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"The Pulse
of the
Student
Body"

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Student MetroCards Cut



Sara Lu/The Spectator

Stuyvesant students swipe their metrocards at the Chambers Street station.

By MAYA AVERBUCH
and ALEKS MERKOVICH

The Metropolitan Transit Authority's (MTA) current 2010 budget plan includes the elimination of student MetroCards, along with the removal of the W and Z subway lines and 21 local bus routes. The MTA board passed the plan with a unanimous vote, according to The New York Daily News article "MTA Board Passes

Budget That Could Slash Service Citywide, Nix Free Student MetroCards," published on Wednesday, December 16.

Currently, high school students who live one and a half or more miles away from school qualify for full-fare transportation. Students in lower grades receive MetroCards under different qualification requirements based

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Stuyvesant Ranked as America's 31st Best High School

By POOJA DESAI
and SAM LEVINE

U.S. News and World Report ranked Stuyvesant 31st in its 2010 list of America's Best Public High Schools. The list ranked schools in order of their college readiness index, which was calculated based on Advanced Placement (AP) or International Baccalaureate (IB) scores, number of students in AP or IB courses, and number of minority or economically disadvantaged students enrolled.

Stuyvesant placed ahead of three other specialized high schools, Staten Island Technical High School, Bronx High School of Science and Brooklyn Technical High School, which placed 34th, 58th and 63rd, respectively. However, the High School for American Studies at Lehman College, one of the newer additions to the specialized high schools, placed ahead of Stuyvesant as number 19.

Last year, Stuyvesant was ranked 23rd in the nation and two years ago it was 15th. Even though Stuyvesant has been dropping in rank, the administration is not concerned.

"We [could] improve our numbers. I could consider having the entire sophomore class take AP Euro, which would raise our number. But I don't see the logic to that. [...] Some people don't want to take AP Euro," Principal Stanley Teitel said.

Students expressed mixed reactions about the rankings.

"This means Stuyvesant has

lowered its standards," sophomore Janice Chung said. "We should really stop accepting a huge freshman class."

Junior Vanessa Yuan disagreed. "I don't think Stuyvesant lowered its standards," she said. "It's not like school was any easier this year than any previous years. Kids are still working hard and doing well. In the end, it's just a number, and we don't know exactly how they judge us, [or] how accurate it is."

"School rankings aren't important," sophomore Jacky Ng said. "It's what goes on inside the school that is."

Students also expressed doubts over the accuracy of the ratings.

"There's a problem with the ranking system," junior Shelley Li said. "Stuy kids work hard and if Teitel isn't upset about it," Li said she is not concerned either.

"They can't base it off how many kids take AP classes," freshman Dina Levy-Lambert said. "It's probably so much harder here at Stuy than in most high schools."

Assistant Principal English Eric Grossman, on the other hand, said that the criteria used to rank a school could be "indicators of good things happening." However, "while it is wonderful to be listed in there, I don't take the specific rankings all that seriously," Grossman said.

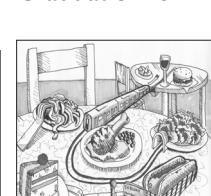
Teitel said he does not plan on making any changes to Stuyvesant to increase its ranking on the list. "What we are doing is what we're doing," he said.

Opinions

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A Fresh Perspective

They may have figured out where their lockers are only recently, but after four months, freshmen are adapting to high school life.



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Arts & Entertainment

Restaurants at the End of the Universe

Whether you're tired of your typical neighborhood eats or simply looking for adventure, here are some suggestions for lesser-known restaurants in unfamiliar areas.

Stuyvesant Hopes to Receive Title I Funding

By ISAREE THATCHAICHAWALIT and ZOE WU

Stuyvesant High School will potentially receive over one million dollars of Title I funds for the 2010-2011 school year if more than 40 percent of its students qualify for free or reduced-price lunch.

Title I is one of several federal title funding programs that were put in place by the Elementary and Secondary Education Act of 1965. According to the United States Department of Education (DOE) Web site, the goal of Title I is "to help ensure that all children meet challenging state academic standards." Schools where at least 40 percent of the students are from low-income families receive funds to improve school-wide instructional program. Whether a school qualifies is determined annually from the lunch applications that students hand in by Thursday, December 31.

Stuyvesant has never received Title I funding. However, the administration began looking into the qualification for the funds last spring after learning that Brooklyn Technical High School received 3.5 million dollars in Ti-

tle I funds for this school year.

Since the percentage of Stuyvesant students who qualified for free or reduced-price lunch has been just below 40 percent for the past few years, the school used messages posted on the school Web site as well as emails and phone calls to parents to urge students to bring in their lunch application forms.

"We are hoping that 40 percent of our students do in fact qualify so we would be eligible for the funds," Principal Stanley Teitel said. "But we don't know that. It's a matter of filling out the [lunch] forms, getting it back to us and submitting it to see whether or not we qualify."

According to Assistant Principal Technology Edward Wong, 40.3 percent of students have handed in their lunch applications as of Monday, December 21. However, Wong stated that some of these applicants would probably get rejected, as they might not actually qualify for free or reduced lunch. In order to meet the qualification as a school, Stuyvesant would need 40% of its students to qualify for free or reduced-price lunch.

Teitel shared Wong's concern. "What I'm worried about is when the applications are re-

viewed, some students might get thrown out simply because they don't meet the qualifications, and therefore we would drop below the 40 percent," he said. "I'm trying to get to 41 or 42 percent to give us a little leeway. In the event that some of our students are found to be disqualified for [not falling in the income range], we would still qualify as a school."

If Stuyvesant does meet the 40 percent threshold after the DOE has reviewed the lunch forms, the school will receive Title I funding for the next school year. The funds awarded to each eligible school depend on the number of students the school has. Wong estimated that Stuyvesant would receive about 1.5 million dollars. The administration would have to spend the money based on DOE regulations, otherwise "we could be forced to give it back if we use the funds inappropriately," Teitel said.

While it remains to be determined how the additional funds would be spent if Stuyvesant does qualify as a Title I school, the funds would help relieve the effects of the budget cuts. Teitel suggested they might be used to cut down class sizes. In par-

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Seniors Will Be Automatically Programmed for Math, But Can Opt Out

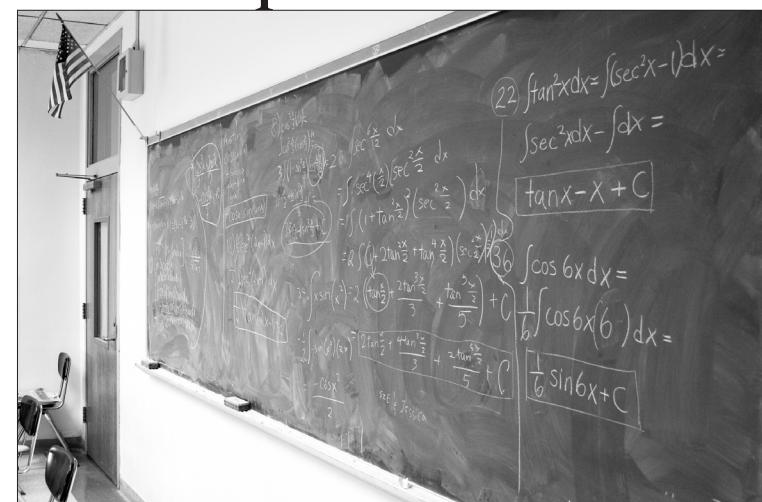
By CHRIS LEE
with additional reporting by
WILSON LAI

Starting with the class of 2011, students will automatically be programmed for math class in their senior year. However, students are not required to take math in their senior year and can opt out by speaking to their guidance counselors.

According to Principal Stanley Teitel, this change will be implemented because college advisor Pat Cleary and Assistant Principal Mathematics Maryann Ferrara raised some concerns. "Some students did not sign up for math in their second term of junior year, and they realized later that they wanted to sign up for math in senior year," Teitel said. "We did not have enough students to accommodate these requests. We have a set maximum number of students in a class. We can't do anything about that."

Teitel also cited the desire to prepare students for the college application process. "Colleges typically want to see a rigorous senior year," Teitel said. "Part of this includes a math course."

Teitel said that he will consider making a four-year requirement for mathematics in the future. However, at the earliest, this would be implemented with the class of 2014. "Graduation re-



Despite the lack of requirement, many seniors are still taking Calculus classes.

Ale Levitan/The Spectator

quirements can only be changed starting with incoming freshmen," Teitel said.

Even though Teitel is considering a four-year mathematics requirement, he does not plan to do it soon. "I want to see how many students opt out this year with this change," Teitel said. "We'll see how things go from there."

Some students like the change. "I think it's a great idea," senior Lawrence Li said. "It prevents senioritis. Most seniors already take math in senior year anyway, so it looks pretty bad if you don't."

Senior Lindsay Kwok agreed. "There is no point of skipping math for a year, but I think it's appropriate that students are able to opt-out because senior year is already hectic as is with college applications and essays," she said.

Others disagree. "I don't think seniors should be automatically programmed for math," junior Justin Zhu said. "Opting out seems like a hassle."

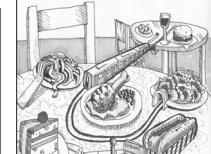
"Students can choose to take a math class by themselves," junior Ha Gyun Chung said. "They don't need to be automatically programmed for one."

Opinions

Article on page 12.

A Fresh Perspective

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on the distance they live from the school. According to The New York Times article "Students See Hard Future if Free Fares Are Ended," published on Thursday, December 17, "If the cuts are approved, the 584,000 city students who receive free or half-fare MetroCards would all receive half-fare cards beginning next September. In September 2011, they would pay full fares."

"Prior to 1994, New York City and New York State paid the entire cost of free or half-price student fares in New York City [...] A 1995 agreement split the cost equally, 45 million dollars each, at the time, between the city, state and MTA [...] The state dramatically reduced its reimbursement this year to 6 million dollars," MTA Director of Community Affairs Douglas R. Sussman wrote in an e-mail interview. "The MTA's 2010 budget addresses a 383 million dollar gap that had developed over the past two weeks because of several significant unfavorable developments, including a state budget cut of 143 million dollars."

According to the MTA's December staff summary of the financial budget report, the elimination of student MetroCards would save the MTA 31 million dollars in 2010, 62 million dollars in 2011 and 170 million dollars in 2012.

The proposal has sparked outrage among many, especially students. A protest was held on Monday, December 21 in front of the MTA Headquarters. It was organized by Our Savior Lutheran High School senior Jordan Orvam, Bronx High School of Science sophomore Kyle Maer, and Urban Community Council founder Anthony Herbert. Various flyers were handed out, and speeches were made by the event organizers, City University of New York trustee board member Cory Provost, Urban Youth Collaborative member Yashira Civitanes and others.

"There is nothing worse that can happen to a city like this than to not have a great education

[system]," Maer said. "Without transportation, it is going to be hard to get a good education."

Protesters said that the MTA had options other than cutting student MetroCards. "What they need to do is cut the cards that they give to the MTA workers," Herbert said. "All of them have free passes and ride on the train. Cut that. Don't do it on the backs of our kids."

The plan has sparked anger against the city and state governments as well. "The government has been very generous with bailouts to the banks, but somehow they can't figure out how to bail out regular working-class people and students. We've got a mayor here who is a billionaire who spent a record amount of money to get himself elected. He essentially bought the election. But when it comes to providing people with the services that they need to get along day to day, he's penniless," Bail Out the People Movement member Eric Struch said.

However, Mayor Michael R. Bloomberg has spoken against the student MetroCard cuts. "We aren't going to stand for it," said Bloomberg, according to The New York Times article "Seeing Politics in Plan to Cut Student Transit Aid," published on Friday, December 15.

Nevertheless, according to The New York Daily News article "MTA Bigwigs May Cut Free Passes For Students To Ride Subway And Buses," published on Saturday, December 12, Bloomberg said "that less-than-expected state funds for mass transit may balloon the MTA's budget gap to approximately 500 million dollars."

Some students are worried that they will now have to transfer to their zone school. "There are three people going to school in my family, so [we] can't afford to pay 2,500 [dollars] a year for me to go to school," said School of the Future freshman Kammie Sifonte, who attended the protest. Sifonte added that she would not get as good of an education at her zone school.

However, Principal Stanley Teitel said it would be impos-

sible for students to attend their zone schools if they are unable to afford transportation to their current school. "This would create huge overcrowding at the schools out in the boroughs," he said. "We have a huge population of students who come from Queens. If all of a sudden, they all want to go back to Queens, where would they go? There aren't any empty schools out in Queens. Everyone is packed out there as well."

According to Parent Coordinator Harvey Blumm, the plan would deter students from getting an education, contrary to Mayor Michael R. Bloomberg's goal of improving education.

"Students who are struggling [in school] now on top of that have to pay almost a thousand dollars a year," Blumm said. "That may drive more students to drop out. Not in Stuyvesant, but in other high schools."

In a recent parent newsletter, Blumm sent out a link to Manhattan Borough President Scott Stringer's online petition against student MetroCard cuts.

"Almost 40 percent of our families qualify for free or reduced lunch so [...] at least a third of our families are in that low to moderate income category," Stuyvesant High School Parents' Association (PA) co-president Larry Wood said. "If somebody is living hand to mouth, and doesn't really have the resources, it's going to be a choice between making lunch or food, or paying the rent at the end of the month [...] This kind of thing can just push them over the edge."

Many students and parents are against the plan. "The MTA is practically asking kids to jump over turnstiles and swipe with friends," sophomore Allie Wong said. "You shouldn't have to pay a fare to get taught at school."

"With the financial crisis going on, many families can't afford [student MetroCards]. People in lower classes shouldn't have to pay," freshman Jessica Chen said. "The MTA should have forms similar to lunch forms, where people who have less [money] don't have to pay."

Stuyvesant parent John Park

said, "The plan is not very smart. It's not supportive [of our education system], because NYC's students will stop attending [their current] school. It's a huge blow to our nation in the long run."

However, some were sympathetic towards the MTA.

"It's horrible, but you have to see things from all sides. They are losing [millions] a year giving us free rides," sophomore Jonathan Lung said.

"It's not a big deal to pay money for education," Stuyvesant parent Marina Zabechanska said. "I think people should rely on their own resources. The idea that someone else has to pay is ludicrous."

Some believe that the pressure from parent voters on elected officials could be enough to stop the elimination of student MetroCards. "The governor is up for election next year in October.

MetroCard."

"Every parent that I talked to as Parent Coordinator, when this has come up, has said to me that this is outrageous, and any politician who votes for it, they don't care what else the politician stands for or has voted for," Blumm said. "They're going to vote against them in the future."

However, Stuyvesant High School Alumni Association (AA) president Bob Sherwood ('68) expressed skepticism that parent voters could have enough of an impact on elected officials. "There has to be a sizeable core group of parents that band together," Sherwood said. "I'd say at least 15 percent or 20 percent of people in the district that are going to vote. If an elected official sees that a group of people that size, of that magnitude, are going to vote negatively based on this decision, they'll have second thoughts about voting [for student MetroCard cuts]."

Even if student MetroCards are not eliminated, some have talked about the more likely possibility of having reduced-fare student MetroCards, rather than free or half-fare MetroCards.

"Instead of making us all pay full fare, we should pay 25 or 50 cents instead. It still helps the MTA get out of debt and it does not burn a hole in our parents' pockets at the same time," junior Shelley Li said.

Others feel threatened by this possibility.

"That would be very bad also because even if students are only paying 25 cents a day for student MetroCards, that leaves open the threat in the future it could be increased and parents end up paying more," Blumm said.

If either plan is put into effect, the PA and AA said they would review the possibility of covering the cost of student MetroCards with their executive board members. However, "it would be very expensive for us to try to do that," Wood said.

For now, students will have to rely on the various circulating petitions and organized protests in order to stop what Blumm said is "a huge hurdle in their way."

"It would be an unmitigated disaster if public school students had to pay for public transportation to get to school."

**—Harvey Blumm,
Parent Coordinator**

The legislature is up for election in Albany. I do not see these people taking on the parents of New York City in large quantity," Teitel said. "This is the issue that could easily galvanize parents because they are reaching into their pockets every day if you don't get that

AIS Tutoring and Per Session Pay Restored

By BEN GARNER,
ISABELLE NG
and MOHAMMAD HOSSAIN

Academic Intervention Services (AIS) tutoring and other pay-per-session activities that were discontinued due to budget cuts on Wednesday, November 25, were restored on Tuesday, January 5. The activities have been restored mainly because of The Stuyvesant Parents' Association's (PA) grant of 60,000 dollars.

Principal Stanley Teitel and the cabinet made the decision to restore AIS tutoring. However, under the terms of the grant, tutoring will now be offered for 15 hours a week, compared to 20 hours previously.

In order to accommodate the decrease in hours, tutoring for some courses was cut. As a result, tutoring for Spanish, Italian, Global History, US History, Advanced Placement US History, and various math classes was discontinued. In addition, Physics teacher John Avallone and Biology teacher Bereta Runcie decided not to continue as AIS teachers. They were replaced by Physics teacher Jamal Ali and Biology teacher Hemal Pathak. "We [the cabinet and I] sat

"I was disappointed that AIS was cancelled since I used to go all of the time to get help with math."
—Noshin Haque, sophomore

some AIS sections cut. The math department lost one section of tutoring. However, all of the courses will still be covered. "There's more people in less classes," Assistant Principal Mathematics Maryann Ferrara said.

There was a positive reaction

down and looked at the attendance sheets to see which courses had the lowest attendance rates. Those were the courses that we cut," Teitel said.

All of the departments had

other pay-per-session activities restored due to the grant are some of the trips of several large clubs and teams such as Junior Statesmen of America, Model United Nations, and Speech and Debate. This comes as a relief to the clubs, which were forced to cancel all future trips to tournaments and conferences indefinitely.

"The PA came through, and put money into per-session pay," senior and Model United Nations Secretary General Evan Smith said. "We'll be able to finish the remaining schedule [of trips] that were previously planned. It's just unfortunate that the PA had to come up with the money."

In the first few days since the restoration of AIS, there has been a regular flow of students attending the sessions. "It's only been the first week but finals are coming up and there should be a greater number of people coming in," Mathematics teacher and AIS tutor Ashvin Jaishankar said.

Stuyvesant Hopes to Receive Title I Funding

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ticular, Freshman Composition, which was replaced by Freshman

"We are hoping that 40 percent of our students do in fact qualify so we would be eligible for the funds."
**—Stanley Teitel,
Principal**

class sizes than Freshman English, allowing teachers to give more attention to helping students individually.

"One and a half million [dollars] would do a lot for us," Wong said. "It would help with tutoring and afterschool events. The winter concert, for example, didn't have a finale."

Many students are hopeful that Stuyvesant will receive the extra funding.

"It would be great for the school if people who qualify [for free or reduced-priced lunch] hand in their lunch forms," junior Eric Xu said. However, he pointed out that some eligible students do not hand in their applications because they "mistakenly think they do not qualify," Xu said.

Students will be able to submit their lunch applications either via the paper application or electronically after Thursday, December 31 and throughout the rest of the school year. However, these additional applications will not be considered for the school's eligibility for Title I funds. Teitel is unsure when the DOE will notify the school of whether or not it has achieved the 40 percent required for Title I funding.

No Final Exams for Some Social Studies Classes

By BRIAN SOU

Students currently enrolled in Regents level Global History (H3G) and Regents level American History (H53) will not take a curricular final examination during final exam week, which spans from Tuesday, January 26 to Friday, January 29.

