



# The Spectator

The Stuyvesant High School Newspaper

*"The Pulse  
of the  
Student  
Body"*

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## Administration to Crack Down on Students in Alcove



Deans have begun to confiscate I.D.'s from students soliciting in Stuyvesant's alcove.

By ANIKA RASTGIR

In an effort to curb substance abuse at Stuyvesant, the administration has begun recording the identification card (I.D.) numbers of students who congregate in the alcove underneath the TriBeCa bridge. According to Principal Stanley Teitel, deans are implementing this new policy because Coordinator of Student Affairs (COSA) Lisa Weinwurm complained of smelling smoke from

her office in room 260, located directly above the alcove area, on Wednesday, October 6.

"Our domain is usually not outside the school," Teitel said. "The only reason she went out was because she smelled smoke from her office."

Weinwurm recorded the I.D. numbers of four students who were in the area that day.

"We had been [at the alcove] for a while and there

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## Wi-Fi to be Installed in the Cafeteria

By MADHURIMA CHOWDHURY  
with additional reporting by ALLISON BURNS

After crawling through the ceiling and traipsing between tangled wires, Stuyvesant's school machinist, Kenneth Levigion, finally emerged, successful in his attempts to bring a Wi-Fi Internet connectivity to the cafeteria.

Computer Science Coordinator Mike Zamansky proposed the idea of setting up a wireless Internet connection in the cafeteria several years ago, but received little response from the administration at the time. Earlier this year, he pitched the idea to Levigion, who agreed to help bring the plan to fruition.

"Back when I was on cafeteria duty, it occurred to me that there are all these students there and they can't get online, so they can't do anything," Zamansky said. "What if they wanted to get a head start on their homework or if they just wanted to check their e-mail?"

However, according to Zamansky, access to the Wi-Fi connection will be limited. "In order to have an accountable system, you must have a login, and I am only setting up logins for students in the computer science classes because I don't have

any free time to do this," he said. "It's not [...] that I only want to do something for a subsegment of the student population; I only have the ability to do it for a certain subset of the population. If the administration wants to set up accounts for everyone, they can certainly do that."

Installation began last spring and continued through the summer, when Levigion and computer technicians Sydney Lindsay and Andrew Wong ran two wires from the electrical closet on the fifth floor through a vent and into the cafeteria.

"I had to crawl through this access panel, which was a foot high, and crawl along the ceiling to the wires in here," said Levigion, pointing to the cafeteria. His efforts cost him half of the sole of his sneaker and a chipped a bone in his elbow, necessitating that he wear an arm sling for three weeks.

One wire will be used to provide students with Wi-Fi connectivity in the cafeteria, and is connected to Zamansky's network. The administration and any other non-students who require Internet for meetings in the cafeteria will use the other wire, which will be connected to the Department of Education's

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## A Day of Dissent: Anti-Death Penalty Day

By EMMA LICHTENSTEIN  
and JOANNA GAO

Amir Abo-Shaeer, a physics and engineering teacher at a high school in California, recently received a MacArthur Fellowship, which is a five-year, 500,000 dollar grant from the John D. and Catherine T. MacArthur Foundation. Each year, 20 to 25 people nationwide are selected for the fellowship.

Recipients of the grant must be nominated and are individuals who excel and show creativity and potential for more in their fields of work. There are no age or area of specialization limits. The goal of the fellowship is to aid people who would regularly remain unrecognized for their work to expand upon knowledge and human interactions.

According to their Web site, The MacArthur Foundation supports creative individuals and institutions committed to building a more peaceful and just world. In addition to selecting MacArthur Fellows, the foundation hosts programs regarding sustainability, global security and community development.

Abo-Shaeer teaches at his alma mater, Dos Pueblos High School in Santa Barbara, Cali-

fornia. There he created the Dos Pueblos Engineering Academy, which features a more rigorous applied science curriculum, within the school in 2002. Each year, the academy's senior class builds a robot and enters it into the FIRST Robotics Competition as Team 1717, D'Pinguineers.

In the 2009 season, the D'Pinguineers placed second at the Los Angeles regional competition and were undefeated at the Sacramento competition, qualifying for the FIRST Robotics Championships. At the FIRST championship event, their robot, the Penguinbot, won the Motorola Quality Award, which celebrates "machine robustness in concept and fabrication," according to the team Web site.

Abo-Shaeer began his career as a mechanical engineer focusing on research and development in aerospace, academia and telecommunications. In 2001, he decided to move into the field of education.

Members of Stuyvesant's own robotics team, Stupulse, support Abo-Shaeer's achievement. "All of us [in the robotics community] are trying to promote engineering or math, science and technology in schools," Stupulse coach Ra-

fael Colon said. "Kids apply the mathematics and science for the robot to work. It's a different way of learning. [It] keeps them focused and interested."

"[Abo-Shaeer] helped all sorts of teams. He didn't just help his own team, he helped teams in his area and in his regional. For him, it wasn't just about having his team win, it was about spreading the ideals of the robotics competition, spreading math, science and technology," junior and Vice President of Stupulse Marketing Dorone Shapiro said. "We help other teams, too, but I think it was just the geographic scope of what he was able to do [that earned him the grant]."

"That's great for him. He's done lots of good things," senior and President of Marketing Mao Hu said. "But from a personal standpoint, Colon is our hero. This guy is with us 100 percent, all the time. He never lets up. He stays for hours and hours. He traded his life for us. And it's just good for us."

Neither Hu nor Shapiro has had personal contact with Abo-Shaeer. "There are thousands of teams [in nationals]," senior and Co-President of Stupulse Jonathan Lambert said. "It's hard to have contact with all of them."

## COSA Appointed to Second Term

By CHESTER DUBOV

Health teacher Lisa Weinwurm was selected at the end of last year by the Stuyvesant High School administration to hold a second four year term as the Student Union (SU)'s Coordinator of Student Affairs (COSA), after no other faculty member applied for the position. Now entering her fifth year in the position, Weinwurm has become the longest serving COSA in recent memory. Weinwurm has been COSA since 2006, when she replaced Social Studies teacher Matthew Polazzo in the role.

The practice of limiting the COSA position to four year terms was instituted by the administration in 2006, at the end of Polazzo's tenure. Weinwurm's first term ended in June of the 2009-2010 school year, and applications for the open position were distributed to faculty members by the administration. "We placed a copy [of the application] in every teacher's mailbox," Principal Stanley Teitel said.

However, Weinwurm was the only teacher to submit an application and received her second appointment by de-

fault. "It certainly made my job easier," said Teitel, in reference to the selection process.

According to Teitel, if multiple teachers had applied for the job, the post would have been assigned based on a protocol for filling paid compensatory time positions outlined in the 2009 United Federation of Teachers (UFT) Contract with the Department of Education (DOE). "If we have multiple applicants, the first person to get the job would be the one who has spent the longest time here, and has never held a [compensatory time] position before," Teitel said.

In broad terms, the COSA acts as the SU's faculty advisor, although the position's precise role within the organization is officially undefined. The COSA works several hours after school, and is only required to teach three instructional periods a day. According to senior and SU Chief of Staff Tammuz Huberman, "[The COSA]'s job is really making sure that the SU is doing our job, and helping us to do our job," she said. "The COSA is in charge of running SING! with the SING! coordinators, stays at school until five every day to make sure clubs and



Coordinator of Student Affairs and health teacher, Lisa Weinwurm

pubs have their faculty advisor with them, and is in charge of budgetary matters."

Huberman also noted the COSA's role in the SU's decision making process.

"She definitely gives us her input in meetings and helps us refine our ideas so they become realistic," Huberman said. "Instead of us [The SU] ambiguously planning events or listing vague things the SU wants to accomplish, [The COSA] will help us set dates and get things approved by the administra-

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### Opinions

Article on page 7.

Raising the Rainbow Flag

That's so gay. Find out why.



Article on page 13.

### Arts & Entertainment

The Greene G-Stop Getaway

Greener pastures along the "G".

# News

## Seniors Have Free Access to College Essay Organizer

By CHRIS LEE

Due to a large financial contribution to the school, Stuyvesant seniors have been given free access to an online college application aid service known as College Essay Organizer (CEO). The donation to the school, approximately totaling 3,000 dollars, was made by the parents of an alumnus of the class of 2010. Despite the generosity of the grant, the parents, as well as the alumnus in question, have expressed

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—Harvey Blumm, Parent Coordinator

wishes to remain anonymous. According to Parent Coordinator Harvey Blumm, the parents of the 2010 alumnus made their donation out of gratitude towards Stuyvesant for the quality of education

their son received at the school.

"They [The alumnus's parents] wanted to give something back to the school. Given how much anxiety and stress there is in the college admissions process, they wanted their donation to do something to alleviate that stress," Blumm said. "[The alumnus's parents] were amazed by how many essays students have to write [for the college process]. Their son was constantly juggling essays. They came upon this service and felt it really helped."

Students were informed of their access to the service through an email sent by the College Office to every member of the senior class on Monday, October 4. According to the email, the program is "designed to help [one] save time by effectively organizing, cross-referencing, and keeping track of the multiple personal essays [one] must write for the Common Application, supplemental essays, and for scholarship applications"

The site offers two services—Essay QuickFinder and Essay RoadMap. Essay QuickFinder generates a list of application essay requirements for every school a student is applying to. Essay RoadMap is an upgrade of the Essay QuickFinder tool, and simplifies the list of essays generated, eliminating redundancies in different schools' application requirements, and showing students where specific essays can be submitted to multiple schools on their list. This service ordinarily costs \$49 to compare 15 colleges' application require-

ments, but Stuyvesant students are able to use the Essay RoadMap service free of charge.

Student responses to the program have been mixed, although many feel that the service is at least partially helpful.

"[CEO] really cuts down on my organizing time," senior Sara Shi said. "It gives you all the

**"It helps gather everything in one convenient place."**  
—Alexander Wong, senior class president

essays and supplements [you need to write] in an organized manner, so you won't have to do it yourself. If you had to do it on your own, it would take a couple of hours looking everything up."

"It helps gather everything in one convenient place," senior class president Alexander Wong said. "On the other hand, it's still a bit unclear on some things. I personally wouldn't rely on it completely, but it's nice to use it as a general checklist."

## California Robotics Teacher

### Receives MacArthur Grant

By ANNE CHEN  
with additional reporting by MAYA AVERBUCH

Amir Abo-Shaeer, a physics and engineering teacher at a high school in California, recently received a MacArthur Fellowship, which is a five-year, 500,000 dollar grant from the John D. and Catherine T. MacArthur Foundation. Each year, 20 to 25 people nationwide are selected for the fellowship.

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Neither Hu nor Shapiro has had personal contact with Abo-Shaeer. "There are thousands of teams [in nationals]," senior and Co-President of Stuypulse Jonathan Lambert said. "It's hard to have contact with all of them."

## NY Law School Professor Teaches American Studies Students

By ALEX WANG

"Whatever I may say under the influence of the Sirens, ignore it, and keep rowing: And if I [...] order you to set me free, you must tie me tighter," commands Odysseus as his crewmates bind him to his ship's mast in Homer's *Odyssey*.

Although the epic Greek poem was composed more than 3000 years ago in ancient Greece, students in the Advanced Placement (AP) American Studies (E55X/H55X) classes listened to New York Law School Professor Robert Blecker put the poem in the modern context of studying the Constitution of the United States.

Blecker, who was invited by AP American Studies teacher Debra Plafker, spoke during 4th and 5th periods on Tuesday, October 5, in Lecture Hall B. He based his presentation on an essay he wrote titled "If I Implore You and Order You to Set Me Free," borrowing the words from *The Odyssey*.

such as Constitutional History and Criminal Law at the New York Law School. He is also a nationally known supporter of the death penalty, and he frequently appears at major conferences and in major media outlets such as The New York Times to express his views on capital punishment.

He will offer his class on

**"It broadens our classroom and our American Studies community."**  
—Debra Plafker, Advanced Placement American Studies teacher

Criminal Law and his death penalty seminar to a few select Stuyvesant students beginning on Tuesday, January 11. These students will attend the classes alongside New York Law School students. Interested students must contact Plafker or Assistant Principal Social Studies Jennifer Suri and then fill out an application.

Blecker claims to have enjoyed the presentation. "[Stuyvesant students] are a pleasure and delight," he said.

**Whatever I may say under the influence of the Sirens, ignore it, and keep rowing: And if I [...] order you to set me free, you must tie me tighter."**  
—Homer, *The Odyssey*

"He uses [the siren episode] as a metaphor to explain how American Government works," AP American Studies teacher Hugh Francis said. "How people can hear the siren song of power, but be restrained."

"[The metaphor] struck me one day many years ago, and the more I thought about it, the more it applied," said Blecker, who has given lectures about this essay at Stuyvesant several times in the last few decades.

One example Blecker provided of the checks made by the Founding Fathers in The Constitution is the way senators were given relatively long six-year terms to protect them from being voted out of office if they made wise but unpopular decisions.

Plafker said presentations such as Blecker's allow students to "see the applications of their studies." Blecker teaches courses

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Plafker and Francis, who have several other history professors lined up to speak to their classes later on in the semester, feel that presentations such as Blecker's greatly enrich the learning experience. "It broadens our classroom and our American Studies community," Plafker said.

## COSA Appointed to Second Term

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tion."

According to SU President Oren Bukspan, the COSA pre-

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Principal

vents the SU from making decisions that could potentially place the organization in legal

jeopardy. "The COSA ensures that stuff gets done legally and correctly. We have pretty amazing bookkeeping," Bukspan said. "At this point, [The COSA] is essentially a review position."

According to Polazzo, the COSA's responsibilities largely consist of the duties described by Bukspan and Huberman. However, during his time as COSA, Polazzo also took several strong positions on student rights, and played a role in preventing the Student Union from being relocated to the site of the current college office. "I feel it's your job as COSA to be an advocate for the students," Polazzo said.

Polazzo, like the rest of the faculty, did not apply for the COSA position at the end of Weinwurm's term. "Being an

effective COSA is an incredibly time-consuming, draining job," Polazzo said. "As a PHD student, and a father, it was not

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## Administration to Crack Down on Students in Alcove

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were people smoking pot all day. Three of my friends were smoking cigarettes. Weinwurm smelled it from her office, talked to us and took our I.D.'s," said a sophomore at the alcove that day, who wished to remain anonymous. "We had a meeting with Teitel and our parents [on Tuesday, October 12]."

