



# The Disrespectator

The Stuyvesant High School Newspaper

*"The Hernia  
of the  
Student  
Body"*

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## TriBeCa Bridge Stolen, Students Left Stranded



The TriBeCa Bridge, a prominent feature of Stuyvesant High School since its construction in 1989, was reported stolen last Tuesday.

By SAMANTHA LEVINE

The TriBeCa Bridge, located at the intersection of Chambers and West Street and used predominantly as an overpass for Stuyvesant students, was reportedly stolen on Tuesday, March 22. In its absence, the student body was left stranded, without a way to cross the street.

The \$10 million bridge was constructed in 1993, after parents of Stuyvesant students complained about the dangers posed by having their children cross the busy West Street on a

daily basis. Up until this time, the numerous pedestrians who traversed the street had been forced to risk their lives, with only the aid of a street light and a couple of crossing guards.

"Back then, when I heard that attending Stuyvesant might involve crossing a street, I immediately reconsidered, in favor of Bronx Science," said Maria Swern, parent of Bronx Science alumnus Paul Swern ('91).

Until the recent theft, such problems with West Street had been resolved. Staff members, who generally enter through

the front entrance, noticed something was amiss at around 8:00 am on Tuesday, when no students had yet arrived at school. The student body was later found congregated on the bridge-entrance side of West Street, unable to reach the school building.

"I hope this doesn't ruin my perfect attendance," said junior Jennifer Lam, who failed in her hour-long attempt to garner the attention of taxicabs and crossing guards alike.

Other students expressed similar concerns.

"The situation's pretty bad. We've all had the horrors of dodgecar impressed upon us by Principal [Stanley] Teitel," freshmen Steven Bishop said. "I mean, the seniors are trying to act tough, but everyone can see the way they shiver when the streetlight turns green."

Teitel, who was informed about the situation via smoke signals from students, canceled school for the day and orchestrated a mandatory, administrative group huddle to discuss emergency protocol. Following the meeting, Teitel implemented a temporary policy to ensure the safety of the student body.

"We decided that a buddy system would be the best course

of action. Several crossing guards and PA members have already volunteered to hold instructional crossing sessions to ease students into the process," Teitel said. "The sessions will teach students about proper 'look before you leap' approaches, with an emphasis on interpreting crosswalk signs."

Most of the student body responded positively to Teitel's decision.

"I think he [Teitel] made the right choice. And if I get to hold some hands on the way, that's just an added bonus," senior Mohit Kumar said.

With the immediate safety of the student body secured, Teitel wasted no time in launching an extensive investigation into the disappearance of the bridge.

"Several eye witnesses came forward, but given the nature of their reports, nothing conclusive has yet been determined," Teitel said. "One claimed the bridge suddenly shrank to the size of a model figurine, before being carried off underneath the shirt of a hooded figure."

However, further research by Stuyvesant Intel semifinalist James Thompson revealed that Bronx Science student Emmanuel Goldstein had in fact been working on a prototype shrink

ray for the Intel Competition.

"Come to think of it, he lost in the first round, whereas Stuyvesant had several winners," Thompson said. "Not to suggest he shrank the bridge in a jingoistic attempt to exact his revenge on our school, or anything. That would be going a bridge too far."

Many students have responded passionately to this heinous crime; the bridge, since its construction, has been considered a landmark of the school.

"I'm gonna trash this punk," junior Bill Lin said. "No one messes with the bridge. It makes this place more than just a school. It makes it a school with a bridge."

Plans for the construction of a replacement bridge were suggested by parents who were concerned about the effectiveness of the proposed buddy system for crossing West Street. Staff members also expressed concerns that students were enjoying the new policy a little too much.

"It's definitely an option I'm considering, but it all depends on the success of the current investigation," Teitel said. "We'll cross that bridge when we get to it, assuming it's still there."

## Breaking News: Today is Friday

By JOE STEELE

Young pop prodigy and avid calendar user Rebecca Black, in collaboration with researchers from Oxford University, announced a major breakthrough in the field of fridology last Friday March 18th.

"It's Friday, Friday/Gotta get down on Friday/Everybody's lookin' forward to the weekend, weekend" Black said in her revolutionary discourse.

Scientists worldwide laud Black for her discovery. "We can only begin to see the implications that this has for future research," researcher and Nobel Laureate Andre Geim said, "Things like, 'Yesterday's Thursday' and 'Tomorrow's Saturday' are only the tip of the iceberg. Maybe one day we will know what day it is two days from now."

The video has not only been a hit with the scientific community. It has already been hailed a "tour de force" in the music industry. Many have been quick

to compliment the implicit social commentary of its subject matter. "It really is astonishing when songs like this pop up. It's a once in a generation occurrence for a song to have such an effect on so many areas," New York Times Music Critic Peter Gelb said. "Confronting issues that effect today's youth, like whether to be 'kickin' in the front seat' or 'sittin' in the back seat.' Which seat should America's youth choose?"

Stuyvesant students and faculty are excited to hear about the new discovery. "I want to get Black in here to lecture at our new 'What day is today?' freshman workshop." Principal Stanley Teitel said.

Despite the overwhelming excitement about the development, some students feel it isn't enough. "I still don't know what day it is," Junior Zoe Goldstein said. "But I'm glad that there are people out there working to help me be a more informed person."

## 10Techs Replaced by Study Workshops to Combat Senioritis

By MOHAMMAD HOSSAIN

After months of debate, Principal Stanley Teitel has decided to replace all 10tech courses, double period technology classes mandated to be taken by all seniors, with a new set of Senior Study Workshops. The workshops are comparable to those offered to freshmen in the beginning of the year; however, they will be full term classes.

The decision is an answer to the hordes of seniors afflicted by the condition known as senioritis. Symptoms of the condition include chronic absences, an affinity for lingering in the second floor atrium, a drop in work being done, and surprisingly, lack of sleep. Every year more than ninety percent of the senior class comes dangerously close to failing spring term due to the epidemic, which usually begins around the end of March. The cause

for the affliction has been attributed to students receiving acceptance letters to colleges.

"As soon I got that letter in the mail, I knew that I wouldn't have to care about high school anymore," Senior Jackson Maslow said. "That's when the disease struck."

As part of Teitel's proposal, seniors will be programmed for the Senior Study Workshops in the spring. Teitel claims that not only will this measure save seniors from the disease, but will prove valuable to students once they move on to college. The courses include lessons in time management and school attendance, and also will take measures to increase amount of stress felt by the senior class, aiming to return the senior class to the level of stress felt during the college application process.

"These kids need to remember that these last few months of high school really do matter. That 80 in Medical Ethics could really come back to haunt you later in life. The kind of relaxation and happiness experienced by seniors will just not be tolerated at Stuyvesant" Teitel said.

Students have had mixed reactions to Teitel's decision.

"[The Workshops] didn't really work for the freshmen. Plus, I'm just going to cut them just like all of my other classes," senior Daniel Hayeem said, before walking away briskly as a teacher approached.

It remains to be seen just how effective the workshops will be in combating senioritis this year, but the administration remains determined to decrease the prevalence of the disease, which strikes thousands of 12th graders each year. "It's really just tragic," Assistant Principal of Pupil Services Eleanor Archie said. "Those poor, poor seniors, throwing their last weeks of high school down the drain."

24

24

36

46

3288

Students with the first name "James"

Students with the first name "William"

Students with the first name "Michael"

Students with the first name "David"

Students with the first name "Kevin"

Thanks to Juniors Claire Adams and Libby Dvir

# The Disrespectator

## Teitel Revealed to Have Been Ahmadinejad Body Double



Courtesy of ABC News

Principal Stanley Teitel shakes hands with Iranian President Mahmoud Ahmadinejad.

By WILSON STAMM

The United States Central Intelligence Agency leaked a report on March 28 revealing that Stuyvesant Principal Stanley Teitel served as a body double for Iranian President Mahmoud Ahmadinejad for twelve years, prior to the beginning of his teaching career. Teitel, whose remarkable likeness to Ahmadinejad is a fact well known by students and faculty at Stuyvesant, gave a press conference on March 29 to tell the

truth about his former life.

"One night I was approached by some Iranian men on the street. They roughed me up and held me hostage for what must have been days. They kept telling me that I was a legend in their homeland. They called me 'Shah Teitel,'" Teitel said.

Teitel went on to tell captivated audience members about his duties as a body double for Ahmadinejad. "I was to make public appearances in the guise of Ahmadinejad whenever a dangerous situation was ex-

pected," Teitel said.

He initially refused to take on the dangerous job and was subsequently imprisoned in solitary confinement. After the imprisonment, he agreed to pose as the body double for Ahmadinejad in exchange for his freedom.

"I was trained for 6 months to imitate his speech patterns and manner. I even underwent surgery and dental work to make my appearance more similar to his. And of course, I had to grow this," Teitel said, stroking his heavily bearded chin.

Teitel fled from Iran in 1997, and became the Principal of Stuyvesant by 1999. Although many students and staff members were shocked to hear of their principal's former profession, others claim that they had suspected something similar of Teitel previous to the report. "I always thought that beard looked a little suspicious," junior Vasia Patov said. "It's just a little too thick and lush; who knows what other secrets he's hiding under there."

Teitel has stated that he will continue to serve as the Principal of Stuyvesant. However, it is doubtful that he will be able to go on with his job as he had done for the previous twelve years. "I don't think I can ever think of him as just a principal again," senior Daniel Mendelsohn said. "That beard has seen things."

## Stuyvesant Adds "Sleep Class" to Graduation Requirements

By SOULIN HAQUE

Beginning next year with the graduating class of 2015, students will now be required to take a course entitled "Sleep Education" for one semester. The course will be mandated for graduation, and can be taken at any point of the student's choosing.

The course will require students to sleep for an entire period, providing them with mattresses, soft music, pillows, and snuggies. The administration will also provide certain students with desks and chairs, in order to recreate the environment in which they can most easily fall asleep. Students will report to the locker rooms at the beginning of the class, in order to change in their pajamas.

The final exam for the course will be a sleeping presentation, in which students will attempt to fall asleep at 8:00 PM, and remain asleep until they are made to wake up at 6:30, in order to get to first period on time. "This is going to be the easiest final ever" Freshman Alan Heller said, "I wish I could take it every day."

According to neurologist John Smith, a teacher who will join the Stuyvesant faculty next

year in order to coordinate this class, Stuyvesant is the first school to mandate the course. "The Department of Education of NYC is experimenting with this class, starting with Stuyvesant, in order to fulfill the needs of students' resting time. They understand how hardworking Stuyvesant students are. If we are successful with this course, Bronx Science will be the next high school to include it."

Many students have expressed excitement towards the creation of the class. "I haven't had nap time since Kindergarten. This is going to be awesome!" Freshman Peter Chou said.

However, others remain dubious of the impact the class will have. "Pretty much every class I have is sleeping class," Senior Isaac Lapides said. "Adding another one won't change anything."

Principal Stanley Teitel has stated that he hopes that the course will lead to a decrease in the number of students who chronically sleep in class. "Now of course if that doesn't work," Teitel said, "we can just hand out free Red Bull during breakfast in the cafeteria."

## Protester Outside Stuyvesant Makes Clear, Valid Point

By BENJAMIN KOATZ

In stark contrast to the non-sequitors and allusions to Nazi Germany that usually typify the raucous protests occurring outside Stuyvesant High School, an unidentified demonstrator made history Tuesday, March 29th, by successfully articulating a solitary, cohesive point. The unparalleled accomplishment surprised even his fellow protesters, none of whom anticipated any moments of lucidity to occur at all.

"Everyone just kinda stopped and stood in awe," said an anonymous protester. "I don't think any of us ever expected to actually formalize a coherent thought, let alone express it in a way other people could understand."

The sight of picketers outside of Stuyvesant High School has been commonplace ever since people started caring about the internal affairs of one educational facility among the thousands New York City has to offer. "The first one I remember was probably around 1967. They were protesting the school's involvement in the Vietnam War. The school was situated in America, and America at the time was invading Vietnam," said History Teacher and Dean V. Daniel Tillman, "Using some twisted version of the transitive property of mathematics they reasoned that Stuyvesant, being located in America was to blame for the war."

The shocking nature of the recent protest however, lies in the fact that within its aim-

lessly shouting ranks and trash-bound fliers, was one member who could coherently make a case for changes he was proposing.

"I was seriously considering allowing kids in through the main entrance so they could cross Chambers street and avoid the protesters," principal Stanley Teitel said of the situation. "The great risk of physical harm that crossing the West Side Highway entails pales in comparison to the mental anguish that listening to the protesters usually fosters."

However, now with the appearance of the new demonstrator, many of those sentiments have shifted. Just this past week, students lucky enough to have conversed with the man were overheard commenting gleefully on the his, "sanity," "logic," and "ability to apply even the basic staples of the English language in simple conversation."

Although many demonstrators praised the commenter for his seemingly insightful statements, it already seems as though they may be providing a catalyst for a Great Schism among the protests' ranks. "Comments like that have no place at a rally like this," said the leader of the demonstration. "They completely go against the reputation we've built for ourselves. We are known for our incomprehensible jargon and inflammatory hate-speech. We owe it to the public to maintain the consistently low level demonstrations we are famous for."

By NINA WADE

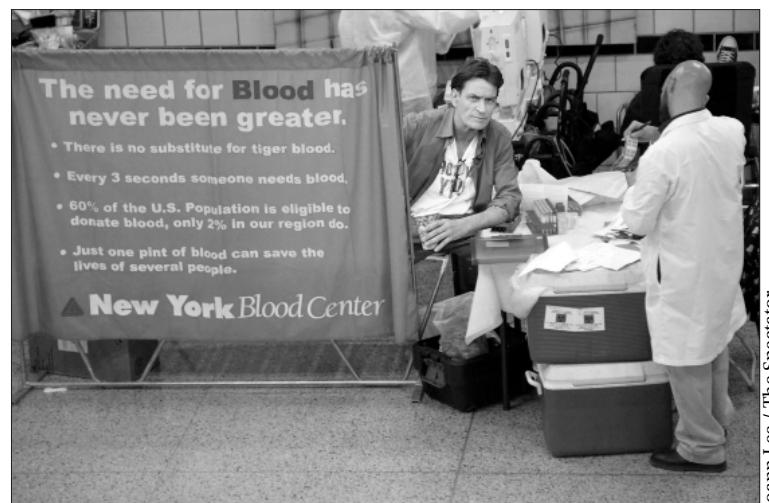
On Tuesday, March 29, it was announced that actor Charlie Sheen will be the guest speaker at the graduation ceremonies for the Stuyvesant Class of 2011. Sheen, chosen for his oratory skill, his inspirational achievements, and exemplary moral philosophy, agreed to speak at the graduation given the condition that he and his four "goddesses" would be granted free admission to senior prom. While other famed speakers, such as Michelle Obama, were considered and contacted before him, Sheen was the potential speaker to respond.

"I think he's just doing it for the attention," senior Jackson Maslow said.

**"You can't process me with a normal brain."**  
—Charlie Sheen, actor

Many involved in this decision have expressed their concerns about Sheen's speech, given his recent, highly-publicized relapse. "What sort of message does having a drug addict speak

## Charlie Sheen to Speak at 2011 Graduation



Charlie Sheen giving blood during the Stuyvesant blood drive.

Joann Lee / The Spectator

at the graduation send to the kids?" Assistant Principal English Eric Grossman said.

"I am not on drugs anymore," said Sheen responding to Grossman's concerns, wiping away what appeared to be powdered sugar from under his nose. "I don't want Stuyvesant students to judge me based on a couple of rumors they may have heard on T.V."

Sheen has, in fact, spoken out on overcoming his drug addiction. "I'll tell you what I did. I just cured myself by using another drug, a drug I like to call Charlie Sheen," Sheen said. "My life is perfect. It's awesome. Every day is just filled with wins."

"We have high hopes for Sheen," Principal Stanley Teitel said. "His fight against drug abuse offers a valuable lesson to the senior class, who will have only confronted the tip of the iceberg during their second term."

In order to "get a feel for the

place," Sheen has been spending time in and around Stuyvesant in the months leading up to his speech. "I especially like those kids that were hanging out by the front of the building, in that area under the bridge," Sheen said. "I didn't realize that this nerd school was so chill."

Sheen also participated in the recent school-wide blood drive. "My veins are filled with tiger blood, which is three times more potent than normal blood," Sheen said. "It's a pretty valuable gift."

Inspired by the prospective speaker, Principal Teitel has decided to adopt a more Sheen-like approach to education. "In the modern-age, Stuyvesant students need something to set them apart from the pack," Teitel said. "Teaching them how to win will accomplish this goal, and nobody knows how to win like Charlie Sheen."



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## Junior Wins Regional Bridge Building Contest



Courtesy of the Bridge Building Contest

Bridges were tested using a stress machine to find which of them had the best efficiency at the Regional Bridge Building Contest.

By SARAH MIN

Junior Paul Khermouch was named the winner of the Regional Bridge Building Contest, held at the Bronx High School of Science on Saturday, March 19. Two other Stuyvesant students, Denyy Chen and Jucky Kuang, placed fourth and fifth respectively.

The Bridge Building Contest was created "by IIT [Illinois Institute of Technology] alumnus

Roy Coleman, 36 years ago to generate an interest among high school students in science and engineering, and to show that science and engineering are fun careers," Professor of Materials Engineering and Physics at IIT, John S. Kallend said in an email interview. Dr. Kallend organizes the competition which is sponsored by the IIT and other regional professional engineering societies.

At the annual contest, several high schools in the New York City area, including Stuyvesant, Bronx Science and Hunter College High School have students present models of bridges. The bridges are tested using a stress machine to find which of them has the best efficiency, which is defined as the load that a bridge can carry in relation to the bridge's actual weight. The models have to follow specific restrictions on size, materials and construction. The maximum height that the bridge can be is 15 centimeters. The bridge can only be built using official wood provided by the contest coordinators.

Khermouch first heard about the contest from an announcement during homeroom and decided to look into it since it entailed a great deal of engineering. "I read a little bit about engineering and my dad went to engineering school at Cooper Union for a while [...] and my sister is studying architecture, so I kind of got into that from her as well. So I just wanted to try [engineering] out and see what it was like," Khermouch said.

Khermouch, Chen and Kuang, were coached by physics teacher

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## Successful Blood Drive Despite Low Turnout

By SAI DOKKU  
and GEORGIANA YANG

Inspired to help out the community with fundraisers and community service both inside and outside the school, seniors and blood drive coordinators Daniel Frankel and Aiste Blaudziunas held Stuyvesant's second blood drive of the year on Wednesday, March 23.

Frankel, Blaudziunas, and Coordinator of Student Affairs Lisa Weinwurm organized the event, with medical personnel present from the New York Blood Center (NYBC). Registration took place in the first floor atrium during third and fourth periods, and students could donate until the end of tenth period.

At the most recent drive, 159 pints of blood were collected, a decrease from the approximately 193 pints donated at the previous drive in January. The decrease partially resulted from the fact that 50 students were turned away because they did not meet the donor requirements.

"The blood goes to more than a hundred and fifty hospitals in the New York City area and is given to people who suffered from car accidents, premature birth, construction injuries, and so on," Business Development Manager of the NYBC Michael Leviton said. "It is a really good idea to donate blood [because] it might save the life of someone whom you care about."

Students sixteen years of age

or older who wished to donate blood were asked to go to the first floor lobby during a lunch or free period to register and wait to be tested before giving blood. They were required to have permission forms signed by teachers whose classes they would be missing. Students sixteen years of age also needed parental consent.

"This was my first time ever donating blood," sophomore Jaspal Singh said. "I donated because it is part of a citizen's responsibility to help out other people."

In contrast to previous years, there were fewer problems with the NYBC staff and there were no altercations between the staff and students. Though staff members had their lunch break during the busiest time of the drive, Frankel said, "The way we configured the drive made it a whole lot more convenient for the staff and they were very polite on the whole." The coordinators moved the canteen area further back and used benches to direct waiting lines to prevent crowding and congestion.

Frankel felt that having registration in the lobby rather than the lecture hall also made the process more organized. "In past years, [the blood drive] was perceived as a very unorganized and messy event, but now it's smooth [and] organized," Frankel said. "The bias that people have against blood drives will change so that in the future, the numbers will continue to grow."

Many students were prohibited from donating by the height

and weight requirements set by the Food and Drug Administration (FDA), which are in place to ensure the safety of the students. "A lot of students ended up being rejected at the medical history station, which slowed down the flow of the drive," Frankel said.

Students were tested for low hemoglobin by having samples of blood collected from their fingertips. Low levels indicate iron deficiency, which could cause symptoms such as fainting or dizziness if the student chose to donate.

"I was rejected for not having enough iron by a couple hundredths of a percent," senior Jaime Meyers said. "It was disappointing, but [the requirements] do make sense."

Out of the 50 students who were disqualified, 30 of them had donated via the ALYX Component Collection System machines earlier this year. This method of blood donation collects twice the normal amount of blood, and uses smaller needles to collect only the red blood cells, returning the fluid back to the body. Students who donated via these machines were unable to donate this time due to health regulations set by FDA. Regulations state that donors must wait 112 days before another donation if they donate two units of red blood cells. According to Frankel, if the date had been changed to accommodate the ALYX donors, nearly 100 more

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## Anti-Defamation League Sensitivity Workshops: Teaching Tolerance

By ANIKA RASTGIR  
and EMMA LICHTENSTEIN

In response to the racially and sexually inflammatory video that was posted online, Principal Stanley Teitel contacted the Anti-Defamation League (ADL) to organize a project at Stuyvesant to promote tolerance and respect for all.

The ADL is a civil rights agency that strives to secure justice and fair treatment to all citizens and end unfair discrimination.

Trained ADL members, in collaboration with Assistant Principal Pupil Services Eleanor Archie, SPARK faculty advisor Angel Colon, computer science and mathematics teacher Ashvin Jaishankar, and English teacher Annie Thoms served as facilitators for the classes. The 26 participating students were selected by the guidance department because they are active in the school community and are representative of the diversity at Stuyvesant. The classes took place during the school day every Wednesday from March 9 to March 23.

The workshops were meant to train students about being sensitive and tolerant of their peers. "Racism is a problem at Stuyvesant, but our student body chooses to ignore it or just doesn't identify it as racism. The survey that the Spectator conducted recently showed that a significant number of us have been the victim of racist jokes and stereotypes," junior Rudi-Ann Miller said. "What one person may think is completely harmless, another person may think it is offensive, particularly because of their background or

experiences with race issues. Certain groups are constantly the targets of these slurs and this creates an environment that makes them uncomfortable or feel like they are being victimized."

