numerous away tournaments he attends. However, this challenge only pushes Hess to work even harder. "It's so much school-work that you have to work really hard to redeem class notes and everything you missed," Hess said.

In school, on the football field and at home, classmates and friends are always surprised at Hess, the football-playing chess champion. "Most people are like, 'Are you kidding me? You don't play chess,'" Hess said. "As the stereotype goes, chess players don't do anything besides nerdy things."

"On the field, he's so intense. You forget that he plays chess," junior varsity football coach Will Aibinder.

3. A player's opponent can give up.

"It's not recommended, but when you get to a high level people know just to give up," Hess said. "[Some] think it isn't worth fighting for."

Hess is passionate about everything he tackles in his life. Though he has played chess for a long time, Hess still gets excited about competitions. "Some games are just wild and crazy. You need to make the best move every single move in order to either win or lose, it can be that close," Hess said. "One move will make the difference of the game."

Hess has a drive to succeed. "Sometimes I have bad tournaments, but I just try to put that behind me because if you look back on poor performances, you're just going to continue performing poorly," Hess said. He applies the same outlook to schoolwork. "If you have a test problem you can't really think, 'This is too hard, I can't do it,'" he said. "Either you can do it or you can't, and hopefully you can."

"He's a good chess player, but also a good captain," said fellow junior varsity football player and sophomore Seth Berg. "He makes us work hard, and he sets a good example for us by managing to keep up his academics."

Hess hopes to become a grandmaster, the highest title a chess player can achieve. For Hess, this goal is easily attainable within a few years' time. As for what he wants to be when he grows up, "I have a little while to think about that one," he said. "Though almost certainly not chess-related."

"He's your average, regular Stuy teenager," said Damani Taylor ('02), who was friends with Hiraman at Stuyvesant and

St. John's Gunman is Stuy Alum

continued from page 1

and his classmates at nearby Stuyvesant High School gathered outside to take their senior class pictures, his lawyer said yesterday.

In fact, that morning, all students were in the building until the school was evacuated following the attacks. Class pictures are taken after school, and were not taken that morning.

Principal Stanley Teitel, who did not know the student personally, said he does not know of other students who required serious psychological help because of their experiences on September 11.

"Each of us is affected differently by what we witnessed on the morning of 9/11," he said.

The events of September 11 "definitely made me a more nervous person," said Lila Nordstrom ('02), who knew Hiraman and was at Stuyvesant that day. "Everyone was scared."

Although guidance counselors were available to students, "No one really took advantage of the school counseling services," she said.

Hiraman "was a very nice guy and very friendly. He was kind of goofy. It seems really out of character from what we knew of him," she said.

Naju Mancheril ('02) met Hiraman freshman year. "I

spoke with him as recently as a week before the incident, at which point "he was fine." Hiraman was also on the track team with Taylor.

"He had a close group of friends and [was] like every other teenager," he said.

According to Taylor, Hiraman was "a bit insecure." Taylor was surprised by Hiraman's actions. "It's a tragic thing that happened. It's unfortunate. Like we didn't blame anything."

Mathew Vorsanger ('02), though "very very shocked" about the incident, had noticed a change in Hiraman in the years after Stuyvesant.

"He was very quiet," said Vorsanger. "He was a lot more reserved. It seemed like he had some issues."

Social studies teacher Matthew Polazzo taught Hiraman US History his junior year. When he learned of the incident, he was "terribly shocked."

Polazzo said Hiraman was "an active participant in class."

He said that while schizophrenia might have had a dramatic effect on Hiraman, "I really have to think he wouldn't have used the gun."

Following high school, Hiraman, a Guyanese immigrant, attended Cornell University for engineering until the spring of 2005. This year, he was taking classes at St. John's business school.

After the shooting at Virginia Tech on April 16, St. John's developed an emergency response system in the case that a similar incident would occur at that school. Within twenty minutes after Hiraman was spotted with a gun, the school notified all students of the situation via text messages and e-mails. Students were requested to stay inside, and all classes were cancelled for the day.

Teitel said this incident will not directly affect school policy. But, "this isn't going to help the [Student Union (SU)]'s case in getting you out," he said, referring to the SU's attempts to end the school policy that prohibits students from leaving the building during free periods.

"We don't live in the same world as we did before 9/11," he said.

"He had a close group of friends and [was] like every other teenager."

—Damani Taylor ('02)

always remember him being really funny and outgoing," she said. "He was pretty smart," said Mancheril. According to her, Hiraman took Physics C his senior year.

"He's your average, regular Stuy teenager," said Damani Taylor ('02), who was friends with Hiraman at Stuyvesant and

the tests. "The College Board is a privately owned company, and there is big money on the table," said Teitel. At \$84 an exam, Stuyvesant alone generates hundreds of thousands of dollars for the College Board.

"Lurking in the background is the question of whether students should be required to take the exam," Gern said. In his AP English class, many seniors opt out of the exam at the end of the year.

The College Board has set new regulations for teachers. As of this school year, teachers are required to submit their AP course curriculum for approval. "Faculty members like myself worry about this," Teitel said on the need for consent.

"Initially, I was appalled by the amount of work it took to have my class approved," said Gern. Nevertheless, "it made me aware of things that I could do and will do."

Amid the increased workload for teachers and the large flow of money, the appeal and frenzy of AP courses are staying put. "As far as I'm concerned, the College Board has managed to get everyone in the mindset that you have to take [AP courses] to get into Tier 1 colleges," said Teitel.

Dissecting the AP Mindset

By JENNY YE

In May 2007, Stuyvesant administered 2794 Advanced Placement (AP) exams. In a school where regular courses are more complex than those of other high schools, the demand for a higher academic challenge through AP classes is ever-high.

Stuyvesant's many AP classes are part of an extensive list of already challenging courses. "Sometimes I think that all classes at Stuyvesant should be APs because students work really hard in their classes," said guidance counselor Undine Guthrie.

Usually starting junior year, students are able to choose from a wide range of AP courses. "APs are generally 50 percent more work," said guidance counselor Jay Biegelson. "They are college level courses."

English teacher Walter Gern, who teaches both AP courses and regular courses, distinguishes the workloads of the two. His AP English class "allows me to teach more material than my Early British Literature class. I give more work and cover more material," said Gern.

The contrast can also be made for science courses. Principal Stanley Teitel, who has

taught both Regents Physics and AP Physics, said, "The difference between them is the difficulty of problems."

The intensity of AP courses does not prevent Stuyvesant students from loading up on them, some opting for four or more. The pressure to take AP courses may stem from false impressions. "Most Stuyvesant students see APs as a requirement to their transcript," said junior Rammiya Nallainathan.

Many parents have voiced their opinions on expanding the AP program to provide more opportunities for students. Paola DeKock, co-president of the Parents' Association, said "We all know that colleges like APs. If you don't have any, then it doesn't look good."

The current system regarding the number of AP courses a student can take is based primarily on the student's grade point average. A minimum overall average of 88 percent is required to take two AP classes, 93 percent to take three AP classes and 95 percent to take four AP classes.

"As far as setting a limit to the number of AP courses you can take, I really see both sides. There are budgeting limits to consider, and there is always a limited number of spots in a

course. The other side is the student who feels pressured to improve his/her transcript with many AP courses," said DeKock.

However, there is some concern about whether the GPA requirements are well-publicized. "A lot of kids don't really focus during the fall term, but what they do in the fall matters when programming comes around. Personally, I find that unfair. I think that requirements should be publicized early so students know early on," said DeKock.

Attached to the definition of an AP course is the prospect of getting a head start on earning college credits. "If you take enough [AP courses] and wind up saving one year's tuition in college, there's certainly a financial benefit," said Teitel.

Awarding credits for AP courses depends on the college, the score on the AP exam and a student's major. College credit is something that is desired by AP students. "For financial reasons, if I take the course and take the AP exam, I really hope that I get college credit," said junior Pamela Soto.

The chance to create a more attractive transcript remains a major reason for why many stu-

dents choose to sign up for AP courses. "Along with other reasons, Stuyvesant students take AP courses because it looks good for college and because they want to advance themselves," said Guthrie.

"I'm taking an AP because it'll look good on my transcript," said sophomore Bonnie Li.

On the contrary, not all students take AP classes for this reason. Junior Tiffany Yau, an AP chemistry student, refers to chemistry as her favorite subject. "The class runs at a very quick speed. You have to be able to catch on fast and study on your own a lot," she said.

The tendency to overload on challenging courses is a recurring issue. "In general, people in this school tend to take too much," said Biegelson.

"I always encourage students to make sure that the course is one that [they] really want to take on [their] own volition," said Guthrie.

Teitel acknowledges the stress that AP courses cause many students. "For all we try to do to relieve stress, it is the decision of the student."

Still, the main player in the AP game is The College Board, which writes and conducts all

By SROTOSHINI BHALOBASHA
and KATHERINE WYCISK

The term "teacher's pet" reminds us of those eager-eyed students who are anxious to please. But what about the real teachers' pets—the loving animals who also serve as teachers' companions? As it turns out, teachers are just as passionate about their lovable critters as they are about conjugations, proofs and literature.

"My wife and I are ridiculously devoted to our dog," said English teacher Jonathan Weil of his nine-and-a-half-year-old mutt, Jasper. However, when Weil and his wife went to the Center for Animal Care and Control (CACC) looking for a new dog almost a decade ago, the two were unsure if they even wanted one. "[Jasper] was a little bigger than we thought we'd get," said Weil. "[And] he was a lunatic. He was disgusting. He was living in a cage and his hair was matted and he'd been rolling in his own filth."

Jasper was to be put down that very night. Due to over-crowding, the CACC puts down any animal who has been at the shelter for more than 48 hours. Jasper had been at the CACC for 10 days.

Later that day, "[the CACC worker] opened the cage so we could see him, and [Jasper] started walking to the front of the cage and it didn't look like he was going to stop," said Weil. "I put my arms out and he walked out of the cage, fell into my arms, and then he just went 'ahhh.' And we took him home."

Weil admits things haven't always been easy with Jasper. After only a month in his new home, Jasper jumped off Weil's rooftop.

Fortunately, luck was on Jasper's side. He cleared a four-foot alley and landed on the roof next door. "He wouldn't know there was nothing on the other side," said Weil. "He probably figured he'd land in a field with flowers and squirrels." Jasper sustained a fractured vertebra but recovered so completely that "six weeks later he was jumping up and kissing my face when I walked in the door," said Weil.

English teacher Emily Moore is a self-proclaimed cat person, but her cats' names also reflect her passion for literature. Moore's three-year-old ginger tomcat Tea Cake was named after the character in the novel "Their Eyes Were Watching God," by Zora Neale Hurston, while her two-year-old calico cat Esme was named after J.D. Salinger's short story "For Esme with Love and Squalor."

Moore found Tea Cake after being seized with the idea that the cat she was meant to have was at the pound at that very moment. "I went up to [a] pound on the Upper East Side and I literally looked across a crowded room into the cat adoption pen," she said. "Tea Cake and my eyes locked and I said 'Did anyone take him yet?' They said no and I said, 'That's my cat.'

Although Esme has less of a stirring adoption story ("I got [her] at a cat giveaway area," said Moore), she is certainly no

less exciting than Tea Cake at home. Esme responds to both English and Japanese commands, thanks to Moore's Japanese roommate, and catches mice, sleeps in a basket of hair ribbons and is experienced at stealing pork chops from the kitchen. One evening, while Moore's roommate was making pork, "Esme, who maybe weighs six pounds, jumped on the counter [...] stole a pork chop, and then ran it down the hall in her mouth," said Moore. It's no wonder that Moore named her cats after such vibrant and lively literary figures.

Math teacher Joy Schimmel is used to the antics of small and impish pets. She is the proud owner of two Maltese dogs named Eve and Luke who, among their other quirks, hate accessories. "So we're in the park and it's raining. I'm trying to zip up their froggy raincoats," said Schimmel. "They ran away from me, [and] the froggy raincoats [were] all over the place. So I've got two dogs, two froggy raincoats, and I'm trying to get them back together. I was chasing them all over the park."

