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College Trip Shortened by Snow

By ALLIE BURNS
and SAM LEVINE

The junior college trip held on the weekend of Friday, February 5 was suspended because the east coast was hit by a snow-storm on the first two days of the trip. The 108 students on the trip were originally scheduled to visit schools in New Jersey, Pennsylvania, Maryland and Washington D.C., but were unable to travel any further than Philadelphia because driving was too dangerous.

"Unfortunately, we came across a major snowstorm in the Pennsylvania - DC area," said SPARK counselor Angel Colon, who was a faculty advisor for the trip. "It was a state of emergency and we couldn't move anywhere."

"Safety was our first concern," said guidance counselor Shakira Rajwant, who was another faculty advisor for the trip.

Students were originally scheduled to visit Rutgers University, Princeton University, Swarthmore College, Villanova University, Haverford College, George Washington University, Johns Hopkins University, University of Pennsylvania (UPenn) and Georgetown University, but were only able to visit Rutgers, Princeton, Haverford and UPenn.

"At the University of Pennsylvania, the weather was very unsafe, and the schools we hadn't visited called us at different times to say they were going to be closed," Rajwant said.

The students will not get a refund for the trip "because the money was spent on things like [...] staying] at the same hotel twice, which we did not expect," Assistant Principal Pupil Services Eleanor Archie said. "Maybe we could do a one day trip down to see the schools we missed and that would be really fast," Archie said.

On Sunday, February 7, the faculty advisors received word from the bus operators that conditions had improved enough to drive again. However, it was too late to visit more colleges, so they returned to Stuyvesant.

According to Rajwant, no past college trips have been suspended or cancelled.

Despite the adverse weather conditions, the trip ran relatively smoothly.

"The kids were amazing," Rajwant said. "They understood the conditions were unsafe, and they remained very well-behaved."

"It got snowed out and it wasn't really anyone's fault. It was just the weather and I don't really blame the guidance counselors who organized it," junior Mao Hu said.

Many students were disappointed by the trip.

"We stayed in a hotel room practically the whole weekend," junior Joanna Gustek said. "It was fun, but it wasn't worth the money."

"People were upset about the situation like I was but [...] everyone also understood the circumstances and cooperated," Junior Class President Omika Jikaria said.

By KATIE LEMBRIKOVA
and KAREN ZHENG

Of the 958 current eighth grade students accepted into Stuyvesant this year, 862 chose to attend this fall as part of the incoming class of 2014. Although the number of students in this incoming class is 23 fewer than the number of students in the current freshman class, a slightly greater percentage of accepted students had opted to attend Stuyvesant this year than last year.

Students received the results of their performances on the Specialized High School Admissions Test (SHSAT) on Friday, February 5 and decided on the school they wished to attend by Thursday, February 25. The minimum score that a student had to receive on the SHSAT in order to gain admission into Stuyvesant was 563, a slightly higher cutoff than that of last year, when the school accepted 989 students, 885 of whom chose to attend Stuyvesant.

Principal Stanley Teitel cites the current economic downturn as part of the reason that a greater percentage of students selected Stuyvesant as their high school of choice. "Last year, the declination rate dropped precipitously. I think that was a result of the economy. Since the economy has not substantially improved, that declination rate will hold," he said. "Students who might normally attend private

Teitel Predicts a Large Incoming Class of 2014

school might have had economic changes in their family, forcing them to go to public school."

Coping with a large freshman class next year may pose a problem with limited solutions. International Federation of Teachers regulations state that no more than 34 students may be in a class and that teachers cannot teach more than five classes a day. "We can't make more classrooms. There's no space," Teitel said. "I could lengthen the school day, or reduce the number of classes individual students could take. There would be a period 11, maybe even a period 12."

Other schools, such as Francis Lewis High School, accommodate a significant increase in student population by providing double-session education, in which half of the student population take morning classes and the other half take later classes. However, at the moment, Teitel plans to keep the school's schedule at a maximum of 10 periods.

Some members of the Stuyvesant community are opposed to a larger incoming class than last year's. "With budget and classes being cut left and right, we don't have the money for an even bigger freshman class," junior Paula Tsvayg said.

"In past years, each grade had about 800 students and this additional increase troubles me," English teacher Vito Bonsignore said. "I think the fresh-

men benefit greatly from smaller class size in an English class because their writing needs to be improved and/or polished."

According to Bonsignore, while freshman English classes consisted of 25 to 30 students in the past, classes currently consist of 30 to 32 students.

"[The English teachers will] do a great job under any circumstances," Assistant Principal English Eric Grossman said. "We are hopeful that next year we'll be able to resume the Freshman Composition program and provide the range of English options that our students clamor for and deserve."

Students are also worried that a greater student population will lower students' level of academic performance.

"Not everyone that is accepted is fit or right to be here," junior Fanny Meisaid. "People who have low averages can get in because it's only based on the standardized test, and it could be that they are not ready for the transition."

However, some students and incoming freshmen reacted positively to a large incoming class.

"This is a great opportunity for many students to receive a great education that they wouldn't be able to get in other schools," junior Artem Sergeyenko said.

"I know Stuyvesant is very good academically, and I'm looking forward to coming here," incoming freshman Vincent Wong said.

Opinions

Article on page 15.

The Sophistry of Soph-Frosh SING!

A freshman acclimates to the harsh realities of SING!



Article on page 18.

Top 5 Musical Numbers and Top 5 Pop Culture References!

Some of the freshest musical numbers and pop culture references of SING! 2010.

Arts & Entertainment

News

Sights of the Future Club Holds Glasses Drive

The Sights on the Future club, founded this year by junior Jao-ke Chin-Lee, held a glasses drive from Monday, March 1 to Friday, March 12 near the second floor bridge entrance. Students and faculty were encouraged to donate their used or unused glasses to the club, which then passed them on to OneSight, a non-profit organization dedicated to improving vision through outreach, research and education.

Donation boxes were set up near the bridge so that students could easily hand in their glasses. Any types of glasses were accepted, including bifocals and sunglasses, and no case was required. The donation boxes were then picked up by OneSight, which sorted and categorized them based on type and prescription.

So far, the drive has been successful, collecting around 30 pairs of glasses. "It was easy to donate, no hassle, no problem. The boxes made it convenient," junior Luca Senise said.

The glasses drive was originally scheduled for Monday, March 1 to Friday, March 5, but was extended another week to allow for more donations.

OneSight uses the donations to set up two-week clinics in developing countries, where doctors and trained volunteers provide free eye exams and recycled eyewear to patients. They have run 155 clinics in 31 different developing countries to date. According to the OneSight Web site, the organization needs to collect and recycle 1.2 million pairs of used glasses to support 20 of their clinics each year.

Chin-Lee had the idea to start the Sights on Future club

when she "thought about how many people [she] knew and saw wearing glasses around school," she said. She noticed that many glasses get thrown out after they no longer fit, and realized that "there are others who need them and can't get them, especially in the developing world," she said. Chin-Lee proceeded to research non-profit eyeglass donation organizations and found what she wanted with OneSight because it is "one of the few organizations which has clinics and programs set up for eye care around the world," Chin-Lee said.

The glasses drive will be Sights on the Future's main event, but they plan to expand in the future. They want to continue their partnership with OneSight and raise awareness throughout the Stuyvesant community.

Trees Planted in Israel for Rosen's Late Father

Biology teacher Roz Bierig collected donations from faculty members on Friday, February 12, to purchase and plant an orchard in Israel in memoriam of technology teacher Robert Rosen's father, who passed away on Monday, February 8. The donations were sent to the Jewish National Fund (JNF)—a non-profit organization that strives to improve the environment in Israel.

According to the JNF Web site, the organization was founded in 1901 to collect money to purchase land to form a Jewish state, which did not exist at the time. Since Israel's founding in 1948, it has helped the young nation with environmental protection, water conservation, community development and education. As part of its environmental efforts, it has planted

News in Brief

about 240 million trees and built hundreds of reservoirs and dams.

Bierig is very supportive of what the organization has accomplished. "Israel once was a desert land and now it's blooming with the trees. It's to beautify the country," she said.

Depending on the amount of money they donate, people can sponsor any number of small saplings that the JNF plants throughout Israel. The organization has a database matching donors with the trees they have subsidized so that people can easily visit them.

Though the trees are planted over 5,000 miles away from Stuyvesant, the JNF provides those being honored with a tangible token for the donation. "You give a donation and then they send a card to the person telling them that a relative that passed away has been memorialized," Bierig said. "In this case, he [Rosen] got one big certificate, which was for the orchard of a certain group of trees, and another for the money that we collected."

Bierig believed it would be appropriate to donate trees in Israel since Rosen and his father were both Zionists. She saw the donation as an opportunity for people who knew Rosen to do something that would be meaningful for him.

Bierig hopes this will help Rosen cope with the loss of his father. "It means so much," she said. "When you lose somebody and somebody just acknowledges your pain and your loss."

Nine Students Qualify For Speech Nationals

Nine Stuyvesant students qualified for the National Forensics League (NFL) speech tournament which will be held in Kan-

sas City, Missouri on the week of June 13. The students qualified at the NFL District Qualifier tournament held on Saturday, February 27, at Chaminade High School in Mineola, New York.

Six Stuyvesant team members qualified for the speech competitions and two qualified for debate. The qualifying team members are seniors Valeriya Tsitron, Anna Gordan, Sandesh Kataria and Claire Littlefield, as well as juniors Omika Jikaria, Rebecca Temkin, Jin Rim and Jamie Meyers. In addition, a debate alternate—junior Lea Beltramino—qualified and will compete should a spot open up at the competition.

The speech and debate team as a whole also won the Sweepstakes Award for both top overall performance in the tournament and the team's excellence throughout the year.

Qualifying team members are hopeful about their chances on the national stage. "We're looking forward to it but we don't know what to expect since it's our [mine and Valeriya Tsitron's] first time at nationals," Jikaria said.

On Saturday, March 6, the team participated in a qualifier tournament for the Catholic Forensic League (CFL). Students who placed in the top six positions advanced to the national CFL tournament, which will be held in Omaha, Nebraska over Memorial Day weekend.

Twenty-three team members qualified. The qualifying team members for debate are: sophomores Jong Lee, Sam Saskin, Liam Downs-Tepper; juniors Lalita Maraj and Daniel Frankel, as well as seniors Gordon, Kataria, and Sahil Goswami. The qualifying team members for speech are sophomores Suprita Datta, Kris-

tina Mani; juniors Jikaria, Kouzmanoff, Temkin, Rim, Meyers, Simon Ayzman and Edwin Yung, as well as seniors Littlefield, Tsitron, Singha Hon, Chelsea Grant, Joseph Puma and Kashyap Rajagopal.

The team also won the Sweepstakes Award for the tournament. "It's been a pretty remarkable year," Littlefield said.

Stuyvesant Takes Part in Project Cicero Book Drive

Stuyvesant students organized book collections for the Project Cicero Book Drive. The drive ran from Monday, March 1 to Friday, March 5, with students and faculty invited to drop off books in boxes near the second floor bridge entrance. The drive collected seven full boxes.

According to junior and drive student coordinator Lea Beltramino, the goal of Project Cicero is to "create and enhance classroom and school libraries for children in under-resourced New York City public schools," she said.

Project Cicero was started in 2001 and has distributed 1.3 million new and gently used books to 7,500 New York City classrooms and libraries.

Books were only collected if they were in new or excellent condition. Only early reader, high school fiction and non-fiction books were collected. Books for adults were not accepted.

"This is a great cause," sophomore Sangmee Kim said. "Many students turn to their school libraries during their free time, and if there are more books available, their school libraries will become better places for students to relax and read books. They can even be used for research."

Four Stuyvesant Students Named Regional Winners in Toshiba Competition

By WILSON LAI and AMIT SAHA

Sophomores Angela Fan, Donna Lee, Mimi Yen and Michelle Zhang were named regional winners in the 2010 Toshiba/National Science Teachers Association ExploraVision Awards competition on Friday, February 26.

ExploraVision is an annual science competition that encourages teams of two to four students in grades ranging from kindergarten to twelfth to use science and creativity to formulate a potential innovation or invention that could be made possible using future technology. All students enrolled in the Honors Chemistry (SC2H) course at Stuyvesant are required to submit a project to ExploraVision.