**"[Social studies teacher and dean Daniel Tillman] came down to the alcove, wrote down our entire group's I.D. [card numbers], even though we were just standing and not doing anything."**  
— Matthew Tuggle, sophomore

Some students feel that this new policy of recording I.D. numbers is unnecessary. "[Social studies teacher and dean Daniel Tillman] came down to the alcove, wrote down our entire group's I.D. [card numbers], even though we were just standing and not doing anything," said sophomore Matthew Tuggle, regarding an incident that occurred in early October.

According to Tillman, school employees have the

right to do so. "Any employee in this building—teacher, staff member, administrator—has the right to ask students for their I.D.," Tillman said.

If deans see repeat offenders, they will investigate whether the student was cutting class during a certain period, and if needed, schedule meetings with the student's guardian will be arranged.

Senior Elizabeth Ha believes the new policy is just. "Even though [students] are not in the school building, they are under the school's authority," Ha said.

However, other students feel that recording I.D. card numbers based on suspicion is not the best way to prevent drug abuse. "There is a possibility that there will be students caught who aren't responsible because they were in the wrong place at the wrong time," junior Edward Cho said.

Math teacher and dean Gary Rubinstein advised students to avoid such situations. "If you keep being in [areas] that have pot in them, we start to get suspicious. That on its own is not a crime, but I advise anybody who goes to [an area] that smells like pot to leave right away," he said. "If you are in the [area] and we come in, we might make note just for future reference that you were [there]."

Students who are caught or suspected of using illegal substances, or who are in the company of those who do, may face disciplinary actions, including a parent conference with Teitel, principal's suspension, superintendent's suspension or expulsion. The punishment received is at Teitel's discretion and depends on the circumstances and severity of the action. A principal's suspension is approved by the school principal for a period of 1-5 school days, while a superintendent's suspension must be approved by the chief executive officer of the Office of School and Youth Development and can last from 6 days to a year,

depending on the infraction.

The deans are working together to decrease and prevent drug activity. "We are hoping to deter, more than catch people," Rubenstein said.

Tuttle agreed that monitoring the alcove does achieve such a goal. "I don't go there anymore and the area has

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**If you are in the [area] and we come in, we might make note just for future reference that you were [there]."**

—Gary Rubinstein, dean and math teacher

been cleared out," he said.

Tillman believes that the new policy will not affect many students. "Ninety-nine percent of the students in the school are by far the most cooperative that I have met," he said. "With the one percent of the school, the whole idea is to help this person get back on track and to get to the college of their choice."

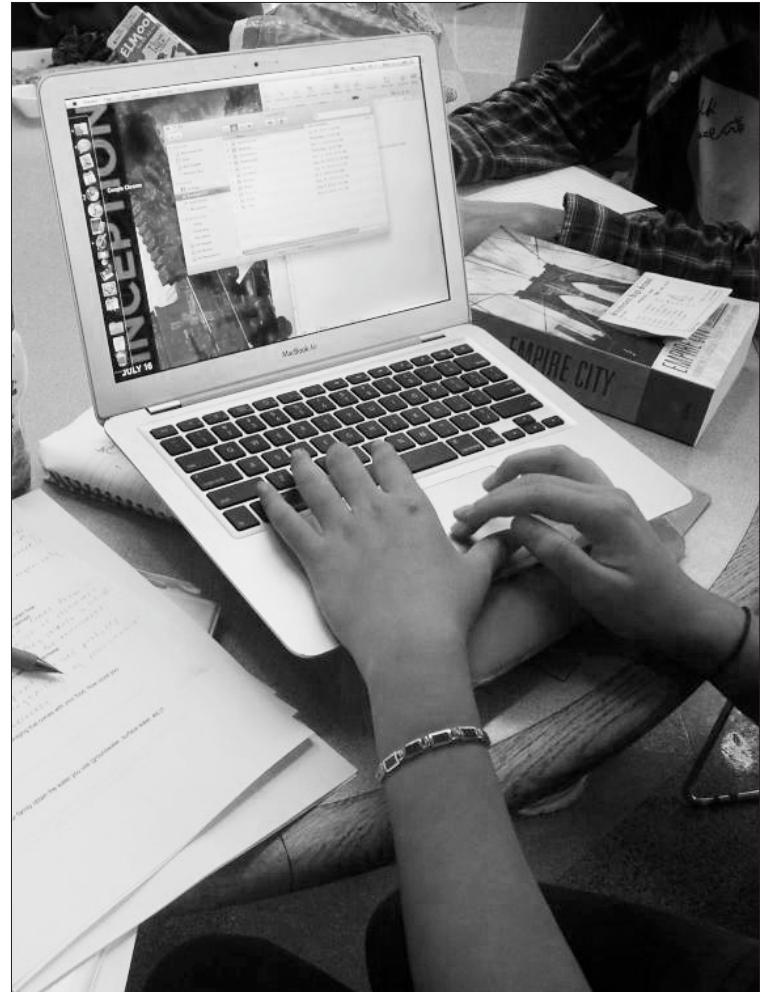
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**The LAYOUT department was responsible for creating this ad.**

## Wi-Fi to be Installed in the Cafeteria



Laptops like this one will be able to connect to the internet in the cafeteria.

Angie Koo / The Spectator

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is right about something. And being that we're not allowed on most of the floors in the school during our frees, and we can't use smartphones, that's pretty important."

"It'll make it a better learning environment," freshman Cassandra Kessler said.

However, others warned that wireless Internet might bring some unwanted changes. "There would be more people [in the cafeteria]. So it would be more crowded, and it is crowded as it is," freshman Joan Kim said.

Zamansky cautioned students against using the system inappropriately. "I'm going to have to look at logs to make sure nothing wrong is going on," he said. "So, this might disappear two months after it starts if it's abused because, again, the administration isn't giving me any support."

# Features

## The Beautiful Child of Crush Lists

By CONNER JUSTICE

Last year, controversy over Stuyvesant's annual crush lists spread throughout the New York press like wildfire. Complaints over the "I'd Tap That" portion of the crush lists began with an article in the New York Post. With all of this bad press, the crush lists were perceived to have malicious intent.

What the media forgot to cover, however, is that some good came out of the lists. One such example is CollegeOnly.com, a for-profit Web site created by Stuyvesant alumnus Josh Weinstein ('05). While a student at Stuyvesant, Weinstein served as administrator for Stuycom.net, the popular, student-run Web site most known for digitizing crush lists once they'd been posted on the walls of Stuyvesant. After his graduation from Stuyvesant, Weinstein attended Princeton University, and it was there that the idea for CollegeOnly.com was formed.

During his sophomore year at Princeton, Weinstein came up with the "CrushFinder," which he admits "subconsciously was an extension of the Stuyvesant crush lists," Weinstein said.

The CrushFinder, however, is not a carbon copy of the Stuyvesant crush lists. The main difference is that while crush lists are not meant to get people together in a relationship, The CrushFinder is. "The CrushFinder allows you to put in five people who you like. It sends them an email saying that someone [anonymous] has a crush on them," Weinstein said. "They go onto the site and do the same—if there's a match, then the identities are

revealed."

The CrushFinder enjoyed instant popularity and was so well received that when launched "on Valentine's Day of 2007, 30 percent of Princeton's student body used it," Weinstein said.

The CrushFinder soon became part of GoodCrush.com, along with a "missed connections" component. This feature allows students who are interested in talking more with someone they met around campus to do so. GoodCrush debuted successfully at schools other than Princeton. The successes of GoodCrush led Weinstein to begin pursuing the site as a real business opportunity. After graduating from college, and despite being offered a job at a consulting firm, Mr. Weinstein began actively pursuing seed investment to make GoodCrush a real business.

After having unsuccessful meetings with some venture capitalists, Weinstein finally found a firm, FirstMark Capital, ready to invest in his business. His Web site was officially launched on February 8, according to an article written by Weinstein for Huffingtonpost.com.

Weinstein's story shows that crush lists do have their uses. They inspired Weinstein to launch his Web site and start his own company. It is not very surprising, then, that Mr. Weinstein thinks that the controversy over crush lists is "BS," he said. "We never had any problems, and it was a tradition everyone was crazy about, in a good way. Definitely a highlight of the year."

By TEN-YOUNG GUH

In February 2009, the English department revived the Writing Center after abandoning the idea for more than a decade. The two people responsible for its return are Writing Center coordinator and New York University (NYU) intern Katherine Fletcher and Assistant Principal of English Eric Grossman. They collaborated with other English teachers to bring back the center.

Fletcher first became involved at Stuyvesant when she joined the English department in 1996. After ten years, however, she left to seek her administrative master's degree at NYU and to take care of her children. She returned to Stuyvesant in January 2009 and has been working here as part of an independent study for NYU.

Another member of the Writing Center is student teacher and Writing Center consultant Dr. Amy Feinstein. Before coming to Stuyvesant, Dr. Feinstein taught English at Colgate University. She now works at the center to fulfill the requirements necessary to become a certified high school English teacher in New York State.

"[The Writing Center] is extremely helpful for students at this stage of the game, and," Dr. Feinstein said, "and it is a useful resource you'll have in college as well," Dr. Feinstein said.

Though the center has only been open for six months, it has already served hundreds of students. "The number of students has really increased exponentially," Fletcher said. "Already, I feel that we have a lot of repeat customers."

The Writing Center is located inside the library, where students

## Getting Involved: Some of Stuyvesant's Unique Clubs

By JENNY FUNG, HANNAH O'GRADY AND MAX WYCISK

In a school as big as Stuyvesant, it can be difficult to find the right club among the hundreds that are offered. Here are some possibilities to help you narrow your search.

### Young Entrepreneurs Association (YEA)

For the business-oriented student, there is the Young Entrepreneurs Association (YEA). The goal of the club is to promote entrepreneurship among teenagers across New York City.

"We teach our club members entrepreneurial skills such as marketing, managing financials and developing the business itself," senior and club president Derek Ku said.

The club meets every Wednesday to discuss business skills and to organize school events. Club members practice these skills by participating in contests. One such contest is the Junior Achievement of New York Business Plan Competition (JANY), which begins in late April. YEA has participated in the competition for the past two years, and it advanced to the finals both times.

Business is an integral part of our lives. We encounter it during investment of stocks or even while we are trying to get a job. YEA is a great opportunity to become familiar with the field and get ready for the future, all while meeting new friends and sharing business ideas.

"Learning about business now is just getting a head start," Ku said.

### Cultural Exchange Club

Started by Club President Catherine Gao in 2009, the Cultural Exchange Club seeks to bring together the diverse Stuyvesant community and create an open environment. According to Gao, the club pro-

motes "greater understanding and appreciation of other cultures."

"Stuy is rich with interesting people who have interesting stories," she said. "Why not take advantage of that?"

The club seeks to achieve this by holding meetings in which its members watch foreign films, eat cultural food and hold conversations about their varied cultures. These meetings are designed to be a bonding time for club members as well as a time during which people can experience and learn about the cultures of their friends and peers.

"You might discover a secret love for Bollywood films or learn some martial art moves," Gao said.

The club is open to all Stuyvesant students with "a love for food, language or movies," Gao said.

### Learning about Wildlife

If you are interested in learning about wildlife while simultaneously helping protect it, then you may be a perfect fit for Stuyvesant's Learning about Wildlife Club. Led by senior Rasheed Haq, the club is able to combine these two ideas by including PowerPoint presentations and documentaries with numerous experiences outside the classroom.

These experiences range from trips to the botanical gardens to volunteering with local organizations, and while educational, these all fit in with the club's ongoing commitment to having fun. And while the club members lead many of these outings themselves, they "also try to place members in internship positivons, NGO's [non-governmental organizations] and government work" Haq said.

Looking forward, the club hopes to step up its efforts by bringing its discussions to the highest levels. "We are actually trying to meet with our congressional district person in order to voice our thoughts," Haq said.

While Learning about Wildlife is available to all interested students, Haq suggests that students currently enrolled in Environmental Studies or AP Environmental Studies sign up. This will further help them with their overall understanding of the subject, as well as present them a bunch of different cases that may end up showing up on an AP exam.

### Stuy20

Founded just this year by senior Nancy Zhong after she witnessed Stuyvesant students repeatedly littering in the hallways, Stuy20 will work in collaboration with Charity Water, a non-profit organization, to do environmental projects within the school and to raise money to help provide wells in underdeveloped nations that lack clean drinking water.

"As a community, we should respect the school and embrace the cleanliness our school provides," Zhong said. "In the past, I have joined other environmental clubs at Stuyvesant but none of those clubs lasted."

Zhong expects Stuy20 to be different, however, because of the dedication of her and the rest of the clubs members. "I intend for Stuy20 to continue even after I graduate. Although I will only be here for one more year, I will do as much as I can," Zhong said.

Although the club is only in its infancy, Zhong already has several goals, the first of which is to reform the school's recycling program. "Some of our students and teachers don't know what should and should not be recycled. Also, our school does not provide enough recycling bins," she said.

According to Zhong, if more students become involved in the club, they can turn Stuyvesant into a green school. "Not only will we be known for our academic rigor and competitiveness, but also for being green," Zhong said.

## A Closer Look at the Writing Center

By TEN-YOUNG GUH

sign up for a 20-minute appointment. There are two appointments available for each period. Seven student teachers, one to three per period, work one on one with students and their writing. Students bring in not only college essays, but also written assignments, such as creative pieces, literary essays and research papers.

According to Fletcher, teachers in English and other departments have given the Writing Center "overwhelming support" by sending students there. Fletcher also feels that one of the center's strengths is that it allows students to work with experienced adults, without the stress of being graded or judged.

One of the ways that Dr. Feinstein helps students with their papers is by having them read them aloud. Dr. Feinstein and the student then discuss "whether there needs to be more detail, organization, [or] are they really answering the question they're being asked," Feinstein said.

Junior Yvonne Lim visited the Writing Center to get help with a credo assignment for her Creative Writing class. She chose to utilize the center because she feels that when she has other students review her work, they either rip it apart or avoid giving criticism at all.

"Your friends and peers who read your paper might not have caught something that someone else who's actually experienced in writing might catch," Lim said. "Usually, when you hand in your paper to your teacher, get your paper back and don't get the grade that you expected, it's because you didn't catch that mistake."

At the Writing Center, "I got a lot of insight," Lim said. "More in-

sight than during workshop."

Senior Sam Devine first visited the writing center towards the end of September to work on a literary essay on William Faulkner's "The Sound and the Fury." Sometimes, his parents edit his writing, but Devine decided this time to use "another set of eyes" with "a little more expertise," Devine said. His experience with the center was a good one and Devine feels the center is valuable for students whose English teachers are unavailable.

