



The Spectator

The Stuyvesant High School Newspaper

"The Pulse
of the
Student
Body"

Volume C No. 14

April 16, 2010

stuspectator.com

Robotics Team Wins Chairman's Award at Hartford Regional



Courtesy of Spencer Scott

Members of the Stuyvesant Robotics Team working on their robots.

By MOHAMMAD HOSSAIN

Stuyvesant's robotics team, StuyPulse, won the prestigious Regional Chairman's award in

the FIRST Robotics Competition (FRC) at the Hartford, Connecticut Regional. This award adds on to its wins of the New York City Regional competition, which in-

clude the Innovation in Control Programming award and the Rockwell Collins Innovate Award from the FIRST Tech Challenge (FTC) earlier in March.

The team competed alongside 55 other teams from across the country from Thursday, April 1 to Sunday, April 3 at the Connecticut Convention Center. This was one of 43 regional competitions across the country which qualifies teams for the FIRST Championship in Atlanta, Georgia from April 15 to April 17. The game played in the competitions is called Breakaway, where robots from different schools cooperate in teams in a soccer-like game to score goals against opposing teams. StuyPulse won the game at the New York City Regional, qualifying the team for the Championship in Atlanta.

In recent years, StuyPulse has competed in the New York and Hartford regional competitions and was expected to do well at the Hartford Regional. The team was seeded fifth place out of all the teams in the competition. Despite the malfunction of an allied robot, StuyPulse's robot made it to the quarterfinals at the competition.

The Regional Chairman's Award is given to teams who give back to the community. The award is given based on an essay, alongside an interview in which three members of the team are asked questions by judges about their community outreach programs. Each team may submit an essay for the Regional Chairman's Award at only one region-

continued on page 3

Seniors in Danger of Failing

By ZOE WU

With fewer than three months until graduation, over 100 members of the senior class are in danger of not graduating due to the possibility of failing a required course. Potentially failing students were warned about the perils of their position during a mandatory meeting with Principal Stanley Teitel on Friday, March 26 in the Murray Khan Theater.

During the meeting, Teitel suggested that the students "speak to the teacher [of the class they are failing], find out what needs to be done by the end of the semester, and do what needs to be done," he said.

According to Teitel, most of the students summoned received an "unsatisfactory" mark in at least one of their required courses in the first marking period of this year's spring semester. These students must either pass the classes they are currently failing or retake those

classes during the summer in order to receive their diploma.

Except for rare cases, the problem does not appear to be related to problems in programming. "As far as I know, every senior has a graduating program. If they pass all their classes, they will graduate on June 25," Teitel said. "[But] there might be a student who needs too many [required classes] and has to go to summer school in order to graduate. There is just no way, based on what has been failed in the past, to fit everything into the program."

Even with summer school as an option, however, it can be overwhelming for students to catch up once they fail their first class. Wes Shierenbeck, a former member of the class of 2010, made the decision to drop out after having trouble meeting all the course requirements. "I failed [in] my first term freshmen year a few classes," Shierenbeck said. "You end up having a much larger class load [to make up for failed classes].

It becomes even harder to pass all the classes."

Although in past years, several seniors have been in danger of not completing a required course, Assistant Principal Guidance Eleanor Archie said there are more students in danger this year compared to previous years. However, Archie believes that the first marking period grades may not be accurate in predicting whether students will eventually pass their classes.

"Most of these students have never failed a class," Archie said. "Most of them will graduate."

However, Teitel stresses that students should not put themselves in such a precarious position, especially with only a few weeks until graduation.

"It's beyond my comprehension how they would allow themselves, after having been here for three and a half years, and knowing the standards of our school, to be in this position," Teitel said.

Opinions

Article on page 8.

A New Record

The Spectator should have a public editor—serving as a liaison between the newspaper and its readers.



Articles on page 5.

Slander and Libel

Check out The Spectator's new humor section:
"Slander and Libel."

FDA Ban Prevents Stuyvesant Student from Donating Blood

By MAYA AVERBUCH
with additional reporting by
NICOLE ZHAO
and CHESTER DUBOV

When senior Joseph Puma attempted to donate blood at the blood drive held in Stuyvesant's first floor atrium on Tuesday, March 23, the New York Blood Center nurse reviewing the information form he had filled out informed him that he was not eligible because he had had intercourse with another man. Under the current Food and Drug Administration (FDA) policy, a man who has had sex with another man (MSM) at some time since 1977—the beginning of the AIDS epidemic in America—is not allowed to donate blood because MSM have an increased risk for HIV, Hepatitis B and certain other infections which can be transmitted by blood transfusion.

According to the FDA Web site, a similar policy was first put into effect in 1983, when the risk of AIDS from transfusion was first recognized, and the current policy has been in place since 1992. In recent years, the policy has sparked great controversy both inside and outside the scientific community.

According to the FDA Web site, while the organization is "appreciative and supportive of the desire of potential blood donors to contribute to the health of others, FDA's first obligation is to assure the safety of the blood supply and protect the health of blood recipients." The Center

for Disease Control fact sheet "HIV and AIDS in Gay and Bisexual Men," states that despite the fact that MSM account for about 4 percent of the U.S. male population aged 13 and older, the rate of new HIV diagnoses among MSM is more than 44 times that of other men. Additionally, they account for half of the more than one million people living with HIV in the U.S., making them what the FDA calls "the largest single group of blood donors who are found HIV positive by blood donor testing."

While blood collection agencies do test for HIV and other infections, the FDA's policy is still in place for fear that even a small amount of infected blood will be given to a blood recipient. Detection of HIV is particularly difficult during the "window period," the time between being infected with HIV and the ability of an HIV test to detect HIV in an infected person. Currently, about less than one out of every one million transfusions of blood, red cell concentrates, plasma or platelets contain undetected HIV infections, but scientists point out that with about 20 million transfusions a year, even the smallest percentage of transmitted infected blood can cost lives. For this reason, intravenous drug abusers, people who have received transplants of animal tissue or organs, people who have recently traveled to or

continued on page 3

Five Students Advance to ISEF Competition

By ISABELLE NG

Five students from Stuyvesant High School—the most from any New York City high school—have been selected as finalists in the annual New York City Science and Engineering Fair (NYCSEF), held at the American Museum of Natural History on March 23. The students will advance to the Intel International Science and Engineering Fair (Intel ISEF) in San Jose, California, from Sunday, May 9, to Friday, May 14.

According to their Web site, Intel ISEF is the world's largest international pre-college science competition, in which over 1,500 high school students from over 50 countries, regions and territories showcase their independent research. The competition has existed for 61 years and is sponsored by the Intel Corporation.

The NYCSEF is the largest high school science research competition in New York City, and is sponsored by the New York City Department of Education and the City University of New York. To

enter the competition, applicants submitted a research paper and filled out an application form. Each project fell under one of 14 science and engineering categories, from computer science to environmental science. Several hundred New York City students entered the fair and about 550 projects, which consisted of a research paper and a poster board displaying the student's research findings, advanced to the preliminary round.

In this round, which was held at The City College of New York on March 14, students presented their poster boards to a panel of three judges. The judges consisted of science educators and professionals in the science and engineering fields, the majority of whom were affiliated with the city's research institutions and top universities such as Columbia University, as well as the business sector.

Projects were graded on cre-

continued on page 3

News

Increasing Student Participation in Writing Center Program

By BERNICE CHAN and SHARON CHO

Starting in the 2009-2010 spring term, the Stuyvesant English Department implemented the Writing Center—a revival of a mid-1990s program in which student teachers worked one-on-one with students to help them with their writing assignments. The program helps Stuyvesant students improve their basic writing skills and focus on organization, clarity and simplicity.

The four student teachers who work at the Writing Center come from local universities such as Columbia Teacher's College, City College of New York and College of Staten Island. They sit in the Writing Center—inside the library to the left of the teachers' area—every period and help students who sign up.

The program gained popularity due to the support of teachers, who started advertising it in their classes, as well as students, who recommended it to their peers. "In our first six weeks, we helped more than 200 students. It's been a huge success," said Katherine Fletcher, the NYU graduate student who helped to organize the program.

According to English student teacher Brooke Schechner, the student teachers generally work with around twelve students per day.

"It's really popular, but we're always looking for more people," Schechner said. "You can come at any stage of the writing pro-

cess and it's really helpful to talk about your writing."

Students who have attended the Writing Center have found it to be an excellent resource. "They really work with you specifically on your problems and they show you how to overcome them," freshman Antara Majumdar said.

Sophomore Wei Lin agreed. "They really helped me start and plan out my essay," Lin said. "They gave really good advice."

English teachers have also noticed improvements in their students' essay grades. "I saw grades jump from a C plus to an A plus," English teacher Rosa Mazzurco said. "It's great. I can't believe we've survived so long without it."

The student teachers were similarly enthused. "Kids come back telling us they got an A plus, which is the best part and makes it so rewarding," Schechner said.

Sometimes, the Writing Center, with its staff of four, cannot handle the increasing number of attendees and has had to turn away many prospective students. "But students have been able to set up an alternate times to meet up with the student teachers," Assistant Principal English Eric Grossman said.

According to Grossman, there are plans for more student teachers to come next fall to accommodate the many students who want help from the Writing Center. "We're looking into funding, but it's not definite," he said.

Stuyvesant Model UN Team Excels at George Washington Model UN Conference

Stuyvesant delegates did exceptionally well at the Washington Area Model United Nations Conference (WAMUNC) hosted by George Washington University, earning 14 medals, including four Best Delegate awards. Over 900 delegates were invited to attend the conference, which took place from Thursday, March 25, to Sunday, March 28.

At each of the six to seven sessions held over the course of a conference, student delegates meet in a committee with Model United Nation (MUN) members from other schools in order to discuss pre-determined topics of geopolitical legislative significance. The committee then writes resolutions addressing the topics being debated. Awards are presented by the Chairs of the committee to the Best, Outstanding and Honorable Delegates, which represent first, second, and third place respectively, as well as Verbal Commendations, which is an unrecorded fourth place.

"It's the first time we've done so well across the board. Almost 40 percent of everyone who went received fourth place or better," senior and club president Evan Smith, who won an Outstanding Delegate award said. "It's been 10 years since the club did so well."

Freshman Tamara Kahn received Best Delegate. "It was exciting and I was a little surprised. I didn't even know I was good at it," Kahn said.

"We never heard of a freshman winning Best Delegate. It turns out we have tremendous strength in the underclassmen," faculty advisor and social studies teacher Clarissa Bushman said. "Even in the midst of a strong senior class, we have a lot of support coming up from the junior levels, I'm quite excited about the future."

In order to foster this kind of unprecedented underclassmen achievement, this year the club has hosted a series of intensive "mock sessions" which allow inexperienced delegates to gain familiarity with the committee setting. "I started the mock sessions in late January," sophomore and Mock Session Coordinator Thomas Ron said. "I wanted to give them [new delegates] the experience of committee so when they go into committee at conferences, they won't be intimidated."

According to Smith, the mock sessions have been successful in attaining their goals. "I think the mock sessions were really important," Smith said. "It's the reason our novices did as well as they did."

Although the Model UN team is not particularly well known at Stuyvesant, it is gradually growing in popularity and profile. "Model UN's

Senior Annalise Lockhart Wins Trip to Germany

By MEGAN HAREWOOD

Senior Annalise Lockhart became eligible for and won an all-expenses paid, four-week trip to Germany after scoring in the 97th percentile on the National German Examination—an annual exam administered to high school students on the second and higher levels of German language study. Lockhart currently studies in German Level III (FG6). She is one of only five seniors in the nation to win the trip.

Students that win the senior trip, which will begin this year on Thursday, July 7 and end on Friday, August 6, are scheduled to visit Berlin, Munich, Köln and Bonne. They will stay with a host family, attend special seminars in other locations within Germany and immerse themselves in northern, middle and southern German cultures.

According to The Association of Teachers of German (AATG) Web site, each of the 39 United States chapters of the AATG nominated two qualifying students for the trip. From the 78 students nominated to the national level, 34 underclassmen and 5 seniors win study trips.

In order to qualify to be nominated, a student must score in the 90th percentile or higher on the National German Examination, be at least 16 years old, maintain a B average or higher in school and not have any German speaking members in their household or have visited Germany for more than two weeks previously. Lockhart took the exam in December 2009. Students are allotted an hour and five minutes to complete the test, which evaluates listening comprehension, reading and conversational skills and comprehension of reading pas-

sages. All Stuyvesant students enrolled in German courses Level II and above were mandated to take the exam.

Eligible applicants must fill out a form detailing their formal information and write a letter to their potential German host family about their interests. Applicants in the New York City area must then participate in an interview with three Columbia University professors. The interviews range from 10 to 15 minutes and are conducted mostly in German.

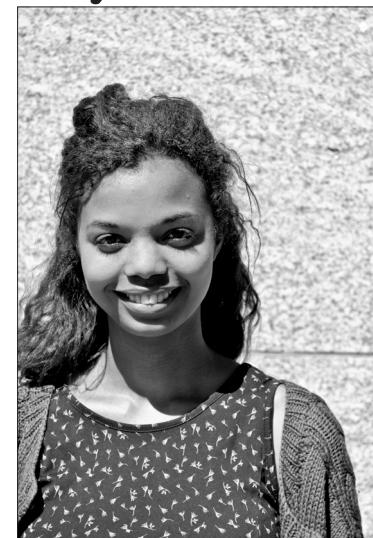
According to German and Spanish teacher Gabriele Dehn-Knight, winning the trip is a rare occurrence at Stuyvesant. "Since I've been here--7 years--this is the third time that Stuyvesant has won it. It is not easy to get," she said.

Lockhart, who began studying the German language as a sophomore, did not expect to score high enough to apply for the trip. "I hadn't studied as much as I wanted to. I was surprised that I did as well as I did," she said.

Lockhart attributes the bulk of her success to Dehn-Knight, her German teacher. "It's always been one of my favorite classes. Ms. Dehn-Knight is a very supportive teacher and she supplements the class with a lot of German culture. She has many personal experiences with different areas of the country," she said.