Chemistry teacher Dr. Zhen-Chuan Li coached the team of Fan, Lee, Yen and Zhang, and biology teacher Dr. Jonathan Gastel mentored them. Their team is one of only 16 teams still remaining in the competition nationwide.

Each student received a Toshiba-branded product, and the team received a laptop for the school as an award for proceeding to the national level of the competition. National competitors will have to create a website and video explaining their project's ideas. Winners of the competition will be announced on Friday, April 30.

The team's project was titled "I-CEE: IKVAV-Scaffold Center-Surround Eyesight Enhancement." Their proposed invention, known as I-CEE,

is essentially a bionic eye that is meant to treat poor eyesight resulting from retinitis pigmentosa and age-related macular disease—diseases which both affect the retina. The device contains a chip that uses a filter and photovoltaic cells to detect light and color. The photovoltaic cells are mounted on a scaffold created using the IKVAV peptide that ultimately sends information about light to the brain to effectively mimic human sight.

Fan attributes part of the team's success to its coach and mentor. "The teachers have been helpful," Fan said. "Dr. Gastel is really cool and bounces ideas off, which guides us in the right direction."

"They should win the whole thing," Dr. Gastel said. "I feel they did a great job and worked very hard. It's impressive because they are going against some older teams, like teams with juniors, so they have done really well so far."

Though Dr. Gastel is confident in the team, Zhang is wary about how much further they will proceed. "I'm worried about the other teams. They're doing similar topics on sight," she said. "We're going against schools that made it past nationals last year."

However, Fan is satisfied with how far the team has already come. "Our original goal was to get to the regionals, so we are happy we made it," Fan said. "I'm glad it's a group collaboration because each of us brought different aspects to the project. We have worked really hard, but it's worth it."

Tong Wan / The Spectator



A box holding all the student metrocards collected by the NYC Student Union.

continued from page 1

ing recruited for the military and helped edit the student surveys used by New York City schools chancellor Joel I. Klein to determine schools' report card grades.

"What happens is, a lot of the time, there are a lot of huge decisions being made and often it just changes a tiny thing, but it affects us [students] in a huge way," NYCSU member and Bard High School Early College junior Dominic Veconi said. "New York City public school students have no say in these decisions, so that's what the NYC Student Union's goal is."

NYCSU members' outrage against the elimination of student MetroCards prompted them to organize the protest.

"It's approximately a thousand dollars a year we're going to have to spend. When did public education become so expensive?" NYCSU member and Brooklyn Technical High School junior Rebecca Morofsky said. "Students do have a voice and we need to take action

because if we don't, then they are just going to put more blows on our education and stomp all over us."

NYCSU began planning the protest in late January. They spread awareness about the expired MetroCard collection through the NYCSU website and blog and a Facebook group.

According to NYCSU members, the decision to collect expired MetroCards and present them at the MTA hearing was made because it was both a convenient and effective way to make the voices of public school students heard to the MTA, state legislature, Governor David Paterson, Mayor Michael Bloomberg and others.

"Right now it's a lot easier to see students as a statistic, as a figure that can be cut from a budget, but when you read about the struggles that people are having, and what this is really going to do to them, it makes it a lot harder to say, 'Oh, we'll take that out, no big deal,'" NYCSU member and Brooklyn Technical High School junior Lucas Johnson said.

"It's really a symbolic ac-

tion to bring students together," NYCSU member and LaGuardia High School senior Toni Bruno said. "Not that many different people from different schools connect that much. [...] This kind of unity is what's really important, more than anything."

Sophomore Tong Wan, who organized the collection of expired MetroCards at Stuyvesant, amassed 840 MetroCards after collecting on the second floor on Monday, February 8, Tuesday, February 9, and Thursday, February 11. Wan spread awareness about the collection through a Facebook group and flyers.

"[NYCSU] said they needed someone from each high school to help collect so I said I'd do it [...]. This protest will let [the MTA] see how widely affected we are," Wan said.

"We shouldn't have to pay to come to school," said sophomore Tarif Aznum, who helped with the collection of MetroCards during the school day at Stuyvesant. "Other people will realize that it's not fair that we're losing our MetroCards."

"In many New York City public high schools there are a lot of middle [and] lower class kids who are going to have trouble paying for their MetroCards," junior Abrar Rabbi said.

Students were unsure about whether the protest would make a significant difference.

"I don't think it'll do much," junior Sam Rims said. "In order for them [the MTA] to listen we would have to do something [more] serious."

"I'm not sure that it [the protest] will do much, but it shows that we're at least making an effort to stop it," sophomore Jennifer Zhao said. "It is important because it helps [...] increase awareness about what [the MTA] is actually doing to the students."

News

Accelerated Studies Class Helping Freshmen



Students working during the study skills workshop taught by Mr. Biegelson.

By JOANNA GAO

Due to scheduling conflicts with participating students, The Study Skills Workshop—an in-school program established during the fall 2009 semester to help freshmen who received poor grades in intermediate school develop positive study habits—has become a programmed class, Accelerated Studies (GY2),

for the spring 2010 semester. The administration is undecided whether or not students will receive credits for the course.

During the fall semester of the 2009–2010 school year, the workshop was held every other Monday, when the participating students had a science free period. Roughly 30 students, all of whom received at least two 85's or below on their intermediate

school report cards, were required to attend the workshop.

The workshop was designed and implemented by the inquiry team, a group of teachers and counselors who cooperate in order to develop possible school improvements. The inquiry team is part of the New York City Department of Education's Children First Intensive Program—a professional development program designed to help schools close existing achievement gaps. The workshop was developed after members of the inquiry team noticed a dearth of participation in other tutoring programs.

"We've tried in the past to encourage students to go to tutoring, but nobody wants to stay after school. That's why the workshop [class] is during 9th period," inquiry team member and guidance counselor Jay Biegelson said.

Senior and ARISTA—Stuyvesant's chapter of the National Honor Society—Co-Vice President of Tutoring Kashyap

Rajagopal agreed. "The biggest issue we have is getting students to come," he said.

The newly created class is held daily in room 615A. Every Monday, a department head gives a presentation on his or her subject area, discussing note taking, study skills, time management and test taking tips. For the rest of the week, ARISTA tutors assist students in their problem areas, either in small groups or individually. The class's focus is to help students develop better studying habits.

"By texting and going on Facebook, much of the time students spend is not efficient. I believe that every student can benefit from this new workshop," inquiry team member and English teacher Holly Weiss said.

To ensure that they benefit from the class, students create study folders containing study guides and outlined notes. The guidance counselors collect and review the folders every Monday, checking for required material. Both ARISTA tutors and

students had positive reactions to the new class.

"There was a time when the class got to ask older students questions for just about anything and it was really helpful when they explained things to us," participating freshman Michelle Chang said. "I told myself to start improving my grades when the first semester ended. So when I was put into this class during the second semester, I thought it would help if I received some tips for studying better. It's been good overall."

"The teachers are helpful," participating freshman Michael Nguyen said. "I have time to study now and concentrate."

"Even if I'm helping a student who has a different teacher than I had, I still try to help him or her to the best of my ability," junior and ARISTA member Jasmine Wong said.

In light of the class's success thus-far, the inquiry team hopes, in future years, to expand Accelerated Studies to include all incoming freshmen.

Features

Let it Snow (Again)!

By LEA BELTRAMINO

Fifteen inches—that's how much snow fell on Wednesday, February 10. Students cheered as the loudspeakers announced their third snow day since 2004. Following the half day, a day at home seemed like the perfect gift. Students got an extra 24 hours to hang out with friends, sleep until noon and, for procrastinators, extra time to do homework. Regardless of how they spent their day, most enjoyed being able to take a day off amidst their busy schedules.

"I appreciate any extra time off from school because the workload is overbearing and finding time to relax and hang out with friends is near impossible," junior Ady Vijay said. "The snow day gave me time to catch up on school work and provided a joyous wintery atmosphere for people to hang out."

As the snow continued to fall on Wednesday afternoon, hope for another snow day mounted. "I spent most of my snow day wishing for another one. I procrastinated hoping that we'd get Thursday off and when [Mayor Michael Bloomberg] made the announcement, I realized that I had wasted my day away hoping for more time off," junior Joanna Gustek said.

Much to the delight of students, the weather took another turn for the worst on February 25. Two snow days in the same school year seemed too good to be true as students struggled late into the night trying to finish their homework and prepared for an arduous trek to school the following morning.

"I was sort of hoping for

one, but I really doubted that we would get it. We rarely get snow days," junior Kevin Jin said.

By morning, the snow had piled up 20 inches, forcing Bloomberg to make the call for another snow day. "Getting that phone call from my friend at six a.m. telling me that there was a snow day made me so happy, I fell asleep and woke up at 2 p.m.," Jin said.

Those who were able to crawl out of bed had other plans. "I spent the snow day sleeping in, helping my little sister build a snowman and snowcat, catching up on school work and watching the Olympics," freshman Samantha Hom said.

As students woke up to find their backyards and sidewalks covered by an untouched blanket of snow, Facebook exploded with statuses about the snow day, and seniors rejoiced at the unexpected fortune, with many calling this year "the best senior year ever."

"Being a second term senior, I have been blessed with the lighter workload of homework and things to study for," senior Taha Ahsin said. "Finding out about the snow day didn't make me think about any work I would be missing out on finishing, it just made me worry about what the best attire would be to cream my friends in a snowball fight."

As the three day weekend came to a close, students dreaded their first full week of school since spring term began. "The snow days have been so unexpected," junior Lipi Thaker said. "We got lucky this year and already had two which is unheard of. They really were such pleasant surprises."

It's Sink or Swim for the Polar Bears



Members of the fourth period polar bear gym class after class.

By CONNOR JUSTICE

In recent years, there have been many stories about the global climate crisis and how it is affecting wild life. One of the most well-known species, with declining populations, is the polar bear. One place where polar bears have made a recent resurgence, however, is Stuyvesant High School.

Starting this term, physical education teacher Peter Bologna brought back a class called Junior Polar Bear. The class was started years ago, but was canceled when the original teacher retired. Bologna thought, however, that the class would give students the opportunity to learn how to set mental and physical goals for themselves and become more fit. He decided to revive it under his direction.

According to the Polar Bear class description on the Stuyvesant Web site, students are en-

couraged to "increase endurance through running and cross training." Just like many other physical education classes at Stuyvesant, the class holds approximately 50 students. But that is where the similarities end.

Although the class appeals to students with a running background, "anybody can join," Bologna said. "We try to include everyone. If you're a hardcore runner, you can do your workout as assigned by the coach and if you're a beginner, that's fine too."

In Polar Bear, the students run laps outside in the winter cold in order to get, or stay, in shape. "The class is exactly as it sounds. You go outside in the cold and run laps around a circuit in the park until the period ends or your extremities start to become frostbitten," junior Hueli Lin said.

For many people, this may not seem very appealing. However, Polar Bear is an alterna-

tive to students who are tired of the structured activities in other physical education classes. "Everyone else thought the idea of running outside in the winter was torture, but I really like it," junior Lindsay Bauer said. "There's no pressure to go any faster than you can. It's nice to have [this] option instead of basketball or regular physical ed[ucation] with activities I'm not interested in."

"The main idea is for everyone to learn how to run effectively and meet personal goals," junior Oren Bukspan said. "I'm a member of the track team and personally enjoy running, so for me, I need no more incentive than a nice extra relaxing run."

Another appeal of the class is the technology incorporated into the students' workouts. The class uses heart rate monitors and stopwatches that are strapped to the students' arms to track their progress throughout exercises, further enhancing the goal-oriented class.

Another unique aspect of the class is its arrival in a year fraught with class cancellations. Despite the budget cuts that altered so many schedules this year, it "wasn't hard [to bring the class back]," Bologna said. It merely replaced one of the other physical education classes available. Luckily for all involved, enough students signed up for the class so that it could become a reality.

The first class of polar bears helped make the class a staple of the physical education curriculum. And as spring dawns, the polar bears are off and running—hopefully still striving to reach their goals, both on the track and off.



Mr. Garfinkel's Giraffe is Missing!
Please help us find it.
If you find it, please contact:
The Spectator.

