



# The Spectator

The Stuyvesant High School Newspaper

*"The Pulse  
of the  
Student  
Body"*

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## Two Stuyvesant Students Advance to Intel Finals

By KAVERI SENGUPTA

Seniors Angela Fan and Mimi Yen were named Intel finalists in the 2012 Intel Science Talent Search Competition (STS). The Intel STS is the nation's "oldest and most prestigious pre-college science competition" according to their website. This year, 1,839 U.S. high school seniors submitted science projects to the competition. Fan and Yen are two of just 40 finalists who will continue to compete for over \$1.25 million in awards and scholarships. Next month, finalists will travel to Washington, D.C. in an all-expenses-paid trip to display their research at the National Academy of Sciences (NAS).

Fan is excited to "[meet] all of the new people," she said in an email interview. In addition to encountering one another, finalists will also have the opportunity to mingle with government officials and the nation's leading scientists while at the NAS.

Fan hopes to apply her project, "Root Nutrient Foraging: A Morphometric Approach to Quantifying the Developmental Plasticity Space of Arabidopsis Ecotypes in Laboratory and Natural Environments," directly to crop plants, and is currently searching for the necessary gene in staple plants.

Yen's project is titled "Characterizing the Behavior and Genetics of Headplugging in C. Elegans." It investigates the genetics of caenorhabditis

tis elegans, a species of worms, which has implications for our understanding of evolution.

"[I feel] really scared, but at the same time really excited," Yen said. "Intel already set up this Facebook group for all of the finalists, so we've all had a chance to meet each other and speak to each other already. I guess that relieved some of my fears."

Fan's favorite part of the process so far has been "learning, and recognizing that everyone is around to help," she said. "You only need to reach out and ask."

The procedure at finals will be an arduous one, with multiple judge interviews and presentations. "There's going to be four judge interviews, and for these interviews you basically are asked questions from a lot of different fields," Yen said. "The questions are not only to test your knowledge on science, but also your ability to think logically and reason out the answer even when you don't know the answer."

Both Fan and Yen plan to continue work on their projects until the Intel STS concludes on Sunday, March 11, at the National Geographic Building in Washington, D.C. Yen encourages other students to consider research science as a possible future career. "People need that push to do something that's a little larger and something they can think about and apply to the world," she said. "That's kind of what inspired me to research."

## Holy Grail Not Dead Yet



Monty Python and The Holy Grail, the Winter Comedy, was performed on January 19, 20, and 21 by the Stuyvesant Theater Community.

By THOMAS DUDA,  
OTHILLAWLODARCZYK,  
and CARMEN YEUNG

From the back of the darkened theater comes the unmistakable sound of two coconut halves clapping together, and two valiant imbeciles gallop in: our hero, King Arthur (freshman Shane Lorenzen), and his servant, Patsy (junior Andrew Reilly), who is attempting to imitate the sound of a horse's hooves. They maneuver onto the stage, framed by a well-painted backdrop of several mossy hills

and a clear blue sky, and come to a fort occupied by two snarky guards. The sentries ignore Arthur's request to speak to their lord, choosing instead to start an argument over how exactly they acquired the coconut. "Are you saying that coconuts migrate?" they exclaim in disbelief, looking down at Arthur's befuddled face.

Directed by juniors Eliza Mitnick and Emmalina Glinskis, who were assisted by freshman Emma McIntosh, and produced by junior Neeta D'Souza and senior Joseph

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## Teitel Proposes Nine-Period School Day

By EDRIC HUANG

In an effort to reduce the amount of student stress at Stuyvesant, Principal Stanley Teitel proposed limiting the school day to nine periods at the School Leadership Team (SLT) meeting on Tuesday, January 10. He presented the idea to all teachers and other faculty members in a meeting on Monday, January 30.

"It's tough being a teenager now. Not only are you expected to be academic stars, but you're expected to have fascinating extra-curriculars, and you're expected to be on a track to go to a good college," Parent Coordinator Harvey Blumm said.

If the proposition is accepted, the policy will go into effect in the fall term of the 2012-2013 school years. First period will start at approximately 8:15 a.m., and ninth period will end at approximately 3:05 p.m. Each period will remain 41 minutes long.

"Parents have shared with me some of their concerns on how little sleep their children get, how much work they are given over vacations even with our vacation [homework] policy, and how much stress they obtain from the college admissions process," Teitel said.

Should the school day be shortened, students would not

be allowed to take more than eight instructional classes, including physical education. All students would still be required to take the courses necessary to receive a Stuyvesant diploma, which includes taking a 5-Tech and 10-Tech class. However, certain elective and selective classes would have to be eliminated under the new system.

Teitel and the Assistant Principals of every instructional department are discussing the policy's potential impact on each department. Advanced Placement (AP) classes such as AP Biology and AP Physics C will still run for two instructional periods per day.

"The most that will be cut from the system will be 10 courses and two instructors," Assistant Principal Technology Services Edward Wong said. "Everyone will basically have what they want and what they need, it's just that people who want the extra elective won't get it. The minimal consequences, in other words, are fewer classes and cutbacks for teachers."

Students are concerned that the limitations will prevent them from taking more advanced classes and double-period classes. "I, along with other students, would want to take 10 classes a day," sophomore Jing Lin said. "It would es-

pecially conflict with my interest to take classes such as Intel, AP Computer Science, AP Bio, AP Physics, and others as I continue my Stuyvesant career."

Teitel says that nine periods will decrease the amount self-imposed competition by students. "Part of the reason why we have 800 students taking nine instructional periods is because it is a matter of keeping up with the Joneses," Teitel said. "Students think that since you're taking nine [classes], I also have to take nine, because otherwise your transcript will look better than mine."

However, reducing the number of classes might create its own problems. "It might lead to even more competition over the lessened number of classes," senior Megan Harewood said.

Co-Presidents of the Stuyvesant High School Parents' Association, Wei Lam and Barbara Reiser, claim that the benefits outweigh the harms. "We hope the stress of not being able to program all the electives or advanced courses in a 10-period day will be outweighed by some easing of the workload," they said in an e-mail interview.

Some faculty members, however, believe that the change is not appropriately address-

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## Speech and Debate Team Faces Internal Challenges

By NANCY CHEN  
and THOMAS ZADROZNY

This past season, 65 members of Stuyvesant's Speech and Debate team qualified for the New York State Championship in what will be Stuyvesant's 28th straight year in a row at the tournament. Thirty-seven members are from Speech, and 28 are from Debate. Stuyvesant also ranked second at the annual Villiger Tournament at St. Joseph's University, with juniors Angela Fan and Ezra Louvis taking first place in Policy Debate. "We're having a great year. I'm very proud of them," Director of Forensics Julie Sheinman said.

Despite its many triumphs, however, the team is facing internal financial troubles, in addition to other conflicts that may threaten its long-term stability.

In the last few years, the Speech and Debate team has had difficulty raising enough money to support itself, and though it has stayed out of debt, it had no remaining funds at the end of the last school year. The team's funding was recently scaled back due to school-wide budget cuts by the administration. As a result, the team has

been forced to rely more on annual membership dues in order to remain competitive.

At the start of the school year, membership dues were raised from \$800 per person to \$900 per person. The money raised through dues goes toward tournament fees, transportation, out-of-town room and board, and paying non-Stuyvesant coaches. "If you can afford to pay the dues, then you're expected to pay the full amount," junior and Debate team member Aniqa Tahsin said. "You can also pay in installments with half paid at the beginning of the year, and half toward the end."

"Paying for the team is really flexible, as long as you do pay it eventually," junior and Speech team member Nancy Ko said. "Most kids manage to pay it, and those who can't are usually okay."

Sheinman made it clear that if a member cannot afford the full tuition, the team assists as much as possible. "If a student wants to join, their ability to pay is not considered at all," she said. "If they cannot afford the full dues, we always manage to work something out."

The dues that a student



Junior Nancy Ko, practicing a speech.

pays do not directly pay for him or her to attend tournaments. Instead, the money is put into a general pool, which is used to pay for the costs of the team as a whole. Varsity members, or the more experienced juniors and seniors, generally attend more tournaments than the novice members. They also attend the tournaments that

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Features

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Intel Spread

A closer look at 13 innovative projects.



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Opinions

The Elephant in the Room

Students weigh in on the Republican presidential candidates.

# News

## Speech and Debate Team Faces Budget Challenges

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are more costly, due to their distance or prestige. Novices tend to compete at smaller local tournaments, which are not as expensive. "This means that perhaps only \$600 of a novice's dues are spent on them, while a Varsity member might use \$1200," Sheinman said.

"It's a trade-off. My dues this year might pay for a senior to go to the national competition, with the expectation that I will go next year, or the year after," junior and Varsity Speech member Meg Palmer said.

With the increased financial pressure weighing down on the team, Sheinman has been increasing efforts to supplement the funding with donations from other sources. "This year, we asked students to write 10 letters to relatives requesting donations," Sheinman said. Some donors and corporations offered matching plans, with which they would double other donations. The team also hosts a tournament at Stuyvesant and an annual fundraising dinner. The team does receive some outside funding, from organizations such as the Peter J. Sharpe

Foundation, a New-York-

**"We've had a tight year, and of course we could use more funding, but we continue to be one of the top Speech and Debate teams in the city."**  
**—Julie Sheinman, Director of Forensics**

based nonprofit organization.

Despite the monetary challenges, the team has yet to cut back on tournament attendance, with many more tournaments coming up, including the widely attended Harvard Invitational in Cambridge, Massachusetts. On Friday, January 27, the team competed in Berkeley College at Emory University. Sheinman praised the tournament hosts for assisting Stuyvesant in paying for the tournaments. "Some tournaments have waived registration fees. No one doesn't want us to come," she said. "We have very active alumni, who let team members stay at their homes or dorms for the tournament."

Though Sheinman acknowledges concerns of the team's financial stability, she believes that the team will succeed no matter what. "Yes, we've had a tight year, and of course we could use more funding, but we continue to be one of the top Speech and Debate teams in the city," she said.

While Sheinman remains optimistic about the state of the program, some team members have criticized her for her management of the team, such as scheduling the team to compete at overly expensive tourna-

ments that only a few students

**"My dues this year might pay for a senior to go to the national competition, with the expectation that I will go next year."**  
**—Margaret Palmer, junior and Varsity Speech Team member**

can afford to attend. Some

members claim that Sheinman displays favoritism and have complained about her attitude toward certain team members. Instead of supporting the whole team, Sheinman "focuses on one or two particular students who she thinks are the best," said one student, who chose to be anonymous. "She works with them during their lunches, and then after school as well."

Though Sheinman declined to explicitly respond to such accusations, she suggested that all teams have members who complain. She claims that she simply focuses her time on any member who shows devotion to the team. "There are kids who are hard workers, and juggle their time to help out. I see those kids here every day," she said. "The success of the team is due to their dedication."

Sheinman feels that the team will emerge unscathed from the problems, financial or otherwise, and will continue to succeed as spectacularly as before. "To me, the most critical concern for the team is participation and dedication. The team is one team and is united," Sheinman said. "We owe our success to that."

## AP Microeconomics Section Cancelled After Several Students Drop Course

By JULIA MENDELSOHN and EUGENIA SANCHEZ

In contrast to the six sections initially planned for Advanced Placement (AP) Microeconomics,

**"I didn't want to spend my last term at Stuyvesant working hard for a mediocre grade."**  
**—Nancy Sun, senior**

ics, only five sections of AP Microeconomics have been offered to seniors in the spring term as a result of decreased interest in the course and budgetary constraints.

"In previous years, there have been six sections of AP Microeconomics, but this year only nineteen students registered for the last section," Assistant Principal of Social Sciences Jennifer Suri said. The department decided that a nineteen-student class was too expensive, expecting additional students to drop the class.

After registration time ended, an email sent to students who had signed up to take the course on Thursday, January 12, stated, "Due to budgetary con-

straints [...] the Social Studies department may not be able to run all the classes planned for AP Micro [...] [and that] not all the students who requested this class will actually be scheduled."

Students with intentions of dropping the class had to do so before the start of the spring semester, or they would be unable to do so once the course had started.

In the past, students have tended to drop AP Microeconomics relatively far into the semester, having already filled their economics requirement with the prerequisite AP Macroeconomics. Since there were only nineteen students in the sixth section this year, the message insisted that applicants decide whether they would take AP Microeconomics before the start of the semester so that the appropriate number of sections could be organized.

"Within one day of sending the email to these students, eighteen students already decided to drop this class," Suri said. She decided that the last section should be cut all together, and expected even more students to drop the course before the beginning of spring term. "It was all voluntary," she said. Despite the eliminated section, there is still one more AP Microeconomics section this spring compared with spring 2011, as there were only 4 sections last year.

"It's just that these are second-term seniors, and a lot of them do not want to be burdened with an additional AP," she said.

"I didn't want to spend my last term at Stuyvesant working hard for a mediocre grade" senior Nancy Sun said. "We were told that budget cuts mean fewer Micro classes, so I gave up my chance for a spot so that people who like it more get it."

## Teitel Proposes Nine-Period School Day

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ing the problem. "It penalizes a large segment of the population that is not being placed under stress because of the number of classes they take," Computer Science Coordinator Michael Zamansky said. He added that "the extra classes many students take are very frequently the stress-reliever classes [...] This will absolutely destroy

**"Parents have shared with me some of their concerns on how little sleep their children get, how much work they are given over vacations even with our vacation policy, and how much stress they obtain from the college admissions process."**  
**—Stanley Teitel, Principal**

the character of Stuyvesant." Zamansky conducted a survey of AP Computer Sci-

ence classes in which he asked students to rate the stress and workload of their current courses on a scale from one to 10, with one representing a lack of stress or work. Based on the responses he received, the average ratings for stress and work for AP Computer Science were 4.67 and 4.97, respectively. Meanwhile the average ratings for stress and work for regular required classes were 6.39 and 6.65, respectively.

Assistant Principal English Eric Grossman is doubtful that mandating students to take fewer classes will have its intended purpose. "My concern would be that it'll end up being a way for the school to say, 'Look we took the steps to reduce student stress,' when it actually had not accomplished its goal," he said.

Other students note that stress should not be the only factor taken into account when making schedule changes. "There are also classes that students take not for the sake of having it on their transcript, but because they actually enjoy the topic," sophomore Jacky Cheung said.

"It would be a shame for juniors and seniors who waited a long time to take an extra class, such as the workshops and APs," Grossman said.

Teitel intends to further the proposal further in subsequent SLT meetings, where he hopes to hear the responses of student representatives and faculty members.

"The administration often says that it will do this or do that, but sometimes it just doesn't follow through," biology teacher Dr. John Utting said. "It's still too early to say anything about it."

After collecting reports on the impact on numerous departments from the assistant principals and responses from teachers, parents, and students,

Teitel will make a decision prior to April to give the faculty time to adjust their schedules to fit the new work hours.

Some students and teachers plan to continue arguing against the proposal until then. "The problem lies in figuring out a way to find the students that are having the problems and handing these students, and finding the teachers that are placing undue stress on the

**"It penalizes a large segment of the population that is not being placed under stress because of the number of classes they take."**  
**—Michael Zamansky, Computer Science Coordinator**

students and handing these teachers. If the leadership of the school can't do this, then that's not leadership," Zamansky said. "The answer isn't taking away opportunities for everyone, and avoiding complaints from teachers and parents."

## Annualized Schedules Re-Implemented for AP Classes

**By NABANITA HOSSAIN**  
**with additional reporting by**  
**MARTA BAKULA**

Starting in the spring term of 2012, students will once again be required to have annualized schedules for their Advanced Placement [AP] History, Freshman Composition, European Literature and AP Mathematics classes.

During the fall of 2011, the decision was made by the administration to discontinue annualized programming. The administration decided that, to make creating schedules for each student a simpler process, schedules would have to be either be completely annualized, which means that students would be required to keep the same teacher for all subjects for the entire school year, or not annualized, which means no student would be scheduled to have a teacher for more than one term. The administration initially decided to not annualize schedules, but this decision never took effect. During a cabinet meeting on January 20, this decision was officially overturned.

Assistant Principal English Eric Grossman spoke out at the cabinet meeting, requesting that he keep his sophomore European Literature class for

the entire year. "The advantage of having the class annualized was namely the consistency of writing instruction," Grossman said. "Each [European Literature] class had read different works and when classes aren't annualized, you lose the ability to build on discussions and assignments based on prior knowledge from past works."

Principal Stanley Teitel agreed that keeping some classes annualized would be beneficial for students. "It might help with student stress. You know your teachers for the whole year, so you can get comfortable with them and their style of teaching, which would cause less stress in students. My suspicion is that the student body likes it better this way, too. It gives them more flexibility with their classes and teachers," Teitel said.

Once Grossman requested that he keep his European Literature class, other teachers spoke out and requested to keep their classes, which resulted in freshman and sophomore English classes, AP History classes, and AP Mathematics classes becoming annualized once again.

Teitel felt that to make programming simpler, Stuyvesant should annualize all of its classes. This would pose a problem for single term electives. To both

keep these electives and annualize schedules, an elective from the fall semester would have to

go the whole year," Teitel said. "Imagine you're taking a health class now. To keep schedules annualized, we'd have to marry the health class to a 5-tech class, so whoever had health during tenth period last semester would all have to take the 5-tech allotted during tenth period, and those who took that 5-tech during that period would have to take health during that period, with the same class they took the 5-tech with the previous semester."

This annualized schedule change never took effect. Currently, there are only some annualized classes: freshman and sophomore English classes, and AP English, History and Mathematics classes.

Many students feel that this is for the best.

"We might not necessarily love all the teachers we have, but we can at least have consistency and continuity in what we're learning and familiarity with our teachers and classmates, which can be rare in such a big school," sophomore Jane Argodale said.

"I like having the same history and English teacher. It gives me a chance to really get to know their teaching system. Teachers can also gear their classes to try to strengthen students' weaknesses," junior Antara Majumdar said.

Other students are not in favor of the reversal.

"For students who find themselves with teachers they absolutely cannot stand or in whose class they truly struggled, annualized schedules could prove detrimental to the student's academic improvement. It deprives students of the opportunity to experience a greater diversity of teachers in various subjects, a loss that detracts from much of what the high school experience and education should consist of," junior Norine Chan said. "With so many different teachers at Stuyvesant, all of whom are unique and distinctive in their teaching styles, students should be given the chance to learn not from the same teachers all year, but from multiple ones."

Annualized schedules will present the programming office with some difficulty.

"It will be hard for the programming office because they will need to rearrange many classes to fit into just one student's schedule, since students must keep the same teacher for some subjects," Majumdar said.

"I am sympathetic to the people in the programming office, but, in the end, the driving force of this school has to be what is academically sound," Grossman said.

**"I am sympathetic to the people in the programming office, but, in the end, the driving force of this school has to be what is academically sound."**  
**—Eric Grossman, Assistant Principal English**

be attached to another class in the spring semester. "We have to marry electives, so they would

## Features

### Both Sides of the Lab Table

**By ARIELLE GERBER**

Dr. John Utting did not intend to be a high school teacher when he first immigrated to the United States in 1968. Stuyvesant students should feel lucky because the job was made for him. After 27 years of teaching biology at Stuyvesant, he is known as an engaging and knowledgeable teacher, a reputation for which he has his extraordinary background to thank.

Dr. Utting grew up in Lowestoft, a small town on the eastern coast of England. From childhood on he was interested in biology, but due to his rural upbringing, he was originally more interested in studying complex organisms rather than more microscopic subject matter.

"I was very close to the woods, the fields, the farms. I was surrounded by livestock, so I was much more interested in field biology back then," Dr. Utting said.

After taking the National Advanced Level Exam, which was "the entire basis of England's educational system," Dr. Utting said, because higher education was wholly determined by one's performance on it. Dr. Utting scores on the exam allowed him to be admitted to University of Leeds in West Yorkshire on full scholarship.

While studying there, he pursued zoology and botany, but also took a new interest in microbiology, then referred to as bacteriology. However, it was not until he began participating in bacterial research in order to obtain his Masters degree that decided to pursue research as a career.

After receiving his Masters degree, Dr. Utting went to Im-

perial College in South Kensington, London, to pursue his doctorate in microbiology. Unfortunately, upon achieving his PhD in 1967, Dr. Utting discovered that employment in research was limited in England at the time. Dr. Utting decided to move to the United States where the Vietnam War had opened up more research opportunities.

"It was an unfortunate circumstance, but many people

**"I want students to realize that [the scientist] wasn't just a name, this was a real person."**  
**—Dr. John Utting, biology teacher**

eligible to research in the United States were drafted for the war, and research positions at the NIH [National Institute of Health] became available," Dr. Utting said. Dr. Utting began a three-year research fellowship at the NIH research facility in Bethesda, Maryland in 1968.

Dr. Utting did not intend to stay in the United States after his fellowship ended, but job availability in states remained superior to England.

"Working at NIH was like working at a sweet factory," Dr. Utting said. "With regards to research, there was almost free money."

After his fellowship ended, Dr. Utting looked for similar positions, and found one at Georgetown University in Washington D.C. After two years of working in bacterial research there, he moved to New York City and took a professorial position at the New York University Langone Medical Center and School of Medicine, in the dental department.

This was Dr. Utting's first teaching position, and he was immediately struck by the differences between American and English education.

"I had never seen a multiple choice exam before," Dr. Utting said. "When I was a student in England, the exams were all essay or short-answer based, and students learned early on how to write a good essay, which unfortunately is not always the case here."

Dr. Utting was also surprised at the relatively casual relationship between teachers and students in the States, in contrast to the formal attitudes held at English schools.

"I thought professors walked on clouds," Dr. Utting said. "Being a student, you felt a sense of not being able to approach the teacher, you felt you may be humiliated. Here the professors are much more approachable and are really open to their students when they have a question about something."

However, after several years of working in dental biochemistry and microbiology, Dr. Utting's supervisor died of a heart attack, causing grant funds to deplete to the point where Dr.

Utting was forced to search for another position. He found one at the City University of New York [CUNY], first at Queens College and then at Baruch. In the CUNY system, resources were more limited, and professors were expected to do more teaching in addition to their research. Dr. Utting taught a lab-based microbiology lecture, including evening class-

**"Being a student [in England], you felt a sense of not being able to approach the teacher. You felt you may be humiliated."**  
**—Dr. John Utting, biology teacher**

es, which catered to "older, more mature students," whom he enjoyed teaching, he said.

Ironically, his request for tenure was denied because he had not published enough. However, Dr. Utting did not want to leave New York, and decided to shift to the high school system. He took courses in education at Hunter College, but soon went to Stuyvesant to learn about teaching high school

first hand. The head of the biology department at the time recognized his strong background and interest in teaching high school and hired him.

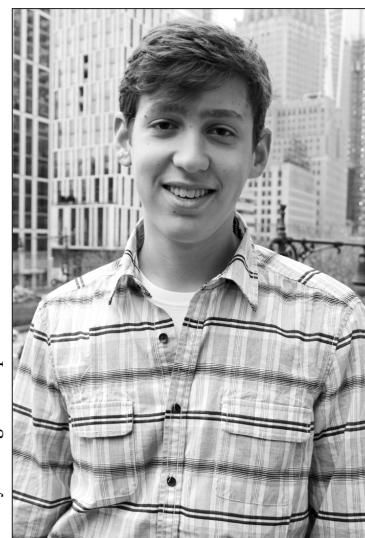
Over his years at Stuyvesant, Dr. Utting has taught Freshman Biology, Human Genetics, Chemistry, AP Biology, and Microbiology, although he currently only teaches AP Biology and Microbiology.

Having moved on from conducting his own research, Dr. Utting appreciates having "opportunities to help students do their own research," he said. He prides himself on his ability to develop a rapport with students, and makes a point of being approachable to any student of his with a question. However, he holds on to what he sees as the better aspects of English education by incorporating essays into his exams and classwork along with multiple-choice questions. He consistently works at making the subject material he teaches, much of which is very difficult, accessible to students by making it fun.

"I try to personalize the scientists we talk about and talk about their personal lives," Dr. Utting said. "I want students to realize that this wasn't just a name, this was a real person."

While he is approaching retirement, Dr. Utting's wit, intellect, and commitment will not soon be forgotten by the thousands of students he has taught over his 27 years and counting at Stuyvesant. His dedication to science and to research continues to make an impact on the lives of scientifically motivated students, showing them that scientific discovery is within their reach.

# Features



Carolyn Kang / The Spectator

Senior Michael Scheer.

By ARINA BYKADOROVA  
and AIMEE LI

Senior Michael Scheer has been making remarkable advances in mathematics throughout his Stuyvesant High School career.

Though he rarely speaks of them, his accomplishments are not few. They include an original proof of Feuerbach's theorem, winning the Massachusetts Institute of Technology (MIT) Mystery Hunt this year, being named captain of the Stuyvesant math team and the New York City math team, and excelling in many competitions such as the 5th Annual Princeton University Mathematics Competition and the Mandelbrot Competition.

**"As a mathematician, he's fully mature, and really just comes up with sometimes the most surprising leaps of insight."**  
—Joseph Stern,  
math teacher

self, after he found it so enjoyable this year.

His proof, "A Simple Vector Proof of Feuerbach's Theorem," was published in Forum Ge-

new term are devoted to learning basic skills and, more importantly, safe usage of the equipment. But after that "the majority of it is work," Lonardo said. "I don't tell [the students] they have to make this, but I'll tell them they have to make something using this technique, whether sculpture, or coil, or working with casting and molds. It's really up to the imagination and the creativity of the students."

Ceramics is designed to encourage the creativity that some Stuyvesant classes lack. "We just have to make 15 [projects]. If I do a mosaic it is worth two projects," senior Phoebe Lau said. The flexible requirements allow students to make just about anything they want.