"We as students should be more tolerant and sensitive to such issues because it creates a better more free and respectful school environment, where everyone is welcome and not oppressed," sophomore Antara Majumdar said.

The three peer training workshops each focused on a different type of bias, such as discrimination and bullying. The two ADL facilitators led different types of activities including making skits, participating in icebreakers, and watching short films on bias. Each activity was followed by group discussion in which the students discussed the activity and how it related to realistic situations.

During the first workshop, students discussed the complexity of diversity and how it shapes a person's identity, discrimination and anti-bullying.

"Diversity isn't something that refers to just race or sex, it refers to all facets of a person's character," junior Edward Cho said. "Stuy is a very diverse place. Not only is there a cultural variety, but everyone has their own way of thinking and socializing. People declare their Brooklyn or Staten Island pride, while others gladly tell others about the clubs they're in. People at Stuy gladly declare the groups they belong to and the pride in common interests is what brings these groups together."

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## Students Sweep NY History Day Research Contest

By KAREN ZHENG

Four teams, comprised of 11 Stuyvesant sophomores and freshmen, swept the top places at the annual New York History Day Research Contest on Sunday, March 6, at the Museum of the City of New York. The New York History Day Research Contest is an annual contest in which sixth to 12th graders research topics related to a specific historical theme and present their research. There are two divisions: Junior Division is for sixth to eighth graders, and Senior Division consists of ninth to 12th graders. Participants present projects including a documentary film, paper, Web site, exhibit board, or skits. This year, the overarching issue was "Debate and Diplomacy: Successes, Failures, Consequences."

Freshmen Jack Cahn and

David Cahn took first place in the group performance category for their project on Soviet Jews, "Trapped Behind The Iron Curtain." Sophomores Tasmin Ahmed, Mahan Hasan and Ava Myint did their performance on "The 1995 Fourth World Conference on Women in Beijing: The Perpetual Struggle for Universal Gender Equity," placing second. Sophomores Batya Zamansky, Haymar Lim and Lavinia Lee followed up with third with a project on the Spanish-American War and Philippine independence. In the group documentary category, sophomores Kenneth Wang, Victoria Yuan and Andrew Xu took first place for their documentary about the Treaty of Nanjing.

Assistant Principal Social Studies Jennifer Suri announced

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### Opinions

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Is the SHSAT Racist?

The answer to the question on everyone's mind.



Article on page 17.

### Arts & Entertainment

Super, Even Without the Heroes

Follow the evolution of graphic novels from flashy fiction to works of art.

# News

## Anti-Defamation League Sensitivity Workshops: Teaching Tolerance

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The second workshop focused on different types of bullying and how to combat it. A focus in the workshop was to establish methods to make bystanders, people who are not directly involved in bullying situations, more willing to intervene.

"The peer trainers gave me a

**"The peer trainers gave me a new sense about my capability to help people even as a student and freshman in this big school."**  
—Jennifer Wu, freshman

new sense about my capability to help people even as a student and freshman in this big school," freshman Jennifer Wu said.

The students practiced the skills that they had attained in the last workshop. They prepared activities with an underlying focus

on bias, similar to the ones the ADL facilitators led. They ended the workshops by discussing ideas of how to spread awareness and implement the strategies that they learned in the workshops to the rest of the student body.

"These students were trained as peer facilitators through discussions about race and stereotyping and other things of that nature. We are going to see how this is going to roll out and become a part of the school culture at large," Principal Stanley Teitel said.

Students are active in carrying out the ideas of the ADL workshops. "The most effective way would be to display what I learned in the way I live. I would start off by making my friends realize that prejudice is an issue that needs to be addressed, a very large issue that can be resolved if we all work together," Cho said. "As more and more people realize this over the years, hopefully, Stuy will have enough aware people to make a large scale positive impact on the school."

A tentative plan to continue the efforts of the students and teachers is to hold mentoring sessions during tenth period next term. "This would enable the faculty and mentors to speak to students about how to prepare them to talk to other groups of students and find an effective way to address these issues head on, proactively," Jaishankar said. "It's important to be tolerant because outside these walls, students are just people. They could say the wrong things to the wrong people,

and that could put them into a world of trouble. We want to avoid problems that could have long term ramifications. Students need to know how to engage with people from all over and be aware of their surroundings so their mistakes don't identify them."

Even though the workshops have ended, the students still continue to actively work to promote diversity.

**"Diversity isn't something that refers to just race or sex, it refers to all facets of a person's character."**

—Edward Cho, junior

"We are now working on effective ways in which we can combat and eliminate the prejudice and discrimination in Stuyvesant," Miller said. "We hope that the Stuyvesant community will be open to our efforts."

## Successful Blood Drive Despite Low Turnout

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pints could have been collected.

"Hopefully the people who will be here next year will be much more aware of the importance of the blood drive as well as the qualifications for it," Frankel said.

Despite the slightly lower turnout, students were still enthusiastic about donating blood.

"My grandma needed a blood transfusion done, and she was

lucky enough to have a donor with her blood type," junior Noah Kagan said. "It's my way of saying thanks and giving back to society."

Frankel believes that Stuyvesant could make a comeback in helping the community and hopes that this will be the case in the future. "The blood drive is one of the easiest ways to do that as it doesn't take much time or effort, and you feel really great afterwards," he said.

## Stuyvesant Team Shows Improvement in State Science Olympiad

By JIM TSUI

Propelling model helicopters into the air, building huge towers out of sticks and glue, and racing cars down a track using the kinetic energy generated by two mousetraps. These are just some of the many challenges that the Stuyvesant Science Olympiad team encountered while competing against other New York State schools at the annual New York State Science Olympiad (SSO). Despite placing fifth, the lowest ranking for advancement at the Regional Science Olympiad, the Stuyvesant Science Olympiad team performed exceptionally well at the state level. On Saturday, March 19, it sent 15 competitors to the United States Military Academy at West Point to engage in challenging activities in biology, physics, chemistry, earth science, and technology.

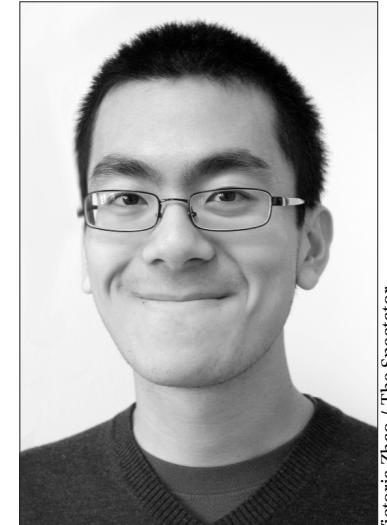
In this year's SSO, the Stuyvesant team landed in 10th place, with an overall score of 496 out of 1300. Though this means Stuyvesant did not qualify for Nationals this year, the team showed a notable improvement from last year, when it placed 14th with a score of 524 out of 1300. The higher the score, the lower the rank of the team.

The score system varies with each challenge. For example, in the Mousetrap Vehicle Challenge, the score each team receives depends on how much time the vehicle takes to travel a certain distance. The faster the vehicle travels back and forth one time on a track, the fewer the points that are awarded. The fewer points a team gets, the better its overall score is. Each team is scored based on how well it performed in each experiment.

The team had to study a variety of scientific material over many months in order to score so well at the competition. "The team captains had to teach the events, since they require a lot of stuff not taught in schools. The fact that we prepared, especially for the biology, physics, chemistry, and earth science departments, mostly by ourselves, is really substantial," junior and Science Olympiad competitor Emmy Hu said.

The team had to prepare for the experiments by practicing in one another's houses after school. They were given the instructions beforehand, so that they would have time to do so.

"Our team prepared for several months, initially for Regionals. When we found out that we qualified for States, we began to prepare for states level material," junior and Stuyvesant Science Olympiad Vice President Edward Cho said. "Everyone stayed after school for several hours to study or work on their events, or even spent extra hours during their weekends and vacations planning and studying and modeling in each other's houses and workshops." Cho and



Senior Keving Tseng is the president of Stuyvesant's Science Olympiad Team.

his team practiced for hours every day, learning the basics of the challenges and the way they worked.

Cho also added that the experience and strength of this year's team helped boost Stuyvesant's rank in the SSO. Stuyvesant performed best in the Chemistry Lab, which required the team to perform experiments, make calculations, and analyze data in a laboratory setting; Microbe Mission, in which the team had to analyze data and answer questions about microbes; and Tower Building, in which the team worked to construct the most efficient tower out of wood and glue.

"I can say, from the bottom of my heart, that they have made me proud to be their vice president, colleague, friend, and extended family member, and I can say without a doubt that they have made countless others proud as well," Cho said. "Never have I ever before seen such a large group of students so willing to learn, declare their knowledge, and create."

The two high schools that will represent New York in the National Science Olympiad are first-place winner Fayetteville-Manlius High School and second-place Ward Melville. Both of these schools competed in the National competition last year. Stuyvesant's traditional rivals in the Regional competition performed poorly in the State competition. Cardozo placed 22nd, Townsend Harris placed 30th, Collegiate placed 35th, and Archbishop Molloy placed 41st.

Looking ahead, Stuyvesant's Science Olympiad team will begin the 2012 season a month early, in the hope that the extra practice time will improve its performance at next year's SSO. "We started this season in the beginning of October," Assistant Principal Biology Elizabeth Fong said. "Next year we'll begin in September. Hopefully that will help us do well in competition. Placing 10th out of all the schools in the state is still quite an accomplishment, though."

## Junior Wins \$1500 For Social Science Research Proposal



Junior Doris Xia won a grant for a social science research proposal.

By KAREN ZHENG

Social networking is a relatively new and startlingly widespread form of communication that especially appeals to youth, but how does it affect you socially? Does it diminish or increase real-world interaction skills? Can it lead to heightened reclusiveness and indifference for others? This is a question junior Doris Xia is exploring this year.

Xia applied in January to the NYC Partnership to Advanced Science Program, a collaborative research project between Marymount Manhattan College and New York City high school students, and was one of eight students citywide that was accepted. Xia won \$1000 for Stuyvesant and \$500 for personal research use.

The NYC Partnership to Advanced Science Program started this year. Xia learned about the program from her Social Science Research Intel class (HS7R5) teacher, Linda Weissman. Weissman informed her class of the program in December via e-mail.

Only Xia applied, submitting a research proposal focusing on the effect of social networking sites on human empathy levels. The \$1000 that she won for Stuyvesant will most likely go back to the Intel class to purchase materials such as books. The \$500 research stipend will be spent on transportation to and from Marymount, as well as a laptop.

In addition to the \$1500, Xia won the opportunity to work with a research mentor. This was the main reason that Xia applied to the program. "I'm most excited about working with someone that has a PhD," Xia said. "It opens a new window for me."

Xia will be working with Dr. Linda Solomon. They will meet once a week from February to June to work on Xia's project. It will consist mostly of conducting surveys relating time of Facebook use to empathy levels—how willing people are to be helpful to others in real life—to draw conclusions about possible causations," Xia said. They will survey college students.

"That Doris got the [research stipend] is fabulous," Assistant Principal Social Studies Jennifer Suri said. "Doris is a great student. I had her as a sophomore, and it's a wonderful opportunity for her."

Xia is interested in Sociology and was inspired by her Harvard Summer School globalization teacher to pursue her topic.

"The teacher encouraged the class to communicate with each other through Facebook. It made us closer, but I feel like if you communicate in front of a computer screen instead of face-to-face, it's impersonal," Xia said.

She thus hypothesized that more Facebook use leads to lower empathy levels.

"I plan on conducting surveys with scales from one to ten. It will be subjective, but research isn't perfect," Xia said. "If there's no causation, I'll analyze the correlation."

The program helps Xia with the Social Science Research class because her research at the NYC Partnership to Advanced Science Program will contribute to her Intel project on the same topic.

"I find the class a lot more fun than I thought it would be. I'm getting a lot of support from my classmates; we trade ideas while writing hypotheses," Doris said. "And it's a great opportunity to explore new topics and go into research."

The Social Science Research class is great because it gives students the opportunity to choose a topic, do in-depth research on that topic, conduct surveys and analyze that data," Weissman said.

Suri agreed. "Because there's a low student to teacher ratio, it's a wonderful opportunity to do high-level research, write a sophisticated paper on graduate school level, and work with an outstanding teacher," she said.

Suri said that she hopes more students apply to take the class in the future. It is a one-year course. Like other Intel classes, students take the class the spring term of their junior year and the fall term of their senior year. They take 5-tech senior year and are exempt from taking a 10-tech—provided that they submit their Intel papers on time, in November.

"We've had Intel semifinalists, but the class is about more than Intel," Suri said. "There's a number of different contests that students can enter. It's also about learning skills in Social Science Research that will allow students to pursue this field."

## Students Sweep NY History Day Research Contest

*continued from page 1*

the program to her Advanced Placement World History classes as an extra credit opportunity to give them a chance to do independent research and have the chance to engage in competition. The History Day requirements included a process paper describing the research methodology, as well as an annotated bibliography with primary and secondary documents. Twenty of Suri's students decided to participate, including Ahmed, Hasan, Myint, Zamansky, and Lim. Jack Cahn and David Cahn found out about the program in middle school, during which they competed at the national level. Yuan, Xu, and sophomore Melanie Seah learned of the competition from acquaintances in Suri's classes.

Suri was enthusiastic about informing her students about the competition. "History Day is unique because you get to choose the focus of your research and might be recognized for it on a citywide level. It's a sort of history Olympics," she said. However, each school must

**"History is exciting because it shows how much of our past repeats itself. If students are really interested in learning more history, participating in History Day would be a good idea."**  
—Batya Zamansky, sophomore

abide by a cap that sets a limit of three individual entries and three group entries per category. The five categories are separated by media: Performance, Historical Paper, Website, Exhibit Board and Documentary. Suri picked the three groups that would compete in the group performance category by drawing straws.

On History Day, 175 projects were evaluated by 87 volunteer judges from museums, archives such as the National Archives and Records Administration, cultural institutions, colleges and city agencies. They examined the historical accuracy of each project and its relation to the History Day theme, as well as the presentation of information.

Citywide, 320 students participated. All participants were given a hardback copy of one of seven Houghton Mifflin Harcourt titles including "Jane Addams" and "Slaves' War." The winners were given an additional book

from the above titles, free passes to the Metropolitan Museum of Art, a medal, and a certificate.

The awards ceremony was held on Thursday, March 10, at the museum for students that placed first, second, or third in their categories. Urban Affairs Correspondent of the New York Times Sam Roberts delivered the keynote address, and borough historians and city council members helped to distribute awards.

Suri expressed excitement for the students who participated and those who are continuing to compete. "I'm proud of all the students. They did outstanding work," she said.

The top two teams in each category will advance to the state level competition at Cooperstown on Friday, April 29.

"Of the 17 senior division projects that will be advancing to the state competition, three of these exceptional entries were submitted by Stuyvesant students," New York City History Day Coordinator Stephanie Dueño said in an e-mail interview.

The participants were grateful for the opportunities History Day presented them.

"I learned how to research, and I learned a lot about research," Hasan said. "Research branches out. You learn about one thing and it just keeps on expanding."

"History Day was fun because my group and I got to perform our project in front of judges and see what they thought. We also got to see the other groups perform, and that was also interesting because we got to see their themes and ideas," Zamansky said. "We needed primary sources, and that was the thing I learned most about researching. We had to go to the main branch library and take out books written by people from the time period."

Stuyvesant students have competed in History Day in the past. Senior Jane Cotler competed two years ago at the state level for the individual historical paper category and won the Farmers' Museum Award and \$100.

"Following all three levels of competition [city, state and national], exceptional projects are selected to be displayed in a History Day installation at the Museum of the City of New York. These projects remain on display throughout the fall following the competition," Dueño said. "The installation helps to promote the program and is often used as a teaching tool for our free History Day educator workshops."

History Day educator workshops are free and come in informational and content-based formats. In the informational workshop, educators and parents discuss thesis writing exercises and how to best use historical sources and review the evaluation criteria for projects by viewing previous entries. In the content-based workshops, teachers learn how to implement History Day methodology in the classroom through exhibition-based lessons based on those on display at the Museum of the City of New York.

"My group had just learned about [the revolution in the Philippines] just prior to hearing about History Day, so it made sense to transfer it over, and we also just liked the topic," Zamansky said. "History is exciting because it shows how much of our past repeats itself. If students are really interested in learning more history, participating in History Day would be a good idea."

## Junior Wins Regional Bridge Building Contest

*continued from page 1*

Peter Martens. Martens, who has a background in structural engineering, coached students at Bronx Science, where he was a teacher for two years until he came to Stuyvesant this current school year.

"The first year I came to [Bronx Science] we started winning things [at the Bridge Building Contest] and we hadn't won anything before," Martens said. "We became the second best in the world that first year and I would like to replicate it [at Stuyvesant] and see if we can become the best in the world."

During the two years Martens was at Bronx Science, their students had won the regional competition. This is the first year that Martens has coached Stuyvesant students, and the first year that Stuyvesant is competing in the competition.

For the first couple of weeks the Stuyvesant students began meeting to prepare for the competition, Martens gave lectures about bridge building in general and introduced relevant formulas that would help with the building. As time progressed, students began creating their own designs, which Martens reviewed with them.

"Before [the students] start building bridges, I teach them

the theoretical principles behind bridge building because it is not about gluing something together. It's almost like three dimensional chess. You have to think everything out before you start and only when you understand the rules can you build something spectacular," Martens said.

Model designs are based on student ideas and creativity. "You'll come up with the basic design of how you want the [bridge] to be built," Khermouch said.

Nonetheless, the coaches help set the ground work. Martens helped the students with "structural design and analysis, such as figuring out where the most stress will go and what improvements you could make," Khermouch said. The students then build their bridges by themselves.

Khermouch put a lot of effort into designing and building his model. After his bridge design was finalized, he built the model. "I spent ten hours building a wooden bridge and I brought it in [to school] thinking, 'Okay, yes I'm finally done.' I brought it in and basically [Martens] just saw a lot of mistakes with it so I had to build it again. It was a little annoying, but I made a lot of improvements," he said.

His bridge design included initially "a parabola tangent to a circle, because parabolas are

good for vertical support and circles/ellipses were good for compression," he said. However, Khermouch changed his design after he saw that the wood was not flexible enough to bend into the original shape.

"It took about ten hours [to rebuild it]," he said. "The first problem I ran into really early was that I had two curves on each side of the bridge and I was trying to get them to glue in place but I needed to hold them down very firmly because they kept trying to separate. I ended up using binder clips to hold them in place and it ended up working really well."

Khermouch's experiences have shaped his future goals. "I probably want to go into computer engineering as a major in college so it's engineering based. It's on a much smaller level but it's still engineering, so it should be interesting."

The next step is the International Bridge Building Contest, held in Chicago, IL, on Saturday, April 30. Khermouch is currently redesigning the model that he will send to be judged with designs from all over the world.

"This competition will basically be Stuyvesant against the world. There will be bridges from all over the world," Martens said. "The competition is very strict but I think Paul has a good chance to come home with something."

## Students Advance in Japanese Speech Competition

By NABANITA HOSSAIN

Seniors Aia Sarytcheva and Neil Desai are both finalists in the Northeast Council of Teachers of Japanese (NECTJ) regional competition. Stuyvesant has only taken part in this competition two times, including this year.

The NECTJ competition is a regional speech competition, whose three winners participate on the state level and, if they are successful, the national level. This year, the winner of the national tournament will receive an all-expense paid trip to Tokyo to compete in the Japanese Speech Award contest, and will also receive a \$1000 scholarship. Applicants must be high school students who are legal US residents, not native Japanese speakers, and not Japanese. They are not eligible if they have participated in an international speech competition in the past and have had more than six months of schooling in Japan past age six.

Stuyvesant's first time in the competition was four years ago, when Japanese teacher Chie Helinski approached Zach Frankel ('07) to inform him of the contest. He won the regional tournament.

Once Helinski found out about the competition, she asked a group of students she felt had the ability to speak well in Japanese to participate in the regional competition. To enter the regional competition, applicants had to create their own five-minute speech in Japanese and send in a recording of themselves reciting their speech and a handwritten manuscript to the NECTJ organization.

NECTJ listened to the entries and chose 10 finalists for the regional tournament. The finalists have to say their speech in front of a panel of judges during the state tournament.

Helinski helped students during each step of the com-

petition. "We met up in Whole Foods during the break as a kind of peer review session with Ms. Helinski," Desai said in an email interview. "As might have been expected, [Helinski's] proofreading was especially helpful. I added a whole paragraph at the end about what my memory [in my speech] meant to me today."

Helinski also helped competitors prepare their delivery. "[Helinski] had us give our speeches in class two or three times each. I got a lot of advice from everyone on how to improve my speech," Desai said.

Although Helinski guided her students she did not "want to write [their speeches] for them. My job is to make them realize what it is they want to say to the world," she said.

Along with Helinski, the participants had support from each other. "We definitely treated this competition as a team effort [...] and we were able to critique and edit our speeches effectively."

Sarytcheva and Desai both used their lives as a source of inspiration for their speeches. "One thing Ms. Helinski emphasized is that our speeches [should] con-

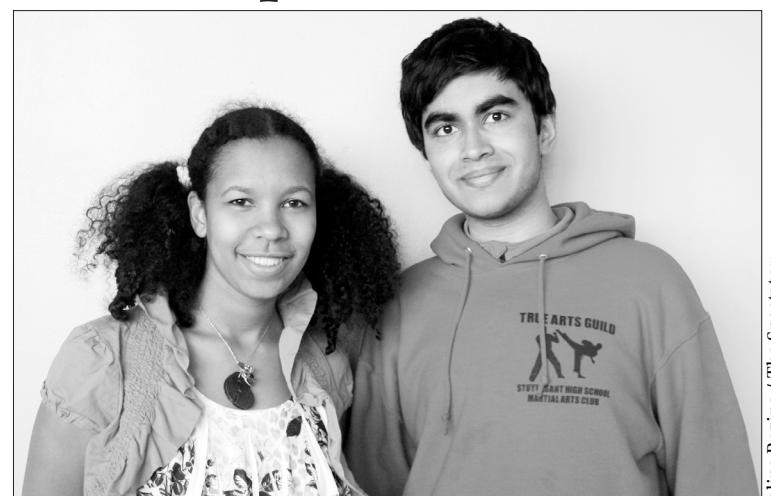
vey something that truly resonates with us," Sarytcheva said.