Such antics are business as usual in the Schimmel home, where Eve, four, and Luke, two, love to make mischief. "I don't want to call [Eve] a kleptomaniac," Schimmel said. However, Eve has a habit of diving into people's bags and stealing pocketbooks and lipstick tubes to hoard in her cage. Once, she stole a package of Skittles from the front display of a deli while Schimmel was out shopping. "I didn't know how to go back and

tell the man that my dog just stole [his] Skittles," Schimmel said.

Luke has his own idiosyncrasies. "[He] thinks he's a Rottweiler," Schimmel said. "It's a big problem. When I go out with him and he sees a big dog, he wants to eat the dog. I am so concerned that he's going to get bitten. I call him Macho Man. Four pounds of macho dog." Despite their peskiness, their over-confidence and their distaste for froggy raincoats, Schimmel loves her dogs. "They're adorable and [...] they're very sweet," she said.

Spanish teacher Milton Diaz owns three canaries, all of whom were born in his home. He has kept canaries for seven years, though he gives away most of the birds' offspring before his summer vacation. His youngest bird is dark yellow, while the other two are multicolored. He keeps them in spacious cages so they can fly around comfortably. Diaz is also careful to maintain conditions in his apartment optimal for the birds' health. Diaz keeps his apartment ventilated, is careful not to expose the canaries to fumes and covers the cages after sundown so his birds can sleep peacefully.

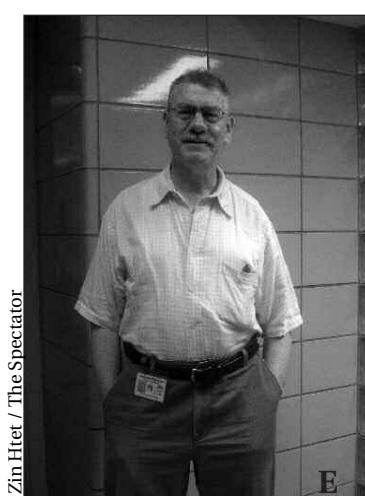
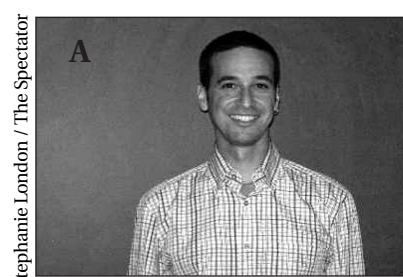
Canaries are known for their beautiful songs. "They create a wonderful climate because they sing. It's not intrusive or loud. It's soft and melodious," he said. "I prefer their song to music, actually." With all his love and care for them, Diaz's birds are surely a trio of happy teacher's pets.

When William Wong ('05) entered his classroom as a freshman, social studies teacher Phil Scandura recognized the boy immediately. Wong lived on his block and had often accidentally thrown his ball behind Scandura's fence. Scandura's dog, a Black Scottish Terrier named Bullwinkle, would bring the ball to the house so Wong could get it back.

According to Scandura, his neighborhood adores Bullwinkle, who he has owned for 11 years, ever since "Bull" was a puppy of seven weeks. Well deserving of his nickname, the tough and energetic dog is given much room to run around and play catch in the enclosed driveway provided for him. His other favorite pastime is watching people pass by the house. "He is extremely affectionate," Scandura says, "and even though he has gotten sick in the past, he has recovered almost fully due to his hearty spirit." Bullwinkle is treated like just another family member with his own bed in the house and an abundance of squeaky toys. With a heart of gold and admirable determination, it's hard not to fall in love with the neighborhood pride of the Scanduras.

Teachers demonstrate their love for their various subjects everyday. But when the last bell rings, they have another outlet for their love—their very own "teacher's pets," who have barked, meowed and cuddled their way into their owners' hearts.

Teachers



Pets



All pet photos courtesy of teachers

Answer key: A.4, B.3, C.1, D.5, E.2

699

number of unclaimed lockers

4

floor with most unclaimed lockers

47

number of students who forgot their ID's on September 18, 2007

2,777

number of Advanced Placement exams taken at Stuy in the 2006-07 school year

Introducing Stuy's Freshest Faces

By RACHEL KIM and SUSAN LEVINSON

It is every teacher's dream to teach a city's best and brightest students. When Stuyvesant had openings for teaching positions over the summer, only 14 out of many qualified applicants made the cut. These fresh faces of Stuy were drawn to the school for various reasons, but all have one thing in common—a genuine passion for teaching.

Name: Jee Paik
Subject: Regents Chemistry
Teaching Experience: This is her first year teaching. Over the summer, she was a student teacher at Thurgood Marshall Academy-Lower School and The School of the Future.



Previous School: The School of the Future
Favorite Topic: Endothermic and exothermic reactions

Largest Challenge about Teaching at Stuy: None

Favorite Thing About Stuy: "The students do their work and do it well. The staff is so helpful and supportive, especially the lab techs," she said.

Hobbies: Traveling and watching movies



Name: Neil Wang
Subject: Regents Physics
Teaching Experience: Taught at Murry Bergtraum High School for 12 years
Previous School: Murry Bergtraum High School
Favorite Topic: Particle physics
Largest Challenge about Teaching at Stuy: "I have to modify my style to fit the pace of the students. After a year, it will be easier because I've adjusted," said Wang.

Favorite Thing about Stuy: "Stuyvesant is very different from my old school. The students here have a very clear mind for their future," said Wang.

Hobbies: Swimming, cross country skiing and traveling



Name: Linda Weissman
Subject: U.S. Government and AP American History
Teaching Experience: Has been teaching for 20 years and taught at The Bronx High School of Science
Previous School: Midwood High School
Favorite Topic: Government and Supreme Court Cases
Largest Challenge about Teaching at Stuy: Collecting and marking homework in time to redistribute them on a daily basis, and preparing for each

lesson. "The lessons I do are geared specifically for my classes," said Weissman.

Favorite Thing about Stuy: The students, facilities and colleagues. She feels the students are involved, articulate and participative. "I love what I do," said Weissman, "It's very rewarding," said Weissman.

Hobbies: Running and dance classes—particularly Salsa



Name: Brendan Quest
Subject: Physical Education
Teaching Experience: This is his first year teaching
Previous School: None
Favorite Topic: Volleyball
Largest Challenge about Teaching at Stuy: Teaching dance classes because he has little experience in this area.

Favorite Thing about Stuy: The positive attitude of students. "All the students are cooperative and eager to learn," said Quest.

Hobbies: Swimming, running, cycling and training for triathlons



Name: Shangaza George
Subject: Regents Biology
Teaching Experience: Has been teaching for five years
Previous School: Declined to comment
Favorite Topic: Cellular respiration
Largest Challenge about Teaching at Stuy: "Grading [the students'] homework," she said.

Favorite Thing About Stuy: "The students are nice," she said.
Hobbies: Traveling

Name: Vasken Choubaralian
Subject: Physical Education
Teaching Experience: This is his first year teaching
Previous School: None
Favorite Topic: Square dancing
Largest Challenge about Teaching at Stuy: The intensity of the student body—"At first, it was a little intimidating," he said.

Favorite Thing About Stuy: Watching his students learn and improve over time

Hobbies: Wrestling, handball, volleyball, skydiving and mechanics



Name: Manuel Simon
Subject: Second and third year Spanish
Teaching Experience: Taught at Brooklyn College, Canarsie High School and the Abraham Lincoln High School
Previous School: Lafayette High School
Favorite Topic: Teaching present tense and the first year curriculum
Largest Challenge about Teaching at Stuy: Teaching students so that they grow more
Favorite Thing about Stuy: "It's a pleasure being here in all aspects," he said.

Hobbies: Watching wrestling, swimming, playing basketball and traveling

Name: Jeffrey Kivi
Subject: Regents Chemistry
Teaching Experience: Taught at the Science Skills Center High School for a year
Previous School: Science Skills Center High School
Favorite Topic: Nuclear chemistry
Largest Challenge about Teaching at Stuy: "I have to adjust to different target audiences," he said.

Favorite Thing About Stuy: Everything
Hobbies: Watching football, especially teams from his home state, Wisconsin



Name: Hemal Pathak
Subject: Regents Living Environment
Teaching Experience: Taught grad students at the University of Pennsylvania for two years and was a student teacher at George Washington High School and I.S.171 Abraham Lincoln School over the summer
Previous School: I.S.171 Abraham Lincoln School
Favorite Topic: "Anything involved with the brain," Pathak said.
Largest Challenge about Teaching at Stuy: "Trying to figure out what the students need to know and trying to figure out how to fit all that information in a limited amount of time," he said.

Favorite Thing About Stuy: "Students are really committed to learning and doing well in school," he said.
Hobbies: Learning to play the piano



Name: Dr. Jamal Ali
Subject: Regents Physics and Engineering Mechanics
Teaching Experience: Taught at four city universities—Borough of Manhattan Community College, Bronx Community College, Hostos Community College and City College of New York—for nine years

Previous School: The Queens Prep Academy
Favorite Topic: Photonics—the science of generating, controlling, and detecting photons—and holds 14 publications and three patents on the topic

Largest Challenge about Teaching at Stuy: Writing lesson plans that challenge the students and ultimately improve their performances

Favorite Thing About Stuy: "So far I love everything about it. The students here are great students," he said.

Hobbies: Reading, playing soccer and watching sports



Name: Kristyn Pluchino
Subject: Regents Chemistry

Teaching Experience: Taught chemical warfare at the United States Air Force for about a year before joining the public

school system—this is her second full year of teaching

Previous School: The Renaissance Charter School

Favorite Topic: Nuclear chemistry

Largest Challenge about Teaching at Stuy: "There are some kids who already know the subject. [That] definitely makes my job tougher," she said, because she wants to challenge all of her students.

Favorite Thing About Stuy: "It's nice to be around students who want to learn and are respectful. They are so attentive and the administration is so supportive. I absolutely love it here," she said.

Hobbies: Playing basketball



Name: Daniel Piloff

Subject: Regents Living Environment

Teaching Experience: Taught for two years at the Long Island School for the Gifted and one semester of

enzyme kinetics at the Albert Einstein College of Medicine—this is his first year teaching at a public high school.

Previous School: Long Island School for the Gifted

Favorite Topic: Protein synthesis and trafficking pathway

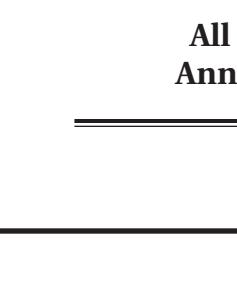
Largest Challenge about Teaching at Stuy: "Being a new teacher"

Albert Einstein College of Medicine—this is his first year teaching at a public high school.

Previous School: Long Island School for the Gifted

Favorite Topic: Protein synthesis and trafficking pathway

Largest Challenge about Teaching at Stuy: "Being a new teacher"



Name: Jon-Alf Dyrland-Weaver
Subject: Introduction to Computer Science and Advanced Placement (AP) Computer Science

Teaching Experience: Taught at Brandeis High School for two years

Previous School: Brandeis High School

Favorite Topic: Emergent behavior—"seeing what unknown group behaviors that would come out of individual behavior patterns," he said.

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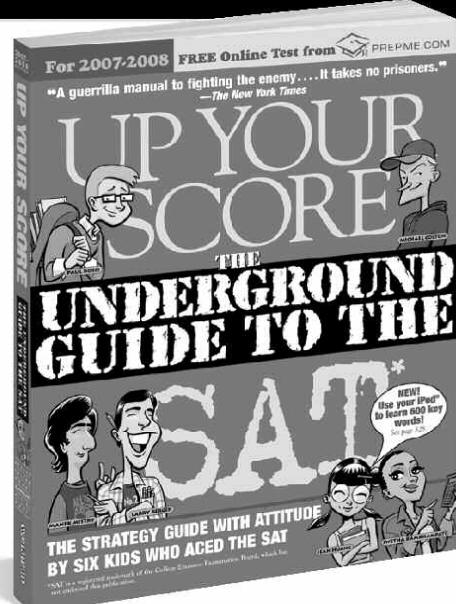
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Editorials and Opinions

STAFF EDITORIAL

Left Behind at the Schoolhouse Gate

Student activism finally seems to have taken hold at Stuyvesant. The Student Union (SU) has become less hesitant to criticize the administration and a new Web site, stuywatch.com, has formed around the banner of student action. Stuywatch's attempt to build a community in which students can converse on a large scale is certainly laudable.