Features

Cloudy with a Chance of College

By NANCY MA

The recent college trip got off to a promising start, at least. Students had spent the morning of Friday, February 5th, at Rutgers and Princeton and then, in the afternoon, had split into groups for the last college of the day—a choice between Bryn Mawr, Villanova and Haverford. But when they stepped outside, the ground was already blanketed with a thin layer of snow. The snow continued to fall at a rapid pace, and overnight, the light snowfall turned into a heavy blizzard.

The next day, students were informed that the colleges they were supposed to visit—the University of Pennsylvania (UPenn), Swarthmore College, Johns Hopkins University, Georgetown University and George Washington University—were closed because of the severe weather. In addition, the students would be confined to the hotel they were staying at—the Inn at Penn—for at least the entire Saturday, because the roads were too dangerous to travel on. Students were upset that they would not be able to visit all the colleges on the list, but they knew that there was nothing they could do about it.

"I was really glad that everyone cooperated with the situation, and dealt with the circumstances in a mature manner," said junior class president Omika Jikaria, who was on the trip.

Due to the untimely weather that canceled several college tours, students did not have a typical college trip experience.

"When I signed up for the trip, I was really expecting an in-depth look at each of the colleges, no matter how many or how few we would visit," junior Samantha Seid said. "I really wanted to explore most of the campuses, talk to some students, look at dorms and maybe even get a chance to sit in on a lecture but. But we didn't."

Instead, students remained indoors for most of the day. They were only allowed outside for breakfast, a walking tour of UPenn and dinner. Still, the stay in Philadelphia did give students a chance to have a more realistic sense of life at UPenn.

"For those who were interested in seeing the University of Pennsylvania, the elongated stay in Philly may have been a good thing. We got three personalized info sessions from Stuy alumni while we were there," Jikaria said. "That would not have happened if the trip had gone as planned."

But even though their expectations for the college trip were not fulfilled, students got a short break from the stress and workload of junior year.

"I didn't realize how much I needed the mini-vacation and the time to wind down until I actually got it," junior Iris Lin said.

While they were snowed in, many students had the opportunity to get ahead on their schoolwork, and some sat wisely in the lounge to do homework.

"I still had a pile of unfinished homework, so the snow gave me a

chance to catch up on that," Lin said. "I didn't do much work though." Others took advantage of the extra time to socialize.

"I basically attempted and failed to do homework," junior Jessina Wong said. "I did a lot of watching TV and socializing. We played some games and caught up on the events in each others' lives."

However, the time spent at the hotel was not all fun and games.

"I and several other students were accused of stealing alcohol from the mini-bar in our rooms," said Seid.

The Inn at Penn has a motion detection system that detects if anything in a hotel room's fridge is even slightly moved, and if it is, the people staying in the room are charged for that item. When students placed their own items into the mini-bars, drinks were shifted and they were charged for them.

"It was ridiculous. I was charged 13 dollars, one of my friends was charged 92 dollars and someone was even charged 170 dollars," junior Matthew Zin said.

Mini-bar charges were not the only unwarranted fees that appeared on students' bills. "Our room got billed for wireless internet usage when none of us were even inside," junior John Bowler said.

Students had to speak to the workers at the front desk to clear these charges.

Other problems students faced included finding things to do and figuring out where to get dinner Saturday night.

"The hotel was not a very accommodating place for a bunch of teenagers with nothing to do," junior Ryan Cusack said. "A lot of us spent time playing games or hanging out in each others' rooms, since we had to be respectful towards the other hotel guests."

Additionally, meals were not paid for, so students paid for dinner out of their own pockets Saturday night. Once the snow stopped, they were allowed out to explore Philadelphia for restaurants or diners.

During the time that they were not allowed outside, many students solved the problem of being stuck in a hotel by passing time in the fitness room, where they were able to enter by swiping their key cards. Those who had laptops could take advantage of the free Wi-Fi internet offered in the lounge. Others relieved their boredom by playing card games, video games and board games, or by sitting by the fireplaces in the lounge to warm up and chat with friends.

There were also a few entertaining games of charades, mafia and contact.

"As a 'trip,' it was great," Bowler said. "As a 'college trip,' it was a disaster."

But even without visiting all the colleges they had signed up to see, many students believe that they got more information on admissions and colleges than they would have gotten by sitting at home.

And, at the very least, students were able to enjoy a few relaxing days of break before returning to the realities of junior year.

Budding Breadwinners

By HANNAH O'GRADY

Now Brian Kim can joke about the incident. But it was no laughing matter when the Stuyvesant junior, while working at a McDonald's in Flushing, Queens, allowed one of his customers to pay for his Big Mac with a phony 50 dollar bill. Kim, who unwittingly took the money and handed the customer change, later had to fork over part of his salary to make up for the mishap.

"It was a Sunday rush and the guy was friendly and smiling," Kim said. "I ended up having to pay for that out of my pocket."

Not every day for Stuyvesant students who hold jobs is as eventful as that one was for Kim, but being employed certainly adds another dimension to students' lives.

Although no one collects official figures on how many students hold jobs during the academic year, guidance secretary Geralin Fanelli says she's handed out working papers, which are used for volunteer opportunities along with paid jobs, to about 20 percent of the school's population. Some students take on the extra work to earn spending money, some to help out their parents and yet others for the chance to expose themselves to the larger world. But whatever their motives may be, they all gain insight and knowledge that the classroom does not offer.

Senior Adeline Yeo certainly appreciates the financial leg-up that her job as a swim instructor has provided, although it took her a while to reap the benefits. Yeo started working as an unpaid teacher's assistant at Dolphin Swimming in Flushing during her freshman year, when she was offered the position after taking lessons at the pool herself. Later, as a paid instructor, Yeo spent four and a half hours in the water, every Sunday, giving young kids swimming lessons until she left the job in January. Although Yeo has her hands full during the school week with extra-curricular activities (she is a Chamber Choir Section Leader and Big Sib Chair) and has to cram much of her homework in on Saturdays, she feels the financial independence that the job gave her was worth it.

"I buy all my own stuff," said Yeo, who believes that her job has helped her transition from being a kid to an adult. "I feel like I've grown up a little faster." Yeo also thinks that the additional occupation helped her to learn to better manage her time. "I would have to work around [my job]," she said. "Your job hours don't change—you have to manage everything else around them."

Senior Ying Zhao works as a student intern at the NYU Langone Trinity Center, a medical facility located in the financial district. Zhao works three-hour

shifts three or four days a week, scanning lab results, photocopying charts and typing medical record requests from patients. Like Yeo, she knows the sacrifices that must be made to keep a job.

"I cannot make any commitments to extra-curriculars inside of Stuy," said Zhao in an email interview. "I often find myself staying up late at night to finish my work and turning away plans to hang out. If I do make plans, they are usually after school or during the weekends." Zhao, who chose to look for work as a way to help her parents out financially, found her job in the employment listing posted outside the guidance office. "It is actually a helpful place to look for jobs, but the options are limited," she said.

Similarly, Kim had no trouble finding work, although his was of a very different sort. He applied online at www.mcstate.com and, within a couple of days, had landed a position at the McDonald's just ten blocks from his home in Flushing. He started in May of his sophomore year, working four or five days a week during the school year, and every day during the summer. He quit this past January in anticipation of a busy second term of junior year.

For Kim, the job was never about making money. "I only saw about 50 dollars of it a week," said Kim, whose mother put most of his salary in a bank account or used it to pay for Kim's piano lessons and Long Island Rail Road fare. For him, it was all about the experience—especially the exposure to different kinds of people, from his co-workers to his customers. While many of the other "front" workers—the people who tended the cash registers, such as Kim—were high school aged, the kitchen people tended to be older, and for them, the job at McDonald's was a full-time commitment. "For these people, this was everything," Kim said.

He feels he learned to deal with all sorts of people who came to his drive-through window to place an order—including the guy who ripped him off. "With some people, no matter how nice you are to them, they're going to be nasty," he said. "And with others, no matter how bad you screw up their order, they're going to be nice."

Stuyvesant students, of course, can learn such life lessons without holding jobs. But there does seem to be something about working in the larger world beyond our school that exemplifies these points. Kim, Yeo and Zhao—and many other students who hold jobs—have gotten a taste of what it's like to earn their keep and to live in the adult world. As Kim points out, "There's a whole world out there." It's a world that he and other employed students have, at least, begun to explore.

409

Number of Soph-Frosh participants in SING!

277

Number of Junior participants in SING!

355

Number of Senior participants in SING!

1041

Total number of SING! participants

859

Number of Freshman students

836

Number of Sophomore students

782

Number of Junior students

784

Number of Senior students

3261

Total number of students

Thanks to: Assistant Principal of Technology Services Edward Wong and Coordinator of Student Affairs Lisa Weinwurm

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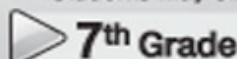
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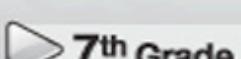
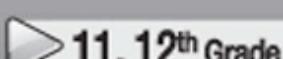
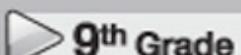
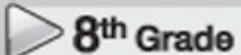
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~1:30 PM**PSAT + Essay**

9:30 AM~1:30 PM

PSAT + Essay or SAT I

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Saturday Class (Advanced) September 12th Start / 3:00 PM~6:00 PM – 21 sessions / 63 hours
 Sunday Class September 13th Start / 3:00 PM~6:00 PM – 21 sessions / 63 hours

U.S. Physics Team:

Saturday Class Starting October / 3:00 PM~6:00 PM

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AMC & AIME : September 12, 2009 ~ February 7, 2010 / 48 hours

USAMO : Starting February / 48 hours

AMC 10 (2/9 Test)

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Saturday Class	1:00 PM~3:00 PM

AMC 12 (2/9 Test) & AIME (3/16 Test)

Tuesday / Thursday Class	5:00 PM~7:00 PM
Saturday Class	1:00 PM~3:00 PM
Sunday Class	1:00 PM~3:00 PM

USAMO (4/27 Test)

Saturday Class	3:00 PM~5:00 PM
Sunday Class	3:00 PM~5:00 PM

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Editorials

STAFF EDITORIAL

SING! A Microcosm of Stuyvesant

Every year, prospective students from around the city file through the halls of our school on Open House tours to get a taste of what it means to be a part of the Stuyvesant community. While the tours provide a plethora of information about the classes, school facilities and the many clubs and publications Stuyvesant offers, these are only snapshots of our school and do not fully embody the richness of our student body. If they went to a SING! performance, however, they might see the creativity, dedication and competition that Stuyvesant represents.

Many of the incoming freshmen are convinced that Stuyvesant is a school of dull nerds, but watching students break free from their academic-centered lifestyles and expose their hidden talents in SING! would prove them wrong. SING! provides a chance for students to put aside their hours of painstaking homework and dedicate themselves to a different kind of activity for five weeks. It may seem that the extracurricular activities our school is renowned for, like the math team, robotics team and Science Olympiad team, could better represent our school than SING!, but not one of those activities can match the diversity that hundreds of students bring to SING! each year. Only SING!, which brings together students from across the board—whether they be math whizzes turned into superhero characters or book-lovers turned into hip-hop dancers—can provide the big picture of the Stuyvesant community.

A common question incoming freshmen ask is how many hours Stuyvesant students sleep each night, but just watching exhausted directors pull their hair out in frustration would answer this. The stress that typically comes from college applications, tests and homework is heightened by additional hours of SING! practice. However, we never lose our conviction that we can spend a couple more hours stomping through a step routine, fine-tuning chorus harmonies or rushing to fix a few loose screws in the tech room. It is this type of

dedication and drive that makes us both on the verge of nervous breakdowns and well-rounded, admirable students.

During tours, incoming students often nervously ask if the cut-throat competition at Stuyvesant is as brutal as they have heard, and while SING! may appear to be just a fun show at first, it is no exception to the competition present in our school. After all, it is a vicious rivalry between the grades—a time when we are finally licensed to openly mock each other and sprinkle our script with provocative humor about other grades' shows. However, like in our everyday school lives, when students seem to be competing for the top grades or the few spots at the premier colleges in the country, they still manage to give each other a helping hand. The students in each grade are forced to put aside their differences and collaborate to ensure that their final performances are spectacular. The final show is like a final exam; we are all striving to get a better grade than our competitors.

