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Cocoros Wins Sloan Award



James Cocoros, math teacher.

By ELENA MILIN

Stuyvesant math teacher James Cocoros is one of seven winners of the 2011 Sloan Awards for Excellence in Teaching Science and Mathematics. The Alfred P. Sloan Foundation, under the aegis of the Fund of the City of New York, gives the award annually to New York City public high school teachers who achieve superb results and inspire young people to pursue careers in science and mathematics," according to the Sloan Foundation's Web site. Each teacher receives \$5,000, and his or her respective mathematics or science department receives \$2,500 to improve its quality of instruction.

Anyone who is familiar with a teacher's work can nominate him or her. However, the name of the individual who nominated Cocoros was not disclosed.

Cocoros has been teaching at Stuyvesant for seven years, and

taught at Sheepshead Bay High School for five years before that. He has also been the head coach of the New York City Math Team for six years. In that capacity, he has consistently helped train winning teams for Americans Regions Mathematics League and New York State Math League competitions.

Cocoros was greatly influenced by his friend and mentor, Larry Zimmerman, who taught at Brooklyn Technical High School until 2009. Cocoros first saw Zimmerman teach at a math team coaches' meeting. "The passion, the interest and the curiosity, and the way he uncovers and unravels what's going on [in a problem] is something that I try to emulate," Cocoros said. "The idea that you could take something that seems so very simple, but can actually turn [it] into something really fascinating and complex and rich is something I try to bring to the classroom."

Cocoros first learned of his nomination from Harry Kavros, an Associate Dean at Fordham University, who wanted to write a short biography about Cocoros to submit to the Sloan Awards committee. In October, Teitel informed Cocoros that he had won the award.

"The award came as a surprise and a shock. I mean, it's very, very humbling. And in a lot of ways, I'm very, very lucky, because I teach at Stuyvesant," Cocoros said. "This school is really an embarrassment of riches, as they say."

Subsequent to Cocoros's nomination, Kavros interviewed Teitel, Assistant Principal Mathematics Maryann Ferrara, former Assistant Principal Mathematics Danny Jaye, and many of Co-

coros's former and current colleagues and students.

"He has a wonderful rapport with the class," Teitel said. "He breaks up the problem nicely, explains each part, and everybody comes along without feeling stressed."

Ferrara said that Cocoros "makes math fun," recounting an instance when he dressed up as Zorro for his Advanced Placement BC Calculus students. "When he is in front of the classroom, you're sure there's no place else in the world he'd rather be," she said.

Many of Cocoros's students said that what they admire most about him is his enthusiasm. "Mr. Cocoros's passion for math is clear, as he always makes difficult calculus problems both entertaining and understandable through clever tricks and stories," senior Loulyana Saney said.

The award ceremony occurred on Wednesday, November 16, at Cooper Union. During the event, a short video highlighting Cocoros's accomplishments as a teacher was shown and Cocoros was presented with his monetary award. On Friday, November 18, during first period, a separate ceremony, which was attended by members of the Stuyvesant Math Team, was held in the Murray Kahn Theater at Stuyvesant. Representatives from the Sloan Awards program gifted a check to the school.

"From the first day I started teaching, I loved it, and I can't imagine doing anything else. And it's kind of funny that I look back and it's like, 'Wow, I stumbled into the best job in the world,'" Cocoros said.

class after meeting her at a theater performance since McLaughlin's most recent play, titled "Septimus and Clarissa," was a stage adaptation of "Mrs. Dalloway" by Virginia Woolf. Students in Schechter's class were reading the book at the time of the visit.

"She comes across as very theatrical, very scholarly, very passionate about what she does. I really like how in her conversation in our class, she used terms that we used in class. It made [the book] really real and had larger implications," Schechter said. "I felt her interpretation was a worthwhile one for students to be exposed to, and having another voice and another expert in the classroom allowed us to go beyond what we normally get to in our lessons."

McLaughlin has received a number of notable awards for her plays, many of which have been performed nationally and internationally, including the Susan Smith Blackburn Prize, the Writer's Award from the Lila Wallace-Reader's

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Opinions

out a window, offstage.

Students in English teacher Holly Schechter's 4th and 5th period AP English: Great Books classes were given the opportunity to view such a scene when playwright-actress Ellen McLaughlin visited Stuyvesant High School on Wednesday, November 9. Schechter invited McLaughlin to visit her

A Day in the Life of a Stuyvesant "Delinquent"

What happens to the forgotten students?

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Memorial Held for Richard Geller

By ANNE CHEN
and LILY LEE

Friends, family and students gathered to celebrate the life of teacher, mentor, family member, and role model Richard Geller. They shared memories in a tribute to his work and dedication.

The Celebration of Richard Geller memorial was held at Stuyvesant High School on Wednesday, November 9, from 4:00 to 5:30 p.m. in the Murray Kahn Theater.

Geller, who was in his 30th year teaching at Stuyvesant, passed away on Tuesday, November 1 due to advanced melanoma cancer.

"I thought [the memorial] was originally going to be a very sad event but it was more like a happy event to remember everything that he had," junior Victoria Yuan said.

The memorial featured several performances, starting with movements from Bach's "Suite No. 3 in D Major," played by the Stuyvesant High School String Quartet, which consisted of juniors Derrick Choe and Emma Frucht, and sophomores Jason Polychronakos and Daniel Thin.

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The Crossword King Alumnus Feature

By KAVERI SENGUPTA

For Stuyvesant alumnus Milo Beckman ('11), who is currently a freshman at Harvard College, creating crossword puzzles is the perfect way to alleviate boredom. "I had a second period free my senior year, and I just started doing the crosswords, because I really had nothing better to do, and I was like, 'Hey! I like crosswords! I should start making some of them,' and I did," Beckman said.

Three of his puzzles have been featured in the New York Times. The first was published this past June.

"Three are published. A couple more were accepted, and some are sent in but not responded to yet. The first one was a themed puzzle [for the] Friday [edition of the New York Times]," Beckman said.

"When I started making them, it seemed like the goal was to send them into the New York Times," Beckman said. "They just take submissions, and then [crossword editor] Will Shortz reads them and tries to do them, and if he likes them then he accepts them. He does edits and changes to make sure [they're] the right difficulty and then publishes [them]," Beckman said.

Shortz also buys the rights to every puzzle he decides to publish in the Times. "It's \$200 for all future republishing," Beckman said. "I'm basically living off of crossword money right now."

Though the money is helpful in his daily life, Beckman makes crosswords for the joy of it. "My

favorite part about making them is when things just happen to work out really nicely, and I don't have to do any work. It makes me really happy when there's one particular area of the puzzle that looks like it's going to be really difficult, [and it seems like I'll] have to spend an hour or so making sure it works out, and [instead] it just fills in very nicely," Beckman said.

Beckman's inspiration to create each puzzle comes from ideas that pop into his head. "A third of the time, [these ideas] just turn out to be an actual puzzle," Beckman said.

When assembling puzzles, Beckman relies heavily on a program called CrossFire. However, CrossFire does not do all the work for him. "The program can fill [the spaces in the crossword] in for you, but it's not very good, so you have to spend a good amount of time working through tough areas of the puzzle to try to fix it," Beckman said. "A lot of it is perseverance. When you have a hard time filling an area, if you try really hard, it works."

His crosswords were even a brief part of his years at Stuyvesant. "For the Indicator last year, they had me write a Stuy themed crossword that they never ended up including," Beckman said.

Beckman has only been making crossword puzzles for a few months, but plans to continue to create them in the future. "I'm now starting to make weekly crosswords for the Harvard Crimson. I'm not being paid for those, but it's fun," Beckman said.

Karen Chan / The Spectator

Ellen McLaughlin, playwright and actress.

By EDRIC HUANG

The scenery is dim, and a sole figure stands on top of a revolving staircase, thinking aloud: "Life was good," he says. Not long after, muffled sounds and a clock striking at the hour set the scene for a tragedy as the stage grows dark and the sole illuminated figure flings himself

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Arts & Entertainment

Tough Love Therapy

How one psychiatrist balances a hectic home life and high-maintenance celebrity clientele.

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[American Regions Mathematics League] and I got a call from his wonderful wife Barbara and she said, 'I have a little problem. I need to speak to Richard. Can you find him?' and I said 'Why don't you call him on his cell?' she said, 'He doesn't turn it on,' so I went looking for him and I said 'Richard, Barbara needs to talk to you. Can you please call her,' and he said 'Sure, can I borrow your cell phone?'" Linker said.

Assistant Principal Mathematics Maryann Ferrara shared her experiences with Geller's love of cuisine and fine dining. "One morning, he came in with a gift for me: a jar of Rao sauce. I looked at him solemnly and said 'Richard, I'm Italian. We do not use jarred sauce.' A week later, I had to go to Richard and humbly admit that maybe we Italians occasionally use jarred sauce," Ferrara said. "On another occasion, Richard brought me a piece of a lemon tart he had made. The recipe was from a Parisian pastry shop. It was delicious and I asked him for the recipe. Last spring, I told him that I had made his recipe and that his lemon tart was now ranked as the favorite dessert of the family."

English teacher Annie Thoms ('93) shared a story from when Richard Geller was her math teacher. She reflected on his ability to whole-heartedly absorb himself in all he did. "At one end

Memorial Held for Richard Geller

of year faculty barbecue, we all got a little slap-happy, and Rich Geller and I danced the twist. He threw himself into dancing with the same intensity with which he did everything. His wide grin at my disbelief at the moment—here I was dancing the twist with Mr. Geller—lasted for the whole song," she said.

Math teacher Dawn Vollaro also shared stories of her long friendship with Richard Geller. "Richard was not only there for me in the good times, but also for the sad. On that horrible day, September 11, Richard, seeing me crying uncontrollably, was the first to hold me and comfort me. I will never forget his act of compassion," Vollaro said.

Barbara Geller, his wife, also spoke. "I was married to Richard Geller for almost 28 years and I thought I knew everything about him. I knew I loved him deeply but I did not even come close to appreciating how much all of [Stuyvesant] loved him," she said.

His colleagues reflected on the inspiration they received from his dedication to math and his students and his willingness to share his skills as an educator.

"Being in the classroom engaging with his students was what gave Richard energy and life. As a teacher who plans to spend my life teaching, that is what was most inspiring to me about his example: the energy he brought to and drew from each

day at Stuyvesant," Thoms said. "He shared his passion generously."

"Throughout his life, Richard has been a constant: learned, forceful, open, generous, a hard-working colleague and friend. He taught us to love what we do every day, as if it was with passion and energy," Ferrara said.

Jason Geller, his son, talked about his father's supportive nature. "For myself, math wasn't number one. I liked different things," he recalled. "I said, 'Hey Dad, I want to go to film school. I want to learn about movies.' He was like, 'Okay. Go for it.' And then, I decided I wanted to learn another language. And then I said, 'Hey Dad, I want to go to Japan. I want to learn Japanese.'" And he was like, 'Okay. Sure. Go for it.' Later on, I was like, 'Hey dad, I want to go learn Korean. I heard the grammar is similar to Japanese. It should be easier.' 'Okay, go for it,'" he said.

At the end of his speech, he asked everyone in attendance to chant, "Math is number one," before jumping up and screaming in excitement, as his father was known to do.

The final performance was by John Taylor ('07), a student teacher at Stuyvesant and a former student of Richard Geller's. He played "Nocturne #5," a piano piece he composed in memory of Richard Geller.

"It was touching that someone took the time and effort to compose a piece strictly to the

memory of such a great man," junior Denis Plotkin said. "It was well written and well played."

Afterwards, friends, colleagues and students were invited on stage to share memories of Richard Geller.

Richard Geller was dedicated not only to helping Stuyvesant students, but all students. "His greatest, greatest joy was watching students on the subway do math. He shared with me a story that he was on the train and a student sitting next to him, probably not from Stuyvesant, was working on a problem. Richard stopped the student, [and] corrected him, as only Richard could," former Stuyvesant math teacher Daniel Jaya said.

Michael Hano ('81) attended Junior High School (J.H.S.) 143, where Richard Geller started out teaching. Hano heard of Geller's passing via e-mail, which also included a video of Geller recreating his commencement address. "I listened to the video and I did catch one mistake," he said. "The mistake he made is he referred to the student body as underprivileged kids. We were not underprivileged when we got to [J.H.S.] 143. There was Mr. Geller and Mr. Feldman there and they were there for us. We were privileged."

When he taught at J.H.S. 143, Geller, with his fellow teacher Barry Feldman, decided to change the math curriculum. Instead of spending a year reviewing basic mathematics with

seventh and eighth graders, they decided to prepare seventh graders for the Algebra I Regents and eighth graders for the Trigonometry Regents. "So he and Barry Feldman just pushed us, pushed us to prepare us for that Regents, like you wouldn't believe, lots of homework. This was the first year they were doing it. Twenty-two kids got 100 percent," Hano said.

Students also remembered Richard Geller for his kind words of advice. "He found out that I had become the Student Union President and he gave me some very wise words. He said, 'People are like an asymptotic function. They have limits,'" Student Union President Edward Cho said. "Those are the words that I kept close to my heart."

At the end of the memorial, Cho presented the Geller family with a letter from the Student Union and a book signed by members of the Stuyvesant community. "He is as much a part of the building as when he was alive," Cho said.

Faculty members commended Richard Geller for being a welcoming figure in the Stuyvesant community. "Thank you Richard for making me feel welcome for my very first day here," math teacher Ashvin Jaishankar said. "I only hope I can be half the teacher and man that you are and that wherever you are now, please continue to instill in all those around you that math is number one."

Stuyvesant Model UN Team Ranked Eighth in Preseason

By ANTHONY CHAN

The Stuyvesant Model United Nations (UN) team was ranked 8th in the New York League by Best Delegate in the education company's annual preseason list of the country's best Model UN teams.

Best Delegate is a for-profit organization that supports Model UN conferences and publicizes team accomplishments worldwide. Its Web site, BestDelegate.com, allows the members of the Model UN community around the world to share their experiences and connect with one another.

"BestDelegate.com was created, because the founders realized how much of an impact Model UN had on their lives—it helped them get into college, find their first jobs, and now start their own education company—and we wanted to use that knowledge to make a difference in the lives of others," Kevin Felix Chan, one of the founders of BestDelegate.com, said. "We created this Web site so that we could share our knowledge, centralize information, and promote Model UN."

Best Delegate categorizes high schools into one of the six regional leagues: New York, Mid-Atlantic, California, Midwest, Southern, and New England. It lists the top 13 teams of each league in its preseason rankings. The rankings are determined by the teams' performances at conferences the year before. The awards won by each team are converted into a weighted score, which is then used to create the rankings.

"Stuyvesant's Model UN program has stood out in multiple ways, from winning at major conferences such as UNA-USA MUN in the past to being one of the few high school programs on the East Coast to host its own conference," Chan said. "Last year was our first

year doing high school rankings, and Stuyvesant showed potential to break into the national top 25."

StuyMUNC, or the Stuyvesant Model United Nations Conference, is an annual conference the Stuyvesant Model UN team holds each spring.

"Recognition is very exciting, and I feel as though our fine team should be recognized in the highest possible way," economics teacher and faculty advisor Clarissa Bushman said. "All the Model UN kids worked very hard to make to it the highest possible quality experience they can."

The Stuyvesant Model UN team won many awards during last year's season. "We were successful at WAMUNC, which is the Washington Area Model United Nations Conference," Secretary General Annarose Jacob said. "We had three people win Best Delegate." The three winners were then-senior Josh Poretz, and current seniors Mostafa Elmabdoly and David Vander. Best Delegate is the equivalent of 1st place.

In reference to WAMUNC, StuyMUNC Director General Mostafa Elmabdoly said, "We had around a 50 percent award rate, and that is something we hadn't seen before."

"We were also very successful at Brown University's Model UN Conference," Jacob said. Current senior Devon Varrichione and then-senior Sam Furnival were both named Best Delegate there. Other members on the team won Outstanding Delegate (2nd place), Honorable Mention (3rd place), and Verbal Commendation (4th place) awards.

In addition, the Stuyvesant Model UN team also received recognition at the North American Invitation Model UN Conference (NAIMUNC), which is the largest conference in the western hemisphere.

The team is capitalizing on its momentum from last year's sea-

son. "We've been doing well, and we've only been getting better," Elmabdoly said.

Many new members joined the team, adding to its success. "We now have around 200 members, as opposed to around 40 last year," Jacob said.

The leaders have used a centralized approach to train new delegates this year. "Instead of breaking up into smaller groups, we're having everybody meet together," Deputy Undersecretary of Delegate Training Hannah Brodheim said. "We feel it works a lot better this way, where all the new delegates have the opportunity to learn the various speaking styles and strategies from different people in the club."

The team has been diligently prepping up for this year's season. "Essentially what we do is we meet a couple times a week," Delegate Trainer Isabelle Mahnke said. "So far this year, we've had a series of lessons of basic Model UN techniques such as how to write a position paper, and how to behave during committee."

"We've tried to plan practice sessions where we assign everybody to talk for a country and pretend that we're at one of the actual conferences," Brodheim said.

The Stuyvesant Model UN team is hoping for a successful season this year. "I see a lot of amazing new talent," Jacob said. "Some of our freshman won at their very first conference, which happens rarely."

Despite all of the preparation for the conferences, winning is not the sole goal of the Model UN team. "[The conferences are] actually really exciting. You get to meet all these different people from all these different places," Mahnke said. "You get together with these people and talk to them and pretend to solve global issues with them. It's like a bonding experience."

Poet Jason Koo Visits Stuyvesant

By RISHAM DHILLON

Poet Jason Koo, author of "Man on Extremely Small Island," visited Stuyvesant on Thursday, November 10, to discuss poetry with students. English teacher Emily Moore's Poetry class, as well as other students, attended the event, which was held in the library during 10th period.

At the beginning of the visit, Koo read a selection of his poetry out loud. The selection included "A Natural History of My Name," "Swearing by Effingham," "Struck from the float forever held in solution," and "Kissing you." Afterwards, students had the opportunity to ask Koo questions about his poetry and the writing process, and to buy an autographed version of his only book, "Man on an Extremely Small Island," published in 2009.

"He was very funny and charismatic, and his poems are really inspiring," junior Helen Ko said. "The expression and passion he used when reading the poems out loud helped me to understand the true meaning of the poems better," sophomore Julie Zhu said.

Moore, who had originally arranged the event with Koo, first met him at the Brooklyn Flea, an outdoor street fair, some years ago through a friend of a friend. A little while after that, she began to teach and discuss some of Koo's poems in her class. Koo also visited Ms. Moore's Poetry class last year. Moore believes that Koo's visits positively impact her class. "For my class, there are two benefits. One, I think the idea of a living writer is such a game changer for students. So often with literature, you read it, and then the book is closed at the end, and I think the idea that there is a writer that continues to write is very enlightening for them," Moore said.

Moore also believes that having the chance to meet "young



Jason Koo, poet.

Tong Wan / The Spectator

cool, and wonderful" poets is encouraging for students. "It's easier for the average Stuyvesant student to imagine themselves to be growing up like Jason Koo than Shakespeare," Moore said.

Koo's interest in becoming a professional poet, however, first arose when he was attending college at the University of Missouri-Columbia. There, with the help of great teachers, he began to develop an intuitive understanding about poetry. Koo also believes that the loneliness that he felt while attending college has influenced his poetry. He is now awaiting the publication of his next collection of poems, titled "America's Favorite Poem."