According to Dehn-Knight, working with Lockhart is a pleasure. "[Annalise] is a fabulous student. She is really amazing. She participates and has opinions. In terms of her personality, she's very charming and smart," Dehn-Knight said.

To Lockhart, the German language is intriguing because "it has a lot of rules," she said. "German is like math to me: sentences are



Annalise Lockhart is the 2010 winner of the AATG trip to Germany.

John Mennell / The Spectator

constructed like equations."

In addition to German, she is interested in and has been studying other languages. "I've always been very interested in languages. I took French for nine years and my mother spoke Danish to me when I was younger," she said.

"I like the beauty in foreign languages. One doesn't solely learn a manner in which to converse with another person, one learns a culture and a way of conveying ideas. There are words for ideas in German that do not exist in English."

She plans to continue her language studies after high school. "In college, I want to start taking Portuguese," Lockhart said.

Lockhart looks forward to the four weeks abroad and has been listening to the German radio from her computer in order to prepare. "I'm really excited to meet other teenagers. I'm the most excited to visit the cities Berlin and Munich because I've read a lot about those cities," she said.

News in Brief

really coming back into the halls of Stuyvesant," delegate trainer and senior Ben Valkai said. "We picked up the pace after the other two conferences, NAIMUN [North American Invitation Model UN] and WAMUNC [Washington Area Model UN Conference]."

The Model UN team is hosting its own conference on Friday, April 16, with over 200 delegates from all over the tri-state area expected to attend.

Graduation Venue Changed

The venue for the graduation ceremonies of the Class of 2010 has been moved far up-town from the Beacon Theater on 74th Street and Broadway to the United Palace Theater on 176th Street. The announcement was posted by Senior Activities Advisor and technology teacher James Lonardo on the Stuyvesant Web site on Tuesday, March 30. The change in location was prompted by the Cirque du Soleil production, currently held at the Beacon Theater, which had its limited run extended past its early March end date.

"We never had an official contract with the Beacon," Lonardo said. "Cirque du Soleil had the option to extend their contract, and they did." Stuyvesant is not the only group affected. The Allman Brothers Band, which has annual concerts at the Beacon, was also forced to move this year's shows to the

United Palace Theater.

Last year was the first year that graduation was held at the Beacon Theater. Traditionally, the ceremonies have been held at Avery Fisher Hall in Lincoln Center. Due to scheduling conflicts with Avery Fisher Hall, the location was changed to the Beacon.

The United Palace Theater, with 3,200 seats, has a higher seating capacity than the Beacon. According to its website, the Beacon seats approximately 2,800.

"The United Palace Theater isn't as ornate as the Beacon, but it seats more and should be fine," Lonardo said. "There are projection screens which could be used to show live video of the ceremony."

As for next year, the administration hopes to return to Avery Fisher Hall.

"I would like to get back to Avery Fisher Hall," Principal Stanley Teitel said. "It's convenient, easy to get to, and there is a very large stage."

Dr. Runcie Retires Mid-Term

Biology teacher Dr. Bereta Runcie retired on Thursday, March 26. Her freshman and junior classes are temporarily being taught by retired teacher Carol Held, a former member of the Stuyvesant High School Biology Department.

Dr. Runcie left early on in the spring term, after having given out grades for the first

marking period, leaving some students wistful about what could have been. "As a student, I wasn't able to get to know Dr. Runcie as well as my other teachers, partly because she had a lot of material to cover before she left and partly because she didn't have enough time to get to know each of her students individually," junior Jackson Sheng said.

However, many students greatly appreciated the time they spent with Runcie. "I hope she enjoyed teaching at Stuy as much as we enjoyed having her as a teacher, and we already miss her," freshman Dina Levy-Lambert said.

Students are looking forward to finishing up the year with Held. "I enjoy having Ms. Held as our new teacher. She teaches in a friendly way and is very approachable, as she is trying to [...] prepare us for the upcoming SAT II and regents," freshman Dina Levy-Lambert said.

Held frequently substitutes at Stuyvesant, but according to Department of Education regulations, retired teachers can only teach a limited number of hours. Consequently, she will not become Dr. Runcie's permanent replacement.

"The Bio Department did a great job at keeping a smooth transition between the teachers," Sheng said. "We were able to continue our curriculum smoothly."

Five Students Advance to ISEF Competition

continued from page 1

activity, scientific thought/engineering goals, thoroughness, skill, clarity and teamwork (for group projects). Participants presented their poster boards to three judges and were asked a series of questions based on their project and topic.

The top 150 projects returned for the finals round and were judged by experts in the 14 science and engineering fields.

From the March 23 final round, 12 individual projects and five group projects were selected to represent New York City at the Intel ISEF. From Stuyvesant, the individual projects of seniors Katrina Koon, Jack Greisman, Andrei Nagornyi, Yevgeniy Rudoy, and the group project of junior Stephanie Chen, who worked with two juniors from Francis Lewis High School, were chosen.

Koon's project was based on marine natural product (natural products from marine sources) research in the coral Capnella imbricate.

"This relatively new field holds much potential as a source of future medicine. I tested two crude extracts from the coral for anticancer activity in five different cancer cell lines [two melanomas, prostate cancer, breast cancer and colon cancer] and for antibacterial activity in two types of bacteria [E. coli and B. subtilis]. The extracts exhibited both anti-cancer and antibacterial activity," Koon said.

Greisman's project focused on sporulation, a defense mechanism used by bacteria to protect their DNA in adverse conditions. Greisman worked with Bacillus Subtilis to study the structures that encase the DNA. He submitted the same project to the 2010 Intel Science Talent Search, in which he is a semifinalist.

For his project, Nagornyi researched new ways to help a computer classify galaxies. Nagornyi wrote a program consisting of two

algorithms to help detect trends in galaxies. Like Greisman's work, Nagornyi's project also earned him a place as a semifinalist in this year's Intel competition.

"It's always interesting and fun to see the work of other students that are around your age. It's a valuable experience," Nagornyi said.

Rudoy's project focused on transcendental numbers, a possibly complex number that is not the root of any integer polynomial. Rudoy began by defining a construct called a pseudonumber and used it to make a series of observations which proved whether or not a number was transcendental.

Chen's group project explored hominid migration out of Africa. The team dated several tooth fossils from Ainikab, Russia and Pradayrol, France, two sites that have yielded prior evidence of hominid activity.

"We discovered that hominids were actually in Eurasia at least 900 thousand years before previously thought. Many AP textbooks state that hominids were in Eurasia by 600 thousand years ago," Chen said.

Many prizes and scholarships, worth 4 million dollars in total, are offered at the end of the competition. The Intel Young Foundation Scientific Award (\$50,000) is given to the top three winners. In each of the 17 scientific categories, five awards are given: Best of Category (\$5000), first place (\$3000), second place (\$1500), third place (\$1000) and 4th place (\$500). Additionally, other organizations gave out special awards.

"[Intel ISEF] is a wonderful opportunity for a person with a great idea and a willingness to test that idea in contrast to many other contests," Biology teacher and Research coordinator Jonathan Gastel said. "They don't need to have been a perfect student at Stuy to win large cash awards. They just need to be curious and committed."

Robotics Team Wins Chairman's Award at Hartford Regional

continued from page 1

al competition per year. The team usually submits its essay at the New York Regional, but decided not to this year because it was looking for more challenging competition.

"The competition at Hartford features stronger and more established teams than at the New York regional," senior and President of Marketing Betsy Soukup said. "The stronger competition motivates the team to perform on a higher level."

The outreach programs are generally headed by the Marketing Department of the robotics team, led by Soukup. The efforts this year include a multitude of programs from mentoring to social networking and demonstrations. For example, the team created FIRSTConnects.us, a database and social networking site that connects people in FIRST throughout the world. StuyPulse is also a Green Pilot team and has been conducting energy audits for businesses in addition to recycling electron-

ics. To add on to its outreach efforts, it has mentored ten other robotics teams and given demonstrations at events such as the TriBeCa Film Festival and New York State Science Fair.

The team was shocked when it found out it had won the award. "There was complete and utter surprise from the team," junior and Director of Fundraising Spencer Birnbaum said. "It was the first time I cried out of joy."

"My heart was pounding when they called out our team as the recipient," junior and FIRST Liaison Robert Juchnicki said. "I'm excited to go to championship for my first time."

The Chairman's Award would have qualified the team for the FIRST Championship had the team not already won the New York City Regional.

The team is now preparing for tough competition at Atlanta.

"Atlanta's the best of the best, but as long as there's no unforeseen problems with our robot, we should be making the finals," Birnbaum said.

New Promethean Boards Installed

By NABANITA HOSSAIN and GEORGINA YANG

Stuyvesant purchased two new Promethean Boards, along with 64 new Dell computers, using an 80,000 dollar grant from the Lower Manhattan Development Corporation (LMDC). The boards, which were installed at the end of February, are being used by the Social Studies Department in room 333, and the Chemistry and Physics Department in room 802.

Both departments sent Assistant Principle Technology Edward Wong requests for the Promethean Boards in order to support their large Intel and research programs. According to Assistant Principal Social Studies Jennifer Suri, Wong chose the rooms because they were large enough to accommodate the boards. Social studies teacher George Kennedy and physics teacher Rebecca Gorla are the first teachers to use the boards in their lessons, but other teachers will use them in the future.

The LMDC is a joint State-City corporation that was created after the September 11 attacks, and works with partners in the public and private sectors to help rebuild the World Trade Center site and rejuvenate the surrounding area of Lower Manhattan. According to the LMDC Web site, all 44 of Lower Manhattan's public schools are eligible to receive a portion of the 4.5 million dollars designated to improving education in the area. Last summer, Wong filed an application to LMDC to use Stuyvesant's grant money to purchase new Dell computers—which will be used in the Computer Aided Design rooms—and the Promethean Boards.

A Promethean Board is an interactive whiteboard that shows projections, such as images and videos, from any computer or video player it is connected to. It includes interactive features such as a touch screen that comes with an ActivPen, which allows the students and teacher to write on the board, and ActivInspire software, which comes with flipcharts, images and activities that are meant to facilitate a variety of lessons. In addition, students are given a code to enter on the Promethean



SMART boards like the one located in room 333 will soon be utilized by teachers.

Rosa Huang / The Spectator

Web site that enables them to download ActivInspire on their home computers for free, helping them become more familiar with the software and enabling them to review in-class lessons at home.

The Promethean Boards also come with ActivExpressions, also known as clickers, which are small handheld devices that allow students to text their answers to any questions the teacher projects on the board. Their answers can include full sentences, numbers, symbols, math equations or letters corresponding to multiple choice questions. According to Gorla, it is very useful to administer quizzes using the clickers because the computer automatically grades students' multiple choice answers. "The best feature [of the Promethean Boards] is actually the clickers," Gorla said.

Wong and Promethean representative Alan Rutt are currently training faculty members to use ActivInspire as well as other functions and devices that come with the Promethean Board. The training process began around Thursday, March 11 and will last for about six to seven sessions, although there is not a set date for sessions. According to Wong, the teachers who volunteered for the training are Gorla, Assistant Principal Chemistry and Physics Scott Thomas, chemistry teacher Samantha Daves and social studies teachers Kennedy, Avram Jezer, Kerry Trainor and Kristin Burnell.

Social studies teacher Anthony Valentini, who helped set up the Promethean Boards, hopes he will have a chance to use them in the future. "Technology does not make a poor teacher into a good teacher. However, it can allow a good teacher to become better. It can provide an avenue for enrichment that a talented teacher can exploit, but would have difficulty with a standard blackboard," he said in an e-mail interview.

Faculty members have responded positively to having the new Promethean Boards. "I'm very excited. I think that these boards will have a positive impact and allow me to be more engaging," Gorla said. "I plan to do predominately Powerpoint [presentations] as well as bring more visual presentations."

"I'm going to try to use it for documentation, pictures, Internet and to enhance learning," Kennedy said.

Students are also excited to use the new boards.

"It's [the Promethean Board] a good investment in our classroom because it's more interactive while we learn," sophomore Erick Wong said.

"Classes will be much more interactive and interesting with the Promethean Boards. They will provide a new way of teaching students that will help them relate on a new level since technology is such a large part of teenagers' lives today," freshman Sarah Duncan said.

FDA Ban Prevents Stuyvesant Student from Donating Blood

continued from page 1

lived abroad in certain countries and people who have engaged in sex in return for money or drugs are also not permitted to donate.

In recent years, many people have begun to protest against the policy, calling it discriminatory against gay and bisexual men.

"If they're testing the blood anyway and, considering that the heterosexual population is just as likely to have AIDS as the homosexual population, it's unfair that they're just banning one particular group of people when AIDS isn't restricted to that group of people," Puma said.

"The rule isn't fair and the policy should be overturned, but I feel like some of the opposition to it should just be better argued," senior and Stuyvesant Blood Drive Coordinator Lily Ostrer said.

Blood collection agencies have also begun to suggest re-

forms of the policy. According to the New York Times article "Drug Agency Reaffirms Ban on Gay Men Giving Blood," published on May 24, 2007, the Red Cross, American Association of Blood Banks and America's Blood Centers proposed replacing the lifetime ban for MSM with one-year deferral after intercourse with another male. The organizations claimed that new and improved blood tests could detect HIV within 10 to 21 days of the infection entering the bloodstream, making a lifetime ban unnecessary.

"We strongly support the use of rational, scientifically based deferral policies, and we want them to be applied fairly and consistently," Red Cross spokesman Ryland Dodge said in the Washington Post article "FDA to Review Ban on Gay Men Donating Blood," published on Saturday, March 18, 2006.

As a result, the FDA conducted a workshop titled "Behavior-based donor deferrals in the

Nucleic Acid Test (NAT) era" on Wednesday, March 8, 2006, in which participants could provide scientific data that could support revising the existing FDA MSM policy. However, the FDA reaffirmed its existing policy on Wednesday, May 23, 2007.

The controversy about the fairness of the policy has continued and many people are hopeful that change is in the near future.