Last winter, sophomore Gary Hor visited the Writing Center. He was writing a poem of his choice that required different literary devices and his English teacher, Rosa Mazzurco, encouraged him to go to the Writing Center. Although sure of the poem's basic idea, type and themes, Hor could not put them into words.

While his consultant at the center made it clear that she would not do the assignment for him, she was "kind, enthusiastic and encouraging," Hor said.

Despite the Writing Center's success, not every student is satisfied with the service. One such student is senior Tiana Stute, who visited the Writing Center for help on her college essay. Although she views it as a valuable resource, her experience belied her "really high expectations," she said. She felt that her consultant harshly criticized her paper, while giving her only two key points to work on and failing to understand much of what she intended.

However, Stute feels that as she waited for her consultant to finish while she was short on time, he may have felt rushed. So, she proposes "a mailbox where you can submit your things, and then



Students can bring their work to the writing center in the library to be corrected by English teachers.

make an appointment for later once the person's already read it and has had time to think about it," she said. "It's hard to think of constructive things to say at that time, so it takes the pressure off both people."

Many Stuyvesant students haven't gone to the center at all. Junior Sany Begum finds it difficult to land an appointment at the center, where "the lines are crazy." In addition, Begum worries that the Writing Center consultant's suggestions may conflict with what one's English teacher wants.

Some students are unaware that the Writing Center exists at all. Junior Frankie Choi, for example, would have gone if he knew it existed. "There aren't enough flyers advertising this useful center," Choi said.

Junior Ria Malhorta has benefited from the Writing Center

but agrees on increasing its publicity. Malhorta feels that many students struggle with writing and the Writing Center "might as well have people know about it" so they actually make use of it," she said.

To improve the Writing Center, "we're working on getting the word out and having more students know about us," Dr. Feinstein said.

In the future, Fletcher will seek to expand the Writing Center to other departments beyond just English and social studies. "I would like to make the Writing Center a headquarters for all the different writing opportunities that are happening around Stuyvesant, like writing contests, Open Mics and literary magazines, and just have it be a hub for all the wonderful writing that goes on in the school," she said.

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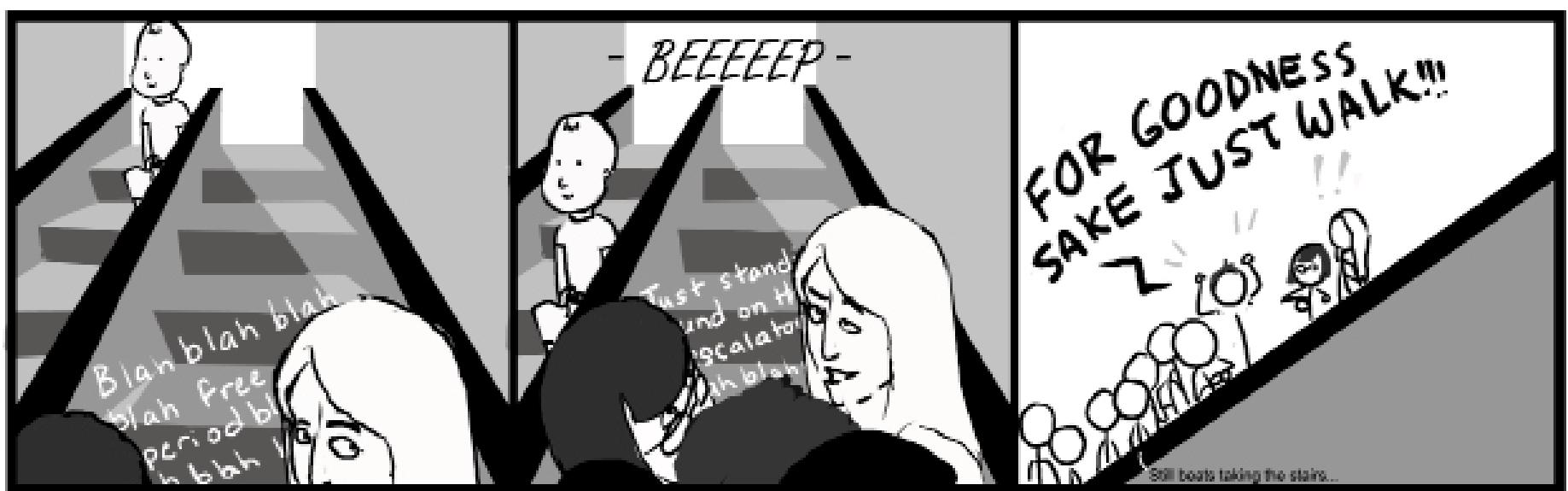
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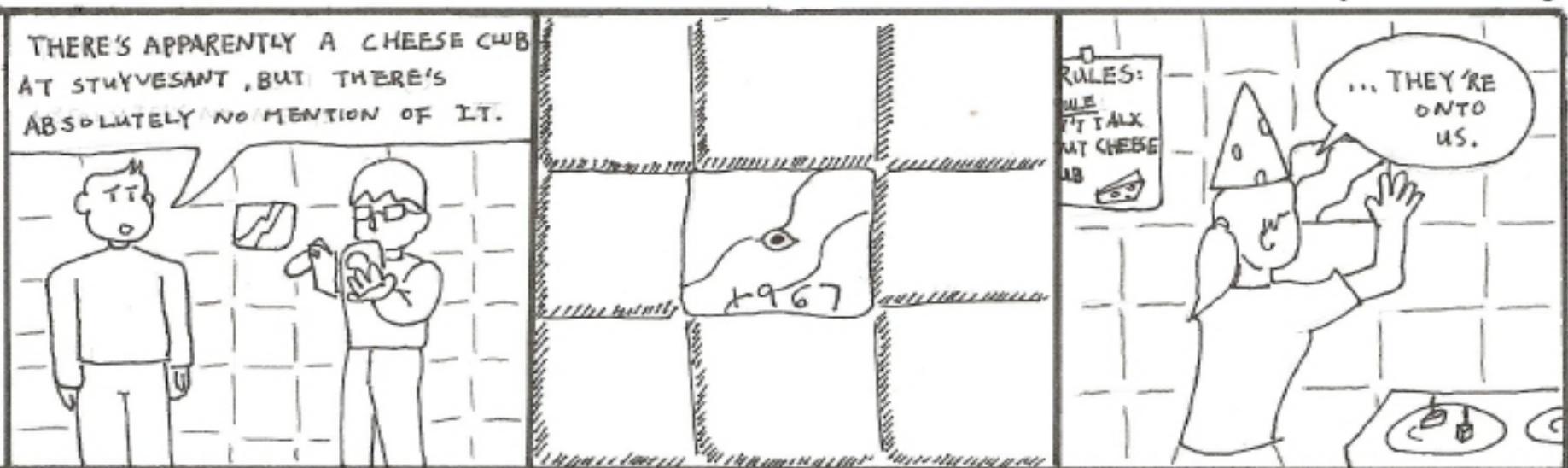
I NEED TO GET TO THE TENTH FLOOR

- Katherine Chi



## CHEESE CLUB

by Dawud Gong



# Editorials

## STAFF EDITORIAL

### Serving the Community

Stuyvesant's motto, "Pro Scientia Atque Sapientia; For Knowledge and Wisdom," often seems forgotten on faded banners in hallways and tattered covers of school planners. We spend hours attempting to retain a plethora of facts and formulas to do well on our various exams, all while making sure we achieve our goal of developing the wisdom to help us do what all teenagers intend to do: save the world. That is, as soon as those Harvard application essays are in.

Too many of us come to school every day, attend classes, trash Battery Park and hit up TriBeCa streets in mobs of loud, rowdy kids without ever giving back to the neighborhood. Saving anything past our own skins is an ideal disposed of as carelessly as soiled lunch wrappers and failed tests. However, we need to contribute to our community, both to gain experience outside the realm of academics and to show our appreciation for the people and places that have made our adolescent experiences what they are.

Unfortunately, many of the students who perform community service only display an altruistic façade, with the real intention of adding credits to their already lengthy resumes. While organizations like ARISTA, Key Club and Stuy Serve have laudable intentions, they enable students to sign up for scattered, disconnected events that sometimes do little in the way of helping communities. Many students who enthusiastically respond to the mass, volunteer soliciting e-mails are just searching for a few extra hours to spend with friends while fulfilling some service credits in the process. By signing up to hand out flyers for a couple of hours one day and to carry boxes on the next, students fail to fully invest themselves in the causes they claim to be working for.

Both Stuyvesant's students

and its administration should attempt to remove the college application aspect of community service and make it something people truly want to do. Students should be encouraged to devote themselves to a particular cause or organization, rather than sign up for unrelated events. If students dedicate themselves for a year, or even a couple of months, to a single cause, they could find a true passion as well as make new friendships with people working towards the same goal.

To support this mentality, the administration should have a Freshman Trial Period, during which students volunteer for a pre-set number of hours at various organizations that catch their fancy. Of course, it is important to note that Stuyvesant students may not have time to volunteer regularly, but if they start doing so early on, when their schedules are more flexible, they can integrate their volunteer work into their lives. The requirement could be filled in any way so long as it qualifies as community service, allowing students to support causes they can relate to. In addition, the school or alumni network could provide names of reliable organizations across New York City for those students who do not know where to get started.

Students will be surprised that they can enjoy helping their community, while nonprofit organizations will rejoice at the hoards of willing and capable volunteers.

Changes inside the classroom would also help us to develop a sense of responsibility. The personal, development-oriented health class can start adding a community service project to allow students to find themselves, and in turn, to grow into full-fledged, responsible adults. The administration can also create a community service-oriented class based on already successful programs like Intel. The class would ask

students to construct a teacher approved service proposal and accomplish this proposal by an assigned date.

Although such radical changes to the curriculum may take a while to occur, it is important for students to make a difference—even if it means starting small, within the school walls. A few years ago, The Student Union got clubs involved in the maintenance of the school by assigning each club a part of the school to look after. In addition, ambitious efforts like StuySpace—which encouraged students to clean up after themselves in order to gain administrative approval to congregate on more floors during free periods—should be revived. By doing so, we will give birth to a collaborative effort involving the entire Stuyvesant student body that can also foster our sense of community. Faculty advisors should not be afraid to get active and join the movement on their own behalf, like environmental science teacher Stephen McClellan did by setting up a very successful recycling bin project.

We realize that many of you who have ventured through to the end of this article may be sighing because this clichéd talk is familiar, and nobody wants to be burdened by more requirements. But the existence of you skeptics is just additional proof that community service is no longer a philanthropic activity, nor just something to benefit the individual. As a moral student body, we should be able to look past the allure of having a mile high list of volunteer work for the sake of college resumes and instead focus on making an impact on causes that are meaningful to us. Later in your life, when you are busy saving the world—in whichever way that may be—maybe you will realize that in hindsight, the sense of belonging to something larger than yourself is what brought you to where you are.

## The Spectator

The Stuyvesant High School Newspaper



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Body"

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## FOR THE RECORD

- In the article "Football Team Sells Advantage Cards", Vassilli Tzallas's surname was misspelled.
- Judy Chen was not credited for her work on the Stuyvesant students and caffeine feature.

## OP-ART



# Opinions

## Raising the Rainbow Flag



Polina Rozina / The Spectator

By MAYA AVERBUCH

As you walk the halls of our school, you hear the usual laments of American teenagers: "I failed my math test," "My parents grounded me," or "I only slept two hours last night." Yet even with their esteemed Stuyvesant educations, our peers also frequently include another phrase, used negatively: "That's so gay." We live in a country of purported equality, so if you call someone a "nigger" or a "chink" on the subway, you might get a few glares. Yet teenagers fling around "faggot" as readily as "hello" or "see ya later," and nobody bats an eye. Such slurs are a result of a nation that is still opposed to welcoming homosexuals into the folds of society. We would hope that the new generation would overcome this old-fashioned mindset, but adolescents seem to be as reluctant as their parents to grant life, liberty and the pursuit of happiness to all.

The bias against gays is subtly expressed, but it springs up in unexpected places, catching many of us off guard. Last year, a homosexual Stuyvesant student found out he was not eligible to donate blood at the Blood Drive because of his history of same-gender sexual encounters. And in 2003, during the Day of Silence—a national youth-run

effort to bring attention to bullying and harassment aimed at lesbian, gay, bisexual and transgender people—both students and teachers insulted students who refused to speak in class.

**America considers itself to be a progressive country, but it cannot seem to relinquish its hold on an obsolescent mindset.**

While incidents like these may be infrequent within the walls of our school, if we string them together

in a thread of verbal abuse, and outside our protected environment, the consequences of such behavior can be devastating.

Less than a month ago, 18-year-old Tyler Clementi jumped off the George Washington Bridge after his college roommate secretly filmed him having an intimate encounter with another male, and posted the video online. The tragedy in this case is not only Clementi's death, but also the fact that his sexual orientation was something he felt he should hide, and something outrageous enough to be turned into an online scandal. The event sparked a nation-wide debate about the place of gays in our society, as did the deaths of 15-year-old Billy Lucas, 13-year-old Asher Brown and 13-year-old Seth Walsh, all of whom killed themselves in September after being bullied because of their sexual orientation. Nevertheless, staunch opponents of homosexuality have not let the country progress as a whole towards acceptance.

When Iranian President Mahmoud Ahmadinejad claimed that there were no homosexuals in his country, his audience at Columbia University responded with laughter and boos. We Americans are convinced of our superiority because we do not sentence people to death for being gay, but we forget that our own country's gay laws are still not remotely just. Since 1993, 12,500 American soldiers have been discharged because of the "Don't Ask, Don't Tell" law, according to The New York Times. In the last several days, California federal judge Virginia A. Phillips's ardent rulings against the law have caused the Pentagon to order military recruiters to accept gay applicants. However, Congress is still reluctant to strike the ordinance from the law books. It has put its discussion of the issue on the back burner until December, when the Pentagon is supposed to complete a report on how it

would carry out repeal of the law. Freedom of speech was granted to all citizens in the Bill of Rights in 1791, but apparently we need several centuries to figure out the implications of such a complicated concept.

determining that two people of the same sex cannot say, "I do"? The Netherlands determined it to be legal in 2001, and since then, nine other countries have followed suit. America considers itself to be a progressive country, but it cannot seem to relinquish its hold on an obsolescent mindset.