Instead, students will take in-class final exams. The content of these exams will be determined by the teacher and may or may not be cumulative.

"This method is better for teachers as well as students because certain teachers emphasize certain things, so an in-class exam would give teachers more flexibility as to what they want being tested," Assistant Principal Social Studies Jennifer Suri said. However, many teachers were indifferent about the policy change. According to Social Studies teacher Muriel Olivi, "Both testing methods have their advantages and disadvantages. On one hand, I liked the uniform final exam because it was more objective. However, I did have to spend extra time on topics I felt just weren't that important." American History teacher Warren Donin agreed. "Whatever the department agrees with, I agree with this is the first year that the policy will be in effect. According to Suri, its success this year will determine whether or not the policy is renewed. "We'll see

Classes

if it goes well. If it does, we'll do it again next year," Suri said.

The policy change was a continuation of last year's experiment, in which the senior course Economics (H8) was not given a final assessment for the first time. The change does not affect Advanced Placement (AP) World History (H3WX) or AP United States History (H53X), since AP social studies classes, aside from AP European History (H3GX), are never given curricular final exams. The only other history class not given a curricular final exam is American Government (H7V).

Suri decided to make the change for the benefit of the students. "We want to take the pressure off for students during exam week," she said.

The majority of students expressed excitement and approval for the change.

"This really takes the pressure off of the many finals I have during finals week, not to mention the English Regents," junior Monil Shah said.

"I like the policy as not every teacher teaches materials at the same pace, causing those of us whose teachers did not teach the material on the final to be at a disadvantage," junior Ken Shiu said.

However, some students expressed their displeasure.

"I'd rather have a few extra days to study for the finals than do an in-class one," sophomore Kevin Han said.

Blood Drive Gains Participation, Loses Organization

By CHESTER DUBOV

The first blood drive of the school year was held in the first floor lobby of Stuyvesant High School on Wednesday, January 6. The drive was organized by the Student Union (SU) and coordinated by seniors Sahil Goswami, Taha Ahsin and Lily Ostrer, with medical personnel provided by the New York Blood Center (NYBC).

Students who wanted to donate were asked to go to the first floor during either a lunch or free period. Since donations were said to take approximately two periods to complete, students were asked to obtain permission slips from teachers whose classes they would be missing.

Students 16 years old and under were also asked to obtain a permission slip signed by their parents.

According to Goswami, the event was successful in terms of student turnout. "It went well," Goswami said. "We had over 300 people come down."

"We collected 196 pints, which beats last year's amount," Ahsin said.

According to Goswami, last year's January blood drive, which was coordinated by Allen Granzberg ('09) and Alexandra Larsen ('09), collected 178 pints. "We created a team to make this year's blood drive more efficient," Granzberg said. "Alex-

andra Larsen and I are both very proud of them."

Despite the increase in pints, the drive suffered from both logistical and administrative obstacles presented by the NYBC.

"They [New York Blood Center] have absurd regulations on female donors that put a damper on how much blood we collected," senior and Director of Blood Drive Recruitments Briana Last said.

According to a NYBC Female High School Donors Nomogram, females who are approximately five feet in height and weigh fewer than 135 pounds would not be permitted to donate. This, according to Goswami, prevented many potential female donors from giving blood. "The new guidelines in place are pretty much impossible to meet for girls a little bit above five feet, which is why so many donors were turned away," Goswami said.

"The guidelines are very counter-intuitive to prevent basically any girl from donating, because they noticed a lot of girls passing out last year," Ahsin said.

According to Goswami, however, the concern of the NYBC about fainting was unfounded. "[During the blood drive last January] only two girls passed out and both passed out due to the heat in the sixth floor gym, which is why we moved down to the first floor this year," Goswami said. "Those girls both donated

this year and were fine."

Another major impediment this year was the conduct of the NYBC employees, who managed the actual collection. "New York Blood Center did not provide adequate personnel, nor were they efficient enough," Goswami said. "There were six nurses supposed to do pre-screenings. During sixth period we only had one, which is when the majority of people came to donate."

Potential donors during seventh period commented on the long wait. "This line is ridiculous," senior Sarah Cohen-Smith said.

There were reports of students having to wait for as many as four hours on line before donating.

"As of right now, we are looking to the American Red Cross as a possible second option for future drives due to the ineptitude of the NYBC," Goswami said.

Despite the logistical issues facing the drive, some students were still excited for the opportunity to donate. "This is my first time giving blood at Stuy. I'm very excited," junior Matteo Singer said. "It's important because a lot of people are suffering from bad blood, so this is what I can do to help them."

"[This is] another way to do good for the community and help other people," sophomore James Frier said.

Cornell University Introduces Advanced Technology to Stuyvesant

By ANIKA RASTGIR and ALEX WANG

Cornell University's Center for Nanoscale Systems introduced atomic force microscopy and nanotechnology to the Stuyvesant community on Friday, December 18. A new lab that simulated atomic force microscopy (AFM) using materials from Cornell University was tested during a junior physics and a freshmen physics class. In addition, a lecture on modern nanotechnology also held by Cornell University took place during 10th period in the library. The event was open to everyone.

An atomic force microscope is used to determine the surface topography of a microsize or nanosize object by touching a laser probe to the surface of individual molecules and atoms. Measurements can be calculated from laser's deflection onto a position detector. The lab conducted at Stuyvesant demonstrated how the atomic force microscope works.

For the lab, each team of students recorded the changing heights of the surface of an unknown object inside a box. Later another team would try to recreate the exact shape.

Each AFM lab began with a short lecture by Dr. Julie Nucci and Jim Overhiser from Cornell University, who guided the two classes together. Then the teams started to work on the lab. Each team built Lego structures and then used lasers to figure out the topography of the other team's structure.

"I was able to do the experiment to some degree," freshman Kori Porosnicu-Rodriguez said. "It was difficult to get a very accurate idea of what was in the

box, but I did have a slight idea as to the varying heights of the structure in certain areas."

Freshman Alex Argyriou did not share the same difficulties. "We got the wrong shape but only by one Lego," Argyriou said. "The actual physical Lego building and laser pointing was easy."

Seeing as the lab had gone with minimal issues, Thomas said it was likely the labs would be used in following years for lab experiments.

This was not the only time Stuyvesant received outside aid to introduce its students to modern technology. In 2008, the school received a grant from the Toshiba America Foundation to purchase a scanning electron microscope and scanning tunneling microscope, which now are located in room 817. Assistant Principal Chemistry and Physics Scott Thomas's freshmen physics class was introduced to the microscopes on the same day of the AFM lab, and the current sophomore research groups sometimes use the microscopes in their research.

The nanotechnology event held in the library during 10th period was titled "A General Introduction to Nanotechnology: Let's Get Small". Dr. Julie Nucci, Director of Education Programs at the Center for Nanoscale Systems at Cornell University, was the speaker. Dr. Nucci and Thomas met at a previous event held in New York City. "I decided it'd be fun to talk to you guys about nano," said Dr. Nucci, so she contacted Thomas and organized the event over phone and e-mail.

Although the event was open to everyone, students currently in or programmed next term for classes such as Intel Physics were informed of the event. Stu-



Cornell University presented a lecture in the library about nanotechnology.

Joann Lee/The Spectator

dents who attended Nanoday, an unrelated event previously sponsored by The City College of New York, were emailed about the event as well.

According to the presentation, nanotechnology is the "understanding and control of matter" as small as one-billionth of a meter. An overarching theme of the presentation was nanotechnology in nature versus man-made nanotechnology.

"Mother nature is very nano," Dr. Nucci said. Despite the progress humans have made, "we cannot compare to mother nature yet," she said.

Current uses of nanotechnology were described. For example, multi-walled nanotubes, which are the strongest mate-

rial known to man, that extend like a telescope have been built. They are the strongest material and best thermal conductor yet known to man.

Students on the whole enjoyed the presentation. Senior Josef Kushner, who is taking Modern Physics and Nanotechnology 10-tech class in the spring term, said, "I'm normally a biology student [but] the event showed me how nanotechnology is relevant to many fields, such as biology."

"It's interesting how nanotechnology could be applied to everyday life," said junior Saimon Sharif, "The presentations were great. I've seen very detailed and poor presentations by researchers. This was not one

of them."

Some students had small complaints about the lecture, but still believed the overall event to be worthwhile.

"As it progressed, it was more interesting," said senior Emily Wine, "I didn't know much about nanotechnology to begin with. She went through some of the slides a little fast."

Sophomore Janna Zhu appreciated the new advanced technology integrated into the school. "It's always nice to see new technology being installed in the school, especially tools as advanced as the STM and SEM. I feel that they provide a great introduction to how scientists work today," he said.

News

Calendar of Upcoming Events

**Thursday,
January 14**
Open Forum
After 10th
Room 615A

**Thursday, January
14 & Friday,
January 15**
Winter Drama:
All My Sons
Thursday: 6:00 p.m.
Friday: 6:30 p.m.
In the Theater
\$5 for Students
\$10 for Adults

Friday, January 15
Open Mic
After 10th
In the Library

Monday, January 18
Martin Luther King
Jr. Day
NO SCHOOL

Tuesday, January 19
SLT Meeting
After 10th
Room 615A

Friday, January 22
Open Mic
4:30 p.m. - 7:00 p.m.
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Siemens Finalist Wins 40,000 Dollar Scholarship

By ANIKA RASTGIR

Junior Stephanie Chen placed third nationally in the 2009 Siemens Competition in Math, Science and Technology. Chen completed a team research project with her friends, juniors Cathy Zhou and junior Israt Ahmed of Francis Lewis High School.

For placing third, the team won a 40,000 dollar scholarship, which the members will split evenly. Each member also received a 1,000 dollar scholarship for being a regional finalist and split 6,000 dollars for being regional winners.

The team's research focused on dating fossils using an electron spin resonance (ESR) spectrometer. They dated fossils from the architectural sites Pradayrol, in France, and Ainikab I, in Russia, that yielded evidence of early hominid activity. Through its research, the team discovered that a Neanderthal tooth found in Pradayrol, France, was the oldest one ever found, dating to approximately 330,000 years old.

The fossils from Ainikab I, Russia, provided information on human migratory patterns. They gave evidence of an alternate path out of Africa that early humans may have taken. This path involved crossing a large Caucasus mountain barrier through Georgia and into Russia.

The team was able to do this research at the ESR lab at Williams College. At the Robert F. Kennedy (RFK) summer science institute, the team members prepared nine fossil teeth from the two sites that they focused on. Their mentor, Dr. Bonnie Blackwell, director of the RFK Institute, received the fossil samples from archaeologists at the two sites.

ceives each year in its burial history. The external dose rate is the amount of radiation sediment that the fossil receives each year. Each tooth took about 100 hours to prepare.

As a group, the team members also wrote the research paper and speech and created the PowerPoint presentation used for the regional and national competitions. Their mentor guided them through the process. "[Dr. Blackwell] helped us with paper revisions and fossil age calculations," Chen said.

Stuyvesant senior Thomas Truongchau helped come up with the slogan for their project, 'So easy a caveman can do it,' as used in Geico commercials. "It just so happened that we had a cave site and a Neanderthal that once lived there," Zhou said.

After submitting the research paper, the team members were chosen as regional finalists. The regional competition took place at Carnegie Mellon University on Friday, November 20, and Saturday, November 21. The team displayed its information through a poster presentation. The members were able to meet the judges and speak with anyone interested in their project. The finalists also presented a PowerPoint to the judges, contestants and parents. Afterwards, the team was brought to a separate room for a twelve-minute question and answer session.

"It was comfortable; we knew our information and we tried to explain it as best as we could," Zhou said. "It was nice to have partners to bounce off ideas and to complete what the other had left off."

The national competition was similar in structure and took place at New York University on Thursday, December 3, through Monday, December 7. The finalists started off their day on Friday, December 4, with an orientation breakfast at Chelsea Piers. Apart from meeting the other finalists, the eventful day included a bowling session, a trip to Dave and Buster's, a Broadway performance of Mary Poppins, and an opportunity to see themselves on the Jumbotron in Times Square.

"Meeting all these new people from different parts of the nation just amazed me at how they were all just normal students who took time out from their everyday routine to accomplish what they had," Ahmed said. "Everyone has the capability to do the same, but not the drive they need to do it."

The finalists presented their projects on Sunday, December 6. Afterwards, they went to a dinner at the Liberty Science Center. The team members received their scholarship awards on Monday, December 7.

"I was very sad on the last day of the competition because the entire experience was like a dream," Chen said.

The competition has affected the future aspirations of each of the team members. They are now all interested in careers in the field of science. Chen wants to become a heart surgeon, Zhou wants to be involved in research, and Ahmed wants to be involved in neuroscience.

Future events for the team include competing in the New York City Science and Engineering Fair.

"I feel like I'm on top of my game," Zhou said. "Now I feel that if I put enough time, effort and concentration, I can do just about anything."

**"I was very sad
on the last
day of the
competition
because the
entire experi-
ence was like
a dream."
—Stephanie
Chen, junior**

The team members worked together on their research. They prepared the teeth by separating them into subsamples and by drilling off dentine and sediment. After sample preparation, the enamel from the fossil teeth was crushed into powder. The powder was divided evenly into 10 to 16 little tubes known as aliquots. Then, their mentor irradiated the teeth with cobalt-60.

The team scanned the aliquots using the ESR spectrometer, which measures the ESR signals of the teeth. From that, a spectrum resulted; the team then plotted this on a graph. After analyzing the graph, the team found the amount of radiation each tooth absorbed within its lifetime. The team was able to get the age of each tooth from this calculation and the internal and external dose rate calculation. The internal dose rate is the amount of radiation a fossil re-

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Features

By SHILPA AGRAWAL

December is one of the most dreaded months for high school seniors across the country. Not only are final projects being assigned and exams inching closer, but it is also the time when students receive acceptances, deferrals or rejections from the colleges to which they applied early. During the weeks of Sunday, December 6, and Sunday, December 13, seniors anxiously awaited their decisions, tapping their feet during classes and rushing straight home after school to check the results online.

Many students this year were not pleased with the Early Action (EA) and Early Decision (ED) results for Stuyvesant.

"There's a lot of disappointment going around, but I really don't think they should feel bad, they'll still get into a great school," senior Tousif Ahsan said. "Everyone has worked really hard and they will reap the benefits sooner or later."

Senior Eileen Kim felt very strongly about the lack of early acceptances. "I don't think a lot of the colleges were fair this year. I feel like this year they just cracked down on a lot of people," she said.

Some administrators think that the disappointment among the seniors is not specific for just this year.

"Every year around early decision time, the students are saying 'this is the worst year ever, way worse than last year', and then come spring, where everyone gets into a school, because they have more options, everything is better [...] early is always worse than regular," guidance counselor Meredith Negrin said.

Some students also feel this way.

"The general feeling about the results for this year is that schools hadn't given out as many results as last year [...] but I think we're sort of mixing our memories from last year, because I think last year they were successful during the regular season, when the regular results came back, and memories from that sort of clouded our reactions to the results from this year [...] But to some degree, I also feel that standards are higher, and that schools are being a lot less reluctant to give out acceptances," senior Paul Lee said.

According to statistics published by The Choice, a blog by The New York Times, many of the country's top-tier schools, including Brown, Johns Hopkins, Yale, and Cornell accepted fewer

students in the early pool than last year. Brown, which has a binding early decision program, accepted three fewer students than they did last year, but due to the larger number of applicants this year, that amounted to almost a 4.25 percent decrease for the percentage of early applicants accepted. Cornell also saw over a 4 percent drop in the number of students accepted.

While some of the trends in the rise and fall of acceptances that apply nationwide seem to apply to Stuyvesant, some have also not held true. Nationwide, the acceptance percentage for Yale went up .6 percent, but in Stuyvesant, the smaller number of acceptances was disappointing. Last year Stuyvesant had 42 early applicants to Yale, and 7 were accepted, yielding a 16.6 percent acceptance rate, but this year, Stuyvesant had 44 early applicants to Yale, and 5 were accepted, yielding a 11.4 percent acceptance rate. Although the number of acceptances did not see a huge drop, many students are still upset about the overall turnout.

Negrin speculated why the acceptance rate for Stuyvesant may have been lower this year.

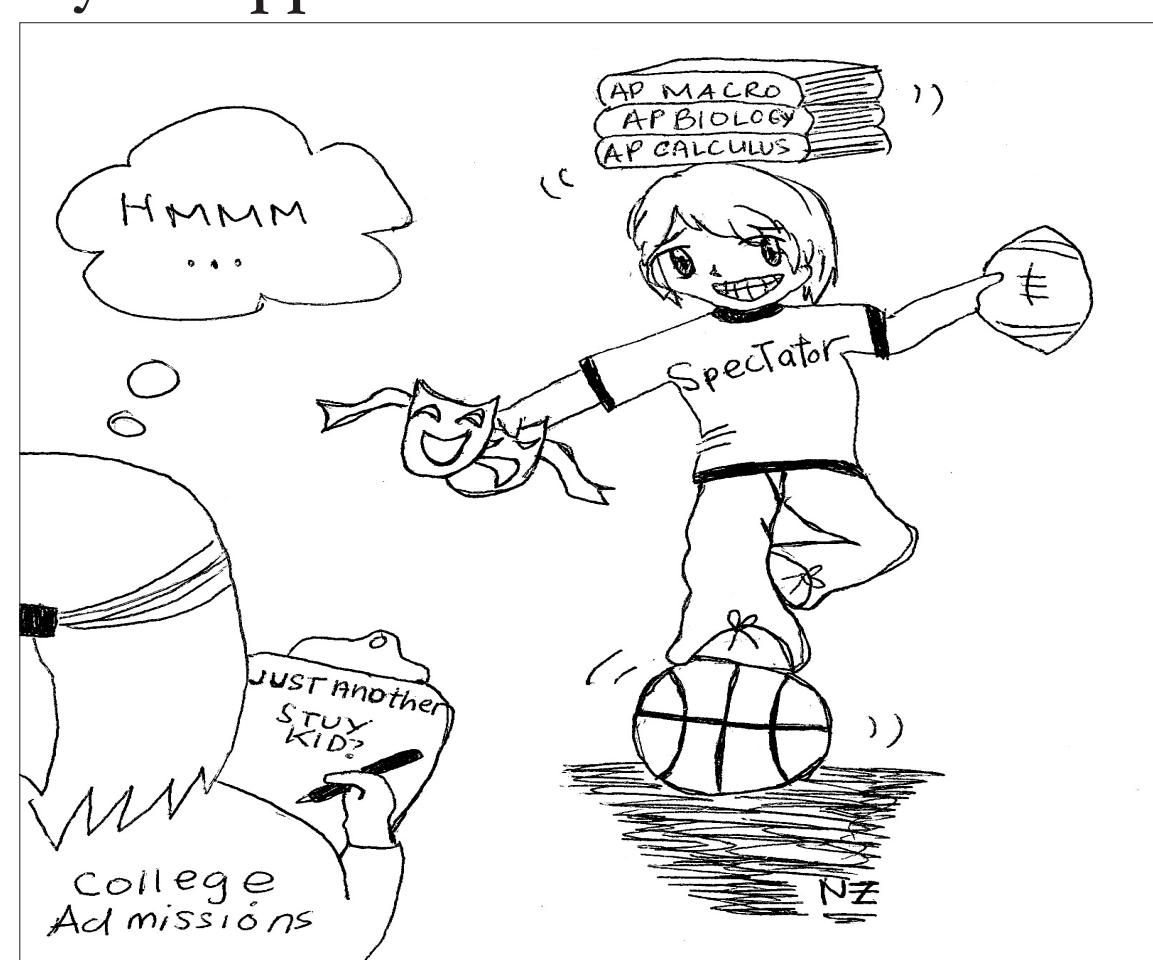
"Last year, Yale had a very low yield from here. A lot of kids who were accepted to Yale did not choose to go. Whether or not that affects this year or not, I don't know, but that's my guess," Negrin said.