Senior Rachael Biscocho has made "a whale sculpture, an elephant sculpture, two bowls, a coil pot, molds and castings from those molds, a mosaic, my own glaze, a stamp, and a trivet, [which is] a type of stand for hot pots," Biscocho said.

Pria Islam describes some of the projects as "practical things you can use" and others as "non-practical things, like robot mosaics," she said.

This flexibility also lets Lonardo teach any techniques he feels would be interesting. Since the class is only taught by one teacher and has never had a set curriculum, each semester is a new experience. The latest project to join the list is mosaics, and its inclusion is thanks to a student-teacher who thought it would be fun. Now it is one of the basic techniques every student is required to learn.



John Mennell / The Spectator

Senior Diana Lam works on her project in the ceramics studio.

By HANNAH BRODHEIM  
AND PAULINE HUANG

As an art 10-Tech, Ceramics is different from most classes at Stuyvesant High School. Unlike other classes, Ceramics, taught by technology teacher James Lonardo, is neither test- nor curriculum-oriented. Instead, the class encourages the students' creativity through a series of projects.

The goal of Ceramics is "to fabricate and to make ideas that students design," Lonardo said. This is a high order for a class in which most students had never even touched the basic materials until the first day. But "that's why the stuff that comes out is really that much more amazing, because they really did not have any experience," Lonardo said.

Procedurally, the class is simple. The first few days of a

## Scheer Genius

The MIT Mystery Hunt took place on Saturday, January 14th, and since Scheer and his team won this year's competition, they will have the opportunity to design the puzzle hunt for next year's contestants. Scheer is still deciding between helping make puzzles, which sounds interesting to him, and participating in the hunt him-

metricorum, an annual math journal. In his article, Scheer eloquently explains his unique proof in understandable terms. The theorem has existed since the late Middle Ages and his proof is a completely new take on it. He worked extensively on the paper with geometry teacher Joseph Stern, who has actually done his own proof of the theorem, as well.

Stern was the first teacher at Stuyvesant to notice Scheer's ability in mathematics. "His growth in the subject was unlike anything I have ever seen," Stern said. "Once he decided that he was going to be an expert in geometry, he really made himself an expert in geometry extremely rapidly." He has known Scheer since 2008, when Scheer transferred into Honors Geometry and discovered his liking for the subject.

Scheer enjoys math because "it's the most fundamentally true kind of thing we have," he said. Unlike in other sciences, where there are many unknowns and gray areas, the rules of math are constant, unchanging, and reliable.

Though it is pleasant for him, Scheer admitted that math is a time-consuming interest, and he has advice for aspiring mathematicians. "If you're really interested in math or you're going to want to study math, then you have to spend a lot of your own time doing summer programs, or studying on your own, or going to Saturday classes," he said. Scheer went

to the Canada/USA Mathcamp two summers ago and reflected back on that time as very useful and fun.

**"If you're really interested in math or you're going to want to study math, then you have to spend a lot of your own time doing summer programs, or studying on your own, or going to Saturday classes."**  
—Michael Scheer,  
senior

that there are many times when he reaches a dead end while doing math. "I find taking some time off actually helps a lot. Maybe you try for an hour or two on a problem, can't really figure it out, maybe you'll figure it out in a few days if you don't think about it for a little while," he said. "Maybe eventually you have a great insight. That's the best feeling."

In addition to math, Scheer is also interested in Chinese. He takes Mandarin at Stuyvesant and visited Beijing last summer. The trip, part of an exchange program, was an "eye-opening experience," he said.

Like any senior during the past few months, Scheer has been going through the college admission process, and mentioned numerous college essays that he has written about why he likes math. As for the future, he is considering becoming a mathematician, but he feels other professions could be more useful to society. He may choose to work in computer science because it is "the application of math to do things that are more directly useful," he said.

Stern already considers Scheer a mathematician. "He's fully mature, and really just comes up with sometimes the most surprising leaps of insight," Stern said. But "the most important thing about Michael is that he is a fundamentally decent and humane person. He really cares deeply about the people around him," he said.

## Creativity in the Kiln

According to Lau, Ceramics is a time to relax in the middle of a typically stressful Stuyvesant day. "It's not like other Stuy classes where you're suffering every day with studying and homework. In this class you get to be really creative with stuff," she said.

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**"Here you have high-end creative because [the students] are immersed. They take chemistry and here they are compounding their own glazes."**  
—James Lonardo,  
technology teacher

own glazes out of silica and alumina.

Ceramics has been at Stuyvesant for "as long as I can remember," said Lonardo, who estimates the class is at least 40 years old. But despite the obvious benefits of having the class at Stuyvesant, it is scheduled to be cut due to ever-increasing budget problems and new graduation requirements. Principal Stanley Teitel plans to decrease the number of hands-on classes, including Ceramics, in favor of more technology-oriented classes like Computer Science for the Class of 2015's new graduation requirements.

The basic dispute is over the relevancy and importance of Ceramics and other 10-Techs considered to be outdated or unnecessary. Many of the students currently in Ceramics disagree with the decision to eliminate the class, claiming it is in fact relevant in the modern world. Islam believes the class is more practical than many of the other classes at Stuyvesant, as students are more likely to use the skills they learn. "A lot of people that aren't going to go into computer science or drafting [are] never going to use that knowledge again," said Islam.

Lonardo, of course, also disagrees with the plan to cut Ceramics. He feels the administrators "are taking away an important aspect of a general, well-rounded education." Ceramics is "something I think really complements the education that [the students] get here. There's a lot of theoretical [classes at Stuyvesant], a lot of high-end academic, and

here you have high-end creative [class] because [students] are immersed," Lonardo said. "They take chemistry and here they are compounding their own glazes."

Since Ceramics may not continue to be a part of the Stuyvesant 10-Tech curricu-

**"The things that you make [in Ceramics] you can take home and use over and over again. And not only that, but you can actually have the skills to do that in the future."**  
—Pria Islam,  
senior

lum, the current members of the class greatly value their time with Lonardo. The works of art they have created in the kiln will be their only tangible mementos of a more relaxed, more enjoyable class at Stuyvesant.

# Features

## Doubling Up: Work Overload or Enrichment?

By ALIYA TUZHILIN  
and LILY LIN

Many Stuyvesant students view a free period as an opportunity to fill their schedule with more classes. Students who decide to add classes onto their schedules generally add a second, more specialized, class in a subject that they're already mandated to take. Students call this "doubling up." For some, this allows students to prepare for their hopeful career, and for others, it is a chance to explore possible areas of interests. Regardless of the reasons, doubling up is a popular option for ambitious Stuyvesant students looking to take on extra challenges.

### Social Studies

Assistant Principal Social Studies Jennifer Suri estimates that more than 300 students, primarily seniors, double up on classes in her department each year. According to Suri, the most popular combination of classes is AP Economics and AP Government, followed by Wall Street and AP Economics.

When junior Eliza Mitnick was selecting her courses for the first term this year, she decided that in addition to AP American Studies, she wanted to take a history elective. "I was really interested in taking Jewish History because I had heard that [Jewish History teacher] Mr. Sandler is an amazing teacher and since it was an elective course I figured that there wouldn't be as much work for it and that it would just be more for enrichment," Mitnick said.

Mitnick, who is Jewish herself, said that when she signed up for the class she expected it to be a good way to inform herself about her ancestors' history and the political situation in Israel. "It turned out to be this incredible class that was so compelling," Mitnick said.

Mitnick also takes AP American Studies, a combination of AP US History and AP English. The history component of the program, which is taught by social studies teacher Debra Plafker, focuses on original documents, while the English component, taught by English teacher Hugh Francis, consists of literature from the corresponding time period.

Mitnick found that taking both classes together allowed her to make connections between the two different topics of history, accentuating her understanding of it. She recommends doubling up on courses in the Social Studies department. "If you're really passionate about what they're focusing on then it's really great because it's a lot more like enrichment than a work-heavy class," Mitnick said.

Suri, on the other hand, does not recommend this to students, unless they are taking both terms of AP Economics and AP Government, in which case it cannot be helped. Even then, she recommends "that [students] defer

these classes to make their workload more manageable."

### English

Like history, English is a humanities subject that offers many electives. For many students, taking more than one class in this subject becomes difficult because of mandated science and math classes. Junior Saru Nanda decided to take two English courses in the fall term of her junior year because her future schedule would otherwise not permit it. In addition to the Early American Literature core English class mandated by the school, Nanda was able to get into Creative Nonfiction, a class that is in very high demand. "When I first saw the list of courses I could take junior year, I fell in love with each and every class. I wanted to take Early American Literature, but I also wanted to take Writer's Workshop. And then there was Acting and Creative Nonfiction. There was just so much I could do, and not enough time to take all of them, so by doubling up, I got the chance to take two amazing classes," Nanda said.

Senior Shelby Hochberg also doubled up on English courses both her junior and senior years, not only because she found the courses interesting, but also for pragmatic reasons. "I am Caliper head this year, so I thought if I was going to be editing and judging poetry, I should know how to edit and judge poetry," Hochberg said. "Also, I mean, I'm a strong English student, so even if I'm not going to major in it in college, it's good to show that I have a passion by taking APs and electives."

"Very often the kids that double up are kids who are in AP classes where there tends to be a lot of reading. Adding something like a writing workshop class balances it out," Assistant Principal of English Eric Grossman said.

After taking a less conventional class for a term and then taking a workshop style class, Hochberg has a similar outlook on taking two English courses together. "I find that in normal [mandated] English classes you usually just read novels and they're the novels that everyone reads in school, and with cool courses you get to read things that you normally wouldn't, like poetry or Sherlock Holmes," Hochberg said. She also found the techniques she learned in Poetry Workshop to be useful in her AP Ancients and Moderns class, where poetry is featured heavily in the syllabus.

Nanda had a similar experience. "One [Creative Nonfiction] focused entirely on me and the other [Early American Literature] focused entirely on history. In one class I just kept writing and in the other class I just kept reading. It balanced really well," she said.

However, though both Nanda and Hochberg were able to double-up on English classes, they were only some of the few who are actually given the chance, and Grossman would like to allow more students do so. "What



Niki Chen / The Spectator

happens is electives fill up with kids who are taking things like Science Fiction, Poetry, Creative Nonfiction as their English class, and whatever seats remain are available for kids to double up in. Usually it's a very small handful. It varies from year to year, but this year it's been a little tight," Grossman said. "It's slightly more skewed towards the seniors since it's their last shot at the class but I know the program office goes for some balance." In terms of the workload, Grossman feels that students who choose to double up "are very passionate about English."

### Science

For a science-centered high school, it is not shocking that "science is the subject most commonly doubled up on," guidance counselor Audra Parris said. Stuyvesant not only offers a number of AP classes to supplement the mandated science courses, but a variety of electives as well.

Electives and APs are available for all students after freshman year, and a number of students take advantage of these as early as their sophomore year. However, guidance counselors and assistant principals strongly consider the current science averages of the students before allowing them to take the additional classes. Junior Tony Scott chose to take AP Physics B in addition to the mandated chemistry course during his sophomore year. "Taking physics and chemistry definitely wasn't easy. I never did well on the tests when I had both on the same day, and either usually ended up with a mediocre score on both, or one [test] that was good while the other was bad," Scott said.

Students such as Scott who have doubled up in the past also express several benefits that they obtained after the semesters of hard work. "It definitely helped prepare me for taking more classes and handling my time better,"

Scott said. "Also, since the sciences are all interrelated, physics helped me to better understand chemistry."

It is worthwhile to note that doubling up on classes is only wise if a student has a strong interest for the subject and enjoys the extra time that they commit to it. "It's really fun when I have double labs which means more hands-on tasks, which I really like," said junior Amy You, who is taking AP Chemistry in addition to Honors Physics. "It's just those days when I have double periods for both science classes with neither being a lab that feel like a drag."

Although junior Kevin Park believes that taking Physics B and chemistry together was not easy, "It was fun and I don't regret it. If these are your interests, I would recommend [doubling-up]," he said. He also warns that "if you're going to double up in something that you don't like, it will be hell," he said. "Try to get the best teachers you can. A lot of doubling up has to do with luck. Getting good teachers helps you a lot."

### Math

While there are considerably fewer math APs and electives available to Stuyvesant students as compared to those for other subjects, doubling up on math is nonetheless an especially popular option for juniors and seniors interested in the subject. "[Doubling up] is only for those who really plan on going into a field that requires a lot of math. It is for those students who are really passionate about it and have a high math average," Assistant Principal of Math Maryann Ferrara said.

For some, this decision stems from hope to alleviate future workload in advanced classes by taking extra classes earlier on. This is the case for junior Brian Zhang, who opted to take AP Calculus BC in addition to his Honors Pre-calculus class to bet-

ter prepare him for AP Physics C, which he hopes to take in his senior year. "I was told that we'd be doing integral calculus almost immediately starting the course, so it would be better to just double up," Zhang said.

Though some math classes can give students an advantage in their other classes, there are math classes that rarely complement each other or have common applications. "I've tried to keep them apart, because my Pre-calculus teacher doesn't want us to use Calculus, and my Calculus teacher doesn't want us to use Pre-calculus," Zhang said.

Similar to doubling up in science classes, the downside to this decision is the clashing test days. "While the amount of work was manageable and was never too overwhelming, retaining notes from both classes when studying for tests takes a lot of effort," Senior Jia Wei Chen said.

However, at the end of the semester, students are pleased with the results. "I've become progressively more efficient in developing better study habits because of these classes. If the two tests happen to coincide, I generally review for one on Tuesday, the other on Wednesday, and then both briefly on Wednesday. They've made me much more willing to work for next term," Zhang said.

Looking back, Chen said he would "do it again if I had to repeat last year. I am pleased to say that doubling up was my best choice at Stuy."

"Doubling Up" clearly is not without its drawbacks. Each additional class means greater responsibility for the student. However, those who have undergone this challenge can attest to the benefits that they gained from the experience. While they encountered obstacles, each readily says that he or she does not regret their decision to double up, and would gladly do it again.

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Students Signed Up for Medical Ethics

Students Signed Up for Poetry

Students Signed Up for Modern China

Students Signed Up for New York City History

Times Students Selected No Elective

\* First choices for the spring 2011-2012 term

# Features

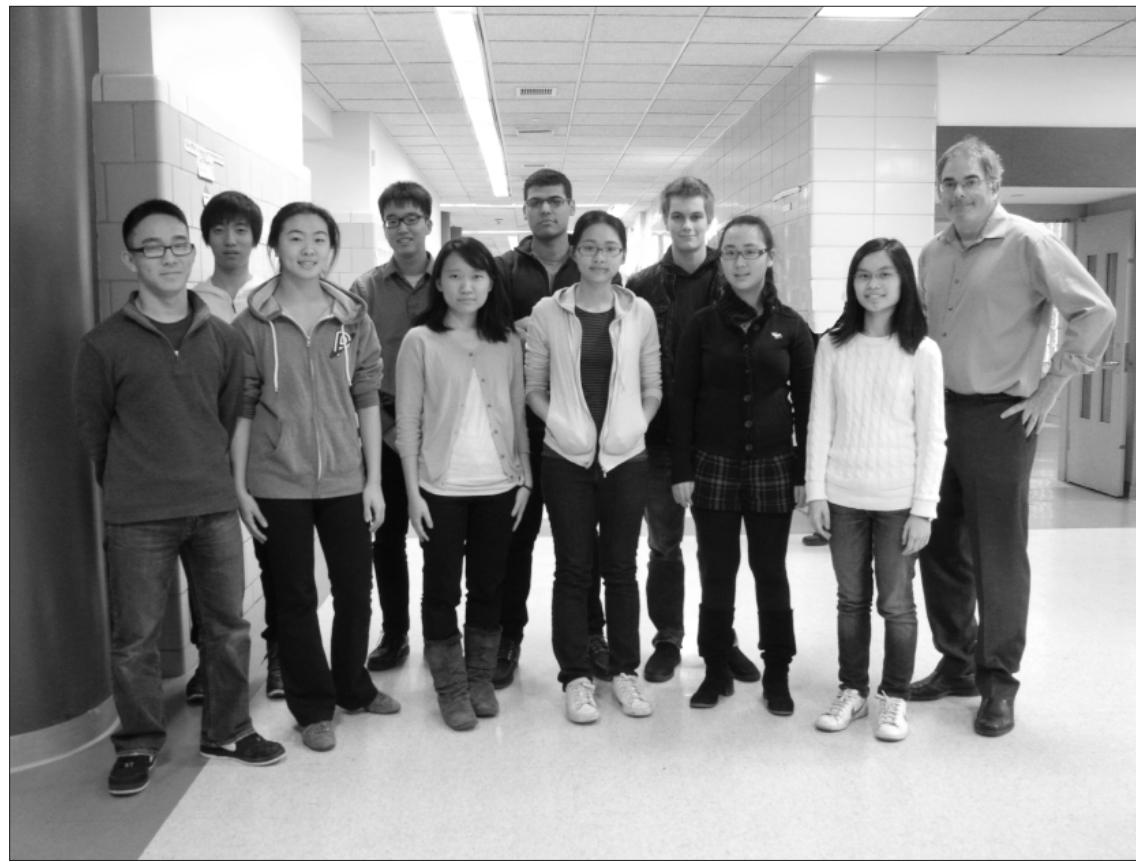
## Stuyvesant Takes the Lead With

By SHARON CHO,  
AIMEE LI,  
and MIRANDA LI

While most students would rather spend their summers free from academic stresses, some decide to pursue the annual Intel Science Talent Research Competition. This strenuous contest requires participants to create proposals in math, science or social studies, and to further develop them into projects through intense research. With thirteen semifinalists this year, Stuyvesant has the most semifinalists in the nation.

After research is conducted, competitors write papers detailing their work. Papers are usually written in the fall of the students' senior year and are later sent into the Intel competition.

Intel allows each competitor to personally impact the scientific community through research on a unique topic.



Thirteen Stuyvesant students made it to Semi-Finals in the Intel Science Talent Search.

**Senior Yuebi (Emmy) Hu**  
**Density Functional Theory Calculations of Optimized Graphene Electrodes for Use in Rubrene and DBTTC Transistors**

Hu explored the mechanisms of replacing graphene for gold, the material currently used as electrodes in semiconductors. She used functional theory calculations to confirm that graphene was more effective than gold.

Hu was inspired to work in chemistry by chemistry teacher Dr. Steven O'Malley. She wanted to learn about the properties of different materials and use them in applications to improve current technology. Dr. Gastel's guidance and mentorship contributed to Hu's project, and she said that even though Dr. Gastel's research class was intimidating at first, it was one of the driving forces behind her success.

Hu worked at a lab in the chemistry department in Columbia University under Professor Colin Nuckolls, but mainly worked with his graduate student. She helped Hu build a solid foundation in her project and guided her towards the right direction. "She also showed me a much more human side of working in a lab. In addition to being my project mentor, she also became my friend, whom I could talk about the world's issues with and share our common interests, such as playing cards, and I was introduced to all her other friends in the chemistry department and had lunch with them every day."

Hu has worked on her lab project since the second term of her sophomore year. She said that this project has confirmed her interest in science and given her a preview of what future research will be like.

**Senior Edward Cho**  
**Let There Be No Light! ESR Dating of Quartz from the Bytham River Palaeochannel**

With the help of Dr. Bonnie A.B. Blackwell, a research scientist in Chemistry at Williams College, Cho used Electron Spin Resonance (ESR) to date the earliest period of human life found in Northern Europe. He analyzed quartz from the Thames River region in London, England. More specifically, quartz from the no longer existent Bytham River. "ESR is a dating technique that can calculate ages of specific materials based on magnetic fields arising from spinning unpaired electrons in crystal lattice defects," Cho said.

"ESR has rarely been applied to quartz, so, in a sense, this project is also kind of pioneering work exploring the applications of ESR dating on new sedimentary substances," Cho said in an email interview. Cho also had to explore how sunlight exposure can affect quartz grains and their ESR signals over time.

"My work wasn't particularly focused on Intel, but more on just trying to complete college-level research that can be recognized nationwide by professionals of the field," Cho said in an email interview. Cho's research is currently being used by scientists in England.

**Senior Nicholas Rivera**  
**Design of a Nozzle Beam Chemical Vapor Deposition (NBCVD) Reactor**

The original goal of Rivera's project was to create a reactor that would synthesize the chemical compound Strontium Titanate. The compound has many practical "applications including optical electronic devices and dynamic memory in computers due to its high dielectric constants," Rivera said in an email interview. His method of synthesis involved manipulating gas molecules to prevent collisions.

"The collisionless aspect is what makes my method work because it reduces collisions before the gases react and form the solid film of Strontium Titanate, increasing purity," he said. Rivera was pleased to discover that his reactor was not restricted to producing solely Strontium Titanate. His method of preventing collisions produces the same results in several other gases.

Rivera's mentor Professor Glenn Kowach of the City University of New York helped him develop his research ideas and gave him information on reactors, a specialty of Kowach's. Rivera found building the reactor to be the most difficult aspect of his project because he had such little background knowledge of how to construct one. Nevertheless, Rivera learned quickly, and was able to build it entirely on his own.

**Senior Angela Fan**  
**Root Nutrient Foraging: A Morphometric Approach to Quantifying the Developmental Plasticity Space of *Arabidopsis* Ecotypes in Laboratory and Natural Environments**

Fan's project focuses on agricultural problems that are prominent today, such as water shortages, fertilizer and pesticide overuse, and lack of nutrients. With the help of Dr. Gloria Coruzzi of New York University, Fan developed a process allowing plant roots to grow horizontally outward, thus expanding their potential to reach nutrients. She identified the gene for horizontal growth and amplified this gene by mutating the transgenic crop lines, so that the crops' roots could grow where they were not traditionally grown before.

Fan's project was inspired by courses she took and teachers she had at Stuyvesant. "I was part of the molecular biology class that really got me interested in lab work, as well as the Intel research classes, and both helped me significantly in defining the direction of my project," Fan said. "I additionally had help from Mr. Cocoros when it came to the more math-y side of my project. I had to use eigenvalues to determine which conditions influenced horizontal root growth the most."

Fan has spent two years on her project and worked in the lab nearly every day during summers. During school days, Fan spent three hours, three times a week working in a lab. "I am already shocked at how far I've come," said Fan.

Fan has recently moved on to the Finalist stage of the competition.

**Senior Jeremy Majerovitz**  
**Working Under Pressure: Effects of Time Constraints on Time Discounting and the Disposition Effect**

Majerovitz studied behavioral economics, which relates to the field of psychology. His research focused on time pressure, which limits the amount of time that people have to make a decision, and how it affects time discounting and the disposition effect. Time discounting is a phenomenon in which a customer values a desired result in the future more than an immediate reward. According to Majerovitz, the disposition effect is an irrational behavior in finance, in which investors are less willing to recognize losses and more willing to recognize gains.

Majerovitz had originally wanted to study trade economics, but after talking with his mentor at the World Bank Group, Majerovitz realized that trade economics was too difficult, requiring knowledge of multivariate calculus. He then took up behavioral economics, which did not require background knowledge of high level math.

Majerovitz was inspired by the Social Science Research Class at Stuyvesant, headed by social studies teachers Linda Weissman and Ellen Schweitzer, who eventually became Majerovitz's mentors. Weissman and Schweitzer encouraged Majerovitz to read articles pertaining to the topic and helped him design his research. In addition to his mentors, Majerovitz received assistance from his mother, a psychology professor at CUNY-York College, who helped him with the statistical software, SPSS. Organizing the statistics was a critical step, especially because Majerovitz had a sample size of 594.

After the study was complete, Majerovitz encountered unexpected results. "What I ended up finding was that the disposition effect wasn't shown at all, but that was more interesting than if I found what I expected to find," Majerovitz said.

# Features

## Thirteen Intel Semifinalists

### Senior Brian Kim

#### Packing and Covering with Centrally Symmetric Convex Disks

Kim's project explored the mathematic realm of packing and covering. "Given any shape, a packing is an arrangement of copies of this given shape such that no two of them overlap with each other," Kim said. "The analogous concept is covering, which is an arrangement of copies of shapes such that the union of all these shapes is the entire surface." Using this idea, Kim proved that the product of both the packing and covering densities is between 1 and 1.172559, with guidance from his mentor, professor Dan P. Ismailescu of Hofstra University.

"Packing and covering are two ideas which appear extensively throughout our lives from the popular video game Tetris to baking cookies. So, when I saw this topic I was instantly hooked," Kim said. "Furthermore, the two topics are in a broader part of mathematics called 'the geometry of numbers,' dealing with lattice arrangements in the plane. I've had previous exposure to this topic in a summer math camp, so it felt natural to pursue this project." In addition to becoming a semifinalist in the Intel competition, Kim also won second place in the Siemens Competition in Math, Science, and Technology.

### Senior Robert Kim

#### On the Existence of Small and Large Cells in Decomposition of a Convex Region by Lines

Kim's Intel research project was focused on discrete geometry, "more specifically areas of two-dimensional surfaces divided by infinitely many lines," Kim said in an email interview. Through his research he was able to prove properties of these divided regions and come up with formulas for finding the area of these regions.

Kim had always been interested in mathematics and joined the Stuyvesant Math Team in his freshman year. Kim wanted "an opportunity to expand [his] view of math outside the classroom and competition environments," he said, and Intel offered him this chance. Kim noted that the researching process was quite challenging and tedious. "I would just sit and try to progress every day on a topic that was novel to me. Unlike the sciences, everything required pure thinking and many pieces of scrap paper," Kim said. Fortunately, Kim's mentor, Dr. Dan Ismailescu of Hofstra University, was able to give Kim the tools to advance his research. After the Intel experience, Kim is inspired to pursue more research in the future and wishes to try out the scientific field.