During the event, Koo advised aspiring poets to read a lot and write a lot, to help them develop their poetic skills. Furthermore, he encouraged them to be in poetry for the right reasons. "Make sure you want to write poetry because you want to be famous or to attract girls or boys or because you think it's cool. The other reasons fall away after a while," Koo said.

Stuy Quiz Bowl Team Undefeated at First Tournament

By SABID MANICK

Like watching Jeopardy! Quiz Bowl is the even faster-paced team version, buzzers included.

Stuyvesant's Quiz Bowl team, Team TriBeCa, attended the Hunter Mirror of the Fall Novice Tournament at Hunter College High School on Saturday, October 29. Opposing schools came from the New York City area. The team had an undefeated record at the tournament.

Quiz Bowl is a national trivia game for high school students. Tournaments start with 20 toss-up questions in each hour-long round between two teams of four players each. There is no set number of rounds per tournament or time limits for each round. The team that answers a toss-up correctly is then given the chance to answer three related bonus questions.

Quiz Bowl questions are varied in subject, as they cover a typical high school curriculum as well as current events, sports, and popular culture. At the Hunter tournament, "there was plenty of art, there was history, there was some geography, there were mathematical

"It was a success. At first, they weren't used to the format but we got used to it pretty quickly and we started doing better."

Team TriBeCa won all seven of its rounds. In total, there were only seven rounds because the competition ended early due to impending inclement weather. It was originally set to run to around 6:00 p.m., but was stopped by 4:00 p.m.

The team started off the tournament playing against Bergen County Academies. It was their hardest round of the day since they were evenly matched and the players had to adjust to the competition atmosphere. "The first game was pretty close. It was decided right at the end but then the rest was pretty easy," Chao said.

There were a total of 24 teams present. Teams came from high schools in areas outside of New York City such as New Jersey and Long Island.

During the season, the Stuyvesant Quiz Bowl teammates meet twice a week for practice. In preparation for upcoming tournaments, they organize mock rounds. The mock rounds are less formal than actual tournament rounds as they are geared more towards learning the material.

"It's really just the luck of the draw, because sometimes you'll know something and sometimes you won't, and the questions are different every time," Oltarsh said. "The teamwork is important because some people know a lot of things in certain subjects, but some people don't. If there's a person who's really good at history and another that's good at science, that'll work."

Team TriBeCa is aiming to go to 10 tournaments in the upcoming Quiz Bowl season. They are hoping to qualify for the High School National Championship Tournament (HSNCT) held by the National Academic Quiz Tournaments (NAQT). Teams qualify based on their performances at NAQT tournaments throughout the season.

"In the past," Stanford said, "[Stuyvesant] did very well so I'm confident that now we can again replicate that success."

The Stuyvesant Quiz Bowl team, founded in 2005, came in 21st place out of 160 teams at the HSNCT tournament in 2007.

Social studies teacher and Quiz Bowl faculty advisor Matthew Polazzo believes Team TriBeCa is well prepared for the upcoming season. "They're really smart, motivated kids. It seems like they're going to do great," Polazzo said.

The team is also aiming to make Quiz Bowl a larger presence in the Stuyvesant community by organizing StuyBowl, a Stuyvesant-themed Quiz Bowl tournament. The Quiz Bowl team has never held an event like it before. Questions will be Stuyvesant-related and examples of potential question topics include SING!, Principal Stanley Teitel, and notable alumni.

"We have a much larger club [this year] and we're going for much more visibility," Stanford said. "We're being much more engaged [in the Stuyvesant community]."

New College Interviewing Workshops

By SABID MANICK

In an effort to help seniors prepare for upcoming evaluative interviews, the guidance department and college office will be holding a series of college interviewing workshops from Monday, November 14, to Friday, December 2.

"The guidance department and college department consulted on providing additional services to the seniors," guidance counselor Ronnie Parnes said. "It's a very stressful time for them and they need all the extra services they can get."

College counselor Gregg Walkes encourages students to attend the workshops. "A lot of kids haven't had exposure to these situations and need to be familiar with them," he said. "Students will get practice out of this for their college interviews and for future job interviews."

The idea for the workshops originated from a small pilot program run in English teacher Colette Brown's class. Brown conducted mock interviewing sessions with her senior students, who found them helpful and requested more extensive training.

"The most important thing for young people is to command their first impression. This includes things like how to dress, your handshake, and other dos and don'ts," Brown said. "The idea for the workshops came because students often stammer and don't establish eye contact. Sometimes they end up bombing the interview."

Similarly, English teacher Julie Sheinman used to teach the forensics class, where she would work on public speaking and interviewing tactics with students. As the Director of Forensics for the Speech and Debate team, she would help seniors who asked her to write recommendations, but wanted to share her experience with other students.



(left to right) Seniors Gilad Eisenberg and Karen Chan participate in a college interview workshop.

Tong Wan / The Spectator

I find that we always help students with the writing portion of the college application, but the interview is also a big component of how they are being evaluated," Sheinman said. "I wanted to put the information out there and give people the chance to hear it, process it, and use it for their interviews."

Brown and Sheinman teamed up with guidance counselors, college counselors, teachers, and the Parents' Association to create after-school interviewing workshops that all seniors could have access to by simply signing up in the guidance department.

Each workshop has 10 students and one teacher. The workshops are formatted into three 20-minute sections. The first 20-minute portion is an introduction, where students are told about the basics of interviewing, such as what to wear, posture, etc. Then, students are paired up so they can engage in a practice interview using a question list for 20 minutes. During the remainder of the workshop, students participate in a question and an-

swer session with the teacher.

Students have responded quickly to the new workshops. Over 100 seniors filled in all the slots for the first week alone.

"I already had my Yale interview in the summer," senior Sarah Soo-Hoo said. "Despite this, I figured that I should get as much practice as I could in order to perfect my interviewing skills. I'm glad I attended, as it was very helpful and informative."

"Interviews are an important part of applying to colleges and that's something very relevant for all Stuy students," senior Naiem Habib said. "I think the workshops are something Stuyvesant's needed for a long time now. [They're] definitely very popular and well received."

Sheinman believes that with the proper training, seniors overcome their apprehension about interviews. "There are certain techniques on how to sell yourself, how to work even when you're nervous, and how to look poised while doing it."

Playwright of "Septimus and Clarissa" Speaks at Stuyvesant

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Digest Fund, and the Berilla Kerr Award for playwriting, among others.

As an actress, McLaughlin has performed both on and off Broadway. She currently serves as an adjunct associate professor at Barnard College.

"McLaughlin's play provided new insight on the multiple layers that make up 'Mrs. Dalloway.' It provides a new perspective that shows the different ways a certain text can be interpreted," senior Sara Schaeffer said.

McLaughlin introduced the students to her play, "Septimus and Clarissa" using two DVD excerpts of the performed work. Set in post-WWI England, the play follows the thoughts of all the characters, but mainly Clarissa Dalloway, a middle-aged woman who spends her day organizing a high-class party and reminisces about the past, and Septimus Smith, a WWI veteran who suffers from Post-Traumatic Stress Disorder.

"Woolf is fascinated by simultaneity—the chance visual element, the accidental, the mute gesture that betrays character, the roiling subtext beneath the superficial, the links between seemingly disparate elements, what strangers share without knowing they share it," McLaughlin said in an e-mail interview. She tried to incorporate these elements into her play.

The first excerpt, "Elizabeth" shows Elizabeth Dalloway, Clarissa Dalloway's daughter, and her journey home on an omnibus. During the scene, Elizabeth begins to consider the types of careers that she could pursue, such as being a doc-

tor or a farmer, but dismisses them one by one.

The other excerpt, "End of Septimus," begins light-heartedly when Septimus and Rezia act like a married couple when designing a hat, but turns darker as Septimus attempts avoid his fate of going to an asylum.

"After watching the two phenomenal scenes, you could really see how much effort she put into the play. The way she made each of the characters one person and their thoughts another person was absolutely brilliant," senior Sarah Soo-Hoo said. "I really enjoyed how she used one basic set piece, a staircase, to intertwine most of the scenes together."

After viewing the excerpts, McLaughlin held a question-and-answer session for the students. Some students were curious as to how McLaughlin created the transition from a book to a live play.

"We were very clear that the dance, the movement, and the text all received an equal weight, and that was really important to us," said McLaughlin, who worked for three years on the play with Ripe Time, a company of actors. "The movements were the subtexts, and the music was the subtexts of the subtexts. Actors always bring the subtexts, but they were further aided by the other aspects of the play."

Schechter pointed out that the play brought out parts of the novel that were not as prevalent in the text. "I made a lot of every single second in the novel to show the love [between Septimus and Clarissa], and that makes it so much more poignant," McLaughlin said in response to this.

Senior Nancy Sun also noticed the emphasis on love. "Throughout the book, I never got the sense that Septimus and Clarissa actually mutually loved each other. The scene from the play brought out a different dimension of the passion between them that adds even more depth to Septimus' already intriguing character," Sun said.

McLaughlin also touched upon her use of dialogue in the play, as oftentimes several actors narrated one character's thoughts, and characters spoke of themselves in third person, as if they were reading straight from "Mrs. Dalloway."

"There is a way in which if you turn the novel distinctly into dialogue, you flatten the text," McLaughlin said. "I view the world solely in the third person, thinking about myself [...] There's this sense of a telescopic view of watching yourself, and that is very much what Woolf is doing in the novel. The stream of consciousness is fractured into the entire company, and we're all moving through various waves of consciousness."

"[McLaughlin's] approach on combining literature and theater was to allow the dancing and the music [to] bring life to the text. Just that alone makes plays seem much more impressive than those book-turned-movies movies," Sun said.

Schechter was very satisfied with the experience. "I just love being able to engage in a conversation about literature with people out of academia who engage in literature for different reasons," she said. "I am certainly inspired by her and I love seeing plays that take the literature that we read and adapt them in a different way."

concepts, and there was lots of science," junior and Quiz Bowl co-vice president Bernard Stanford said.

"It's fun to play. There are categories for everybody. I went on Saturday and there just happened to be, by coincidence, a question about LeBron James and he's my favorite basketball player," senior and Quiz Bowl co-vice president Clifford Chao said. "There's something for everybody in Quiz Bowl."

The competitors representing Stuyvesant were seniors Chao and Tangent Cheng, juniors Alex Li and Dhrupad Mamun, and freshman Alexander Oltarsh, none of whom had previous Quiz Bowl experience. The tournament was a special novice tournament for new Quiz Bowl players who had never competed before. Since Stuyvesant had more than the required number of members present, the teams were changed each round.

"Everybody got a chance to play and they definitely enjoyed themselves," Stanford said.

News

Congressional Aide to Minority Leader Talks To Economics Classes

By EUGENIA SANCHEZ

Stina Skewes-Cox, Outreach Manager and Special Assistant to Congress member Nancy Pelosi, spoke to his-

"The biggest take-away for my students was gaining more of an insight as to how to get involved in the political process to address issues that are meaningful to them."

—Kerry Trainor, history teacher

tory teacher Kerry Trainor's economics classes and Linda Weissman's seventh period government class on Thursday, November 10.

Trainor, who organized the discussion, met Skewes-Cox at

a study abroad program in Copenhagen, Denmark, where they pursued studies in European politics and economics. "We have kept in touch ever since, and I have been eager for her to come and address my students for the last three years," Trainor said. "Her travel schedule allowed for her to make it [...] and I jumped at the opportunity."

The conference took place in Lecture Hall B, during three of Trainor's classes. Trainor also invited Weissman's seventh period Government class to attend.

"It's great to be here at Stuyvesant, where so many of President Obama's personal aides graduated from," Skewes-Cox began. "You are all the future leaders of our country."

A sixth generation San Franciscan, Skewes-Cox had no intention of pursuing a government career in high school or her early college years. She became interested in race and gender equality later on in college and eventually received a master's degree in legislative affairs from George Washington University. Her work in Washington D.C. on a 2006 local mayoral campaign garnered the attention of the White House. She received a call asking if she would be interested in doing scheduling work for Pelosi, and began working for the congresswoman the following year.

Pelosi is currently the Minority Leader of the House of

Representatives and was the first female Speaker of the House. She also serves as the Democratic representative for the 8th Congressional District of California in San Francisco.

"What I do is fill in the gaps for my boss when she's not in her San Francisco district," Stewes-Cox said. She discusses issues like water safety and food distribution in impoverished San Francisco communities with super-committees, and relays the people's concerns to Pelosi. She is also responsible for organizing responses to the thousands of letters and calls that she receives weekly.

"When I go to work, I carry many heavy bags with everything my boss could possibly need," she said. "I always have with me three cellphones, all of Pelosi's speeches for the upcoming week, books, press releases and all of the week's newspapers."

Senior Viktoria Halikäär, who is in Weissman's government class, appreciated Stewes-Cox's earnestness. "She really helped us realize how government functions on a daily basis and focused on some of the less glamorous details of government," she said.

Skewes-Cox then discussed some of the opportunities her job gave her, including the chance to meet important political and cultural figures, like Al Gore, Mark Zuckerberg, Bono, John Legend, the Clintons, and the Obamas.

But when asked for the

highlight of her job, she went back to Obama's 2008 campaign. A family friend had a 16-year-old son with terminal cancer, whose only dream was to meet the soon-to-be-President. "I was able to get him to fly out to Nevada and meet Obama," she said. "I thought 'Oh my god, I have the best job in the world.'"

"Her story seemed really genuine, and it was definitely inspirational," said senior Shelby Hochberg, who is currently in Trainor's economics class. "It was nice to see that although she started with a failing campaign, her hard work was rewarded in the end."

Stewes-Cox then accepted questions from the students, who brought up topics such as the American Jobs Act, the national budget, and Occupy Wall Street in addition to asking about Stewes-Cox's job.

"Not only were students able to ask questions about the current climate in our nation's politics, but also get a real-world idea of what a career in politics and public service looks like," Trainor said.

Throughout her lecture, Skewes-Cox stressed the role of hard work in government positions such as her own. "It's always a meritocracy," she said. "If you put enough effort into it, the larger people will find you. Working hard really shows."

This is a message that resonated with Stuyvesant students and teachers.

"It's always about hard

work, and that includes government too. In general, if you invest enough time, effort and dedication, you will see the results," Hallikäär said. "[Skewes-Cox's] focus on this idea was motivational.

"In my economics classes,

"It's always a meritocracy. If you put enough effort into it, the larger people will find you. Working hard really shows."

—Stina Skewes-Cox, congressional aide

we have been spending time on the interplay between politics and economics," Trainor said. "The biggest take-away for my students was gaining more of an insight as to how to get involved in the political process to address issues that are meaningful to them."

ARISTA Partners Up With Stuyvesant Clubs

By MADHURIMA CHOWDHURY

ARISTA, Stuyvesant's chapter of the National Honor Society, announced the start of the ARISTA Partnership Program through which about 200 ARISTA members will volunteer at events hosted and attended by other Stuyvesant clubs in late October.

"The ARISTA partnership program is a way for ARISTA to make itself more available to the Stuyvesant community," senior and ARISTA President Edward Cho said. "[The Executive Council] will also be making ARISTA a more prominent presence. This will also provide more opportunities for our members to take a direct part in helping their community."

Senior and Events Committee President Wendy Chu, who is spearheading the program, said, "People that start single-issue clubs at Stuyvesant might become a little disillusioned by lack of students at interest meetings. They might feel discouraged and might drop their idea for that fundraiser or volunteer get-together [...] I just wanted to throw my support behind these service clubs by guaranteeing them volunteers or helpers for whatever event they wanted to plan."

One of the clubs that ARISTA is partnered up with is Stuyvesant Global Citizen Corps (StuyGCC), a club that

spread awareness about global and local issues by carrying out events both outside and in Stuyvesant. Senior and Vice President of StuyGCC Morgan

members who may not get the ARISTA opportunities on their events if they have open spaces," Higgins said.

Senior and President of StuyGCC Tiffany Wang also believes ARISTA will be able to help the club during many of the events. "Since StuyGCC plans to hold quite a few events concerning community service and raising awareness about global conflicts, we hoped ARISTA would be able to provide the manpower necessary to make these events happen. At the same time, we felt the ARISTA members who are in our club deserve to receive some other credit in addition to self-satisfaction on a job well done, so ARISTA credits seem to do the job," Wang said.

Although the club has yet to plan out specific events, it does hope to do outreach programs with hospitals and after school centers. Higgins believes that the partnership will "allow events [hosted by StuyGCC] to get filled more easily because there will be more people able to fill in if necessary."

The members of the Executive Council, which discusses implementation of policies in the different departments of ARISTA, started discussing the program during the last school year. Since he is the Student Union (SU) President as well, Cho campaigned for the SU and ARISTA to work together to "reach out to different or-

ganizations throughout the school," he said. "I think it's a really great idea, and it's been very effective so far. Not only has it allowed ARISTA to be-

"While the ARISTA Events Committee does coordinate a lot of out-of-school events, I'd like to bring everything closer to home."

—Wendy Chu, senior

"We want people to realize that they can depend on ARISTA, and that we are willing to share our resources for any project in our school."

—Edward Cho, senior

Higgins proposed the club to ARISTA. "We hoped that, with the help of ARISTA, we would be able to fill up our events if our members weren't all able to go. We also hoped we would be able to send some of our

ity and promotes in-school events," Chu said. "I also hope to improve the amount of service ARISTA does for the school. While the ARISTA Events Committee does coordinate a lot of out-of-school events, I'd like to bring everything closer to home."

The Events Committee, which consists of ARISTA members who plan the events that other members can partake in, reviews the proposals submitted by clubs interested in partnering with ARISTA. The clubs can request volunteers for events located in or out of Stuyvesant. "We select the ones that we are definitely able to commit to, which, thankfully, happens to be almost all of them, and then we open these events to our members to sign up," Cho said. According to President of Communications Mei Sze Yau, ARISTA is still accepting proposals.

ARISTA is currently partnered with StuyServe, StuyGCC, Culture Fest, and Kids Walk for Kids with Cancer.

"We want people to realize that they can depend on ARISTA, and that we are willing to share our resources for any project in our school," Cho said. Through this program, Cho hopes to give the underclassmen a peek at what ARISTA does. "By doing so, we hope to inspire others to do similar works, and to attract students to join ARISTA."

Features

Hitting the Keynote with Speakers



By TASNIM AHMED

While graduation from Stuyvesant is a final sigh of relief from the burdens that high school brings, a major part of the excitement is watching a celebrity keynote speaker address the graduating class during the ceremony. This year, the senior class was given a list of potential speakers ranging from comedian Jerry Seinfeld to Facebook creator Mark Zuckerberg. The class voted on whom they would most like to see on graduation, with actor Neil Patrick Harris receiving the most votes. However, the process is not as simple as it seems, and this vote does not necessarily mean graduates will look up to see Harris on a podium during

commencement.

The keynote speaker is chosen by the senior caucus and the Senior Advisory Council. This year's senior class president, Eric Han, is responsible for choosing a speaker that class will approve of and for contacting the speaker or his or her representative. In addition, Principal Stanley Teitel often offers his opinion, but the ultimate decision is made by the Senior Class President. Coordinator of Technology James Lonardo is also responsible for contacting the speaker and assists in the decision. Once a choice is made, a letter is written and sent to the candidate asking him or her to be the keynote speaker. The letter gives some background information about

Stuyvesant, its history, why he or she was chosen to speak, and a deadline of about three weeks for a response. Often, the letter does not go directly to the candidate, but to a representative, who may later contact the school to accept or decline the invitation. If a response is not received by the deadline, a letter is sent to another candidate until someone accepts. The speaker is not paid, but accommodations such as travel fare may be made by the school on his or her behalf.

