

## SANITIZING HSAS... *Continued from page 1*

Jake Karpin('10) thinks that the hand sanitizing stations are going to be a great help, saying: "I personally think it's a good way to stop all the bacteria from spreading around from all of the 'disgusting kids.'" When asked if he thinks it works, he replied "Yeah, of course, for those who use it."

Sifat Sirajee('12) also loves having hand sanitizers in the school. He shared: "I use the hand sanitizers at least four times a day to sanitize myself... as I'm afraid of the Swine."

There are many more who are completely opposed to the idea of using hand sanitizer.

This may be replacing one evil with another. If something that is meant to protect you left you worse off than you were before, then we need to re-examine the product.

"People just get caught up in the moment," said Mr. Mansdorf. "It is similar to people taking antibiotics and the like, as doctors now attribute that to leading to horrible immune systems."

He went on to say that due to the hand sanitizers killing so many foreign bodies, the immune system begins to lack the necessary skills and antibodies to fight future illnesses and infections. *Common*

*Sense* did not identify Mansdorf's source for this information.

Nathan Kahn('11) gave this reporter a similar opinion to that of Mr. Mansdorf's, sharing that "it ruins your immune system by killing the good bacteria that protects you."

The sentiment about the hand sanitizers varies widely among the students in HSAS. The possible risk of a swine flu out-break in the school makes some nervous enough to resort to any precautionary measures.

Clearly, for the reader to decide, he or she needs to research the topic and speak with licensed medical professionals. *CS*



Jacob Cintron('10) ponders the dark and the light side of hand sanitizers.

## ADVANCED PLACEMENT PRESSURES... *Continued from page 1*

Calculus AB, Chemistry, English Language & Composition, English Literature, Spanish Language, World History, and of course, the fundamental course for HSAS students, US History.

Students can begin to take AP classes as early as their sophomore year. *Common Sense* asked if people thought the extra work is worth it.

Mr. Mansdorf thinks that "we really have a 3-year college-level AP US History course. When the students get to college, they're at least a year ahead as far as knowledge and study skills."

Although a slight advantage in

college sounds good, no one has seen immediate benefits from their AP classes. Kadacia Cooper('10) shared with *Common Sense* that she "heard that students in other schools get paid if they get 4s or 5s on AP tests" and, if so, she wants her money for the two fours she earned. Kadacia could not name the actual program nor could she say where the program is being used.

As far as the difficulty of the classes, Mr. Baker shared that "the workload is just about the same as the regular classes but the difficulty does increase."

Ruona Ughwanogho('10)

disagrees about the workload comment entirely, sharing "we have to take an AP Calculus seminar."

Sarah Czwartacky('11) believes that "the AP classes seem easier because the school's regular classes are also difficult."

The freshmen, however, have yet to experience the full joy or agony of the AP classes at HSAS, with the exception of their American History course.

Hopefully this has informed freshmen such as Juliana Gluck('13) who said, "I haven't really heard much about them." *CS*



J. Cintron('10), Mr. Iurato & R. Cardona('10) ponder the losses of this autumn/summer.

## CELEBRITIES FALL THIS FALL... *Continued from page 1*

Mr. Evans agreed with Kadacia adding that Michael Jackson was "the soundtrack of his youth."

The second biggest loss according to poles was Billy Mayes. When Isabelle Barany('11) was asked to take the survey she became visibly upset when she saw that Billy Mayes was not on it. She wrote in big capital letters his name and added:

"I CAN NEVER LOOK AT ANOTHER OXICLEAN COMMERCIAL THE SAME WAY!!"

Alexander Miller('12) concurred with Isabelle and shared that the death of Billy Mayes was the "ONLY one that matters."

According to survey results, a quarter of students agreed with her completely and chose Billy Mayes

as the greatest loss this year.

Ted Kennedy's death affected not only our lives now, but will possibly affect our lives in light of pending future health care reforms.