"Unless they [FDA members] have proof that someone has a blood-borne disease, they shouldn't be denying anyone," junior Harris Dupree said.

Puma expects that the policy will be changed in the next ten or twenty years. "I'm hoping the wheels are turning to get it [the current FDA policy] repealed, but I guess no one has really made it a top choice," Puma said. However, he is still hopeful. "Times are changing, people are becoming more comfortable [with gays and bisexuals]," he said.

Features

Young Genius



John Mennell / The Spectator

Sophomore Zachary Young has been accepted into Harvard, Caltech, and MIT despite his age.

By SHILPA AGRAWAL

"Tis the season of college acceptances and, like many Stuyvesant seniors, Zachary Young received the results to his applications, yipped for joy and now has until May 1 to decide which college he wants to at-

as well as many of the advanced science courses that Stuyvesant offers. Currently, he takes a Mathematical Analysis class at New York University and this year will complete AP Physics C (SP3X) at Stuyvesant. Young does not know if he will be able to take math at NYU while enrolled at Stuyvesant in the coming years, and for this reason, decided that he was ready to move on to college.

"I wanted extra options to make my choices with. I didn't want to be constrained. I didn't want to end up in a position wishing I had applied when I hadn't," Young said.

Although Young has not decided whether or not he will be attending college next fall, he feels ready for something new.

"High school has definitely been very interesting, and it has been a lot of fun, but I think I would be ready to move on, especially because for most of my life, a lot of my friends have been older, so I wouldn't mind going to school with students older than me," Young said. "I guess social life is not really my big consideration. My biggest consideration is academics and financial stuff also."

If Young decides to attend college next year, he will not have met the requirements for a Stuyvesant diploma. However, this does not concern him.

"I don't think a high school diploma is anything compared to a college diploma," Young said.

Young only realized his drive for math three years ago and started taking advanced courses when he was in middle school.

"My math story started in seventh grade. I decided to enroll in CTY (Center for Talented Youth) programs [...] In seventh grade I took CTY geometry online, and in the next summer I took CTY Algebra II and CTY Trigonometry. In eighth grade I decided to take calculus, and I took the AP so I wouldn't have to retake classes at Stuy," Young said.

When Young entered high school, he took multivariate

calculus (MC5) and differential equations (MC6) in his freshman year. Having completed all the math courses offered at Stuyvesant, he took courses at NYU in his sophomore year. Along with a large repertoire of math classes, Young is also involved in Stuyvesant's math team. He is currently the captain of the New York City math team.

But his capabilities by no means stop at mathematics. Young also has a strong interest in foreign policy.

"Last summer, I was an intern at the American foreign policy council in Washington [...] and I prepared a briefing book for a dignitary going to China," Young said. Young has also worked extensively on Iran, having analyzed the possibility of Iran mining the Strait of Hormuz as well as the possibility of success of an Israeli strike against Iranian nuclear targets.

Young draws similarities between his seemingly different interests.

"I look forward to projects that involve combining them," Young said. "When I was in eighth grade, I wrote an analytical report that showed math applications on World War II."

Among the schools that Young has gotten into, he is deciding between two that he thinks will give him the best education in both foreign policy and mathematics.

"Harvard and MIT are my top two choices because they each have strong history programs but also allow you to cross register so you can take classes at both," Young said.

By May 1, Young will have made the decision on how to continue his education. But Young, like most other Stuyvesant students, is an expert procrastinator. He thinks his decision might just have to wait until the last day.

"I guess the story of Adam Sealfon is particularly reminiscent," Young said. "He was a senior last year, and he got into a lot of places, and up until the last day, he was deciding between Harvard and Princeton. He decided to resort to a coin flip, and he flipped

"My family was supportive but for most of the way I felt like I was really driving myself."
— Zachary Young, sophomore

tend. But unlike other Stuyvesant students in the same position, Young is a sophomore.

Young has been admitted to Harvard, the Massachusetts Institute of Technology (MIT) and the California Institute of Technology (Caltech)—three of the top undergraduate institutions in the country. Although he still does not know if he is going to attend any of the colleges next year, he applied because he has completed all the levels of math courses

"My family was supportive [of pushing forward my education]," Young said. "But for most of the way I felt like I was really driving myself."

Allegiance to the Pledge

By CONNOR JUSTICE

Many of us have been asked to recite the Pledge of Allegiance in school for as long as we can remember, but few of us know why, or even if we are the only people doing so.

On October 18, 2001, just over a month after the terrorist attacks of September 11, the New York City Board Of Education (BOE) voted to require reciting the Pledge every day in public schools. The BOE felt that an increased spirit of patriotism was needed after the collapse of the World Trade Center towers, and that the Pledge would be an appropriate way of paying respect to those who lost their lives.

The original Pledge of Allegiance, "I pledge allegiance to my flag and the Republic for which it stands—one nation indivisible—with liberty and justice for all," was written in September of 1892 by Christian Socialist Francis Bellamy.

The first organized use of the Pledge of Allegiance was on October 12, 1892, when over 12 million American school children recited it to commemorate the 400 year anniversary of Christopher Columbus' voyage.

In 1923, the first National Flag Conference in Washington D.C. voted to change the words "my flag" to "the Flag of the United States of America" to assure that immigrant children weren't swearing allegiance to the flags of their homelands.

Congress officially recognized the Pledge of Allegiance in 1942, but in 1943, the Supreme Court ruled that public school students could not be forced to recite it. At Stuyvesant, the school is "required to give each student the opportunity to say the Pledge," principal Stanley Teitel said. "Students are not obligated to say it, but if you aren't, you should not disturb the students who want to say the Pledge."

As it turns out, however, there are qualms with the Pledge of Allegiance, and many students choose not to recite it. Sophomore Ahlam Rafita thinks the main issue that students have may be pledging to "one nation, under god." "I don't stand up during the pledge because of the 'under god,'" Rafita said. "We all believe in different religions, and in that way, it makes all the difference."

The words "under God" were added in 1954 during the height of McCarthyism by then President Eisenhower, who was inspired by his Presbyterian pastor's homage to Abraham Lincoln's use of the phrase in his Gettysburg Address.

The use of the word "God" is not the only reason that stu-

dents refrain from reciting the pledge. Many students choose not to recite the pledge because they feel that the words are empty and have lost their meaning. "We've been saying the pledge since kindergarten without thinking about what it means. It seems superfluous," sophomore Polina Rozina said.

"The 'under God' line is controversial. You don't have to say that line but you need to respect your country."
—Morgan Higgins, sophomore

Other students, however, choose to not say the pledge simply because they don't feel like standing up during announcements. "I don't say [the pledge] in the morning. It's mostly just laziness," senior Daniel Hyman-Cohen said. He agrees with "the ideals and the Constitution of the United States, just not the words of the Pledge," he said.

Though many do not to recite the pledge, there are still those who choose to do so. Every morning, sophomores Tarif Anzum and Morgan Higgins say the Pledge of Allegiance. For Anzum and Higgins, it's a matter of respect. "The 'under God' line is controversial," Higgins said. "You don't have to say that line but you need to respect your country."

As is evident within the Stuyvesant community, there are many different views on reciting the Pledge of Allegiance. Some may disagree with its purpose, while others embrace the patriotism that they believe the Pledge embodies. Some have problems with its rhetoric, while others disregard the controversy surrounding it. Students' views toward reciting the pledge are as diverse as the student body itself. But regardless of your stance on reciting the Pledge, you are most likely one of many who have similar opinions of your own.



Slander and Libel

Senioritis Epidemic Detected

By SAM FURNIVAL

Like 2001's spores of anthrax, the Senioritis plague of 2010 was spread via the Postal Service. Thick envelopes heralded its arrival, impervious to any efforts at inoculation.

Seniors were caught unawares by the disease. "After I opened the infected envelope from Dartmouth, the onset of symptoms was nearly instantaneous," senior Evan Smith said. "I felt nauseous whenever I looked at my planner, my writing muscles atrophied and I was afflicted with what can only be described as a visceral need to listen to Asher Roth on repeat."

As the outbreak reached epidemic proportions in early April, Principal Stanely Teitel requested assistance from the Centers for Disease Control (CDC).

"Normally the procedure for this sort of fast-spreading pathogen would be to close schools, but this contagion is unique," said CDC spokeswoman Shelly Diaz. "We attempted to halt the spread of a Senioritis outbreak by closing a school out in Oregon, but that only exacerbated the situation and tripled the incidence of mononucleosis infections. I've never seen anything like it."

After ruling out bioterrorism originating from Bronx High School of Science or Brooklyn Technical High School, the CDC set about looking for the original carrier of Senioritis, known by epidemiologists as "patient zero." Using sophisticated regression algorithms, CDC field officers zeroed in on senior Steven Arroyo, who was matched with Brown University through the Questbridge scholarship program even before early decision results were received by the general population. "I haven't done jack [squat] for school since

the beginning of December," Arroyo said.

While virologists say that senioritis can only be contracted through college acceptance for now, there are worries of its incidence increasing. "Some forms of Senioritis seem to be spreading through the miasmic or 'bad air' theories of disease," CDC pathologist Jeannette Guarner said. "Cesspools of transmision seem to be the fifth floor boys bathroom and the alcove."

More alarmingly, there are unconfirmed reports that the Senioritis virus may be mutating into a sexually transmissible form. Such a development would make scores of Stuyvesant's junior boys susceptible to infection.

"Am I still intellectually engaged in my math class these days? Chill son," said sophomore Zachary Young, who was recently accepted into the Massachusetts Institute of Technology class of 2014. "I'm going to spend the rest of my time at Stuy throwing down the mack and getting crunk with the homies."

Not all of Stuyvesant seniors were equally afflicted by Senioritis. "As in any population, seniors have individually varying levels of resistance," the CDC's Diaz said. "Those of east Asian decent seem to be the least susceptible, while caucasians are on the other end of that spectrum."

As of press time, the school's prognosis was poor, and drastic efforts were under consideration. "This thing is spreading like a wildfire. We have to take a page from any firefighter's handbook, and set backburns [smaller fires intended to control a forest fire]" Stuyvesant's Equipment Maintainer, Kerneneth Levigion (Kern) said. "I'll burn this school to the ground if I have to."

Math Across the Curriculum

By CHESTER DUBOV and SAM FURNIVAL

During a recent third period, sophomore Kevin Kim was sitting on the half floor reading a novel for English class when he realized that he just was not getting enough math.

"I get that my humanities teachers are trying to teach me about 'Europe' or whatever, but that's not what I came to Stuy for," Kim said. "I came for the three R's: Radii, Rotation of Axes, and 'Rithmatic.'

Students who feel like Kim does rejoiced last Friday, April 9, when Principal Stanley Teitel announced a new initiative, Math Across The Curriculum during a meeting of the Parents' Association.

"Students who are interested in mathematics simply do not have enough opportunities to explore that field here at Stuyvesant High School," Teitel said. "We need to seriously re-think our allocation of funding."

The policy will result in the following curriculum changes:

- All works of non-science based fiction will be removed from the English Department's library, to be replaced with the collected volumes of Euler, Leibniz and Gauss.

- Freshman fine arts classes Music Appreciation and Art Appreciation have been combined into a full year Math Appreciation course titled "The Beauty of a Sine Wave."

- Funding for the Spanish department, a language with a lack of mathematical treatises, has been reallocated to fund a p.m. "Copernicus in Polish" class to be

taught by Physics teacher Eugene Majewski.

• Returning English teacher Annie Thoms will modify her popular Women's Voices class into a "Women in Math" course. Unfortunately, the only female voice found so far has been that of 19th century Russian mathematician Sofia Kovalevskaya. Former Harvard University President Lawrence Summers attributed the thin syllabus to "issues of intrinsic aptitude."

• A new elective has replaced the outmoded "Poetry" elective with a new class by Richard Geller tentatively titled "The Number One" Students reacted positively to the policy.

"The work force needs people with a wide range of math based skills. Taking Great Proofs, History of Math and Western Political Math will all help expand my horizons," junior Taylor Sutton said.

"I've been taking math classes at Stuy since I was literally eight years old, but it's just not enough, man" sophomore and math fiend Milo Beckman said. "I want math to intersect with every part of the curriculum, as if the two were parallel lines with the same y-intercepts."

Should the policy prove to be successful, the mathematics department has even higher hopes for the 2012-2013 academic year. "Provided we can get enough funding, I'm hoping to turn all PSAL [Public Schools Athletic League] teams into math teams," Assistant Principal Mathematics Maryann Ferrara said. "We can rename it 'Mathsketball.'"

"Slander and Libel" is a humor section. All articles are purely works of fiction. All quotes are libel and slander.

ADVERTISEMENT

Graduation to be Held in Teitel's Backyard

By SAM FURNIVAL and CHESTER DUBOV

Due to a second set of unfortunate circumstances, again "beyond the school's control," Senior Activities Advisor and Technical Drawing teacher James Lonardo announced in a message to students and parents that graduation would be moved once again — this time to the New City, New York, backyard of Principal Stanley Teitel.

"After the Beacon Theater evicted us for Cirque du Soleil, we had to scramble to find a new venue," Lonardo said. "We thought we had a real winner with the United Palace Theater, but then some punk kid needed the space for his Bar Mitzvah."

After an emergency meeting of the Parents' Association failed to secure an alternate location for graduation, Principal Stanley Teitel knew he had to make an executive decision. "Graduation is the culmination of four years of hard work from our seniors. The school owes it to them — I owe it to them — to make their last moments as Stuyvesant students just as magical as the rest of their time here," Teitel said.

Seized by a rhapsodic moment of benevolence, Teitel generously offered the use of his backyard. "My backyard, or 'The Pleasure Jungle,' as it's known on Saturday Nights, is Rockland County's premier party space," Teitel said.

While the 40 x 60 foot property is somewhat smaller than the 2,800 seat Beacon Theater, Teitel assured an interviewer that the seniors and their families will make due. "Before I became a teacher, I was a well known party promoter," Teitel (néé Stan-the-Man) said. "Just like at school: as long as there is no arson, overcrowding won't be an issue."