Yet these movements are not without their drawbacks. Most notably, they polarize students, creating a divide between those in support of and those skeptical of stuywatch and/or student action. Some students have even created a Web site to satirize and oppose stuywatch's efforts: watchstuy.com. This polarization diverts students further from the goal of increasing student activism, which includes compelling the administration to better serve student interests by including students in the decision-making process.

The Spectator has long urged that policies be introduced to students before they are instituted, and that students have some power over what policies are implemented. We are glad to see more students thinking about these issues, but we still have a way to go.

Although the "Kids First" motto on stuywatch's fliers was not coined by the site, when the slogan was conceived, it represented a set of values similar to those held by the site's founders. A former Stuyvesant student first used the slogan for former Principal Jinx Perullo, whose administration inspired stuywatch.

Perullo, who served from 1995 through 1998, believed in progressive education, an approach to teaching and school administration that emphasizes trusting the students. The opposing philosophy is regressive education: trust the administrators, not the students. Under progressive education, students are given rights and are expected to learn responsibility through education and experience, and then apply this to future decisions. But regressive education dictates rules, which are enforced by the administration, for students.

Regressive education involves students handing over the power to determine their own rights and responsibilities to the administration at the schoolhouse gate. But at Stuyvesant, the question

remains whether this trust and power can rightly be handed over.

The simple answer is no. The administration has abused its authority in several instances by introducing unfair policies without consulting the students. Using ID scanners throughout the day and yet refusing to grant us the right to go out during free periods is one example.

Another example of regressive education is the lunch policy. Rather than trusting students to come back on time to avoid facing academic consequences, administrators took the problem into its own hands. It cut down the time in students' lunch periods and is penalizing them disproportionately for coming back late. As if that weren't enough, members of the administration have recently asked certain students to refrain from public displays of student activism.

The installation of cameras and ID scanners illustrates this abuse of power. The heightened "security" provides little, if any, protection from terrorist attacks. Using the events of September 11, 2001 to justify policies limiting student liberties is completely inappropriate. For example, the administration has discontinued foreign exchange programs, claiming American students would be too vulnerable to attacks outside the United States. The steadfastness with which Teitel connects everything to September 11 and refuses to negotiate is unacceptable, and makes change from within extremely difficult, if not impossible.

Despite some setbacks, stuywatch has made a valiant effort to unite the Stuyvesant community. But this does not mean the site is the crest of all activism. Both it and the students need to continue to raise awareness on all fronts. In addition to educating themselves and those around them, students should pursue altering unfair policies by pressuring Teitel to negotiate. Students should also inform parents of what goes on within this school: parents can actively participate in this effort. On its end, the SU should aggressively pursue bilateral negotiations with parents and administrators on a variety of policies.

If efforts toward diplomacy and negotiation fail, the students will be left with no other choice but to organize for student action.

OP-ART



Excuse me! It's not my fault that my locker is in the Video Production hallway...



The Spectator

The Stuyvesant High School Newspaper



"The Pulse
of the
Student
Body"

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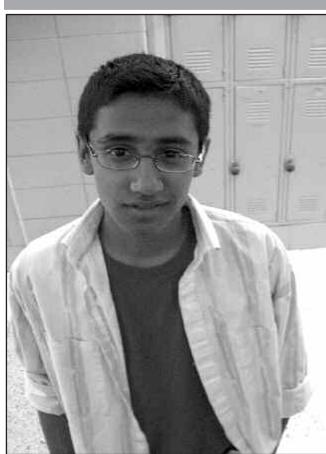
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FOR THE RECORD

- In Issue 2, the photograph in "What a Waste!" was miscredited. Junior Tincey Wang took the photograph.
- Sophomore Robert Hess's surname was misspelled in "Cassandra Lee: Taking on a Man's Game."

Opinions

The Snapple Supremacy



Lily Schwarbaum/The Spectator

By KIRAN SURY

Thirsty at Stuy? If you don't bring a drink with you, you won't have many options. You can go thirsty. Or, you can drink from one of many public water fountains. But if the water isn't cold enough or if you just don't want to drink from a public fountain, it's understandable. Your last choice is to spend a buck on Snapple bottled water or Snapple 100% Juiced!, sold from five vending machines located around the school.

In 2003, the city decided it needed to replace soda vending machines after sodas were banned from being sold in public schools and municipal buildings. After several companies submitted bids for a deal with the city, Snapple won the contract, and is now part of a five-year contract with New York City that took effect in April 2004.

The deal included giving the city \$166 million, which included \$60 million for advertisement and \$40 million for public schools, the latter mostly for athletic programs. In return,

If healthy drinks are not an option, then at least give us a choice among unhealthy drinks.

Snapple became the sole provider of fruit juice and bottled water at schools.

While the bottled water is fine, the juices are another story. One of the official reasons Snapple won the contract over its competitors was many perceive fruit juices have more vitamins, less sugar and an overall higher nutritional value than soft drinks. But, depending on the flavor, a can of Snapple 100% Juiced! has 39 to 41 grams of sugar, while a similarly-sized can of Coke has only 39 grams.

Eating a piece of fruit is much healthier and comes without the cloyingly sweet taste of too much sugar.

Why does a product made of 100% juice and fortified with vitamins have the same or an even greater amount of sugar than one that's nothing but sugar, water and bubbles? Nutritional experts have criticized the city's decision on just this point since the contract was first signed.

According to "For the City, Selling Snapple Becomes a Glass Half Empty," a March 9, 2006 New York Times article by

Sewell Chan, Snapple has since failed to honor its contract with regard to the city's share of the money (which is \$126 million, separate from the \$40 million promised to the schools) because of disappointing sales.

So Snapple changed the agreement, giving New York City is getting only \$33 million. While the schools seem almost on target to get their \$40 million, a \$93 million loss is still a lot to swallow. And most of the money the city has already earned is being used for more marketing projects.

Students were also left out of the negotiations. The competitive bidding process never took students' opinions into account. Perhaps city officials felt that we weren't old or experienced enough to decide what we wanted for ourselves. By cutting us completely out of the equation, factors such as students' desires and nutritional needs were pushed aside in for money.

In April 2009, when the city again begins the competitive bidding process, it needs to fix its mistakes. The bidding process must be open to the public, as we are the ones who have to live with the result. Students should be polled about what drinks they'd like to have available to them in school. If healthy drinks are not an option, at least give us a choice among unhealthy ones. Instead of having the vending machines of only one company, allow different companies to put their products out on the school market.

With its monopoly on drinks in schools and so many healthier choices unavailable to us, Snapple might consider revising the statement that it's "Made from the Best Stuff on Earth."

Food for Thought



Lucia Hsiao / The Spectator

By BEN WADOWSKI

Everybody eats. But not everybody eats in the same place. Not everybody eats at the same time. And not everybody eats for the same price.

New York taxpayers provide funding for each public school student to eat breakfast, free of charge. This program was implemented late in 2003. Sound generous? Plenty of people think so. Nearly 400 Stuyvesant students line up for breakfast to grab trays filled with eggs, bacon, oatmeal, muffins and yogurt before first period—the lines sometimes stretch out of the silver cafeteria doors.

I was one of those kids, until one day I was in the mood for less than a complete meal. All I wanted was a container of apple juice. But when I tried to scan out, the woman at the register stopped me and forced me to take two more items, "including one bread," she said. At any time later than 7:45 a.m., I would have been surprised by the pointlessness of this rule. Instead, I was simply confused. As I dumped my two extra items in the trash can, I wondered

what other groundless rules they would come up with next.

The food servers are also very strict about which main foods go with which sides. At breakfast, for example, a bagel cannot be accompanied by a box of cereal. Nor can a donut. Nor can an egg sandwich. Actually, the cereals seem to be under tighter regulation than classroom attendance is.

Even at lunch, on the sandwich line, a student can get a turkey and salami sandwich, while roast beef isn't allowed to pair with anything save cheese. And why can't one take two miniature plums in place of a single large apple?

After all, if food is being provided, and no money is being exchanged, how much or what type of food each student takes should not matter. Each meal costs the Department of Education (DOE) money—there's no point in buying food that's just going to end up in the trash.

It turns out that the food regulations aren't entirely groundless. For each complete breakfast Stuyvesant serves, it is reimbursed \$1.35 by the United States Department of Agriculture. But a container of apple juice does not constitute a breakfast, and therefore Stuyvesant does not get compensated.

The DOE's health and food departments specify what foods we can and can't have to ensure we get all the right nutrients at every meal. Putting a minimum on the number of breakfast

items I can take prevents the free breakfast from becoming a sugary snack service. The city doesn't want to look like it's giving away unhealthy food.

But as a high school student, I have enough of an awareness of my own body's needs to make educated decisions about my eating habits. The city does enough babysitting in the form of scanners (to know where we are) and banning iPods (to help

If food is being provided, and no money is being exchanged, how much or what type of food each student takes should not matter.

us concentrate)—it can afford to leave our eating escapades unregulated.

Fortunately, students and parents alike are becoming aware of school policies that are constantly growing tighter and stricter. These issues need to be openly discussed so they can be dealt with reasonably. Every rule is another brick in the wall, and if we let brick after brick go unchallenged, then we will find ourselves facing a very tall, very solid wall indeed.

Bon Voyage!



Saddam Islam / The Spectator

By REBECCA ELLIOTT

Je veux voyager. Yo quiero viajar. I want to travel. Maybe you know what one of the aforementioned sentences means. But being able to communicate comfortably in that language is another story.

The phrases, sentences and vocabulary that we learn in language classes set us on the road to proficiency, but most of this knowledge dissipates due to disuse. Though Stuyvesant's foreign language program currently offers a diverse selection of course options, few students have the opportunity to practice their language of choice outside of a 41-minute class period and nightly homework.

Stuyvesant should encourage students to become fluent in a foreign language by offering foreign exchange programs. Assistant Principal World Language Arlene Ubieta said traveling is "not just about the language. It's about the people you meet. It's about a different culture." If the school truly believes this, it should consider

As globalization increases, it is becoming more important to be able to communicate with people from other countries.

The school administration is concerned that, with such programs, students "would lose valuable instructional time, even though they would gain so much from the experience," said Ubieta. But Stuyvesant students handled their courses when the program was in place.

During the selection process, students had to be interviewed and write an essay—only highly motivated students would even be offered the chance to participate. Additionally, only foreign schools capable of offering a comparatively rigorous education would be allowed to participate in the exchange.

There are also existing exchange programs not affiliated with Stuy that students can research and participate in on an individual basis. However, in these cases, students run the risk of not being allowed return to Stuyvesant, at the discretion of the principal. The administration should instead be more open to allowing exchanges on an individual basis if students demonstrate a commitment to their coursework.

In the meantime, summer programs such as Experiment for Living present excellent alternatives for individuals who wish to spend a month in another country. School breaks are also an opportunity to travel abroad. The Beacon School, another New York City public high school, sponsors exchange programs to multiple countries during Thanksgiving and February breaks. While immersion for only two weeks is not ideal, it is an option Stuyvesant should seriously consider.

Americans need to understand the importance of speaking other languages and appreciating other cultures. Stuyvesant has taken a small step by changing the title of the Foreign Language department to the more accepting World Language department. But this attitude shift must also be developed into a curriculum change. Stuyvesant, and the United States in general, needs to re-think its approach to teaching languages.

implementing such a program.

As globalization increases, it is becoming more important to be able to communicate with people from other countries. The United States is far behind the rest of the world in this movement.