Mr. Evans and Mr. Mansdorf both agreed that Ted Kennedy's death will be fatal to the proposal on the reform. His decision and stand in the senate could have made the reform's passing a lot easier for many.

**"There have been a lot of celebrity deaths, but also a lot of non-celebrity deaths that don't get any press."**

**-Kat Mallary('13)**

These deaths have moved many to sadness. Others feel that the only reason why these deaths have

## NEW FACULTY

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to speak to one adult. He did not connect with the idea that an interview with Mr. Palatulan had merit and could have added more insight to this piece.

An extensive interview with Mr. Palatulan will appear in our next issue.

Here at American Studies teachers seem to remain for years while a handful leave each year. Let's hope that the two new teachers that we've received this year will remain in this school for a while.

*CS*

## POWER TO THE PEOPLE

*By B. O'Brien('10)*

A well used phrase invoked by John Lennon, Public Enemy, Rage Against the Machine, the Black Panthers and pro-Democracy protestors against Vietnam in the 1960's. For decades this phrase has been used as an expression of anger and discontent for a situation wherever people felt they had no real power. *Common Sense* examines the lasting potency and the relevance of these movements to our student body.

In almost all the cases of groups chanting this phrase, they were pushing for a change. Change in their government, so that power could shift from the few to the many. They felt their needs and wants were being ignored and that if they had more power in government things would inevitably change for the better.

Some believe this applies at the High School of American Studies. Some wonder if the student body needs to rise up against oppressors in a revolution that will be sung about through the ages, or at least hummed.

There is a concern in our school that our school government has in the past been ineffective as a voice for our student body.

One factor of possible ineffectiveness, real or not, was given by Katie Adrian('10) former president of the student government. She said that when they planned

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## RESPECT MY AUTHORITY *By Troion Marshall('10)*

Here at American Studies, students are very comfortable with the authority figures in the school. From teachers, to safety officers, and even our principal, there's always some level of familiarity when interacting with each other.

However, *Common Sense* investigates whether this is how students act around every authoritative figure.

When asked how she acts around authorities, Jahaira Flores('10) states that, "if you respect me, I'll respect you."

Erick Gordils('12) stated simply that he is "very polite."

Kat Mallary('13), when asked this question shared: "I typically act respectful, unless they're doing something irritating. But usually I act more reserved when around authoritative figures."

Lauren Huang('11), said, "whether it's a police officer, director, or manager, if they're polite to you, you be polite to them."

She added that if you failed to follow this strategy "you're screwed."

It would seem as though most of the students in this school feel as

though it is good to treat authorities with a level of respect and to use a tread-on-eggshells-style of behavior. There are always those students who disobey and disrespect their authorities. This is what Mr. Mansdorf spoke about when this reporter asked him the same question.

He had a to say, but what stood out the most to this reporter was the following: "That's the problem with kids nowadays. They think that they should get the same level of respect as an adult. Many kids, particularly when they're angry, think we're equals and will even say 'You're dissing me.'"

He feels that it's ok when kids say this to each other but that he is not on the same social level as a high school student. "I'm 52, I have three kids" shared Mansdorf, asserting that he is not "in the same position as a 16 year old kid in the 10<sup>th</sup> grade."

Mansdorf and other adults agree that "patience is the key" when speaking with authority figures.

Students have to earn respect from their elders. And, adults want us to see that respect doesn't come automatically.

This reporter walked away from this story humbled. ☞



Our safety officers expect respect.

## POWER TO THE PEOPLE... *Continued from page 2*

social events, the student government often ran up against the college's need for space and teachers that "didn't want to give up class time."

Mr. Iurato, the faculty advisor for student government said that he believed "if the students make it their focus, their government could be more influential" and that he wanted it to be responsible for more than just planning activities.

This concern was echoed by student government representative Skyler Smoke('12), who said he felt like the student government seems to act like "party planners or event coordinators."

Self-proclaimed 'badman' Giovanni Lamoure('11) says he "can't remember the student government really doing anything

besides events."