We, in New York, often feel untouched by the conservative mindset that is present in much of the rest of the country. However, Carl P. Paladino, the man some of us voted to be the Republican candidate for governor, who we are hoping could effect positive change, has said that children should not be "brainwashed" into thinking that homosexuality is acceptable and that gay pride parades are repulsive. Earlier this month, in the Bronx, a group of young men assaulted three victims they suspected of being gay. Such acts are condemned due to their violent nature, but it should not take such savage attacks to make us protest against the underlying hatred.

I admit we have come far from 1973, when homosexuality was finally removed from the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders. However, we have to recognize that progress has been slow in creating the sort of environment in which inalienable rights are not violated. For centuries, we have ignored our country's laws when it comes to gays. Yes, we allow the rainbow flags to be flown during the Gay Pride Parade, and yes, civilian homosexuals are allowed to be open about their sexual orientation under the law. However, unless this new generation recognizes that the word "gay" does not equal "bad," and that calling friends "faggots" just for kicks is not just a joke, we will never be able to eliminate the discrimination that pervades our society and create the country of freedom that America was meant to be.

**Freedom of speech was granted to all citizens in the Bill of Rights in 1791, but apparently we need several centuries to figure out the implications of such a complicated concept.**

Not only are we putting people out of jobs; we're also denying them rights that are granted by the Constitution. Gay marriage is only allowed in five states and Washington, D.C. What happened to all the other states? Marriage, in the eyes of the government, is simply a civil union saying that people can figure out their property problems together, so where is the legal basis for

## Ambush in the Alcove



Sarah Lu / The Spectator

By JAKE SIDRANSKY

In this post-9/11 world, suspecting Middle Easterners and especially Muslims of being terrorists, based solely on their race, has become a controversial issue regarding our nation's security, especially with the recent uproar over the so-called "ground zero mosque." Here in New York City, however, it's widely accepted that this assumption is offensive when made by the average citizen and unconstitutional when made by any form of law enforcement. Yet this racial profiling isn't far from what's happening at Stuyvesant today; the administration recently instated a policy of reprimanding any student found near the eastern exit of the school building, commonly

called the "alcove."

In light of speculation over drug activity in the alcove, the deans have begun raiding the area in search of students congregating there. When they find students, the deans record their ID numbers, whether or not they are participating in illicit activities. If a student's presence in the area is recorded on too many occasions, then a meeting is arranged between the student, the student's parents, a dean and Principal Stanley Teitel.

This policy allows the administration to make baseless judgments about all students—comparable to racial profiling. It is, indeed, locational profiling. If law enforcement officials in the United States cannot arrest someone for a crime simply because they observe that person

in a crime-ridden neighborhood, the school administration should not discipline a student simply because he or she is observed in the alcove. Students should not be accused of participating in illegal, drug-related activities just

**Students should not be accused of participating in illegal, drug-related activities simply because they hang out in an area with a bad reputation.**

because they hang out in an area with a bad reputation. These accusations are unfounded, and the discipline that follows is unjust.

The school's right to act in this

manner, however, is indisputable. It is the school's legal responsibility to act in loco parentis—in place of the parent—on school grounds. However, this does not change the fact that this policy is wrong and unfair to students. If the goal of this policy is to prevent all students from congregating and socializing in the alcove, it will succeed. If the goal, however, is to combat Stuyvesant's drug problem, then the policy makes very little sense. Prohibiting access to an area believed to be a haven for drug use will only force students who frequent the alcove into another location. The extent of the problem remains to be seen, and therefore, one cannot even judge if intervention by the administration is necessary. But if the problem is as serious as the administration believes it to be, then it is important to find an alternative solution. Profiling students based on their location is neither an acceptable nor an effective course of action.

The simple assumption that any student found in the alcove is participating in illicit activities reveals that the administration holds its student body in very low esteem. So far, this assumption remains limited to the alcove. But nothing prevents it from expanding beyond this isolated area alongside the West Side Highway. If the pattern continues, it will not be long before the administration begins examining students' personal lives. This policy must begin

with the alcove, but it could soon cover the activities of students outside of school. Furthermore, the constant threat of location-based reprimand could hinder social interactions at Stuyvesant, as students become more uncomfortable socializing when

**Profiling students based on their location is neither an acceptable nor an effective course of action.**

it means facing the harsh judgments of the administration. It is the responsibility of our student body to stand up against such injustices. This policy must be stopped at the corner of Chambers and West Street.

# Opinions



By SHILPA AGRAWAL

Find x.

This is one of the four essay prompts that The University of Chicago, infamous for its unpredictable and creative essay questions, is giving to its prospective students this year. Last week, the Dean of Admissions, who vis-

## the diary of a mad senior

ited Stuyvesant to inform seniors about UChicago, repeatedly said that in evaluating applications, the school strongly considers college essays. UChicago does not stand alone with this focus; other schools are beginning to regard essays as equally important as the transcript. But as we seniors go to our computers and try to pull out

something about a significant experience, personal growth or even the search for x, we begin to ask, what is a college actually looking for in an essay?

My father thinks that applying to college is an analytical process based around test grades and glorifying personal achievements. Whether it is altruism, leadership or research, he believes that the essay is an opportunity to expand on one of these ideas and make it stand out. So I sat at my desk listing my meaningless credentials on paper and tried to think of what could produce the best essay. Ultimately, I decided that it was none of them. The most meaningful experiences that have shaped who I am today are not only the ones that I never thought would make a difference, but also the ones that allow me to look back and reflect or evaluate. If colleges want to get a sense of you in your essay, what better way than to let them peruse through your thoughts?

Meaningful experiences could

go hand-in-hand with personal achievement, but then your essay would have to be more than a description of what exactly your altruistic experience entailed. Let's face it—almost everyone volunteers in one way or another, and in turn, makes a difference for someone else. But what does each person get out of it?

Don't get me wrong—college essays are not an invitation to brag about how well rounded an individual you are and how much your experiences have shaped and represent you. At an info session that I went to for one of my prospective schools, the admissions officer was talking about an essay topic that he sees in his application pool frequently: Life is like running a cross country race. You face the hills—the obstacles in your life—and learn how to overcome them by going up the hills, showing leadership and athletic ability by ultimately winning the race. The admissions officer concluded his spiel by saying, "Don't

do that."

We have all spent our high school careers building up an impressive transcript and getting leadership opportunities here and there. However, I have seen that the most creative essays are those that take generic, or even mundane, themes or events and make them specific to the writer by letting the writer reflect on it. These essays are creative in style, or topic. One of Johns Hopkins's past essays is titled, "Cinco Reasons Why I am Interested in Pursuing Latin American Studies and One Reason Why I am Not," which takes a creative spin on a typical summer abroad experience and a passion for Latin American studies.

So here is a tip to seniors: when you are writing your college essay, don't write about how fulfilling 30 credits for ARISTA brought out the altruistic and philanthropic side of you. Delve deeper. Ask a question, and then find the answer. Spend some time thinking and reflecting. Find x.

## Stuyber Bullying



By NEETA D'SOUZA

What do you use? Among the social networking sites Facebook, MySpace, Twitter and Formspring, the Internet provides us with a multitude of ways to communicate. However, as information becomes more accessible and less private, the news becomes more inundated with stories of the abuse of virtual social media. Recently, we saw the case of Tyler Clementi, whose story made the front page of The New York Times. He took his own life after his roommate at Rutgers University spread videos of him engaging in homosexual acts.

Clementi is just one of the many people who have been affected by cyber bullying. In fact, according to I-safe America, a leading publisher in Academic material, 42 percent of adolescents have been cyber bullied. Stuyvesant students are not immune to the effects of cyber bullying either. Last year, Stuyvesant saw the effects of cyber bullying within its student body when a student complained about hurtful comments on the social networking site Formspring.me. The issue was resolved through the guidance office, which could only ask the student responsible for the comments to take the messages down.

Despite the success of the guidance department's involvement last year, we cannot be certain that the same approach will work with more severe cases. It is important for Stuyvesant to create a stringent policy that outlines how cases of cyber bullying should be dealt with based on the severity of the situation. This policy should state that while milder cases can be dealt with by the guidance office, more serious cases—such as death threats or slander that could affect one's mental state severely—should call for the help of the administration. Such a policy would be a preventive measure. Even though

there isn't much cyber bullying at Stuyvesant now, there is no way to tell what may happen farther down the road.

Even though administrative action is needed for our campaign against cyber bullying, it is not enough. One of the major reasons that Clementi and Phoebe Prince—another student to die tragically—committed suicide was that they didn't feel they had the support of their school. In many schools, guidance counselors are not proactive enough to hunt down problems, and many students are embarrassed or scared to go to an adult for help. Students should be encouraged to take advantage of the SPARK office, which is run by faculty advisor Angel Colon and students across the grades and provides a support group for any student who feels threatened. In such a large school, it is easy to go unnoticed, but students should feel secure in their school environment.

The DOE must address these issues in the same way and create a more standardized version of this policy that every school in New York can use. While the DOE has tried to address cyber bullying, it has only gone so far as to address sexting (sexual texting) by creating a new policy through which students caught sexting on school grounds will be suspended for 90 days. However, these implementations by the DOE are not very effective actions. For one thing, phones are already banned on school grounds, so if students are willing to go so far as to sext in class, then they obviously don't care about the consequences. Moreover, sexting is not cyber bullying unless it is done predatorily.

One of the main issues preventing schools from taking action to prevent cyber bullying is the risk that angry students will claim infringement of rights, such as the right to privacy or free speech. New York State has realized this and is introducing new laws to allow schools to fully investigate cyber bullying cases and punish students to the fullest extent of the law, according to the First Amendment Center. While much information about this new bill is not yet available, it suggests that schools will gain the authority to deal with cyber bullying that occurs off school grounds.

At Stuyvesant, we have not yet seen an incident that has threatened someone's life, but in this age of easy accessibility to information and communication, the future is unpredictable. It is because of this that schools should take more preventive measures and establish rules before someone does get hurt.



By DEBANJAN ROYCHOUDHURY

Every day, I walk into Stuyvesant High School, donning a fitted cap showing my support of either the New York Giants or the New York Knicks. The teachers of my first two classes request that I keep my cap off—regardless of their fandom—and I comply. However, I'm glad to keep it on during the rest of the day, when my other teachers don't mind. Out of respect, I've never questioned the instruction to bare my head. However, out of curiosity for a better understanding of this rule's origin, I've researched it on my own.

**Many educators on forums discuss the possibility of hats and caps being linked to gang violence.**

In the New York City Department of Education's Discipline Code (Effective September 2010) B09, "Wearing clothing, head-

## Hats Off!

gear (e.g. caps or hats), or other items that are unsafe or disruptive to the educational process" is listed under the category of "Infractions – Insubordinate Behaviors." There is no reason listed for why wearing caps or hats is unsafe or disruptive. It merely states that the act is an infraction. This rule has been in effect for years, and few have ever questioned it.

When researching why this could be an issue, I found that many educators on forums discuss the possibility of hats and caps being linked to gangs. They claim that certain colored hats represent certain gangs, which could lead to violence in classrooms. However, bandanas and sports apparel can represent similar symbols, yet there is no outward statement against those. Another view is that the brims of hats cover students' eyes, allowing them to sleep in class or avoid eye contact with a teacher. My solution: telling a student to wear their cap backwards, with their brim facing away from the teacher. Although it may seem unorthodox, it would be a simple solution to this concern.

An aspect I find unnerving about this issue is that it applies to only one gender. Rarely does a teacher scold a girl in class for wearing her beret, cap or bandana. If the DOE rule claims that hats are "unsafe or disruptive," the rule should apply to females as well. In these scenarios, the teacher seems to have a lot of leeway in deciding whether a student should be penalized or not, which gives the rule little weight and scarce validity. I suggest that the DOE clarify the conditions of the "hat" rule. If not, then female and male students alike should be allowed to wear their hats as they please.

The New York City Department of Education's "Bill of Student Rights and Responsibilities," section II (The Right to Freedom of Expression and Person), rule eight, claims that students have the right to "determine their own dress within the parameters of the Department of Education policy on school uniforms and consistent with religious expression, except where such dress is dangerous or interferes with the learning and teaching process." Again, there is a statement of this supposed interference with the learning process, yet no evidence is given of how this interference occurs. Here, the DOE blatantly uses circular logic to restrict true free-

dom of expression.

I have no problem following any rule given by the New York City DOE, as long as it is fair and just. I will not protest, nor will I boycott a rule that has little effect on my daily school routine. However, I will question this rule and any other that has little justification and such faulty logic. If the Department of Education is going to restrict our apparel based on nothing at all, what will they take away from us next?

There are many reasons why a student would want to wear a hat and why he or she should not be forced against it. According to psychologists and pediatricians, many children wear hats as a "security blanket," especially in middle school (a major transition period in an adolescent's life). Even if a child wears one

**There are many reasons why a student would want to wear a hat and why he or she should not be forced against it.**

merely for fashion purposes, and not psychological reasons, it doesn't mean that he or she should be told not to do so.

To avoid the whole conflict, some people may argue that kids need not wear their hats in the first place. But in modern society, there is no valid reason why they should do so, leaving many students across the nation contemplating why they must take off their hat in class. A slight change in school policy would allow students to have their full freedom of expression. And I tip my hat to that.

# Humor

## You Kids Can Really Do Better



By KERRY GARFINKEL,  
ENGLISH TEACHER  
with additional reporting by  
SAM FURNIVAL  
and ANI SEFAJ

Heeyyy Claaaassss? Class!  
Eyes forward please.

I'm going to level with you guys. I'm puh-ree-tee disappointed that not all of you have been doing the reading. I know it's hard to be a kid these days, but you have to do the assigned reading or our class discussions won't be electric!

Jenny. Hey, hey, Jenny, wake up. Oh, sorry, I meant Ashley! It's just that, you know, Ashley sits there during my last class and I just mixed you two

up for a second. Don't think for a moment that I don't recognize that each and every one of you has your own fascinating take on the regents review prep. You're like snowflakes, but with words.

Snowflakes who disappointed me today.

Let me rap at you kids for a sec. I didn't like a lot of the books my teachers assigned me. But I persevered, and now I'm an English teacher who assigns books to my students. But the books are better this time around. You would know if you'd read them.

Enough about me, this is your time. Who can talk about the significance of light and

dark in the novel.

Anyone? Besides Ingrid that is. I don't want to hear you relate another one of the book's themes to your sexcapades. Put your hand down.

No one else? Really guys? I don't want to have to give you a quiz. I will though...I know I haven't yet—but one could be coming!

Yes, Mark! TELL ME ABOUT SYMBOLISM. Could light and shadow maybe be allegories for good and evil?