As for the other low acceptance rates, some students think that the trend may have to do with the recession, and schools' inability to provide financial aid. Last year, out of the 23 students who applied, Stanford accepted 2 students early, and this year, out of the 18 students who applied, it accepted none.

"I feel like a lot of the schools took fewer people, and if the reason behind that is because the financial difficulties the schools have been having, like the financial market falling apart and the decrease in the values of the endowments, they don't really want to commit to one student versus another. They really want to really see the entire student body that is applying to their school before they make any sort of commitment," senior David Rice said.

Some students start to wonder if going to Stuyvesant, and competing against such a large and competitive pool of students, actually hurts or helps them in the early and regular application process.

"What every college says is,



'no, we look at each applicant individually,' as in they don't compare us. But I think the bottom line is, coming from a school with so many great candidates, it will hurt us, and it's harder because we are being compared against our very, very talented peers," senior Ian Armstrong said.

Some seniors feel that while the competition may be high, coming from Stuyvesant helps in the early and regular decision process.

"There are schools like Columbia and Yale where 5 or 10 kids are getting in early from Stuy. [...] If I had gone to my zone high school, almost nobody would have gotten in," senior Kelly Quinn said. "Yes, we are in a more competitive pool, but they are also taking more kids. Then again, you never really know what to expect."

Other seniors agree that the results can unexpectedly vary from year to year.

"Schools aren't obligated to have some sort of quota for Stuyvesant students. They don't even need to have a pattern," Ahsan said.

Even if there is no specific number that colleges will accept, many students feel that there is an unofficial cap on the number of students a college will take from Stuyvesant.

"I don't know if colleges have a hard quota, but I think it's ridiculous to think that they don't take the school into account," senior John Connuck said. "I think they have some idea of the number of kids they are going to admit from the school."

Other seniors also find it hard to tell whether colleges have a range of students they are willing to accept from a particular school.

"I'd like to think that colleges will take as many students that are worthy of admission," senior Arun Singh said.

As results started pouring in, students start to wonder whether colleges hold Stuyvesant students to higher standards than students from other schools.

Some seniors think that students from certain other schools have a greater chance at some schools because of the greater individual attention they are given when applying.

"[Private schools] have an advantage because they have college counselors who are working with far fewer students, so they know the students really well, and they also built up individual relationships with the admissions officers at the college [...] I think that going to Stuy may hurt your chances of going to one school in particular, but your chance to get

into a great school [...] is much greater," Connuck said.

Ahsan thinks that colleges are aware of the competition and size of Stuyvesant, and accommodate their acceptances accordingly.

"It's not going to translate into some direct mathematical formula, but they know that these kids go to Stuy. They're working under extremely different environments than kids that go to many other schools," Ahsan said.

The low number of acceptances also worries the lower years at Stuyvesant.

"Even though I try not to, I compare myself to some of the seniors, [...] and if they didn't get in, it sort of makes me wonder what will happen to me next year, especially if they are applying to schools that I might want to," junior Vanessa Yuan said.

While the seniors may not be happy with the overall turnout of EA and ED results, many have found a nice level of support from their classmates.

"Everyone is really excited when someone hears back from a college, and they are really supportive when someone doesn't get in, and congratulates each other when they do. So there is a very nice atmosphere across the grade," senior Vanessa Ventola said.

Stuyvesant's Many Chambers Of Secrets

By CONNOR JUSTICE
and SANGHO PARK

We've all read "Harry Potter," by J.K. Rowling. Part of the appeal of Rowling's famous series is the mysterious Hogwarts School for Witchcraft and Wizardry, which is laced with secret passageways, magic murderers and enchanted books. But Hogwarts isn't the only school with such venues—Stuyvesant has its own share of nooks and crannies. You just have to know where to find them.

Here is the Marauder's Map to our school's secret areas.

THE BASEMENT: A spooky place

Across from the West Staircase on the first floor, there is a suspicious and windowless green door. Walk through it and down the hallway and you will find yourself in the basement of

the school. With a stairwell that belongs in "Friday The 13th," there is no end to the creepiness of the floor under the school that is characterized by its flickering lights and long dimly lit hallways. And if that isn't enough, none of the doors have handles! For those just dying to check out the basement, think again. It's off-limits to most students, and there are quite a few security cameras and custodians waiting to catch you in the act.

11th FLOOR: A place above

Stuyvesant students often brag about the sheer size of the school—the building's 10 glorious stories of modern architecture containing over 3000 kids. It might surprise you to know, then, that Stuyvesant actually has 11 floors. Check it out when you're trudging up to the 10th floor on the West staircase—at the top, there is a gated entrance

to another set of stairs!

But if you hadn't noticed, don't worry—you're not alone. Many students didn't know about the additional floor. "I had no idea that [an 11th floor] existed. I always walk up to the 10th floor on the West stairs and never noticed anything," sophomore Leah Ditmore said. The 11th floor is prohibited to all students and is used to access the roof of the building. And no, there are no classes held on the 11th floor.

The Catwalks: A Place To Steer Clear Of

Contrary to popular belief, the balcony is not the highest part of the theater. Above it is the land of crisscrossing metal walkways and ventilating shafts known as the catwalks. Used mostly by the Stuyvesant Theater Community to store equipment and the lights used in shows, they are only accessible by means of a ladder



The basement is just one of the many nooks and crannies unseen by students.

through the lighting booth. The catwalks are off-limits to most students; only those on the technical crews of Stuyvesant Theatre Community productions are allowed on them. The catwalks are also extremely hot and not very well lit—needless to say, a less than ideal place for reading or relaxing.

Features

Rosa Mazzurco: Diving In

By SANGHO PARK

Whether they admit it or not, most New Yorkers struggling with the harsh climate of winter long for the solace of a warm beach. But few imagine that day including an oxygen tank, a wet suit and a scuba diving mask. English teacher Rosa Mazzurco is an exception.

A teacher of freshman English, sophomore European Literature and senior Existentialism, Mazzurco's journey to the teaching profession started in SUNY New Paltz, where she majored in Fine Arts. Mazzurco explained that she was never planning to attend college. Not a fan of institutionalized education, the band she ran with a group of friends interested her more. However, Mazzurco's high school English teacher and Art teacher worked together to submit a portfolio of Mazzurco's work to a couple of SUNYs. Mazzurco received a scholarship from SUNY New Paltz for the duration of her undergraduate education.

Fresh out of college, Mazzurco moved to Basel, Switzerland, where she worked as an Italian tutor. "My parents were so open about me exploring the world before I picked a career choice so I took that and went with it"

Mazzurco said.

Despite her parents' blessings, Mazzurco stayed in Switzerland for only five months. "I didn't like Switzerland at all. It's probably because of all the bike tickets," Mazzurco said. "But some of the great bands I got to see in Switzerland probably make up for all those bike ticks."

After her stay in Switzerland, Mazzurco traveled south to Italy. She stayed in Italy for several years, attending graduate school at the historic University of Florence during her stay. However, Mazzurco came back to the United States before she could graduate and finished her Masters at New York University.

After receiving her Masters, Mazzurco got a job at the renowned publishing house, Scholastic Inc. However, Mazzurco's love for literature could not be satisfied at the publishing company. Mazzurco soon decided that "teaching was the right thing for me," she said.

Mazzurco's teaching career started at the Graphics Communication Arts High School (Graphics) for two years. "The reason I went there was because of a high demand for teachers and a fellowship that offered benefits," Mazzurco said.

The two years at Graphics

were difficult for Mazzurco. "The teachers basically rotated every year or so," Mazzurco said. This

"I love the courses I teach but what I would love to do is to eventually start a film course."
—Rosa Mazzurco, English teacher

required Mazzurco to sometimes step away from teaching literature and teach other foundation classes in which some of the students could not even speak English. "Sometimes I would have four or five students who

would come to my class. Those students might be English as a Second Language (ESL) students whose classes might have been broken up," Mazzurco said.

Sometimes, Mazzurco's responsibilities at Graphics went beyond simply classroom instruction. "Some days my main job was breaking up fights and maintaining some form of order in my classes," Mazzurco said. Mazzurco took her job at Graphics seriously, serving as both a teacher as well as a parental figure for some students. "A lot of students did not spend much time with their parents so I would more or less serve as a second parent for [those kids]."

Mazzurco switched over to Stuyvesant and immediately enjoyed her new school. "After I came [to Stuyvesant], I kind of fell in love with the place," Mazzurco said. "Many students share my love of literature and I feel that students are able to appreciate the literature and that makes me excited to teach them."

Sharing her intense passion for literature isn't all Mazzurco likes to do. "I'm an avid scuba diver, which is another reason I love the teaching profession. [Teachers] get to go away three times a year," Mazzurco said.

In her spare time, Mazzurco



English teacher Rosa Mazzurco teaches freshman English and sophomore European literature.

Tong Wan / The Spectator

also loves to play the guitar. "I'm presently not in a band but I still practice guitar with my friends. And since I used to work in fashion, I still do some tailoring on the side," she said.

Despite her many diverse interests, Mazzurco has never lost her love for teaching. Despite the current strain of the budget cuts, Mazzurco hopes to expand Stuyvesant's English curriculum. "I love the courses I teach but what I would love to do is to eventually start a film course at [Stuyvesant]," Mazzurco said.

Patterson Impounds Funds from Public Schools

By HANNAH WHALEN

After New York State Governor David A. Paterson announced his decision to withhold 750 million dollars of state educational funds on Wednesday, December 9, 2009, he declared in a speech to Wall Street investors and bankers, "I will probably be sued for this, but I will not let New York State run out of money on my watch."

Just a week later, the Governor's prediction came true: a coalition of teachers' unions and local school officials are preparing for a legal battle. They claim that Paterson's actions are not only unlawful and violate New York's constitution, but are also simply immoral.

"People will remember who stood in this financial period and tried to address it and who buried their head in the sand."
—David Paterson, NY State Governor

"[This is a] reckless and total disregard of the separation of powers set forth in the constitution [...] a terrible thing to have witnessed," said Alan Lubin, vice president of the New York State United Teachers and one of Paterson's main opponents, at a press conference on Wednesday, December 16. "The money was allocated by the state legislature

for schools, for programs, for children."

Governor Paterson cites sweeping economic troubles as a reason for withholding state funds.

"People will remember who stood in this financial period and tried to address it and who buried their head in the sand," Paterson said at a news conference at the capitol on Wednesday, December 16, just minutes after the lawsuit had been filed. "This lawsuit does nothing to help us solve a severe cash crisis that threatens our ability to pay our obligations at the end of the month."

Stuyvesant, as well as other large New York schools, will probably be hit the hardest.

"The withholding of the state funds will affect the New York City budget. That, in turn, will affect the education department budget, which will affect Stuyvesant. Exactly how much money will be involved for us is hard to say at this moment. I am expecting a budget cut before February first," Principal Stanley Teitel said.

"We're already making due with much less than we had last year," English Assistant Principal Eric Grossman said. "The prospect of losing an even greater chunk of funding will certainly prevent the school from fulfilling its mission."

Stuyvesant students are wary of budget cuts.

"There are so many other ways for the state to be cutting corners, but taking so much away from the future generations is not the way to get it done. It just makes an old problem worse. Good intentions, but it's not okay to steal from the youth. I am so sure there are other places to decrease the budget," sophomore Ashley McQuiller said.

Junior Jeffrey Bilik agrees. "Education is singularly the most important aspect of any society [...] removing money from the educational system deprives the future generation of New York," Bilik said.

New York schools spent 15,981 dollars per pupil in 2007, more than any other state.

"This [lawsuit] is a desperate attempt by special interests to put their needs ahead of the people of the State of New York," Paterson said at the capitol's Wednesday, December 16 news conference.

The governor continues to defend his decision, blaming the need for funds on the Senate, who failed to close the state's 3.2 billion dollar deficit this month. Paterson said that he was the "responsible parent compared to the childish Senate," a common theme of his Wednesday, December 9 Wall Street address.

"It's better to cut education funding than to make greater cuts to public safety and healthcare," sophomore Jeremy Majerovitz said. "As much as we like having lots of electives and extracurriculars, it should be remembered that quality of education in general depends mostly on good teachers and a good curriculum, not tons of funding."

Blackboard Inspirational



A mural of colored chalk inspired by messages seen in classrooms in China is drawn on the blackboard in room 337.

Polina Rozina / The Spectator

By DANIELLE OBERDIER

"A journey of a thousand miles begins with one step." So says the intricate mural that brightens the chalkboard at the back of social studies teacher Brad Badgley's classroom. Badgley, who teaches Global Studies for both freshmen and sophomores, American History for juniors, and Geopolitics, created this chalkboard tradition and has carried it out for the past two years. He was inspired by classrooms he had visited in China in which students had written similarly optimistic messages on their blackboards.

This year's mural was created by three freshmen: Esther Luo, Samantha Luangkhot and Myra Xiang. Using the colored chalk that Badgley provided to map out an interpretation of the quote voted on by the class, the three girls created a vibrant piece of art depicting from left to right the passage of time.

Luo, a member of Badgley's sixth period Global Studies class, described the process by which Badgley selected her to design the mural. At the beginning of the year, Luo had been drawing Manga cartoons in Badgley's room during lunch. Badgley, upon noticing the drawings, asked Luo if she would be interested in drawing the mural.

"I told him that I would love to do it but that it would take a long time," Luo said. "He responded to that saying, 'Not as long as it

takes to build pyramids,' because that's what we were studying at the time."

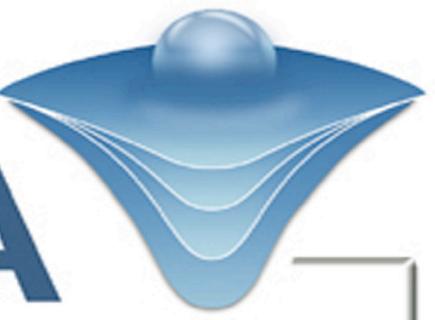
Luo asked Luangkhot and Xiang to join her on the project and they finished it in a brief period of

"I myself like the idea because it inspires everyone to participate."
—Brad Badgley, Social Studies teacher

two days. Luo described the process as being "hard and dirty but also really great," Luo said.

"Several people have come in and commented, saying how much they like it," Badgley said. "I myself like the idea because it inspires everyone to participate."

Amidst the countless assignments, tests and lingering anxiety that make up high school life, it's easy to glance over the broader purpose that school entails. Through the creation of this mural, past ones, and ones to come, Badgley and his students create artsy and original inspiration for the Stuyvesant community to admire and share.



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From the Archives:

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THE SPECTATOR

Thursday, October 19, 1933

Dr. Law's English Curriculum

The work of the entire course in English is based upon English composition. Promotion depends upon ability to write correctly. In terms 1 and 2 the classes will study only one English classic; in terms 3 and 4, three English classics; in terms 5 and 6, four classics; in terms 7 and 8 the classes will study four English classics. All terms will devote every Monday to Current Events, Oral Composition, and Drill in Speech. Terms 1 and 2 will devote every Tuesday, Wednesday and Thursday to formal composition; terms 3 and 4 will devote every Tuesday and Wednesday to formal composition; terms 5 and 6 will devote every Tuesday to formal composition; terms 7 and 8 will devote no full day to formal composition, but will carry on board work, and write themes and term essays. The following outline, in which O stands for Oral Composition; C for Formal Composition; and L for English classics, represents the plan of the entire course in English. The figures show the approximate number of days.

O. For the work on Mondays every pupil will prepare, in writing, to talk before the class, on four topics. Those topics will be named every week in "The Spectator." On Mondays in the various terms, the pupil will accomplish the following:

Term 1.

Mastering four current topics every week.
Reading a paragraph aloud fluently and well.
Making clear oral statements in good sentences.
Speaking 100 memorized words of verse.
Speaking 100 memorized words of prose. Dramatizing a selection.
Controlling breath properly while speaking.
Sounding properly: th, ng, er, ir, or, ur.
Sounding properly: a, ae, and oi.

Term 2.

Mastering four current topics every week.
Taking part successfully in group or dialogue dramatization.
Speaking 100 memorized words of verse.
Speaking 100 memorized word of prose.
Speaking or reading with proper phrasing.
Sounding properly: a, o, and oo.
Speaking with smoothness of quality.

Term 3.

Mastering four current topics every week.
Presenting a well-organized oral explanation.
Pronouncing the first 2,000 words in Thorndike's Word Book.
Speaking 100 memorized words of verse.
Speaking 100 memorized words of prose.
Dramatizing a selection.
Sounding properly: a, e, and i.

Term 4.

Mastering four current topics every week.
Presenting a well-organized oral explanation.
Reading aloud effectively.
Dramatizing a selection.
Speaking 100 memorized words of verse.
Speaking 100 memorized words of prose.
Sounding properly: o and u.

Term 5.

Mastering four current topics every week.
Making an original, well-organized speech.
Taking part in parliamentary practice.
Dramatizing a selection.
Speaking 100 memorized words of verse.
Speaking 100 memorized words of prose.

Term 6.

Mastering four current topics every

week.

Presenting clear and complete explanation of a proposition for debate.
Relating clearly and emphatically a historical event.

Speaking 100 memorized words of verse.
Speaking 100 memorized word of prose.

Enunciating clearly the beginnings and the endings of words.

Term 7.

Mastering four current topics every week.
Taking part in debate.

Presenting a well-organized sales talk.
Dictating a well-organized sales letter.
Making a public address.

Taking part in parliamentary practice.
Speaking 100 memorized words of verse.
Speaking 100 memorized words of prose.

Enunciating sounds clearly.

Term 8.

Mastering four current topics every week.
Delivering a graduation oration.

Presenting a well-organized oral report.
Reading aloud a difficult or a long passage.

Dramatizing a scene from Shakespeare.

Making a public address for a particular occasion.

Speaking 100 memorized words of verse.
Speaking 100 memorized words of prose.

Literature

The English classics to be read in the various terms are as follows, the numbers after every title indicating the approximate number of recitations to be given to the title. Pupils who have read the books named are to repeat the reading.

Term 1.

Modern Short Stories, 16.

Term 2.

Longfellow's Tales of a Wayside Inn, 16.

Term 3.

Arnold's Sohrab and Rustum, 11.
Eliot's Silas Marner, 11.

Term 4.

Shakespeare's Merchant of Venice.
Scott's Lady of the Lake, 11.

Term 5.

Dickens' Tale of Two Cities, 11.
Shakespeare's As You Like It, 11.

Term 6.

Selections from American Poetry, 12.
Homer's Odyssey, 13.

Term 7.

Modern Plays: Short and Long, 13.
Modern Great Americans, 13.

Term 8.

Tennyson's Idylls of the King, 12.
Stevenson's Inland Voyage, 13.

Term 9.

Poe's Tales and Poems, 13.
Shakespeare's Tempest, 13.

Term 10.

Palgrave's Golden Treasury, 14, or the Streams English Poetry, 14.

Term 11.

Modern Essays and Stories, 13.

Term 12.

Science in Literature.

Term 13.

Shakespeare's Hamlet, 13.

Term 14.

