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School Aide Fired Due to DOE Budget Cuts

By LINDSAY BU
and NOAH ROSENBERG

For the past two years, Sungmi Kang served the Stuyvesant community in many ways—as a school aide, she greeted students as they scanned their ID cards in the morning and translated materials from English to Korean for the immigrant parents of students.

However, due to the New York City Department of Education (DOE) budget cuts, Kang was laid off on Friday, October 7.

In this latest round of cuts, 672 workers from the union representing District Council 37 lost their jobs. This was the largest round of layoffs in any single city agency since Mayor Michael Bloomberg's inauguration in 2002.

District Council 37 is a branch of the American Federation of State, County, and Municipal Employees, one of America's largest labor unions. It represents over 26,000 public employees across the city, including parent coordinators, lunchroom workers, support workers, and school aides.

Unlike the United Federation of Teachers (UFT), the union does not have a reserve of workers who have lost their positions. When a member of the UFT loses a position, he or she is put into an absent teacher reserve with pay and probable reassignment to another school. However, workers represented by District Council 37 must leave the system and lose their salary.

Last June, the city managed to avoid the layoffs of thousands of teachers by brokering an agreement with their union, but it could not find a way to spare the other school union workers who work in support jobs at roughly 350 schools. According to The New York Times article "672 School Jobs Are Lost in Largest Single-Agency Layoff Under Bloomberg," published on Friday, October 7, the District Council 37 made three proposals to the city that included giving up paid holidays and reducing the maximum number of hours school aides were allowed to work as ways

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First Annual Hispanic Heritage Day Held

By GEORGIANA YANG

Students, staff and alumni danced to the beats of the Andes and ate cultural foods, such as mazamorra, a purple corn pudding, during the first annual Hispanic Heritage Day. The celebration was held in the cafeteria on Friday, October 14.

SPARK counselor Angel Colon and Assistant Principal World Languages Arlene Ubieta coordinated this event with the aid of the ASPIRA, a student-run organization that promotes Hispanic culture, and other SPARK-affiliated clubs such as Stuyvesant Red Cross Club and the Stuyvesant Unity Alliance. Faculty members such as Assistant Principal Guidance Eleanor Archie, Assistant Principle Organization Randi Damesek, health teacher Lisa Weinwurm, and Stuyvesant custodial and kitchen staff also helped organize the event.

This event was held in honor of Hispanic Heritage month, which spans from Thursday, September 15, to Saturday, October 15, every year.

"To have a day where people can just come in to see Hispanic food and culture is great," ASPIRA member and senior Kathleen Escoto said. "This is something that people don't really do in Stuyvesant [because] Hispanic people are so underrepresented in this school." Less than three percent of the student body is Hispanic, according to Department of Education statistics.

Though Colon and ASPIRA had thought about hosting a Hispanic Heritage Day a few years ago, preparations for the festival did not begin until the end of the previous school year. Ubieta approached Colon to assist in the coordination of the event in September. To prepare for the festival, students from ASPIRA and other SPARK affiliated clubs met weekly last year in May and then again this year starting from mid-September to plan the event, which included providing food and drinks, setting up the cafeteria, and creating posters and banners as advertisements.

"I'm very proud of the students involved because they really want to see this work," Ubieta said. "I'm even happier to see students who are not of Hispanic heritage also working with us because this is the idea, to focus on our culture and to share with each other to truly make a multicultural society."

After introductions by Colon, Ubieta, and seniors and President of the city-wide ASPIRA Clubs Federation Angel Carvajal and Stuyvesant ASPIRA President Nader Daoud, guest speaker Erik Paulino ('89), a former member of ASPIRA, followed with a speech on heritage.

"Heritage is a word that is often overused," Paulino said. "A lot times, people don't realize the heritage they have and there

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Students weigh in on the protest movement spreading from Lower Manhattan's biggest business center.

Teaching Channel Films Dunkel

By ANIQA SHAH

In recognition of the efforts of social studies teacher Josina Dunkel, the Teaching Channel filmed one of her Advanced Placement (AP) European History classes on Friday, October 14.

"As we entered the classroom, I and the rest of the citizens were welcomed by the Café Liberté and handed a patriotic emblem by Ms. Dunkel. The desks were arranged in tight clumps, and we sat down in our groups [...] eyeing the crew that had shuffled in after us and begun to set up its equipment. When the cameras were ready, Ms. Dunkel started reading off our instructions," said sophomore Miranda Halle, describing the scene in her second period Advanced Placement (AP) European History class.

The Teaching Channel is a new show to television; it first aired in October of this year as "The Teaching Channel Presents." Its mission, according to its Web site, is to "capture their [teachers'] techniques on video so that all teachers new or seasoned have a place to find inspiration."

In New York, the show airs

on channel THIRTEEN at 6 a.m. on Saturdays. It also posts videos on its Web site, www.teachingchannel.org, and on its YouTube and Facebook channels. The video starring Dunkel will be posted on the Web site later this year.

The Teaching Channel hopes to showcase interesting lesson ideas to teachers, parents, and students. "First and foremost, we are providing every teacher in America with the opportunity to watch great teachers in action and share ideas that they can use in their own classrooms. Second, for teachers, as well as parents, administrators and students, we hope these videos [...] provide some insight into the range of experiences that all teachers face on a daily basis. We hope these videos will let teachers know that they are not alone," Teaching Channel Vice President of Strategy and Outreach Andrew Schulman said.

The Teaching Channel works with educational experts and local producers to find teachers to film. Its production companies interview candidates and write a proposal on what they hope to spotlight. So far, there are videos of more than 100 teachers on the site.



Josina Dunkel, history teacher.

When the Teaching Channel heard of Dunkel, they "were immediately struck by the amount of creativity she puts into her lessons," Schulman said. "She is bringing history alive for her students. We think her work will be inspiring for other teachers across the country."

"Her knowledge feels real and not something learned from a textbook. She also con-

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Samurai Descendant Visits AP Japanese Language and World History Classes

By NABANITA HOSSAIN
and SARAH MIN

A descendant of the renowned Japanese samurai Sakamoto Ryoma visited Advanced Placement (AP) and regular Japanese Language classes, and AP World History classes to teach students about the samurai on Friday, October 14.

Sakamoto Ryoma was a samurai who helped westernize Japan. Born in 1836, he witnessed United States's Commodore Matthew Perry's arrival to Japan. He became enamored with different aspects of American life, especially the American ideal of equality. In America, male citizens were treated equally by the law, while in Japan, equality did not exist. The country had a strict hierarchical society, with a caste system that divided society into samurai, farmers, artisans, and merchants, with sub-castes of each. Ryoma wanted to modernize Japan to create a society based on equality and not stratification, a cause that he worked to further until his death in 1867.

Ryoma's ninth-generation descendant was accompanied by other individuals, including the director of the Sakamoto Ryoma Memorial Museum in Kochi, Japan; a school principal; a judo, sumo, and calligraphy master; and a high school



The descendant of the renowned Japanese samurai Sakamoto Ryoma visited an AP World History class to teach students about the samurai.

Danny Kim / The Spectator

student. His visit was a part of a series of forums conducted by the Japan Society, an American nonprofit organization that promotes Japanese and American interrelatedness.

"The speakers talked about traditional Japanese culture, and how Sakamoto Ryoma convinced the lords of Japan that Western culture should not be fought against, but rather embraced. This idea manifests itself in Japanese culture to this day," senior Swara Saraiya said.

"The people gave background information on different subjects," junior Isabelle Clark said. "Afterwards, we could ask them questions. Someone asked [the high school

student] 'What's a day in her life?' She said it was the same as American life. My mom is Japanese and I've been to Japan multiple times, so for the most part, [her life] wasn't that different [from mine]. A lot of the [other students] really enjoyed it, though."

"The question [and] answer session was a cool way to supplement what we're learning in Japanese class. It was fun learning about Japanese culture from an actual Japanese student," junior Christine Lee said.

"In World History, we learned a little bit about Japa-

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Teaching Channel Films Dunkel

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ncts many things to modern day and her own personal life," sophomore Eddie Zilberbrand said.

Dunkel, who also teaches Advanced Topics Global History, felt "truly honored to be included," she said. "Most of the videos so far have been for younger grades. But the mastery of those teachers was inspiring to me." She added, "Teachers have been under such attack recently for supposed incompetence and laziness. I like that I can be part of a counter force to these mischaracterizations."

The class was learning about the French Revolution. Dunkel had the students reenact a typical scene at a French café. "We each adopted a commonplace identity in that era, and argued for the Revolution from that perspective. This was an extremely interesting as well as informative method to learn because, rather than simply read[ing] about the importance of these coffee houses, we were actually placed in a similar situation," sophomore Julia Mendelsohn.

This type of classroom environment is familiar to Dunkel's students. "We have had several other reenactments like the Café Liberté. One reenactment was that of a philosophical salon, where each of us chose different philosophers and talked about our ideas on things like women's rights, government, and religion through their perspec-

tive. I find these reenactments and small group discussions as the most rewarding experiences of the class," sophomore Pollab Das said.

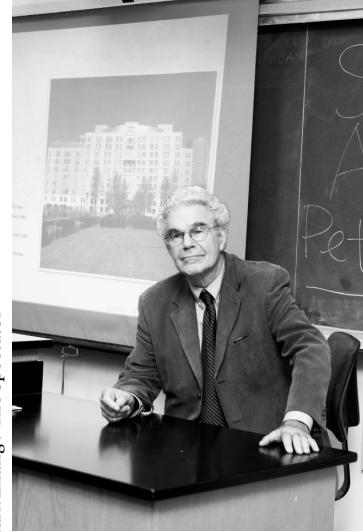
Other students expressed similar appreciation of the exciting class environment. "Ms. Dunkel is a very charismatic and comedic person who loves what she teaches. Her classes are very enjoyable and entertaining because her lectures contain countless witty comments," sophomore Ho Long Charles Lee said.

Dunkel hopes that other teachers find the video helpful. "Teachers who teach this particular subject will also have access to all of the handouts and my lesson plan with some suggestions as to ways to adapt it to other settings," she said.

Her advice to new teachers, a major part of the Teaching Channel's target audience, is to always listen to what their students are saying. "This is harder than it seems, I promise you," she said. "Truly listening communicates a respect for your students that helps everyone feel valued and in good hands."

She believes that the key to good teaching is enjoying what you do. "You need a passion for your subject and an ability to communicate both information and your love of the subject to students. For history, it means looking at a variety of sources in order to select excellent documents," Dunkel said. "It also helps to have a little flair for the dramatic."

Alumnus Peter Samton Discusses His Design for the Stuyvesant Building



Alumnus Peter Samton ('52) gives a presentation on the development of the design of the Stuyvesant building.

By EUGENIA SANCHEZ

Stuyvesant alumnus Peter Samton ('52) visited the school on Monday, September 17, to talk about the design of the current Stuyvesant High School building, which his architecture firm, Gruzen Samton, designed in 1992 when Stuyvesant changed locations.

When Stuyvesant was first established at 225 East 23rd Street in 1904, it housed only 155 students and 12 faculty members. In 1907, it moved to 345 East 15th Street, where it remained for 85 years. But when the number of students at the school became too much for the facilities to handle, Stuyvesant moved to a specially designed 250-million-dollar building in TriBeCa, notable for its twelve laboratories, four

gymnasiums, and Olympic-sized swimming pool.

After graduating from Stuyvesant in 1952, Samton attended the Massachusetts Institute of Technology. It was there that he met Jordan Gruzen, who later became his co-partner in Gruzen Samton. Samton began working in architecture in 1957, specializing in public buildings. Eventually, he became president of the New York Chapter of the American Institute of Architects from 1978 to 1980.

"Our complex design [...] incorporates multi-story components for the sciences and academics, physical education, and retail/food service, as well as an auditorium and an outdoor educational area," the firm's Web site says of its Stuyvesant project. "[It] takes full advantage of the site's waterfront views of the Hudson River."

Stuyvesant's architecture club (StuyArch) organized Samton's lecture, "Stuyvesant High School: Learning From the Old," which took place in Room 709 and was open to all students.

Every year, StuyArch works with several architects to create potential architectural designs for buildings in other countries. "This year, we are working to rebuild a school in the area affected by Japan's recent tsunami. We will present our design to a group of Japanese architects at the end of the year, and hopefully they will build the school we are designing,"

senior Ramona Chen said.

Biology teacher Dr. Jonathan Gastel, the faculty advisor of StuyArch, organized the event "What is most remarkable about [Samton's] work is his synthesis of art, civics and design," he said while introducing the speaker.

Samton talked about his experiences at the former Stuyvesant High School building, and his role as an architect in designing the current school building. "Being a graduate of Stuyvesant, it feels great to be back here," Samton said. "Surviving four years at Stuyvesant is like surviving a war battle."

The Department of Education had wanted to manage the increasing number of students at Stuyvesant more effectively, since the student population had gotten too large for the old building to accommodate. The administration and Parents' Association (PA) wanted the school to be designed in part by someone who had walked the halls of the previous building. "We knew we were not designing an ordinary school," Samton said. "It was something rather special. We wanted to keep some of the stature of the old building, and the question really was, what can we keep from the old in the new?"

He described the old building as a "pretty difficult place to enjoy," he said. "The place was terrifying but it lent itself to learning. It was just in a very intense environment. There were two sessions, a morning and an afternoon," due to the

large number of students, and the school's limited facilities.

Samton remembers his "four-minute-miles" as the most challenging part of his Stuyvesant career, he said. "We had to go from the first floor to the fifth floor of this very massive building in four minutes. This was something I wanted to keep in mind while designing the new school." Samton believed the taller, thinner new building with two-floor escalators was the best solution to the issues in the old building, which had a large width and few stairs.

"But perhaps the largest lesson we learned from the old building was that Stuyvesant was not just a place for math and science classes. We wanted spaces for the arts, for students to spend free time, and we wanted to incorporate the interests and talents of the students into our design," he said. In response, he included an auditorium large enough to fit an entire graduating class, with advanced sound and light systems and cushioned seats, in the plan.

Additionally, the firm incorporated the Mnemonics art installation, created by Kristen Jones and Andrew Ginzler, into their design. Consisting of small glass cubes placed in the walls, the installation can be found throughout the building. It stores relics from previous years and provides spaces for each of the graduating classes up to 2080 to insert important objects from their graduat-

First Annual Hispanic Heritage Day

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is a sense of awkwardness regarding what they inherit from the past as they try to figure out who they are. ASPIRA helps others formulate themselves and 23 years later, the students continue to keep the spirit alive and hold the responsibility [of helping others]."

Dressed in traditional garb, consisting of a black poncho and dress, Spanish teacher Frida Ambia followed Paulino with a traditional Incan dance from her mother's hometown in the Andes. "I hope to make students aware that we are Hispanic, but that we also have another background," she said. "It is nice to showcase my own heritage because I am Hispanic, but my heritage also includes the Andes."

Students clapped their hands as Ambia danced, and then joined hands and danced in a circle. After Ambia's performance, the floor was opened for students to mingle and dance to various types of Hispanic music.

"The fact that students even participated [in the dancing] makes it [the event] more intimate and comfortable," Carvaljal said. "It is nice how Señora Ambia shared a cultural dance and brought something unique to her to the table."

Junior Andrew Xu agreed. "At first, it was awkward because we didn't know what we were doing, but Señora Ambia helped us get into the swing of things," he said.

A ticket for admission, which

covered the food provided, cost four dollars at the entrance but three if it was bought in advance at the SPARK office. Students and teachers brought in food, which included several platters of brown and yellow rice, beans and meat combinations, tortilla chips and sauces, and desserts, such as flan and mazamorra.

"[The foods] were savory, just what I wanted at the end of a tough week. Moreover, it was spicy, but not too spicy," sophomore Mandy Wong said. "My favorite was the tamales. I'm a sucker for fluffy, floury stuff, and it packed lots of flavor."

Some clubs also made stands to fundraise. ASPIRA members sold their newest t-shirts and Stuyvesant Red Cross Club collected donations for Making Strides Against Breast Cancer. The Student Union sold refreshments and candy.

Approximately 70 people attended the festival, raising around \$805 dollars, including \$500 from Paulino. A portion was split and distributed among the school clubs that helped make the event possible, including the Student Union. Another portion was donated to Making Strides Against Breast Cancer, a homeless shelter, and several lesser-known charities. School 721 for Children with Special Needs, which shares the building with Stuyvesant, also received proceeds to be used toward its graduation ceremony in June.

Participants were pleased with the event, but believe that improvements can be made in the future. As it was only advertised through banners and post-

ers around the school and by word of mouth, many students did not hear of it.

"There is a lot of pressure, but there is no right or wrong because this is the first [Hispanic Heritage Day]," Ubiquita said. "It will get better from here on out. Next year, we really plan to start it off with a bang."

Both students and alumni made suggestion on how to improve the celebration. "We hope that it will be even bigger with more presentations, wider variety, and more outreach with other cultures because they also have something to showcase," Daoud said.

"I'm very happy that Stuy allows organizations to prosper and that students have the leadership and inspiration to let it happen," Paulino said. "However, I would like to see a more organized invitation to alumni in the future and for the event to be on a mutually convenient day."

Hispanic Heritage Day is only the beginning of Colon's plan to hold more events for all the different cultures in Stuyvesant.

"I want June to be the end of diversity year and for all of the cultures that have had a cultural event [like Hispanic Heritage Day] and even others that we've missed to come together for a diversity day or diversity barbecue," Colon said.

"Regardless of [whether you are] Hispanic, you celebrate your heritage every day of your life," Colon said. "Be very proud of where you come from."

ing year. On the seventh floor, in the cube designated for the graduating class of 1952, is one of Samton's old report cards.

Renée Levine, former president of the Stuyvesant Coalition and the PA, represented the administration's and parents' concerns for the design of the school. "This was the most collaborative project I have ever seen," she said. "The firm spent months asking teachers and students what they wanted in the new school building. I think [Samton] and his staff really loved this project, and it shows every day through these hallways."

"When it comes to architecture, what Stuyvesant students really know best is their school and this lecture was really a great opportunity for them to learn a little about more about what it takes to build school," Dr. Gastel said.

"The lecture made me see our building in a new light," sophomore and StuyArch member Blake Enos said. "I hope to be an architect someday, and seeing [Samton's] attention to detail and the layout was inspiring. For him, it wasn't about money or the budget, but about the school that would work best for the students, and I think he accomplished that."

"This was definitely one of the best, if not the best, experiences I have had as an architect," Samton said. "I have loved seeing how the building has changed the school these past 20 years."

Stuyvesant Ranks Behind Staten Island Tech in Math and Science

By NANCY CHEN
and EDRIC HUANG

Awards line the walls of the fourth floor, signaling Stuyvesant students' success in countless math-related competitions. Three floors up, a showcase in the seventh floor hallway describes the past achievements of students in biology, chemistry, and physics. Yet on the U.S. News & World Reports' Math and Science High Schools in America list, released on Monday, September 27, Stuyvesant is 18th, five ranks behind Staten Island Technical High School. These new rankings, taken from the publication's annual Best High Schools in America list, are based on student participation in Advanced Placement (AP) courses and performance on AP exams.

"I am very surprised that SI tech placed ahead of Stuy because we have a reputation for

being the top math and science school in the city," sophomore Julia Mendelsohn said. "However, it doesn't change the fact that we have excellent and very challenging math and science courses."

