



Mr. Cunningham remembered

by Poonam Dass and Stephanie Geier

On September 25, Principal Thomas Cunningham passed away. The second principal since the re-founding of THHS, Mr. Cunningham was known for making several important reforms to the school.

Mr. Cunningham was the principal of THHS from 2001 until his retirement in 2008. He worked as a teacher and administrator for the Department of Education for over thirty years and was the principal of Far Rockaway High School before coming to THHS.

“Tom came in with a monumental task – replacing a founding principal who was immensely popular and was identified with the high school as much as anyone else ever had been. He stepped into the role with so much poise and confidence,” said Craig Slutzkin, president of the THHS Alumni Association.

Under Mr. Cunningham’s leadership, THHS underwent massive academic expansions extending to several departments, the effects of which still exist today.

Along with Assistant Principal of Math, Science, and Technology Susan Brustein, Mr. Cunningham revamped numerous aspects of THHS’s science department. Ms. Brustein believes that these changes were made possible because of Mr. Cunningham’s ability to listen closely to his staff and his determination to transform any suggestions he favored into realities.

“Most of the framework of the way the science department is structured came because of his support,” said Ms. Brustein.

During Mr. Cunningham’s tenure at THHS, the Science Olympiad team as well as the Robotics team and elective were started. Mr. Cunningham also increased the number of science electives available to seniors, as students used to take

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Photo courtesy of Ellen Fee

Thomas Cunningham
February 22, 1947-September 25, 2013
Second Principal of the re-established Townsend Harris High School
Principal from 2001-2008

ELA Performance Assessment debuts, more to follow

by Nina Leeds

On October 11, freshmen, sophomores, and juniors took the New York City English Language Arts Performance Assessment, which the Department of Education established this year as part of a new method for evaluating teachers.

According to Principal Anthony Barbeta, a second assessment will be distributed in the spring “to measure student progress from the fall semester to the spring semester” and to assess how well students learned throughout the year. According to Assistant Principal of Humanities Rafal Olechowski, the test in the spring semester will most likely be “similar but not identical” to the format of the test taken in the fall semester.

While some found the test to be relatively fair and simple, other students and teachers were not pleased to have another standardized test added to an already full workload. The format of the test was the same for all grades: a ninety-minute argumentative essay based on readings.

English Teacher Katherine Yan said that she was not pleased with the addition of yet another standardized test but believes that “if you’re going to do it, it was a worthwhile test.” Ms. Yan thinks that the rubric was fair and that students were tested on important aspects of English.

However, most students were not so pleased with having to take the exam.

Senior Anthony Chiarenza felt that the test was unnecessary because he already proved to be capable of reading to city standards. “I already took a Regents and an AP exam, and I believe I did fine on both.”

Anthony also did not believe that the assessment accurately tested all points

of English Language Arts, commenting that “the only thing this exam tested was our ability to put together an argument in writing, and our ability to follow instructions well. My ability to analyze literature was not tested.”

Senior Joshua Merai agreed, saying, “If this test didn’t count, and if I didn’t try my absolute best, then I would say this test was a big waste of time and definitely a mistake on Chancellor Walcott’s part.”

He does not believe that one’s ability to “write one essay [should] determine how well we perform in our English classrooms.”

Mr. Olechowski, though satisfied with the exam itself overall, expressed some doubt. “It was not an exam testing how much you learned, but more how much your teachers taught you.”

Mr. Olechowski did not like this aspect of the test, but believed it to be a good idea to “set citywide standards early on.”

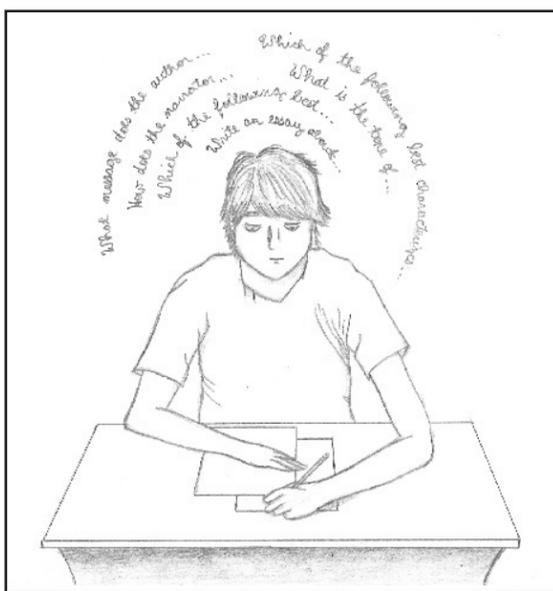
Not all of the student feedback on the exam was negative. Sophomore Eriselda Cuni believed that the test was “pretty easy” and “it actually helped in improving [her] essay writing skills.”

Eriselda thought that it not only tested her ability to prove or disprove something but also her common

sense.

Unlike the Regents exams, the ELA assessment will be graded by THHS teachers. Still, no teachers will grade their own students’ essays. For example, 9th grade teachers will be grading 10th and 12th grade papers. Overall Mr. Olechowski was satisfied with the grading rubric.

“The rubric is pretty challenging. I have no problem using it in class,” he said.



Art by Amanda Yan

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A look at the history of the Election Simulation

by Kseniya Davydova

When it comes down to it, what Harrisite doesn't look forward to spending their Simbucks on cookies, muffins, or the occasional home cooked meal?

The Election Simulation is undoubtedly one of the traditions that makes Townsend Harris unique. It is older than most of the students attending the school, having been founded in 1996 by then Assistant Principal of Humanities Lynn Greenfield. She and several of the other Humanities teachers set up this program as a means to establish a more modern learning approach, and with Queens College liaisons, they also set out to write an extensive rulebook to get the tradition started.

The goal of having students experience an election firsthand was to engage them intellectually, in the hopes that they would continue their interest in politics as adults.

Social Studies teacher Chris Hackney, who was the technological overseer at its beginning, described the idea as "an experiment in experiential learning to see if students would learn as much in a non-traditional educational setting as they would in a traditional one." He continued, "They wanted to see if changing the style of learning would have a longer lasting benefit on the students and [whether it] would enable them to vote later on in life and be more interested in the political process."

The initial idea was meant to simulate the actual election as closely as possible, and it involved much more effort on the students' part. In its early years, the program was a school-wide event that had the seniors teach underclassmen all about the election and the candidates. Both history and English classes lived and breathed the Election Simulation for three consecutive months until the election.

It wasn't just a supplement to learning done on Fridays, but rather something that occurred on a daily basis. Another difference was that there was no such thing as printed Simbucks, but instead fundraisers handed out food and other goodies for absolutely free.

So what changed? For one thing, the people in charge: Lynne Greenfield and her team of devotees left THHS or retired shortly after initiating the Election Simulation, so they weren't able to see it through to completion.

Additionally, the school faced budget cuts. The school did not have enough funds on hand to run the simulation, and no one argued for its survival. Also, support waned as some teachers complained that it interfered with their curriculums, especially after the school began to provide AP Government for seniors.

Mr. Hackney, who had the job of supervising both the radio and TV shows, explained that there were initially four separate TV shows. They were modeled after actual news shows, and the process involved was time-consuming and took

a lot of planning since they used VHS at the time. However, as technology progressed and shows were easier to make, the quality decreased. The low-brow humor in many of the comedy shows led to the simulation just having one news show. "There is a fine line between making a show funny and inappropriate," Mr. Hackney remarked, as he remembered the *The Amazing Show Show*, the last of its funny show predecessors. "As time progressed, Townsend became more conservative with its TV shows."