The more popular a person is, the more difficult it becomes to get them for graduation. "It's like writing a college essay, trying to make our school stand out," Lonardo said.

In 2006, comedian Conan O'Brien spoke at graduation after the then senior class president went to O'Brien's office in New York and gave the letter directly to his secretary. Former President Bill Clinton spoke in 2002, following the terrorist attack on the World Trade Center of September 11, 2001. However, choosing a graduation speaker is not merely a matter of getting the most famous person possible.

"It's the students' graduation and it's fun to get a celebrity, but sometimes the celebrity doesn't put much thought into it. They rest on their fame," math teacher and dean Gary Rubenstein said.

"We try to get someone with a connection to the school, because they can reflect on their experience," Lonardo said.

Though many students

might rather see a celebrity they recognize from television or film, an alumnus or alumna can offer students more personal and relatable advice. In the past decade, five of the speakers have been Stuyvesant graduates, including award-winning author Gary Shteyngart ('91), Senior Advisor to the President David Axelrod ('72), and actress Lucy Liu ('86).

"I like it when someone's an alumnus, but I feel that someone who's successful or has anything valuable to say is just as appreciable," former Stuyvesant student Oark Ahmed ('11) said.

Many alumnus from Stuyvesant have established high profiles in various fields and can thus motivate and impress students while still providing a relatable experience. "I think it wouldn't be too hard to combine both things [alumni and celebrity], because so many Stuy grads are successful, but ultimately it's [the student's graduation]," Assistant Principal of Social Studies Jennifer Suri said.

Often, alumni are more likely to accept the invitation than those without ties to Stuyvesant, so they are sought after. The residence of the speaker is also taken into account, as those who live in or near New York are much more likely to be available.

If a speaker has not been scheduled by New Year's Day, Teitel personally involves himself in the search and uses his connections to find someone who is willing to give a speech.

Often, congressmen or senators are likely to accept.

The most memorable keynote speakers, according to Teitel and Lonardo, were O'Brien, Axelrod, Holder, and Clinton. "Conan and Clinton were very funny. I liked that Holder talked about being in Stuyvesant and the different experiences he had from that time," Teitel said.

Likewise, Ahmed ('11), who graduated the year Axelrod spoke, said, "[Axelrod] really knew what it was like to be a Stuy student. He seemed knowledgeable and knew what he was talking about."

Though the past years have seen prominent keynote speakers whose speeches inspired the Stuyvesant community, there have also been speakers who have done little to enlighten students. Recently, Lucy Liu, who spoke during the 2009 did not receive much accolade following her speech.

"I was a little disappointed by Lucy Liu because [her speech] was a rehash of her resume, how she got to where she is," Teitel said.

Whether the speaker is an entertainer, a politician, or an author, the quality of the speech is the memory that will be etched onto the minds of graduates.

"These folks show that you need to be passionate about what you want to do," Lonardo said. "They say how you should give back to society, not just take."

Stuyvesant's Newest Clubs

By JOANNA GAO

Posters advertising club meetings always decorate the hallways, escalators, and stairwells around Stuyvesant. All it takes to apply for Student Union recognition are a few enthusiastic students who are willing to take the initiative. Here is a look at three of Stuyvesant's newest student-run groups.

ClassWish

ClassWish aims to raise awareness of the lack of classroom resources in schools across the country. It encourages members to support a non-profit organization by the same name that provides free classroom supplies to educators.

Teachers who join ClassWish can create a Wish List of needed classroom supplies. Visitors of the Web site can see the Wish Lists and can donate to the teachers' funds. Once the teachers raise enough funding for their supplies, they can request ClassWish to purchase and mail the supplies on their Wish List to the school. Donors can check whether the teachers received the supplies.

Currently, Stuyvesant has five educators who have created ClassWish accounts: social studies teachers Matthew Polazzo and Ellen Schweitzer, biology teachers Dr. Daniel Piloff and Dr. Jonathan Gastel, and Spanish teacher Frida Ambia. Both Ambia and Piloff have created Wish Lists, with supplies such as a pencil sharpeners and Spanish-English dictionaries for Ambia, and acrylic prisms and cross-section plant models for Piloff.

Junior and ClassWish club

president Mengdi Lin hopes to add more teachers to the list, especially because "Stuyvesant's learning environment has been negatively impacted by budget cuts," she said. "For instance, the AP Chinese class this year just got their textbooks three weeks ago."

Lin plans to hold fundraisers such as pencil sales and bake sales, and to encourage students to intern at ClassWish. The money that is raised will be used for donations to Stuyvesant teachers' Wish List funds.

While the schedule for club meetings varies at the moment, Lin is available for more information about upcoming club meetings through e-mail: mengdilin95.classwish@gmail.com.

CS Project Club

The members of the CS Project Club work together to create computer applications. Members work on their projects in small groups. "Despite Stuyvesant's large CS [computer science course offerings], there wasn't a really concentrated effort towards software development.

The teams from CS classes form and collapse quickly because they only work towards the final projects," senior and president of CS Project Club Kelsey Yuen said. "I formed CS Project Club to fill in that void."

Yuen hopes to see the club enter in several competitions throughout the school year, including the Microsoft Imagine Cup 2012, National Stem Video Game Challenge, and NYC Big Apps 3.0. Each competition has its own requirements regarding team size, ranging anywhere from a single-person team to a fifty-

person team. Each competition challenges its participants to create an application for entertainment and/or problem-solving. After submitting the project, a team usually has to do a presentation and go through a round of questioning.

Faculty adviser and computer science teacher Jon-Alf Dyrland-Weaver helps the club with competition-related issues not only because the students enjoy participating in the competitions, but also because the cash prizes offer a potential source of club funding.

Older members of the club will teach those who are new to software development. However, since members of the club are usually familiar with at least one type of computer programming language, instructing one another is fairly easy. "Computer language[s] [are] extremely similar as they operate off the same framework, differing only in function names, so they don't require heavy-handed teaching that you might experience in a classroom," Yuen said.

CS Project Club's meetings are held on Friday on the third floor and online during the weekends. E-mail Kelsey Yuen at heavenslappinghell@gmail.com for more information.

Poets' Café

Poets' Café provides a forum in which students can learn about, write, and share poetry. During the meetings, the club's Executive Board members teach the members various poetic forms, genres, and techniques.

Each meeting has a specific theme. For example, at a sonnet-themed meeting, the club mem-



bers might learn about the history of sonnet writing and famous sonneteers before attempting to write their own sonnets.

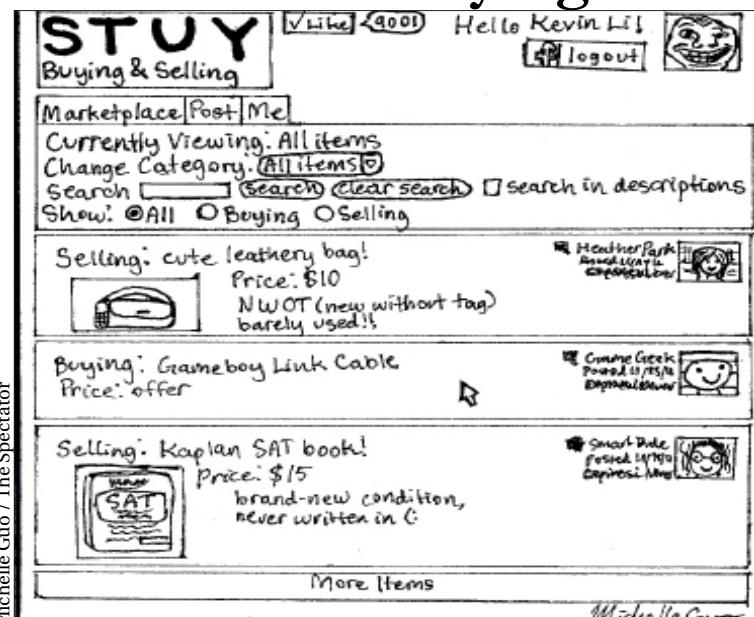
"While taking Poetry Workshop with Ms. [Emily] Moore, I was intrigued by how powerful poetry can be and how it has come to play a huge role in my life. I decided that the rest of Stuyvesant was missing out on such an experience," senior and Poets' Café president Lucy Tan said. "I created this club to spread my passion and introduce poetry to anyone who might be interested."

Senior and club member David Wang is one of the Stuyvesant students who attended the club's first interest meeting. "The club

Linda Cai / The Spectator

Features

Student Buying and Selling Groups Look to New Web Site



By KAREN ZHENG

Stuyvesant students can easily find cheap shoes or books within a five-minute walk from school from stores like the Designer Shoes Warehouse and Barnes and Noble. The Web site www.stuybs.com, launched this year, provides an even more affordable and convenient alternative by helping Stuyvesant student students purchase items from one another.

In February, Samantha Chiu ('11) and Tiffany Lau ('11) created the Facebook group, "BUYING + SELLING for girls @ STUY," which was soon followed by Matthew Zin's ('11) Facebook group, "BUYING and SELLING for guys at Stuy!" Items being bought and sold are not only shoes and books, but also merchandise from electronics to clothing to jewelry. The new Web site seeks to unify these two groups and make Stuyvesant's online marketplace more efficient.

After just one—albeit very pop-

ular—term, Zin, Lau, and Chiu held informal application processes to determine their successors. They asked which of their group members were interested in taking over and why they wanted to be administrators. This year, the girls' group is supervised by junior Casey Ching, and the boys' group overlooked by juniors Sean Chee and Keshara Senanayake.

At around the same time in June, seniors Yorkbell Jaramillo and Ivaylo Madzharov were also discussing the buying and selling groups. Jaramillo felt that Facebook was "very unorganized. You had to scroll through a lot of posts to get to what you were looking for." Furthermore, the only way to bring a post to the top of the list was to comment on it. Jaramillo proposed a Web site that would categorize products by type and have different sections for items being bought and sold.

"Yorkbell said, 'I know you're good with computers, and I got this

idea, so can you do this for me?'" said Madzharov, who agreed to design the Web site. The pair spent the summer working on www.stuybs.com, which they launched on Thursday, September 8, the first day of school.

The search engine and categories, evident from a glance at the Web site's homepage, are the work of Madzharov, who had no prior computer design experience aside from the Introduction to Computer Science class at Stuyvesant. "I really like making stuff on the computer. I into it not knowing what I was going into," Madzharov said. "I had to teach myself from scratch these web development languages, HTML, PHP, and Javascript. I spent some time making my own algorithm for a search engine for the site."

Senior Jessie Cee was one of the first to use the Web site. "The organization is so much better," Cee said. "But fewer people actually check and use the site, because it is a separate site. Most of us use Facebook daily, and I use the group more often for that reason. I can also keep in touch with my Facebook notifications and chats while shopping on the group."

"Our main goal is to have more users on the site and keep it very active by having a lot of traffic," Jaramillo said. He noted Cee has a point regarding the convenience of the Facebook groups. "When someone comments on your post, there's no Facebook notification. You have to be a constant user on the site," he said. Though he and Madzharov see no way to incorporate Facebook notifications, www.stuybs.com has its own notification system that updates users about new comments on their posts upon logging in.

Freshman Stefan Huber has visited www.stuybs.com, "but it seems to be pretty dead," he said. "The majority of the buying and selling is done on the Facebook

group." Huber can attest to the group's effectiveness. He has sold shoes, clothing, and headphones, and purchased a wallet and a pair of Nike shoes.

"I usually buy textbooks and study material," said sophomore Chen Hao, who made these purchases through the www.stuybs.com. "It's easier to look for what you want through the Web site, which gives you the ability to direct yourself to exactly what you want. No more endless scrolling when trying to buy from the Facebook groups."

Jaramillo hopes the Web site will also bring together the separate communities served by the two Facebook groups. Initially, Chiu informally limited "BUYING + SELLING for girls @ STUY" members to the Stuyvesant female population, because she believed that having both genders' business would make the group more difficult to navigate.

"It's a good idea to unify the groups. For example, if a boy wants to buy something for a girlfriend or relative or friend, he can just go to the group and buy the item without having to join the girl's group," freshman Tiffany Chin said.

According to Madzharov, 250 people have logged into www.stuybs.com at least once. Users log in through a secure Facebook connection, so no posts are anonymous, and it is easy to contact buyers and sellers, but private information is not released.

"The site is very safe and secure, and you can organize items by buying or selling and by different categories," Jaramillo said. To get to these categories—Apparel (boys), Apparel (girls), Books, Classes, Electronics, Lockers, Notes, Services, Trading Cards, and Other—users select their category from a drop-down menu.

"It looks like it can be a great successor to the two separate groups. However, people are inher-

ently lazy, so they wouldn't want to go to a Web site when they could just click a tab on Facebook. If a new site were to succeed, people would have to want to go on it," wrote Zin in an e-mail interview, pointing out that efforts to unite the Facebook groups under a separate Web site were proposed in the past, were but deemed too difficult to attempt.

Jaramillo and Madzharov have been vigilant in promoting the Web site, citing methods such as "Facebook, posters in school, and of course, word of mouth," Madzharov said.

Senanayake, the boys' group's co-administrator, added a link to www.stuybs.com in the group's description to spread the word. "Check it out pretty handy website," the description reads.

"It's not out there as much, but [the groups and the Web site] could coexist," Senanayake said. "It's a cool idea. People can come together and make it big."

Ching, who took over the girls' group, admits that her initial goal of making the group more organized "is not really working," she said. "I wanted to make it more efficient for everyone to use. I created documents, one only for buying and the other only for selling. Not many people have used it, because it's very strict. Instead, they just post pictures." She acknowledges that www.stuybs.com is "better, because there are simplified lists."

"The Web site is only as good as its community is. I just want people to come to it and use it, and for it to be a useful tool for Stuyvesant," Madzharov said.

There are 200 items listed on the Web site, and close to 4,000 in both Facebook groups. Despite the lack of Facebook notifications, www.stuybs.com's more organized layout may make it Stuyvesant students' next bookmarked link.

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Features

Courting the Justice System



Christina Leong / The Spectator

Senior Bernice Chan gives her brief during a moot court.

**By BEBE LEGARDEUR
and MELISSA SETO**

What is the difference between a jail and a prison? What is the difference between murder and manslaughter? What is the importance of Gideon v. Wainwright? Social Studies teacher Linda Weissman's Criminal Law class offers the answer to all of these questions. Criminal Law is a discussion-based elective offered in the fall for juniors and seniors. The course focuses on the processes involved in the American judicial system, including trial procedures, important cases, and different kinds of crime. Students learn from handouts given out daily in class, from readings about current cases, and from practice trials, rather than from a textbook.

According to senior Susmi-

ta Bhowmik, "victims' rights, rights of the accused, jury and trial procedures, the difference between a felony and a misdemeanor, and how a case gets to the supreme court" are just a few of the topics they have covered so far in the class.

Weissman often uses current events to add flavor to her curriculum. After teaching a topic, she offers a recent situation that pertains to this new idea. The class refers to cases discussed in publications such as The New York Times, which Ms. Weissman gets delivered to the class every day. Then, she opens the floor to her students for discussion. The homework for the class usually consists of an article from the Times that the students "read and summarize overnight," senior Doron Shapiro said.

"The discussions are basi-

cally on whatever case is in the New York Times and what we think the verdict will be," Bhowmik said.

Students are prompted to debate recent court cases, including execution cases such as the "Troy Davis one that a lot of people were making a big deal about," said senior Yelena Vayner.

In-class discussions have also included the case of the lawyer Paul W. Bergin, who is being charged with the murder of an opposing witness while working as a defense lawyer. "It's interesting because Bergin chose to be his own lawyer in this case," Shapiro said. Shapiro said that the class has also discussed Supreme Court Justice Alito's role in cases where the lawyer for a death row inmate lost the right to appeal because the appeals

were filed late. Shapiro said that this was interesting because it "is morally wrong, but may be legally correct." Shapiro says that these and other issues in legal proceedings are not intuitive and are often not thought about in the right way.

"There's a lot of legal thought that isn't necessarily intuitive at first and there's a limit to how much you can be involved in law without any experience," Shapiro said. "There's also a lot of ethical and philosophical questions involved and the modern legal system has built ways to think about these problems [...] so being in a law class [...] teaches you more rigorous ways to approach problems."

Currently, the class is preparing for the Metropolitan Mentor Moot Court Competition run by Fordham Law School, which is a practice trial where "students choose to either be an attorney for the defense, or one for the prosecutor, or a judge," Bhowmik said. "Teams from high schools around the city pair up with law firms who mentor them," Shapiro said. "The students on the team get to go to the offices of a top NYC law firm twice a week and work with lawyers on arguing the case," Shapiro said. While not everyone from the class will be attending the moot court competition - about ten students who volunteered will get to participate - the whole class is preparing for it. Because of this, the entire class is "preparing to argue in front of a mock Supreme Court," Shapiro said. He

added that because of this, "[the students] learn a lot of persuasive technique, which is useful in almost any field."

Senior Tyler Ross, one of the students participating in the moot trial competition, said that the law firm the team has been working with, Cravath, Swaine, and Moore, critiques the team on "everything from the very little things like sniffling and 'umms' to our pacing and tone and inflection."

According to the Criminal Law course description, "any student who wishes to explore current legal issues, who wishes to explore the basic legal concepts underlying the American judicial system, or who may be thinking of law as a career should take this course." Yet, even those who are just looking for an intriguing elective can find it satisfying.

"I think that taking this class gave a window into how law can be used even if you are not a lawyer," Shapiro said. "When I signed up for this course, I figured this would be a good way to learn if I was actually interested in law or if I just liked watching courtroom movies," he added.

"I didn't take Criminal Law with the intent of beginning some kind of journey to becoming a lawyer or anything. I took it because it sounded interesting. I mean, not too many of the classes at Stuy sound as appealing as going to class every day and discussing murders, rapes, drugs, and the court cases associated with them," Bhowmik said.

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|--------------|---------------|---------------|-----------------|----------------|--------------|
| chicanery | lassitude | unctuous | tautology | diurnal | narcissism |
| evanescent | licentious | vitiating | tredale | contumacious | officious |
| forensic | liniment | abjure | catafalque | drivel | osmosis |
| leconic | melee | adumbrate | gimlet | droll | ostentatious |
| misanthrope | obstreporous | ambulate | hibernal | ecclesiastical | profligate |
| obfuscation | olfactory | opposite | laible | empirical | proscribe |
| ossify | opprobrium | banderole | maculated | ephemeral | seagacious |
| probity | pamphylitic | cant | oleaginous | epilogue | scrupulous |
| adipose | parsimony | coromant | phenology | equanimity | sophomoric |
| argot | pedant | crapulent | plenipotentiary | equivocal | specious |
| chary | peremptory | eleemosynary | stygian | equivocate | spurious |
| chimera | perfidious | execrable | tyro | esoteric | tacit |
| churlish | perspicacious | extripate | viscera | exculpate | unscrupulous |
| compendious | perspicuity | gossamer | welkin | expedite | untenable |
| disparaging | philistine | incubus | antediluvian | frivolous | venerable |
| effluxium | plebeian | inerancy | bain | garrulous | assiduous |
| effulgence | polemical | manumit | galvanism | gregarious | auguries |
| elegiac | precipitate | mendicant | garrote | hackneyed | aver |
| encomium | prevaricate | pabulum | holism | iconoclast | callow |
| enervate | proletarian | peripatetic | stevedore | idiiosyncrasy | canon |
| ennui | propitiate | peroration | anachronistic | incorporeal | carapace |
| epistemology | pulchritude | pillory | aplomb | indigent | catherisis |
| epithet | putative | prolix | arboreal | ingenuous | caustic |
| excoriate | quixotic | proselyte | Byzantine | ingratiate | comestible |
| exigent | redoubt | pusillanimous | cacophonous | inscrutable | demur |
| fecund | remuneration | recondite | celerity | itinerant | demure |
| fulsome | sedulous | repine | clandestine | jocose | desultory |
| harbinger | sententious | risible | cogent | juxtapose | dilettante |
| hedonist | sophistry | selaceous | cogitate | lempoon | disingenuous |
| hirsite | sybarite | sentient | cornice | loquacious | dissipation |
| impecunious | tendentious | sidereal | coven | maladroit | dither |
| invective | tensile | simony | dictum | maudlin | enfranchise |
| invigilate | trenchant | somatic | didactic | mercurial | enigma |
| lachrymose | truculent | sui generis | diffident | myopic | epigram |

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The Spectator

The Stuyvesant High School Newspaper



"The Pulse of the Student Body"

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The Spectator

We are compiling an archive of past issues.