This is the first year U.S. News & World Reports ranked high schools in math and science. The rankings were created in response to "Successful K-12 STEM [Science, Technology, Engineering, and Mathematics] Education," a report published this year by the National Academies, a nonprofit institution supporting advances in math and science.

To qualify for the math and science rankings, schools had to be on the 2009 list of Best High Schools, which included 598 schools. Stuyvesant ranked as the 31st best high school in America, while Staten Island Tech ranked 34th.

The eligible schools were judged on their levels of mathematical and scientific aptitude using students' AP test scores in STEM courses. Stuyvesant offers every STEM AP course except for AP Computer Science A.

The rankings were formulated based on Math and Science Achievement Indexes, each of which was weighted at 50 percent of the total score. The indexes were calculated using two variables: the percentage of seniors who took at least one STEM math or science AP course in 2008, and the percentage of seniors who took and passed at least one STEM math or science AP course with a score of three or higher sometime in their high school career. The first percentage was weighted at 25 percent while the second percentage was weighted at 75 percent.

Stuyvesant's Math and Science Achievement Index was 53.4, while Staten Island Tech's was 55.9. "It might imply something about the level of education here, how it's different from

SI Tech, but [Stuyvesant] is still one of the best schools in the country, so I don't think that this will deal a major blow to Stuy's image," sophomore Eugene Reznikov said.

"It's definitely not going to change what we do. If this changes anyone's opinions, then they didn't think of us very highly

by these criteria because our school cannot afford to provide for everyone who wants to take or should take a science AP level class," biology teacher Dr. Jonathan Gastel said.

"[US News & World Reports] certainly accounted for a lot of factors, but they didn't seem to factor in the school size. Presumably, at a smaller school, the teacher to student ratio is lower. The factors are not equal in terms of comparison," AP Biology teacher Dr. John Utting said.

In 2008, the percentage of Stuyvesant seniors who took at least one AP exam during his or her high school years was 88.5 percent, while Staten Island Tech's rate was 91.7 percent. At Stuyvesant, 85.6 percent of seniors passed at least one AP exam, while Staten Island Tech's rate was slightly lower at 83.9 percent.

Teitel attributes this difference to the school's population at the time. "Staten Island Tech is a third our size, so it obviously operates a little differently," he said.

Another factor is the differing AP policies between the schools. At Stuyvesant, admission into AP courses is based on a student's grades in classes and cumulative average. At Staten Island Tech, many other factors are taken into consideration, such as a student's PSAT score, performance in specific related classes, and teacher recommendations.

"The only thing [the rankings] accounted for was the AP exams. There are a million other factors. For example, some newspapers publish that we have the highest SAT scores in the city, and probably beyond," Teitel said. "Who takes an AP is determined by the student, and it's not mandatory to take the exam if you take the course."

Though many Staten Island Tech students feel elated by the

"It doesn't change the fact that we have excellent and very challenging math and science courses."

—Julia Mendelsohn, sophomore

to begin with," Principal Stanley Teitel said.

Some faculty members believe that they criteria upon which the rankings were based are too simple, leading to a skewed public perception of Stuyvesant. "This is the kind of manipulation of stats that has plagued educational policies for years," AP Calculus AB teacher Gary Jaye said.

"We will never score well

"To think that this school from Staten Island that nobody really recognized until several years ago had actually beat the legendary specialized high school is brain-smacking."

—Catherine A Yeon Lee,
Staten Island Technical High School sophomore

fact that they topped Stuyvesant, some students agree that Stuyvesant's prestige has yet to fade away.

"To think that this school from Staten Island that nobody really recognized until several years ago had actually beat the legendary specialized high school is brain-smacking," Staten Island Technical High School sophomore Catherine Ayeon Lee said. "Stuy is still made out of brilliant and talented students, and the school itself will remain as one of the best schools in New York."

"Staten Island Tech is a third our size, so it obviously operates a little differently."
—Stanley Teitel, principal

Samurai Descendant Visits AP Japanese Language and World History Classes

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"The speakers talked about traditional Japanese culture, and how Sakamoto Ryoma convinced the lords of Japan that Western culture should not be fought against, but rather embraced..."
—Swara Saraiya, senior

nese history. This was some additional information to add onto," Clark said.

The speakers aimed to spread knowledge on Sakamoto and his leadership in Japan as well as his fascination with the United States. They also discussed current events in Japan, like the nuclear crisis resulting from the earthquake and tsunami that occurred in March, earlier this year. They emphasized that the problem of radiation is not one that will not soon fade away but will continue to plague Japan, and potentially other countries, for many years to come.

Towards the end of the presentation, the classes were treated to a calligraphy demonstration as well. "One of the people who came was a person who practiced judo and sumo and he was a calligrapher and he did a nice demonstration," Japanese teacher Chie Helinski said. "My students enjoyed that."

"It was really cool. I've never met descendants of a prominent samurai," Clark said.

School Aide Fired Due to DOE Budget Cuts

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to save money. The city rejected all of them, resulting in the high number of layoffs.

School aides like Kang have been the recent victims of layoffs. According to the same New York Times article, they make a salary of \$14 an hour for a four to eight hour work day, which is significantly lower than that of parent coordinators or family workers. During the 2008-2009 school year, over 500 aides were laid off; approximately 410 were laid off this year. The District Council 37 layoffs were made based on seniority of the workers; those, like Kang, who had been occupying their positions for the shortest amount of time were the first to lose their jobs.

"For many immigrant Korean parents, [Kang] was the bridge that closed the gap between them and their children. Students don't always tell their parents everything, and she played an important role in letting the parents who don't speak English know what's going on at Stuyvesant," said Andrew Wong, a staff member of the Technology Support Services and a Chinese interpreter for the Stuyvesant community.

Korean teacher Elena Song will fill Kang's role as Korean

"Students don't always tell their parents everything, and she played an important role in letting the parents who don't speak English know what's going on at Stuyvesant."
—Andrew Wong, Chinese translator

interpreter. "[Song] is very helpful and very enthusiastic about help," Parent Coordinator Harvey Blumm said.

However, due to Song's busy schedule as a teacher, her services are less readily available than were those of Kang. "Now that [Kang] is gone, I don't have a Korean translator all the time, but I'm working with what I've got," Principal Stanley Teitel said.

According to Teitel, Kang was hired solely for her skill as an interpreter. "If I wanted another school aide, I could have one this morning," Teitel said. "There's a pool of excess aides in the system, but that's not what I need. I need someone who can translate Korean."

Though the school's budget is sufficient to cover Kang's salary, the layoff was in the DOE's jurisdiction, and Teitel was powerless to save her job.

As the DOE continues to cut budgets, more and more school workers face this risk. "It's a bad, worrisome situation," Blumm said. "[Kang] was a great worker, and I wish her the best of luck." However, he believes the school can recover. "As a school, we've already managed to fill the gap pretty well. I think we'll be fine," he said.

Features

15 Quirky College Essay Questions

By JOANNA GAO
and YING YU SITU

For Stuyvesant seniors, the frenzy of starting a brand new school year is eclipsed by the race to finish college essays. "Thought-provoking" questions that college admissions pose have driven some students to sleepless nights and endless cups of coffee. While students are normally advised to stick to the rules and not try anything drastically different in a college application essay, some prompts force students to do exactly that, especially the ones in the list below.

1. Can a toad hear? Prove it. (Bennington College, 2010)
2. How do you feel about Wednesday? (University of Chicago, 2002)
3. These items must be included: a new pair of socks, a historical landmark, a spork (the combination of spoon and fork frequently seen among airline flatware), a domesticated animal, and the complete works of William Shakespeare. Have fun and try to keep your brilliance and wit to three pages max. (University of Chicago, 2004)
4. What does Play-Doh™ have to do with Plato? (University of Chicago, 2011)
5. Don't write about reverse psychology. (University of Chicago, 2011)
6. Create a question we haven't asked and then provide the answer. (Dartmouth, 2006)
7. You step off an elevator and there are three doors in front of you. Select a door and describe what happens when you open it. (Indiana University of Pennsylvania, 2011)
8. Using a piece of wire, a car window sticker, an egg carton, and any inexpensive hardware store item, create something that would solve a problem. Tell us about your creation, but don't worry: we won't require proof that it works. (Johns Hopkins University, 1996)
9. If you had the gift of telepathy, the ability to read other people's minds, would you use this gift or not. Explain. (Middle East Technical University, 1993)
10. It has been said [by Andy Warhol] that "in the future everyone will be famous for fifteen minutes." Describe your fifteen minutes. (New York Uni-

- versity, 2007)
11. You have 150 words. Take a risk. (University of Notre Dame, 2011)
12. Why did you do it? (Tufts University, 2011)
13. You've just written a 300-page autobiography. Send us page 217. (University of Pennsylvania, 2010)
14. Are we alone? (Tufts University, 2010)
15. Celebrate your nerdy side. (Tufts University, 2011)

Reduce, Reuse, Revitalize



Christina Leong / The Spectator

A recycling bin located near the senior bar.

By REBECCA GAEBLER
AND HANNAH BRODHIM

As they walked past the utensil dispenser with their deli sandwiches on styrofoam trays, the fifth period lunch students grabbed 10 napkins each. Forty minutes later, most of those napkins ended up in the trash can, unused, along with snapple bottles, last week's homework, food containers, and other recyclables.

The issue of recycling and environmental awareness at Stuyvesant is hardly a new one. In 1992, technology teacher Richard Realmoto, along with a crew of seniors, teachers, and custodians, devoted himself to developing a working recycling program at Stuyvesant.

Environmental efforts cul-

minated in the 2007 formation of STRIVE (Students Taking Resolute Initiative to Vindicate the Environment), which was forged from two separate clubs, the Stuy Environmental Club and the Stuyvesant Green Club. However, in recent years, STRIVE has shrunk dramatically in terms of student participation and involvement.

"STRIVE was thriving my freshman year," senior and STRIVE president Aarthi Kuppannan said. "The president [Marcela Rodriguez ('09)] was really on top of things. We even lobbied a congressman at one point." But when president Rodriguez graduated, the club lost steam.

In recent years, one of the biggest pushes towards environmental awareness at Stuyvesant was undertaken by biology teach-

er Jerry Citron in 2009. Citron, with the help of his Advanced Placement (AP) Environmental Science class, began a recycling campaign that revolved around educational posters, directed at students, alerting them as to what trash went in what bin, and placing more recycling bins in easily accessible areas.

However, Citron said, "It failed because of finals." Lack of enthusiasm and motivation over long periods of time, he said, inhibits even the strongest initiatives to make Stuyvesant greener. "Stuyvesant's execution of the recycling program is not adequate," Citron said. "There is a city mandate [Chancellor's Regulation A-850], and I don't think Stuyvesant follows through with it to its fullest."

Citron places the majority of blame on the participants, or lack thereof, in the recycling programs, rather than on the programs themselves. "A shift in mind of the students is the only solution," Citron said.

He noted that the cafeteria was particularly disastrous. His trips there, he said, have led him to dubbing the room a "waste Armageddon." In order to set forth realistic goals, he hopes to create a program to encourage waste reduction in the school's largest eating space. Under this program, trash bins and recycling bins would be placed together in only one or two areas of the cafeteria, so that students would have to walk just as much to throw items in the trash as they would to throw them in the recycling. This system, he said, is modeled after those of college cafeterias he has seen.

Citron often thinks of the recycling issue at Stuyvesant in terms of the "Tragedy of the Commons," an environmental essay written by Garrett Hardin, former professor of Biology at University of California, Santa Barbara in 1968. The parable tells the story of a community with an open pasture where members bring their herds to graze. Eventually, the herd grazing on the commons destroys the community's pasture due to overeating.

"The moral of Tragedy of the

Commons applies to Stuyvesant's recycling issue," Citron said. "Students aren't directly paying for their napkins, and teachers for their paper. Teachers might feel that giving out more review sheets will cause their students to perform better [...] Since they are not paying for it, they'll use more paper than needed." Because students do not immediately see the consequences of their actions, Citron said, they are not likely to change their habits.

"Stuy teaches you how to be smart, but doesn't teach you how to be sustainable."
—Aarthi Kuppannan, senior

and decreased contamination of recycling bins.

The initiative will begin on a small scale. "We're starting with the faculty rooms," Colon said, "because a lot of teachers aren't very receptive to having these big boxes in their classrooms. Most of the boxes are still in the basement." Others will be placed on the seventh floor.

"It's not just students, but faculty that need to be more conscious," Colon said. Hoping to later move onto the plastics, Citron notes the importance of having a good recycling program set up. "If the recycling bin is contaminated by even a few pieces of trash, the janitors can't recycle it."

Colon, through his position as SPARK coordinator, wants to get all of the clubs he oversees somehow involved in spreading environmental awareness this year. "Every club I oversee will have an environmental initiative," he said. "It's sort of a STRIVE alliance."

Meanwhile, STRIVE is making a determined effort towards increasing awareness, as well as increasing action, this year. "We're really trying to have a good Earth Day this year," Kuppannan said. "[Under Rodriguez,] a lot of people showed up to Stuy's Earth Day my Freshman year. We gave out canvas bags that you still see people using. We even had companies sponsoring us, giving out free energy-efficient light bulbs. But in the last two years, that didn't really happen. So that's one of our main goals this year."

She added that STRIVE meetings this year are more focused on discussion and learning than in the past. "It's really about knowing about environmentalism around the school and in the world," she said. "We have a new initiative to make people more aware of the political and social problems behind environmental issues."

In the end, she said, recycling is just practical. "Stuy teaches you how to be smart, but doesn't teach you how to be sustainable," Kuppannan said. "We're trying to make environmental friendliness feasible."

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Features

Kathie Markowski: Star Sans Superficiality

By KAREN ZHENG

The first float of the 74th Polish Day Parade began making its way down East 38th Street in the early afternoon on Sunday, October 2. Senior Kathie Markowski, crowned Manhattan's Miss Poland, waved from the float as the rest of her Polish school marched behind it.

Markowski attended Saint Stanislaus Bishop and Martyr Church's Polish school for 10 years, and now heads the church's Polish Girl Scouts program. She was nominated by her church to represent Manhattan's Polish community in the parade.

During the five hours Markowski spent in Polish school every Saturday for 10 years, she learned Polish history, Roman Catholicism, traditional dances and songs, and the Polish language. "Everything I know about Poland is from Polish school," she said. "It was really culturally enlightening."

Starting at the age of nine, Markowski spent two hours after each Polish school lesson participating in Polish Girl Scout activities. She went on to become head of the 11-to-15-year-old group of her church's chapter when she was 14. There are four age groups, which include girls four to 25 years old, and each head is trained to deal with unique issues that affect the members in that age group. For example, part of Markowski's training was learning how to approach and talk to teenagers and keep their attention.

Every month, the Polish Girl Scouts explore a specific theme or activity, such as photography, that helps them become more well-rounded. For the

photography unit, Markowski took her group to the International Center of Photography in Manhattan, taught them how to use cameras, and organized a scavenger hunt in which her scouts created a story with photographs.

"I plan games and activities

"It's not choosing the prettiest girl. I don't believe in that."
—Kathie Markowski, senior

to help them learn to respect each other and themselves, and honor values. It's a lot of work. The reason I do it is because they all look up to me and it's like I'm a big sister, or a mama goose," Markowski said.

Natalia Popko, the leader of the 6-to-10-year-old group in the church, said, "Kathie's really dedicated to the girls. They look up to her and I look to her for guidance, too. Whenever I have a question, she's the first one I'll go to."

The Polish Girl Scouts also go on hiking and camping trips several times a year, with other troops from different parts of the nation and the world. In addition to setting up camp and cooking for themselves, the

Scouts sing nationalistic Polish songs around the campfire and speak only in Polish.

Markowski believes the values enforced and friendships made on these trips are invaluable. "It connects us to nature and it keeps us connected to who we are," she said. "It reminds you that there's life beyond the bubble of Stuyvesant. When I talk to my friends in England and I'm dying [from] college apps, it keeps you grounded. You don't need to lose yourself."

After she was nominated to be Miss Poland, Markowski joined five other hopefuls, who were nominated by their respective churches, at a dinner in May at the Marriott Hotel. They danced traditional Polish dances and mingled with the guests: churchgoers as well as reporters for the Polish Courier, the grand marshal of the Polish Day Parade, and a Polish embassy representative, who comprised the panel of judges. At the end of the night, Manhattan's Miss Poland was chosen based on the work she had done with her respective organization and her display of character during the event.

"It's about being a good person and it's not superficiality. It's not choosing the prettiest girl. I don't believe in that," Markowski said. "All the work I've done added up to this. I actually broke my crown when I sat on it on the way home in May. I was so happy when I broke it because, see, it doesn't matter."

"Kathie really deserves the title. She's really smart and caring and deserves all the recognition that she got," Popko said.

During the parade, several



Senior Kathie Markowski is Miss Poland and one of the heads of the Polish Girl Scouts.

Maggie Wu / The Spectator

children asked Markowski how she became Miss Poland. A young girl in a Polish folk costume's hat was falling off when Markowski reached over the edge of her float and gave her a bobby pin she pulled from her own hair.

"She held it like it was the holy grail," Markowski said.

Markowski credits the most memorable moments of her experience as Miss Poland to girls

like her. "They were looking at me like I was some person from above when I'm just an ordinary girl," Markowski said. "I couldn't believe my eyes when kids were pulling at my skirt and looking at me for what kind of person they should be. That was so sweet and touching. They were so proud of me, and they didn't even know me, and that was what really made it worth it."

Walk of No Shame


to cover up and watch where they are going, so that they can prevent themselves from being raped. On the contrary, supporters of the SlutWalk believe that blame should be placed on the perpetrators of rape. SlutWalk celebrates women wearing anything they please, which caused many women at the protest to arrive scantily clad or even topless.

The event started with an 11a.m. sign-making session during which all the people in attendance were given the opportunity to write down thoughts on large signs to carry during the walk, while a few courageous women voiced their opinions to a growing crowd. "It doesn't matter what you wear or where you go, this is a global epidemic from grandmas to babies," said one speaker.

The walk downtown kicked off over an hour later. A group of volunteer security personnel and women sporting lingerie, one of whom was wrapped in yellow "Caution" tape, led the protest through St. Mark's Place, down to 3rd Street and back. In the excited and heated environment, many chants could be heard all over: "Show me what democracy looks like. This is what democracy looks like," "Show me what feminism looks like. This is what feminism looks like," "Two, Four, Six, Eight. End the violence, stop the hate," and "Whatever we wear, wherever we go, yes means yes and no means no."

One of the most prominent signs seen was created by Cat

(who did not wish to disclose her last name), one out of the many rape survivors who protested at the SlutWalk. Written on one side of her sign was: "I was wearing a lot more than this and ... I still got raped! Clothes have nothing

"Just seeing the expressions of bystanders who cheered with the half-naked mob and seeing people in cafes whip out their cameras and give out high-fives proved that SlutWalk accomplished what it needed to do."
—Regana Alicka, sophomore

tendees had consumed alcohol. "People who you thought were your friends, suddenly aren't your friends in a blink of an eye. The person who raped me, I knew him," Cat said. On the flip side of Cat's sign she wrote, "Hours worth of questions from 'friends', detectives...No one ever asked me what my rapist was wearing!" Cat's encounter with the NYPD was "a crime in itself," she said, because she felt like she was the only one being interrogated. "The light turned in my face. I'll never forget their reaction. They seemed to be disgusted by me."