This summer, my family and I spent two-and-a-half weeks traveling in Spain. I wanted to gain foreign experience and maybe improve my Spanish skills. Especially in larger cities, however, almost everyone knew more English than I knew Spanish.

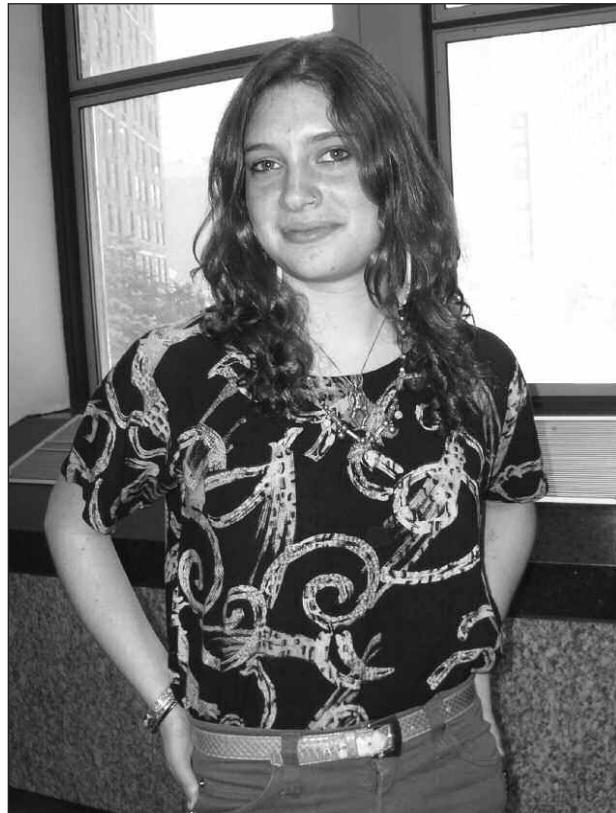
While waiting in the lobby of our hotel in Granada, I overheard the receptionist check in three different groups of people in three different languages. As far as I could surmise, she spoke all three languages fluently. Maybe my goal to improve my Spanish skills enough to be able to get by wasn't lofty enough.

In Europe, entirely different cultures and languages exist just across borders, encouraging people to learn multiple languages. But in the United States, few of us live near countries where a language other than English is spoken.

To address this issue, some

Arts & Entertainment

Audri Augenbraum: One Part Rocker, One Part Scholar



Tinney Wang / The Spectator

Sophomore Audri Augenbraum, who acted in "Godspell" and Soph-Frosh SING! 2007, recently recorded a solo music CD with seven tracks.

By LEILI SABER

Clad in red skin-tight pants, layers of chunky jewelry and a glinting nose ring, sophomore Audri Augenbraum looks every bit the rocker chick that she is. But there is more to Augenbraum than meets the eye.

Besides having a broad taste in music, she has been playing rhythm guitar and singing backup in the band "The Strangers on the Footpath" for about a year. She found the band through a MySpace bulletin posted by a friend's older brother. The Strangers on the Footpath is more than just an average teenage rock band, and gets booked fairly frequently at pubs.

In just a few months, it will be competing in a battle of the bands that will be held in the Lower East Side. "We don't classify ourselves. You have to sit and listen to it and describe for yourself. We're evolving constantly," said Augenbraum.

Music became a part of Augenbraum's life when, at age seven, her grandfather gave her a guitar for Christmas. She started taking lessons and soon developed a passion for it. At Bank Street, her junior high school, she found her very own "Jack Black-like rock n' roll mentor," and the two of them hit it off right away, as they discovered their mutual interest in music.

Augenbraum's mentor was in a band of his own, and as the two of them got closer, he started letting her play a song or two to open up his shows. Eventually, whenever her mentor's band had a gig, they would split the stage time so that Augenbraum could perform solo pieces, something she still does now.

At Bank Street, Augenbraum began to develop a taste for theater as well. The school emphasizes the performing arts, and Augenbraum spent much of her time onstage. She has also committed to Stuyvesant productions, and has become a prominent figure in the theater community, with roles in Soph-Frosh

SING! '07 and Godspell.

From Augenbraum's background, it is not surprising how Augenbraum combines rock music and literature. She grew up surrounded by Shakespeare, both at home and in school, and her father always fostered her literary talents. Augenbraum's mother, Carla Scheele, has spent many years experimenting with music and entertainment of different cultures, among them African tribal dancing and playing in a Javanese (Indonesian) orchestra.

While Augenbraum is a fan of Shakespeare, she also loves reading works by what she calls "writers who are obnoxious just for the sake of being obnoxious. [...] They take you out of your comfort zone."

Augenbraum has also been writing poetry for many years. "The only difference now," she says, "is that it's gotten a lot more cynical." Scheele views her daughter's work differently. "Songwriting is such a great medium for Audri, because it combines her beautiful poetry with music," she said.

Family is not the only source of support for Augenbraum. She has many friends who adore her talent. Lead singer of The Strangers on the Footpath and Augenbraum's boyfriend Gabe Shanahan said he "wouldn't trade her for anyone else in the world [...] [because] nobody keeps it real quite like Audri." Augenbraum's friends outside the band are also there for her, and she loves how they will show up and surprise her whenever she performs. It is easy to understand why they would make the trip, seeing as "she is so incredibly super-talented," said sophomore Singha Hon.

Phrases Augenbraum uses in routine conversation often sound like lyrics to a rock song. She is "a creative and brilliant soul, like no one else is," said sophomore Lazar Bozic. Some of her English classmates would likely agree, as few besides Augenbraum would describe a character from *The Taming of the Shrew* as "rockin' in the free world."

Unearthed from the Slush Pile Backstreet's Back Everybody

By IVANA NG

At age seven, I didn't understand the epic of "Titanic" or the raging hormones in "Dawson's Creek," but I understood the Backstreet Boys (BSB). They were like the Beatles of our generation winning me—and many other tween girls—over with their good looks and insanely catchy songs.

Like the Beatles, BSB first found success in Europe. They earned their first Gold record for their self-titled debut CD in Germany, which is where the Beatles often performed before they hit it big in England. In 1997, BSB released their self-titled CD in the United States.

I loved everything about BSB—and I still do. I can still distinguish Brian's charming tenor from Nick's slightly whiny alto. I still swoon when A.J. sings "Every body, yeah / Rock your body right / Backstreet's back, all right" in his strange, sinister way. A.J. and Howie's nasal voices complemented the smoother voices of the other three so well.

Admittedly, BSB sang some cheesy lyrics. In "As Long As You Love Me" and "All I Have to Give," they croon about being desperately in love. But I, along with millions of other girls, fell in love with BSB because their

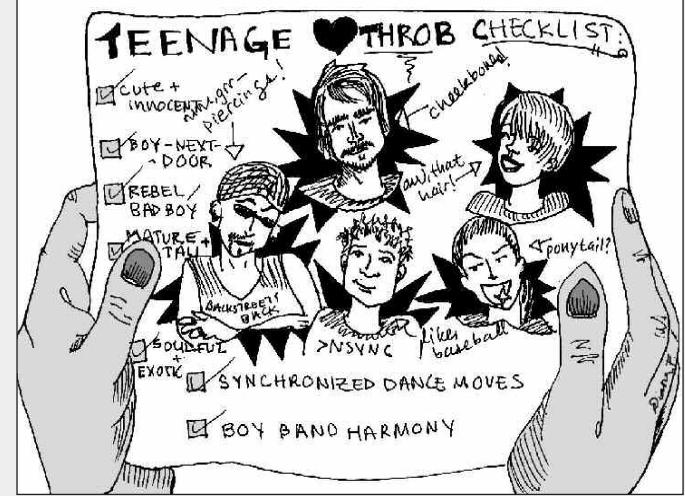


image was so squeaky-clean. They knew their target audience: the seven-year old girl who doesn't yet know about love firsthand but knows enough to fall head over heels for this boy band.

The song that made me a loyal fan was "Quit Playin' Games (With My Heart)," a sugary ballad in which the Boys sing, "Everything I do is for you / So what is it that you can't see." Nick, who struggles to hit the high notes in other songs, has the perfect vocal range for this tune. And A.J., the token bad-boy of the group, sounds so sincere here—how could I not fall in love?

"If You Want It to Be Good Girl (Get Yourself a Bad Boy),"

however, almost alienated me. Even at age seven, I knew what the title was insinuating. But the peculiar sound was enticing: a hybrid between synthesized pop and R&B, the tune begins with an obnoxious artificial oboe-like sound—so I listened on.

Ten years later, I still listen to this record occasionally, amazed at my ability to remember the lyrics. When you're young, you remember everything. Now it's time to remember the Backstreet Boys.

Visit stuspectator.com to listen to the Backstreet Boys. "Unbreakable," their new CD, comes out October 30.

Step Away from the Falafel Cart!

Lily Schwarzbaum / The Spectator
Mamoun's Falafel Restaurant, founded in 1971 in the Greenwich Village, recently opened another branch on St. Mark's Place.

By JAMAL ALOKASHEH

For some aficionados of Middle Eastern cuisine short on money and time, the only option available to them is the nearest gyro cart. This is the equivalent of going to Taco Bell to enjoy Mexican food. Those who want a more authentic experience should go to Mamoun's Falafel, an eatery located in the heart of St. Mark's Place. Open since 1971, Mamoun's has become popular by word of mouth among New York University (NYU) students due to its fast, friendly service and low prices.

"It's my favorite place to eat around here," says NYU student Derrick Walsh. "The guys here are very friendly, and it's great to

find something I'm always in the mood for."

"It pretty much started as one guy," says clerk Sean McLemore. "The original owner, Mamoun, came from Syria and established [the restaurant] in 1971. Now, his sons have taken over, but he still pops up every once in a while to check on things."

Aesthetically, Mamoun's is unimpressive. It is cramped and dimly lit, with only two tables and a counter to lean on. The fan wiggles drunkenly from the ceiling, and for decoration, there is a large picture of a fruit on the wall. However, Mamoun's loyal customers pay no attention to the decor. It is the food that makes eating here an unforgettable experience.

Mamoun's signature dish is the falafel sandwich (\$2.50), which is made to order by the cook. The freshness of the sandwich is obvious from the first bite: the hot, crispy falafel is complemented by the tahini sauce and the warm, fluffy pita bread. "I've only ever [ordered] the falafel sandwich," says Tara Maranucci, a resident of the Greenwich Village. "It's great because I'm a vegetarian." For those who wish to try something light and fulfilling, the menu also offers lentil soup (\$2.50). Made with a generous amount of lentils and onions, the fragrant soup has a coarse structure and tastes slightly nutty. Some items required more of a waiting time, such as the chicken kebab sandwich (\$4.50). While slightly dry, the dish's silky sesame sauce and the exotic spices make it delicious.

The most impressive item on the menu is the side hummus (\$1.50). Served with piping hot slices of pita bread and drizzled with olive oil, the dish is rustic, despite being served in a paper cup. With just the right amount of lemon juice and sesame paste, the result is a pleasing medley of tartness and smoothness that melts right in the mouth.

"I love ordering the falafel, and just dipping it in the hummus," says Walsh. "It's just incredible."

The baba ghanouj (\$1.50) is also excellent: the sesame paste and olive oil complement the smoky and bitter eggplant. For those who must have dessert, baklava (\$1.50) is offered, but it is disappointing. In fact, most of the sweets are stale and soaked in syrup.

Mamoun's true strength lies in its affordability and authenticity. It is a place where you can eat your fill for under five dollars. And it is so much more rewarding than any gyro cart experience.

Arts & Entertainment

A Small Time Festival Hits it Big

By ALAN SAGE

It all started in the small Tropicana Cafe in Sydney, Australia. Tropfest founder John Polson wanted to host a small screening for his cast, family and friends. But when the event drew an unexpected 200 others, he started thinking big.

Currently the "world's largest short film festival," Tropfest has made its home in Tribeca. Initially part of the Tribeca Film Festival, this year's festival was held separately due to the vast number of attendees at last year's festival.