Sometimes incoming freshmen ask what the cameras positioned around the halls are for. Tour guides reluctantly answer that students are always forced to work within the constraints of the administration. As a result, many of the students who join SING! are disappointed when they are not freed from the normal structures of school. The administration is dedicated to maintaining a school environment in which students are expected to follow the rules, fulfill their requirements without complaint and refrain from simply running wild, all in the hopes that this will improve the school's environment and safety. Additionally, because the administration scheduled SING! to be a week earlier this year, the weeks leading up to it became a fast-paced cram session that students had difficulty handling.

The faculty maintains its tone of authority by not permitting eating, cell phone use or power tool use without a teacher present. The administration also censors the SING! scripts, which become drastically different by the time

the audience gets to hear them. Although this may be, in part, due to some inappropriate humor, the administration's involvement takes away from the ideas the scriptwriters are trying to communicate in the first place. By not having so many constraints on SING! in general, the administration would allow students to express themselves creatively and genuinely, making it the total student-run production that it is meant to be.

New students often ask how they are supposed to make friends in such a big school. On the contrary, finding your niche in Stuyvesant is not difficult. But during SING!, students often take their friendships too far and some crews consist of similar groups of friends. Qualified students are often unfairly rejected or opt not to try out because they feel unwelcomed. While our community tries to exude an air of diversity and disapproval of these social circles, nepotism still has the potential to occur. It is up to the producers and directors of SING! to try to create an open and diverse experience for everyone involved and to strive for a collaborative effort.

The success of a SING! production may vary from year to year, but nevertheless, it brings together a prodigious number of students who would normally never interact, even if they only come together for a few weeks and the final performance. Our ability to work together is the greatest success of SING!. No show is perfect and no school is perfect, but SING! offers the incoming freshmen a glimpse of the kind of school community ours could be if we brought the same level of passion, dedication and spirit into the classrooms and extracurricular activities throughout the year, as we have during SING!.

While providing us with laughs, dazzling sets, costumes and dances, SING! teaches us the value of being connected and immersed in our school environment. If only the prospective students could see this side of Stuyvesant, they would truly know what the school embodies.

COURTESY OF THE ALUMNI SPECTATOR

Giving Back to the School that Gave so Much – Richard Grand, June '47

By LISA CANGRO TEPPERBERG

Richard Grand started his nickel-a-ride subway commute to Stuyvesant from Borough Park in 1944. Working was the main extra-curricular activity for many students during this time, and Richard was no exception. He worked at his local public library stacking books before school and immediately after school. He delivered groceries in the evening. Eventually, the Stuyvesant employment office helped him get a sales job at Apollo Stationery on East 28th Street.

Favorite Subject – Radio: The popular Radio class was one of Richard's favorite subjects. He learned about writing scripts, acting and directing. He learned to speak with confidence in this class which led him to major in speech in college.

Interestingly, something else that made a lasting impression was the creation of physical objects in Stuyvesant's required shop classes. He learned to make a drawing board, a T-square, a rolling blotter in Metal shop, and

a ring in Jewelry shop. He acknowledges that he hasn't made anything since 1947, but said that these classes gave him the feeling that he could do anything. Another item that made an impression was a pair of dissecting scissors given to him by his biology teacher after he used them to dissect a frog. He still has them to this day.

The highlight of student life for Richard was graduation held at Carnegie Hall, a fitting close to a wonderful educational experience.

Richard's Success: As with many Stuyvesant graduates, Richard has achieved success on many levels. He is not only a luminary in his profession but has been privileged to enjoy great happiness in his personal life as well. He is very proud of overcoming his modest beginnings and he attributes much of his success to the confidence and skills developed while attending Stuyvesant.

The Message: He is passionate about his donations because he feels compelled to help other

students faced with similarly difficult beginnings. He feels strongly about the quality of the teachers at Stuyvesant, and notes that Stuyvesant was more important to his development than college or graduate school. He also feels that it is extremely important for alumni to donate to the Stuyvesant Alumni Association where the funds can go directly to the students.

Donation Parameters: Richard's donations are restricted to students who fit certain economic parameters. These students are not poor in scholarship, but rather they are financially disadvantaged students who have shown the need for financial assistance in order to be able to attend Stuyvesant.

Richard Grand has donated over \$20,000 for needy Stuyvesant students since 2007. Twenty students will have benefited by June 2010. He has pledged future contributions to continue this tradition of true charity. Please contact the Alumni Association at alumni@shsaa.org should you wish to make a donation.

The Spectator

The Stuyvesant High School Newspaper



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of the
Student
Body"

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FOR THE RECORD

- In "Pascu Wins Award for Distinguished Math Teachers", math teacher Jim Cocoros's first name was mistated.
- In "From the Library to the Bowery", Rebecca Elliott's surname was misspelled.
- In "The Mountains on 17th Street", Rubin Museum was misspelled.
- In "1000 Paper Cranes for Peace", Eithinzar Lwin's first name was misspelled.
- In "Numbers", the number of Asians admitted was mistated; it is actually 602.

Opinions

What's Going Down(stream)



By TERESA YAN

Each of us has some fond memory of the Hudson River. I see its waters every morning as I cross the Tribeca Bridge, and I often see it glimmering under street lights as I exit Stuyvesant. Many pleasant, lazy afternoons have been spent in Battery Park City, with the sound of kids playing ultimate in the background and the ripples of the Hudson by my side. You can catch a glimpse of the Hudson from nearly every window—it is constantly present.

But something ominous lurks below: 1.3 million pounds of toxic chemicals called polychlorinated biphenyls (PCBs).

PCBs are stable organic compounds that were used for their insulating properties until 1979 when they were banned in the United States by the Environmental Protection Agency (EPA). The majority of the released PCBs have been washed into the Atlantic Ocean, but some PCBs contaminated riverbeds—an increasingly pressing problem to New Yorkers—and continue to threaten local wildlife and communities along the Hudson River.

PCBs do not readily decompose, due to their stability, and are able to permeate skin, causing long-term health problems in

humans and animals. The EPA, the International Agency for Research on Cancer and the National Institute for Occupational Safety and Health have all linked PCBs to cancer. There is even one study on rats, which is referred to on the EPA Web site, which states that in animals, "every commercial PCB mixture tested [has] caused cancer." From Hudson Falls to Manhattan, these chemicals have lingered in fishing pools and recreational areas, both discouraging nearby residents from using the riverbanks, due to safety concerns, and endangering the unaware.

In this case, the perpetrator has claimed responsibility. Two electric capacitor-manufacturing plants owned by General Electric Company (GE) began using PCBs in the 1940s before shutting their doors in the 1970s. After decades of legal struggle, GE started a two-phased plan to dredge the Hudson River and remove PCBs. This February marks the completion of the first phase of dredging the Hudson River, and an estimated 44,000 pounds of PCBs have already been removed. But this is no time to breathe a sigh of relief. In its agreement with the EPA, GE reserved the right to refuse to implement the second part of the plan and, consequently, leave hundreds of miles of the Hudson River still contaminated.

In short, GE was forced to take action. The EPA has the power to "compel" companies to be responsible and after scientists noticed increasing levels of PCBs in fish and subsequently, in humans, the EPA ordered GE to clean up. As the fourth largest creator of contaminated sites in America and the largest corporation in the world, according to the Center of Public Integrity and Forbes respectively, its decision on whether or not to continue the dredging project would set historical precedent in environmental cleanup. A refusal would further blur the definition of

"responsibility" for global businesses and leave citizens to bear the burden. The effects would certainly be long-lasting for New Yorkers, who are constantly in the presence of the Hudson.

GE is currently analyzing whether the second phase is feasible, and there are indications that GE will refuse to continue dredging. With an estimated 750 million dollar price tag looming ahead, GE reported grave news, indicating that PCB levels have risen 25 times more than anticipated because of dredging, with levels in fish also spiking. On the other hand, The New York Times noted the contrast between GE's report and the EPA's: "The agency [EPA] said its own examination of the data show that the percentage of unexpected PCBs was actually far lower than G.E. reported and rising PCB levels in nearby fish would be temporary."

Despite temporary increases in PCBs, GE and other corporations must be held accountable for their missteps. So, for the love of the Hudson, spread the word about its endangerment and get involved in protecting and appreciating it. There is a wide range of alliances and associations dedicated to ridding the Hudson of PCBs, such as the Scenic Hudson and the Hudson River Sloop Clearwater.

There is also a variety of organizations that sponsor festivals and events by the Hudson. Many groups offer opportunities to enjoy the river's natural bounties. In warmer weather, the Metropolitan Waterfront Alliance offers festivals and rowing opportunities. For those musically inclined, concerts are organized in Clinton by the Friends of Hudson River Park. But enjoyment can come simply and easily: walking along the river in Battery Park City is one of the best ways to unwind after school.

The Hudson is always there for us. So now it's high time we help out the Hudson.

The Sophistry of Soph-Frosh SING!



By NEETA D'SOUZA

How could I avoid being recruited? Everyone and everything, from my enthusiastic Big Sibs to posters on every wall, urged me to participate in SING!. Even the stress of freshman year, coupled with the uneasiness of being at a new school, couldn't discourage me from experiencing all the excitement first-hand. I knew I had to be a part of it. I mean, everyone was doing it.

But on the first day of SING! tryouts, when freshmen were informed that the directors were mostly sophomores, many of us assumed that the sophomores would run the show. The thought of competing against experienced and possibly well-connected sophomores discouraged us from trying out to be part of SING!. Freshmen, however, shouldn't be intimidated from pursuing what they are equally entitled to. Soph-Frosh SING! should benefit from our contributions—not use our inexperience at Stuyvesant to limit our participation.

The show proved to be even more biased when I attended one of the Soph-Frosh script-writing sessions, hoping to become immersed in the inner workings of SING!. The sessions were a part of Soph-Frosh SING! that everyone could take part in, but I was surprised to see that not many did. When I was there, I noticed that male roles far outnumbered the female roles, so I asked one of the writers if the villain could

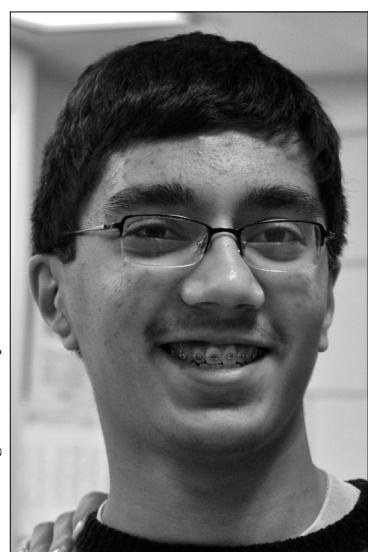
be female. I was taken aback by the response: they had already found the perfect actor for the villain. Cast auditions, however, were not even finished.

Even though we were shocked by the elitism and unfairness that we saw, many of my peers and I sucked it up because we knew that this was how the show worked. Soon enough, we quickly gained experience in handling the basics of SING!. Not having participated in such big performances in junior high school, my fellow freshmen and I didn't know how intense the practices would be. Staying after school every day until 6:00 p.m., and 7:00 p.m. in the later weeks, worried us. Between our budding social lives and tremendous amount of homework, I didn't know if it was possible to handle all the stress. But as resilient freshmen, we finally learned to juggle SING!, homework and other extra-curricular activities after only a couple of weeks.

Not only did we develop the willpower needed to handle SING!, but we also began to develop the same amount of excitement for it as the rest of the student body did. SING! showed us the immense amount of spirit Stuyvesant students have for their school. During elementary school and junior high, we may have had spirit days, but they definitely did not have as much participation as SING! does. For the first time ever, I saw a multitude of people care about a school event.

When I entered the school, I expected an arduous four years of study. But SING! proves that Stuyvesant students can do more than just study, and are able to be well-rounded individuals. My fellow freshmen and I may have just begun, but we're already immersing ourselves in a Stuyvesant tradition.

From the Desk of Varun Sharma



By VARUN SHARMA

indeed very bright, and I had never seen a freshman quite so eager to learn. His massive backpack—filled with useless items such as a compass, protractor, art appreciation notebook, markers, colored pencils and gluesticks—was nevertheless a burden I was proud to carry. After seeing so many apathetic and aimless freshmen, I made it my duty to be extra-sturdy to help this promising student achieve his goals. And that is precisely what he did that year: grades were high, awards were abundant, The Student's enthusiasm never faded and the air of overachievement that he brought with him from middle school was strong.