Milton's Minor Poems, 14.

Term 15.

Burn's Poems, and Carlyle's Essay on Burke's Speech on Conciliation, 14.

Term 16.

Burns, 13.

Term 17.

Shakespeare's Macbeth, 13.

Composition

In Formal Composition, the work of the various terms is as follows, including the writing of twenty full-page or full-board-space compositions to be corrected by the teacher, and the writing of ten-page term essays.

Term 1.

English for Immediate Use, pages 1-112. Pay especial attention to the following:

Uses of the period, the question mark, the comma in series, the comma in dates and addresses, quotation marks, the apostrophe.

Uses of capital letters.

Complete sentence structure.

Agreement in number between subject and verb.

Correct use of cases.
Term 2.

English for Immediate Use, pages 112-246. Pay especial attention to the following:

The comma for direct address; the comma to set off introductory adverbial clauses; quotation marks in reporting conversations; the apostrophe for contractions; capitalization of titles; the form of the business letter; correct pronominal reference; uses of topic sentences; completeness of sentences.

Term 3.

English for Immediate Use, pages 246-364. Pay especial attention to the following:

Uses of the comma in apposition and parenthesis; the position of modifiers; unity of subject; unity of voice; unity of tense; sequence of tenses; unity of paragraph; coherence and logic in paragraphs; the making of the Harvard outline.

Term 4.

English for Immediate Use, pages 364-488. Pay especial attention to the following:

Underlining the titles of books; correct writing of indirect questions; parallelism of phrases and clauses; indirect writing of participial phrases; logical sentence structure; avoidance of "is because," "is when" and "is where"; paragraph transition; paragraph coherence; the making of the Harvard outline.

Term 5.

Edgar's Minimum Course in Rhetoric, pages 3-9, and the accompanying exercises at the back of the book. Pay especial attention to the following:

The use of the colon after introductory words; the use of the semicolon; thought emphasis in paragraphs.

Term 6.

Edgar's Minimum Course in Rhetoric pages 93-201, and the accompanying exercises at the back of the book. Pay especial attention to the following:

Advanced uses of the comma; sentence form; unified complex sentence structure.

Term 7.

During the entire term devote most time to Newspaper English. Use much less of class time for literature. Base all Newspaper English work on one of these books: Hyde: "A Course in Journalistic Writing;" Reed: "Applied Writing;" Bleyer: "Newspaper Writing."

Term 8.

News items and news articles. The first sentence. Pyramid form. Manuscript. Begin a scrap book of everything connected with newspaper writing and with printing. Continue work on this during the entire term. Hand it in the seventeenth week.

Second Week

A conventional news article. Begin a complete original publication, including cover, to be handed in in the seventeenth week.

Third Week

Different types of feature emphasized by the opening words. News articles.

Fourth Week

Grammatical beginnings: Noun, substantive clause, participial phrase, infinitive, time clause, cause clause, concession clause, etc. News articles.

Fifth Week

Newspaper term: Beginnings, coloring news, dateline, end mark, guide line, human interest, keynote beginning, lead (lead), leader, length of newspaper paragraph, over-playing, passive

voice to be avoided, play-up, point of view, re-write, running story, summary lead. News articles.

Sixth Week

Proof reading. Master all proof marks. News articles.

Seventh Week

Printer's terms: Body type, boiler plate, boldface type, border, box, break over, case (upper and lower), copy, copy reader, cut off rule, cut dragon's blood dummy, electrotype, em, face of type, folio font, furniture, galley, half tone, hand composition, hold over proof, indentation, italic, justifying, lay-out, lead (lead), ligature, line engraving, linotype, lower case, make-up, matrice, monotype, mortise, patent inside, press, quad, query, revise proof, roman, rotary press, rotogravure, rule, un-in line, scene for half tone, shoulder of type, slug, small capitals, solid set, stereotype, etc., stick news articles.

Eighth Week

Copy reading. Master all Copy Reader's Marks. News articles.

Ninth Week

Human interest articles. Newspaper office terms: Associated Press, copyright, date-book, desk man, dope, editing, follow-up (news and advertising), libel, manuscript, morgue, press associations, reporter, scoop, style book, syndicate, timeliness, etc.

Tenth Week**MID TERMS****Eleventh Week**

Reports of athletics and sports.

Twelfth Week

Headlines: banner head, bulletin, by-line, caption, catch line, cross line, cut in, deck display, dropline, focused make up, hanging indentation, jump head, masthead, over-line, pyramid head, side-head, spread head, streamer head, sub-head, units in headlines.

Thirteenth Week

Reports of a speech.

Fourteenth Week

Interviews (verbatim and symposium) Biographical articles.

Fifteenth Week

Reviews and criticisms.

Sixteenth Week

Special articles and special columns.

Seventeenth Week

Present a complete paper, including cover, original in all parts, written week by week during the term. Present a scrap-book of printed examples of all types of newspaper writing, prepared during the term.

Eighteenth Week

Exhibition of the work of all classes. General review and examination.

Term 8.

No formal work in composition except through the medium of oral English, board work, corrected themes, term essays and orations. Every pupil is to have a copy of Brook's English Composition, Book 11, for reference. Pay

especial attention to the following in all written work.

Logic in sentence structure; the development of a periodic style; force; coherence.

Advanced Standing

A. Any pupil who wishes to take an examination for advanced standing in English must conform to the following:

1. He must have gained 80% or more, both in term marks and in examination marks in every preceding term of English.

2. He must maintain a standing of 80% in term marks and in examination marks in English in every quarter of the term in which he applies for an examination for advanced standing.

3. He must file an application for an examination for advanced standing in English, written on a library card, on or before the end of the first quarter of the term in which he will be examined.

4. He must obtain from his teacher in English a statement of all the marks the pupil has gained in English during his entire school course, and with this, the signed approval of his teacher of English, and the signed approval of the Department Chairman.

5. He must file the application card in the office of the Department Chairman.

6. He must present, in May or in December, neatly written synopses of all the books read in the term in which he applied and also in the term for which he wishes to take an examination for advanced standing.

7. He must present twenty pages of composition drill

Editorials

STAFF EDITORIAL

Applying to College in the 21st Century

For most seniors, winter vacation was the last chance to submit college applications and send in forms and materials before the January deadline. According to the Common Application Web site, "every year, tens of thousands of students wait until midnight on the day of their application deadlines to submit the Common App Online." In a long and arduous application process, this is an unfortunate and unavoidable reality that the College Office faces. While no one is encouraging seniors to procrastinate, the office needs to adjust itself to become as efficient as possible by moving their end of the process online to ensure that materials are sent in on time amid the hectic and often last-minute submissions.

The College Office is both a resource and a middleman. It guides students while they make college application decisions and coordinates the large amount of material that needs to be sent to institutions across the country and around the world. In both roles, the College Office's ability to function efficiently is vital to the success of a process that can be very agonizing for students.

There is no doubt that the office performs a monumental task every year. With 798 seniors this year and even more students in the Class of 2011, the College Office, with its three advisors, one secretary and one school aide, must be commended simply for getting documents to admissions officers in time for consideration.

There are inherent problems, though, in having to deal with such a large student body. Students complain that they cannot access their college advisors, especially in the days leading up to application deadlines. Documents are sometimes lost, advisor meetings can feel hectic, and information from the office can get lost in translation. Some feel

that there is not enough guidance in the process—that a wall exists between them and the people trying to help them.

Communication barriers are not the only problems in the admissions process. Students must accept personal responsibility when applying to college and adhere to College Office deadlines. The office, in turn, should allow some flexibility for students struggling with their decisions. While the office requires students to submit a final list of colleges they are applying to by early December, some students, after receiving their Early Decision or Early Action results, feel the need to add more colleges to their list. By then, however, the staff is well on its way to sending in forms to colleges, effectively shutting down the office until mailing is finished and leaving students to seek out their advisors at odd times of the day.

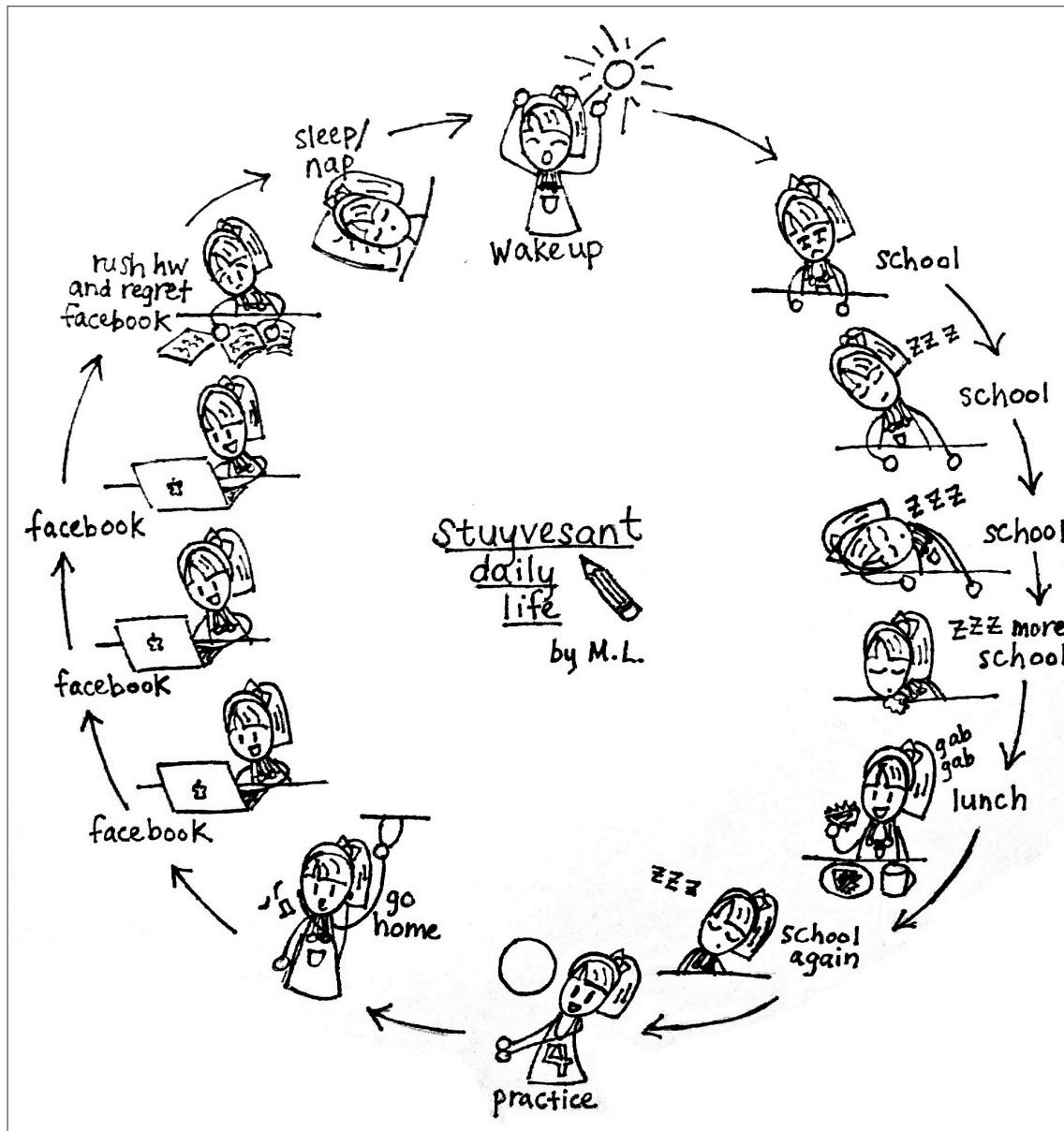
One of the solutions to the College Office's myriad problems is to change the way necessary information is sent to colleges. The office must go paperless. The vast majority of colleges, by virtue of the Common Application system, automatically and securely receive high school transcripts, Secondary School Reports (SSRs), recommendations and other application materials submitted online. In a pilot program that started this year for homerooms 7H to 7Q, SSRs, transcripts and senior schedules—which had been previously sent by mail—were sent through the Common App Web site, alleviating some of the College Office's paper burdens. Some students were able to add colleges after the College Office deadline and still have the materials arrive on time. However, if students are applying to colleges that are not Common App-exclusive, the office will still need to send paper copies to those colleges.

With seniors applying to multiple schools, moving the process online has environmental advantages, as well as logistical ones. A fully digital process would not bog down the College Office with the stacks of paperwork and potential headaches that come with organizing thousands of applications. With the switch online, the office should take swift steps to properly train the staff and make sure problems that arose in the pilot program this year (for example, forms not being submitted on time) do not happen again. The College Office should follow the example of the Programming Office, which moved textbook returns online in 1995 after students complained about the aggravating wait times and long lines that stretched out onto the Tribeca Bridge. While there was some initial resistance to the change, the new system was ultimately accepted and developed into the computerized scanning method we use now.

Moving the process online would allow college advisors to spend less time stuffing envelopes and more time advising students on their applications. It would give the office more time to send backup copies through snail mail should any materials get lost. With the extra time, advisors can budget their time better and create schedules that are ideal for both students and themselves. This would give students a bit more time to decide which colleges they want to apply to and alleviate some feelings of urgency.

In this difficult and complicated process, any changes that lead to greater efficiency would make things easier to deal with for both students and the administration. In this digital age, there is no reason why we shouldn't be going paperless.

OP-ART



The Spectator

The Stuyvesant High School Newspaper



"The Pulse
of the
Student
Body"

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FOR THE RECORD

- In Issue 8 of The Spectator, the first two paragraphs of the article "The Valerie Piro Push to Walk Fundraiser" were not intended to be published. They were part of the writer's message to the editor. The Spectator regrets the error.
- In the article "Arbitrary Allocation," by Loulyana Saney, it should be noted that the Student Union already does consider the size of clubs and how frequently they meet when determining fund allocations.

Opinions

Point

Kick Back and Stress Out



Angie Koo / The Spectator

By SAMANTHA LEVINE

"It's not stress that kills us. It is our reaction to it." Hans Selye understood that what kills some people is not stress, but rather a metaphorical (or literal) jump off the roof in response to it. Stress usually has a bad connotation and is associated with failure, illnesses and strange cravings for chocolate. Any doctor will be quick to diagnose a patient as overstressed and tell him or her that insomnia, fatigue and migraines will only be the first symptoms to come. People who skip off to their nearest Walgreens to buy the newest blend of "High Potency Energy Stress-Tabs," at the wave of their doctor's pen, fail to realize that a little stress can actually motivate and help people with their lifelong goals and tasks.

The biggest mistake that people make is thoughtlessly accepting the bad connotation for which stress is infamous. When people are put under pressure,

While it is important for each person to know his limits, a little stress does not mean that death and despair are imminent.

whether it is for a deadline, a test or a bad hair day, they are prone to submitting to the uncomfortable feelings that ensue. Automatically, the mind reacts with a "Danger, Will Robinson!" message that promotes escape and suggests that the stress is a dangerous invader on the home front. People believe that such an unpleasant invader is bound to have unforeseen effects on their physical and mental well-beings. Under stress, all thoughts return to the cause of the current discomfort, and relaxation seems impossible while this incessant invader persists.

Stress is usually unwelcome because it seems to be more like an annoying wake-up call that comes equipped with a list of demands. What seems even worse is that most of the time, these demands really do need to be met. In a way, stress tells people what needs to be done, when it is needed, and the level of performance expected. So while stress is unpleasant, it keeps people on track and informs them that their responsibilities need tending to.

Some people even function at their best while under stress by channeling it into productive energy. Usually, when

people think that there isn't any pressure to do something immediately, they slack off in favor of more pleasant activities. Stress provides a pressure that drives people to complete tasks within time constraints while also emphasizing the importance of performing to expected standards. Even students who claim that they did well on a test despite only studying the night before may actually have succeeded due to the stressful motivation to learn material quickly.

Nature can vouch for the fact that stress is meant to be in people's lives. Stress is usually caused by a situation that is uncomfortable, prompting most people to search for a way out. Usually termed as "fight or flight," stress serves

Stress is an unavoidable and constant factor of life, so naturally, it is essential to learn how to cope with it.

as a natural survival instinct due to the bodily release of adrenaline. In many situations when the demands are more long-lasting or difficult, this extra boost can help people get through situations which may seem impossible to survive otherwise. Stress is an instinctual and necessary part of life that is scientifically acknowledged as a means of responding accordingly to difficult circumstances.

Stress is only a problem when the things that cause it aren't kept in perspective and handled properly. Each person knows what he or she can handle, and what makes him or her thrive. So, while a little bit of stress can lead to success, extreme amounts of stress can have the opposite effect. Excessive levels of stress can be a serious issue which should be dealt with by making necessary changes to daily schedules, and by developing effective ways to relax. Relaxation methods can be anything that serves as a break from a stressful situation, and can be as simple as reading a book, taking a walk, or watching television.

Life is stressful enough without getting stressed out over stress. The best prescription that a doctor can give to an averagely stressed individual is to learn healthy coping mechanisms for living with daily stress, and to understand the benefits of such lifestyles. While large amounts of stress should be addressed, stress in small doses is a necessary part of life. So it's more than fine to kick back and relax, but a little stress combined with a lifetime supply of chocolate can be much more fulfilling in the long run.

Some people even function at their best while under stress by channeling it into positive energy.

Counter-point

An Overdose of Stress



Abe Levitan / The Spectator

By MAYA AVERBUCH

Have you ever been tossing in bed thinking of all the things you have to do the next day, or felt that sickening feeling in the pit of your stomach as you walk into a classroom to take a difficult test? Well, all of these wonderful life experiences can be attributed to something we know so well, that we face every day: stress.

The idea of a little bit of stress has sunk into oblivion with those memories of being seven or eight years old.

While some may say that the little adrenaline boost before you walk into a test or the anxiety you feel that drives you to work for hours on your essay may be a good thing, in a school like Stuyvesant there is always another test, another project, another presentation just around the corner. As a result, the idea of a little bit of stress has sunk into oblivion with those memories of being seven or eight years old. These continuous little bursts of anxiety snowball into a chronic condition that we cannot escape from. In this sense, we are left in a continually neurotic state, thinking that we are somehow magically going to succeed in life by working like mad and doing perfectly all the time.

Many people do not give much thought to stress because it is so familiar to us by now. But if you look at the health effects, you might pay closer attention to what you are putting yourself through. The American Institute of Stress's (AIS) Web site has a list of 50 effects of chronic stress, a few of which are insomnia, headaches, depression, hair loss, cardiovascular disease, hypertension, stomach ulcers, impotence, eczema and impairment of the immune system. Though you may not notice all of these in yourself right now, I'm sure you can see that the consequences of constant stress are not limited to just a little bit of anxiety. In fact, stress seems to worsen any health problem that does come about. For those of you still doubt-

Like a chronic infection, or rather an addiction, we cannot seem to pull ourselves away from the enticement of more work to worry about.

ful, AIS estimates that 75 to 90 percent of all visits to primary care physicians can be attributed to stress.

Yes, yes, you may say that by telling you all of this, I am only making you more stressed, but I'm just trying to get you to slow down and take a breather before you jump into the rat race again. After all, most of you reading this probably have a ton of work to finish, and if you do not do it you are afraid you won't get into a good college, won't get a top job, won't have money to support your family, and somehow during all this time you feel like the sky is falling and the world is going to end in a few seconds. But in the end, is your work-filled lifestyle really worth all that stress? Like a chronic infection, or rather an addiction, we cannot seem to pull ourselves away from the enticement of more work to worry about.