Sarytcheva's topic was influenced by a previous final project from her class about emigrating to the United States from Russia. "It's about my identity crisis as a Sudanese-Russian and how my family's Russian and African backgrounds, as well as my inability to box myself into one race or culture, led me to view myself as a citizen of the world," she said.

Desai was inspired by one of his pieces for his Creative Non-fiction class. "My speech is about my grandmother," Desai said. He recalled one memory of his grandmother giving him a handmade ice pack after he was injured as a child. "I was touched, and realized that her kindness was the ultimate medicine," he said in an e-mail interview.

The state competition took place on Monday, March 28. Although neither Sarytcheva nor Desai are moving onto the national level, they both learned from the experience.

"Entering this contest was a great way to motivate myself to practice my spoken Japanese more often," Sarytcheva said.



Seniors Aia Sarytcheva and Neil Desai advanced to the finalist round of the Northeast Council of Teachers of Japanese competition.

Polina Rozina / The Spectator

# News

## Speech & Debate Team Members Qualify for States

**By ANIQA SHAH**  
with additional reporting by  
**EDRIC HUANG**

This year, the Stuyvesant Speech and Debate team will be sending 37 members from speech and 28 members from debate to the State Championships, which will be held from Saturday, April 9, to Sunday, April 10, at Chaminade High School, Mineola Middle School, and the Jackson Avenue School.

"States is a year-end summation of people who have done well at tournaments," Lincoln-Douglas debate coach Craig Gilbert said. "Most of the experienced members of the Stuyvesant team were more than qualified."

"Stuyvesant qualifies so many students every year that the number of qualifiers is pretty much constant," senior and captain of Speech Omika Jikaria said.

In order to qualify for States, students needed two half-qualifications, which are merits for strong performances at local tournaments. Half-qualifications are given to students with the best scores who advance to the final rounds or win. Students qualified in the categories of Declamation, Oral Interpretation, Dramatic Interpretation, Original Oratory, Extemporaneous Speaking, Duo Interpretation, Congress, Lincoln-Douglas Debate, and Public Forum.

Declamation is interpreting and performing a speech that has been previously performed by someone else, focusing on the performers' acting skills. "If I successfully deliver my speech, the audience will come away with a desire to question what the media tells them and to really take the quest for truth into their own hands," said freshman Jane

Argodale, who also qualified for States for Declamation. Argodale used the original oratory called "A Million Little Lies," which is "about how modern society doesn't value and appreciate truth and factual accuracy, that we'd rather embrace sensationalism and arguments that appeal to our emotions," Argodale said.

For Oral Interpretation, the students have to choose poems and prose to interpret and perform. The poems usually have one theme and the prose is typi-

Dramatic Interpretation requires students to interpret a play, book, movie, or television show and perform the excerpt in 10 minutes. Jikaria, who is part of the Dramatic Interpretation category, gave a speech "about a woman who lives in Iraq under Saddam Hussein." In her piece, her family is very prominent in the government and when Hussein comes to rule, he tortures them. She feels her speech highlights the political and social conflicts of the times.

Duo Interpretation is similar to Dramatic Interpretation. It is two people acting out a 10-minute selection from a play, movie, or other published work. "You cannot touch each other or look at each other directly, and both interpreters can play multiple characters. "It is complicated to imagine but it looks really cool when performed well," said Rebecca Temkin, who qualified for States for Duo Interpretation with her partner senior and Speech and Debate team President Jaimie Meyers. Their piece was from the movie "A League of Their Own." It "is about women's baseball during World War II. The subject matter is interesting because it focuses on a part of the '40s that not many people are familiar with, and we loved being able to delve deep into the characters we chose to act out in our piece."

Simon Ayzman qualified to go to States for Humorous Interpretation. Humorous interpretation is interpreting a work of literature, movie, or television show in a comical way. He chose the fairytale, Tom Trueheart and the Land of Dark Stories, by Ian Beck. "Despite various restrictions, you are free to interpret. It's not the words that get you qualified; it's the acting, tim-

ing, things you add like noises to make it fun," Ayzman said.

In her Original Oratory "Small Talk: Why It's a Bad Thing," senior Mary Emily Ficarra spoke about "why being honest is important and why superficiality is toxic in society," she said. She chose this topic after attending Speech camp at George Mason University this summer. "I did a lot of research, read a couple of books and many photocopied pages. In the context of my speech, I talk about how

Bilik said. "I want to have fun and give a speech that is relevant to the world for one last time."

Student Congressional Debate debates about "issues ranging from military to spending to foreign policy to Latin America," junior Jeremy Majerovitz said. They have an official packet of bills a week before the tournament. They prepare a three-minute speech that describes the merits and disadvantages of the bill. At the end of the debate, they vote to either pass or veto the bills.

Lincoln-Douglas is the only individualized debate topic, which focuses on politics, philosophy, ethics, and past historical nationwide debates. The topic for State is whether or not private military firms should be applied in foreign countries. "Our debaters are more than capable of adapting to the judging pool," Gilbert said. "With luck, I'm sure they will do fine."

Public Forum is the newest category, in which a pair of debaters discusses controversial news topics, which change monthly. "Preparation includes doing research, brainstorming arguments, writing cases, having practice rounds, and discussing responses," junior Sam Saskin said. The States topic is resolved: North Korea poses a more serious threat to US national security than Iran.

The team members are enthusiastic about attending the State Championships and have high expectations.

"I hope that the younger team members learn from the Speech and Debate community," Jikaria said.

"Everyone will give it their all and try to do their best," Director of Forensics Julie Sheinman said. "I expect the team will do very well."

**"I want to have fun and give a speech that is relevant to the world for one last time."**  
—Jeffrey Bilik, senior

cally a first person account. They must hold a binder with the poems and prose in them, restricting body language. Freshman Diksha Brahmbhatt's poetry piece was about drunk driving. "I really wanted to get the point across about drunk driving and its effects," she said. Her prose piece called "A Temporary Matter" is about a couple who separate due to a stillborn baby. "It's sad and gives a message about perseverance, dealing with change, and also has humor in it."

**"I hope that the younger team members learn from the Speech and Debate community."**  
—Omika Jikaria, senior

people can feel free when they can discuss what they want and not what is dictated by culture."

Extemporaneous speaking requires team members to receive a question on the spot and compose a 7-minute long speech in which they address the issue. Senior and extemporaneous speaker Jeffrey Bilik qualified for States again this year. "This is my last opportunity to be with my friends and team mates and give a speech,"

## Speech and Debate Results

Declamation	Dramatic Interpretation	Varsity Extemporaneous Speaking	Junior Varsity Oral Interpretation	Varsity Oral Interpretation
Alice Xu (O) Rachel Katz (O) Jean Shim (O) Max Litvack-Winkler (O) Shanelle Quizon (F) Shreya Kalva (O) Nabanita Hossain (O) Jane Argodale (F) Jeremy Karson (F)	Omika Jikaria (E) Abbie Kouzmanoff (E) Miryam Coppersmith (E)	Mick Zloof (J) Michael Madans (J) Jeffrey Bilik (E) David Plitt (J)	Corbin Allardice (F) Diksha Brahmbhatt (F) Emmalina Glinskis (O) Jamie Lee Solimano (O) Mallory Miller (O) Nancy Ko (O) Tahia Islam (F) Eliza Mitnick (O) Norine Chan (O) Margaret Palmer (O)	Elizabeth Litvitskiy (E) Sadie Bergen (E) Sara Schaeffer (J) Suprita Datta (J) Megan Harewood (J) Audrey Fleischner (E)
Junior Varsity Extemporaneous Speaking	Original Oratory	Public Forum	Humorous Interpretation	Student Congressional Debate
Edric Huang (F) Neeta D'Souza (O)	Kristina Mani (J) Mary Emily Ficarra (E) Tong Niu (J) Laura Castelnuovo (E)	Liam Downs-Tepper (J) Sam Saskin (J) Jong Lee (J) Chang Tang (J) Claudia Yau (J) Aminah Sallam (O) Jack Cahn (F) David Cahn (F) Nancy Sun (J) Mimi Wu (J) Lea Beltramo (E) Matthew Varghese (E)	Simon Ayzman (E)	Edwin Yung (E) Jeremy Majerovitz (J) Max Liebeskind (O) William Knight IV (J) AJ (Annarose) Jacob (O)
Duo Interpretation	Novice Lincoln-Douglas	Junior Varsity Lincoln-Douglas Debate	Varsity Lincoln-Douglas Debate	
Jaimie Meyers & Rebecca Temkin (E)	Sweyn Venderbush (F) Miriam Bial (F) Elissa Li (F) Edward Zilberand (F)	Samantha Hom (O) Isabelle Mahnke (O) Harry O'Neil (O)	Grant Weisberg (J) Andrew Eckholm (J) Loulyana Saney (J) Evan Schleifer-Katz (J)	

## Features

**By KAVERI SENGUPTA**

Swiping into school every morning last week, students saw

**The Japanese classes almost immediately started making plans to start a fundraiser for Japan, and then we found out the Red Cross was also working on it, so we ended up collaborating."**  
**—Sara Shi, junior and president of the Japanese Culture Club**

a large table covered in origami cranes with a large box in the center for donations. This center,

## The Japanese Disaster: Students Speak

set up by the Japanese Honors Society and the Red Cross Club, with help from the Japanese Culture Club, asked for donations to Japan, which just two weeks ago endured a devastating 8.9 magnitude earthquake and tsunami. Stuyvesant students have been active in reacting to the disaster, donating money and even creating events of their own to help the situation.

"It was very upsetting to know what was happening, but also because you know that there is little you can do to help," senior and Japanese Culture Club President Sarah Shi said in an e-mail interview.

"The Japanese classes almost immediately started making plans to start a fundraiser for Japan, and then we found out the Red Cross was also working on it, so we ended up collaborating. My classmates and I manned the tables during our free periods to help. We offered origami as a thank you present for those who donated," Shi said.

Stuyvesant's Japanese classes, taught by Chie Helinski, have been communicating with their penpals in Japan about the disaster. "Our penpals live in Iwate prefecture, which was one of the prefectures worst hit by the tsunami and earthquake combination. They live in Kitakami city, which wasn't too badly affected," junior and Japanese student Swara Saraiya said in an email interview. "Sensei [Helinski] said that she believes they are all right." Saraiya added that she and her classmates are also

writing letters to other people in Iwate prefecture about the earthquake and tsunami.

Other students are organizing their own events to alleviate the disaster. Junior Tiffany Wang created a Facebook event selling T-shirts with a design symbolizing Japan. Artist Zac Neulieb originally created the design, which was added to by Wang and senior Steven Young. All money raised from T-shirt sales will be added to the Red Cross's funds for Japan. "We had a potential nuclear meltdown on our hands and it was frightening, so I wanted to do anything that could alleviate Japan even in the slightest," Wang said in an e-mail interview. She noted that the T-shirt sale idea originated from the Bronx High School of Science, where students also sold T-shirts to support relief funds for Japan. Wang will soon be offering pre-orders for the shirts, which will be sold for \$15, on Facebook.

Wang is optimistic that the Stuyvesant community will donate a significant amount of relief money. "Because of the number of students who care, which is evident by the number attending and the people who throw out contributions, this can generate a lot of money to donate," Wang said in an email interview. As for plans for the future, she wants to incorporate Bayside High School and Benjamin N. Cardozo High School, "but our contacts haven't given us any confirmation yet," Wang said.

Sophomore Shinnosuke Takahashi, a Japanese student,

expresses his remorse about the situation. "The disaster was awful," Takahashi said. "I don't have anyone connected to it, but in terms of how many people were affected." His family donated to the cause, and he has personally donated to the school's fundraising efforts as well.

Sophomore Izzi Clark, another student of Japanese descent, emphasizes the personal nature of the disaster. "My mom came into my bedroom the morning after it happened and said, 'There's this big disaster that happened in Japan.' So obviously, we called my family and made sure everyone was okay," Though Clark's family lives in the south, which was largely unaffected, the mental impact of the disaster was not lost. "I was in Japan last summer, and I went to one of the places hit by the tsunami, which is gone now," Clark said. "That's kind of scary."

Right now, Japan has a new problem to contend with: the nuclear crisis stemmed from the earthquake. As of Saturday, March 12, partial meltdowns have taken place at two nuclear reactors in Japan. The Japanese people have not only suffered the loss of their homes and families, but are now at risk of exposure to contaminated tap water and toxic radioactive waste. According to the Stuyvesant students who are organizing donations, it is now more important than ever that people follow the example set by those who have contributed, and do what they can to aid the relief effort.

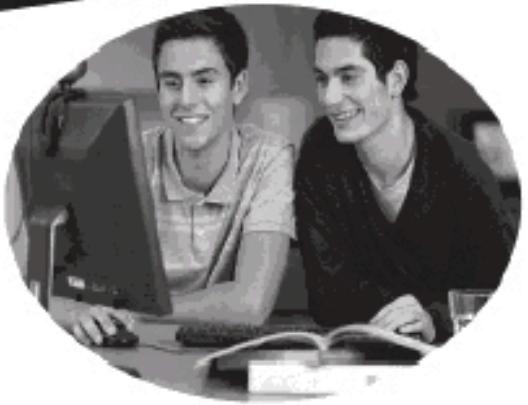
**"I believe that because of the number of students who care, which is evident by the number attending and the people who throw out contributions, this can generate a lot of money to donate."**

**—Tiffany Wang, junior and co-creator of the Japan earthquake relief T-shirt event**

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# Features

## Trying to buildOn



Students in Las Trojas, Nicaragua, attend class at their new school.

By MADHURIMA CHOWDHURY and BEBE LEGARDEUR

Imagine leaving the hustle and bustle of the city and flying to a remote village. Imagine being surrounded by lush green hills. Imagine using your own hands to build a primary school and having smiling schoolchildren thank you for your work. Members of the Stuyvesant's buildOn club don't have to imagine these; they experience them firsthand.

BuildOn, a community service organization with a Stuyvesant chapter, helps both local and global communities through weekend service activities and summer trips. According to the organization's Web site, buildOn is a non-profit organization that encourages high school students in the U.S. to help the global community.

"BuildOn programs are designed to build confidence and real-world capabilities in American youth while also empowering communities worldwide," the Web site says.

According to senior and Stuyvesant buildOn President Becky Chao, buildOn is centered on teaching its members about world cultures through philanthropy. BuildOn teaches its members about the cultures of developing countries, such as Haiti, Malawi, Nicaragua, Mali, Nepal, and Senegal, and issues that their people face. The members of buildOn try to "impact [the] global community by coming up with creative ways to raise funds that 100 percent of which go toward building schools in [...] developing countries," Chao said.

One way that buildOn serves the local community is by sending its members on weekend service trips where they join with other community organizations, such as Meals on Wheels and Puppetry for

**"I am more open-minded and truly aware of how privileged I am."**

—Shatti Hoque, senior

Youth.

"Instead of doing the same thing every week, students participate in a myriad of activities, from planting trees to cleaning beaches to delivering meals," senior and buildOn Vice President Randy Arthur said.

"My favorite aspect [is] the weekend service projects, mainly the creative ones that involve working with kids," Chao said. She also added that it was "a chance for me to meet people I wouldn't have met otherwise."

According to Chao, these weekend activities include "helping out at food pantries, distributing food to the poor, helping out at homeless shelters by cleaning the beds, floor, and space, helping out at local street fairs for kids by making games [...], or face painting and making crowns for Three Kings Parade."

These projects show how the members of buildOn are dedicated to helping as many people as they can. "Personally, I feel very accomplished and capable," Chao said. "I realize just how much of an impact I

can make on someone's life and just how much of a difference something as simple as a paper crown adorned with sequins and glitter [...] can make."

In addition to weekend trips to help the underprivileged of New York, buildOn also offers the opportunity to go on a trip called Trek For Knowledge to two students. The students go to a selected developing country to build schools for the children in impoverished areas.

"They actually live with one of the families and try to speak the language and do rigorous labor for a few hours each day," Chao said.

Senior Shatti Hoque went to Nicaragua last summer. She spent one night in a city named Estelí, and the rest of her thirteen days in El Portal, a remote village.

"An average day went like this: we woke up at six in the morning and had gallo pinto [rice and beans] for breakfast," Hoque said. "Then, depending on our work group's schedule, we either worked or had a cultural workshop."

Hoque spent hours working on a construction site building a primary school. "Work included mixing cement using water and shovels, digging the foundation, tying and cutting rebar [steel bar], carry materials to the work site and carrying cement bricks," she said.

However, the trip was not all work and no play. Hoque was able to make friends with the other "Trekkies," people she probably would not have ever met had they not been brought together by the Trek for Knowledge program.

After long hours of hard labor under the summer sun, Hoque partook in various cultural workshops. "We had visited their church, talked with the men and women about their lives, played American and Nicaraguan games with the children, milked cows and did a few other things," Hoque said.

Her favorite part of the whole trip was going on a hike to the top of the La Revolcana Mountain. "We went with around 40 children, and they were the cutest and most enthusiastic children ever. They made everything, including work, more enjoyable," Hoque said. "The best part was the top. There was a giant guava tree and we could see endless green hills and small villages. It was very beautiful."

Hoque not only learned about building schools, but also about Nicaraguan history and culture. "In Estelí, we visited a war museum and saw countless murals celebrating the culture and also remembering the Sandinista revolution," Hoque said. "We also heard stories from some of the older villagers about their experiences during

the war [...] and about how they started their lives in El Portal."

Senior Heidi Tan also enjoyed a summer in Nicaragua. She, like Hoque, arrived in Managua, then visited museums in Estelí and stayed the remainder of the trip in El Portal. She also worked at the construction site for the primary school. In the construction site, Tan saw "little kids half [her] size carrying twice as much and working three times as quickly without breaks, complaints, [and] shoes."

After a long day, both Hoque and Tan would join their respective host families. "Mamá

ing other people's homes, [and] learning to dance and failing at it," Tan said.

In addition to sharing similar experiences, Hoque and Tan also learned a lot about themselves. "Before I went, I'd listened to countless stories and presentations from others who'd been on Trek before, and when I was there, it wasn't what I expected at all," Tan said. "I wasn't who I expected either."

Hoque feels that by living outside the comforts of her normal life has changed her. "I am more open-minded and truly aware of how privileged I am," Hoque said. "In El Portal, we had to sacrifice so many of the comforts we have daily, like toilets, a variety of food, warm water for showers, TV, [and] Internet."

Many people take education for granted but for buildOn members, "buildOn is a constant reminder that not everyone who wants an education gets one, but I can change that by helping out through buildOn," Chao said.

Being a member of buildOn and being able to experience the Nicaraguan culture have changed Hoque and Tan. "I [...] am more optimistic and just open towards people. The villagers were strangers, yet they completely opened their homes and hearts to us," Hoque said. "I formed meaningful relationships with them, especially the children, and I feel I can continue to do that kind of community service in the future, hopefully through a career."

"I've been presented with many opportunities because of buildOn [...] it's challenged me to step up and become a leader, become a global citizen," Chao said. "[buildOn is] a chance for students to realize their full potential and to get involved in their communities, to give back."



buildOn high-school students visit the old school in Las Trojas, Nicaragua, during their Trek for Knowledge.

24

Students with the first name "James"

24

Students with the first name "William"

36

Students with the first name "Michael"

46

Students with the first name "David"

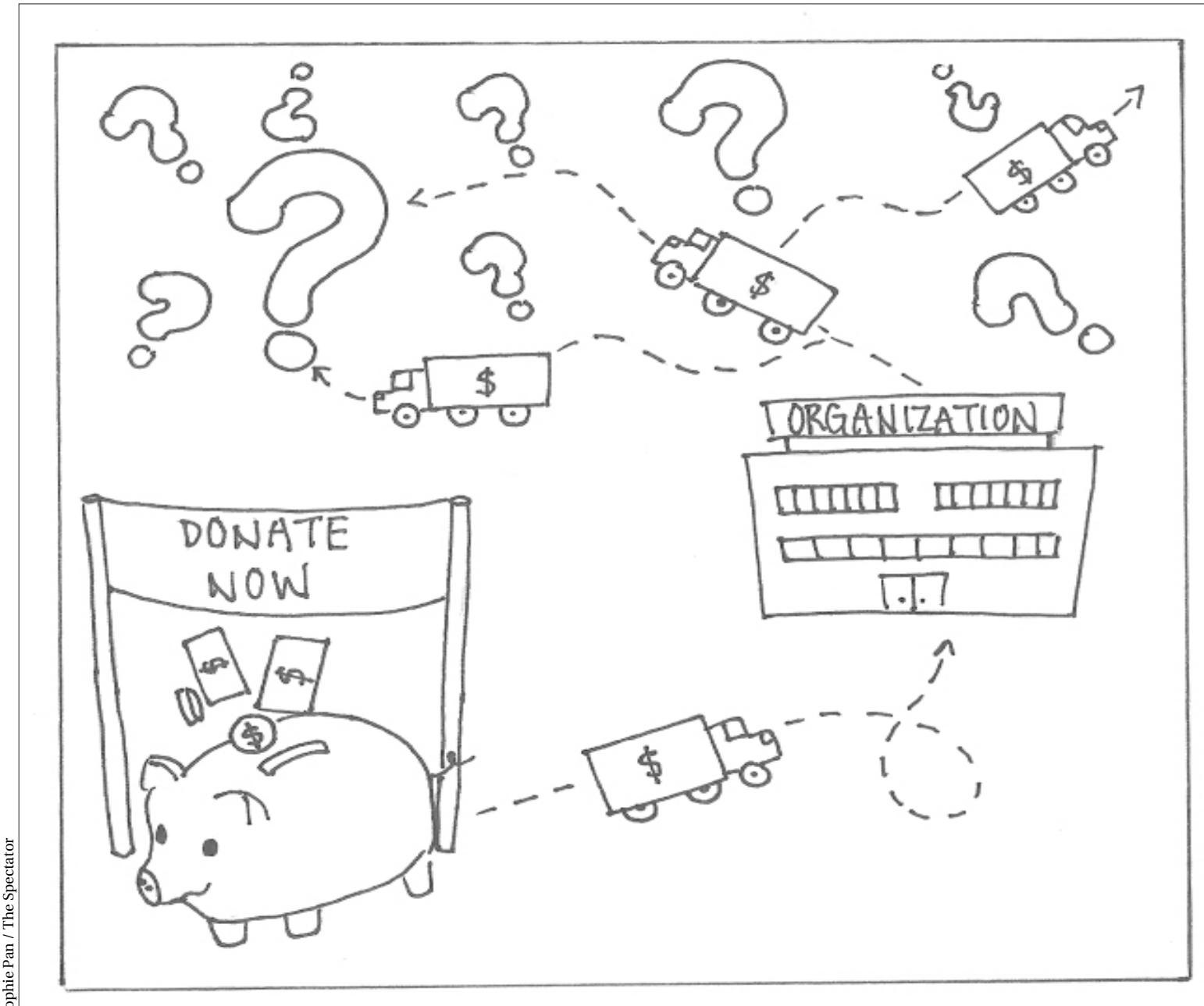
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Students with the first name "Kevin"

Thanks to Assistant Principal of Technology Services Edward Wong

## Features

### Donation Destination



Sophie Pan / The Spectator

**By TASNIM AHMED**

Stuyvesant students showed their generosity by donating to the Red Cross and the Japanese National Honor Society to help relief efforts in the recent Japanese earthquake. While some donors were satisfied with the wrist bands or pins they were given for their donations, others were concerned about the donation process. Often, contributors rarely know where different clubs will send the money. Many wonder where these donations go, whether Japan even receives them, and who is in charge of the money. Others avoid donating altogether, because they are hesitant to trust organizations claiming to support Japan.

