



# The Spectator

The Stuyvesant High School Newspaper

"The Pulse  
of the  
Student  
Body"

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## Newsbeat

By LINDSAY BU

• Based on the scores from last October's PSAT Exam, 132 seniors have qualified as Semi-Finalists for the National Merit Scholarship. This is the highest number of qualifiers for any school in New York State, and the second highest in the entire nation.

• Biology teacher Marissa Maggio and six of her students worked on environmental projects with the Greenleaf Student Program over the summer, taking part in land and aquatic conservation work in Wisconsin, Georgia, and Connecticut.

• Six British students, the winners and runners-up of the 9/11 London Project, a competition challenging British students to reflect on the September 11th attacks in writing or film, visited Stuyvesant on September 12th. While at Stuyvesant, the students met with English teacher and author of "With Their Eyes" Annie Thoms and the cast of the Stuyvesant production of "With Their Eyes" to discuss Thoms' book, and the experiences of the students.

• Stuyvesant Student Union (SU) President Adam Lieber and Vice President Tahia Islam have been appointed into the Executive Board of the Department of Education's (DOE) city-wide Student Union, with Lieber as co-president and Islam as secretary.

By ANTHONY CHAN  
and RISHAM DHILLON

In an attempt to further prevent cheating at Stuyvesant, the administration has begun to strictly enforce the Department of Education's (DOE) zero-tolerance policy for cell phones in schools.

Unlike previous years, the administration has made an early effort to clarify what exactly is banned and what isn't. When questioned about the issue of laptops and iPads in an assembly for juniors held on Tuesday, September 11, 2012, Interim Acting Principal Jie Zhang explained that while the administration would continue to uphold the Chancellor's regulations regarding cellphones, she had not "made a school-wide policy on the ban of electronics that extends to iPads and laptops." Student use of laptops, iPads, and Kindles in the hallways and the cafeteria is allowed, while usage in class is left up to the teacher's discretion.

The DOE Chancellor's regulation A-412 states that "Cell phones, iPods, beepers, and other communication devices are prohibited on school property." Among the reasons why they are banned include a risk of theft, a distraction in classrooms, and, as officials are pointing to now, that cellphones can serve as a means of communication through which students can cheat. Texting through smart phones was the method by which more than 70 current Stuyvesant seniors cheated on last year's State Regents exams.

Before the cheating scandal, the cellphone ban was not nearly

as strictly enforced as it is now. Most teachers or administrators who spotted cell phones or heard them go off in class would ask students to turn them off and put them away. "I think most teachers generally understand that any student with a long commute and a lot of extracurricular activities and afterschool obligations absolutely needs a cell phone. Taking a student's cell phone cuts them off from communication with their friends and family and emergency calls," junior Jane Argodale said in an e-mail interview.

Since the cheating scandal though, students have noticed a difference in response from administrators. "I was told about the no cell phone policy before the school year started, during Camp Stuy. Also, on the first day of school, teachers told us about this policy," freshman Ariella Kahan said in an e-mail interview. Many students have reported having their phones confiscated, even when they were not actively using them.

Despite Zhang's attempts at clarification, many students and teachers are uncertain as to whether the ban applies to other electronics. Numerous students interviewed believed that laptops and iPads would no longer be allowed in the hallways or in the library.

"As far as I can tell, all electronics are banned. Cell phones are being treated very specially, however. I'm not really sure about laptops and iPads but I think they are banned too," junior Athira Sivan said.

The policy confusion extends to teachers as well. Some teach-



Due to the cheating scandal, the cell phone ban is being more heavily enforced.

Emma McIntosh / The Spectator

ers interviewed stated that a policy allowing other electronics did not exist or that if it did, they were unaware of it. Other teachers were familiar with the policy, and allowed electronics in their classrooms.

"I was told by my supervisor that no electronics, including laptops and iPads, are allowed in school. I was told that if students needed to use their laptops to complete homework, they should use them at home," Spanish teacher Carlos Bravo said.

"I believe that students are allowed to use laptops and iPads in class as long as they aren't connected to the Internet. Based on my conversation with Ms. Zhang, I told my students they could use laptops and iPads in class," Computer Science Coordinator Michael Zamansky said.

Assistant Principal Technology Edward Wong confirmed that the current policy allowed lap-

tops and iPads, but he also added that iPods and other mp3 devices are among the banned items. Zhang did not confirm this statement. Assistant Principal English Eric Grossman, said that Kindle and iPad usage in English classes would be left to the teachers.

Using laptops, iPads, and Kindles in the classroom and hallways, once taken for granted, is now under new scrutiny. While unconfirmed, the DOE may be implementing a new policy regarding all types of electronic devices. For now though, it's up to the teachers. As for cellphone usage, the DOE has no interest in changing the policy, especially in the wake of the cheating scandal.

"[Teachers] confiscate phones even if they are seen in pockets or bags, and especially if they go off in class," junior Julie Zhu said in an e-mail interview. "Students do not have second chances anymore."

## Academic Honesty Policy Revised For New School Year

By DORIT REIN  
and ALEXANDRINA DANIOV  
*with additional reporting by STANCA IACOB*

As a result of the cheating scandal at Stuyvesant, a new and revised Academic Honesty Policy has been implemented this fall. The new policy can be found in the student planner on page 21, on the Stuyvesant website, and in a hard copy distributed to every student to sign in their English classes.

Previously, Stuyvesant already had an Academic Honesty Policy in effect, but the Stuyvesant administration, along with the Parents' Association, decided that it was outdated and unclear. When comparing the new policy with the school's old policy, "It's not very different," Interim Acting Principal Jie Zhang said. "But it gives better and clearer definitions of what actions may be considered cheating or dishonest."

The revisions were carried out as a collaboration between the Parents' Association, the United Federation of Teachers, the various Stuyvesant Assistant Principals, and a group of anonymous students who were caught cheating last June.

The new policy includes multiple examples of what may be considered academically dishonest, such as "copying from someone else's exam, paper, homework, or lab," as well as the consequences of such inappropriate behavior. The consequences are bolded so that students are clearly informed of the repercussions of academic dishonesty.

While the policy is not vastly different, a few of points surprised students. "I was reading the policy, and while I think it's fair, I would never consider some of the things cheating," junior Colleen Fang said. "After an exam, I would go over some questions with kids in my class.

## New Assistant Principal at Stuyvesant

By ALVIN WEI  
and BRIAN WEI

Walk by Room 222 and you may catch a glimpse of Assistant Principal of Student Affairs and Family Engagement Brian Moran working in his new home at Stuyvesant High School. Having previously worked for the administration at Queens High School for the Sciences at York College—where Interim-Acting Principal Jie Zhang once served—coupled with 11 years of teaching experience, Moran is no stranger to the stressful atmosphere of a specialized high school.

Instituted by Zhang, the new Assistant Principal (AP) described that his agenda will be heavily community-oriented. "I will assist students and parents to enjoy Stuyvesant as a safe, healthy, and educational experience," Moran said. "[Principal] Zhang has decided that it would benefit the school to be as positive a place as possible."

Moran will implement new anti-cheating policies, such as the enforcement of cell-phone



Mr. Brian Moran, new AP of Student Affairs and Parent Engagement.

Danny Kim / The Spectator

bans. Another duty includes engaging students and parents into the Stuyvesant community. Despite the recognition of these tasks, Moran acknowledges that his responsibility in the school is not completely defined. "A lot is still being worked out. We are going to work with the Guidance Department, the Dean's office, and the Parent Coordinator [Harvey Blumm] to make sure that students are getting all

the help and the resources that they need to succeed in their education," he said.

Prior to the establishment of his position, members of the Stuyvesant community stayed informed of the school's status and agenda by viewing its webpage, as well as that of the Parents' Association. Moreover,

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Arts & Entertainment

Article on page 16-17.



Article on page 7.



Features

AE Fall Preview

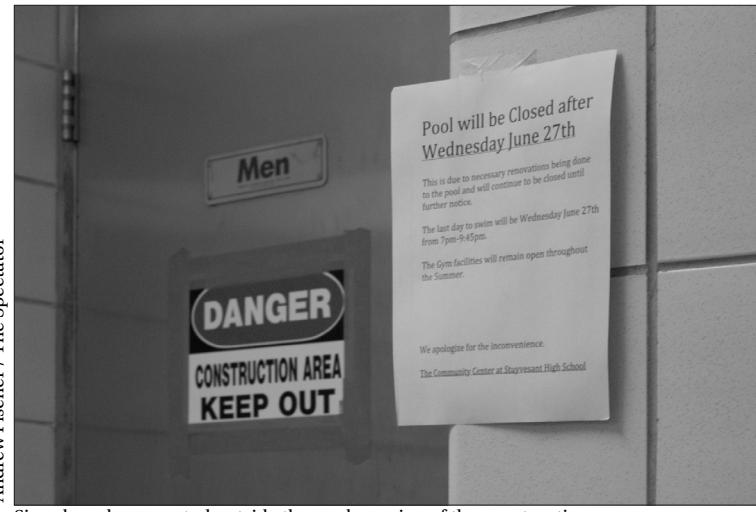
The Arts and Entertainment department picks out the films to see this season.

New Year, New Teachers

Meet the new teachers at Stuyvesant.

# News

## Pool and Library Renovations



Signs have been posted outside the pool warning of the construction.

**By LINDSAY BU  
with additional reporting by  
SHARON CHO)**

From floundering in the pool during Swim Gym to typing up assignments on archaic school computers, many Stuyvesant students are well-acquainted with the school's pool and multimedia center. Both facilities, however, are currently unavailable due to renovations intended to make them more state-of-the-art, initiated over the summer.

Renovating the library was first discussed last fall with the \$1,000,000 donation of Stuyvesant alum Boaz Weinstein ('91), founder of financial investment advisory firm Saba Capital Management. After final decisions for the renovation were made, Henry Meyerberg, a distinguished architect who works mainly on reimagining educational settings as active learning centers,

was contacted for the project. Inspired by the Lindbergh airplane hovering over the library, Meyerberg envisioned a more open and airy atmosphere.

To create such an environment, the bookshelves will line the walls of the library, freeing up the back area. The English department staffroom has been cleared for more space as well. The library will not only be more capacious but also well-equipped with 38 computers—as opposed to the nine in use last year—and two circulation desks instead of one. While one circulation desk will specifically be dedicated to circulating textbooks, the other will be used for printing services and the borrowing of books. Furthermore, to reduce the flow of students from the library's main entrance, Room 615E will have its own entrance.

"The new library will be able to accommodate the needs of more students and staff, while

still maintaining a quiet study space," librarian DeLisa Brown-Guc said. "We're really glad to see how many students are excited for the new library and we hope that they use it well." Renovations are predicted to finish by the end of October, and the library is expected to re-open in late November. Until then, the library staff will circu-

**"The new library will be able to accommodate the needs of more students and staff, while still maintaining a quiet study space"**  
— DeLisa Brown-Guc, librarian

late textbooks, set up computer and printing services, and offer research help between periods two and nine on the first floor.

The school's public pool facility also began its repair process over the summer. According to Assistant Principal of Health and Physical Education Larry Barth, school custodians discovered a broken membrane



A view of the expanded west side of the library, where a new circulation desk is being built into the wall.

under the tiles of the swimming pool near the end of the previous school year. As a result, the water from the pool was leaking into its surrounding area. The School Construction Authority (SCA)—a New York City organization accountable for the design and construction of new schools as well as improvements to existing schools—is managing the repairs, which are expected to take a year.

Due to the closed pool, physical education classes involving the pool, such as Swim Gym, have been suspended for the 2012-2013 school year. In addition, Stuyvesant's girls' varsity swimming team, the Penguins, currently practices at Seward Park High School. Stuyvesant's boys' varsity swimming team, the Pirates, will be practicing at the same location this winter. "It's definitely an adjustment, and getting up at five in the morning to go to swim practice has made me ap-

**"It's definitely an adjustment, and getting up at five in the morning to go to swim practice has made me appreciate Stuyvesant pool that much more"**  
— Lydia Goldberg, junior

preciate Stuyvesant pool that much more," junior Penguins swimmer Lydia Goldberg said.

## Shortened Program Corrections Cause Issues

**By EDWARD LI  
and ANIQA SHAH**

"The auditorium held more than 1,000 students for over two hours. It was quite claustrophobic and a lot of pushing and shoving was going on. There was no movement and we were almost completely still," said junior Alexandra Gruzinova, describing the scene in the auditorium on Friday, September 7.

For the start of the fall term, program corrections were changed to be completed in two days: the first for correcting program errors, the second for program change requests. They were scheduled for the first two days of the school year, Thursday, September 6 and Friday, September 7. This year's switch to a two-day schedule was the first time it has been tried. In previous years, seniors, juniors, and sophomores were each given their own day for program corrections. Afterwards, a fourth day was allotted for freshmen and anyone else still in need of a change.

The decision was made in an attempt to get students into class as soon as possible by shortening the amount of time allotted for program corrections. The shortened schedule was added to the school calendar and presented to a cabinet consisting of the various department Assistant Principals, in addition to Interim-Acting Principal Jie Zhang.

Assistant Principal of Pupil

**"Program changes were horrible this year not only because of the two day decision, but also because of new codes for each of the classes. We had to figure out which code went with which class, which made the process longer. Program changes are a lot more complicated than people think"**  
— Sophia Liang, Program Office

Personnel Services Eleanor Archie believes that while there was no cabinet opposition to the schedule change, they did not foresee the large turnout of students for the second day of program corrections. "On the first day we got a lot of people but [the students] really knew what errors were, so there were not that many," Archie said. "For the next day, it was more than we expected [...] we only managed to take half of the kids."

For the most part, the waiting process for program changes was the same as last year's. Students were asked to wait near signs on the first floor's walls with their guidance counselor's names printed on them. They were then brought to the theater in small groups for changes. Inside the theater, all of the guidance counselors and the academic Assistant Principals were on stage to facilitate program changes. "Where we could, we accommodated," Archie said. "The [students] were orderly and lined up. I do have to give them credit in that respect."

Students were initially asked to sit and wait but many chose to stand in the theater aisles as increasing numbers of students entered the theater. "[Conditions were] not only hot, stuffy, and uncomfortable, but unsafe as well. People were jumping onto the stage. Someone could have seriously gotten hurt," junior Stephanie Au said.

As a result of the substantial

number of students, many had to wait for a while to be called up but most were able to get the changes they requested. "I had to wait for a very long time for my program changes, but [...] I eventually got them," sophomore Eric Zhao said.

**"[We were] trapped with more than 1,000 students in an auditorium for over two hours. The conditions were claustrophobic to the extreme. We were almost completely still"**  
— Alexandrina Gruzinova, junior

For the Program Office, the shortened schedule was time-pressing and more challenging to handle than in years past due to factors such as new

class codes. "Program changes were horrible this year not only because of the two-day decision, but also because of new codes for each of the classes," Programming Chair Sophia Liang said. "We had to figure out which code went with which class, which made the process longer. Program changes are a lot more complicated than people think." She also mentioned the two-term senior physical education requirement as another complication.

Since there were more students than expected, those who were not helped on Friday were asked to return on Monday, September 10 to receive their changes. Additionally, program changes continued for the next few days through the individual guidance counselors. "It was two days of insanity. There were queue problems and students waited too long for changes," Liang said. "Kids waited on line for hours on Friday, got sent home at 4:30 p.m., and were told to come back on Monday. The Program Office staff was in the building until eight or nine at night trying to get [program changes] done."

Archie believes that the two-day program change schedule will not be repeated in the future. "We realized how many kids were disappointed, especially the seniors. Everyone saw how chaotic it was to have one day," she said. "I don't think it will be repeated next year."

## New Assistant Principal at Stuyvesant

*continued from page 1*

parents receive weekly parent updates about upcoming holidays, school meetings, and

**"Even though the Stuyvesant community is going through a lot right now, and things aren't as great as they previously were, I know we'll make it through without the extra help."**  
—Yee Gee Cheng, senior

student opportunities from Blumm. In addition to these resources, Moran will be another source of information from the school.

Students have expressed mixed perspectives on the arrival and role of the new Assistant Principal.

"It would be nice to have a new assistant principal to help run the school, but it's not necessary. I have faith in the current administration," senior Yee Gee Cheng said. "Even though the Stuyvesant community is going through a lot right now, and things aren't as great as they previously were, I know we'll make it through without the extra help."

Junior Hassan Mohammed finds the employment of the new Assistant Principal to be ineffectual. "I do not think it is necessary to have an extra Assistant Principal," Mohammed said. "We have qualified Assistant Principals in their respective departments who can do the job."

On the other hand, there is approval and acceptance for a new assistant principal that will delegate support to students. "There's a great potential in having someone specifically devoted to opening up resources to students. This is definitely an area that needs more attention. Bringing Mr. Moran to Stuy shows that Principal Zhang really cares about catering to our needs," senior Dan Fu Ruan said. "However, it might take a while for Moran and Zhang to understand what those needs are."

Despite the current ambiguity surrounding the obligations of his position and differing views towards his installment, Moran expresses resolve and a determined attitude to work to

improve the school and assist where possible. He said, "I just started, but I'll help the school in anyway that I can."

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—Dan Fu Ruan, senior

## Academic Honesty Policy Revised For New School Year

*continued from page 1*

Apparently, that is considered academically dishonest.

The purpose of the new policy is to encourage more students to be academically honest. The administration has worked to integrate the policy into the Stuyvesant environment by handing out a hard copy to every student to sign in addition to discussing it in their English classes to promote consideration. "[We] are raising awareness of the importance of honesty," Zhang said. "That is our long-term goal."

The policy is also intended to inform teachers on the importance of academic principles as Zhang believes it "It is important that faculty understand the importance of academic honesty," she said.

Despite the revisions, students are wary of the new policy's effectiveness. "The people who cheated before had no problem with [cheating]," sophomore Fauna Mahootian said in an e-mail interview. "It will not change their minds just because of a paper we signed."

A main point in the policy is that while teachers are required to report incidents of academic misconduct, students are not obligated to do so. "The majority of the policy is stuff we've heard

before," junior Nilaxi Mitra said. "But people aren't going to dictate their lives according to the policy. By May, I doubt people

**"[We] are raising awareness of the importance of honesty,"**  
—Jie Zhang,  
Interim Principal

will even be thinking about the policy."

Nevertheless, Zhang is optimistic despite concerns over the policy's effectiveness, as she believes that academic honesty can and will grow within the school community. "With this policy, I absolutely think that Stuyvesant may restore its reputation," she said. "We are hopeful that over a period of time the concept of an internalized academic integrity will become a part of [Stuyvesant] culture."

## BSL's Open House to Diversify and Clarify

By BRENDA LIN

Stuyvesant's Black Student

**"Instead of being in the news for all these negative things, I want our school to get more attention for all the positive, good things that we do"**  
—Angel Colon,  
SPARK counselor

nual Diversity Open House on Monday, September 10, from 6:00 to 7:00 PM. The event, which received assistance from ARISTA, Big Sib, and Red Cross volunteers, is part of the BSL's ongoing effort to diversify the school and educate prospective minority students and their families on the application process and the opportunities offered at Stuyvesant. The event occurred just prior to the announcement of a federal complaint filed by the civil rights groups citing the low percentage of Black and Hispanic students at specialized high school as evidence that the Specialized High School Admissions Test (SHSAT) is racially biased.

Though unaware of the federal complaint, the organizers of the Diversity Open House created the event to increase the presence of underrepresented ethnic and racial groups at Stuyvesant. "We are targeting a more diverse group that includes African Americans, Latinos, Muslims, and other minorities," junior and Vice President of the BSL Nick Kaidoo said. "We want to encourage them to take more initiative, to prepare more [for the SHSAT]."

Student volunteers led tours for three to four families at a time. "Tours of the school started from the 10th floor and we worked our way down," junior and Red Cross member Julie Zhu said. "There was a lower turnout than expected, but the

feedback was positive. They asked about the different clubs

**"We want this open house to send the message that though this school does have its problems, they can be fixed"**  
—Nick Kaidoo,  
junior and Vice  
President of Black  
Student League

only applied to ethnicity, but also to academics," junior and ARISTA member Shannon Daniels said. "Coming in, they might have seen Stuyvesant as very competitive, harsh, and unfriendly with an extreme workload, but we explained the various programs that would help them adjust and feel welcome."