"Tropfest's films really fall between amateur and professional, and so you really get a mix of all different kinds of people," said production coordinator Dan Fountain. These films, screened publicly for the first time, are required to be under seven minutes long and include the year's Tropfest Signature Item (TSI) at least once. This year's TSI is a "slice," which is open to interpretation for writers and directors.

The festival opened with three hours of music. DJ Shorty, who normally plays at the Gramercy Park Hotel, started by presenting music "that would keep people feeling groovy to be outside on a beautiful fall day," he said. His mix of the Brazilian, soul and reggae genres created a mellow ambience.

Second Dan, an Australian band, played next, offering

music whose sheer volume, despite unique lyrics and striking melodies, detracted from the conversational mood DJ Shorty had established. Haunt, a Massachusetts-based band, delivered subtle melodies and lyrics that complemented the stunning views of the Hudson River and Jersey skyline.

"The show really makes a great impression in the sunset, and makes it like a perfect end-of-summer day," said second-timer Vicki Tanovan.

As the festival started screening the films, it seemed a large number of the 16 would be comedies. "Tropfest always draws a lot of comedies, and the laughter's definitely contagious," said Fountain.

"The Switch," directed by Jonathan Emmerling, was the funniest film of the evening. Tom, romantically desperate, is on an unsuccessful 19-minute blind date before he meets Wes, and considers becoming gay. He compares his decision to a "downtown" guy who finds an unbeatable uptown apartment.

"The Switch" was really one of the funniest things I've seen in a long time because of the unique concept," said audience member Mike Mackenzie.

Though the humor was evident, some felt the film's imagery wasn't up to par. "It's often very hard to make truly great images with a low budget, and with directors who are still young," said Daniel Koelliker, a

Swiss filmmaker staying in New York.

One of the more visually beautiful films was "The Closet," directed by Bob Sentipal. With gritty black-and-white footage, the film is a cinematically abstract and wordless tale of a man spending a day with his dog before the dog is killed.

"'The Closet,' though it wasn't my taste, seemed to be thinking about aesthetics a lot, and it was definitely one of the most interesting films," said Koelliker.

After the intermission, the festival featured a number of distinctive concepts. "Super Slice," directed by Stephen Franconia, Jr., was a satire of superhero movies, and featured a character that worked at Famiglia by day but moonlighted as a super hero. "Super Slice" showcases the action and suspense of a Hollywood film without being cheesy.

The festival concluded with Josiah Signor's "Homecoming," one of the more subtle films. Filmed in Brooklyn in black-and-white, "Homecoming" is the tale of a returning soldier whose father refuses to speak with him, no matter how hard he reaches out.

"The father in my film kind of represents 'blind patriotism' or people supporting the war. The son represents the soldiers [...] ringing the doorbell to confront his father about this. Time to wake up," said Signor.



Stephanie London / The Spectator

TropFest, a short film festival previously hosted as part of the Tribeca Film Festival, was hosted independently for the first time on September 23 at the World Financial Center.

Six awards were presented at the festival. James Wright, who acted in his own animated film "Black Tears" deserved and won best actor for fulfilling the role of a character with a hot temper yet tortured soul, bounded by society.

"The Switch" took third place overall, which some found surprising. "I really think 'The Switch' deserved first because of its funny concept," said audience member Peter Baxter. "Snookered," about a misunderstanding in a men's locker room, took second place and "The Picnic," about a young man who brings a new female friend to a picnic, only to have her set upon

by another female friend, took first.

"The Picnic" is a strange choice for first place since it offered little innovation. Though judges must consider a film's acting, dialogue and imagery, "The Picnic" did not show greatness in any of these three areas.

Despite this disappointing outcome, Tropfest began its solo career on a fantastic note and will likely become a definitive pit stop for burgeoning filmmakers. In the world of professional film, it is rare to find a widely attended and prestigious festival for the more casual audience and participant, especially one that does not cost a dime.

Q&A: The Ladies Behind "Frontrunners" Discuss Teen Democracy



Natalie Grybauskas / The Spectator

Director Caroline Suh and producer Erika Frankel put teenage democracy on display in their documentary on Stuyvesant's Student Union elections, "Frontrunners."

By SAM GERSTENZANG and ISAAC MCGINN

Less than two years ago, documentary filmmakers Caroline Suh and Erika Frankel asked themselves, "Is America ready for a teen president?" They came to Stuyvesant hoping to find answers, and filmed the democratic process in one of its more primitive forms: the 2006 Student Union (SU) elections. Suh and Frankel followed former Coordinator of Student Affairs Matt Polazzo and then-juniors Hannah Freiman ('07), Michael Zaystev ('07) and George Zisiadis ('07) on the campaign trail. The result, titled "Frontrunners," was recently screened at Angelika Cinemas. The directors sat down with The Spectator to discuss the documentary.

The Spectator: What inspired you to make a film about high school elections?

Caroline Suh: We've always wanted to make a political campaign documentary with a twist.

TS: Why did you choose Stuyvesant?

CS: We set out to make a film about teenagers running for

office. We sort of asked around, spoke to people we knew and we heard of Stuyvesant as a very competitive, high-achieving school. And then we heard that your elections were a bit insane for a high school. We spoke to Matt Polazzo about this. [...] He said that Dick Morris, [Bill] Clinton's campaign advisor, went to Stuyvesant and that he ran in a campaign and said it was the hardest race he ever fought.

TS: What surprised you about Stuyvesant's elections in comparison to national elections?

Erika Frankel: They're so complex. They basically are national elections. It seemed like Stuyvesant students have considered everything from demographics and the make-up of a ticket to strategic methods for running in a campaign.

TS: What steps did you take to gain permission to film at Stuy?

CS: Principal [Stanley] Teitel basically said [to Polazzo] if you want to do this, you can give them access and Matt [Polazzo] said sure. Also we had to get permission from the [Department] of Education.

TS: What did you think about the candidates? Were you rooting for any candidate in particular?

CS: I don't think so. I mean we loved everyone at Stuyvesant. [...] We fell in love with the school. And the candidates were all, in a way, too good to be true in terms of having each other and having distinctive personalities. And then The Spectator, we loved The Spectator.

EF: [The Spectator is] very impressive. It kind of added a level of seriousness to the story that we were really happy about, because The Spectator really does treat the elections in a similar way that The New York Times would treat national elections, with endorsements and everything.

TS: What impact do you think endorsement had on the election?

CS: It's hard to judge. We know that George and Hannah took it very seriously. It was interesting to see both of the candidates and their relationships with The Spectator editors and reporters, paralleling real elections in lots of ways.

TS: Will "Frontrunners" be released soon?

EF: We're looking for distribution, trying to find people who are really interested in it. TV distribution, small venues. So there really is no release date yet but ideally we're going to be going to festivals and there are a few people interested.

TS: What impressions of Stuy were you left with after making this film?

CS: The film is really about Stuyvesant. It's not only about the election, but it's about this whole place. People really leave with what is basically our point of view of the school, which is

that it's almost ideal in some ways in that it's really good to be hard-working, it's really good to be engaged in the world.

EF: In truth, we really only came in contact intensely with a small group of people. The candidates, their running mates, The Spectator, people who hung out in the SU.

CS: We tried to talk to other students. [...] There are parts of the film about people who don't really care about the elections. We tried to cover a lot of points of view.

TS: What do you think about voter turnout at Stuyvesant versus national elections?

CS: [Former SU President] Kristen Ng, [(06)], actually made a comparison to American Idol, that more people voted for American Idol than for the presidential elections. More people vote for SING! than vote for the student body elections. It was only a small percentage that actually turned out to vote. But when you're there, there are people waiting on line to cast their ballots. And that's impressive to me.

TS: Were there any problems that arose during the making of this movie?

CS: We realized the people we were filming were teenagers and whenever you make a film about anyone, you are concerned with how they'll feel about their portrayal. And obviously people win and people lose, and we're very concerned about the effect that the film might have on people's lives. But luckily, by the end, that wasn't really an issue.

TS: How did the voting scandal come into play in the film?

CS: We struggled with how to deal with it in the film and you'll see how it plays out. [...] Our editor, Jane, was actually the one

who caught it. She had all this footage of the vote count on blackboards. And she was doing the math and something didn't add up right. [...] This was obviously not on purpose, but it mirrors what happens in a national election.

TS: Do you plan to screen this at Stuy?

CS: We do want to have a screening. We have some issues in terms of timing. We'd like to have it in the spring of 2008. We want everyone at Stuyvesant to see it. Everyone during, before and after the filming, was so generous with their time, talking to us whether it was on camera or off it, that we really want to keep all of you involved. We want to share the process with all of you.

TS: Are you working on anything right now?

EF: We're just starting a project about the Korean table tennis team going to the Olympics. [...] It's a classic sports film but it's also about Asian nationalism.

TS: Who would be most interested in seeing this film?

CS: In a way, ["Frontrunners"] is a film for people of our age. I'm 36, Erika's 29. It's nostalgic. When you watch it, you remember all of these things about being in high school. It really has the feel of being in high school. And so we're curious as to how you would view it being that it's your everyday life and you see that building every day. We don't know if it would be as interesting to you as it is to people our age. Also, to see how people dress, how people's hairstyles are now, people love those kind of details about the film. Seeing how you speak, what you look like. For you, it might be so boring but not for someone like us.

Crossword

ACROSS

- 1 Cockatoo cousin
6 Relaxing spots
10 Afrique du ___
13 Hank that voices Disco Stu on "The Simpsons"
15 It's put in poi
16 Pro-Second Amendment grp.
17 Rolling Stones hit that begins "I was born in a cross-fire hurricane"
21 It can be dominant in science
22 Largest Mayan ruin city
23 Backslide
26 Scrabble piece

ANSWERS TO PREVIOUS CROSSWORD

EMBALM	ABLE	AKA
GOOGOOGOON	NEED	KIM
GODOWSON	HISTORY	
STS	IRAE	INKS
DECOMMAAM		
MARIEANTOINETTE		
IMAGE	ATRY	IRON
MISS	MOTHS	FINE
ENT	PAVE	PAPER
DOAS	SYTH	ROMANSDO
LAI	RAIMS	
ESTA	CITY	ODE
THEY	TEACH	STUY
CAN	ELMO	GOATEE
HQS	XMEN	INGOTS

27 Tried on for size

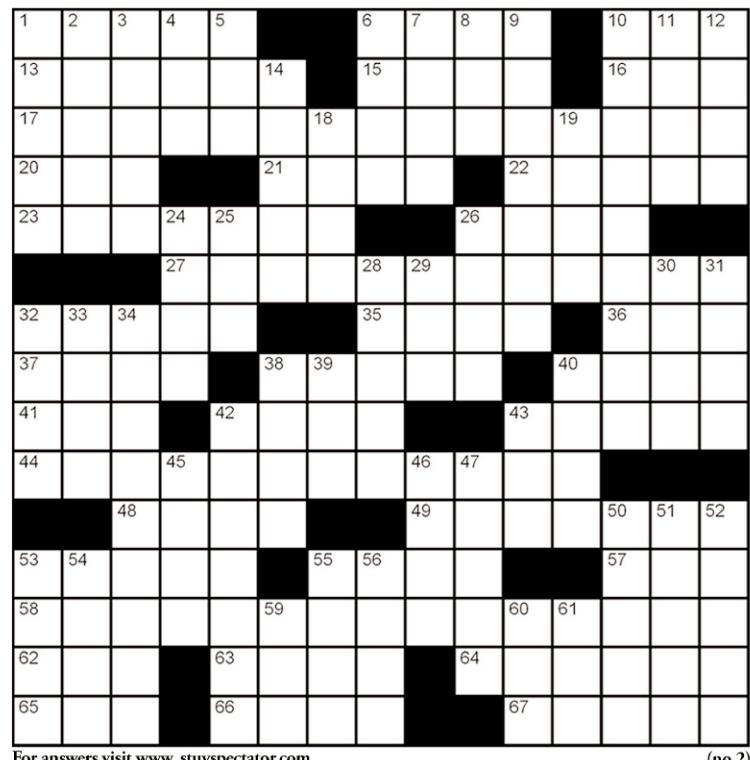
- 32 French clergymen
35 Female deer
36 Ming of the Houston Rockets
37 Harpo or Chico
38 Word that can follow the ends of 17-, 27-, 44-, and 58-Across
40 Brazilian soccer legend
41 Opposite of post-
42 Procrastinator's promise
43 Kicks
44 Taking it from the top
48 Vonnegut, Jr. that wrote "Slaughterhouse-Five"
49 Off the wall
53 Hullabaloo
55 "Hold it!"
57 Bar topic
58 Where to sign
62 College north of Stuy
63 Recording gizmo
64 Whopper
65 Power in math: Abbr.
66 Appear to be
67 Bias

Beep Beep

DOWN

- 1 "Ground control to ___ Tom..."
2 Blue hue
3 Humped beast
4 Jean of art
5 "Mario Party 8" player
6 "South Park" kid that exclaims "Oh my god, they killed Kenny!"
7 College east of Stuy
8 Torah keeper
9 Pushovers
10 Two ones, slangily
11 ___ Minor (Constellation)
12 "BFG" author Roald
14 Apprehensive feeling
18 ___ Kune Do, fighting style of Bruce Lee
19 Cheery tune
24 Tippy top
25 Yellowy fluid
26 "But did ___ feel the earth move?" Hemingway
28 Taking too much
29 "Mazel ___!"

by Natan Last

For answers visit www.stuspectator.com

(no.2)

Introducing Overheard at Stuy, The Spectator's newest Web exclusive!