A legacy of past elections

photo by Fran Horowitz

There also used to be two radio shows, a serious one and another modeled after Howard Stern's show, notable for mocking elections and their misrepresentation of facts. However, many complained that the Howard Stern Show only confused the majority of students, and it was taken off the air.

Science teacher Phillip Porzio actually participated in the Election Simulation as a student in one of the first Participatory Democracy classes.

As a member of the class of 1998, he covered the mayoral election of Giuliani vs. Messinger, with the whole grade taking a more active role in the simulation since there were no AP courses offered at the time. Mr. Porzio played the president of the UFT (United Federation of Teachers), promoting the ballot propositions of different candidates.

"Playing in a special interest group was not as fun as playing the role of a candidate, but it still served as a memorable experience," he said.

The Election Simulation has also gained much popularity over the years, even being featured on national television. In 2008, MTV did a spotlight on Townsend Harris's portrayal of the presidential election between Obama and McCain.

The report was not about the students predicting actual election results, but instead about students educating each other and increasing their involvement in the political sphere.

Although Social Studies teacher Adam Stonehill has never taught Participatory Democracy, he has been indirectly involved with the Election Simulation from its start. He claims that the simulation itself has been fairly similar throughout the years, and that he has noticed only small changes, like a greater abundance of print media and posters in previous years. Also, with advancements in technology, he noted that there is a bigger variety of commercials.

Although small details changed with time, the core values remain in place: the simulation still involves the whole school and enables seniors to teach underclassman fundamental lessons about the political world.

The Election Simulation will continue to stand out in most Harrisites' high school experience.

The life of an incoming sophomore

by Magdalena Grabos

As students, we complain. A lot. It is a rite of passage to whine about the amount of work that we get, vent about how we received lower grades than we thought we deserved, and to bemoan Townsend Harris because we were told it was going to be hard, but we didn't think that it was going to be that hard. This is a knee-jerk reaction for most students who arrived here as freshmen, mainly because they have nothing to compare their high school experience to. The students that seem to appreciate our school the most are the ones that joined the Harrisite community in their sophomore year of high school.

Townsend Harris welcomes only a handful of incoming sophomores every year. According to the Department of Education, if students are unhappy with their high school during freshman year, they may apply to another school and transfer as tenth graders. This is a very difficult process, one that the DOE tries to avoid, and so very few students become Harrisites as sophomores.

One of these students was senior Samantha Velasquez, who attended an all girls school her freshman year, The Young Women's Leadership School of Astoria. Samantha is extremely happy with her decision to attend Townsend Harris. Her previous

school was a middle school that continued on to be a high school, so she had already spent four years there and felt that "it wasn't the right environment to be in and spend [all] four years of high school." A major factor that also contributed to her decision was the fact that her old school was overcrowded and underdeveloped, so it didn't offer much more than the standard curriculum.

"I love Townsend more [than my old school]. Everyone complains about the workload but they don't understand how lucky they are. Townsend offers you so much as a student: AP classes, SING, FON, sports, etc. My old school didn't have that and I had a 100 average without trying. It wasn't challenging and Townsend challenges you and helps you find new things that you're good at," Samantha remarked.

Similarly, junior Karen Su left Queens Metropolitan High School because she felt it was underdeveloped and that she did not fit in. "Despite my constant involvement in the school community, I didn't feel like I had much of an impact. I was a high achieving academic student, but I didn't feel like I was experiencing any personal or academic growth. We didn't have too many resources or challenging

courses available, [and] two months into the school year, my teacher, my parents and I all decided that Queens Metropolitan was not the school for me to spend the next four years of life at."

Some students switched schools because of the student population. Senior Nimrod Gozum joined the Harrisite family after spending a year at Bronx Science High School. He mentioned that he changed schools because of his long daily commutes back and forth from school, and he added, "Townsend has a smaller community and no one has to fight for the teacher's attention. In Bronx Science, I felt like a number; in Townsend, I feel like a person."

In comparison to other schools, Townsend Harris has one of the smallest student populations in all the public high schools across New York City. While it is known for its intensive learning curriculum, incoming sophomores also realize that the size of the student body allows more one-on-one time with the staff.

Nimrod continued, "Each teacher is willing to go above and beyond to help out his/her students, and I just can't help but feel special. Even the Assistant Principals and Principal are such friendly people. I couldn't imagine going to the APs at Bronx

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Test scores now officially part of teacher evaluations

by Hye Mi Jeon

The Department of Education has launched a new teacher evaluation system this school year aimed at identifying inefficient teachers. The new system includes a more detailed rubric for administrators to use when rating teachers and offers an increased emphasis on standardized tests.

The United Federation of Teachers and the Department of Education, who have been trying to improve the quality of public school teachers, failed to agree on a new teacher evaluation system and thus missed the deadline on January 17. John King, the New York Commissioner of Education, ended the dispute by establishing the teacher evaluation system currently in place. The DOE plans to spend \$100 million implementing the Common Core standards and new teacher evaluation system.

The new "Framework for Teaching" rubric, which draws on the work of Charlotte Danielson is composed of three categories for teachers to be graded upon. Student performances on state and locally-produced exams will each constitute 20% of a teacher's evaluation (for a total of 40%).

Students have already taken the first of these local exams, an English Language Arts Assessment. The new rubric also called for teams of four people selected by the principal and four by the teacher's union chapter leader to choose standardized tests from a city-approved list. The remaining 60% of the rubric will be based on classroom observations, with at least one unexpected classroom visit from principals.

"[The new evaluation system] seems very number driven and it seems like it's designed to make teachers teach to boost their numbers and to care about numbers. I associate that kind of number orientation with day traders and corporations. I think the field of education has separate traditions," said English teacher Robert Babstock.

"The city is requiring us to use a rubric, while in the past it wasn't required," said Principal Anthony Barbetta.

In the previous system, teachers were placed into the category of "unsatisfactory" or "satisfactory." Now, teachers will be rated by the categories of "highly effective," "effective," "developing," and "ineffective." There will be twenty-two categories considered, which must be rated sometime throughout the school year.

There are pros and cons to the new rubric.

"Some components really are beneficial and cover what it takes to have a successful lesson and successful teachers," said Mr. Barbetta.

However, Mr. Barbetta admits that time will be an issue because the administration has to complete these ratings "in addition to making a school function."

Assistant Principal of Humanities Rafal Olechowski likes how the new rubric allows teachers to get credit for specific things they do.

"There is so much teachers do that lead up to lessons and even after the lessons. This was never evaluated and never looked at. Now, the new system gives recognition for all the hard work teachers do before, during, and after classes," he said.

Despite this, Mr. Barbetta notes that the change of rubric "isn't too drastic" for the THHS administration, who have been using a rubric for several years.

The new emphasis on students' performances on state and local exams, however, raised controversy among teachers.

"They should come up with a better system," said Mr. Barbetta. "I don't want more tests for students. The state might create student tests just to evaluate teachers."

Physical Education teacher Maria Assante agrees.

"I understand that there have to be standards, but students at this school are overtested and some are bad test takers," she said. "Students are more than just test taking machines."

Students also dislike the idea of increased standardized exams.