The Stuyvesant Red Cross and Japanese National Honor Society were the main coordinators

for Japanese relief fundraising. Though the two clubs had originally worked separately, they believed that working together would bring greater success. Volunteers made paper cranes and sold baked goods and wrist bands to raise money. By the end of their fundraising, both clubs had raised a combined sum of over \$4,000. The total amount will be split in half between Stuyvesant's National Honor Society and Red Cross, and each club will then send their shares to their chosen charities.

"Japanese [people] refrain from advertising their troubles because of honor, but at the same time people stood up and wanted to help. I was touched," said Japanese teacher and Japanese National Honor Society faculty adviser Chie Helinski. Helinski, who herself is Japanese, wants

students' donations to be as effective as possible and will give the Japanese National Honor Society's share to Japan Society.

Japan Society is a non-profit organization that provides support to refugees in Japan. They will use the money to supply survivors with food, water, paper goods, and other basic commodities. Helinski trusts that the Japan Society will use all the money raised to directly help people in need rather than to keep a portion of it for the organization's own funds. She also suggests that people donate money instead of material goods, because money is much more convenient for operational use. Often, trucks carry donated goods, but in devastated areas, roads are blocked or destroyed, making mobility impossible. Goods have to be carried by boat to reach cities like Sen-

dai, one of the hardest hit cities. When given money, volunteers can afford to shelter people and supply them with basic necessities.

The Stuyvesant Red Cross will give their donations to the American Red Cross, with whom they are affiliated with. However, unlike the Japan Society, the American Red Cross is not entirely scrupulous about giving 100 percent of donations to the intended cause. "Even though they are nonprofit, truth be told, not all of it will go to the cause, although, a good portion will," senior and Stuyvesant Red Cross President Ashley Qian said.

The Red Cross, an emergency response organization, has opened approximately 1,800 shelters for civilians left homeless after the earthquake. During efforts to help Haiti after its earth-

quake, the Red Cross was largely criticized for its inability to meet the criteria of a nonprofit organization. Due to its debt of over \$600 million and its several operating deficits, nine percent of donations pay for salaries, fund-raising costs, and administration. Originally, the Red Cross solely had volunteers run projects, but employees are now hired in an effort to increase reliability and efficiency. Despite the cuts that the Red Cross takes from donations, Qian said, "[Students] definitely should not be hesitant [to donate], because the Red Cross is one of the few organizations doing something as of now."

With its donations, the Red Cross, like Japan Society, will provide essentials for survivors. Refugees have already received emergency kits, which include portable radios, flashlights, blankets, and other supplies. The money allows the organization to procure diapers, baby food, clothes, and face masks. Donations aid health facilities and shelters in paying for the costs of caring for victims. Aside from providing material goods, volunteers help people cope with their distressed reality, giving them psychological comfort.

In addition to contributing to the American Red Cross, Stuyvesant Red Cross also held the Paper Crane Fest which was on Tuesday, March 29, along with BuildOn and the Japanese National Honor Society. Through this event, volunteers created paper cranes. For each crane made, \$2 was donated by the Bezos Family Foundation to Architecture for Humanity. The Bezos Family Foundation is a private independent foundation. With their help, Architecture for Humanity can now afford the reconstruction of homes and buildings in devastated Japanese cities, partnering with local architects.

Though the process of donating can become cumbersome when approached with a cautious attitude, most organizations are reliable and donate fairly large percentages of donations to the intended cause. It is recommended, however, that money be given to reputable places, especially larger and more widely known groups. The fundraising done by the Japanese National Honor Society and the Stuyvesant Red Cross allows students to donate not with skepticism, but with gratification and paper cranes.

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# Editorials

## STAFF EDITORIAL

### Supporting the Students

When filling in their scantrons on the SHSAT, many students bubble in Stuyvesant as their first choice, praying that the test will give them access to the best education in the city and the prestige that comes with it. These pupils come into Stuyvesant knowing that, yes, they will work harder than they ever have, but also that they will be rewarded with a unique high school experience, one offered to fewer than one thousand students each year. They hope to thrive in our meritocratic milieu, an environment that they imagine will place them on a path to an equally elite college.

Unfortunately, like students all over, many teenagers realize after those first few days that a poor high school experience can arise from a difficult transition from middle school, made more difficult by an inadequate academic support system.

At Stuyvesant especially, these factors can combine to create a hellish situation in which overachieving freshmen fall behind early due to "Stuyshock": a lethal mix of harder coursework and less help for those need it the most. One of the greatest fallacies that lurks in the freshman mind is the belief that all students will be treated equally and receive the same excellent education — and we do, at least until we take placement tests before September even starts.

Departments like mathematics use these exams to separate those who are likely to excel from those who are likely to remain average. There are around a hundred and twenty students who perform exceptionally well on the June assessment and are placed into

honors classes. Even though students are able to raise their statuses, this elevation comes at the expense of others, which may be the essence of competition, but it also establishes a two-tiered tracking system that benefits some students while penalizing others.

By themselves, classes that track students are not an evil invention — rather, they represent an idea that underpins the philosophy of Stuyvesant. The advanced track favors the smartest students in the grade and perhaps reflects the ideals that have created the image of our school, one of the most selective institutions in the city. However, a policy of tossing the more average students into classes with the least strong teachers perpetuates achievement gaps and prevents students from rising as far as their nurtured talents might allow.

Because the average underclassmen is typically given the left-over teachers from the AP and honors classes, he can find himself either bored to tears or barely treading water. However, there is an easy solution to fix the two-tiered system that rewards smarter students but hurts average students: require all teachers to teach both upperclassmen and underclassmen, allowing the best of them to make an impact on aspiring freshmen and strong seniors alike.

Unfortunately, problems such as these are compounded by flaws in the school's main academic support system, AIS. Through design, or chance, many instructors who teach AIS are the same ones with whom students struggle. As we begin school, we real-

ize that we can understand a certain type of teacher more if he or she uses techniques that we comprehend. When we do not get that person we need to aid us, we must learn the material by ourselves or with the assistance of others, such as ARISTA members. However, ARISTA tutoring, provided by students based on community service hours instead of their expertise in a certain subject area, doesn't always give the type of help that a student needs. The best tutor would be a capable teacher. All teachers have prep periods, but few students know that teachers are mandated, by the administration, to devote these periods to helping students. Because many instructors do not make this known, students don't go to the source of their problems, the teacher, and instead remain in a circular path where they struggle for the rest of their school lives.

To resolve these issues, the administration should adopt a policy requiring all teachers to teach both underclassmen and upperclassmen, and enforce its policy of teachers devoting free periods to help their students. By injecting talented teachers into the underclassmen pool, more students, in addition to those who are naturally gifted, will be prepared to take advanced courses and perhaps have a greater understanding and love for a certain subject. By catching the pupils who fall off track and maybe even pushing them onto the advanced track, the reputation of the school, as well as the individual accomplishments of students, can be further celebrated and improved.

## The Spectator

The Stuyvesant High School Newspaper

*"The Pulse  
of the  
Student  
Body"*

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## The Spectator

We are compiling an archive of past issues.

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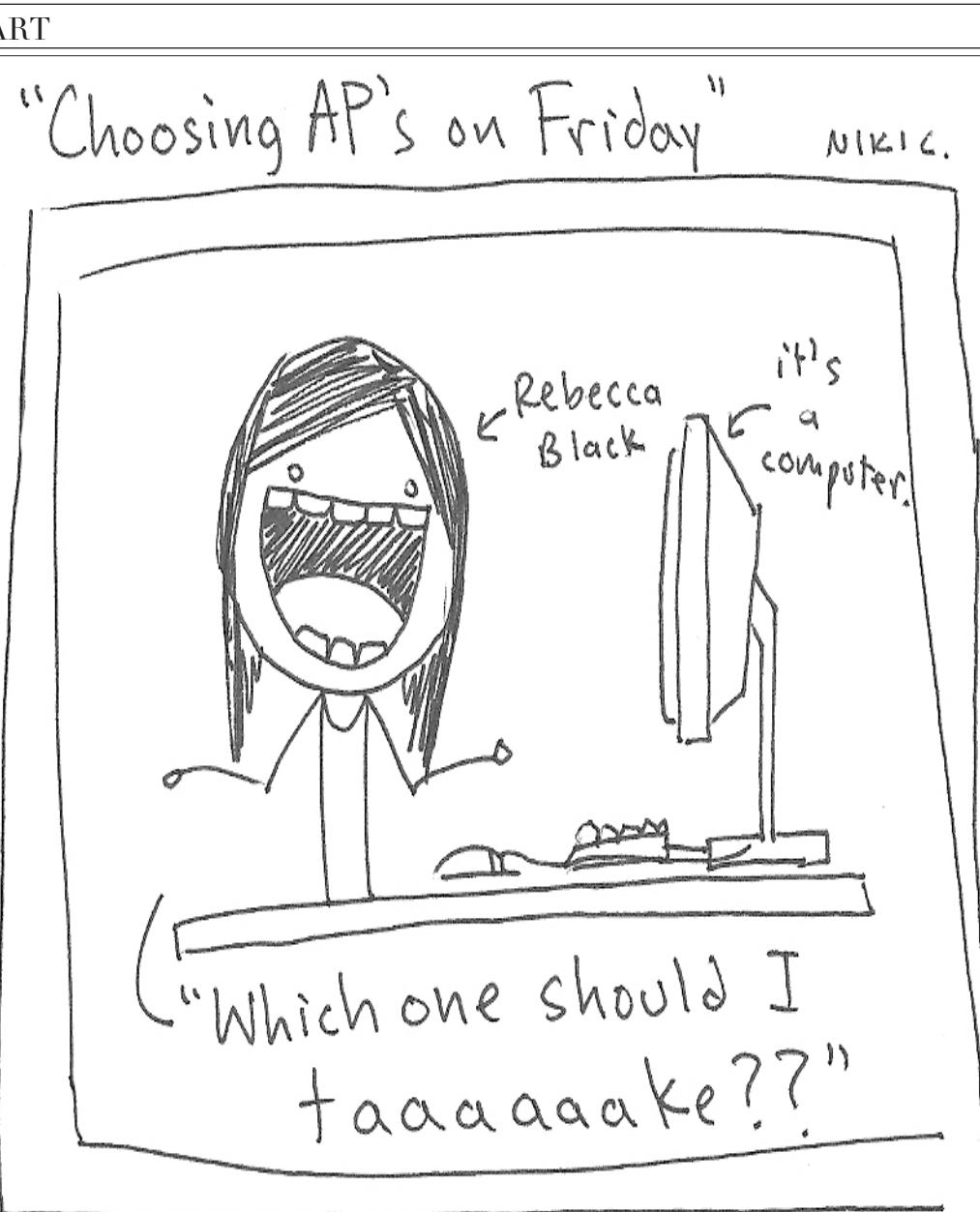
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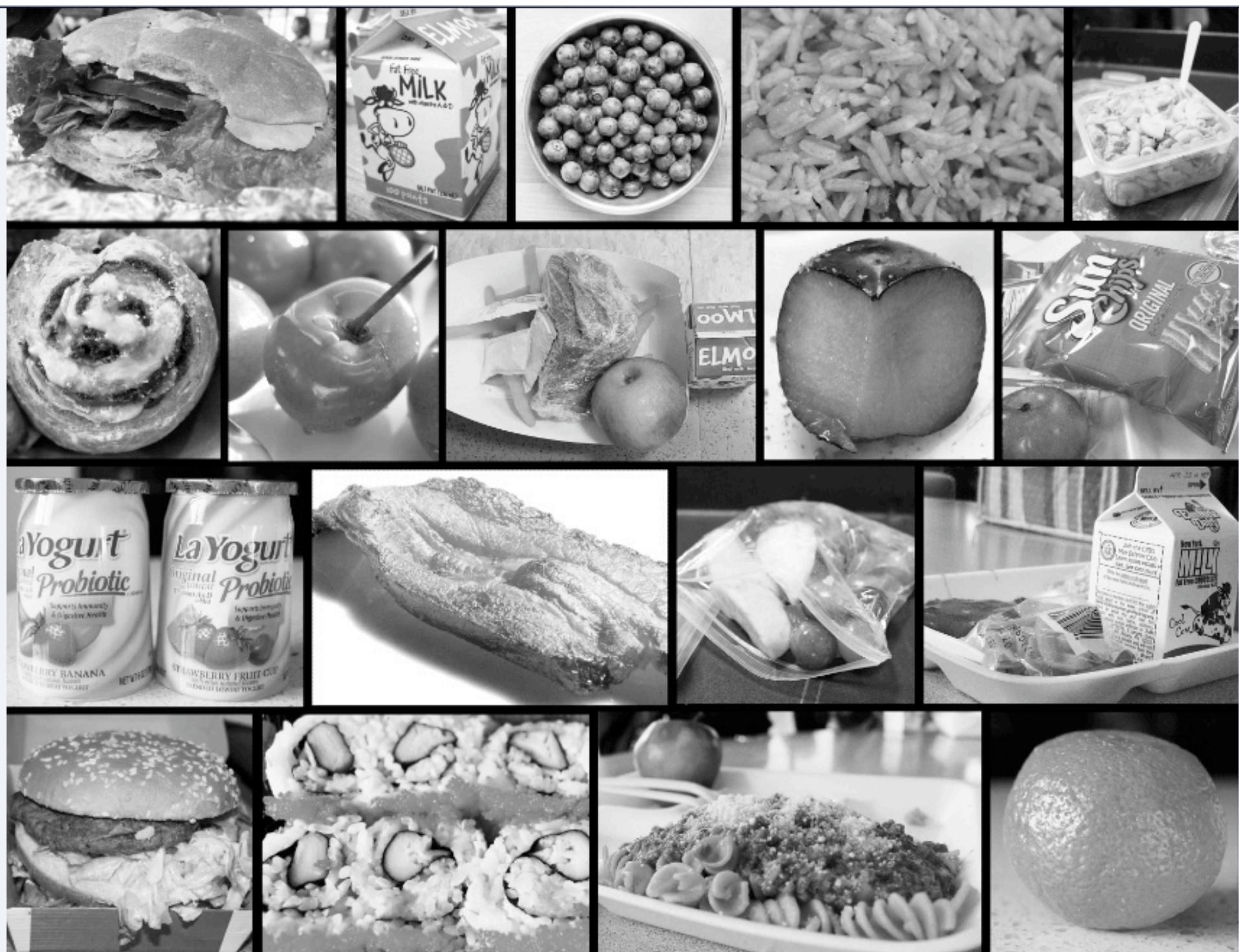
### FOR THE RECORD

- Thomas Hsu was not credited for his art for the article "With New Coach, Huskies Look to Climb Out of Division Cellar."
- In "Global Citizens Cooperation Holds Peace and Conflict Event," it was incorrectly stated that bracelets were handed out at the event. In addition, the club's goal is to raise awareness about various conflicts around the world and to encourage students to take action. Chau and Cai organized the event in conjunction with Vice President Morgan Higgins, President Tiffany Wang, junior Yorkbell Jaramillo, David Kim, Daniel Kim, Stern Huang, Kaung Thu, Lena Wu and sophomore Nusrat Jahan.
- In "Lobsters Look to Win Fifth Consecutive Division Title," Natalie Kozlova never played singles. The team won the Manhattan/Bronx division for the last decade. The captains will not be missing all of the matches, just a couple, until further notice.
- Christine Lee was not credited for "A Voice That Carries Across the Atlantic."



# Food

by the Photo Department



## Athletic Integrity



By DEBANJAN  
ROYCHOUDHURY

As we stared at the Benjamin Banneker Academy scoreboard, stunned at how we had come within just one point of advancing to the second round of the New York City PSAL playoffs, many regrets ran through our minds. We thought of some things we could have undoubtedly done better and how we might have been able to avoid such a heartbreaking defeat. For two of our Stuyvesant Running Rebels, the contemplation was not about what could have been done on the court, but what could have been done off the court to keep them eligible for the game.

**Young athletes should not be let off the hook any easier than their professional counterparts. They should, however, be given some warning and consistency and if they are not, then the decision to suspend or not to suspend is left solely to the discretion of others.**

They mourned not being able to play in this very close match because of their consistent lateness

to school and class.

Upon receiving outlined expectations of Stuyvesant student-athlete behavior, the Rebels understood the commitment we had made and the conduct we were to maintain if we were to remain members of the team. We knew we represented Stuyvesant athletics, and the school community as a whole. We thought, however, that had we been doing something that upset the athletics department, we would be notified. Though it was not the athletics department's fault that first-semester final report cards were released very close to the playoffs, there were two marking period report cards that were administered much earlier. If there had been a pattern of absences or lateness, couldn't the athletes responsible have been warned? Perhaps they could have been given an earlier suspension in a non-league, or even a league game, at least to send the message that certain behavior would not be tolerated. If it persisted, then harsher consequences would be justified. However, in our team's case, we felt surprised that no punishment had been given prior to the guillotine: a suspension in the most important game of the year.

I do not condone bad conduct by pro athletes. In conversations with friends, I am the most vehemently opposed to



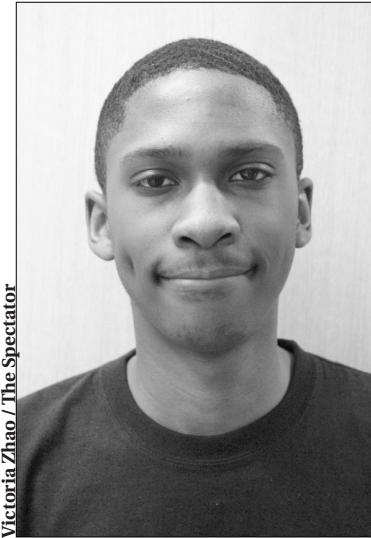
Michelle Savran / The Spectator

players with long rap sheets, regardless of success on the field or court. I believe that pros have a high place in society and thus should live up to their responsibility as role models for young aspiring athletes worldwide. If they fail to do so, they should be removed from the spotlight, and replaced on their pedestals with more low-key and equally talented players. However, there is a very obvious difference between the cases of those professional athletes whom I criticize and the cases of my Running Rebel teammates. My teammates were not warned prior to suspension nor were they ever told the maximum number of acceptable latenesses or absences before suspension. Moreover, they weren't really given a chance to defend themselves or change their ways, which is the main point of pun-

ishment. Young athletes should not be let off the hook any easier than their professional counterparts. They should, however, be given some warning.

I understand that Athletics Director Larry Barth has a tough job and I do not agree with all the overwhelming criticism from some students. I merely advise that there be written benchmarks for what constitutes ineligibility and a suspension. These regulations should also apply not only to other athletic teams, but to the Stuyvesant Theater Community and to the Stuyvesant Speech & Debate Team and to any other extracurricular club that requires some standard of integrity and citizenship. With the addition of these very clear regulations, there would be no room for argument or criticism.

# Opinions



Victoria Zhao / The Spectator

By GERALD NELSON

A tempest personified through the ire of protesters has arisen around our school and it demands an inquisition. And so the inquisitor asks "Is the SHSAT racist?" In the corners of each of our minds, this question has been raised and dismissed, as the answer holds consequences for us and our community, ones that we are not prepared to face. If the SHSAT is racist, then as Stuyvesant students we are all beneficiaries of an unfair system that invalidates our accomplishments. Furthermore, as a community, our school becomes a manifestation of social inequity – an institutional construct that restricts the educational opportunities of inner-city blacks and Latinos and traps them in a permanent underclass. However, this question is not as simple as identifying some malevolently designed system attempting to hold some back. Instead, the distorted demographics of Stuyvesant

are better attributed to certain disturbing socioeconomic and cultural realities.

Students, like all other individuals, live within the context of a family and community environment that has strong effects on their development. No man is an island, and success on the SHSAT does not singularly represent the intelligence of any eighth grader. A student's academic performance is the product of his or her own expectations as well as parental, community, and peer encouragement. For example, within many Asian communities there is a strong emphasis placed on scholastic achievement. To that end, many Asian parents impose a great degree of structure on their children's lives and create for their offspring a home environment that is conducive to school-related learning. Academic success is demanded within these communities and becomes a presumption in the larger world, as expressed by cultural stereotypes and perceptions. We all have heard passing comments in the hall about "nerdy Asian kids" or the all-too-famous "Asian fail." Societal expectations of Asian youths are so strong, in fact, that to not follow the trend of high grades seems almost to be not Asian. Therefore, many Asian students internalize academic success as part of their identity to avoid cultural alienation and self-resentment. As a result, Asian students are often far more prepared to perform well on exams like the SHSAT because they are socially and culturally directed toward such achievement.

In contrast, we link entirely different behaviors to African American identity. Some blacks

do not value school because they don't see it as an effective means of social mobility. Historical racism and discrimination have demonstrated to African Americans that society does not want to see them succeed, which leads them to believe that institutional racism permeates every aspect of

**Therefore, neither the SHSAT nor any part of the testing process is inherently racist, rather we inhabit a social and cultural landscape that is designed in a way that will perpetually precipitate inequality.**

the educational establishment. These views are reinforced by the low quality of many of the schools inner-city youths attend and reflect the disinterest of the government in their academic advancement. Additionally, blacks

do not experience the same positive peer pressure as Asian students do. Many kids expect their black classmates to be good at basketball or football or to have predispositions toward criminality, almost showing shock when African Americans demonstrate intellectual ability. The cultural environment projected through television, media, and advertisements fosters these views through the constant stream of images portraying African Americans in this light. Blacks, just like Asians, internalize the expectations society's expectations and actualize them.