Unfortunately, I cannot say the same about his sophomore year, when The Student was fortuitously placed in my classroom for European History. He began to decline in several aspects that could not have been easily noticed by anyone or anything besides me, his very desk. Sometimes, I would feel sharp graphite dig into my back while The Student sought entertainment in sending and responding to messages that were previously immortalized on my surface. He began to spend more time doodling in his notebook, or on my back, than he did paying attention in class or taking notes. He gradually began to pass notes to

the girl behind him, who would always rest her rough-soled feet on my delicate basket. Sure, she

**He was indeed
very bright,
and I had never
seen a freshman
quite so eager
to learn.**

was pretty and all, but I could tell she wanted nothing more than answers to multiple choice questions come test day. In any case, I was relieved to see the grades that The Student got on projects and tests. I expected better, but I had a feeling that one day, he would see the light and go back to his old self.

Sadly, this never happened. For the two terms of his 11th grade, I was The Student's US history and biology desk. Although he was taking challenging courses, The Student seemed to have shed most of his academic drive. He fell behind

in sleep, homework and food consumption. His backpack was markedly lighter, as it only contained one notebook filled as much with indiscriminate notes as it was with mindless drawings. However, for the first time in decades, I was not happy with a lighter load to support, since I knew that it only meant that The Student had tossed away all of the potential he had. And sleeping on me was the last thing that I wished this once-effervescent student to do in the middle of a high school class.

The Student would further disappoint and humiliate me by doodling male genitalia and the cult-sounding names of obscure school bands, whose songs sounded just as unpleasant. His repertoire of doodles began to include marijuana leaves and even stick figures smoking joints. On test days, The Student would make his friends write numbers, words, or formulas on obscure parts of my body. Studying just wasn't a priority for him anymore.

For his fourth and final year at Stuyvesant high school, The Student ended up with me as his desk once again—a one-in-a-6,402,946 chance, according to a scrap paper for a math team competition that was stuck to my leg. I was anything but happy to have him sit in my seat again. He had hit rock bottom in his

school career and I grew intolerant of his indifference to what he did with his abilities. But a

**I had a feeling
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light and go back
to his old self.
That never
happened.**

few months later, the college decisions spoke for themselves. The Student's warm teardrops on my smooth wooden posterior made no secret of the results.

Today, the only tangible memory I have of The Student is the piece of citrus blast Stride gum he stuck on my underside on March 12, 2006. Though I would usually disregard a piece of gum stuck on me, that particular piece will stay with me forever. It shall be a memory of what could have been, but was left behind, like the abandoned progeny of a brilliant mind.

Opinions

Lost (and Found) in Translation



By MAYA AVERBUCH

"We should be emphasizing foreign languages in our schools from an early age," said President Barack Obama, in a controversial speech in Powder Springs, Georgia on Tuesday, July 8, 2008. "It's embarrassing when Europeans come over here, they all speak English, they speak French, they speak German. And then we go over to Europe and all we can say is merci beaucoup." The public outcry prompted by Obama's speech serves as testimony to Americans' reluctance to recognize the social, cultural and intellectual benefits that speaking a second language brings.

As a child of a Hindi-speaking mother and a Hebrew-speaking father, I am painfully aware of the fact that I can only speak English. Though I now realize the importance of speaking my relatives' languages, it is much harder to learn them now, at age 15, especially since my parents do

not have time for lessons and my school does not offer beginner classes in those languages.

My opportunity to break free from language limitations came during third grade, when my largely monolingual classmates started to learn Spanish for a couple hours a week in class. The only things I learned in the next four years were greetings, the first twenty numbers, the days of the week and a few colors, which were practically useless. Like for most of my peers, Spanish class was just a fun distraction from the school day for me, and I did not understand the importance of learning the language at a time when my mind was so impressionable. As a result, I did not commit myself to trying seriously to learn it until the seventh grade, when my new Spanish teacher started giving us proper lessons. But by then, I had squandered years of valuable time.

While politicians, educators and business leaders complain that American students are not on the same physics or math levels as students in other countries, they fail to notice our insufficient foreign language education. Whereas my cousins and friends from Israel, France and Denmark studied a second language in first or second grade, and sometimes a third language by seventh grade, countless American teens barely know the fundamentals of a single foreign language by high school. According to a 2008 study by the Center for Applied Linguistics, only 25 percent of American elementary schools offer language instruction, a decrease from the 31 percent in 1997. On the other hand, all European Union countries, other

than Ireland, Scotland and Slovakia, require all children to learn a foreign language in elementary school, sometimes as early as age three. Americans should follow in their footsteps by making second language education compulsory in all elementary schools and ensuring that all students complete

Other than enabling us to speak to people in other countries, as often happens in our global society, it opens doors to different cultures, perspectives and careers.

the curriculum through at least one standardized test.

The prime time for people to learn a second language is, in fact, before puberty. Learning another language at an early age causes neural networks to develop in the brain, which makes retaining the nuances of the language easier. Also, a child's ability to process and replicate foreign sounds is at its peak while his or her brain is still developing. The earlier children learn a second language, the more likely they are to obtain

fluency.

Furthermore, learning a second language early in life has been shown to improve students' academic performance in all fields and scores on standardized tests. According to a 2004 study by the College Board, students who completed four or more years of foreign language study scored more than a hundred points higher on each section of the SAT than students who took half a year or less. Learning a second language increases students' critical thinking skills, listening ability, memory and creativity largely because the additional language is an added stimulant for their brains.

Although it may not seem significant, knowledge of a foreign language has inherent personal and global benefits. Other than enabling us to speak to people in other countries, as often happens in our global society, it opens doors to different cultures, perspectives and careers. From a commercial standpoint, speaking any other language can improve business relations. For example, Mandarin Chinese may eventually be the main language for business interaction instead of English due to China's growing economic power and large population. From a political standpoint, American military, diplomatic and intelligence operations might not be floundering in the Middle East and Afghanistan if they were able to communicate with the native populations in their own language. Both locally and internationally, multilingual staff members are required in hospitals with patients who may not speak English and law firms that must deal with testimonies

in foreign languages. Implementing a stronger and more wide-spread second language education system can take this country to greater heights. Also, as a nation that prizes its current superpower status, America should be wary of falling behind

Learning a second language early in life has been shown to improve students' academic performance in all fields and scores on standardized tests.

global competitors in business, military and politics if a better foreign language education is not provided to students.

Only if the truth about America's deficiency of a secondary language education is realized can reform be brought to the education system. Educators should recognize the necessity of being multilingual in the modern day, where members of our global society bring ideas to the table in different languages. If the public education system accomplishes its goal of creating global opportunities for new generations, American children will not only by saying merci beaucoup, but muchas gracias, shukran, xie xie and thank you, as well.

Cartoons



ERICA CHAN

Conversations

"There's a catch"

Hey, I saw SING! It was awesome.

Really? I didn't go.

Well you certainly missed out. What's your problem with SING! anyway?

I don't know. They just made us jump through so many hoops this year.

It's like, I'm sure the SU needs money and all that, but why do I need to promise to give them my first born child when I go to pay for tickets?

Yeah, that was annoying.

Vinluan, Vinluan, and Sury

EARLIER:

So basically this says that in about 15 years you'll just find me and take him? OK, so where do I sign?

Arts and Entertainment

A Festival for the Family

By HYEMIN YI

The New York International Children's Film Festival (NYICFF) was created in 1997 based on the idea that children and teens could handle cinematic works with visual, emotional and intellectual complexity, or at least, more than what mainstream media gave them credit for. Held annually, the NYICFF finds and presents pieces from all over the world that cannot be found on television, DVDs and in most theaters. Lined up for the 2010 festival are 12 feature films as well as seven series of shorts. The festival will run from Friday, February 26 to Sunday, March 21. Films will be shown at a variety of venues, including Cantor Film Center, IFCCenter on West 3rd and Symphony Space on the Upper West Side.

The selection of short films titled Girls' Point of View (POV) Shorts (recommended ages 10 to adult) will be shown on Saturday, February 27 and Saturday, March 13. The program includes "Post It Love," directed by Simon Atkinson and Adam Townley of the United Kingdom. In this three minute live action, two office workers express their feelings for each other by the unconventional means of post-it art. There is an underlying playfulness to the exchanges, as seen when the girl reappears from the office storage room with a heap of post-its, with the intent of using all of them for more than purely office purposes. The carefree recorder tune playing in the background highlights the film's charm. With shots that utilize symmetry and vivid colors, the piece is also aes-

thetically pleasing.

The longest film, running 34 minutes, in the Girls' POV Shorts program is "See You," directed by Jesper Rasmussen of Denmark. In the film, fourteen-year-old Nete is grief stricken after her twin brother dies in a car accident. After enrolling in a new school, she meets a boy with a striking resemblance to her deceased brother.

ages 12 to adult), will be shown on Saturday, February 27 and Saturday, March 13, as part of the more comical Flicker Lounge series. The short follows a Bruce Lee action figure, complete with the iconic yellow-and-black tracksuit, that comes to life to kick major butt in this eight-minute kung-fu parody. The Lee action figure's

The hand drawn animation is enchanting and refreshing. The film, running three and a half minutes long, retains humor and could be the opening sequence of a Disney movie from a decade ago.

For fans of the strange and freaky, the Heebie Jeebies series (80 minutes, recommended ages

mation, the short questions how willing people are to accept the truth.

Another harrowing piece in the series is Denis Villeneuve's "Next Floor," a 12-minute piece that was the winner of Best Short at the Cannes Film Festival. In this vegetarian's nightmare, 11 indulgent individuals partake in a lavish feast with meat from every possible animal. The piece is beautifully stylized, with little movement and minimal narrative, and the attention Villeneuve gives to detail is impeccable.

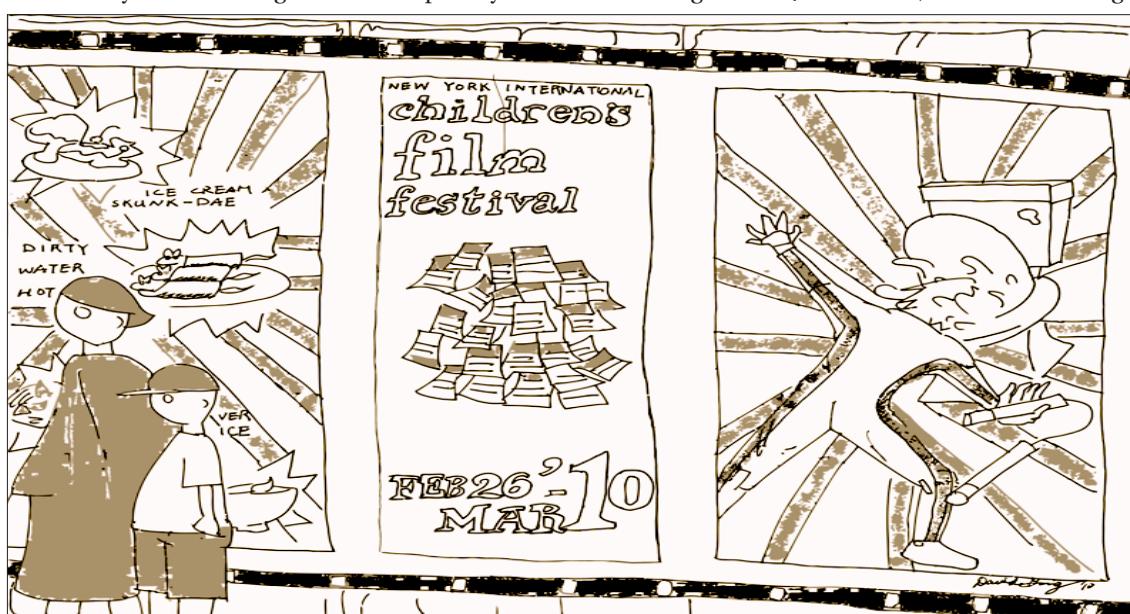
The NYICFF understands that redefining "films for kids" is a matter of extending style as well as subject matter. Kids do not necessarily need to be grappling with profound questions of life. Entertainment for children does not need to start with baby-talk and end with a happy sing-along song. The NYICFF shows that works presented as children's film can be appreciated by older audiences too.