"They shouldn't base teachers' teaching skills based on tests because some students are just bad test takers, but we still retain a lot of information," said junior Jessica Mgbeojirikwe. "I would hate it if my intelligence was solely based on one or two tests."

Other students don't think that exams are accurate ways of judging the quality of a teacher.

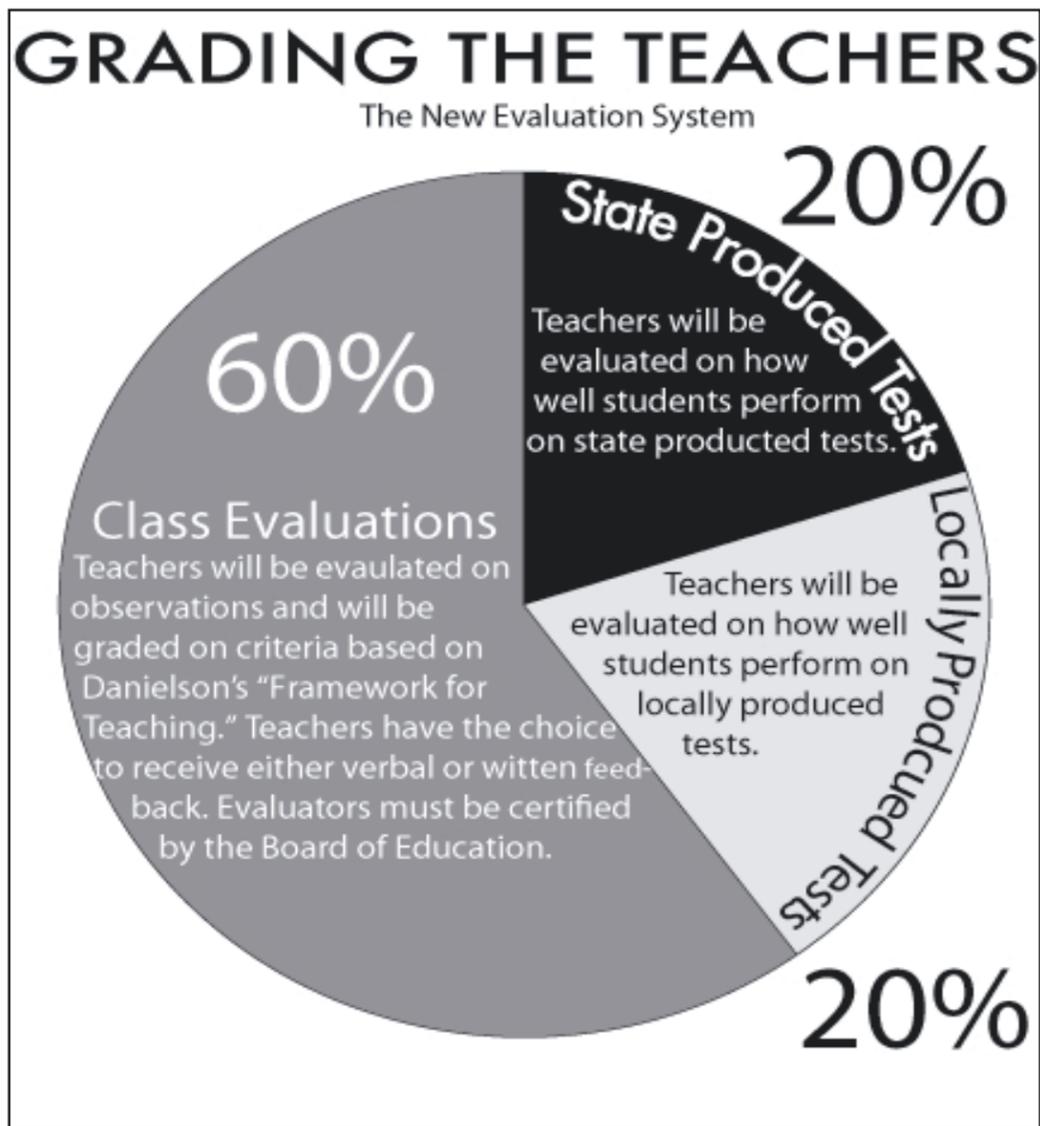
Sophomore Teresa Deely believes that there are many instances when one can learn a lot from a teacher but still do poorly on their exams.

Since state exams only cover main subjects such as math and science, teachers of other subjects such as foreign language, physical education, and electives will be partially evaluated based on student performances on main subject standardized exams.

"Until the city creates more tests, teachers [of subjects without standardized exams] will be rated on subjects and students they don't teach," said Mr. Barbetta.

Spanish teacher Diana Villaverde is not too concerned about the new policy.

"They give us the rules and we have no choice but to follow them. I just deal



Design by Yash Sharma

with it."

English teacher Joseph Canzoneri agrees.

"Personally I'm not concerned because much of what I've been doing in class over the years has been meeting Common Core requirements," he said.

Teachers aren't the only ones who will be evaluated under the new rubric. Principals in New York City public schools will also be assessed under similar criteria, with at least one unannounced visit from the superintendent.

"I am going to have the same evaluations as principal so I have an interest in making this system work. I want to make sure I am treated fairly as well as teachers," said Mr. Barbetta.

Student surveys will also constitute a small part of the new teacher evaluation rubric. Starting next school year, the DOE plans for students to fill out questionnaires about their teachers.

"As an idea, I kind of like it. Students have very little voice and as a teacher, I want to know how my students see me," said Mr. Olechowski.

The DOE still has many unanswered questions about the evaluation system, and borough meetings will be held to possibly adjourn these concerns.

"There's still a lot of questions we all have about the teacher evaluation system," said Science teacher Shi Bing Shen. "I think the rubric they're using is very close to what they'd also had, but it's based on Common Core. Without really seeing a practice you can't really point your finger at where exactly the similarities and differences begin and end."

However, Mr. Barbetta notes that the implementation of the new system has been smooth so far.

"Teachers here are familiar with the rubric," he said. "They're great teachers and know expectations."

Additional reporting by Sandhya Sewnauth

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Hawk site takes flight

by Harry Petsios, Ekta Rana, Sandhya Sewnauth, Ashif Ullah, and Jennifer Urgilez

With its bright crimson and gold insignia, the new Student Union website premiered on October 1, the result of the Executive Board's efforts to strengthen relations and communication between the SU and the student body.

The website, which is the brainchild of Publics Relations Officer Yash Sharma and Townsend Harris graduate Nabil Khatri, contains a variety of features, ranging from profiles of SU representatives to a FAQ section.

Club Liaison Karen Su said, "This website will give accurate descriptions for each club's mission, as opposed to misconceptions heard in a hectic environment like the Club Fair."

The website's FAQ section will provide answers to questions that Chief of Student Activities and mathematics teacher Aleeza Widman would otherwise answer. In contrast to the calendar of the Townsend Harris website, a Student Union representative may update the TownsendSU calendar. Lastly, the Contact Us page allows students to submit any comments, questions, or concerns they have to the Board.

Since the website's earliest stages, the designers planned for it to counter the static nature of the school's official website. Yash told us that, "TownsendSU is constantly updated, as opposed to thhs.qc.edu, which is barely updated."

Assistant Principal of Organization, Health, and Physical Education Ellen Fee, said that "The Townsend Harris website was created by an outside company of 20-30 year olds, and does not have the element of high school freshness that Yash and Nabil have created with the SU website."