Of course there are exceptions to this reality, as there are many strongly academically oriented black families, especially those of Caribbean descent, which greatly value achievement since they ardently believe in the prospect of social advancement through education. Unfortunately, many Americans blacks are trapped still in the racially imposed mindset that many of their ancestors experienced as evidence of a false American dream. In accordance with this perception, they do not seek academic accolades, nor is there anyone supporting them in the pursuit of such aspirations were they to attempt to do so. So it is not a surprise that many students of color do not perform well on the SHSAT when no one is concerned with or invests in their success.

Therefore, neither the SHSAT nor any part of the testing process is inherently racist; rather we inhabit a social and cultural landscape that is designed to perpetually precipitate inequality. What accounts for the low performance of many students of

color is a high level of social disinvestment. Asian parents invest in the academic success of their children as they should, while blacks lack the same encourage-

**Therefore, many Asian students internalize academic success as part of their identity as to avoid cultural alienation and self-resentment.**

ment. The SHSAT is not racist; it is an indicator of the racial disparities in our society. Perhaps the New York City Department of Education should make more of an effort to demonstrate that it is equally committed to pursuing the success of all its students and spend more money preparing inner-city children to take the specialized high schools test. However, until the social and cultural circumstances affecting students are normalized to give each one a fair shot at success, the disparities will persist as they currently do.

## Watch, Link, Repeat

By AVA MYINT

It was a half-day. Jubilation overwhelmed me as I hopped down the stairs to my next 20-minute class. The cherry on top of an already fantastic day was that it was a Friday. This fact must have triggered some psychological elation because I heard the word "Friday" ringing in my ears. No, it wasn't ringing, rather I heard shouting. Loud, booming voices resounded "It's Friday! Friday!" in between fits of giggles. I recognized the shouting as the chorus from the now infamous music video by Rebecca Black I had watched on YouTube the previous night. Looking around, no one had a confused or frightened look that might have been produced by random bellowings. Instead, they all displayed uniformly annoyed coun-

tenances. It seemed that we were all on the same page in regards to our abhorrence of that song and resentment toward the students singing it.

The term "viral videos" refers to YouTube clips that have earned appeal and popularity, some garnering millions of views within a few days, for their encapsulated form of entertainment. For Stuyvesant students with onerous workloads and extra-curricular activities, a few minutes is all we can spare "to get away from it all." From adorably funny videos like "The Sneezing Baby Panda" to absurd, non sequitur animations like "Charlie the Unicorn," they have lifted our spirits out of the ditch we call adolescence.

However, there is more than meets the eye when it comes to viral videos. While scanning through the hundreds of mil-

lions of YouTube clips, one might stumble upon a gem that can spur a change epic enough to alter the fate of an entire nation. Such was the case of Obama Girl, actress Amber Lee Ettinger's alter ego, who was the star of a series of videos uploaded during the 2008 presidential election. The most notable was her first video, "Crush on Obama," which has earned more than 23 million views to this date, in which she serenades the then aspiring candidate. Though the video was made for comedic purposes, we cannot deny that it engendered a larger interest in the elections among the youth demographic.

Viral videos have been revolutionary for individuals as well. Singers like Justin Bieber have rocketed to stardom by posting clips of themselves performing song covers. Comedians have also benefited from rapid video sharing. Andy Samberg and his comedy troupe, The Lonely Island Group, saw their success hit an explosive high after the Saturday Night Live clip, "Lazy Sunday," was uploaded to YouTube, gaining more than five million views in a matter of months. The group's "Digital Shorts," now a staple of the show, are perfect for students who can spare only a few minutes for a quick laugh.

On a smaller scale, these videos have given otherwise obscure people a turn in the spotlight. Ted Williams was a homeless man who had struggled with drugs and alcohol before the discovery of his "golden voice" by 11 million people in two days. He was immediately showered in offers for jobs and talk show stints. However, this evinces the negative implications of viral video fame; ordinary people have

been handed fame and attention on a silver platter, or in this case a video upload. Not everyone is apt to deal with such a change in lifestyle positively. Shortly upon reaching what seemed to be the peak of his life, Williams relapsed into the state of drug and alcohol abuse that landed him in poverty in the first place.

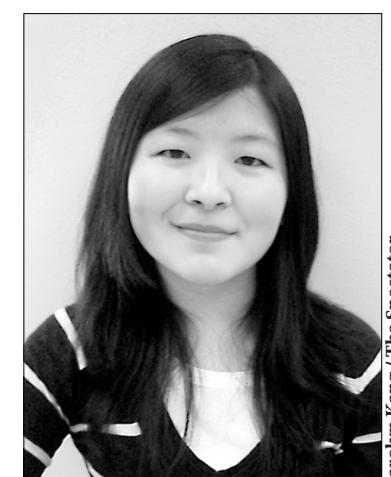
In the same vein, viral videos can be a medium for cyber bullying. The aforementioned music video by Rebecca Black is an instance of this. Comments that criticize the 13-year-old's auto-tuned singing and quality of her lyrics teeter on the fine line of what is menacing. However, remarks that have told her to cut herself and "get an eating disorder so [that she will] look pretty" are indisputably taking ridicule to a dangerous level. Scathing

Uploaders of videos gone viral are subject to the scrutiny of the world's most fearsome critics, anonymous YouTube users. The large-scale access of a clips inevitably invites malicious users to torment someone without consequence.

However, bullying and unfamiliarity with fame exist beyond the scope of YouTube and prospects for criticism are apparent whenever someone presents himself or herself to the public. These drawbacks aren't exclusively tied to viral videos and don't outweigh the benefits and impact of them. These clips have catalyzed the success of people with genuine talent and have become the primary Web tool of pop culture. Moreover, YouTube, the third most visited site after Google and Facebook, is an important weapon in the arsenal of those who want to mainstream ideologies, or as we have recently seen, political candidates. That's something we should all sing about with the same gusto as Rebecca Black does.



Eric Li / The Spectator



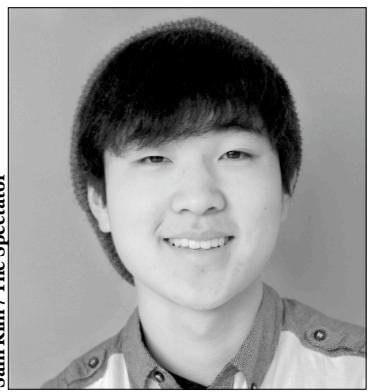
Carolyn Kang / The Spectator

**Ordinary people have been handed fame and attention on a silver platter, or in this case a video upload.**

comments such as these make us second-guess whether viral videos are a double-edged sword.

# Opinions

## A Deaf Administration



By JOHN LEE

Stuyvesant is the pride of the New York City education system and with fair cause; it educates some of the best and brightest of this generation's youth. Our students have won recognition virtually in all fields, and the consistent continuing success of our graduates has proven the ability of our students. Yet, true recognition seems to be limited to everywhere except within the school itself. The administration is hypocritical; they praise us for our achievements and our excellent work yet when it comes to in-school issues and problems, the administration largely ignores our suggestions, opinions, and critiques. Our school runs as a dictatorship; the administration and our teachers rule our school life and dictate all proceedings, no matter the feelings of the student.

However, to be fair, our school isn't a horrible, oppressive place. Our administration and teachers run our school relatively smoothly, and prioritize our education and safety over all else. There obvious-

**Public pressure shouldn't be the only catalyst for change; our administration has to become more open and flexible to the request of students and needs to be held accountable to the student body to ensure that students are having the best education.**

ly have to be discipline and rules to maintain an effective learning environment and the faculty needs some authority. However, though there are good reasons for having a strict school administration, the student voice should never be considered unimportant or be ignored. When mistakes are made, or when students have legitimate concerns with the running of the school, these thoughts, at the very least, should be heard and considered.

For example, last year the Spectator ran an article about the arbitrary and unfair nature of grading. It pointed out that grades depended far too heavily on the ability and difficulty of the teachers, and suggested an optional standardized grading scale as a solution to the problem. However, this problem of subjective grading has yet to be addressed, and we student continue to feel the unfair effects of receiving varying amounts of credit for the same degree of work. On the other hand, when FOX News ran a story on a racist rap video made by Stuyvesant students, the administration not only suspended these students, it also established a special student training program to combat the problem. The two problems are both quite important; yet, only the news report from FOX induced change from our administration.

The Student opinion must be incorporated into the administration. Making the administration actually explain its decisions to the student body, whether in person or through written communication, would be the primary step. The administration may have solid reasons for some of their decisions, but enacting them without any explanation causes further mistrust and miscommunication. Students need to understand why certain policies are enacted in order to form educated opinions about them. Incorporating student input into its decision-making should be the next step. Students and staff could be surveyed or cast votes to express how they feel about certain issues, and the school could subsequently shape their policies based on the answers. For example, instead of spending valuable money on random, relatively useless security cameras installed in wide open hallways rather than buying new computers for the library or putting the cameras in schools that actually need it, the school could first ask the school body and staff about how they feel about the safety of the school, and see if these cameras are really necessary.

Public pressure shouldn't be the only catalyst for change; our administration has to become more open and flexible to the requests of students and needs to be held accountable to the student body to ensure that students are having the best education. Stuyvesant is one of the best-behaved and the most intelligent high schools in the nation. This on its own should be enough to earn us a degree of trust and respect from the school, but this has yet to be seen.

Having the SU grow into a more serious organization that could propose direct reforms to the administration would also strengthen the student voice. Allowing students to ask collectively for some sort of change, and having candid debates with the principal about these issues would help build communication and understanding while introducing beneficial ideas. Student have been advocating for out-to-lunch privileges to extend to free periods to both reduce student congestion and give more freedoms to students; this would allow this sort of desire to at least be heard and contemplated.

Stuyvesant is a place of great intellect and potential. We've repeatedly proven our ability and have worthwhile opinions that deserve to be heard. Allowing a more serious and mature interaction would ultimately only benefit the school as a whole. Open Mic, school newspapers, and various other clubs within our school have proved that there is a student voice; it's time that the administration listens to it.

## Unions Under Siege

By IAN GRANT

Rest easy, America: the deficit problem has been solved! The source of the crisis has been revealed, and it's being rooted out once and for all at this very moment. As it turns out, our country's huge budget gap stems not from tax cuts to the wealthy or a bloated military budget, but from a far more insidious phenomenon: public sector unions.

Or at least that's what Wisconsin governor Scott Walker would have you believe. Thanks to his efforts, one of the last bastions of unionism in our country is teetering on the brink of collapse. Walker led the charge on the public sector unions in his state by proposing a "Budget Repair Bill" that crippled public sector unions by taking away their right to collective bargaining, a vote Democratic state senators fought valiantly to prevent by fleeing from Wisconsin. But in the end, Republicans were able to pass the bill with some legislative sleight of hand. While state judge Maryann Sumi put a temporary hold on the legislation, but there is a very real chance that the end of Wisconsin unions is nigh.

The events in Wisconsin reveal a nationwide trend; the new political mantra of "cut, baby, cut" is allowing our politicians to take drastic actions in the name of slashing the deficit. These actions are more often than not thinly veiled political moves only tangentially related to America's debt. The targeting of public employees as the source of our budget problems is particularly puzzling. In Wisconsin, Republican lawmakers had to remove all parts of the legislation actually affecting the appropriation of money in order to pass it without Democrats present, revealing how little their action had to do with the budget. Their argument made little sense in the first place, as it assumed that public employment, which was so recently

viewed as a difficult, low-paying area of work, is more costly to the nation than Bush's tax cuts for the wealthy (which, if repealed, would save the country \$81.5 billion). Logic is lost amidst cries that public employees make too much money.

Oftentimes, these cries are directed at teachers. But blaming educators for our budget gap seems especially suspect, considering how little they are paid compared to teachers around the world. According to the Organization for Economic Cooperation and Development, American teachers are paid about 96% of the U.S.'s GDP per capita, compared to a worldwide average of 117% percent. It's clear that if anything, our teachers are underpaid.

It's not surprising that teachers' unions have become scapegoats. The unions are notorious for obstructing educational reform and especially for blocking the development of charter schools; they are often accused of protecting less capable teachers with tenure (a provision of most teachers' unions contracts that prevents principals from firing teachers without due process after they've taught for a certain number of years), and they have developed a reputation of being obstinate and hard to work with. Those states predictably attract lower quality teachers than unionized states, making it clear that the contracts negotiated by teachers' unions are vital to the reputation of that line of work. These organizations are the only thing preventing teaching from actually becoming the second-rate job that our society often regards it as.

That would be disastrous for both teachers and students. Fewer qualified men and women would choose to become teachers, and those who did would be forced to deal with underpayment and poor treatment by their employers. The events in Wisconsin are so alarming because they demonstrate how badly some members of our government want to hurt unions. Even more ominously, they reveal how politicians can disguise old political objectives as remedies for our ailing economy with just a little sleight of hand. If those politicians use such trickery at the expense of teachers' unions, they will ruin both the dignity and the efficacy of American teaching.

Furthermore, teachers'



unions are necessary to preserve the dignity of the teaching profession. Teachers in states without unions get paid less, have no protection from being fired unfairly, and get fewer benefits. Those states predictably attract lower quality teachers than unionized states, making it clear that the contracts negotiated by teachers' unions are vital to the reputation of that line of work. These organizations are the only thing preventing teaching from actually becoming the second-rate job that our society often regards it as.

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Margot Yale / The Spectator

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# Arts and Entertainment

## Wearing It Our Stuy

**By XINNI LIU  
and STACY WANG**

They may not be the High School of Fashion Industries, but they can still dress in Stuy. In an effort to show off Stuy pride and exhibit their individualism without burning holes in their wallets, students have turned to designing their own apparel. After a couple rough sketches, a little time spent on online discussions, and a few clicks on the computer, fashionable and unique apparel is now available as a necessary supplement in students' wardrobes.

### *Stuylin'*

In recent years, the name brand Supreme has created a mass culture dedicated to its logo. Appreciated for its simplicity and sophistication, the distinguished logo—a red rectangle with the word "Supreme" written across—has become a staple for the new teen generation.

Unfortunately, this new trend also comes with an enormous price tag. Some clever students have created a way to make the new look affordable and versatile. The Stuylin' logo, an identical red rectangle encasing white block-lettering, was popularized by sophomore Alexander Bu and has brought a culture of its own to Stuyvesant.

"I personally did not expect [the sweatshirts] to be this popular, because after all, this was a project just for fun," Bu said.

This is only the beginning. As the new order for the Stuylin' hoodies is coming in, more students are tuning in to the Stuylin' current. "Other students who will be freshmen next year have already contacted me to buy a Stuylin' hoodie for their friends who made it into Stuyvesant," Bu said.

With the weather warming up, another re-order for the Stuylin' hoodie, which currently comes in gray, black, and white, seems improbable, but Bu has a new idea. "I might actually change the design a little bit and perhaps start selling t-shirts again in time for the summer," Bu said. "If I do, then there will definitely be another Facebook event that will keep everyone updated."

### *Woopegsooie*

Woopegsooie, the Stuyvesant High School booster club, is best known for its unique T-shirt designs, such as the simple red, black, and white S-T-U-Y large font block letter design with its full length description of the Woopegsooie club in the back. Recently, the t-shirt design was changed; inspired by the design from the band RUN-DMC, which features the band name in bold white letters enclosed by two parallel red lines, the new t-shirt is a regular sight at sports games.

But Woopeg shirts now serve a purpose off the field as well. The recent hipster trend, characterized by vintage articles of

clothing, has ironically made many girls scramble to thrift stores for new clothes. Rather than paying name brands to create the hipster look, many students have taken to subtly customizing their Woopeg shirts to individualize themselves while maintaining a sense of unity. Students rip and cut the hems of their t-shirts to create a raw effect. The customized shirts have multiple functions; they look chic and add "[one's] own personal touches to a shirt that would otherwise be the same as anyone else's," junior Theresa Tai said. The shirt also shows students' support for school sports teams.

### *Teams*

Stuyvesant sports teams have long been designing hoodies and shirts for their members. Team members proudly wear these individualized clothes with their names printed boldly on the back, often receiving envious glances in the hallways from peers as they walk by. Sometimes, these shirts are further individualized with witty name alterations, ranging from "Chewbacca" to "Chu Chu Train."

These team shirts are not only exclusively fashionable, but also signify power and concord amongst team members. "Getting apparel as a team signifies unity. To me, looking at a group of people wearing the same thing is more intimidating on the court than, say, six peo-



Penguin shirt: The Stuyvesant Penguins shirt, designed by senior Ashley Qian, features an angry penguin.

Joann Lee / The Spectator

ple wearing different things," said senior Brian Wan, a member of the boy's varsity volleyball team.

However, in order to make revenue, some teams have decided to sell to their shirts to nonmember students. The girl's swim team has recently done just that. Designed by senior Ashley Qian, the gray shirt depicts an angry penguin face and was sold to students for \$15 each. "I decided that cute and simple was the best way to go. It was just a spurt of inspiration I guess," Qian said. These shirts are also wearable outside of a team game setting. The plain but cute penguin design serves to cheer on the team during swim season and accessorize outfits off season.

Members on the boy's and girl's varsity cross country teams also received requests from students to buy their "We go hard." team t-shirts. "I really liked the design of the shirt and I even had a few people come up to me and ask me why the track team didn't order a bunch of extras to sell to people outside of them team," senior Katie Lembrikova said.

The flurry of students stepping up and designing apparel is a clear exhibition of pride for the school and ability to incorporate trendy and classic designs. Above all, students do not have to bleed their wallets dry for such fashionable shirts. Styles that look great and cost so little? We out.

## Caliper: A Retrospective



Linda Cai / The Spectator

**By EMMALINA GLINSKIS  
and DAVID KURKOVSKY**

"May I have this dance?" he asked timidly, and, before he was well aware of it, he had his arm around a slim waist and was dancing to the strains of the dreamy waltz," wrote Philip Schorr in the May 1927 issue of Caliper. Flipping through the dusty volumes of a Caliper magazine, one cannot help but marvel at its elegance. Despite its aging pages, Caliper remains a spirited medium for all of Stuyvesant's writers.

Caliper was started in 1904, the same year Stuyvesant was founded, and has been published continuously since. The first issues of Caliper were released when Stuyvesant was still a small,

boys-only trade-school. Though the magazine has retained its adolescent strains, it has been transformed through different eras along with Stuyvesant's student population.

Currently, Caliper accepts a variety of art and writing submissions. The art section includes sketches, pictures, and photographs, which range from depictions of Stuyvesant and breathtaking landscapes, to more metaphorical images, such as those of trailing feet seen on the cover of the Winter 2011 issue. The May 1927 issue features a technical drawing of a lamp in the old Stuyvesant building, gracefully labeled as a "beacon of learning." The writing sections include both prose and poetry pieces with topics varying from

reflections of current events to unchanging high school experiences, whether they be in the form of melancholic poems or descriptions of masquerade balls.

The World War II piece titled "Ode to a Russian" by James Greenwald was one piece that embodied the 1940s war sentiment. In this Fall 1942 issue, Greenwald writes, "No statue stands for him who dies / That others might be free. This brave / Inscription marks his shallow grave: / 'He was a Russian!'"

Throughout the years, Caliper has served as a timeline, reflecting the culture and events of its time not only as an example of Stuyvesant's talent throughout the years, but also as a historical record. The magazine chronicled countless important events throughout its 107-year existence. "Each decade reflects the demographic of Stuyvesant," English teacher Emily Moore, faculty adviser of Caliper said. The Caliper of 1942 features a patriotic portrait of a soldier on its cover, and an issue from 1948 discusses the technological trend of movie heroes' change in morality from "black and white" to "gray." Issues from the Calipers of the 1960s exhibit national pride in the midst of the Cold War, while issues from the 1970s feature psychedelic colors and amorphous shapes.

Caliper has changed stylistically throughout its history. Early issues of Caliper held a more scientific and technical style, reflecting the population of Stuyvesant when it was still a trade school. In the 1933 issue of Caliper, pieces were more informative and less personal; it included pieces from a description of chess strategies to a complete history of baseball. Though Caliper is a literary

magazine, it has gone so far as to publish pieces in a journalistic style and even a page of quoted jokes.

As the Stuyvesant student population changed, elements of Caliper followed suit. In the 1941 Caliper, Peter Margosian's piece, titled "Women," exemplified a slightly sexist view towards women at a time when schools like Stuyvesant were only open to males. "As a rule, the female is so

**Though the magazine has retained its adolescent strains, it has been transformed through different eras along with Stuyvesant's student population.**

complex that she often puzzles herself by her own actions," Margosian writes. After Stuyvesant began to admit girls in 1969, Calipers began to feature the works of female students and the problems that were unique to their gender. In 1977's Caliper, Elena Glasberg's "Are you a Boy or a Girl?" touches on the emotional

strain she felt when an older man refused to accept her femininity solely based on her tomboy-ish looks.