Thanks to scanners and security cameras Teitel installed in his home in mid-2007, the commencement venue's security will be "on par with the high sense of protection students expect every day."

Emboldened by this recent logistical success and facing an un-

certain financial future, Teitel decided to implement last minute cost-cutting measures for all of Stuyvesant's major extracurricular events.

"The rates at the Waldorf-Astoria are extortive!" Teitel said. "Students

Seized by a rhapsodic moment of benevolence, Teitel generously offered the use of his backyard. "My backyard, or 'The Pleasure Jungle,' as it's known on Saturday Nights, is Rockland County's premier party space."

—Stanely Teitel, principal

will hardly know the difference if we hold prom at the much more affordable LaGuardia Airport Holiday Inn Express."

Similar cutbacks have been made for Junior Prom. "Originally, we wanted to have it on a boat, which was super fun last year, apparently," Junior Class President Omika Jikaria said. "This year we rented a van."

In addition, Soph-Frosh semiformal was oh wait.

Editorials

STAFF EDITORIAL

Survival of the Fittest Numbers

A wave of nausea hits you and your stomach does back flips. Green, black and red flash across your eyes—and no, you don't have the swine flu. These are typical effects of scouring through Stuyvesant's college admissions statistics. You find yourself poring over the SAT scores and GPAs of other students to see how you measure up. Who can blame you for getting caught up in this sea of faceless numbers? The statistics page is just one of the signs that the college process at Stuyvesant has been reduced to a numbers game. And yet, why is it that one can find 96 averages and perfect SAT scores in red and just as easily find a lone 93 and sub-750 scores in green? Perhaps the college admissions process is not about the numbers after all. In our quest for each seemingly valuable point, we attend SAT preparatory classes and resort to rote memorization of facts for multiple choice tests. While doing this, we forget what learning is all about. Students suffer from academic bulimia, where we absorb information through late night cram sessions and forget it as soon as the teacher calls, "Pencils down." Simply getting into college becomes our priority, rather than valuing our education for what it is.

The administration's actions only reinforce this college fanaticism. When the four-year math requirement was introduced at the Student Leadership Team meeting, the only justification was that it would make our high school transcripts seem more impressive. There was no mention of how this requirement would provide us with a more well-rounded education. In the end, whether we like it or not, we, with the help of the administration, all play the College Game.

It's a simple game, really. We join clubs and organizations at a breakneck pace, whether it's ARISTA, Speech and Debate or even the school newspaper. Our summers are full of college prep classes, volunteer activities and "college worthy" programs. We load up on Advanced Placement (AP) courses and hard classes, even if we don't appreciate the subject. By the time we're 17, it feels like we're pushing 50. Secretly, we justify this to ourselves: as long as we get into a "good" college, all of our work

will be worth it. But will it be? Is achieving the goal of college admission the same as securing our future as good students?

A true student is not one who can ace scantron tests, but one who can apply what has been learned in and out of school to solve problems and think comprehensively. At Stuyvesant, it is sometimes difficult to maintain this notion of a true student, where testing evaluates so much of our class performance.

This heavy reliance on tests, combined with the large school population, fosters a competitive school environment. Recently revealed college admissions results have caused seniors to evaluate their high school careers, according to The Spectator's research. While some thought that Stuyvesant's competitiveness pushed them to try new things that they normally would not have, others believed the pressure that our competitiveness creates is unnecessary. No one is able to generalize whether the College Game we play works or not, but admissions results have shown that loading up on AP courses doesn't garner an acceptance letter from Harvard. In fact, some seniors who pursued their own interests and avoided the game have still gotten into their preferred schools.

No matter the outcome, seniors who put effort into their learning got into "good" colleges—if not Ivies, then still highly selective schools. Stuyvesant's high level of education is enough of a basis for students to get into strong colleges, so now the school's efforts should be focused on making our education more meaningful.

Although we say that Stuyvesant should go beyond preparing us for college admissions, student acceptances into top schools may be crucial in maintaining our reputation. For some reason, competition seems to encourage student ambitions. The competition and the school's quality of education also may help produce the attributes that colleges look for in students.

Tough competition may be driving our fantastic college results, but we don't need to trade in academic rigor for a less cut-throat approach. Changing our grading system from the 55-100 scale to a letter system

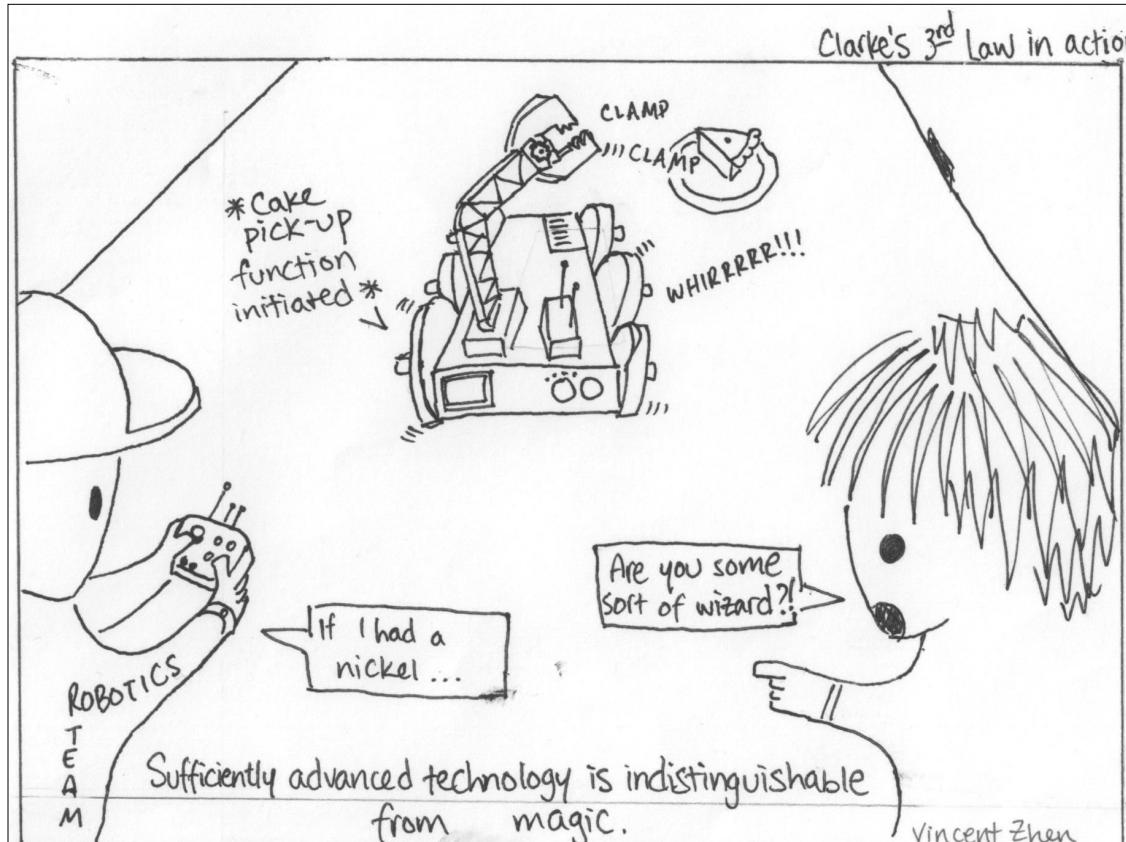
or 4.0 scale—a system many other schools around the country use—would still encourage students to excel, but wouldn't cause stress over a single point difference.

The number of multiple choice tests should also be reduced. We look for the answer in the choices rather than by articulating responses of our own. Even the admission test for the school, the SHSAT, is a test of test-taking abilities. We lose the ability to think intellectually, and instead of attracting students who can think analytically about topics, the school attracts students who are simply good test-takers. Yet the ability to think comprehensively is precisely what we need to succeed in life. In order to hone this useful skill, more writing tests, instead of multiple choice tests, should be administered. A switch from multiple choice tests to writing tests may seem daunting to many students and teachers. But when we over-rely on multiple choice tests—especially in math and science—when they constitute about 70 percent of our total grade, teachers tend to give formulas and equations without explaining the reasoning behind them, or their applications in the world. Some feel that teaching to the Regents or AP exams exempts them from delving deeper into the topics.

The administration has taken the initiative to solve this issue with the Writing Across The Curriculum program. Though well-intentioned, the program is mocked by both faculty and students alike. We treat "writing" assignments as handwriting practice. Both teachers and students fail to realize the potential in Writing Across the Curriculum assignments. The program provides practice for developing our ideas and improving our critical thinking skills.

These suggestions would help make our education more about learning skills to succeed outside academia instead of just learning how to get into college. It would take away our numbers obsession and downplay our competitiveness without lessening our well known academic rigor. Perhaps a shift in our mentality would result in more green rows on that dreaded page of college admissions statistics.

OP-ART



The Spectator

The Stuyvesant High School Newspaper



"The Pulse
of the
Student
Body"

EDITOR IN CHIEF
Ani Sefaj*

MANAGING EDITOR
Samira Siddique*

NEWS EDITORS
Maya Averbuch
Chester Dubov*
Nicole Zhao

FEATURES EDITORS
Hannah O'Grady
Max Wycisk

OPINIONS EDITORS
Shilpa Agrawal
Christopher Natoli
Varun Sharma

ARTS &
ENTERTAINMENT
EDITORS
Sadie Bergen
Emma Pollack
Hyemin Yi

Please address all letters to:
345 Chambers Street
New York, NY 10282
(212) 312-4800 ext. 2601
letters@stuyspectator.com

SPORTS EDITORS
Scott Chiusano*
Eddie Cytryn*

PHOTOGRAPHY EDITORS
Christina Bogdan
Joann Lee
Harry Poppick

ART DIRECTORS
Nils Axen
Emily Martin

LAYOUT EDITORS
Shanna Chen
Harry Ngai
Vivian Sze*

COPY EDITORS
Samantha Levine
Tong Niu

BUSINESS MANAGERS
Karen Paik
Mark Zhang

WEB EDITORS
Jennifer Kuo
Cameron Sun

FACULTY ADVISOR
Kerry Garfinkel

We reserve the right to edit letters
for clarity and length.
© 2010 The Spectator
All rights reserved by the creators.
* Managing Board Members

The Spectator

We are compiling an archive of past issues.

We are looking for issues published before 1995.

Please send any newspapers to:

The Stuyvesant Spectator
345 Chambers Street
New York, NY 10282

If you have any questions,
e-mail us at:
archives@stuyspectator.com

**Do you want to reflect
on an article?
Or speak your mind?**

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

FOR THE RECORD

- Andy Chen's quote in the "Junior Jerks" article was never printed. He said, "Jerking isn't just a dance—it has become an attitude and a way to look at life."
- In "Junior Jerks", Jaimie Meyer's name was misspelled.
- Sadie Bergen was not involved in editing "Introducing the 2010-2011 Big Sib Chairs".
- Sebastian Stoenescu's surname was misspelled in "Students Advance to Second Round of Math Fair".
- Jane Cotler's name was misspelled in "Students Advance to Second Round of Math Fair".

Opinions

De-“Uhm”-ing Stuyvesant



Rosa Huang / The Spectator

By M.E. FICARRA

So, like, uh...this is an article about public speaking. And I think, um, public speaking is, you know, important and all because uhm...well...you use it all the time? Like, you know? Because it helps you get your point across? And, uhm, yeah...

There is nothing duller and more annoying than listening to someone go off on a long tangent littered with mumbled “uhms” and “uhs.” As students, we’re constantly put into situations that require us to speak in front of an audience, from reciting Shakespearean sonnets to explaining last night’s pre-calculus homework. Yet, in almost every class, we watch our fellow classmates struggle with the seemingly simple task of speaking in public.

In my health class last semester, my classmates and I

were asked to give oral presentations explaining a project involving our favorite music genre. As my teacher called student after student to the front of the room to speak, I watched more than half of my classmates struggle to give their presentations. Clearly shy and unsure of what to do, many of them mumbled their words directly to the teacher or, worse, delivered their inaudible presentation to their shoes. I heard little more than some grumbled “uhms” and “uhs” from my seat in the third row. Class time seemed wasted because I couldn’t hear or understand what I was supposed to be learning.

Although oral presentations give us ample opportunity to practice presenting information effectively, we are never really taught how to do so. As a member of the Speech Team, I help to teach novices that the presentation of their speech is equally as important, if not more so, than the words which they are reciting. Factors such as body language, hand movement, eye contact, projection and intonation of voice—and avoiding the “uhms,” of course—all go into creating a good speech. Lack of public speaking knowledge and lingering shyness prevent many students from giving effective speeches.

Yet instruction in basic public speaking skills is virtually absent from Stuyvesant classrooms. Unless students choose a specific elective, such as Acting

Although we’re given ample opportunity to practice presenting information effectively, we are never really taught we are never really taught how to do so.

Workshop, it is basically impossible for them to get feedback on their speaking skills. Why is so much time spent learning how to solve math equations if a student can’t explain to the class how he or she solved each problem? Why is so much time spent studying Shakespearean sonnets if students don’t know how to perform them? And why is so little time spent teaching a skill that students will inevitably need in whatever profession they choose?

Ideally, this problem could be solved by creating a required

public speaking course for incoming freshman, similar to Music or Art Appreciation. Realistically, however, budget cuts and scheduling conflicts would probably prevent such a course from being implemented any time in the near future.

As a compromise, attention to public speaking skills could easily be given as part of Freshman Composition. Although this could fit into any English class curriculum, Freshman Composition would be ideal because the whole goal of the course is to provide students with skills that they will need in more advanced Stuyvesant curriculum. A short unit on public speaking—perhaps with a few lessons addressing the foundations and receiving feedback on those skills—could fit nicely with the study of rhetoric or dramatic works. Volunteers from the Speech and Debate team, Model United Nations, or other speaking-centered teams could even visit classes to assist with lessons.