After the website went live, the news of its launch spread through social media, Senate reports, and loudspeaker announcements. Yash said that since the launch date, approximately 1000 individuals have visited the website.

Sophomore Snehi Shah remarked that, "It helps students know what to expect, so I think it would help a lot of the incoming sophomores and freshmen."

Many upperclassmen observed the benefits of the new website to incoming students. Senior Jasmine Teu noted, "if people really actively contribute to the new website, I think it'd be a great way for underclassmen or even prospective students to get a feel for the community here."

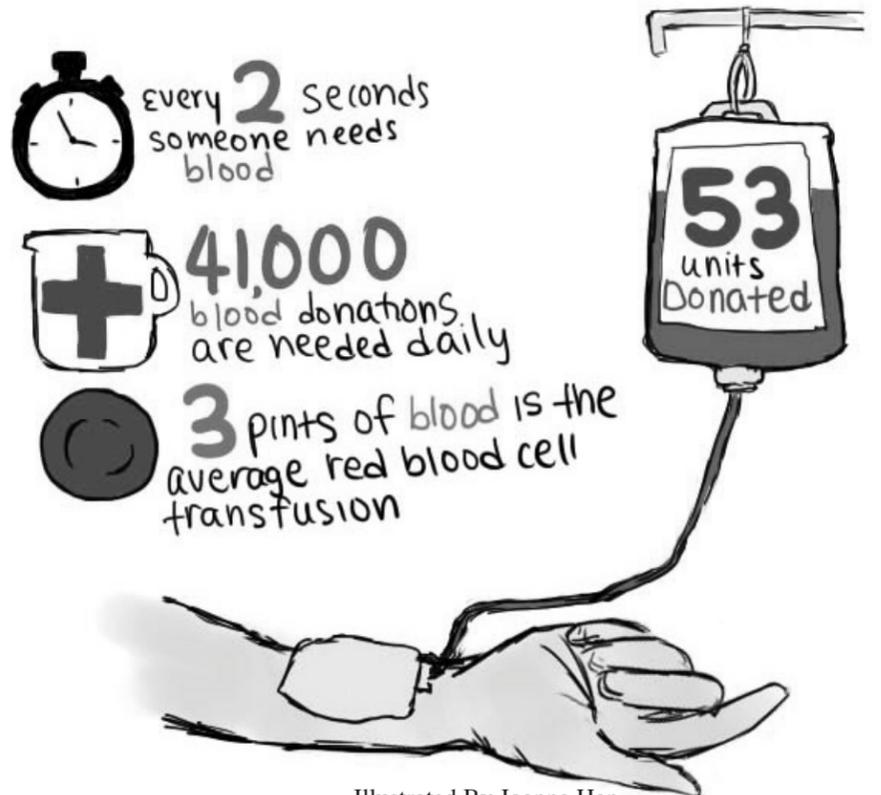
The website has been a subject of the Board's mass communications initiative for almost a year now, extending as far back as the 2012-2013 Board. Nabil Khatri, the website's first designer, said that "We got the idea from other schools that had a Student Union website."

In an effort to preserve the Student Union website, Nabil passed over administrator control to Yash in early August. Nabil commented that, "At that point the website was generally ready to go; what remained was to brand the site for the new year and to add content to it."

Together with TownsendSU.com, the Board plans to broadcast an online series, Hawks On Air, which is set to premiere in early November.



Art by Yash Sharma



Illustrated By Joanne Han

Blood drive saves lives

by Riane Balwan, Stan Choi, Joanne Han, and Stanley Harcharan

On October 9, the bi-annual Townsend Harris blood drive took place in the Wanda Nix Gymnasium. Though the spring blood drives are usually more successful, this year's fall blood drive collected more blood than previous fall drives.

Once again, COSA Advisor and Mathematics teacher Aleeza Widman was the head coordinator of this year's blood drive. Her role involved setting appointments with the organization in charge of the drive (the New York Blood Center), confirming that teachers were aware of when their students would be absent, and spreading information on the blood drive through emails and posters.

When asked about the results of the blood drive, Ms. Widman replied, "We donated 53 units of blood which is very good for the first one of the year. Last year, we donated around 40 units of blood [in the fall]."

A unit of blood is roughly equivalent to a pint of blood and saves three lives. According to Ms. Widman, seven of the units were double red cell donations, so rather than saving three lives, each of these units will save six. Although she was happy with the turnout, Ms. Widman looks forward

to the May blood drive, during which more eligible students donate.

Other school members shared their thoughts about the blood drive. Principal Anthony Barbetta reflected on how he started donating blood during a time when "people were scared to donate and receive blood because of the AIDS/HIV transfusion scare in the 80's." His adamant support for donating blood remains strong to this day, as he mentioned how "some people don't realize how important it is that you're possibly saving someone's life." According to Mr. Barbetta, there is always a need for blood, and donating is a selfless act which not only satisfies this need, but is also the right thing to do.

When asked about his reasons for participating in the drive, senior Nick Meyerson affirmed, "I donated blood because it's something I actually believe in doing."

Nick, who has been donating ever since he was a freshman, revealed that he does this to give back after blood donations once greatly helped a relative of his.

Junior Alyssa Watson added, "It's for a good cause. I really want to help people."

Budget cuts don't affect new technology purchases

by Kari Iocolano, Shaunak Kapse, Zion Kim, Hailey Lam, Hema Venkata

As the school year began, students noticed an increase in the amount of technology, including the replacement of the old desktops and iPads for a senior class. Many students wondered how the school could afford the technology, especially when rumors about budget cuts have circulated in the halls. However, the administration states that budget cuts and the new technology purchases have no connection.

Senior Brian Van expressed the thoughts of many: "If [the administration] are experiencing budget cuts, why are they spending their money on new iPads? Why don't they spend it on teachers?"

Sophomore Benjamin Chang also wondered why the administration didn't "spend the money on clubs and teams who need it instead."

Ms. Fee and Mr. Barbetta explained that the new computers that the school installed at the end of last year had nothing to do with the budget. The school received them through a grant our local councilmembers give called RESO A. The grant gives our school \$100,000 that is meant for technology alone.

"I think the new computers are a great improvement, after taking Japanese in the computer lab for the last 2 years with the old computers," said senior Elizabeth Wilson.

"I feel like they're a good benefit for the school," said junior Taylor Johnson, "because the computers that we had before were pretty run-down and old. Now we are moving into the new age of computers and technology; this is a first step towards broadening our horizons."

Despite the fact that the technology purchases are unrelated to budget cuts, some students feel that the new technology has not been adequately used.

Senior Joanna Wong stated that "most of the teachers in our school don't even use them or know how to use them; even with the seniors getting iPads for college class that was an experimental thing but it really hasn't changed the way we learn or anything --besides less books and more playing with new iPads!"

Senior Aditya Samaroo showed his discontent

with the technology when he said that the "money could have gone into getting new laptops for the teachers rather than computers for each SmartBoard. The computer itself couldn't be connected to the SmartBoard during the initial setup."

Junior Ashif Ullah said, "Some teachers prefer Macs over PCs, so they don't use the PCs."

Changes in the school system often sweep the student body up in a cloud of confusion, panic, and misunderstanding. The "budget" often becomes the generic answer to explain issues that arise, but few students understand how the budget actually works.