The complete list of films and venue locations can be found on NYICFF's homepage, www.gkids.com. The programs mentioned are screened at one of the following venues:

Cantor Film Center
36 East 8 Street (at University Place)
(212) 998-4100

IFCCenter
323 6 Avenue (at West 3 Street)
(212) 924-7771

Symphony Space
2537 Broadway (at 95 Street)
(212) 864-5400



blance to her deceased brother. The unoriginal plot would have been forgivable had Rasmussen's combined usage of slow motion and tear jerking orchestral music as an attempt at creating a drama not also trivialize the agony that Nete feels. The many superfluous scenes squeezed in to drive the plot made it difficult to appreciate the beauty of each moment, and ultimately, the entirety of the piece.

Directed by Bruno Collet, "Le Petit Dragon" (recommended

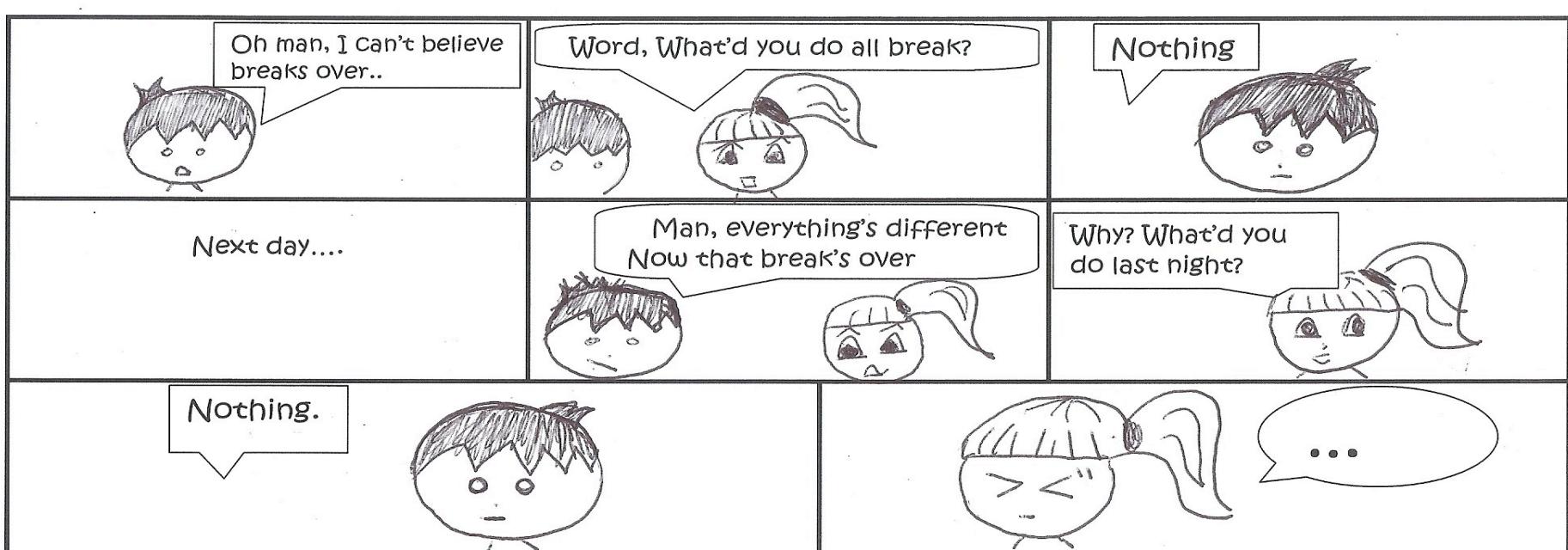
memorable moments include standing on a miniature version of Lee's star from the Hollywood Walk of Fame and also having his head stuck inside a toilet—thanks to a picture of a topless woman at the bottom. The action-packed film is an extremely light-hearted kung-fu parody.

Later on in the Flicker Lounge program is "Screen Test," directed by German Steffen Schaeffler, in which a zealous, recently immigrated amateur auditions for a role in a costume drama.

10 to adult) will be shown on Saturday, February 27 and Saturday, March 13. "Fard," featured in the Heebie Jeebies set and directed by Luis Briceno and David Alapont of France, is a thought-provoking piece reminiscent of the dystopias created by authors like George Orwell in "1984." In a futuristic society that appears to be perfectly functioning, a typical member of the work force is given the opportunity to see the underlining reality. Using a combination of live-action and ani-

Cartoons

"Big Difference"—Elizabeth Shvidky



Love Has No Boundaries

By J.H. Lee



Arts and Entertainment

Not the Best Jamaican Fix

By JAMES HONG

A buttery crust filled with piping hot, spicy filling—if only the school could make beef patties right. I was never a fan of these “school” patties and hoped to some day sample the real Jamaican version. I thought I would accomplish this goal when I discovered Golden Krust Caribbean Bakery and Grill.

Golden Krust is a global business that runs over 120 franchises in nine states. It was founded by Lowell Hawthorne and his siblings, who opened the first store on East Gun Hill Road in the Bronx in 1989. The 91 Worth Street location, near the A and C Chambers Street subway station, is not far from Stuyvesant for lunch or an after-school snack. The eatery was shut down in 2008 for health violations. The store has since reopened, so sanitation should no longer be a concern.

The menu consists of the standard patties, pastries, sandwiches and sides such as rice and peas. The beef patty (\$1.89) is a bit spicier than the school patty and is sized similarly, albeit with a flakier crust. With a good value, the beef patty makes for a sufficient snack. However, the chicken patty (\$1.89) is a disappointment because the filling is a flavorless paste with no notice-

able pieces of chicken. The jerk chicken patty is slightly more flavorful. In jerk, a style of cooking native to Jamaica, chicken or pork is dry rubbed in Jamaican spices. Golden Krust also serves veggie patties.

The main combo Golden Krust offers includes a beef patty with coco bread and a fountain drink (\$3.99). The coco bread resembles a hamburger bun. The patty is meant to be eaten in between the two thick halves of bread, but the flavor of the filling is lost behind the masses of bland bread.

Meals (\$9) include rice and peas and a meat dish of braised ox tail, jerk chicken, or stewed chicken. The serving size for these meals is too small for the price. The side of rice that comes with the meal is bland. You can get more flavorful—and colorful—rice from halal carts.

There are only a handful of tables lined against the wall in the small restaurant since most customers order take-out. The decor resembles a bakery, with light tiles and glass cases of bread. The service is unexceptional and the workers often take too long with orders.

Golden Krust also offers imported drinks that are unique and refreshing. The ginger pineapple soda (\$2) fuses unusual flavors



The outside of the Golden Krust, a bakery located at 91 Worth Street.

that give the food some kick. The pink grapefruit soda (\$2), amusingly called “Ting,” is made with real Jamaican grapefruit and is a great thirst-quencher. Other soft drink blends include coconut water and various cream sodas.

The variety and originality of the drinks are probably the best reasons to stop by. Thankfully, Golden Krust has a range of different drinks stocked throughout the week. Although the food and service are less than stellar,

it's great if you're craving a beef patty or an exotic soda. If not, then it's probably best to plan your Jamaican fix by the school lunch schedule. Alas, back to the cafeteria.

Square Diner: Cheap and Chic



The desolate exterior of the Square Diner.

(\$3.00 to \$9.50), more than 15 different salads and wraps (\$7.50 to \$12.50), as well as quesadillas (\$7.75 to \$10.75), hot platter specials (\$11 to \$15), Greek specialties (\$5.75 to \$11.75), seafood platters (\$9.75 to \$16.75) and diet cold salad platters (\$7.75 to \$9.25).

“The Square’s food is superb. Great huge portions for a great price,” said customer Carol Ackerman. Her favorite sandwich

**“The Square’s
food is superb.
Great huge por-
tions for a great
price.”**
—Carol
Ackermann,
customer

is the “A.T.B.L.T., a twist on the B.L.T. with avocado and turkey bacon,” she said.

Junior Marveliz Santos agrees. “The quesadilla is really good, the chicken tastes fresh and the cheese is stringy,” she said.

In addition to breakfast and lunch, Square Diner also offers a huge variety of desserts and beverages. There is a selection of carrot cake, chocolate fudge cake, cheesecake, pie, meringue and ice cream sundae (\$2.00 to \$5.75). To accompany one’s dessert, one can order sodas, ice teas, green teas, espressos, cappuccinos, mochaccinos, milk shakes and ice cream sodas (prices range from \$1.15 to \$3.75, depending on size).

Although Square Diner is not yet popular among Stuyvesant students due to its slightly out of the way location, it offers great food, huge portions, and prices students can afford. So, the next time you are hungry and broke, think of Square Diner—the quaint eatery that will fill you up without draining your wallet.

By JASMINE WONG

In New York City, food is everywhere. On almost every block there are numerous restaurants, delis and cafés. However, for an average high school student, many of these places are just too expensive. Nonetheless, every so often, a venue that is both cheap and delicious comes around. That place is Square Diner—affectionately called “the Square”—which is a small and quaint diner located at 33 Leonard Street in TriBeCa between Leonard Street

and West Broadway.

Opened in 1971, the diner is still family run. When asked about the history of the place, owner and Stuyvesant High School alumnus Ted Karounos ('91) said, “This is the only one. My father bought the land in 1971 and we’ve been here ever since.”

The décor of the diner reflects its history. Although named Square Diner, the diner is in fact a very cozy rectangular sidecar with tables and stools inside and café-style seating outside when weather permits.

Vintage coca-cola signs line the walls, along side rustic statues and signed pictures from movie and TV stars such as Jerry Orbach (Detective Lennie Briscoe from “Law and Order”) and Benjamin Bratt (“Miss Congeniality,” “The Cleaner”). The booths are small and close together—perfect for a small and intimate meal with a close group of friends. Customers range from businessmen and women, to yuppies on lunch break, to stay at home moms eating with their children.

Although Square Diner itself

may be small, its food selections and portions are enormous and well worth the price. Breakfast, served from 6:00 a.m. to 11:00 a.m. includes over 20 different omelets, ranging from plain egg (\$3.75) to pastrami (\$7.25) to lox and onion (\$8.50). Other breakfast options include pancakes, breakfast sandwiches, waffles, bagels, muffins and fruits.

For lunch and dinner, the Square offers over 15 burgers (ranging in price from \$5.50 to \$9.00), over 20 different combinations of hot and cold sandwiches

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Soph-Frosh SING!



By KAITLYN KWAN
and VICTOR MA

"Tonight we shut them down, we pwn them, because we can," Pikachu said with confidence moments before the final battle of Soph-Frosh SING! commenced. Although the team of video game characters prevails in the end, the Soph-Frosh script failed to do the same. Amidst a few bright spots, the two grades came together with a performance that was cute and quirky, but in desperate need of a power-up.

The show, which was executive produced by Kelly Kwan and produced by Sharon Cho, Raisa Iqbal and Reema Panjwani), opened with a throwback to the older members of the audience with a game of Pong. But the short scene ends abruptly when the Miis, dressed in white t-shirts and striped vests, capture the two retired Pongs and bring them to their almighty ruler, Wii (Haymar Lim). "Wii would like to play" acts as the typical transitional tool, as the retirement home setting is replaced by a well-crafted Mario-themed set and adorable mushroom-clad chorus members singing along to Michael Jackson's "Beat It."

The end of the well-sung number left the audience with a group of characters spanning the timeline of several video games: Mario (Josiah Mercer), Luigi (Nick Miller), Carmen Sandiego (Eliza Mitnick), Pikachu (Clarissa Sorenson), two Sims (Kristina Mani and Nancy Ko), two Call of Duty soldiers (Naveed Ahmed and Ore Adelajo) and the Fairy (Kirra Silver).

Therein lay the downfall of Soph-Frosh SING!, as the cast consisted of one too many characters, leaving the script with little room for either character or plot development. Both the Call of Duty soldiers and the Fairy were given few lines and seemed to be no more than extraneous charac-

ters. Things were only worsened with Carmen San Diego's lines, which seemed to consist solely of bad puns derived from her video game, *Where in the World is Carmen San Diego?*

Mario and Luigi, on the other hand, stole the show with their heavy Italian accents, impressive improvisation and eccentric behavior. Mario is first introduced to the audience as being on the search for hallucinogenic mushrooms, which he believes will help him cope with his recent break-up with Princess Peach. To emphasize Mario's heartache, the Boy Band sings "Accidentally in Love" by the Counting Crows. The performance, plagued by sound issues and a lack of routine, ends up being less than desirable. Crew members amble around aimlessly in the background while attempting to sing the song sans working microphones.