By implementing a public speaking program in English classes, and even expanding on it in other humanities classes—not unlike assignments offered as part of Writing Across the Curriculum—we could ensure that every student gets a chance to learn and practice effective speaking skills. For shy students with little public speaking experience, this would serve as both a foundation that would prepare them for future presentations

and a confidence booster early in their Stuyvesant educations. By helping quieter students to master just a few essential skills, a public speaking program could transform them into poised and

Why is so little time spent teaching a skill that students will inevitably need in whatever profession they choose?

skilled speakers.

We need to realize that good public speaking skills aren’t dependent on natural talent or on the words one is speaking; they are skills that can be taught. By addressing public speaking skills now, we give students skills that they will use in high school, college and even future careers. By de-“uhm”-ing Stuyvesant, we make students not only better orators, but more confident individuals.

The Texas Textbook Travesty



Tong Wan / The Spectator

By DANIEL SOLOMON

All over the world students are taught distorted versions of history and social studies. In Jordan, schoolchildren learn of the great greed of the Jewish people and their theft of “Palestine.” According to seventh grade textbooks in Iran, it is the duty of “every Muslim youth [to] strike fear in the hearts of the enemies of God and their people.” And in Turkey, the school books curiously omit references to the Armenian genocide. Last month, with its new educational guidelines for economics and American history, the state of Texas joined this distinguished group.

The Lone Star State’s new-and-improved curriculum uses revisionist history to indoctrinate students with conservative political ideology. Texas’s standards—which were initially written by educators and historians—were revised by a board of elected, non-expert, right-wing hacks who unapolo-

getically inserted their own religious and political beliefs into the standards. According to the guidelines, Texan children will learn about “Richard Nixon’s [and] Ronald’s Reagan’s leadership,” “the causes, key organizations, and individuals of the conservative resurgence of the 1980s and 1990s” and how a “free enterprise system” includes “minimal government intrusion and taxation.” While the document gushes over conservatism, it gives a soft treatment to the New Deal and the Great Society and entirely excludes, from textbooks, liberal figures, like Ted Kennedy, while giving space to right-wing leaders of lesser importance.

The Texas Board also gives short shrift to the civil rights movement and marginalizes the great contributions minorities have made to the American experience. According to the March 12 New York Times article “Texas Conservatives Win Curriculum Change,” Texas teachers would contrast “the

violent philosophy of the Black Panthers [with] the nonviolent approach of the Rev. Dr. Martin Luther King Jr.” Many other politically motivated changes were made, which attempt to justify, among other things, McCarthyism and the internment of Japanese-Americans during World War II.

While this social studies curriculum contains much to be aghast over, its most egregious consequence must be its attack on the very soul of America. The United States was founded as a non-sectarian nation and its Framers took their inspiration from the Enlightenment and not

“a wall between church and state.” But one wouldn’t know this by reading the Board’s guidelines, since Jefferson was dropped from the list of political philosophers whose writings young Texans will study, in favor of religious figures whose views stand in stark opposition to American ideals. This curriculum, which implicitly and falsely claims that the U.S. was founded as a Christian nation, was exactly what Jefferson and the Framers sought to avoid with the First Amendment and the wall of separation. If right-wing extremists want to teach revisionist history to their children, they can send them to parochial school, but this does not belong in public education.

The actions that the Texas Board has taken are a disgusting attempt to turn Texan classrooms into centers for indoctrination and miseducation. However, the Board’s decision reaches far beyond the state’s. Texas is the largest orderer of textbooks nationally, and what Texans read is what many other students—including the pupils of Stuyvesant—may read. In this way, the board has undertaken a direct assault on the minds of America’s youths and has damaged the country’s democracy. What if the future senators, congressmen and perhaps presidents who are sent to Washington from the state of Texas actually believe that this country is a Christian one, that minorities have contributed little to America and that McCarthyism and internment camps are okay? I shudder to think of the corrosive effects this thinking would have on public policy and American life. Jefferson said that democ-

The Texas Board of Education has undertaken a direct assault on the minds of America’s youths and has declared war on the country’s democracy.

from the type of religious zealots who sit on the Texas Board of Education. While Thomas Jefferson referred to “Nature” and “Nature’s God” in the Declaration of Independence, he also proposed the concept of

racy requires that “the people are well-informed, [so] they can be trusted with their own government.” Texas’s new curriculum flies in the face of this goal.

Students, teachers, parents and all Americans should raise their voices in protest, regardless of their political persuasion, every time such a bla-

How can we bring light to the dark corners of the Earth, the Jordans, Irans and Turkeys, if we follow their example?

tantly ideological version of our history is taught. How can we bring light to the dark corners of the Earth, the Jordans, Irans and Turkeys, if we follow their example? These countries are unable to take a hard, objective look at their own history, and the propaganda of the prevailing regime substitutes for education. If we use the practices of a banana republic, we will become a banana republic. And no one wants that—save the Texas Board of Education.

Opinions



By GAVIN HUANG

In May 2003, The New York Times published an unprecedented 7,000 word front-page story on itself. In the article, "Correcting the Record; Times Reporter Who Resigned Leaves Long Trail of Deception," the paper revealed that a now infamous staff member had plagiarized and fabricated over 30 articles in his short-lived career at one of the world's most reputable news sources. "The widespread fabrication and plagiarism represent a profound betrayal of trust and a low point in the 152-year history of the newspaper," the article said.

The disgraced writer, Jayson Blair, had gone from intern to national desk in just under five

years, supposedly crisscrossing the country writing stories when he was only 24. It turned out, however, that the quotes were made up, stories were concocted and content was lifted out of articles from other newspapers. By the time he was caught, Blair had left a spoor of deceit that extended all the way back to his years in college, and The Times's credibility was in jeopardy.

Blair's case is just one of many unfortunate examples of professional self-destruction and the drastic results that breaching journalistic ethics can have on both the organization and the society it serves. The New Republic had its own fabulist in 1998 when Stephen Glass fabricated over 27 articles, sometimes interlacing made-up quotes with

For the Record

real stories. These cases of deception show how dependent a newspaper is on trust and the relationship it has with its readers.

The Spectator's "For the Record" box represents the paper's commitment to integrity, serving as a self-corrector for the staff members and a note of correction to the readers. Every two weeks, the editorial board sits down to carefully critique the past issue, give input on content for future issues and scan for mistakes—everything from minor grammatical snafus to reporting and citation errors. The New York Times has a similar corrections box for its paper and appendage notes for its online version. After the Blair scandal, The Times took further steps toward bolstering its journalistic image, creating the position of public editor.

The public editor serves as a liaison between the newspaper and its readers. He or she works outside of the reporting and editing cycle of the paper, providing his or her own detailed critique of published articles and answering questions from readers through a regular column on the paper's editorial page.

Although grammatical errors represent disappointing carelessness on the part of the staff, the job of public editor goes beyond pointing out typos. The public editor's role is to inform readers of the paper's

journalistic practices and address critical errors or omissions made in articles by discussing their larger impact in the field of journalism. In a recent column, Clark Hoyt, The New York Times's current public editor,

lish its own public editor position. Although it is not necessary to the day-to-day operations of the paper, the role will reinforce the paper's commitment to journalistic standards and inform the students and faculty of the paper's practices as well as journalism's development outside the school. All staff members are required to follow a Code of Ethics established by the Society of Professional Journalists. The public editor would take a serious look at each issue of The Spectator and provide commentary on its journalism based on the articles published. In a school, topics may range from reporting about criminal minors to the relationship between the paper and the administration.

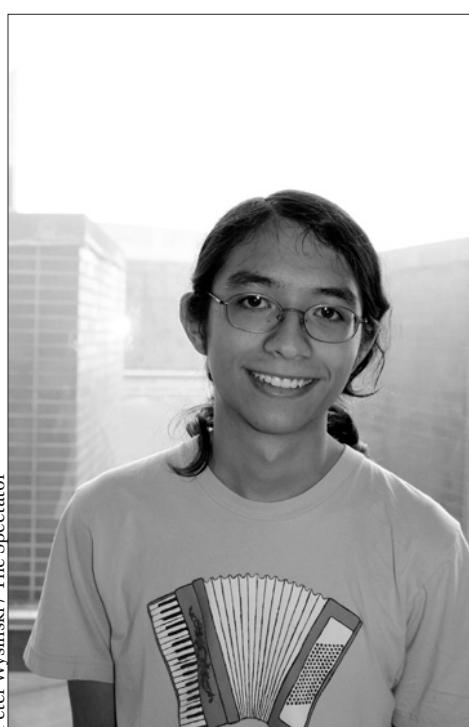
A qualified person for the position would need in-depth knowledge of journalistic standards and be able to find professionals who can provide their own insight into the practices of The Spectator. The position requires an appreciation for the trade and dedication to educating not just students, but the entire school, on the ethical questions that the media industry faces today as it is expanding into new frontiers. The Spectator is a longstanding source of news for Stuyvesant, and in order to continue as "The Pulse of the Student Body," its editors and staff need to continue to set high standards for themselves.

Although an increasing number of grammatical errors represents disappointing carelessness on the part of the staff, the job of public editor goes beyond pointing out typos.

purported the use of plagiarism software as a possible solution to deception in the newsroom. A number of other articles addressed the use of anonymous sources in reporting. Often, the public editor's columns are meant to educate readers rather than outright criticize the paper.

The Spectator should estab-

iPad: A Tabula Rasa for Education



By CHRISTOPHER NATOLI

"A magical and revolutionary device at an unbelievable price," said Apple CEO Steve Jobs, of his company's newest product, the iPad. Even though it isn't the first device of its class, it's expected to set a new and popular paradigm for tablets, just as Apple's iPod and iPhone revolutionized the ideas of digital audio players (DAPs) and smartphones, respectively. Other companies will likely release their own tablets in a few months, and the intense competition will drive innovation. With a slate-like form, a large multi-touch display and a potentially unlimited variety of applications, these tablets set the stage for a world of futuristic, portable touch-screens. Education alone could benefit tremendously from tablets like the iPad—as long as we're allowed to use them.

Before the iPad was announced, I anxiously hoped that with just a stylus and an accurate handwriting-recognition program that only Apple could develop, I'd soon be able to ditch my entire binder and several books for this thin and light device. And although Apple didn't deliv-

er, real and virtual keyboards, as well as third-party handwriting software and styluses, can give the iPad and other tablets the flexibility of a word-processor, making them ideal to take notes on. Furthermore, given the zeal of app-developers, effortlessly mind-mapping your notes is not so far out of reach.

Applications can also make tablets the ideal tool for computations, planning and in-class research. But perhaps their greatest feature is the ability to store many books—from textbooks to literature—at no additional weight. Gone would be the days of freshmen backpacks, and soon we would have quality information at our fingertips.

But in the eyes of the Department of Education (DOE), tablets can provide just as many distractions. Tablets with Wi-Fi connectivity allow students to browse the Web from many locations around the school, while those with 3G-enabled tablets can connect to the internet from anywhere, bypassing any restriction on Web sites.

Another potentially disrupting feature is its ability to double as a cell phone with just a voice over Internet Protocol application such as Skype. Students can further communicate through instant-messaging and e-mail applications, effectively breaking any attempts by the DOE to prevent such distractive communication during class. Tablets can even play music and video like any iPod or DAP. Yet these devices—specifically, "Cell phones, ipods [sic], beepers and other communication devices"—are banned by the DOE Chancellor Regulation A-412.

The only thing stopping the iPad from being added to this blacklist is its current unpopularity. But since the iPad was just recently released, it might not be long before it becomes a common sight in classrooms. And just as the ban on the iPod grew into a ban on all DAPs, a ban on the iPad could soon cover all tablets, robbing us of the revolution in note-taking and books that tablets could bring. In this critical time when tablets are still young, we as students need to show that we can handle the potential freedom and benefits of this new device.

ADVERTISEMENT

C2 SAT Challenge

- The C2 SAT Challenge is an excellent opportunity for high school students to get practice for the PSAT, SAT or ACT.
- Prepare for Johns Hopkins' CTY program, Duke's TIP program and Gifted and Talented programs for middle school students.
- Students in middle school preparing for private school entrance exams have also taken the C2 SAT Challenge as a test-run for their individual big tests.

<p>When</p> <p>Saturday, March 27, 2010 at 2:30 P.M.</p>	<p>Where</p> <p>Hope Presbyterian Church 1190 River Road, Teaneck, NJ 07666</p>	<p>4 Class Hours FREE exclusive to Manhattan Center</p>								
<p>Eligibility</p> <p>Division 1 - grades 9-11 · Division 2 - grades 6-8 Please bring a calculator, #2 pencils and an eraser on the test day</p>										
<p>Register</p> <p>212-564-3737 · 30 W 32nd St, 3rd Floor, New York, NY 10001</p>										
<p>Price</p> <p>The registration fee is \$30.</p>										
<p>Scholarship Awards</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Division 1</th> <th style="width: 50%;">Division 2</th> </tr> </thead> <tbody> <tr> <td>First Place - \$500 plus 8 hours of free C2 Education tutoring</td> <td>First Place - \$300 plus 8 hours of free C2 Education tutoring</td> </tr> <tr> <td>Second Place - \$300 plus 6 hours of free C2 Education tutoring</td> <td>Second Place - \$200 plus 6 hours of free C2 Education tutoring</td> </tr> <tr> <td>Third Place - \$200 plus 4 hours of free C2 Education tutoring</td> <td>Third Place - \$100 plus 4 hours of free C2 Education tutoring</td> </tr> </tbody> </table>			Division 1	Division 2	First Place - \$500 plus 8 hours of free C2 Education tutoring	First Place - \$300 plus 8 hours of free C2 Education tutoring	Second Place - \$300 plus 6 hours of free C2 Education tutoring	Second Place - \$200 plus 6 hours of free C2 Education tutoring	Third Place - \$200 plus 4 hours of free C2 Education tutoring	Third Place - \$100 plus 4 hours of free C2 Education tutoring
Division 1	Division 2									
First Place - \$500 plus 8 hours of free C2 Education tutoring	First Place - \$300 plus 8 hours of free C2 Education tutoring									
Second Place - \$300 plus 6 hours of free C2 Education tutoring	Second Place - \$200 plus 6 hours of free C2 Education tutoring									
Third Place - \$200 plus 4 hours of free C2 Education tutoring	Third Place - \$100 plus 4 hours of free C2 Education tutoring									
<p>Parents attend the C2 College Seminar while your student is testing. We will have drawing after the seminar for FREE Tutoring Sessions and a copy of C2's The Smarter College Essay Writing Guide.</p>										
<p>Speaker: Jamal Caesar</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> Jamal Caesar Yale University, BA Former Yale & Columbia Admissions Officer </div> </div>										

Arts and Entertainment

TV Lineup: Small Screen Picks for Spring 2010

**By EMMA DRIES,
LEILI SABER, and
JASMINE WONG**

While many of us spend our time in high school entombed in a cocoon of schoolwork and resume-boosting extracurricular activities, we could all do with an escape from this regime. A simple and accessible solution: Television. Although watching television has become almost a luxury to us, here is a show to watch for each weekday—in between writing essays, studying for the SATs and stealing other people's homework. Do it, you'll still get into college. Probably.