Overheard anything interesting in the hallways? On the escalators? In class?

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4) Sat 3-7pm (3 sections):

English Reading & Writing (3 hrs) + Math (1 hr)

5) Saturday 10am-2pm & 3-7pm: Includes advanced classes for those who scored over 2000 on the SAT

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2) Chemistry: Sat 6-8pm (total 56 hrs)

3) Physics: Sat 8-10am (total 56 hrs)

4) Math (Pre-Calculus & Math Level II):
Fri 7-9pm (total 56 hrs)

5) U.S. History (SAT II + AP): Fri 5-7pm (total 56 hrs)

6) World History, Spanish, and English Literature 1:1 tutoring available

Essay Writing (Instructor: Greg Marks, Ph.D) - 9/10 Start

1) SAT I Essay: Tues 7-9pm

2) College Application Essays: Mon 7-9pm

Olympiad

1) Biology Olympiad: 9/16 Start. Sunday 1-4pm

2) Math Olympiad: 9/15 Start. Saturday 6-9pm

3) Chemistry Olympiad 1:1 tutoring available

4) Physics Olympiad 1:1 tutoring available

Cartoons

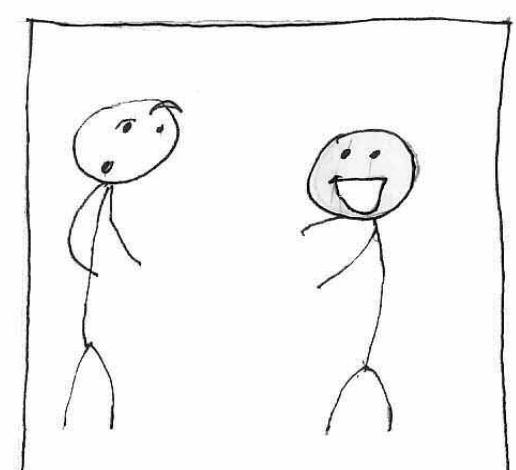
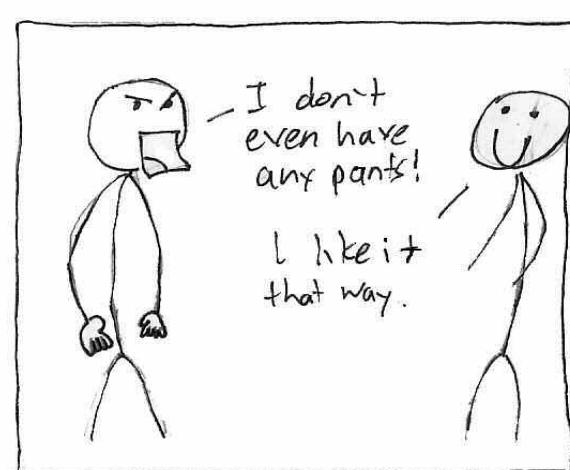
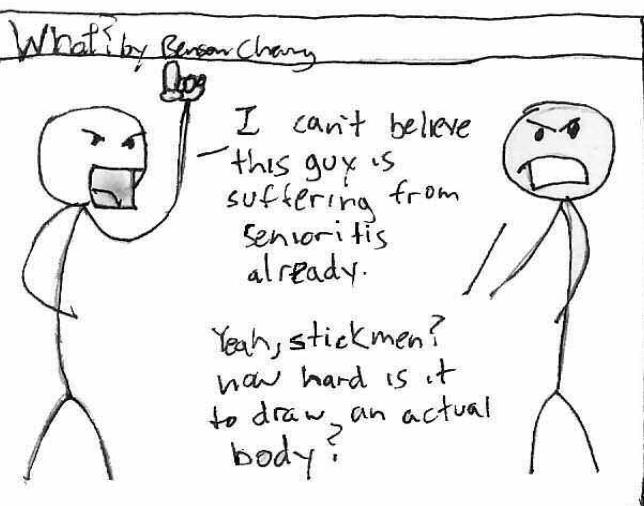
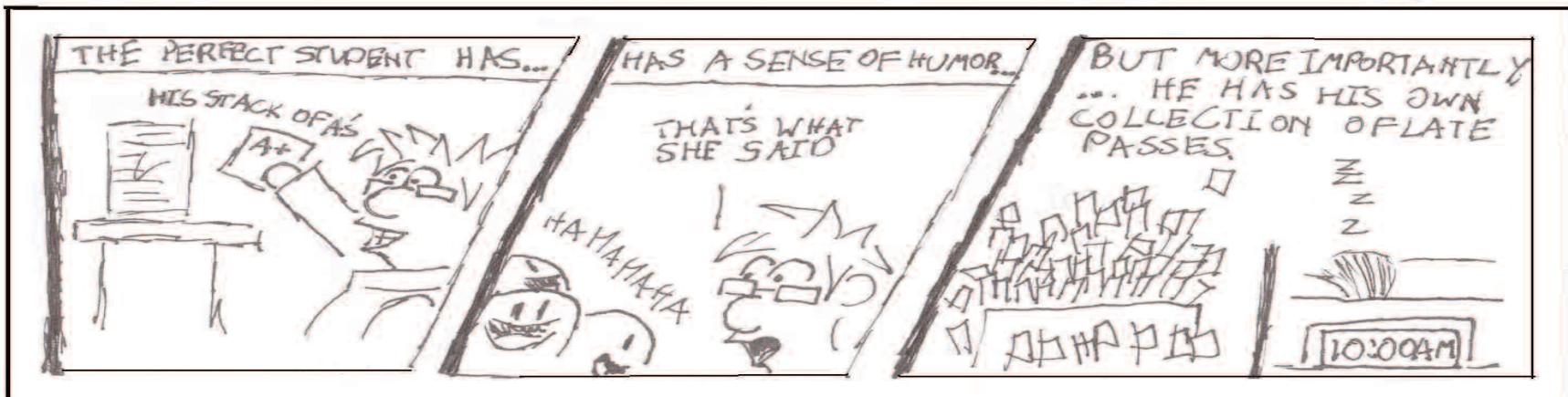
BEING ON TIME

BY MONIKA TUCHOWSKA



THE PERFECT STUDENT

By: Jason Shum



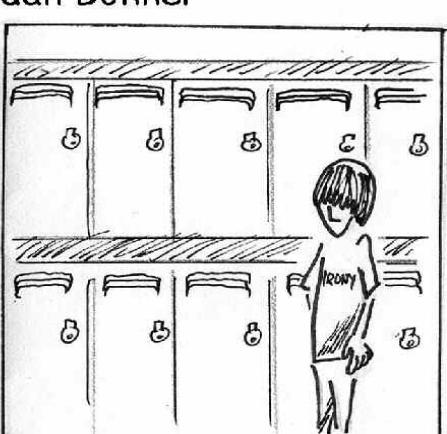
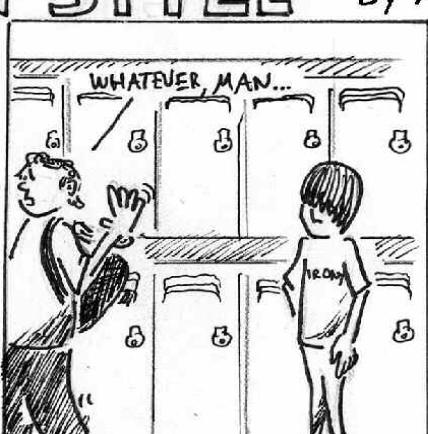
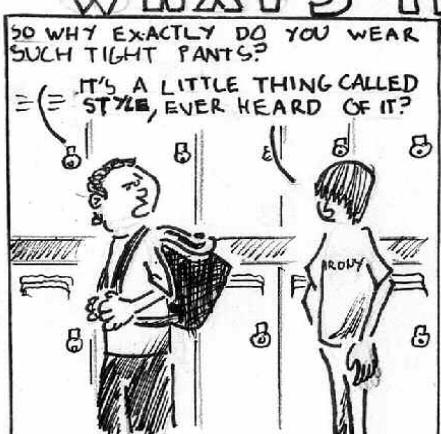
FIRST CRUSH

BY: SINGHA HON



WHAT'S IN STYLE

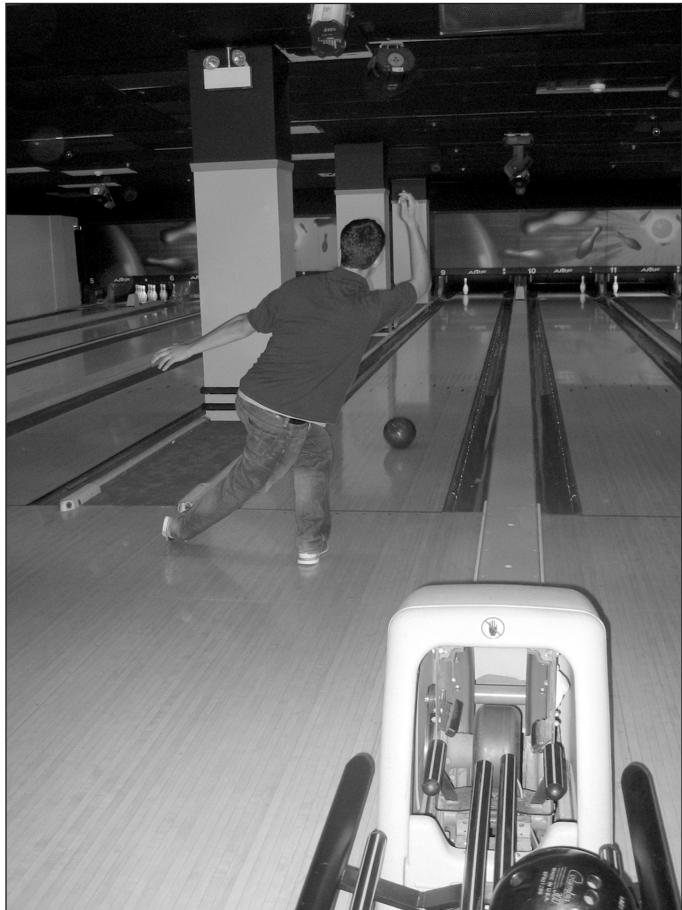
By Aidan Bonner



Sports

Boys' Bowling

Boys' Bowling Seeks Perfect Score



Betty Zhao / The Spectator

Senior and captain Scott Ritter leads his team to victory over Food and Finance High School at Leisure Time Lanes at the Port Authority Bus Terminal.