A year after the rape, Cat believes that the walk allowed her to finally acknowledge what happened to her, and to share what she has gone through with a larger audience. Stories like hers inspired survivors and regular women alike to come and support the cause. At the end of the walk of unity, which lasted over an hour, the protesters returned Union Square, where a stage was set up for speeches, music performances and poetry readings so that they too could share their experiences or just their frustration.

With the protest coming at a close, sophomore Regana Alicka felt that SlutWalk was successful. "Just seeing the expressions of bystanders who cheered with the half-naked mob and seeing people in cafes whip out their cameras and give out high-fives proved that SlutWalk accomplished what it needed to do," Alicka said.

to do with consent."

She was assaulted at a college fraternity party after all the at-

By OTHILLA WLODARCZYK and JANE ARGODALE with additional reporting by TAHIA ISLAM

An excited buzz filled the air in Union Square the afternoon of Saturday, October 1, as protesters discussed, organized, and prepared for their long march. "Real Men Don't Rape," "I Love Consent," and "Still Not Asking for It" were just three of the many slogans boldly displayed on signs carried by crowds of supporters dressed in anything from jeans to lingerie at New York City's first SlutWalk. The diverse crowd of people of all ages, races, gender identities, and sexual orientations united for a common cause, drawn largely through word of mouth and a Facebook event open to all. The protest, an outcry against the blaming of victims of sexual assault, brought hun-

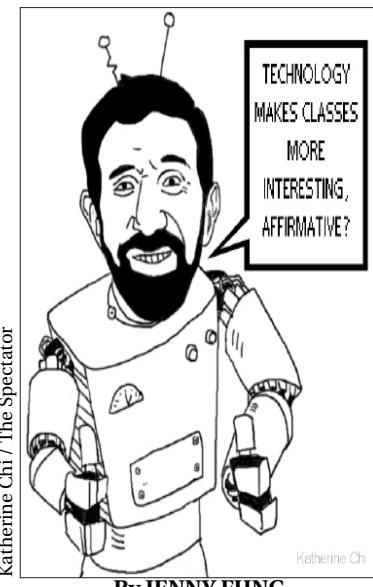
dreds to Union Square. Previous victims, feminists, and general supporters came and celebrated this day as another milestone in the cause.

The first SlutWalk was held last April in Toronto, and since then other cities have hosted their own protests against rape culture: a culture that teaches women to cover up rather than teaching men that rape is not okay under any circumstance. One of the main causes for its organization was a flippant comment made from a police officer in Toronto who was giving a personal safety lesson to children. According to Officer Sanguineti, "Women should avoid dressing like sluts in order to not be victimized." This comment stirred a rapid movement throughout North America.

Many people believe that society should teach women

Features

Clicking in the Classroom



By JENNY FUNG

Chemistry and Physics department to support their large Intel and research programs.

Social Studies Matthew Polazzo has always used a computer to facilitate his lessons, but having an interactive board has made things run even smoother.

"When I started teaching at Stuyvesant, I used the Web for all homework assignments and primary source documents, and then I bought the domain name 'polazzo.com' a long time ago [...] Starting last year, I've had a Prometheus board in my classroom, and that's really useful," Polazzo said. "For example, the day we were doing all that stuff about Congress, talking about the rules of the House of Representatives, I was able to actually go to the government printing office and show them the rules on a PDF."

On his Web site, Polazzo also posts homework for his students. He includes links that the students should read and has them write a response. Students hand in their homework by uploading their files on a shared folder in a Dropbox account. Polazzo downloads the homework and grades them using an iPad application called GoodReader. He also uses the TeacherPal app to take attendance and mark down grades, and encourages his AP United States Government and AP Comparative Government student to download The Economist app to read assigned articles online.

"Technology has the power to be transformative in some ways—use of primary source documents, pictures, and other ways. It just makes it a little bit more frictionless, a little bit more convenient. For example, I'm not having to worry about printing out a piece of paper, carrying it in, or me carrying around bundles of papers to grade," Polazzo said.

However, he acknowledges that there are some minor negatives.

"The only negative is that if we're talking about the homework, they don't necessarily have the physical homework in front of them to look at, unless they happen to have iPads. The negatives for them, I think, are negligible," Polazzo said. He also mentioned that the process of downloading, grading, and then uploading the homework is time-consuming.

Students enjoy the fact that there is no time wasted on copying down homework assignments since they are posted on the website. "Technology in classrooms is useful. Homework [assignments] posted online doesn't have to take up class time," senior Judy Pu said.

According to biology teacher Dr. Hemal Pathak, technology helps teachers make better use of class time. Dr. Pathak presents class notes in the form of PowerPoint presentations, and sends slides to students before exams to help them review.

"PowerPoints present concise information that can help classes follow a more detailed lecture," Pu said.

Aside from PowerPoint, Dr. Pathak also uses other types of innovative gadgets to engage his students. "Increasingly over the past couple of years, I've been using electronic responders that allow students to take quizzes and respond to questions in class. They work over radio frequency and allow me to send questions to students from my laptop. Their responses are then sent back to my computer and recorded. They're useful because they help me monitor student understanding of course content on an almost daily basis," Dr. Pathak said in an e-mail interview.

The electronic responders are also used as buzzers during Jeopardy review games. "The competition really motivates us to learn," said senior Glory Kim, who is currently enrolled in Dr. Pathak's Neurobiology class.

Dr. Pathak chose to include these gadgets in his lessons because he wanted to better keep track of student performance. "I was looking for efficient ways to present information, assess students, and monitor progress. We have pretty big classes here and sometimes it's hard to keep track of how each student is doing. I think every teacher is dealing with that same challenge," he said in an email interview.

Social studies teacher Anthony Valentin encountered that challenge in 2001, after the 9/11 attack. "We were forced to evacuate the school [and go to Brooklyn Tech]. In order to accommodate us, we had to teach classes that were about ten minutes long and that was no way to get [out] all the information we needed to the students so that [they] would be prepared, not only for the Regents, but for the final exam that we have in our own course. So I felt that we needed another way to get information to the students knowing that we couldn't do much of it in this building," Valentin said. The shortened periods forced Valentin to rethink his means of teaching, and he conjured up the idea of creating a class Website. On his Web site, Valentin posts class notes, policies, contact information, and links to resources.

Valentin also assigns his students to create Twitter accounts. Twitter is a social network that enables users to post short texts, known as "tweets," for others to see. Using Twitter, Valentin is able to communicate more expediently with his students. "[Twitter] allows me to get updates or current information that, before, they [students] would normally have to wait for the next day to hear from the teacher," Valentin said.

Valentin is currently experimenting with the integration of tablets in the classroom. Students who have tablets are allowed to electronically post answers to questions such as Do-Now's. Their answers are sent to Valentin, who can choose to project them on a screen. The students remain anonymous when their answers are projected. "[This] allows students who don't like to raise their hands to participate because we will see their response on the screen," Valentin said. Although Valentin enjoys using technology in classrooms, he acknowledges that there are drawbacks. Power outages and internet connections can interfere with the access of information. Technology can also be misused in terms of educating students.

"Technology allows a good teacher to do things better but you could use it incorrectly. What happens if you tell the kids to use the technology without teaching the kids first. Kids are very tech savvy, but most of their knowledge is in how to consume information. What happens if we try to make them create information? Then you have to teach them how to create information. So if you are willing to integrate the technology so that students can create concepts but not turn it into a technology class [...] then that would be successful," Valentin said.

Indeed, some students have noticed that technology has made it easier for them to slack off. "Once you answer the questions, they show you the answers, which is easy for friends to copy each other," junior Shelley Shin said of a PageOut website that her teacher uses.

With buzzers, computers, and interactive boards, many classrooms seemed to have gone through a makeover. These new tools have opened up new opportunities for teachers to educate students and have allowed students to approach learning in a whole new way. However, these benefits can only be reaped if the technologies are properly used. Nevertheless, teachers are now able to reach out to more students, while students can gain access to new resources.

Temporary Tattoos: Here to Stay?



Sophomore Zara Leventhal displays one of her tattoos.

Tong Wan / The Spectator

By MADHURIMA CHOWDHURY

From water bottles to sweatshirts, Stuyvesant students have shown their school pride on a variety of products sporting the school name. Sophomore Zara Leventhal has added yet another item to the list: temporary tattoos.

Leventhal designed the tattoos over the summer and has been selling them since the beginning of the school year. The design consists of an arrow going through a red heart with a ribbon that has the word "Stuyvesant" written across it.

"I've always loved designing

"I put a lot of work into designing the tattoo, and being able to have people wear it around is an amazing experience."

—Zara Leventhal, sophomore

ably would've lasted longer if I hadn't removed it myself," sophomore Alexa Suarez said.

Starting Wednesday September 8, Leventhal sold the tattoos on the Tribeca Bridge for two dollars each. "I loved the day I sold them on the bridge. I love to talk to people, and it was really fun trying to get people interested in the tattoos. I'd say stuff like, 'Tattoos for twins?' 'Amazing tattoos that will match any skin tone or hair color.' It was so much fun," Leventhal said.

She is still selling the tattoos and tries to make them available to anyone interested in purchasing them. "If people really wanted them, I met up before and after school to give it to them," Leventhal said. "It's a bit tricky because I don't have any fees."

However, sales have been successful so far. "I've sold [them to] a lot to people I know and people I've never seen before," Leventhal said. "I love the gratification of having somebody buy it. I put a lot of work into designing the tattoo, and being able to have people wear it around is an amazing experience."

Many Stuyvesant students have responded enthusiastically to Leventhal's entrepreneurial idea. "I bought them because I am a huge fan of removable tattoos and I think these are witty and fun," junior Lucy Woychuk-Mlinac said.

Leventhal's successful business has also allowed her to earn some extra pocket money. She first paid back her father, who gave her the money to for the initial bulk purchase, and is now considering using the rest of her profits to order a new Stuyvesant-themed tattoo. "I'm thinking of restocking too and selling them before Stuy events like SING!" she said.

However, Suarez believes that charging two dollars for a temporary tattoo is unsustainable. "If Zara offered a lower price, the tattoos would definitely sell better, and it would be easier to come back for more than one," Suarez said. "They're ideal for Stuy-related events, maybe a football game or a track meet, but in the long run, they're pricey and wouldn't be ideal to buy continuously."

Given the price and the temporary nature of the tattoos, it may be too soon to tell whether they can compete with other popular items bearing the Stuyvesant name. "I do think the tattoos are good for school spirit, but the fact that they are, of course, merely temporary, make them less effective than, say, a sweatshirt," Suarez said.

Nonetheless the uniqueness of the Leventhal's idea has caught the attention of many students. "Every school has shirts and banners and class rings, but we may be one of the only schools with removable tattoos," Woychuk-Mlinac said.

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Editorials

STAFF EDITORIAL

Fact or Fiction: Debunking Myths in the College Process

We have a dream. Or rather, we had a dream: to enter the ivy-lined gates of a top university. From when we first received our high school acceptance letters in eighth grade, we expected Stuyvesant to be the bus on the road to a top-tier college. And every year, we see a transformation of each class, from naïve, exuberant freshmen, to cynical, self-doubting seniors with lowered expectations. We eventually learn, or are forced to learn, the complex and unfair procedures of the college process.

We entered as valedictorians, salutatorians, and students with A+ averages. School was easy for us. Tests were easy for us. Applying to college will be easy for us. We came in with an idea of where we want to go, a choice influenced by our parents, our peers, and the rankings found online and in newspapers. The rigorous Stuyvesant curriculum and its outstanding reputation only helped boost our confidence.

We assume we have the process all figured out: good grades, extracurricular activities, leadership positions, high standardized test scores, and recommendations from teachers and counselors who know and love us.

So convinced are we in our ability to stay on the path we've determined for ourselves that the difficulties of the process doesn't really hit until perhaps it is too late.

Come second term junior year, we are introduced, for the first time, to the people and the department that will help us make those life-changing decisions—the college counselors and college office. Over the course of the next five months, the college process is explained to us in greater depth, via a 40-minute mass lecture, and a 20-minute interview with a college counselor. But with significantly fewer spots than the number of seniors, primarily due to the minuscule ratio of college counselor to seniors (3:812 for this year's graduat-

ing class), not everyone can get the attention that he or she deserves. Parents and students generally question how a person in charge of around 271 students can truly guide each one through the college process.

Not only that, but the statistics that have always been in our favor now seem to be mocking us. Suddenly, our averages are just a point too low, our test grades a few percentiles short of the norm—the Stuyvesant norm that is. The rigorous curriculum that was supposed to prepare us for our dream college is now preventing us from entering it. The untouchable reputation now places us in direct competition with our peers—all of those middle school valedictorians, salutatorians, and kids with A+ averages.

The summer after junior year, we notice when the college office posts the results of all the students, anonymously, who applied to each college, along with his or her departmental GPA and SAT scores,

their college counselor, meant to help us create a finalized list of colleges to apply to. But the small number of college counselors is unable to interview the senior class efficiently and in a timely manner. With less than two weeks before Early Action and Early Decision applications are due, interviewing the remaining seniors will serve no purpose besides reassuring a college counselor that he or she did the job, since it would be very impractical to expect a student to wait to decide on a college until it is so late.

Perhaps if we weren't so emotionally attached to these colleges, these obstacles wouldn't seem as frustrating. But somehow we've grown obsessed with the idea of rankings and have come to associate our success in high school with the quality of our college—this final trophy of our hard work at Stuy. We develop that strange dynamic of outwardly criticizing Ivies and inwardly yearning to attend one.

The solutions to simplifying the college process are as ambiguous as those elusive college rankings. The easiest answer is to differentiate between college and self-worth, something that would require a drastic change in mindset for students. If we didn't believe in those often misguided and inaccurate rankings, all these obstacles would simply be wrinkles in the application process. However, changing our attitudes, especially ideas deeply ingrained by our upbringing, and perpetuated by peers and the media alike, is extremely difficult to do. So the best defense would be foresight: understanding of the limitations of college counseling, accepting the fierce competition, and tolerating the opaque college acceptance guidelines. We can still have a dream, but it should be grounded in realism and an accurate understanding of the limitations of the college process.

Then begins senior year. With words like "safety," "target," and "reach" swirling around our brains but no concrete ideas of where to go (of course by now, it's been established that Ivies are totally overrated), we start the college process anew. Students are again given two additional mass lectures, which are meant to emphasize the crucial deadlines for certain parts of the college application, and a one-on-one interview with

LETTER TO THE EDITOR

RE: Candy-Selling Hugger-Muggers Accost Stuyvesant Students

In the case of the "Hugger-Muggers" covered in last week's Spectator, students perceived a threat, reported it to the authorities, and saw (according to the article) increased vigilance by police as well as a strong community response. Yet in other cases, students may not always report non-emergency crimes to the police. Students who report problems to the local police precinct—whether harassment, robbery, or vandalism—

help make the neighborhood safer for everyone. When I picked my son up from school last Friday, I was saddened to see a beautiful powder blue bike chained to the rail under the stairs with its back wheel torn off. I wondered if the bike owner had told the police. Students whose bikes suffer vandalism, who feel targeted, see an incident near school, or who want to make a complaint of any kind should call our local police precinct.

Ideally the police can use the information to prevent problems in the future. To report a non-emergency incident, call the First Precinct complaint reports line: 212-334-0611 x0. Thoughts or stories about safety can also be sent any time to healthandsafety@stuy-pa.org.

—Jennifer Freeman, Parents' Association Health & Safety Committee Chair

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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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 specreaderopinions@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@stuyspectator.com or drop it in The Spectator box in the second-floor mail room.

FOR THE RECORD

- In "Alumnus Infiltrates School," alumnus Gabriel Castillo ('06) did not enter without authorization; school personnel escorted him to English teacher Philip Mott's room, even though it was not an alumni visitation day. Mott did not call Teitel and dean Daniel Tillman to ask that they escort Castillo out of the building.
- In "Dawn Vollaro: Artist at Heart, Mathematician in Mind," it was not mentioned that math teacher Dawn Vollaro also has an older brother. In addition, she did not teach the History of Math class.

Opinions

Is There Any Hope Left for North Korea?



Danny Kim / The Spectator

By PHILIP SHIN,
Guest Columnist

It has been more than 60 years since the division of Korea, and North Korea's isolation seems to become more extreme each year. Since the Korean War was suspended in 1953, there has been almost no communication allowed between the people of North Korea and the rest of the world.

North Koreans are dying of starvation. Many of the country's citizens are homeless and suffering from a shortage of food. These people are living a life of misery, yet they still view Kim Il-Sung, founder of North Korea, and his son, Kim Jong-Il as godlike figures. They are brainwashed and so isolated from the outside world that many of them do not realize how much they are suffering compared to people in other countries.

There are, of course, some people in North Korea who know the truth about the North Korean government, but they do not say anything because

they know they would immediately be arrested and killed. There are also a small number of people who are brave enough to flee to China, but the change in freedom there is practically negligible.

As a Korean-American, I am constantly waiting for the day when North Korea and South Korea will be reunited in a peaceful manner. However, after reading articles and watching the news on what is happening in North Korea, any hope of reconciliation seems slim. In fact, reconciliation can only be instigated by an outside party – the two Koreas are incapable of peace on their own.

For years, America has been a major donor to North Korea.

The U.S. government has been delivering food to the North Korean government in order to alleviate the problem of starvation. However, the North Korean government has been giving this food to the military, letting its own civilians starve to death. Not only is this act horrid, it is also extremely dangerous. Now that the military is being fed for free, it is obvious that the North Korean government can now use the rest of its budget to finance a weapons project.

There have been many arguments made both for and against U.S. aid to North Korea, yet there is no clear answer on the question. The United States' goal is to make sure that the people of North Korea are fed and that food aid is not used for the military. However, the North Korean government is refusing to track the food deliveries. It looks as though we are at a deadlock, but even so, as Richard Weitz titled his World Politics article,

published on Friday, September

30, "Resuming U.S. Food Aid for North Korea is Best of Bad Options." The United States needs to establish amicable relations with North Korea in order to make a positive difference.

The United States must try harder to push a negotiation with the North Korean government, but there is little chance of this happening unless the United States devises a better strategy. America must force a way into North Korea in order to get a direct response. Throwing the North Korean dictators out of power is not an option because it would definitely lead to war. However, there are some concrete steps the United States can take to improve the North Korean situation.

First and foremost, the United States must bring the arguments to the United Nations. The public forum is the necessary platform for establishing relations. China, North Korea's closest ally, and the rest of the Security Council must help to monitor the diplomatic process. Second, the United Nations should pass a motion to publicize the breakup of North Korea's budget. This will help with food aid and is a good way of curtailing any significant weapons programs. And lastly, North Korea needs to open its walls to foreign aid and international media. By making its actions public, North Korea will garner greater trust from the international community, and South Korea in particular.

However, if North Korea still refuses to have a dialogue to resolve the political issue at hand, it will eventually become incapacitated. North Korea will become a dead nation.

Fixing Financial Aid

By DAVID CAHN



Eugene Lee / The Spectator

For centuries, the United States of America has emphasized free education for all. The government provides all students with an opportunity for education, no matter where their parents came from, or how much money is in their wallets. Yet, as schools lose funding in today's debt-ridden economy, the financial burden that was once the responsibility of the government is falling on the shoulders of students and their families.