### Senior Mimi Yen

#### Characterizing the Behavior and Genetics of Head-plugging in *C. elegans*

Yen's project explored the genetics of *C. elegans*, a species of worms. She studied the specific behavior of head-plugging in these worms. The worms, Yen explained, were distinctively male and female; however, over evolutionary history the female worms developed the ability to create sperm. These worms became hermaphrodites, and thus were able to self-fertilize. This largely decreased the number of male worms, which made up only 0.02% of the worm population. Yen studied the strange traits that the *C. elegans* had developed, specifically head-plugging. She mapped the gene to a very small region of the genome and concluded that chemical secretions governed the behavior.

Yen was first inspired to do research independent of the Stuyvesant curriculum by chemistry teacher Dr. Zhen Chuan Li. Dr. Li introduced his Honors Chemistry students to the Toshiba Exploravision Competition. After the Toshiba Exploravision Competition, Yen's research path fell into place. Biology teacher Dr. Jonathan Gastel helped Yen find professors interested in trait variation. Yen's mentor, Dr. Matthew Rockman of New York University, also provided assistance in the lab. "While the image of a researcher laboring away at a lab bench seems unappealing to many people, I have to say that research, for me, at least is an intensely challenging and fun experience," Yen said.

Yen has recently continued on to the Finalist stage of the competition.

### Senior Melissa Seto

#### A Study on the Reduction of Particulate Matter Concentration by a Green Roof in New York City

Seto's project investigated the effect that green roofs, which are roofs with plants atop them, can have in an urban environment. She studied the green roof's effect on particulate matter by observing a green roof on a building near Columbia University. She explained that particulate matter is microscopic particles given off by industrial processes, power plants, and construction sites. Seto described that these particles can cause cardiovascular disease, lung disease, and even premature death.

Seto's mentor was Professor Wade McGillis of the Earth and Environmental Engineering Department of Columbia University. She also drew inspiration from a few classes she took at Stuyvesant, including AP Environmental Science and Lab Techniques.

### Senior Daniel Thomas Swift

#### Synthesis of 5,10-Dipyridyl-15,20-diperfluorophenylporphyrin

Swift worked to synthesize 5,10-dipyridyl-15,20-diperfluorophenylporphyrin, a compound known for its property, quantum cascade. This specific property makes the compound useful in the development of a molecular capacitor, which would be a major step forward in molecular electronics. They could be used in producing more powerful, environmentally friendly, and cheaper computers.

In the process of completing his project, Swift found that "The synthesis was actually very straightforward," Swift said. "The problem was purifying the resulting reaction mixture of six compounds."

### Senior Meisze Yau

#### Detecting Microbial Pathogens in Food Products Using a Novel Bead Capture- Quantitative PCR Assay

Through her research, Yau studied microbial pathogens in food, using *E. coli*. With the aid of her mentor, Dr. Goddard Cab from Hunter College, Yau used amino silica beads to capture bacteria in food, which allowed Yau to check for bacteria in one day, instead of the usual five to seven days it takes for bacteria to grow. Using these beads, Yau could separate the bacteria from the solution and run a Q-PCR (quantitative real time polymerase chain reaction) to detect the bacteria. Yau used milk, pulverized spinach, and plain water in her experiment and determined that the beads had captured the bacteria in them with 95-99% accuracy.

Yau had trouble developing her project at the start and had previously gone through two other failed projects due to unreliable data and other problems. Still, Yau felt that the entire effort was worth it. "As for results, it is very gratifying to feel that your hard work has been acknowledged in some way," she said.

### Senior Lucy Tan

#### Effect of Mobile Phone Radiation on Human Keratinocyte Migration in vitro

Tan investigated the effect of mobile phone radiation on how skin cells move in order to study their molecular mechanisms. She began research in her sophomore year, but only seriously launched her project in March 2011, when she started going to the Biomechanics and Mechanotransduction Laboratory at Columbia University. With the encouragement of her mentor Dr. Hayden Huang, Tan found her experience with Intel extremely rewarding. "I not only developed expertise in the area of cell migration analysis and scientific research, but also learned a lot about myself," Tan said.

### Senior Ian Grant

#### Characterization of *Bacillus subtilis* Bacterial Spore Kinases

Grant's project investigated the role of a family of proteins called BSKs, found in the outer layer of spores and formed by the bacteria *Bacillus subtilis*. Similar spores are on bacteria that cause disease, such as anthrax.

Grant became interested in biology after taking the Living Environment class in his freshman year and wished to apply his knowledge. Grant was attracted to the topic of his project because it involved the deconstruction of a complex system.

Intel Research teacher Dr. Jonathan Gastel provided indispensable assistance, from helping to find a lab for experimentation to guiding him during his presentation. Grant's mentor, professor Dr. Patrick Eichenberger of New York University, also helped Grant develop his project and directed it when Grant was uncertain how to progress. "He was also quite encouraging. There were many times when I got frustrated at one dead end or another, and Dr. Eichenberger always helped me see the bigger picture," said Grant.

# Features

By TASNIM AHMED

In a college application process that is so extensive with applications and essays dominating the show, interviews are often an afterthought. Because they are not mandated, students rank them below the more daunting, required parts of the application process. Despite this, the significance of the sole face-to-face step on the road to college acceptance should not be undermined. The meeting can be just as important and hard to master as composing any soul-searching essay.

A student who decides to do an interview with anyone affiliated with the college shows his or her commitment to the school said guidance counselor Meredith Negrin. Alumni conduct most college interviews, which usually makes for more casual interviews than those conducted by admissions officers. "Don't stress about [alumni interviews], because it means nothing [in the admissions process] if it is an alumni interview," Negrin said. "Though they are low-key, Negrin said, "they are not a waste of time, because if you're asked and don't do the interview, it shows you don't care about the school, and nothing worsens your chances [more] than rejecting an interview."

College counselor Patricia Cleary agrees. "College interviews can be pivotal. If you're the kid who took time to visit and you showed dedication, they're going to find you more attractive than someone who has the same GPA [who didn't have an interview]."

Unfortunately, interview charm does not conquer all. A wonderful interview cannot automatically override a poor transcript. "One young man, whose grades weren't the best, thought, whatever, I have a great personality, I'll do the interview and get in. He didn't even get an interview, because the college rejected him too quickly," Negrin said.

Once one reaches the meeting, his or her character is judged based on interview etiquette. Unfortunately, students that feel the need to be memorable wind up being inappropriate as a result.

In one incident, Cleary recalls a student whose interviewer was forty minutes late, because he could not leave his work. When he finally arrived, "The student said, 'You sure took your sweet time coming down here,'" Cleary said. "He [The student] may have been annoyed, but MIT called up and said he was too arrogant."

Thrusting an interviewer with needless information can also be detrimental and create an uncomfortable interview. "Don't foist everything on the interviewer. There're no prescriptions. If things come up naturally, go with it," Cleary said. Both Cleary and Negrin recommend bringing a resume and certificates, but insist that they should only

## Your First Date with a College



be used when the interviewer asks about anything regarding them.

Cleary also advises students not to discuss items that are too personal in their lives to prevent making the interviewer uncomfortable. Cleary said, "One student [who did not attend Stuyvesant] had

agreed. "All the interviewers really want is just more information about me, and to see who I am in person. I didn't need to do anything more than being myself," he said.

Small liberal arts colleges are expected to have more eccentric questions than larger universities said Negrin and Bor. In one interview, students in a room were asked to prove that a certain chair in the room existed. However, for the most part, students should not fret about unusual questions.

"Interviews are rudimentary and straightforward," said guidance counselor Ronnie Parnes, who conducted college interview workshops for seniors from Monday, November 14, to Friday, December 2. Parnes even likens them to first dates, since the interviewer gets to know a student.

In the case that a student is stumped, Cleary said, "It's fine to say 'Can you repeat the question?' or 'Can I think about that?'"

The length of an interview may also be the line between a thoughtful answer and an impulsive one, because the same number of questions will be asked in a shorter amount of time as in a longer interview.

"I've said a few things that weren't completely detrimental to my interview, but I would have liked to take back regardless, things that misconstrue the meaning of your statement and what you're really trying to say. Just a stumble of words really," senior Reema Panjwani said about being on her toes throughout the interview.

When requesting an interview, Casey Pedrick said, "Be open to the dates the interviewer suggests. Try to work

your schedule around them, rather than the other way around."

Students are also advised to research information about the school before they go to an

you are undecided about your major, be prepared to talk about that as well."

Though interviews are usually formal, Pedrick advises students to wear attire that allows them to show the best of themselves, yet still remain comfortable. Because interviews are often held in coffee shops or the like, Pedrick said it is fine to drink during the interview, but to also be considerate of the interviewer's time, and not spend it waiting on a line. After an interview, a student may mail a thank-you note, but no other follow-ups should be made.

One of the worst things a student can do is let their nerves take over before the interview has even started. Senior Hema Lochan remembers an interview where she arrived an hour earlier, but later realized her interviewer hadn't arrived. "I find out that I'm in the wrong Starbucks, so I start running and then after a while I realize I'm running the wrong way, so I run the other way and slam the Starbucks door open and run right into my interviewer, making her spill her tea on herself," Lochan said.

Despite all of the obstacles presented in an interview, Xing advises students not to worry because "you can't fail at showing off," Xing said. Furthermore, Cleary says that she usually receives positive feedback from college representatives regarding interviews with Stuyvesant students.

The golden rule to these interviews is "to remember to be yourself," said Negrin. An authentic and natural conversation can bring life to the words on an application and individuality to any applicant.

**"Don't stress about [alumni interviews], because it means nothing if it is an alumni interview."**

—Meredith Negrin, guidance counselor

HIV from a blood transfusion, and she wanted to talk about it because it's such a big part of her life, but she was advised not to [by her counselor]. It's unnecessary to say something so private."

Many students feel that the freedom to say the truth no longer exists once they are being interviewed. They fear that what they say may be scrutinized, and thus resort to the safer answers. "People say what [the interviewer] wants them to say," senior Katrin Bor said. "For something like Macaulay Honors, you want to get in for the grant and the laptop, but you can't say that in the interview."

Senior Cheng Xing dis-

**"College interviews can be pivotal. If you're the kid who took time to visit and you showed dedication, they're going to find you more attractive than someone who has the same GPA."**

—Patricia Cleary, college counselor

interview. This includes knowing what interests them in a school, anything distinctive about it, campus life, current events in the school, and what specific college they want to go to if it is a university with several colleges. Pedrick said, "Definitely know the major you're interested in and be prepared to discuss why you are interested in it. Even if

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16:00 – 16:30	Vocabulary Review / Test
16:30 – 18:00	Review Study / Test

TIME	MON	TUE	WED	THU	FRI
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18:30 – 18:40	Computer Actual Test at Home	Break Time	Computer Actual Test + Review Test at Home	Break Time	Review Test + Vocabulary at Home
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# Editorials

## STAFF EDITORIAL

### Shorter, Not Sweeter

Every Stuyvesant student has his or her own horror story about running from office to office in an attempt to switch into a desperately desired elective. Even now, with the school's financial difficulties, the breadth of courses offered here is phenomenal – phenomenal enough, that is, to make up for the hours of waiting with our guidance counselors or badgering assistant principals for that one signature that will legitimize our transfers from class to class. Yet, to the dismay of most, this process may become even more frustrating. It's come up recently that Principal Teitel has plans for yet another reform for the school, one that's being pushed solely with the student body's best intentions in mind – or so he says. According to Teitel, the number of classes in an average day is too taxing on a Stuyvesant student, so our usual 10 periods will be reduced to nine, with classes extended by a few minutes and new school hours from around 8:20 to 3:05.

If this is, in fact, an effort to reduce student stress, then it is very misguided. Many students already struggle to fulfill the exhausting list of graduation requirements with a ten-period schedule: three years each of math, foreign language, and regents sciences; four years of English and social studies; two terms of science electives and senior electives; and one term each of Art Appreciation, Music Appreciation, Technical Drawing, computer science, health, 5-tech, and 10-tech. Though these requirements have been altered somewhat, starting with the class of 2015, the number of required courses has not been drastically changed. Maintaining these requirements while reducing the number of periods would cut out one more already rare opportunity to take an additional elective or Advanced Placement (AP) class. This would mean students who wish to take an elective will have to carefully plan from the beginning of freshman year in order to meet graduation require-

ments, sacrificing the already limited ability to explore the courses that interest them.

Rather than alleviating stress, this would only exacerbate it: students who are not scheduled for a required science elective, for instance, would be worried about fitting that class in later in their academic career order to graduate. Such a situation would be even worse for students who must take remedial classes or make up a failed or missed class not offered in summer school, since they would have even fewer opportunities to take an elective.

The issue of too few classes, however, could be remedied by scaling back the number of required courses. Under the current plan, students still have to complete all of the requirements, placing tremendous pressure on next year's seniors to fit these courses into their shortened schedule without having planned in advance. Furthermore, current freshmen and incoming students now face even more extensive graduation requirements, including a mandatory fourth year of mathematics, which the new schedule plan would make even more difficult to complete.

Given such stringent requirements, elective classes are the obvious casualties of this proposed change. However, eliminating these elective opportunities would mean getting rid of some of the prime opportunities for intellectual growth and outlets for stress for many students. A student might struggle through a difficult required class, while an elective that they chose of their own volition could be the highlight of their day. These supplementary classes are what make Stuyvesant stand out from many other rigorously academic schools, offering opportunities to explore areas of study that serve to enrich our core curriculum and satiate our intellectual curiosities. By drastically reducing the schedule slots for these classes, Stuyvesant would lose this rich, extra layer of learning.

While some elective classes,

such as APs, are undeniably stressful, reducing the opportunity to take them will not quell their demand. While Teitel maintains that "the whole purpose [of these changes] is to limit the competition," the change would instead make it harder to get into those classes. Similarly, students who feel pressured to take advanced classes will not suddenly feel less compelled if the number of available spots decreases. Instead, gaining entrance into these classes would only become more difficult; with less availability, criteria for admittance into advanced classes will have to be made more strict in order to limit class size, and students will have much less opportunity to try again should they be denied access to a class after their first application attempt.

If the administration truly wants to relieve stress, they should ask students what really stresses them, before they make assumptions and end up making matters worse. The proposed reforms do not seem to make sense given their stated purpose, which brings up the question of whether the true motive behind them is a financial one. Teitel predicts that this schedule change would lead to the cutting of "about 25 classes," which would likely mean laying off teachers. The unfortunate reality of public school budget cuts is one that Stuyvesant students have grown used to, so we might understand if Teitel's motivation for the proposed reforms was financial. If this is the case, we ask the administration to call a spade a spade and be honest about their motives, instead of pretending that changes are enacted solely to benefit our mental health. Since we have doubts that this change could have the intended effect of easing the mental burden of Stuyvesant, the administration should keep the potential negative consequences in mind, because these would only serve to increase our already high level of stress.

### The Spectator

The Stuyvesant High School Newspaper

*"The Pulse  
of the  
Student  
Body"*

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## The Spectator

We are compiling an archive of past issues.

We are looking for issues published before 1995.

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### A Note to Our Readers:

The Spectator will now accept unsolicited Op-Ed pieces written by outside students, faculty, and alumni. These columns, if selected, will be published in The Spectator's Opinions section. Recommended length is 700 words. Articles should address school related topics or items of student interest. Columns can be e-mailed to [specreaderopinions@gmail.com](mailto:specreaderopinions@gmail.com).

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Write a letter to the editor and e-mail it to [letters@stuyspectator.com](mailto:letters@stuyspectator.com) or drop it in The Spectator box in the second-floor mail room.

### FOR THE RECORD

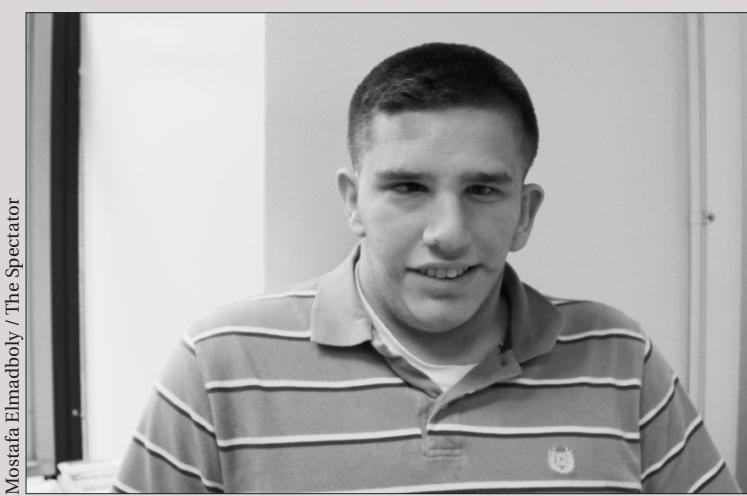
- In "Great Books," the setting of the novel "The Awakening" was misstated as Victorian England; the book is set in late-19th century Louisiana.
- In "Organic Chemistry: Cooking with Carbon" in Issue 8, Dr. Steven O'Malley is photographed preparing his eighth period class. He does not have a ninth period class.
- In "Tournament Results," the second committee in the Model UN Scrimmage discussed alleviating many problems in the Democratic Republic of the Congo, not just election conflicts.
- In "The Many Faces of a Timeless Detective," the character's name is John Watson, not James Watson.
- In "Sadness and Suicides in Sleepy Suburbia," the outquote should read "betray," rather than "belies."
- Feature Editor Karen Zheng's name was accidentally omitted from the Issue 9 masthead.

**Editors-in-Chief Adam Schorin  
and Leopold Spohngellert (2012-2013)  
would like to thank  
Maya Averbuch and Joseph Frankel,  
Executive Editors of 2011-2012.**

**The Spectator's Editorial Board  
of 2012-2013 would  
like to thank the  
Editorial Board of 2011-2012.**

# Opinions

## The Solomon Column: Mitt Romney and the Worship of Wealth



Mostafa Elmabdy / The Spectator

By DANIEL SOLOMON

As I watched the returns come in from South Carolina, I was paying more attention to Mitt Romney's concession speech than to the triumph of Newt Gingrich's seemingly resurgent campaign. The former governor of Massachusetts had run into trouble over his role in killing jobs as head of corporate buy-out firm Bain Capital. Rick Perry had called Romney "a vulture capitalist" and Gingrich had said his opponent was a participant in "exploitation." Still, Romney didn't back off, launching into a full-throated defense of "the free enterprise system." The Republican Party "doesn't demonize prosperity," he said. "We celebrate success [...] When my opponents attack success and free enterprise, they're not only attacking me, they're attacking every person who dreams of a better future."

It only made sense for Rom-

ney, who struck this theme repeatedly during the primary battle, in his attempt to turn his obscene wealth, a potential liability in a year when income inequality has emerged as a major concern, into a strength. However, I was struck by the way he did so, his praise of capitalism eclipsing the saccharine bromides of his compatriots with a fantasia that evoked the heroic industrialists of "Atlas Shrugged." Making money, he seemed to say, is a religious pursuit—like taking the sacrament—and not a profession.

However, it sounded more like John Calvin than founder of Mormonism Joseph Smith. Calvin, an influential Lutheran theologian from whom the Puritans drew their beliefs, posited that those destined for salvation had been chosen prior to their birth and that their prosperity signified God's favor. The Puritans carried that attitude to Massachusetts, and

it spread throughout what was to become the United States, morphing into what we know today as the "Protestant work ethic."

Before the emergence of America, the view that wealth indicated superior intelligence or entitled a man to a societal position was a decidedly minority opinion. Read Shakespeare and see Hamlet's distaste for Osriv. Or peruse Sophocles' "Oedipus Rex" and notice the chorus's ambivalence toward Creon. In the New Testament, Jesus famously states, "It is easier for a camel to go through the eye of a needle than for a rich man to enter the kingdom of God."

All that changed with us. The self-made man, as conceived by Horatio Alger, earned his wealth by the sweat of his own brow, pulling himself up by his bootstraps. His fortune was deserved and it placed him above other citizens in multiple respects, not just in his means. The poor were to blame for their lot and had to be abandoned to their fate.

In the Progressive Era, statesmen such as Theodore Roosevelt and Woodrow Wilson defied that American mythology, reining in the worst practices of robber barons, busting trusts, and instituting a progressive taxation system via the Sixteenth Amendment. The worship of money fell out of favor with these elites, who realized that individual wealth creation involves a lot of luck and is impossible without help

from larger society.

And we are only talking about the self-made men here. What about trust-fund babies? What about Mitt Romney and others who made a killing in financial services? Hank Reardon and Dagny Taggart actu-

**Before the emergence of America, the view that wealth indicated superior intelligence or entitled a man to pride of place within a society was a decidedly minority opinion.**

idea persists in conservative ideology. Of course, this is deliberate—the Protestant work ethic is the keystone of Republican thinking; without it, the entire structure collapses. That is why these Republicans insist so adamantly on it, telling Americans that they too can be the next Warren Buffett. The most egregious thing they do is wrapping their message in the flag, invoking the Pilgrims, the Founders and Framers, and the suburban bourgeoisie of the 1950s.

What they forget, though, is that parallel to the dominant Calvinist culture another tradition exists, of which many in the present-day are unconscious adherents. The American Left is not only the story of Jewish Socialists taking the podium at Cooper Union or trade unionists agitating for higher pay. It is a tale of an older vintage, with a wider set of characters, shaped by class identity and struggle. It begins with Bacon's Rebellion in 1676, when backwoods yeomen in Virginia took arms against coastal elites who sought to impose themselves on the frontier. It continues in the late 1800s with farmers who hated the railroad companies and resented the government's extortionate monetary policy, forming the Populist Party and starting cooperatives. It winds into the 1930s and hurtles toward Huey Long and his disciples. The most recent chapter ends in South Carolina, in no other place but a Republican presidential primary.

ally produced things of value; the Wall Street crowd shifts around money on paper for its own profit, and a case could be made that the sector does more harm than good.

Despite all this, Calvin's



Courtesy of Nicholas Miller

By NICK MILLER

His has become a household name in the last few months, one synonymous with passion and stunning fourth-quarter theatrics. Although his team was recently knocked out of the NFL playoffs, Tim Tebow's rise to prominence is one with few precedents. Tebow got his start at University of Florida before joining the Denver Broncos as the 25th pick of the 2010 draft. This year (his second in the league) he led his team on a thrilling late season run, winning game after game while playing the quarterback position in a very unconventional manner. Despite his success story, Tebow's rapid rise to national stardom is based more on his public displays of religious fervor than his football skill.

Tebow is known for leading his team in celebratory hymns and painting Biblical verse

numbers into his eye black. He is notorious for the enthusiastic prayer (coined "Tebowing") that he partakes in every time he scores a touchdown. Tebow's theatrics have taken hold of the nation in a short period of time. He is everywhere – The Global Language Monitor (GLM) has reported that the statistical spread of "tebowing" as a word is comparable to the rise of "Obamamania" in 2008. However, as thrilling as his rise may seem, there lies great risk behind the words of the smiling public figure. The weight of those words and the impact they can have on his admirers cannot be taken lightly.

Tebow's influence reaches a large audience, one that includes young children and their parents as well as fans of the sport, and for that reason I believe that his shameless display of religion is unnecessary, if not dangerous. Kids love sports stars, and they also love the products that their favorite sports stars endorse. Just as Kobe Bryant and LeBron James have put their names behind different shoe brands, Tebow has put his behind strong faith and pro-life sentiment. The American public's inclination to discuss religion has leaked into the realm of politics, and now sports just as quickly. Tebow's position as an athletic star should not provide him with a platform to publicize the role that religion plays in his life. Our country prides itself on religious freedom and diversity, so celebrities like Tebow

should be scrutinized for their skill, not their religious views.

The NFL is no stranger to controversial quarterbacks of late, and Tebow certainly receives better press than most of the other widely discussed players in the league. While his religious practices appear well-intentioned, it is the vulnerability of the young public that dissuades me from blindly endorsing Tebow as the rest of America has. After a child hears of Michael Vick's horrendous dogfighting antics, it is not as if he is going to give dogfighting a try – everybody knows that it's harmful and illegal. We live in a society where acts that some athletes commit, such as dogfighting, drunk driving, and sexual harassment are clearly defined as wrong, but our views on religion are much less clearly defined and much more susceptible to the influence of those around us.

When a child hears Tebow speak, how likely is it that he will take on Tebow's viewpoints with no questions asked and accept his religious fervor at face value? Children are easily impressionable, and, while religion can play an important role in someone's life, it is important for children to make decisions about faith themselves, and not based on what their favorite quarterback thinks. Feeding children religious teachings via their favorite athlete is the perfect method of creating religious fundamentalists. When motives for spiritual decisions are coming from an NFL quar-

terback, perhaps it is time to question whether the constitutional right to freely express one's religion is being abused.

The threat of his influence can be curbed by sports media, which has played a large part in spreading the religious views of the young quarterback. It is the media's responsibility to cover the relevant aspects of Tebow, which exclude his religious views, although doing so may prove less lucrative and controversial. The portion of the population that chooses to watch football should not be automatically subjected to religious preaching as well. There is an ethical issue in advertising religion, and while Tebow does not receive his many millions of dollars from



Niki Chen / The Spectator

# Opinions

## The Elephant in the Room

*The Republican Presidential Primaries have been thrilling, to say the least, with a wide range of interesting candidates and no definitive frontrunner. Here, Stuyvesant students share their views about the candidates.*

**Daniel Teehan '13**

Though all of the Republican candidates still contending for the party's nomination have their drawbacks Newt Gingrich's extreme egotism and lack of discernible morality is the most perilous of the lot. Gingrich certainly has qualifications, having led the despondent Republican Party back into congressional prominence in the 1990s, but any benefits of this experience are subverted by the shocking lack of morality displayed along the way. In 1997 Gingrich was the first Speaker of the House ever to be penalized for ethics violations, with 84 charges leveled against him. His personal life provides even more evidence of his blatant disregard for ethical responsibility; he has cheated on two of his former wives, one of whom was being treated for uterine cancer while he was having an affair. Of course, his own moral shortcomings didn't stop Newt from leading righteous charge against President Clinton for the Monica Lewinsky scandal. This tendency to take the high ground when advantageous and disregard it the rest of the time may be fitting for a political brute, but not for a president.