Even while sitting at home on a summer vacation, people worry about the fact that they are not doing anything and find that a little bit of stress may motivate them to be more productive. But having some free time that allows the creative flow of ideas is essential. After all, Archimedes's famous "Eureka" only occurred when he took a break from his work to climb into the bathtub, thereby understanding the displacement of water. Even sleep, which many students skimp on, is a way of removing oneself from the hectic battles of everyday life. The Beatles hit song "Yesterday" came to Paul McCartney while he was sleeping in a small attic room in London.

Many people do not give much thought to stress because it is so familiar to us by now.

Before you sign up for six Advanced Placement classes, or pull an all-nighter finishing a project, think about what you are doing for yourself. Or you can just think of how terrible you will look in thirty years when you will have to deal with the health effects I described above. Either way, I recommend leaving some time just to read a book, or listen to music, and especially to pull away from it all and get a good night's sleep.

Opinions

Metroscarred



By JOSEPH PARK

The Metropolitan Transit Authority (MTA) has decided to pass drastic service cuts in order to patch up its tremendous budget gap of nearly 400 million dollars. Some of the proposed service cuts include the closing of the W and Z subway lines and the reduction of weekend and overnight services, which are planned to begin around midyear. But what bothers me most is the cut of free and discounted student Metrocards. Although the service cuts have all been approved unanimously by the authority's board and are not to take effect until June at the earliest, the more controversial issues, like the cut of student Metrocards, will have to be approved again later this year.

The MTA is struggling to pay off its huge debt, despite the fact that its 2.26 million dollar bailout was approved by the State Legislature just a few months ago. MTA Chairman Jay Walder said that he does not want to raise the fare again, and so he is turning to service cuts instead. The MTA has decided to make half a million students pay for their trip to school and back home.

According to MTA spokesman Jeremy Soffin, it is unreasonable for transit systems to take responsibility for covering the costs of student travel. But this is New York City that we're talking about here; even though the MTA is not legally obliged to provide students with free transportation in the urban area, it has provided free transportation for decades to meet parents' economic needs and to support the competitive high school system. Stuyvesant High School alone has over three thousand students coming from five different boroughs. Public transportation is crucial, if not vital, to our commute. And especially because our school is located in lower Manhattan, getting to school in the morning by car is not easy due to the infamous traffic during rush hours.

Free and discounted Metrocards are what allow students in New York City to travel long distances to attend the school of their choice. Because our city's students come from families of various incomes, some depend more heavily on these Metrocards than others. By cutting funding for student Metrocards, the MTA is essentially taking away the ability of low income students to attend school outside of their neighborhoods. Each of our city's pupils will need to pay 89 dollars to purchase unlimited monthly passes.

The cutting of student Metrocards could also start unwanted trends. Because Metrocards will become cash equivalent, there may be an increase in Metrocard thefts amongst our citywide student body. In addition, students may start using this cut as an excuse to skip school. Some may

even be forced to skip school because they cannot afford Metrocards. Whatever consequences may appear as a result of this service cut, one thing is for sure: our schools' environments are bound to change—negatively.

The MTA is essentially taking away the ability of low income students to attend school outside of their neighborhoods.

The MTA's cut may also be devastating to our school's future. Because our students come from various locations around the city, it is possible that a number of students admitted to Stuyvesant will not be able to attend as a result of the service cut. Many students who are not able to afford public transportation fares will have to attend their zoned school and will be unable to go to the school that they want, which may be Stuyvesant.

Perhaps the MTA is using students as tools in order to catch the government's attention to attract more city and state funding. The board members must have anticipated protests by both students and parents. In fact, there have already been many rallies in front of the MTA's Manhattan headquarters, where protesters held up signs saying things like "No Fare, No Fair" and "Honk Your Horn for Student Metrocards". The government definitely acknowledged the city's distress. Mayor Michael Bloomberg even called the MTA's move "unconscionable."

True, they will not lose anything by cutting student Metrocards. In fact, the MTA will only gain more funds. But since it will not be at any loss, the MTA should cut us some slack. At least they should provide students with discounted unlimited passes every month. At this point, there is really no other solution. We don't want more subway lines and buses to be shut down, nor do we want our government to increase taxes on our families to give additional funds to the MTA. The board members themselves even said it's not reasonable to raise fares again. If we are going to have to pay for these passes anyway, why can't the MTA share some of the pain with us? Its debt will decrease over time since we're still paying. There is no reason for us to pay a full price of an unlimited Metrocard any time soon. It's simply unconscionable.

Unfortunately, my Spanish class did not get to hear any part of the speech. After we clicked the link, instead of being transported to the YouTube video, a message came across the projector screen that said something along the lines of, 'Websense Enterprise: Access to this web page is restricted.' As my groupmates and I learned the hard way, YouTube is one of the

By LEOPOLD SPOHNGELLERT

"Freshmen." The word means far more than just a grade; it's the word that every teacher and older student uses to describe the annoying, naïve, and small newcomers who enter the school every fall. We had previously been the rulers of our middle schools, but we entered the empire of Stuyvesant as mere peasants, without the knowledge of how the school works or where things are. And nobody really wants to waste his or her time showing us exactly how our new home operates. Still, my fellow freshmen and I have made it through four months and two marking periods while developing the Stuyvesant mindset and caffeine dependency needed to excel. However, it was not easy to make it through to 2010. There were many lessons to learn, in class and out, and several freshmen screw-ups to make.

The first weeks were the worst. We came into this school with our Big Sib handbooks in hand and our hearts on our sleeves convinced that we were ready for anything. We were not ready. The first week was spent either running through the halls trying to find a room that seemed to no longer exist or sitting in class in silence because everyone else there was a stranger. I personally spent the majority of my free time trying to open my 9-96 locker until finally, around November, I realized that my locker number was actually 9-6.

While we all did eventually figure out how to get around Stuyvesant's 10 floors, we were barely given a moment to breathe before the work started rolling in. Two to three tests a week became the story of my life. More homework was assigned and material was covered in the first four months than during the entirety of eighth grade

A Fresh Perspective

and, like any human being, I initially freaked out. "Why are these triangles congruent, why can't they just be satisfied being similar? Why is the left side of the heart on the right side of the diagram?" I came up with excuses to make up for my lack of comprehension. It wasn't all my fault - my teachers hadn't given me enough time, and no high school student can be expected to learn all this stuff at once. But once I pulled myself out of this puddle of sadness and confusion and my number of haunted scantron nightmares slowly began to dwindle, I began the process of becoming a functioning Stuyvesant student.

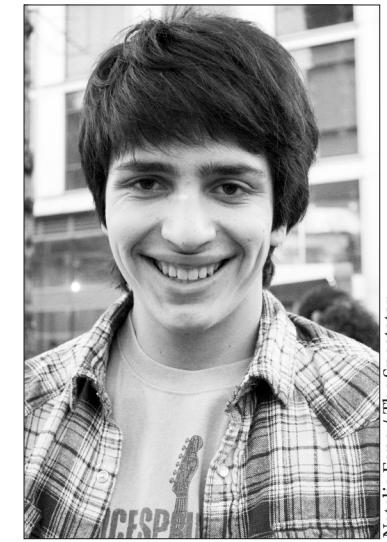
As an established freshman, I look back on the expectations I had as an incoming student from M.S. 54 and wonder whether or not they were met. The biggest rumor coming into this school was that there is so much work that your mind will turn into Jello and explode. This was not the case; if it were, our hallways would be a lot fruitier. While there are tons of work to be done, most of us do not really take it as a burden. While I will complain for hours, deep down I am truly proud when I walk into my elevator in the morning and there stands a neighbor, "Wow, you look tired."

"Yeah well I was up pretty late writing a paper for my English class."

"Where is it that you go to school again?"

"Stuyvesant High School, do you know it?"

"Yes, wow, I am very impressed." Yeah I know you are - everybody is, and it feels great. This effect on people goes both ways because if I'm unable to do a simple task people will say, "Aren't you supposed to be a Stuyvesant student?" Yes, we Stuyvesant students are supposed to have little



Natalie Fang / The Spectator

booklets titled Infinite Knowledge in our back pocket at all times.

Still, there is a sense of pride I feel every day walking through those big metal doors. And, contrary to common belief, I have not become a robot whose only fuel is homework. There have been times when I have been down and felt sorry for myself. We have all had those moments this year when it seemed like the work would never stop. It is a sort of mental sickness that you get when your mind can't handle an information overload. When I get to this state it's obvious that I have made a mistake in handling my workload. Rather than dwell on how stupid I was to do something, or to procrastinate, I work on avoiding that situation next time. We all have a long way to go, so there is no point in wasting time moping.

Some day we will all be wise, tall and good-looking seniors, and we'll watch those freshmen running through the halls and tripping on the escalator. And as we sidle over to the sacred Senior Bar we'll laugh to ourselves, "Freshmen."

Mr. Teitel, Tear Down This Firewall!



Paola Sokolayeva / The Spectator

By LUC COHEN

My first Websense nightmare occurred a little over a year ago, when I was making a group presentation in Spanish class about Venezuela. In addition to an explanation of the country's history, culture, and current political situation, the presentation required a multimedia aspect, such as a song, audio piece, or video. Our group had decided to show a speech by Venezuelan President Hugo Chávez, in which he rambles for three minutes in Spanish against President George W. Bush. Chávez angrily challenges Bush to invade Venezuela, and then derides him as a coward, an assassin, an alcoholic, and the worst man who has ever lived on this planet. The speech ends with the infamous line, uttered in Chávez's admittedly poor English, "You are a donkey, Mr. Bush."

Unfortunately, my Spanish class did not get to hear any part of the speech. After we clicked the link, instead of being transported to the YouTube video, a message came across the projector screen that said something along the lines of, 'Websense Enterprise: Access to this web page is restricted.' As my groupmates and I learned the hard way, YouTube is one of the

Web sites blocked by Websense, a San Diego-based Internet content control software company. The Department of Education (DOE) implements the software onto all public school computers in order to prevent students from visiting YouTube, Facebook, pornographic sites, and other Web sites deemed inappropriate or not conducive to a healthy learning environment.

To a degree, the restrictions make perfect sense. Obviously, there is a plethora of inappropriate content on the World Wide Web that has absolutely no place in schools, and the DOE and school administrators should do everything within their power to prevent students from accessing these sites. Furthermore, the school has a right to be concerned about students visiting appropriate yet distracting sites—such as YouTube and Facebook—during computer-based classes, such as computer science and digital photography.

However, the complete and unequivocal bans the school places on YouTube and Facebook are irrational and based on a false assumption—made by adults who are out of touch with the ways in which young people today use the internet—that the two sites are merely distracting time-wasters. Both sites, in addition to having the potential to distract, possess vast potential as educational resources.

"I've seen these tools used very successfully to engage students, increase student collaboration (and thus learning) and bring learning into the homes of students by the virtue of it being online and accessible outside school walls," Bruce Lai, the Chief of Staff to the Office of the DOE's Chief Information Officer, wrote in an e-mail interview. "Both tools have a lot of educational value. I've talked to teachers and principals who are both sides of the issues. I think the advantages outweigh the

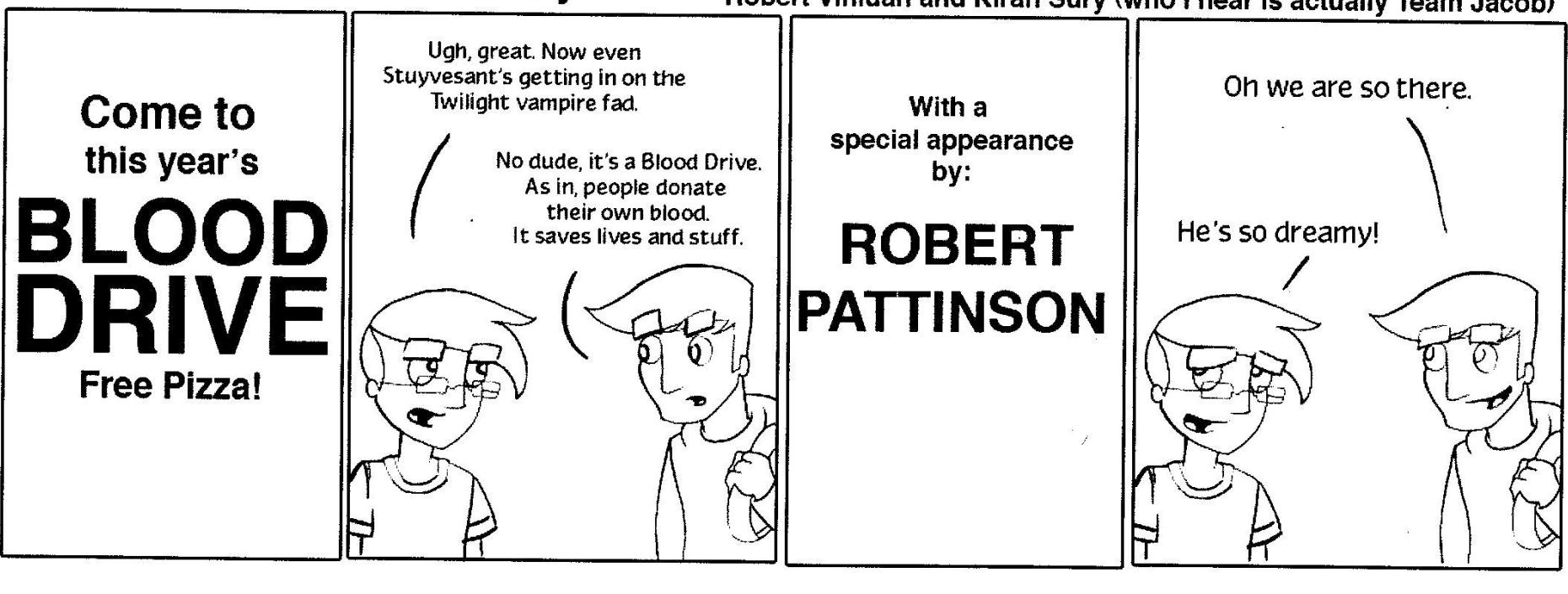
disadvantage if a teacher (principal) can successfully integrate the tools into classroom (school-wide) instruction and/or manage it so it is used educationally."

YouTube can be a resource for social studies teachers who want to show a politician's speech to their class, science teachers who want to show students an experiment to enhance a recent lesson, or a foreign language teacher who wants to show their class a dubbed version of a popular television show. Since thousands of current students now have Facebook accounts, the social networking service is becoming one of the most natural methods of collaboration on school projects. According to "Better ways to collaborate," an article published in the Saturday, December 12 issue of The Economist, Facebook, by allowing its users to "chat, send messages, post comments, share links, photos, and videos [...]" and form groups around shared interests or projects", is able to do "most of the things that collaboration tools are expected to be able to do." Since many students use Facebook to collaborate on school projects, the ability to access the site via library computers or laptops would be helpful to students hoping to be productive during their free periods. Furthermore, The Economist predicts that with all its features, Facebook could soon become "the future of work." By blocking Facebook, Stuyvesant is coming out against a technology that facilitates the way we work and live, an awkward position for a math and science school to take.

According to Lai, schools can request from the DOE to get complete control over which Web sites are accessible, as long as they comply with certain federal regulations. Stuyvesant needs to do this in order to help its students catch up to the 21st century in terms of learning and collaboration.

Cartoons

"Team Edward All The Way"



MONDAY

BY SINGHA HON



COLLEGE INTERVIEW

BY YUN CHO & JAMIE YU



Arts & Entertainment

By ALAN SAGE

Exploring New York City as a food lover can be intimidating (and disappointing) if you don't know where to start. You may end up sticking to the familiar favorites—trustworthy neighborhood hole-in-the-walls; reputable and expensive restaurants in central Manhattan; fast food. But if you're willing to step out of your comfort zone and utilize the city's innumerable bus and subway lines, these itineraries may serve as jumping-off points for your eating adventures. For the sake of convenience, all of these itineraries begin at Stuy.

1. Cookies in Canarsie Itinerary

Board a downtown A train at the station on Church St, and switch to a Canarsie-bound L train at Broadway Junction-East New York. This is a bit of a long

Restaurants at the End of the Universe

Beach. A few blocks west along Brighton Beach Avenue, you'll find M&I International Food, Inc. (249 Brighton Beach Avenue), a Russian market with a slew of delicacies and sweets. You'll find a small café (reminiscent of the café run by Zabar's) selling delicious fried pierogi filled with potato, cabbage or meat. Upstairs you can buy Russian candies by the pound. I recommend the Michelle, a mixture of chocolate and prunes, and Manhattan, chocolate-covered jelly. There are multiple candy shops along Brighton Beach Avenue, but I've found International's to be the best.

2. Garden State Itinerary

You may have noticed the small ferry terminal towards the southern end of Rockefeller Park. If it's piqued your curiosity, you may want to catch a ferry

soba (and even the plastic food models used to order food familiar to those who've visited Japan). Mitsuwa also includes a huge supermarket selling all of the quintessential Japanese cookies, crackers and of course wasabi peas. At the end of your visit you can take the 158 back to Port Authority Bus Terminal in Manhattan.

Alternatively, you can switch to a northbound Hudson-Bergen Light Rail at Port Imperial. Take the train one stop to Bergenline Avenue, where you'll find a number of superb Spanish restaurants. My favorite is a short bus ride (bus line 88) or long walk away at 70th Street and Kennedy Boulevard (one block west and 20 blocks north), La Fonda Don Miguel (7000 John F Kennedy Blvd). Their garlic-laced yuca, rice and beans and flan are all superb. One block south you'll also find a Dairy Queen

not ready for your next course, this area is worth exploring. A few blocks west of Myrtle you can view the old Brooklyn Navy Yard and explore the eerily vacant Vinegar Hill district—both are mysterious and impressive relics.

Make a left from Myrtle on any of the side streets and catch a Queens-bound B-62 bus on Park Avenue. The B-62 passes through the Williamsburg waterfront and a number of interesting shops and bars along the way, but staying on the bus a bit longer will leave you in Greenpoint, or "Little Poland." You'll find the Peter Pan Bakery (727 Manhattan Avenue), an otherwise dull coffee shop that happens to sell ice cream-filled donuts. It's a bit messy, but the pistachio ice cream-filled red velvet donut is not to be missed. The G train Greenpoint Avenue Station is located nearby.

restaurant (135-31 40th Road), just off of Main Street. The Mee Goreng, or Indian Fried Noodles, is sprinkled with lemon juice and served with delicious peanut sauce.

If you're on a budget, I recommend paying a visit to Four Choice and a Soup.

One block south from Curry Leaves is the bus stop for the Q-58 on the corner of 41st Road. I suggest taking a short ride on the Q-58 to Corona Avenue and 108th Street. Right at the corner is the Lemon Ice King of Corona (52-02 108th Street), a Queens original with some of the best non-pretentious icy treats in the city. (The best pretentious icy treat is probably the Snowy Chocolate Sorbet made by Cones at 272 Bleeker Street in Manhattan.) Stick to the fruit flavors—in particular, the Lemon Ice King's namesake flavor. Across the street is a charming square where you can enjoy your ice. The 7 train is about a 10 minute walk away along 108th Street.

Admittedly some of these trips can be a bit on the long side. But your journeying will not go unrewarded—some of the best restaurants are hidden in the city's most obscure pockets. Plus, you might find what you see along the way interesting as well.