...No. You can't go to the bathroom now.

Fine. If it's an emergency.

Anyone?

## Cafeteria Declared Superfund Site

By CHESTER DUBOV  
and SAM FURNIVAL

According to a press release from the Environmental Protection Agency (EPA) on Monday, October 18, Stuyvesant High School's fifth floor cafeteria has been declared a Comprehensive Environmental Response, Compensation, and Liability Act (CERPLA) Superfund site. City officials have long been concerned that the school's proximity to the State of New Jersey would automatically qualify the building for federal cleanup funds, however, the EPA press release cited "The extreme toxic inedibility of food served" as the primary reason for the Superfund designation.

CERPLA was passed by Congress in 1980, and grants the federal government broad authority to clean up hazardous substances that pose threats to people or the environment. "We had been monitoring the situation in Stuyvesant's cafeteria for several years," EPA Region 2 (New York, New Jersey and Puerto Rico) Regional Administrator Judith Enck said. "Some particularly worrying dishes that we've noticed have been the chicken drumsticks and the meatloaf. You can detect radiation emanating from those food items a mile away."

The EPA conducted standard toxicology testing on a sample of randomly selected sophomores. The results were

chilling.

"The LD50 (Lethal Dose for 50 percent) is the measure we use to determine the toxicity of a given substance," said National Center for Computational Toxicology Toxicologist Dr. Keith Houck, in a haz mat suit-clad briefing for reporters

per kilogram of body weight. It would be healthier if they only put cyanide in the milk."

Despite EPA warnings of the space's toxicity, many students were outraged at being denied entrance to the lunchroom. "I honestly don't care if what they serve here is poison," sophomore Jack Stevenson said. "I'm just here to get [inexplicably] rowdy with my magic card group."

"I finally get why the lunch machine won't give me back change. It assumes we'll be dead before we can buy a second meal," senior Nils Axen said.

The Superfund designation set off a string of recriminations among administrators and faculty. "All things considered, it was downright dangerous of us to encourage students to turn in their lunch forms, Title I funding be damned," Principal Stanley Teitel said.

"This makes those lunch teacher programming jokes all the more macabre. Who in their right mind would want to personify a carcinogen?" Environmental Studies teacher Stephen McClellan said.

A certain segment of the school was unfazed by the news. "I live on Staten Island. What do you think I do during dinner?" said junior Stephen Greco.

"I don't care if this makes me sick," freshman Andy Zhang said. "If it gets bad enough I can always go to the nurse."

**"I live on Staten Island. What do you think I do during dinner?"**  
—Stephen Greco, junior

in front of the newly re-organized fifth floor Bulletin Board. "Half of our sample population died at a dosage of 6 milligrams

## Existentialism Class Totally has the Munchies

By CHESTER DUBOV  
and SAM FURNIVAL

On Monday, October 18, discussion slowly died out in room 615A, replaced by a chorus of growling stomachs. According to students, teachers, and the employees of a local Papa John's Pizzeria, students enrolled in Existentialism (E7EE) have a severe case of the Munchies.

"I just sit down, pull out my copy of [Sartre's] No Exit, and suddenly I'm famished," senior Gabriel Dorliac said. "It's really disconcerting."

Students have attempted to bring in food as minutes gifts in order to offset the bizarre hunger spate; however, the problem seems to only have gotten worse. "I brought in these brownies once, but everybody just got mad philosophical and wanted more," senior Shourya Sen said. "People were asking why I didn't bring in funyons or [Domino Pizza's] Lava Cakes as well."

English teacher Rosa Maz-

zurco is perplexed at her students' hunger pangs. "A lot of my students have lunch right before this, yet they're even hungrier than the others," Maz-zurco said. "Their eyes are red. Maybe they're too filled with angst by the implications inherent in Nietzsche to eat."

"This class really makes me think. If a man stands in a forest and there's no one around to see how cool his dreads are, is he still a Rasta?" Dorliac said. "Is the hacky-sack there before I conceive of it? It blows my mind."

Just as the situation seemed to be reaching a crisis point, senior Libby Szulfit suggested that the class order "A lot of pizza" from the Papa John's pizza franchise at 24 Maiden Ln in the Financial District.

Students report that the class has become a "rad" part of their everyday lives. "In the third floor bathrooms or in the alcove, I just can't stop being an existentialist," senior Josh Poretz said.

## Physics Student Learns

By SAM FURNIVAL

Junior Jenny Kwan ended a decades-long tradition of befuddlement on Friday, October 15, when she emerged from her eighth floor physics classroom understanding the majority of Newton's second law of motion, without the aid of her textbook or any Regents review material.

"I don't know how it happened," Kwan said. "It's generally impossible for me to deci-

positive," Director of the Quinnipiac University Polling Institute Maurice Carroll said. "At first we chalked it up to statistical noise, but extensive follow-up interviews confirmed that Ms. Kwan had at least a rudimentary grasp of the idea that force equals mass times acceleration. A million chimps at typewriters for a million years could probably end up teaching her physics [more effectively]."

The news was particularly shocking as it came in the wake of a well-regarded paper in the journal Nature published by a team of researchers working at the European Council for Nuclear Research (CERN), which outlined the [Assistant Principal Chemistry and Physics] Scott Thomas Uncertainty Principle.

"Our principle is very theoretically similar to the Pauli Exclusion Principle," CERN researcher, and co-author of the Nature paper Heribert Koziol said. "I would explain in more detail if you had had a more thorough education, but the general gist of the paper is that a student cannot be both inside a [Stuyvesant High School] Physics classroom and learning at any given time."

Physicists hope that the violation of the Thomas Principle will help them learn more about the strange forces that shape our universe. "We could probably make great strides in uncovering the mysteries of dark matter or the nature of neutrinos if only one of us had been educated effectively by a human being and not the 1998 physics regents review book," Princeton University Plasma Physics Professor Allan Reiman ('67) said.

"I looked up at the board from copying textbook questions verbatim [for Writing Across the Curriculum], and the formula just somehow clicked," Kwan said. "It was weird. I almost felt like I was back in Chemistry."

**"The general gist of the paper is that a student cannot be both inside a [Stuyvesant High School] Physics classroom and learning at any given time."**  
—Lyn Evans,  
CERN Researcher

pher what the heck my teacher is saying, period, let alone grasp any concepts"

According to random polling conducted by Quinnipiac University, no Stuyvesant junior has obtained this level of physics mastery based only on classroom instruction since 1979, when future String Theory pioneer and Columbia University professor Brian Greene attended the school.

"We thought something as anomalous as this was a false

**Note:** Humor articles are works of fiction.  
Their quotes are slander and libel.

## Arts and Entertainment

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By SERENA BERRY

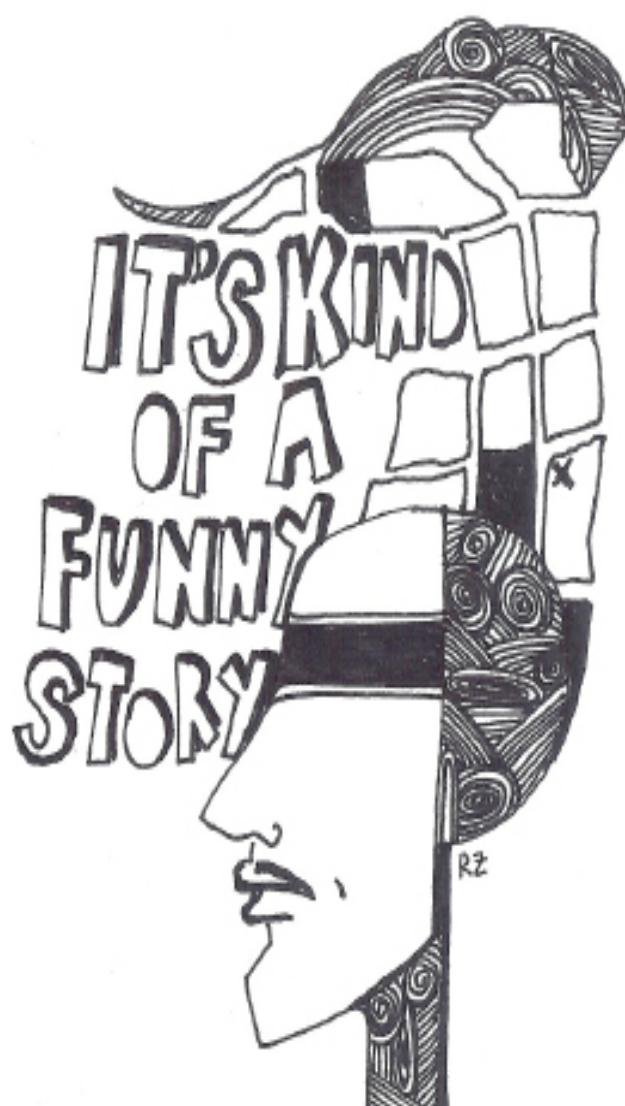
A teenage boy with short brown hair that cuts off just above his eyebrows sits tensely in a room covered by bookshelves. His shoulders turn inward and his hands clench tightly in his lap as his gaze drops to the floor. A woman wearing a light blue sweater sits opposite him. But she isn't his guidance counselor, and they aren't discussing his college plans. She is the psychiatrist in the mental ward that he just checked himself into.

"It's a Kind of Funny Story" is an adaption of Stuyvesant alumnus Ned Vizzini's novel about a 16-year-old boy, Craig (Keir Gilchrist), who attends a fictionalized version of Stuyvesant. Craig's worries, though dramatized, are quite similar to those of many Stuyvesant students. He has to live up to the demanding expectations of his teachers and parents while making sure he can match his friends' impressive resumes. He leaves himself no time to relax or to enjoy life.

When the pressure becomes too great, Craig considers killing himself. Before jumping off the Brooklyn Bridge, he wisely decides to call a suicide hotline. He checks himself in to a mental ward, an experience that opens Craig's eyes to the real world outside of high school.

The film's directors, Anna Boden and Ryan Fleck, are known for creations that deal with very realistic issues but have an ele-

## It's Kind of a Stuy Story



## Unearthed from The Slushpile: A LITE Side of Math Rock

By JAMES KOGAN

For the strangers to the genre, the mere mention of "math rock" tends to evoke confusion. Is it rock...about math? I can understand the root of the misconception. But when done right, warring instruments create the huge cacophonous soundscapes that constitute math rock. This is typical of one of the two branches of the genre—the second is inclined toward softer and more spacious post rock, where instruments are used as textures of the whole sound instead of specific melodies. Regardless of which discipline, the end result is usually complex but quirky, a maze for the ears of the listener to navigate and get lost in.

Japan's LITE blends the line between the two, maintaining rhythmic complexity and jazz aggressiveness. Their 2008 album, "Fantasia," shows punk rock and funk influences blending into their intelligent instrumental arrangements. Despite the nature of math rock becoming overly narcissistic and obscure, much to the delight of the artist, LITE gives the listener plenty of melodic hooks, cut down into short, digestible, and heavily repetitive chunks.

Right off the bat, the opening track "Ef" seems way too "punk" to be "math," but the key elements of the musical style are there: lots of syncopation, layers of melodies, conflicting rhythms and odd time signatures. However, there is no predictability to be had: the riff changes before it can get stale, leaving the listener anxious for more. Other songs like "Contra" are progressive. Due to the clarity in the instruments in the mix, one can note the evolving bass line that adds color to a syncopated guitar harmony. As well, the drums, essential in math rock, often are often used to enhance the mood—sometimes—sometimes heavy and thundering, at other times perhaps minimalistic, putting the guitars in the spotlight.

Because of the instrumental nature of math rock, all emotions lie in the musical arrangements. And while math rock, generally spastic and sporadic, unrelated, fails to convey any sort of feeling, LITE is different. By utilizing reductionism, the

instruments build tension as one melody layers over the other, conflicting just enough to offset the listener. Like in the song "Black and White," we are violently tugged in this manner. Then, suddenly, a catharsis—everything—everything stops, and the drums explode urgently, yanking the guitars along. The listener is flung forward at the speed of light, going faster and faster, until the anxiety is almost overbearing. And almost too soon, it stops, leaving one dizzy and lightheaded in a brief moment of ecstasy.

**For strangers to the genre, "math rock" tends to evoke confusion at a mere mention. Is it rock... about math?**

Although not every song is full of the same drive and endorphin-filled rush, LITE's music showcases provoking musical ideas. In "Solitude," the mood is marked by what sounds like a fuzzy radio transmission suitable for a somber and rainy day. But soon, the entire feel changes—hopeful—hopeful-sounding sounding guitar and bass overtake the melody, giving the song an uplifting demeanor.

It is moments like this that define LITE, demonstrating their outstanding musicianship and virtuosic playing abilities. As their own style overcomes the generic "weirdness" of math rock, their music begins to sound like something completely their own—a slurry of musical genres that puzzle the mind, or perhaps a soundtrack to the movie of your life, complete with fleeting strains of loneliness and euphoria.

ment of surrealism. This is their most mainstream movie to date, and for it, they kick up the humor and fantasy, while managing to keep the realism.

Magical scenes, while straying from the overall realistic tone of the storytelling, paint a picture of inner transformations felt by the characters. At one point, for instance, the patients in the psych ward perform "Under Pressure," by Queen and David Bowie, and the bleak hospital setting transforms into a glam rock concert. While overly cute, this marks Craig's transition from stressing about the expectations of others to caring more for his own passions.

High school students everywhere can relate to the challenges that Craig faces. Vizzini uses an honest voice to portray his firsthand experience with the topic. The teenage angst that is apparent in the novel is not as clear as it is in the movie. Instead, the film uses humor to lighten the emotionally heavy parts.

Much of the humor comes from Zack Galifianakis, who plays Bobby, a fellow mental ward resident and the first to befriend Craig. Galifianakis plays the character well, acting friendly and funny one moment and angry and depressed the next. He is obviously emotionally unstable, but the movie does not delve into this aspect of his character sufficiently. Instead, we glimpse only occasional lash outs and mood swings. But underneath that in-

ner turmoil lies a caring man who truly wants to help Craig.

Aside from Galifianakis, the acting is mostly good all around. Gilchrist naturally plays the role of a confused teenager, with the constant use of the word "like" and the physical awkwardness around girls. Craig's parents (Lauren Graham and Jim Gaffigan) and psychiatrist (Viola Davis) have minor roles, but are convincing in their scenes.