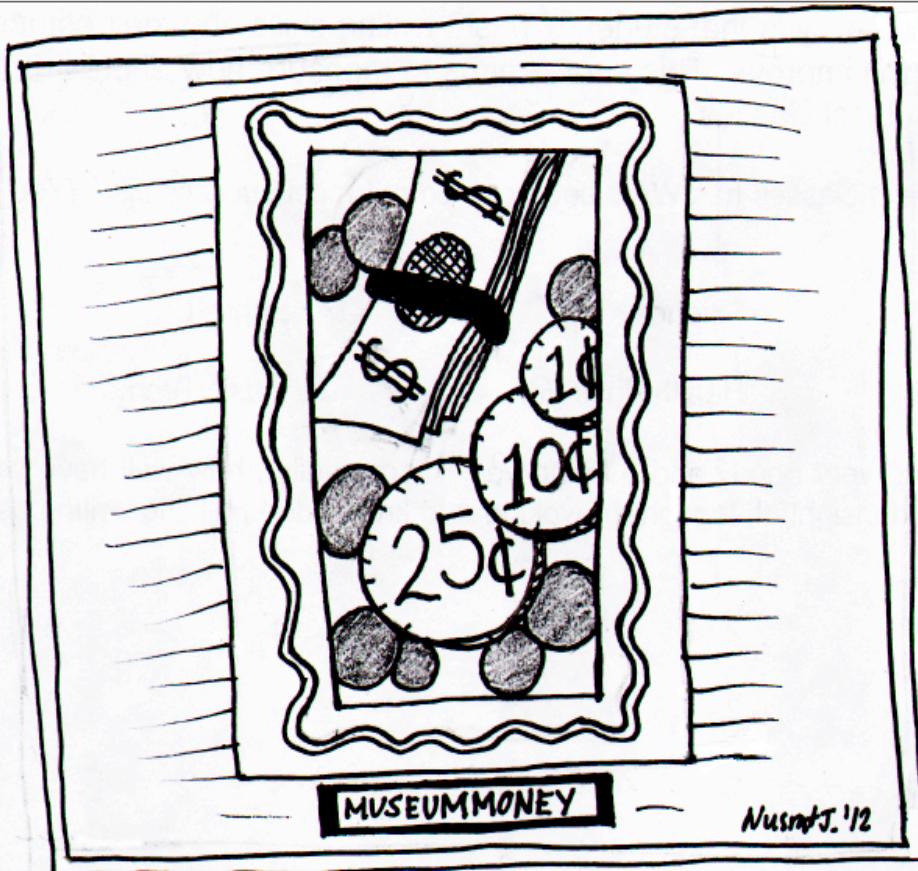
Throughout its history, Caliper has undergone many transformations, changing to become "more condensed, more colorful, more polished," senior and co-editor of Caliper Sophia Abbott said. New improvements are made to the magazine every year. For example, this year's winter issue was the first to be printed completely in color. Though the magazine has been marked by generations of change, its essence has remained much the same. Throughout its time, it has featured both student-produced literary pieces and art works. "The experience of high school is consistent all the way through," Moore said. It is this consistency of high school students, and their desire for expression, that has kept Caliper so alive for over a century.

Though the years pass, the legacy of Caliper continues. It remains homage to Stuyvesant students, their creativity, and their yearning for expression. The December 1937 issue of Caliper shows a hopeful view of the future. Though the issue is grounded in the pre-war pessimism of the time period, one piece reaches for a more optimistic world, paving the road for future Calipers. The piece, titled "We Face the Future," by Albert E. MacDowell and John Richards, describes a positive outlook of the future. "Slowly, this 'younger generation,' of which we are members, is taking over the reins, inheriting the rush, the fight, the pleasures, and the sorrows of the world. We, the students, have before us a vast jungle into which we must plunge. Where to go? What to do? What lies before us."

# Arts and Entertainment

## Point

### At Two Top Museums, a Penny Is All It Takes



By BEN VANDEN HEUVEL

Few sights in New York City are quite as impressive as the grand entrances of the Metropolitan Museum of Art, adorned with majestic Greco-Roman columns, and the American Museum of Natural History (AMNH), with its sweeping, polished marble steps. Behind the magnificent entrances of New York City's two most popular museums lies a wealth of attractions.

These large-scale museums attract millions of visitors—the Met and AMNH have over 5.2 and 4 million annual visi-

small-typed font that indicates the price is 'recommended,' rather than mandatory. Also, both museums' Web sites persuasively explain how you can avoid potentially long lines by purchasing tickets online. However, only a brief note tells you that you must pay the full suggested admission when purchasing online.

It is understandable that in order to keep up standards and maintain their many exhibits, museums must discourage, and even actively prevent, an open door policy. But personal experience limits my sympathy. Until my recent discovery that the fee was optional, I had been paying the \$10 student admission for years and had already invested in a costly membership.

I'm not the only one; many of my peers in freshman Art Appreciation class were apprehensive about the Met Research project because of the steep admission price. It was only when my teacher revealed the optional payment of the fee that students began to trickle in to complete their projects. Considering they were reluctant to spend the money on the Met for a required assignment, it's hard to imagine these students paying the admission fee during their free time. Yet, maybe with their new knowledge, a few of them might actually go to the Met voluntarily. While not everyone in New York is a museum lover, more of the general public might stop by if they didn't feel obligated to pay the high prices.

Of course, I would never say that the Met and AMNH could be as wonderful as they are without some revenue, and by keeping visitors unaware of the suggested pricing, they certainly reign in a few extra dollars. However, much of the collections of the Met and AMNH are gifts from donors, and a great deal of their funding is generated by contributions from both individual and corporate sponsors.

Even with clearer directions at admission, museum enthusiasts would probably still give significant donations, but they would be aware that they were offering additional support rather than an obligatory fee. Clearer details about admission pricing might not turn every passerby into a loyal museum-goer, but a wider spectrum of New Yorkers and tourists would be able to view and appreciate the wondrous things museums have to offer, with a satisfying sense of knowing where and why they would be giving their money.

tors, respectively, according to Reuters Magazine. Yet, despite the presence of Impressionist paintings, life sized dioramas, and massive planetariums, many are still deterred by the museums' seemingly imposing admission prices.

In an effort to maximize revenue and pay for museum upkeep and acquisition of more exhibits, both the Met and the AMNH charge very high, "suggested" admissions fees. The Met encourages adults to pay \$20, with slightly lower prices for seniors and students. The AMNH suggested prices are only slightly lower, and unlike the Met, the AMNH requires that visitors pay for special exhibits.

Though this fee is not mandatory, both museums try greatly to conceal this fact. These suggested donations are presented as anything but, and despite my good eyesight, I have trouble finding the

## Counter-point

### The Necessary Suggestion



By BENJAMIN KOATZ

As British paleontologist Richard Fortey once said, "I believe profoundly in the importance of museums; I would go as far as to say that you can judge a society by the quality of its museums." If we follow that criterion, a walk down the streets bordering New York City's Central Park would give us hope for America's future.

From the Museum of Natural History on 79th St. and Central Park West, to the Frick Collection on 70th St. between Madison and Fifth Avenues, the city is brimming with galleries and artistic hubs of every kind. Thanks to policies like suggested pricing, everyone, from fast-food servers to business moguls, can enjoy the

**In a cutthroat world, museums are preserving themselves through the good faith that the average person believes culture is worth their money.**

greatest works human creativity has produced.

Suggested pricing is a relatively common museum practice in which there are no set ticket prices for admission, but only a suggestion of how much the museum thinks we should pay to enjoy its many valuable resources. This policy is the ultimate democratization of culture. It allows any willing member of the lower classes to easily disseminate works of genius. This is the reason that any criticism of the unclear advertising of these optional prices is both shortsighted and unfounded.

Museums like the Metropolitan Mu-

seum of Art depend on ticket sales to augment their endowments, government funding, and private donations. These sales also help maintain both an astounding collection of over two million pieces (according to the Museum's website) and a high level of customer service, which entails as many as 2,200 staff members (according to the New York Times).

The least we can do is show our support by donating some money to an institution that gives so much to us. Not only do museums provide pristine and organized viewing spaces for artwork, but they also provide places for a confluence of world cultures, provisions of educational programs to youths, and preservations of archaeological artifacts put on display.

I understand that people are going through tough economic times right now and that a \$20 ticket price may seem a little daunting. However, the fee is only suggested. Information on whether or not a ticket price is fixed is constantly available, both on the museum's website and at the teller. This availability is most likely due to the fact that most museums take pride in their suggested pricing systems and the egalitarian ideal they represent. Either way, discovering if prices at a museum are set in stone only requires a quick inquiry and a minimal amount of personal effort.

Furthermore, if we do not do the research or realize that prices at a local museum are suggested—and end up paying the whole fee—the worst we have done is support a vital cultural institution. Many social services, such as public education and libraries, are being cut down due to recent economic crisis.

Numerous museums however, such as the American Museum of Natural History (Central Park West at 79th St.) and the Museum of the City of New York (Fifth Avenue at 103rd St.), are staying steadfast in this pressure and maintaining a system that effectively allows some people to visit for free. In a cutthroat world, museums are preserving themselves through the good faith that the average person believes culture is worth their money.

Voluntary ticket payments not only help show our gratitude towards these museums, but also make it easier for them to stay open. Therefore, it seems that suggested pricing is not only a positive way to reinforce the availability of art to the masses, but necessary for a society—in Richard Fortey's eyes—to thrive.

# Arts and Entertainment

## Graphic Novels: Super Without the Heroes



Lucy Wei / The Spectator

**By THOMAS DUDA,  
EMRE TETIK  
and HYEMIN YI**

Comic books are frequently associated with childhood, marked as they are by an imaginary world of colorful capes, fancy gadgets, and muscular crime fighters. Yet the medium itself has become more than simply text bubbles and illustrations depicting the action-packed affairs of superheroes. In recent times, comics have grown into a form of art and storytelling that encompasses the real as much as it does the fantastical. We have chosen various works that marry the best of these extremes, revolutionizing the graphic industry and exhibiting the true potential of the illustrated novel.

**"Scott Pilgrim"**  
*by Brian Lee O'Malley*

This series centers on 23-year-old Canadian slacker Scott Pilgrim, who lives with his gay

roommate, Wallace Wells. He is trying to win Ramona Flowers, a young American woman who is literally the girl of his dreams, as they first met when Scott saw her in his sleep. The only problem is, in order to do so, he needs to defeat her seven evil ex-boyfriends, including an Indian rocker with the power to summon "demon hipster chicks," a blonde half-ninja, and a millionaire who has swords built into girl's dresses in case of emergencies.

"Scott Pilgrim" rarely takes itself seriously, as the whole series is riddled with a number of video game motifs. For instance, when Scott finally gets a job, the panel is half filled with a goofy caption reading "+1000 XP!" when Scott finally gets a job. When the levity is suspended, however, the book consistently creates touching scenes that are universally relatable. Ultimately, it is a story of relationships: newly formed, long broken, and those that withstand all tests. It provides the character growth of a drama, the relentless

humor of a comedy, and everything in between.

**"Vfor Vendetta"**  
*by Alan Moore*

Venturing into the world of politics, "V for Vendetta" tells the story of Evey Hammond, a young prostitute living in a dystopian fascist version of London, England. Her narrative begins when she is saved from being raped by a gang of police officers by an anarchistic revolutionary named V. V dispatches the policemen, and takes her to his hideout, embroiling her in his plots against the totalitarian regime they live under, as well as personal vendettas against specific party members.

As the story progresses, V becomes a father figure to Evey, who inquires into his mysterious past in which he was wrongly imprisoned and tortured by their country's oppressive regime. Moore, however, spares us his identity in accordance with V's willingness to remain the personification of a revolutionary idea rather than an actual person. As seen through V's penchant for theatrics, including his signature Guy Fawkes mask and martial arts abilities that slay many a foe, Moore brings to the serious subject matter a poetic lyricism, employing witty, strange, and alliterative dialogue. Dave Gibbons, the graphic novel's illustrator, provides dark and highly stylized drawings that make for a mind-bending visual experience to compliment the figurative words. Moore, whose other works include the lauded "Watchmen" and "From Hell", is a writer known for the literary depth he brings to his expressive comic books. In "V for Vendetta," he examines the theme of identity and rebellion in an authoritarian society, a theme that has often been explored in literature but rarely executed so expressively.

**"Asterios Polyp"**  
*by David Mazzucchelli*

Comic book artist Mazzucchelli made his mark in the world of DC and Marvel Comics working alongside Frank Miller to create the acclaimed "Batman: Year One." In subsequent years, however, he has slowly moved away from the superhero franchise to create an entirely original work

of his own. "Asterios Polyp" is vastly different from Mazzucchelli's previous work—in terms of content, panel work and art style—making it all the more impressive. At a basic level, it is a retrospective story about the titular character, a meticulous man who was once a successful architect married to a Korean graphic artist, but who now spends his days alone in his apartment watching television.

What truly make the book beautiful are the art and the construction of the pages. The panels are not uniform and are often used to jump between perspectives or points in time, creating an effect far too intricate to be labeled as a lowbrow comic book. The art in "Asterios Polyp" is more than accompanying illustration for the text: it is a vital and dynamic part of the story. When Asterios, and the readers, are first introduced to his future wife, the dynamic of the relationship she is to have with him is instantly clear: she is drawn with flowing, soft red lines while Asterios consists of jagged, straight blue lines. As they converse, their colors intermingle harmoniously—but don't merge into purple. Mazzucchelli's genius is in his use of the medium, and the full story is in more than just the words.

**"Fun Home"**  
*by Alison Bechdel*

"Fun Home" is a memoir by Alison Bechdel, a lesbian feminist cartoonist known for her long running comic strip, "Dykes to Watch Out For." Unlike the light-hearted tone prevalent in her strips, her memoir is much more serious and pensive. She examines her open lesbianism as well as her father's closeted homosexuality—a discovery she makes only after his death—by sifting through moments from her upbringing, reconsidering them with her newfound discovery in mind.

Bechdel's diction is voluptuous and very literary. The love for literature that she and her father shared seeps through every page—from the handwritten quotes taken straight from the books of Proust, Camus and F. Scott Fitzgerald, to the backgrounds that are decorated with various books of significance. Yet these numerous references are

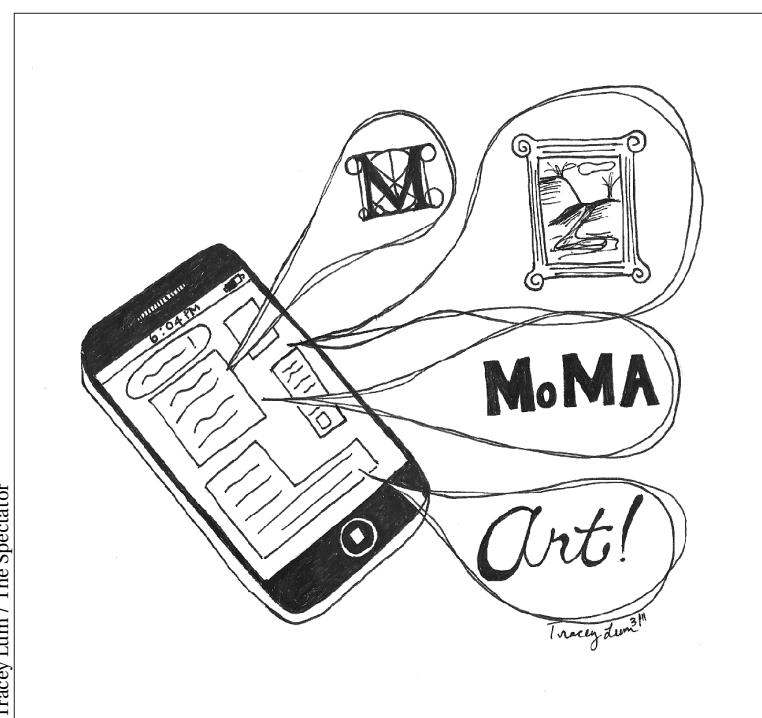
employed "not only as descriptive devices, but because my parents are most real to me in fictional terms." The visual style of "Fun Home" is understated at first glance, but deceptively so. Upon further inspection, while the characters remain relatively simple, the intricacies and considerable amount of detail that goes into background of each panel hint at the meticulous nature of its creation. Bechdel's memoir is deeply reflective, taking "low-brow" comics to a new level of sophistication.

**"Bottomless Belly Button"**  
*by Dash Shaw*

A massive work of 720 pages, "Bottomless Belly Button" is a highly entertaining study of the fictitious Loony family, but still retains a kind of sensitivity needed from the best of humorists. The comic begins with the entire Loony family gathering at their beach house, only to learn that it will be the last time everyone will be together, as Mom and Dad (Maggie and David) are planning to divorce after 40 long years of marriage.

Shaw keeps the any reactions and scenarios uncomplicated. The result is a very real snapshot of several generations of a single family, consisting of characters that could be your next-door neighbors, observed within a span of six days. Dennis, Maggie and David's oldest child, is coming to terms with his own recent transition to fatherhood and is on the verge of a mid-life crisis. He readily expresses his anger about his parents' divorce. Claire, the middle child, struggles to connect to her daughter after her own divorce. Peter, the youngest son, who is drawn with a frog's head throughout the novel, quietly and aimlessly walks amidst the family until meeting a girl on the beach, at which point he slowly comes out of his shell. Shaw's inconsistent panel layout ensures that the appropriate pace is created in this behemoth of a book. Given its sheer size, time passes relatively slowly and change is gradual. Yet its ordinariness, simplicity and unpretentiousness make it all the more momentous, especially for a genre infamous for going overboard on the fantastical.

## Night at the Met



Tracey Lum / The Spectator

**By MARGOT YALE**

Ambitious students from around the city gathered on Friday, March 18 to receive the op-

portunity to learn and work for NYC's prominent cultural institutions at "Summer in the City: A Teen Open House," a biannual event hosted by the Metropolitan Museum of Art designed to

reach out to high school students.

Organized by The Teen Programs Office at the Metropolitan Museum of Art, the program gave an overview of the many internships, art, design, and film classes available in various museums around the city.

The event began with a brief exhibition of the Met's first iPod app, "Met Guitars." A product of the interns' involvement with the museum, the app serves as a supplementary guide to the new exhibit, "Guitar Heroes." The designers from the Met's digital media department reminded everyone that working at a museum requires neither artistic experience nor complex knowledge of the arts. One presenter spoke of her experience as an intern the year before filming and editing videos for the Met, which inspired her own interest in the art.

After the presentation, students had the option of watching short features made by previous summer interns, dubbed

Teen Screens, of artwork in the Met before proceeding to the museum fair.

The fair, separated from the presentation room, was organized into booths representing each institution. Each booth handed out pamphlets and summarized its agenda. Much like booth hosts at a real carnival, every host dared the passing attendees to stop, listen, and learn.

Many of the museums, including The Museum of Modern Art, the Brooklyn Museum, The Whitney Museum of American Art, El Museo Del Barrio, The Jewish Museum, The New York Historical Society, and The Rubin Museum of Art, offered internships primarily geared towards providing experience to juniors and seniors. "I really liked the concept of the Rubin Internship and how the first year they basically offer a course where you can learn about the history and the second year internship was more focused on the art. It was very informative," said sopho-

more Aliya Tuzhilin. Most of the classes available, though competitive, are free, such as the programs at Cooper Hewitt and the Whitney Museum. The range of available courses spared no taste. "My favorite museum was the Jewish Museum, because I was able to introduce myself to the teen programs coordinator and [learn] about their film program," said sophomore Annie Fan.

Some institutions also offered their own unique freebies, which represented their respective fields of expertise. Cooper Hewitt provided free sketchbooks, and the Rubin Museum of Art applied henna tattoos to eager attendees.

In all, the event, which takes place in the fall and spring, provided attendees with valuable knowledge of the great opportunities that go undiscovered by many. A joint effort by the prominent upholders of global culture in a big city, the open house ensured the possibility of an enriched summer.

# Sports

## Looking out for a Lockout

*continued from page 22*

at a college, failing to live up to their academic potential. Most college athletes dedicate much of their time to their respective sports and don't give themselves a backup plan outside of athletics. They make large sums of money for their

**It all comes down to the bigger picture of compensation for athletes.**

respective schools by garnering advertisements and selling tickets to games. For many people, if there isn't a major professional sports team in their vicinity, they will turn to college sports to satisfy their sports "fix." Yet, any profit that a player makes from his or her

athletic prowess is immediately punished by the National Collegiate Athletic Association (NCAA). Several college players have been suspended for selling their jerseys or taking money or sports paraphernalia from schools or agents. Even the one legitimate source of compensation—scholarships—have been on a steady decline over recent years.

This raises the following question: Why should Stuyvesant students participate in sports if they do not receive any benefits other than being able to put down on their college applications that they were on a team (and had the pride that goes along with being on a team)? Students don't necessarily need to be part of a team, because they can just as easily organize "pick-up" games with friends, fulfilling their desire to participate in a sport while avoiding consistent commitment to daily practices.

At many other schools, student athletes are exempt from Physical Education class. "I would definitely be more inclined to try out for a team if it meant that I didn't have to take Phys-Ed," sophomore Wilson Stamm said. "I think that the extra free period would be extremely beneficial for me." Af-

ter all, student athletes already squander one of their precious frees on the ZT-10 (10th period free).

I can certainly appreciate the desire for an additional free period. On more than one occasion, I have found myself wishing I had time to study for a test during my Physical Education class. I would definitely be in favor of allowing student athletes to opt out of Physical Education. This would allow for fewer classes and make Physical Education more beneficial for those participating, since they would be focused on the more instructive aspect of sports. In effect, it would reward athletes for their sports initiative and, at least, encourage others to try out for a team.

In the end, it all comes down to the bigger picture of compensation for athletes. Why play for an institution when you can just as easily play on your own? Whether it's being properly compensated for the two extra games a year in the NFL, or participating in school sports at the college and high school level, introducing greater incentives and benefits into the athletic system will create happier athletes, and in turn, better athletics.

## Girls' Softball

## Renegades Prepare to Make Playoff Run in Upcoming Season

By JORDAN WALLACH

After compiling a 10-22 record from 2007 to 2008, the Stuyvesant girls' softball team, the Renegades, have turned their fortunes around in recent years, winning 20 of their 33 games in the past two seasons.

Last year, the team just made the playoffs, finishing 8-7 in the regular season. However, the Renegades proved that they belonged in the playoffs, and were able to upset the Bronx High School of Science Wolverines in the first round by a score of 11 to 6 before being eliminated by the Benjamin N. Cardozo High School Lady Judges.

Coach Vincent Miller's high expectations for the team have not wavered, even though the Renegades face more adversity this season than they have in previous ones. The graduation of last year's three co-captains, Alexandra Albright, Marlee Melendy, and Kelly Quinn, have left holes in the team's defense and starting lineup.

"They're going to be really hard to replace. They batted second to fourth in the lineup, and made up three-quarters of our infield. But I still think we're going to make the playoffs, and get even further [than we did last year]," Miller said.

His coaching has been essential to the team's success in recent years, and senior co-captains Carolyn Lehman and Audrey Fleischner were quick to praise Miller's leadership. "[Miller] is good at motivating us and not being too mean, but also making it very clear when he's not happy," Lehman said.

"A lot of times it's difficult to coach a bunch of girls and we definitely have our 'girly' moments when we get unfocused, but he does a good job of balancing the time when he lets us be girls and when he stays tough. So in that way, we respect him and like him as a person, and we

tend to listen to him even more," Fleischner said.