Bella Bakery
1439 Rockaway Parkway
Brooklyn, NY

Mama Meya Pizza
1511 Kings Highway
Brooklyn, NY

M&I International Food, Inc.
249 Brighton Beach Avenue
Brooklyn, NY

Mitsuwa Marketplace
595 River Road
Edgewater, NJ

La Fonda Don Miguel
7000 John F Kennedy Blvd
North Bergen, NJ

Dairy Queen
6903 John F Kennedy Blvd
North Bergen, NJ

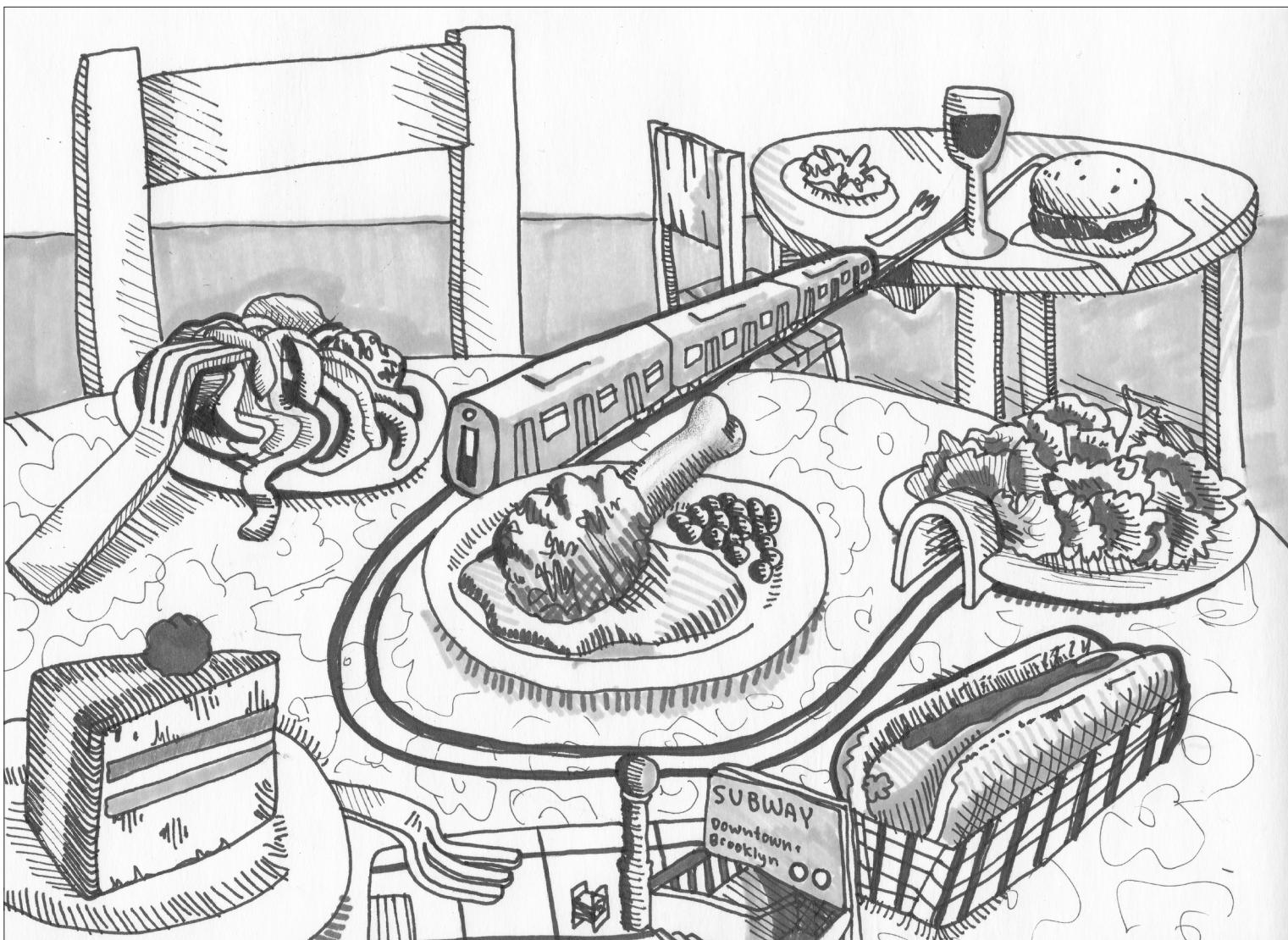
Junior's
386 Flatbush Avenue Extension
Brooklyn, NY

Peter Pan Bakery
727 Manhattan Avenue
Brooklyn, NY

Four Choice and a Soup
136-75 Roosevelt Avenue
Flushing, NY

Curry Leaves
135-31 40th Road
Flushing, NY

Lemon Ice King of Corona
52-02 108th Street
Corona, NY



haul, since you'll ride the train to the end of the line: Rockaway Parkway. Canarsie is a lively neighborhood, and upon exiting the station you'll see an array of inexpensive clothing shops and eateries along Rockaway Parkway. My personal Canarsie favorite is Bella Bakery (1439 Rockaway Parkway), one block southeast from the station. They offer an assortment of delectable cookies and pastries in the style of many outer-borough family-run bakeries.

At Flatlands Avenue (about two blocks along Rockaway Parkway from the L station), you can catch the B-82 bus bound for Coney Island. It runs along Kings Highway, and you can disembark under the B/Q elevated Kings Highway Station. Underneath the station is Mama Meya Pizza (1511 Kings Highway), which sells what I would deem the best garlic knots in the entire city.

If you're feeling tired, you can head back to Manhattan on the B/Q. But if you're still looking for more food, take a Coney Island-bound B or Q train to Brighton

Their garlic-laced yuca, rice and beans and flan are all superb.

If you're in the mood for Japanese food, switch at Port Imperial to a northbound NJTransit 158 bus. After you pass by Target, exit the bus outside Mitsuwa Marketplace (595 River Road). Mitsuwa is the next-best thing to being in Tokyo. There's a tremendous food court with all varieties of udon, curry and

(6903 John F Kennedy Blvd), the closest branch to Manhattan. It may not be quaint or charming, but it is tasty. At the conclusion of your journey a southbound 88 bus will take you to the Journal Square Station on the PATH subway line to Manhattan.

3. Sweet Tooth Itinerary

Take a Brooklyn-bound 2 train to the Nevins Street station. Upon exiting, walk past the Fulton Mall to Junior's (386 Flatbush Avenue Extension), marked by a lighted orange sign. Junior's, famous for its cheesecake, also has branches in Grand Central and at Times Square. But the original restaurant in Brooklyn one-ups the annexes on elegance and ambience. Some of the food can be a bit salty, so I'd suggest sticking to cheesecake and the small complementary pastries offered at the beginning of the meal.

Upon finishing (or giving up on finishing) your cheesecake, walk towards Manhattan along the Flatbush Avenue Extension and make a right on Myrtle Avenue. If you're still stuffed and

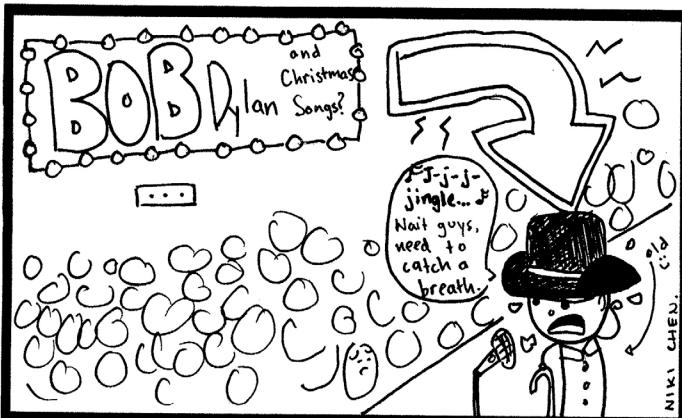
if you're not one of Stuyvesant's many Flushing natives or have never been to this restaurant-filled enclave, you've been missing out on a superior Chinatown. It's easily accessible by taking the 2 train to Times Square and the 7 train to the end of the line, Main Street.

If you're on a budget, I recommend paying a visit to Four Choice and A Soup (136-75 Roosevelt Avenue). Don't be dissuaded by the fact that "choice" is misspelled as "choise" on two of the banners. For under \$5, you're given a Styrofoam lunch box which you can fill with any four dishes from the buffet, soup and rice. The tomato and tofu mix is particularly delicious. If the weather is nice, you can walk along the adjacent pedestrian mall to 39th Avenue. The Q-16 bus picks up passengers there for Fort Totten, a picturesque picnic ground and rock beach with a stunning view of the Throgs Neck Bridge.

Another must-try in Flushing is the Curry Leaves Malaysian

Arts & Entertainment

Times Are a-Changin'



By DIANA HOU

"Is this some kind of joke?" This is the standard response to Bob Dylan's first-ever Christmas album. Fans, and even those who are not very familiar with Dylan's music, are puzzled and confused. This iconic musician has suddenly done something so unexpected and different from all of his other music and nobody can seem to figure out why.

Dylan was born Robert Allen Zimmerman on May 24, 1941, and from an early age he was driven by the influences of early rock stars like Elvis Presley and Jerry Lee Lewis. In college he began performing folk and country songs in local cafes, taking the name Bob Dylan after the late Welsh poet Dylan Thomas. In the fall of 1961, one of his performances received a review in The New York Times, rare for a virtually unknown artist, but it was the 1963 release of "The Freewheelin' Bob Dylan" that marked Dylan's emergence as one of the most original and poetic artists in American popular music. He soon became known as the folk singer-songwriter of the 1960s protest movement. In 1964, "Another Side of Bob Dylan" introduced a more personal and idiosyncratic form of his music, far removed from his previous politically charged efforts. Despite Dylan's wide range of style, listeners were surprised to hear him croaking out bits of "I'll Be Home for Christmas," in the unforeseen "Christmas in the Heart" holiday album.

Instead of creating something uniquely Dylan, he takes traditional songs—which have already been sung in every way imaginable—and attempts to put a new spin on them. "Christmas in the Heart" mostly features holiday staples such as "Winter Wonderland" and "Silver Bells." It also includes a few novelty songs, such as Sammy Cahn's "Christmas Blues," "Christmas Island," which showcases Donnie Herron's Hawaiian-style steel guitar, and Mitch Miller's "Must Be Santa." Released on Tuesday, October 13, "Christmas in the Heart" is Dylan's 34th studio album. He joins the long list of Jewish musicians performing Christmas music. Produced under the pseudonym Jack Frost, the album was recorded with Dylan's touring band, a few male and female chorales, and Los Lobos accordionist David Hidalgo. Although Dylan has never been famous for a "good" singing voice, he has always been able to seamlessly incorporate top-notch backing bands and additional singers. However, his hoarse vocals don't always work for every song, particularly for "Here Comes Santa Claus," in which his voice merely seems to pervade the innocence of the song. Dylan is more successful with the fast-paced "Must

Be Santa," which is turned unabashedly into a polka, featuring David Hidalgo's accordion, which rushes along at a dizzy pace while Dylan wheezes out "ho ho ho, cherry nose." However, he becomes serene with "Have Yourself a Merry Little Christmas" and "I'll Be Home For Christmas," gently caressing the melancholy tunes, but still singing with a sandpaper voice. Dylan manages to sincerely perform such devoutly Christian carols as "Hark! The Herald Angels Sing," "The First Noel," and "O Come All Ye Faithful."

Many fans are aghast at Dylan's sudden desire to become a Christmas caroler. "Something inside me cringes a little bit when I hear his voice now and compare it to his voice in the 1960's," said junior Tiana Stute, who had initially been excited for the new album. She said she believes that Dylan should stay away from Christmas music because it is not his own. Remaking well-known Christmas carols doesn't highlight his unique qualities, one of the strongest of these being songwriting. "I think that he failed to bring the proper emotion and heart into the songs," Stute said.

It is understandable for an artist to want to experiment with the style of his music, even if he doesn't live up to expectations. "I respect him for being brave enough to try something outside of his comfort zone," Stute said. As mentioned before, this isn't the first time Dylan has broken from his norm. With the album "Highway 61 Revisited" in 1965, Dylan broke from his usual folk, acoustic act by recording with an electric guitar for the first time. This break from tradition drew him some praise, but also much criticism.

Many feel that there is no reason to complain about "Christmas in the Heart," because all the proceeds from the album are going to a good cause: either to Feeding America, a program that provides meals for the hungry, or to an international charity. Despite contentious people may retain towards this album, every fan seems to agree that Dylan is a legend and that his place in history as an iconic musician remains indisputable. "One mediocre album won't tarnish his reputation," Stute said.

"It's not a joke at all. This is Bob Dylan looking back to his own childhood. He's recalling the songs that he heard as a kid in Hibbing," said Sean Wilentz, the historian at the official Bob Dylan Web site BobDylan.com. Dylan is indeed a fan of classic songs passed down through generations, but in many people's eyes he has failed to apply his signature magic to them successfully. The times may be a-changin', but Dylan's should avoid straying too far from the type of music his fans adore him for.

Scarface Says Hello to Shakespeare



By MOLLIE FORMAN

This summer, Al Pacino is making New York audiences an offer they can't refuse. The actor, most famous for his portrayal of Michael Corleone in "The Godfather" series, is slated to appear as Shylock in the Public Theatre's production of Shakespeare's "The Merchant of Venice," part of the 2010 season of Shakespeare in the Park. Pacino previously played the role of Shylock in director Michael Radford's 2004 movie adaptation

"I am more alive in the theater than anywhere else, but what I take into the theater I get from the streets."
—Al Pacino

of the play. The real question is whether Pacino will return to the quality of acting that he is famous for or if he will continue on the path to more Razzie Awards, the equivalent of an Oscar for the worst performances of the year.

Pacino is no stranger to Shakespeare, or to productions at the Delacorte Theatre. In 1979, he played the title character in "Hamlet," and in 1986, he played Marc Antony in "Julius Caesar," both for Shakespeare in the Park. In 1996, he made his directorial film debut with "Looking for Richard," a documentary meant to explain Shakespeare's "Richard III" to the modern audience. He is set to star in a film adaptation of "King Lear," also directed by Radford, which is currently in pre-production with no set release date.

Shakespeare in the Park, presented by the Public Theatre every summer since 1954, is an annual celebration of Shakespeare and other classic playwrights. Presented at the Delacorte Theatre in Central Park, this festival offers audiences a chance to experience the

best works of Western culture for free. Tickets are distributed the day of each performance on a first come, first serve basis, resulting in an endless line circling throughout Central Park.

The 2010 season will feature two of Shakespeare's most beloved plays: "The Merchant of Venice," directed by Daniel Sullivan, and "The Winter's Tale," directed by Michael Greif. Pacino will only appear in "The Merchant of Venice," while the rest of the cast will act in both plays. The productions will be presented in repertory from Wednesday, June 9 to Sunday, August 1, 2010.

Pacino is widely regarded as one of the greatest actors of our time. He is famous for giving impassioned performances. Ever since "The Godfather" launched Pacino into the spotlight in 1972, followed by the sequels in 1974 and 1990, Pacino has regularly turned out classic films. In 1983 he released the cult favorite "Scarface," and won his first Oscar nine years later for "Scent of a Woman." He has also had a successful stage career, winning an Obie award for "The Indian Wants the Bronx" in 1967, and the 1969 Tony Award for Best Actor in the short-lived "Does the Tiger Wear a Necktie?"

However, in recent years, Pacino's career has begun to slow down. Unlike years such as 1990, when he released "The Godfather Part III," cult favorite "Dick Tracy," and "The Local Stigmatic," he has rarely released more than one movie a year since 2000. In 2003, he acted in the universally panned "Gigli," which Simon Braund of Empire Magazine described as "torture." He even received a Razzie Award for Worst Actor for his performance in "88 Minutes" in 2007 and again in 2008 for "Righteous Kill." His largest success of the new millennium was the 2003 TV mini-series "Angels in America," for which he won an Emmy.

"I think Pacino is completely done for," sophomore Sany Begum said. "He was a great actor, but I think he's gotten a little too old to play the parts he wants to. I think it'd be great to give other actors a chance."

However, others are excited for the chance to see Pacino on stage. "The casting of a talented actor who has played many darker characters as the chief villain, as well as other Shakespeare roles, makes me want to see [the play] even more," sophomore Liam Downs-Teppe said.

His appearance in Shakespeare in the Park might indicate a turn for the better. He has several big projects lined up for the next few years, including "You Don't Know Jack," an HBO production in which he plays a doctor famous for advocating medically assisted suicide. His co-stars include Susan Sarandon and John Goodman, and the TV movie will air sometime in 2010. He has also been cast alongside the legendary Peter O'Toole in the film "Mary Mother of Christ," which is currently in pre-production. These potentially controversial roles might be just the boost his career needs; after all, his most famous characters are drug-dealing kingpins.

With "The Merchant of Venice," Pacino is returning to familiar ground and, hopefully, the level of acting that once

**Shakespeare
in the Park,
presented by
the Public
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summer since
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and other
classic
playwrights.**

made him one of the most valuable actors in Hollywood. "I am more alive in the theater than anywhere else, but what I take into the theater I get from the streets," Pacino said in a 1984 interview with the Hollywood Reporter. Performing at the Delacorte provides a chance for him to return to his roots, as well as connect with a new generation. As he attempted in "Looking For Richard," Pacino's participation in this play might bring Shakespeare closer to the general populous and prove once again that he can play more than just a gangster.

Arts & Entertainment

Wares On Warren



African Music and Videos is a small business that attracts its customers by playing Central African music.

By BEN KOATZ

The last thing one expects to hear in the financial district is Congolese folk music. But with the eclectic mix of stores that dot Warren Street, these unfitting sounds are standard.

African Music and Movies,

a hole-in-the-wall located at 28 Warren Street, blasts Central African beats and tunes, hoping to attract customers to the unique shop. The store is noticeable due to its yellow awning inscribed solely with the number 28. Owner Ousman Bangoura's nook is filled with Ghanaian DVDs, tele-

phone chargers and traditional African CDs that are stacked in any and every possible crevice.

The cultures represented on Warren Street extend beyond Central Africa. Korin, located at 57 Warren Street, is a store and showroom for Japanese tableware and fine knives. With knives like the Nenohi Keyaki Kensaki Yanagi costing up to \$4,800, this is not cutlery that is found in everyday households. The store's main customers are collectors and gourmet restaurant owners. The tableware and decorative Japanese cookware range in prices, so almost everyone is guaranteed to find something interesting.

Another more expensive store on Warren Street is the Fountain Pen Hospital, located at 10 Warren Street. With a Web site that boasts a "showcase of fine writing instruments since 1946," this family-owned giant of the pen industry has both quick service and a wide selection that would make any pen aficionado go mad. "[Though there is] no personal connection, the salesmen are very attentive," customer Lindsey Nisbett said. With a price range topping \$15,000, the Fountain Pen Hospital is not for adding to your school pencil case. However, prices drop down to about \$20 for some pens, including Harvey Davidson pens and some small ballpoint pens. Despite the poor economy, the Fountain Pen Hospital still attracts about 300-500 people a day, according to owner Steve Weiderlight. "[The Fountain Pen Hospital] is doing pretty good in the pen industry. We're [still] the top pen retailer in the country. We are doing greater than or as well as last year," Weiderlight said.