With Gingrich back in the limelight with his presidential run, the story has remained much the same. While there have not been any major scandals (yet), he has shown that he is still a disrespectful, patronizing egomaniac. In debates, Gingrich has shamelessly waved his intellectual background in the faces of the other candidates, condescendingly comparing them to befuddled students and himself to a wide host of historical figures, including Abraham Lincoln and Moses.

Like his opponent Mitt Romney, Gingrich is an unrepentant flip-flopper as well. Though he was once strong proponent of the Citizens United Case, he quickly turned to whining after Romney's Super PAC sunk his campaign in Iowa, and subsequently warmed up to them again as donations to his own PAC allowed for a string of bitterly aggressive anti-Romney ads in South Carolina. This sort of base ideological inconsistency is characteristic of the man who will do literally anything to satisfy his political ambition.

Having a fiscally irresponsible, socially conservative, or extreme evangelist in the White House is bad, but having a president with remarkably low morality and unveiled selfishness is unacceptable. Gingrich has shown through his outlandish and offensive proposals regarding low-income children and "progressive" plans for the moon that he will not hesitate to pursue whatever fanciful policy comes into his head. Giving Gingrich the power and prestige of the presidency would be enabling his megalomaniacal ways and opening up the door for whatever irreparable harm he can inflict while he holds office.

**Jack Cahn '14**

An electable candidate, according to current political standards, is a candidate who is willing to change, shift, and flip-flop on policies, moving to the center of the political spectrum to appease voters on the left and the right. This is the path that President Obama and former Governor Romney have taken in their current campaigns. On the other hand, Rick Santorum, who has been deemed "unelectable" by so many, is one of the few candidates who have maintained consistent beliefs based on conservative values.

As the author of the Welfare Reform Act, Unborn Victims of Violence Act, and Syria Accountability Act, Santorum has shown his dedication to these values—consistently supporting fiscal conservatism, a hard-line foreign policy against Syria, Iran, and other aggressive nations, and a pro-life position. Santorum has been supporting reforming and cutting entitlements since long before the debt-crisis, and continues to stand for a strong, united, conservative America, unlike notorious flip-flopper and frontrunner Mitt Romney.

Though I don't agree with everything Santorum stands for, I believe he deserves a lot more respect than people have been giving him, because at the very least he stands for something—which is more than most presidential candidates can say.

**David Cahn '14**

When it comes to politics, you would think that experience and results would be the most important factors in choosing a President. However, as we watch Jon Huntsman's campaign come to a halt, it is increasingly apparent that they are not. As Governor of Utah, Huntsman cut taxes, reduced governmental waste, grew his State's economy, and created jobs during a time in which the rest of America was seeing substantial job loss. His tenure was so accomplished that when he left office to become the United States Ambassador to China, his approval ratings were over 80 percent, and the Pew Center on the States named Utah the "best-managed state." Following his term as governor, Utah was also ranked among the top three states in which to do business.

In terms of foreign policy, Huntsman's experience in the Far East is impressive—especially when compared to that of his recent opponents, Ron Paul, Mitt Romney, and Newt Gingrich. He was named U.S. Ambassador to Singapore at age 32, and he is fluent in Mandarin. Huntsman also served as Deputy United States Trade Representative in 2001 and worked with China as it joined the WTO. In 2009 he was nominated Ambassador to China, and confirmed unanimously.

In the private sector, Huntsman has served as an executive of the Huntsman Corporation and the Huntsman Cancer Foundation, and as CEO of Huntsman Family Holdings Company. He has thus proven himself an effective entrepreneur, diplomat, and leader in the many positions he has held.

Equally important as his vast experience is his unique vision. Jon Huntsman serves a nation, while his opponents serve only their parties. He is continually attacked for serving under President Obama. He is labeled as a traitor to the Republican Party. Yet, in his decision to serve under Obama, we see a willingness to rise above petty politics and put service to the American people above all else. In him we see a leader, a man who could have crossed party lines to enact compromise, unity, and rational policy in America. Jon Huntsman's exit from the presidential race is a loss for America.



Christine Lee / The Spectator

**Lavinia Lee '13**

A Mitt Romney campaign truck declares him a businessman and politician. Given the current state of the economy, that certainly seems like a necessary trait for a presidential candidate. Romney seems to have done well enough as a businessman, with a net worth of about \$220 million and a career as CEO of Bain Capital. However, as a politician, he has been described as slippery, and rightly so. As governor of Massachusetts, he vehemently opposed abortion but did not vote to overturn existing abortion laws. Similarly, he has on certain occasions supported gay rights, despite promoting laws limiting gay marriage in Massachusetts as governor.

The main question is whether or not Romney can be trusted to separate church and state while remaining a Mormon, which requires proselytism, something Romney has very willingly done in the past. The man may have a spotless personal life, which frees him from the kind of scandal that pulled down Herman Cain, but Romney's Mormonism still stands against him. The country had enough problems coming to terms with a Catholic president, and only about half of respondents to a Pew poll on the subject considered Mormonism to be a form of Christianity. It's a shame that Romney's religion is what scares some people away.

**Benjamin Koatz '12**

Why would a progressive, Occupy Wall Streeter and former Obama-nut support Ron Paul—a Texas, small-government libertarian—president?

Because, first of all, he's the only presidential candidate out there who wants to end the War on Drugs and Terror, and to stop using the American government to attack its own people and civilians overseas. He wouldn't expand the Pakistani drone war—he would end it. He wouldn't invade Iran—he would lift the sanctions and use diplomacy instead of antagonism. He would save the US trillions by scaling back our troop presence all around the world, which serves to breed, not prevent terrorism. He is the only one who realizes that the way to spread democracy is through trade and talk, not guns and bombs. He won't waste billions of dollars saving people from their own actions. He'll respect your privacy, safeguard your civil liberties, and uphold the protections afforded to you under the Constitution.

For me, that's enough. But even though Paul is the strongest candidate civil-liberties-wise, many are put off by his economic policies. How can he want to end the Fed? How can he propose lowering regulation and taxes for the rich? How can he want to cut so much spending? How can a progressive support him?

The past 4 years have been filled with military expansion, reckless spending, special-interest health bills and ONE attempt at reigning in the financial sector that failed miserably. The regulations in place now in this country are not only overshadowed by the much more sweeping corporate welfare we have, but actually serve the interest of the corporations themselves through agencies controlled by the very industries they are tasked with regulating (the Fed, FDA, FCC, etc.).

I'd rather have a government that cuts spending where it needs to and practices very little regulation than corporate welfare and pro-big-business regulation.

But overall, the executive office has more control over the War on Drugs and Terror than economic policy, and that is where Paul shows innovation compared to other candidates.

I support Ron Paul because he supports civil liberties and doesn't want to use government to further the interests of the elite and the wealthy. That's truly what America needs right now.

# Opinions

## One Week of Boot Camp



By JILL CHOW

SAT boot camp. For one week, my mother and father shipped me off to a secluded Jesuit retreat in Long Island to attend an intense SAT training session. It was only lasted five days, but the program guaranteed a score boost of up to one hundred and thirty points. In my parents' heads, this was going to be my road to a perfect score.

I pictured it to be five days of grueling work, with no real human interaction, the academic equivalent of a day spent tilling the fields from dawn to dusk. I suppose two out of three is not so bad. Yes, it was five days of waking up and learning thirty words by heart. Yes, it was five days of laboring from eight to twelve. But, when I finished, I felt different. My outlook on the SAT did not change; I still want-

ed that 2300. However, I learned more about the outside world and what I wanted for myself than I ever thought possible.

For my parents, the SAT is the key to getting into a good college. In some ways, their influence has rubbed off on me. When I first entered Kent Prep, I prepared myself for what was to come. The day started off promisingly. The moment our bags were unpacked, the director herded us down to the library to promptly memorize seven vocabulary lists, each composed of over 10 words. The determination of some of the students amazed me, and I watched, impressed, as we wrote down the words and they rattled them off one after the other. I tried to keep up, and was surprised when I managed to do so. Maybe those days spent cramming for my Mandarin finals helped me learn to memorize words easier. The day continued and we went to lectures on reading strategies, math and grammar. I took as many notes as I could and tried to lock the lessons away in my head. The studying seemed to be working, but as it turned out that was about it. By the time it was dinner I looked around the table and realized I did not know any of the people I would be staying with for the next five nights.

The director encouraged us to make introductions, and gradually we began to make small talk. There was one girl from Brooklyn, another from Connecticut and twins who hailed from South Carolina but

went to Exeter, an elite boarding school. Among the boys, one was from Texas, another from Alabama, and two from New York; one even studied in England. They talked about their travels abroad, as well as their experiences going to boarding school. Brooklyn girl and I sat there, absorbing the tales and this only caused me to wonder, what in the world was I missing out on? We had all come to for the same reason, but our similarities stopped at that. I listened to stories about volunteering in Thailand, working as an intern in the Museum of London, and taking care of farm animals in Texas. The various activities they had done might have been expensive and showy, but to me, it seems as if they had truly built character and helped to define a personality.

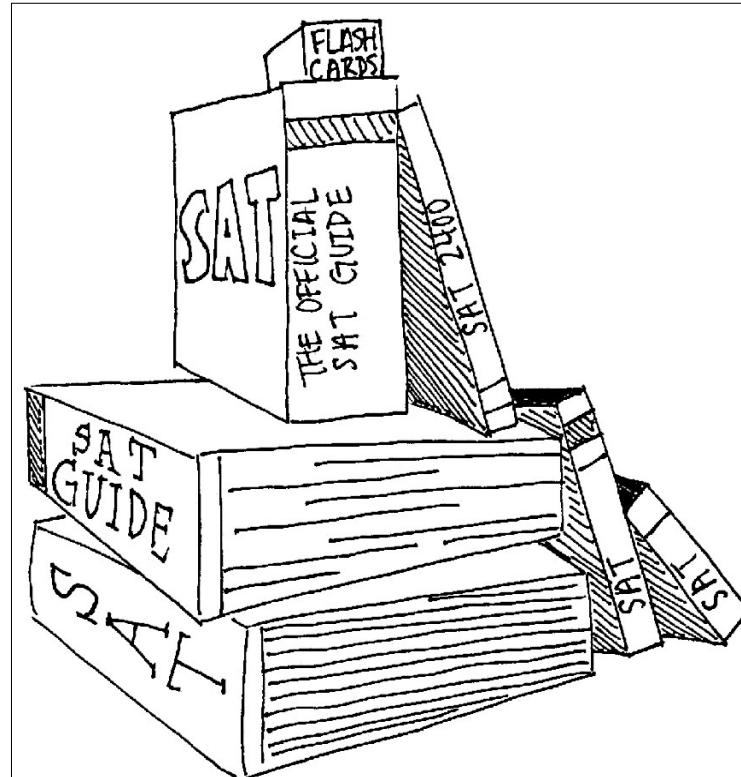
By the time we retired to our dorms, I already had all these images swimming in my head. There are tons of different kids out there, who go to top schools, and are able to have life changing challenges. Why was I here, wasting an entire week of my winter break studying for the SATs when I could be out there, building up experiences? Why are these students even here with me? The only logical reason I can come up with is that with a high SAT score, they would have secured their college admissions.

For the rest of the week, I managed to live vicariously through my roommates' stories. I realized how much I was missing out by focusing my college

application plans solely on the SAT. When we took mock tests, I realized that I always scored the highest. What should have been a great comfort to me only caused me to feel inept. If I could not impress the colleges with my extracurricular activities, what was the use of a 2300?

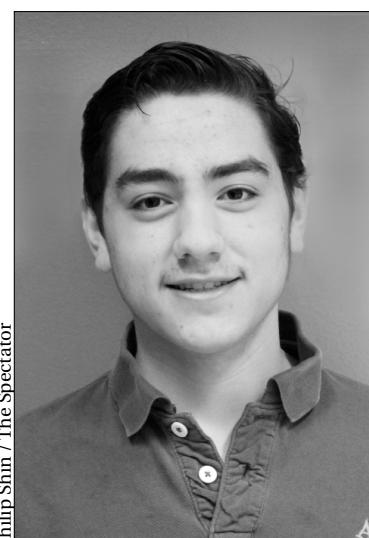
As I sit now, writing my SSR, I think back to that week. I picture all the missed opportunities I have had and how empty my "travel" section looks. If only I could turn back time, I would realize that it wasn't my SAT score that needed increasing, it was my worldly outlook. How-

ever, it is not too late. I took the SAT two weeks ago. Now that it is over, I will finally allow myself to pursue my various dreams of traveling as well as participating in different activities that I like. To me, this will not only be an opportunity to make my resume look better, but it will allow me to truly live out my high school life to its fullest. All my high school career, I've been thoroughly immersed in the need to get into a good college. Maybe it's about time I did things for me, rather than for the admissions counselor.



Sophie Pan / The Spectator

## A Challenge to the SU & BOE



By DAVID CAHN

It is no big news that Stuyvesant suffers from a lack of interest in student elections. This year's Freshman Caucus had less than 100 votes, and the Sophomore Caucus had 150. Even school-wide elections never have more than 500 voters, in a school of 3200. This is often blamed on the students – we've all heard the classic line “students are apathetic” – but that is most often only one facet of a complex issue. Far more often, students don't have enough information about the candidates, don't know that there is an election, don't have an opportunity to vote, or are turned off by the ridiculously long lines that surround the one (yes, there is only one) voting booth in Stuyvesant High School.

Every year, we hear the Board of Elections, Student Union (SU) candidates, faculty members, and students

alike complain that the SU is not elected democratically. Likewise, the notorious incompetence of the SU is a subject often groaned about by the average Stuyvesant student. Yet these problems are not unrelated; the reason the SU is incompetent is because they do not have to be accountable to a student population that knows very little about them. The lack of communication means that so long as SU candidates can get a significant number of their friends to vote for them, it doesn't actually matter what they do once elected. They can get away with being inept, because we won't vote them out of office as a result, and often we don't even know that they are not doing their job as they should be until it's too late.

Despite how deep rooted this problem is, there is a very manageable solution: voting during homeroom. Homeroom provides the perfect opportunity for voting, because students are in a room for ten minutes with nothing else to do but vote. Instead of the currently difficult and time-consuming process, voting during homeroom is easy and effortless. No more long lines or having to prove that you haven't voted yet. While students would be allowed to abstain from voting, this system would likely substantially increase voting rates, making elections more democratic and winners more representative of the general student population.

Moreover, information about the candidates can be easily disseminated to voters during homeroom, allowing

for a more informed voter base. Currently, SU candidates make videos that are shown on TVs in homeroom, however, because these TVs often don't work and coordination is difficult, this information never reaches many students. As a remedy to this, the Board of Elections should establish a homeroom prior to the election, in which candidates engage in

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elections at  
Stuyvesant.**

a 10-minute debate over the intercom system – which can be heard from every classroom.

In addition to utilizing homeroom, a simple amendment to the rules would allow Facebook to be utilized to disseminate information to the student body by both candidates and the Board of Elections. Finally, voluntary after-school information

sessions give interested voters another outlet through which they could learn even more about the candidates.

After elections, homeroom could continue to be used to insure SU accountability. First and foremost, the SU should use homeroom to poll student opinions, and to find out what is important to students. Second, the SU should report to its constituents exactly what it is doing. Instead of disappearing once they've attained their respective titles, they should be producing results, and sharing those results with us. Finally, students should use homeroom to challenge their SU representatives to fight for them on both personal and schoolwide issues.

The main opposition to my proposal is that the homeroom environment would allow for undue influence on voters by their fellow homeroom members. I see this as an advantage. Likely, in each homeroom there will be supporters of both candidates. This will create a caucus-like experience for voters, in which proponents of each candidate can debate their candidates' policies, only resulting in a more informed decision by voters. This is how voting works in American caucuses today, and Stuyvesant can, and should, adopt this more legitimate, professional voting system.

It seems to me that what the SU is lacking is logic. A simple analysis of the current voting system and of a homeroom-based voting system demonstrates immense benefits to homeroom voting, and minimal, if any, downside. If we want

a more effective SU, the best way to go about attaining one is by instituting efficient and thorough election reform. We need to establish a system that makes our votes count, and allows us to learn about the candidates. A homeroom-based system will make this happen.

I challenge the SU and the BOE to prove that they rep-

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resent students and support democratic elections at Stuyvesant by instituting comprehensive election reform using a homeroom-based system, or at the very least, to tell us why they insist on continuing to use a broken voting system when other options are desirable and attainable.

# Opinions



Nina Wade / The Spectator

By OLIVIA FOUNTAIN

If finals week at Stuyvesant is Hell Week, all of January might as well be referred to as Hell Month. The weeks after winter vacation are characterized by obscene amounts of work, the looming pressure of finals, the odd nervous breakdown, and, of course, final projects. At such a test-driven school, it's rare to be given a project assignment, to be asked to show your knowledge of a topic through teamwork and creativity. I've always preferred the chance to show what I've learned in a more creative way, and I get nerdily excited at the prospect of projects.

However, it's impossible to ignore when these things tend to be due: towards the end of January. Granted, we usually get a good few weeks to work on them, but it's dangerously easy for long-term projects to get pushed to the last minute

so we can cram that test tomorrow or work on the essay for next week. More often than not, students can be found the night before a project is due staying up till four in the morning as they feverishly try to cram something together to turn in the next day, something that deserved a whole lot more time and thought than they ended up putting in to it. And it's not that we're just lazy procrastinators – between tests, quizzes, extracurriculars, finals, and projects, it's impossible to give our all to everything required of us.

It seems unfair that essentially the only time we're asked to do something more creative is when our plates are especially full with everything else teachers throw at us in the time leading up to finals week. Projects are no longer about making something thoughtful and meaningful. They've become about setting aside a few hours and scraping something together in between studying for a history final and a math test. We no longer put a lot of ideas or effort into projects – just as long as there's something to turn in. Complaints about the workload at Stuyvesant are nothing new, but it is environments like these that de-legitimize the creative process.

As a general rule, the teachers at Stuyvesant seem to find scantrons and essays easier to handle than cardboard and construction paper. The stereotypical Stuyvesant student, too, is supposed to prefer bubble sheets to markers. And, honestly, that's okay. I've become

more accustomed to Stuyvesant's take on projects. I get that they're not given often, and I'm fine with that. What I'm not fine with, however, is how they're assigned at the most inconvenient times, and how it becomes impossible to put

about creativity and innovation, but it doesn't always work out that way. Tests are one thing, but the skills we learn working on a project prove much more valuable in the long run. You know the four kinematic equations or the Pythagorean identities? Great, but so what? Practically speaking, will this necessarily help you later in life? On the other hand, the project that taught you to collaborate and come up with good ideas with other people is something that's more likely to stay with you, whatever career path you choose to follow.

With a pile-on of creative assignments doled out almost exclusively during the final few weeks of the term, however, lessons like these won't be learned as readily. Things get so much more rushed and it's more difficult to get something valuable out of it. In such a prestigious school, this method of assigning projects does more to hinder our academic growth than to help it.

It seems that everyone at Stuyvesant has horror stories galore about all-nighters and last-minute projects – I know I do. But let's face it: that Spanish project I crammed into one night? I could have just as easily done it had it been assigned in November, and, quite frankly, I would have done a better job. I would have cared more without the prospect of tests the next day looming over me. Multi-tasking can only take you so far. Heading into a new term, I fear that it'll be more of the same, with work piling

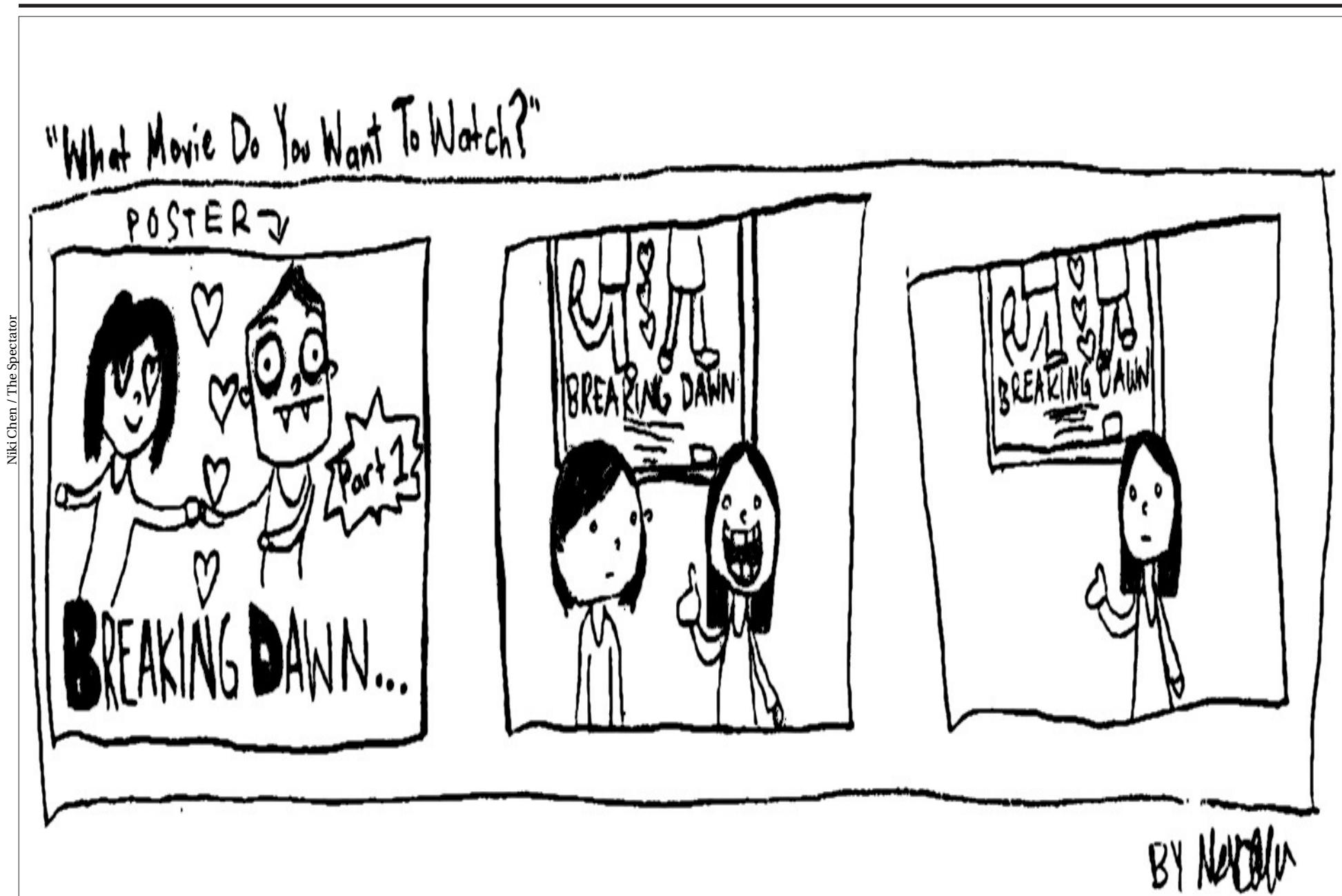
up at the end of the semester to the point where the amount of coffee I'll be consuming becomes disproportionate to the hours of sleep I'll be get-

**So many things  
get thrown at  
us in such  
little time that  
it becomes  
impossible to  
focus your  
effort onto just  
one thing,  
whatever it  
may be.**

**Projects are no  
longer about  
making  
something  
thoughtful and  
meaningful –  
they've become  
about setting  
aside two hours  
and scraping  
something  
together between  
studying  
simultaneously  
for a history final  
and a math test.**

ting. It's a crazy system – and it's time for teachers to make it easier for us to succeed in it.

## Cartoons



Niki Chen / The Spectator

# Humor

**These articles are works of fiction. All quotes are libel and slander.**

## Teacher Tries To Transfer Out Of Difficult Student's Class

By ELI ROSENEBRG

On Monday, January 30, Government and Economics Teacher Eric Wisotsky received his spring schedule, and much to his dismay had a number of difficult students.

"I haven't had a schedule this bad since my first year at Stuyvesant," Wisotsky said. "I have friends who have had some of these students, and I am going to do all I can to transfer out."

This schedule comes as a shock to Wisotsky who has generally had students that he considers easy, nice and reasonable. "Normally when I give students homework, they do it neatly and keep it nice and short and easy to grade," Wisotsky said. "But my good friend and colleague Mr. Trainor had [senior] Kevin Jung in his Economics class last semester. Apparently his homeworks took fifty to sixty minutes to grade. I don't want to have to deal with that in my government class, especially in the spring semester."

Wisotsky also has many students with thick foreign accents that make it difficult for him to understand what they are saying, especially while grading their final presentations. "How am I supposed to give them a high grade," Wisotsky said. "If I can't even understand what they are saying?"

In an attempt to alleviate some of the stress from his schedule, Wisotsky convinced fellow government teacher Daniel Tillman to trade his 3rd period class for Wisotsky's 9th. "I have heard great things about

**"Teachers just don't seem to understand that you can't transfer classes just because you don't like the students."**  
**—Sofia Liang, School Programming Officer**

Tillman's 3rd period class," Wisotsky said. "These are the type of students that really make teaching a breeze."

Tillman, who owed Wisotsky a favor for having him grade some of his longer tests last se-

mester, was hesitant to take on the infamous 9th period class. "It will be tough to deal with those terrible students, but I think I'm up for the challenge."

