



WHY TEACHERS DO WHAT THEY DO By Juan Garcia('10)

While many students, such as Brian Nguyen('12), share the popular belief that teachers just want to ruin our lives an idea that is well developed throughout our elementary school years *Common Sense* noted that not everyone feels this way.

Not having the chance to establish a personal relationship with every teacher that leads our daily lessons, many students don't have a real sense of who their teachers are as people.

However, it is in a unique environment such as that of American Studies where a student might be able to bond with a teacher and get to see that they are "people" as well.

Melissa Shionarain('10) thinks that teachers take on their professional roles because of an "unrealistic goal of trying to change everyone."

She believes that it is a good motive but it doesn't always work with all students because they might just lack interest in that subject.

Ruona Ughwanogho('10) believes that "some become teachers as a medium to then go

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They grade during free periods and address our needs personally, sometimes, on to something bigger."

Ashley Brown ('11) explained that history teachers for example, "teach, but sometimes actually become historians, then there's the rest of the teachers that realize someone still has to teach the kids."

It is true that some teachers start out their careers in the public education system and use that experience to carry on another profession, and vice versa.

Our own principal Mr. Weiss



has had an impressive track record as a teacher and has years of experience in the field. He shared with *Common Sense* that "some people actually like teenagers, as hard as that might be to believe, and we enjoy working with you."

He explained how a lot of teachers have a sense of dedication to their subject area and because of that, they feel the need to show us all the importance of it in the hope that a

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OBAMA'S REPORT CARD, YEAR ONE

By Brendan O'Brien('10)

It has been a year since the election of the American president, an election season every person in this school can remember.

Many recall a feeling of optimism and of hope. For the many *Obama-philes* in New York, electing Barack Obama president could solve all our nations' problems.

He ran on a campaign filled with promises of change, and now looking back over the year there is enough space to assess at least a preliminary progress report based mainly on campaign promises. The first year of a president's term can exhibit his direction as a leader.

Talking to Mr. Evans, who contributed to and volunteered for the Obama campaign, he was able to spell out the many campaign promises.

"He ran on a platform of major health care reforms, a reduction of the Iraq conflict, an increase in focus of the Afghanistan conflict, environmental reform,

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HOLMES BRINGS HOME A SLOAN

By Matthew Berdeguet('11)

As many students may have heard, Mr. Holmes recently gave a speech and received a plaque. He was a recipient of the Sloan Award.

Although many students wanted to go to see the ceremony, it was impossible to invite everyone. So for those who couldn't go but were interested enough to know what exactly happened, *Common Sense* will shed some light on this subject.

Daniel Greene('11), who attended the ceremony, tells us "he (Mr. Holmes) won an award for excellence in science and math, and he talked about how he got into teaching and how he liked our school."

Daniel added that every other recipient wrote a speech, but Mr. Holmes improvised his.

Gabby Perez('13), Una Parodi('13) and Jonathan Meythaler('13) didn't know about the ceremony that Holmes attended or the award he received.

Fortunately, some of the underclassmen were familiar with the ceremony that Holmes attended. *(Continued on page 2)*

TEXTBOOKS TO THE LEFT OF ME...

By Zach Jones('10)

When noticing the plethora of books in some of our classrooms, some wonder if anyone ever uses the majority of them.

Some of them are brand new and never opened; yet they appear to be rarely used and seem to serve no purpose at all except to take up space. *Common Sense* investigates.

Since Ms. Ridge's room seems to be the one with the largest supply of extra books, this reporter had a chat with her first.

Ms. Ridge said that while many of the books may not be used right now, they have been used previously and will most likely be "used in the future."

She also shared that some of the books are "optional books that we can use if we need another book at the end of the year." According to Ms. Ridge, many schools have book rooms that hold books that aren't used the majority of the time, but "the reason you can see all of our books, is we don't have a book room."

So it would seem that there is a perfectly logical reason for the myriad of books, however some students still feel it's a problem.

Aidan McNally('10) shared that



Photo staged by Zach Jones('10)

Without a book closet our school stores its textbooks in each classroom.

the excess of books is "stupid because the ones we have the most of are useless, and the ones we actually need are hard to find." Aidan could not name these hard to find books specifically.

When students were asked if they agreed with Aidan and thought it was a problem, most agreed, and some even presented a few solutions.

Macie Rosenthal('13) felt we should "sell them; I sold all my old textbooks."

Nandy Natera('10) agreed adding, "we could use the money

for the senior trip, but instead we have all those books just sitting there, c'mon son!"

Alex Miller('12) presented another idea. He felt that having all these extra books isn't very green, and in a time of economic crisis we can't afford to be non-eco-friendly, so "we should recycle them."

Not all students see the situation as a complete loss.

Although she felt we still had way too many books, Johanna Toro('11) shared she uses some of the excess books because "you

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