For cheaper shopping, Hidden Treasures, located at 32 Warren Street, can hold inexpensive necessities that you can find if

you're ready to dig. The buried treasures range from clothing to home supplies to knickknacks. The uninviting interior is marked by a dirty floor, bare fluorescent lights, baskets covered in old bar codes, and an ominous white poster proclaiming "NO EXCHANGE, NO RETURNS, NO REFUNDS." Despite the shabby aesthetics, Hidden Treasures still has a large clientele. "It is about second-hand, rejected items. My expectations are not that high. The quality is good and the prices are sometimes too cheap," customer Kofi Kyekyku said. Hidden Treasures can be perfect if you are not bothered by the black garbage bags lining the floor and half-opened cardboard boxes stacked precariously by the door.

Another store filled with cheap merchandise that requires some uncovering is the Oriental Gift Shop located at 149 Church Street. With inattentive interns and saleswomen, the service is less than stellar. However, with a cluttered floor space and merchandise spilling out into the sidewalk, it is what it can be ex-

pected from a store for New York tchotchkes, hats and backpacks. The Oriental Gift Shop is great for finding cheap hats, and jewelry and other gifts.

Many of the small stores on Warren Street are suffering due to the poor economy and the rise of chain stores. Before the stores are gone, a trip down Warren Street with some searching and digging will yield surprising, worthwhile finds.

*African Music and Movies
28 Warren Street (between Church Street and Broadway)*

*Korin
57 Warren Street (between West Broadway and Church Street)*

*Fountain Pen Hospital
10 Warren Street (between Church Street and Broadway)*

*Hidden Treasures
32 Warren Street (between Church Street and Broadway)*

*Oriental Gift Shop
149 Church Street (corner of Warren Street and Church Street)*



The Fountain Pen Hospital offers a large variety of pens that cost as low as \$20 and as much as \$15,000.

Heidi Tan / The Spectator



Skaters enter the new ice skating rink opened on West Street in Battery Park City.

Marsha Kokonenko / The Spectator

By TONG NIU

Though snowfall was minimal this winter, one can still enjoy some seasonal traditions like drinking hot chocolate, spending time with friends and ice skating. Battery Park City on Ice, an ice skating rink on North End Avenue between Murray and Warren Street that opened on Tuesday November 29, 2009, allows you to experience all these winter activities. And if exercising more is on your list of New Year's resolutions, then this is the place to go.

The new rink offers a wide range of services from giving ice skating and hockey lessons to hosting birthday parties and group outings (90 dollars for 10 people). "The location is definitely the best part, and the group rate comes in a close second," junior Ariel Lerner said.

Dashing Across the Ice in Battery Park

week, from 1 p.m. to 10 p.m. on weekdays, 10 a.m. to 10 p.m. on Saturdays and from 11 a.m. to 9 p.m. on Sundays. The admission price is 10 dollars and skate rentals are three dollars.

"[The ice rink] gives the local residences something to do in the winter," rink manager Bob Sorensen said.

"It isn't so crowded and the employees are helpful when it comes to tying your laces correctly or checking if you're alright when you fall particularly hard," sophomore Tasnim Rahman said.

Rink Management Services Corporation, the largest operator of ice skating facilities in the United States, teamed up with Battery Park officials to create this seasonal skating experience for New York City skaters. While the Battery Park field was used for local sports leagues during the warmer seasons it remained unused in the winter months. Now, this field-turned-skating rink offers an accessible skating area for Lower Manhattan residents. "My daughter goes to P.S. 89 and her class came last week, before the school let out for the holidays. I think it's fantastic that it's here and it's open and accessible. And it's open at 10, so when the kids are off to school I come here," Tribeca mother Jill Coffey said.

The 200 foot by 85 foot rink is open to the public seven days a

**"It was a bit overpriced.
But then again it is
Manhattan."
—Sany Begum,
sophomore**

The rink also offers special activities on the weekends. Friday nights at the rink are Rock-N-Skate nights where teens can play games on ice, listen to music, and earn prizes. Every Saturday, the rink offers an event called 'cartoon skate' from 10 a.m. to 11:30

a.m. where children and their parents can skate with their favorite cartoon characters.

The ice rink facility is simple yet convenient. The rink includes a café which offers hot and cold beverages as well as simple desserts and organic foods. The resting area is shielded by a tent and is heated. Wooden park benches and tables that line the outer edge of the rink also provide resting areas for skaters during fairer days.

Despite being more accessible and less crowded than the more popular skating facilities, the rink received mixed reviews. "There was a lot of hype but it didn't deliver. It wasn't that great of an experience. And it was a bit overpriced. But then again it is Manhattan," sophomore Sany Begum said.

The noisy, ongoing construction nearby puts a damper on the rink's view. "Places like Bryant Park and Rockefeller center would be better for the picturesque value. The rink is pretty bad looking due to its ongoing construction. It's nothing to go out of your way for but it is pretty convenient for [my friends and I]," Rahman said.

While the rink may not be particularly aesthetically pleasing, the customers do not seem concerned. "This was pile-driving when we first arrived. However it did occur to me like gee, it's awfully close, like if something falls off the building that would not be good. But I'm not really worried," Coffey said about the driving of foundations into the soil to

provide structure and support for building.

The construction doesn't seem to bother the rink employees either. "It's almost done, so there's not too much of a concern," Sorensen said.

While Battery Park City on Ice

The new rink offers a wide range of services from giving ice skating and hockey lessons to hosting birthday parties and group outings.

lacks the warm scenic appearance of the bigger ice rinks, it has much to offer to the community and is a welcome addition to the Tribeca area. Its proximity provides a convenient escape from the hectic demands of school life. But act fast because the rink closes in February.

Arts & Entertainment

Introducing Korea Through Film

**By STACY WANG
and JENNY FUNG**

The screening of "Hidden Treasures of Korean Art," a Korean Art documentary film, was held in the Murray Kahn Theater on Tuesday, December 22 from 3:30 to 4:45 after school. The 45-minute long documentary introduces Korea's 5,000 years of history and culture. Traditional Korean food and refreshments were distributed after the screening. Due to the limited space of the theater, only students taking the Advanced Placement (AP) World History course were allowed to attend.

The event was held by the Korean Spirit and Culture Promotion Project (KSCPP), a nonprofit organization that promotes Korean history and culture around the world.

"We have been promoting Korean culture with free performances and everything because not a lot of people know about Korea," KSCPP representative Kyung Pak said.

The organization contacted Assistant Principal Social Studies Jennifer Suri in August about the film, then planned where and when it could be shown.



Lanterns along with photographs of Korean art are on display outside the theater.

"Next year we're going to do it again and...we're hoping to incorporate a performance aspect."
—Jennifer Suri, Assistant Principal of Social Studies

"It was a great opportunity for the students to know more about Korean culture, Korean society, history. Unfortunately, we don't get to teach about Ko-

rea that much in our world history curriculum so it was great that the students were able to see more about Korea in this presentation," AP world history teacher, Brenda Garcia said.

The film was shown in two segments. In the first half, "Fifty Wonders of Korea," several historic Korean artifacts and landmarks were briefly introduced in the film. Among these was the Kamunsa Temple. The temple was built during the Shilla period (668-935 A.D) and is located in Kyongju city. It contains the Sarira Casket, a gilded bronze box with detailed craftsmanship. Another religious sculpture was the manmade Sokkuram Grotto, a cave temple housing a giant eleven-foot high statue of the Buddha. The film also mentioned Hangul, the Korean alphabet.

The second segment, "Korea Today," discusses recent technologies created by Korean companies that improve everyday life in Korea. The documentary covered several building around the world created by Korean

companies such as Samsung. The science behind each building was given a brief explanation. Stuyvesant students who attended the screening were particularly interested in Korean technology.

"I find the advancements in Korea really fascinating—especially how the refrigerator can order groceries for you. You will never have to do anything," sophomore Claudia Chau said.

Others thought that the film lacked historical information.

"The film was nice, but I was expecting more about Korean history. Like some people were complaining that they didn't get that much about history. A huge portion of the film consisted of how developed the technology was. They only mentioned the Korean War twice but they explained what it was about. They talked about certain relics but we don't even know about the history so why would we know about the relics?" sophomore Lorna Wu said.

Following the documentary, students were allowed to enjoy

the delicacies KSCPP brought. The selection included Korean pears, yakksik, tteok, and rice punch.

Korean pears closely resemble the shape of apples rather than the common "figure-eight" shape of pears. Their texture is crisp, grainy, but juicy. "The Korean pears were amazing," sophomore Sanjit Gill said in an e-mail interview.

Yakksik is a traditional Korean sweet rice cake made of steamed glutinous rice and seasoned with sugar, chestnuts and cinnamon. Another type of rice cake is tteok, which is eaten on occasions such as weddings and birthdays. Tteok is made from glutinous rice flour mixed with a variety of nuts, fruits, and spices to produce colorful, chewy rice cakes. Another rice-based item was the rice punch, also known as shikhye. It is a refreshing beverage often enjoyed after a meal or as a dessert. However, most students did not enjoy the drink.

"The rice cake was all right, but I thought that the rice punch was horrible," Gill said.

Along with the food and drink, KSCPP also gave out books on Korean history, art and culture to the students.

"They had pictures and detailed information," Wu said.

Students walked out of the event with a greater knowledge of Korean history, a fuller belly, an armful of books and even a dainty paper lantern.

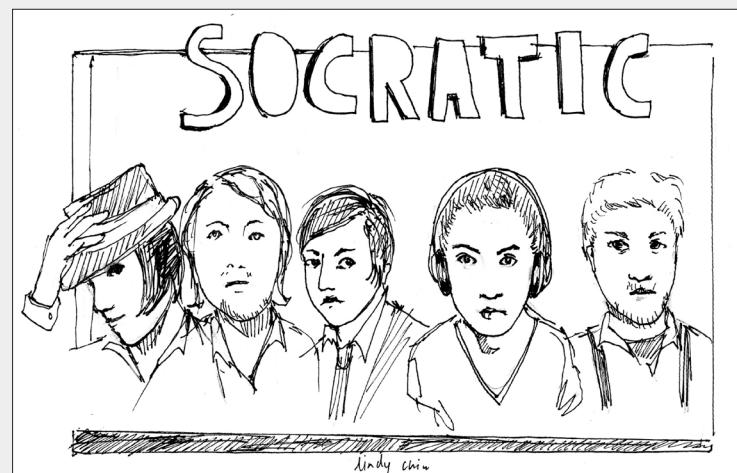
"It was really pretty when I got it, but it was pretty delicate. The petals were really well done," sophomore Linda Cai said through an e-mail interview.

"I thought [the Korean Art and Culture Film Presentation] was very nice. Educational. They gave wonderful books for the students and food," Suri said.

Many students discovered things about Korea they wouldn't have otherwise. Through the media of food and film, students learned about Korean history and culture while still enjoying their time.

"Next year we're going to do it again," Suri said. "We're hoping to incorporate a performance aspect."

Unearthed from the Slush Pile: Giving Philosophy a New Meaning



By CHRISTINE LEE

Though lacking the fame Socrates had, Socratic is an alternative rock band that is as radical and genius as the philosopher. The band has a talent that surpasses the repetitive lyr-

ics and the overdose of sexuality that characterize some popular artists.

Formed in 1999, Socratic is a six-member band. Their latest album, "Spread the Rumors," was released in 2008 by Drive-Thru Records. Formatted like the

cover pages of scandalous tabloid magazines, the album cover offers pictures and headlines involving the band members, such as, "Man Weds Dolphin," with a band member swimming next to the aforementioned aquatic mammal.

Besides their quirky sense of humor, Socratic offers an alternative to today's popular music through unique lyrics and tunes. "Boy in a Magazine" deals with the complications of friendship and fame. The song begins with the gentle strums and soft voice of lead singer Duane F. Okun, which rises to a cry full of emotion as he sings: "I'll crack my head / then pour in some sorrow / I stole some things from you I could have easily borrowed." The clash of drums and guitars mingle with Okun's voice and blend into a tune that lets the listener escape into the music.

"May I Bum a Smoke?"

is seemingly innocent, with happy-go-lucky lyrics such as, "wanna see what the sunshine can bring." The number opens with the strumming of guitars which is later joined by Okun's light, resonating voice. But the song has dark undertones which, along with Okun's cheery tone, distract listeners from the true meaning of the song: the dilemmas and hallucinations that addictions cause. Lyrics like, "I'll smoke as long as my birthdays pass, As long as my paychecks last, As long as I can't relax," show the depression and insatiable need that addiction causes.

"A Diamond in a World of Coal" takes a break from the usual blaring of guitars and crashing drums. Instead, it maintains a slow, mellow tune. It opens with the tinkle of a piano, and then a breathy, soft voice joins in as a beautiful melody. The song

is told from the point of view of a man who loves a recently-deceased woman and is now stuck in between feeling happiness from the moments they had together and depression from her death. As Okun sings of how "they broke a bone or two just to adjust the body," the man's discomfort on attending his beloved's funeral becomes clear. Near the end of the song, the band's trademark clash of drums and guitar returns, and the man realizes that she was, "a diamond in a world of coal."

Socratic offers lyrics are not coated with "bubblegum pop." Instead, they give listener a profound moment through their radical lyrics and themes. "Spread the Rumors" is a collection of riveting alternative songs, with topics ranging from drug addiction to the ever popular topic of love. With Socratic, music can have a philosophy.

Arts & Entertainment

Under the Bridge Downtown

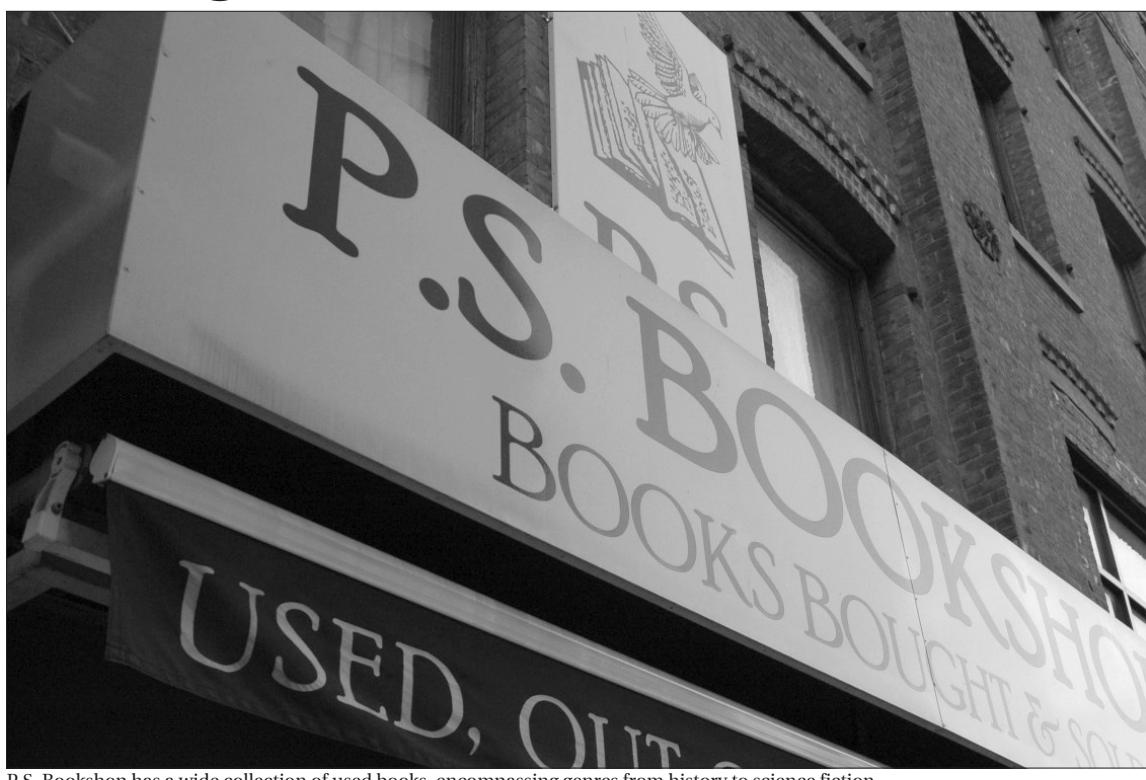
By JAMES HONG

Few people traverse the snaking alleyways of DUMBO on an average weekday afternoon. The abandoned trolley rails poking out of old cobblestone streets and the imposing old factory buildings give the neighborhood a rugged feel. But these buildings are no longer centers of industry. Rather, the aging buildings of DUMBO have been converted into a slew of interesting venues, eateries and shops that may appeal to any Stuyvesant student.

DUMBO, which stands for Down Under the Manhattan Bridge Overpass, is a small enclave on the Brooklyn waterfront. The area was a manufacturing center in the mid-to-late 19th century and throughout most of the 20th century. But in the 1970s and 80s, local artists started to move in and set up studios, furniture shops and

and "storytime" sessions held by John Carlin, a local musician. The shop opened three years ago and now regularly attracts older adults and mothers of young children. While browsing the store, I found a book of clown paintings signed by actress Diane Keaton, best known for her title role in Woody Allen's "Annie Hall," and a collection of old comic books with pictures of seductive damsels in distress. "It's low-grade fiction from the 50s and 60s, known more for its sensational cover art than its edifying value," Gans said. "If you want to buy that, I'm going to have to card you."

A few blocks towards the water is Neighborhoodies, located at 26 Jay Street. The store offers pressed hoodies (\$50) and tees (\$15), as well as sewn hoodies (\$70) and tees (\$30). The colorful and bold texts and designs have been popular with celebrities such as Beyoncé and Britney



P.S. Bookshop has a wide collection of used books, encompassing genres from history to science fiction.

Brendan Carroll / The Spectator



Jacques Torres Chocolate is a high-end chocolatier that sells creative handmade chocolates.

art galleries. The neighborhood is now known for art galleries, modernist furniture stores and decadent eateries.

A walk down Jay Street from the York Street (F) station leads to P.S. Bookshop, located at 145 Front Street. The bookshop sells a plethora of used books encompassing genres of "history, mystery, sci-fi, horror and film,"

Spears, according to Michael de Zayas, the shop's owner.

After visiting Neighborhoodies, you can walk along the abandoned trolley rails towards Jacques Torres Chocolate, at 66 Water Street. This high-end chocolatier sells handmade chocolates. Some of the popular items on the menu are almond bark (\$1.25 per ounce), white and java chocolate bars (\$4.50), and bags of pistachios, almonds and ginger chocolate called Mendients (\$7). The Mendients are particularly delicious—the spicy kick from the ginger complements the chocolate well.

Galapagos Art Space, right down the street from Jacques Torres, is one of DUMBO's prime performing arts venues. Pools of water rest between comfortable round tables within the venue. Industrial architecture, as well as soothing red lighting, gives the Art Space a calm but exciting ambiance. Galapagos Art Space hosts "theater performances, bands, dance shows and fundraisers," said booking manager Eric Sosa. Although most events are reserved for 21-or-older guests, the venue does "allow students for certain events," Sosa said.

Thankfully, for those of us under the drinking age, there's the PowerHouse Arena at 37 Main Street. PowerHouse is a combination bookstore and event space. PowerHouse car-

ries mostly photography books and childrens' books and seems like the Urban Outfitters of bookstores. Random objects, like a disco ball and motorcycles, are scattered around the store. The bookshop publishes its own books and hosts art exhibitions, installations, presentations, performances and readings. "[It's] a great underground bookstore that sells a lot of interesting books that you might not find at Barnes and Noble," said Catherine Fletcher, an administrative intern at Stuyvesant who has visited the bookshop with her young children.

Before leaving DUMBO, you should also make a stop at the Empire Fulton Ferry State Park, a small park located on the waterfront between the Brooklyn and Manhattan Bridges. Couples and somber photographers alike relax on the steps, arranged like an amphitheater, and admire the stunning view of Manhattan.