One weak spot in the performances was that of Emma Roberts, who was too cute and normal to play Noelle, a patient who cuts her face because she is self loathing. Other than her scars, one could not read any emotional struggles from Roberts's acting. In her defense, the script did not give her the back story that was given in the novel. Without this explanation of her circumstances, the relationship between Craig and Noelle in the film seems less important and genuine and makes her character seem flat and fake.

Though there are some changes to the tone and narrative of the novel, the movie still captures Vizzini's message of not letting your expectations of yourself be dictated by what others think. It motivates viewers to pursue what they love, but more importantly, to just live in the moment. The film makes every teenager see what Craig saw when he said, "Get a clue dad! There's something bigger going on here."

# Arts and Entertainment

## A Crepe-less Café Sweets Bar

By KRISTINA MANI

Whole Foods has always been one of the go-to food destinations for Stuyvesant students. Since the store is only a block away, students often go there to grab a quick lunch, have a full fledged Friday night dinner, or satisfy a sweet tooth. But, to the dismay of many customers, the mouth watering crepes that Whole Foods is well known for are no longer being sold.

Various kinds of crepes could once be purchased at the Café Sweets Bar on the second floor of Whole Foods. Whether it was a simple strawberry crepe or the intricately crafted caramelized banana crepe topped with Mexican chocolate sauce, there was always something at a reasonable price to satisfy any crepe lover.

However, the Whole Foods leadership team recently decided to move the Bar downstairs. A construction crew has been hired to remodel and reset the venue to the first floor. The leadership team is considering all the potential changes it could make.

The leadership team members like having the Café Sweets Bar as a stop, grab and go section for customers. Thus, they do not necessarily want to change the face of the venue. After a survey was conducted, the crepes were voted out. Past sales statistics show that despite many customers' opinions, the crepe is not the most popular item sold there. Therefore, the team is planning to recreate the new and "improved" Café Sweets Bar with a greater focus on coffee and gelato sales.

As of now, the crepes program is still up in the air. "Personally, I love crepes and loved the program here. I'm hoping

that store leadership will change their minds to make everybody happy," said Receiving Team Leader at Whole Foods Greg, who declined to give his last name.

Students have also expressed disappointment in the loss of the scrumptious dessert. "I used to eat a different crepe every day, either during lunch or after school," junior Liza Gribkova said. "They were super good and cheap too. I'm definitely going to miss them."

According to Greg, if customers are unhappy with the change, they can bring back the crepe program by voicing their opinion. He encourages everyone

## Whole Foods plans to remodel and reset the Café Sweets Bar to the first floor.

to go to the Whole Foods Web site and leave e-mails. If enough complaints are heard, the leadership team will consider bringing back the program before crepes disappear from the Café Sweets Bar dessert menu for good.

*Whole Foods Web site: <http://www.wholefoodsmarket.com/company/service.php>*

By MARGOT YALE

Everyone has memories of going to the zoo as a little kid and exclaiming at the incredible sights and sounds that accompany walking through the exhibits. Zoos are educational, allowing people to connect with nature. New York City is fortunate to have a zoo in each of the five boroughs, four of which are run by the Wildlife Conservation Society. Everybody has heard of the Bronx Zoo and Central Park

Zoo, but many are unaware of the Queens Zoo, Prospect Park Zoo and Staten Island Zoo. No matter where you live, there's a chance to re-experience the wonder of visiting a zoo.

Each NYC zoo offers a unique variety of exhibits—enough to make each visit invigorating. Bronx Zoo, located on Fordham Road and Bronx River Parkway, offers notable exhibits including Congo Gorilla Forest, Madagascar and Tiger Mountain. Walk through canopies of leaves and climb



By DAVID KURKOVSKIY

Fourth period lunch allows a delicate balance between a hearty late breakfast and an invigorating early lunch. The end of the period coincides with the breakfast specials of establishments such as The Imperial Coffeehouse, Zucker's Bagels and Morgan's Market. Other eateries, such as Terry's and Whole Foods, offer great brunch foods all day.

### *The Imperial Coffeehouse*

A small, concealed diner, The Imperial Coffeehouse vends impressive burgers throughout the day and has delectable brunch choices. It provides a variety of breakfast specials until 11 a.m., instantly prepared on a grill in front of the customers. A plate of two eggs, served with various meats, costs approximately \$4. A cheaper replacement is the warm toasted bagel. Best of all, however, are the golden pancakes or French toast with syrup and butter for \$4.25, sold with a complementary coffee or tea, simulating a homely breakfast meal and adorned with a comfortable diner ambiance. The Imperial Coffeehouse is a key

stone of the typical brunch experience, augmented with a rich flavor through the fast-paced yet skillful execution of the chefs and great menu selections.

### *Zucker's Bagels*

A Tribeca staple, Zucker's Bagels is known for its expensive bagel combinations. Zucker's Bagels sells sandwiches with hearty meats and fish. Desserts, though on the more expensive spectrum, are original and appealing. The breakfast special, which lasts until 11 a.m., offers an alternative to the savory one dollar bagels that are sold. A bagel with cream cheese and coffee (\$3) is an effective meal to combat hunger, as well as to wake one up for the remainder of the school day.

### *Morgan's Market*

With a diverse repertoire of deli items and cheap desserts, Morgan's Market is ideal for ordering cheap breakfast selections, especially given the 20% student discount which drastically decreases its prices compared to other brunch spots. Until 11 a.m., one can buy different breakfast sandwiches (around

\$2.50 each), omelets and pancakes (\$3.25). With an added \$1.50, a platter can be ordered with the addition of homely fries and a bagel, along with the sandwich. Morgan's Market also sells cheap delicacies such as \$1 donuts. Other snacks, like muffins and croissants (around \$1.75), are sweet and heart-warming.

### *Whole Foods*

Though the crepe, Whole Foods's signature lightweight meal, is not a food option anymore, Whole Foods continues to offer great selections for brunch. With unique \$.80 bagels and diverse muffins, such as the pumpkin, banana walnut and chocolate chip, costing up to \$2, Whole Foods provides a refreshing breakfast. Additionally, these food choices aid the taste of the exuberant soups offered, also complementing hot teas and coffees on a winter day. Whole Foods offers various types of tea (\$2), hot chocolate (\$3) and invigorating gelato on its second floor, where seats to cozily enjoy the food are located. In addition, the dessert bar (\$7.99) holds many yummy treats, such as cakes, flan, fruity desserts, waffles and delicate trifles.

### *Terry's*

A prominent eatery in the Stuyvesant eating out experience, Terry's not only offers filling lunch sandwiches, but also has pleasant breakfast alternatives, as well as unmatched desserts, at considerably cheap prices. Breakfast sandwiches (\$3) offer many combinations of egg, bacon, cheese and other breakfast meats. The desserts (approximately \$1.50), crisp and fresh throughout fourth period, are varied and suit a plethora of tastes, from the intricate Danishes endowed with complex sugars to the simple, yet tasty, Boston cream donut.

## Going to the Zoo, What About You?



up to treetops in the Congo Gorilla Forest, a 6.5-acre rainforest filled with gorillas. Observe lemurs, crocodiles and other Malagasy species in the zoo's newer exhibit, Madagascar. And watch Siberian tigers play, train and eat in the Tiger Mountain exhibit. Traveling within the zoo is made convenient by the monorail, which tours from one part of the zoo to the other. If you're hungry, you may conclude your visit at the Dancing Crane Café, which offers a tasty, albeit expensive, variety of foods.

The Central Park Zoo, located just south of 65th Street in Central Park on Fifth Avenue, offers cool exhibits like the Polar Circle and Temperate Territory. The Polar Circle is home to polar bears, penguins and puffins. Temperate Territory shows some of the animals that come from locations with similar climates to that of New York City. It helps visitors understand why some animals, like snow monkeys and red pandas, must adapt to the changing of seasons.

The Queens Zoo, located on 53-51 111th St. in Flushing Meadow Park, contains likeable exhibits such as the Domestic Animals and Sea Lion Pool. The Domestic Animals exhibit is home to giant rabbits, cows and goats. This exhibit teaches zoo-

goers how taking care of domestic animals can help people have a better understanding of wildlife.

## New York City is fortunate to have a zoo in each of the five boroughs, four of which are run by the Wildlife Conservation Society.

The Sea Lion Pool, which can be found in the center of the zoo, is the most popular exhibit at the Queens Zoo, and with good reason. There are three feeding demonstrations a day, and each is a vivid display of energy.

The Prospect Park Zoo, located on 450 Flatbush Avenue in Brooklyn, is famous for its Discovery Trail and Animal Lifestyles exhibits. The Discovery Trail is a pathway through

gardens and marshes that allows you to view many different animals, such as otters and prairie dogs, up close. Animal Lifestyles is home to the mascots of the zoo—Hamadryas baboons.

Each of these four zoos is open from 10 a.m. to 5 p.m. on weekdays and 10 a.m. to 5:30 p.m. on weekends, from March to October, and 10 a.m. to 4:30 p.m., the rest of the year.

The Staten Island Zoo, located on 614 Broadway on the North Shore, is the only zoo not run by the Wildlife Conservation Society. This zoo, although smaller in size, has an energizing collection of animal exhibits, including kangaroos, wallabies and bobcats. The zoo also features an internationally acclaimed reptile wing, named the "Fear Zone," which contains many venomous critters such as the rattlesnake. It is open every day from 10 a.m. to 4:45 p.m. and even offers free admissions on Wednesdays from 2 p.m. to closing.

New York City zoos allow us to view and learn about the most exotic and beautiful animals on Earth. With so many exhibits and five zoos to choose from, each visit can be unique and memorable. With a zoo only a few subway stops away, no matter where you live, why not check out a zoo near you?

# Arts and Entertainment

## Documenting Documentaries



By RITA KIRZNER

If you are getting sick of mushy chick flicks, slapstick comedies and predictable plot lines, try a documentary. Documentaries are often perceived as long and tedious voiceovers of nature scenes, but they can actually be funny, shocking and suspenseful, in addition to being extremely informative. They are engaging, even while presenting facts, and their content is always true and relevant to real life. "Religulous" (2008), "I.O.U.S.A." (2008) and "Every F---ing Day of My Life" (2008) are just a few examples of documentaries that deal with issues such as religion, economics and murder.

Documentaries are classified according to the technique used to film them. There are several types of documentaries one may come across: raw footage, expository, observational, interactive and poetic. These filming techniques intend to provide different viewing experiences; for example, expository and interactive filming techniques are useful for making an argument in the documentary, whereas poetic and observational documentaries focus more on artistic quality.

Raw footage (unedited footage) is used to tell a story, make an argument or represent reality. "Religulous," an interactive documentary, is filmed by Bill Maher, who often appears on

screen and plays a major role in the film. Maher uses raw footage of people he speaks with to illustrate his points and show viewers the opinions of real people. Maher travels through the United States and around the world to speak about religion with various religious leaders, believers and everyday people. He often asks questions intended to provoke a response, and the documentary makes frequent use of irony and satire.

In one part of the film Maher asks an employee representing Jesus at a Christian amusement park in Florida, "Why doesn't he [God] just obliterate the Devil and therefore get rid of evil in the world?"

The hired Jesus says in response, "He will."

Maher looks at the employee and asks, "He will? What's He waiting for?"

Exchanges like these make up most of the documentary as Maher explores different religions and views. Although much of the documentary is comical, Maher's film reinforces a serious message. It warns that religion has been the cause of tremendous destruction and controversy around the world, and that somehow thousands of people can be convinced to believe something completely ridiculous.

Although not all documentaries are funny like "Religulous," most are just as enlightening and thought provoking. "I.O.U.S.A." addresses the worsening state of our country's economy using expository filming techniques, mixing raw footage of prominent scholars with charts and facts. One chart illustrates the scale

to which U.S. debt may climb in comparison to years in the past, and the results are horrifying. The documentary attempts to alert people to the alarming state of our situation, and the tone of

of life will be much lower for the next generation, and our government could potentially unravel.

Many documentaries are able to present serious content in an informal way. One way to do this is by relying more on narrative and interactive filming. "Every F---ing Day of My Life" tells the story of Wendy Maldonado, a woman who was driven to kill her psychopathic husband, Aaron Maldonado, after over a decade of abuse. The documentary films her with her family in the last few days before she goes to jail, featuring her time at home and her story as she tells it. Family members and neighbors are featured in the video, describing how they would see bruises and other signs of abuse on Wendy, or hear screaming coming from her house late at night, though nothing could ever be done about her situation. The documentary is appalling and heartbreaking at the same time, depicting her years of suffering and her final breakdown as she stabbed her husband one night, with the assistance of her oldest son. Most of the documentary gives viewers a personal look at Wendy and her morally complicated case.

Documentaries may not have fluffy happy endings or special effects, but they have many of the qualities that make people want to watch movies. The stories and points made in documentaries are captivating and meaningful, in part because documentaries are usually made with a purpose rather than with the intention to make money. They highlight the comedies and tragedies of real life, as opposed to the fake emotions of made up characters.

**Every F---ing Day of My Life tells the story of Wendy Maldonado, a woman who was driven to kill her psychopathic husband, Aaron Maldonado, after over a decade of abuse.**

the film is appropriately dramatic. Various scholars and leaders, such as Robert Rubin, are featured in the documentary and warn that if our federal deficit is not dealt with now, the quality

## Invasion of the (British) Body Snatchers

By MOLLIE FORMAN

The 1960s are known for a lot of things: the heyday of the Civil Rights movement, the end of McCarthyism, the hippies... and the British Invasion.

The British Invasion was a cultural movement fueled by

**A plethora of British actors now play American roles in American film and TV, creating their own British Invasion.**

musicians such as The Rolling Stones, The Kinks, and of course, The Beatles. These artists represented the youth of Britain, who were facing many of the same social questions as American youths were. They achieved international appeal by combining British and American music styles and reached superstar status on both sides of the Atlantic. From this movement, rock and roll became universal, and American music was heavily inspired by British

themes. This influence was so complete that it is hard to find present-day musicians who are not inspired by bands like The Beatles.

This trend is now apparent in visual media. A plethora of British actors now play American roles in American film and TV, creating their own British Invasion.