Families were also taken to speak with guidance counselors and Parent Coordinator Harvey Blumm, if they chose to do so. Afterwards, the parents were invited to attend a Question and Answer session with Interim Acting Principal Jie Zhang and Blumm, where most questions dealt with the SHSAT and other admissions inquiries.

SPARK counselor Angel Colon and the BSL hope events like this Open House will help to clear Stuyvesant's reputation in the media. They view this as an opportunity to expose a positive initiative within the school and emphasize to prospective students that Stuyvesant is still a worthy high school destination.

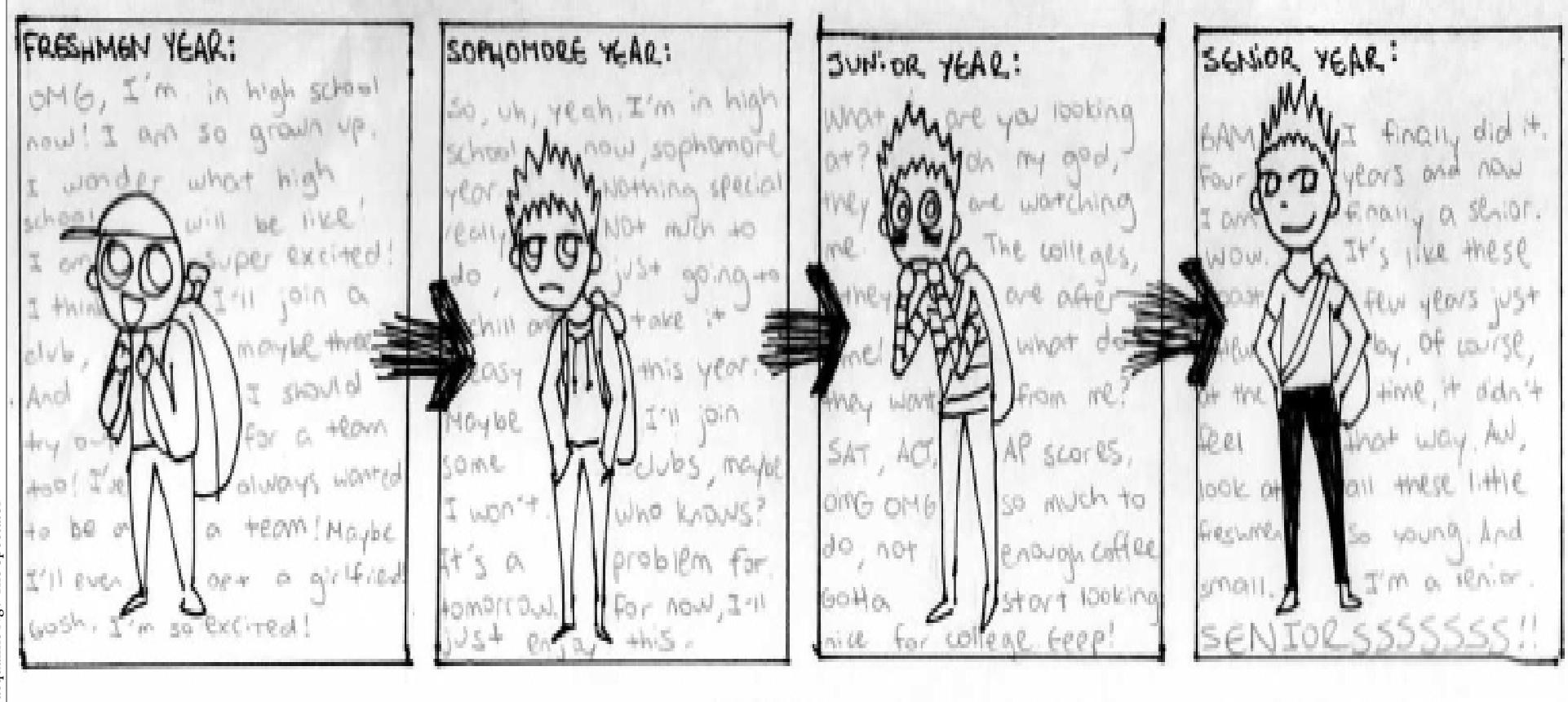
"We want this open house to send the message that though this school does have its problems, they can be fixed," Kaidoo said.

"Instead of being in the news for all these negative things, I want our school to get more attention for all the positive, good things that we do," Colon said.

**"Coming in, they might have seen Stuyvesant as very competitive, harsh, and unfriendly with an extreme workload, but we explained the various programs that would help them adjust and feel welcome"**  
—Shannon Daniels,  
junior and ARISTA member

## Cartoons

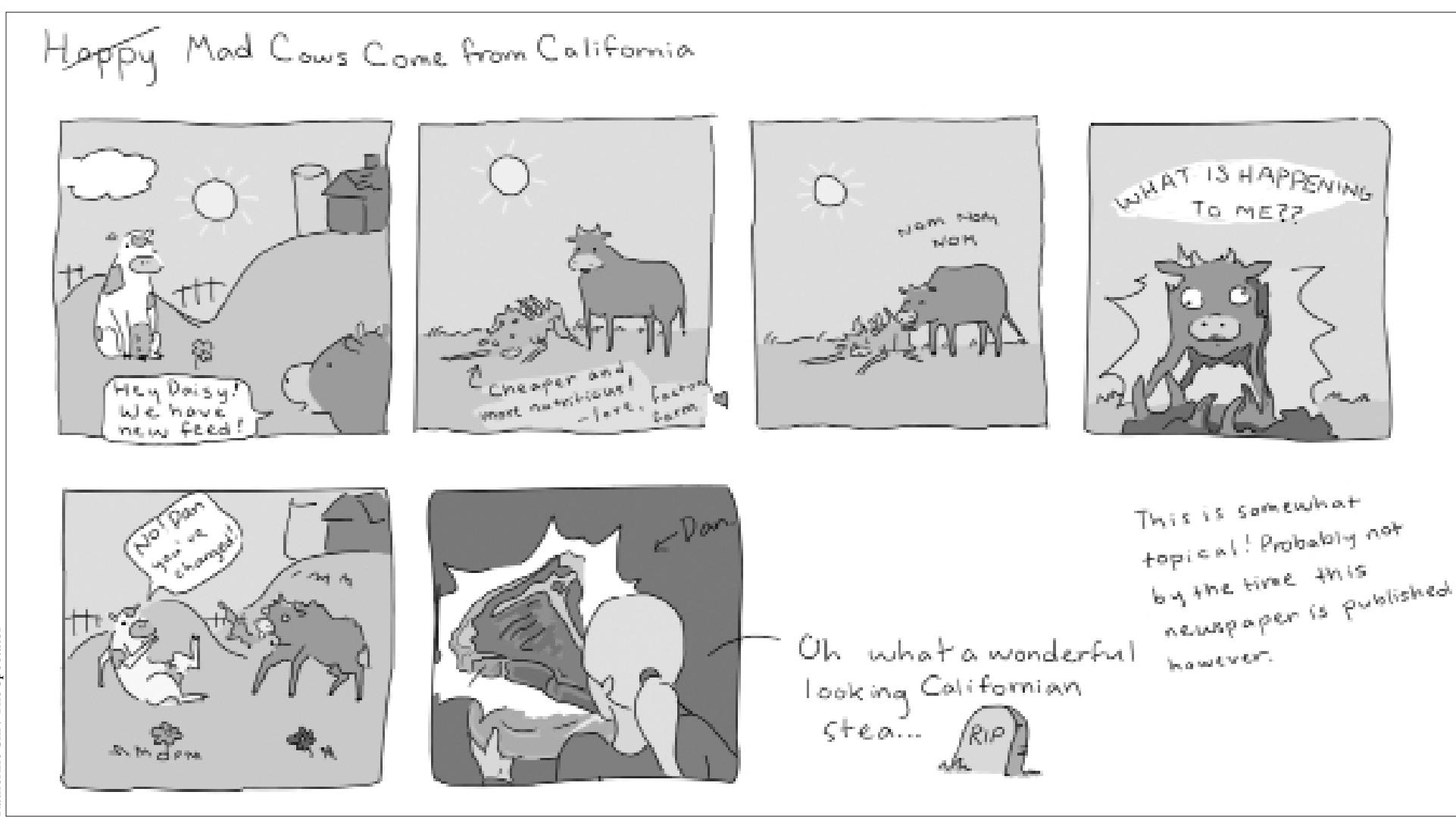
Jacqueline Ng / The Spectator



Michelle Guo / The Spectator



Katherine Chi / The Spectator



# Features

## Roving Reporter: We've Got Problems

By ARINA BYKADOROVA

When Stuy sneezes, all the papers catch a cold. The New York Times, The New York Post, The Daily News, The Huffington Post, The Gothamist, and several other newspapers and online blogs jump at every opportunity to catch Stuyvesant High School stumbling. Ever since news broke about the school's cheating scandal last June, it has become commonplace to see a reporter waiting outside the school, eager to question the students. But how does the school community react to headlines that result from the coverage such as "The toxic culture at Stuyvesant" or "Cheating Upwards"? As always, everyone has a different take.

Though some articles written about our school are regarded as fair and accurate reporting, many are received as offensive and arouse indignation among students. Over the years, articles about negative material, such as the cheating scandal, the racist rap video, the "I'd Tap That" sec-

tion on crushlists, and the arsonist, have given rise to bad blood between Stuyvesant students and the media.

"They love the fact that the smart, prestigious Stuy kids aren't as scholarly and academic as everyone thinks, that there's nothing special about us," senior Kayla Halvey said. Even on issues not directly harmful or illegal, the media "twists the words of every student they interview" Halvey said. Students like Halvey believe that the media has promoted an image of Stuyvesant to the public that is unfair and inaccurate.

On the other hand, senior Howard Cheung said, "Stuyvesant is tailoring itself to the image that the media wants it to have," and that the problem lies in our reaction to the press more than the press itself. He suggested that the administration was reacting to issues in the school as they are presented to the public rather than the way they actually are. The image of the school is drawn in darker shades not only to the public, but to the school commu-

nity itself.

Junior Mandy Wong disagrees. Her response is positive in the face of deleterious information. "All this negative media energy makes me love the school more because I know that we aren't like this," Wong said. Scathing or sarcastic published remarks do put students and faculty on the defensive, but they also motivate many to prove those remarks wrong. It "makes me want to defend the school and get more involved and let the media and let everybody know that Stuyvesant is a great school," she said.

Head SPARK counselor Angel Colon extends Wong's notion by calling on the community to come together and work out our own problems in the face of an embarrassing scandal. He noted that he has heard plenty of concern for the public image of Stuyvesant. While Colon feels that media attention has not eased any of the difficult situations here, he encourages the students and the administration to take this as an opportunity to unite and to move

forward as a whole. "My plea is for everyone in this community that calls himself a Stuyvesant student, whether you had some past hardships or currently dealing with them, whatever your feelings are about this school, let's just try to put it aside. Let's try to be more solution-based, and really bring this school to where it needs to be," he said.

Others are considering using press coverage more directly as an advantage. Junior Sweeny Venderbush said the press has enabled "student[s] [to] now gain a lot of power" and that talking to the reporters is "an avenue that we should use to get positive media coverage and control our own image so that we can use that as a tool for improving the school instead of just getting backlash." More specifically, his view is that the student body can use the attention that the public pays to the school as leverage in negotiating with the administration. At the same time, he is averse to the fact that the media attention has caused a crackdown on laptop

and tablet use in classrooms.

Months after the June Regents, Stuyvesant remains in the headlines. Due to the appeal of the cheating story to the public, the Stuyvesant community will have to endure continuing media coverage as the year progresses. In the meantime, the school is taking measures to both prevent a future cheating scandal and restore a sense of normalcy in the community. Assistant Principal English Eric Grossman said, "I'm hopeful that every group within the school has already taken this as an opportunity to examine what they do and try to do it better, and already the discussions that this has prompted in department meetings, in classes, and in the cabinet seem healthy and productive." So while the reporters search for something juicy, students and faculty continue to go about their business, pursuing what newspapers once validated back when articles were printed: Stuyvesant High School as an institution of merit, scholarship, and yes, even honor.

## Elective Debuts for Autumn



By ROBERT HE  
and EMMA LOH

One of the perks of Stuyvesant's large student body is the vast variety of available classes. A substantial portion of these classes are electives, with course names ranging from Existentialism to Human Diseases. Electives have always been a time to unwind in an academic setting, as students are able to learn not because they have to, but because they are interested in the subject. Stuyvesant continues to expand its selection of courses as it welcomes three new electives this fall: Science Writing, Asian American Literature, and Forensic Science.

### English Meets Science

One doesn't normally expect to discuss developments in artificial intelligence in an English course. But in Science Writing, taught by English teacher Katherine Fletcher, such discussion is part of the status quo. This course, offered to juniors and seniors, is a one-term writing workshop that focuses on the ability to write about science for the general public. This is the kind of writing that would not be seen in lab reports, but instead in informa-

tive and colloquial magazines, like "Scientific American."

Fletcher's experience teaching Freshman Composition inspired her to create the elective course. "I would do a short project with science writing, where freshmen would have to explain something like 'What happens when we sneeze?'" Fletcher said. "I loved the work that came out of those assignments because I felt like writing well about scientific things encourages students to be clear and interesting in important ways." Fletcher also noted that though she does not characterize herself as a "science person," she thoroughly enjoys reading about science and has tended to select more non-fiction books in recent years.

During this course, students will learn through texts such as "The Canon: A Whirligig Tour of the Beautiful Basics of Science" by Natalie Angier and "The Best American Science Writing 2012," edited by Michio Kaku and Jesse Cohen. As it is a writing workshop, students are expected to write each day. At the end of the term, Fletcher believes her students will leave with valuable writing skills along with a new passion.

Students choose to take the course generally because of its po-

tential practical use. "I wanted to take the class because I wanted to learn how to communicate information to the general public and to improve in writing essays," junior Sungmin Kim said. "[The class] helped me appreciate science as a state of mind rather than a patch of facts."

"Something that I am really hoping to do with this class is remind our brilliant Stuyvesant students what they're curious about [and] what they're interested in," Fletcher said. This class is well-suited for students who are very science-oriented and are wary or curious about writing and for students who adore English, but feel nervous about science. One goal of the class is "to bring those people together," Fletcher said.

### Into the Melting Pot

The names "Twain" and "Hemingway" are absent from the seventh period "Asian American Literature" class. Instead, surnames such as "Lahiri," "Hwang," and "Lee" take the spotlight. Taught in the past as a one-term senior elective, Asian American Literature is now open to juniors as a one-term English course. The class, taught by English teacher Sophie Oberfield, focuses on Asian identity and culture as it is reflected in the literature of Asian Americans. The texts cover topics such as immigration, assimilation, internment, civil rights, and family.

Oberfield, who also teaches Early and Late American Literature and Freshman Composition, has always been interested in Asian American literature. During her sabbatical last spring, she took a course in Asian American Literary Theory at Hunter College. "[It] definitely gave me some kind of academic tools and theory to think about how I, as a non-Asian American, could talk about and teach this class," Oberfield said. "My hope is that there's a way anyone, some-

one who's not even Asian American, can talk about this. But there's a way that I feel a little bit like an imposter because I'm not an expert the way that many of my students are in their cultures."

Oberfield cites her students' reactions and her enjoyable experience from teaching Asian American works in her classes as reasons for wanting to teach the course. "In Late American Literature, I taught 'The Woman Warrior' by Maxine Hong Kingston, which is normally taught in Asian American Literature," Oberfield said. "Students were so excited about it, especially kids who were Chinese or Bengali. It was an exciting new thing to read literature by someone of their own background."

In the class, Oberfield also wants to touch upon the Asian American identity and culture itself. She began the term by reading a chapter from "The Accidental Asian" by Eric Liu, which has to do more with identity than literature. She believes that it is good to talk about identity in the beginning as a framing device for the rest of the term. Oberfield sees culture not in the sense that it's something people lose as more generations are born in America, but as something that is created continuously. In order to make class more enriching, Oberfield also hopes to bring in Asian American writers as guest speakers.

Oberfield hopes that her students leave with an appreciation for Asian American culture. "I would like my students to leave with a sense of richness of Asian American literature and the interesting, unstable thing that is Asian American identity and feeling like they can think of themselves as a part of it if they want to," Oberfield said.

### Clue: Whodunit?

For those who idolize the detectives of C.S.I., the new Forensic

Science class offers the chance to look at evidence from crime scenes and apply various lab techniques in order to incriminate villains and make sure that justice is served.

A typical day in class involves a simulated crime scene, and students are asked to process it and answer the "whodunit" with the evidence given. This elective is also single-term and is taught by biology teacher Jason Econome. Though students do not spend each day in the lab, they do learn laboratory techniques such as ballistic measurements, hair and fiber analysis, blood spatter examination, analytic thin-layer chromatography, and DNA fingerprinting. Additionally, the course includes two field trips to a crime lab at John Jay College and to the Harlem DNA Lab.

Though the school year has only just started, students are already looking forward to continuing the course. "The class is interesting, and we focus on some really cool crime scene techniques," senior Emma Lesser said.

Econome, who has taught Living Environment for the past five years, says that the course is something that he has wanted to teach for years. The inspiration for the course originated from his niece who was taking a Forensics course in school. "My niece was telling me about all of the neat lab techniques that they were learning, and I realized that Stuyvesant didn't offer anything like that," Econome said. "It sounded like a great opportunity to combine physics, chemistry and biology in a realistic, relevant setting."

This elective is available to sophomores, juniors, seniors, and, according to Econome, "anyone who is interested in the application of science, especially someone who is experiment-minded." Econome hopes Forensic Science is a class that can enlighten and interest students for many more years to come.

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Thanks to: The Features Editors

## Features

### College at Our Fingertips?

By TERESA CHEN

It started with a few students, who publicized the movement and encouraged friends and classmates to join through floods of Facebook posts and invitations. Pretty soon, the publicity grew viral, and the small group of people expanded into huge teams, all competing for academic pride. And as the teams grew, so did the advent of this new academic revolution: online courses. This new educational movement, made up of the "Big Three": Udacity (affiliated with Stanford University), Coursera (affiliated with a range of universities including Caltech and Princeton), and edX (affiliated with Harvard, MIT, and Berkeley), seeks to throw open the gates of America's top schools through the power of the Internet, and Stuyvesant students have enthusiastically become an active part of this upcoming technology wave.

Free online courses offer anyone interested in learning, regardless of age, a chance learn from some of the finest professors of America's top schools. Each week, lectures are uploaded and paired with a quiz to test students' knowledge from watching the video. Homework usually consists of a set of problems to test understanding. The great part of online courses is that they allow students to take classes on their own time. Stuyvesant sophomore and co-captain of the Nerdfighters Udacity team Lon Yin Chan said, "These courses are designed for your own pace. I

haven't been doing courses daily, but I can make it up during the week. Since they're online courses, I can do them anywhere with an Internet connection." Unlike the college courses frequently advertised on television and on the Internet, these online courses are free and provide more leeway—if a student is uninterested, he or she can choose to un-enroll at any time; likewise, a student can join the class anytime. Although no college credit is given, these classes are an excellent addition to a student's college transcript, indicating both a dedication to and a passion for learning. However, those who expect a simple cakewalk through the weeks will be thoroughly surprised, as many of the classes are rigorous and require much effort. At the end of the program, certificates are given to students who demonstrate outstanding work, primarily those who complete all assignments on time and whose grades meet a certain average.

With the creation of Udacity, which focuses on the mathematical and scientific fields, came the start of three powerful teams: the Stuyvesant High School Team, led by co-captains and sophomores Elvin Shoyer and Norman, who requested the exclusion of his last name; the Nerdfighters Team, led by sophomores Lon Yin Chan and Eda Tse; and the Stuyvesant Computer Science Team, led by Computer Science coordinator Michael Zamansky. These teams competed globally to become winners of the Udacity High School Challenge, which requires ranking in

the Top Seven by the end of the competition. Rankings were determined through the number of units, or collections of lessons, each team had completed collectively. The team that finishes in first place wins a prize sending leaders to a trip to Stanford to view a special presentation. This adds to the motivation to win and urges students of a team to work harder in bringing up their rank. However, as Zamansky was the captain of the Stuyvesant Computer Science Team, his team could not qualify for the prize because the competition was only open to high school students. Nevertheless, his students continued to work diligently in order to meet the goal of placing their team into the top ranks of the contest.