Townsend Harris gets money from four sources: the Department of Education (DOE), the Parent Teacher's Association (PTA), the Alumni, and the money raised from events like concerts and bake sales, said Ms. Ellen Fee, Assistant Principal of Organization, Health & Physical Education at Townsend Harris. For this school year, Townsend Harris High School received over six million dollars from the DOE.

Charitable changes made to Spirit Week

By: Brandon Perlaza, Amanda Ruggieri, Shabeena Sharak, Ariana Stergiou



Photo by Sharon Chin

The Junior hall entrance

Members of the Student Union brought something new to this year's Spirit Week. In order to honor the Ephebic Oath's commitment to service, students had to raise money for a cause in addition to adorning their floors with unique designs during Monday's hall-decorating festivities.

Junior President Nina Leeds said, "This year Hall Decorating has changed. Not only will each grade be responsible for following a theme in Hall Decorating but the theme is tied into a cause."

Students raised money for various non profit charities. According to COSA advisor Aleeza Widman the causes for each grade were selected by the grade leaders. This year, the freshmen color was red, which represented the Red Cross, the sophomore color was purple which represented pancreatic cancer awareness, the junior color was white

which represented the Herbert Irving Pavillion Cancer Center, and the seniors color was blue which represented the We Create Change campaign.

On October 21, students from each grade stayed after school to help design their floor by using the colors chosen by the grade leaders. The students were only allowed to use their specified colors and were penalized if other colors were used.

The first place winner of hall decorating will get 1000 points, while the second place gets 800 points, the third place gets 500 points and fourth place gets 200 points. However, Hall decorating was just the beginning of the competition.

Each following day, Senators counted the number of students in their history class that were participating in the specific spirit day. A point was given for each student who was participating. There was also large jug containers set up for donations. The money was not counted as actual money but as points. A penny was worth 1 point, a nickel was worth 5 points, a dime was worth ten points, a quarter was worth 25 points and a dollar coin was worth 100 points. Negative points were given out if bills were placed into the containers. According to Ms. Widman, the point values were created to increase the amount of money raised for the individual charities. The grade with the most points at the end of the week becomes the victor.

According to Junior Karen Su, a member of

Townsend Harris's executive board, Spirit Week has changed from last year for the better.

Nina added, "It's a great way to get something more beneficial out of hall decorating, and we're leaving our city greater than we found it".

Students were prepared for the new addition to Spirit Week.

Sophomore Kellie Zestanakis said, "I think it's smart to incorporate causes because it raises awareness, but just because we decorate the halls differently doesn't make the difference. There needs to be a focus on raising funds for the particular causes as well."

Spirit Week has always been a favorite at Townsend Harris.

Each day gives students and teachers the opportunity to show off their creativity and their school spirit. With activities such as the pep rally, hall decorating, pajama day, and Founder's Day, students are able take a break from their grueling work to appreciate the school and all that it does for them.

Change for a Cause



Art by Ariana Stergiou

The Founder's Day question

By: Sandy Huang, Taylor Johnson, Rebecca Kwon, Angelika Narewski and Daphne Zhu

Students and faculty put their heads together to prepare for the 29th annual Founder's Day that was held on October 25. Though many consider Founder's Day to be mainly a freshmen initiation to the community, this year's seniors feel that it is more of a send off for the graduating class and prepared accordingly.

"As a senior, I feel like it's our time to show who's boss in the school. It's our time to shine," said senior Amanda Dookerman.

The seniors hoped that the senior skit would stake their claim to the Founder's Day spotlight. Seniors Anna St. Clair and Nathaniel Cheng directed this year's skit. Their script aimed to emphasize the changes that occurred within the senior class's own high school career. Throughout their four years at Townsend Harris, the seniors got the chance to meet many teachers who joined and departed the school staff. In addition, they also experienced the transition of new principals: from former Principal Kenneth Bonamo to current principal Anthony Barbetta.

The freshmen are new to the Founder's Day tradition and hold different opinions from the seniors.

Freshman Alex Chen said, "It's an important day for us. It's key in developing Townsend Harris life."

Principal Barbetta weighed in on the question as well, saying, "It is a day for the freshmen, but it is also a day for the whole school community."

Mr. Barbetta added that since this will be the seniors' fourth and final Founder's Day, he recognizes the important role that the skit plays for them. However, he maintained that the day is primarily a yearly reminder of what the school is truly about.

Founder's Day is a day of tribute to the establishment of the school, named after Townsend Harris, as it celebrates and acknowledges the years of the school's existence. This day brings an end to spirit week and its festivities.



The seniors perform their skit.

photo by Daphne Zhu

"Super" SING! is on its way

By: Sharon Chin, Ross Cimagala, Kristin Cour, Sarah Ebbrecht, Ann Kochupurackal

This year's SING! will center on some of the most iconic DC and Marvel characters, with the Freshiors being able to draw upon Batman and friends and the Se'mores having the Avengers at their disposal. As students rehearse for November's performances, this cast of characters has stirred up excitement. Nonetheless, the theme has also posed a real challenge to the directors, who must decide how much of the heroes' personalities should be drawn from the original movies and comics, and how much they should come up with themselves.

The directors of the Se'mores, seniors Anna St. Clair and Nathaniel Cheng, are both very excited about this year's theme. "This is the first year where the script is almost like fan-fiction," Anna said. "These are characters that have already been created, so it's going to be different."

Meanwhile, juniors Nina Leeds and Dimitri Perdik, directors of Freshior SING!, have written an original script that hopes to put a unique spin on these beloved and well-known characters.

Nina described this year's theme as one of the "most unique themes we've had in a while."

She feels that both productions could go in a variety of ways, and that it will be quite interesting to see them all come together.

Anna argues that the Se'mores have an advantage because their cast consists of upperclassmen, many of whom have had previous experience in SING!. She also explained how several new additions to the team who weren't in the production last year make it even stronger. Nathaniel feels the same and is confident in the Se'mores.

On the other hand, "The [Freshiors] have a solid leadership and also have a Freshman class that's very excited by the tradition and inspiration that our directors are working with. The directors are teaching the Freshman very well," said Andrew Hagerty, Latin teacher and Freshior supervisor.

In addition to creating the theme, alumni also come back to the school to judge the performances and to announce a winner. The criteria for both performances is based on the quality of the acting, writing, singing, dancing, backdrop/scenery, bonus props, and lyrics.

The team with the most points overall wins that year's SING!, as well as bragging rights for the next few months.

Just as superheroes are reluctant to reveal their true identities, SING! teams traditionally attempt to keep details about their shows a secret up until the night of the performances. Find out all the secrets on November 22 and 23.

A legacy of academic innovation

continued from page 1

a standard science course during their senior year.

Zero band lab was also established under Mr. Cunningham's guidance. Students used to have their science labs during sixth band with some of the time allocated to eating lunch, leaving only twenty minutes for actual classwork. Mr. Cunningham moved this band to one longer period in the morning.

"Instruction time increased and mastery levels on tests increased as a result of this change, and it's still that way today," said Ms. Brustein.

Because of these reforms, THHS was selected as the Intel School of Distinction for Scientific Excellence in 2008 - the only high school in the nation to achieve this honor. The accolade came with a \$10,000 dollar cash grant and an additional \$125,000 in Smart Boards, software, and services.

Technology also improved under Mr. Cunningham's leadership.

"[Mr. Cunningham] brought in about one-hundred new computers for our computer labs and about twenty new laptops for teachers," said Physics teacher and Technology Coordinator John Tsai.

