

How to Win Grades and Influence Teachers

DAVIS BOWEN

As a senior here at this estimable institution, I feel I have some advice to give to the class of 2004. I will attempt to share with the juniors the correct procedure to getting on a teacher's "good side". This is an oft-overlooked aspect of high school, but an important one! If you can manage to be one of the teacher's favorites, surely things will turn out in your favor during your two-year career here.

First, it is important to demonstrate mastery of the subject being taught. You can do this by simply never doing your homework, and claiming to know everything being taught already.

This shows teachers that you are a "go-getter" with the ability to learn without needing to show off your talent. This also saves them time grading your homework, and teachers value free time just as much as you do!

Next, it's important to develop a strong personal bond between your teacher and yourself. You should start calling them every day to see what's going on with them and to "chat them up", and occa-



Roshni Chengappa

sionally invite yourself over to their house to eat.

If they tell you that they are busy, just go ahead and sneak in and wait for them. They may say that you are "invading their privacy" and that they are "calling the cops", but don't worry. These are just formalities, and once you post bail and get back to class, you'll surely be rewarded for your devotion to study.

Another great way to show your knowledge of the subject being discussed is to relate what is going on in class to something in your life. You should find things in class that remind you of long stories, and be sure to tell the whole class your story. If, for example, you can relate the

Triangle Shirtwaist Company disaster to the time your cat got locked in the attic, be sure to share.

This is called "putting things in context", and teachers are glad to spare a few minutes of class time so that you can make sure everyone knows that you are on top of things. It also helps the

teacher, because if you spend time talking in class, they don't have to spend as much time trying to think of what to

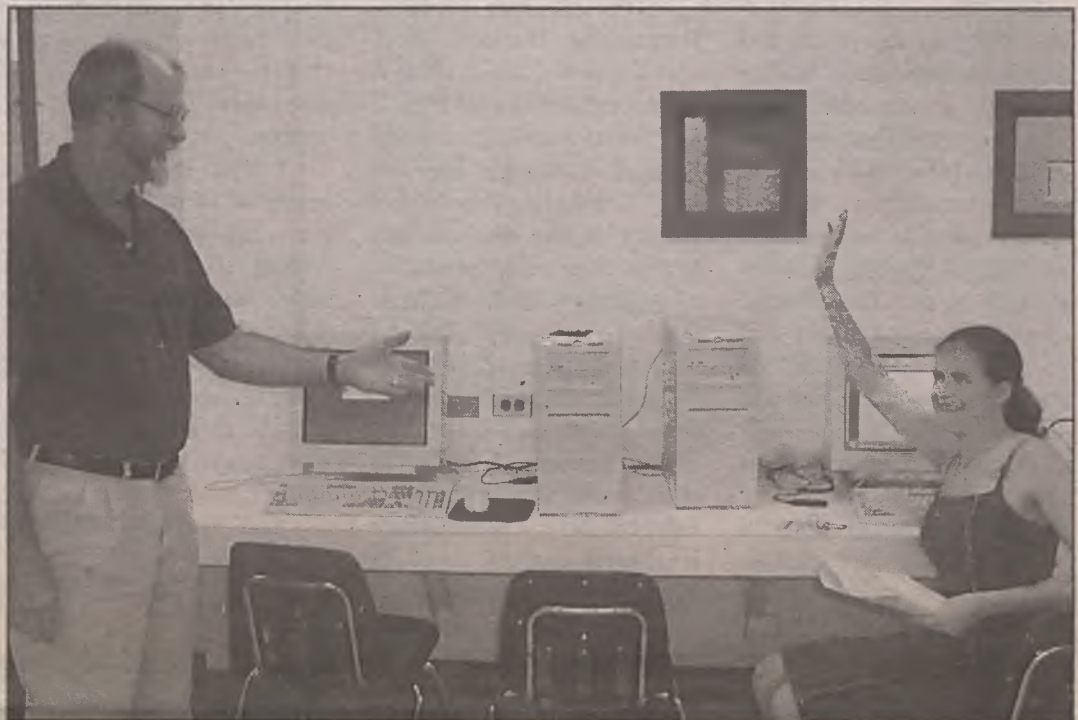
“Once you post bail and get back to class, you'll surely be rewarded for your devotion to study.”

say for a whole fifty-minute period. They will

be very happy that you bailed them out for a few minutes, and your valiant rescue effort will not go unnoticed.

Hopefully, if you put these tips to work, you will be the apple of your teacher's eye in no time. Either that, or you'll just end up seeming weird, but chances are, if you're here at NCSSM, seeming weird has never really been an issue for you.

If these methods really do cause you to wind up in jail, feel free to call me. I reserve the right to laugh at you before bailing you out.



Andrew Chen

Meg Sorber asks a question in class in order to get a few brownie points from Dr. Teague.

Keycards: working hard or hardly working?

BY VERA DADOK

The keycard system, like Communism, is a good idea in theory, but not in practice.

I'll admit that when I first heard about keycards, I was not wild about the idea, but I could see some valid points. However, now that the system has been installed, its defects more than outweigh any benefits.

When keycards came into our lives, students made a horrifying discovery. An irritating, loud, and useless alarm is attached to the system on Bryan halls. If at any time an unsuspecting student or faculty member happens to lean on the door, forgets to flash the card, or does not wait long enough after flashing his or her card, an alarm will go off.

Back in the good old days, an attempt to open the door without a code resulted in the door remaining closed, but now there is an alarm every single time. I, for one, am very glad that I don't live near the doorway.

This alarm is intended to keep us safer, but since someone on hall would have

already opened the door by the time security arrives, any murderers who were trying to enter would have already done so.

Perhaps the purpose is to get the attention of people on halls, so that instead of knocking, people can make a louder noise by turning on the alarm. I seriously doubt this since it is connected to the

security computer, but nonetheless I predict that people will use it as a doorbell, and also as a prank. I am already imagining a year of hit-the-bar-and-run pranks as people walk by.

In addition to the huge hassle that the alarm of this system is creating, the keycard system is not working well. Newly installed, this

system is already inoperable much of the time.

So far there have been two major forms of malfunction that have endangered our safety. Sometimes the readers don't work at all: the keycards aren't necessary,

and the doors open for anyone who pushes on them with no

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problems. At other times the doors will open for anyone, but the alarm goes off for every-

one, card or no card.

Another safety flaw is the likeliness of people losing their cards. Not only is always carrying a card around an annoyance, it is also an inevitable way to lose the card. Anyone could pick up a card and get onto residential halls. Before, it required a student to purposefully tell someone the code, limiting the spread of information. Now someone could steal a card or find a card, and before that account is canceled, everyone on that hall is at risk.

I think that keycards are a hassle, an annoyance, and a disruption to our peaceful hall atmosphere, increasing insecurity, confusion, and tensions. It is one more thing to worry about, and although the system may be working hard, it's hard to work and hardly working.



Dhruvi Patel

Third Bryan RLAs, Vera Dadok and Genevieve Wolpert, eagerly display their new keycards.