It is this emphasis of teamwork and of communication among students that separates Udacity from the rest of its cohorts. While all three programs contain discussion forums for each class that are constantly humming with new questions and answers that prove to be as educating as the lectures themselves, Udacity takes this cooperation a step forward. The competition and teamwork aspects of Udacity are what appeal to the Stuyvesant student body.

As a whole, many students who are part of this educational trend find that they would, without hesitation, recommend these online courses to fellow peers. They appreciate the freedom of the online courses, especially the ability to select certain courses that pertain to their interests.

This is a clear example of how Stuyvesant students are motivated to seek knowledge for the sake of knowledge, demonstrated by their voluntary actions to take online courses, perhaps disproving recent rumors describing Stuyvesant students as purely grade-obsessed cheaters. With no required curriculum, students have the liberty to sign up only for the courses that they most enjoy to enrich their knowledge. Providing a stark contrast to the rigid class requirements of high school, online programs have found to be a great alternative to elective classes that students do not have time to take. "Students are often plagued with stringent requirements on their schedules and end up having to take classes they have absolutely no interest in. Sure, there are electives, but choices are always limited, and teacher instruction might be poor. Online classes offer them more choices and teaching instruction is always changing based on user feedback," sophomore Norman said.

From a teacher's point of view, these online courses are a viable source of information. Zamansky has tested several platforms and offered mixed feedback. "Online courses are a valuable source of information, and it's great that they offer quality education for free. These classes are like textbooks on a different medium, but just as there are good, comprehensible textbooks, there are also bad textbooks—it depends on the professor giving the lectures," Zamansky said. In addition, he made the point

that lectures are not the most effective way to teach. "With online courses, there are no office hours to seek help when you don't understand something. There are, of course, discussion forums where one might get an answer from another classmate, but it isn't the same as learning in a classroom. Real education involves being inspired by class discussions with professors and analyzing or working through problems together. These qualities don't come through to lectures," he said.

Despite how favorably online courses may seem to many users, the biggest mystery for the future involves the question of whether they will become a predominant forum for education. Rumors have circulated that these programs might make up the next generation of higher-level education, but Stuyvesant students beg to differ. Though Udacity and its conglomerates provide free education, students still stomach the high cost of universities for the benefits of a real-life college experience. To many, going off to college encourages students to become self-sufficient and includes many factors that the Internet simply cannot offer. "Online courses should offer enrichment and a stronger sense of interest in various subjects to students, but they will never replace what a college has to offer: going to college, moving away from home, and raising oneself as a true individual. These experiences are something that online courses can't imitate," Norman said.

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# Features

## New Year, New Teachers

**By SANAM BHATIA,  
HANNAH BRODHEIM,  
and ALVIN WEI**

You know you do it. We've all done it. It's the Stuyvesant way. Every year, students scramble after receiving program cards to get the background story on all of their teachers. Alumni are called up, and upperclassmen are hounded in an obsessive attempt to know what to expect. After a week you can find out just about anything: catchphrases, grading policies, favorite television shows, food preferences. However, there is a specific group that nobody has an inside scoop on at the start of the year: new teachers. Luckily for all of you who just need to know, they've agreed to reveal their extraordinary background stories.



Carol Deng / The Spectator

### **Carlos Bravo, Spanish Teacher**

Carlos Bravo has returned to Stuyvesant this year as a Spanish teacher after teaching here nineteen years ago in 1993. He feels as if he has been welcomed back wonderfully and loves "everything about the school," from the building to the intellectual atmosphere. As a teacher, he hopes that his students "learn to read and write Spanish fluently and use it in their lives," especially if they travel, Bravo said.

He is also writing a book of poems in Spanish and English titled "Ambrosia a Manos Llenas" (Hands Full of Ambrosia) and hopes to publish it soon.



Carol Deng / The Spectator

### **Andrea Fenyves, Mathematics Teacher**

Andrea Fenyves had taught at Hunter College High School for two and a half years before becoming a mathematics teacher at Stuyvesant this year. A mother of four, Fenyves enjoys listening to classical music, specifically compositions by Chopin and Tchaikovsky.

Currently, Fenyves teaches Algebra and Geometry. "It is great to be here at Stuyvesant, but it is a bit overwhelming," Fenyves said. "The students are amazing yet quiet, and I hope they will open up."



### **Catherine McRoy, AP Macroeconomics and Economics Teacher**

Catherine McRoy is a first-generation Polish-American and comes to Stuyvesant with vast experience. Having worked on Wall Street, she understands the pressures of finance. She was a social studies teacher for the GO Project, which provides support for underprivileged elementary and middle-school students and their families in New York City.

McRoy's face may not be completely unfamiliar to Stuyvesant students—she was previously a student teacher at Stuyvesant before becoming a full-time teacher. As an AP Macroeconomics and Economics teacher now, she wants to thoroughly educate her students because understanding the concepts "is important [in the] current financial state," McRoy said.



Jennifer Leung / The Spectator

### **Kaitlyn Lang, Mathematics Teacher**

Math teacher Kaitlyn Lang comes to Stuyvesant with plenty of NYC experience. A Staten Island native who previously taught at Staten Island Technical High School, she has always "looked up to Stuyvesant," she said. She has worked at schools all around New York and Staten Island and has also been an adjunct professor at the College of Staten Island. She hopes, however, that Stuyvesant will be her opportunity to settle down.

Even in high school, Lang had known that she wanted to be a teacher, and the hiring freeze on new teachers that occurred just as she graduated with her master's in Secondary Education did nothing to suppress her desire. She is already enjoying teaching at Stuyvesant, calling her students some of the most polite she has ever known. She says she has never known students before who "won't enter the classroom until I invite them in. I keep leaving them waiting outside."



Philip Shin / The Spectator

### **David Hanna, History Teacher**

David Hanna, a new history teacher, comes to Stuyvesant with a long and fascinating career in tow. Hanna has had years of teaching experience, including nine years of teaching and living in Brazil and Japan. He had originally come to New York City for his master's degree and returned several years ago to work at a charter school. He has always had a "deep love for history," and is happy to be working at Stuyvesant and looking forward to the year, he said.



Alice Li / The Spectator

### **Brian Sterr, Mathematics Teacher**

Having co-founded the non-profit organization TETEA (Tanzanian Empowerment Through Education Association), Brian Sterr not only teaches Geometry

and Algebra II at Stuyvesant High School, but also engages in humanitarian efforts to expand educational opportunities in the country of Tanzania.

Before forming TETEA, which primarily provides scholarships to qualifying Tanzanian students, Sterr had originally served as a U.S. Peace Corps teaching mathematics at a secondary school in Tanzania from 2004 to 2007. "Math is a subject that I really enjoy," Sterr said. "I really like it when students learn and enjoy the beauty of math."

Besides teaching and helping to run TETEA, Sterr enjoys cycling, hiking, and simply spending time outdoors. Before coming to Stuyvesant, Sterr had taught in Lewis and Clark High School for three years. Though Sterr has just begun teaching at Stuyvesant, he believes the culture is apt for teaching and learning.

"Stuyvesant is a tightly knit community, providing an environment conducive to learning and fostering many opportunities for students to reach their full potential," Sterr said.

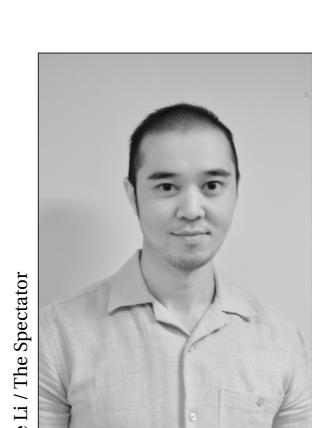


Alice Li / The Spectator

### **Jeffrey Horenstein, Biology Teacher**

Jeffrey Horenstein, the latest member of Stuyvesant's biology department, has previous teaching experience at The Urban Academy of Government and Law and Satellite III MS 103. Trained as a biologist, Horenstein currently teaches Living Environment to ninth-graders.

"It is still early, but everything is nice so far. The biology department has been very supportive, and I am delighted to see the eagerness to learn shown by Stuyvesant students," Horenstein said.



Alice Li / The Spectator

### **Aziz Jumash, Mathematics Teacher**

Aziz Jumash, a new mathematics teacher at Stuyvesant, previously taught at Hunter College High School with his colleague Andrea Fenyves. Jumash earned his master's degree in Mathematics Education at Bard College and his master's degree in finance at Baruch College.

Currently teaching Algebra II/Trigonometry and Geometry, Jumash enjoys teaching geometry and probability with an approach that "involves visualization," he said.

In his free time, Jumash enjoys playing chess, biking, hiking, and taking dance lessons.

For Jumash, Stuyvesant has been a positive experience so far. "I am really happy to be here," Jumash said. "The students are nice and the math department is very welcoming, so I am looking forward to having a great semester."



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14:00 – 15:00	Writing(Grammar)
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16:00 - 16:30	Vocabulary Review / Test
16:30 – 18:00	Review Study / Test

TIME	MON	TUE	WED	THU	FRI
17:00 – 18:30	Computer Actual Test <b>at Home</b>	Critical Reading	Computer Actual Test + Review Test + Vocabulary <b>at Home</b>	Critical Reading	Review Test + Vocabulary <b>at Home</b>
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# Editorials

## STAFF EDITORIAL

### This is Stuyvesant

Trouble in paradise makes the news. Stuyvesant is less than paradise, but it's still a model school whose acclaimed reputation put it on the map in the first place.

Over the past year, that reputation experienced its own roller coaster. We welcomed 13 Intel semifinalists, and then protested the dress code on "Slutty" Wednesday. U.S. News & World report placed us fifth on the list of best science, technology, engineering, and math high schools in the nation; and then we became home to the biggest cheating scandal in New York. Yet, despite this mixed bag we are famous for our mistakes, not our accomplishments. Suddenly, as a result of a few isolated, highly publicized incidents, Stuyvesant students are no longer considered model students or citizens. We've become the face of a negative Stuyvesant brand.

But it is impossible to condense Stuyvesant culture into a single image that will sell magazines or earn page views. Traditionally, Stuyvesant was painted as an institution that pushes its students to the brink, but it's a two-way street—students push themselves. As freshmen, we come in aware of the work that'll be expected of us. We worked hard to get here, and most of us appreciate the competitive atmosphere. It challenges us. We're a school full of students who want to succeed, want that extra 10th of a point on our report card, and want that fourth AP class.

Often when the media talks about Stuyvesant, it implies that we're the victims of the administration, or faceless nerds with graphing calculators and dreams of Harvard. We're not wild animals ready to rip apart each other's throats for a good grade. We're actors, writers, comedians, inventors, and scientists. We shape the school as much as the school shapes us. However, in light of recent events, Stuyvesant is no longer seen as the same school that we strived for in middle school.

On Sunday, September 16, New York Magazine released an article by Robert Kolker titled "Cheating Upwards," which looked into the story behind the cheating scandal that rocked the Stuyvesant community over the summer. It outlined the entire

operation with the help its leader, then-junior Nayeem Ahsan. It also looked into the pressure and the frequency of cheating overall at the school.

Last spring, The Spectator conducted a survey, on which 80 percent of students stated that they had cheated in some form at least once while at Stuyvesant. This is a statistic that has been misconstrued by many publications to make the claim that 80 percent of Stuyvesant students are regular cheaters. In the New York Magazine article, educational psychology professor at Ohio State University Eric Anderman says "close to 85 percent" of high school students will have cheated by the end of high school, putting Stuyvesant's statistics in perspective. But by and large, the small number of Stuyvesant students who regularly cheat, hurting class curves and other students' motivation, aren't representative of us, as a student body.

The majority of us think more like Rachel Makombo, a freshman quoted in a recent New York Times article about the scandal, when she says, "We all want to prove that Stuy is one of the top schools in the city. [...] We don't want to be looked at as a cheating school."

As a result of the cheating incident and the Department of Education (DOE) investigation that followed, some serious changes have been made to our school. As somewhat of a favorite of the city, we've long been able to ignore certain board mandates—we were able to have clubs without teacher supervision, for example, and were also allowed to bring laptops and tablets into school. But now, we're being cracked down upon. The DOE is tightening the rope and reminding us who is boss. Things we were able to skimp on before are now being heavily enforced, as evidenced by the hiring of Brian Moran, the new Assistant Principal of Student Affairs and Family Engagement, here to make sure we're doing what we're told.

Stuyvesant isn't a penitentiary that needs constant supervision. While it is understandable that the administration has become stricter in light of recent events, we do not deserve to be treated like criminals. The problems we are currently dealing with hardly

require constant supervision, and won't be solved with an academic honesty pledge that merely defines cheating, but does not require us to pledge that we won't do it. (Which, some might argue, defeats the purpose of a pledge.)

The document, signed by the entire student body a few weeks ago, is quick to point out that cheating "hurts honest students' chances of acceptance into specialized courses and college." However, it fails to mention the value of academia and knowledge over test scores and Ivy League diplomas. Instead it says, "[Academic Dishonesty] rewards those students who cheat." The document endorses the notion that Stuyvesant is nothing but a feeder school. The contract is being portrayed as an answer to all of our problems, but a closer read reveals that there are deep-rooted conceptions about Stuyvesant that aren't going away with the stroke of a pen.

Ahsan's actions following the original offense are further fanning the flames and causing the students to suffer. In the interview he granted New York Magazine, it is clear that the consequences don't seem to have sunk in. "I didn't know I could have gotten kicked out of Stuy if I pulled this off," he said to Kolker.

The goal is for the entire school to move past these obstacles with our dignity still intact. For that to happen, students shouldn't be treated as criminals by the administration, and students cannot treat the administration as their enemy. There's a tremendous amount of animosity between teachers and students, and it's neither constructive nor accurately placed. Our job is not to fight anymore; it's time to start the period of reconstruction.

Obviously, our reputation is important, but the surface doesn't matter as much as the substance. The media has forced us to become ashamed of ourselves. They conveniently headline our blunders, leaving the public to define us as a scandalous high school, rather than the prestigious one that's home to many talented and assiduous students. We can't let that individuality be taken away in order to save face. Headlines, damaging as they may seem, are temporary, but culture is permanent.



## The Spectator

The Stuyvesant High School Newspaper



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of the  
Student  
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## The Spectator

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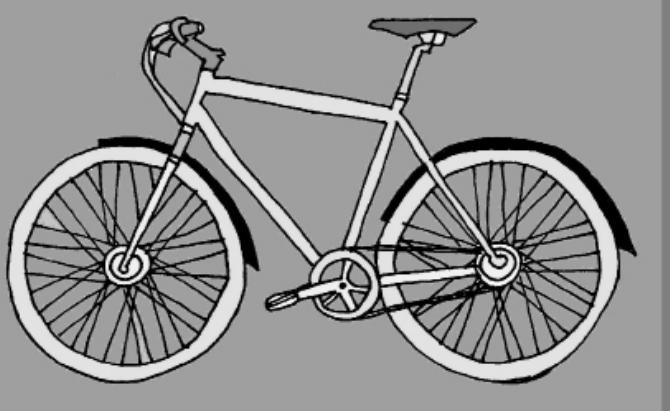
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### FOR THE RECORD

- Information in "Stuyvesant Cheating Ring Exposed" was confirmed by students involved in the scandal, who requested anonymity due to the ongoing nature of the Department of Education (DOE) investigation.
- In "Stuyvesant Alum Prescod Fences in Olympics," it was stated that the US team tied with South Korea. In reality, South Korea won.
- Stuyvesant's boys' soccer team name is the Centaurs, not the Schoolers or Stuyvesant F.C.
- Emre Tetik contributed to the article "A Look Back At A Summer Of Art."

# Opinions

## But Seriously, Don't Tread On Us



Niki Chen / The Spectator

By JACK CAHN,  
NANCY KO,  
and SEVERYN KOZAK

Jack Cahn was in the wrong place at the wrong time. It was an early summer morning, and a reckless driver was in a hurry. She

run.

Following the accident, Jack provided the police with a license plate number, three witnesses, and the location of the incident. It was a trivial case—the officers would search up the driver's license plate number, and arrest her on criminal charges. Yet, at the precinct office, his evidence was returned with a shrug. "We'll handle it."

He returned home with \$800 in medical fees, a battered bike, a crushed laptop, and no retribution. Days dragged into weeks, weeks into months, and the police continually ignored him—refusing to even discuss the case. After three months, he finally spoke to the detective responsible for his case. The detective's words were blunt: "You are our least priority."

The negligence of the driver and the police unearths unsettling truths: people often disregard traffic laws, and traffic laws

are lackadaisically enforced. This ultimately undermines the safety and stability of our city. With the lack of enforcement, Mayor Michael Bloomberg and the NYPD send a broader message to young people: they're telling us that we can commit minor crimes, and receive no punishment.

Jack's case is not an exception. New York City traffic laws are rarely enforced. Jaywalkers don't fear punishment for breaking the light. Bicyclists, faced with a problematic indifference to biker safety, begin breaking laws themselves; they ignore unsafe bike lanes, ride against traffic, and transitorily provide an obstacle for motorists. The drivers, in response, turn a blind eye to pedestrians and bikers alike, forging a

treaty for cyclist deaths." Traffic crimes go unpunished and unaddressed, and the reckless remain on the streets.

This issue is especially pertinent today as the magnitude of traffic increases dramatically. The past decade has given rise to a blossoming bike culture within NYC, as growing numbers of city-dwellers turn to the bicycle for leisure, recreation, and transportation. Statistics provided by the Department of Transportation (DOT) indicate that the number of bike commuters has doubled over a period of only four years. As the number of bikers is exponentially increasing, the DOT must make a choice: revise policies, or watch hundreds more suffer from preventable traffic accidents.

Though certain changes, such as the introduction of bike lanes, have already been implemented, they are far from sufficient. Cars simply drive over the lanes because there is no enforcement of traffic laws, and there aren't enough bike lanes to make a substantial impact in the New York metropolis. In certain neighborhoods throughout the city, bike lanes have been built with a row of parked cars separating the cyclists from moving traffic—and that's great. But the majority of the lanes introduced don't have this feature. This is especially worrying, considering the planned "Bike Sharing" program to take effect in March; as the city gears up for mass bicycle transportation, it must ensure the safety of its bikers. We require greater, further-reaching reform. We require a revision of the basics.

First and foremost, the DOT must crack down on traffic law enforcement. A study performed by the Pennsylvania Transportation Institute reveals that driver behavior and compliance reflects the level of law enforcement more than actual street laws. We need enforcement to give meaning to street law.

Finally, the DOT must impart increased awareness of the vast consequences of irresponsible driving to our car drivers, motor-

**The government must reform its policies, enforce its traffic laws, and save lives.**

## You are our least priority.

made an illegal turn and slammed him off his bike, his head colliding with the car before he toppled to the ground. A crowd of people encircled him as the driver sped away, marking a classic hit-and-

hostile street environment. The magnitude of individual crimes is irrelevant; little is done about the issue at all.

The website Transportation Nation reported in the spring of 2012, "Last year, 21 cyclists died in vehicle crashes in New York City. But only two drivers were arrested and local district attorneys are hard pressed to cite convic-

cyclists, and bicyclists to minimize future accident rates. They must inspire diligence in citizens through television commercials and public advertisements regarding driver safety—and not just DUI.

Inside Stuyvesant we have often worried about the administration "treading on us," as former Opinions columnist Daniel Solomon ('12) inked. But once we walk out the doors and down our bridge, we should hope that the streets of New York City don't tread on us either.