While schools are able to subsidize some of the standard annual fees, through programs like free/reduced lunch, and fee waivers, often the process of getting financial aid is very difficult. No one explains what we should do if we need aid, and asking can often be embarrassing. So, instead of using the little available financial aid, struggling families end up shelling out money they don't have.

The same applies to clubs, many of which ask their students to pay lofty fees. This is not the fault of the clubs,

As schools lose funding in today's debt-ridden economy, the financial burden that was once the responsibility of the government is falling on the shoulders of students and their families.

which are often strapped for cash themselves, but whether they do it intentionally or not the problem remains. As a result, many students feel embarrassed and are scared away from expensive clubs.

In this environment, wealthier students are given an advantage over students from financially strained families, which is a blatant violation of American values. The ethos of America is one in which prosperity and success are available to anyone, regardless of background, as long as he is willing to work hard to succeed. This is not the case when a poor student can't afford, or is too ashamed to, access the same resources as his more wealthy peers.

Understanding this disparity, schools must strive to close the gap ensure an equal playing field for all students. This may seem to be a problem without a solution, but, in truth, the solution has already begun. The success of free/reduced lunch

The Optimal Solution



Sam Kim / The Spectator

By SOHAM DAGA

Last week, in my Statistics class, my teacher said, "Why don't you compare a mathematics textbook from Russia and a mathematics textbook from America? You will find striking differences." It recalled my years in the Indian education system. The Indian textbook and the American one included the same information, but the teaching methods employed were strikingly different. I wondered: Where did I have a more meaningful learning experience?

In India, the pace of teaching was much faster than in America, which allowed me to learn more rapidly. However, in America, I have a much better

understanding of the concepts taught. In India, I just had to write down the notes given by the teacher and restate them in the exam. In America, we are tested on our ability to synthesize the information we learn in class and come to our own conclusions; creativity is stressed. Though each educational model has its merits, the ideal system would incorporate the best aspects of both. The spine of any schooling is the curriculum. However, when disorganized teachers fail to cover even the minimal amount needed for a statewide test, as sometimes happens in this country, even a rigorous curriculum cannot make for quality education. Adopting Indian methodology, teachers should dictate or write out notes for students so that each class is well structured. In addition, they should leave time for questions at the end of class so that all students are clear on the concepts taught.

Outside the classroom, students should review their class notes daily, which teachers can encourage by giving random pop quizzes every week. At the same time, they should work on creative projects regularly that require them to apply class concepts. Finally, teachers should encourage their students to attend the after-school ARISTA tutoring program, should they be struggling, in order to ensure that they receive all the support

they need.

Moreover, to assist all students in receiving a well-rounded education, they should take non-academic classes of their choice. In India, I took a cultural dance class, which provided a break from the work-oriented day, increased my flexibility, and taught me about the culture of my birthplace. At Stuyvesant, students partake in extracurricular activities such as dance, drama, debate, and much more, but these classes are severely limited. Instead of mandating that students take non-traditional core classes they may not have an interest in, such as drafting and computer science, the administration should ask students to list the top five non-academic classes they want to take, as was done at my middle school, Anderson. This way, students have more space in their schedules to take classes that interest them outside of the traditional academic core.

While in India, my family and friends solely stressed academic rigor; in America, everyone seems much more laid back when it comes to education. In the end, if we can change the way public schools work to include a challenging curriculum that teachers ensure all students understand, in addition to fun classes to broaden our horizons, we can have more to look forward to every school day.



Eugene Lee / The Spectator

system offers us a framework with which to design new financial aid policies. At the beginning of the year, students who fill out lunch forms and are deemed eligible for free or reduced lunch automatically receive free or reduced lunch when they swipe their cards in the cafeteria. No one has to know about it. No one has to talk about it. No one has to embarrass themselves asking for it. Within a week, the deed is done. No questions asked.

If we expand the free/reduced lunch program to all aspects of the Stuyvesant community, this would similarly alleviate the financial burden and embarrassment that is currently prevalent within Stuyvesant. Stuyvesant should add lunch statuses to every student's school profile, and automatically exempt them from other school fees. It could report the students' lunch status on the attendance roster so that the administration understands which students to pursue for fees, and which to leave alone. As a result, students who could afford it would simply pay the fees, and others could just not submit anything. Furthermore, making this data available to clubs would allow them to reduce their fees for these students accordingly. This could also be a factor in the allocation of money by the SU, because clubs could present the SU with data on precisely how many students with financial difficulties are members.

In order to allow for this policy to be instituted at Stuyvesant, additional funds have to be allocated to account for the losses resulting from extended fee exemption. The Title I funding that the school receives could contribute to this, but it would not be enough. Stuyvesant will have to tighten its grip on collection of money from the students that can afford it, and even slightly increase the fees to make up the gap. The SU can also organize fundraisers to help students obtain equal access to the amenities the school has to offer.

If this policy were to be adopted, schools, and clubs within the schools, could attain a healthy balance between raising necessary funds and allowing for a level playing field in American education. Students would feel more comfortable accepting the money they often desperately need, and Stuyvesant could preserve an environment in which anyone can succeed. In doing so, we can attempt to preserve the humble meritocracy that differentiates Stuyvesant from the world around it.

Opinions

Pre-Occupied with Wall Street

For the last month, thousands of people have gathered at Zuccotti Park—renamed Liberty Park—to protest against financial corruption on Wall Street. The movement, known as “Occupy Wall Street,” has garnered both widespread support and criticism. Members of the Stuyvesant community share their thoughts.

NEETA D'SOUZA ('13)

Occupy Wall Street has been an amazing enterprise, giving hundreds of middle class Americans a chance to tell the American government and the world what they have been going through during the economic downturn of the past few years. But what remains to be seen is whether this peaceful protest will have any effect on Congress and its decisions. That success is in the hands of the protesters.

While it's amazing that the people have decided to stand up for their rights, the protest has to start moving forward from the preliminary stages. This protest has no sense of unity, as of yet; there are no concrete goals or objectives that protesters uniformly hold. In fact, after asking five people in this school what the protest was about, the only idea that every single one of them told me was that there really was no set idea for Occupy Wall Street. The photos of signs that people are carry-

ing show that they are angry about a variety of topics—schools, taxes, the government deficit, jobs, and the ending of favorite T.V. shows. Funny as that is, if protesters want their rights back, they have to come together to figure out the problems they want fixed the most.

While many would say that the myriad of issues that the protesters are highlighting are only an indication of just how much is wrong with the state of affairs in America right now, protesters have to start prioritizing. Only then will the leading legislators at Congress start taking this protest seriously, and only then can they be open to negotiations.

The protesters have to channel their incredible energy into a more practical and beneficial form of protest. Once Congress starts working with protesters instead of against them, their qualms will stand a better chance of being resolved.

SAMUEL LEVINE ('12)

Over the last few weeks, the Occupy Wall Street movement has gained lots of media attention. If that is its main and only goal, it has been quite a success. News stories continually come out reporting the beginning of Occupy Something-or-Other movements all around the country

als espoused by the people are hard to disagree with; after all, they merely reiterate some of the basic concepts upon which our democracy was founded. Many just want to end or reduce the influence of corporate lobbying on Congress, and are well versed in the issues at hand. These people are pleasant to converse with and should be at the head of the protest. The problem is that they are not.

The group does not seem to have a discernible head, but rather appears as a disjointed attempt by lots of people to come together and complain all at the same time. I was down at the protests some days ago with some friends and, upon asking several protesters what exactly they were protesting about, never got the same answer twice. One man suggested going back to bartering while there was a march going on with the goal of destroying the Federal Reserve. The fact of the matter is that a large majority of the protesters cannot propose a feasible solution to their demands, if they even have any. If no solutions are proposed, then nothing will be done.

If you ask me, one of the large contributors to the problem is the lack of voter education. Granted, legislation to cap the maximum amount of campaign donations corporations can make or the amount of funding that can go to lobby could help, but realistically corporate influence on politics will never end. I firmly believe that by better educating our voters, they will not only be able to function better as citizens of society, but will also understand what they are voting for when they go to the polls.

that stem from the New York protests. However, if we take the protesters' demands as legitimate, then it is clear that—at least in current times—the movement will not achieve its goals, and will end up being a large cost to the city in taxpayer dollars used to maintain security.

The root of the problem is not the protest itself. The ide-

DANIEL TEEHAN ('13)

One of the most frequent criticisms I have heard about the Occupy Wall Street protest is that the protesters have no clear goal in sight and as such, the protest is pointless. This is a criticism that comes even from people generally sympathetic to the movement. However, I disagree with this notion. The Occupy Wall Street protest serves a very important purpose and it does so even without proposing a concrete policy goal, something conservative politicians and pundits have a hard time wrapping their heads around. There are indeed protests targeted towards a specific piece of legislation or opposing a certain political policy. However, that's not what this movement is, nor what it ever pretended to be.

If you go to the protests you will notice that one of the dominant slogan is that the protesters represent the 99 percent, the majority of non-corporate, non-affluent Americans who have been made victims by the avarice and insatiable greed of many of the top one percent. There is also the legitimate complaint

that the same wealthy corporate elite has an unreasonable amount of sway in political affairs, which allows them to guide governmental policy to perpetuate their wealth, often at the expense of the rest of America.

Furthermore, lobbyists hired by these corporations get huge tax breaks for their employers, so much so that Warren Buffet is paying a lower tax rate than his secretary. Also, the recent Supreme Court ruling allowing unlimited corporate donations to campaigns allows these rich corporations to further control and direct politics through their incalculable monetary sway over candidates. Finally, there is much anger over corporations' responsibility for the financial crisis and their continued exorbitant bonuses and raises occurring against the backdrop of widespread economic suffering by people who had little or no role in our current economic plight.

The purpose of this protest is for the 99 percent to stand up and use their constitutionally protected right to say that they will not let this democratic country turn into an oligarchy or abide by the paralyzing

greed of some of the wealthiest Americans. If politicians are increasingly responsible to the rich one percent and will not act in defense of the 99 percent, then it is the sacred duty of those neglected citizens to make their voices heard and demonstrate that they are not to be ignored, trampled on, or exploited any longer.

The corporate elite have been using their political, social and economic power to gain wealth and luxury at the expense of hard-working Americans, and those Americans are using the most effective weapon they have to fight back, their overwhelming numbers. The corporate controlled media can continue to demonize and ridicule these protesters, but we will stand strong for theirs is a message that resonates deeply within the hearts of all those who have been trampled on by the selfish few. That's why when I ate dinner (protest sign in hand) at a restaurant at the bottom of a Wall Street building, the suited man who came over to talk to me wasn't an indignant stock broker, but a sympathetic security guard of the building who told me to keep up the fight.



Mauricio Moreira / The Spectator

ADAM LIEBER ('13)

“Occupy Wall Street,” the recent movement that has been exasperatingly scrutinized by many of the influential news stations and periodicals across the nation, is a demonstration of resentment towards the “one percent,” an elite group of Americans who hold a majority share of the country’s wealth. Wall Street has always been a symbol of this elite class, because it houses many of the world’s most dominant investment banks, where a seven-figure salary may be considered meager. It is no secret that there is a huge financial disparity between the bankers working on Wall Street and the protesters marching through it. After all, members of the “one percent” may be completely oblivious to America’s 10 percent un-

employment rate, or even the 20 percent poverty rate on the streets in which they live.

The Occupy Wall Street protesters may hold views that are justified by the dire state of the United States economy, but what they fail to do is put forth a comprehensive message that would serve as an explanation to their concerns. While it may appear as though the protesters are unified, many of them are protesting separate matters. For example, some are nearby New York University students who are in debt due an inability to pay back student loans. Others are unemployed citizens who are looking to take anger out on the successful. And still others are employed and decently paid, but feel that it is unfair that members of the “one percent” seem to be entitled to certain tax exemptions that

are not available to middle class workers.

Due to the contrasting situations and motives of protesters, and the lack of a leader to mold the group together, a clear goal is absent. This is a significant flaw of the protest, because although the movement has gained popularity, the lack of a message makes it ineffective. Furthermore, it is unfair to disturb and harass Wall Street workers on a daily basis, because many of them are committed professionals who have come from humble backgrounds not unlike those of many of the protesters. If reforms are what the protesters desire, they should head over to the nation’s capital and disturb those people whose job it is to actually listen to the American public.

Opinions

A Stoic Approach to a Culture of Complaint



Victoria Stempel / The Spectator

By DANIEL TEEHAN

It's the beginning of a new semester, and students have just gotten their schedules in homeroom. The room is filled with people comparing, inquiring, but mostly complaining. People complain about classes, teachers, and even classroom locations. Complaining has become so much of a reflex that we cease to notice how much we do it. But once you do, it's difficult to ignore. Students gripe about their teachers being too strict, and about how the homework they give is too long and the tests are too difficult. This degree of complaining has become not only personally, but socially harmful.

Appealing to trusted friends

when overwhelmed isn't the problem—that's an important coping mechanism. Complaining in excess, however, becomes harmful to the way that you view yourself in relation to stressors in your life. It presents your problem as something that is serious enough that you need to appeal to external support for consolation or guidance. When people start complaining about whatever issues cross their minds in a stressful, yet social setting like Stuyvesant, complaining becomes contagious. It is now so ingrained in the way we interact that people feel they need to complain about something in order to legitimize it as a significant issue.

Now, I would not dare complain about complaint without suggesting a solution: a more constructive way to deal with the annoying issues of day-to-day life lies in Stoicism, an ancient Greek philosophy. Stuyvesant students should follow the lesson of Epictetus, a prominent second century Stoic thinker, who said that everything can be divided into things that you can control and things that you have no control over. To achieve well-being, you must concern yourself solely with the things you can control, while accepting or ignoring those that you cannot. The tricky part is dis-

tinguishing between the two.

Things that are out of your control include all events that have already occurred. For example, having failed a test; no amount of complaining will change that outcome. What you can control is how you process

Complaining has become so much of a reflex that we cease to notice how much we do it.

your failure, the importance you assign to it, and the actions you take as a result. If you were truly wronged and there is something to be done about it then you should do it; there is no need to complain. If there is nothing to be done, complaining still won't help you—but

accepting that the world is not always just will.

Of course, having established that complaining is something ingrained in us, a complete turnaround towards Stoicism isn't realistic; the mindset must be gradually attained. Marcus Aurelius was a Roman emperor (you might remember him from *Gladiator*) who adopted Stoicism and documented his attempts to live by this philosophy in his famous work, *The Meditations*. For example, he discusses dealing with troublesome people by recognizing the imperfections of man, and either endeavoring to address the problem if practical, or else accepting it as an immutable fact of existence: "Is it possible for there to be no shameless men in the world? It is not possible. Do not then ask for the impossible" (Book IX, 42).

You may not be able to control whatever is plaguing you, but you do have control over whether you let it bother you. Stoicism can help you address the issues which are truly significant in your life and eliminate the need to complain about those which aren't. If Marcus Aurelius was able to use the Stoic method to achieve inner peace while dealing with belligerent Germans, quarreling politicians and managing

the Roman Empire, it can help you deal with getting a B on an English paper. So the next time you feel the need to complain about your disappointing test,

To achieve well-being, you must concern yourself solely with the things you can control, while accepting or ignoring those that you cannot.

consider the appropriate Stoic response. You will be doing yourself—and let's be honest, everyone around you—a big favor.

Arts and Entertainment

Something Wicked this Way Comes: Immortalizing Childhood

By DAVID KURKOVSKIY

Every Halloween, children find new ways to disguise themselves, making full use of their imaginations. They parade down the streets dressed in everything from bed sheets to body suits, carrying bagfuls of candy and cautiously turning corners for fear that an ghost or ghoul will jump out at them.

the evil workings of a mystical carnival that comes into town days before Halloween in Ray Bradbury's novel, "Something Wicked this Way Comes." The children's imaginations allow them to see what the adults around them do not: the supernatural carnival plays on people's weaknesses to force them to work for the carnival.

Bradbury's ability to blur fantasy and reality reflects the expanse of imagination commonly attributed to children. In the beginning of the novel, when Jim and Will enter the library where Charles, Will's father, works as a janitor, they see jungle, arctic frost, and desert surround them as they walk through shelves of multifarious books. A similar scene of exploration occurs when Charles come across the image of a lady encased in ice, a chilling portrait of immeasurable beauty. While Charles sees a vacuum—a deep emptiness—that forms the outline of a woman's figure, the children see a woman embedded in the ice. Throughout his work, Bradbury highlights this creative vision as a powerful tool for observing the world with clarity, the loss of which fills Charles with melancholy.

The powerful descriptions in the novel reinforce the theme of childhood innocence in the fight against the pull that the boys feel toward the carnival. The mystical carousel—the main attraction of the carnival—is able to make its riders older or younger at will, and it feeds on the boys' temptation to become adults prematurely.

Bradbury accomplishes this fight against temptation using the dichotomy of "light" and "dark" in his description of the two boys: the cautious yet

Perhaps the most laudable element of the novel is Bradbury's ability to maintain a feeling of suspense.

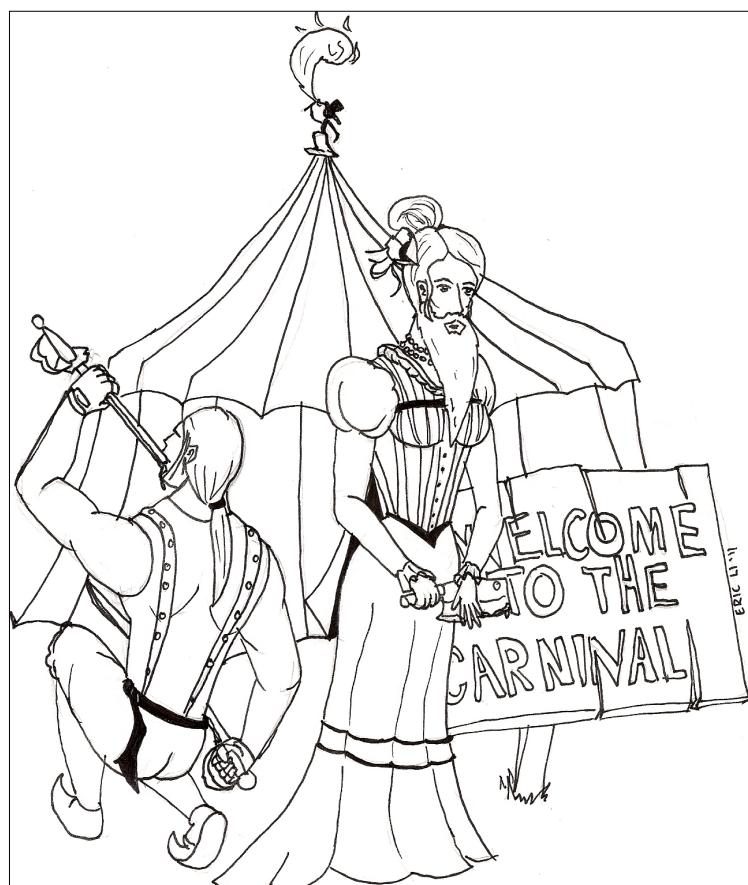
helpful Will and the daring, adventurous Jim. Their disparate personalities make their relationship all the more intriguing.