We are looking for issues published before 1995.

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e-mail us at:
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A Note to Our Readers:

The Spectator will now accept unsolicited Op-Ed pieces written by outside students, faculty, and alumni. These columns, if selected, will be published in The Spectator's Opinions section. Recommended length is 700 words. Articles should address school related topics or items of student interest. Columns can be e-mailed to spectreaderopinions@gmail.com.

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

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

FOR THE RECORD

- Eugene Lee took the photo accompanying the article "Seniors Recognized in Siemens Competition."
- Christine Lee contributed the numbers on page 4 in the November 3rd issue of The Spectator.
- Junior Ivy Wanta co-directed the play reviewed in "Ten Years Later: Remembering Tragedy With Their Eyes."

STAFF EDITORIAL

In October, the New York City Department of Education formulated progress reports for its public schools. In its evaluation, Stuyvesant High School was given an overall grade of "A," based on standardized testing; student, teacher, and parent surveys; and an oversimplified means of gauging progress, amongst other factors. The Spectator's Editorial Board members have decided to compare Stuyvesant to our ideal school, and to create a comprehensive evaluation of the school's academic departments and student life, in order to provide a more telling analysis.

The Spectator

School Report Card

STUYVESANT HIGH SCHOOL

| Title | Final Grade | Comments |
|-------------|-------------|---|
| MATHEMATICS | B- | The Math Department offers a variety of serious, advanced courses that allow mathematically inclined students to learn at a very high level. However, teachers sometimes fail to provide sufficient support to weaker students. Furthermore, the department suffers from a lack of uniformity in pace and difficulty in classes under the same course code. Unfortunately, this makes the transition from the first to the second semester all the more difficult. Students who fall behind first semester sometimes have trouble with the pace of classes, and the gap between the students who are successful and those who are not increases due to the divide between the regular and honors tracks. This is not to say that the Math Department does not have some excellent teachers who create positive learning environments for the students in their regular classes, but the level of teaching is significantly more consistent among the honors teachers. |
| BIOLOGY | B | The Biology Department offers the widest array of electives, ranging from Genetics to Human Diseases to Vertebrate Zoology. Though the classes themselves are fascinating and informative, it can be difficult to get into one of them, especially as an underclassman—many students can recount horror stories about waiting for hours at the department's office only to be turned away. As for regular Regents Biology, the teachers are usually good, but questions have been raised about their styles of instruction; some tend to simply read aloud from textbooks or powerpoints, some have difficulty fitting a lesson into a class period, and some seem more interested in their own studies than the classes they teach. That said, the fact that many of them carry out projects on the side, and have worked previously at labs and research centers, is important. A few teachers even go above and beyond to make students' biology experience a great one. |
| CHEMISTRY | B+ | The Chemistry Department is largely made up of competent teachers and lacks the huge gap between greater and weaker instructors that other departments suffer from. However, some of the teachers who teach Regents chemistry sometimes inadvertently encourage rote memorization. The department truly excels with its higher-level classes — AP Chemistry and Organic Chemistry are often regarded as tough but rewarding — though it fails to offer the variety of post-Regents classes that the Biology Department does. |



Opinions

| Title | Final Grade | Comments |
|-------------------------|-------------|--|
| PHYSICS | C+ | With a subject as interesting as physics, it's truly a shame that the department teaching it is, as a whole, greatly lacking. A lot of the teachers are doctorate-brandishing physicists themselves, but still fall short as instructors. Some teachers, worrying far too much about their higher-level classes, misjudge their classes' abilities. Pushing AP problems on Regents level students, they overlook the possibility that their students may not be learning at the brisk pace with which they are teaching. Students who fall behind have a difficult time catching up, and to make matters worse, some teachers administer tests on which the material is more difficult than the material taught in class. In addition, due to the large number of teachers for whom English is not a first language, language clarity can become an issue. Despite all this, the Physics Department's strengths lay in its strong advanced classes, and a few truly passionate teachers. Lastly, personal research is often met with great support from teachers. |
| ENGLISH | A- | Despite Stuyvesant's reputation as a math and science school, the English Department is arguably the most personable, with a community of teachers who get to know their students through personal essays and class discussions. In some classes, there is a lack of emphasis on grammar, and students are lost at times on what kind of work they are expected to create. However, the Writing Center and individual teachers are available to help students flesh out their ideas and improve their writing. Unfortunately, some students lacking elementary skills fall behind while students with inherent capabilities are able to produce more advanced work. Beyond these drawbacks, the required English assignments usually cover a breadth of writing styles, with both analytical and creative work, and the numerous electives encourage students to explore all kinds of literature. |
| SOCIAL STUDIES | B+ | The pressures of fitting a packed curriculum into one year as well as providing other interesting material can be difficult. For that reason, some teachers opt to teach, out of necessity, only what is on the Regents or AP exams, skipping out on all that can be considered superfluous, despite how fascinating it may be. Other teachers spend too much time exploring tangential subjects related to their own interests, and thus their students learn very little from the class itself and are forced to frantically self-study just to pass their exams. There are a few teachers who incorporate outside documentaries and historical television series, but for others, the extent of outside information is a stolen PowerPoint from another high school teacher's website. However, beyond their basic courses, the Social Studies Department offers a wide range of wonderful electives and APs, most of whose teachers are incredibly adept and passionate about the subject. The problem with these classes is that they can be quite difficult to get in to, as they are largely oversubscribed. In addition, the nature of the assigned work is geared more towards memorization than analysis, since teachers rely on more easily evaluated metrics such as scantron tests or quizzes instead of essays or research papers. |
| WORLD LANGUAGES | B- | While Stuyvesant's World Language Department offers an incomparable number of languages for a high school, it doesn't offer a strong core. Introductory courses include basic conversational topics, but the emphasis on practical communication is minimal. Most of the faculty teach directly from the textbook, which makes sense due to the need for students to pass standardized tests. There are a few self-motivated teachers who take advantage of the autonomy given to language teachers, but others simply allow their students to cram for the test Tuesday night. The Department must become more interactive and not so focused on a single source of learning. Currently, only one AP class is using specialized listening and speaking pods that allow teachers to rate a student's oral ability on an individual basis. However, this technology has not been made available to other language classes. Furthermore, the Department should shift from "teaching the textbook" to allowing students to partake in music, take trips to ethnic restaurants and museums, and experience other cultural elements. |
| COMPUTER SCIENCE | A- | The Computer Science Department earned one of our highest grades due to its small, but consistently strong and attentive faculty. The general sense is that the Intro to Computer Science course is well-taught and caters to both beginner and advanced students, while providing thought-provoking projects that mix creativity and logic skills. In addition, the department offers a number of stimulating courses, including one of the only post-AP computer science programs in the country, preparing students for college level coursework. Thus the department's highest merit is that it exposes students to an interesting field under the guide of experienced and helpful teachers. |
| TECHNOLOGY | B | The Technology Department's greatest strengths are its wide variety of courses, and passionate, experienced teachers who make select courses exceptionally difficult to get into. However, as a whole, the faculty tends to be a bit disorganized and can spend too much time on basic lessons that the class learns and quickly grows bored of. While we did rate the department highly because of the extensive workshop classes and their facilities, we had to penalize the department overall for implementing outdated computer programs and books for its required classes. |
| MUSIC & FINE ARTS | B | Though the music and art appreciation courses are often ridiculed for their perceived lack of usefulness, we feel the exposure to classical forms of art is a welcome attempt by to incorporate the arts into the curriculum. However, outside of these two classes and the choruses and bands, the offerings for Arts and Music are too sparse to allow the department to earn a high grade. |
| PHYSICAL EDUCATION | B+ | Basically, the Physical Education Department fulfills its requirements. Students who enjoy exercise are able to take classes that appeal to them, like polar bear, aerobics, or weightlifting, while less inclined students are never pushed to heavy exertion. The cycle system for regular physical education classes is fairly comprehensive and students eventually learn how to play sports like soccer and volleyball, while also being exposed to fairly uncommon activities like European handball and square dancing. |
| STUDENT SERVICES | B/B- | While SPARK is effective and helpful, its services are not noticed by the entire school due to the lack of advertising and popularity. It is welcoming and creates a student-friendly atmosphere, whereas guidance could use a lot more work. Counselors do not know most of their students well enough, and do not make enough effort to reach out. Their office is unfortunately understaffed and counselors find themselves overwhelmed by the amount of students they are forced to handle. The College Office is even more problematic in that it is highly disorganized and cannot come close to meeting the demands of all our students. The counselors are helpful, but they can only do so much — three counselors are not enough to advise 800-plus seniors. And the SU, the supposed link between the students and administration, seldom achieves even this goal, its toothlessness contributing to its overall ineffectiveness. |
| FACILITIES | B+ | We are fortunate to be endowed with a beautiful building, a piece of prime real estate with gorgeous views of the Hudson. It is wonderful that we have our Olympic-size pool, our black box theater, our numerous computer labs, and our darkroom. We are also privileged to have escalators, though their effectiveness is questionable when they are broken for extended periods of time. The real problems lie in simple things, like gridlock on the stairs and certain floors, under-maintained bathrooms, and a lack of sanctioned student space. If the administration chooses to restrict our use of the facilities, like limiting us to three floors in a school that has ten, what use is this terrific gift we've been given? |
| QUALITY OF STUDENT LIFE | B- | The enjoyment of high school life at Stuyvesant depends on two factors: which teachers you have and how efficiently you can deal with your workload. For students who can manage their homework and studies, Stuyvesant offers a wide range of extracurriculars that can satisfy nearly every student's interests. However, for what seems to be the majority of students, extracurriculars can seem like an extra burden piled upon heaps of coursework and mountains of textbooks. The atmosphere of constant competition with both other students and one's own personal standards is highly stressful and can encourage massive sleep deprivation for those who are inept at prioritization and time management. |

Opinions

A Day in the Life of a Stuyvesant "Delinquent"



By REMY MOORHEAD

We know the student who raises his hand every day in class. We know the girl who works quietly, but efficiently. But how much attention do we pay to the kid sitting in the back row whose desk is empty more often than not? He is the empty desk, the series of marks in a Delaney book, the delinquent. We dismiss him. And after a month of near consecutive absences and failed tests, we—

Another Monday morning, another alarm clock missed. Sometimes it seems like it's out of my control, you know? I don't remember my mom trying to wake me up; I don't remember opening my eyes long enough to find the snooze button. I don't remember any of it, and now here I am and it's 1:30 in the afternoon.

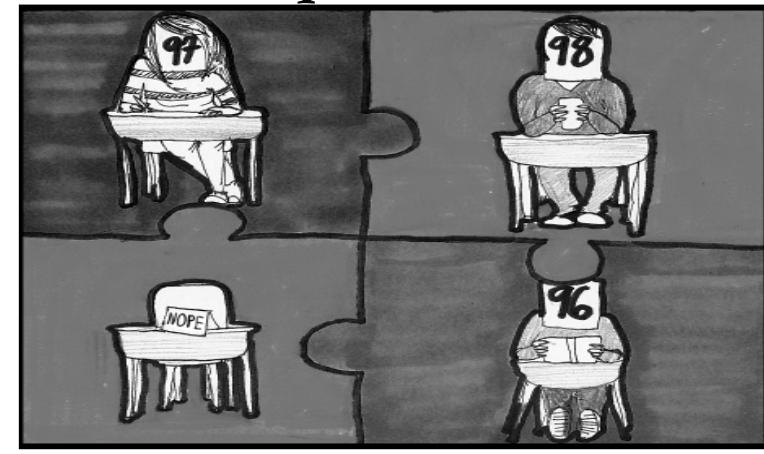
If I left my house now, I'd get to school at 2:30. Just in time to make it to my 10th period class, without an absence note, and sit through 45 minutes of facts that are not at all relevant to my life. I'll get marked present, and have one less day working against me. At this point, what difference does it make?

I'm just another student in another class. The days when my seat is empty outnumber those when it's full. My teachers tell me not to cut, that school is important, but always fail to ask why they have to bubble in an "A" next to my name on the attendance sheet every day. They send a nice note to my guidance counselor who sends a nice note to my mom who tells me not so nicely to get out of bed in the morning, prioritize, and get my act

together.

The thing is, I do have my priorities in line. I know what I do and don't care about. I know that I care about film and that that I don't care about physics. I know that I care about writing and that I don't care about getting a 95 in English. I know that I'm expected to go to school by the standards of my peers and the standards of society, but that sometimes things don't work in your favor and sometimes your life can't follow suit with everyone else's. Does that make me stupid? Irresponsible? Rebellious? Self-destructive? Label me, teachers, label me.

I go to Stuyvesant High School. I am of the best and the brightest. I'm brilliant, right? All of my classmates, or should-be classmates, commit seven hours of their day to 345 Chambers Street, sit in their assigned seats, apply to excellent colleges, aim high, and fit perfectly. But I'm the missing puzzle piece: the one your younger brother dunked in applesauce and tried to eat. So why don't they notice me, or try to help me get back on my own two feet? Are they too busy with their 33 other complacent students, too busy deciding who deserves and 96 and who deserves



Michelle Savran / The Spectator

a 97? I'm not asking them to come over for dinner, I'm just asking for a little bit of recognition. Don't sign my absence note if you know it's fake, don't avoid confronting me about the situation, and when you do, don't treat me like a delinquent with no hope. Don't encourage me to stay on this track, because I will.

Every term I try to break the cycle. I tell myself I'll do well, and I know that I can. But then it happens again. I sleep in one morning and all of a sudden I've fallen behind. The idea of make-up tests and make-up labs becomes far too cumbersome and I give up on my

self, my parents give up on me, and then I give up on school. My teachers shouldn't give up on me. They should teach me.

Some teachers wonder and ask questions and try to help and I appreciate that. I'm sorry that I can't do better for them. I wish all of my teachers cared enough to make me care. Maybe then my priorities would fall in line with theirs and my sleep schedule just might too.

Until then, you can count on me to disappoint you. Another Monday morning, another alarm clock missed.

The Price of a Life



By MEG PALMER

Anything we want, we need. We want more, always, always more. We want to spend less money. We want the world served to us on a silver platter—as long as we do not have to pay too much.

In order for this overwhelming desire to be met, people are willing to look the other way for a few dollars off the price of merchandise.

up a large part (normally around 33 percent) of the price of a good. Transportation is normally split into four categories: air (for perishables such as flowers or expensive products such as electronics); boat (overseas travel for non-perishables and inexpensive goods, such as clothing); rail (for transportation on a single continent for non-perishable and inexpensive goods); and finally, trucks (for transportation within a single country). No matter how merchandise gets to the United States, the merchandise is loaded onto trucks for the last leg of its journey.

Truckers in America face hard times financially. Many truck

drivers admit that they would be homeless without their trucks. The main problem is that truck drivers are paid by the mile, not the hour. This forces many truck drivers to drive through their breaks and far past their limits. Countless cups of coffee are consumed by truck drivers, but when a body has had enough, it will shut down. Fatigue leads to sleep. That much has always been, and always will be, true.

While the fact that our minds will eventually rest can prove incredibly invaluable to people who have insomnia or for some other reason cannot sleep, it is incredibly dangerous for anyone behind the wheel of a car. During a few seconds of sleep, a truck traveling at 60 miles per hour can move the distance of two football fields.

On August 14, 2010, my dad's family had their annual family reunion in Cleveland, Ohio. Two days later, my aunt Susie got in her rental car with my cousins Peter and Matthew. They had just passed through Akron, Ohio, when a truck driver fell asleep at the wheel of his car. My aunt was within those two football fields.

The truck rear-ended my aunt's car, pushing it underneath another truck in front of it. My aunt died on impact. My then 12-year-old cousin Matthew suffered massive brain damage—in Akron's children's hospital he would have to have a piece of his skull removed and fluids drained from his brain; he was fed through a tube for most of a year and still cannot drink liquids; he is confined to a wheelchair, struggles to form monosyllabic words and can barely track with his eyes; instead of thriving as an 8th grader should, he is re-learning how to hold his head up, identify people around him, eat, speak, hold a

pencil....

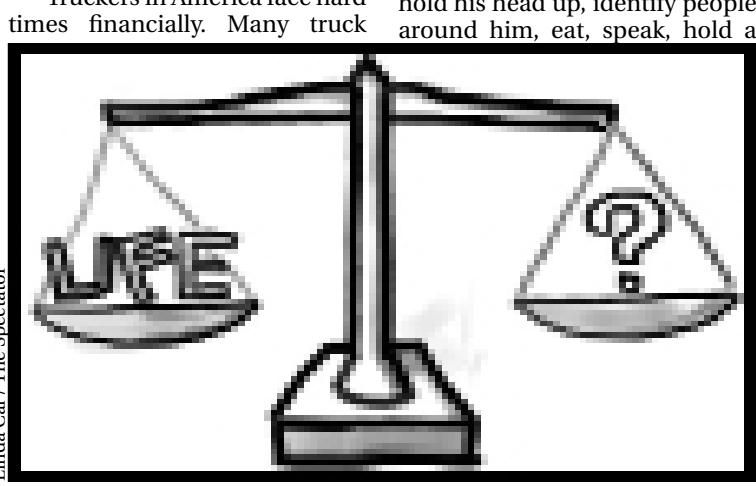
Peter, who was 16 when this happened, got off "lightly" according to paramedics. His pelvic bone had been crushed, his eye socket broken so that the muscle controlling eye motion was stuck between bones, and he was alive when his mother was pronounced dead.

My family has been struggling for more than a year now. This is not the first, and God only knows it will not be the last, fatal accident that has occurred because of trucking laws. My family does not blame the trucker who fell asleep; in fact, I feel sorry for him. It must hard to know that you have killed someone, especially since it was an accident. I blame the system that allows for truckers to be paid by the mile; I blame the corporations willing to look the other way so their profit is bigger; I blame the people who allow for all this to happen.

What needs to happen now? New trucking laws; laws should protect everyone, not just a corporation. Truck drivers should be paid by the hour, and far more than the 11 dollars they make on average each hour. Truckers need benefits they lack, such as dental or health insurance. If these benefits were guaranteed to truckers, many would not have to drive as much in order to have money saved in case of an accident. People need to realize that the federal law allows for 11 hours of driving time for truck drivers; these long stretches of driving lead to an average 13 people a day dying from trucking accidents. Though there was a 20 per cent decrease in trucking accidents due to fatigue in the past 5 years, 5,000 Americans are killed in fatigue-related trucking accidents each year.