Mr. Cunningham also initiated the use of Smart Boards during his final years at THHS, although the big push for Smart Boards came afterwards. According to Mr. Tsai, he also upgraded the school's "network backbone" to make the school's computers function more efficiently.

"All of the disciplines at THHS benefited from Mr. Cunningham's fundraising efforts for technology - whether it was the Writing Process classes or social science and science research classes," said retired AP of Humanities, Susan Getting.

However, Mr. Cunningham took innovative approaches within other subjects as well. With his support, the teaching of AP World History to all ninth and tenth graders was implemented.

Mr. Cunningham also staunchly fought against potential budget cuts to preserve the senior Bridge Year program, which is funded by the Department of Education (DOE) through a five-year contract with Queens College. Mr. Cunningham realized that the DOE would be reluctant to allow the Bridge

Program to continue because of fiscal difficulties. Thus, almost a year before the contract's expiration, Mr. Cunningham began efforts to ensure the Bridge Year would continue.

"Using data demonstrating the effectiveness of the program for Townsend Harris seniors, Mr. Cunningham networked, lobbied, cajoled (and probably begged and pleaded) the DOE and the City of New York to continue funding this exemplary program. It is a direct result of his efforts that the contract was renewed," said former Assistant Principal of Guidance, Janet Solomon.

However, potential budget cuts threatened funding more than once, with Mr. Cunningham doing his best to stop them every time. He would assemble students, staff, the Parent Teacher Association, and the Alumni Association to write letters to legislators, who then prevented budget cuts to the school.

Academics aside, Mr. Cunningham showed full support for afterschool activities.

"At 10 p.m. on a school night after a 15 hour day that included managing all the details of running a school and then attending FON or SING, Mr. Cunningham would be filled with joy in the students' talents and achievements," recalled Ms. Solomon.

Mr. Cunningham was also able to recruit and maintain strong faculty members, fostering strong relationships with many of them. One such member was Assistant Principal of Organization, Health, and Physical Education, Ellen Fee.

"[Mr. Cunningham] hired me to become AP of Mathematics," said Ms. Fee. "Under his leadership I grew professionally and learned great aspects of leadership. I had low self esteem and felt that I didn't deserve to be here when I first started... but he believed in me and that was his greatest gift to me."

Those who knew Mr. Cunningham emphasize the significance of the changes he made to the school as well as his agreeable personality.

"One can look at all of the accolades that the school won during his tenure as an example of his success," said Mr. Slutkin. "But more than anything, Tom was a world class gentleman whom I considered a friend, and I will truly miss him."

QC Updates

by Magdalena Grabos

Over the course of the past year, there have been numerous changes to the way Townsend Harris seniors interact with Queens College. Starting in November, the Classic will offer in-depth profiles of the various aspects of the QC/THHS partnership. Below is a sample of some of the most recent changes for seniors.

1. The New CPP Website



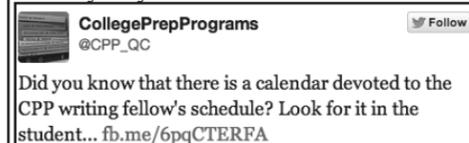
Queens College launched its new CPP (College Preparatory Programs) site to keep students up to date with events, news, and important announcements. Visit <http://cpp.qc.cuny.edu> for more.

2. Writing Fellow: Professor Foster

Seniors can meet one-on-one with a writing fellow in order to improve their essay-writing skills. The writing fellow is currently available twice a week.

3. The CPP Facebook Page

Like the Facebook page in order to get important updates and information sent directly to your Facebook feed.



4. The CPP Twitter Account

Follow the CPP account (@CPP_QC) for continuous updates in 140 characters.

Math for America honors THHS teachers

by Asiya Jaffer

On October 5, math teachers Sara Liu and Stephen Mazza attended an honorary dinner at the Museum of Natural History as members of the Math for America (MFA) Master Teacher fellowship, a prestigious program that recognizes outstanding public secondary school teachers of math and science. During the dinner, Senator Chuck Schumer gave a speech and Ms. Liu and Dr. Mazza met other esteemed teachers.

"A lot of people look at teaching as an unglamorous profession," said Ms. Liu, "but [the dinner] was a nice fancy event for teachers to show that we are appreciated."

As the Master Teacher fellowship is a four-year fellowship, about once a month Ms. Liu and Dr. Mazza attend professional development workshops hosted by the MFA. The honor also came with monetary benefits.



Ms. Liu and Dr. Mazza at the MFA dinner.

After undergoing an intensive application process, Ms. Liu discovered she had won in 2012 after applying in the spring of 2011. Dr. Mazza applied in April of 2012 and found out he had been accepted the following June.

"Most teachers don't make it through the process," said Assistant Principal of Math, Science, and Technology Susan Brustein. "They underwent rigorous interviews, tests, and transcripts."

When asked about being accepted into the Master Teacher program, Dr. Mazza humorously stated, "It made me feel special for a while until I went and met all the people there and they were so amazing, and then I didn't feel so special."

Ms. Liu felt that the application process helped her grow as a teacher.

"The application itself was very reflective," she said. "I got to analyze myself in different ways."

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Janice G. Columbia	Matt S. Harvard	Princeton University (11)	Dartmouth College (12)	John Hopkins U. (6)
		MIT (2)	Brown University (8)	Georgetown U. (9)
		U. of Pennsylvania (13)	University of Chicago (5)	Carnegie Mellon U. (3)
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Sophomores share views on transferring to THHS

continued from page 2

Science. I just feel so valued in Townsend, like I have my own special place that's way bigger than me."

Sophomore Aidan Moran, who transferred from Cardozo, also said, "The population at Townsend is fairly small, making for greater connections amongst students and teachers, especially in comparison to Cardozo."

Incoming students have noticed a difference not only in class size, but also in the teaching methods and the content of the curriculum. Samantha explained that at her old school "the workload was small and classes were ridiculously easy," and Nimrod noted that, "Bronx Science compensates for its indecent quality of teaching by piling on homework, so you can self-study. In Townsend, it's the exact opposite; not much homework is given in Townsend because the teachers teach amazingly well."

Senior Maria Mo, who decided to attend Stuyvesant High School over Townsend Harris as an eighth grader, said that her reason for transferring was because Stuyvesant just wasn't a good fit for her.

Maria believes we have a better learning environment at Harris, and the mentality of the students is completely different. "I honestly think THHS is less stressful than Stuy, but less stress doesn't mean less challenges or less pressure. I think there's just a different emphasis and outlet for the stress in these schools. Stuy is stressful because everyone is grade crazy. We all forget to not let numbers define us sometimes, but Stuy just creates such a competitive environment that totally squeezes out the originality and individuality of the student body."

She continued, "Stuyvesant was a great environment to meet new friends because of the amount of people they had. But having a lot of students doesn't create the best learning environment. Teachers don't look out for individuals because there are just too many names to memorize. So for people who complain about THHS so much, I wish they understood how much I would envy their position in freshman year because at least when they complained, someone cared."

Karen also revealed that the environment of her previous school was not as comfortable as the one she is in now. "I stood out like a sore thumb. I would ask questions, bring up topics, and answer assignments in 'odd ways.' Unfortunately, many of my schoolmates didn't appreciate it and gave me a hard time. I feel that at Townsend Harris, people can respect each other and their passions."