Monday

Chuck (8 p.m., NBC)

Criminally underrepresented in the ratings, "Chuck" is a slightly out there comedy series that thrives on its quick-witted humor. The implausible and silly premise—a "Buy More" employee's brain has been implemented with a microchip containing valuable government secrets—is what makes the show a favorite for those who watch it. "Chuck" nears the end of its third season and continues to flourish. Each episode revolves around a specific, often outlandish "spy mission," but with the well-developed story-arcs of a serial comedy. Though rarely stopping to dwell on the plausibility of storylines, creators Josh Schwartz and Chris Fedak have managed to turn an outlandish premise into a well paced, loveable and

lighthearted show.

Tuesday

Glee (9:00 p.m., FOX)

Winner of the 2010 Golden Globe for Best Television Series—Musical or Comedy, "Glee" has developed a fan following of cult-like proportions in a mere 13 episodes. The show revolves around the nerdy members of the McKinley High School Glee club while they try to ascend the school's social ladder. Despite the rather unoriginal storyline, when the entire club performs remakes of popular songs like the Beatles' "Imagine" and Queen's "Somebody to Love," buzz is generated. After a five month hiatus, Glee returned on Tuesday, April 13. The new season is sure to be

filled with solid hits, featuring guest stars such as Neil Patrick Harris, Olivia Newton-John and Idina Menzel. Best of all, there is the highly anticipated Madonna episode coming up, in which the Glee kids perform "Like a Prayer" and Lynch dons the infamous cone bra. Gleeks, rejoice.

Parenthood (10 p.m., NBC)

Though only a few episodes in, the comedy-drama series "Parenthood" has already settled into a comfortable niche. The show follows the four grown Braverman siblings and their grappling with parenthood in present day Berkeley, California. A reinvention of the 1989 film of the same name, though certainly not lacking in its occasional pedestrian montages and "Kodak moments," the show is an enjoy-



able comedy. Much of its charm derives from the impressive ensemble cast, which includes Peter Krause and Lauren Graham. The chemistry amongst the actors and their clearly welldefined ability to adlib has made the "family" dynamic plausible from the pilot episode. The storylines can be hit (one Braverman deals with a son with Aspergers) and miss (another struggles with the implications of dating her daughter's teacher).

Wednesday

Modern Family (9 p.m., ABC)

Highly praised by critics and viewers alike and fresh into its first season, "Modern Family" is a "mockumentary" style comedy about three separate and very different families that are all part of one big extended one.

There is a traditional family, a gay couple and their adopted daughter, and a newlywed couple with a huge age difference and a son. Each episode features a unifying theme that is then explored as each family deals with a certain situation related to the theme in a different way. While the themes and storylines have all been done in older family sitcoms, what makes "Modern Family" both unique and familiar at the same time is its ability to mix snappy one-liners, deadpan humor and witty pop-culture references with relatable, and at times, heart-breaking lessons.

Thursday

Fringe (9 p.m., FOX)

Not for the faint of heart, "Fringe," in its second season, has proven to be an incredibly mov-

ing and dark science fiction series. The show follows F.B.I. agent Olivia Dunham (Anna Torv), who is involved with the "Fringe Division" of the Department of Homeland Security. "Fringe" has a fair share of stand-alone episodes, which cover cases ranging from genetic engineering to teleportation. However, as it finds its niche amongst other dramas, the writers have begun to flesh out a wider story-arch: the collision of multiple universes. John Noble drives the show in his portrayal of "mad scientist" Walter Bishop, and deserves an Emmy for his extremely haunting, though often comedic, performance. Noble himself is reason enough to tune in.

Friday

Jamie Oliver's Food Revolution (9 p.m., ABC)

The latest buzzed-about reality show, "Jamie Oliver's Food Revolution," follows famous chef Jamie Oliver on his quest to change the food served in American school cafeterias. The documentary-like show kicks off in Huntington, West Virginia, the unhealthiest city in the country, where Oliver begins his food revolution. The show completely veers away from the clearly political situation at hand—that the state's rights believers in West Virginia take offense to the idea of someone wanting to control the way they eat—and focuses on Oliver and his struggle to educate the community to lead healthier lives.

Cartoons

Conversations

We all have our price



Backskipping

- Katherine Chi



ADVERTISEMENT

ONE NIGHT ONLY**JED APPELROUTH**NATIONALLY CERTIFIED COUNSELOR
PHD STUDENT IN EDUCATIONAL PSYCHOLOGY

HAS BEEN INVITED BY STUYVESANT TO BE THE
KEYNOTE SPEAKER THURSDAY 29TH OF APRIL AT
STUYVESANT'S COLLEGE FAIR
LEARN ALL HIS SECRETS ABOUT

- SAT VS. ACT
- SAT SUBJECT TESTS
- STRATEGIC TESTING TIMELINES

**NEW YORK'S PREMIER IN-HOME, SAT, ACT,
AND SUBJECT TEST TUTORING SERVICE**

**PRIVATE
TUTORING**

Our private tutoring package is the most effective way to prepare. With one-on-one tutoring, students receive 100% of the tutor's attention and all lessons are taught at the students' learning pace. Packages of 16+ hours come with our 150-point score increase guarantee.

**ONLINE
TUTORING**

ATS Online is interactive one-on-one tutoring in an online format. Students benefit from the same materials, curriculum and experienced tutors that have helped thousands of students get into their top-choice colleges for over 8 years.

**SAT
ELITE**

250 point increase guaranteed for students with starting scores below 2100. One-on-one, in-home private tutoring with a perfectly matched Master tutor with the skills to get students the scores they need.

Jed Appelrouth, PhD student in Educational Psychology, Nationally Certified Counselor, author of *Ready SAT Go! The Fabulous Guide to the SAT*, has helped thousands of families and students navigate the collegiate testing process. A graduate of the Huntsman Program of the University of Pennsylvania and a former analyst for McKinsey and Co., Jed scored a perfect 2400 on the SAT. His students for 2009-2010 have achieved average SAT gains of 373 points.



Better Tutors. Better Results.
www.appletutors.com | info@appletutors.com
PH 917-470-9779



Arts and Entertainment

Bouley Market: Bon appétit!



Bouley Market, located on 130 West Broadway, is a restaurant that sells French-inspired cuisine.

By ALICE ANICHKIN and KRISTINA MANI

Strolling down West Broadway, many students walk past Bouley Market without even noticing it. This quaint little restaurant at the corner of West Broadway and Duane Street is quite easy to miss and is not very well known among Stuyvesant students. However, whether one is looking for a quick bite or a full-fledged meal, Bouley Market provides a comfortable place to relax and enjoy French cuisine smack dab in the middle of Tribeca.

Chef David Bouley is a renowned French cook who has been working in Tribeca for over 20 years. He opened the French style bakery and restaurant in the 1980s to provide New Yorkers with fresh, authentic French food. The restaurant was turned into the Market it is today around Thanksgiving last year.

Open seven days a week, from 7:30 a.m. to 8:30 p.m., Bouley Market sees a wide array of customers walk through its doors. Every morning, families with small children on their way to school stop into Bouley, while lunch hour brings in a rush of professional businessmen. No matter who is being served, Manager Benjamin Boggess's favorite part of working there is "the interaction between himself and the customers. We have good customers and good products here," he said.

Soft, cushioned sofas, red walls and hardwood floors give The Market a very homey and relaxed atmosphere. Yet the high vaulted ceilings and elegant chandeliers provide the dining experience with a touch of elegance. This spacious and quiet market is a great place to unwind after a long, stressful day. "I like to go there sometimes after school with some friends to relax. The aura is so calming and great after a hectic day at school. It's especially nice to go on Fridays," sophomore Felicia Rutberg said.

Bouley Market is a quick stop for fresh produce, fish and meat. But the draw for students is the Market's buffet style dining, which offers a broad selection of foods. The numerous hot and cold entrees found at the gourmet self-serve bar cost \$10 per pound, and include an extensive selection of the freshest vegetables, greens and meals prepared daily by the Bouley Chefs. Although quite expensive for daily lunches, the delicious food is well worth the price every once in a while. "Even though it's by the pound, it is high quality food," Boggess said.

For lunch, there is a choice of eight signature sandwiches (ranging in price from \$6.95 to \$10) and a special sandwich made at the sandwich station. Salads are make-your-own or premade and

range from \$4.95 to \$7.25. There are four "soups of the day" served daily (\$5.95) and assorted quiches (\$3.50 per slice). And for sushi lovers, the sushi bar provides a daily special.

Although it has many lunch options, Bouley Market is known mainly for its wide array of French breads, desserts and pastries. The delicious freshly baked breads come in different varieties and can be purchased alone (from \$1 to \$18) or in a sandwich. The various cakes (ranging from \$3.50 to \$5.25), tarts (\$5.25 to \$6), cupcakes (\$1.95 each) and cookies (\$2.50 to \$3.50) are satisfying for every kind of sweet tooth.

The French macarons (\$3 for 3 macarons) of assorted flavors are highly praised. These cookies are a favorite of senior Alan Sage. "Bouley is the only place in the city I've found that sells the delectable circular meringue treats," Sage said. "My favorite is the oatmeal raisin cookies. They're the best I've ever tasted," French and art teacher Dr. Susan Barrow said. Boggess' favorite food at Bouley is the Ispahan pastry (\$6), a macaron made with rose butter cream, raspberry and lychee.

After enjoying a delicious macaron, one can wash it down with a beverage: hot apple cider, homemade lemonade, juice, coffee or tea (ranging in price from \$1.35 to \$4.50 depending on size).

Bouley Market's food is loved by students and teachers alike. "I think it's a great place to hang out because it's comfortable, the seating is great and the food is excellent. It's also so close to school and much cheaper than what you would get at Whole Foods," Barrow said.

But the market also has its critics. "The lunch buffet is overpriced and atrocious, but I highly recommend stopping at Bouley for breakfast coffee and croissants," Sage said.

Sage also believes that Bouley's out of the way location, as well as its similarity to the closer eatery, Bazzini's, contribute to its relative unpopularity with students. Yet, the bakery is an excellent place to eat for students seeking out well prepared and fine foods.

Bouley Market may be a bit pricey, but it provides the experience of French dining, not only in terms of food, but also in recreating an authentic French atmosphere.

"It [Bouley] reminds me of some of my favorite boulangeries on the Rue Mouffetard in Paris. Something about the inviting sofas and side-panels the owners open to let in the breeze during the spring bring to mind images of the Champs d'Elysees," Sage said.

Bouley Market brings the taste of France right to downtown New York City. Bon appétit!

A Funny Thing Happened at the Black Box Theater

By LAUREN DE VITO and DIANA HOU

In the opening number of "A Funny Thing Happened on the Way to the Forum," the cast members shouted "Open the curtain!" to their non-existent stage crew. While the noticeably plain set and bare stage were too minimal, the same could not be said of the quality of the actors who participated in this year's studio musical. These talented students synergized, guided by senior directors Jonghee Quispe and Alex Jaffe, to create a final product that was much greater than the sum of its parts.

This classic romance tale is set in ancient Rome and is full of twists, musical numbers and comical acts. The play kicks off with a monologue by a slave named Pseudolus (senior Justy Kosek), who introduces the audience to the street on which the story takes place. The monologue's sarcasm was easily translated by Kosek, as was the liveliness of the musical's opening number, "A Comedy Tonight."

After the song, the audience is introduced to Senex (freshman Ian Outhwaite) and his wife Domina (senior Kyla Alterman). From this first encounter, Outhwaite proves to be effortlessly funny. It is then learned that their son, Hero (senior Hayward Leach), is in love with Philia (sophomore Lili Gehorsam), a courtesan of the infamous house of Lycus. Leach convincingly professes his love in his richly sung

At many times, the show was a fight for the funniest character.

solo "Something Strange."

Pseudolus offers to unite Hero with Philia, in exchange for his freedom, prompting Pseudolus to break out into song with "Free," which started vibrantly but became tiresome to listen to due to its length.

Pseudolus travels to the house of Marcus Lycus (sophomore Benjamin Koatz) in search of Philia. Instead, the flamboyant Lycus presents him with a parade of women. The first candidate is a belly dancer, also played by Alterman, who gave an authentic routine. This was followed by a quick succession of available courtesans: two flower girls (senior Ava and sophomore Lucy Woychuk-Mlinac), a very voluptuous woman (senior Clio Contogenis in a pillow-ridden costume), a woman dressed as a leopard (Quispe) and a woman named Panacea (junior Rebecca Temkin), who only appeared in Tuesday's performance. This scene was remarkably organized, considering the number of people



Miles Gloriosus (Kruchin) and his soldiers (left to right: Ian Outhwaite, Kyla Alterman, George Kruchin and Peter Liu) sing "My Bride," as he prepares to meet his future wife.

who were on stage.