We need to understand that 5,000 people are worth far more than the few dollars they save on merchandise transported by trucks. The corporations guilty of the greed that, in part, leads to so many deaths need to look past themselves and allow for money to be given to the truckers. The price does not need to be raised, but where the money goes needs to change. Less money should go to the heads of corporations and more to the workers and the middlemen—the truckers.

That is the only way to save another family.



Linda Cai / The Spectator

Escape the Golden Arches

By AZRA TANOVICS

Walking down Chambers Street on a dreary October day, I smell the familiar odor of stale grease coming from none other than America's favorite golden arches, McDonald's. A horde of Stuyvesant students shuffles into the establishment eager to get their fix of artery-clogging, grease-sodden burgers and fries as another group exits with white and red paper bags. In many ways, McDonald's is an eatery made for Stuyvesant students. The typical Stuyvesant student is often strapped for time and cash. In McDonald's, students find the seemingly perfect solution to their problems: quick, filling meals for just a few dollars. Observing my McDonald's-loving friends and classmates, I find myself comparing them with a lot of my friends in Europe. Reminded of the various McDonald's restaurants in Europe, I am suddenly acutely aware of the regional differences of the conglomerate's international popularity.

In Europe, the influence of McDonald's is negligible compared to its influence in the United States. Though America's fast-food sweetheart has made its way into the continent's bustling metropolises in recent years, the European populations remain less than enamored.

Despite McDonald's attempts at luring the local inhabitants in with the brand's twists on regional specialties, the domestic populations do not frequent the establishment, often preferring instead to dine at more native eateries. While an admittedly large portion of Europeans has eaten at the establishment, unlike in America, very few people actually eat there on a regular basis.

In fact, most of my European acquaintances are prone to scoffing at the mere mention of the eatery, choosing to indulge in its salty specialties only once in a blue moon.

Moreover, I notice that the restaurants are visited in a large part by American tourists who are too nervous to step out of their comfort zones, and thus opt for the familiar, comforting tastes of their homeland.

Europeans are not food snobs, nor are they too proud to try the famous perfectly crispy fries. Rather, the lack of European interest lies in the cultural differences between America and Europe. The appeal of McDonald's is, in many ways, the antithesis of the values of traditional European food culture. While the American chain promotes a factory-style uniformity and speed with every meal, European cultures prefer a more personal approach to food. Instead of eating at the fast-food chain, many Europeans simply eat



Carolyn Kang / The Spectator

Opinions

By the OPINIONS EDITORS

It's November, and the only thing many seniors have on their mind is college. When they're sending in those applications and making those important choices, they also look at the debt that may accrue and carefully examine the financial aid policies of each institution considered. Take NYU for example. Dozens of Stuy students go there every year, some undoubtedly oblivious to the fact that the university is unusually stingy with financial aid, as *The Village Voice* reported in "NYU Students: Debt and Debtor," which was published on Wednesday, November 9. Seniors, heed this cautionary tale and take a reality check.

We don't know about you, but lately we've noticed more creepy crawlers roaming around the school than usual. One biology teacher told us she saw two rodents fighting over an empty chocolate wrapper after hours. In the Spec office, we have our own furry friend, whom we call Archibald. As much as we love him, it would be nice to see

Short Takes From the Opinions Desk

fewer rats and roaches in the halls and in the classrooms. That's an elusive goal. This is, after all, New York City. Still, we think that reviving StuySpace, encouraging students to clean up after themselves, and allocating a little more money to extermination efforts would go a long way.

As much as we want the administration to take a stand against the rats, we would like them to stop doing something else, namely, enforcing the dress code. When the policy, which bans short skirts and bare shoulders, was promulgated last year, we weren't sure whether it would actually be enforced. Two of our Opinions editors organized a petition drive that garnered over 800 signatures opposed to the change. Unfortunately, we were right. For the past two months at the bridge, scores of female students have been told to cover up—even females who are wearing decidedly demure outfits or are not clearly violating the dress code. We reiterate our view that the dress code is unnecessary and arbitrary and

that it insults the maturity and intelligence of the average Stuy student.

Recently, the Department of Education published its report cards for all New York schools. Stuy got an A, but was ranked 97th among high schools city-wide and received a C for its environment. Brooklyn Tech and Bronx Science earned similarly baffling grades. Something is definitely up. Math teacher Gary Rubinstein has done a good job crunching the numbers and has figured out the city's metrics are essentially bogus, an analysis you can find on his blog, www.garyrubinstein.teachforus.org.

Speaking of the city, we are outraged by what Mayor Michael Bloomberg has done to the protesters in Zuccotti Park. Just because he doesn't agree with their message—and we do—doesn't mean he has the right to clear them out of the plaza in the middle of the night with a bunch of storm troopers. The fact that the park is privately owned by Brookfield Properties and that the removal

of the protesters was requested by the owners does not justify the manner in which they were removed. Bloomberg has often depicted New York as a free speech oasis, once saying that the city "is the place where you can come and express yourself." His actions, however, violate the spirit, if not the letter, of the First Amendment.

In the horror-story theme, we turn to the Republican Presidential debate. The term "debate," however, implies some modicum of decorum and intellectual thought. The spectacle playing out on our television screens more closely resembles a series of inept college students trying out for a spot on *The Real World*. The empty speeches, overblown promises, and dramatic hand gestures are reminiscent of high school students attempting to win a popularity contest, albeit with some extra help from speech writers, campaigners, fan bases that laugh at all the appropriate times. The debate is fraught with personal attacks and evasive answers. The race for president is no longer a competi-

tion of political strategy, but of mud-slinging tactics. From Romney's dog-on-the-roof trip and Rick Perry's war on sanity to the cheese-stuffed crust of Herman Cain's pizza, the topics of debate are just as hilarious as they are irrelevant. Frankly, if we wanted to see celebrities vie for the public's attention and wax lyrically about issues on which they are not informed, we would watch *Jersey Shore*.

On another note, we saw our first Christmas ad on the night of Tuesday, November 1—the holiday season has begun! It's lovely to start thinking about all of the gifts and good food that come with December 25, but what about Thanksgiving? That's also a fairly noteworthy holiday, isn't it? It's enough to warrant turkey decorations and two days off from school at least. However, there's something cruel about these ads. It isn't even December! We're excited—that's for sure—but we also feel like someone needs to let these ad people know that we still have two months to go.

Arts and Entertainment

Like Love, Like Loss, "Like Crazy"

By NINA WADE

Romantic films have become so formulaic that the idea of another mushy two hours makes some viewers turn away in disgust. However, "Like Crazy," the winner of the Grand Jury Prize for Best Dramatic Film at the 2011 Sundance Film Festi-

I'm a nutcase." Something about the note earns a smile from Jacob, a down-to-earth furniture design student. Their first date hints, in its simplicity, at the nature of the love they come to feel for each other.

When the semester comes to an end, Anna makes a spur-of-the-moment decision to overstay her visa, and she and Jacob spend a lazy summer together. When she tries to re-enter the country after returning to England for a family event, this violation causes her to be detained and deported.

As the months pass, the two become more entrenched in their disparate worlds. Jacob's furniture business takes off in L.A., and Anna, meanwhile, grows more capable and independent as a journalist in London. The couple tries to maintain a semblance of a long-distance relationship, but the separation strains their connection, and the resulting image is a heartrending, genuine portrait of two people, who are perfect for each other, but who met at the wrong place and the wrong time.

Unlike most romantic movies, "Like Crazy" features no flat, one-note characters. Anna and Jacob are each less than perfect, and they both make imprudent choices as they try to bridge the distance between them. Anna's parents, Bernard and Jackie (Oliver Muirhead and Alex Kingston), respect her decisions but are sensibly wary of her inter-continental relationship. In their shared looks and helpful advice, they seem just like any other parents who want to help, but aren't sure how.

Jacob's on-again-off-again interim girlfriend Sam (Jennifer Lawrence), however, is the most interesting character to watch, as she tries and fails to capture

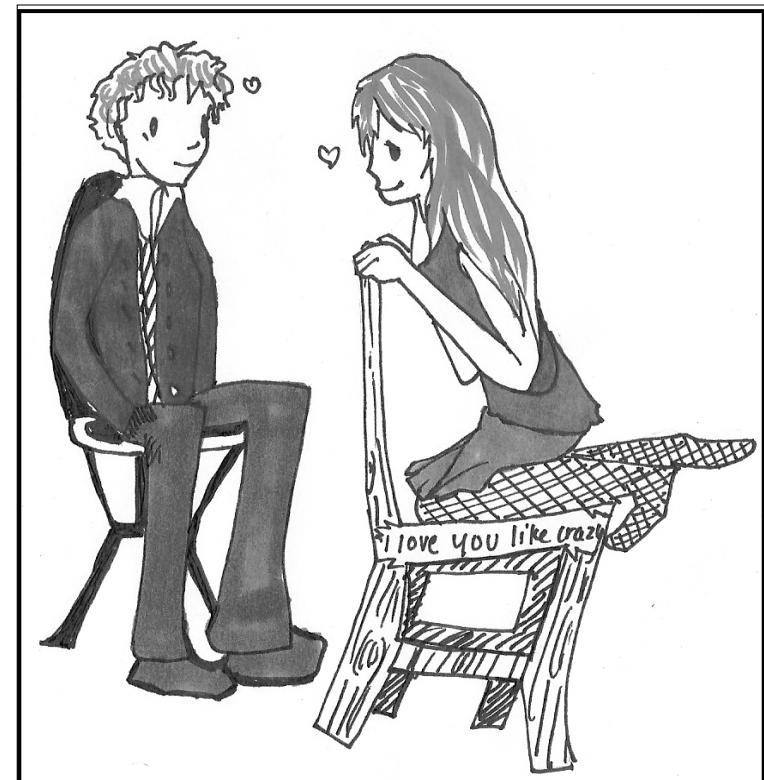
Jacob's full attention. When she walks outside, looking for him, only to find him on the phone with Anna, the despair on her face is painful to see, as is the resignation in her eyes when she confronts him, saying, "I know you talked to her."

The movie's representation of romance itself is sharp and realistic, taking the viewer on the same emotional roller-coaster the characters are on. When Jacob brings Anna his first product, a simple wooden chair, the glee on her face and the pride on his are as evident as his carving on the bottom: "I love you like crazy." And when Anna, after a hard day at work, cuts Jacob's call off abruptly but then phones him back, sobbing and saying that she misses him, her frustration is palpable. When Anna reads aloud one of her original creative pieces, she's more spot-on than many young adults, both real and fictional, when she says, "I

Every scene with Anna and Jacob seems like an intrusion into their private world

thought I understood it. But I didn't. I knew the smudge-ness of it, the eagerness of it, the idea of it—of you and me."

To help make the interactions between the characters feel real, director and writer Drake Doremus used an unconventional scriptwriting



method: only writing character backgrounds and an extended outline of the plot. He left the dialogue unplanned, and turned to the actors for improvisation.

Jones delves deep into her role as a girl caught between carefree childhood and adult independence, and it shows in her character's audaciousness and fragility: Anna is the one who brings up the idea of dating other people, acknowledging that "it's just hard to keep stopping and starting," but feels hurt when Jacob ignores her to be with Sam. Jones deftly expresses the subtle changes in emotion in her voice and her eyes, both of which go soft or brittle at a moment's notice, showing the audience just how torn she truly is.

As Jacob, Yelchin is quiet and often infuriatingly hard to read, but his calmness complements Anna's spontaneity. See-

ing Jones and Yelchin kiss, or cry, or dance, it is hard not to root for them. When the two are together, they seem not just sweet, but devoted, with small smiles and gestures as simple as toying with each other's hair. Every scene with Anna and Jacob seems like an intrusion into their private world, a feeling aided by the use of slightly voyeuristic, unsteady camerawork.

Like every other aspect of the film, the couple's ending is complicated, bittersweet, and raw-edged. While it feels like Jacob and Anna deserve their happily-ever-after, their complexities and troubles are too much of a hindrance, and to give them a bland ending would feel like a cop-out from the sometimes harsh reality of the film. However, it is this realism that makes the alluring couple's story relatable, and that drives the heart of the film along.

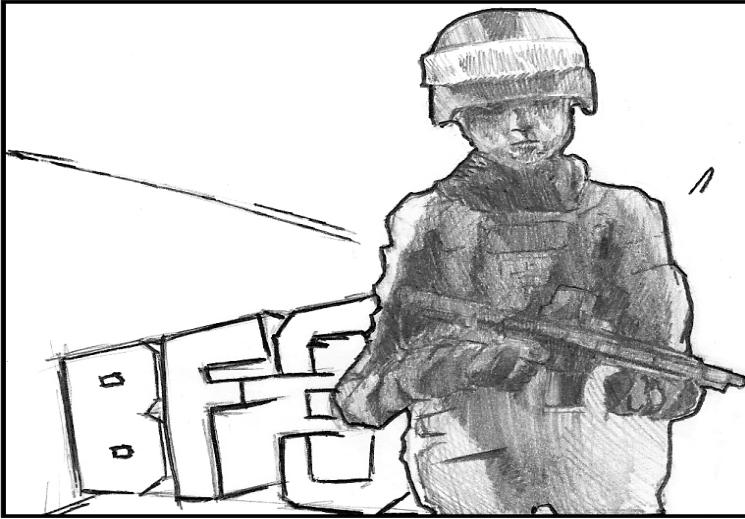
val, puts a creative new spin on the idea of star-crossed lovers.

Anna (Felicity Jones) is a Londoner studying journalism in Los Angeles. Impulsive and bold, she leaves a note on her classmate Jacob's (Anton Yelchin) windshield that professes her attraction to him and ends with, "please don't think

Arts and Entertainment

A Better Battlefield

Thomas Hsu / The Spectator



By JAMES BESSOIR

You lean out from cover and fire blindly into the smoke under the beating sun. You're not sure if you hit anything, but you hope you did. Suddenly, your sandbag wall explodes and an enemy tank approaches. Un-equipped to take it down, you start to run away, before stopping abruptly. The fighter jet that was only a dot on the horizon seconds ago is now on top of you. It strafes the ground with cannon fire and just like that it's all over. Until you re-spawn, of course. This is just one of the many possible exhilarating scenarios in the latest first-person-shooter video game, Battlefield 3, which was released on Tuesday, October 25.

Developed by Swedish developer DICE, the studio responsible for last year's Battlefield: Bad Company 2, which sold 9 million copies, Battlefield 3 had a lot to live up to. It's the seventh full game in the Battlefield series, which began with Battlefield: 1942 in 2002. The series is famous for its massive online multiplayer modes, featuring upwards of 50 play-

teams fight over three or more stationary flags. If a team controls a majority of the flags, the other team starts to lose spawn tickets, which allow players to re-spawn when killed. If a team reaches zero tickets, it loses. Conquest can be intense, often involving lengthy firefights for complete dominance over the flags. Another game mode is Rush, in which one team has to defend two points from an attacking team, whose objective is to destroy the points by planting a bomb at each one. When the two points are destroyed, the defending team falls back to another two points. The attackers win when they push the defenders back to the end of the map. The defenders can win by killing 75 attackers before their two points are destroyed. Rush is largely dependent on the skill of the defending team. If it can set up a good enough defense, the attackers can lose without destroying any points. What makes Rush great is its unpredictability and teamwork; the defenders might set up a great defense somewhere, and the attackers have to adapt to that and find another way around. Teams are forced to communicate and organize effective defenses and devastating attacks.

Other game modes include Team Death Match and Squad Death Match, which are simply competitions for the most kills. However, these game modes have fewer players, no vehicles and a smaller game map. They also fail to show off what has made Battlefield great: huge maps, large-scale vehicle combat, and a well-defined objective that encourages teamwork.

Customization is a big part of Battlefield 3's multiplayer game play. Players can gain experience points to level up by getting kills, destroying vehicles, or completing objectives. Four classes are available for use: assault, support, recon, and engineer, each with its own special weapons, attachments, gadgets, and abilities. Vehicles can also be upgraded in a similar way, and players can add missiles for jets, more speed for tanks and dozens more game-changing upgrades, which allows players skilled in the use of a particular vehicle to dominate the battlefield.

Though multiplayer gaming is where Battlefield 3 excels, it includes a full single-player campaign as well. The story of US Marine Sgt. Henry Blackburn in Iran is narrated over 12 levels as he uncovers a plot involving a terrorist organization planning to incite war between the U.S. and Russia. The story, with its WMDs and terrorists, is rather cliché, but the levels are still enjoyable and allow players to get the hang of the con-

trols before jumping into multiplayer mode. Also included is a co-operative game mode that allows two players to work together to get the highest score in a few varied missions, many based on scenarios from the single-player campaign.

Battlefield 3's entrancing game play is complemented by its high definition graphics. Running on DICE's new Frostbite 2 engine, the graphics, audio, and physics are all top-notch. The visuals, though considerably better on a high-end gaming PC, are stunning on console as well. The lighting is natural and shadows fall organically, the foliage and water move realistically, and the depth and detail of the game's environments is breathtaking. The experience is further

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heightened by playing on a PC with a 3D display. The sounds are all carefully woven together to recreate the experience of being in an actual battlefield, a trait for which the franchise is well respected. Another trait that Battlefield is famous for is its destructible maps. Players can blow up walls, fences, and even cause entire buildings to collapse. This destructibility means that players are rarely safe inside buildings and behind cover, and enhances the intense, realistic experience.

Battlefield 3's main competitor in the shooter genre is Activision's Call of Duty: Modern Warfare 3. Though they both have relatively short, cinematic single-player and co-op modes, their multiplayer modes are very different. The main difference between the two lies in their game play styles. Modern Warfare is faster paced, and favors more of a lone wolf play style, while Battlefield is all about teamwork and tactics.

Modern Warfare's maps are much smaller, have no vehicles, and have no destructibility in stark contrast to Battlefield's massive, vehicle-centric, destructible maps. Battlefield also has much better graphics.

Battlefield 3 is indubitably one of this year's biggest releases, and best games. While not perfect because of its lackluster campaign, it is more than enough to warrant a purchase because of its spectacular multiplayer. The intense large-scale vehicle battles, realistic close range firefights, and gorgeous graphics make this game a shot worth taking.

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ers fighting on vast stretches of land, and a strong emphasis on vehicle combat. Battlefield 3 is no exception, featuring 64-player matches on PC and roughly two dozen unique vehicles, including tanks, jeeps, helicopters, and, for the first time since 2006's Battlefield 2, jets.

Battlefield 3's multiplayer is, as usual for the series, the star of the show. Packed with nine maps, the multiplayer is set in a variety of locales ranging from a subway station in Paris to a massive oil refinery in Iran. Several modes are available to play, including Conquest, in which two

Tough Love Therapy

By CHRISTINE LEE

A dark, leather football tumbles across a beige carpet. It comes to a rest at a plush chair where two shapely legs cross over each other, capped off by dark stilettos. The twang of distorted guitar chords closes this title sequence. Welcome to the office of Dr. Dani Santino, whose "specialties" include chicken parmesan, cognitive behavioral therapies, hypnotherapy, and kicking patients' butts."

Inspired by a true story, "Necessary Roughness" is a new, entertaining television series that airs on USA Network. The twelve-episode first season debuted in June this year and ended in September. It centers on a feisty Long Island divorcée and psychotherapist by the name of Dani Santino (Callie Thorne), who catches her big break as a therapist for the New York Hawks, a professional football team. However, between tending to her patients, controlling her attraction for two different men, fighting a nasty custody battle with her ex-husband, and taking care of her two unruly children, Dani has no time to herself.