Perhaps the most laudable element of the novel is Bradbury's ability to maintain a feeling of suspense. Readers are kept on edge while the boys battle the muscular, tattooed Mr. Dark and the blind, terrifying Dust Witch, whose footsteps grow eerily louder as she seeks out her prey. The carousel, too, fills one with dread,

as it is able to diminish an adult into a small child, or age one to death. Bradbury describes the high-paced, mechanical contortions of the carousel—a powerful, deathly, and dangerous contraption—and the lure it poses for the boys. The siren calls of adulthood that Jim faces mirror the desire many children share in wanting too grow up too fast.

Through dramatic suspense and vivid imagination, Bradbury's novel appeals to both willful children and wistful

adults alike. By showing a different, more relatable perspective on the desire for adventure and maturation felt by children, Bradbury speaks to readers of all ages. "Something Wicked this Way Comes" is a testament to the creativity that is intrinsic to children and longed for by nostalgic adults. It immortalizes the deepest desires held by people of all ages, and emphasizes the importance of maintaining a sliver of childhood imagination throughout growing up.



It is a night full of fear, excitement, and mystery.

It is the draw of this mystery and wonder that leads 13-year-olds Will Halloway and Jim Nightshade to uncover

Arts and Entertainment

Point

From Haunted Souls to Beautiful Bloodsuckers

By NICOLE SANCHEZ

No matter which way you look at him, you cannot figure out the person standing in front of you. His cold, enigmatic vibe throws you off, but that is exactly what intrigues you, fascinates you even. His pale complexion and serious dark eyes cause you to look twice. There is really only one way you can describe this individual: hauntingly beautiful. This description is familiar, but you cannot quite recall where you have applied it before; long after the person has left, however, you finally understand: he seems just like a vampire.

This famous supernatural being has been deeply interwoven into mythology since ancient times. However, over the ages, the view of these bloodsuckers has radically changed from blood-craving corpses to beautiful, elusive humanoids. Their popularity as icons in today's entertainment has been determined by a number of factors, including audience's desire for stories laced with drama and sexual tension.

The evolving concept of the vampire has reflected our changing societies. For example, ancient Slavic vampires were thought to be the undead returning to earth as shades, haunting their loved ones until they were purged by often grotesque methods. The ultra-religious people of the time used vampires to explain the decomposition of bodies, a process they did not understand.

As science expanded and religion shrank in importance, however, vampires no longer needed to be used as explanations for the unknown. Rather, their elusiveness and reputations as creatures of the night who lusted for human blood sparked human curiosity, leading to their development as sexual figures. This brings us to the reason why vampires have remained the most popular of the supernaturals: people are attracted to the beautiful. The modern concept of the evil vampire disguised as an aesthetically pleasing human is appealing to both sexes, and gives a more enticing view of the paranormal.

"Dracula," an 1897 novel by Bram Stoker, has often been called the most influential work of literature about vampires. It depicts your now-typical elegant Transylvanian bloodsucker who must deal with everything from legal papers to human hunters. Though Dracula is portrayed as a monstrous antagonist within, he outwardly appears to be a sinfully handsome being with the highest levels of education and etiquette. There are also many parallels in the story to real social and political events of the time; Stoker addresses anxieties such as the difficulty of immigration, sexual conventions, and the consequences of abandoning traditional beliefs.

"Dracula" was based on various precursors, including "Carmilla," published by Jo-

seph Sheridan Le Fanu in 1872, which tells of a lesbian vampire who follows a lonely woman. This piece openly uses vampires as sex symbols that appeal to people's carnal desires. For its era, the book was progressive because such overt exploration of homosexual desire was unacceptable at the time. However, since the book's main character is an imaginary creature, it was not considered as much of a flagrant disregard of societal custom as it would have been if it chronicled only the lives of humans.

"Dracula" and its predecessors inspired a multitude of other vampire stories, usually split into two big groups: romance and action. Some examples of action flicks would be "Van Helsing" and "Underworld." The latter franchise, the third installation of which was released a year ago, focuses on modern day vampires and werewolves. Different from older works, it showcases vampires' participation in mafia-like underground organizations. The violence and gore enhances the suspense and fear intended by the film.

The romantic counterpart to this would be the "Twilight" saga by Stephenie Meyer. While many think that "Twilight," and inspired franchises like "True Blood" and "The Vampire Diaries" have corrupted the vampire's image, they have instead proven the monster's longevity and proclivity to evolution. Themes of deadly seduction, violence, and sexuality are still present, but updated for a modern audience. The modern variation also portrays another side of vampires, describing an internal conflict between their humanity and their thirst; the idea of rigid restraint for the well-being of others and lack of self-control in the end reinforces the sexual connotation.

Other monsters may rival our dark beauties, but they have not surpassed them in popularity. One such creature would be the undead zombie. While zombies might at first seem more grotesque and frightening, vampires have two things these mindless beasts do not: guile and a physical human resemblance that allows them to seduce. While a zombie, as it is traditionally portrayed, might be perplexed by simple diversions, vampires are much harder to shake. Though both beings are incredibly hard to kill, the danger of the vampire is that it not only exhibits great strength and power, but can also enthrall the protagonist. A more formidable villain makes for a better horror film.

Overall, vampires underwent large transformations to fit people's needs, but the concept never faded away. The ever-changing nature of the vampire continuously attracts audiences through the ages, though the themes of horror, violence, and lust have endured through time. So the next time you want a good fright, pick up a flick featuring the world's best monster, the vampire.

Counterpoint

Zombiemania



Michelle Savran / The Spectator

By PATRICK HAO

"They're out to get you, Barbra." These lines, from George A. Romero's "Night of the Living Dead," introduce audiences to the modern zombie: a lumbering figure, impossibly undead, that will stop at nothing on its quest for human flesh. Since Romero's 1968 classic, zombies have been premiere horror movie villains, satisfying audiences with scares, but also serving as the centerpieces for films flecked with poignant social commentary.

Classic zombies are animated, rotting corpses with no feelings or emotions. Inherently, this monster touches on two of our most chilling fears: cannibalism, often considered one of the worst and most horrifying crimes one can commit, and life after death, the great unknown. The idea that that a person's deceased loved one is going to come back in lifeless, bloodthirsty form is at once terrifying and heartbreaking.

One thing that makes zombie movies so appealing to filmmakers and audiences is the fact that they provide the perfect setup for criticism of our own human failings. Though zombies provide the initial conflict, the human survivors, who must cope with the bizarre crisis situation, are always the primary focus. They are smarter than the zombies, usually faster, and have quicker reflexes. So, however the survivors deal with a situation, any tragedies are purely due to their own deficiencies.

Look at Romero's 1977 "Dawn of the Dead." The lead characters manage to lock themselves in a mall and kill the zombies trapped there with them. They then have the mall, filled with food and games, to themselves. Unfortunately, a group of rowdy bikers breaks in just for the fun of plundering and wreaking havoc, which inadvertently allows the zombies outside access to the human leads. With one stroke, the survivors' "garden of Eden" is destroyed.

"Dawn of the Dead" satirizes consumerism by showing that, even after "death," mindless zombies still wander the mall aimlessly, mirroring how we interact with the mall. In a similarly critical vein, Romero's trilogy was complete with "Day of the Dead," which deals with how belligerent militarism can ruin a society initially protected from dangers like the zombies.

Zombies are more horrifying characters than other horror movie villains, namely their classic bloodthirsty counterparts, the vampires. Vampires originally terrified audiences with their seductiveness and cunning. However, they have transformed from "Nosferatu," an awkwardly tall, lanky, horribly ugly monster, to handsome, charismatic, romantic figures found in airport paperbacks, losing whatever scary movie appeal they once had.

On the other hand, since "Night of the Living Dead," zombies have evolved from laughably slow, lumbering figures to grotesque horrors that can run you down before feasting on your living flesh.

With this comes the fundamental problem with most vampire movies: the bloodsuckers have become the character that the audience roots for. A lot of people watch "Dracula" rooting for Dracula over Van Helsing. In zombie movies, the audience is truly concerned about the victims rather than the zombies, making the scary minutes ticking by all the more excruciating.

Ultimately, by the time the credits roll in a zombie movie, the chances that the mood is happy are low. There is no easy way to end a movie about a monster created at death, our traditional point of closure. Some of the protagonists may still be alive, but more often than not, a few resilient zombies are still lurking in the distance, providing the sense of impending doom that scary movie fans all hope for on the way to the theater.

Taking Jabs at Beauty and Queens

By NINA WADE

Teen fiction literature has long been filled with flowery coming-of-age tales and sappy, contrived romance. In an effort to revitalize the genre, author Libba Bray takes a satirical poke at many of the current issues plaguing today's teens regarding racial, sexual, and gender identity in her book, "Beauty Queens."



After their plane crashes onto an island en route to a nationwide "Miss Teen Dream" pageant, twelve survivors embark on an increasingly nonsensical journey of self-discovery. Soon after the crash and the ensuing power struggle, the surviving girls begin to create a community of their own, turning makeup into weaponry and jewelry into tools, before uncovering a secret illegal arms deal that the pageant's sponsor, a conglomerate known as the Corporation, is running. To keep their operation a secret, the Corporation decided to leave the girls to die, rather than rescue them, and risk the girls' revealing their headquarters' location. Their tragic situation turns into an unexpected romance when a reality TV crew of young, attractive pirates land on their shores, providing a humorous filler storyline that contrasts nicely with the central conspiracy plot. As the girls use their pageant skills to attempt to expose the Corporation's machinations for all to see, the novel culminates in an explosion of pyrotechnics, glitter, and girl power. In the end, it's hard to fathom exactly what happened over the course of the novel. But the message—one strongly condemning America's consumer culture and the media's effect on young women—is clear.

Bray's best efforts are focused on craft-

ing her contestants; they are compelling and strong, and although each girl brings her own problems to the table, they don't feel like a contrived crew riddled with typical grievances. Instead, Bray develops each as a person first before slowly revealing their issues, making their faults a single aspect rather than their sole descriptor, which allows their issues to be taken seriously amidst a sea of absurdity. Although some start out as stereotypes and caricatures—the dumb blonde, the lesbian tomboy—they are both fleshed out as strong characters by the end of the novel. Two struggle with their race, which they've each been taught to play up as a diversity factor in the competition. Another, Petra, is a stunning portrayal of a transgendered girl, which is touched upon as more of a simple fact than topic of discussion; she even gets a boyfriend (one of the absurdly attractive pirates) who, upon discovering her birth sex, takes it with no more than an accepting nod. Others deal with their burgeoning sexuality, and the issue of being slutty and "wild" or chaste and "pure." Each character seems genuinely human, carrying flaws like the rest of us while keeping the book from devolving into a complete farce.

Character development aside, the plot is

thin yet purposefully outlandish. The ridiculousness of the premise is pointed, jabbing at many flawed aspects of today's media and society. Consumerism is mocked to the high heavens, not only with the big bad Corporation's sinister plans, but also with the "Commercial Breaks" placed every few chapters, which sell imaginary products and movies. A few to note are the movie trailer transcript for a romantic comedy, with the message "if you're not willing to change who you are for your man, it's not love," and the transcript for a "Stud Muffin Body Spray for Guys" advertisement, featuring "the kind of bisexual [girls] you see in magazines wearing nothing but body paint and kissing both boys and girls to promote a new single," as one says. Even the slightest reference to a must-have product or TV show is footnoted with its imagined tagline.

While it may seem like a hodgepodge of sarcastic social commentary, over-the-top storytelling, and complex, authentic characters, "Beauty Queens" comes together as a refreshing and witty take on young adult fiction. It may not be perfect with regards to plot, but it spins a particularly clever, and hilarious tale as it manages to bring issues close to home—by placing them far, far away.

Arts and Entertainment

Vampires, Killers, and Gore—Oh My!



Christine Lee / The Spectator

**By JOSHUA BOGATIN,
PATRICK HAO,
EMRE TETIK,
and NINA WADE**

For many, it is a Halloween tradition to cuddle up in bed, turn off the lights, and let the blood run cold by watching horror movies. Here is a collection of films that are guaranteed to induce sleepless nights, checks under the bed, and sudden wishes for the nightlight you haven't used since kindergarten.

Let the Right One In (Låt den rätte komma in) – 2008

The movie, "Let The Right One In," based on John Ajvide Lindqvist's 2004 novel of the same name, is a Swedish vampire film directed by Thomas Alfredson. The film is a subtle, artsy take on the horror genre. It follows the friendship between Oskar, a shy, frequently-bullied twelve-year-old boy, and Eli, a beautiful, young vampire who appears to be a girl of his age. They first meet on one of Oskar's nightly walks, and although Eli initially says that they cannot be friends, they soon develop a close bond. When Eli's guardian is caught obtaining blood for Oskar, Eli is forced to hide, and Oskar helps Eli find hiding place. In a departure from traditional horror flicks, the real monsters seem to be the boys that torment Oskar, rather than the vampire Eli, who is portrayed more as a victim of circumstance instead of a bloodsucking killer.

The film's real strength lies in the balance between blood and gore with beauty and love. Although the film features sanguinary splatter, its heart is a story of the innocent, tender friendships of childhood, and the lengths to which people will go to protect those they love. At the same time, it is a haunting tale of a vampire who longs to find a home in a society full of fear and hatred. The cinematography quietly captures her bleakness, using shots of snow-dampened playgrounds and desolate, empty rooms. It is a horror movie with an emotional core; the tie between Oskar and Eli is one that lingers long after the credits roll.

Funny Games – 2007

The one constant in the world of horror is the villain; no matter what movie you're watching, there's always that dark, sinister force that sends shivers down your spine and keeps you on the edge of your seat. But in "Funny Games," that depraved evil isn't some masked loony—it's the audience.

"Funny Games," a shot-for-shot remake of director Michael Haneke's 1997 Austrian original—with a new cast—flips the slasher film formula on its head. The killers in this movie attack the genre itself instead of naïve co-eds, raising many questions about the nature of violence and entertainment in the process. The film starts off, like so many, with a loving family (Naomi Watts, Tim Roth, and Devon Gearhart) embarking on a peaceful vacation to their idyllic country house. They are soon greeted by two sadistic killers (Michael Pitt and Brady Corbet) who trap them in a series of cruel mind games.

Things become really crazy when we realize that the two killers are completely aware that they are in a film and play against our expectations in order to expose the sick nature of the horror genre. The killers continuously tease the audience with chances for the family to escape, only to pull them away at the last second and explain that while we think we want the family to escape, what we really want to see is savagery. Pitt is the standout, playing a killer who is calm and normal, yet sadistic. "Funny Games" deserves a place as a horror classic, because while certainly spine-tingling and pants-wetting, its real accomplishment is to provide a template with which to examine all other violent films. It provides genuine food for thought, something increasingly rare in its genre.

Peeping Tom – 1960

A few months before Alfred Hitchcock's "Psycho" premiered and spawned the slasher film sub-genre, a British film featuring similar themes came out to considerably less fanfare. Mi-

chael Powell's "Peeping Tom," released in 1960, shocked audiences so much that critics called it morally corrupt. It single-handedly ruined Powell's career, which, before this, was one of the most critically acclaimed in England due to his work on films such as "The Red Shoes." In hindsight however, this criticism is reasonable, as "Peeping Tom" was 20 years ahead of its time in terms of themes and filmmaking technique.

With "Peeping Tom," Powell changes the public perception of a serial killer by featuring Mark Lewis, an aspiring English filmmaker both shy and soft spoken. He finds beauty in all of his "subjects," regardless of the grotesqueness of their blemishes. What he finds most satisfying however, is filming the deaths of his victims. Not only does he film their not their deaths, but also their ultimate expressions of fear, which he achieves by attaching a mirror to the top of his camera, so they can see their deaths as they occur.

One scene in particular makes the skin crawl; Lewis stalks a blind woman, the nosy mother of his love interest. The woman feels his presence and is aware of what is happening, but she cannot see a thing.

What makes "Peeping Tom" so innovative is its creation of numerous tropes that have now become slasher movie clichés. This film is the first to view murder from a first person perspective—through the lens of Lewis's camera, a technique famously featured in "Halloween." With the first person point of view shot, this horror movie effectively satirized its genre; we essentially watch horror movies in which directors kill their victims on screen in order to scare the audience, the same way Lewis shows his victims their deaths to elicit fear.

Eyes Without A Face (Les Yeux Sans Visage) – 1960

While your average popcorn horror flick is driven by gore, sexy female leads, and formulaic dialogue, the French horror film, "Eyes Without a Face," is driven by character development, plot, and beautiful, horrific imagery. Directed by Georges Franju,

"Eyes Without a Face" tells the story of Dr. Génessier, a plastic surgeon who causes a car accident that horribly disfigures the face of his young daughter, Christiane. In an attempt to assuage his guilt, he abducts young Parisian women and attempts to graft their faces onto his daughter's—with little success. Meanwhile, after faking her own death, Christiane hides in her father's countryside mansion wearing a white mask and waiting for a new face.

When the film was released in 1960, it stirred controversy and received negative criticism for its gore. Yes, there are graphic scenes of plastic surgery and face grafting, but this film's beauty and thrills lie in its rich poeticism, in the haunting shots of Christiane wearing her emotionless white mask as she passes time in the house, in the shot where she curiously examines one of her father's victims as if the victim were a lab specimen. Other moments establish emotional connections with the characters, like when Christiane, unable to bear her longing and loneliness anymore, calls her fiancé only to hang up after uttering his name, "Jacques."

This isn't much of a sleepover movie, but if you want to know how horror movies can transcend clichés and become works of true art, you will find no better example.

Suspiria – 1977

If you want a horror film that uses creepy visuals and spooky sounds to terrify its audiences, then you need look no further than the Italian film "Suspiria."

The film begins when a girl named Suzy enrolls at a dance academy. After a series of odd events and deaths plague the school, she begins to suspect that the academy is actually a meeting place for witches. Her worst fears are realized, and she must struggle to escape the academy before the witches use her as sacrifice.

Formulaic, right? Don't let this movie's plot turn you away. What makes "Suspiria" a genuinely terrifying movie is not its plot. The true, captivating horror lies in the other aspects of its production: the music, the set, the lighting—even the makeup. One of the scariest scenes is when Suzy's friend, Sarah, takes a late night excursion from her dorm to investigate a strange noise. After some dark, suspenseful hallway shots, she loses herself in the mazelike building. The lights start to flash in many colors, and she finds herself trapped on a bed of barbed wire, screaming for her life while haunting, deafeningly loud music plays in the background.

This horror gem is directed by Dario Argento, a master of the Italian "giallo" film—a horror genre that often features serial killers, detectives, eroticism, colorful lighting, and extravagantly gruesome death scenes.

"Suspiria" isn't strictly a giallo film—there aren't many whodunit aspects to it. However, it certainly features colorful lighting and graphic deaths—namely in the beginning, when a woman is repeatedly stabbed to the point where her innards show through. The stabbed woman is hurled onto a stained glass ceiling, and the falling shards of glass impale

another woman standing under the ceiling. "Suspiria" won't offer you plot twists or character development, but its visuals will offer some good horror movie scares.