By JOHN CONNUCK
with additional reporting by
DAVID DEGUZMAN

Many things have changed for the Stuyvesant's boys' bowling team.

Former coach Larry Barth has retired. Three of last year's bowlers are gone, including George Zisiadis ('07), who bowled an average score of 173.63. And boys' tennis coach Timothy Pon, who endured a 4-6 record with that team last spring, is taking up the reins as head coach of the boys' bowling team.

The Stuyvesant athletic program has also reduced the team's funding. Though the Public Schools Athletics League will continue to pay for the season's games, the team will pay for practice sessions and tryouts.

"It's disheartening and surprising that they would do that to a team that has the best record in Manhattan," sophomore Leo Ernst said. Last year, the team finished its regular season with a 10-0 record in their division.

Currently, the team is paying \$5.75 per game for practice sessions at Leisure Time Lanes, located at the Port Authority Bus

Terminal. Previously, each game cost \$4.50.

Despite these obstacles, "Going undefeated this year is definitely a possibility, seeing as we have a very strong team," senior and captain Scott Ritter said.

Reaching the standard that Barth has set over the past few years will be difficult. Barth retired from coaching last spring to focus more on his family. He had coached the boys' bowling team for since 1986 and achieved a 52-4 overall record over the last four years.

"I think Mr. Pon is up for it," Ritter said. "Bowling is bowling, no matter how you look at it."

Yet some team members doubt whether Pon, who now serves as a substitute teacher at Stuyvesant, is right for them. Since coaching the boys' tennis team in 2001, Pon has coached only three teams that finished with a winning record.

"He's not as involved as much as the team expects him to be," senior Andrew Yang, returning for his second year on the team, said. "The rest of the team doesn't seem to appreciate how he coaches."

"He really wants to win and he does that by putting the team

in the hands of the seniors," said Ernst. "That's a good decision."

While Pon hasn't had recent success in boys' tennis, the boys' bowling team has already won the first two matches of the season. But this performance has more to do with the bowlers than with the coaching. "While Mr. Barth's experience is not there, the older members of the team have done a good job passing their suggestions on to the younger guys," Ritter said.

One of those younger guys is sophomore and rookie Jack Pipitone, who bowled a 135-point average in his first two matches this year.

Ersnt is also shaping up to be one of the team's top bowlers this year, earning 176 points on Thursday, September 27 in a match against Food and Finance High School. Stuyvesant defeated Food and Finance in three games: 547-361 in the first game, 643-347 in the second and 414-361 in the third.

It would appear the only thing missing from this year's team is a name. "We've thrown around a few names ourselves, nothing has really stuck. The name is definitely a work in progress," Ritter said.

Jets' Safety Eric Coleman Comes to Stuy

By MELISSA LOK

The Stuyvesant football team, the Peglegs, and cheerleading squad had a treat on Wednesday, September 25: Eric Coleman a safety for the New York Jets, a professional football team, spoke to the students about nutrition and health during third and four periods in the library. Coleman, school food program representatives and the Department of Education chef, Jorge, discussed the importance of a proper diet.

Coleman explained appropriate nutrition by talking about his daily food consumption. "He eats fruit and yogurt before his games because it is not dense," junior and cheerleading squad member Christine Chung said although he said his favorite food is "his mother's spaghetti and meatballs."

Coleman's priority was to promote the school's food program since New

York students do not take full advantage of the free breakfast and cheap lunch available. "Other states have a higher percentage of kids eating school lunch," said senior and Pegleg, Patrick McNally.

Following the presentation was a question and answer session. During this time, Coleman took an opportunity to speak specifically about his football experience.

Those who asked questions received autographed memorabilia and although he was asked to attend the Peglegs' homecoming game on Friday September 28, he was forced to decline because he had to play a game the same night.

Many players however, felt that the lecture on nutrition was disappointing. "It was irrelevant, he didn't really talk about football," said sophomore and co-captain of the junior varsity Peglegs, Ari Fima.

Athletic Stuyvesant Alumni: Where Are They Now?

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don't have time to play sports."

Weinstein remains active in the Princeton community though he no longer plays college sports.

"I'm trying to focus my energies on student government and classes," he said.

His involvement in student government dates back to his early days at Stuyvesant. After Gary He ('02) granted him control of stuynet.com, the popular online student forum, Weinstein used his skills as a webmaster to revamp this site and change its name to the current stuycom.net.

This got him involved in the Student Leadership Team (SLT), an organization in which students, parents, and faculty discuss school issues and policies. This gave him the experience he now needs to work on extending stu-

dent services at Princeton. Specifically, he is trying to add a discount system similar to the Stuyvesant Advantage Card.

Weinstein is majoring in East Asian Studies, with his primary area of focus being China. He has been to China the past two summers as part of an intensive language program called Princeton in Beijing.

"I could've taken French, but instead I decided to try something new, something interesting," he said, on choosing to take Chinese. "I just got really into it."

Weinstein has some advice for current Stuyvesant athletes. "Focusing on schoolwork is very important. So if you're going to do a sport, put your heart into it, and don't just do it for the sake of doing it, because you can really have a great experience if you truly enjoy it," he said.

SPORTS CALENDAR

Saturday, October 6
Boys' Cross Country and Girls' Cross Country
Mayor's Cup Cross Country Championship Van Cortland Park

Tuesday, October 9
Girls' Swimming <i>vs.</i> Dewitt Clinton 4:30 PM at Stuyvesant swimming pool

Wednesday, October 10
Girls' Bowling <i>vs.</i> Murry Bergtraum 3:45 PM at Leisure Time Recreational

Thursday, October 11
Boys' Soccer <i>vs.</i> Julia Richman Education Center 4:00 PM at Central Park: North Meadow Field A

Monday, October 15
Girls' Swimming <i>vs.</i> Curtis 4:30 PM at Stuyvesant High School

Tuesday, October 16
Boys' Bowling <i>vs.</i> University Neighborhood 3:45 PM at Leisure Time Recreational

Wednesday, October 17
Girls' Volleyball <i>vs.</i> Washington Irving 5:30 PM at Stuyvesant Gym

Thursday, October 18
Boys' Fencing <i>vs.</i> Millenium 4:30 PM at Stuyvesant Gym

Friday, October 19
Boys' Soccer <i>vs.</i> Beacon 4:00 PM at East River Park / Grand Street

Saturday, October 20
Boys' Football <i>vs.</i> Wadleigh 3:00 PM at Brooklyn Tech Field

Football

Peglegs' Offense Brings Win Home



The Peglegs' defense takes down a running back from Alfred E. Smith High School during the varsity team's 30-7 victory game at homecoming Friday, September 28.

Jacob Newman / The Spectator

continued from page 16

receiver Dmitriy Timerman for a 59-yard pass to Smith's one-yard line. After being sacked on the first down play, Alam threw a short touchdown pass to Pegleg junior and wide receiver Nick Goldin. The extra point helped the Peglegs regain the lead, with the score 11-8 at halftime.

The Stuyvesant offense improved from the start of the second half as Peglegs senior and running back Amos Dai led the rushing attack on each Peglegs drive. Timerman caught two touchdown passes and senior, captain and running back James Morrissey ran an additional touchdown from inside the 10-yard line.

"We feed off of our defense because sometimes we have some trouble starting," Alam said. "Our defense really helps us settle down."

The Peglegs prevented Smith from gaining a first down in the second half and Goldin made his second interception at the end of the game to pre-

serve the 30-8 victory.

The victory is the Peglegs' first at Pier 40, their new home. Their first game against John Adams High School on September 7 resulted in a 22-8 loss. Last year, the team played home games at Brooklyn Technical High School's field.

"Playing at Brooklyn Tech was nice, but there's nothing really like this," Goldin said.

The fans played an important role in the Peglegs' homecoming win, according to Alam. "People came out [for] homecoming [and] supported us," said Alam. "We really get a boost whenever they come."

Despite an improved offense, Sacks praised the Peglegs' defense, which he said was the "cornerstone" of their performance. "We saw a couple of holes in [Smith's] defense and took advantage," Sacks said. "A couple of guys got their hands on the ball and that's what we needed."

The Peglegs still have six games to play in their season before they meet their goal: making the playoffs.

Boys' Fencing

With Two of the Best Gone From Hunter, Untouchables Begin "Undefeatable" Season

continued from page 16

our 'A' bouts, which are [each] worth one point out of a nine-point game. They trained a lot and we just got swept," said Tang.

But the Hunter fencing program lost several integral players that graduated in June 2007, including one of the strongest players in the city, Michael Elfassy ('07). Besides leading his team to back-to-back city championships in 2006 and 2007, Elfassy also won several individual titles, as well as a gold medal for his club team at the Under-17 Junior Olympics in 2006.

With Elfassy off to Princeton University and most of the Untouchables' lineup still intact from 2006, the Untouchables have good reason to be confident.

Tang said, "This year though, I don't think they stand a chance and I'm 99 percent sure it'll be our win."

"Everybody in my starting team this year has a national



rating," said coach Joel Winston, coach of the Untouchables for only the second consecutive year since the co-ed team split into two.

Fencers like Tang and senior Angus Armstrong have a national rating from 'A' to 'E' based on their participation in non-school related national competitions held by the United States Fencing Association. An 'A' ranking is the highest ranking available. Most of the team is either ranked 'D' or 'E' based on the classification system.

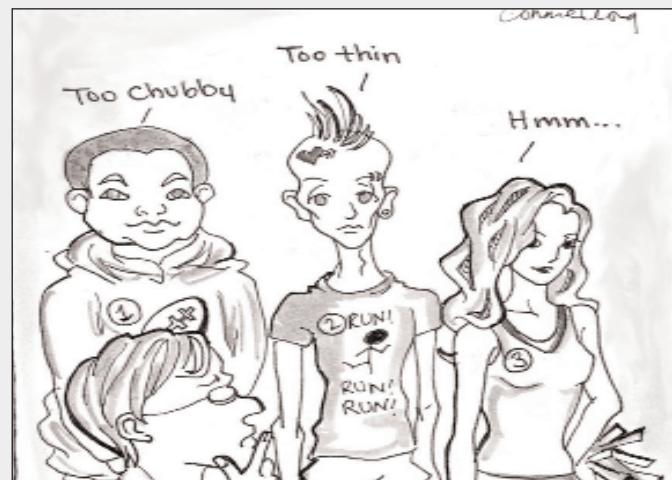
Winston said, "I think we have a very strong team. We look undefeatable."

One Way or Another, Coaches Find Their Place

continued from page 16

theory, but there are some restrictions. The Department of Education (DOE) and the PSAL enforces a retention rights policy, which allows coaches who have coached in a school for two years to retain one of their teams. There is also an equity clause in the United Federation of Teachers contract that states coaches within the same school must work equal hours.

The retention rights policy and the equity clause play a role in determining which people coach which teams. They both heavily affect how many coaching jobs are open to others, while making it possible for certain coaches to continue coach-



For example, if one coach has three teams, and another coach has only one, then most likely the first coach would give away one team so that both coaches would have two.

These requirements cause many Stuyvesant staff members to decide against coaching teams. "There are not a lot of people that apply for coaching jobs," Fisher said. "It's not a glamour job." This often leads Singer to look outside of the Stuyvesant community for coaches.

Current coach of the Hitmen, John Carlesi, who is a teacher at PS 230, was hired after being suggested by Hahn and former coach Peter Bologna. "He was an assistant coach for about three years," said Hahn. "Before that he coached [junior varsity] ball at Lincoln [high school] in Brooklyn." Carlesi also owns the Florida Spring Training Camp in Florida which the team attends every April. Following an interview with Singer, Carlesi was hired.

Singer has also found coaches through advertising or mutual friends. More often than not, she said a prospective coach gets the job by "being in the right place at the right

time," as was the case for Joel Winston, coach of the boys' and girls' fencing teams. He was offered the position almost as soon as he became a teacher at Stuyvesant. In other cases, someone recommends a qualified person to Singer. Fisher recommended Adam Goldstein, who was hired as the boys' and girls' soccer coach.