## Fundamentals of Hate

By DANIEL TEEHAN

As most students struggle with the secular topics of science and history, we may not be fully aware that there is a cosmic war being precipitated around the world. In perpetual preparation for the imminent holy struggle, pious and devoted soldiers of the one true god have been battening down the hatches, buying up automatic weapons and training for this climactic struggle against their mortal enemy. In their eyes, the signs are everywhere, the foe is always growing in size and influence and they are true defenders of the faith. While you and I may not subscribe to this particular perception of reality, for the radical Christian fundamentalists in this country, and radical Islamic fundamentalists in others, this is the only reality, and day by

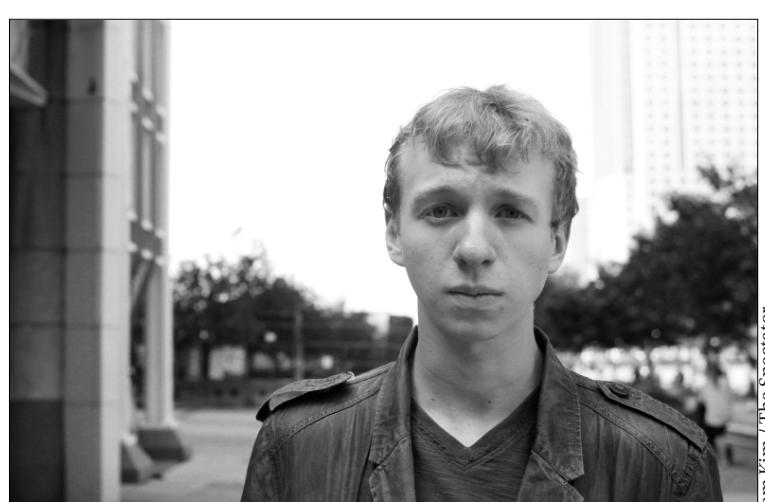
day it is coming to pass.

Have no doubt: there are significant differences between the groups. Their methods of following through on their ideologies are intimately shaped by the environments in which they operate. In the Middle East, where decades of American intervention and support of dictators has fostered widespread antipathy towards the United States, and the volatile demographic of unemployed youth is sizable, the militants have a greater recruiting base to tap into. The general absence of a strong separation of church and state, combined with a lack of religious diversity, makes the religious rhetoric of extremist groups more resonant with a larger percentage of the population. Decades of autocratic oppression and intermittent civil and foreign wars have made

the use of violence a more common recourse for discontented parties. In general, the unstable and tumultuous nature of much of the region has lent itself to conspicuous demonstrations of force as a means of implementing the fundamentalist vision.

The Christian extremists, on the other hand, use characteristically American techniques to disseminate their hatred and intolerance. The right to free speech, the great facilitator of social change and possibly the most important distinction of our democracy, is now used to spread messages of prejudice and bigotry, deface precious Islamic texts, and most recently, to create a slanderous and offensive video which would have been almost comedic in its sophomoric attempt at criticizing Islam if not for the calamitous events it precipitated. The right to bear arms, a freedom with only a long list of homicides to its name, continues to provide to these hate driven fundamentalists the weapons they have been using for decades to lash out in wanton violence. The freedom of religion, a right associated with the first colonists to this land, is now being abused to form paramilitary groups in the backyards of churches, tax-exempt property where God's soldiers can train to kill Muslims, Jews or any other group that doesn't fit into their narrow minded view of the world. These militant organizations are actually the most analogous to their Middle Eastern counterparts, as some openly aspire to establish for themselves in America the theocratic rule that the Taliban once held in Afghanistan.

What neither of these groups will ever acknowledge is that their respective activities are driven by a common group psy-



Sam Kim / The Spectator

chology imbedded in their religious traditions. A contemporary understanding of religion is that it evolved to promote group solidarity, and we can see this in one of the most positively perceived qualities of both Christianity and Islam: their ability to bring people together into an altruistic group through beliefs and practices. However, the problems of fundamentalism turn the ideological borders of the group into fortified bulwarks, and the way that the ardently faithful treat those outside their narrow faith community follows as a result. As the only people abiding by the law and carrying out the will of God, perceived threats to their group take on far elevated significance. For those who truly believe that they are the protectors of the faith, the faith must be defended by any means possible. Given this world view, the existence of even a relatively marginal opposing fundamentalist group confirms their notion of a cosmic conflict and both provokes and justifies an extreme reaction; in this strange way each of these radical groups simultaneously depends on and amplifies the fanaticism

# Opinions

## Telescreens and Timelines

Philip Shin / The Spectator



By SEVERYN KOZAK

George Orwell's Oceania failed. Despite political and structural stability, his archetypal utopia founders upon its glaring flaw: the practice of forced surveillance, the ever-

**Would any sane individual willingly sacrifice his or her privacy? Apparently, they'd love to. After all, 900,000,000 people accomplish just that every day. And that's just Facebook.**

watching "telescreen." But is not all surveillance, by nature, "forced"? Not necessarily. Recent years have seen the emergence of a vastly superior approach to public observation, one which Orwell had not considered; what if people began conducting such observations upon themselves, of their own accord? No more telescreen, no cameras. Impossible? Improbable? Would any sane individual willingly sacrifice his or her privacy? Apparently, they'd love to. After all, 900,000,000 people accomplish just that every day. And that's just Facebook.

The past decade has witnessed the meteoric rise and evolution of social networks; pioneering internet ventures have blossomed into one of the modern day's most integrated and pervasive industries. Accompanying this remarkable growth are the benefits of a readily interconnected society: a convenient method of contact; an accessible, collaborative forum for peers and colleagues; a front for interaction between strangers and friends alike.

Additionally, scores of considerably superfluous byproducts have surfaced: profile

pages, Walls, notification feeds, the dreaded Timeline. Their arguable excessiveness notwithstanding, the updates have become staples of nearly all social networking atmospheres, and carry substantially grander potential than was first made apparent.

A wealth of information may be gleaned from these pages, and inferences drawn, all to the effect of structuring intricate, accurate, and personalized profiles. To elaborate: a profile page publicizes user activity, which amounts to the posting of comments, personal thoughts, status updates, photograph uploads, and other customized information. While rendered worthless on an individual scale, these 'user inputs' allow for a detailed study when present en masse. Recurring behavior might be easily detected and analyzed with the breadth of available data; then, with the meticulous application of study tools and methods, we may highlight generally unapparent habitual patterns.

Data regarding the subject's political views, religious thoughts, opinions on various disputed topics, interests, hobbies, and any other personal preferences can also be stockpiled. Why? Because every other user updates his or her status twice a day, detailing just that! Thus, social networks may (and should) be used to compile elaborate and dense user-profiles, which can allow for multi-purpose experimentation and usage.

Yes, the validity of information present on networking

profiles remains (very) questionable. Yet, the services possess an ever-growing user community. They are most popular amongst younger demographics, hinting at increased sway in the years to come, and boasting growing frequency of usage. Lastly, all user-inputs are valuable whether true or not, hinting at trends and habits. These facts promise increased legitimacy of conclusions drawn from social-networking data, only reinforcing the plausibility of social experimentation and network analysis.

I believe such data-gathering and analysis must be encouraged and undertaken; firstly, the possibilities offered outweigh a simple (yet significant) breach of privacy. The compilation of a database of definitive, user-specific profiles allows for numerous ap-

scenarios, studies may begin encompassing interactions and relations between individuals in various settings. Security organizations would benefit from access to the information, noting alarming activity and disturbing patterns, and possibly preventing potential crimes before they occur.

Such prospects are ambitious, yes, but what of plausibility? How will any of this gain public traction? It already has. A prominent example: law enforcement agencies requisition user-data on a regular basis (recent reports reveal that 80% of legal investigations involve social-media data requests); certain police sub-sects have even compiled frameworks of criminal 'profiles,' incorporating Facebook information, and analyzed it thoroughly with various software. We're far past the realm of theories.

Now, the matter of privacy: yes, there is a definite shock-factor. It's rather difficult to turn a blind-eye to such nonchalant intrusiveness, but, frankly, we'll be subjected to similar activity one way or another. Facebook stores vast archives of user information (extending far beyond a "first name, last name" basis). European users who, under the guise of a certain data-protection law, have requested such information have received files over one hundred megabytes in size, and one thousand pages in length. Another example: China upholds a long-standing relationship with media-censorship and network monitoring; incrimination on the basis of a post or comment has become commonplace. A third: U.S. security agencies routinely monitor web-traffic for keywords which are often found on social networks, in user-uploaded text. The data-gleaning will hardly cease, unless people refuse social network usage entirely (improbable, given recent trends). Now, therein lies the beauty of the services. Users develop a desire to publicize their thoughts and actions, within a medium where such information is trivially sifted through and recorded. It's akin to mapping out one's life in a manner

that allows for easy documentation and inspection; in fact, isn't Facebook's Timeline just that?

It's beautiful; why force surveillance onto an individual, when the individual forces surveillance onto himself? Worrying, because of the dystopian implications? Somewhat. But, the potential? Immeasurable.

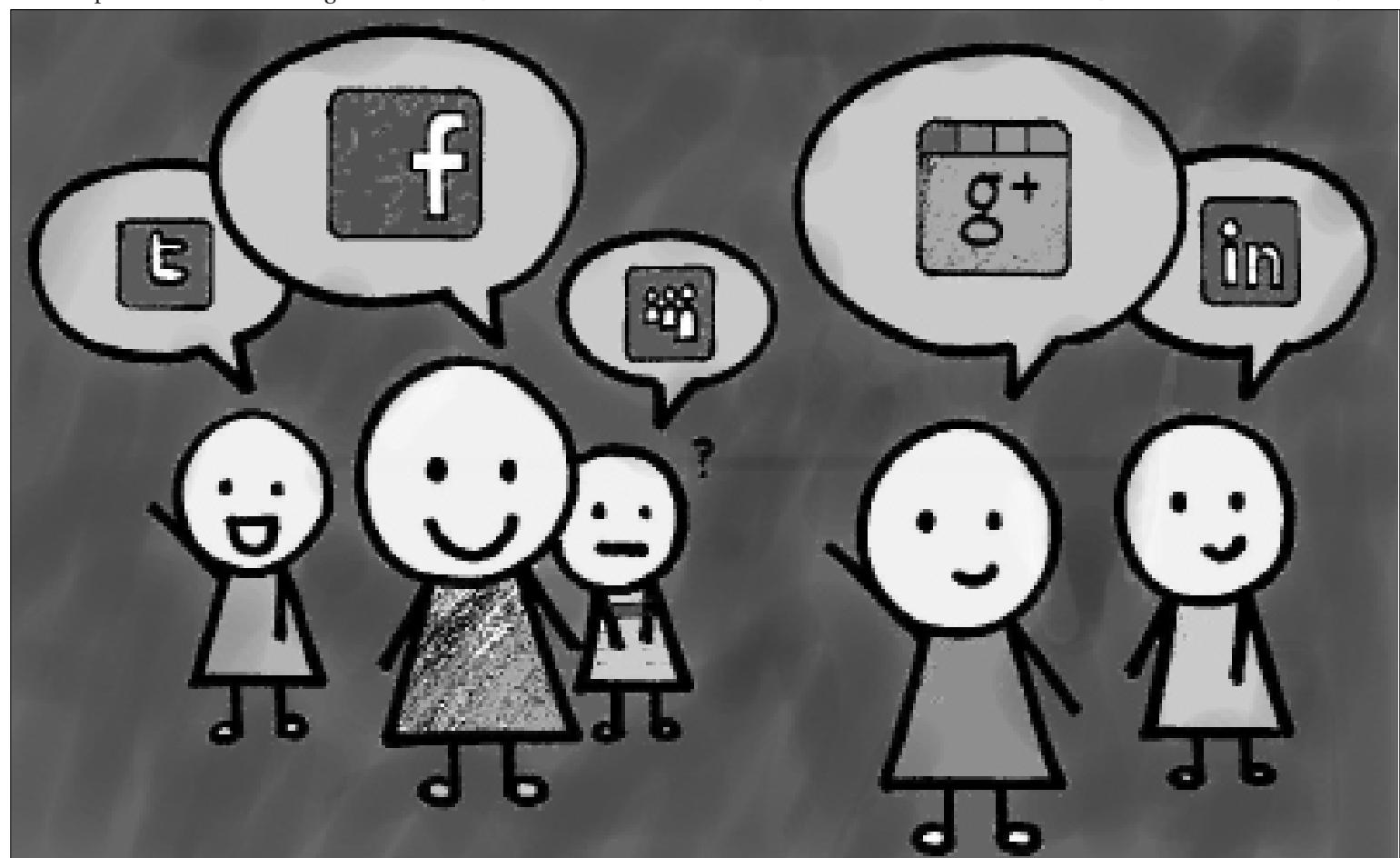
Thus, my belief remains adamant: we must promote the exploitation of social networks in the interest of potentially beneficial results. The benefits are numerous enough to outweigh any loss: we may finally document and study spontaneous, "real" human behavior and actions. We'll be able to conduct experiments that earlier sociology never dreamed of. In addition to satisfying academic tastes, the information will serve security and organi-

**Data regarding the subject's political views, religious thoughts, opinions on various disputed topics, interests, hobbies, and any other personal preferences can be stockpiled.**

plications: sociologists may study profiles in the interest of examining behavioral patterns, or mapping reactions to certain stimuli (by analyzing user activity). In more complex

**It's rather difficult to turn a blind eye to nonchalant intrusiveness, but we'll be subjected to similar activity one way or another.**

zational purposes. Bottom line is: the applicability is nearly uncapped. It's extraordinary. Admittedly, numerous risks and pitfalls line the path to successful manipulation and use of information traffic; I, however, believe those risks must be taken, and pitfalls tested. This is the epoch of social networking. This is an opportunity.



Wei Dan Yang / The Spectator

# Opinions

## The Better Bargain

Mark Zhang / The Spectator



By OLIVIA FOUNTAIN

*"Bioelectricity: A Quantitative Approach."*

*"Introduction to Philosophy."*

*"Fundamentals of Pharmacology."*

*"Fantasy and Science Fiction: The Human Mind, Our Modern World."*

*"Algorithms, Part I."*

At this point, I snap my laptop shut and think about changing out of my pajamas. I've been browsing Coursera.org, a startup founded in 2011 with a mis-

sion to "give everyone access to the world-class education that has so far been available only to a select few." Those are just five out of the 124 free online courses offered by the fledgling company, which boasts access to classes from 16 world-renowned colleges: Stanford University, University of Pennsylvania, Johns Hopkins University, Duke University, and Princeton University, just to name a few. Classes are taught through YouTube videos of lectures, online readings, and assignments and quizzes that are submitted via the Internet and peer-edited by other students enrolled in the course.

I have yet to take a class—most don't start until the end

of September—but the idea behind Coursera is revolutionary. Free education? Sign me up! Knowledge for all? Huzzah! These classes don't count for any actual credit (yet), but the fact that anyone with an Internet connection can take essentially the same classes as an Ivy League student is telling of the global age we are entering.

I'm in the process of applying to Princeton (I should be working on my supplements instead of writing this article), and while wearily trawling collegeboard.org for the billionth time, I can't help but notice that the fees for a year at Princeton add up to over \$51,000.

In a perfect world, I'll be given a bit of money by whatever institution I end up attending. However, my family will still ultimately have to pay a substantial chunk out-of-pocket – like it or not, that's a sad reality of college. But for a school like Princeton, it's easy to rationalize the debt by telling myself how worth it this all will be because it's a fantastic school and the level of learning I'll be doing there and the teachers I'm exposed to will result in a fancy diploma which will result in me living happily ever after.

Except for now, even if some miracle ends up getting me into Princeton, I won't be the only

one taking classes like "A History of the World Since 1300." Nope, that's a class anyone with WiFi can take—it's one of the classes Coursera offers. It's awesome to get something for free when other people are paying for it, but I'm preparing to become one of those "other people"; I'm ready to shell out \$1k for a chance to take some of the same classes that are posted free online.

Obviously, there are some things Princeton provides that Coursera cannot—the true college experience, the classroom environment, the one-on-one teacher relationships, and, of course, that diploma that I'm told will prepare me for life beyond the college green. But higher learning institutions are, at their core, about just that: learning. Great schools don't get noticed because of their pretty campuses or seven thousand a capella groups; they get noticed because of the quality of the education they provide. They get noticed because of their teachers and their outstanding courses.

That a university like Princeton is willing to put a stripped-down version of their classes on the World Wide Web but still has the audacity to ask someone like me to pay an exorbitant fee for a slightly embellished version

makes me feel as if students in my position are getting the bad end of this bargain.

But what will I, as a college student, be getting that a Coursera user isn't? College credit, for one. I'll have the benefit of one-on-one teacher time, collaborating with intellectual equals, and being totally immersed in a scholarly environment. I'll get a campus, people, frat parties, clubs, dorm life. But most important is that square cap I'll don after my four years of school, and the diploma that gets handed to me on my graduation day. That diploma is supposed to be my passport to success, a way to let employers know "I went to Princeton, I did well in these impressive classes, I'm the perfect candidate for this job you're offering."

But the thing is, there are thousand other people all over the world who may have done well in the online classes I took. They might be even more motivated and intelligent than I am, they may have gotten more out of the course than I did. They just don't have the diploma.

So it comes down to that. I'm paying for a diploma. And that doesn't feel like a very smart thing to be doing.

## The Nanny State Comes to Stuyvesant

school, freedom is beginning to be replaced by bureaucracy, and the nanny state has finally penetrated Stuyvesant. Let me be clear, this is not an article about cheating, but rather about how cheating has catalyzed the "nannification" of last strongholds for sane government and individual freedom – and how we must fight to stop it.

The nanny state started with the perception that Americans are stupid and that the federal government had the moral obligation to protect them. Many States, with New York and California at the helm, soon joined the "nanny club." Local governments began to see the value in telling citizens what they ought and ought not to do. New York City, under Mayor Bloomberg, has spearheaded the move toward more intrusive local government. Under the elitist guise of protecting American citizens from their own idiocy, the nanny state has begun to take over our lives.

Here are some bi-partisan examples of government intrusion:

Can a woman decide whether or not an abortion is right for her? No, that's the nanny state's job.

Can I decide what size soda I want to drink? No, that's the nanny state's job.

Can children run lemonade stands to raise money for hurricane victims? Not unless they can a permit from guess who?

Should I buy health care? Why ask the question – the nanny state has conveniently answered that one for me too.

According to a recent article in the "Carolina Journal," authorities are even threatening to imprison a blogger who wrote about his heroic fight against diabetes through the Paleo diet. Their reasoning? He doesn't have a license to distribute advice about nutrition.

Aspects. Where teachers weren't afraid to challenge us; reveal their love for math, chemistry, or European history; laugh or be serious. It was beacon for the hard working and a fortress from bureaucracy. We avoided wasting our time on tedium – instead we focused on becoming the best.

Much of this is still the same. Our culture, specifically, is un-

changed. Yet, the nanny state has begun its campaign to suck us into the lethargic bureaucracy that starves growth. The DOE – the epitome of stagnation and government incompetence – has taken Stuyvesant under its direct control. Rather than help the school to fight cheating, as it claimed, it is undermining the administration's ability to run their school effectively. The administration – who have much more experience than the DOE and who work with students day-to-day – should be the ones dealing with students, not outsiders.

Their first move was to bring a "warden" to the school administration. With the so-called title of "Vice Principal of Student Affairs and Family Engagement," Mr. Moran's role is to confiscate students' cell phones and reprimand teachers who aren't strict enough in enforcing DOE policies. Along with him, come multiple DOE "monitors." One teacher noted "everyone is being watched."

She was right. Teachers are afraid not to confiscate cell phones. They are afraid of being targeted. Students were asked in the recent academic honesty contracts to report each other if they see any dishonest behavior. Gone are the days of freedom to learn. In are the days of the overbearing bureaucracy.

It seems that New York City is following the precedent set by the rest of this country. Take control out of experienced, interested parties, and give it to government PR Directors who know how to spin stories and avoid bad press. They are replacing effective rule with increasingly centralized authority.

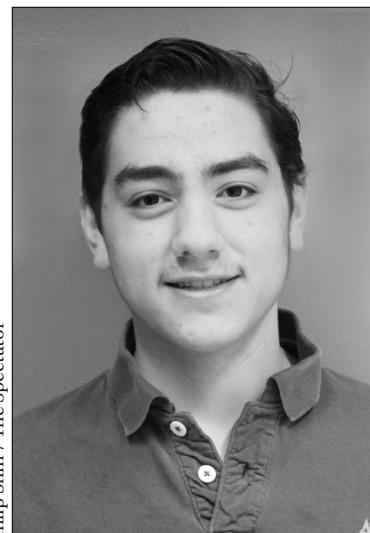
At Stuyvesant, this means that our administration is unable to combat cheating in the ways that they know best, causing a growing rift between students and administrators, as

well as other serious issues. We might disagree on many things, the administration and the stu-

**Thomas Jefferson, who famously said, "I predict future happiness for Americans if they can prevent the government from wasting the labors of the people under the pretense of taking care of them," would be ashamed with the current state of affairs.**

dents, but we do agree that the best way to solve our differences is to work together toward novel solutions – without interference from the nanny state.