The two were all ready for the exchange, until they were stopped at the programming office for not having the required signatures to transfer classes. "We get requests like this all the time," school programming officer Sofia Liang said. "Teachers just don't seem to understand that you can't transfer classes just because you don't like the students. You need the signatures of your department's AP and a valid reason."

Assistant Principal Social Studies Jennifer Suri was not quick to approve the switch either. "There is a long wait list of teachers who would love to take on Tillman's 3rd period class, I can't just give it away to Wisotsky because they are friends. There is an order for this sort of thing." Suri only approved the switch after Wisotsky brought in a doctor's note saying that he has a disorder that caused difficult foreign accents to give him migraines.

"I am happy that the bureaucracy finally worked in my favor," Wisotsky said. "Now if I could only transfer out of cafeteria duty, and move my 10th period class to 6th, I would have the perfect schedule."

## Computer Science Department Creates New Computer Science Department

By ROBERT MELAMED

After a 73-hour coding spree, the Computer Science department has announced that they finally have produced a fully functioning recursion-based cloning system. The over-

intro computer science class," Computer Science teacher Mike Zamansky said. "However, as we soon discovered, the system went far beyond its intended functionality."

At first the program seemed to be working smoothly, cloning teacher Jon-Alf Dyrland-Weaver without fail. However, it soon got caught in a recursive loop repeatedly spawning a plethora of computer science teachers.

"These are not the results we were hoping for," Zamansky said. "Now we have to deal with writing sorting algorithms to keep them all organized."

Many attempts are currently being made to shut down the procedure, but so far the efforts are to no avail. "I had to pull out some of my most extreme tricks including control-k, control-b, and even the infamous control-alt-delete," Computer Science teacher Samuel Konstantinovich said. "Nothing works. I believe this procedure we have created is unstoppable."

The inordinate amount of Computer Science teachers has created even more confusion in the classrooms. "All of the teachers simultaneously started lecturing on different topics," sophomore Solomon Quinn said. "When I raised my hand and asked them to explain things one at a time, they just went on a rant about efficiency and continued to finish the entire curriculum in 3.43 minutes."

Despite the problems this procedure has caused, the Computer Science department

also sees more pros than cons in what they have created. "Many teachers from different departments have come in begging to be cloned," Zamansky said. "There are only so many physical education teachers we can clone before the capacity of the weight training room creates a stack overflow error."

**"However, as we soon discovered, the system went far beyond its intended functionality."**  
**—Mike Zamansky, Computer Science Teacher**

The administration was very excited about the new system. "Finally Stuyvesant will have teacher to student ratios that applicants will find appealing," Principal Stanley Teitel said. "Maybe now we can attract students who are smart enough to help us end this godforsaken recursive loop."

**"I had to pull out some of my most extreme tricks including control-k, control-b, and even the infamous control-alt-delete."**  
**—Samuel Konstantinovich, Computer Science Teacher**

wholly complex program was intended to diminish the burden on individual teachers.

"The cloning system was not only meant to assist us in our work, but also as serve as a lesson for sophomores in the

## Drafting Teacher Locates Peter Stuyvesant's Hidden Treasure Box

By EDITH VILLAVICENCIO  
*with additional reporting by WILSON STAMM*

Last week, the drafting branch of the Technology Department announced that it had tracked down a treasure hidden centuries ago by the

**"CADKEY gave me an excellent understanding of obsolete technology, making it simple to decipher the ancient Dutch code."**  
**—Jeremy Karson, sophomore**

to decipher the ancient Dutch code on the map," he said. "After a required semester of technical drawing, I instantly drew the correlation between the seemingly random symbols and a Dutch treasure chest."

Karson's breakthrough set off a six-day period of anarchy as students and school searched the second floor where the map indicated the chest was hidden. The treasure was finally discovered when junior Ivy Wanta tore down the mural of Peter Stuyvesant. "There it was - made of unsanded wood and nails, just like the contraptions we build in woodworking," Technical Drawing teacher Robert Rosen said.

Once the box was pried open, the team exulted at its contents: orthographic sketches of Manhattan island and "some gorgeous antique isometrics," said Griffith.

Rothenberg claims that the Dutch treasure chest is "the Technology Department's greatest accomplishment since we unearthed Mr. Sarutto."

However, there was still one mystery remaining regarding the treasure. "After all this hard work, I'm still baffled by one slight logistical problem," said Rothenberg, "How did a map so old end up in a school built in 1992?"

**"There it was - made of un-sanded wood and nails, just like the contraptions we build in woodworking."**  
**—Robert Rosen, Drafting Teacher**

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## Monty Python Winter Comedy



By Danny Kim, Justin Strauss and Mark Zhang

# Arts and Entertainment

## Theater

### Holy Grail Not Dead Yet

*continued from page 1*

Solomon, the STC's adaptation of the 1974 British comedy classic "Monty Python and the Holy Grail" follows King Arthur on his search for the "finest" knights to join the Knights of the Round Table, and their subsequent hunt for the mystical Holy Grail. Complete with hilarious acting and inventive staging, the production was a stellar stage version of the film.

The production strove to replicate, rather than adapt, the film—with largely positive results. Some scenes, however, came off as cheap knockoffs, particularly in the Black Knight sketch, in which Arthur hacks off all four of a man's limbs in a comical duel. Junior Joshua Bogatin, as the Knight, did the best he could to recreate the effect with an oversized jacket, but it was not wholly convincing. The awkward scene paled in contrast to the effortless hilarity of the original.

The directors attempted to preserve the British accents of

the film's actors with varied results. Some of the play's actors, like Lorenzen, had very authentic accents, while others were more concerned with dramatic line delivery. These actors struggled with holding their accents, often slipping back to their normal speaking voices, or other cadences entirely. Due to the overwhelming number of jokes about England, it was a smart choice to do the show with accents, but the multiple slips did not go unnoticed.

Though Lorenzen was the star of the show, several cast members delivered memorable performances. Senior Josiah Mercer's enthusiastic execution of Sir Lancelot and senior Jamie Zhan as Sir Galahad were both striking.

In a scene where a group of cloistered women attempt to seduce Sir Galahad, sophomore Tahia Islam as Doctor Winston and junior Phoebe Young as the seductresses' leader, Zoot, were comically cute, adding a strangely innocent element to their characters' naughty intentions.

Due to the vast number of

roles to fill, the majority of the cast portrayed multiple characters. Sophomore Clay Walsh, for example, played both the ultra-political farmer Dennis and the middle head of a bickering three-headed giant. The multiple roles were performed well, but inevitably led to some confusion due to the similar costumes and the rapidity with which the switches occurred.

Despite a few bumps, the impressive acting of the cast throughout the performance overcame the many challenges of reproducing the film. In the play's most impressive sketch, fog supplied by the tech crew—directed by seniors John A. Menell, Abe Levitan, and Noah Kagan—added to melodramatic hilarity, as Knights actually leapt into the orchestra pit when they were cast down from a bridge by the Bridge Keeper (senior Ravtej Kohli).

The costume crew, directed by seniors Claire Adams and Libby Dvir, produced fantastic apparel adding to the effect of the actors and serving as a pleasant indicator of the play's medieval setting.

The costumes of the minor characters consisted of ragged clothing in muted, earthy tones, easily distinguishing them from the more colorful Knights. King Arthur was attired in a belted tunic with a large sun, a golden crown, and a sword, an outfit straight from the movie. The costumes of all the other characters, including those of the Knights and the Three-Headed Giant, were also replicated from the film. Wearing the most exceptional of the show's costumes, Kohli played Tim the Enchanter as well as the Bridge Keeper. As the Enchanter, his costume consisted of a flamboyant horned hat, a quirky robe, and a long staff, from which he cast magical explosions, each of which was simulated by a loud bang and crackling noise.

The set, backdrop, and props of the play were immaculately designed, particularly the frequently utilized fort. The directors made good use of the entire auditorium, scripting forays through the audience that kept the atmosphere electric.

Overall, the STC's "Monty Python" was a great success.

Stuyvesant's actors delivered above and beyond their expected ability. The skill of the actors, the well-adapted script, and the ex-

**Stuyvesant's  
acting  
community  
delivered with  
creative and  
hilarious  
recreations  
of the famous  
characters.**

perienced tech crew led to a comedic production that both fans of the original and Python first-timers could enjoy.

### A Little Shakespeare Goes a Long Way

**By TARA CICIC  
and ANGELA SUN**

The entire room was dark, except for a lone spotlight illuminating the stage at the Black Box Theater in Room 1025 where, on Friday, January 20, Mr. Mott's sixth-period Shakespearean English Literature class performed "Antony and Cleopatra." Witty, emotional, and stirring, the students breathed life into the classic tale of two star-crossed lovers.

Directed by senior Brandon Foo, who also played the character Agrippa, the production revolves around Mark Antony (senior Debanjan Roychoudhury), a noble Roman ruler, who

struggles to choose between his zealous love for Queen Cleopatra and his duty to the Roman Empire. Tragedy ensues from the moment Antony's wife dies in Act I all through Cleopatra's climactic suicide.

The play opened with an ominous guitar riff by senior Vasia Patov, who provided two musical performances for the show. For the second piece, he appeared on stage to sing along with his guitar. Both pieces were well chosen and set the mood for the play, first by easing the audience into the world of Antony and Cleopatra, and then by accompanying a well-placed intermission.

The two sets (one Roman and the other Egyptian) were simple

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but well-made and versatile. Not many props were used, but the show did not feel as if it were lacking in this respect either. The costumes, designed by senior Tajma Hall, were almost all white, and they contrasted well with the otherwise dark room.

There were many great performances throughout the show but the most electrifying was that of senior Okorie McBurnie, who played Enobarbus. He not only completely dissolved into his character, but also emanated an infectious air of joy while doing it.

Although the play had vision and was clearly a product of great effort, it lacked polish. Producing any show can be very

difficult, especially one as complex as "Antony and Cleopatra" within the confines of a single semester. There were numerous mistakes with cues and lines, and sometimes, the positioning was unclear. It would be incorrect to say that the show was executed seamlessly, but that is not to say that the cast members did not act with cool and ease. In many ways, the quick improvisation of forgotten lines added character and charm to the play. And despite its lack of final polish, the show was fun and enjoyable. Foo summarized the experience best:

"That was entertaining in ways that I did not expect."

### Food

### Beans & Greens: Where Being Organic is Everything

**By JOYCE KOLTISKO**

After a long day at school, braving the crowds of New York City, the warm atmosphere of Beans & Greens is greatly welcomed. The shop managers give a kind hello as one step inside to—

large pictures hanging on the wall depicting a field of yellow flowers are comforting as if bringing sunlight and springtime indoors. Here at Beans & Greens, it is easy to relax and eat healthy.

Beans & Greens is a new restaurant/deli in the downtown area offering everything from soups to coffees to sushi. Open daily from 6 a.m. to 8 p.m., neighborhood residents, businessmen in the area, and even Stuyvesant students can go here to enjoy a warm breakfast or lunch.

Beans & Greens offers a variety of breakfast items, with especially delicious croissants (\$3.00), scones (\$3.50), and muffins (\$2.50). The real highlight is their banana-walnut muffin, which is both sweet and filling. Crunchy walnuts, moist banana bread, and sweet chocolate chips are perfectly balanced in this muffin. Also offered at Beans & Greens are café lattés (small \$3.50), and hot chocolate (small \$2.75), both of which go well with a sweet treat.

A recent addition are their omelettes (sandwich \$5.00; plate \$6.00). Although their omelettes are more expensive than some of the other breakfast options (with an extra \$1.00 charge for

certain additional ingredients), this hot breakfast is perfect in the wintertime. Beans & Greens also accommodates all food tastes, offering delectable toppings such as olives, mushrooms, tomatoes, and broccoli. And the omelettes are only improved with a side of crispy hash browns (\$2.50).

Beans & Greens not only offers various breakfast items, but also warm soups and healthy salads as lunch choices. Their cream of broccoli soup is particularly good with a creamy thick base that does not overpower the taste of the soft broccolis. Every day new soups are offered, from "Five Star" mushroom to Baja chicken enchilada. Each small cup of soup (\$3.50) comes with a choice of white or wheat bread.

The Beans & Greens salad bar is in the back, spanning the entire room and displaying a fresh mix of toppings. Each salad (\$7.50) comes with a choice of greens, three complimentary toppings, and a dressing. The available toppings are limitless, including the ever-rare tortilla strips, crunchy noodles, hard boiled eggs, walnuts, mushrooms, croutons, and even falafels. Beans & Greens offers typical caesar and blue

cheese dressings, but also has new and unusual ones like carrot ginger and spicy tahini.

According to Asha Mohammed, manager of Beans & Greens, this restaurant is unique as "at least 90 percent of the ingredients used at Beans & Greens are organic," making their food significantly healthier than that of neighboring restaurants.

For Mohammed, Battery Park City was the perfect choice

for the first location of Beans & Greens. Not only is a health foods shop like Beans & Greens novel for the neighborhood, but Battery Park City is also filled with families and young children who realize the importance of eating healthy at a young age. "We want young people to eat healthy and live longer," said Mohammed.

Beans & Greens is located at 220 Murray Street.



Beans and Greens, 220 Murray Street

Philip Shin / The Spectator

**Every day new  
soups are  
offered, from  
"Five Star"  
mushroom  
to chili to  
Baja chicken  
enchilada soup.**

wards the counter filled with fresh pastries. The smell of the soups—everything from creamy broccoli to chili—wafts through the air. A slow jazz tune fills the room. The

# Arts and Entertainment

## TV

By CHRISTINE LEE

We high school students are no strangers to the challenge of juggling sports practices, extracurricular activities, homework, and late-night study sessions.

**The ridiculous, poorly thought-out plotline is the major flaw of this series.**

Now imagine on top of all that chaos, a job as the executive assistant to an unyielding, cold-hearted director of an elite fashion company. It's "The Devil Wears Prada" meets high school—only much, much worse.

"Jane by Design," which premiered on January 3, follows high school student Jane Quimby (Erica Dasher), a "loser" because of her exquisite taste in fashion and dorky charm. But fashionistas are not the only "scum" of this twisted high school society—hot, bad-boys are as well. Jane's best and only friend, Billy Nutter (Nick Roux) is Jane's accomplice in pulling off her biggest disguise: pretending to be an adult to continue keeping her job at design-house Donovan Decker.

The premiere begins by depicting the "typical" high school. Unsurprisingly, Jane has a massive crush on Mr. Popularity, Matthew Atkinson (Nick Fadden), and is sworn enemies with snobby cheerleader Lulu Pope (Meagan Tandy). Jane's home life isn't a breeze either: her older brother, Ben (David Clayton Rogers) can't find a job, their mother left when Jane was a baby and their father died years ago. To complete this tragedy, Jane and Ben are several payments behind their mortgage and might lose their house. Despite this, Jane triumphs, as all rom-com protagonists must, at an internship interview at Donovan Decker. She conveniently stumbles into the wrong interview room and lands the posi-

tion of executive assistant, with a starting salary of \$34,000. It's an

**'Jane By Design' tries to mold stereotypical high school drama with the banter of office politics.**

offer a girl can't refuse.

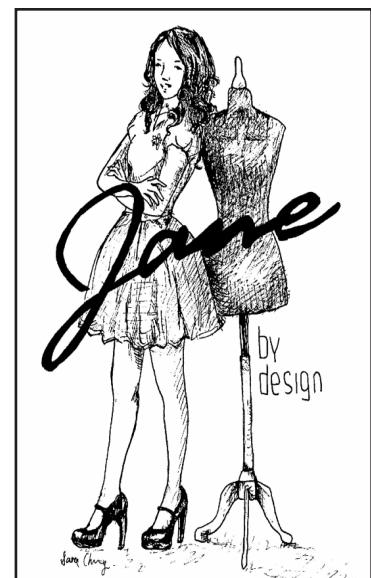
The ridiculous, poorly-thought-out plotline is the big flaw of this series. As a minor, Jane obviously cannot hold her job. So, she asks Billy to help forge legal documents for her. The scene doesn't even last ten seconds. Even though this is the entire backbone of how Jane

keeps her job, the show rushes through it like a last-minute afterthought.

Nonetheless, Jane is now an adult and embarks on adult adventures, such as going to bars with her fake ID, pretending to sip her martini, and encouraging the advances of an older man. In her underage flirting, Jane shows off her lack of moral scruples. While creative senior designer Jeremy Jones (Rowly Dennis) is charming, handsome, and British, he is unaware that Jane can't even vote. Jane seems to forget this as she eyes her man-candy, boldly replying that she returns his feelings after Jeremy confesses his interest in her. (Yes, this is still in the pilot.)

But one love interest is never enough, as Jane catches Matthew's eye as well. Near the end of the episode, when Jane struts into the classroom in a stunning black dress, Matthew obviously ogles her. Sudden attention from the popular jock is such a badly played, over-used tactic in crappy TV—and here is no exception. And as with Jane's forged documents, the show provides a weak basis for Matthew's interest.

Not even the very becoming cast—one look at Roux or Fadden elicits high-pitched squeals from



Sara Chung / The Spectator

anyone, regardless of gender—and the daringly bold outfits are enough to salvage this hot mess.

"Jane By Design" tries to blend stereotypical high school drama with the banter of office politics. Neither "Gossip Girl" nor "Ugly Betty," this show is definitely not in style. If you want to pull your hair out in frustration, curse frantically at your television, and likely destroy a multitude of brain cells, tune in to ABC Family every Tuesday at 9 p.m. But if you don't, you'll be doing your sanity a favor.

## The Finder is Lost in Translation



Christine Lee / The Spectator

By AMY ZHEN

Following the adventures of an unconventional detective with the rare ability to locate anything, Hart Hanson's new show, "The Finder," doesn't live up to the fanfare preceding its debut. This spin-off was first introduced during the sixth season of "Bones," and its intriguing plot, not to mention hilarious characters, gave it much promise to be a success on its own. However, its chances of becoming as popular as the mother-show have plummeted since its pilot episode.

The program revolves around Walter Sherman (Geoff Stults), a war veteran whose "finder power" comes from bomb-related brain damage. When he was first introduced in "Bones," Walter was working to unearth a sunken treasure at the bequest of his war buddy FBI Agent Seeley Booth (David Boreanaz). During his search, he also catches a murderer from a different case, thus proving his formidable finder-accuracy.

In "The Finder," Walter is a private detective, who assists US Deputy Marshall Isabel Zambada

(Mercedes Masohn), and he's also the caretaker of Willa Monday (Maddie Hasson), a teenager on parole whose cold façade and angst-filled rants about the unfairness of the world are too trite to be believable.

The pilot, "An Orphan Walks into a Bar," aired on Thursday, January 12, and revolves around the case of a missing Air Force captain. Throughout the episode, Stults' performance is wholly uninspiring. In "Bones," Walter's mischievousness and dry humor gave him a fascinating allure. But in "The Finder," he's depressing, skeptical, and cold—a bland combination that only gives him room for improvement.

Though writers Will Pascoe and Nkechi Okoro succeed in establishing the characters' pasts, the script contains more background filler than actual finding.

The dialogue is unnatural and full of awkward slang that makes the actors and plot unconvincing. In the case of Walter's love interest, Deputy Zambada, the script ruins the chemistry between the two, making their relationship seem phony. The couple shares nervous conversations followed by a cliché date. And Isabel Deputy Zambada hardly fills the hole left by Ike (Saffron Burrows), Walter's shrewd, flirtatious bartender

from "Bones," who doesn't appear in the spin-off. Ike's relationship with Walter and Leo (Michael Clarke Duncan), Walter's sidekick, was very natural. They bickered with them but was always supportive.

Leo also does not translate well in the spin-off. Duncan's character is now spread so thin between different roles—legal advisor, muscleman, father figure—that he doesn't do any of them well. He was better as a philosophical sidekick, when he was more believable and uproarious. One of his crowning moments during "Bones" was when he beat up a brawny tattoo artist while reciting poetry. Now he is sidelined to spouting disappointing one-liners and monotonous defenses of his friend's tactics.

In addition to disappointing character replacements, the plot also fails to impress. The storyline goes in circles, with Walter's first theory being the correct one, despite requiring a whole episode to be proved. The entire solution is revealed through a hallucination, which feels like a cop-out from doing any actual finding. The concept behind "The Finder" is interesting but rarely seen in action. If Walter finds the answer to a case in a dream, as opposed to actual investigating, there isn't

much to watch.

With great success as an episode in "Bones" but a poorly crafted debut, "The Finder" could turn into a knockout or another failed drama with a fascinating concept and a weak execution. It has flickers of brilliance within its cheesy dialogue and lackluster plot, but that may not be enough to save it. Unless it reverts back to how it was first introduced in "Bones"—quirky, intricate, and believable—"The Finder" stands no chance of becoming a fixture on the Fox Network.

**"The Finder" could turn into another failed drama with a fascinating concept and a weak execution.**

## Food

### Nickel-and-Dine: Midnight in Brooklyn

By EMMALINA GLINSKIS

It feels like a French paradise. A deep 1930s baritone serenades each customer from a set of antique wooden speakers, while the ceiling, adorned with decals embodying the base of the Eiffel tower, glitters in the sun's reflection.

But once you see the menu at Baguetteaboudit, the latest cheap eatery in Brooklyn, you remember that you're really in New York after all. "Axe About Our Daily

Specials!" the chalkboard shouts, bordered by silkscreened images of New York City sights in psychedelic colors. Baguetteaboudit is a delightful clash of Parisian charm and Brooklyn attitude, complete with an affordable and funny menu and ever-fresh baguette and croissant sandwiches.

The bakery-café combo, located at 270 Vanderbilt Avenue in Fort Greene, offers a variety of French-inspired cuisine mixed with Brooklyn-deli favorites. The "Breakfast Baguette," a crowd fa-

vorite, will fill any empty stomach and only costs from \$2 to \$6, depending on the toppings. The choices range from scrambled egg, bacon, and avocado to a Nutella-and-banana medley.

Each baguette and croissant is baked at the café, and is unusually warm, weightless, and fluffy. But if you're looking for something small and sweet, then the mini tart is the way to go. A flaky crust is filled with steaming gooey strawberries or apricots, which goes perfectly with a scoop of va-

nilla ice cream. Though Baguetteaboudit is a sit-down style venue, the café also functions as a candy and ice-cream bar, with a 1950s-style metal bar table covered with large glass jars full of colorful sweets.

The restaurant's creative dish names poke fun at French and Brooklyn culture. Each "s" on the menu is replaced with a French "z," offering a variety of "Zoups and Zides." The café mocks typical Brooklynisms with the "Who Youz Callin A Jerk" sandwich,

which is topped with steamy jerk chicken, melted Swiss cheese and crunchy grilled vegetables.

Baguetteaboudit offers delivery by phone or Internet to most Brooklyn locals, and the service is friendly and convenient. The prices are also sure to satisfy any broke student, with most dishes costing less than \$7 and large portions in every meal. So if you're struggling to sacrifice your hard-earned money for a filling tasty meal, you can finally say, "Baguettaboudit!"

# Arts and Entertainment

**TV**

## The Razzies of Primetime

**By DAPHNE LU**

This season, the top prime-time television networks have entered themselves into a competition for the worst comedy series of 2012. Meet the contestants:

NBC, home of hit shows such as "The Office," "Community," and "30 Rock," has sunk below

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its standards with "Are You There, Chelsea?" starring Laura Prepon and Chelsea Handler.

FOX, the popular network for Golden Globe and Emmy nominated series "New Girl" and "Glee" has revamped the 2004 cult classic, "Napoleon Dynamite," into a computer-animated version, with the original cast voicing their characters in the series.

Finally, CBS, which fathered all-time favorites, "Two and a Half Men" and "The Big Bang Theory," has produced a new comedy (if you can even call it that), "Rob," with Rob Schneider as the main character. Let the clichés, frown-elicit one-liners, and overall poor acting begin.

**"Are You There, Chelsea?"**  
(Wednesday, 8:30 p.m., NBC)

If you're a fan of E! (the net-

work that features the Kardashians as its royal family), then Chelsea Handler must be a familiar name to you. Vulgar personality and saucy humor are distinct parts of her package, along with her sharp wit and attitude. However, her funny persona does not translate well to sitcom script because her new show, "Are You There, Chelsea?" is a total bore.

The new series features Chelsea Handler back in her wild party-girl ways—except she is playing the boring, organized, older sister Sloan. Instead, the fictional Chelsea is played by Laura Prepon (Donna from "That '70s Show"). Prepon is a talented actor, but she does not possess the humor necessary to play Handler. Chelsea is supposed to be a wild and entertaining loose canon. The pilot episode shows that she works at a bar, is battling a DUI charge, and if she were to have a Facebook account, that she would list vodka as one of her religious views. The whole series is set to focus on the fictional Chelsea, her out-of-hand drinking, her romantic life (consisting mostly of random hookups), and her plans to change her life. However, these "bad girl on the path to righteousness" storylines are predictable and boring—we've seen it all before.

Handler gave Prepon the liberty to do whatever she wanted with the character, so we're hoping that she takes Chelsea past the stereotypical mid-20 year old living in the city with a close group of friends.

The rest of the cast fails to impress as well. Chelsea's best friend and fellow waitress at the bar, Olivia (Ali Wong), is too robotic, as she lacks the comedic touch and has a very thin back-story. As the best friend to everyone's favorite party girl, she sure isn't likable.

Then there's Dee Dee (Lauren Lapkus), Chelsea and Olivia's new roommate, who is beyond socially awkward. Her obsession with "The Bachelor" and childlike moments make for some entertainment here and there. The problem with Dee Dee is that her character comes across as artificial, and it seems as though Handler was taking bits and pieces from every stereotypically "weird" character.