Before the title sequence cuts in on the pilot episode, Dani is shown throwing her cheating husband's clothes out the window and coolly asking for a divorce. What ensues is a fierce and bitter emotional battle. While Dani is fiercely protective of her children, her husband, Ray Santino (Craig Bierko) is the one with the cash. Drinking in a bar with her friend (Amanda Detmer), Dani finds her solution; she snags the attention of the New York Hawks' athletic trainer, Matthew Donnelly (Marc Blucas). After proving her skills by getting him to quit smoking, she is invited by Donnelly to be a therapist for the Hawks' star player and quarterback, Terrance "T.K." King (Mehcad Brooks). From here, her career skyrockets as various celebrities begin to seek out her help with their psychological problems.

Undoubtedly, the two main attractions of the show are Thorne and Brooks. Thorne's biting, snarky role as a tough therapist whipping her patients (and everyone else around her) into shape is hilarious and endearing. Thorne also impeccably plays the other dimensions of Dani's character; she is the troubled single mother, the hesitant yet adorable, out-of-shape dater, the flagrant condemner of her ex, and the passionately committed doctor. The show delves into all of Dani's problems and

the emotional chaos inside the divorcée. Though Dani could have been just another clichéd alpha female with a hidden weak side, Thorne's portrayal is down-to-earth and genuine, creating a character that is both lovable and realistic.

Brooks plays his role brilliantly as the huge sports star whose larger-than-life personality and bloated ego fuel his infamy. Terrance's twinkling, brown eyes and mischievous antics can be, in a snap, replaced by the snarling, cursing, and turbulent manner with which he carries himself when incensed. He hates being told what to do, throws temper tantrums, and is incredibly self-centered. Whenever Brooks and Thorne interact, the scene is sure to be intense and poignant.

Despite the strength of these two actors and characters, the show's structure is overly formulaic. The premise of each episode revolves around a different patient, interspersed with a few scenes about Dani's fledgling love life and ongoing familial problems. Within the span of an hour, Dr. Santino almost miraculously comes up with the solution to her patient's issues while managing to maintain order in her hectic personal life.

Unlike most medical shows on air today however, this show presents the issues with Santino's patients with an unprecedented degree of depth. When super-doctor Santino finds the answers to her patient's problems, she often shows that the solution is never easy to get to and that there are many underlying causes to one issue. In the episode "Anchor Management," Dani treats a news anchor who starts to make mistakes on-air. Although she initially thinks the problem stems from stage-fright and self-esteem issues, Santino uncovers that the real issue is the anchor's anxieties about becoming a father. Reading between the lines, searching the smallest hints, Dani gets to the heart of her patients' troubles.

Airing on a network best known for its snarky detectives and medical specialists, the show puts an intriguing twist on a nearly played-out genre with its portrayal of Dani's Sherlockian pursuit—the contents of the human mind. Renewed for a second season, which begins in September, "Necessary Roughness" is an entertaining and thought-provoking delight that will charm viewers with its sarcastic, quick wit and entertaining, tough-love take on psychoanalysis.



Christine Lee / The Spectator

Arts and Entertainment

Not Your Average Teens: The Heroes of Olympus



Sara Chung / The Spectator

**By PATRICK LOI
and MEG PALMER**

In a world where Hollywood is home to Hades, nonexistent floors of the Empire State Building is Mount Olympus, and teachers are monsters from the Underworld, campers at a secret summer camp tucked away from sight do much more than canoe and hike. Rick Riordan's series, "The Heroes of Olympus" focuses on the lives of apparently normal teenagers who discover that they are children of the Greek gods and that all figures and monsters from Greek legends actually exist in modern-day America. Riordan fluidly combines the contemporary world with that of Greek mythology, submerging young readers in an enriching, classical world enhanced with American pop culture.

In 2005, Riordan first introduced his fantastical world in the "Percy Jackson and the Olympians" series, which provided the basis for "The Heroes of Olympus." He recently released the second book, "The Son of Neptune," of his new series, "Heroes of Olympus." The newer books focus on a new generation of demigod teenagers who embark on dangerous

quests and face perilous challenges. Many characters from the original series make an appearance, but instead of focusing solely on the Greek gods, Riordan introduces Roman deities and combines the two classical pantheons. However, the Greek demigods and Roman demigods are intense rivals, and their situation reflects the conflicts between Greece and Rome.

"The Son of Neptune" stars the original series' beloved protagonist, Percy, who was curiously absent in the new series' first novel. Percy, the son of Poseidon, the Greek god of the sea, mysteriously arrives at a Roman camp with his memories stolen. Percy begins to assimilate, ascends to leadership, and gradually recovers his memories. He befriends new characters and embarks on a quest to rescue the god of death, Thanatos.

The introduction of the Roman characters gives the new series a refreshing twist, but slightly detracts from the original series' appeal; Roman mythological monsters are not as captivating or familiar as Greek ones, such as the Minotaur, Medusa, the Hydra, and the Titans. In "Son of Neptune," most of the battles in the novel

are less climactic and exciting than those from the original series.

Riordan follows the same familiar story line in all the books: the hero travels to the (Greek or Roman) camp, receives an urgent, nearly impossible quest

Nostalgic childhood fans of the Percy Jackson series will be pleased with the return of their beloved hero.

to rescue an important person or deity, fights the main antagonist's minions within an unreasonable deadline, and returns to camp with the quest accomplished. Although the story progresses smoothly, the formulaic structure has be-

come redundant and tiring after seven books.

In "The Son of Neptune," the redeeming factor is Riordan's development of the series' new characters, Frank and Hazel. Previously, Riordan tells his stories in first person through Percy's eyes, but in the new series, he switches perspectives between the three characters. Riordan makes the other two protagonists seem realistic by revealing their backstories, histories, and personal issues, all of which they must overcome while solving their quest. The switching between perspectives allows the reader to connect on a deeper level with all three characters and view the world through their eyes. Riordan develops his three main characters beautifully, highlighting their unique aspects and struggles to fit into society.

Percy is no longer the young, naive child in Riordan's first book, "The Lightning Thief." He has evolved into a serious and mature leader. The series itself reflects this, dealing with darker, more mature themes than the original series did. Gaea, the main antagonist, manipulates and torments each of the main protagonists, exposing

their fears and psychological weaknesses. Though the characters do not have the same comic youthfulness that endeared them to readers in earlier books, their realistic, flawed, dynamic personalities make them appealing protagonists.

Because the series is geared towards a younger audience, the novel focuses on "young adult" issues, such as growing up, finding a niche in society, overcoming death of loved ones, and teenage relationships. Older readers may find these themes clichéd and unoriginal. The reiteration of the characters' personal dilemmas and the cheesy, moral pep-talks every few lines will result in eye-rolls among older readers. Though Riordan's writing may seem juvenile, he does a great job melding classical mythology and the modern world in a way that is appealing to younger audiences. Nostalgic, childhood fans of the Percy Jackson series will be pleased with the return of their beloved hero, reveling in Riordan's creative plot twists and new characters. Fortunately, Riordan still re-

Though Riordan's writing may seem juvenile, he does a great job melding classical mythology and the modern world in a way that is appealing to younger audiences.

tains some charming comedic prose that makes the book an easy page-turner. The simple rhetoric and modern contexts makes the book a relaxing and entertaining read. "The Son of Neptune" is an appealing way to absorb classical culture without straining to dissect *The Odyssey*.

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Arts and Entertainment

Nickle-and-Dine: Ruben's Empanadas



Ruben's Empanadas. 149 Church Street

By DAVID KURKOVSKIY

Since the tragic shut-down of Pan Latin, Stuyvesant's favorite locale for every kind of food from chicken and avocado quesadillas to white corn arepas, it has been difficult to find a filling and cheap Latin eatery. Often unnoticed by students due to its location, Ruben's Empanadas offers a solution for unfulfilled cravings with its great number of variations on the versatile Latin American turnover snack.

Located on Church Street, just off of Chambers, Ruben's Empanadas is easy to miss. Upon walking inside, one is surprised by its small size; there is only one cashier-chef and a few narrow tables. Such a setup may seem uncomfortable at first, but the diminutiveness creates a cozy atmosphere, making it easy to grab an empanada and go, or

sit down with a small group.

Though its menu is limited almost entirely to empanadas, Ruben's offers a refreshingly large variety of the classic dish with over 20 different flavors. Most of the savory empanadas are \$4, but they are well worth the cost, as they are large in size and completely stuffed. The chili empanada contains rich beef and is excitingly spicy. The ham and cheese empanada is not as strong, but still has a pleasantly smooth texture thanks to the smooth combination of melted mozzarella, ricotta, and cheddar cheese. The use of spices and sauces in most of the meaty empanadas creates a thrilling and flavorful experience.

Ruben's also offers a varied and somewhat unusual selection of vegetarian empanadas. The unique vegetarian fillings include chili-flavored spicy tofu,

broccoli with mozzarella and ricotta cheese, and spinach with tofu and nutmeg.

Several types of dessert empanadas are also sold for \$2 apiece. These empanadas' doughy shells are much lighter and sweeter than their savory counterparts', creating a much more comforting texture. While the sweet apple empanada is the crowd favorite, Ruben's dessert selection also includes cherry, sweet potato, and guava and cheese empanadas.

All the empanadas—each just slightly larger than a fist—have a crunchy exterior of warm dough complemented by the rich unison of different ingredients inside. In addition, one can order sides such as rice and beans, or soup (either hot soup or gazpacho).

Though small and somewhat limited in its selection, Ruben's Empanadas is a cozy establishment where one can go to grab a delicious, quick, and inexpensive lunch or snack. While Ruben's sells almost nothing but its titular specialty, its menu strongly resonates with the idea of quality over quantity. When one tastes the crunchy, warm delight of tangy Latin food for the first time, one will be delightfully impressed with what Ruben's Empanadas has to offer.

Ruben's Empanadas is located on 149 Church Street, near the intersection with Chambers Street.

Remy's Ratatouille

By MEG PALMER

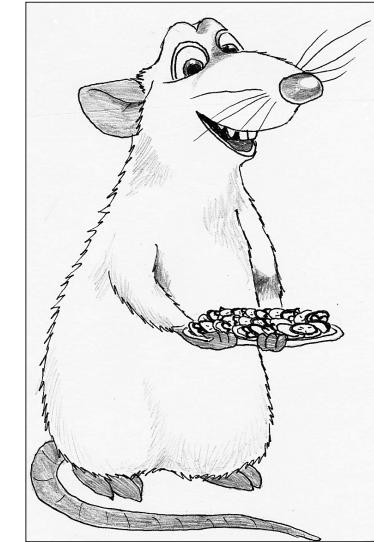
Remy wants to be a chef. The only problem? He's a rat. His skills are put to the test when he must cook for the acerbic critic, Anton Ego. When faced with this challenge, Remy decides to cook a dish normally considered too humble for a five-star French restaurant: ratatouille, a delicious, traditionally home-cooked dish layered with warm, colorful vegetables and sauce. Inspired by the Pixar movie "Ratatouille," this recipe requires just an extra bit of time and preparation. It is well worth it in the end.

Preparation time: 1 hour
Cook time: 45 minutes

Ingredients:

2 Tbsp olive oil
4 cloves of garlic, minced
3 tsp fresh parsley (minced), or 2 tsp dried parsley
3 tsp fresh basil (minced) or 2 tsp dried basil
2 tsp fresh rosemary (minced) or 2 tsp dried rosemary
1 eggplant (about 2 pounds), washed, peeled, and sliced in coins
2 zucchinis, washed, peeled, and sliced in coins
1 large yellow onion, sliced in coins
2 cups fresh mushrooms, sliced
1 bell pepper, sliced
2 large tomatoes, chopped
1 cup grated Parmesan cheese.

Preheat oven to 350 degrees F (175 degrees C). Coat bottom and sides of a 1 1/2 quart casserole dish with 1 tablespoon of



olive oil.
Heat remaining 1 tablespoon of olive oil in a medium skillet over medium heat. Sauté garlic until lightly browned. Mix in herbs and eggplant. Sauté about ten minutes until eggplant is soft. Season with salt to taste.

Lay the eggplant evenly across bottom of the prepared casserole dish and sprinkle with a few tablespoons of Parmesan cheese. Spread the zucchini in an even layer on top. Lightly salt and sprinkle with a little more cheese. Continue layering in this fashion with onion, mushrooms, bell pepper, and tomatoes. Cover each layer with a sprinkling of salt and cheese.

Bake in preheated oven for 45 minutes.

For a quick, weeknight version, use dried herbs, rehydrated dried mushrooms, and canned tomatoes.

The Wit of Whitney

ence to start a cupcake business with Max. Initially working out of the diner, they plan to make enough money to buy their own cupcake store.

One of the show's merits is that Max and Caroline become well-developed characters in merely a couple of episodes. Both Max's fear of getting close to others and Caroline's over-zealous pride become apparent as the two try to bond as friends, roommates, and business partners.

What sets "2 Broke Girls" apart from other comedies is its sharp, sexualized wit. Both Max's candidness in pointing out obvious double entendres and Caroline's ridiculousness grant the show a surprisingly direct hilariously. The humor always reveals something about the characters, providing a poignancy that is both refreshing and dramatic. For example, Max's jocular flirtations with her friend Johnny and her

girlfriends are an entertaining show that successfully walks the line between light comedy and intriguing drama.

Whitney
(Thursday, 9:30 p.m, NBC)

In a show where she plays a fictionalized version of herself, Whitney Cummings argues with fictional live-in boyfriend Alex Green (Chris D'Elia) over which one of them is the most romantic after Alex claims that Whitney is not a fan of romantic gestures.

They try to outshine one another, buying abundant bouquets of roses and even pretending to propose. Using this emotional, family humor, "Whitney," a true romantic comedy, is full of engaging and heart-warming scenes.

Contrary to "2 Broke Girls," "Whitney" has a more subtle humor that often focuses on how in tune Whitney and Alex are after having dated for three years. In addition, two of their friends, Neal (Maulik Pancholy) and Lily (Zoe Lister-Jones) are engaged, and their perfect, functional relationship is a foil to Whitney and Alex's eccentric one.

Though "Whitney" is more of a family comedy due to the absence of risqué wit, it is still amusing. The show uses well-received clichés and a more simplistic humor to keep viewers entertained. In one episode, for example, Alex and his best friend Mark (Dan O'Brien) "break up" their "bromance" and go through the classic bad split, complete with ice cream binges, distracting exercise routines, and rebound best friend. Though this sort of comedy is not as outrageous as that from "2 Broke Girls," it is still fun to watch.

The greatest fallacy of "Whitney" however, is its disappointing

lack of character development. All the main characters—with the exception of Whitney and Alex—seem to be stuck with single acts; Neal and Lily's love-stricken sapiness and Mark's overdone complaints about being single soon start to become irksome. Hopefully, as the show progresses, the unorthodox dynamic between Whitney and Alex will help the other characters develop.

What sets "2 Broke Girls" apart from other comedies is its sharp, sexualized wit.

ensuring insecurity show her fear of getting into serious relationships.

Through its developed characters and powerful wit, "2 Broke

Girls" is an entertaining show that successfully walks the line between light comedy and intriguing drama.

Max surprisingly agrees. Though ditzy in appearance, Caroline uses her business school experi-

ence to start a cupcake business with Max. Initially working out of the diner, they plan to make enough money to buy their own cupcake store.

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Nerd Day



By Sam Kim, Eugene Lee, Tong Wan, and Victoria Zhao

Humor

These articles are works of fiction. All quotes are libel and slander.

Seniors Protest Against College Application Process

By SAMANTHA LEVINE

A group of Stuyvesant seniors stormed the College Board's New York City headquarters on Thursday, November 10, in the first act of a grade-wide protest against the college application process. For years, the College Board has served as a medium for high school students to take college entrance exams, including the well-known, widely-feared SAT.

"After years of complaining on Facebook, it was finally decided to take some real action."
—Evan Lubin, Senior

The seniors involved in the movement believed the protest to be a logical next step in a long history of student unrest.

"After years of complaining on Facebook, it was finally decided to take some real action," senior Evan Lubin said. "We're doing this in the name of every sleep-deprived, angst-ridden senior out there. Even the ones

who don't want us to."

The group arrived at the College Board building early Thursday morning, armed with signs that read "We are the 88%," referencing their test grade percentiles in Occupy-Wall-Street fashion.

The seniors claimed they had no trouble finding the building on "occupation day," as they called it.

"You'd think with thousands of raving mad seniors around, the College Board would hide its location," senior Jahmar Campbell said. "But there it is, clear as day, on its Web site."

While the College Board occupation was soon ended by police officers, the seniors have taken further measures to express their discontent. Another organization they have targeted is The Common Application, an organization that claims to facilitate and ease the college application process by providing a universal application accepted by virtually all American colleges and universities.

"Yesterday, I deleted my Common Application account," senior Jay Jiang said. "It was surprisingly liberating."

Some seniors expressed support for the movement, but have not actively participated in it.

"This movement is a long time in coming, and I definitely plan on joining the protest, just as soon as I finish writing my college essays," senior Elias Weinraub said.

The movement has contin-

ued to grow, largely due to its popularity.

"Let's face it. We need to vent our frustrations through something stronger than angsty poetry and personal essays," Campbell said. "This is it."

Though popular, the protest has not been without consequences for the seniors involved. Over two hundred seniors have been arrested and charged with varying degrees of trespassing, public disturbance, and senioritis. However, many remain indifferent to such backlash.

"Considering the number of times I've been arrested during this rebellion, I would be required to check that 'disciplinary action' box on the Common Application," Jiang said. "It's fortunate that I no longer have an account."

The attitude reflected by the class of 2012 has been a big source of concern for the school administration.

"I don't know why the students have suddenly decided to act out, but we have to put a stop to this before the [New York] Post catches on," Principal Stanley Teitel said.

Despite impending deadlines and school-wide concern, the protest doesn't seem to be winding down.

"This is only the beginning," senior Alice Anichkin said. "Reinforcements are on the way, and these people are even more exhausted and stressed out about this process than we are—our parents."

Senioritis Epidemic Strikes Freshman Class

By ROBERT MELAMED

Beginning on Tuesday, November 8, Stuyvesant's medical office was flooded with freshmen complaining of symptoms associated with Senioritis, a disease commonly found in the school's senior population.

"Most freshmen I've seen have been exposed to the disease for at least a month now," school doctor Ralph Molson said. "Precisely when the epidemic began, I cannot be sure, but rough estimates trace it to around the time of the Big Sib Little Sib Dance."

A recent study conducted by Quinnipiac University suggests that Senioritis is much more contagious than previously expected. "In fact, new research has revealed that Senioritis is a sexually transmitted disease," Quinnipiac University epidemiologist Bertha Stein said.

"During the dance, freshman had a lot of physical contact with the senior class, making it a likely stage for the spread of the disease," Molson said.

Reports from attendees have attested to the contact between freshmen and seniors at the dance. "Unlike our homework, doing these girls didn't seem like a bad idea," senior Sanjit Gill.

According to attendance office statistics, freshmen attendance dropped 56 percent last

week and, of those who did arrive at school, an unprecedented 75 percent came late.

"I haven't taught a class in three weeks. All of the students who actually show up to class come with pillows and bed-sheets," biology teacher Maria Nedwidek said. "However, I haven't been wasting time. During the periods I'm scheduled to teach, I continue my research in finding a cure for Senioritis."

Dr. Nedwidek has tested these cures, one of which is a slideshow on the merits of attending an Ivy League institution, on many of her students, but as of now, nothing has produced lasting results. "I liked them better when they were loud and obnoxious," she said.