Experience and prior suc-

cess in a sport go a long way in getting a coaching position. If the team is "not getting their needs met," said Singer, then the coach is likely to be removed.

Coaching is a position that takes dedication. "For that 45 minutes of glory, you got to do eight to ten hours of gut work," Fisher said.

Boys' Soccer

Stuy Ballerz Almost Become Stuy Brawlerz in 3-0 Rout

continued from page 16

team and we came out with the win," said Levy.

An animated confrontation, which almost turned into an all-out brawl, added to this game's excitement. In the second half, a Julia Richmond player gestured threateningly at Stergiou, who responded defensively, prompting players from both teams to congregate around them. The immediate intervention of the referee prevented a brawl, although the same Julia Richmond player was handed the only yellow card of the game 30 seconds later for attempting to hit senior defender Nedal Darwish with the ball.

This incident aside, the solid victory is evidence that the Ballerz' new coach, Adam Goldstein, and his new practice routines, are paying off.

"We're training hard, putting in a lot of work. I've seen improvement," said Stergiou.

Though sophomore defender Andres Fernandez said the Ballerz are "crunched for space," Stuyvesant has been able to use its small field on the

Pier 40 roof to work on cardiovascular exercises such as running and leg lifts, as well as to improve upon soccer fundamentals.

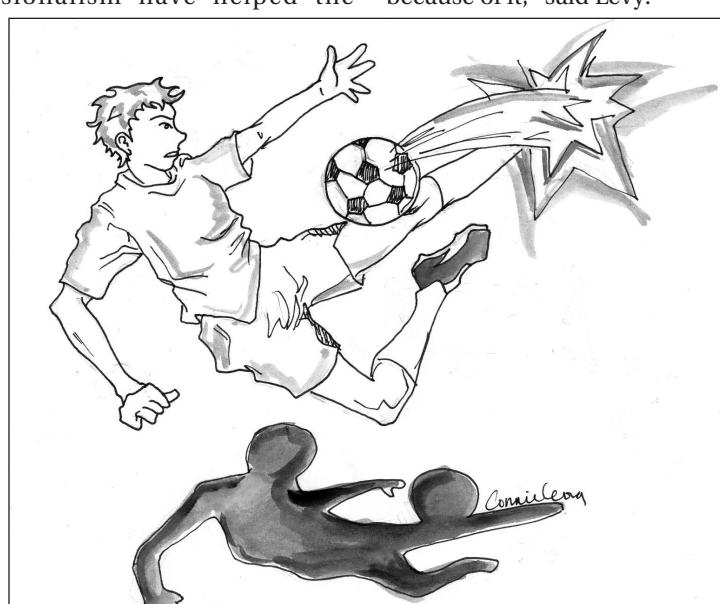
"It's amazing what we are able to do without a permit," said Goldstein.

In addition, a more knowledgeable coach and a general sense of enthusiasm and professionalism have helped the

Ballerz improve both on and off the field.

"The coach brings a new level of discipline and control to the team," said Levine. "During practice, the team stays more acclimated with each other, which allows us to be more comfortable on the field."

"There's a lot more of a team bond, and we're playing better because of it," said Levy.



THE SPECTATOR SPORTS

Football

Peglegs' Offense Brings Win Home

By YIFENG ZHAO

Coach Brian Sacks, in his second year leading the Stuyvesant Peglegs, the boys' football team, got drenched with water well after the brief, yet heavy rain stopped prior to the varsity team's homecoming game Friday, September 28.

The team doused Sacks with water after it won, 30-8, against Alfred E. Smith High School. "It feels great. I'm nice and wet," Sacks said.

The Peglegs' second consecutive victory improved their record to 2-2. The varsity team's win also came at the heels of junior varsity win, 14-0, against Smith.

The Peglegs gave the students, parents and alumni packed in the bleachers at Pier 40 something to cheer for. The defense kept Smith from scoring more than a touchdown and a conversion, while the Peglegs recovered two fumbles, and forced two safeties and two interceptions.

The Peglegs came into this homecoming game with doubts about their offense after past

performances.

Both sides played the first half sloppily. Several bad punt snaps by Smith helped the Peglegs gain excellent field position in opponent territory. Junior and Pegleg linebacker Michael Oh helped Stuyvesant get on the scoreboard after he sacked Smith senior and quarterback Luis Garcia in the end zone to force a safety, giving the Peglegs a 2-0 lead.

However, the Peglegs' offense was unable to take advantage of numerous opportunities in the red zone. Stuyvesant had only a 4-0 lead midway through the second quarter.

Things started to look grim when the kicking teams failed to catch the safety punt and Smith senior and running back Shamar Wright broke free with the ball. Wright then ran down the field to score the touchdown. Following the conversion, Smith had an 8-4 lead.

The Peglegs answered when senior and quarterback Shafi Alam passed to senior and wide

continued on page 15

Athletic Stuyvesant Alumni: Where Are They Now?



Sasha von Oldenhausen / The Spectator

Joshua Weinstein ('05) was captain of both the hockey and soccer teams as well as the now defunct lacrosse club.

Joshua Weinstein
Soccer and Hockey
Princeton '09

By LUC COHEN

The last time Joshua Weinstein ('05) appeared in this newspaper, it was in recognition of his high school athletic achievements. He was the co-captain of the soccer team, for which he played three years of defense and midfield, and the co-captain and two-time MVP goalie of the ice hockey team.

"He was captain and he tried to lead the team," said senior and co-captain Alex Stergiou, who was a freshman on the soccer team during Weinstein's senior year.

"Whenever we needed to be picked up after something happened, he was usually there," said senior and co-captain Matthew Konigsberg.

Due to the increased amount of work he would encounter upon entering Princeton, Weinstein decided not to join a varsity team, which would require a great amount of time and commitment. Still, for Weinstein, it was a tough decision to make.

"When I got to Princeton, I

was deciding between joining club hockey and club soccer," Weinstein said. "Because I played it from freshman to senior year, I decided club hockey would be a better bet."

Club sports are a growing trend on college campuses. Since club teams hire coaches, practice and play against other schools, they provide more competition than intramurals without requiring the intense commitment of varsity teams.

Currently a junior, Weinstein stopped playing club hockey at the end of his sophomore year. "The club experience was okay," he said. "There was a lot of competition for spots because I was a goalie." Freshman year, he shared playing time with a junior goalie, until the fourth string varsity goalie decided to play on the club team, limiting their respective playing time. By sophomore year, the other club goalie had priority since he was a senior, so Weinstein's playing time suffered again.

"This year and next year I would have had a lot of playing time," he said. "But I just don't really have the time to devote to it anymore."

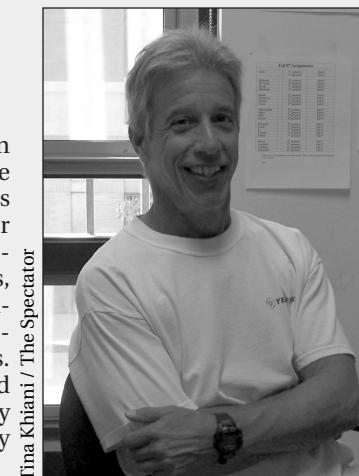
There is a lot he misses about playing sports in high school.

"Stuyvesant hockey and soccer were great experiences," he said. "I had a really great time and I made some good friends. I exercised a lot, which, sadly, I guess is taken for granted when you're in high school, because when you're in college, people are so busy that they forget about going to the gym and they

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One Way or Another, Coaches Find Their Place

By OLUMUYIWA IDOWU and CHRISTOPHER ZHAO with additional reporting by SAM CYTRYN



Tina Khiani / The Spectator



Sadman Islam / The Spectator

Derek Jeter, Carlos Beltran and Eli Manning will forever be remembered and glorified as the heroic players of their teams. Yet behind these athletes are geniuses of the sports, rarely credited for their dynamic strategies and great knowledge of the game: the coaches. They manage the teams and lead them to success. How they are chosen may ultimately determine the fate of the team.

Stuyvesant High School is home to 33 Public Schools Athletic League (PSAL) sports teams, including everything from football and basketball to fencing and handball. Many coaches also hold a teaching position at Stuyvesant.

Choosing the people who coach our sports teams involves a strict procedure. Beginning in June, Assistant Principal Health and Physical Education Martha Singer posts information about open coaching positions for the upcoming school year.

The job, however, does not

come without requisite qualifications. Coaches must be certified in First Aid training and in cardiopulmonary resuscitation as well as automated external defibrillation (CPR/AED).

Training is provided by the American Red Cross and each certification must be renewed. First Aid certifications must be renewed every three years, while the CPR/AED test must be passed annually. Furthermore, coaches must be teachers, even if it is not at the school at which they coach. "I

can't be the official coach on paper because I am not a teacher," said assistant coach of the Hitmen, the boys' baseball team, Matt Hahn.

After candidates fill out an application, an interview with Singer is set up.

Girls' volleyball coach Philip Fisher, who has coached five teams during his eight years at Stuyvesant, said, "All the coaching jobs are open every year [...] to anyone." This is true in

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Boys' Basketball

Stuy Ballerz Almost Become Stuy Brawlerz in 3-0 Rout

By MATTHEW BATTIFARANO

In the 2006 Soccer World Cup, French midfielder Zinedine Zidane infamously head butted Italy's Marco Materazzi as part of a second half brawl. Although coming close to a similar fate, the Ballerz, Stuyvesant's varsity boys' soccer team, avoided such action when cruising to a 3-0 victory over Julia Richmond Educational Center on Thursday, September twenty-eighth.

Some players viewed this game as the team's first winnable one of the season, seeing as the only other games the Ballerz had played were against Martin Luther King, Jr.

High School (MLK), which was ranked third in the nation last year, and Beacon High School, a perennial challenger to MLK. Still, the victory was by no means an easy one.

Looking to break the 0-0 tie five minutes into the first half, senior midfielder Alexander Stergiou ran a fast break up the left side. The ball was cleared, and only five minutes later,

freshman forward Arik Raviv appeared to have scored on a direct free kick. But the referee called an indirect free kick. According to Public Schools Athletic League (PSAL) regulations, at least one other player would have had to touch the ball before it went into the goal. Since this didn't happen, the

goal didn't count.

"After they disallowed it, I wanted to hit the referee," said a frustrated Raviv.

Nonetheless, Stuyvesant did not have to wait long for a goal. At 20 minutes, Stergiou scored off a header from junior forward Dylan Levy. Raviv and sophomore midfielder Cody Levine each contributed a goal in the second half.

"I had an open path to the goal," Levine said. "I felt pressure coming from behind and took the shot from the right corner. The ball headed toward the right corner of the goal."

"We really played hard as a

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Boys' Fencing

With Two of the Best Gone From Hunter, Untouchables Begin "Undefeatable" Season

By HOWARD LAM

While other fall sports teams have already begun the season, the boys' fencing team, the Untouchables, doesn't begin play until Wednesday, October 5. Yet, the team looks forward to its much anticipated rematch with Hunter College High School, which is coincidentally Stuyvesant's first opponent of the season.

Tryouts were held during the first and second weeks of school. More than 40 students tried out for the 20 spots on the team.

"Tryouts this year were really intense. Since there can only

be so many people on the team, we all had to bout each other quite a few times and the people with the worst records got cut," said sophomore veteran Liam O'Brien.

Two new high schools, New Explorations in Science, Technology and Math High School (NEST+M) and Millennium High School, have joined the Manhattan Fencing Division with Stuyvesant this year. But the Untouchables know very little about them.

Since there are no scrimmages, the team won't know the strengths of other teams in the division until Stuyvesant plays them during the regular season.

"We basically have the strongest team in the city and we worked really hard to get to where we are," said senior and captain Jonathan Tang. "We practice outside of school as well but we almost never see other teams practice outside in fencing centers."

Yet, the team knows much about Hunter's team, which the Untouchables tied with for first place in the division last season. Stuyvesant then lost the championship match to them last November.

"The reason we lost last year was because we lost all four of

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