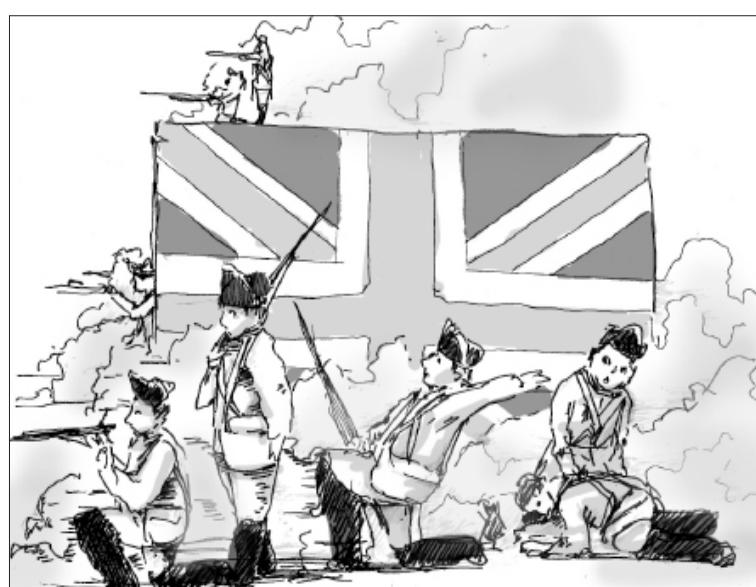
The best of them are able to hide their true nationality infallibly. Hugh Laurie, as the cantankerous doctor on "House MD," is perhaps the most famous of these discreetly British actors. Born in Oxford and a Cambridge alum, he became famous in Britain for his sketch comedy "A Bit of Fry and Laurie," but remained relatively unknown in the United States. His audition tape for "House" was shot with hotel lighting and an umbrella for a cane, but his accent was so impeccable that producer Bryan Singer remarked, "See, this is what I want [for the role]: an American guy." Laurie's nationality remains one of the best-kept secrets in American television.

Beyond "House," many successful television programs have turned to Britain for their actors. HBO's classic World War II miniseries "Band of Brothers" took overseas casting to the extreme: more than ten of the principle actors hail from Britain, including Damian Lewis as Major Richard Winters, Shane Taylor as Medic Eugene Roe and Ross McCall as Corporal Joe Liebgott. The irony lies in the utterly American nature of the production: it is the story of the American experience in WWII, and the famous executive pro-

ducers, Tom Hanks and Steven Spielberg, are proverbial rock stars of American cinema.

Another ironically British actor is Welsh actor Christian Bale. Bale is best known for his role as Batman in "Batman Begins" and "The Dark Knight," where fellow Brit Gary Oldman joins him as Commissioner Jim Gordon. Batman's home of Gotham is a well-known allusion to New York, and Batman himself is a modern American hero icon. Despite this, Bale's most ironic role is as Patrick Bateman in "American Psycho," where he is a British actor playing the premiere allegory for American corporate greed. His classic portrayal is considered one of the best performances in American cinematic history.

Even actors who are well known Brits succeed in playing



less Mind." Anthony Hopkins in "Silence of the Lambs," Robert Pattinson in "Twilight" and Hugo Weaving in "The Matrix" are just a few more Brits who have successfully infiltrated American cinema.

This multitude of names makes it easy to say that the British Invasion of TV and film is confined to the modern era.

However, many actors from the Golden Age of Hollywood made the same trans-Atlantic leap. Cary Grant, born in Bristol with the patently British name Archibald Leach, took up permanent residence in Hollywood, immortalizing roles in classic movies such as "North by Northwest" and "His Girl Friday." Indian-born but British raised Vivien Leigh gave arguably two of the best female performances of all time as Scarlett O'Hara and Blanche DuBois in "Gone With the Wind" and "A Streetcar Named Desire," respectively.

The list of British actors in American media appears endless, making it seem like there are few good American actors left. Superstars like Meryl Streep and Al Pacino provide some redemption, but when you consider the millions of aspiring American actors waiting tables and watching their British counterparts succeed, something in the system seems broken.

Why is it impossible to keep American roles in America?

Perhaps the emphasis on classical training in Britain produces more competent actors. Maybe it is even the American focus on attractiveness over ability that keeps talented young men and women from getting the attention and education they might receive overseas. Whatever the reason, it is clear that the Brits will just keep on coming.

Paul Revere must be spinning in his grave.

**Why is it impossible to keep American roles in America?**

Americans in Hollywood. English beauty Kate Winslet made a name for herself as an American aristocrat in "Titanic" and took a brilliant turn as Clementine in "Eternal Sunshine of the Spot-

# Arts and Entertainment

## The Greene G-Stop Getaway



Joann Lee / The Spectator

Urban Vintage, 294 Grand Ave Brooklyn, NY 11238

By EMMALINA GLINSKIS

Ancient and elaborate brownstones line narrow tree lined streets. Young couples, dog-walkers and athletes crowd lively, lush parks. The smell of freshly brewed coffee wafts through the air on every block. Artistic talent is almost palpable in all of the sculptures, murals and eager art students around each corner. Fort Greene/Clinton Hill isn't your average Brooklyn neighborhood; it's a hub of writing, art, history and rich culture all wrapped up in a cozy atmosphere.

Fort Greene and Clinton Hill are two neighborhoods often found to be interchangeable or meshed together. The region is a historic district, with countless blocks of landmark designated brownstones and late 19th century mansions. The area, once home to Walt Whitman, Mos Def, The Notorious B.I.G. and Richard Wright, first became popular in the 1800s as the upper middle class built lavish homes due to a new ferry connecting Brooklyn to Manhattan. As time went by, the area gained a substantial African

American population, but in the 1950s, the area fell into disrepair after houses subdivided for Navy Yard workers during World War II were left vacant. Slowly but surely, the neighborhood has sparked the interest of young families and art students. The area now receives more recognition for its rich history and trendy artistic feel. Jump on the G-train and begin to explore this up and coming neighborhood.

**11 a.m.**

Emerging from the Clinton-Washington subway stop, head over to Urban Vintage on Grand Street. The spot is a newly opened café and knick-knack store. Old vintage telephones splayed out with mismatched couches and chairs create a hip atmosphere for the exposed brick room. Eccentric youths and young families dot the room and produce a relaxing chatter in the late morning. Definitely try their peach parfait; the ingredients are natural and flavorfully delicious. It is the perfect kick one needs to start off an exciting exploration of the neighborhood.



Joann Lee / The Spectator

Fort Greene Park, 172 Washington Park Brooklyn, NY 11205

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**NEW YORK  
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**12 p.m.**

After a nice snack, walk over to Fort Greene Park, one of Whitman's favorite spots. Feel free to challenge a friend to a game of soccer or baseball; countless local teams play scattered throughout the park. Or read a book, write, or draw beside the Prison Ship Martyrs Monument. The over-

tectural art pieces spread across the lawns and pathways. On a clear day, it's a great place to examine creative works outdoors, or to stop in one of the many different art buildings. Go for a historic walking tour just next to Pratt Institute on Clinton Avenue, where the brownstone mansions each have information placards about their past influential residents.

movie is usually projected around eight. But hurry to try this place out, because it's closing for the season on October 31st.

***Urban Vintage***

294 Grand Ave  
Brooklyn, NY 11238  
(718) 783-6045

***Fort Greene Park***

Tillie's of Brooklyn, 248 Dekalb Ave Brooklyn, NY 11205

Joann Lee / The Spectator

whelmingly tall beacon statue is dedicated to the thousands of Revolutionary War men who died in captivity on British prisoner ships. Try to spot the man with parrots; he's friendly and can show you some tricks!

**2 p.m.**

If you're craving an interesting sandwich, walk over to Tillie's on Dekalb Avenue. The café has an earthy feel, its walls covered in Navajo art and long wooden benches. The baristas are friendly, and the all-organic place has open-mic performances, art shows and live music. Try the pear, Brie, honey mustard flat bread; it's an unusual combination that will keep you wanting more. When it gets colder outside, stop by to try their spicy and creamy chai tea latte.

**3 p.m.**

After a light lunch, explore the art and history of Fort Greene/Clinton Hill at the Pratt Institute. The campus is a museum within itself, with sculptures and archi-

**4:30 p.m.**

The Rose Theater at the Brooklyn Academy of Music (BAM), is an eclectic place to sit and enjoy a good movie. On Lafayette Avenue, movies are set up in real performance theatres, complete with high ceilings and large stages. The movies range from new releases such as "The Social Network," to older movies, and also lesser-known, independent films. A warning: some films are only available to BAM members.

**7 p.m.**

After the movie, head around the corner to chow down at the Habana Outpost, an eccentric, Latin American, eco-friendly restaurant with loud music and cheap delicious food. Atypical to most restaurants, you order in the front and pick up the food from a brightly painted van in the garden area. The food, particularly the quesadillas, is delicious and fills you up for a low price. The music is upbeat and the atmosphere is entertaining. On Sunday nights, a

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Portland Ave.  
Brooklyn, NY 11217  
(718) 858-9500

# Sports

## Boys' Soccer

### Despite Rough Start, Stuyvesant FC Hopes to Finish Strong

*continued from page 16*

matchups.

This tough first game of the season was only one of the reasons for Stuyvesant FC's slow start. Some of the players were on vacation toward the end of the summer and were unable to attend the eight practices mandated by the PSAL in order to be able to play before the season started. "We didn't have all our players together, and we didn't do the best job at getting all our paperwork in," said senior and co-captain Colin O'Connor about the beginning of the season.

This, coupled with the rough first game, led to Stuyvesant FC losing two and tying one of their first six games. Raviv was also sidelined for three games due to a back injury, and senior Luca Senise, who has been a key player in the past, played in only four of the team's first 12 games. Despite these obstacles,

**"We didn't capitalize on our chances to score and made some mental mistakes, defensively."**  
**—Feliks Fuksman, coach**

Stuyvesant FC has come together to put up a respectable record with as many wins as last year.

"Now that we've been practicing together, we've kind of jelled into a much more solid team," O'Connor said.

The team has also begun to play better as they become more accustomed to the coaching style of their relatively new coach, Fuksman, who is only in his second year with Stuyvesant. "He [Fuksman] seems to be more comfortable with the players this year, and he seems to be more experienced," senior Adam Yabroudi said.

Fuksman was a professional referee before he came to Stuyvesant to coach, so he needed to make some modifications in order to be a successful coach. "Fuksman is a much better leader this year," Raviv said. "He seems to be coming around to some of the tactical adjustments that you have to make for high school soccer."

These adjustments included making some changes to the team's strategy and position-

**"We've only just started showing how good we are as a team."**  
**—Arik Raviv, senior and co-captain**

[senior] Dan [Beer] up into the middle, and now we have [freshman] Amil [Osmani] in the back as a stopper," Yabroudi said. "So now that we've fixed the lineup, we seem to be working much better together." Osmani was one of the surprises to the team this year, playing significant minutes with one assist and one goal in only his first year with Stuyvesant FC.

Stuyvesant FC still has arguably their two biggest games of the season yet to come. They will try to avenge their loss to Beacon on Wednesday, October 20, and their last game of the regular season against Julia Richman could possibly determine whether they come in third or fourth in their division. With their season's hopes hanging in the balance, the team remains confident as always.

"We're going to win our last two games, and then, we'll see what happens come playoff time," Raviv said.

### The Captains: Ming Li, Michael Bucaoto, Mohit Kumar and Patrick Smith

*continued from page 16*

team and anchor of both sides of the line." Smith came into hell week freshman year without experience as well. He even

**"In past seasons we would say 'play like it's your last play,' but this year we actually have to do that because we're not going to be back."**  
**—Michael Bucaoto, senior and co-captain**

considered quitting on the second day. By the end of sophomore year, however, Smith won MVP and Li had a season of varsity under his belt. Bucaoto, on the other hand, came in and had success right away, leading the division in rushing yards. However, he was set back by injuries, including a torn hamstring during his sophomore year. Kumar has also improved greatly by practicing hard when others found time to mess around and have a good time. Getting stronger and faster every year has helped him go from playing on the line to starting as middle linebacker this season.

All four captains lead in their own way. However, each one of them aims to lead by example. Kumar always encourages the team to be aggressive because hard-hitting teams are always feared. Li is the one who hypes everyone up and prepares his teammates, mentally and physically, for games. Smith may not be the loudest player, but according to senior wide receiver William Huang, "he leads with his ability to make players around him better." And Bucaoto, probably the most talented skill player on the team, also leads with his play on the field. When he does talk, however, he says he tries to keep it "short and sweet" and "to the point."

The commitment to winning for the captains is very different from past years. The understanding that this might be their last season playing football has resonated with these four players. "In past seasons we would say 'play like it's your last play,' but this year we actually have to do that because we're not going to be back," Bucaoto said.

In addition, each of the four Peglegs has had to make significant sacrifices in order to secure a winning season. The Peglegs are a predominantly running team, which can be frustrating for someone like Smith, who starts at tight end. Nonetheless, he is not upset with the circumstances. "I'm willing to sacrifice my stats because we are winning," he said. Li, on the other hand, has had to play through devastating injuries in both of his knees, showing his dedication to the team and passion for the game. Building a legacy is especially important to this year's captains, as they want to pave the way for the younger players to follow and continue the success Stuyvesant football is enjoying this season.

Something the Stuyvesant Peglegs have had to deal with throughout the years is a lack of

respect from the school community. In their earlier years on the team, the heckling and disrespect affected the guys, but as seniors, it doesn't faze them anymore. For Smith, winning is the only goal. He knows that with victories and a playoff berth, the team will earn respect from other students. Kumar takes more of a physical approach. Li and Bucaoto are confident in their abilities as individuals and in the team. "Whoever talks about us

**"Whoever talks about us can never put on a helmet and shoulder pads and play as well as we do."**  
**—Ming Li, senior and co-captain**

can never put on a helmet and shoulder pads and play as well as we do," Li said.

Each of the captains has had moments in his career that he will always remember—shortcomings that motivated them to become better, plays they'll never forget and moments they are extremely proud of. When Smith was a freshman, he was put into a game at cornerback and immediately gave up a 70-yard touchdown reception. As a sophomore on varsity, Li missed a crucial block at

homecoming on a two-point conversion attempt to tie the game in the fourth quarter. Both of them felt like they'd let their team down at the time. However, Li and Smith have worked hard to make sure moments like these do not become habits.

For Bucaoto, moments of success are the most memorable. He recalled a 60-yard touchdown run in his sophomore year that he claimed to have run 120 yards on. It began as a sweep to the left, but after breaking a tackle and spinning out of another, he ran across the field to the right sideline and ended up in the end zone.

Unlike his three co-captains, Kumar remembers most distinctly the rush of playing through pain. As a freshman, Kumar hurt his arm bracing a fall on a special teams play. After having it wrapped up, he went back into the game where he made a few tackles and finished the game, despite the severe pain. He later found out that his arm had been broken. "I've had some big plays where I sacked the quarterback or forced a fumble, but nothing has been as meaningful or as memorable as toughening up and playing through a broken arm."