Problems arise when Pseudolus discovers that Philia has already been sold to Roman Captain Miles Gloriosus (senior George Kruchinina). Pseudolus tricks Lycus into allowing Philia to stay at the House of Senex, uniting Hero and Philia. After the two's awkward and sudden kiss, the slave-in-chief, Hysterium (sophomore Joseph Frankel), hears of the affair and is determined to separate the lovers by alerting Hero's parents of the nature of their relationship. Frankel was able to portray the clichéd role of an over-reactive worrier in a refreshing way and used a dryly-amused tone to gain laughs from the audience.

The story became somewhat hard to follow as Psuedolus prepared for the Captain's arrival. Kosek's half-muttered musing left the audience in the dark about the then-current motive of the narrator, and about Pseudolus's "ingenious" plan to hide Philia. Soon after, Gloriosus came to claim Philia, and sang the impressive "Bring Me My Bride." Pseudolus pretends to be Lycus, who is too scared to meet the Captain, and the first act ended with Pseduolus's life on the line after Gloriosus is told that Philia disappeared.

After the intermission, Pseudolus offers to "find" Philia, who is actually hiding on the roof, and has spared his life to do so. Domina arrives home, suspicious of her husband. This suspicion prompted Alterman to sing "Dirty Old Man," which was shrill but impressively furious.

Philia refuses to drink the potion to make her appear dead, so Pseudolus convinces Hysterium to pretend to be the dead Philia. Frankel appears hysterically as a cross-dressing Hysterium, with a blond wig, believable bust and dramatic red lipstick. The mourning scene that followed was quite comical, as all of the characters in the play, besides the hidden Philia, sobbed over Hysterium's costumed body. With Alterman featured on the flute, the cast sang "Handmaidens of Sorrow," a song that would have benefited greatly from a larger stage and microphones, as the differing melodies and harmonies meshed into one loud crying jumble.

Gloriosus discovers that the funeral is staged and becomes furious. The characters take turns running on and off stage stating what they are running from, which is supposed to make the viewer less confused

but actually backfires.

Before Gloriosus can punish Pseudolus, the owner of

This classic romance tale is set in ancient Rome and is full of twists, musical numbers and comical acts.

the third house on the street, Erronius (junior Peter Liu) arrives. Erronius discovers that both Philia and Gloriosus have matching rings identical to those that he gave to his children before they were taken from him. Up until then, Erronius seemed to exist solely for comic relief, and it is not until the end that we realize his importance. His interference was necessary to establish Philia and Gloriosus as brother and sister and a happy ending for all. The last performance was a reprise of "A Comedy Tonight," and was rather messy; sometimes the singing and choreography did not match up with the bright and spirited music. The vivacious mood was conveyed nonetheless.

At times, the show moved too quickly to be followed with ease. The audience became hopelessly lost in the script's web of lies and the multitude of scene changes. This may have been the show's intent, but the lack of set and speedy dialogue seemed to exacerbate the confusion. That being said, the show was hilarious and filled with talented singing and acting. At many times, the show was a fight for the funniest character—with Kosek's dry sarcasm, Frankel's female transformation, Koatz's ostentatious spin on the personality of pimps and Outhwaite's smug humor. But for the most part, the family-like atmosphere of the cast and the small setting left the audience with a personal and rewarding comedy.

Arts and Entertainment

A Guide to the Skyscraper



The exterior of the Skyscraper Museum, located on 39 Battery Place.

By JASMINE WONG

For a museum devoted to the history, the art and the future of skyscrapers, the Skyscraper Mu-

seum, located at 39 Battery Place, is, ironically, often missed due to its small size and humble decoration. However, once inside, it is clear that this museum is committed to its focus on skyscrapers.

With glass doors, silver walls and mirror ceilings, the Skyscraper Museum is modern, chic and understated—the perfect décor for a museum that exhibits the grand and majestic skyscrapers of the world.

From 1997 to 2003, the Skyscraper Museum served as a roaming museum, featuring different exhibits in various locations throughout the Financial District. However, in 2004, the museum was finally given a permanent home in Battery Park City.

Currently, the museum has two exhibition spaces. The first one holds its permanent exhibit, "Skyscraper/City," which shows the history of the development of the New York skyline from the building of the Woolworth Building, to the current development of the Freedom Tower. With scaled models and blueprints of Manhattan, the World Trade Center Towers, and the Woolworth Building to accompany the text, the exhibit is easy to absorb. "I really like the visuals. I don't usually like to read text because I get bored, so the pictures and models are interesting and informative," visitor Annie Aldridge said.

The second exhibit currently showing is called "China Prophecy: Shanghai." It is a three-part exhibit focusing on Shanghai as the future city of urbanism, economics and culture. It outlines the development of skyscrapers in the heart of Shanghai as well as in its outskirts. The exhibit also

focuses on the concept of "vertical cities." These are cities that are expanding upwards rather than outwards by building more skyscrapers to accommodate their rapidly growing populations.

To integrate the permanent exhibit with the current visiting one, "China Prophecy: Shanghai" also explores Hong Kong's development as a vertical city in comparison to New York City's development. Black and white photos of New York City's development stand side-by-side with the contrasting color photos of Hong Kong's current expansion, creating a tie between two seemingly different places. "Coming from Hong Kong, and living in New York City now really let me enjoy this exhibit on two different levels," visitor Grace Lai said. "Both these skylines seem familiar to me."

In addition to these two current exhibitions, the museum also houses mini models and blueprints of other famous skyscrapers such as the Empire State Building in New York City, the Taipei 101 in Taiwan, the Petronas Towers in Malaysia, the Shanghai World Financial Center in China and the newest "tallest building in the world," the Burj Khalifa in the United Arab Emirates.

A new exhibit called "The Rise of Wall Street" will arrive on April 21, 2010 and show until the fall of 2010. This exhibit will highlight the history of Wall Street, the financial center of the world. It will

begin with its humble beginnings as merely a street to mark the edge of town, to its current high-rise skyscrapers that represent the power of the global economy today.

"I really like visuals. I don't usually like to read text because I get bored, so the pictures and models are interesting and informative."
—Annie Aldridge, visitor

As of now, the Skyscraper Museum is still rather unknown. However, as it continues to expand, the museum is becoming increasingly popular. At a fair admission price of \$2.50 for students and \$5.00 for adults, the Skyscraper Museum is a small and quaint place waiting to be discovered in a sea of grander skyscrapers.

Black and White and Green All Over



The exterior of the green Battery Park City Library, located at 175 North End Avenue.

By ZOË LEVIN

For 11 years, the residents of TriBeCa and Battery Park City have waited for their promised library to be built. Now they've got it and it's green—not in color, but as a state of the art, environmentally conscience masterpiece. In a time of tight budgets and canceled projects in city government, the library was made possible because of the contributions made by Goldman Sachs.

Located on North End Avenue and Murray Street, the li-

brary opened on Monday, March 15 and had its grand opening celebration on Thursday, March 18. The TriBeCa community "has been waiting for so long [...] since January 1999. They knew it was happening," library manager Billy Parrott said.

The library hours are Mondays and Wednesdays from 10 a.m. to 6 p.m., Fridays and Saturdays from 10 a.m. to 5 p.m. and Tuesdays and Thursdays from 12:00 p.m. to 8:00 p.m. The library is closed on Sundays.

The generous and substan-

tial contribution of funds helped shape the library in many ways. It is the first library in the city to be LEED certified. LEED is a building certification which ranks how "green" a building is on three levels: gold, silver and bronze. The library hopes to receive certification at the gold level.

The library utilizes some economically conscious designs.

To receive a LEED certification, a building must meet the highest green building and performance measures. Examples of these considerations show up at every turn; the stairs are made from recycled glass chips, the carpets are made from recycled tires and the desks are made from recycled cardboard. In order to reduce the building's carbon footprint, everything used to build the two-story library was acquired from within a 100-mile radius.

The library also utilizes some other economically conscious designs. On the ceiling are little domes with sensors that dim the lights inside if it is bright and sunny outside and vice versa. These sensors are there to monitor the energy used in the library and to allow patrons to be comfortable in the environment.

The selection of furniture and décor make the library very fun and modern in appearance, with light woods and large windows. As one enters the library, the first sight is a sculpture-like chair that beckons to be sat in. But there is usually a line to do so, since several children continually surround it—likely due to its location in the children's section.

The children's section takes up the majority of the space on the first floor and has many books and DVDs. The amount of library space devoted to children is consistent with the number of children running around the library—an ever-present occurrence for a library located in a community that demands children's space.

The library's DVD collection is the first section one sees when moving away from the children's section. The collection would make any movie buff howl with delight. It is an extensive collection, which includes documentaries, box office hits and foreign films. Past the DVD section, is the adult and young adult (YA) section. What makes this collection unique is that it has something for everyone, covering a commendable range of authors and genres. The YA section includes the usual YA literature, but also has CDs, manga and anime DVDs.

The Battery Park City Library is also the perfect place for doing homework and studying. The first floor has small seating areas, as well as computer stations and tables with outlets for laptops. But it is the second floor that provides most of the library's seating and tables. The chairs tie the décor of the second floor together—mostly orange, with some made of plastic, and others made of woven fabric. All of the tables are made of wood and the counter is made of plastic. While most libraries stick to the traditional neutrals with a somber tone, the

bright colors of the Battery Park City Library make it unique.

The library's amazing second floor is used to host special events. Upcoming events at the library seem to lean more toward adults and young adults. The library is currently hosting a National Poetry Month Documentary Film Series and is planning on hosting monthly film series as well. The movies are shown on the second floor and the events are listed on the library's New York Public Library Website, as well as on its fliers. In addition, the teen librarian, Jeremy Czerw, is making efforts to hold weekly Teen Advisory Group meetings.

The community worked long and hard to get this library in TriBeCa.

The community worked long and hard to get this library in TriBeCa. What they now have is both unique and a great success. Sleek and modern, the eco-chic library beckons to serve the neighborhood. Simply put, it is innovative and beautiful—a true pioneering venture to unite books, community and eco-friendliness.

175 North End Avenue (at Murray Street)

ADVERTISEMENT

***Why Did Aristotle, Plato and Alexander The Great Have Private Tutors?
It's The Best Way To Learn!***

***Your own personalized curriculum
Your own schedule
Your own home
Your own pace
With energetic brilliant teachers***

CENTRAL PARK TUTORS

*Private Home Tutoring From
New York City's Best SAT, AP And Academic Tutors*

“Our tutor was intelligent, responsible, and extremely well-versed in the subject matter...My daughter thoroughly enjoyed working with her tutor...and she scored a perfect 800 on her SAT II!”—Nancy, a Spence Mom

**SIGN UP NOW FOR 15 HOURS of
SAT, AP or SAT II CRASH TUTORING
And get 10% off on all the hours!**

You simply cannot beat the caliber of our tutors. Here are some of them:

- Gabrielle:** A graduate of Harvard, Gabrielle has taught the SAT for fourteen years. She personally authored the curriculum for Princeton Review’s LSAT program and wrote the country’s leading English Regents textbook.
- Michael:** A former State Department Sr. Political Analyst for the Middle East, Presidential Management Fellow and winner of the Cornell Innovation in Teaching Award. He holds a Master’s degree from Columbia and his students have earned perfect scores on the US and World History SAT Tests.
- Stephen:** He wrote the SAT textbooks for both Princeton Review and Kaplan. He has taught the SAT and ACT for more than ten years, holds a Master’s Degree from Cornell, teaches at Horace Mann....and he’s a Stuy grad.

**CALL US AT 917-502-9108 TO SIGN UP
WWW.CENTRALPARKTUTORS.COM**

Sports

Why We Play the Game



Anna Menkova / The Spectator

By CHARLIE GINGOLD

As the shot went up, I held my breath—just as the thousands of fans watching live held theirs. I watched the orange, leather ball slowly soar across my television screen, and bounce off the back-

board, the rim and out. I breathed a huge sigh of relief while many others were disappointed.

The team I was rooting for, the Duke University Blue Devils, had just won the National Collegiate Athletics Association (NCAA) basketball cham-

pionship, defeating the Cinderella-story and hometown hero, Butler Bulldogs, 61-59.

The overwhelming favorite pick for the national championship was the Kansas Jayhawks. Kansas, the top ranked team overall, ended up losing in the second round to the small and unknown University of Northern Iowa team.

After the first two rounds of the tournament—out of 4.8 million online brackets—only Alex Hermann, an autistic teen from Chicago, had picked every game correctly. Even President Barack Obama chose the Jayhawks to claim the title once again. The cliché “on any given day” was proven time and again during this tournament. Although it pulled off the biggest upset of the tournament, Northern Iowa was not nearly the biggest Cinderella story. That title goes to the aforementioned Butler Bulldogs, who, as the number five seed, defeated both number one seeded Syracuse University and number two seeded Kansas State University to reach the finals—where the team met Duke.

Butler, led by its young coach Brad Stevens, ignored the fact that it was the underdog in most of its games and pulled off victory after victory. The team played confidently and knew that it always had a chance to win every game—including the final.

A Cinderella team can teach us the greatest lesson of all. If

it believes that it can do something, then it most definitely can accomplish it. But a team that thinks it will lose, will almost always lose, especially if it is the underdog. It is the negative mindset of a team that kills it. It is defeated even before it steps foot on the field.

This mentality can hurt all of us. Over this spring vacation, in the middle of the NCAA tournament, I went to Florida with the Stuyvesant varsity baseball team, the Hitmen, for a week of spring training. This week—before the start of our regular season when we get back to New York—helps us practice and prepare for our league games while also allowing us to have fun and enjoy the beautiful Florida weather.

In Florida we were scheduled to play six games, and in the past five to six years that the Hitmen have made the trip down to Florida, they have only won one game.

In every game, we were the obvious underdog, facing all-American pitchers and hitters. They were bigger, stronger, faster and used aluminum bats as opposed to our wooden ones. We were probably more outmatched than both Northern Iowa and Butler were, yet we played to win.