"Are You There, Chelsea?" is

not there yet. Prepon's comedic talent can be seen in this pilot but a few one-liners about gin and tonic won't cut it. If the show wants to make it big on NBC, the humor needs to be a little raunchier—like Chelsea Handler herself. The plot line is a little thin, but that doesn't mean that there needs to be a lot of details to make it more interesting. Hopefully, the arrival of new characters can improve the comedy.

**"Napoleon Dynamite"**  
(Sunday, 8:30 p.m., FOX)

We've all heard of Napoleon Dynamite, the awkward geek phenomenon from the 2004 cult comedy and the man obsessed with "ligers" and funky dance

**FOX failed to realize that the original movie's unique appeal could not be replicated on a weekly, animated basis. The ridiculous characters' outlandish behavior and hilarious idiosyncrasies do not carry over well in the recreation.**

moves. Eight years have passed, and now he is back on the screen—in animation mode.

Joining a Sunday animated lineup that includes classics such as "Family Guy" and the "Simp-

sons," the new series faced an uphill battle to legitimacy before the first episode even aired. Jon Heder stars as the title character; Aaron Ruell is the voice behind Kip, Napoleon's 32-year old brother who lives at home and constantly chats with chicks on the Internet; and Sandy Martin is back as Grandma Dynamite. With all the characters we know and love, FOX was sure to have made this new series a hit. Unfortunately, from the looks of the premiere episode, "Napoleon Dynamite" may fall short.

FOX failed to realize that the original movie's unique appeal could not be replicated on a weekly, animated basis. The ridiculous characters' outlandish behavior and hilarious idiosyncrasies do not carry over well in the recreation. Heder's animated Napoleon comes off as a duller version of Beavis or Butthead, without any redeeming or outrageous qualities to make for a memorable title character.

The pilot finds Napoleon using FDA-banned zit cream, which provokes him to have "fits of unbridled rage" and feelings of "lust," especially towards Deb, who appeared in the 2004 film as Napoleon's equally peculiar love interest. Napoleon hopes that this zit cream will help him get a "sweet bod" (a running gag from the original movie), but it doesn't. Instead, he becomes the most fearful underground fight club member (in the Pioneer Punch Club (PPC)) and manages to steal Kip's new Internet girlfriend with his newfound popularity in the cage-fighting industry.

These plot lines, while well intended, fail because of ineffective writing. Teenagers would enjoy the show more if they could see Jon Heder's expressionless face as he delivers ridiculous dialogue without wavering in his monotone. Watching a two-dimensional version doesn't induce the same results. For example, a scene in which Napoleon and Kip fight in the Thundercone (the most dangerous arena for all the fighters of PPC) is filled with over-the-top humor that is supposed to make you laugh, but doesn't. However, if Dynamite fans were to watch this in the theatres with 3D characters, the girly slaps, the cheap throws, and the calls for Grandma would leave the audience breathless from laughter.

"Napoleon Dynamite," while struggling thus far, has the potential to garner more viewers over time. The one-liners and comedic timing were spot-on in some scenes. I do hope that Napoleon's llama, Tina, becomes a more prominent part of the show; she had brilliant chemistry with Napoleon. Their awkwardness just clicked so well.

**"Rob"**  
(Thursday, 8:30 p.m., CBS)

Two newlyweds, who married after knowing each other for only six weeks, embark on the very confusing path of marriage in this sitcom. Boy, have we been here before. This spin on the newlywed trauma story includes a tall, beautiful Mexican bride who hasn't told her large, stereotypical family the big news and a groom with OCD, a lot of money, a gorgeous house, and a long history of sleeping with various women. Now he must meet his wife's family and face the various problems and judgmental questions regarding their relationship.

By the time you get halfway through the pilot, you will real-

ize that the rest of the show will be as predictable as its bland characters and uneventful storylines. Rob Schneider stars as the title character that, much to everyone's surprise, landed the gorgeous, bubbly Maggie (Claudia Bassols). The extreme lack of chemistry between the two is nothing compared to the continuing spittle of racist jokes about Mexican-Americans. The ethnic punch lines fly fast and furious once Rob steps foot into Maggie's family's home ("I feel like I'm at a Julio Iglesias concert"). Rob's fascination with the number of cousins, aunts, and uncles in Maggie's family leads him to make another stupid remark: "What happens during all those siestas?" The one-liners do not carry any intended edgy hilarity, but instead uncomfortable and rather insulting vulgarity.

Mom and Dad are just as bad as Rob and Maggie. The cigar-chomping father-in-law Fernando (Cheech Marin) brags about hiring illegal border-hopping Mexicans for his chain of car wash companies (as expected, a joke about social security numbers appears here). Rosa (Diana Maria Riva), the disapproving mother-in-law, is the one who delivers the offensive "reverse-racist" gag about Rob's being "just a gardener," even after he insists that he is a landscape architect. How this is racist, I don't know. Nevertheless, Rob yells in frustration for receiving no respect and for being the victim of racism in a new household.

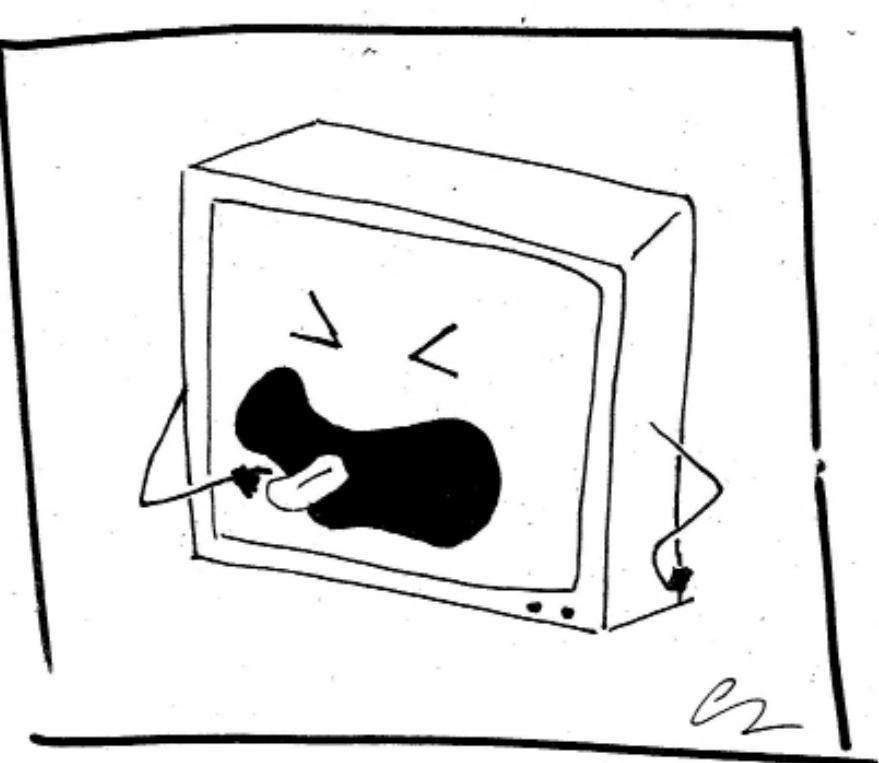
"Rob" is a lackluster show with rude and ineffective jokes. If Maggie thought the whole groom-meets-the-family scenar-

**We all  
knew Rob  
Schneider  
wasn't that  
funny in  
previous  
supporting  
roles, so  
why did  
CBS give  
him an  
entire  
show?**

io was a disaster, what will she have to say about this new show?

**The final verdict...**

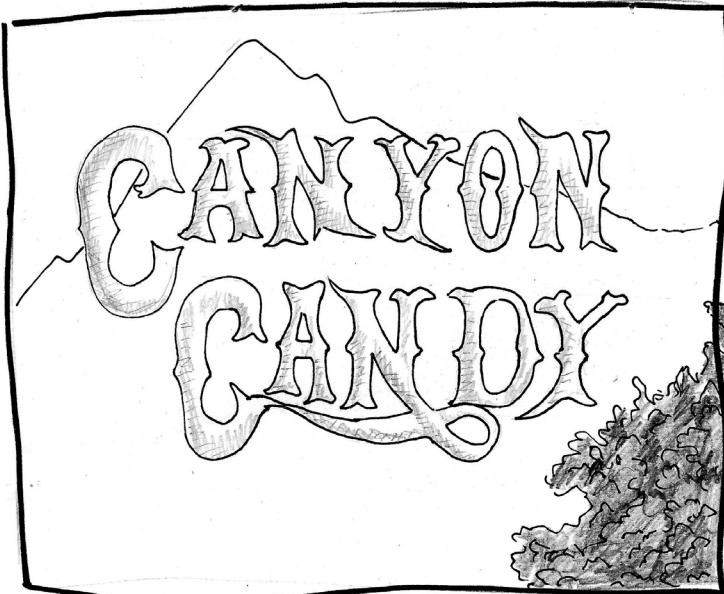
Without a doubt, the sure winner of the worst comedy of 2012 is "Rob." The show lacks in talent all across the board with awards in no humor, no originality, and no future on CBS. We all knew Rob Schneider wasn't that funny in previous supporting roles, so why did CBS give him an entire show? One can only hope that it is deported to the land of cancelled television shows with "Are You There, Chelsea?" and "Napoleon Dynamite" not too far behind, away from the real comedies that television has to offer.



# Arts and Entertainment

## Gallery / Exhibits

### A Glimpse into the Wild West



Christine Lee / The Spectator

**By FLORENCE GAFANOVICH**

With Amid the crowded sidewalks, chaotic hectic intersections, and crammed over-flowing trainsubways, New York City is tumultuousa tumultuous mess. Yet many of those who live in the cityBut most New Yorkers have grownare accustomed to the city's fast- pace and constant excitement. In a way, it's becomes challenging to imagine life beyond the urban environment, where there are no skyscrapers, coffee shops, or taxis. Engrossed with the metropolitan lifestyle, we fail to appreciate the tranquility of the rural countryside and or evenr realize the beauty of the vast American Westthe beauty of the American West.

Though the concept of the Wild West may seem out of place in the city, the downtown-Manhattan Clocktower Gallery, now offers an authentic depiction of the Western landscape and lifestyle. The current main installationexhibition, entitled "Canyon Candy," consists of an immersive photography and sculpture installation, n immersive scenic installation as well asas well as a 16-minute silent film, directed by Mike Anderson, accompanied by a Western-themed concept album written by electric music duohip-hop duo Javelin.

Located in downtown Manhattan, the Clocktower Gallery-The Clocktower was established in 1972 by Alana Heiss, who has founded several other galleries, including MoMA P.S.1 in Long Island City. She created the Clocktower Gallery as a nonprofit and public gallery. Nevertheless, despiteThe its low-key status, the gallery maintains its its relatively underground prominence by hosting several events and exhibitions of of local or fringe resident artists on the thirteenth 13th floor of a city-owned building on Leonard Street.

At the end of a long corridor of closed doors and offices, "Canyon Candy" begins at with the door of a small, dimly lit cabin room. The re is only sufficient light is only sufficient to detect the wooden panels that comprise the cabin walls and the shabby mattress situated in the corner of the room. While one Wwalking past the cabin, the light fades out as the faint sounds of

the an acoustic guitar become audible. The observer must follow the music, by stepping into the darkness of a papier-mâché tunnel. Though it is easy to lose footing, one cannot overlook the beautiful artistry and authentici-ty of the exhibit.one's footing, the sheer aestheticism of the exhibit is stunning.

The winding tunnel eventually leads to the open nighttime landscape of a canyon, with various points of interests illuminat-

**Walking while one walks past the cabin, the light fades out as as the faint sounds of the acoustic guitar become audible. The observer must follow the music, by stepping into the darkness of a papier-mâché tunnel.**

ed. On the left side, a cowboy's body lies beneath a small cactus tree. Opposite, a forest of termite mounds subtly reveals a woman's silhouette in the distance. Further into the installation, an alcove in the canyon wall houses a life-size cactus adorned with several intricate flowers, all made by hand, and a taxidermiced dead coyote resting on its trunk. One of the more memorable aspects of the installation is a barely noticeable detailOne of the more moving aspects of the exhibits is a three-

dimensional black-and-white image of a sleeping cowboy: inside a tiny crevice in a nook of the papier-mâché canyon walls reveals a surprisingly three-dimensional black-and-white image of a sleeping cowboy. A thin . A single flower hovers over his face; this image, personifyingies the more peaceful side of life in the canyon., showing the softer and more peaceful side of life in the canon.

The passage through the canyon ends in a stylized saloon space, complete with three rows of seating, straw bale, and gingham tablecloths. The saloon functions functions as a theateras a viewing space for Anderson's silent film. Based on To the melody of Javelin's recent recent album, also titledalbum, "Canyon Candy," the video depicts traditional Western motifs such as a lone cowboy and a vengeful lovotypical scenes of the Wild West with a lone cowboy and a vengeful lover. Though the film is beautifully created, it cannot compare withto the striking realism and artistry of the installation. It is the back story, not the main attraction, of the exhibit. Taking After one takinges a second walk through the canyon, it becomes becomes apparent that the exhibit is actually a physical recreation of the film's scenery.

In addition to "Canyon Candy," the Clocktower Gallery is home to several resident artists, whose work is displayed in separate studios throughout the gallery.

One noteworthy installation, a collaborative effort between artist Tony Martin, who was once a light technician for "Grateful Dead," and poet Margot Farrington, combines reflections of projected light and recorded poetry. Another project running in the gallery, Art International Radio, another interesting exhibit, broadcasts various programs and live interviews from the gallery's own recording studio.

Though the "Canyon Candy" exhibit will only be open through Thursday, March 1, the gallery constantly regularly plans exciting events and performances, most of which are free and free, and almost all of which are refreshingly awesome.can be learned about through the Art International Radio Facebook page.

### A Redefining Lens

**By CLAIRE BURGHARD**

New Yorkers are the first to embrace anything that is edgy, inventive, or different in the arts. The Danziger Gallery has all three in its latest gallery "New Photographers." The exhibit displays the work of five artists whose use of perspective, technology, and style tests the viewer's perception of what a photograph should be.

The gallery, one of the many free Chelsea art galleries, is hidden deep within our metropolis, sinking into the towering condominium buildings and deep blue scaffolding that fill the area. However, tracking it down is worth the effort, as its comfortable atmosphere and the art within it create an ideal viewing experience.

The show's first artist, Yuji Obata, has created a collection of 12 black-and-white photographs of snowflakes falling from the sky shot at a microscopic level. Some of the photos show hundreds of crystals, one or two in crisp focus, while others show single flakes drifting alone. In a few, the snowflakes have fragmented, and you can almost piece them back together. Obata's work shows how complex and stunning snow is before we plow it to the side of the street or mold it into snowmen and snow angels.

In contrast to the minuscule subject matter of Obata, French photographer Patrick Smith has chosen a much larger subject

Tereza Vlckova has two sets of her work in the exhibition. The first series, titled "Two," focuses on sets of female twins. The collection evokes quite eerie feelings by capturing the girls in cold forests or desolate fields. The sinister settings in which the small girls are photographed and their questioning facial expressions create a dramatic contrast that makes the twins appear isolated, like aliens beamed from outer space. The subjects don't seem like two different people, but as single beings. Lo and behold, some of the "twins" in fact are not real but digitally produced.

Vlckova's second series, "A Perfect Day, Elise..." depicts older women floating in space with washed out gazes similar to those of the girls in "Two." Vlckova's aim was to translate the idea of women taking a leap without knowing if they will soar or crash, simply to honor the importance of taking a leap in the first place. All in all, the photos are weird, creepy, and spine-tingling in the best possible way.

The work of Dutch artists Maurice Scheletens and Liesbeth Abbenes plays on the definition of a photograph by creating a collage of different photos to make one. The exhibition displays four of their pieces, each a different bouquet of flowers, plants, and fruits. From far back, these look like whole bouquets, but up close you can see they consist of individual photos of each flower or fruit overlapped and pieced together. It is a fun "trompe l'oeil" experience to walk closer to the photograph and discover what the piece is made up of.

Finally, in a small hidden room, Chris Levine has his own exhibition hanging from all four walls. Levine is well known in England, and—not surprisingly-his pieces in the Danziger Gallery are all portraits of Queen Elizabeth II. Dressed in furs with her crown sitting perfectly on her head, the Queen is a striking subject to view. Levine is well known for his use of holographs, as in one of the portraits at the exhibition. The other three use abstract means to depict the Queen, and the result is a fascinating collection.

"New Photographers" will be at the Danziger Gallery until Saturday, February 25. The astounding collection of international pieces has distinct styles you won't find anywhere else. The five artists have completely different approaches that keep the exhibit fresh throughout one's viewing experience. Their unique creativity will have you reconsidering the limits of photography the next time you have a camera in your hand.



Danziger Gallery, 527 West 23rd Street.

Sora Kim / The Spectator

# Arts and Entertainment

## Other

### Caught on the Web: Of the Teens, By the Teens, For the Teens

Margot Yale / The Spectator


**By NINA WADE**

It's hard to pass a pharmacy counter without seeing magazines targeted at teenage girls who wish to become someone hotter, happier, sexier, or stronger. Every teen-aimed publication seems to want to do nothing more than change its audience into a mass of perfect, beautiful clones. *Rookie Magazine*, an online fashion and life blog (<http://rookiemag.com>), wants none of that. Instead, *Rookie* aims to foster independence and creativity in teens as they try to carve out their niche in the world.

*Rookie*'s founder, Tavi Gevinson, started her fashion blog "StyleRookie" when she was 11 years old, and soon became a style sensation, attending New York Fashion Week at the age of 13. "Tavi is one of those people who emerged from the womb

fully formed, fully her own person," said Emma Straub, one of *Rookie*'s contributors. "Everything she does really reflects that."

*Rookie*, originally conceived as an independent magazine, premiered as a blog at the beginning of the current schoolyear, as, "a place to make the best of the beautiful pain and cringe-worthy awkwardness of being an adolescent girl," wrote Tavi, then 15, in the inaugural issue's Editor's Letter. "*Rookie* is not your guide to Being a Teen. It is not a pamphlet on How to Be a Young Woman. It is, quite simply, a bunch of writing and art we like and believe in."

The content, ranging from personal essays and memoirs to themed playlists and life tips, is posted by people of all origins; a quick glance at the list of contributors reveals designers, au-

thors, poets, musicians, and even some people not yet out of high school. "There's a bunch of teenagers, but then there's a bunch of old ladies like me," Straub said. "But we all understand what it's like to be a teenage girl."

"I also don't think the average American teenage girl really exists," said Tavi in an interview with *New York Magazine*. "I just think that there are shared qualities and experiences."

Some articles are more lightweight, such as "How to Run a Movie Marathon," while others discuss heavier topics, including a recent series of three articles—"Me, On Drugs," "Mission Control," and "Medium Cool"—about substance use and abuse among adolescents, based on the personal experiences of the three writers. In pieces like these, *Rookie*'s individual touch shines through—the essays don't come

across as preachy or judgmental, but as friends talking with the reader. This personal feel is also vibrant in columns such as "Friend Crush," which asks readers to share a friend they adore, and explain why.

Even its fashion tips and style suggestions come with unusual flair, dismissing the hype hawked by mainstream media. "The girls who do the fashion pieces have fabulous style and always look amazing, but it's bought in a thrift store or bought on eBay or made themselves," Straub said. They write about things such as turning a pillowcase into a skirt or dressing like the glam-rock girls and guys of decades long gone.

The photography takes fashion shooting to a different realm, one of ethereal reality rather than high-class celebrity. Slideshows capture teenage girls in

everyday outfits, and are lit and edited to achieve a certain mood—whether it be dirty club glam or an overexposed, sun-streaked fairytale. "The photography is always really strange and also feels just really real and naturalistic," Straub said.

Despite its close relationship with the fashion world, the website isn't solely for girls. Q&A sessions with well-known authors and reviews of the best video games for all-nighters appeal to many boys as well. "I think the kind of teenage boys who would read *Rookie* are the kind of teenage boys I would really want to hang out with—Sensitive guys who know what's up," Straub said. "If a guy reads *Rookie*, you know he's basically got a heart of gold."

*Rookie* also reaches out to its readers, asking for contributions and hosting several themed advice columns to answer their questions. The magazine's take on the world is something that wants to nurture the inner star of each self-conscious, self-questioning teenager. "I think it presents an entire worldview," said Straub, who wishes she could tell today's teens to trust themselves more. "It is feminist and silly and glittery and smart. Because there's no reason that smart girls should not like glitter and eyeliner, you know? There's no dividing line." While other publications seem to have yet to cross this boundary, *Rookie* proudly embraces both sides. *Rookie* proudly straddles it.

### The End of the Oscars' Golden Age

**By TEDDY BECKER-JACOB  
and EMRE TETIK**

The season has come again. Art sections in newspapers are filled with Oscar predictions and high levels of publicity for the nominees. To receive an Academy Award is regarded as a great honor for any film. It is the highest level of praise in the film industry. But in recent years, the Academy has disgraced this reputation.

New rules and reformations have damaged the worth of the famous award.

We live in a modern world where it is difficult to attract people willing to pay \$10 to \$13 to see a film that they could just as easily view at home for free on the Internet. Recognizing the threats that technology present to the film industry, the Academy has decided to make an effort to appeal to the masses. However, in striving toward a more populist approach in honoring films, it has sacrificed artistic merit. Many films that are being nominated may have done well at the box office, but do not deserve to be featured in an award ceremony that is supposed to recognize the year's triumphs of cinema.

The latest rule that has been added to the Academy's already longlist of eligibility requirements states that if a documentary is to be considered for an award, it must be advertised in the *New York Times*, *Time Out New York*, *The Village Voice*, the *Los Angeles Times*, or the *LA Weekly*. Furthermore, the advertisements must be at least two square inches in area. Needless to say, this rule is financially biased and unnecessary. It prevents many documentaries that may qualify for an

award from even being considered. By limiting eligible films to those that have been advertised in a select few publications, the Academy puts strains on the artistic freedom of filmmakers who wish to qualify for an Oscar. A documentary should not suffer because its content is not attractive enough to garner enough revenue to afford to advertise in those specific publications. The rule gives too much power to those publications, and it limits the type of film nominated.

According to Ric Robertson, the Academy's chief operating advisor, the rules were first implemented to award films made specifically for the big screen, as opposed to works made for television but given enough screen time to qualify for an Oscar. No matter the intention, the rules will lessen the chances of recognition for small budget and low-level distribution productions and limit the films eligible for nomination every year to a very short and exclusive list of mainstream productions. The Academy's legitimacy is diminished when movies have to fit into a limited, Oscar approved, mold if they are to be recognized for excellence.

Another change that diminishes the Academy's integrity has pushed the number of maximum best picture nominees from five to ten. Implemented two years ago, the change is meant to include films that, while lacking in sophistication, are popular among audiences. While this may please certain viewers, the Academy seems to have forgotten that popularity does not ensure quality. Far from it.

At the 2010 ceremony, the

increase in maximum nominees allowed for subpar movies to be nominated. The science fiction action thriller "District 9", while it attempted to make profound statements about the horrors of apartheid and xenophobia, quickly degenerated into a shooter in which the screen was populated by little more than unnecessary special effects and loud explosions and gunfire. The attempt to appeal to the masses with senseless noise and violence should have made the Oscar door close on the blockbuster, but it didn't.

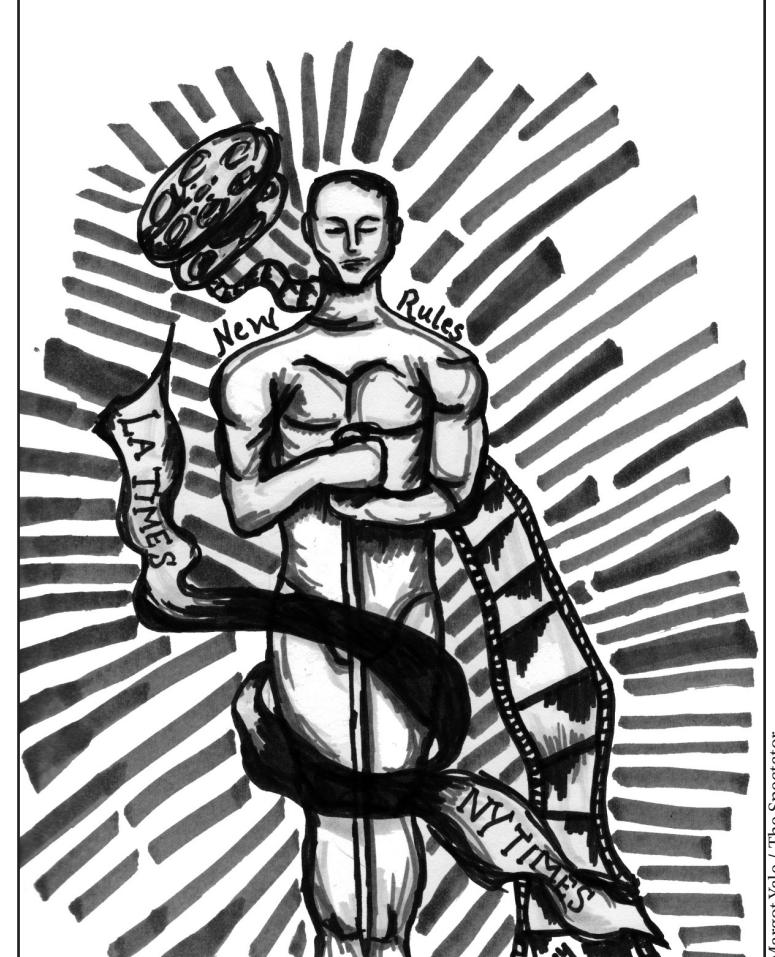
Another nominee, "The Blind Side" may have been an entertaining and inspirational sports movie, but it is filled to the brim with clichés in plot, dialogue, and character development. These films, while perhaps enjoyable, do not deserve to be nominated and placed among the ranks of films such as *Goodfellas* or *The Shawshank Redemption*.