All the captains share the common goal of reaching the playoffs. However, they realize that there is a lot of football still to be played, and a playoff berth will not come easily. For Li and Bucaoto, though, there is more at stake; they both hope to put up good enough numbers this season to get recruited to play in college. Bucaoto is aiming for a 1000-yard season. At 684 yards with only three games to go, it looks like this milestone, along with the Peglegs' playoff berth, will be both difficult to attain and reachable, going into the final stretch.

The Peglegs has never had the biggest or the fastest players. It has never had the most

talented athletes and it has never had the brute strength that other teams might take for granted. What the Peglegs has this year, though, is drive. It

**"I've had some big plays where I sacked the QB or forced a fumble, but nothing has been as meaningful or as memorable as toughening up and playing through a broken arm."**  
**—Mohit Kumar, senior and co-captain**

may not be the most respected team in the school, but when football season comes around, that is a distant thought; nobody can take away how hard they work. No matter the results of this season, the 2010 Peglegs have proven that Stuyvesant football can compete with any team in the city in their passion for the game. Nothing sums it up better than Li's description of his time with the Peglegs. "If someone were to ask me to describe high school in one word," he said, "I'd say football."

## The Man with Nerves of Steel

*continued from page 16*

professional level, these athletes have been relegated to second and third string roles or unemployment.

**In his stint in the minor leagues, Halladay certainly proved that he had ‘it.’ He had what it took to work his way back to the major leagues and remain there.**

The reason for their failures goes beyond quantifiable statistics. It's that something that true stars and true leaders possess—the intangibles, the ability to overcome adversity and remain successful at the college and professional level—that these players seem to lack.

"The guy just has it," said Philadelphia Phillies teammate, Jimmy Rollins, in a Boston Herald article just last week, after Halladay pitched a no-hitter in the team's first postseason game. "Whatever 'it' is, he just has it."

In his stint in the minor leagues, Halladay certainly proved that he had 'it.' He had what it took to work his way back to the major leagues and remain there. With the help of former Blue Jay pitching coach, Mel Queen, Halladay undertook a brutal transformation that undid everything he had ever known about pitching. Spending days on end completely remaking his mechanics, Halladay was molded into the pitcher he is today.

"I've seen guys come up with new pitches and all that, but not a complete windup, a complete arm angle—everything. I suggested it, but he's the one who did it, and that's one of the things that makes Roy Halladay so special," said Queen in a Sports Illustrated article. It is this determination and drive that can make or break athletes who are trying to record successful careers at the professional level.

Recalled back to the major league squad on Canada Day midseason, Halladay finished the 2001 season on a positive note. After a grueling recovery, Halladay returned to begin a career that made him arguably the most dominating pitcher of the decade.

Since 2002, Halladay has led all of baseball with 151 wins, 55 complete games—more than twice the amount of the next closest pitcher—and 17 shutouts. In that span, he has been selected to seven All-Star games and has won one Cy Young award. He also seems to be the favorite for another award this year.

His success culminated this season with his remarkable accomplishment of pitching two no-hitters in a season, making him the first pitcher to

achieve such a feat since 1973. In his first no-hitter earlier this season, Halladay recorded the 20th perfect game in Major League history. Finally given

**Too often in sports we see great ability being completely wasted.**

the chance to prove himself in the playoffs in 2010, Halladay silenced all doubters of his mental toughness, pitching just the second no-hitter in postseason history, and his second of the year, against the best offensive team in the National League, the Cincinnati Reds.

After Halladay got his second no-hitter, the commentators comically referred to him as being the "calmest person in the stadium." It is his calmness under pressure, meticulous work ethic and dedication that allowed Halladay to escape the cellar of the minor leagues, and today set him apart from almost every other pitcher. Whatever "it" is, Roy Halladay certainly has it

## Boys' Bowling

## Pinheads Roll Toward Playoffs

our success," coach Timothy Pon said. "The returning players improved greatly. The biggest improvement I see is definitely [Ma]. I've seen him throw games of 200 points more easily than ever."

**"The thing I love most about the team is their dedication. I think that's the key to our success."**  
—Timothy Pon, coach

This year, the Pinheads believe they have the ability to make it deep into the playoffs because they have a roster full of experience. Out of the twelve players on the team, six of them

are returning from last year and all are upperclassmen.

"We have a huge chance at winning the [PSAL] championship this year," Ma said. "We have a talented and determined team who all know what we're looking to achieve."

The team meets every weekend at bowling alleys for player-organized practices. This team initiative is part of the reason that the Pinheads have dominated in the beginning of their season.

"I'm very lucky to have [Ma] on my team," Pon said. "He's almost like a co-coach, giving advice to the players and helping me out with making decisions."

"We still have to work hard to have a chance at the [PSAL] championship," Ma said. "We still have to practice and get better because the competition is tougher than what we face in our division."

Tottenville High School has won the past two city championships and bowls in the tougher Staten Island division. The Pinheads bowls in the Manhattan III Division, widely considered a weaker division.

Though the future of Stuyvesant bowling may be uncertain

with a current roster full of upperclassmen, the Pinheads are looking no further than the regular season and making a

**"I think we have a huge chance at winning the [PSAL] championship this year."**  
—Victor Ma, senior and captain

run in the playoffs with a deep team this year.

"This is our season," Ma said. "This is the season we've been building up to. They all know what it is that we have to do. Now, all it comes down to is executing."

## Senior Year



Maggie Wu / The Spectator

By SAM RABKIN

Finally, senior year is here. College applications, parties and friends immediately come to mind. The feeling of being at the top comes as well, followed immediately by a dawning realization that this is the final year. However, there is another feeling that only an athlete can understand. It is a combination of nervousness and excitement—the result of being given one last chance to accomplish something great.

This is it. Although some may go on to play their sports in college, for many, this is the last chapter in a book that they have been writing for the past three years. This is the last time that many Stuyvesant athletes will be able to proudly wear a team's uniform, to represent some larger body through sports. It is the last opportunity for them to compete alongside their teammates. More significantly, it is the last chance to grow with those who have al-

**Although some may go on to play their sports in college, for many, this is the last chapter in the book that they have been writing for the past three years.**

most become family members. There is only one more year to collectively go through trials and hardships, only one more year to achieve and rejoice together.

For a senior, this year brings many new opportunities. Three years of hard work have led to this moment, when an athlete has the best chance to make a significant impact on his or her team. The old faces from previous years have departed, and their spots need to be filled. Returning players now have greater responsibilities. Bench players are now starters. Former captains are gone, and others must prove themselves as leaders.

All this sets the stage for greatness. As seniors, we have the biggest impact on our

teams. There is an opportunity to go to new heights, to accomplish what has not been done before.

For me and eleven of my teammates, this is our final year of Stuyvesant baseball. Last season—when we went further than expected to the second round of the Public School Athletic League playoffs, with only four seniors—is still fresh in our minds. But even though it is nice to think about our accomplishments, our last game is still a painful memory. A 9-2 loss to Norman Thomas was an abrupt and disappointing end to an unlikely season.

For us, this year represents an opportunity to make up for that loss. Last season we got a glimpse of what we could accomplish, and now, we are hungry to achieve even more. Now, when someone starts talking about going deep in the playoffs, he is not joking. It is only October, but I can sense that everyone is already focusing and preparing for the first day of March, when our season begins.

The seniors are the biggest reason for this new mentality. Last year, there were only four of them, and their impact on the team was insufficient. This year, we can potentially have a senior starting at every single position except for short stop. Having twelve players who have been around for the past three years has transformed our team.

First off, our group is much more confident than last year's was, due mostly to the amount of experience that we have. Last year, when many of us were playing varsity baseball for the first time, it was evident that we were often nervous out in the field. I played many games with the fear of making a mistake, a weak mentality that caused me to commit errors. But this is a new year, and that is all behind me. Now, when I jog out to warm up in the outfield, I do not worry about missing ground balls. Instead, I think about gunning the ball as hard as I can into the infield to show off my arm. It may be cocky, but an important lesson that I have learned, along with the other seniors, is that in our game it is better to be overflowing with confidence than to have none at all. This is the attitude that drives schools like George Washington High School and Norman Thomas whenever we face them—a swagger that lets the opponent know they come to play. For the first time, that swagger is starting to find its way into our dugout.

In addition to providing confidence, the seniors instill a sense of urgency in our team. There will be no more chances after this, no more opportunities to make up for failure. It is understood that if we are going to accomplish our goals, the time to do it is now. This holds true, not only for baseball, but for the rest of Stuyvesant's teams as well. The opportunities are there, the years of hard work have been put in and everything that is necessary for greatness is present. Although this puts a lot of pressure on the graduating athletes of 2011, it also promises to make this a memorable and exciting senior year.

# THE SPECTATOR SPORTS

## Boys' Bowling

### Pinheads Roll Toward Playoffs



By KRIS LULAJ

The Pinheads, Stuyvesant's boys' bowling team, began their bid for a Public School Athletic League (PSAL) City Championship again this season. Although the team is dominant throughout the regular season each year, they have not made it past the second round of the playoffs in the past four seasons.

The bowling team got off to a quick start this season winning all 15 games of their first five matches and jumping out

to a 5-0 record. However, a late forfeit against Murry Bergtraum High School, a team that they previously beat 3-0, accounted for their only loss. They are now 6-1.

Winning during the regular season is not a problem for the Pinheads. It is the playoffs where they come up short. In the past eight years the Stuyvesant bowling team has gone 95-3 in the regular season. Nonetheless, the team has not made it past the second round in four years.

Preparation for games is

tough for the team. Due to funding constraints from the Physical Education Department, the bowling team does not get much money to hold practices. They do not have practices very often so they rely on individual hard work. Senior and captain Victor Ma has become a leader on the team and provides advice for younger players.

"The thing I love most about the team is their dedication. I think that's the key to

*continued on page 15*

## The Man with Nerves of Steel

By PHILLIP GODZIN

September 27, 1998. With two outs already recorded in the ninth inning, Roy "Doc" Halladay was only one out away from pitching a perfect game in just his second career start in the major leagues. He would not accomplish the feat that day, as a homeroom by Detroit Tiger Bobby Higginson would end his bid for perfection, but he would soon retire the next hitter for his first major league win.

Halladay built on the momentum from a successful finish to his rookie season. His sophomore year was also a success, considering the fact that it was cut short by an innings-pitched limit that his coaches placed on him as a protective measure.

However, in 2000, Halladay encountered the first roadblock of his career. He finished the season with a 10.64 earned run average, the worst ever recorded by a major league pitcher with at least 50 innings pitched. A terrible spring training in 2001 forced the Toronto Blue Jays to send him down all the way to Class A, the lowest level of the mi-

nor leagues.

A first round pick who was ranked the twelfth overall prospect coming into the 1998 season, Halladay had never experienced such adversity in his professional career. With a personality deemed by a psychologist as "too nice," Halladay seemed poised to join the ranks of athletes who clearly possessed the physical abilities to succeed but lacked the intangibles, nerves and work ethic to do so.

Too often in sports, great ability is completely wasted. While there are hundreds of first round picks in baseball who are scouted and deemed potential stars in the making, many waste away in the doldrums of the minor leagues. Even in football, first overall draft picks, such as quarterbacks JaMarcus Russell and 2004 Heisman Trophy winner Matt Leinart, can end up as complete busts. Questions regarding passion and leadership swirl around these players who at one time were unanimously believed to be the best athletes college sports had to offer. However, at the

*continued on page 15*

## The Captains: Ming Li, Michael Bucaoto, Mohit Kumar and Patrick Smith



Harry Poppick / The Spectator

(Left to right) Patrick Smith, Ming Li, Mohit Kumar, and Mike Bucato are captains of Stuyvesant's Varsity Football team, the Peglegs.

By XERXES SANII

For a long time, the Peglegs, Stuyvesant's boys' varsity football team, have been associated with losing. Struggling to set winning records, they fail to make the playoffs year after year. However, this season has proven to be different. The Peglegs have started the year 4-3, losing two close games to powerhouse teams and putting themselves in a position to make the playoffs with a strong finish to the season. A major factor contributing to this sudden turnaround has been the play, leadership and dedication of this year's captains—Ming Li, Michael Bucaoto, Mohit Kumar and Patrick Smith.

Although they don't par-

ticularly stand out in their physical abilities, the vast amount of fort the captains have put in and their commitment to get better has set them apart and, after so many years, opened the door for the Peglegs to get to postseason.

The determination and hard work of these captains cannot be overstated. Most of them have not even played a down of competitive football until they got to high school. Li didn't get into a game until the eighth week of his freshman year. He only played two games that year. "I had no clue what was going on," he said. Now, three years later, senior fullback, Bing Wang, calls Li "the vocal leader of the

*continued on page 14*

## Boys' Soccer

### Despite Rough Start, Stuyvesant FC Hopes to Finish Strong



Abe Levitan / The Spectator

Stuyvesant tied with Beacon 1-1 on Wednesday.

By SCOTT CHIUSANO and EDDIE CYTRYN

On Saturday, September 25, Stuyvesant FC walked off the soccer field on the losing end of a hard fought, 80-minute battle with division rival Beacon, the second ranked team in the city. After falling behind in the first half, Stuyvesant's boys' varsity soccer team tied the game in the second half on a goal by junior Neil Maheshwari, but was

unable to hold back Beacon's offense, eventually losing the game 2-1.

The defeat was Stuyvesant FC's second 2-1 loss to Beacon in as many years, even though they came out on top in their second matchup last season. With one more game against their rivals still to come, the team hopes to repeat that winning performance. Despite scoring against the powerhouse team for the first time in two years, Stuyvesant FC lost both

downs for the team. There were games where they played brilliantly, like in their 6-0 rout of rival Julia Richman Educational Center, a team that has posed problems for Stuyvesant FC in the past. However, the team also struggled in games they should have won, losing to and tying Bard High School, a team that just moved up from the B division this season. "I think we could have played better games against Beacon, Bard and MLK," coach Feliks Fuksman said. "We didn't capitalize on our chances to score and made some mental mistakes, defensively."

Starting the season off against Martin Luther King High School (MLK), the number one team in the city that is once again nationally ranked, did not help the team's cause. "It's always hard starting off the season against MLK," senior and co-captain Arik Raviv said. "We've only just started showing how good we are as a team." Despite scoring against the powerhouse team for the first time in two years, Stuyvesant FC lost both

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