Throughout his coaching years, Miller has also picked up several motivational techniques that he uses to get his team pumped for the games. For the Renegades, Miller often shows inspirational videos before big games. "I got the idea from what I used to do before big games when I played. For example, when I was on my college team, I went to see the movie Gladiator the

memorable and inspirational in sports history. "Do you believe in miracles? Yes!"

The next day, the Renegades came out and played inspired, beating the higher-seeded Bronx High School of Science team 11-6. "I love his clips," junior and co-captain Morgan Higgins said. "But that one really pumped us up. We were the lower seed going into the game, so ['Miracle'] just got us to realize that those seed numbers don't matter. We all got really excited to play after that."

Though the Renegades would like to avoid being the underdogs again this season, there are several obstacles they must overcome. Replacing last year's seniors in the infield will be one of the toughest challenges the team will face this year. The sophomore and junior girls who will be competing for the first base, shortstop, and third base jobs almost all lack experience playing those positions.

Junior Ana Slade is just one of the girls who has had to make small sacrifices for the sake of the team in order to fill positions with a lack of depth. Though she was an established starter in right field last year, she and Miller made the decision to switch to third base in order to help fill the vacated spots.

"[The switch] has been difficult because it's a lot different from the outfield. It requires a lot more thinking. I've only played one game so far and it was hard when there was a runner on second because I had to worry about her stealing third as well as getting the ball to make a play. I think that with time, I'll get used to the different thinking required in the infield," Slade said in an email interview.

One issue that the Renegades will have to deal with yet again this year is their dependence on junior, co-captain, and pitcher Morgan Higgins. Last season, Higgins pitched 81 and one-third out of the 94 total innings played

**"Last year, we could sit back and wait for a big hit, but this year we have to force runs across the plate."**

**—Vincent Miller, coach**

night before we were scheduled to play a top Division II team. It just so happens that we came out so pumped up that we were able to beat them," Miller said.

Before the Renegades' first playoff game last year, he played "Miracle," which recounts the story of the United States men's ice hockey team and its victory over a seemingly invincible Soviet Union squad in the 1980 Winter Olympics at Lake Placid, New York. At a time of political turmoil during the Cold War, commentator Al Michaels's call on television still remains one of the most

## Boys' Baseball

## Hitmen Look to Make Playoffs for Fifteenth Consecutive Season

*continued from page 22*

Michaels and Christopher Woo, who have been patrolling the outfield and swinging the bat well in the preseason. "It's going to be interesting to see who is going to be back-up and who will earn a starting position," Carlesi said. Many positions are still up for grabs, and starters will be chosen before the team's opener on Wednesday, March 30.

Players who appear to be locks in the defense are Chiusano and senior and co-captain Eddie Cytryn at third and second base, respectively, and Yee at shortstop. The outfield will be patrolled by seniors Lionel Jensen and Samuel Rabkin.

"Our infield is pretty flawless this year and our outfield too. Our season is really riding on our pitchers' arms. Depending on how they throw is how far we will go in the playoffs," Chiusano said.

With a talented roster primarily intact this season, the Hitmen expect to continue their streak of postseason berths. However, in a division with tough competition,

such as perennial championship contenders George Washington High School, the Hitmen look to

**"We have to be really smart with our pitching this year."**

**—John Carlesi, Coach**

extend their playoff streak. "We just want to make the playoffs," Carlesi said. "That's our goal every year and anything after that is just a bonus."



Senior Carolyn Lehman at bat for the Stuyvesant Renegades.

by the team in the regular season. Putting the team on her back, she was able to effectively throw strikes and leave it up to the defense behind her to make outs.

"Fatigue wasn't that big of a deal because the underhand pitching motion in softball isn't as painful as the overhand baseball motion. But sometimes, we'd have really quick innings and that would limit the amount of pitches I would throw," Higgins said.

The Renegades will also have to overcome suspensions handed out by Athletic Director Larry Barth in accordance with his new lateness policy. Two girls have been suspended from playing in the first two preseason games this season, based on the amount of days they were late in the Fall 2010 term. "[The effects of the policy] are not too bad," Miller said. "[The players] took care of it, and they understand why they were suspended from team games."

As a result of all of these changes from last season, this year's team will approach the season with a different strategy. With Higgins, a strike-thrower, on the mound, Miller said the key is defense. With the loss of their

power hitters in the middle of the lineup, the team plans to play a lot more "small ball" than they did last year. Offseason practices have stressed proper bunting and base running in hopes that the team can manufacture runs rather than rely on the big blow from the middle of their order. "Last year, we could sit back and wait for a big hit, but this year we have to force runs across the plate," Miller said.

Nonetheless, the Renegades are primed to make a run at the Manhattan A Division title in the postseason, despite having lost key players to graduation. "We will definitely make the playoffs again this year," Higgins said. "We can even advance farther in the playoffs, but we need to continue to adjust to our new roles and positions throughout the season."

Coach Miller's high expectations as well as the leadership of the three co-captains are certain to push the team forward. If not, the next round of inspirational movies is sure to help, as chants of "Ruuu-dy, Ruuu-dy, Ruuu-dy," can already be heard coming from the third-floor gym, reminding the girls that they can overcome any odds.

Jessica Toib / The Spectator

# Sports

## Boys' Tennis

### Ponstars Look to Avenge Loss, Win Championship

By MATTHEW MOY

Last May, the Ponstars, Stuyvesant boys' tennis team, was defeated in the quarterfinals of the Public Schools Athletic League (PSAL) Division A3 play-offs by the Bronx High School of Science Engineers.

This season, the Ponstars look to surpass the Engineers, whom they tied for second place in the division last year. Furthermore, they expect to be in contention with the Beacon High School Blue Demons.

"The [Blue Demons have been the] PSAL champions for the past three years, and four of the past five years," coach Timothy Pon said. "Beacon is going to be very tough as usual, but we are very evenly matched with Bronx

**"The lack of experience can play a huge factor in a close match."**  
—Christopher Jou, junior and co-captain

Science."

The key to the team's success this year could lie in its newfound practice facility. "It's always been a tremendous headache in the past," Pon said. "This is the first year we are using the Hudson River Park Court, and we do have a permit for certain days." Previously, the team practiced at the two tennis courts located between Stuyvesant and the Borough of Manhattan Community College.

The team believes that additional practice space will give them more time to develop their skills. "Now that we have the Hudson courts we are able to split up players on courts better

for practice. More hitting time, more attention to the individual," sophomore Ryan El Naggar said.

With more courts to utilize for practice, the Ponstars look to change their practices to work on specific skills. "This year at practice we're having drills sometimes," Naggar said. "Last year it was a game of team singles the whole time, which can help you improve, but not the same way as drills."

In addition to participating in team practices, many of the players take tennis lessons outside of Stuyvesant. "It shows that even when we don't have practice, they're practicing on their own. Tennis isn't really a team sport. It's your own skill. Having tennis lessons on your own time is good because you keep improving," senior and co-captain Sam Rim said.

The dedication to the sport and work ethic has the team in a good position to build upon its 7-5 record from last year. The Ponstars have a strong returning cast of players, having lost just two starters to the graduating class. Furthermore, three of the singles players, junior and co-captain Christopher Jou, and juniors Leon Pan and Alec Schaw, have been on the starting team since freshman year. With their added post-season experience from last year, the players believe they can surpass their rivals.

"It shows that even when the seniors leave, they'll still be there to carry on the team for next year. It also shows potential for the upcoming years," Rim said. The team has maintained a consistent grade-makeup on the roster since last year. Seven new players were added to the team, and underclassmen still make up about half of the team.

This is largely due to the success of their recruitment efforts. "We [have] benefited [from] the fact that tennis is a rather popular sport in Stuyvesant, so we always have a large amount of people trying out," senior and co-captain Wilson Lai said. "It's not difficult getting a supply. It's difficult choosing who we want because they're all pretty good."

Jou, however, believes that the issue of non-seniors as starters could potentially be a problem for this season. "The lack of experience can play a huge factor in a close match," he said in an e-mail interview.

"Last year we had Luc Cohen and Jack Greisman, who were our senior captains. They were very calm in matches, and could pull out a victory for the team in close and tight situations. They were also good leaders, they helped other kids on the team play their games last year with inspiring words, and they will be missed," Naggar said, citing the impact of losing experienced players.

The Ponstars also look to improve on a glaring weakness from last year: the doubles teams. The doubles teams lost both their matches in the postseason, but they have been retooled. "We are trying to make our doubles more successful this year," Jou

**"This year we want to avenge ourselves and make it to the championship."**

—Wilson Lai, senior and co-captain

said. "We are trying a new way to develop our doubles teams by having them play with the same player throughout the year. Last year we paired up the best players, but now we are pairing up the more compatible players with each other. This way, we are hoping to build stronger teams."

The Ponstars enter the upcoming season with a changed mentality, determined to overcome their past weaknesses through rigorous practice. "We definitely have higher hopes this year," Lai said. "We want to avenge ourselves and make it to the championship."

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## Boy's Lacrosse

### Lacrosse Seasons Threatened with Cancellation

*continued from page 22*

Several players, including those not responsible for the incident, went to Barth to admit the use of the shed in order to get the team reinstated. They were willing to take the blame for the sake of the team, but Barth had no reason to believe that any of their admissions were true.

Senior Vladislav Deshkovich appealed to Teitel. "After they came to me, I spoke to Mr. Barth," Teitel said. Barth reinstated the girls' season the next day and the boys' season the day after.

Though he did allow the boys' season to continue, Barth suspended all the seniors on the team for poor grades and excessive lateness. Deshkovich and senior Brian Kim, who were forced to miss the first two games of the season as a penalty for their lateness, are the only active seniors left on the Peglegs. Junior Bill Ling, the only non-senior suspended, was also reinstated after serving his suspension for lateness.

The girls' team, the Huskies, faced no repercussions, but was forced to miss a day of practice prior to the beginning of its season as a result of the one-day cancellation.

With the lack of seniors on the Peglegs this year, coach Anthony Bascone has announced that there will be no official captains this year, claiming that no one deserved the title. "[Coach] was very worked up over the situation," Deshkovich said. Bascone declined to comment, and prohibited active players from commenting as well.

Assistant coach of the Peglegs, David Park, agreed with the administration's decision. "I was disappointed that the season was cancelled at first, but Mr. Barth had some really legitimate points. The bottom line is if you have a reputation of not following directions and being rebellious, there are consequences," Park said.

Without the experience and leadership that the seniors would have brought to the field, the Peglegs feel that their success is questionable. "There are some positions that we would have liked to have filled with players from last year who are seniors now," Park said.

However, Park has confidence

in the ability of the remaining players to take control and have a successful season. "We have a lot of strong players who can and will step up. We have some really great freshmen this year and some fantastic juniors that practiced really hard over the summer," Park said.

Despite their reduced team size, the Peglegs won their first game, defeating A. Philip Randolph Campus High School 15-4, but lost their second game 14-9 to the James Madison Knights.

Regardless of the challenges the Peglegs must overcome this season, the team hopes to continue their success and reach their

**"We have a lot of strong players who can and will step up. We have some really great freshmen this year and some fantastic juniors."**  
—David Park, assistant coach

goal of the playoffs for the second season in a row. "At first we didn't have the leadership without the seniors. But after that, the underclassmen really stepped up," junior Sanjit Gill said. "We all have our eyes set on the Bowl Division Championships."

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**Boys' Volleyball****Men of Steel Emerge With Fresh Faces and High Hopes**

By GABRIELLE GILLOW

The past two seasons, Stuyvesant's boys' volleyball team, the Men of Steel, has achieved perfect regular season records en route to division titles. The team began its 2011 campaign in a similar fashion with a dominating win in straight sets, 25-17 and 25-5 over

**"We have a lot of strong players who can and will step up. We have some really great freshmen this year and some fantastic juniors."**

**—David Park,  
assistant coach**

the Fiorello H. Laguardia Athlet- ics on Tuesday, March 22.

"It was a very good first match of the season," coach Vasken Choubaralian said. "There is a lot that we learned, as far as what

we should be improving on, and there were a lot of good things that we saw."

Choubaralian was particularly impressed with the service game of the team. In the match, the Men of Steel had a combined 13 aces, seven of which were from junior Leon Li, in comparison to the Athletics's two.

Li, who had one ace and no service points in the entire last season, put up over a third of the Men of Steel's 30 service points in the match. Li is a prime example of the many players on the team who look to step up this season. "We have a lot of new talent, though they are not freshmen or sophomores. They're mostly juniors right now. We are just trying to train them as much as we can," senior and co-captain Brian Wan said.

The team lost many of its valuable players to graduation this season, including setter Jesse Zhao and outside hitter Chanyoung Kim.

Additionally, seniors Casey LaMountain and Nick Heim did not return to the team for the current season. "We definitely lost two assets this season," Choubaralian said. "I expect that whoever else is here can fill in those shoes."

In addition, senior and co-captain Luca Senise and sophomore Calvin He are currently ineligible to play for at least the first few games this season due to excessive lateness to school.

Despite the apparent disadvantages the team has faced thus

far, the Men of Steel still anticipate a successful season. "We do expect to be undefeated in our league," Choubaralian said. The team has gone undefeated for the past two regular seasons, but has been unable to win a playoff game in any of the last four seasons.

"I do expect us to make it past the first round of the playoffs,

**"The inside area was not supposed to be used by students directly.**

**Coaches were supposed to be the only ones with access."**  
**—Stanley Teitel, Principal**

[which is] something we haven't done in a long time," Senise said. This goal is shared by the entire team as well as Choubaralian, whose "goal since [he] first started here has been to go beyond the first round." Several factors,

such as improved chemistry and communication, as well as a new offense look bring the Men of Steel closer to their goal.

After multiple seasons of communication breakdowns, the team has stressed team chemistry and communication throughout the preseason. "Communicating, and getting the other person's attention is definitely what we need to work on," Wan said. Players have been practicing drills to reinforce communication in terms of positioning players and having one player attack the ball at a time.

A more diverse offense may

also help the Men of Steel advance further than ever before in the playoffs. "We definitely want to work on different types of offense," Choubaralian said. "Maybe some fakes and strategy involved in our offense, and a solid, consistent defense."

With a fresh set of goals and a chance for new players to step up on the court and become leaders, the Men of Steel look forward to a season of improvement and development. "We have a lot we want to work on this season, but definitely our main objective is to do better in the playoffs than in seasons past," Senise said.

**Stefan Garcia: The Heart of the Pirates**

*continued from page 22*

Long Course Nationals Competition in Baltimore, Maryland, in which all of the YMCAs in the country come together to compete.

Garcia was one of two freshmen to make the Pirates during his freshman year at Stuyvesant, and he is currently the only person on the swim team who has been a member for four years. "He was always mature and serious about swimming, even as a freshman. Stefan contributed to the team's success from the beginning," said coach Peter Bologna, who named Garcia rookie of the year in 2008.

Garcia has only improved since joining the Pirates, and he currently holds records in the 200 Yard Individual Medley Relay, the 500 Yard Freestyle, the 100 Yard Backstroke, and the 400 Yard Freestyle Relay. Though Bologna enters all the swimmers in a variety of races to see how they perform, Garcia's primary stroke is the freestyle.

Perfecting his craft at the stroke, Garcia qualified for the 400 Yard Freestyle Relay at the State Championships this season. In addition, Garcia, as captain, led seven Pirates to the State Championships in his senior year, making this year's team one of the largest represented at the Championships.

Though Garcia was not one to admit it right away, he is one of the strongest swimmers on the team. He performs above par on the 200 Yard Individual Medley, though he finds it difficult. Garcia claims to dislike anything involving the butterfly, claiming it to be his worst event. Nonetheless, he has still won races at PSAL meets swimming the butterfly, showing his versatility as

a swimmer.

Garcia has grown and matured outside of the pool as well. "I've seen him become a better swimmer, but also a better leader," co-captain and close friend Alex Ng said. "He's become more intellectual and a more prominent individual."

Garcia attributes the change in his personality and his confidence to the swim team. He owes the most gratitude to Coach Bologna, who has even influenced

**"I've seen him become a better swimmer but also a better leader."**

**—Alex Ng,  
senior and co-captain**

his dietary, exercise, and sleep habits (as he did with the rest of the Pirates), making him a better athlete. "He has been my coach for the past four years. He's really dedicated to this team. I really appreciate all the work he's done. He takes a lot of time off for our season, and he takes us seriously," Garcia said.

Beyond being a strong swimmer, Garcia has a strong, authoritative personality that really helps him lead the team as captain. "He pushes his teammates to work harder, while still maintaining a very relaxed and friendly aura," junior Noam Alt-

man-Kurosaki said.

"He is very cool and level headed, which makes him great for keeping the team focused during meets," freshman Brandon Koo said.

Garcia has also been described as friendly and engaging, frequently making an effort to know and connect with every single one of his teammates. "I'm a diver, but he still shows an interest in my sport," Altman-Kurosaki said. "I tried teaching him the basics, and though he wasn't great at it, he listened better than most people. He paid attention, even though he was unfamiliar with the sport."

His firm attitude has had a positive impact on his teammates. "He pushes me to lead the lane and helps me get faster," junior Kevin Lin said.

Many of Garcia's teammates would go as far as to say they are better swimmers because of him. "He has helped many on the swim team correct their technique, including myself," junior Leslie Wong said. "He helped me correct my freestyle and backstroke techniques and also my backstroke starts."

Garcia has not only helped out those younger than him, but fellow seniors as well, including his co-captain, Ng. Ng met Garcia during his freshman year, swimming for the same club team as Garcia, the Flushing Flyers. "I joined [the] Flyers my freshman year because he introduced me to them, so you can say I would owe a lot of my swimming career to him and his crumpled up flier," Ng said.

One crucial reason for the Pirates' success is that the captains, Garcia and Ng are close friends. "We were able to work together well. We were organized when it came to delivering notices to the team, coordinating drylands and

stretches, and just doing stuff for the team in general," Garcia said. This friendship played a large role in leading the Pirates to PSAL Championships this year.

He is also an outstanding student, having gained early admission into the prestigious Columbia University, where he hopes to continue swimming for the college swim team, as well. His impressive academic standing and his ability to juggle a heavy course load with multiple

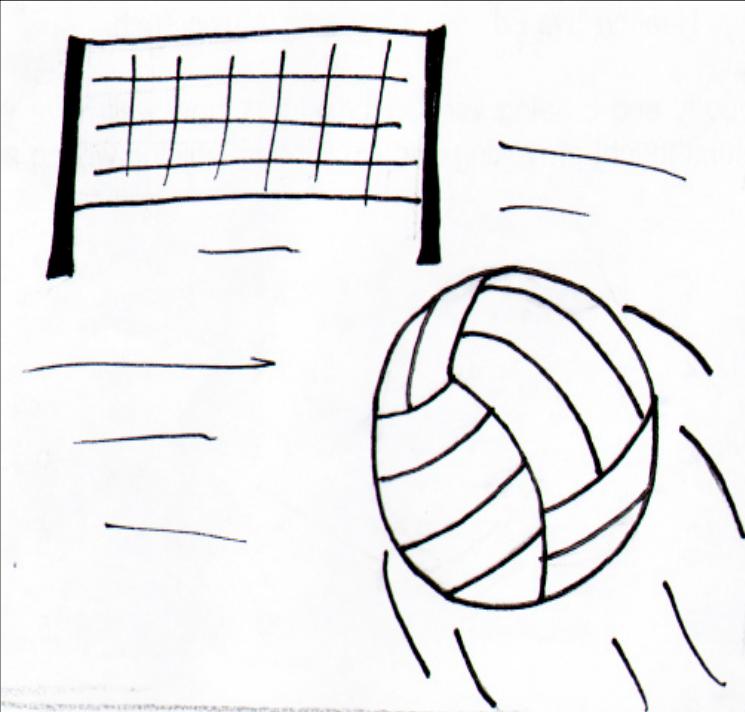
**"I can't even put to words how valuable he was to the team this year, both as a leader and a swimmer."**

**—Peter Bologna,  
coach**

Advanced Placement classes, along with all his extracurricular activities, has helped him stand out to his teammates as more than just a swimmer.

"He makes it a priority to make himself a role model for everyone even when the swim season is over," Koo said.

Like many other athletes, Garcia says that instead of seeing swimming as a hassle and just another extracurricular to squeeze in, he sees it as a posi-



# THE SPECTATOR SPORTS

## Boys' Baseball

### Hitmen Look to Make Playoffs for Fifteenth Consecutive Season

By WASIF ISLAM

The Hitmen, Stuyvesant's boys' varsity baseball team, finished its 2010 season with a 9-2 loss against Norman Thomas in the second round of the Public Schools' Athletic League (PSAL) Division A Varsity Baseball playoffs. The playoff appearance extended the team's streak of playoff berths to a remarkable fourteen consecutive seasons.

"Last season was really amazing. We initially weren't expected to make the playoffs, and we made a great run towards the end of the season to turn some heads," senior Michael Zurier said. "We also had a great team dynamic and that hopefully carries over into this season."

Since last season, many things have changed within the division. After extremely successful seasons, three new teams have moved up to the A division from the lower and less competitive B division: Riverdale/Kingsbridge and Taft Educational Campus in the Bronx, and Gregorio Luperon in Manhattan. Though the Hitmen will only play Luperon of the three new teams in the regular season, the added competition in the citywide A division will be an important factor in the post-season.

In addition to greater competition, the Hitmen will need to deal with new league-wide regulations. The PSAL has implemented new pitch count guidelines to prevent injuries to pitchers stemming from overuse and increased workload. A pitch count limit of 105 pitches per

game has been established for varsity pitchers with rules such as four-day resting periods between appearances for pitchers with over 91 pitches in a single game and at least a three-day resting period for 76-90 pitches.

"We have to be really smart with our pitching this year," said coach John Carles, stating that the team must now throw more strikes to limit pitch counts.

"The more we can stay ahead of hitters and roll up quick ground balls, the more we can keep our offense in a rhythm and keep pitch counts down," said Zurier, the team's ace.

Despite consisting primarily of returning seniors, the Hitmen lost one invaluable member to graduation: captain and ace Nicholas Gallo, who pitched 16 games last season. Gallo finished the season 5-0 with a sparkling 0.48 ERA.

The team will have to look to other players to help fill in the spot. "Gallo was a really great player and leader, and we all miss him a ton. But we have some pretty good pitching," Zurier said.