To combat the effects of the disease, dean and social studies teacher Daniel Tillman has been ordered to cut down on the number of freshmen roaming the hallways and sneaking out of Stuyvesant. "I thought senioritis was bad enough with seniors," Tillman said. "But these freshmen are much smaller and harder to catch. Seniors are too sleep-deprived to run away, but these freshmen still have spunk."

The freshmen themselves have avidly defended their newfound lack of interest in academic success. "Ever since I saw how happy the seniors seemed

to be, I decided that I was going to stop doing work, and just, like, chillax," freshman Charles Huang said. "Sure, I haven't applied to college like they have, but who cares?"

Despite the severity of the outbreak, Principal Stanley Teitel

"I'm confident that once second term report cards come out, this problem will come to a quick end."
—Stanley Teitel, Principal

tel has remained optimistic. "I'm confident that once second term report cards come out, this problem will come to a quick end," Teitel said. "Once parents see row after row of 60s, I'm sure the ensuing groundings, beatings, and forced starvations will promptly put the freshmen back on track."

Principal Teitel Shaves Beard



The Spectator's charter prohibits the publishing of overly graphic images.

By JAMES FRIER

The shaving of Principal Stanley Teitel's trademark beard on Monday, November 14, marked the end of an era in the history extraordinary facial hair. The beard, which has received critical acclaim throughout its tenure on Teitel's face, has been lauded by professor Jonathan Borkman of the University of Pennsylvania School of Barbering as "one of the finest specimens the world has ever known."

At 8:23 on Monday morning, School Security Officer Juan Diaz notified Assistant Principal Pupil Services Eleanor Archie that there was an intruder in Teitel's office. "The man in his office was completely shaven, and had little to no resemblance to Principal Teitel. I had no idea that I had been one of the first to witness the loss of what was so much more than simply a beard," said Diaz.

Immediately, Archie, accompanied by Dean Gary Rubinstein, went to the principal's office to investigate the matter. "We called [Teitel's] name, and when the man who emerged from the office was lacking the magnificent beard we were accustomed to, I had to do a double take," Archie said. "When I finally realized that the man thought to be an intruder was in fact a clean-shaven Teitel, I was shocked."

"Have you ever seen a hairless bear?" Rubinstein said. "Well, this was worse. I could barely recognize him."

In order to prevent further confusion, and address the issue directly, Teitel then made-issued an announcement over the school's intercom, citing the incredible amount of time needed daily to maintain and style the beard, as well as a decades-old case of "itchy neck" as the reason for his decision to shave.

"Trust me, this has not been an easy adjustment," Teitel said. "This is the first time that I have been without a thick, wooly beard since I first grew it out at the age of twelve."

Many teachers took time out of their lessons to discuss the beard with their classes. "The students have a right to know the status of their principal's facial hair, which has served as a symbol for the rugged masculinity of the Stuyve-

sant community ever since [Teitel] became principal," English teacher Emilio Nieves said. "What's more, the shaving was a historical event. Can you imagine if Lincoln had shaved his beard in the middle of his presidency? The implications are staggering."

Despite the strong reactions to his newly hairless visage, Tei-

"When I finally realized that the man thought to be an intruder was in fact a clean-shaven Teitel, I was shocked."

—Eleanor Archie, Assistant Principal Pupil Services

tel stands by his choice. "This decision was not made quickly. My wife and I discussed this for months. We realized that there were parts of my face that hadn't seen the light of day since the Kennedy administration, and we thought that it was finally time to expose them," Teitel said.

However, he did not rule out the possibility that his beard would one day return. "After a few months of this, I'm thinking about experimenting," Teitel said. "Mustaches, mutton chops, goatees—the possibilities are endless."

Sports

Penguins Dominate in PSAL Open Championships, Send Relay Team to States By JORDAN WALLACH

Stuyvesant's girls' swim team, the Penguins, took first place in team points at the PSAL A Division Swimming and Diving Championships, and the Anna B. Stez Memorial Trophy that comes with it, for the fourth straight year. At the meet, which took place on Sunday, November 13, Stuyvesant's 200-yard freestyle relay team also qualified for State Championships in Buffalo, New York.

However, the first place finish for the relay team, which automatically qualified it for States, was far from easy. The anchor—the girl who swam the last leg of the relay—for Brooklyn Tech, the Penguins' main competition, was senior Annie Zhu, who broke two state records on Sunday and has already qualified for the 2012 United States Olympic Trials.

"I was the anchor for Stuy, so the four of us told each other we would swim our fastest and try to get as much of a lead as we could. I was told [Zhu] was catching up to me really quickly, but not enough to touch the wall first. We were all very anxious, especially me, but we managed to win," senior and co-captain Maggie Yueng said.

The Penguins finished the race in 1:47.53, with a slim margin of victory over Brooklyn Tech of 22 hundredths of a second.

Yueng, senior and co-captain Hana Yampolsky, and juniors

Phylicia Rodriguez-Chiu and Olivia Balderes will represent Stuyvesant and the PSAL all-city team in Buffalo from Thursday, November 17 to Saturday, November 19. It was Yueng's third time qualifying for states during her time at Stuyvesant, Rodriguez-Chiu's second, and Yampolsky and Balderes' first.

"Qualifying for states was one of my goals coming into this season, and I'm really excited because I've never been before," Balderes said. "But I'm really nervous because I know a lot of the girls there are really, really fast."

The relay swimmers will have a quick turnaround after returning from Buffalo, as the entire Penguins team will face Brooklyn Tech on Tuesday, November 21 at Lehman College in the PSAL Team Championships, in their pursuit of its fourth consecutive team title.

Girls' Swimming: Stuyvesant Penguins 55, Hunter Duckies 39 By KATIE MULLANEY

The second-seeded team in the PSAL girls' swimming playoffs, the Stuyvesant Penguins, defeated the third-seeded Hunter College High School Duckies in the semifinals on Tuesday, November 8, by a score of 55-39.

Having previously beaten Hunter by only seven and four points in two very close matches this season, the Penguins were nervous going into the meet. However, the players' excite-

ment and team spirit soon overcame their anxiousness. "At the beginning of the meet, we said, 'Let's make a lot of noise.' Cheering each other on really helps," senior and co-captain Hana Yampolsky said.

The Penguins got off to strong start in the match, finishing first and third in the 200-yard medley relay, and first and second in the 200-yard freestyle race. In the third race, the 200-yard individual medley, freshman Sifan Lu started off in third place, but caught up during the fifth and sixth laps with a strong breaststroke, eventually coming in first with a time of 2:23.78. Junior Phylicia Rodriguez Chiu came in third in that event with a time of 2:28.95.

Surging to the front at the beginning has proven to be a successful strategy for the Penguins thus far this season and helped enormously in this meet as well. "With an early lead, we have that momentum of confidence and points, so it really helped us overall," senior and co-captain Sharon Romero said.

This match was very different from the first two that the Penguins had against Hunter in the regular season, and the Penguins came out on top in many events that Hunter had won in previous meets. First-place finishes in the 100-yard freestyle, 200-yard freestyle, and 200-yard freestyle relay, all of which Hunter had won at previous meets, increased Stuyvesant's overall score.

The team's preparedness for the meet was key in the victory.

"Even though I was nervous, I was a lot more ready for my events," said junior Olivia Balderes, who finished first in the 100-yard backstroke.

With this win, the Penguins advance to the PSAL Team Championships on Tuesday, November 22, at Lehman College, where they will face Brooklyn Technical High School for the third year in a row. As the two-time defending city champions, having beat Tech in 2009 and 2010, the Penguins are confident in their ability to defend their title once again.

Girls' Volleyball: Stuyvesant Vixens 2, Curtis Warriors 0 By MAGGIE YEUNG

"One pass! Let's go girls!" Coach Phil Fisher's words echoed between plays as the Stuyvesant's girls' varsity volleyball team, the Vixens, won its first playoff game against the Curtis Warriors on Monday, November 14, two sets to none, with scores of 25-8 and 25-15.

The game started off with junior Anna Wang serving the first service point for the Vixens, who jumped out to a quick lead, 11-5, at the first timeout.

Much of the team's early success was due to the skill of Wang and senior Ana Slade. In the whole game, Wang scored four service points, while Slade scored six, along with eight aces.

"Ana Slade's serving streak definitely helped us a lot," said senior and co-captain Lisa Qiu,

who had 17 assists and seven digs.

In the second set, the Vixens won the first point off the Warriors' serve. However, the Warriors soon tied the score at three as a result of better teamwork and some sloppy and uncoordinated plays from the Vixens.

"We have a tendency to tie up in the second set and [Curtis] played a little better," Fisher said.

However, the girls improved their performance and managed to lead 13-9 after the second timeout. "We had some difficulty in the beginning but we pulled it together," Qiu said.

Senior and co-captain Melissa Chin continued to impress with her powerful strikes and had seven kills in the game. Junior Natalie Kozlova led the team with 12 kills, and showed her smarts in a play when she lightly set the ball over the net as two Warriors charged hard at the net to attempt a block, expecting a hard spike. Kozlova served the final three points of the second set to win the match 25-15.

The Vixens were pleased with their first playoff win and hope to see improvement as they advance forward. "We did okay, considering we haven't played a game in a while. We have room to improve and hopefully we can continue improving as we progress through the playoffs," Chin said.

"We were a little nervous but we did what we had to do today," Fisher said.

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Sports

Girls' Basketball

Phoenix Aim for Playoffs



By NOAH HELLERMANN

This year, every member of the Phoenix has one goal in mind: getting to the playoffs. Stuyvesant's girls' basketball team last accomplished this in the 2008-2009 season, when senior and co-captains Yiru Luo and Lisa Qui were freshmen. Luo remembers the spirit of that year, and how motivated the team was. "When I was an underclassman, all the seniors would tell us, 'We want to go to playoffs this year. We want to make it big,'" Luo said.

To qualify for the Public School Athletic League (PSAL) playoffs, a team needs to have a record of at least .500. In the 2008-2009 season, the team went 8-6, but in the two years since, it has slipped below .500. This year, the girls look to turn it all around.

Coach Michelle Flemming, a teacher at Murry Bergtraum High School, says her distance from the school has prompted her to give greater responsibility to the more senior members of the team, who are spearheading this year's push to the playoffs. "I rely heavily on my captains, whether it is to spread the word about practice, or be team leaders. I communicate with them and they let me know what's going on," Flemming said.

This communication is evident in the closely-knit team. Many of the players have been together for the past three years, and both captains have played together for all four here at Stuyvesant. "We're really close. We joke with each other and tease each other all the time," Luo said.

Their relationship extends

past the jokes and the joviality, however. The teammates also have "chemistry on the court," Qui said, referring to their positive interactions during games and practices.

Junior Elektra Oates added that the girls' spirit is "competitive in a good way."

This spirit is evident in the team's rivalries. After the 2009-2010 season, the PSAL reorganized divisions, moving Hunter College High School to the Manhattan A East division of the PSAL. Hunter was a longtime rival of Stuyvesant, but since its move, other schools have taken its place. "Seward [Park High School] is kind of a big one," Qui said. Last year, the Phoenix lost twice in the regular season to Seward Park.

In order to push the team into the playoffs and past Seward Park, the girls practice five days a week. Even prior to the start of the season, before any official practices were allowed, they met to scrimmage together.

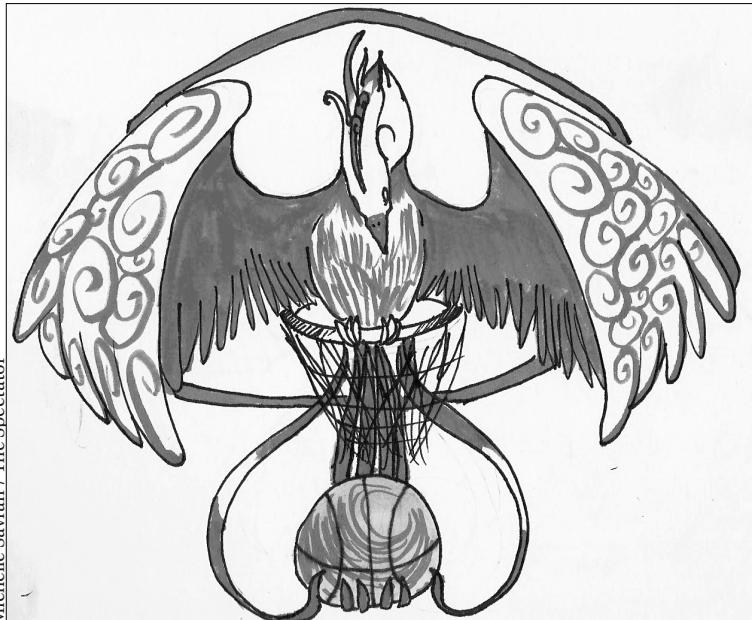
Now that the season has started, their level of focus is evident both on and off the court. "Right before games, we usually go over plays. Right after games, we get together as a team and talk about what we did well, what we didn't do well, and what we can improve on," Luo said.

This season, the Phoenix will need to come back from the loss of its leading scorer last year, Audrey Fleischner ('11), who was one of the team's three captains. She scored over 10 points a game on average, and made 43 three-pointers in the 17-game season. "We're definitely going to miss her scoring," Flemming said. "There are certain people that need to step up."

Co-captains Luo and Qui look to round out the new offense and fill the scoring gap left by Fleischner, with help from Oates, who averaged 11 rebounds a game last year.

Coach Flemming summed up her expectations for the upcoming season by saying, "Our focus is going to be the same as it always has been. We want to play good solid basketball, we want to have good team spirit, and our goal is to make the playoffs."

Michelle Savran / The Spectator



10-0

Boys' Varsity
Fencing Record

10-0

Girls' Varsity
Golf Record

10-0

Girls' Varsity
Swimming Record

6-0

Girls' Junior
Varsity Volleyball Record

12-0

Girls' Varsity
Volleyball Record

The Price of Victory

continued from page 20

on its team in my weight class, so I got a forfeit. I was thankful because I could save up my energy for the upcoming days, but also disappointed that, after enduring so much, I could not compete. Still, the victory didn't mean much, because we would face much tougher competition in the next 48 hours. I continued to eat little, and that night, I ran a few sprints in the park and did calisthenics at home, all with my winter jacket on.

On Friday morning, I was four-tenths of a pound under the limit, and was able to relax and eat a little more. My team left school after eighth period, but I had to stay for ninth period because of an AP World History test, after which I rushed to the crowded 1 train, which I took all the way up to 242nd Street in the Bronx.

The quadrangular meet pitted us against three great teams, and it lasted well past 10:00 p.m. Stuyvesant defeated James Madison High School, lost by a small margin to White Plains High School, and fell apart against Horace Mann. I faced a very strong opponent from White Plains, and spent much of the match struggling to pin him down, winning by a few points—and with only a few bruises—due to my superior takedown techniques. I slept well that night.

On Saturday morning, I had to make it from my house in Queens to Brooklyn Tech by 7:30 a.m. for our team's first major tournament of the season. I

little nervous, because private school wrestlers were usually very skilled in general. However, I was much stronger, and was easily able to snap him down to his knees and then turn him onto his back with a half nelson. The match had lasted only 58 seconds.

I was excited yet uneasy right before my finals match. My opponent was from Brooklyn Tech's JV team. I got pinned by a Brooklyn Tech wrestler at that same tournament last year. Again, I was physically dominant and aggressively took him down with a double-leg takedown. I struggled to prevent him from escaping, but had a surge of energy near the end of the two minute period to pin him with another half nelson. It took me a little longer, at one minute and 47 seconds, but I didn't care because I was the champion of my bracket. When the day was finished, we had four gold medalists, four silver medalists, and one bronze medalist, and had won the gold team trophy.

Looking back on those three brutal days, I still can't believe I made it through successfully. I went to places in the city I would have never visited, where I was forced to perform to my best ability. Despite everything I put my body through, in the end, my arms were raised in victory.

Boys' Bowling

Hookers' Playoff Route Cut Short

By YASIRU JAYAKODY
and GABE SUNSHINE

*Stuyvesant Hookers 3,
East New York Transit Tech 0*

The Hookers, Stuyvesant's boys' varsity bowling team, shut out its opponents, East New York Transit Tech, 3-0, in the playoff opener on Thursday, November 10.

"Though the Hookers won every game of the three-game match," coach Timothy Pon said, "it was definitely much closer than the score indicated."

In the first game between the A teams, the Hookers were barely able to squeeze out a 10-pin win after senior and captain Alex Kwang foot faulted in his second-to-last frame, erasing a double strike and costing the team a net loss of 20 pins. However, the team persevered and managed to outlast Transit Tech 477-467.

The next game, the B game, was a blowout, as the Hookers outscored Transit Tech 478-406, led by junior Jason Chen's score of 146, the highest pin total of any bowler in the three games. "Our B team was able to really step up and play an important role in the win," Kwang said.

The C team went into its game with the confidence of a

team that knows it has already won. Though the boys knocked down only 444 pins in total, they were still able to beat Transit Tech, which scored just 394 pins, and complete the shutout.

"We definitely did not bowl our best. We need to work on our accuracy," Kwang said. "Bayside is a really good team, so it's going to be tough, but I think we have a chance."

In order to beat Bayside, however, the Hookers had to improve their consistency. "There are definitely things we need to work on. The [Veterans' Day] weekend gives us an opportunity to practice at [Bayside's lanes]," Pon said.

*Stuyvesant Hookers 1,
Bayside Commodores 2*

The Hookers continued their playoff route against Bayside High School in the second round of the playoffs, on Tuesday, November 15, but fell short, losing two out of three games.

The Hookers came into the game ranked 25th overall, while the Commodores were ranked 8th. "We knew they were a lot better than us," senior and captain Andrew Kang said.

Many of the Stuyvesant players bowled above their season averages, but the Hookers still

dropped the first game, 751-592. However, the Hookers' score was above the team average of 500, in part due to the fact that Kang, the anchor, bowled a 195, up from his average of 140. "We faced a very good A team," coach Timothy Pon said. "We wanted to give Bayside a good match."

Stuyvesant fought back in the second game, out-bowling Bayside 554-451. "It was one of the best B games I've seen," Pon said. The B team bowled above its season average of 475 with the assistance of seniors Ben Wang and Jackie Wong, and junior Johnny Chen, all of who bowled almost 20 points over their averages.

The Hookers' season came down to the final C game, in which the best four bowlers from each team bowled. Pon picked Wong, Wang, and Kang, as well as senior Justin Kim, who had already bowled a 161 in the A game.

Despite the efforts of the Hookers, the fire-power of Bayside's top four caused the Hookers to lose the third game 725-626 and the match 2-1, thus eliminating them from the playoffs.

"We bowled a pretty good match," said Kang, though neither he nor Pon was happy with the final result.

Despite the loss, Pon said, "I'm very proud of my players."

Point

By PHILLIP GODZIN

Joe Paterno was the head coach of the Penn State University (PSU) Nittany Lions for 46 years. In those 46 years, he compiled 409 victories, the most of any head coach in college football history. However, in recent weeks, a scandal has rocked PSU, as Paterno's defensive coordinator, Jerry Sandusky, was accused of 40 counts of sexual abuse, and Paterno was fired in the fallout, for having reported the claims of abuse to his higher-ups, but not to the police.

For more than half a century, he dedicated himself to the betterment of generations of Nittany Lions not just as football players, but as people as well.