Rosemary's Baby – 1968

Horror movies from the New Hollywood (1966-1982) era have the rare distinction of being both critically acclaimed and terrifying enough to scare the living daylights out of its audiences. "Jaws" deterred people from entering water; "The Ex-

Here is a collection of films that are guaranteed to induce sleepless nights, checks under the bed, and sudden wishes for the nightlight you haven't used since kindergarten.

orcist" induced vomiting in the theaters; "Carrie" made people wary of bullying quiet, shy girls. However, the first film of this movement was Roman Polanski's "Rosemary's Baby."

The second movie out of Polanski's "Apartment Trilogy," a series of psychological suspense movies that center on an apartment, and his first American film, "Rosemary's Baby," asks the question, "What if your neighbors and your husband are Satanists who plan to sacrifice your unborn baby to the devil?" The film sports a marvelous cast; Mia Farrow stars as the innocent Rosemary while John Cassavetes plays her devious husband, Guy. With Polanski's European sensibility, "Rosemary's Baby" focuses on atmosphere instead of shock value; Polanski accentuates the scares by using New York's gothic architecture and Krysztof Komedya's creepy score.

Ultimately, the elevating factor of the film is the constant uncertainty; Rosemary is on the edge of lunacy, and because the movie is seen through her eyes, she becomes an unreliable narrator. The story is sharply crafted so that the actual events in the film are always in doubt. By the end when the twist occurs however, the audience is shocked not from graphic violence, but from the emotional reactions this violence elicits in each character.

Arts and Entertainment

Crossing The Border: Contemporary Turkish Cinema



By EMRE TETIK

Turkish cinema has enjoyed a fruitful history. From the 1950s to the 1970s, also known as the Yenilcam Period (some call it Turkey's cinema's "golden age"), Turkey was one of the world's biggest film producers. Since then, however, little more could be said about the Turkish movie industry other than its obvious decline, at least until now.

In recent years, Turkish cinema has undergone somewhat of a renaissance, as contemporary Turkish directors have won numerous awards at film festivals throughout the world. This newfound popularity in the film festival circuit has allowed Turkish directors to get their names out around the world and have their films sweep the top ten lists of film critics, establishing a strong foundation for the emerging genre to build upon.

Nuri Bilge Ceylan, for example, is one of the most acclaimed contemporary directors to come out of Turkey in the past decade. His film "Distant" won the Grand Prix at the Cannes Film Festival in 2003, while its two male leads shared the award for best male actor. Ceylan proved to be a popular figure at the festival, as six years later, "Three Monkeys," his second most recent work, won him the best director award there.

Ceylan's films are marked by slow, meditative pacing; with sparse dialogue, minimal plot action, and long, unbroken shots, they focus on the intricacies of the relationships between their main characters. "Distant," a film about a laid-off factory worker who stays at his relative's house in Istanbul, is a perfect example of Ceylan's minimalist aesthetic. Very little

happens in terms of plot, but we are shown the two main characters as they go about their daily lives, the sense of distance they feel from one another, and, eventually, how their contrasting life styles and personalities cause them to resent one another.

International films often play on the pressing social issues their people face. For Turkey, the issue of the large population of Turks living in Germany has formed the basis for many socially conscious films. The Turks left behind after the Ottoman Empire's occupation of Germany hundreds of years ago create a medium through which issues of immigration, assimilation, identity, and balance between tradition and new lifestyles are brought to light.

German-Turkish director Fatih Akin may be considered the poster boy of this trend. His film "Head-On" tells the story of Cahit, a Turkish drug addict and alcoholic living in Germany who develops self-destructive tendencies after the death of his wife. While in rehab, he meets Sibel, a woman who attempted suicide as a result of her conservative family's oppressive and traditional views of women as the inferior gender.

Wanting to live a more modernized, European life, she proposes that Cahit marry her so that she can move in with him, thereby escaping from under her parents' watchful eye. Feeling pity for her, Cahit reluctantly agrees, and after living for some time together, the two begin to fall in love. Even considering the last cliché, the film is much more than a mere romance. Rather than following the traditional paradigm for a romance movie, Akin uses this structure as a starting point before drifting into unexpected directions.

Where a romance film might end with the two lovers together and happy, "Head-On" reaches that point in the middle of the movie, and then goes on to highlight the fragility of relationships.

Much like Ceylan, Akin's films have been met with critical acclaim. "Head-On" won the best film award at both the Berlin Film Festival and the European Film Awards in 2004, while another film of his, "The Edge of Heaven," won the best screenplay award at Cannes in 2007. Both films appeared on the top ten lists of many American critics that year.

Six years after the release of "Head-On," the Berlin Film Festival gave its best film award to another Turkish film entitled "Honey." Its director, Semih Kapanoglu, is also considered a unique auteur of contemporary Turkish cinema. Like Ceylan's works, his films keep dialogue to a minimum, and are focused mainly on the relationships between characters.

In "Honey," Kapanoglu follows the story of a boy whose family lives a modest life in the Turkish countryside. He is somewhat lonely and insecure due to his stuttering when he speaks in front of classmates. His father, a beekeeper, is the primary provider for the family, but when he doesn't return from his job in the woods one day, the family wonders how they will make ends meet. The six-year-old boy searches for his father in the forest, hoping to reclaim his only source of guidance in life. As in Ceylan's films, there is no music in the film; the only sound is the ambient noise that comes from the movie's setting. The cinematography in "Honey" adds to the effect of Kapanoglu's directorial choices. The long shots of plants, trees, animals, and other forest life combined with the film's slow pacing gives a true sense of the tranquility and isolation of the forest.

Of course, the works of these acclaimed directors do not cover all there is to be appreciated from the diverse and creative pool of new Turkish movies, but they represent recent cinematic successes that aspiring Turkish directors can draw inspiration from. These beacons of cinematic brilliance are not only inspiring in their own right, but will serve as the groundwork for a promising future for Turkish cinema. As Kapanoglu said at the Berlin film festival where he accepted the best film award for "Honey," "In the name of Turkish films, this [award] is a very meaningful prize. It's a help to making better films."

Nickel-and-Dine: Banh Mi Saigon



Banh Mi Saigon, 198 Grand Street.

Vivian Huang / The Spectator

By MARIUM SARDER

Hidden in the streets of Little Italy sits a sandwich joint in the back of a jewelry store, a small eatery called Banh Mi Saigon. Cute, grandmotherly Vietnamese women work behind the counter preparing sandwiches fresh for each customer. The restaurant's ambiance is relaxing, clean, and simple but its claim to fame is the promise of delicious, fresh, large and authentic sandwiches. The eatery has earned critical acclaim and the loyalty of the neighborhood-- critics and regulars alike agree that this eatery's bold, fresh, and satisfying banh mi, or Vietnamese sandwiches, are the best in the city.

The same women that operate the restaurant prepare all of the ingredients by hand. They bake the delicious crusty bread, they cook the incredibly tender BBQ pork that they use to top off their sandwiches, and most im-

portantly, they own the incredibly comfortable atmosphere. The sandwiches are made from scratch and are sold in large foot long portions for the cheap price of \$4.25. One can order from a multitude of topping choices ranging from their famous barbecue pork, to grilled sardines. Each banh mi is executed beautifully garnished with a delicious combination of daikon radish, cucumber, and carrot that refreshes the palate with every bite. You can choose to order your sandwiches regular, spicy, or extra spicy. If that's not enough for you, bottles of Sriracha, a spicy chili-garlic sauce, are available on each counter.

If you find yourself hungry at the end of a dull school day with only a few dollars in your wallet, don't fret. Banh Mi Saigon is guaranteed to have a spectacularly cheap, yet fresh and flavorful sandwich to satisfy you and your cravings.

Potter's Pumpkin Pasties

By MEG PALMER

For the first time in his life, Harry Potter is free—free of his aunt and uncle, free of Privet Drive, and free of his cousin Dudley. Following the instructions of the half-giant Hagrid and the kindly Mrs. Weasley, he enters platform 9 3/4 and boards the Hogwarts Express. During the ride, the snack trolley rolls by, and Harry, with money he never knew he had, purchases foods both familiar and new—Bertie Bott's Every Flavor Beans, Chocolate Frogs, and, an English autumn specialty, Pumpkin Pasties. With a feeling of euphoria, Harry takes a bite—perhaps more than he can chew—of J.K. Rowling's fantastical world.

Below is a recipe for those Pumpkin Pasties that gave Harry his first taste of the world of Hogwarts School of Witchcraft and Wizardry. Just in time for Halloween, you too can cook up something magical.

Crust

- 1.25 cups flour
- 1 tbsp sugar
- .75 tsp salt
- 5 tbsp cold butter, in chunks
- 3 tbsp vegetable shortening chilled, in chunks
- 4-6 tbs ice water

Filling*

- 1 cup pumpkin puree-not pie filling**
- .25 cup sugar
- .25 tsp ground allspice
- .25 tsp ground nutmeg

.25 tsp ground cinnamon
.25 tsp ground ginger

Crust

- Place flour, sugar, and salt for the crust in a food processor. Pulse a few times. Scatter in butter and shortening. Pulse until mixture looks like coarse crumbs. If you are not using a food processor, heat the butter and shortening to be a little softer, and use either a pastry cutter or a fork to cut the mixture together.
- Transfer mixture into a large bowl. Sprinkle with ice water. Using a spatula, mix the water in until it starts coming together. If it is too dry, add more water, 1 tbsp at a time. Gather the dough into a ball and pat it into
- Combine the pumpkin, sugar, and spices in a mixing bowl. Use freshly roasted pumpkin if possible—the flavor and texture will taste much better. Just be sure to press out most of the liquid before using. For a more dessert-like pastry, add 1/4 cup chocolate chips to the filling, or, for a crunch, add 1/4 cup of toasted almonds or walnuts. Mix thoroughly.
- Preheat oven to 400°F.
- Roll out the dough until it is

a disk, wrap in cling wrap, and refrigerate for at least 1 hour, but the longer the better.

Filling

- Combine the pumpkin, sugar, and spices in a mixing bowl. Use freshly roasted pumpkin if possible—the flavor and texture will taste much better. Just be sure to press out most of the liquid before using. For a more dessert-like pastry, add 1/4 cup chocolate chips to the filling, or, for a crunch, add 1/4 cup of toasted almonds or walnuts. Mix thoroughly.
- Place 2 to 3 tbsp. of filling in the center of each circle of dough. Moisten the edges with water, fold the dough over the filling, and press the edges together with a fork to seal. Cut small slits to make vents. Bake on a greased baking sheet for 30 minutes, or until the pastries are browned.
- Roll out the dough until it is

Arts and Entertainment

Unearthed From the Slushpile: The Man Who Never Sold the World

By JOSHUA BOGATIN

Ask your parents, your teachers, or anyone who isn't a total cynic about how to achieve success and they'll tell you what you need is talent, skill, and determination; if you try hard enough, you will eventually make it—but anyone who's ever said that has, like most, never heard of Mike Patto. Patto sang as well as Lou Reed and wrote thought-provoking music incorporating a mix of genres, but he never reached that success that we all believe is reserved for those who deserve it. Instead, Patto died of cancer at the age of 37 without as much as a whimper uttered about him. Patto never changed the world like The Beatles, and he certainly did not sell out any stadiums. However, what he and his eponymous band Patto did do was create several masterful albums that somehow got lost in the musical rat-race.

Mike Patto performed in many bands on his long road to nowhere, but his greatest efforts were with the bands Timebox and Patto, which fall on surprisingly different ends of the music spectrum. With Timebox, Mike Patto produced the type of traditional 1950s pop that you'd expect to hear Frank Sinatra singing on the radio. However, with his second band, Patto and his band-mates Peter Halsall on guitar, Clive Griffiths playing

bass, as well as John Halsey beating away on the drums came the type of subversive, hemp-fueled, anti-establishment hippie sounds that can only be found in the music of the early 70s.

The “Man” is just a taste of a laid-back progressive rock album that has a lot to say and is fine with letting the music speak for the songs’ meanings as much as the lyrics.

If there is one Patto song that must be heard above all others, it is “The Man,” from the self-titled first album “Patto.” In its three distinct movements, the song tells the story of the band’s singer meeting the proverbial “man who keeps the people

down,” while running from the system and going insane in the process. Starting off slow and then relaxing with a jazzy drum line set behind Mike Patto’s fragmented, poetic verses, the song carries a deep, post-modern philosophical tone: “You see I’m real/You see...come feel/Got every little thing that I want now/Got every little thing, it’s all gone now/It’s all gone now.” The song then shifts into a two-minute lyric-less jazz section, featuring a vibraphone solo by Halsall. Now the titular “man” has finally arrived, accompanied by the slow return of the vocals with a repetition of the phrase, “I saw the man.” Calm and composed at first, Mike Patto’s voice quickly crescendos in volume, intensity, and disorder as he repeats the phrase, until eventually the song erupts into complete madness.

As only the first track on the album “Patto,” “The Man” is just a taste of a laid-back progressive rock album that has a lot to say, and is fine with letting the music speak to the songs’ meanings as much as the lyrics. “Government Man,” a low-key number about the futility of fighting the government, makes good use of another of Halsall’s vibraphone solos to close off the track and contrast the energetic, guitar-backed sounds of resistance with the calm controlled nature of the government. In “Hold Me



Back,” the heavy guitar riff and driving drum beat will have you singing along—that is, until the odd pedophilic lyrical content dawns on you.

Despite being absolutely prog-rock at its core, Patto took some funkier left turns later in its short career, with mostly favorable results. “Sausages,” a piece from their fourth album “Monkey’s Bum,” is frenetic with its upbeat guitar line and heavy existential lyrics. Patto describes his experiences going on tour with lyrics like, “I think I’ll set fire to my hotel bedroom/Just to prove that I can set fire to my hotel bedroom,” conveying

the slap-happy craziness of being cramped in a tour bus for days on end.

Patto is as under-appreciated and hipster as it gets: its lyrics are not on Google and its most viewed song has 35,000 views on YouTube, but that is too little reason to forgo listening to them. Making use of trippy progressive rock arrangements, combined with 70s era countercultural motifs, Patto’s deft craft serves testament to the multitudes of musical gems once released and largely overlooked by history.

Linda Cai / The Spectator

Diana Wynne Jones: The Magical Unknown

1934
-
2011
Diana
Wynne
Jones

magic chemistry set by their stepfather.

It is her Chrestomanci Series, however, that bears the most resemblance to the more popular Harry Potter counterpart. The protagonist, a young boy named Cat, learns that he holds the true magical power of his family, not his much more prominent sister, Gwendolyn, whom everyone suspects has

Another of her works, “Howl’s Moving Castle” (1986), inspired the stunning, Academy-Award-nominated animated film of the same name, directed by Japan’s Hayao Miyazaki.

the capabilities to become a truly powerful enchantress. In Harry Potter, the castle may have been moved to Scotland, the homelife changed from merely unpleasant to downright neglectful, and magic al-

tered from mundane to indescribable, but Rowling’s book also tells the tale of a lonely outcast who learns of hidden magical powers and his role in another world.

In fact, Jones has acknowledged these similarities in answers to fan mail questions about the later series, which can be found on her official fan Web site. “My books were published 25 - 20 years before the Harry Potter books. My guess is that J.K. Rowling read them when she was your age. I think she must have liked them,” she wrote in response to one fan. She has never met Rowling and was therefore unable to ask about her inspirations. Though she never accused Rowling of stealing ideas, answering instead that “once a book is published, out in the world, it is sort of common property, for people to take ideas from and use, and I think this is what happened to my books.” She did however wish for some form of credit for the similarities. “Yes, I was a little upset, because that amount of borrowing merits some kind of acknowledgement at least,” Jones wrote.

She is not only an influential figure in the field of literature. Another of her works, “Howl’s Moving Castle” (1986), inspired the stunning, Academy-Award-nominated animated film of the same name, directed by Japan’s Hayao Miyazaki. Following the story of a secluded young girl who is cursed into an old woman’s body and finds her way to a magical castle in the mountains to seek help from the legendary wizard who inhabits it, it is one of Jones’s best-known and best-written books. This, too, won her recognition, as many children born far after the release

“My guess is that J.K. Rowling read them when she was your age. I think she must have liked them.”

—Diana Wynne Jones, author

Michelle Savran / The Spectator

By NINA WADE

An orphaned young boy lives in the shadow of his favored older sibling until the day a tall, dark stranger whisks him away to a grand castle full of charms and secrets, and he learns that his role in this magical kingdom is far greater than he can imagine. This isn’t Harry Potter. It’s “Charmed Life,” the first book in The Chrestomanci Series, written by British children’s author Diana Wynne Jones and published in 1977, decades before Harry received his oh-so-famous scar. Jones, who passed away in the spring of 2011, was one of the forerunners of children’s fantasy, and though her books fell out of print in the late 20th century, they experienced a resurgence in popularity in the wake of J.K. Rowling’s success and were re-released in 1998.

Jones was born in London in 1934, but moved frequently due to the war. She studied English

at St. Anne’s College at the University of Oxford, and saw lectures as a student by acclaimed writers such as C.S. Lewis and J.R. Tolkein. In 1966, she was living with her husband and three sons in a cold farmhouse when her youngest fell ill; “I wrote Changeover, my only published adult novel to counteract the general awfulness,” she wrote in her fan site’s autobiography. She began writing more seriously a few years later, when her children were all at school, foraying into children’s fantasy for the first time.

Jones’s first books were published in the early 1970s, and even then she had established her theme of children involved in magic; her first children’s book, “Wilkin’s Tooth” (published as “Witch’s Business” in the U.S.), featured two siblings running a revenge business becoming entangled with the rumored village witch, and “The Ogre Downstairs” focuses on three siblings who are given a

Jones was diagnosed with lung cancer in the summer of 2009, but she continued writing even as her illness progressed. Her final book, titled “Earwig and the Witch,” was released in early June, only a few months after her death in March, and tells the tale of an orphaned girl Earwig, who tries to escape the home of Bella Yaga the witch. Described as a text with “a nice helping of magic and some brisk upbeat sentiment,” by The Guardian, it met the high bar her previous body of work had set. As a prolific and influential writer, Jones deserves the thanks of the children across the world who found themselves in her tales of magical discovery.

Humor

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

Student Occupies Wall Street for Shorter Commute

By DANIEL SOLOMON

As the Occupy Wall Street protests in Zuccotti Park have grown, many Stuyvesant students have joined the ranks of the demonstrators. There are several reasons for their participation; most have cited a desire to fight corporate greed and get big business out of the political process. However, one group of Stuyvesant students has a more

"It's just like summer camp; there are bonfires, group discussions, and tons of neo-hippies."
—Pete Cohen, freshman

selfish reason to be bedding down on Broadway and Liberty Street: the commute.

Senior and protestor Videsh Persad, who lives in Belle Harbor, Queens and spends three hours each day traveling to and from school, came up with the idea on one of his afternoon A train journeys. "I was sick of being late to first period and I worried about failing that

class, so I thought, with four hours of homework a night and three hours of football practice, what's the point of going to Queens on the weekdays," Persad said. "Sure, it's a protest, but the park has free Wi-Fi, and who better to help me with my Econ assignments than a bunch of Marxists."

The news has caused quite the stir at Stuyvesant. When word reached Principal Stanley Teitel, he was stunned into silence as he realized that Persad, with his high average and healthy social life, had achieved the trifecta that Teitel had always said was impossible to attain. "He has friends, good grades, and now, eight hours of sleep?" Teitel asked. "It's incredible. I've told a generation of students that they couldn't have all three," he exclaimed.