Filling that ace spot in the rotation is Zurier, who went 3-1 last season, with a 1.85 ERA. A likely candidate to pitch the number two spot is junior Evan Lubin, though he is currently injured. Seniors Sung An and Alexander David, and junior Kyle Yee add depth to the rotation and will be important in late innings for the team to win games. "Pitching is going to be the biggest thing for us," senior and co-captain Scott Chiusano said.

The team has also moved

sophomore pitchers Noah Hellermann and Michael Evans up from junior varsity, improving the pitching depth while also allowing them to acclimate themselves to varsity hitters. "We are getting them a little more mature. [Zurier] has been doing a real good job with them," Carles said.

This season, the Hitmen have 13 returning players, providing a different dynamic from that of last season's young team. The players have good chemistry, and have done a great job integrating new additions to the team. "We all get along very well, joke around in the dugout, and know each other's strengths and weaknesses," junior Erick Wong said. "It's a lot more fun to play the game when everyone works well together."

With so many returning starters, there won't be many changes in the lineup. "We have a very strong lineup. Our one through five batters are pretty much the same, which is going to be a big help this year," Chiusano said. "But, if Erick can win the leadoff spot in the lineup, we are going to be a much better team." Wong, who registered the second fastest 60-yard sprint in last fall's junior showcase, brings a great amount of speed to the team, both on the bases and the outfield. While sharing leadoff duties last year, Wong had 12 stolen bases in just seven games.

Among other new additions to the team are juniors Julian

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### Looking out for a Lockout



By GABRIEL SUNSHINE

I have never understood the intricacies of labor agreements in sports. Until now, I had merely thought of them as contracts between the players union and league owners that allocate the portion of the profit that each party receives.

However, I have been forced to reconsider my understanding of the Collective Bargaining Agreement (CBA), following reports of an imminent lockout in the National Football League (NFL). If a new CBA is not agreed upon, there will be no NFL games played this year.

While the deadline for reaching an agreement on the new CBA has been extended from its original March 2 date, it is scary to think about not having an NFL season. In such

a scenario, owners would literally lock players out of arenas and facilities. Additionally, if a lockout were to happen, teams would not be allowed to organize practices or team meetings.

There are two sides of the issue. One one hand, the players feel that they are being unfairly compensated for the work they do on the field, especially since there are talks of lengthening the NFL season to 18 games. In short, they do not feel as though they are getting paid enough for doing a job that requires them to put their bodies on the line week after week. On the other hand, owners are trying to increase their percentage of the nine billion dollar revenue pot, in effect placing players at a higher risk of injury without paying them more or improving their benefits. The players undoubtedly have a fair complaint. The average NFL player salary is around \$1.9 million, and most players don't spend more than five years in the league.

The owners, on the other hand, feel that the players are being compensated fairly. Players' salaries have been steadily increasing over the past decade, and the owners feel that it is unfair for the players to ask for more money. However, it is not possible to see what portion of the \$9.3 billion profit the owners make, as the league has not released that information, so it is difficult to take a

side on this issue.

Taking everything into consideration, I would have to side with the players. To ask them to play more games is already an imposition on them. To not pay them more for the additional played games is just ridiculous.

Furthermore, the ramifications of a lockout in the NFL would be felt far beyond the players and owners. NFL games are used as a means of creating economy for the teams' respective cities—a single NFL game creates around \$21 million, meaning that with half the season spent playing at home, over \$160 million is made, not to mention the thousands of stadium workers who would either lose their jobs or take a pay cut. Additionally, the NFL would draw the ire of millions of loyal fans, who may not stay loyal if a whole season of their favorite sport were canceled, thereby decreasing the league's total revenue, which would then lead to even fewer benefits for players.

Likewise, student-athletes in both college and high school are taken advantage of by getting minimal compensation for their efforts. These student athletes often end up turning into draft busts, and some even go undrafted. This means that students in such situations waste up to four years

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### Stefan Garcia: The Heart of the Pirates

By ODREKA AHMED

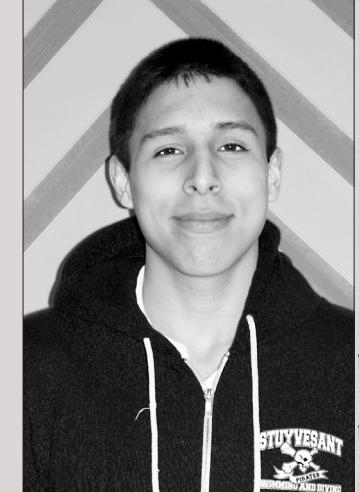
Imagine finding your life's passion before you could even walk. Imagine being involved in a rigorous sport before most kids your age could write and be faster and stronger than everyone else your age at just five years old.

Pirates captain Stefan Garcia has experienced all those thrills inside the swimming pool. Sixteen years later, he now stands out as one of the more decorated swimmers on the Stuyvesant team, with three top-ten records and a Public School Athletic League (PSAL) city record in the 400-Yard Freestyle Relay.

Garcia first came into contact with a swimming pool when he was just a year old. He preferred swimming to other sports, began taking "baby lessons" at his local YMCA, and quickly worked his way up in skill level.

He was one of the stronger swimmers in class, and, by age five, he began swimming competitively for the YMCA's B team, the Flushing Flyers. He was the youngest and smallest swimmer on a team where everyone else was at least seven, a significant age difference at the time. When Garcia swam his first YMCA state competition for the eight and under age group, he was the youngest swimmer to have ever swam in the competition. He continued competing and joined the A team when he was nine.

Despite his youth, Garcia showed great discipline and dedication to the sport by attending practice every day for the A team. "I learned how to



Karen Zheng / The Spectator

manage my time and be responsible [...] With school work, extracurriculars, and swimming, I had to, at a young age, make up and follow a schedule to get everything done," Garcia said. "Although it took a lot of time and work to be part of the team, it was worth it, because of the skills I developed and the people I had an opportunity to meet."

His current success undoubtedly stems from the lessons he learned swimming with the YMCA team. "I owe a lot to the Flushing Flyers," Garcia said.

Today, Garcia is still a part of the Flyers and still swims every day. Whether it is during a two-hour practice after school with the Pirates or a 6:00 a.m. practice with the Flushing Flyers, he is always swimming. He swims annually at state competitions with the YMCA, and, in the past couple of years, he has become a strong enough swimmer to compete in the YMCA

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### Boy's Lacrosse

### Lacrosse Seasons Threatened with Cancellation

By KATIE MULLANEY and JOHN YUEN

Assistant Principal Health and Physical Education and Athletic Director Larry Barth cancelled the seasons of both the boys' and girls' lacrosse teams on Tuesday, March 15, only to reinstate them two days later. Before he did so however, he suspended seven players on the boys' team, the Peglegs. The girls' team was mostly unaffected by the temporary cancellation.

The suspensions came after workers at Pier 40, the site of the lacrosse team's practices, notified Barth that complaints had been made about the state of a locked shed located at the facility. The shed is located inside a larger storage area where non-Stuyvesant users also store equipment.

"There is an outside area and then an inside area," Principal Stanley Teitel said. "The inside area was not supposed to be used by students directly. Coaches were supposed to be the only ones with access."

Multiple Stuyvesant sports teams use the shed, including the Stuyvesant varsity football team. Several students play for both the football and lacrosse team, and thus knew the combination used to open the lock.

Following the notification of the shed's poor condition, Barth reminded the lacrosse team that use of the shed without a coach present was prohibited, and warned them of future consequences. However, just a few days later, he witnessed that the shed was still being used by students, and proceeded to cancel the lacrosse seasons. Barth declined to comment on the situation.

"Barth showed up one afternoon [at Pier 40], with no coach on the premises and the inside locker open. In return for that, he temporarily cancelled the season," Teitel said. "He hoped that the individual student who did it would come forward and take the hit, as opposed the whole team."

Initial attempts to find the culprit were unsuccessful. "The individual who [allegedly] did it left early that day [from practice] and couldn't confess to it, and [Barth] temporarily cancelled the seasons," senior Patrick Smith said.

Smith is just one of the four seniors no longer on the team. They voluntarily quit the team, as they "figured it's not worth playing if they're going to be suspended from games," Smith said.

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## The Disrespectator

### Student In Shorts Denies Feeling Cold

By JAMES FRIER  
and ELI ROSENBERG



Joann Lee / The Spectator

In light of the 45 degree weather on Thursday, March 10th, Junior Connor Justice shed his jeans in favor of a pair of tan khaki shorts. "It was the first time in months that it was above 30 degrees outside, I had to celebrate somehow," Justice said.

Bystanders in wool sweaters and long pants noticed Justice's increased walking pace, goose bumps, and chattering teeth. "I was worried about him," junior Lili Gehorsam said.

**"I swear guys, I'm not cold."**  
— Connor Justice, junior

renamed the "Racial-Diversity Box Theatre," prompting an abundance of plaudits from the local press.

"The Stuyvesant administration has finally come to its senses," New York Post reporter Christopher Wittner said. "Maybe we need to reconsider our outlook on these sexually crazed, drug-addicted, elitist students."

The renaming of the theater has not gone over as well with the occupants of the 10th floor where the theatre resides. Resident teacher and outspoken monolith Philip Mott has already expressed innate disapproval at the "invasion of [his] sanctuary."

"Who do they think they are to tell me about 'tolerance' and 'diversity,'" Mott said.

The responses from the student body have been mostly negative, as an increasing amount of pupils grow agitated with the incessant changes.

"It's bordering on ridiculous," junior Sara Schaeffer said. "It's already bad enough that they renamed the Library the Dr. Robert Ira Lewy M.D. multimedia center, and now the 'Multi-ethnic Center for Educational Benevolence.'"

**Critics say that they are being too heavily swayed by further criticisms from the media, rather than concerns from inside the school.**

Despite these criticisms, the administration is pushing on with the new campaign for racial tolerance. Critics say that they are being too heavily swayed by further criticisms from the media, rather than concerns from inside the

school. The New York Post recently raised more objections that not enough action was being done to help the cause of the minorities at Stuyvesant, and that the re-branding of the black box theatre did not go

far enough. "Even now, over 89% of the walls and facades of Stuyvesant are white. What kind of message does that send to the students?" Wittner said.

Justice insists that his odd behavior was not due to his choice of apparel. "I swear guys, I'm not cold," Justice said.

Worried friends tried to help Justice any way they could. Some offered sweaters while others even suggested that Justice go inside to keep warm. "He refused all offers,"

By BENJAMIN KOATZ  
and J. LESLIE STEELE

In light of the recent furor over the issue of cultural tolerance at Stuyvesant High school, the popular Black Box

**"Its already bad enough that they renamed the Library to the Dr. Robert Ira Lewy M.D. multimedia center, and now to the 'multi-ethnic center for educational benevolence.'**  
—Zoe Goldstein, junior

Theatre in room 1025 has been

### Stuyvesant Administration Works to Eliminate on Distractions by Removing Females

By DAVID KURKOVSKIY

Principal Stanley Teitel announced on March 21 that Stuyvesant, in a radical departure from its current stance of gender equality, will, once again, become an all-male school. Teitel believes that the change will increase the value of the education gained by the remaining male students, and allow them to go to school in a more work-friendly environment.

Ever since Stuyvesant became co-educational in 1969, school administrators have noticed a general downward trend in student academic performances. Principal Stanley Teitel held a staff meeting yesterday afternoon to discuss how to go about restoring Stuyvesant to its former glory, and, after four hours of heated debate, the administration voted to make Stuyvesant, once again, an all male school.

Beginning with the class of 2015, Stuyvesant will stop accepting female students. The administration hopes that by removing females from the student body, the remaining male students will be able to work without being constantly dis-

**"This should have happened years ago. I'll be sitting in class, trying to do some calculus, but I just can't stop staring at that cutie two rows down."**  
—Michael Silverblatt, senior

tracted by the feminine wiles and legendary feminine charm of Stuyvesant's female population.

"This should have happened years ago," senior Michael Silverblatt said. "I'll be sitting in class, trying to do some calculus, but I just won't be able to stop staring at that cutie two rows down."

This measure will also help deal with the problem of overpopulation at Stuyvesant. "The number of students enrolled in Stuyvesant has been increasing at an almost impossible rate," Assistant Principal Programming and master statistician Edward Wong said. "The exponential rise in the Stuyvesant population has led to the overfilling of classes as well as the degradation of the camaraderie Stuyvesant once stood for."

"It would be nice to actually know the names of the kids who go to my school for once," junior Elgin Liao said.

Critics of the decision include many Stuyvesant boys, in addition to the neighborhood's population of creepy old men. "I came to Stuy for the biddies. What's the point of even going to school if I can't mack on the hottie in my Ballroom class anymore," senior and known player

Matteo "Casanova" Singer said.

The Stuyvesant administration has expressed their hope that with the school's return to the original values that origi-

**Once the change is made, Stuyvesant will be the only single-sex specialized high school in New York City.**

again find its place on a moral pedestal. "The quality of education will no doubt increase due to the focused attention of most male students. Plus, now we can teach new subjects classes that aren't 'girl friendly'" Social Studies teacher Matthew Polazzo said. "In the fall I'll be teaching a course called "Great Beards," in which students will study famous beards throughout history, like those of Marx, Teitel, and, of course, myself."

Once the change is made, Stuyvesant will be the only single-sex specialized high school in New York City. Because single-sex public education has become increasingly rare in recent years, the decision of such a respected and highly ranked school as Stuyvesant to become all-male is likely to have an effect throughout the educational community. The school can only hope that their experiment has the desired results. "I really do think that this is the right move for the school," Teitel said. "Now I can finally implement the mandatory facial hair policy I've always wanted."

nally helped it excel above all other schools, the school will

# THE DISRESPECTATOR

## Stuyvesant Gym Department Restored to Correct Name

By EMMA HANDTE

Assistant Principal Physical Education Lawrence Barth made the shocking announcement in a late night emergency press conference on Wednesday, March 30, that he had discovered a lost file amidst a stack of neglected attendance reports, which stipulates that what has been known as the Stuyvesant Physical Education Department has been officially titled the "Gym Department" since its inception in 1904. Barth declined to comment on the situation, instead withdrawing into his office, donning a solemn expression and a jet black jersey.

This announcement comes on the heels of the distribution of a record breaking 396 failing grades in physical education to students at the end of the first marking period. Barth estimated that at least 200 of these failing grades can be attributed to the students referring to the subject as "gym," instead of as "physical education."

"Some confusion has arisen over the proper name of my department's courses, and that kind of ignorance just can't be tolerated," Barth said.

"On my first day of class, I

was just trying to find my gym class. So, I went to what looked

**"I've started to doubt whether gym is even an important class. Back when it was Physical Education, it just seemed so much more serious."**  
—Idalia Bamert, Junior

like the locker room, but when I asked a teacher where to go, all they would say is 'Who's Jim?' clueless freshman Aaron Coppa said. Barth has stated that he will

make sure that these students failing marks are changed.

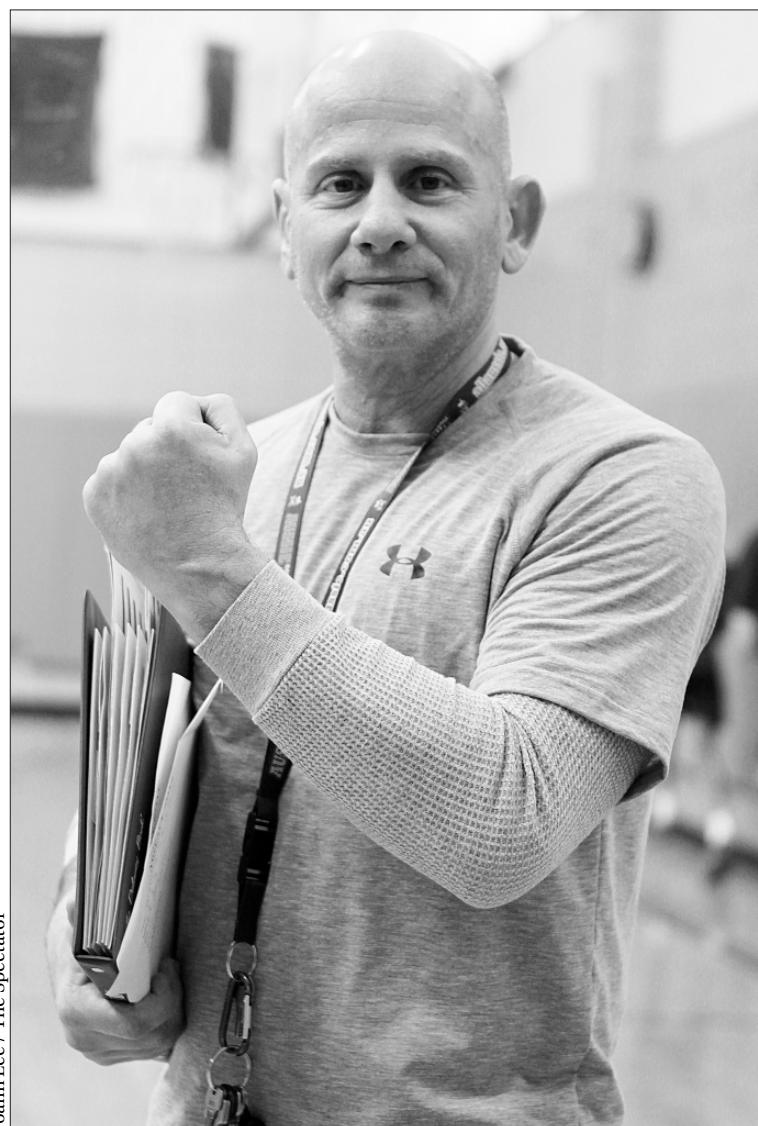
"I want to formally apologize to any student I may have failed because they called it 'gym class,'" teacher Marcia McCaffrey said. "Now hurry up and get out of the locker room or I'm marking you as unprepared."

Students have reported that this change in title has completely altered the dynamic of the department. "I've started to doubt whether gym is even an important class," junior Idalia Bamert said. "Back when it was Physical Education, it just seemed so much more serious."

Students have also reported a change in the behavior of the newly retitled Gym Department faculty. "[Gym Teacher Vincent] Miller's hair just seemed so droopy today. It was nothing like its usual spiky and resplendent self" junior Zoe Goldstein said.

Students in gym teacher Howard Barbin's class were among those most alarmed by his change in demeanor. "His voice has just lost the pizzazz and punch it used to have. Now, when he calls attendance, he pronounces everyone's names correctly" sophomore Adam Lieber said. "He hasn't mentioned semi-formal in weeks."

## Barbin to Replace Coach K as Duke Men's Basketball Coach



JV Basketball coach, Howard Barbin, pumps his fist.

By DEBANJAN ROYCHOUDHURY

Duke University announced on Thursday, March 17, that Physical Education teacher and boys' junior varsity basketball coach Howard Barbin will re-

place Mike "Coach K" Krzyzewski as the coach of the Blue Devils, the university's men's basketball team for the next season.

Duke Athletics Director Kevin White stated that the decision to hire Barbin was made

after White and several Duke University scouts witnessed his spirited coaching at a Stuyvesant junior varsity basketball game. "He was just so enthusiastic about the game," White said, "When he stepped out onto the court and jubilantly thrust his fist into the air and managed to purposefully mispronounce a number of the players' names, all before anything had even happened, I realized that he was exactly the kind of coach we need at Duke."

Barbin, who has coached the Stuyvesant junior varsity team since 2004, is known for his fondness for fanny packs and his comic interpretations of students' names, has expressed a great deal of enthusiasm about his new position, which will be his first experience coaching on the college level. "It's . . . Awesome!" Barbin said, pumping his fist.

White hopes that Barbin will be able to lead his team to success in the next season, after Duke's crushing loss to Arizona in the NCAA Tournament. "I've never seen anyone get the players fired up like Barbin does," White said. "I just hope that some of that signature 'Barbin Magic' rubs off on our players."

Barbin has already held a preliminary practice session to get to know his new team, which has reacted positively to the change in coaches. "He's already given us some great advice, like '...Beat North Carolina!' and '...Alright!'" Duke sophomore and Blue Devils player Seth Curry said. "I don't really understand why he keeps saying 'Soph Frosh Semi-Formal!', though."

## Stuyvesant Lacrosse Team Devastated by Player Suspensions

By KRIS LULAJ

Assistant Principal Physical Education Larry Barth announced the implementation of a set of new regulations for the Stuyvesant Athletics Department on March 23. The new policies, which largely deal with the eligibility of students to participate in athletics, has led to the suspension of over one hundred Stuyvesant athletes from their respective teams, and has left the future of the athletics department in doubt.

The new policies mandate that any student participating rigorously in any academic activity will be suspended from participation in athletics. Barth stated in a press conference that the policy is largely an attempt to strengthen the Stuyvesant Community's community's focus on school athletics.

The Stuyvesant boys' Lacrosse lacrosse team, the Peglegs, was hit especially hard by the suspensions, which began on March 24. After Barth caught several seniors studying in the library for an upcoming test in economics, he decided to suspend every senior on the team, citing the new regulations, which stipulate that students are not allowed to do homework or study for tests during times when they could instead be practicing for upcoming games. Barth's intention in suspending the students was to set an example for the other students about the

importance of focusing on being an athlete.

"The kids need to spend more time on their sport," Barth

**Although the vast majority of the Lacrosse team's veteran players were suspended, one remained on the team despite all of the suspensions.**

said. "Everyone knows grades don't matter when you're an athlete."

Barth also suspended all players on the team with overall averages above 90. "Students with averages above that mark really need to get their acts together. The suspensions should provide them with ample time to get their priorities straightened out," Barth said.

Senior Vladislav Deshkovich was particularly upset by his suspension, and he decided to appeal it to Barth. He asked Barth to be reinstated, claiming that he was "only studying because [he] had no other friends to hang out with during that period," Deshkovich said.

Although the vast majority of the Lacrosse team's veteran players were suspended, one remained on the team despite all of the suspensions. Junior Sanjit Gill, who has played for the team since his freshman year, has consistently pushed his school work aside in favor of "playing with balls and sticks," and has remained on the team. "Lax is my life, bro," Gill said. "My future just doesn't matter, as long as I can play."

After all the suspensions took place, a total of five players were left on the team, which originally had 32 active players. However, the team remains optimistic about the future of its season. "We still have our three starting waterboys on the team with subpar grades, who I expect to dominate the division," coach Anthony Bascone said. "At least the team will be hydrated."

**"The kids need to spend more time on their sport. Everyone knows grades don't matter when you're an athlete."**  
—Larry Barth, Assistant Principal of Physical Education