The transition from going to one school from another always seems to pose an issue for many students, but that was not the reaction any of the incoming sophomores had. That is not to say that some didn't feel nervous about being the new kids in school, but most felt welcome and right at home.

Samantha recalled that "the transition was tough and overwhelming" because



Art by Amanda Yan

she "didn't have that year that everyone takes to build friendships and get to know others." She made friends very quickly, although it was a "weird adjustment."

On the other hand, Karen felt that she couldn't have asked for better support. "Honestly, I had the friendliest people supporting my transition process and it was almost painless. By the first day of school, I had already made a good amount of friends from track and I already had friends who were students at the school, so I did not feel so much like the new kid. However, there have been times where people would bring up, 'Oh, you weren't here during Freshman year! You wouldn't know!' Luckily, I quickly learned my way around and adapted to the Townsend Harris lifestyle."

Aidan, who has been really enjoying his transition, added, "You have to get used to being asked, 'How do you like Townsend so far?' a lot."

Incoming sophomores turn out to be as important to the Townsend Harris community as those who get to spend all their four years there. Karen concluded, "Nothing can ever be compared to Townsend Harris. Period."

Breakfast program unveils new set of guidelines

by Rachel Chabin

This year, changes to the school have even reached the cafeteria; new regulations from the NYC office of SchoolFood have adjusted the menus for school breakfast, a free meal program open to all students for an hour before the beginning of the day.

Since the start of the 2013-2014 school year, the office of SchoolFood has been instating a policy that allows for only two grain products to be served to any one student at breakfast. In previous years, kids were allowed to select whatever they wanted from an array of cereals, fruit, milk, juice, and hot dishes like french toast and turkey bacon.

This new regulation leads to fewer breakfast options, as explained by cafeteria worker Ann-Marie. "Students now can't take whatever they want," she elaborated. "This is healthier for everyone."

She added that protein, or sugar-based foods like a mozzarella stick or carton of juice, are still given

out in whatever quantity the student wants.

While some students haven't noticed any difference in the selections, the subtle change has drawn the attention of senior Shirley Lin. "I've noticed that they're stricter this year," she said. "You can only choose certain foods with certain foods, while last year you could take whatever you like."

Senior Alessandra Taboada is not a fan of the new policy. She said, "I think that the new program is ridiculous because the portions already given are so small. I've never heard of not being able to take cereal and something like a bagel or bread because 'it's too many grain points.'"

Junior Shavana Singh also picked up on the difference. "So far they've been giving either cereal with a cheese stick or a muffin with cereal. Before they'd pretty much let you take whatever you wanted, but it seems like they're cutting back," related Shavana, a

regular breakfast-goer since last year.

The change, part of a nutritional reform initiative, is not the first of its kind. In fact, they have been introducing nutrition reforms to NYC schools since 2004, when skim milk and whole wheat bread began to replace whole milk and the starchier white bread in student cafeterias. These changes adhere to the NYC SchoolFood mission statement: "[SchoolFood] is committed to promoting healthy food choices among our students and maintaining high nutritional standards while offering delicious, healthy, and satisfying menu choices."

The changes to the breakfast program have mixed reviews so far. While some would like to have the old variety back, others aren't bothered by the new system.

"I don't really find that it affects me significantly," concluded junior Samia Abedin.

October's Mystery Staff Member

Every month, the print edition of *The Classic* will provide you with four clues. Can you guess the identity of the staff member who matches these clues? Submit your guess online at www.thhsclassic.com. We will reveal the identity of the staff member in the November issue. Unfortunately, our plan to use this feature as a fundraiser had to be canceled; we provided refunds to those who participated (if you did not receive yours, please contact us at thhsclassic@gmail.com). We will, however, continue to run this feature, and people can offer their guesses for free online from now on.

WHO AM I?

I competed as a gymnast as a teenager for the YMCA	I have walked on glaciers and floated in lakes nestled in high mountain ranges.	I was one of the leads and a vocal soloist in my senior year's SING production.	I have an extensive, eclectic music collection.
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Mr. September



Social Studies teacher Alex Wood was September's mystery staff member. Here he is with his motorcycle!

DUELING VIEWPOINTS: MIDDLE EAST INTERVENTIONS

On Syria: US wrong again

by Igor Portnoi

For many years, the Middle East has been experiencing turmoil as a result of religious, economic, and political factors. The Syrian civil war has been dragging on since 2011 when forces hostile to Bashar Al-Assad began to protest. After playing a passive role for over two years, the U.S. suddenly denounced Syria's use of chemical weapons, namely sarin gas, against the rebels. The U.S. was planning the final stages of an attack until Russia intervened and negotiated a treaty requiring Syria to remove its chemical weapons. Regardless, it still disgusts me to think that our country would even consider once again acting as a "police state" in this part of the world.

In 1979, Soviet forces marched into Afghanistan under the claim of "protecting" the Afghan government against a local rebel force called the Mujahideen. Due to America's anti-Soviet policy at the time, the American government decided to help the Mujahideen (a group that included a young Osama Bin Laden as a member) in their battle against the Soviet invaders. Aided by Britain and Saudi Arabia, the U.S. decided to supply, train, and fund the Mujahideen in hopes that they would eventually force the Soviet Union out of Afghanistan. By the conflict's end, the United States had donated nearly 3 billion dollars in aid to the Mujahideen. Afghans viewed America as a savior, only to watch their aid stop after the conflict, leading Afghanistan down a dark road of tribal conflict, and eventually the rise of the Taliban government and Al Qaeda.

In Syria, some rebel forces are known to have ties to Al-Qaeda, yet America still wishes to help these same rebels. While our government decries the idea of outright military intervention, our actions will undoubtedly influence the current civil war in Syria, and potentially allow the rise of extremist groups just as it had in Afghanistan.

Some people tell me things like "The use of chemical weapons is a violation of human rights and we should do something to stop such an atrocity. As America, we have an obligation to stop the use of such inhumane tactics."

Well, in the 1980's, America knew of chemical attacks by Saddam Hussein against Iran, and not only failed to condemn the actions, but went so far as to support them simply because Iran was a political enemy at the time. CIA reports even reveal that America was fully aware of these attacks as early as 1983 and believed the outrage over the use of chemical weapons would subside without fuss. President Reagan himself said the United States would do "whatever was necessary to prevent Iraq from losing the war with Iran."

America has been far too hypocritical on matters such as this over the course of its history. How can we trust a foreign policy philosophy that has consistently failed to realize that the support for one group of extremists one day can have terrible consequences years later? How can we trust a country to stand against the use of chemical weapons for purely humanitarian reasons when it once stood idly by as other countries used chemical weapons on innocent civilians? While I do agree that chemical weapons should be removed from Syria, I do not believe that America is the superpower that has the right or the legitimacy to police such matters.

America should look at its own experiences and failures to avoid making the same ones again.

Washington's problems shouldn't reach the NY shore

by Evan Mancini

It was a late afternoon on October 13 when my parents and I decided to take a drive to the beach. This wasn't a day to wade in the ocean or lie in the sand, but to have a last look at the beach before the frost of winter took its hold. Since I've recently started driving, it was decided I would make the journey to Jacob Riis Park in Rockaway.

I was rolling our car towards the parking lot when I saw a sign blocking the way. I walked over for further inspection, only to be greeted by a brief and apathetic message from our government:

"Park Closed Due to Government Shutdown Do Not Enter."