In one of our final games, against Batavia High School of New York, we went into the game knowing that it was our game to win, and that we could actually succeed. For most of the game we were winning,

Through four innings we were up 5-0. However, we eventually lost the game 8-5. We could

A Cinderella team can teach us the greatest lesson of all. If it believes that it can do something, then it most definitely can accomplish it.

see the difference in our play with more confidence even in the loss. We took everything from that game, except a win.

Any unsung team can write its own fairytale with a little confidence. Teams like Butler and Northern Iowa both believed in themselves, when no one else did, and pulled off giant upsets.

That is why we play the game. We play the game so that every Cinderella has a chance to succeed. We play the game against the odds, searching and fighting for that one perfect upset.

Boys' Volleyball

Men of Steel Hoping to Spike Competition

continued from page 16

The second game was a bit closer, with Stuyvesant defeating Bayard Rustin, 25-13, 25-11.

Although the team was victorious in its second match, the Men of Steel made a lot of unforced errors and felt like it could have played a lot better. A problem this team has had is playing down to the competition. “Sometimes we can lose focus during games against less talented teams,” junior and outside hitter Luca Senise said.

Physical education teacher and coach Vasken Choubaralian also spoke of the lower compe-

tition the team is facing in its division. “The teams we are facing in our league are almost like developmental teams,” he said. This gap in talent sometimes leads to the team not playing as hard as it would against stronger opposition. To combat this issue, Choubaralian is always telling his squad, “Don’t underestimate your opponent. You play your best every time.” In order to face more experienced and competitive teams, the Men of Steel has been competing in outside tournaments in addition to its league play.

Due to playing in a weak division, many feel that this team can have an undefeated

season and are setting goals to make a deep playoff run. Senior co-captain Jessie Zhao believes that the team should be able to make it to at least the quarterfinals. Zhao feels that there are “newcomers that have a lot of potential,” which gives the team an advantage over its situation last year.

The other co-captain, senior Chanyoung Kim also feels that there is “great new talent” on the team this year, all of whom “are very passionate about the game,” he said.

One of these newcomers with promising talent is sophomore Richard Lee, who is trying to improve every day by

“taking in the advice of coach and our captains and applying what they say to practices and games,” he said.

Choubaralian is looking to get the Men of Steel past the first round of the playoffs. To accomplish this, he is putting just as much work and effort in as his players, if not more. Choubaralian attends many volleyball clinics and is very open to suggestions from other coaches. While he is still improving the technical aspects of his instruction, his positive attitude, and welcoming spirit, motivate the team.

Choubaralian’s relationship with Kim has also helped him

progress as a coach. Kim’s first year on the team was also Choubaralian’s first year as a coach. “It’s interesting to see how we’ve grown together,” Kim said.

Strong leadership has also contributed to the team’s success thus far. Co-captains Kim and Zhao are both well liked and well respected. “Jessie balances Chan’s on-the-court leadership by managing the team and keeping everyone on the same page,” Senise said.

Zhao has his sights set on taking his team as far as possible in the playoffs. Kim, when asked about what he wants out of his team, simply said, “I just want us to play good volleyball.”

ADVERTISEMENTS

CHINA QUEST

2010 summer in china

info@chinaquest.org
www.chinaquest.org

ALICE LEUNG D.M.D.
STUYVESANT ALUMNI
DENTIST

**161 MADISON AVE., SUITE 8NE
 BETWEEN 32ND AND 33RD STREET
 NEW YORK, NEW YORK**

**BY APPOINTMENT ONLY
 1.212.213.8768**

Boys' Lacrosse**Peglegs Drop First Two, But Look to Rebound***continued from page 16*

The daily practice paid off for the Peglegs in their third game of the season, when they recorded an 11-5 win over Port

"It's harder, because we lost a lot of leadership, and these guys didn't really listen to me at first but they're learning."
—Jimmy Tse, senior and co-captain

Richmond. Lee had five goals and one assist in the game, and goalie Avinash Ramsu-mair made ten saves. "At first we really did not understand the game, a lot of us had never played it before and after the first two games we kind of got the hang of it," Lee said.



The Stuyvesant Peglegs practice at Pier 40.

Victoria Zhao / The Spectator

As the Peglegs get ready to play Curtis on Thursday, April 15, they are training hard and keeping up morale, hoping to record their second win. They believe that they can beat any team if they play together and set each other up. "If the other teams think

that we're bad because of our record, they are definitely up for a surprise," Tse said.

Alex Albright: Vixens, Phoenix and Renegades, Oh My!

team, every team she has played on has had a winning record.

"She always makes everyone around her a stronger player," Miller said.

Another large part of Albright's influence is the personal growth she's experienced as a Stuyvesant athlete. "I feel I've grown a lot since I've gotten here," Albright said. "I think having volleyball as my first sport was important,

intense and taught me how to get the most out of practices."

"Through her work and determination, she is made herself into one of the most dominant players in the city in a sport that wasn't her best. She is very coachable. Her drive is infectious," Fisher said.

This growth "inspires teammates to work harder and try to keep up with her intensity," Miller said. Leading by example has only strengthened Albright's reputation as one of the finest athletes and hardest workers in the school.

Albright has been an athlete since she was young, which has played a large part in making her the successful competitor she is today. "I've been playing softball since grade school, and I was able to make the most of it and take it to the college level," she said. One key reason for this consistent and dramatic improvement is the amount of effort she has put into practice, games and everything in between.

No matter the athletic context, Albright is a standout when she dons the uniform of whatever Stuyvesant team she is playing for. Her determination, work ethic and constant strive to make herself a better athlete are inspirational and impactful to those she plays with. "Watching her perform makes us all want to play better," said Quinn.

The "intangibles" that have made athletes such as Derek

Jeter superstars are present in Albright as well, and when they make themselves evident, it's a sight to see. Whether it's a home run in the clutch, a last-second layup or a crucial serve made, each of Albright's feats—which are remarkably

"In practice, she's always talking, and she's so motivated herself that she motivates everyone else."
—Phil Fisher, volleyball coach and physical education teacher

"On the field and on the court she inspires everyone else with the way she plays."

—Kelly Quinn, senior and basketball and softball teammate



Peter Wysinski / The Spectator

Senior Alex Albright is a member of three sports teams in Stuyvesant.

continued from page 16
 coupled with natural talent." "She is an extraordinarily talented athlete. It's been a pleasure working with her because she is always improving

those around her," junior and basketball and softball teammate Audrey Fleischner said. Albright's athleticism and talent have rubbed off on her teammates and with the exception of this year's basketball because Mr. Fisher made it

consistent—is half ability and half grit. This combination is rarely seen in athletes, no matter what school or caliber. And when Albright graduates in a few months, Fisher speaks for a multitude of teammates, coaches and friends when he simply says, "I'll miss her."

THE SPECTATOR SPORTS

Girls' Fencing

En Garde for Victory



Angie Koo / The Spectator

Members of the Stuyvesant Girls' Fencing team compete against LaGuardia High School at a match that took place on April 7.

By OLIVIA CHU

The Untouchables, Stuyvesant's girls' fencing team, began another undefeated and championship-defending season, its third in a row, under Coach and digital photography teacher Joel Winston. Four matches into the regular season, the team is a perfect 4-0. Tied for first place in the division with long-time rival Hunter College High School, also 4-0, Stuyvesant appears ready to press and parry en route to a fourth consecutive Public School Athletic League (PSAL) City championship.

PSAL fencing matches are split into three games, A, B and C. Game A generally matches the teams' best fencers. Teams play two fencers per game. Each fencer competes in two bouts in each of these three games. Teams can win a total of four points in Game A, three in Game B and two in Game C.

Every season, a team must work to fill the vacancies left by graduating seniors. After a 10-0 record last season, the Untouchables lost four seniors,

three of whom started. Megan Ng ('09), last year's A2 fencer, had a 17-1 record in the regular season. "It is a bit of a struggle [every year] to rebound from our loss of seniors, especially since they are usually on the starting line. We have to rebuild the team," said junior Sarah Alkilany, the A1 fencer this year.

Hunter lost three seniors as well, including its A2 fencer, Jazmyn Russell, who had a record of 10-5. "Our main opponent each year is Hunter, whose team is very intense," junior Katherine Chen said.

"As far as I can discern, Brooklyn Tech [High School] seems to be the most powerful team this season, but Hunter always has a good team," Winston said.

However, unlike Hunter, Stuyvesant lost its A1 fencer, senior Nzingha Prescod, who over three years never lost a match while accumulating a 37-0 record, including three playoff appearances. Prescod is not on this season's roster because of an international competition that conflicts with the PSAL schedule.

While her presence will certainly be missed, the team works hard to maintain contenders for the city championship. "[The team] practices until 6:30 every day and all of the starters go to fencing clubs outside the school," Katherine Chen said. Alkilany, for example, fences six days a week during the season, and three days a week during the offseason.

"We have practice everyday for a good three hours of conditioning, bladework, footwork and bouting," said senior and captain Julia Chen, the team's B1 fencer. "We are also constantly evaluating the strengths and weaknesses of our opponents and training ourselves according to that before a game."

"We study films. We review the opposition, but mostly, stay focused," Winston said.

Co-captains Julia Chen and senior Kimberly Bain, the A2 fencer, are extremely important to the development of the Untouchables' chemistry and skill. According to Alkilany, they "work very hard to organize deals with fencing clubs so that the team can train together outside of school while also creating a warm sense of camaraderie through encouragement, team-bonding activities and patience."

During last year's undefeated season, the Untouchables nearly faltered twice against Hunter, winning both matches 4.75-4.25—the smallest possible margin of victory. This season, with the large absences of Prescod and Ng looming, the Untouchables will rely on a starting line-up with two sophomores and a junior, along with two seniors. Nonetheless, the Untouchables seem ready to once again battle Hunter for the division and defend their dynasty. "We still have a lot of work ahead," Winston said.

Boys' Lacrosse

Peglegs Drop First Two, But Look to Rebound

By ELIEZER HANFT

The boys' lacrosse team, the Peglegs, is off to a tough start this season, getting soundly beaten in three of its first four games. The Peglegs lost to Herbert H. Lehman High School, Long Island City H.S. and AP Randolph H.S., and are now tied for last in their division.

After getting blown out in its opening two games, the team realized it needed to work on both offense and defense. In their first game, the Peglegs allowed 12 goals and scored only twice—once in the second quarter and then again in the last quarter. Herbert Lehman's senior Guillermo Escano scored 5 times and recorded 4 assists. Junior Lewis Escano also eluded the Peglegs; he scored 3 times. The Peglegs were not just outscored; Herbert Lehman had 30 shots on goal, while Stuyvesant had only 14. According to senior and co-captain Jimmy Tse, "They [Lehman] worked harder than us."

In their second game, the Peglegs played much better, losing 9 to 2. Stuyvesant was out shot on goal by only 20 to 9, but once again could not defend against the other team's star. Senior Roberto Pinarrieta from Long Island City scored 6 times. At the end of the first half, the Peglegs were down 5 to 2, but could not score again. Senior co-captain Joshua Lee scored both goals on assists by Tse and sophomore Sanjit Gill. Tse thought his guys were playing too individually. "People are looking for their own shots, but lacrosse is a team sport," he said. This may be one reason why Stuyvesant had been outshot on goal 50 to 23 in the two games.

Although Coach Anthony Bascone was disappointed by the two losses, he understood that Herbert H. Lehman's and Long Island City's "teams have a deeper skill level than most of the teams in the division," he said.

The Peglegs, however, are

optimistic that they can turn the season around and finish at least at .500, like last year's team. Reaching .500, though, will be difficult, considering how many members of last year's team are gone. Coach Bascone was hesitant to call 2010 a rebuilding year, but did acknowledge that the Peglegs "lost most of their team," he said.

Most of the class that created the lacrosse team in 2008 has now graduated, including Christopher Zhao and Zakhar Shtulberg, who led the team in scoring with 15 and 25 goals respectively. "We really miss the presence of last year's seniors," Lee said. "It's harder, because we lost a lot of leadership, and these guys didn't really listen to me at first but they're learning," Tse said. He believes that the team has started taking the games more seriously. "We have practice every day and are totally giving all we got," Tse said.

continued on page 15

Alex Albright: Vixens, Phoenix and Renegades, Oh My!

By JACK ZURIER

At a recent Stuyvesant Renegades softball practice in the 3rd floor gymnasium, things seemed as routine ever. Coach and physical education teacher Vincent Miller was hitting ground balls to half the team while the other half were batting in the auxiliary gymnasium. Although she was unable to participate because she had just given blood, senior and captain Alex Albright still made her presence known throughout the practice. She walked around the gym offering words of encouragement and advice to her teammates and provided the feel of a secondary coach for a team that is very much dependent upon her performance and actions.

Displays of leadership such as this one have led Albright to become one of Stuyvesant's most valuable figures on the softball field, the volleyball court and the basketball court. Whether as a Renegade, a Phoenix or a Vixen, Albright has proven that she is a worthy captain, teammate and even role model as she continually provides those around her with the perfect

example of a scholar-athlete.

"In practice, she's always talking, and she's so motivated herself that she motivates everyone else," volleyball coach and physical education teacher Phillip Fisher said. In her four years at Stuyvesant, Albright has come to embody the balance, ability and poise of a model athlete, and her importance to the teams she plays on has been equally impressive.

One important facet of Albright's importance to the teams she leads is her sheer athletic ability. According to Fisher, she has "become one of the five [starters] on the basketball team, and has become one of the most dominant players in the city in both volleyball and softball."

Senior Kelly Quinn, Albright's teammate on both the Phoenix and the Renegades, agrees. "On the field and on the court she inspires everyone else with the way she plays," Quinn said.

Albright has recently committed to play softball at Williams College next year, a testament to what Miller called "an amazing work ethic"

continued on page 15

Boys' Volleyball

Men of Steel Hoping to Spike Competition



Victoria Zhao / The Spectator

By XERXES SANII

The Stuyvesant boys' volleyball team, the Men of Steel, has come out of the preseason with intensity. It has had a strong start to the season, win-

ning its first two games—both in straight sets. The first game was against High School Fashion Industries and the Men of Steel dominated, 25-5, 25-5.

continued on page 14