After word of Persad's occupation spread through the school, a flood of Stuyvesant students from the city's hinterlands have plunked down sleeping bags in Zuccotti Park. "It's just like summer camp; there are bonfires, group discussions, and tons of neo-hippies," freshman Pete Cohen said.

Still, for all the anti-commute fervor he has stirred, Persad insists that his occupation of Wall Street hasn't been a bed of roses. "People who see me at the protest are always trying to get into conversations with me about the evils of corporate America, and all that stuff," Persad said. "But really I'm just here so I can get good grades and become an investment banker after I graduate."

By ELI ROSENBERG

Students who arrived to school early on Tuesday, October 11 were treated to an unexpected surprise: a new flavored water beverage in the school's vending machines. Stuyvesant High School's vending machines have long served as an invaluable resource to students and faculty alike, providing a variety of Pepsi-co brand SoNu flavored water products. The new product, officially called "SoNu© Water Enfused Flavored Water," caused a sensation around the school, with even the most modest estimates showing a complete sell out of the new flavor by second period.

"I have been waiting for this day for years," senior and vended beverage enthusiast Phillip Gornstein said. "The old flavors were all terrible, and I wanted an alternative to the Aquafina water, which cost fifty cents more than the flavored waters."

"The old flavors were all terrible, and I wanted an alternative to the aquafina water, which cost fifty cents more than the flavored waters."
—Phillip Gornstein, senior

School Vending Machines Stocked With New Water-Flavored Water Beverages

claim, winning the title of best water-flavored water in

the 2011 "Buena Agua con Sabor" awards in Barcelona, Spain. It also received a rating of "Somewhat palatable," the highest rating ever given to a flavored water, by Water Afficianato Magazine.

"The new flavor has a full bodied taste, with a soft finish. It reminds me of the waters from the Lyon region in France: simply stunning," senior Julian Michaels said.

The vending machines are not scheduled to be restocked for another two to four weeks, leading to general student outcry. "I don't think I can go that long without my SoNu[©] Water Flavored Water," Tyler Ross said.

Principal Stanley Teitel reassured students at a recent SLT (School Leadership Team) meeting that he would do everything in his power to restock the water promptly.

"I am a big proponent of this new flavored water craze," Teitel said. "I already have [Assistant Principal Health and Physical Education Larry] Barth working on bottling our

Grizzly Beard Replaced by Grizzly Bear

By ADAM SCHORIN and GABE SUNSHINE

At a faculty meeting on Monday, October 17, Principal Stanley Teitel announced his decision to retire from his position at the end of this academic

"It's just completely illogical. It would be almost as sensible for me to hire, say, a collared mongoose to teach Romantic Poetry."
—Eric Grossman, Assistant Principal English

year due to medical complications stemming from a strange growth on his lower chin.

Slated to replace Teitel is Gus Fredrickson, a grizzly bear, or *ursus arctos horribilis*, from the Bronx Zoo. The choice came as a shock to many, but Teitel remains adamant that Fredrickson is by far the best choice for the job. "I wanted to find a re-

placement that would exhibit all of the qualities that best aided me in my position. Gus was the only candidate with that vital combination of indistinguishable facial hair, gravelly vocal timbre, and equitable administrative skills."

Despite Teitel's confidence in his successor, some members of the Stuyvesant community have expressed doubts about the decision. "I can barely believe Teitel's choice," Assistant Principal English Eric Grossman said. "It's just completely illogical. It would be almost as sensible for me to hire, say, a collared mongoose to teach Romantic Poetry."

After sending out a formal letter to Stuyvesant students, faculty, and parents, Teitel began to prepare the school for the arrival of the new principal. "I ordered a yearlong supply of salmon and canned tuna fish, and preparations are being made to renovate the sixth floor gym, which will serve as the new principal's office, to best simulate the dense, North American forests of Gus's natural habitat," Teitel said.

Dean and social studies teacher Daniel Tillman expressed his approval of Fredrickson's impending arrival. "I believe that Gus will be able to inspire more fear in the students' hearts than Teitel was ever capable of doing," Tillman said. "I look forward to sending many a misguided delinquent to our new principal's office."

Coordinator of Student Affairs and health teacher Lisa Weinwurm was equally ecstatic. "Mr. Teitel took me to visit Mr. Fredrickson at the zoo," she said. "At first, I could barely tell them apart, but I soon realized that [Mr. Fredrickson] was much kinder and significantly more personable. And funnier. I'm so excited to not have to feign

laughter at Stanley's 'that school in the Bronx' joke next year."

While many members of the Stuyvesant community are experiencing a vast variety of emotions regarding next year's principal, freshman Abe Lusk

"I wanted to find a replacement that would exhibit all of the qualities that best aided me in my position.

Gus was the only candidate with that vital combination of indistinguishable facial hair, gravelly vocal timbre, and equitable administrative skills."

—Stanley Teitel, Principal

summed up the sentiments of the student body quite succinctly: "The general anticipation is practically tangible and certainly unbearable."

own "Chlorine Flavored Water" on the first floor. If we can catch this fad while it is still new, the school could make millions."

Teitel is not the only one keen on capitalizing on this new craze. Senior William Frances Knight IV has been caught in what many are calling the scam of the decade.

"He bought up the Water-Flavored Water before it sold out at one dollar per bottle. He then proceeded to re-bottle them into Aquafina and Poland Spring water bottles and sell them at the same marked up price as the vending machine," School Security Officer Angel Diaz said. "He only got discovered when he ran out of water flavored water and began to re-bottle the fountain water. That stuff is vile."

"I am happy that this new water-flavored water has caught on with the students," Teitel said. "If only they had the same passion towards the food flavored cardboard we serve in the cafeteria."

"The new flavor has a full bodied taste, with a soft finish. It reminds me of the waters from the Lyon region in France: simply stunning,"
—Julian Michaels, senior

Girls' Soccer:
Lab Museum United Gators 2,
Stuyvesant Mimbas 1

Stuyvesant girls' soccer team, the Mimbas, was hoping to win its fifth game on Monday, October 10 against Lab Museum United Gators to continue its run in making the playoffs. But the team came out empty-handed, with a defeat of 2-1.

The Mimbas were at a disadvantage before the game even started because they were missing one of their key players, senior and co-captain Zoe Goldstein, who was away visiting colleges. "It's always hard when you don't have one of your captains," coach and English teacher Hugh Francis said. However, he added that "the rest of the team did really well. I would never say that the final result was because of one player who couldn't be here."

Early on, the Gators capitalized by scoring two goals within the first 12 minutes due to strong Lab Museum United freshman forward Elma Kolenovic and a series of miscommunications and a few mistakes by the Stuyvesant defenders. However, senior Margot Haas and freshmen Aida Piccato helped put the Mimba defense back together after the disappointing start of the match.

After half time, the Mimbas were determined to stop the strategic Gator offense. "During half-time, I told them not to get discouraged because we had been outplayed by a really

strong striker and there was no reason we couldn't fight back," Francis said.

Then, right on cue, junior Ellie Abram's perfect pass crossed into the goalie box connected with sophomore Rosalie Campbell at the opposite post for a header in the first minute of the second half.

The Mimbas figured this was the spark they needed, and they did gain some momentum in the second half of the game. In addition, Francis made nine total substitutions, far more than usual, in the hopes of perfecting the team's lineup. However, the ball remained on Lab Museum United's side of the field for most of the game, and the Mimbas came out one goal short of a tie.

"Our second half was way better. I thought we really controlled the game. They didn't really have many chances on our half but we couldn't finish," senior and co-captain Emma Hoffman said.

Overall, though the Gators gave the Mimbas a challenge with the two early goals, it was the Mimbas inability to capitalize on their opportunities to score that proved most troublesome. "Defensive mistakes always happen. I think we need to work as a whole team on being able to come back from them," Campbell said.

Girls' Volleyball:
Stuyvesant vs. Norman Thomas, 25-8 and 25-12

The Vixens are yet again

Sports-in-Brief

victorious, giving the Stuyvesant girls' volleyball team a solid record of 7-0. After taking down the Norman Thomas Tigers in straight sets on Friday, October 14, they remain undefeated with just five games remaining in the season.

The Vixens won the first set, 25-8, and then the second, 25-12. Junior Natalie Kozlova led the team to victory with an astounding nine aces, eight kills, and two blocks.

"If Natalie keeps up her serve, we have a good chance in playoffs," junior Xanthe Galate said.

Senior and co-captain Melissa Chin starred defensively with three blocks and four kills, complementing senior Ana Slade, who had four aces.

Co-captain and senior Lisa Qui started at setter, and set up some pivotal points with 10 assists. Since transitioning to the setter position, Qui has had 80 assists. Her versatility makes her an important asset to the team.

The Vixens' defense, a concern early in the season, held Norman Thomas to only 20 total points, one service point and five kills. The Vixens also had three memorable blocks, two by Kozlova and one by Slade. Early in the match, in a seemingly never-ending rally, Kozlova ended the point by jumping and blocking an attempted kill to secure an early lead.

Not to be forgotten, the Vixens' offense also managed a total of 16 aces, 11 assists, and

13 kills. Scoring fast, with lots of points on serve, the game flew by.

"I think we played well overall," Kozlova said. "We have to remember to play defense before we play offense."

Coming up with 10 digs, and more importantly, a few on serves, the Vixens' defense performed as expected. "The match wasn't very challenging. All that mattered was service reception," junior Marta Poplawski said.

After a strong appearance against Norman Thomas, the Vixens have high hopes for the rest of the season. With strong offensive and defensive performances, they plan to retain their undefeated record for the rest of the season.

Girls Swimming:
Stuyvesant Penguins 49, Bronx Science Wolverines 40

The girls' swim team, the Penguins, set out for its fifth consecutive win of the season on Thursday, October 13. The swimmers were slated to face their division rivals, the Bronx High School of Science Wolverines, for the first time this season.

The Penguins brought high morale to the meet. "Bronx Science has always been one of our top competitors, so we go all out with [eye] black and black nail polish," senior and co-captain Maggie Yeung said.

Yeung's time in the 50-yard freestyle race, 27.40 seconds, was better than that of Wol-

verine Elizabeth Kim, 30.18 seconds, but the coaches decided that the times, which are determined by referees with stopwatches, were inaccurate. Therefore, because their race was a close one, both coaches agreed to call it a tie.

The Penguins were able to win every one of their relay races, which included the 200-yard Medley Relay, the 200-yard Free Relay and 400-yard Free Relay. "As a team, relays are considered one of our strongest events," said Yeung, who began with a 200-yard Free Relay time of 1 minute, 55.10 seconds.

Junior Alexandra Galinski, who had a time of 1 minute, 2.59 seconds. Senior and co-captain Hana Yampolsky came in not far behind, at 1 minute, 3.61 seconds.

"Last year, Bronx Science also got to semifinals in the City Championship, so the fact that we beat them shows that we're on our way to doing well this year," senior and co-captain Sharon Romero said. Romero finished second in the 200-yard freestyle, losing to Stuyvesant junior Elana Movshovich, who had a time of 2 minutes, 21.96 seconds.

Overall, the Penguins success in team relays carried the team to a win. This meet gave the athletes a good idea of how their skills match up with the rest of their division and their competition going into the playoffs.

A Fresh Start For the Roller Hockey Club

By ODREKA AHMED

The Public Schools Athletic League (PSAL) currently acknowledges 21 sports for boys and 19 for girls, giving students the opportunity to compete with schools across the city. Even though it does not have roller hockey as an option for either gender, this did not stop current alumni Zak Shtulberg, Chris Zhao and Daniel Goldstern ('09) from starting Stuyvesant's Roller Hockey Club six years ago, when they were still students. However, due to the graduation of some of its more active leaders, the club has been inactive for the past two years. This year, senior and president Phillip Gornstein, who joined the club in his sophomore year, hopes to help it regain popularity and eventually be successful at the North American Roller Hockey Championships (NARCh) in June.

Some players on the team are already knowledgeable roller hockey players. Sophomore Ruslan Shchetinin, noted that the team provides students with a unique opportunity to play a sport without a large following. "If you already know how to play, it might be hard to find a game to play in. One of the things that makes this club fun and great is that it provides me with all that, all for free," he said.

However, Gornstein welcomes inexperienced players as well. "Our club is open to anyone who wants to play

roller hockey. No experience is required. We teach everything from skating to stick handling, passing to shooting," said Gornstein, who had never played rolled hockey before

"No experience is required. We teach everything from skating to stick handling, passing to shooting."
—Phillip Gornstein, senior and Roller Hockey Club President

joining the team. He credits former president Samuel Rabkin ('11) with teaching him the basics of the sport and helping him develop as a player.

At present, the club consists of 12 members, just enough to hold six-on-six games with the traditional 3-2-1 line-up. However, Gornstein, who is always on the lookout for new members, encourages students outside of the club to learn more about the sport. "It has been my mission to make the sport more accessible and known, considering that the hockey-viewing circle at Stuyvesant is a select enclave," said Gornstein, who noted that the club's recreational vibe during the school year makes practice a leisurely for the members involved.

The current members see the support of more experienced athletes as a plus for students considering joining the team. "I'm glad to have the opportunity to teach others how to play the sport," sophomore Steven Magidenko said.

At present, some students join having had some involvement with the sport after taking the roller skating class, which is offered to juniors and seniors. Assistant Principal Health and Physical Education Larry Barth, who teaches the class, is also the Roller Hockey Club's faculty adviser.

One of the club's larger problems right now, beyond the lack of members, is a lack of money. "I would love to somehow expand this club, because at this point it's rather small, and we don't get school funding," Shchetinin said.

Fortunately, roller hockey does not have to be practiced on a standard sized field, given

the nature of the sport. "We just need a smooth sidewalk and our equipment. Having our team be roller hockey al-

"We have a fairly well-rounded team so far, and this upcoming year is looking very good. I feel that, by June, we will have a high-skilled competitive team."
—Steven Magidenko, sophomore

skate," senior and four-year member Brenden Collins said. However, the team practices two times a week at a skate rink on 68th St., free of charge.

However, competitions do cost money. In the first few years of its existence, the Roller Hockey Club hosted what was known as "Barthfest," a fund-raising event humorously advertised as a retirement party for Barth, to raise money to go to tournaments. However, Gornstein does not have plans for further fundraising this year.

Despite their fundraising difficulties, the small team is still preparing for the competition. "We have a fairly well-rounded team so far, and this upcoming year is looking very good. I feel that by June we will have a high-skilled competitive team. From there we look forward to competing in tournaments, but for now it's all about development," Magidenko said.

In the long term, Gornstein wants to participate in more competitions during the school year by setting up a roller hockey league for schools throughout Manhattan. "To play hockey against other schools would be great if we ever got the opportunity," sophomore Ruslan Shchetinin said.

However, in the next few months, Gornstein will focus on getting the word out about his sport within Stuyvesant. "We hope to develop a school spirit base and benefit the school," he said.

Cartoons

The Scariest Costume Ever



Myra Xiong / The Spectator

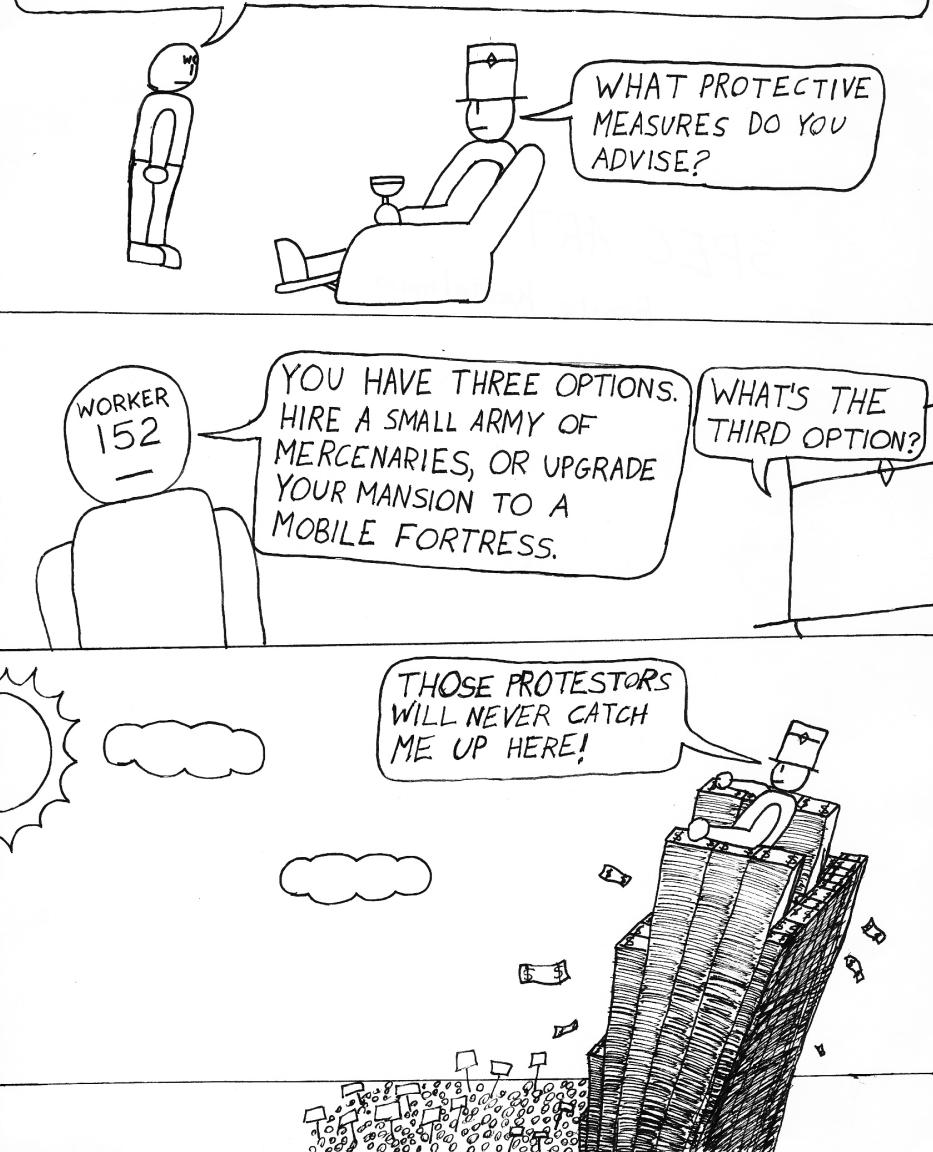
BELL FAIL

nicole S



Nicole Sanchez / The Spectator

SIR, THE PROTESTS APPEAR TO BE TURNING VIOLENT.



Benito Kestleman / The Spectator

A MATTER OF LAZINESS MICHELLE GUO NEAR THE HUDSON STAIRCASE, 4TH FLOOR...



Michelle Guo / The Spectator

Sports

Identity Crisis

continued from page 24

make it into Stuyvesant, and put academics first if you do get in.

As a result of this, Stuyvesant only acquires talented athletes by coincidence, and droughts of winless years are commonplace for many teams. Very few Stuyvesant sports teams are high-ranking in the Public School Athletics League (PSAL), the fencing, track, and swimming teams being the few notable exceptions. Stuy fields 32 varsity teams, however, and anyone with a simple understanding of math knows that six to 32 is not a very impressive ratio.