It is hard to say whether the Academy's recent changes have directly altered the amount of people that are hitting the theaters, but it is undeniable that the populist push has affected the quality of American cinema. While a glance at the list of Best Picture winners from a few decades ago reads like an anthology of classic film, recent winners seem to be forgotten just months after the ceremony. Take, for example, 2010's winner "The King's Speech," which recounts King George VI's struggle with a stammer. While there is little cause for objection in terms of the film's construction, it fails to contribute any new element to the already well-established molds of British monarchial drama and 'inspir-

ing story of a person with a disability.' However, it features an ensemble cast, preaches a clear, simple message about an issue, and is popular mainly among older viewers. It fits the mold.

As more and more formulaic films are released, the Academy sacrifices its integrity in order to adapt. The awards endorse negative trends, and thus create a vicious cycle, one that serves to continually worsen the movie industry's status as a creative force.

If the Academy continues to accept these subpar films as Oscar material, it will only hurt the viewer. If the viewer is told that mediocrity is excellent, the art behind film will slowly die. The Academy has a responsibility to stop this from happening. Instead of appealing to the populace, the Academy should applaud what is innovative and relevant. Only then will the relevance and uniqueness of this dying industry begin its return to glory.



Margot Yale / The Spectator

# Arts and Entertainment

## Movies

### **Forgotten Film Reel: A Low-Tech, High-Art Escape**

Dia Sotiropoulou / The Spectator



By NINA WADE

This may be a Nazi-era escape film, but it's no Brad Pitt action flick. Instead, French director Robert Bresson's 1956 film "A Man Escaped or: The Wind Bloweth Where It Listeth" is a subtle, humanist take on a prison break. The hero, Fontaine (François Leterrier), a member of the French Resistance, is first seen attempting to break out of a Nazi car, but his captors stop him and take him to Montluc prison. The movie, a commentary on the strength of the human spirit, follows Fontaine's imprisonment as he adapts to harsh conditions and plots his escape, complete

with his narration looking back on the events.

Bresson's genius shines through in the slow yet encapsulating pace of this film, which takes an outcome already revealed through the title, Fontaine's escape, and spins around it a dramatic web of events. Fontaine's narration throughout the film provides essential information on his mental state in certain stages of his imprisonment that isn't always apparent from his body language or spoken lines; when Fontaine is beaten and led to his first cell, he cleans his face off and lies down, but his emotions come across through his narration of "I'd have preferred

a quick death." When he is led back to his cell after receiving the death sentence, he flings himself onto his bed, seemingly broken, but his voiceover, "I laughed hysterically. It helped," shows that he is still fighting to maintain his sanity. However, the narration is not always needed, as Leterrier's deft, quick movements speak louder than words, indicating to the audience that Fontaine, though fettered externally, hasn't lost his internal strength.

Unlike in today's blockbusters, the major scenes do not define this movie. Bresson's entire film is a captivating work of art. Fontaine's daily breakfast and his small conversations with fellow prisoners are given ample screen time, placing importance on how monotonous his circumstances are and how rarely he gets to interact with others. Likewise, when he steals a spoon, which becomes the instrument of his escape, several scenes portray nothing more than Fontaine scraping at the door to his cell with the spoon, with only his narration and the growing hole in the wood to illustrate the painfully slow passing of time. The camera, time and again, lingers on the low-key moments, such as Fontaine's dreary gazes out his barred window or his examinations of his room, illustrating not just the action-packed occurrences, but also the mundane events that fill the voids in between, building a distinct attachment to the character.

The music used in the film, Mozart's "Great Mass in C minor," K. 427., also underscores the weight of the man's struggle, even when he seems to have grown accustomed to his routine. The soundtrack, which ebbs and

flows with a glorious, dramatic cadence, captures in its solemnity the severity of Fontaine's situation and in its grandeur the significance of his seemingly insignificant actions. It acts as yet another reminder of just how

subtlety of the acting, as Leterrier sometimes seems to be under-rather than over-acting. At points it's frustrating to not see things spelled out as clearly on his face as they might be in other, bigger films, but it is beneficial in the long run because it adds a dose of realism and suspense to the movie.

Later in the film, another prisoner named Jost (Charles Le Clainche) becomes Fontaine's cellmate and forces Fontaine to make a fatal decision: kill Jost, who seems to be on friendly terms with the guards or reveal his plan of action and take Jost with him. This moral dilemma not only drives the drama to a peak immediately before his escape, but also fosters a connection between Jost and Fontaine when he decides to trust the teen. When the two crouch on top of the prison walls, whispering, before dropping down and simply walking off into the foggy night, their bond seems almost familial. Furthermore, the escape is emotional as well as physical, as breaking out of the torturous isolation of prison life allows Fontaine and Jost to reconnect with society.

"A Man Escaped" is sparse and may bore viewers who are more accustomed to today's modern pace. However, it hides behind its simplicity with stakes just as high, with "On one side—walls...bars...soldiers...guns... On the other—one man...helpless...battered..." as the trailer states. Although the title makes it clear that Fontaine does ultimately escape, a point driven home in his narration, Bresson ekes out enough suspense to make it a highly dramatic film.

**Bresson's genius shines through in the slow yet encapsulating pace of this film, which takes an outcome already revealed through the title, Fontaine's escape, and spins around it a dramatic web of events.**

much lies on his still-squared shoulders.

When casting "A Man Escaped," Bresson avoided big-name actors, instead electing to cast everyday French citizens. This may have contributed to the

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# Sports

## Girls' Basketball

### Phoenix End Season Atop Manhattan A South Division

**Stuyvesant High School  
Phoenix 63, School of the Future Bulldogs 57**

By KEVIN MOY

The Stuyvesant High School girls basketball team, the Phoenix, hosted the School of the Future Bulldogs on Wednesday, January 18, in a rematch of the first game of the season in which the Phoenix defeated the Bulldogs 60-47. After a rough first quarter and a tense fourth quarter, the Phoenix flew over the Bulldogs with a 63-57 victory.

The game started with two quick baskets by the Bulldogs in transition. Junior Zambeta Tsapos then put the Phoenix on the board with an open jumper. Yet the team struggled to score against the Bulldogs early in the game.

"They got off a lot of quick points in the beginning," Tsapos said. "It was bad, and it really brought our momentum down."

The Bulldogs' offense revolved around senior Mecca Norfleet and junior Sade Sullivan throughout the game, but especially in the first quarter. Norfleet beat the Phoenix defenders consistently by driving to the basket, and Sullivan hit a three-pointer and a floater while powering through the paint. The Phoenix were down 13-10 going into the second quarter.

Stuyvesant coach Michelle Fleming told her team that they had to step up their defense. "They only had two offensive people and we just had to contain them," she said.

The Phoenix started playing a trap defense and their fortunes changed. Freshman Lauren Sloboda, junior Sarah Duncan, and Tsapos each had steals in the second quarter that turned into easy baskets. Junior Elektra Oates denied a lay-up attempt by Sullivan and secured more defensive rebounds. Stuyvesant led 29-24 at halftime.

In the third quarter, the Phoenix offense relied on Sloboda's layups. "The [Bulldogs] switched man-to-man instead of zone defense," Fleming said. "It was better for us because [Sloboda] was able to attack the basket for easy points."

The team continued to score off Sloboda's layups in the fourth quarter. Senior and co-captain Yiru Luo scored consecutive layups putting the Phoenix ahead. However, fast breaks by Norfleet, an open three-pointer by Sullivan, and missed shots from the Phoenix closed the gap to 60-55. But Sloboda, who finished the game with 19 points, sunk two free throws and secured the win.

The best part of the victory, Luo thought, was that the team was able to respond well after coming out slow in the first quarter. "We realized that we had to step up as a team," she said. "We had to be on the bottom [in the first quarter] for the team to get together and realize we had to work harder."

**Stuyvesant High School  
Phoenix 79, High School of Economics and Finance  
Lady Panthers 18**

By GABRIELLE GILLOW

The Phoenix were dominant in their victory over the winless High School of Economics and Finance Lady Panthers on Wednesday, February 1, defeating them by a score 79-18. The pace of the game was set early, with Phoenix taking a 24-0 lead by the end of the first quarter. The Lady Panthers showed some life in the second quarter, scoring 11 points, though the Phoenix were able to stay on pace and score 28.

In the second half of the game, the Phoenix continued to build on their lead, as the Lady Knights were only able to score seven points, six of which came in the final quarter. With the win, the Phoenix improved to 11-2, and remained atop the Manhattan A South division by 4.5 games.

**Stuyvesant High School  
Phoenix 61, Seward Park Campus 30**

By AARON COPPA

The Stuyvesant High School Phoenix faced Seward Park Campus on Monday, February 6. After dominating Seward Park the first time they met, Stuyvesant defeated Seward Park in a similar manner, 61-30.

The Phoenix started off with a strong first half. Freshman Lauren Sloboda led the offense, consistently pushing the ball up the court to junior Elektra Oates and senior Yiru Luo. Sloboda finished the game with 14 assists. After Seward Park went on a run in the second quarter, the Phoenix still held a strong lead at the end of the half, 31-8.

In the second half, coach Michelle Fleming gave the en-

**"We realized that we had to step up as a team."**  
—Yiru Luo, senior and co-captain

tire bench an opportunity to play and Seward Park was able to outscore Stuyvesant in the fourth quarter 20-12. However, Stuyvesant was able to hold on for their twelfth victory of the season.

## Boys' Swimming

### Pirates Advance to PSAL

#### Team Semifinals

*continued from page 28*

3, with a time of 3:18.57.

"This first win in quarterfinals versus Bayside High School marks only the first step in the Pirates conquest for [the] PSAL City Championships," senior and co-captain Andrew Qiao said.

The Pirates will face Midwood High School, which beat the Francis Lewis Patriots 54-47, in the semifinals.

Bologna felt confident going into the meet and was pleased with the team's performance. He said, "I think we are peaking at the right time and are prepared for what [more] is to come in the postseason."

**Stuyvesant High School  
Pirates 51, Midwood High School 38**

By ALISON FU

The Stuyvesant High School Pirates defeated Midwood High School 51-38 in the PSAL team semifinals on Tuesday, February 7, at the Stuyvesant High School pool. This victory brought the team's win streak to 36, and sent the Pirates on their way to yet another PSAL City Championship meet.

Even before the competition started, the Pirates showcased team chemistry with a raucous pre-game chant. This unity was re-emphasized throughout the meet, with the team performing special gestures on the sidelines when each player started their split during relays.

"Some of the rules that the swimmers have to follow force

them to be together more often than some other teams who don't require so much,"

**"Our team is the fastest that we've been so far, so if we don't win the championships it'll be a pretty big upset."**

—Kevin Lin, senior and co-captain

Various Pirates achieved personal best times. Kan finished second in the 50-yard freestyle with a personal best 23.13 seconds, and junior Brian Chen broke his previous personal best in the 100-yard breaststroke with a time of 1:04.59. The 200-meter freestyle saw Stuyvesant finish in both first and second place as well as swim new personal bests, with times of 1:50.19 and 1:59.03, respectively.

Altman-Kurosaki and Gurvets performed in the six-dive event. Altman-Kurosaki executed the highest-scoring dive of the meet: a forward dive with a one-half twist that received a score of 9 out of a possible 10 points from the judge.

The results at this semi-final meet stay consistent with how the Pirates have been performing throughout the season and are the by-product of a steady method for approaching games.

"We're staying with the same routine, working hard in the pool," Qiao said. "We're also doing dry-lands as usual after tenth period to condition our bodies for the water."

Combined with their dedication to practices, the success that the Pirates have experienced up until now makes them determined not to settle for anything less than a third consecutive PSAL City Championship title.

"Our team is the fastest that we've been so far, so if we don't win the championships it'll be a pretty big upset," senior and co-captain Kevin Lin said.

## Natalie Kuang: The Female Spartan

*continued from page 28*

have grown to accept her as a wrestler, Kuang still feels the heat when she goes to competitions. Everyone expects her to lose, and because a wrestler's mental state plays such an important role, it often rattles her. "Sometimes I don't even have much faith in myself," she said. "I'm uncertain when I see boys of the same weight [who] are significantly larger."

Fellow wrestlers weren't the only ones who had to grow used to the idea of a female wrestler. Kuang's parents—though they did not outright disapprove—had trouble accepting the idea that their daughter was a wrestler. "[My father] signed off on it, but reluctantly, and for the first year, he didn't really want to hear about wrestling and we never talked about it. After a while though, he saw that it was good for me and he became more accepting," Kuang said.

Since then, Kuang has devoted all of her free time to wrestling. During the wrestling season, she practices from Monday through Saturday and often on Sundays as well. Her rigorous schedule continues for the rest of the year, as she

has weight training three days a week and practice for a club team for days a week. Over the summer, she attends wrestling camp where she wrestles daily for eight hours. She tripled up on practices last summer, and sometimes even quadrupled her training time.

"It's astounding because she works harder than most guys around her, and easily out-wrestles them," junior Paul Ma said.

"I had to go through a lot of cardio and strength training. I didn't get any exceptions—whatever the boys did, I did too," Kuang said. "I dropped from 145 pounds, and now I'm wrestling at 132, but I'm so much stronger."

In addition to causing the obvious changes in her physical condition, wrestling has also altered Kuang's personality and outlook. "Wrestling taught me that we are all so much stronger than we think," she said. "You can dare to be amazing."

Kuang finds herself to be significantly more confident and outgoing than the person she was two years ago. In addition to wrestling, she also rows, participates in the Young Entrepreneurs Association

Club, works for The Indicator, and does volunteer work over the summer—all activities that she joined with the confidence she gained from wrestling.

"Unfortunately, it did have an impact on my grades but I think it was worth it. Wrestling helped discipline me and taught me to own up to things," Kuang said. "I'd say it's a fair trade off. I know I have the capability of doing better but what I learned from wrestling—I can't imagine finding that anywhere else."

This year, Kuang entered the Mayor's Cup and was seeded second only to last year's champion. Kuang then went on to win the Cup for her weight class, making her the only Mayor's Cup champion from Stuyvesant. Her victory marked the end of her short, but eventful high school wrestling career.

"I don't think I'll wrestle competitively in college, but I'll probably continue at a club or crossover to some martial arts," Kuang said. "Wrestling will always stay with me. It has strengthened me and has posed to be the most worthwhile challenge I have ever taken."

**Girls' Gymnastics**

**Bronx High School of Science 113.85, Stuyvesant High School Felines 95.75, Dewitt Clinton 85.1**

By MATTHEW MOY

The Stuyvesant High School Felines placed second in a triangular meet with Bronx High School of Science and Dewitt Clinton on Thursday, January 19 at Stuyvesant High School. Senior and captain Shelby Hochberg had to sit out due to an ankle injury, but even without their captain and best all-around the team managed to defeat Dewitt Clinton 95.75-85.1, but fell to Bronx Science team which earned a score of 113.85 for the win.

"I was a little worried because we didn't have practice the day before, and the previous day we had a short practice," coach Vasken Choubaralian said. "I was ready to see a lower score because of [Hochberg] not competing and the lack of preparation, which is not their fault. But I was pleasantly surprised at the end to see that the score was just about the same."

The team's vaulting performance was a bit below their normal standards. The team's three gymnasts that participated with front handspring attempts finished with a total score of 27.95 in what is usually their highest scoring event. Bronx Science had four gymnasts attempt front handsprings and received a score of 31.25. Dewitt Clinton only had one gymnast attempt a front handspring, who scored a 23.7. The highest scorer in the event was Bronx Science senior Jane Guo with 8.4 points, although her teammate junior Martina Cox stole the show by elevating higher than all of her opponents.

The Felines improved upon their average on the uneven parallel bars, with a score of 21.3. Junior Zofii Kaczmarek and sophomore Anna Ruta both had solid performances, with Ruta doing a back flip off the bar. Bronx Science had several impressive performances to earn a total score of 27.6, while Dewitt Clinton struggled severely and received a total score of 17.9. Guo and Cox were the highest scorers in the event again.

The Felines suffered a slight drop in their average score on the floor exercise, with a score of 23.4. Ruta could not carry the team on her own but continued to dominate, hitting a round off to back handspring to back layout twice during her performance. Several Bronx Science gymnasts hit round offs, back handsprings, back flips, and front flips, and the team received a total score of 28.7, while Dewitt Clinton continued its subpar performance and received a total score of 22.3. Several of Dewitt Clinton's gymnasts didn't attempt any flips, although several were skilled at dancing to music like "Under the Sea."

On the balance beam, the Felines again scored a below average 23.55. Kaczmarek led the team with a 7.1. [Kaczmarek] did very well on beam. She had a very clean routine," Choubaralian said. All of Bronx

## Felines Head Into City's with Confidence

Science's gymnasts fell off at least once, but nevertheless the team received a total score of 27.6. Several of Bronx Science's gymnasts attempted a front off, which is a no-handed front flip off the beam. Dewitt Clinton's gymnasts fell off several times, but received a total score of 21.2 due to the lower level of difficulty of the moves.

Stuyvesant was satisfied with their performance, retaining their usual standards without their star gymnast. "We still beat [Dewitt] Clinton by the same margin we usually beat them by. We lost to Bronx Science by the same as well. We did a great job," Hochberg said. "The girls really stepped up and did a wonderful job without me."

**Stuyvesant High School Felines 100.05, Fiorello H. LaGuardia 92.05, John F. Kennedy 77.05**

By YORKBELL JARAMILLO

The Felines, Stuyvesant's girls' gymnastics team, defeated division rivals Fiorello H. LaGuardia and John F. Kennedy in a home dual meet on Friday, January 27. After overcoming LaGuardia exactly two weeks prior with only a 5-point margin, the Felines performed with more confidence to triumph with a score of 100.05-92.05. The Felines then defeated JFK in a landslide victory, with a

**"I'm very pleased with the way the girls stepped up."**  
—Vasken Choubaralian, coach

final score of 100.05-77.05. For the first time since last season, the Felines scored over 100 points.

The Felines executed exceptionally well in the uneven parallel bars and vaulting events, with respective scores of 21.5 and 29.7. In each event, the Felines' top four scores out of 10 points each are added for an event score. For a team that did not hold practices on bars as much as on other events, the Felines were delighted to surpass the 20-point mark.

Additionally, the Felines ran basic routines in the balance beam and floor exercise events for average scores of 25 and 23.25, respectively. Although most of the Felines back flipped into perfect landings for the beam event, they fell off the thin beam at least twice, leading to a reduction in points. The



Junior Zofii Kaczmarek during Girls' Gymnastics competition against Dewitt Clinton HS.

Felines' floor exercise scores could have been impacted by the smaller mat, providing less room to execute combo routines.

The meet's highlight was senior and captain Shelby Hochberg's return after sustaining an ankle injury against LaGuardia in their last matchup on Friday, February 13. However, Hochberg was limited to just one event, the uneven parallel bars, as she had not yet fully recovered.

"Bars doesn't require much leg movement, it's mostly upper-body strength," Hochberg said. "I tried doing jumps off the beam before the meet and I didn't do so well, so I stuck with bars. But my goal for next [Tuesday, January 31] is to compete in at least bars and beam."

Nonetheless, the injured Hochberg outperformed her teammates in bars, scoring 6.6 points. Other notable performances in the meet came from sophomore Anna Ruta and junior Zofii Kaczmarek, who both were the Felines' top all-around gymnasts with scores in all of their events of 28.1 and 25.3, respectively. According to Ruta, Friday's meet was inconsistent because there was "one cranky judge and one generous judge," she said.

Sophomore Doris Chen also surprised her teammates and coach with a season-best performance in the beam and vault, with scores of 6.2 and 6.85, respectively. "I'm very pleased with the way the girls stepped up," coach Vasken Choubaralian said. "They certainly exceeded my expectations, in particular Doris Chen who did an excellent job and contributed a lot to the team."

"Even with an injury on my wrist, I was able to do a cartwheel on the beam without falling for my first time ever, so that probably had something to do with my scores," Chen said.

Moving ahead, the Felines have immense momentum going into their last dual meet of the regular season on Tuesday, January 31 at home versus

Christopher Columbus and John F. Kennedy. With extra practice and Hochberg's complete recovery, the Felines can prove their standing in the division.

"We're definitely going to practice on the skills that we aren't doing as well as we should be, especially on the beam and

**"I tried doing jumps off the beam before the meet and I didn't do so well, so I stuck with bars. But my goal for next [Tuesday, January 31] is to compete in at least bars and beam."**  
—Shelby Hochberg, senior and captain

perfecting our dance," Ruta said.

**Christopher Columbus High School 92.85, Stuyvesant High School Felines 82.6, John F. Kennedy 66.35**

By VINIT SHAH

The Felines ended their regular season with confidence and elation in their final meet against Christopher Columbus and John F. Kennedy (JFK) in a triangular meet on Tuesday, January 31. Although the Felines scored a season low of 82.6, the team was proud of their performance.

Since the Felines had already qualified for the PSAL City Championship, the meet was "less important because [the Felines] were not pressured to do very well to make it into the finals," coach Vasken Choubaralian said. Choubaralian also added that he liked to "give girls who didn't have a chance to compete an opportunity towards the end of the season," he said.

The season-low score of 82.6 was a result of Choubaralian's decision to have new girls compete. He was very proud of the first-timers and positively views his decision. "I just wanted to give them a chance to compete, get some experience, and increase their confidence," Choubaralian said. "I'm impressed with all of them. I think they all did very well."

The Felines lost to Christopher Columbus by 10.25 points and won by a 16.25-point margin against JFK.

To spice things up, Choubaralian decided to have a handstand competition for everyone at the meet. Stuyvesant junior Zofii Kaczmarek and sophomore Anna Ruta outlasted all the competitors at the meet, including those from JFK and Columbus, by more than six seconds. At the competition's end, Kaczmarek prevailed over Ruta.

The Felines have three individuals who have qualified for the city's individual tournament—senior and captain, Shelby Hochberg, as well as Kaczmarek and Ruta.

The final meet was mostly fun and games, but expect the Felines to make some noise in the finals as they try to replicate and even surpass last season's success.

# Sports

## Boys' Basketball

### Rebels Eliminated From Borough Championships After Defeat to Hunter

By ALEN MAKHMUDOV

The Runnin' Rebels, Stuyvesant High School's boys' basketball team, lost their first post-season game in the quarterfinals of the PSAL Borough Championships on Tuesday, February 6. They were defeated by the Hunter College High School Hawks in a close matchup, by a final score of 68-59.

The game started off poorly for the Runnin' Rebels - they found themselves trailing 4-0 at the beginning of the first quarter. The Hawks started off strong: they shot well, moved the ball effectively, and were able to shut down the Rebels' offense. As the quarter progressed, the Runnin' Rebels were able to gain momentum as they began to hustle for the ball and get more rebounds. However, they did have some missed opportunities, when they were not able to score on open lay-ups. The Hawks led 14-11 at the end of the first quarter.

The Hawks came out strong again in the second quarter, and completely shut down the Runnin' Rebels' offense. The Rebels also had many turnovers due to breakdowns in communication on the court, which resulted in bad passing.

The Hawks, meanwhile, were able to increase their lead to 20 points by the end of the half.

Neither team was able to capitalize in the third quarter, as there were many turnovers and missed shots at both ends of the court. The Hawks were able to score 14 points during this quarter, while the Rebels only scored 9. The Hawks still appeared to be completely dominant in the matchup, still leading 58-33.

However, the momentum

drastically shifted in the Rebels' favor during the fourth quarter. They Rebels forced many turnovers, and were able to capitalize on them. But during the fourth quarter run, senior Erick Wong had to come out of the game after sustaining an ankle injury from a fall. Though they were not able to top the Hawks in the final score, the Runnin' Rebels did outscore the Hawks

**"We just did not play as a team, and that is why we couldn't execute."**  
—Quinn Hood, senior and co-captain

26-8 in the final quarter.

Because of this fourth quarter rally, the Runnin' Rebels will be seeded higher in the PSAL City Championship playoffs than if they had lost by a wider margin.

Despite this small consolation, many of the Runnin' Rebels were unhappy with the team's performance. "I am very disappointed with the way we played in this game," senior Abid Choudhury said. "We did not execute and had many mistakes."

Senior and co-captain Quinn Hood, who led the team with 23 points, said, "We just did not play as a team, and that is why we couldn't execute."

### Murder For the Muffed?

continued from page 28

improve: "I made a mistake in a key situation [...] things happen in the game of football and you've got to bounce back from it." His teammates have been eager to rush to his defense, railing against fans and opportunistic reporters that seek to pin the whole loss on him. This kind of behavior and overall attitude in the face of a

move on. Instead, his fumbles have come to represent his relatively short two-year career and even his public image.

Fortunately, Williams has garnered more support in the wake of these despicable death threats. Several past and present NFL players, including David Akers, Kurt Warner, and Deion Grant, as well as influential voices in the media have decried the disgusting treatment he has received. This proves that there are indeed people out there who seem to understand human error, and the relative unimportance of one football game.

But by and large, we continue to judge athletes differently. Too many of us are simply too obsessed with success and failure on the field, and thus our sports heroes and villains are too often unjustly classified. Until this changes, certain innocent men will continue to be vilified as certain guilty men are lauded and admired, a concept that seems outlandish and barbaric in any other context.

**This is not Ancient Rome, and this is not the Mayan Empire. We do not sacrifice our athletes when they fail.**

big loss ought to be celebrated and commended, but many have refused to let Williams

### A Vixen on the Court

continued from page 28

tices twice a week with Creole and goes to tournaments once a month. "This was a completely new experience and atmosphere," Chin said. "These girls were much better, and the level of play was much higher."