This is not a temporary problem and it will not be solved easily. Unless we can find a way to shrink the nanny state, she will continue to stifle productive growth. Here at Stuyvesant, our battle might feel insignificant in the greater scheme of things, but we are the last stronghold of integrity and competence. If we fall, who will be left?



By DAVID CAHN

You can run, but you can't hide. The nanny state is growing exponentially; she's everywhere. You can't escape!

For me, Stuyvesant is a school that represents everything America's founders hoped for. A place where merit – not birth – determines social status, and where the children of immigrants can find a sense of equality and be motivated to rise above their parents' humble circumstances to join the ranks of intellectuals, leaders, and entrepreneurs that make this country great. Stuyvesant has preserved this culture because the school's administrators were given much leeway in how they ran the school, and because students were endowed with a sense of responsibility for themselves, and a definite sense of freedom. Therefore, while the rest of America has stagnated under the burdensome rule of big government in recent years, Stuyvesant has continued to produce Intel winners, Writing Contest Champions, National History Day winners, and much more.

Yet, in the aftermath of a cheating scandal that rocked our

**Let me be clear, this is not an article about cheating, but rather about how cheating has catalyzed the "nannification" of last strongholds for sane government and individual freedom – and how we must fight to stop it.**

# REFLECTION ON THE 101ST NATIONAL DAY OF THE REPUBLIC OF CHINA (TAIWAN)

## 中華民國 101 年國慶感言

■ By Alfred Tsai, President  
Taiwan Cultural Society  
October 10, 2012

The 10th of October marks the 101st National Day of the Republic of China. Remembering the difficulties confronted by Dr. Sun Yat-sen and the revolutionary martyrs in establishing a democratic republic and acclaiming the dual miracles of economic prosperity and democratic development achieved in the Republic of China on Taiwan, compatriots at home and overseas Chinese join in celebrating this occasion of momentous historical significance.

The Republic of China has undergone a century-long course of development, not only ensuring the security of Taiwan and its neighboring islands, preserving the lifeline of traditional Chinese culture, and creating economic progress and political development in Taiwan, but also clearly proving to the world: that Chinese people are capable of establishing a constitutional democracy and of practicing democratic politics! Today, government by democracy, respect for human rights, advocacy of peace, and renunciation of force have evolved to become universal values abided by the Republic of China and by the international community.

The Taiwan Experience engendered by the hard toils of the 23 million people of Taiwan confirms not only the positive

value of the Republic of China's existence, but also its significance as a common asset to the Chinese community and to people on both sides of the Taiwan Strait. In celebrating the Double Tenth Day, it must not be forgotten that the aspiration of Founding Father Sun Yat-sen was to establish a free and democratic nation with equitable distribution of wealth. The authorities in mainland China ought to move courageously in that direction.

Although the times and our surroundings change, our national spirit and our confidence in Taiwan remain steadfast. The people of Taiwan are determined to play a meaningful and constructive role among the family of nations. The Republic of China yearns to be a fully recognized and respected member of the international community. May we share the fruits of our democratic triumph and economic progress with our friends and allies from around the world.



For more information, please contact us:  
Taiwan Cultural Society  
of Stuyvesant High School  
[www.stuytaiwan.com](http://www.stuytaiwan.com)

■ 台灣文化社社長 蔡而復  
2012年10月10日

欣逢中華民國 101 年雙十國慶，追念國父孫中山先生與革命志士創建民主共和之維艱，感念中華民國在臺灣締造之政治與經濟奇蹟，國內同胞與海外僑胞皆以歡欣鼓舞的心情，共同慶祝這一極具歷史意義的時刻。

中華民國歷經一世紀之發展，不僅確保臺澎金馬安全，延續中華文化命脈，開創臺灣經濟與政治奇蹟，而且還清楚地向世界證明：中國人有能力施行民主憲政、運用民主政治！今天，講求民主、尊重人權、崇尚和平、拋棄武力已成為中華民國與國際社會共同信守的普世價值。

兩千三百萬人民胼手胝足所創造的臺灣經驗，不僅印證了中華民國存在的正面價值，也應該是華人社會及兩岸人民的共同資產。紀念辛亥雙十就不能割裂歷史，不能忘記三民主義的建國理想是要建立一個自由、民主、均富的

國家，中共當局應勇敢地朝這個方向邁進。

時代在變，環境在變，我們熱愛國家、熱愛臺灣這塊土地的信心，始終未曾改變。我們期待，世界終將瞭解，臺灣人民願承擔責任，奉獻一己之力，扮演和平且具建設性的角色。我們深信，有一天，中華民國定能傲然挺立，成為受國際社會尊敬之民主國家。最後，敬祝中華民國國運昌隆，全體師生身體健康、萬事如意！



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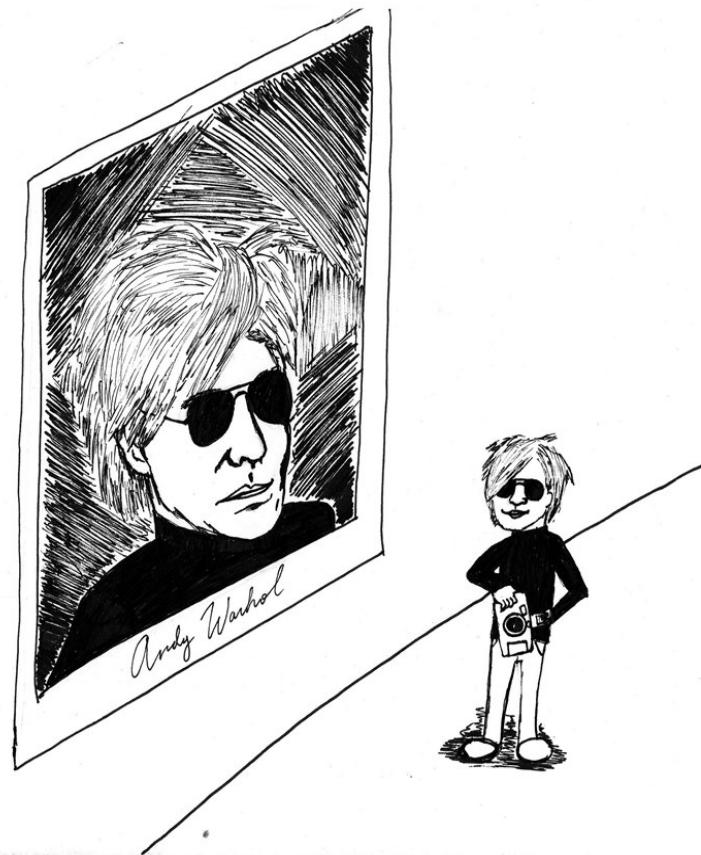
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# Arts and Entertainment

Art

## Death, Consumerism, and Cat Litter: 50 Years of Pop Art at the Met



By MATTHEW DALTON

The term "Pop Art" calls to mind giant images of Campbell's soup cans, colorful silk screened images, and the eclectic group of transvestites, junkies, and artists lounging around the Factory, Andy Warhol's New York Studio. Perhaps most immediately, it calls to mind Warhol himself, the leading figure of the movement. However, familiarity with Andy Warhol does not mean you know Pop Art. Under the umbrella of Pop Art lie many different artists and media, including painting, film, sculpture, and everything in between. An unfortunate se-

array of artists from contemporaries of Warhol to modern artists who were influenced by the original Pop Art movement of the 50s and 60s. The MET mixes Warhol's works with those of other artists evenly, with each of the 12 galleries in the exhibition addressing a particular theme that Pop artists and their modern descendants often tackle in their works, including American consumerism, fame, and death and destruction.

The gallery on American consumerism stands out because it deals with the topic from both ends of the spectrum: the wonderful opportunities it provides and its darker inner workings it hides beneath the surface. Warhol, a proponent of consumerism in his early career, is often quoted for saying that the homeless man on the street drinks the exact same Coke that the President drinks. This positive attitude towards consumerism is seen through the gleaming colors of Warhol's works here. The boxes of Brillo pads, the Campbell's soup cans, and the rows of Coke bottles jut out at any audience with untarnished reds, whites, and blues, representing patriotic colors of consumerism. In a conscious effort to display the dual nature of consumerism in the eyes of Pop artists, the MET displays Todd Lim's "Cat Litter," a work where the underlying darker side of consumerism is exposed. The work is a hand painted bag of cat litter leaning against the wall in one corner of the gallery. At first glance, it appears to project the same message as Warhol's Brillo Pads: the product is a triumph of materialism. But as one continues to stare, the cat litter bag begins to feel out of place. There is a foreboding sense that the bag has forced its own entry into a wholesome American home. Perhaps the bag represents the malicious presence of materialism invading your life, or maybe it's just a bag of cat litter; it does not matter. The point is

**Whatever  
Pop Art means  
to you, it is  
safe to say  
the very first  
thing you  
think of is  
Andy Warhol.**

cet is that this famous movement that began in the 1950s maintains a significant presence in the artistic world today. Almost all other artists in the Pop Art genre have remained hidden to the general public under giant silkscreen shadow of Andy Warhol.

"Regarding Warhol: Sixty Artists, Fifty Years," an exhibition at the Metropolitan Museum (MET) running from September 18th to December 31st, attempts to find a balance between displaying lesser known artists of the Pop Art movement and honoring Warhol's work. The exhibition presents a wide

Lim made you think about an everyday object in a new way, which is the real objective of Pop Art.

Unfortunately, other galleries are not as moving. The gallery on celebrities has its moments, such as a life size black and white photograph of Fidel Castro, by Hiroshi Sugimoto or Warhol's "screen tests" of Lou Reed and Nico that expose the humans hiding behind the curtain of fame. In both these works, these "celebrities" are presented without any fantasy context attached, allowing us to see the person, not the star. Nonetheless, as the gallery drags on, it begins to rely on the appeal of celebrities rather than the theme of stardom. Jeff Koon's "Michael Jackson and Bubbles," a porcelain white and gold statue of Michael Jackson reclining with his pet monkey, does little more than reinforce images fed to us by TMZ and Access Hollywood.

Despite the occasional cluttered and unfocused feel to the gallery, this exhibition is very enjoyable, and above all accessible to anyone, even if their

**The boxes of  
Brillo pads,  
the Campbell's  
soup cans,  
the rows of  
Coke bottles  
all grab your  
eyes with  
untarnished  
reds, whites,  
and blues,  
the patriotic  
colors of  
materialism.**

only prior knowledge of Pop Art comes from Art Appreciation. The exhibition is humorous at times, and thought provoking at others, causing the viewer to consider the society we live in today, as seen in Tom Sach's "Chanel Chainsaw," a menacing all black chainsaw made out of Chanel shopping bags.

The exhibition ends on a high note: the last gallery is a recreation of a Warhol show from 1966 that invites you to walk through a room whose walls are covered in Warhol's yellow and pink "Cow Wallpaper" with Velvet Underground tunes playing in the back. The room is filled with large, silver balloons, which you may bat around as you please. Interacting with the art, you feel as if you could just as easily be back at Warhol's art studio, The Factory, enjoying your own "fifteen minutes of fame."

## Wandering Around Wondering: Straying from the Classics

By OTHILLA WLODARCZYK

In the rather empty neighborhoods around Dean Street, Brooklyn, graphic designer Mike Perry managed to brighten up the atmosphere with his recent exhibit "Wandering Around Wondering," which surrounds his book of the same title. Perry is a multi-media designer who is known for his imaginative drawings, patterns, prints, books, and much more. A man of many talents and known for his unique creativity, Perry started his career by making and selling t-shirts and putting his designs out on the Internet, as well as through his other job at Urban Outfitters.

If you aren't familiar with Perry, you may be thrown off when one of the first pieces seen at his exhibit is a wooden three-walled house with a triangular roof. The playful piece not only is there for aestheticism, but also conventionally used to display Perry's gift shop. Gifts range from printed T-shirts and totes to patterned wallets and bean bags. Most of the pieces of the gallery are on sale as well, though at pricier rates. Luckily, the exhibit itself is free of charge and just minutes away from the C, 2, 3, 4, 5 trains and shuttle.

The show is split into two general sections. One covers multiple works from Perry's "Wandering Around Wondering," which contains photos of his many prints, drawings, patterns, and paintings, as well as multiple thoughts and articles from Perry. The other is a selection of prints from Perry's book, "Pulled: A Catalog of Screen Printing," which is a collection of many other designers and artists along with some of his own work. All the pieces shown at the gallery are untitled and are not accompanied by descriptions, thus allowing the viewers to decide their own meaning behind them.

Quite unlike that of a stan-

dard art exhibit, the overall atmosphere of the gallery is very quirky and fun-filled. One piece that shows this is a collection of three black and white glossy sandwich models, placed in a row next to each other, behind which stands a wall covered in different variations of a colored print of one of the sandwiches. Another crowd favorite is the largest and, perhaps, the boldest painting: a large black and white mural of many cartoon-like drawings painted by Perry and two others. This piece was accompanied by a video on loop of the whole painting process, making the mural even more engaging. "He [Perry] really managed to curate well and make the warehouse space look homely," junior Isabel Le said. "Every poster, painting, and model managed to jump out at me in a new and interesting way."

What truly separates this exhibit from many others is Perry's ability to connect and spend time with almost all of his exhibit's attendees. He is present at most times during the exhibits hours (Tuesdays-Sundays from 1 p.m. - 6 p.m.) and has planned many artistic events that will occur at the space. Among these are multiple drawing, typography and zine workshops. Registration for these events is open online. However, some of the workshops are already full since space is limited.

"I would actually come back to see this exhibit again, just because I don't think anyone is actually able to capture all of its greatness in one shot," said Le, while sitting on the large pink and purple rock perched on the sidewalk in front of the gallery. At the very least, this exhibit guarantees a good laugh to even the most detached viewer. With its colorful and entertaining atmosphere, this exhibit, available until November 20th, is the place to go for a little adventure after a long day.

## Arts & Entertainment News-in-Brief

By THE ARTS AND ENTERTAINMENT DEPARTMENT

*We know that not all of you always have the time to scour the art world for the latest happenings, so here are a few recent headlines for you:*

- Legendary performance artist Marina Abramovic charged with assault after her latest show at the Guggenheim.
- Primate researchers at MIT show that baboons demonstrate a profound understanding of Postmodernism.
- Fans of Sigur Ros can actually differentiate between the band's songs, scientists at Reykjavik's Institute of Au-
- ral Sciences say.
- Random House slated to release "50 Shades of Grey" audiobook by Morgan Freeman.
- Cast of upcoming "Expendables" 3 announced, including Michael Cera and Jesse Eisenberg in lead roles.
- Marilyn Manson endorses Mitt Romney for his "strong, Christian values."
- John Cage to curate exhibition at a gallery in Chelsea; show set to run through 2433.
- Research conducted at Oxford University shows that listening to atonal music while studying can lead to poor academic performance and juvenile delinquency.

# Arts and Entertainment

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## Taken 2

The chilling French film "Taken" (2008) found protagonist Bryan Mills (Liam Neeson), a former CIA operative, saving his daughter from a kidnapping during a trip to Paris. In "Taken 2," Mills's ex-wife Lenore is abducted—surprise!—by a gang whose ringleader Mills had murdered. Neeson once again plays the cunning savior to keep the ones he loves safe in what looks to be a high-stakes, heart-racing action flick.

*Release Date: October 5, 2012*



## Coming Soon to a

### Wuthering Heights

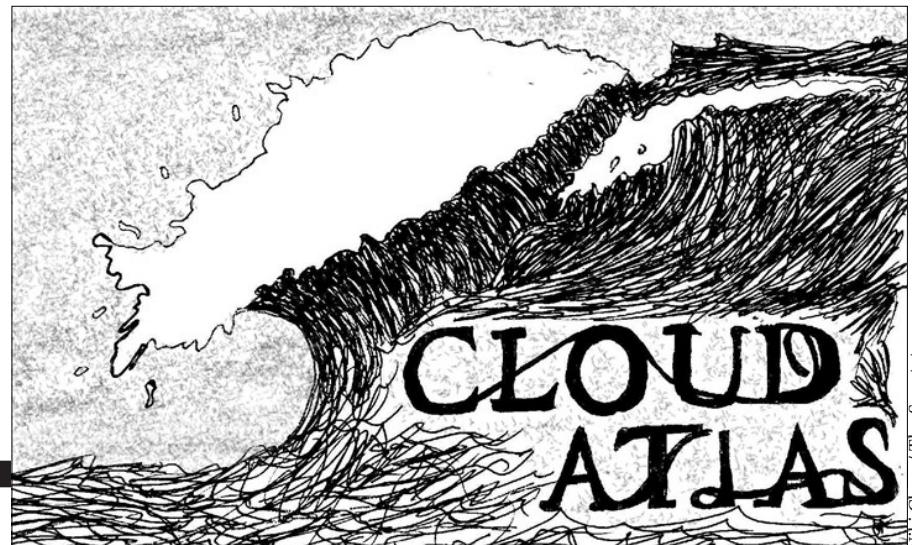
Emily Brontë's "Wuthering Heights" is a love story full of tragedy, betrayal, and dark, brooding passion, set against a backdrop of a moody Yorkshire moor. Director Andrea Arnold brings to us the newest adaptation of the novel, giving intensity to the story with raw cinematography and an edgy cast—Kaya Scodelario, of "Skins" fame, plays Catherine Earnshaw, and newcomer James Howson takes on Heathcliff.

*Release Date: October 5, 2012*

## Argo

During the 1979 Iran hostage crisis, six Americans escaped, finding shelter in a Canadian ambassador's house. In order to get them out of the country, the United States government convinced the Iranian government that the hostages were scouting crewmembers for an in-progress film titled "Argo." Joshua Bearman's 2007 Wired Magazine article "How the CIA Used a Fake Sci-Fi Flick to Rescue Americans from Tehran" has been adapted as a "based on a true story" script, so some creative license has been taken. But "Argo" looks to be a thoughtful political action drama, and the story it tells is undeniably affecting.

*Release Date: October 12, 2012*



## Cloud Atlas

Based on David Mitchell's novel of the same name, this movie weaves threads through human history. Six souls, centuries apart, read the stories of those who came before. The movie aims to show how "the actions and consequences of our lives impact one another throughout the past, present, and future," according to its official synopsis. The film has already come under fire for its use of "yellow-face" in portraying a futuristic Korean society; rather than cast Korean actors, the film chose to use makeup and prosthetics on the stars. However, it was screened at the 2012 Toronto International Film Festival to a standing ovation, promising, if nothing else, a provocative show.

*Release Date: October 16, 2012*

## Breaking Dawn - Part 2

It's been a long journey, but after five films in five years, the "Twilight" Saga comes to a close, with "Breaking Dawn - Part Two" marking the end of an era for "Twihards." This finale focuses on newly created vampire Bella Swan (Kristen Stewart), who is forced to protect her newborn daughter from the bloodthirsty Volturi clan. While the series itself has provoked extreme reaction from all areas of the spectrum, the popularity of Bella Swan and Edward Cullen (Robert Pattinson) cannot be denied. With many fans thirsty for its release, opening weekend will be a packed event.

*Release Date: November 16, 2012*

## Lincoln

Take director Steven Spielberg, Daniel Day Lewis, who might as well wear Academy Award-scented cologne, and historical biopic script written by Tony Kushner, award-winning writer of "Angels in America" and "Munich," and what do you get? Can someone say "Oscar bait"? Yet with all the talent involved, even if this shapes up to be a straight statue-grab, it'll be a quality one. An American historical epic is a rare beast, and the names alone hint at a good fate for this one.

*Release Date: November 16, 2012*



Christine Lee / The Spectator

## Les Misérables

"Les Misérables," the newest adaptation of Victor Hugo's novel of the same name, tells the story of 19th-century paroled prisoner Jean Valjean (Hugh Jackman), who lives in France while trying to raise his adopted daughter Cosette (Amanda Seyfried) and evade a vengeful and honor-obsessed police officer named Javert (Russell Crowe). Fantine, Cosette's unwed mother, is played by Anne Hathaway, and both she and Seyfried will likely bring the necessary innocence and youth to their characters. Though director Tom Hooper doesn't stray far from the source, each actor brings their own brand of intensity to their role.