After Mario bites into one of the mushrooms, the belly dancers appear as part of his hallucination, providing one of the cleverest crew transitions in the show. However Mario's humorous dancing in the background distracts the audience from the dancers' well-choreographed performance.

Link (Ian Outhwaite) arrives next and asks the team to help him search for his beloved Zelda (Lili Gehorsam), who mysteriously disappeared during the middle of Soph-Frosh's rendition of "Ain't No Mountain High Enough." Outhwaite's awkward and over-exaggerated performance is silly, but matches the intended persona of his character. Although Gehorsam's singing is phenomenal, Link's off-key sounds detract from its impressive quality.

Pikachu, who has a commendable British accent, is presented as the sensible and motivational character who spurs the group onwards in their travel

through Tetris World. There they encounter Square, the lonely Tetris piece who can never seem to fit in, both literally and figuratively.

The Tetris pieces' grandfather is Dr. Tetris (Ravtej Kohli), a 26-year old with Alzheimer's disease. His part is short, but he is still able to provide the team with some valuable information about the Wii's sensor bar. He then advises them to visit the Supreme Snake (Benjamin Koatz).

Koatz, deep in his slumber, can only be awakened by Indian Dance. The dancers' performance is engaging, but their moves are once again overshadowed by one of the characters—in this case, Koatz. He delivers one of the more humorous performances of the show, twirling his tail around suggestively.

The team not only fails to get valuable information from Snake, but it also loses two of its members—the Sims. The Miis bring the Sims back to their lair, where the Soph-Frosh rendition of "Barbie Girl" takes place. The song is creatively written and well-delivered by the Mii chorus, but the background dancing is messy.

Another rough transition brings the audience back to Square and Luigi, who suddenly declare their love for one another. This newfound love brings about a poorly sung version of Next to Normal's "Superboy and the Invisible Girl." Their love, however, seems to surpass all singing difficulties. But before the two can kiss, the group of singing mushrooms returns with "Maxwell's Silver Hammer." While good, the performance is barely explained and feels irrelevant.

Mario then encounters a question mark block, which he hits only to receive a turtle shell. While holding the well-created prop, Mario questions its purpose and delivers one of the funnier one-liners of the show, "I



Soph-Frosh SING!



Wii (Sort of) Rock

can only hold on to one thing at a time anyway, and I want that one thing to be a mushroom!"

Shortly after, the turtles get their revenge through a girls' hip-hop dance. The dance grows to be so intense that it ends up decreasing Mario's number of lives from three to two.

Soon the cast hears a "terrible sound" before the sound has begun. They discover it is coming from none other than the Guitar Hero (Briana Byron). Byron introduces herself with a respectable rendition of Foreigner's "Jukebox Hero."

Contemporary dancers arrive on stage next, and although they put great effort into their performance, their movements are wobbly and slightly uncoordinated.

Wii's army arrives moments later in the form of the Step crew. The crew, which is well coordinated and enjoyable to listen to, delivers Soph-Frosh's best dance performance.

The characters then retort with their own dance, performed by the Latin crew. While decent, the Latin dancers fail to match the crisp sounds of Step. The dance is deterred by a surplus of crew members, as the dancers continuously bump into one another on stage. Kristina Mani sings "Let's Get Loud" set to a slow tempo, but the performance was only enjoyable when the microphone functioned properly.

The Guitar Hero, thinking she has the perfect solution, challenges Wii to a guitar battle. One would think that the Guitar Hero would have no problem defeating Wii in her own game, but a pinky sprain prevents her from hitting the orange button to do just that.

Luigi tries to vindicate the group by commencing in a rap battle with Wii. After some cleverly thought out rhymes, Luigi emerges as the ultimate victor. The once useless shell ends up

saving the day after Luigi throws it at Wii's sensor bar, knocking out the undistinguishable gray rectangle. With that, Soph-Frosh comes to a close with a predictable ending.

The highlights of Soph-Frosh SING! had more to do with its quirkiness than anything else. Soph-Frosh was the only SING! to interact with the audience, as Link and several other characters walked in the aisles, asking strangers if they had seen Zelda. The Situation's cameo received laughs for their spontaneity, but only from those who understood the reference to "Jersey Shore." The well-painted background of the set stood up to close inspection. The chorus and band were solid and engaging, though the band overpowered the chorus at times.

The relatively under-explained and unclear plot was interrupted by crew after crew every few minutes with rough lead-ins into catchy, albeit clichéd, pop songs. The use of Pac-Man being chased by a ghost—which was rather unrecognizable due to a simplistic costume—as a filler for scene changes only elicited laughter for so long before becoming annoying. Most of the scenes trailed off not with a bang but a whimper into unpolished transitions.

While Soph-Frosh's performance was not as exciting as the other SING!, it was a respectable effort that has the potential to improve a lot in the coming years. To boost its performance, Soph-Frosh should have focused on developing its plot line and characters rather than trying to fit in all its crews haphazardly.

In fact, this year's Soph-Frosh was one of the better Soph-Frosh SING!s in recent years. Perhaps with their 935 new EXP points, the sophomores have the potential to elicit a "Wii would like to watch that again" response next year.



**Photos by
Christina Bogdan, Joann Lee,
and Harry Poppick**



Junior SING!



**Photos by
Christina Bogdan, Joann Lee,
and Harry Poppick**

Junior SING!

By GAVIN HUANG

So says Tony the Tiger, Private Eye (Arik Raviv) in just one of the expected word puns in a SING! that had low expectations. Few people outside the junior grade expected a theme of cereal to be successful. Senior SING! devoted half of its spirit song to making fun of the "dumb" plot and even Soph-Frosh SING! pulled a Kanye pun on the grainy theme. Last year bathtubs, this year cereal, it seemed the Class of 2011 couldn't come out of its streak of awkward themes, poorly orchestrated jokes and, as the seniors put it, "plot holes that could blot out the sun."

But the grade defied expectations and put on a show that not only worked, but astonished. If last year's SING! was all about clichés, this year's was about breaking from convention. From a creative script that deviated from the usual adventure odyssey format, to unique dance crews that helped set the show's slightly dark yet humorous tone, Junior SING!—executive produced by Daniel Frankel and produced by Carolyn Lehman, Michael Silverblatt and Sam Furnival—was a production that was far from flaky.

With a script filled with twists and turns, the show opened with a comical parody of Dateline NBC's "To Catch a Predator" series, with Chris Hansen (Felix Handte) catching the pedophilic Trix Rabbit (Omika Jikaria). Immediately, the scene established Junior SING!'s aptitude in writing and acting. Jikaria's salacious pursuit of "Billy" from last year's Senior SING!—just one of many references to last year's SING! laced throughout the script—was filled with cereal puns that worked perfectly. Handte's deadpan performance of Hansen drew cheers from the audience and worked to introduce the plot, though it was disappointing that he did not appear anywhere else

throughout the production.

The curtains opened to reveal a set resembling prohibition-era Chicago, with references to bootleggers and alcohol replaced by morally bankrupt cereal characters and milk. The dark blue hues and ramshackle buildings, which were illuminated by creative lighting, gave off a noir feel—a successful cooperation between the lighting, tech and art crews. The chorus costumes and other character costumes were clever in their interpretation of the theme. (Imagine the amount of cereal the juniors had to go through to get all those flattened boxes.) The opening number, with the chorus singing to "Disturbia," fit a Kellogg City that was indeed disturbed by "crime, murder and musical theater." The contemporary crew's impressive and hot chair dancing performance, accompanied by Simon Ayzman's ever-clever interpretive dance, was reminiscent of the musical "Chicago" and successfully did what an opening number is supposed to do: set the mood for the entire show.

We then focused in on Tony the Tiger—a morally torn private eye fashioned after the parody private detective character Guy Noir. An avid "milk-aholic" and former police detective, Tony attempts to find the answer to recent disappearances in Kellogg City while trying to control his own vices and a strained relationship with the chief of police, Cap'n Crunch (Abie Sidell). He takes up the case of Wendell, the Cinnamon Toast Crunch chef, brought to Tony by his stereotypical Jamaican friend, Cinnamon (Oluwatobi Idowu) from Apple Jacks. As the two characters converse in their esoteric cereal slang ("glucose trafficking" and "sugar pushers" are mentioned), Tony casually throws to the boys hip hop crew.

The hip-hop act, an array of daring break-dancing moves, was performed with an attitude that

added to the "gangsta" feel of the setting. Adding to the vibe was the band's performance during this routine and others throughout the production. Huei Lin's jazzy saxophone solos resonated throughout the theater as did the percussions, but like last year, the band performed too well. Chorus scenes and vocal solos were often disappointedly overpowered by the band—a problem that became less persistent throughout the nights, but was still noticeable as singers attempted to shout over the instruments.

Such was the case with Sidell and Alex Treitel, who played Sonny, the cuckoo from Cocoa Puffs. Although their acting was extraordinarily hilarious—Sidell with his evil-doer presence and Treitel with his off-the-wall zaniness—their duet had sound bumps. Minor problems aside, Junior SING!'s strength came in its crazy characters. Scene after scene, the audience was introduced to a multitude of corporate caricatures, from the dejected Kashi (Joanna Gustek) to a British Toucan Sam (Harris Dupre) who is overly loyal to the crown but thirsty for adventure. In breaking from the SING! mold, the script took time to develop each individual character with short but sweet vignettes. There were often no more than three characters on a stage at once, giving the actors more opportunities to have fun with their roles.

That is not to say Junior SING! didn't have a few clichés. There were many of the familiar characters we have come to expect in a SING!. Sadie Bergen played an adorable Pop—the archetypal coming-of-age character trying to find her place in the world of cereal. Even the Trix Rabbit couldn't resist her naiveté, offering to show her some "cool trix." The eponymous crew's segment—a handstand and backflip act followed by some flashy glowsticking—was impressive for such a small crew, illuminat-



Junior SING!



“They’re Grrrreat!”

ing the theater with swirls of blue and yellow.

Of course, the silly rabbit is taken away by the vigilant Cap’n Crunch, who warns Pop to stay out of trouble. Trouble, though, always seems to follow the spry character. Her brothers, Snap (Jack Zurier) and Crackle (Ashish Bhandari), both Duke lacrosse players (one of the flatter jokes of the production) with personalities straight off the show “Jersey Shore,” tease her but also show moments of sibling compassion. Hoping to be as cool as Dig ‘em (cleverly personified by the jerk squad), Pop attempts to learn the dance. The band starts a Cali beat and a group of juniors dressed in green caps and dunks comes on stage. The jerk squad, the pinnacle of the production but also a source of mockery in other SINGs, nonetheless wooed the audience with obnoxious dancing that only got better with stronger thrust moves.

With curiosity (and a bit of imagination), Pop decides to go on an adventure with the eccentric Toucan Sam to find Wendell. While they head off on their journey, Snap, Crackle and Tony get down with the ladies of Kellogg City. The Mini-Wheats (Willa Beckman and Emily Martin), one side hot, one side not, were two of the most interesting characters in the show. The actresses’ abilities to travel across the stage attached together by one costume displayed a remarkable chemistry. Their duet, sung to the tune of “Psycho Killer” (in this case, a “cereal killer”) with the chorus, was one of the most memorable musical numbers of the night.

Tony, meanwhile, is seduced by Buzz (Priscilla Odinmah)—a sumptuous honeybee who we later find is really a paid agent of Cap’n Crunch. The unsuspecting P.I. is knocked out by too many bowls of milk, in spite of precautions by his prescient bartender, Lucky the leprechaun (Matteo Singer). Singer broke into a tap

dance routine that exhibited brilliant footwork. He was then accompanied by other members in a creative combination of swing and tap. Here, Singer was also able to pull off the most daring swing throws, though other members did not have quite as much energy. This was also the case with Latin dance, where one pair performed extraordinarily well while the others still seemed a bit uncomfortable with the routine.

The story shifts back to the subplot of Toucan Sam and Pop, as they go on their own quest for the “cereal killer.” The dynamic duo ends up in the lair of Countess Chocula (Rebecca Temkin), the SING! reject who can’t seem to fit into Kellogg City. In spite of her short, one-scene appearance, Temkin’s powerful singing made her character one of the most sympathetic and made for one of the funnier pop culture references to “Twilight.”