It was at this moment I realized Jacob Riis Park is a federally run park, and because the government was shut down, so too was the beach.

It was difficult for me to fully take in the reality of the situation I'd just encountered: I couldn't go to the beach because of a disagreement between politicians miles away from me. It was my own government—one that preaches personal freedom and wages wars with countries that infringe upon it—who politely reminded me that I was not allowed to go where I pleased.

I didn't go to the beach that Sunday, but there are other beaches in the Metropolitan area that aren't federally owned and operated. Having just one beach closed because of the shutdown seemed horribly unjust, but at least only a few people would be affected. It wasn't until I got home to research the meaning behind this restriction of freedom that I discovered every single national park was closed. Some of the greatest landmarks in America

On Iran: a chance at peace

by Zach Ooi

Iran has always sparked a feeling of unease among Americans. The Iranian Revolution and the following hostage crisis would launch a feeling of a mutual hostility between Iran and the United States that would only grow worse in the following decades. Iran's nuclear program, claimed to be for peaceful purposes, has not helped relations between the two nations, and with just reason. After witnessing the power of the atomic bomb and living under fear of nuclear annihilation during the Cold War, Americans have a right to fear any country's nuclear program. Worse, Iran's recent presidents have fiercely denounced the West, often using aggressive rhetoric aimed at violence rather than diplomacy.

Times change. On August 3, Hassan Rouhani took office as Iran's new president. Rouhani visited New York in September and even had a phone conversation with President Obama, the first serious discussion between an Iranian leader and an American leader since 1979. Such gestures of diplomacy by Iran, a country that has spouted anti-American rhetoric for years, are a clear hint to our politicians at home: Iran is ready and willing to talk with the United States.

For years America has viewed Iran as a potential nuclear threat in an already tumultuous Middle East. In the past, mutual hostility prevented any sort of diplomatic negotiation and simply brought both countries unwanted results. For Iran, the United States imposed crippling sanctions. For the United States, Iran continued to work on its nuclear program. This war of political attrition has brought the two nations nowhere near any agreement. If we seek an end to this pointless political battle, it is vital that now, more than ever, the United States work with Iran to reach mutual nations' goals.

Some of our citizens will claim that we have other issues to worry about, issues closer to home. To them I reply that we cannot allow such an important opportunity to escape. I urge our president to dedicate time to working with President Rouhani to forge an agreement that will not only guarantee more openness from Iran's nuclear program, but also lift Iran's economic sanctions so that both nations can coexist.

Previous American presidents could only dream of working with an Iranian leader as open as Hassan Rouhani. To treat Iran's new president with disrespect and ignorance would only lead to even worse U.S.-Iran relations. Even if the diplomatic process proves to be slow, even if the negotiations get tough, it is absolutely essential that we try.

Some of us at home may be wary of working with Iran, and rightly so. Iran has a history of being anti-American. They seized hostages at the American Embassy during the Iranian Revolution and Iran's leaders have fervently denounced the United States and our allies. But we cannot allow the past to prevent us from forging a path to the future.

President Rouhani has already distinguished himself from his predecessors by not only extending diplomatic gestures to the United States, but by putting distance between himself and his anti-American, aggressive predecessor.

Is it too soon to judge whether or not President Rouhani can be trusted? Some will argue so. But if we ever hope to achieve a world where we need not be concerned about nuclear weapons, without the fear of an unstable Middle East, we must work with Iran's new president now to ensure that maybe one day, Iran and the United States will be allies instead of enemies.

couldn't be enjoyed for the entirety of the shutdown. Even the Statue of Liberty, the most obvious symbol of American freedom, was off limits.

This denial of leisure begs the question: how can America be a proud democracy with a two-party system that so vehemently opposes one another? It is known that Republicans, primarily from the House of Representatives, initiated the government shutdown in order to protest the implementation of the Affordable Healthcare Act, more colloquially known as Obamacare. The larger

motive was the intention to put pressure on Democrats by upsetting those who were negatively affected by the shutdown. Unhappy citizens would complain and ask for the government to be operational again so that they could resume their lives in absolute freedom. Republicans likely intended to rush the Democrats into a compromise they may not fully agree with.

There is nothing wrong with seeking compromise and diversity of opinion between the two parties. In this case, the minority — Tea Party Republicans — were assertive in the implementation of their beliefs in a tyrannical manner. Moderate Republicans who were frightened by this action ran and hid from their responsibility and allowed for an extremist group to have power in the government. It is the fault of those moderate Republicans who

did not step up and oppose the radical movement in place.

My inability to access a park may not have been catastrophic, but a debt default would have been. We nearly got to that point. What will it take for our government to truly act for Americans on the shared aspirations of life, liberty, and the pursuit of happiness?

Photo by Evan Mancini



Sign closing Jacob Riis Park

HAVE THE PERFECT

TRICK OR TREAT, IT'LL BE SWEET

By Anna St. Clair and Daniel Restifo



This Halloween, be sure to have your costume ready because you'll be going trick-or-treating!

As kids, the thought of trick-or-treating was often what got us through the first few months of school. We yearned for it, planned for it and then savored our pound and a half of candy. Think back on all your trick-or-treating memories: your favorite costume, the generous houses and the houses that gave out those dreaded pennies.

After the hours spent walking around to collect sugary sweets comes the eating. We all guarded our favorite candies like gold, and tried to pawn off those almond joys and Raisinets on our younger siblings. Now we're high schoolers and all too old for trick-or-treating, right? Wrong. Trick-or-treating is about having fun, and fun has no age limit. And who doesn't like candy?

Rather than spending Halloween in our rooms studying for that APUSH test or topping off early college applications, grab that plastic pumpkin, meet up with some friends, and go see just how much sugar-soaked loot you can haul in. You'll be thanking yourself later.

There is enough time in the year to worry about acting like adults, and even mature adults are allowed to act like kids. If you're worried about people holding trick-or-treating against you, don't be: you'll be unrecognizable behind your brilliant disguise.

Free candy is free candy, and there is plenty of it to go around. For those who think that only young kids deserve it, then they're wrong; anyone who gets in the Halloween spirit to dress up and walks dozens of blocks deserves candy regardless of age.

Don't let the pseudo-restrictions others place on Halloween affect your decision to choose if you will be going trick-or-treating this year. Let only the following questions guide your choice: Do you like dressing up in fun costumes? Do you like candy? Do you enjoy having fun with friends?

If you answered yes to any of those, go trick-or-treating, it'll be sweet. If you answered no, then sadly you'll be giving out the candy this Halloween rather than receiving any.

Don't pass up a chance to have fun for once, and don't let others dictate how your Halloween should be spent.

NEED A COSTUME?

BY JENNIFER WALSH AND AMANDA YAN



WALDO

All you need is a red-and-white striped shirt, round glasses, and a red beanie. Hide in large crowds of people.



ROSIE THE RIVETER

Wear a dark shirt, jeans, and a belt. Tie a scarf around your head and strike her signature pose!



TOURIST

Wear a bright Hawaiian shirt or polo with Bermuda shorts, and sunglasses. A camera around your neck is a nice touch, as is a slightly obnoxious attitude.



CRAZY CAT LADY

Walk around in a bathrobe and slippers with messy hair and a stuffed cat.

Chilling

by Nikita Khalid



Ghost

To get in some sightseeing, take a New York tour, where you'll be in the Village, Downtown, or Grand Central in minutes and