*Release Date: December 14, 2012*

## Amour

After winning the Palm D'Or at Cannes in 2009, Austrian director Michael Haneke is back with another depressing award-winner. As the title suggests, Haneke sets his camera's eye on love, bringing to the screen the story of an elderly couple forced to deal with death. Haneke's films are nothing if not philosophical and subversive, so expect to brood over and contemplate life's banalities after viewing this surely worthwhile piece of European arthouse film.

*Release Date: December 19, 2012*

# Arts and Entertainment

## Theater Near You

### *Pitch Perfect*

Few things are more quintessentially collegiate than a cappella groups, but any ensemble of aspiring stars is bound to have its drama. In "Pitch Perfect," Beca (Anna Kendrick) joins an all-female group still struggling after a disastrous show the previous year. Though they insist on sticking to tradition—old songs and tired routines—Beca, an aspiring music producer, is determined to shake things up. However, their rivals aren't looking to give up their title any time soon, and their new member and Beca's co-worker Jesse (Skylar Astin) won't leave her alone. From previews alone, though, Rebel Wilson, of "Bridesmaids" and "Bachelorette" fame, is primed to steal the show.

Release Date: October 5, 2012



Margot Yale / The Spectator

### *Seven Psychopaths*

Some of the best and strangest character actors alive enter Hollywood's underworld in writer/director Martin McDonagh's "Seven Psychopaths." Colin Farrell, who previously worked with McDonagh on "In Bruges" stars as Marty, a struggling screenwriter whose best friend Billy (Sam Rockwell), along with Hans (Christopher Walken), kidnap local dogs in order to collect the reward money. But then the shih tzu hits the fan when Billy and Hans kidnap mobster Charlie's (Woody Harrelson) beloved pet dog. Raunchy and weird, the comedy has already won the People's Choice Award at the Toronto Film Festival.

Release Date: October 12, 2012

### *Paranormal Activity 4*

The "Paranormal" series is back! B-movie fans unite! "Paranormal Activity 4" will be the fourth movie documenting the strange and frightening events that occur in the home of a young couple.

This installation takes place five years after "Paranormal Activity 2" (the third movie was a prequel), and will focus on the neighbors of the protagonists. The franchise took off due to its found-footage style, selling itself as the couple's home movie. "Paranormal Activity 4" will continue the trend, delivering similarly, eerily familiar scares. As the tagline on the website says, "It's closer than you think..."

Release Date: October 19, 2012

### *Fun Size*

This Halloween, treat yourself to a night of chuckles, rather than Chucky, at a showing of "Fun Size." Setting itself apart from the usual hack-and-slash fare, "Fun Size" is a comedy about sarcastic teen Wren's (Victoria Justice) attempts to attend a Halloween party hosted by her crush. When her mother foists her younger brother onto her, Wren decides to go anyway, but loses him in the shuffle. And of course, it wouldn't be a teen movie without the classic struggle to fix everything before the parents find out.

Release Date: October 26, 2012

### *Skyfall*

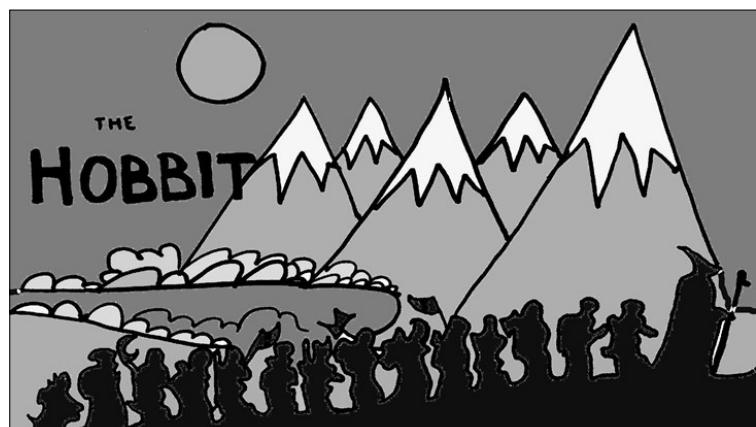
Daniel Craig returns as the iconic superspy in the latest James Bond film. Following 2008's "Quantum of Solace," this adventure—marking the series's 50-year anniversary—stars Javier Bardem as the mysterious villain Bond pursues after an attack on MI6. Here, everyone's favorite spy searches the globe, visiting China, Turkey, and Japan in his endless search to rid the world of evil while wearing a custom-made tux. Also joining the Bond crew is Academy Award-winning director Sam Mendes, who has worked with Craig in the past. For die-hard fans of Bond, or even of espionage flicks in general, this is the season's must-see.

Release Date: November 9, 2012

### *Anna Karenina*

If there's one thing director Joe Wright does well, it's adapting classic novels for the screen—both his "Pride and Prejudice" (2005) and "Atonement" (2007) won multiple awards. Now, he takes on Leo Tolstoy's Russian mammoth novel of the same name. Interweaving the lives of several families at the end of the Russian Empire, "Anna Karenina" promises to show how "every unhappy family is unhappy in its own way," as the famous opening line reads. Keira Knightley plays the titular heroine in her 12th period role, a career that includes two previous turns with Wright, in "Pride and Prejudice" and "Atonement."

Release Date: November 16, 2012



Niki Chen / The Spectator

### *The Hobbit*

A prequel to director Peter Jackson's beloved "Lord of the Rings" trilogy, "The Hobbit: An Unexpected Journey" is only the first part in a new duo of films based on "The Hobbit," J.R.R. Tolkien's first book. Martin Freeman, of "Sherlock" fame, will play the titular halfling Bilbo Baggins, and Ian McKellen returns to play the wizard Gandalf. If this can match the sweeping fantasy of the main trilogy, then any fantasy fan worth their weight in trivia should check this out.

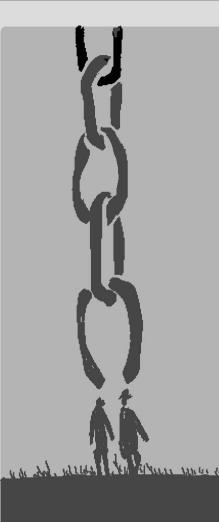
Release Date: December 14, 2012

### *On the Road*

An adaption of Jack Kerouac's classic tale, "On the Road" is based on his four cross-country trips that defined the Beat Generation. The film stars Sam Riley as Sal Paradise (Kerouac's alter-ego), Garrett Hedlund ("Friday Night Lights," "Iron: Legacy") as Dean Moriarty, and Kristen Stewart ("The Twilight Saga") as Marylou. While the visual imagery will attempt to capture "American Beauty" of the 1950's, the prevailing factor in this film will be Hedlund's portrayal of Dean. If he can capture the novel Dean's raw energy and passion, the film will live up to the novel's grand expectations.

Release Date: December 21, 2012

Christine Lee / The Spectator



### *Django Unchained*

For his eighth feature-length film, Quentin Tarantino brings his considerable talents to previously uncharted territory: where the Wild West meets the Deep South. Christopher Waltz, who won an Oscar for his role in Tarantino's "Inglourious Basterds," plays bounty hunter Dr. King Schulz, a talented and charming killer who partners up with Django (Jamie Foxx), a slave he frees, to track down the Brittles Brothers gang. Leonardo DiCaprio and Tarantino veteran Samuel L. Jackson also guest-star in this long-awaited film.

Release Date: December 25, 2012

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# Arts and Entertainment

## Food

### We All Scream For Ice Cream



Il Laboratorio del Gelato, 188 Ludlow Street

By EMILY LEE  
and AMY ZHEN

A decade ago on the Lower East Side, Jon Snyder opened Il Laboratorio del Gelato with the aim of combining classic Italian ice-cream-making with a novelty assortment of flavors. Snyder wanted to create a "custom kitchen" where

chefs and New Yorkers alike could enjoy his gelato. The Lab, as it is aptly nicknamed, originally had only 12 choices. Today, that number has blossomed to nearly 200, and is still growing. And the Lab's eccentric selection—they serve everything from classic vanilla to wasabi gelato and celery sorbet—along with its high quality, makes

it an accessible and worthwhile splurge.

The Lab stands inconspicuously at 188 Ludlow Street, with no apparent sign adorning the building. Instead, "il laboratorio del gelato" is written in cool blue lights from behind its glass doors. This is not your traditional gelato shop; this is a 21st-century chemistry lab. Clear glass windows behind the register allow you to peek into the lab as it quietly purrs, churning out gelato. The rest of the shop keeps up the pristine air of science in its aesthetic simplicity: white walls, metallic benches, white and metallic countertops.

The shop rotates flavors daily, offering about 20 each day. Customer favorites include honey lavender, salted caramel, and olive oil. From the wide array, customers are allowed to sample two flavors before ordering. The workers are nice kind and patient, sometimes breaking the two-sample cap.

Those opting for beverages are not lost at The Lab, which also serves a small selection of coffee, tea, lattes, mochas, and "thick-shakes" (aka milkshakes) ranging from \$1.75 to \$6.50. The gelato

prices are expensive for the amount given (two scoops cost \$4.25, three cost \$5.50, and four cost \$6.75, with toppings like warm caramel, fudge, and a chocolate shell for an additional dollar) but are all worth the money.

It's difficult to pick a best flavor because of the wide range of flavors, but there are definite highlights. With an exotic, woody flavor, the tarragon pink pepper opens with chilly mint that quickly explodes into spicy pepper. Alternatively, the pluot sorbet (that's plum and apricot) has a great mixture of sweet and sour, with a taste somewhere between strawberry and tart raspberry.

Other recommended flavors include basil (which contains actual bits of basil, and is tangy with a touch of minty, peppery taste) and earl gray tea, which has a bitter tea flavor, but is balanced out with the hint of sweetness. The popular chocolate amaretto crunch (with brownie chunks) has a rich flavor and a fudgy consistency. However, because of its overwhelming sugary taste, bites should be limited to a few at a time.

Though most of the ice cream

in the Lab is delicious, not all flavors are up to par. Unlike its vivid purple color, the taste of blackberry with bay is forgettable. It lacks the characteristic fresh quality that the other choices have, which makes it dull. (Regarding fruit, the sorbets have a crisper taste than the gelatos.) The green tea is invigorating and authentic, but without a dessert-like taste, it isn't recommended.

While the Lab constantly introduces new flavors, it maintains its high standards. Each gelato actually tastes like what it's named for. Once the green tea melts it can hardly be distinguished from the drink itself. The textures are extremely creamy, even when interspersed with fruit chunks, as with some selections. And to have the best quality, the gelato is made in small batches throughout the day with the ingredients imported from Italy, ensuring a fresh taste when served. A decade after its founding, the Lab proves that combining the traditional with the new yields great results. If you doubt it, just try any flavor for yourself. You can even taste two for free.

By ANDREW NICOTRA REILLY

Right out of the G train at Clinton-Washington is the neighborhood of Fort Greene, which on the surface appears to be a fairly quiet residential neighborhood. However, walking two blocks south on any given Saturday until November 27 will reveal one of the neighborhood's treasures. This is the Brooklyn Flea Market, located at 176 Lafayette Avenue between Clermont and Vanderbilt Avenues. What sets this market part is not the usual assortment of flea market goods such as vintage clothing and small handicrafts. The best thing about this market is the food. The options range from tacos to gourmet ice cream, all for a decent price, which is painfully rare in this city. The atmosphere of the market is at times hectic, which can be a bit of a detractor, but this should not deter a serious eater from experiencing the true joys of the market.

#### Choncho's Tacos

Over the past 10 years, a flood of taco vendors have hit the New York City street food scene. Most offer a tasty product for not a lot of money

and satisfy hunger in a quick bite. However, Choncho's Tacos creates Mexican cuisine worthy of a restaurant. They offer only one type of taco, the classic fish taco, as well as a few assorted types of tamales. The fish is always perfectly fried with a flavor which is both light and fresh. The blend of spices that Choncho's uses strikes just the right balance with the mellow flavor of the fish, allowing the fish to play a key role in the taco. The chefs at Choncho's understand how to portion food, and the meal is perfectly sized for the price. The tacos at Choncho's are priced similarly to street tacos, but the experience is much better than eating at a greasy street truck. For under \$10 it is possible to get two of these tacos with a bottle of water. Any trip to Choncho's promises an overall satisfying experience that will satisfy the need for a solid taco, at a reasonable price.

#### Porchetta

Porchetta, which gets its name-sake from the mouthwatering Italian pork it serves, is the crowd favorite at the Flea Market. Porchetta (pork-etta) is pork which has all the fat still on it, salted and

stuffed with various herbs including rosemary and fennel. The result is a savory carnivorous experience that will make meat lovers rejoice, and vegetarians reconsider their diet choice. This pork is nothing to mess with, and the prices indicate that the owners of Porchetta understand this. They offer the porchetta in two ways, either on a sandwich or on a platter. The sandwich is \$10, and is simply two pieces of bread with beautifully cooked, fall off the bone, slices of porchetta in between. The platter (\$14) comes with sides such as cooking greens, cannellini beans, or crispy roasted potatoes. Those who come to Porchetta are not looking for a basic food cart experience, but a gourmet meal. Be prepared to spend a little more than at an average cart, but the food quality and preparation makes it a stop truly worth making when in Fort Greene.

#### Blue Marble Ice Cream

What would a food trip be without a little dessert? Blue Marble ice cream is a completely organic ice cream vendor, which specializes in delivering high quality ice

creams with sustainable ingredients. For the same price as a trip to Ben and Jerry's, customers can indulge in this local dairy treat. The ice cream is rich and creamy, which is something you won't find in the ice cream from the supermarket. A personal favorite is the raspberry chocolate chip. This flavor combination is classic, and though the ice cream seems simple, the balance of the tart raspberry with the sweet chocolate makes for a unique, yet satisfactorily recognizable flavor sensation. For those looking for a more traditional ice cream experience, they sell classic flavors like chocolate, vanilla, and strawberry. The strawberry stands out because its flavor almost mimics the pure sweetness of fresh strawberries. However, it is foolish not to try their creative and slightly kooky combinations like root beer, grape-nut, chocolate coconut almond, and banana chip. The super adventurous may put balsamic vinegar on top, which is an interesting addition, and especially good on the strawberry. Plus, there's good news for Stuy kids: Blue Marble has opened up an outpost in TriBeCa at 102 Franklin Street in the All Good

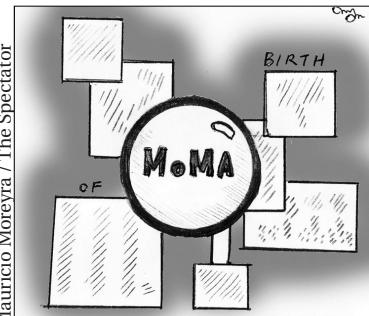


The Red Hook Vendors food cart serves Mexican food at the Brooklyn Flea Market on the corner of Vanderbilt and Lafayette Ave.

Things Market, so if getting to Brooklyn on a Saturday is not possible, or if it's after the flea market season, it is still possible to get your Blue Marble ice cream fix just a few blocks away from school.

## Photography

### The World Through A Lens: Redefining Art



By BEN VANDEN HEUVEL

The ghostly silhouettes of two faces and two hands leap off the empty black medium of Man Ray's "Rayograph." American 20th century industrialism is captured in a second by the gleaming smokestacks of Charles Sheeler's "Ford Motor Company." The horrors of nuclear war are encapsulated in a nuked beer bottle, the subject of Shomei Tomatsu's "Melted Bottle, Nagasaki." In "The Shaping of New

Visions," the Museum of Modern Art (MoMA) attempts to examine another side of the artistic beauty of the photograph. The aptly titled exhibit is all about demonstrating how avant-garde artists of the 20th century used photography as a new window into their world, not necessarily to render accurate images of their surroundings, but rather to force the viewer to examine a certain element of life. These revolutionary artists used the striking realism of the photograph as a tool not only to bring their subject to life, but also to make the observers question their own reality.

The MoMA, which offers free admission on Fridays and many student discounts, boasts a collection of some 30,000 photographs. This comes as no surprise, considering that the birth of photography coincided with the birth of abstract modern art. In this small but brilliantly assembled exhibit, which runs through next April, is a

collection of some of the museum's most powerful photographs. It examines how the camera helped redefine the art of the 20th century. The exhibit is concealed in the Edward Steichen photography galleries, its small well-lit rooms isolated from the rest of the museum's third floor. With a total of around 250 images, the exhibit takes up the entire gallery and ranges over half a century, covering artists of many nationalities.

The first room of the exhibit is dominated by the work of Man Ray, one of the first photographers to explore the camera's ability to render abstract images. One of his pieces titled "Rayograph" displays his use of photograms, gelatin silver prints, to create a strikingly abstract and eerie quality in his work. El Lissitzky, another pioneer of Avant-Garde photography, pushes the boundaries of visual reality in his 1924 piece "Self Portrait." In the piece, he superimposes images of

his face and his hand, with odd geometric shapes in the background. In a similarly stark fashion, Dziga Vertov's "The Man With a Movie Camera" startles the viewer with its cold precision: a close-up human eye stares back at you through its own lens, a detailed mirror image that is also oddly surreal.

Though not every photograph in the exhibit is abstract and visibly artistic, each draws the viewers' attention directly to the subject, which often has some political theme or reflects the changing times. For example, Soviet photographers captured Lenin, Stalin, and other icons of Communist Russia during the Russian revolutionary period. One standout piece is by Aleksandr Rodchenko, whose famous "Soviet Photo" (1927) depicts an aged Soviet Russian woman peering ominously through her eyeglasses.

The exhibit not only highlights technique and artistry in photog-

raphy, but also underscores the role photography played in the evolution of 20th century art. It provides a slice of the photography world that either fed into the abstract avant-garde of the 1900s, or captured in some way the essence of its time. The photographs in this exhibit helped transform art, leading viewers to question the reality of what they see or ponder the subject, whether political or purely artistic.

"New Visions" is an appropriate title for one of the most intriguing exhibits MoMA has to offer: it shows us how the artists of the 20th century used the lens of the camera as a new pair of eyes to capture a new outlook on the world around them. The photography in the exhibit isn't about being realistic; it's just about enabling the viewer to make discoveries within the intimate world of the camera lens.

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Jason P. Yale	Ainslie K. Brown	Gideon N. Brown
Victoria C. Harvard	Mallory B. Yale	Jaymin K. Harvard

**SHAKE SHACK**

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Complimentary order of French fries.

**Exquisite Corpse**

The exquisite corpse was an exercise begun by the surrealists. The idea is that each artist draws a portion of a body without seeing what the other artists have contributed. Four artists from the art department tried their hand at it and this was the result!



**By the Art Department**

# Humor

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

## Your Horoscope For Today



By MARIUM SARDER

### Aries (3/21-4/19)

Your friends and family have been worried about you lately. You smell horrible, cry uncontrollably, and consume Pepto at an alarming rate. It's time to stop with the Chipotle.

### Taurus (4/20-5/20)

You are going to be on TV! Unfortunately, my sources tell me it will be for "America's Most Wanted."

### Gemini (5/21-6/20)

Your obsession with anime will come back to haunt you. Tread with caution at Comic-Con. Taroukizaemonnosyoutokiyori is looking for you.

### Cancer (6/21-7/22)

The stars fear for you: you upset a Taurus, namely the one that is on "America's Most Wanted." Run, Cancer, run.

### Leo (7/23-8/22)

Leo, stop it. You are not Batman, and you never will be. Now, get

down from that windowsill.

### Virgo (8/23-9/22)

Your life will be filled with immense sadness, but you will ignore it as usual.

### Libra (9/23-10/22)

You are going to get some amazing presents on your birthday! The extreme case of bird flu is from your Uncle Joey.

### Scorpio (10/23-11/21)

You will continue to wrestle with the difficult question of whether mermaids are real.

### Sagittarius (11/22-12/21)

The stars have spoken, and they say that you are a useless lump, but your grandmother tells you to ignore them, because they are obviously jealous.

### Capricorn (12/22-1/19)

Your current state of delight will last until the next Spectator comes out. If you are not currently in a delightful state, ignore this horoscope.

### Aquarius (1/20-2/18)

You have made a huge mistake. The stars know, you know, I know; now you have to tell your mom.

### Pisces (2/19-3/20)

The stars were going to warn you about next Friday, but they heard what you said about being a lame fish. So, instead they thought it would be funnier if you found out about the lemurs yourself. Good luck.