Chin also participated in the North American Chinese Invitational Volleyball Tournament. She played for two teams for this tournament at different times, the New York Strangers, and the New York Vikings, which is the team her mother played for in her youth.

During the summer of 2010, she was elected to play for New York City's team in the Empire State Games. Chin helped the team take home a bronze medal in the tournament, marking the first time in 28 years New York City got a medal in girls' volleyball at the Games.

Because her mother has been a prominent figure in her volleyball career, Chin is quick to say that she was the source of her motivation to strive for excellence. Chin's mother taught her the game when she was 11, and has since been encouraging her to play her hardest as she attends all of her tournaments and games. Her mother even attends the Vixens' practices to help out Coach Philip Fisher.

When she arrived at Stuyvesant, Chin showed she could play immediately, starting for the Vixens in her very first year on the varsity team. She asserted her dominance almost immediately, putting up 68 service points and 21 aces as a freshman. She also recorded 16 digs in just two games in the 2009 PSAL playoffs. Fisher named her the team's Rookie of the Year that year.

"She walked into the gym with her mom as a freshman and my first thought was, 'Uh oh, somebody is coming in with her mother. This can't be good.' But then we went through some drills and I realized that I had an outside hitter for the next four years," Fisher said. He was correct; in her four seasons as a Vixen, Chin averaged 54 kills, 23 digs, and 27 aces per season. Fisher awarded her the Most Outstanding Performer award during her sophomore,

junior, and senior seasons.

"She was the best volleyball player on our team," senior teammate and co-captain Lisa Qiu said. "She gave us a nice cushion while we were playing. When we know that [Chin] is serving, we're comfortable."

With a total of 64 kills and 29 digs during her senior year, she was a vital part of the Vixens' lineup. "[Chin] is like the backbone of the team. No matter what, we all knew that she would dive for any ball and that she always had our backs," junior Anna Wang said.

As a captain, Chin made it a priority to improve the skill level of the entire team. "This year we started doing different drills and changing things around. We started working on new skills and [Qiu] and I began running practices," Chin said.

Chin's experience with the sport made it easy for her to pass her knowledge on to the underclassmen, which was something she was expected to do this year as a captain. "We actually had the girls mimic her swing from right behind her, just so they could learn the motion," Fisher said.

"I tried to help the underclassmen this year by showing them new drills, and I would try to get them more motivated during practice. We definitely had the skill, but it didn't always translate in games," Chin said.

Throughout the year she was a captain, it was clear that Chin's leadership was prevalent on and off the court. "[Chin] was really confident, not only in her abilities, but also in ours. If you ever had doubt that you couldn't do something, she was always there backing you up and encouraging you," sophomore Paula Carcamo said.

In Chin's first three years on the team, the Vixens lost in the quarterfinals every year. However, her last year was the first time the volleyball team was ever ranked number one going into the playoffs, partially because they beat their city rivals, the Benjamin Cardozo Lady Judges, in the Cardozo Breast Cancer Awareness Tournament on Saturday, October 15, 2011.

In a valiant attempt to make her last season one to remem-

ber, Chin led the Vixens to the semi-finals for the first time during her time on the team. However, they faced an upsettingly close defeat to the Francis Lewis Patriots 25-14, 25-23, 26-24, despite Chin's relentless effort. She finished with 15 digs and a game-high 17 kills.

As always, Chin remained optimistic and humble. "It's not a disappointment that we lost [in the semi-finals]. This is the first year that we made it in my four years. I'm pretty proud of us, even though I knew we had the ability to win," Chin said.

In addition to receiving numerous team awards during her four years as a Vixen, Chin also received other recognition throughout her volleyball career. She was named Most Valuable Player in the Cardozo Breast Cancer Awareness in 2011, and also made the All-Tournament team in 2010 and 2011. She was named to the All-Tournament team in multiple other occasions such as the Seward Park High School tournament in 2010, and the Gotham Challenge tournament hosted by Bayard Rustin High School in 2009. In addition, she was voted the All-City Girls Volleyball Player of the Year in an online poll on the New York Post in November of her senior year.

Despite her noteworthy accomplishments during her mere seven years of experience, Chin's height continues to hold her back as colleges hesitate to acquire short volleyball players. However, she did receive an offer from Sienna College in Albany, and most of the schools she applied to are still willing to take her on their teams should she get in. "I do plan on continuing my career in college," Chin said. "I want to play for either a Division I or II school, but I will probably be walking on."

Chin's graduation will be a great loss to the Vixens next year, since it is hard to replace such a talented and dedicated athlete. "She was a good model for everyone else, because her technique was extremely good," Qiu said. "People admire the way she plays, but at the same time you have to respect how much work she puts in."

## Boys' Gymnastics

### Lemurs Languish in Loss

By DARYL CHIN

The Stuyvesant boys' gymnastics team, the Lemurs, lost their fourth meet of the season to the Fiorello H. Laguardia Athletics on Wednesday, February 1, by a final score of 102.7-119.1.

The 1-3 Lemurs' weaknesses and lack of preparation were evident at the meet, most notably in the high bar event. The three top-scoring participants in the event, junior Daelin Fischman, junior Aric Li, and senior and co-captain Vadim Ayzenshtat, scored 3.3, 3.0, and 2.9 respectively, totaling a measly 9.2 out of a possible 30 points, a result of "[stopping] too much," coach Naim Kozi said.

The Lemurs also underachieved in the rings event, with

a final score of 15.8. The point totals improved in the vault and floor events, with finals scores totaling 22.2 and 20.5 out of 30, respectively. However, even then, the Lemurs lacked the ability to exhibit skills in their events. In the vault event, out of four gymnasts who competed, only two successfully completed a front handspring.

The handspring gymnasts are expected to be capable completing. Because the top three individual scores in the event were added to form the team's final score, a gymnast who instead completed a straddle-over, which has a lower starting point value, had his score counted in addition to the two front handspring scores.

The team's chances at success were also severely hurt by

several key injuries. "[Senior and co-captain] Jason Chung hurt his leg, [junior] Dmitry [Treyger] fractured both of his arms, and I injured my shoulder," Ayzenshtat said. Both Chung and Treyger sat out this meet.

The Lemurs were also unprepared to compete after having little practice time during finals week. "With a school like Stuyvesant, the problem is that students get bogged down by finals, and they miss practices," Kozi said.

However, now that finals are over, Kozi and the rest of the team plan to make up for the lack of practice time in his preparation for the final three meets of the season. "We're going to focus on dismounts, routines, and form," he said.

**Boys' Basketball****Rebels Clinch Manhattan A Southwest Division Crown**

Stuyvesant senior, Quinn Hood, shoots a layup while playing against the Washington Irving Bulldogs.

**Runnin' Rebels 63, Seward Park Campus Bears 42**

**By LEV AKABAS**

The Stuyvesant Runnin' Rebels clinched a playoff spot by defeating the Seward Park Campus Bears 63-42 on Wednesday, January 11.

The Rebels entered the first quarter of the crucial game with little energy in and allowed multiple easy buckets. The team also turned the ball over six times in that quarter, two of which were a result of their inability to break the Bears' full-court press.

However, as they had in their previous matchup with Seward Park, Stuyvesant was able to use their height to both grab several offensive rebounds and post-up their smaller opponents. And on defense, they consistently trapped Seward Park's players in the corner and stole the ball five times in the quarter.

Unhappy with just a one point lead at the end of the first quarter, coach Philip Fisher told his team to beat the press more efficiently and take advantage of their post-up opportunities, and the team complied. In the second period, Stuyvesant recorded four steals in the span of two minutes, all coming off of the trapping tactic. Senior and co-captain Quinn Hood scored eight points in the period, in addition to an assist, a block, and an offensive rebound.

On the other hand, the Rebels struggled to increase the lead due to their largely inefficient defense, which gave the Bears too much room to cut through the paint to the basket. Another fault of the Rebels' second quarter was senior and

co-captain Roy Vlcek's inability to convert many driving layup attempts. "I was kind of just putting my head down and going to the basket wildly," Vlcek said.

Leading by five, the team came out strong in the second half by pulling down offensive boards and passing the ball well. Senior Debanjan Roychoudhury heated up as he scored on three straight field goal attempts, which were part of a 19-2 run that blew the game open.

The Rebels capped off a remarkable period with Vlcek passing to junior Thomas Cui, who knocked down his third three-pointer of the game at the buzzer, extending their advantage over the Bears' to 47-29.

Stuyvesant sealed the victory with persistent offensive rebounding from Hood and scoring from senior Abid Choudhury. The Rebels shot 17/20 from the free throw line, alleviating a major issue from their recent loss to Hunter.

"In the third quarter, everybody calmed down, and we realized we needed to do the little things to grind out the victory, as opposed to just trying to make the home-run play every single time," Vlcek said. "That's why we saw the lead grow."

**Runnin' Rebels 63, High School of Economics and Finance Panthers 34**

**By NIYAZ ARIF**

Against the High School of Economics and Finance Panthers on Wednesday, January 18, the Runnin' Rebels grabbed yet another victory, this one with a score of 63-34.

Despite their massive win, the Rebels had a shaky

start to the game. Led by point guard Jonathan Parra, the Panthers were aggressive from the very beginning.

However, in the middle of the first quarter, Cui and Vlcek's back-to-back three pointers revved the team's spirits. The Rebels' defense also stepped up when Choudhury blocked one Panther's attempted drive to the hoop.

Wary of the Panthers' unusual offensive threat early in the game, Stuyvesant maintained a more concentrated defensive position in the center of the paint early in the second quarter, which ultimately proved successful. On the offensive side of the ball, the Rebels dominated, with Cui at the top of the key and Choudhury and Vlcek on the wings. At one point, Cui, after dribbling to the top of the key, made a curving swing pass past three defenders into Vlcek's arms for an easy bucket. But the rest of the quarter was a non-eventful back-and-forth of points, and the Rebels went into halftime with a score of 32-21.

The Rebels were caught off guard at the start of the second half, as they met another onslaught of the Panthers' offense, which was able to convert three consecutive three-pointers, and capitalize on three of four Rebel turnovers. The Rebels also had to deal with an increasing number of fouls being called on their defensive players. When asked how the Rebels later fixed this problem and regained control of the game, Fisher said, "All I was waiting for was [for] them to get into their rhythm."

He didn't have to wait too long, as the offensive triumvirate of seniors Roychoudhury, Kenny Yu, and Vlcek responded quickly and gave the team control of the scoreboard and sealed the victory.

Though the Rebels won by a large margin, they did not do so with ease. Reflecting back on their performance, Roychoudhury said, "To improve as a team we still need to get less fouls, make sure their dribbles don't get past our seams, and overall play at a faster tempo."

**Runnin' Rebels 55, Washington Irving 50**

**By ALEN MAKHMUDOV**

The Runnin' Rebels defeated Washington Irving in their second-to-last home game on Friday, January 20, by a score of 55-50. This game was tightly contested and came down to the end of the fourth quarter when Stuyvesant pulled out the win.

The 2-11 Washington Irving team started the game off well, with consistent scoring in the paint. Its half-court press defense was able to slow down the Runnin' Rebels, and caused multiple turnovers. Stuyvesant was unable to capitalize on offense early on, as the team suffered many turnovers and ill-advised shots. Washington Irving also passed the ball effectively and was able to convert on some fast breaks. The Rebels were down by three points in the middle of the first quar-

ter when Cui hit a 3-pointer and tied the game at 14. Stuyvesant finished the first quarter leading 18-17.

Neither team could break away with the lead in the second half, and the game came down to its final seconds. Washington Irving hit two free throws and was only down by a point with time running low in the fourth quarter. With 1:33 left to play and the game on the line, Hood took a charge, and prevented Washington Irving from taking the lead with the go-ahead bucket. The Runnin' Rebels scored on their following possession, and then kept the ball away from Washington Irving to win the game.

Stuyvesant was disappointed with their performance against the fourth-place team, but was happy with the outcome. "We finally proved that we can come in the clutch and close out a game," Hood said.

Fisher was also satisfied with the win. He said, "Even though we underestimated this team and were out-hustled, I'm glad that we were able to win a close game."

**Runnin' Rebels 73, East Harlem Pride 67**

**By KATIE MULLANEY**

The Rebels defeated the East Harlem Pride in a close match-up on Monday, January 30, with a score of 73-67. Though Stuyvesant was outrebounded by East Harlem 54 to 21, the Rebels took advantage of the Pride's many fouls, and scored 20 of their 23 attempted free throws, their highest free throw percentage this season.

Hood had his fourth double-double of the season, scoring 20 points and grabbing 10 of Stuyvesant's 24 rebounds. Vlcek and Choudhury also dominated on offense, scoring 19 and 18 points respectively. With this win, the Rebels improved their record to 11-4 going into their last regular season game.

**Runnin' Rebels 42, Murry Bergtraum Blazers 38**

**By LEV AKABAS**

The Rebels claimed the division title on Wednesday, February 1, in a 42-38 victory over the Murry Bergtraum Blazers.

The game was a rematch of a close game in December, in which Stuyvesant lost by three. "We all realized that we had a chance to take first place before against this team, and we gave that game away," said Vlcek. "And we didn't want to have a similar effort today."

The Rebels struggled on offense at the start of the game, particularly in penetrating the defense to move the ball closer to the hoop for higher percentage shots. They displayed good patience when passing it around the three-point line, but scored just one basket in the paint during the entire first period.

On defense, the Rebels allowed four Blazers' points off offensive rebounds, and quickly fell behind on the scoreboard. The Blazers increased their lead to 11-7 when they knocked

down a deep, contested shot from three-point territory at the first quarter buzzer. Stuyvesant's woes continued when the Blazers hit another three-pointer, and then scored on two driving layups.

Offensively, the Rebels turned the ball over five times in the second period, keeping themselves from developing a solid rhythm. However, Yu scored his second field goal of the game, recorded two steals, and made an assist to Hood, which helped the Rebels close the gap with three minutes to go in the first half. In addition, the Rebels kept the Blazers scoreless for the second half of the period, cutting the lead to two points at halftime, with Murry Bergtraum ahead, 18-16.

The Rebels' appeared to lose their intensity early in the second half, giving up seven quick points. Nevertheless, Cui turned the game around by scoring four straight three-pointers within a three-minute span, all off assists by Vlcek. "Tommy [Cui] really gave us a boost today," Vlcek said. "He was really efficient [...] and that really got us going."

With the home crowd loud and on their feet after Cui's barrage from beyond the arc, Stuyvesant began playing with a new level of energy towards the end of the third period. The Rebels capped off a seven-minute, 14-0 run when Yu assisted Hood for a layup at the third-quarter buzzer.

After two Blazers' drives threatened to erase Stuyvesant's lead, Vlcek sank a clutch three-pointer to give the team some breathing room. Four careless Rebel turnovers later, Vlcek made two more important plays—scoring a fast-break layup and then sealing the game with a pair of free throws at 30 seconds left on the clock. Vlcek finished the game with 15 points, seven assists, and five rebounds.

"Tommy obviously lit it up, and that gave us a little more confidence," Fisher said in light of the team's comeback. "And I thought our defense tightened up a little bit, and I thought we rebounded better in the second half."

On Wednesday, December 14, when Stuyvesant last faced the Blazers, the Rebels struggled to stop its opponent's fast breaks, gave up too many offensive rebounds, and allowed the game become too fast-paced. The Rebels corrected these mistakes in the rematch, however, by surrendering just four fast-break points and only six second-chance points (points after an offensive rebound).

Since losing to the Hunter College High School Hawks on Monday, January 9, Stuyvesant has won five consecutive games to close out the regular season, each of the last three by six points or fewer. "I'm really proud of how we grinded out our third straight close victory," Choudhury said.

The five-game winning streak gave the Rebels momentum going into the playoffs, as they faced the last team that beat them in the regular season, the Hawks, on Tuesday, February 7.

# THE SPECTATOR SPORTS

## A Vixen on the Court



Senior Melissa Chin, co-captain of the girls' varsity volleyball team.

By GABRIELLE GILLOW  
and KRIS LULAJ

The Vixens, Stuyvesant's girls' volleyball team, will be losing a lot of talent this off-season. This past season was not only coach Philip Fisher's last, but four seniors will also be graduating. Particularly damaging to the Vixens will be the loss of senior and co-captain Melissa Chin.

"Mimi Russler ('06) and Melissa are the two best female volleyball players I have ever coached," Fisher said. "When you take [Chin], the first or second best player in all of New York City, out of

your lineup, that hurts."

It is not easy to detect Chin's volleyball prowess upon first glance. At just five feet, three inches tall, which is unusually short for a volleyball player, she does not look like the most threatening of athletes. But she only uses this as an excuse to work harder. "Being only five foot three, I have to work much harder to prove myself and play harder than someone who is just tall," Chin said.

Chin started playing volleyball in the fifth grade, when she joined her private school's team along with a lot of friends, and has been playing since. During her fifth grade season, she received little to no playing time because she was short and inexperienced.

Nevertheless, this introduction to volleyball led her to fall in love with the sport and she asked her mother to train her during the summer before the sixth grade. Her hard work and relentless hours of practice earned her a spot on the starting squad in the sixth grade. She went on to become the captain of the team in her seventh and eighth grade seasons.

Additionally, she joined the Creole Big Apple Volleyball Club in the eighth grade. During the offseason, Chin prac-

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## Natalie Kuang: The Female Spartan

By ODREKA AHMED

When watching a wrestling match, it is difficult to distinguish between the two wrestlers on the mat. Both wear the same headpiece, the same jumpsuit, the same shoes, and seem to be a mesh of limbs moving so quickly that you are unable to focus on a single face for long, if at all. But every so often, at the end of a set when one wrestler pins the other and stands up for the first time, you may notice that the wrestler has a smaller, leaner frame and a clear absence of protruding muscles. The wrestler takes off her headpiece and you realize that she is female and she has just beaten her male opponent.

Senior and co-captain Natalie Kuang, one of the leaders of the Stuyvesant Spartans who currently has a 7-3 record, is the only female on the co-ed wrestling team. "I did not choose to wrestle because it made me different, nor did I do it because a takedown is an incredibly legitimate substitution for therapy. Wrestling is of incomparable importance to me," Kuang said.

Prior to joining the Spartans, Kuang was not a member of any athletic team, wrestling or otherwise. She describes herself as a quiet girl, far from athletically inclined. "I was

chubby, unconfident, and disgusted by my own diffidence," Kuang said.

In her sophomore year, Kuang noticed posters around the school advertising the wrestling team, some saying that girls were welcome. She contemplated for a year, hesitant to join because she was aware it was a male-dominated sport. In her junior year, Kuang finally gathered the courage to go to an interest meeting.

Though the team was relatively accepting because of the three pre-existing female Spartans and the other female who had joined with her, Kuang still felt that she was treated differently because of her gender. "The captains seemed unsure of what they should do with me. If I messed up, the captains would give me a polite reminder or generally address the entire group to avoid singling me out," Kuang said. "They were unsure of whether they could push me, or if I would even last."

As a result of this treatment, Kuang pushed herself harder in order to be accepted and treated as an equal. "My commitment to the team matched or surpassed that of any other person. Eventually, I was being yelled at just as much as my male teammates. I had never been so happy to have expletives screamed at me," she



Senior Natalie Kuang became Stuyvesant High School's first 132 champion at NYC's Mayor Cup.

said.

"[Kuang] provides a new aspect to wrestling that hasn't much been explored before. If you think big, muscular guys trying to rip each other part, but [Kuang] breaks that barrier and shows that girls can just as well participate in contact sports as much as the guys," senior and co-captain Joseph Cheung said. "At first, it's a bit weird for newcomers on the team to deal with the fact that there's a girl wrestler, but at the end of the day, Natalie is just one of the guys and we all get along great."

Though her teammates

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## Murder For the Muffed?

By MICHAEL SHELDON

Here in New York, order has been restored. The New York Giants upset the New England Patriots in Super Bowl XLVI on Sunday, February 5, and marched down the Canyon of Heroes on Tuesday, February 7—the city's first championship celebration in almost two and a half years—giving their city's sports success a much-needed shot in the arm. And yet, Big Blue might have spent Super Bowl weekend at home in New York if not for two gigantic miscues by the San Francisco 49ers in the NFC Championship game.

Yes, the now-infamous Kyle Williams punt return blunders contributed greatly to the 49ers' loss. Turning the ball over twice on special teams on a muffed punt and a fumble were really the only noticeable faults in San Francisco's performance. However, the response of several of San Francisco's fans has turned these errors into a matter beyond the realm of football.

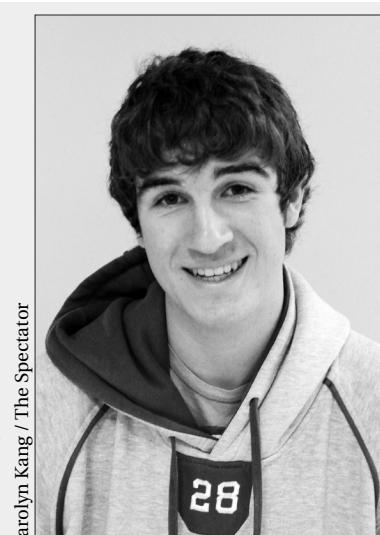
Mere minutes after the game, social networking sites lit up with posts about Williams. While he perhaps earned some of the criticism, several of these posts were shockingly ugly. These examples sum up the particularly crude ones pretty well: "@KyleWilliams\_10 I hope you, you're [sic] wife, kids and family die, you deserve it" and "Jim Harbaugh, please give @KyleWilliams\_10 the game ball. And make sure it explodes in his car." Aside from a lack of understanding or concern for basic gram-

mar and spelling, the posts are nothing short of disgusting.

This is not Ancient Rome, and this is not the Mayan Empire. We do not sacrifice our athletes when they fail. Sure, after several years of disappointment, emotions for San Francisco's fan base were running high. But the utter hatred and extreme tone in these posts cannot be justified.

What is at work here is a failure to perceive Williams as a human being. Fans don't really see the human side of professional athletes. Instead, they see a uniform of their color and expect the player wearing it to perform well enough to win. When Williams failed to do so, the wrath of 49ers' fans was unleashed. These posts are a symptom of a larger problem in America's sports culture: the objectification of human beings that play sports.

Williams, of course, is just the latest high-profile victim of the phenomenon. Billy Cundiff, kicker for the Baltimore Ravens, received similar death threats the very same week as Williams for his botched 32-yard field goal attempt, which would have sent the Ravens into overtime against that New England Patriots had it been successful. Bill Buckner of the Boston Red Sox also received death threats after watching a ground ball, along with a series-clinching win, slip right between his legs in the 1986 World Series, despite an otherwise respectable career on and off the field. The objectification of athletes can also play to their advantage at times—such is the case with



Ben Roethlisberger. Despite a checkered off-field life, including two allegations of rape, he receives vehement fan support because of his repeated on-field success. The thing that remains constant is that fans no longer judge athletes by human standards, but by their statistics.

This altered athletic standard is inexcusable. It is what makes it possible for athletes to get away with wrongdoings. It is what allows an upstanding, decent man's name to be sullied publicly. It is what muddles otherwise cut-and-dried questions of morality and humanity.

Meanwhile, Williams has owned up to his faults admirably. Rather than turning to several possible excuses, including the fact that he is not the team's usual punt returner, he admitted to his blunders and apologized for losing the game, saying he intends to move on and

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## Boys' Swimming

### Pirates Advance to PSAL Team Semifinals

Stuyvesant High School  
Pirates 64, Bayside High  
School Commodores 31

By MAGGIE YEUNG

Stuyvesant's boys' swim team continued their quest for another PSAL City Championship, as the Pirates defeated the Bayside High School Commodores 64-31 on Friday, February 3, at Stuyvesant High School.

The Pirates dominated the Commodores in a meet that included many personal best times. "We took first place in most of the events, broke a school record, and qualified for states in the 400-yard freestyle relay," coach Peter Bologna said.

Their first playoff meet this season started with diving from senior Noam Altman-Kurosaki and sophomore Alexander Gurvets. Altman-Kurosaki executed the highest scoring dive of the meet, which consisted of a forward one and a half somersault with a full twist, to earn 18 out of 20 possible points—a nine from each of the judges present.

The Pirates then took first and second in the 200-yard medley relay and extended their lead to eight points. Sophomore Brandon Koo swam his seasonal best time of 1:53.03 to win the 200-yard freestyle and senior Harrison Zhao finished second with a personal best time of 2:00.47.

Though the Pirates finished second and third in the 200-yard individual medley,

sophomore Glib Dolotov dropped three seconds to swim his personal best time of 2:11.81. Freshman Andrew Guo came in third, but also with personal best time of 2:14.46.

Senior En-Wei Hu-Van Wright smashed his previous school record in the 50-yard freestyle with a time of 21.62 seconds to touch first. Senior Dennis Kan finished second in the same event.

"I was actually quite surprised because I've been battling with back problems for the past few weeks," Hu-Van Wright said. "However, I am very pleased with my swim and can't wait for [the PSAL Swimming and Diving Championships on Saturday and Sunday, February 11 and 12]."

In the 100-yard butterfly race, senior and co-captain Kevin Lin and senior Nicholas Ng finished first and second, respectively. Lin swam a personal best time of 54.54 seconds. The Pirates came in first and second in the 100-yard freestyle and 100-yard breaststroke, with personal best times from all the swimmers.

The Pirates finished first and second in the 200-yard freestyle relay. In the last event of the meet, one of the team's 400-yard freestyle relays, which included Wright, Lin, Koo, and junior Han Chen, qualified for the State Championships in Buffalo, New York on Friday and Saturday, March 2 and

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