The entire scandal at Penn State is a bad case of inaction at every turn. Mike McQueary, the 28-year-old assistant who witnessed the alleged rape of a 10-year-old child by Sandusky in 2002, did nothing to stop the horrendous act and ran away. Only the next day did he report the incident to Joe Paterno, claiming he saw Sandusky "horsing around" with a boy in the showers.

While Paterno certainly should have read between the lines, he did report the

accusation to his athletic director for an investigation. The AD proceeded to take Sandusky's keys to the showers, and told him not to bring children onto campus. The issue was not that he may have raped a young child, but that he did it on campus property.

The chain of inaction began in 1998. Sandusky was found showering with an 11-year-old boy, and promised not to do it again. He met no consequences for that indiscretion. Two years later, a janitor witnessed Sandusky performing oral sex on another young boy. He told his superiors, who proceeded to do absolutely nothing about it. Finally, Sandusky's charity, The Second Mile, which he founded to help at-risk minors, was told of two other alleged rape incidents, and did nothing to restrict his access to children. Sandusky reportedly met eight of his sexual abuse victims through his charity.

Of all those involved, Joe Paterno likely knew the least about Sandusky's despicable actions. In hindsight, he undoubtedly wishes he did more. Instead, he did the minimum he was morally required to do. However, Paterno has instead been cast as the primary villain in this scandal. If anyone deserves the slightest softening of criticism, it is he—not because he is famous, nor because he won the most games in college football history, but because of the way he accomplished these things. For more than half a century, he dedicated himself to the betterment of generations of Nittany Lions not just as football players, but as people as well. His students referred to him affectionately as Joe Pa. He was one of the most respected coaches, if not the most respected, in college football, because of his "success with honor" motto. He was responsible for molding thousands of successful college students.

Regardless, it is likely he will be remembered instead for ruining the lives of about 10 young boys at the hands of Sandusky. For that horrible lack of judgment in not calling the police immediately upon hearing the allegations, decades of success and honor will be erased. While Paterno's legacy deserves better, Big Ten Conference commissioner Jim Delaney summed it up perfectly in his statement: "The entire situation is so sad."

Counterpoint

By ALEN MAKHMUDOV

We all have responsibilities that we must put before our own self-interests. When Joe Paterno, the Penn State University head football coach, was fired for failing to report to the police the allegations of sexual abuse brought against his defensive coordinator, Jerry Sandusky, he had the choice of doing his duty—not just as an athletics figurehead, but as a person—or saving his own personal image in the eyes of thousands of fans; he picked the latter. He is to blame for the entire scandal at Penn State.

There are no excuses. Yes, he has coached a successful football program for 46 years. Yes, he has won more than 400 games during his career. But these milestones in coaching do not provide an excuse for not acting justly and responsibly in the face of such vile acts as child abuse. The athletic milestones he reached should not overshadow the morals of men.

When Paterno first heard about Sandusky sexually molesting a 10-year old boy in the school showers, back in 2002, he reported it to the athletic director, Tim Curley. This was the right thing to do, although contacting the police would have undoubtedly been a better choice. After hearing the report from Paterno, Curley decided to tell the school's vice president, who then did nothing but tell Sandusky to no longer bring any children into the Penn State facilities; Sandusky's locker room keys were also taken away. Still, nobody notified the police.

Paterno was either not concerned with what happened to Sandusky, or was fine with the idea that a sexual predator was walking the streets in the neighborhood. Anyone caught sexually abusing a minor should be in jail. However, Sandusky was not behind bars. In fact, he was in close contact with vulnerable children at his charity organization, The Second Mile. There is no evidence that Paterno tried to talk to Sandusky, or that Paterno's supervisors prohibited him from speaking about the abuse, but he took no further action to make sure justice was served.

When asked why they never contacted the police, Paterno and Curley stated that they thought that Sandusky and the

little boy were only "horsing around." In other words, a 58-year old man was just playing games with a 10-year old boy in the shower. Maybe Paterno was afraid that his reputation would be ruined, but he should have attempted to protect innocent children, not his personal image. Maybe Paterno was okay with Sandusky sexually violating kids, or maybe he just did not want to get involved. In any case, he was wrong not to act. It was his duty as a coach to maintain a safe, proper environment at his team's school.

Anyone who knew what Sandusky was doing and covered it up should be vilified. The school committee acted correctly in firing Paterno, and the police

It was his duty as a coach to maintain a safe, proper environment at his team's school.

acted right in arresting those who were most responsible for reporting the sexual abuse but who failed to do so. Cheering for and honoring Paterno at Penn State's final home game against Nebraska is now unthinkable. He chose to give up his honor, both as a coach and as a man.

Of course, Paterno's legacy will live on. People will remember him as a great coach who loved his players and his job. But his shining achievements will always be stained with the memory of his failure to act.

On Your Marks, Get Set, Go

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does not have us do hard workouts two days in a row because it creates unnecessary leg fatigue. To accommodate for this, on Mondays, the team runs seven to ten miles in Central Park. Since this is considered an endurance run, and not a workout, we follow on Tuesdays with interval tempo workouts, which are supposed to increase lactic acid tolerance. After three years of being on the team, Coach trusts me, and hands me a stopwatch to lead a group of students at my running level in a 20-minute run with 100-yard intervals. By the 18th consecutive minute of leading, my legs always want to stop, but I know I cannot let my group down. Two minutes later, I embrace my teammates, congratulating them for finishing the tough workout.

My favorite day of the training schedule is Thursday because, as someone who constantly suffers from lower back pain, the steep Great Hill at Central Park provides the biggest challenge. Even as my lower pack begins to throb halfway through the workout, I realize that running through sets of 300-meter hills at a 70-second pace is more about using willpower to push through than anything else.

The two days of the week I get to relax are Wednesdays and Fridays, when we have easy five-mile runs alongside the West Side Highway, followed by quick strides at Battery Park. Even as I relax in my recovery runs, I am aware that these runs are just as important as the long ones because they loosen up my leg

muscles.

Every week, the effort I put into workouts translates into faster times at races. While not every race is a perfect one, the

The hard part is doing the actual workout at the right pace and traveling back home on the train with aching muscles when I am too exhausted to even speak.

improvements in my times from week to week show that the practices eventually pay off, and that being "conservative, consistent, and courageous" are the keys to winning a race.

Cross Country

Greyducks' Runs End in Disappointment

By SAMUEL FUCHS

After a grueling and rivalry-filled race, the Stuyvesant boys' cross-country team, the Greyducks, suffered a tough defeat to Bronx Science on Saturday November 12, in the PSAL Cross Country City Championships. The girls' cross-country team also competed, finishing in 8th place.

The boys' team did extremely well as a whole, despite not winning the City Championships. The top three runners placed first, second, and fifth. Senior and co-captain Konrad Surkont, who holds the current record time in the city, finished the 5k, a 3.1-mile race, in 16 minutes and 30.06 seconds. Junior and co-captain Jack Stevenson came in a close second, with a time of 16 minutes and 32.56 seconds. Senior Mark Schramm finished fifth with a time of 17 minutes and 29.95 seconds.

However, the entire team's final score decides which school wins the championship. Though Stuyvesant placed runners at the top of the standings, its final score, which was 70, was higher than that of Bronx Science's 54. In track, the team with the lowest score wins.

"The kids are a bit disappointed," Mendes said. "They came all this way just to end like this."

The Stuyvesant team had runners spread out throughout the race whereas the Bronx Science runners ended up being grouped together right behind the Greyducks' top runners. "It's a team sport,

and we have to work together as a team to win," senior Ivaylo Madzharov said.

The loss was a disappointment to the Stuyvesant team, seeing as Bronx Science is not only a difficult team to beat, but also one of Stuyvesant's oldest rivals. "They were our biggest competitors, and this year, they stepped up and won it," Ivaylo said.

"It's a bittersweet ending," said senior Yorkbell Jaramillo, who placed 56th. "Our team average is better than theirs, but that's not what matters."

The Greyducks will try to bounce back from the loss in the State Federation Competition on Saturday, November 19, which is a "competition of champs," Mendes said.

Meanwhile, the girls' cross-country team, which is also named the Greyducks, had a worse day than the boys. The girls' top runner was sophomore Vera Pertsovskaya, who placed 34th.

Though the team's 8th-place finish was a disappointment, the head coach, Kristyn Pluchino, remains confident that the Greyducks are improving each year. "[The championship] wasn't as good as we had hoped," Pluchino said in an e-mail interview. "But for the first time since I've been coaching, the entire varsity seven [runners were] under 24:00 for the 5k."

With more experienced runners, Pluchino still sees the showing as a step forward. "Each year since I've been a part of this cross-country program, our times have gotten better," she said. "I anticipate our team continuing to improve each season."

Sports

On Your Marks, Get Set, Go



By YORKBELL JARAMILLO

It's a no-brainer that people jog to get in shape, and athletes integrate jogging into their practices to build up stamina and speed. However, as a member of the Stuyvesant cross-country, indoor, and outdoor track Greyclucks, I don't run to live a healthy lifestyle or to prepare myself for another sport; I run for the feeling that comes from proving to the competition that I can't be beaten easily.

I joined indoor track three winters ago thinking that I was going to be the fastest on the team. I was wrong. So I ran in The Armory, the indoor track stadium, in the winter, and in Icahn Stadium in Randall's Island in the spring, getting faster day by day. The following fall, I started my first cross-country season.

PSAL varsity cross-country runners complete either the 2.5-mile (4km) course or 3.1-mile (5km) course in Van Cortlandt Park in the Bronx. Both courses include grass surfaces, woodlands, hills, flat grounds, and gravel roads, so poor weather conditions are sometimes an additional obstacle for runners.

My first cross-country race two years ago did not go as planned. It was raining heavily and my spikes were drenched by the time I took my first step in the race. A few seconds after the gun went off, someone tripped and was stepped on by some of the 200 unconcerned runners surging past.

Though some of my competitors sprinted at the onset, I remembered Coach's three keys to a perfect race: "Conservative to begin the flats, consistent in the hills, and courageous to finish." But my impatience and adrenaline forced me to abandon my own race pace and instead follow others. By not being conservative in the beginning, I wasn't consistent going over the hills, and was too tired to be anything close to courageous at the finish.

As I painfully crossed the finish line, I immediately fell to my knees and began gasping for air. I was ordered to stand up to feel better, and as my light-headedness diminished, two kids caught the corner of my eye. The first was the kid who got spiked at the beginning of the race, who was being bandaged by

his coach and was visibly upset that he was unfairly robbed of a race. I also saw the winner of the race wearing an oxygen mask in order to recover his breath. This was the first time I truly saw the danger of the sport, both in the risks a runner takes to get a good position against 200 others, and in the physical pounding a runner receives after pushing himself past the limit, whether or not he follows his own pace.

To prepare us for this past cross-country season, Coach Mendes gave us a training schedule to follow over the summer. The schedule dictated our pace in workouts and mileage per week. After averaging 40-mile weeks through the summer, I was challenged even more in cross-country camp in August, where I had to run twice a day, and a total of 64 miles in one week.

Because I had already developed a strong running base during the summer, when the school year began, my after-school workouts in Central Park focused more on improving leg speed than endurance. Traveling to Central Park three times a week just to run on gravel and hilly surfaces is the easy part. The hard part is doing the actual workout at the right pace and traveling back home on the train with aching muscles when I am too exhausted to even speak.

Whenever possible, Coach

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Girls' Bowling

Pinheads Advance to PSAL Quarterfinals

By ODREKA AHMED and AARON COPPA

Stuyvesant Pinheads 2, Richmond Hill Lady Lions 0

Stuyvesant's girls' bowling team, the Pinheads, entered its first playoff game on Thursday, November 17, against the Richmond Hill Lady Lions, following a 9-1 season, its first imperfect season since 2009. The Pinheads won both the A and B games with scores of 446-404 and 459-407, respectively, but the games were more competitive than the 2-0 score reflects.

The Pinheads' A team, consisting of senior and co-captain Jennifer Huynh, senior Seulbi Lee, junior and co-captain Audrey McCarthy, and junior Dan Bee Kim, trailed for a majority of its game. The team did not lead until the seventh round, and even then, only by four points. But the Pinheads held on to that advantage with two spares each by Huynh and Kim, and a strike in the tenth round by McCarthy, securing their win.

Unfortunately, McCarthy's strike in the last round was not representative of her performance during the rest of the game. She put away as few as one pin in a round, and in total scored 94 points, well below her season average of 122.6.

"Bowling is definitely a mental game. You need to be focused and stay on top of your game to play well," said senior Justyna Bujno, who played for the B team.

The Pinheads' B team had a different story, clearly dominating from the start. After averaging 97.88 points per game in the regular season, Bujno bowled the best she had all year, scoring 126

points, only two points behind the team's highest scorer, senior Victoria Gong.

Gong, also on the B team, averaged 102.25 points per game during the regular season. Thursday's game was her best game all season, as she put away no less than eight pins in each round. She bowled spares in five of her ten rounds.

Despite the unexpected lackluster performance by the A team, the game was a relatively easy win for the Pinheads. "We're looking forward to our next playoff game. It's definitely going to be more challenging," Bujno said. "The team is going to be a lot closer to our skill level."

Stuyvesant Pinheads 2, Bayside Lady Commodores 0

The Pinheads defeated the Bayside Commodores on Tuesday, November 11, to advance to the quarterfinals, where they will meet the second-seeded New Dorp Cougars.

Both the A and B teams provided solid wins, demonstrating the depth of the Pinhead roster. "Our B team sometimes beat our A team this year. We have a core group of six to eight bowlers that can be either A or B bowlers," coach Peter Bologna said.

The B team dominated 476 to 350. The Pinheads jumped out to an early lead with a first-frame strike from Bujno, followed by five spares. Junior Carrie Hu, who had a spare-strike-strike combination, helped push the team ahead even further. Hu would have gotten another spare after her second strike had she not stepped over the foul line, thereby nullifying her second shot in the frame. The foul had little im-

pact on the final outcome, but it cost Hu a chance to beat her own personal high score of 136 pins.

Despite the success of the B team, the A team did not win its first game as easily, mirroring its performance in the first playoff match against Richmond Hill. The Pinheads on the top team fell behind early. "I know a few of our bowlers are second-half bowlers, and unfortunately it takes them a little bit longer than most to warm up," Bologna said.

McCarthy fell victim to a slow start, but just as Bologna predicted, she heated up later with a strike in the sixth frame, followed by a spare and another strike. Before the 10th and final frame, the Pinheads trailed the Commodores by 25 pins. But with a tenth frame spare, McCarthy gave the Pinheads one more shot to close out the match in two games. She conjured up a magnificent strike, winning the match for the Pinheads after Stuyvesant's B team had already finished off its victory.

"I was really nervous so I waited until the last girl went, then I bowed. And I knew there was a lot of pressure, but I knew I could win," McCarthy said.

As the seventh seed, the difference between the Pinheads, and the 23rd-seeded Commodores was clear. With a strong and consistent B team, their chances in the playoffs are greatly amplified. Coupled with a comeback performance by their A team, the Pinheads' confidence and momentum will make them a dangerous team in the next round on Tuesday, November 22, even against the second-seeded New Dorp Cougars.

Boys' Basketball

Runnin' Rebels Chase Successful Season

By GABRIELLE GILLOW

Fans chant "three, two, one" as they watch the clock before the buzzer sounds to mark the end of the game. Hardly a split second before the clock runs out, however, the ball is thrust up in the air in a final attempt at victory. The whole crowd holds its breath and stares in watchful anticipation. The swish of the net is nearly audible as the ball smoothly goes in the basket. The fans jump out of their seats, and some of the players fall to the ground.

This is the quintessential basketball victory—a buzzer shot that wins the game by the teeniest margin imaginable. The Runnin' Rebels, Stuyvesant's boys' varsity basketball team, has tried—but has thus far failed—to capitalize on those last few minutes in every match, partly by avoiding last-minute reductions in momentum.

"We have to work on closing out games. There were at least three close games last year that we should have won that we ended up losing," senior and co-captain Quinn Hood said.

In fact, the Runnin' Rebels suffered a heartbreaking 45-44 loss against Benjamin Banneker Academy in the last game of the season last year. Likewise, five out of the 14 of the team's games in the regular season ended with deficits of five points or less, leaving the team with an 8-6 record.

This year, the Runnin' Rebels are trying to ameliorate their inability to close out games by improving their stamina and agility. However, the team has new problems to attend to with the start of a fresh season. More than half of its members grad-

uated this past year, leaving many roster spots open.

"We lost a lot of girth. We didn't lose all of our height because we still have a lot of tall kids, but we lost a lot of strength. Casey [LaMountain ('11)] was a strong guy, Anthony [Chikva ('11)] was a strong guy," coach Philip Fisher said.

Juniors from the junior varsity (JV) team filled the vacant spots. "We have a lot of young kids. Some will play a lot and some won't, but they'll all learn a lot for next year," Hood said.

Some of the new players look promising. Junior Tommy Cui, a recent addition to the team, was the leading JV scorer last year, averaging 17 points per game and scoring a total of 255 points in the season.

Despite their difficulties last year, the Runnin' Rebels still have height and new talent on their side, and they expect to have a successful season. "We're a close-knit group. We have a lot of chemistry and experience playing together from when I was a freshman and [the seniors] were sophomores and we were on JV together," Cui said.

Fisher is confident that the team will go far under the leadership of the co-captains, Hood and senior Roy Vlcek. "I'm very excited that the seven seniors I have on my team this year are ready to go," Fisher said. "They have no other commitments other than basketball."

The team's main objective is to gain a playoff berth and beyond that, to get through multiple rounds of the playoffs.

"We're looking to stay away from suspensions and to definitely win the division this year," Vlcek said.

The Price of Victory

By MATTHEW MOY

Last wrestling season, I traversed every borough over a period of three days, during which I starved, dehydrated, and overworked my body just to qualify for my weight class. From Thursday, December 9, to Saturday, December 11, I had to push myself through a grueling schedule. Thursday's dual meet was against Port Richmond High School in Staten Island; Friday's quadrangular meet was against White Plains High School, James Madison High School, and Horace Mann School in the Bronx; and Saturday's meets were part of the Paul Goddard Invitational Tournament in Brooklyn.

Even though we should have practiced only a bit on Wednesday to rest up for the next three days, many of us were a few pounds too heavy, and had to cut part of our water weight. That meant we could eat or drink little, and had to sweat as much as possible. I did jumping jacks, stair sprints, elliptical biking, and live wrestling, all with my head and body covered in several layers of clothing to trap my body heat. I was gasping for breath, and drenched in my own sweat, but I didn't stop until I reached my target weight.

Thursday morning, I woke up dehydrated, starved, and

sore all over. I dragged myself to school after skipping breakfast, salivating as I smelled the scents of baked goods and coffee from street vendor carts on the way. When I finally made it to Stuyvesant, I sprinted up four flights of stairs in my winter jacket in an effort to sweat out a few more ounces.

When I stepped onto the scale right before my first period class, I was horrified to see that I was two-tenths of a pound overweight. I bundled up in a sweatshirt and jacket, and then ran stairs, jump roped, and did push-ups. Miraculously, I was able to make weight at 96 pounds, wolf down a light breakfast, and make it to my 10th floor class before the teacher took attendance.

In wrestling, if you make weight in the morning, you are allowed to weigh an additional three pounds in the afternoon right before your match. However, I stayed hungry for most of the day, knowing that if I ate as much as I wanted to, I would have to lose weight again for the next day.

After ninth period, the whole wrestling team, which had managed to make weight, boarded a school bus to Port Richmond High School. Though my team ended up winning 54-36, Port Richmond didn't have anyone