## Enforcer Hired to Discipline Students

By JEREMY KARSON and TIMMY LEVIN

In an unprecedented decision by the New York City Department of Education (DOE), an enforcer has been hired to discipline the unruly students of Stuyvesant High School.

"The use of cell phones in a school setting for the purpose of cheating has gone undetected and unpunished for far too long," DOE Chancellor Dennis Walcott said. "This is our last option to establish a peaceful learning environment in the twisted, backwater, [feces]-hole that is Stuyvesant High School."

After careful deliberation, the DOE decided to select highly qualified civil servant Tony Grafanello for the job. His prior experience includes six years as head of the Gambino crime family, 14 years served in the state correctional facility for extortion and murder, and three years served in the Peace Corps in Darfur. "I truly believe that [Grafanello] is the most qualified man for the job," Assistant Principal of Pupil Personnel Services Eleanor Archie said. "We needed somebody who could deal with the most hardened criminal masterminds."

Since he started working at the school, Grafanello has almost single-handedly created a new safe and secure environment. His progressive methods in student discipline have ensured that cell phone use in Stuyvesant is a thing of the past.

Grafanello caught freshman Annabelle Gary talking to her mother on the phone during her lunch period. Using his skills in psychology and child discipline, he dealt with the infraction with true professionalism. "He urinated on my cell, and then kicked me in the face," said Gary.

Senior Patrick So, a notorious cell-phone user, is in the hospital with two broken kneecaps. "He just slipped and fell right onto my crowbar. I swear it," said Grafanello, in regards to the incident. "Anyway, he sexts like a woman."

Grafanello has even proven that his range of expertise extends beyond enforcing cell phone rules. "Graffy caught me playing hacky sack in the hallway, and then kidnapped my wife and puppies," mathematics teacher David Park said. "That is the kind of attitude that will finally put an end to plagiarism."

As a result of Grafanello's determination and hard work, cell-phone use in Stuyvesant has dropped 80 percent in the last month. However, this may be because 80 percent of students have stopped attending school.

Many faculty members are thrilled with the new direction the school is going in. "I just love the new changes [Grafanello] is making," Interim-Acting Principal Jie Zhang said, with beads of sweat forming on her face. "He is a shining light to guide us through these hard times. That's definitely the truth and I am certainly not being threatened in any way. Did I mention how well he wields his enforcer stick?"

Students, too, are praising Grafanello for eradicating cell phone use in Stuyvesant. "I'm terrified to even take out my calculator now," Junior Lindsay Bu said.

The DOE is pleased with the results of the enforcer in Stuyvesant and has decided to award him a permanent position as Assistant Principal of Student Affairs and Family Engagement. "I was thrilled to hear I got the job," Grafanello said. "Walcott made me an offer I couldn't refuse."

## Study Shows All Stuyvesant Students Cheat

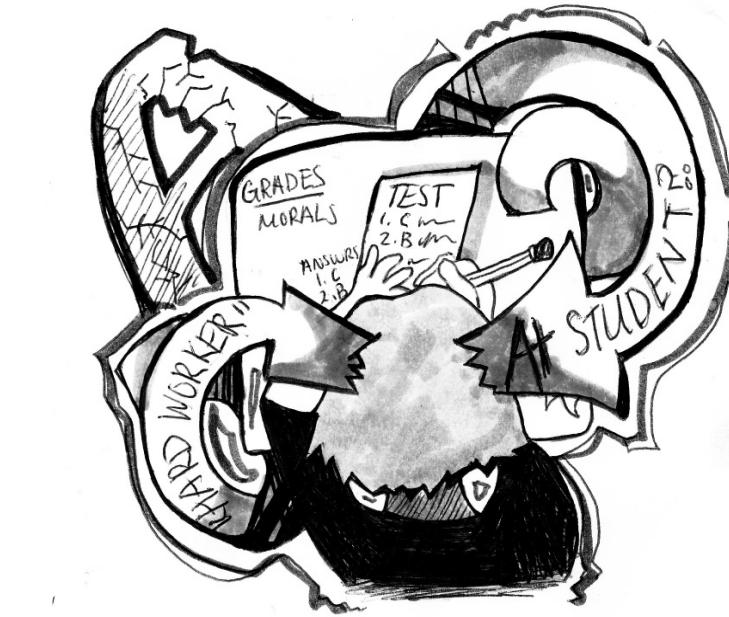
By ROBERT MELAMED and EDWARD ZILBERBRAND

New York City Department of Education (DOE) announced in a press conference on Friday, September 14, that, according to a DOE study, only smart students cheat. The study was completed in the DOE's laboratories located in the Bronx High School of Science. The scientists spent several months hypothesizing, experimenting, and analyzing to reach their conclusion.

Following Stuyvesant High School's cheating scandal, the DOE was requested by both the New York Post and Fox News to perform the study. To pay for this research, both news sources utilized Stuyvesant's "Buying and Selling" Facebook groups, generating over \$1000 dollars by selling old dresses and phones.

Scientists for the study were chosen carefully from various acclaimed science programs throughout the city. Scientist Alicia McAllister was chosen from the Borough of Manhattan Community College, given its proximity to Stuyvesant. When asked how she felt, McAllister sounded overjoyed. "Finally, I'll be able to utilize the scientific method I just learned," McAllister said.

The study took half a year to finish, 6 months longer than what DOE Chancellor Dennis Walcott expected. "It took us a week to calculate the coin-flip results, considering we didn't have any calculators. After that,



considering how long it took for us to wrap up with the rock-paper-scissors tests, I'm proud that it only took us 6 months to complete the study," McAllister said.

Stuyvesant students, as well as students from other specialized high schools around the city, were offered Shake Shack coupons to participate in the experiment. Researchers utilized an advanced algorithm based on aerial currency rotation to determine who cheated. "If a student's coin landed heads-up, he was deemed a cheater—if the coin landed tails-up, he was considered innocent," McAllister said.

One of the subjects in the

study was senior David Jiang. "For some reason Lady Luck always gave me heads. I thought it was odd the fifth time in a row that I got heads, but by the 50th time it just started to remind me of that party I went to last week," Jiang said.

Other Stuyvesant students experienced similar results. McAllister explained this: "Stuyvesant students were given double-headed coins while other schools used double-tailed coins. We don't think this has any impact on the outcome of our study. We have finally deemed that all Stuyvesant students are cheaters."

## Stuyvesant's "Construction," A Cover-up

By AMY LAU

In light of recent events, Stuyvesant High School has been deemed as an unsalvageable educational institution. Knowledge of Stuyvesant's scandal left the Department of Education (DOE) outraged. "The students here have been milking their way through the system, and this madness had to come to an end," said DOE representative Angus Beefman.

The city has reached an agreement on the course of action to rectify Stuyvesant's crimes against education; Stuyvesant is going to become a milk and dairy manufacturing company. No Udder Whey Co. purchased Stuyvesant and announced that the school will cease to exist after the graduation of the Class of 2013. "No Udder Whey is a family owned company, and our great-great grandfather, Peter Stuyvesant, would have wanted us to buy out the school," No Udder Whey President, Brie Leche said.

No Udder Whey started Stuyvesant's transformation over the summer. "The school has so many different facilities – so many different ways to accommodate factory equipment," Leche said. "Our main concern with this project was how our cows would adjust to the new environment. How-



"A hidden facility for milk and dairy manufacturing on the 11th floor."

ever, to our relief we found that the building was in fact, made to accommodate rooms full of cows."

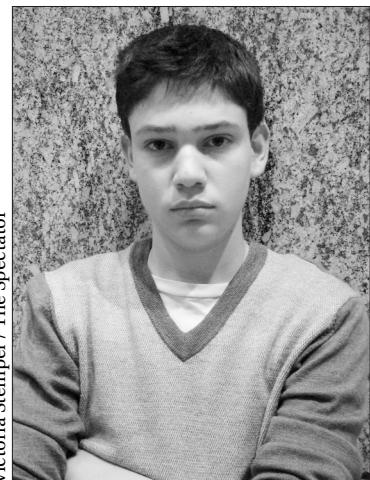
No Udder Whey plans on housing 3,297 cows in the classrooms. New air conditioning units were installed for temperature control of the cows. "The best milk products come from cows that are raised in rooms with carefully calculated climates, diets, after all, happy cows come from shoddy classrooms," said Leche.

The school library has been closed for what students assumed to be renovations, when in fact it is the new milking ground for the cows, along with the Hudson staircase. "The library is perfect for milking

cows; it's large, perky, and uplifting," said Leche. "According to numerous sources students were already using the back of the library as cow milking grounds, so it only makes sense to keep the tradition going."

In addition to the cow holding, and milking rooms, one of the glaring changes made to the school in the midst of this transformation is the reconstruction of the school pool. "We're going to use the pool as a pasteurizer. It's perfect for holding milk, after all it's held the bodily fluids of students for decades," said Leche. "Overall, we are very pleased with the school. It was destined for taking care of cows. Peter Stuyvesant would have it No Udder Whey."

## The Cult of Fantasy Football



Victoria Stempel / The Spectator

**By GAVIN SCHALL**

Denial, anger, bargaining, depression, and acceptance: the five stages of grief. That's what I go through every time I lose a game of fantasy football. Every year I join an online league, draft a team after weeks

**Every week, I mentally beat myself—sometimes physically, even if it is a particularly poor decision—when one of my bench players goes off for 30 points while the guy I started ahead of him flops.**

of player research and prayer, and accumulate points based on how well my players do from week to week. After the regular season, my league's top four

teams make the playoffs, where they battle it out to determine the champion. Sounds like a fun game, right? Wrong. It's a serious addiction. Here's why:

The initial draw of fantasy football is the competitive edge. Most people join leagues with friends, which inevitably leads to massive amounts of hate-infused trash-talking. If you're like me, you've probably had dozens of football-themed debates with friends that never conclude with anything settled, especially your testosterone levels. However, fantasy football provides a medium to definitely (not so definitively, but we'll get back to that later) decide who amongst your friends truly knows the most about football.

Yet, competition goes way past the goal of proving who knows most about football; it breeds obsession. I learned this the hard way. My first league was with a group of kids with whom I went to camp. After they explained the (surprisingly complex) logistics to me, I spent the rest of the summer bragging about how I would wipe the floor with the whole camp. A week before draft time, I realized I had to back my claims up.

I started with research. In an inhuman period of time I went through three different magazines and about 20 different ESPN articles, burying myself under a heap of player names and draft strategy. Next, I got on my knees and prayed to the fantasy gods for a sleeper, an unknown player who exceeds all expectations. By draft time, I was ready. I could have told you how many yards per catch Mark Bradley averaged against zone blitzes, or how many play action plays Tom Brady ran against a zone defense: I knew it all. I was a mess, but a successful mess.

All the work I put in paid off. I knew to go for a quarterback or tight-end early in the draft—by far the most consistent positions on a year-to-year basis. I knew which players were worth jumping on a round or two early (Matthew Stafford and Jimmy Graham, come on down). Beginning with Week 1, I had my alarm set to 3:01 a.m., so I could be the first player to get in my waiver claims. I was sacrificing

sleep and probably my social life, but I was winning.

It all came crashing down that year in the first round of the playoffs. Despite all my obsessive-compulsive tendencies, I lost to a kid who was uneducated about football, to say the least. That's when I realized that 90 percent of being successful at fantasy football is pure luck. It's essentially gambling, which is probably why it's so appealing. Someone who knows only the basics of fantasy football could win a league filled with ESPN "experts." For example, if you just happened to pick Victor Cruz in the 15th round last year because you liked his name, you probably won your league. Nobody predicted that rookie quarterback Cam Newton would be among the top five scorers in fantasy, but if you were lucky enough to take a chance on him as a back-up, you lucked out. Additionally, it doesn't matter how well you drafted if your first-round-pick tears his ACL early in the year. While studying statistics helps, in many cases it's better to be lucky than to be good.

While the gambling component makes fantasy great, it

also makes it extremely stressful. Every week, I mentally beat myself—sometimes physically,

ahead of him flops. Out of all the things I enjoy, fantasy football certainly brings me the most stress.

It's simply astounding how much both fans and the national media have embraced fantasy football. It's become so mainstream that the NFL network even made a channel (RedZone channel) primarily for fantasy purposes. The cult has even infiltrated the league itself. An NFL referee recently told Eagles running back LeSean McCoy prior to a game, "Come on, I need you for my fantasy [team]."

What makes fantasy so appealing that a referee would show a clear conflict of interest just to play it? It's that every football fan has had the thought at one point or another, "NFL general managers are idiots—I could easily do a better job." Fantasy football gives us the chance to be in charge. And when it comes down to it, through all the pre-draft torture, the week-to-week agony, the endless smack talk, there's nothing better than the bliss that comes with a hard-earned (fantasy) victory.

**Denial, anger, bargaining, depression and acceptance: the five stages of grief.**  
**That's what I go through every time I lose a game of fantasy football.**

even if it is a particularly poor decision—when one of my bench players goes off for 30 points while the guy I started



Margot Yale / The Spectator

### Girls' Swimming

## Penguins Dive for Five

*continued from page 24*

for the last two years and has previously coached both volleyball and tennis. Though she had never swum competitively, Markova has taught swimming and volunteered to coach athletes who are visually impaired. Based on her early showing, it seems that her lack of competitive experience will not be an issue.

Senior and co-captain Olivia Balderes isn't worried about the change in coaches, despite the difference in expertise. "I think [Markova] knows a lot about swimming and I think the season is going to be great no matter what," Balderes said. "If she doesn't know how [to coach

swimming], the captains are always there to help her."

Despite this positive sentiment, the change in personal is a glaring challenge for the team this season. And to top it all off, the pool at Stuyvesant, which the Penguins use to practice and compete, is under renovation. As an alternative, the Penguins meet at Seward Park High School for afternoon practice on Mondays, Wednesdays, and Fridays and morning sessions on Tuesdays and Thursdays. Sophomore Grace Lu notes that the team is making adjustments to account for the loss of the pool. "Coach Markova is incorporating dry land and cross training such as running and abdominal exercises into the workouts," Lu said.

**"We worry about the talented seniors who graduate, and every year, we manage."**  
**—Fiona Woods, senior and co-captain**

Seniors and co-captains Fiona Woods, Phylicia Chiu, and Balderes are expecting the team to pull through just as they did in previous seasons. "I really think we're getting a lot of good freshman, and we know a bunch of them are on other swim teams that are coming to Stuy," Balderes said. "Even though we did lose a couple of seniors, we are pretty confident."

All three captains will be crucial to this year's success. Chiu was the Penguins' leader in 100 yard butterfly and successfully anchored the 200 yard medley relay in last year's championship. Balderes was undefeated when she swam in the 400 yard freestyle relay. Woods led off the 400 yard freestyle relay in last

year's championship.

The team will also look to sophomore Sappha O'Meara to help fill in some of the gaps. A breakout freshman swimmer last year, she was an important member of the 200 yard medley relay team who placed first every time they raced, as well as a top swimmer in the 500 yard freestyle, placing first in all four of her races.

Overall, the Penguins are confident that another championship is within reach. "We worry about the talented seniors who graduate, and every year, we manage," Woods said. "We're a really close group, and we all work hard, so I think we're up to the challenges of the season."

# Sports

## Peglegs Rally for Three-Game Win Streak, Tied at Top of Division

*continued from page 28*

some drops, and some missed blocks," Makhmudov said. "When the ball gets wet, it's hard to pass. That could have played a role."

Despite the negatives, the team's new hurry-up offense was effective at times. "It worked pretty well. They got caught off guard a couple of times. We didn't run it as much as I expected. It was pretty tiring but I think we fought through it pretty well," Biggs said.

One aspect the Peglegs will have to work on is their mental attitude after falling behind. "The second quarter, you could see the body language of the players. You could see them sag and their heads go down a little. During halftime, we said that we're going to play it like it's a 0-0 game, and going back to the second half we beat [Cardozo] 7-6," Strasser said. "We're going to take that momentum and bring it to the next game."

**Quinn to Biggs Connection Beats Blackhawks**  
By JOEL BEACHER

A sense of anxiety swept the Stuyvesant Peglegs before their first home game on Friday, September 14, as they set out to avoid starting the season 0-2. The Peglegs were without starting quarterback Alen Makhmudov due to an ankle injury, but they showed resolve, and led by their defense, came out with a 12-6 victory over the Information Technology Blackhawks.

Information Technology got off to a quick start with a passing touchdown to take the lead. However, not only would this be their last touchdown, it would be their last completed pass for the entire game. The Peglegs defense turned it on, forcing 11 incompletions and intercepting two passes out of 14 total by Information Technology quarterback, Andre Suwuh.

After the first quarter, Stuyvesant controlled the game. They got excellent running efforts from senior and co-captain John Haggerty and senior Cooper Weaver, who together averaged 4.70 yards per carry for a total of 155 yards on 33 carries.

The star of the game for Stuyvesant was junior quarterback Solomon Quinn, who threw for 147 yards and both

of Stuyvesant's touchdowns, in a replacement effort for Makhmudov. He completed 8 of his 16 passes, and led the team to a victory after a rough opening loss.

"A few throws got away from me at first, but after that, I got more comfortable and relaxed," Quinn said. "This was a really important win for us, because we did not want to start the season 0-2."

The Peglegs were able to tie the game at six with a touchdown pass from Quinn to senior wide-out Gabriel Hurwitz in the third quarter. And late in the fourth, they scored the game-winner, dispelling memories

**"When Gabe caught that pass—it was a great pass—I knew I had faith in my receivers that they could catch anything,"**  
—Alen Makhmudov, senior and co-captain

of a tough loss in their season opener and getting them back in the playoff hunt.

Quinn found senior and co-captain Nathaniel Biggs along the sideline on a deep-out route, and after two broken tackles and a stiff arm on a Blackhawk chasing him down from the inside, Biggs crossed the plane on a 50-yard play.

"It was late in the fourth quarter and I hadn't really done much all game offensively," Biggs said. "I don't think the play was called with a touchdown in mind—we just wanted to keep a good drive moving. But we got lucky and got the game winning score off of it."

Although the Peglegs' defense struggled, they managed to hold it together and pull through for a 30-28 win, improving to 2-1 on the season.

**Makhmudov Leads Peglegs with 302 Passing Yards in Return**

By SAMANTHA LAU and MATTHEW MOY

Riding the momentum of their first win of the season, the Peglegs went into their game against the Far Rockaway Seahorses on Friday, September 21 with a strong spirit and got first blood as a result, scoring a touchdown within the first three minutes of the game. Even though it was senior and co-captain Alen Makhmudov's first game back after leaving in the second quarter of the team's first game due to an ankle injury, he managed to throw for 302 yards.

After the Peglegs' touchdown, Far Rockaway countered with a touchdown on their first drive. The seesaw action continued in the second quarter, as the Peglegs scored first, but the Seahorses quickly responded. Going into the half, the Peglegs had a narrow 13-12 lead.

"We made a couple of adjustments at half-time—our lining worked getting into the second level. And we made a few adjustments to counteract what adjustments they made in the second quarter," Head Coach Mark Strasser said.

In the third quarter, after Far Rockaway was stopped on an extended drive, the Peglegs marched back downfield and scored to jump out to a 20-12 lead. On the ensuing kickoff, Far Rockaway returned the ball to the 50-yard line. With excellent field position, the Seahorses scored on a 50-yard touchdown run and tied the game at 20-20 with a two-point conversion.

In the fourth, senior wide-out Gabriel Hurwitz broke off a 40-yard gain and then senior and co-captain Nathaniel Biggs caught a touchdown pass from Makhmudov. Hurwitz converted the extra point, putting the Peglegs up by seven. After the Seahorses were stopped on the following drive, the Peglegs got within field goal range and Hurwitz made a 30-yard field goal to put the Peglegs up by 10. Far Rockaway came back with two big runs and scored as time expired, but it was too little, too late.

Although the Peglegs' defense struggled, they managed to hold it together and pull through for a 30-28 win, improving to 2-1 on the season.

"We have to get a little bit better on defense. We got beat on a lot of long plays," Strasser said. "We have to cut that down, and once we do that, then we'll be able to beat anybody."

After blowing out the Seahorses in their 2011 campaign 30-8, the Peglegs were caught a bit off guard by their opponent's offensive ability. "I knew the team was a little bit weaker than us, but I think I underestimated them a bit too much," sophomore Cooper Weaver said.