"It's about the sightseeing," said Elizabeth Huitron, a clerk at Jacques Torres Chocolate, when asked about DUMBO's visual appeal. "It gives you something to look at during breaks."

"This place used to be desolate and scary," said de Zayas, referring to DUMBO's previous industrial age. "Now there's a lot more services and commercial buildings. There's even a Starbucks over on Front Street."

With plenty of quirky, artsy stores and plenty of young families to patronize the local bookshops, DUMBO is becoming a vital part of New York's art scene. "It's great," Sosa said. "The culture in DUMBO is eclectic and arts-forward. It's a beautiful neighborhood."

DUMBO can be reached from either the High Street (A) (C) station or the York Street (F) station.

"We're a DJ culture boutique and emporium."
—Shawn Schwartz, owner and co-founder of Halycon

P.S. Bookshop
145 Front Street
(718) 222-3340

Jacques Torres Chocolate
66 Water Street
(718) 875-9772

Galapagos Art Space
16 Main Street
(718) 222-8500

PowerHouse Arena
37 Main Street
(718) 666-3049

Neighborhoodies
26 Jay Street
(718) 243-2265

Halycon
57 Pearl Street
(718) 260-9299



Galapagos Art Space, an art venue at DUMBO, is located at 16 Main Street.

said owner Yuval Gans, over the sound of children banging on drums and rattles. The children were there for music classes

Brendan Carroll / The Spectator

"The culture in DUMBO is eclectic and arts-forward."
—Eric Sosa,
booking manager at
Galapagos
Art Space

Sports

Boys' Wrestling

Spartans Continue to Grow

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sport in that regard, but I think it probably appeals to a large number of people at Stuyvesant." The wrestlers also show a dedication to the team. They spend hours after school working on drills and practicing techniques. Shay Hasnat ('09), who was captain last year, occasionally comes back to work with the team during practices.

As a result of this increased participation and diligence from the wrestlers, the Spartans are confident about the rest of the season. "I think we're going to do very well. I think there's only one or two teams that pose a challenge to us. I think we'll do well in the regular season and we'll do well in the city championships at the end," Kim said. Some of these tough match-ups are against

Petrides, the two-time defending PSAL champions, and Hebert H. Lehman, which is 4-0 this year. The bulk of the schedule falls during a grueling stretch in January, from Wednesday, January 6 to Thursday, January 14, during which the team has six meets in eight school days.

In addition to the team's success as a whole, the wrestlers also feel that they have gained something personally. "After learning to wrestle stronger guys, bigger guys, I just gained a lot of confidence in my ability to succeed," Hasnat said.

This year's co-captain shares similar feelings. "I feel like I've gained a lot of mental strength and physical strength, obviously. I feel like it's made me more confident in myself and it's also given me more energy," Kim said.

The Art of the Jumpshot

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ably both," Margolis added.

While physical technicalities often determine the outcome of a shot, decisiveness can also affect the result. "We are often either shooting when we shouldn't be, or not shooting when we need to be," Fisher said. The Runnin' Rebels are trying to solve this problem by watching game footage during practices following each game. Fisher feels that the clips should allow the team to see their mistakes.

While Fisher is implementing a similar offense this season to that of last season, the team has made some adjustments to their scoring patterns. Without a dominant center to score from the paint, the team is relying

more on their outside shooting. Three-pointers made up nearly 30 percent of the team's points in their first three games.

A large part of shooting is

psychological. Shooters have hot streaks, during which they cannot seem to miss, and their cold streaks, when nothing seems to go their way. This was prevalent during Stuyvesant's 72-35 win against the High School of Economics and Finance on Wednesday, December 2. Jack Margolis hit three-pointer after three-pointer, finishing with six in total. "Coach [Fisher] said to me that sometimes the basket looks like an ocean, and sometimes it feels like a pin," he said. "It certainly was looking like an ocean that day, and I had confidence in my shot."

When things are not going your way, it seems that all you can do is take Yu's advice: "You've just got to learn to forget."

Girls' Indoor Track

Getting Back on Track

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which is coached by chemistry teacher Kristyn Pluchino, had a good season this fall. They qualified for the City Championships, where they came in 15th in varsity and sixth in JV.

Despite this, the team is confident about this season. Mason, who believes that the team will do well this year, said, "I am optimistic that we will be a vastly improved team this year if we challenge ourselves more than we challenge our opponents."

Girls' Gymnastics

Looking for Bronze

continued from page 20

great. They're proactive, they address problems if there are any. I hope they'll have a positive impact and help motivate the new girls," Choubaralian said.

routines, because they're supposed to be to music, and flowing," she said. Furthermore, it gives her an advantage in flexibility, an important asset in gymnastics.

Balsam also stressed the importance of team chemistry with respect to the new team members. "With the new girls," she said, "I think they have so far found it not too hard to assimilate into the team's environment, and us old girls really encourage everyone to open up and be comfortable around each other. Our team is not only focused on competing and doing well, but we are also greatly concerned with becoming close friends by the end of the season."

According to Foster, "The team runs just as smoothly as it did last year," she said. "They [the new gymnasts] are all really talented and they've improved so much since the first day."

This year's captains have worked hard to help foster this chemistry, and they have done their best to weather the departure of last year's seniors. "The three seniors last year were amazing captains and were strong leaders," Balsam said. "They all competed very well at every competition, so on that front we will have to step it up. As leaders, I think we all looked up to them a lot, but they also helped us to become leaders ourselves by demonstrating their leadership skills."

Choubaralian is also happy to see that "this year's team has a few more powerhouses, and by that I mean girls who are at a much higher level," he said.

With a strong core of experienced upperclassmen, the team has a very promising season ahead of them. "In order to succeed, everyone needs to be on board, and everyone needs to have the best attitude," Balsam said. "Last year we placed fourth, and this year I really feel like we have a good chance to do even better."

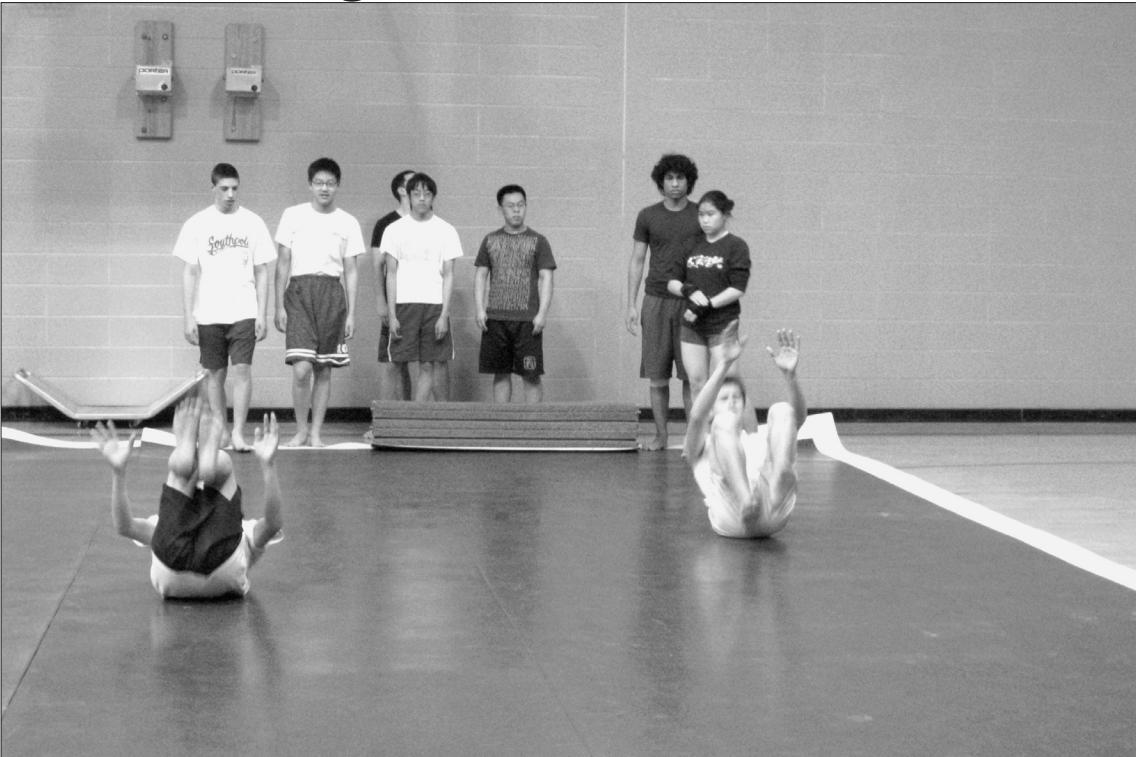
As for the new members, Choubaralian is not expecting them to have a big immediate impact, but he is planning to build the team for the future. "I look forward to them just mainly working on the fundamentals and just getting stronger [...] getting their bodies ready for more advanced skills and techniques," Choubaralian said.

However, Choubaralian was happy to find that some of the newcomers have "dancing experience [...] and that is a huge advantage for them because [...] it gives them a lot of the fundamental skills they need for gymnastics," he said.

Gribkova, one of these dancers, said that her background in dance is helpful in "making the

Boys' Gymnastics

Senior-Depleted Lemurs Begin Uncertain Season



Members of the Stuyvesant Girls' Gymnastics Team, the Felines, practice for an upcoming meet.

By HARRYSH INDRANATHAN

The Lemurs, Stuyvesant's boys' gymnastics team, were left to reconstruct after losing a great deal of talent to last year's graduation. Eli Bierman ('09) and Carl Zhang ('09) were two of the 10 seniors on last season's 22-man roster. Now stripped of most of its experienced members, the Lemurs face the challenge of reestablishing its former skill level.

Currently the team has been dealing with a lack of skill and motivation. Senior and captain Masudur Rahman suspects that the lack of ambition is simply due to the young team and season. "There are some dedication issues but that can be overcome. They are simply not used to being on a [Public School Athletic League] team," said Rahman, who is the only senior on the team this year.

"It's rough because a lot of the new guys don't have the same dedication to the team yet but there are a lot more practices and competitions left for them to prove their commitment," junior Lev Omelchenko said.

"I want them to be dedicated and I want them to be competitive," coach Naim Kozi said. However, recent injuries have slowed the team down as well. Rahman sustained a strained

knee which has made it harder for him to teach the underclassmen and to compete.

The state of the team has made it hard for the members to compete, but they still pushed on and managed to participate in two practice meets. A normal meet is comprised of six events while a practice one is made up of three. Many teams test their skills during these events. Unfortunately, the Stuyvesant boys' gymnastics team did poorly in both meets compared to the other schools. However, this only made the team work harder.

The Lemurs often practice six to seven days a week for approximately three hours every day. The training sessions require hard work, effort, and above all, dedication. On Fridays and Sundays, the members are faced with the grueling task of having to set up hanging rings in order to practice since, unlike other schools, Stuyvesant does not already have rings installed.

To ensure that the practices are taken seriously, the team follows a strict rule regarding attendance. Five practice cuts will result in being kicked off of the team and three latenesses are equal to a cut. A reasonable excuse is necessary in order to avoid the penalties.

Although the team has been through tough times recently,

it shows promise for the future. For now, the underclassmen are being rotated through the different events in order to test their skill levels. Potential has already been spotted. "I see some potential in two or three of them. The others are getting there," junior and captain Kenny Ng said. Sophomore Vadim Ayzenshtat and freshman Daelin Fischman are among the few members who have been showing a great deal of effort and potential lately.

The developing team has not been showing signs of weakness and are steadily making progress towards recovery through the pursuit of short term and long term goals. The coach works on training the members and hopes that they will develop ambition and become a dedicated and competitive team.

One indication of good times ahead is the significant number of underclassmen. "With so many underclassmen I hope to establish a good foundation for the future of the team so that future graduations won't devastate the team," Rahman said.

Kozi predicts that it may take a few years to stabilize the team and be back on top, but stated that at this point nothing is certain. "You never know what you're going to get. There is no way to predict the future when so many things can happen," he said.

Christina Bogdan / The Spectator

THE SPECTATOR SPORTS

Girls' Indoor Track

Getting Back on Track

By LAVINIU FILIMON

The Stuyvesant girls' indoor track team did not have the best season last winter. According to coach Sharon Mason, the team missed the Indoor Track Championship due to a coaching mistake and did not score any points at the Outdoor Track City Championships last spring. In an e-mail interview, Mason, who began coaching the team last year, said, "I take full responsibility for those poor showings."

This season, however, the team is hoping for a change. The team has only competed in two meets so far this season. Even though she has not had enough time to determine how the team is doing so far, Mason said, "I have identified some talented freshmen and sophomores which are very capable of excelling this season if they are willing to put in the work."

Having been a runner since she was in high school, Mason knows the sport well. She wants the team to perform well at meets, but she believes that the team can only attain this goal through hard work. "A motto that I live by states: 'Success depends on your backbone, not your wishbone,'" she said. She expects the team members to put effort into their training because that is the only way they can succeed.

"We are training hard this season and have a lot of great new freshman and sophomores on the team, so we're optimistic about the rest of our season," se-

nior and captain Lily Ostrer said. This optimism can play a decisive role in the team's performance this season if members have self-confidence before the meets.

In their third meet of the season on Friday, December 26, the team registered a successful outing. In their best event, the 1500 meter racewalk, Stuyvesant had four racewalkers in the top 10 finishers. Mason's prediction about young talent on the team turned out to be correct, as two freshmen, Claire Legardeur and Zhengging Nie, finished in the top eight in the 1000 meter event.

The team feels that their success is largely dependent on their new coach who, being a runner herself, can give them the right drills to help them perform. "[Coach Mason] knows what drills and what workouts will be beneficial for us," junior Vanessa Yuan said. These drills include calisthenics to develop overall fitness as well as endurance for running.

"Track and field is very repetitive in nature, so the training principles and routines don't change all that much," Mason said.

Indoor track has often been a struggle for the team, as they usually perform better during the cross country season. "Our team generally does much better in cross country, so the transition [from cross country to indoor track] was a little difficult," Ostrer said. The cross country team,

continued on page 19

By JACK GREISMAN

The two-handed heave is the signature starting point of almost any aspiring jump shooter. Yet one will never see a professional basketball player chucking the ball towards the rim. The true art of shooting begins during the transition from a two-handed, hail-mary pass to the backboard to a refined, one-handed jumpshot.

The transition seems to begin around age 10, when a young basketball player builds up the strength to shoot with one hand. "Well, I remember I was shooting with two hands, then it began to get embarrassing. Everyone I saw was shooting with one hand. I just started to practice it," said senior Jack Margolis, captain of Stuyvesant's boys' varsity basketball team, and the Rebels' leading scorer with 103 points through the first seven games.

When the sheer will to change one's shot is not enough, players will often try to emulate professionals. "I would go on YouTube and look up how to shoot with perfect form. I always looked at Kobe [Bryant's] and [Michael] Jordan's shots. I would then practice what I saw," sophomore guard Kenny Yu said.

Ultimately, shooting comes down to a refined motion. "There's a certain form to shooting; you have to bend your knees, keep your elbow



Val Gladstein / The Spectator

Senior and Rebels shooting guard Ben Diamond takes a jumpshot while warming up for a game against Seward Park.

tight, flick your wrist, and follow through," senior and point guard Petros Skaliarinis said.

Even the professionals first learned the basics before developing their own styles throughout their careers. Boston Celtics' shooting guard Ray Allen has a consistent jump shot that can be characterized by a large leap. While already standing at six-feet, five-inches, this jump ensures that Allen can shoot over even the tallest defenders. Many NBA shooters have also adjusted their shots

to evade defenders. This ability was perhaps most evident with Michael Jordon, whose fade-away jump shots and seemingly impossible aerial motions not only dazzled fans, but also allowed him to circumvent defenders and sink his shots.

Yet developing that perfect jump shot is more than just knowing what to do. "Practice makes permanent," coach and physical education teacher Phil Fisher said. "We watch our videos and we practice to refine our skills."

Practice seems to be the only way to cement the shooting form. "It becomes just muscle memory. Your body knows what to do," said senior Ben Diamond, who is the second-leading three-point shooter for the Rebels this season.

You have the motion down, and your jump shots fall during practice, but how does your shot hold up under game settings? For many, shooting during practice without a defender and shooting while the clock is counting down are very different experiences. However, this is when muscle memory kicks in. "You can't try to think. If you think, you try to aim. If you try to aim, you will end up missing," Diamond said. "Your mind should be blank."

"If you think too much, you will either miss your opportunity, or miss your shot—prob-

continued on page 19

Girls' Gymnastics

Looking for Bronze



Members of the Stuyvesant girls' varsity gymnastics team, the Felines, practice for an upcoming meet.

Christina Bogdan / The Spectator

By CORY BEHROOZI
with additional reporting by
SAM RABKIN

In 2007, Stuyvesant High School's girls' varsity gymnastics team, the Felines, finished sixth place in the city. The following year, they came in fifth, and last year they placed fourth. As the Felines go into the 2009-2010 season, they expect "to reach a higher level than we did last year, ultimately resulting in a third place finish," coach and physical education teacher Vasken Choubaralian said.

"We've been continuously getting better over the past three years, so I'm hoping that this year we can beat Bronx Science and get third place," senior Rayna Foster said. "We sort of have a bitter rivalry between our two schools, so beating out Bronx Science for third place would be an important accomplishment," she said.

So far, the Felines seem committed to this goal. Sophomore Liza Gribkova, a new member of the team, remarked that she was surprised by the intensity of the preseason practices and work-

outs. They lasted from the end of school "until seven o'clock," she said. Senior and captain Molly Balsam also mentioned that the team practices six days each week.

Gribkova has also been impressed by the guidance of the older players. "They're really nice," she said. "They're supportive, and whenever you need help, they help you. If it wasn't for them, we wouldn't be a team."

"The captains this year are

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Boys' Wrestling

Spartans Continue to Grow



Senior Ranny Choi competes with a Townsend Harris wrestler at a meet on January 6.

Anna Menkova / The Spectator

By MAHTAB ALAM

Until recently, Stuyvesant's wrestling team, the Spartans, have not had much success. But over the past two seasons, they seem to have reached a turning point. The Spartans achieved records of 7-3 and 6-4 in the 2007-2008 and 2008-2009 seasons, respectively, finishing with winning records for the first time in the team's brief five-year history. Now in their sixth season, the Spartans have gotten off to a red-hot start with a 2-0 record for the first time since they entered the Public Schools Athletic League (PSAL), with both wins coming on the road.

Before the 2007-2008 season, Stuyvesant went 3-7 and had a pair of 1-11 seasons. This was mainly because of a lack of wrestlers. PSAL wrestling meets consist of 15 matches, one for each weight class. Six points are awarded for each match that is won. If a team does not have a

wrestler for a certain weight class, it is forced to forfeit that match, which is exactly what often happened to Stuyvesant in previous seasons. "When we were 3-7 [in] 2006-2007 the team wasn't very popular so we had to forfeit a lot of matches and we didn't win a lot," senior and co-captain Paul Kim said. "But now that a lot of kids have joined and we've built a strong base of experienced guys and some eager kids to wrestle, people have been noticing our success and they've come to support us."

Coach Richard Murray, a lawyer by trade, feels that the team's success can be attributed to the mentality of the students. "Kids who get into Stuyvesant, [Bronx] Science, and all the other specialized schools are very competitive anyway," Murray said. "This is an outlet for competition. It's basically one-on-one. It's a tough

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