Not everyone seems to be concerned with the current situation.

Victor Vasquez Jr.('13) hoped that this year's frosh representative will help plan fun events and has no other concerns that need to be voiced.

Also when it comes to voicing concerns, Mr. Iurato says that Mr. Weiss is generally very receptive and will even frequent the meetings.

This reporter could find few student concerns that were falling on deaf ears.

The only exception is the new lateness policy, which is considered by many to be a grossly disproportionate reaction. This could be picked up by our student government. ☞



Can I handle both?



Balancing academic success and athletic competition is difficult.



## BEING A STUDENT ATHLETE *By Deshawn Lynch('10)*

It's eight o'clock at night and you just returned from whatever sports competition you may have had. You are really exhausted after exerting yourself at a competition, so you decide to take a nap. Upon waking up from your nap, you exclaim: "...I have homework!"

*Common Sense* examines the very real challenge of balancing academics and full participation on a sports team.

At that point there are two choices: go back to sleep or do the homework. Both of those choices are situational. Some people would do their work no matter how much they may have. The problem with that is that they would probably get to sleep at 2 AM.

The amount of sleep that people get at that time isn't the desirable eight hours. What will happen the

next day is that the person will probably be "dead" in 1<sup>st</sup> period class, meaning his or her participation will suffer.

Then there are the people that say "I'm still tired," and go back to sleep. This is usually the case for physically demanding sports such as cross country, where you have to run at least 3.1 miles everyday, or basketball, where athletes are constantly running up and down the court.

For the most part, students from the Bronx seem to be able to balance their work and athletics. Charisse Thompson('10) says "practices don't take that long, so there is enough time to do the work at home."

Hai Lin('12) agrees with Charisse saying "I get home at 5:30PM, so taking care of homework isn't a problem." This is the case for students in the Bronx because it

takes less time for Bronx students to get home from school than students in other boroughs.

Fabian Francis('11) is from Staten Island. When coming to school, Fabian has to be on the ferry by 6AM if he wants to be on time for school. Fabian was also a part of the cross country team, meaning that when practice ends between 4:30 PM & 4:45 PM, he gets home at eight o'clock. Fabian told *Common Sense* "I hardly get any sleep at all. I have to sleep on the ferry and while riding the trains."

If Fabian were not on a team, he would be home much earlier, and that problem would be solved. However, perhaps being on the team motivates him to do well in class.

Ashley Brown('11) says that "sports teams serve as motivation to the athletes because in order to stay on the teams, the athletes have to keep their grades up." While it's true that failing two classes will push some athletes to work harder, there are still athletes who have failed off teams.

This may be the reason why students like Jonathan Cohen('13) say "I really wanted to join the basketball team, but joining the team will definitely conflict with my work."

Just as being on the team can motivate athletes, the chance of failing off can also add unwanted pressure.

There are students that share the same view point as Jonathan. Trevor Hendrickson('10) has his schedule full of AP classes and says "I would like to join the basketball team, but I have so many AP classes, so I won't

be able to balance the team and work."

It's unfortunate that it has to be that way, because Trevor enjoys basketball.

The Men's Cross Country coach, Mr. Elinson, shared that "few teachers know exactly how difficult it is for student athletes, especially if they have never coached a team."

***"Our student athletes compete against teams made up of athletes with less academic pressure on them."***

He added that "our student athletes compete against teams made up of athletes with less pressure on them, and sometimes it shows." He applauds the student that takes on the challenge of being a full team member and continues to handle his course work, adding "it speaks volumes about their personal character."

Home work isn't the only thing that can be affected by sports teams. The other day, Ms. Harris saw Jemaal Alexander and this reporter prepared for Cross Country, and said "We have a college visiting us right now, don't you think you can take a little time off of practice to attend?" We had a race. We couldn't afford to do that at that moment.

Sports teams may not always conflict with HW, but at some point will conflict with after school activities. ☞

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