However, the mainly aerial offense was strong throughout, led by Makhmudov's strong passing performance. Going into their next game against the 3-0 Franklin K. Lane Campus Knights, the Peglegs hope to

senior wide-out Gabriel Hurwitz, who made the catch with his arms fully extended over his head and then fell into the end zone. The touchdown gave the Peglegs a 15-8 lead.

"When Gabe caught that pass—it was a great pass—I knew I had faith in my receivers that they could catch anything," Makhmudov said. With a balanced passing and rushing attack on offense, the Stuyvesant Peglegs played inspired against the first place Knights, and came out with a decisive 21-8 victory on Saturday, September 29.

Even prior to the go-ahead play in the third quarter, the Peglegs kept the Knights at bay. The team had worked diligently in practice to prepare for the opposing offense. "We planned on outside containment, trying to push the play inside so our linebackers could clean it up. I think our safety lining and other corners did a good job squeezing them in," Hurwitz said. The Stuyvesant defense limited the Knights' running game and completely eliminated their aerial attack, as they went 1-2 for nine yards passing.

After a change in offensive strategy at halftime, the Peglegs scored 13 unanswered points. "Once they got a little bit tired, they weren't blitzing as much and we thought we could pound [the ball]," Head Coach Mark Strasser said. "It was mostly because of their fatigue and we saw that. We felt we were in a little bit better shape." Leading the ground game was senior Werner Zhanay, who had 14 carries for 66 yards in his return from a suspension.

But the team was clearly led by Makhmudov, who was awarded the game's Most Valuable Player trophy by NYCFootball.com as part of their coverage on the city's Game of the Week. He threw for 184 yards and three touchdowns—two to Hurwitz, and one to senior and co-captain Nathaniel Biggs in the fourth quarter to seal the game.

With the victory, the Peglegs are now tied at the top of the Cup Division with a 3-1 record. The team's confidence heading into the stretch run will be key, as they fight for their first playoff appearance in 15 years. When asked if this was still a championship or bust season, Makhmudov aptly responded, "It still is."

**"A few throws got away from me at first, but after that, I got more comfortable and relaxed."**  
—Solomon Quinn, junior

make many defensive adjustments and to have their offense further bolstered by the return of senior running back Werner Zhanay.

**Peglegs Power Past First Place Franklin K. Lane**  
By JING LIN

With the score tied at eight at the start of the third quarter, Peglegs' sophomore Cooper Weaver took snaps in the Wildcat formation and ran the ball through the Franklin Lane Campus Knights' defense relentlessly. He had four carries for 30 yards on the drive, and 10 for 44 total in the game. Following a Weaver run, senior and co-captain Alen Makhmudov dropped back and threw a bullet pass to

### Girls' Golf

## Birdies Looking to Avenge

By DARYL CHIN

Last season, the Birdies suffered a heart-rending loss to the Tottenville Pirates in the PSAL City Championships. The Birdies' loss ended a bid to become City Champions for a second straight season. Though five seniors graduated last spring, including Sarah Soo-Hoo ('12), the strongest player last season, the team is not short on talent. Senior and captain Rosen Jeong, now the number-one starter, is expected to lead the team back into the playoffs. "Rosen is my most experienced player, and I have seen her play a lot over the last three years," coach Emilio Nieves said. "So at this point,

she deserves to be the number-one player on our team."

Jeong lived up to expectations, leading the Birdies to a 4-0 victory over the Hunter Hawks in their season opener. "I was never the first starter. I was the fourth starter my freshman year and moved up to third starter my sophomore and junior year, so being the first starter was definitely a different experience for me," Jeong said.

Though Jeong is the only senior on the team, there are a few up-and-coming stars who will have a chance to prove themselves this season. One of them, sophomore Sabrina Chan, has been the second starter for the team. "I am excited to see Sa-

**"I hope and expect them to show more growth and consistency each match."**  
—Emilio Nieves, coach

brina Chan's development as a golfer," Nieves said. "She has great potential."

On the other hand, several players on the team lack playing experience, but Nieves "expect[s] them to show more growth and consistency each match," he said.

As it is still early in the season, Nieves hasn't decided on a set starting lineup. He has until the fifth game to determine a permanent lineup and plans to use the first four to try out different rotations. "Right now I have about eight players that I plan on using for the matches," Nieves said.

One of the main issues coming into this season is team

chemistry and leadership. Last year, there was a lack of team dynamic, but the Birdies look forward to better sportsmanship coming into the season. "I definitely expect Rosen to step up as a senior and leader of the team," Nieves said.

Though the Birdies are rebuilding to some extent, they still expect to have their third consecutive undefeated season and a fourth consecutive playoff berth. However, the main focus will be on improving and polishing a fairly inexperienced team. "In golf you always are always working on getting better at everything from driving to using irons to putting," Nieves said.

# Sports

## Centaurs Lose to Division Leaders, Now at 3-2-1

*continued from page 24*

goalkeeper Maxwell Berkow stopped most of the attempts to score by Lab Museum, and ended the game with a total of five saves, allowing just the one goal. "I think the team played very well today, and we improved on the last two [games]," Berkow said. "We worked harder during practice, and ended up playing much better in the game."

The Centaurs made several adjustments from their previous game. "The last game was a whole different level of play. MLK is the best team I've ever played against, so we had a different strategy going into that game," senior and co-captain Asa Conover said. "In that game, we were trying to hold the defense, but in this one, we worked on pressing up and on offense."

**Scoreless Draw Against JREC Disappoints Centaurs**  
By ALISON FU

An afternoon of sputtering offense and tough defense set up a frustrating, scoreless game that went into overtime, and ultimately gave the Stuyvesant Centaurs their first draw of the season against the Julia Richman Educational Center (JREC) Fearless Panthers.

One of the key moments of the game came early in the first half. Sophomore Mohammed Haque had a great chance to score rebound off the crossbar, which foreshadowed the other barely missed goals that made up the rest of the match. The continuous string of early

misses was part of the team's slow start and made the players struggle to rebuild their confidence.

"We missed scoring opportunities during the first minutes of the game and these visibly brought down our team's morale," senior and co-captain

**"We missed scoring opportunities during the first minutes of the game and these visibly brought down our team's morale."**  
**—Asa Conover, senior and co-captain**

Asa Conover said.

The Centaurs saw many more opportunities in the second half, which was a welcome change. "Our offense was definitely feeling the pressure going into the second half after not being able to punch one in during the first," senior and

goalkeeper Nick Miller said.

However, the team was still not able to break the stalemate. Conover's breakaways either finished short of the goal or with a shot that missed the goal, senior and co-captain Maxwell Berkow missed several clear shots, and senior and co-captain Lee Popa's shots on goal were easily saved by JREC's goalie.

In contrast, the defense looked much sharper. By consistently using its speed out of the backline to its advantage, the opposing offense did not get many chances to score. Sophomore Sean Fitzgerald and senior Matthew Hoffman were especially solid on defense, clearing the ball when needed as well as breaking up potentially promising plays of the JREC players, while the rest of the team did a great job of starting the counterattack afterwards.

"Our defense transitioned throughout the game really well and was able to hang tough when JREC applied more pressure," Hoffman said.

The 2-1-1 Centaurs hoped to rebound against their division rivals, the Beacon Blue Demons, in a game that could go a long way in determining the runner-up in the Manhattan A division.

**Division Rival Blue Devils Defeat Centaurs**  
By KATIE MULLANEY

The first half of this rivalry match between Stuyvesant and Beacon proved to be the deciding factor of the afternoon on Monday, September 24.

The Blue Devils jumped out to an early lead against Stuyvesant, continuing to add points throughout the first half, and eventually emerged with a 3-1 victory over the Centaurs.

For the first 10 minutes of the game, the Centaurs played an entirely defensive game, with the ball remaining mostly

Beacon's first goal gave them momentum, and they quickly scored two more goals, one off the rebound of a save by senior and goalie Nick Miller, and the other on a fast break down the field. "[Beacon] controlled the ball in the first half and that's why they scored more," coach Vincent Miller said.

At the end of the first half, senior and co-captain Maxwell Berkow scored from in the box on an assist from sophomore Mohammed Haque for the Centaurs' first and only goal, making the score 3-1.

The start of the second half brought a more even match between the two teams. There was no clear dominant team, and the ball spent an equal amount of time on each side of the field. Stuyvesant's offense failed to capitalize on opportunities downfield, while Nick Miller made several saves preventing the Blue Devils from scoring.

Twice during the second half, he made saves that brought him out of the goal, giving Beacon two huge opportunities. However, both times, sophomore Meril Takizawa stepped up into the goal and deflected both of Beacon's shots. "During the two plays in the box, I saw Nick going up to get the ball, so I stayed back a bit and when they got past him, I automatically went in to try and stop them," Takizawa said.

Coming off of the 0-0 tie in the second half, the Centaurs are confident they have the ability to beat Beacon the next time they play them. "We know we definitely need good defense next time," Berkow said.

**"Coming off of a loss against the top team in the city, we wanted to come out pretty angry in this game."**  
**—Vincent Miller, coach**

on their half of the field, crossing the midfield line only a few times. The defense of senior Matthew Hoffman, sophomore Sean Fitzgerald, and freshman Paolo Fossati kept Beacon from taking any shots on goal, until halfway through the first half, when Beacon scored off a corner kick.

### Girls' Soccer

## Mimbas Fall to Hawks



Freshman Alexis Kushner takes a throw-in against Beacon at Randall's Island on Sunday, September 23.

**By LUKE MORALES**

Coming off a 4-0 loss against the Fiorello H. LaGuardia Athletics, the Stuyvesant Mimbas entered their matchup against the Hunter Hawks on Friday, September 14 with a new game strategy in mind. The Mimbas refer to it as "the first five min-

utes," which is when the team comes out with their best play at the start of each half, in order to set the tone for the rest of that half. The evenly matched teams played a hard-fought game, but the Mimbas eventually came up short, with the game concluding in a 4-2 loss.

The Mimbas were able to

stick to their strategy for the first 20 minutes of the game, drawing first blood with a goal by junior Rosalie Campbell. "It was really rewarding because the goal was off a free kick, and we had gotten basically the same free kick earlier [in the game] and I missed that one, so it was really great to get the

opportunity again and score," Campbell said.

However, after the Mimbas captured the early lead, the team lost sight of the tone they had worked so hard to set and saw two Hawk goals before the end of the half. The disappointment at the end of the half culminated in Campbell's being taken out with an injury to her ankle received from a chip under her shin guard from a Hawks defender. The entire feel of the game changed as the team looked on while their injured teammate was carried off the field by Athletic Director Larry Barth.

During half-time, coach Hugh Francis reminded his team about the strategy they needed to follow. "They're giving us a good game," he said. "I think this is a team we can come back and beat."

At the start of the second half, the Mimbas fell behind early by surrendering possession to the Hawks several times and letting them take too many shots on goal. The Hawks were able to put two more goals on the board before the Mimbas answered with a goal by senior Kelsey Bernal.

Though the Mimbas were not able to pull off a comeback grand enough to win the game,

their spirits were not dampened. "I think we played really hard the whole game, and never gave up, even when we were behind," junior Raquel Brau-Diaz said. "We can just use this as a stepping stone to figure

**"I think we played really hard the whole game, and never gave up, even when we were behind."**  
**—Raquel Brau-Diaz, junior**

out what we have to work on to come back next time and win."

# THE SPECTATOR SPORTS

## Centaurs Lose to Division Leaders, Now at 3-2-1

**Division Favorites MLK Dominate Centaurs**  
By EAMON WOODS

Stuyvesant supporters sat on the edge of Riverside Park's shaded field to watch their team take on the division rival Martin Luther King Knights (MLK) on Wednesday, September 12. This would be one of the toughest games of the season for the Centaurs, who hoped to prove that they could compete with the league's best, but they fell 4-nil, giving them an even 1-1 record.

MLK controlled the ball from the beginning as its large, speedy forwards continued to win long balls over the top of Centaur midfielders and defenders. Senior, co-captain, and goalkeeper Maxwell Berkow responded to these bombardments with a series of spectacular saves. In addition, aggressive defense from senior and co-captain Lee Popa and sophomore Sean Fitzgerald continued to hold the Knights.

MLK finally broke through the tight defense near the midway point of the first half as a delicate through ball found its way between Centaur defenders who could only watch as a Knight slid the ball into the goal past Berkow's outstretched arms.

The Knights' superior touches on the ball and their incessant switching of fields

kept the Centaurs on their toes. After a ball was played into the box, Berkow was forced to dive and accidentally fouled an opposing forward by sweeping him off his feet. The Knights put the ensuing penalty kick in the back of the net a few minutes before the halftime whistle sounded.

The second half very similar to the first as MLK controlled the midfield and did not let the Stuyvesant attack, led by senior and co-captain Asa Conover, get any chances. The accurate passing and defensive control of MLK enabled them to dominate possession, resulting in a beautiful header off a corner kick finding its way past Berkow shortly after the start of the second half.

The game's fourth and final goal was scored when a precisely placed through ball trickled into the box onto the foot of an awaiting Knight who was swift to take advantage of the opportunity.

Though not the best possible result, the Centaurs' came into the season with a goal of "second place in the league" to MLK, Conover said. "We're not going to face anyone better than this."

**Stuyvesant Tramples Lab Museum United**

By RAYYAN JOKHAI

After getting beaten by Mar-

tin Luther King Jr. High School, the Centaurs got back on track in their third game of the season. The team came out strong and was able to blow out Lab Museum United 4-1 on Friday, September 14.

In the first half, the team came out aggressively and out-scored United 3-0. Two of the three goals came from sophomore Darien Cox, and the other came from senior and co-captain Asa Conover, who also had one assist in the game. "We started out kind of slow. We weren't really in it, but we turned it up and played a good game," Cox said.

In the second half, senior Matthew Hoffman committed a foul in the 18-yard box, allowing United to score its only goal of the game from the resulting penalty kick. However, Stuyvesant was not fazed and responded with a goal from sophomore Mohammed Haque. Each team had one goal in the second half, so the Centaurs' strong play during the first helped them come out victorious. "Coming off of a loss against the top team in the city, we wanted to come out pretty angry in this game," coach Vincent Miller said. "We needed to come out more aggressive. That's really it."

Senior, co-captain, and

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## Peglegs Rally for Three-Game Win Streak, Tied at Top of Division

**Stuyvesant Blown Out by Cardozo in Stormy Opener**  
By MATTHEW MOY

Thunderstorms and heavy winds before kickoff set up a muddy field and a sloppy football game for the Stuyvesant Peglegs. Carried by a strong running game, Cardozo scored 42 unanswered points and won the season opener, 42-7.

"We knew that this was going to be one of the toughest games that we're going to play all year because they've returned all of their starters," Head Coach Mark Strasser said. Last season, Cardozo defeated the Peglegs 12-9 to close out their season.

Cardozo started off the game with a solid 39-yard kick return, which placed them in prime field position. Four first downs and two painful offside penalties by the Peglegs later, Cardozo ran in for an easy touchdown.

Both teams went three and out on their next possessions. On their second possession, the Peglegs moved the chains twice but turned the ball over on downs after a questionable non-call by the referee on what appeared to be pass interference. "When asked why [the referee] hadn't thrown a flag,

he said, 'I don't have a flag, the other guy has it,'" junior Clay Walsh said. That non-call ended the Peglegs' strong response, and then Cardozo continued to build their lead.

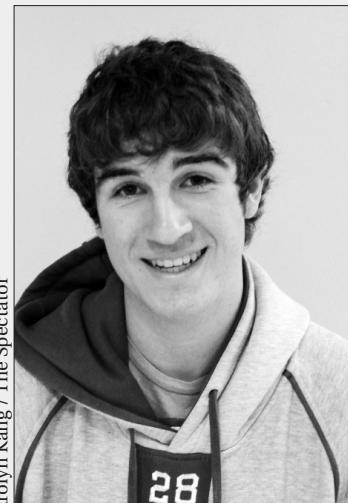
Cardozo took over in the second quarter and had three runs for major yardage. Junior Solomon Quinn took over as quarterback after senior and co-captain Alen Makhmudov left the game with an ankle sprain after being tackled on a run play. Following the substitution, the Peglegs gave up the ball on an interception and a fumble, and Cardozo scored three more times to close out the half with a 36-0 lead.

The Peglegs woes continued into the third quarter when they fumbled deep in their own territory, and Cardozo capitalized with another touchdown run. On the Peglegs' ensuing drive, however, they marched down the field after several receptions. Senior and co-captain Nathaniel Biggs scored the Peglegs' first and only touchdown on a leaping catch along the end zone sideline.

Despite Biggs' impressive touchdown, Peglegs executed poorly throughout the game. "We had some bad throws,

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## Disabled and Enabled



By MICHAEL SHELDON

This summer, the world was captivated by an Olympian who failed to win a single medal. The South African sprinter Oscar Pistorius won hearts and minds just by lining up to race. Why? Well, the fact that his legs are metal from his knees down probably helped.

Pistorius, a double-amputee since he was 11 months old, has miraculously been able to build himself a successful running career in both able-bodied and disabled events: winning several silver medals in events ranging from the South African Championships to the World Championships against able-bodied peers, and completely dominating the disabled sports world. Indeed, the attention Pistorius has received is warranted: it's truly inspirational that a man lacking human legs could qualify

to compete in the world's premier sporting event.

As much as Pistorius has been the poster child for disabled athletes this past year, his story is hardly the only story of success. Sports like cycling, track and field, and archery have prominent disabled divisions, while sports like basketball and tennis have organized wheelchair leagues. The Paralympics have aimed to do for disabled athletes what the Olympics have done for those without similar disadvantages. And even here in New York City, when the annual marathon comes around, hundreds of wheelchairs can be seen racing alongside the city's greatest distance runners.

For disabled athletes, sports are about more than competition. They are about struggling with these athletes' own damaged bodies. They are about personal achievement and improvement. For these athletes, sports are healing.

Sustaining a permanent injury is a jarring experience, to say the least. Things like partial paralysis, loss of limbs, and diseases that inhibit muscle function or growth are both physically impeding and emotionally draining. Coping with these injuries requires major lifestyle changes, which can leave people feeling lost and devoid of direction.

Enter the world of sports.

Sports provide little benchmarks, tiny goals that people can aspire to fulfill. The process of physical rehabilitation and self-improvement in a sport can provide the kind of motivation that a disabled person needs to get going. Sports help disabled athletes learn to better use their bodies and to return to a more positive, goal-driven mental state. Sports provide them with not only a means of physical rehabilitation, but also a way of healthily reintegrating themselves into everyday life.

And, after all, this is what is so important about sports for all of us. They give us something to strive for, something to root for, and something to celebrate. It is the companionship of sports, the shared triumph and heartbreak, that helps us bond and grow as a community. It is no secret that sports can be healing for all people, and provide a common, comforting ground for us to revel in, even in the face of a troubled world.

So the next time a sports rivalry culminates in physical violence, or a season gets delayed or cancelled due to disagreements over multimillion-dollar revenue sharing, look to the world's disabled athletes, those both accomplished and more obscure, those professional and personal. With any luck, they'll remind you of the value that sports had for us in the first place.

## Girls' Swimming

### Penguins Dive for Five



The Penguins, Stuyvesant's girls' swimming team, practice at Seward Park High School.

By KEVIN MOY  
and ANNIQUE WONG

When can a team be called dominant? Is it after one successful season? Two? What about four? No matter what your definition is, Stuyvesant's girls' swimming team, the Penguins, has done nothing but dominate in recent years.

The Penguins finished last season on top, capping their fourth city championship against the Brooklyn Technical Engineers. However, as the upcoming season approaches, the team faces multiple obstacles on their quest for their fifth straight title.

Every team at Stuyvesant suffers the year after key senior players graduate. Last year's captains, Hana Yampolsky

('12), Maggie Yeung ('12), and Sharon Romero ('12), were vital to the Penguins' dominance. Yampolsky won first place in the 100 freestyle event in the championship meet, and Yeung was the anchor of the 200 medley relay and placed in second in last year's championship. Yeung also went to states for the past four years.

In addition, the Penguins face the loss of Coach Kristen Sabala, who led the team for the last four years. Taking the helm for the Penguins this year is physical education teacher Anna Markova. Markova is no stranger to coaching; she has been the girls' indoor and outdoor track coach at Stuyvesant

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