Aside from the dearth of peer support and Stuyvesant's strictly academic environment, another fact that plays into the school's athletic inferiority is the lack of school unity. Unlike most high schools, which have one team name, one mascot, and one set of school colors, we have more than 20 dissociated and unrelated identities, including the Birdies, Dragons, Eagles, Felines, Furies, Greyclucks, Hitmen, Huskies, Lemurs, Lobsters, Men of Steel, Mimbas, Penguins, Phoenix, Pinheads, Pirates, Runnin' Rebels, Spartans, Tigers, Untouchables, Vixens, and Warriors. A lot of these names are subject to change over time as well. The girls' softball team, which I play for, recently changed its name from the Chipmunkz to the Renegades, which is completely

unrelated. This constant change and separation of team names creates a subconscious fragmentation of the student body.

Our "emphasis on academics" is no excuse for this lack of unity. Every sports team at Bronx High School of Science, another school that uses the SHSAT to determine admission, is named the Wolverines and sports the school colors of green and white. Likewise, every team at Hunter High School, which is certainly of equal academic stature to Stuyvesant, is named the Hawks and has royal purple and white uniforms. Though this does not necessarily mean that they have more enthusiasm, it certainly encourages school spirit and fervor.

Stuyvesant was founded in 1904, so we easily have a rich enough history here to create a single representative image for our school. Our namesake, Peter Stuyvesant, is a central part of our identity as a school. He was not the sportiest looking figure due to the wooden prosthetic he wore after a cannonball blew his leg off. However, his iconic "peg leg" gave our boys' football and lacrosse teams their names.

Ask anyone who competed in New York City high school sports for or against Stuyvesant 50 years ago, and they will immediately identify all our schools' athletic teams as the Peglegs. In a previous interview with The Spectator, in reference to the Stuyvesant

bowling team, alumnus Eric Chen ('94) said, "Hookers? We were the Peglegs when we were winning Manhattan championships and upsetting Staten Island teams in the play-offs."

The athletic tradition at this school is just as old as the academic one, and at the time of its foundation, athletics were given greater value than they are today. More teams were added as the years went by, and after girls were first granted admission in 1969, the number of teams nearly doubled. However, as new teams were created, they began to take up new names, colors, and symbols.

In this case, increased diversification was a negative development. If we were to turn back the clocks, and every current team were to name itself the "Peglegs," the increased sense of school unity would be noticeable. This is not to say that the "Peglegs" is necessarily the best name for a sports team to bear, but the idea is to create a single force behind Stuyvesant athletics.

In a school where academics are so greatly stressed, sports teams provide an important escape, but our unenthusiastic students never fills the stands to support their peers. So whether our athletes compete to the sound of "Go Peglegs" or "Go Stuy," we need to find a call to unite us and excite us.

Boys' Football

Peglegs Bounce Back from Tough Start with Back-to-Back Wins

continued from page 24

more than twice the total yardage of the opposing team. "We played really well. We kept the intensity we had in the previous game and came out of the locker room ready to play. From the first snap you could tell it was going to be a good game for us, and we didn't disappoint," junior Nathaniel Biggs said.

One reason for the turnaround is the team's more focused, better-attended practices. "Coach told us how pissed he was about people not taking practice seriously, so I think everyone got really serious and started working harder and showing up on time," senior and co-captain Robert Bennett said. The team had a solid and productive week of practice between its 52-12 blowout loss to the undefeated division leader McKee/Staten Island Tech Seagulls on Sunday, September 25, and the win against the Seahorses.

"We'd like to get everyone to practice on time. We wish we had more practice time, but we don't, so we have to work on our efficiency and our dedication. If we get all of that together, we're going to have a good season," senior and co-captain Ian Chan said.

Overall, the teammates believe they have put the worst behind them. "We had a disappointing start to the season, but now we're picking it up," Makhmudov said. "All of our athletes are eligible for

games, so from now on we should be going on an easier path and winning our games."

The remaining teams on the Peglegs' schedule are mainly at the bottom of the division. However, the team is taking nothing for granted. "William C. Bryant is our toughest opponent for the rest of the season. They have a lot of power points, and if we beat them we have a good shot at the playoffs," Biggs said. "It's also our homecoming game, so it's also for our pride."

In order to go undefeated for the rest of the season, the team still has work to do. "Defense has to work on the outside run and form tackling," Bennett said. "Linemen, both offensive and defensive, need to get a better push." Despite a blowout against the winless Adlai Stevenson, the defense did not get the push they wanted at the line of scrimmage and failed to record any sacks.

It will be those small adjustments in technique as well as increased practice time that will determine whether the Peglegs will be successful. "We need to improve on playing as a team, and also connecting and having a good chemistry. A lot of our players didn't get to play with each other because of suspensions," Makhmudov said. "We just [have to] get bigger and stronger everyday and beat teams."

"Our expectation is to win every single game, and play to our potential, which is winning," coach Mark Strasser said.

Boys' Soccer

Stuyvesant FC Prepares for Playoffs

By KEVIN MOY

As October winds down, Stuyvesant FC, the boys' soccer team, has only a few games left in the regular season before the athletes face what they have been training for since the summer: the playoffs.

On Wednesday, October 5, Stuyvesant defeated the winless Manhattan Center for Science and Math High School Rams 5-1. This was the team's second victory over the Rams this season, having beaten them 8-1 on Monday, September 12.

The team jumped out to a quick 5-0 lead, with two goals from senior and co-captain Krit McClean, and one apiece from senior Jamie Oliver, freshmen Ethan Lochner, and freshman Sean Fitzgerald. In the entire game, FC shot on the goal 12 times on the goal, twice as often as the Rams.

Stuyvesant FC also held strong due to the support of junior and goalie Nicholas Miller, who organized the defense and had five saves, allowing just one goal.

Coach Vincent Miller was very pleased with the boys' performance. "We were able to get the entire team into the game. Manhattan Center is one of the weaker teams, but we were able to work on a couple of things and I was pretty happy overall," he said.

This is Miller's first year as the coach of Stuyvesant FC, and he has guided the team through the tough Manhattan A division successfully. The team is currently 7-3, with losses against the Beacon High School Blue Demons and the undefeated Martin L. King Jr.

(MLK) Knights, the two teams ranked higher in the division.

One reason for the losses was the absence of McClean in the first four games. He was serving a four-game suspension due to his involvement in a fight during FC's 1-0 loss to Francis Lewis High School in last year's playoffs, and his consistent lateness to school. However, since his return on Monday, September 26, in the match against the Blue Demons, which ended in a 1-0 loss, he has demonstrated his vitality. In four games, he has scored three goals on 14 shots on goal.

"He is a powerhouse and a leader, which is what we need," Miller said. "When he and [senior and co-captain] Neil [Maheshwari] are out there together, the team is that much better."

The team needed that extra strength on Wednesday, October 12, when FC played the number one ranked Knights, against whom they lost 4-1 earlier in the season. "We have to be cautious against them, but we're still going to attack them and move the ball quickly about the field," Maheshwari said before the game.

However, McClean was suffering from swollen ankles and did not start against the Knights. FC was also missing Fitzgerald, who had a sprained ankle, and freshman and defender Isaac Gluck, who had an injured leg.

Despite the missing starters, FC took a 1-0 lead on a goal by Lochner. The Knights tied the game before the first half ended, and scored again on a lucky shot 10 minutes into the second half; junior and goalie Maxwell Berkow watched as the ball deflected off both posts and went in. In total, Berkow stopped 11

shots, but this was not enough, as FC fell to the Knights, 3-1.

"[The Knights] scored a third goal in the last minute because we were pushing players forward and chasing the game a bit," Maheshwari said. "It was a fantastic performance, and we could have won and should have tied."

Stuyvesant FC looked to bounce back from its loss on Sunday, October 16 when it faced the Julia Richman Educational Center Fearless Panthers, a rather uncompetitive team whose aggressiveness has nonetheless been the cause of past small inter-team fights.

FC pulled through with a 3-0 victory over the Panthers. The offense came from junior Asa Conover, who scored twice, and from Maheshwari. In total, the team shot at the goal 16 times.

Despite the win, Conover believed the team had the potential to do more damage to the Panthers. "It was a sloppy game," Conover said. "We had trouble making coherent passes, and while we set up opportunities, we couldn't capitalize."

Despite this inconsistent performance in their most recent game, the team is hoping for success in its last game of the season, against the Blue Demons. "If we play a good game, we can beat them," Miller said.

With many wins under its belt, Stuyvesant FC continues to ride its momentum and confidence into the postseason. "I know that this is a very good team and we are confident we can make a long playoff run and further establish Stuyvesant as one of the top programs in the PSAL," Maheshwari said.

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them to be at practice, when the meets are, and how many they need to attend. I think [having been a student-athlete] gives me some insight as to how much they really have to juggle as far as athletics and academics are concerned," Pluchino said.

These days, as an athlete, Pluchino mainly participates in triathlons. "I liked the challenge that triathlons presented for me. I didn't know how to swim, I hadn't really ridden a bike since high school, and with my knee injury it's hard to run every day," she said.

While she only started doing triathlons about two years ago, she has already done a total of 10, and will participate in the New York City Triathlon this summer. As an athlete since a young age, Pluchino naturally maintains a desire to come out ahead of the pack. "I enjoy the competition and trying to beat my best time each race," Pluchino said. She typically competes against any number between 200 and 500 other women in each triathlon, and usually places in the top five in her age group and top 10 percent overall.

Oddly enough, Pluchino seems to have put aside her college sport. "I haven't touched a basketball in years,"

"When I'm not feeling lazy, I go running with my girls."

—Kristyn Pluchino, chemistry teacher and coach

she said. However, she makes up for it with a strict athletic regimen that includes daily swimming, biking, or running. To top it all off, she holds practices with the Greyclucks, and, she said, "When I'm not feeling lazy, I go running with my girls."

Sports

Girls' Volleyball

Vixens Dethrone Cardozo Judges, Take PSAL's Top Ranking

By ODREKA AHMED

The Vixens, Stuyvesant's girls' volleyball team, won the Cardozo Breast Cancer Awareness Tournament on Saturday, October 15. En route to their tournament win, the Vixens defeated the reigning PSAL champions, the Benjamin N. Cardozo Lady Judges, for the second time this season, moving the Vixens into the number one seed in the PSAL, as ranked by The New York Post. The team's first exciting win was a scrimmage earlier in the week, marking the first time the Vixens have beaten the Judges in the past three years.

The Vixens do not face much competition within their division, which they have consistently dominated, going undefeated for the past five regular seasons. The real competition lies in the other boroughs with powerhouses like Francis Lewis and Cardozo in Queens, and Susan B. Wagner in Staten Island. Due to scheduling, the Vixens rarely get an opportunity to play equal competition before the postseason; last week's game was one of those rare chances.

Due to the lack of opportunities to play against their biggest competitors, the Vixens have to call upon experiences from previous years' playoffs to adjust their play to the better teams in PSAL.

"This year we focused mainly on defense during practices, like serve receiving and digging, [...] something we really lacked last year," said junior Natalie

Kozlova, the only member of the Vixens to be named to the all-tournament team.

Kozlova and senior Ana Slade, both standing tall at 5'10", played the middle of the court to combat Cardozo's strongest player and driving force, Ashley Grubler. Kozlova finished with four kills and three blocks, while Slade finished with seven blocks.

"We moved our outside hitter to play defense in the middle-back instead of left-back, and we just did that for attacking purposes. Because when you have that outside hitter in the middle-back, it's easier to attack," senior and co-captain Melissa Chin said. Chin had 15 kills in the tournament, one short of Grubler's 16, but also complemented the kills with outstanding passing and defense, making her the tournament's Most Valuable Player.

In addition to practicing with Cardozo's offense in mind, this year's veteran team, which graduated just two seniors, is able to pick up where it left off. Instead of spending a great deal of time on transitioning and building team chemistry, they simply focus on improving their game. "My mother comes and helps out, which is very helpful. We, as a team, also help out with practice more. This year, we've had more say in the drills we've done," Chin said.

Though the increased practice time made the Vixens hopeful going into Saturday's game, fresh off an unprecedented scrimmage win, a repeat was difficult to accomplish. "I al-

ways knew we had it in us to beat [Cardozo]. We'd come close many times, so winning the scrimmage really backed up my belief. It gave us confidence going into the game. Even after we lost the first set, we were confident that we could beat them because we had done it before," Slade said.

The Vixens had in fact lost the first set 23-25 after holding a small lead for the majority of it, 17 points in. "We had a couple of problems serving and receiving serves, but the next couple of games we cleaned it up and made less errors," Chin said.

Another key factor in the Vixens' performance was their attitude going into the game. "For the past two years, we've always been scared or nervous about playing them and we let them set the pace, but this year we were dead even with them and we didn't let them set the pace. The game was always close. There was never more than a three- or four-point difference. We were never in charge, but neither were they," said senior and co-captain Lisa Qiu, who set the team up for 25 points alone, in her first year setting.

Though slight, the consistent lead was enough for the Vixens to secure a win in one set, and ultimately a tournament win with second and third set scores of 25-22 and 25-21.

Where does a team go after beating the number one team in the city? "I want to win it all," Qiu said simply, with her team in resounding agreement.

Identity Crisis

By GABRIELLE GILLOW

Imagine dozens of devoted fans, clad in school colors and face paint, holding blown-up spirit sticks. They make noise any way they can, trying to create as much of a distraction for the other team as possible. They shout in unison at ear-splitting decibels, with one half of the people chanting, "GO," and the other half screaming the team name at the top of their lungs. The rush of adrenaline is almost tangible throughout the stands as well as on the field.

This is how the atmosphere at a high school sporting event should be. The sidelines should be filled with raucous cheering because the student-athletes who spend countless hours practicing after school and on weekends deserve to know that the people whom they are trying to make proud actually care about their success.

But fervent support for our teams is not a familiar concept here at Stuyvesant, since most of the fans that show up to games are either parents or friends of players. With the exception of boys' basketball games,



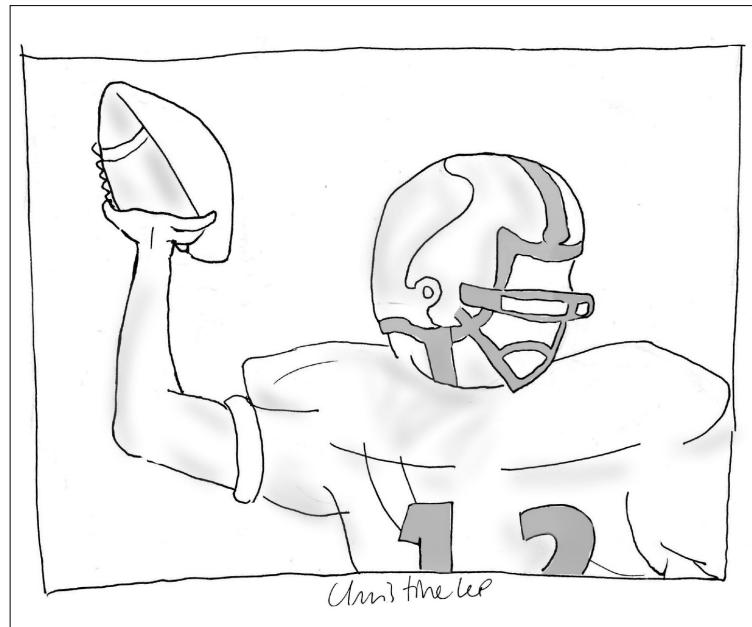
Lori Gutman / The Spectator
which generate a sizable crowd due to their convenient location, attendance at Stuy sports games is, in essence, lame.

At Stuyvesant, athletics are placed on the back burner. It is safe to say that we place a very strong emphasis on academics, since the sole factor that determines admission is a test that assesses academic aptitude. No matter how talented an athlete you are, you must score above the cut-off on the SHSAT to

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Boys' Football

Peglegs Bounce Back from Tough Start with Back-to-Back Wins



By MATTHEW MOY

After two disappointing blowout losses and a one-point win, the varsity football Peglegs returned with full force, defeating the Far Rockaway Educational Campus Seahorses 30-8 on Sunday, October 2, and the Adlai Stevenson Campus team 42-8 on Sunday, October 9.

In the first game, the Peglegs dominated with over 230 rushing yards and over 200 passing yards. The defense shut down the Seahorses, allowing them just 150 total yards. The opposition's only touchdown came from the defense on an interception return.

"We've become a very balanced team," coach Mark Strasser said.

A key to the team's victory was the return of two key players, senior Shady Gabal, who became eligible to play after

joining the team late, and junior Werner Zhanay, who was suspended for three games by Athletic Director Larry Barth due to lateness to school. Gabal had three tackles against the Seahorses, while Zhanay led the team with 117 yards rushing yards for two touchdowns, and three catches for 75 yards. "We got Werner back in, and he's the star player for our team," senior Sangit Gill said.

Several other players have stood out. "First would be [junior] Alen Makmudov, because he's my quarterback. Then I would say [senior] Kris Lulaj, because he's really for the team and plays a lot too. I would like to be an impact player," Zhanay said.

In the game against Adlai Stevenson, the Peglegs held strong, once again racking up

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Going for the Au



By GABRIEL SUNSHINE

What do jump-shots, triathlons, and London Dispersion Forces have in common? Chemistry teacher Kristyn Pluchino is an expert in them all.

Growing up, Pluchino dabbled in a variety of sports because, she said, she was "too tall for gymnastics," the common athletic choice for young girls at the time. As a native of Syracuse, New York, she was exposed to the very successful Syracuse University men's basketball team. She attended many games at the college and also watched NBA games on TV, which piqued her interest in basketball. By the time she was in fourth grade, she was al-

ready playing on a recreational league basketball team.

During high school, Pluchino drew the interest of scouts, and eventually committed to SUNY-Binghamton on a full scholarship. "I settled on Binghamton because they had a basketball program that I thought I could play at, and they were also strong academically," she said.

College sports are a major commitment, and Pluchino spent more than 15 hours a week practicing with the team. However, she managed to find a balance between athletics, academics, and fun. "My overall experience at Binghamton was very positive. I had a great time there, got a good education, had great teammates, and I met some amazing people," Pluchino said.

Pluchino got off to a promising start her freshman season, but in the last game of the year she tore her right posterior cruciate ligament. She had had knee problems since high school after getting undercut on a lay-up during a game, but she only found out that her PCL was torn after she noticed swelling in her knee at the end of her freshman season at Binghamton, prompting her to have her knee x-rayed.

"I had to have reconstructive knee surgery. Initially they

told me I would never play any competitive sports again, but luckily they were wrong," Pluchino said.

Following the operation, Pluchino had to undergo months of physical therapy. At first, the therapy included minute tasks such as standing on a step and bending her leg, but as it progressed she began to use an elliptical machine and a leg press to regain range of motion and strength in her leg. However, there are still days when the pain in Pluchino's knee is especially evident, and she notes that her left leg is still stronger than her right.

Playing a college sport has certainly influenced Pluchino as a coach. In addition to basketball, she ran cross country and indoor track in high school. She currently coaches the Greycliffs, Stuyvesant's girls' cross-country team, and had a one-season stint as coach of the girls' handball team, during which the team was undefeated. Pluchino is sympathetic towards her athletes because she knows the amount work each one has.

"I have a great deal of respect for what a student-athlete at Stuyvesant goes through. I try to be considerate about how much time I require

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