From one lair to another, the show switches back to the developing story between Tony and Buzz. As part of Cap’n Crunch’s plot to clear the streets of hoodlums, Buzz has Tony trapped in a chair. Odinmah performed a rendition of “At Last” that hit soulful high notes reminiscent of Etta James. After the crowd-raising solo, Buzz leaves, and the story runs back to Sam and Pop. As they explore, we are introduced to the origins of Sam’s travels, beginning with one night in Calcutta, throwing off to Indian dance—a routine that was just about as plain as their brown costumes and not as impressive as some other dance crews in Junior SING!.

Expectedly, the toucan ditches Pop in favor of his own adventures and “culturing of peoples.” From seemingly nowhere, Snap and Crackle come into the scene to accompany Pop. The step crew began their routine after a very rough transition of “Teamwork!” by Snap and Crackle. The perfor-

mance itself was not too impressive either. With a low member count and the noticeable separation of boys and girls crews, the sound of step just wasn’t loud enough to be memorable.

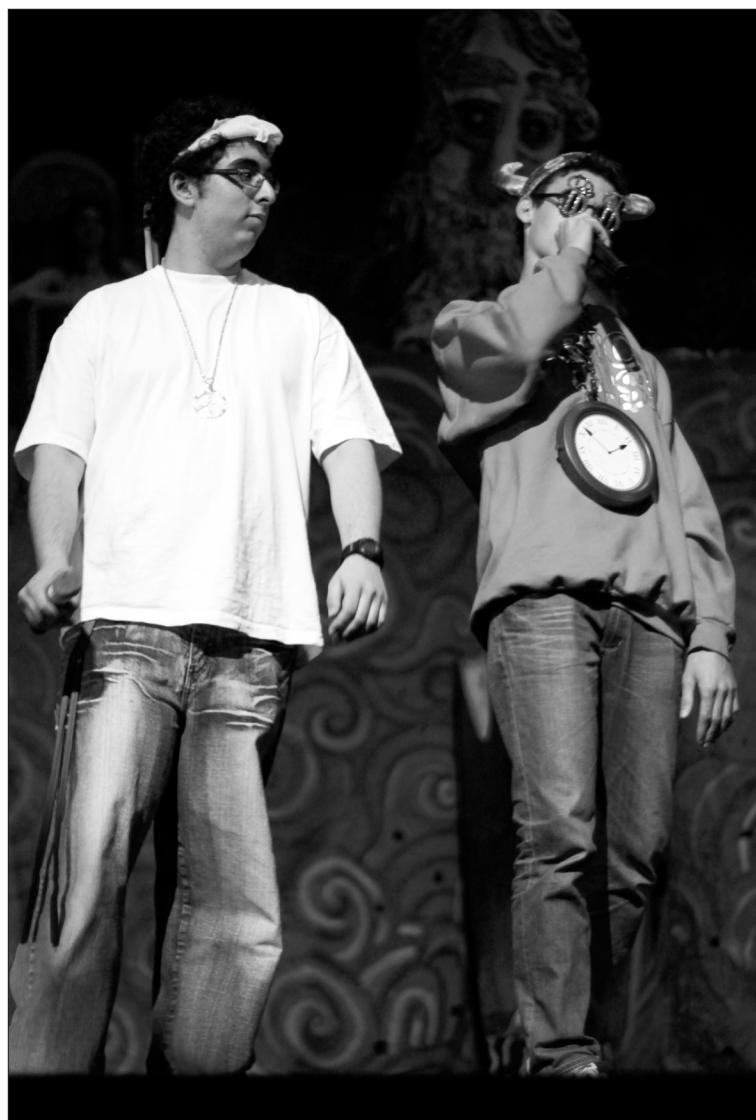
Nor was the girls hip hop crew, which came on as Buzz’s henchwomen, after Pop discovers Tony trapped in the lair. Not nearly as impressive as the girls hip hop crews of other SINGs, though commendably coordinated, the juniors performed a safe cheerleading routine with few risqué moves that would have made the performance more memorable. It’s no wonder Pop was able to scare them off and ensure Junior SING’s “happy ending.”

As in any SING!, though, a happy ending needed a battle scene. Straying from convention, this script had no hip-hop battles written in. In the last scene, Tony the Tiger and Cap’n Crunch square off in a classic showdown of...fan dancing. Whether the crew was being metaphorical or acting as henchmen with fans, the concept and performance itself was action-packed, albeit messy and poorly integrated—a move that received jabs from Senior SING! on the last night. In the cereal-themed martial arts battle, the crouching tiger prevailed and Cap’n Crunch was “lact-erated” by his own device, ending a Junior SING! that was indeed “grrrrreat.”

But even a winning SING! had its weak points, particularly in the sometimes confusing story, the soft dance crews and a few awkward pauses between scenes. Although the plot holes were not big, the show still sacrificed a great deal of clarity in favor of character development. Vital to a cohesive production is mastery in the art of the smooth transition. That, coupled with a good script, passionate acting and killer dance crews, created a SING! that will out-dazzle even its own success. Class of 2012, be prepared for a fight.



Senior SING!



By HYEMIN YI

"Save yourselves while you still can!" Taking the same advice that a Spartan (Joey Bzomowski) gave to the demigods, the seniors did more than just save themselves. Instead of being discouraged by their Friday performance, which did not have as awe-inspiring of an effect as the audience hoped for, they returned Saturday night with a much stronger overall production. Senior SING! was the spectacle that executive producer Jenny Che and producers George Kruchin, Ga Young Kwon and Evan Smith intended the show to be. A dynamic selection of songs, detailed set pieces and vivacious dance crews created a unique ambiance. The seniors were, as the Step crew put it, "on fire."

Senior SING! began with two fur-costumed men serving a lazed drink to "pubescent pimple" Human (Liam O'Brian), transporting him from a frat party led by M.C. Barbin (John Connuck) to the peaks of Mount Olympus, home of the Olympians. There, the Human witnesses the closing of another Olympics; the gods had triumphed over the demigods for the 300th time. After convincing the demigods to challenge the gods in the Olympics once more, he accompanies Palookatime (Mariana Quinn-Makaiwa), Ironicus (Wacira Maina), Conflictus (Daniel Fleishman) and Afro-Whitey (Molly Balsam) on a journey to claim Mount Olympus as their own.

The opening number, "The Age of Olympians," a parody of "The Age of Aquarius," set an exuberant tone for the rest of the seniors' performance. The Mount Olympus set was beauti-

fully ornamented with a swirling green pattern, complete with exquisitely detailed thrones for the gods and massive ionic-styled columns lined on the side. With Hera (Audri Augenbraum) and Athena (Kyla Alterman) accompanied by the entire Chorus (directed by Ray Min, Jonghee Quispe and Alison Roberts) and cast (directed by Tara Anantharam, Matt Leiwant and Annalise Lockhart), the sheer number of toga-dressed people made for an impressive sight. Augenbraum and Alterman both have displayed resonant voices in previous years. Unfortunately, this year, only one of them could be heard over the Chorus during each performance, due to issues with microphones. After being festively brought into the world of the gods, O'Brian approaches the demigods, who proceed to introduce themselves. The introduction of the demigods gave way to some laughs; the paramount of senior wit was when Conflictus said to Human, "Jesus, you're stupid!"

Anyone who watched last year's junior SING! would know that Balsam, while petite, has a rich and powerful voice; she performed a mesmerizing rendition of "Oh! Darling." This year, her "Rolling on the River," serving as an explanation of how the daughter of Aphrodite and James Brown came to be, would have been a stellar performance had she been using a better microphone.

Easily, the most impressive costume in SING! was that of Zeus: a massive head, reminiscent of a genuine Greek statue, with a mouth and LED light eyes controlled by Floyd Springer, whose booming voice and bra-

Senior SING!

zen inflections made for a convincing god. After both the gods and demigods agree to another Olympics, the Tap crew (directed by Santi Slade) enters. The crew, sporting unimpressive t-shirts with marker-written text like "Kiss Me, I'm Greek," had great stage presence. Slade's enthusiastic tap solo established a strong presence for the rest of the performance.

While the demigods are distressed by the challenge they must overcome, a Mayan prophet (Alejandro Perez) spiritedly enters the stage, yelling, "It doesn't matter! The whole world will be destroyed soon anyways!" The audience always found the occasional random appearances of the Mayan, as well as a frolicking lute player (Garrett O'Brien), to be delightful and humorous tangents.

The characters decide to call on the Oracles (Sara Carrion, Omosefe Aiyevbomwan, Chelsea Grant and Valeriya Tsitron) for help, and successfully do so with the help of Girls' Hip Hop (directed by Rayna Foster and Rebecca Lee). The energetic popping, shoulder shimmying and hair twirling made for an alluring call to the Oracles. In changing the mood of the number by shifting from suspenseful trumpet notes to mellowed out and sparse guitar chords, until finally ending with a slower, provocative guitar lead, there were distinct segments to the act. Because the seniors chose relatively obscure songs, the mood of their entire SING! was unique, while still engaging the audience with its often mystifying yet vibrant sound.

As Human encourages the demigods to "bulk up" with pro-



Senior SING!



Rising from the Underworld

tein shakes and spring weights, the gods laugh at their attempts. The drunk Dionysis (John Connuck) stood out in particular. While having a minimal number of lines, Connuck's ridiculous and often humorous facial expressions added flavor to the scenes involving the entire cast.

The black-caped Hades (Hayward Leach) agrees to help the demigods out, but they must first prove themselves worthy. His performance of "I've Got Friends in the Underworld," a rendition of "I've Got Friends on the Other Side," was one of the strongest numbers in SING! overall. In a dimly lit set, Leach's smooth vocals, backed by the Chorus boys, was accompanied by the Jazz crew members, strutting back and forth, their arms swiveling with care.

The most mind-blowing dance in all of SING! was executed by the senior Step crew, which was used as a transition into the Underworld. With the set glimmering in the background, the crew, dressed in glow-in-the-dark flame tees, entered as a ring of fire, quickly establishing a powerful presence on stage with their even, rhythmic foot work that was reminiscent of a tribal ceremony. By adding witty quips toward the end of the routine, the crew had something of a party; there was more laidback spinning and lighter footwork. The number was successful not just because of the Step crew, but also because of the combined efforts of the costume, art and lighting crews.

The demigods are successfully enticed into signing a contract with Hades, and take their first step to become Olympic champions by defeating the God of Dance, as portrayed by the Boys' Hip Hop crew (directed by Jih-

wan Kim and David Park). While the dancers had some impressive Michael Jackson-esque moves, Balsam's multiple flips across the stage trumped their performance.

The characters proceeded to partake in the obligatory SING! rap-off. Flava Flav (Slade) and Tupac (Alan Sage) versus Conflictus, showed an appealing side of Fleishman's character. Following this was a quirky rendition of "Poker Face" from the seniors' own Lady Gaga (Shivam Pappu), complete with a red lace dress, white feather scarf, bug-eyed sunglasses and leather corset-like belt. Juxtaposed to a rather ostentatious Lady Gaga were five beautifully drawn cards sported by the Chorus boys. The most notable visitor was English teacher Philip Mott, who played the Ice King seduced by the sassy Latin crew (directed by Irvin Khaytman).

With the Olympics finally underway after the training of the demigods, there was a mix of events (food racing, shot put and Greco-Roman wrestling) as well as a "half-time" show. After the demigods' first victory, the Spartan Army (Asama Khan, Kevin Hwang, Shota Hasui, Islam Ahmed, Joey Bzomowski, Michael May, Andrew Cook and Paul Kim), the bodyguards of the characters in the underworld, has a celebratory party by dancing to the band's rendition of Sir Mix-A-Lot's "Jump On It," a dance popularized by Will and Carlton of "The Fresh Prince of Bel-Air," which broke away from the selection of lesser known songs. The Spartans' enthusiasm to commit to the simple routine made it endearing and hilarious. The half-time was filled in by an energetic performance by the In-

dian crew (directed by Maneesha Bhugwansing and Tasnima Mohaimin), accompanied by Mohammed Rahman, whose heartfelt vocals enlivened the crowd.

After a demigod victory, the Swing crew (directed by Masudur Rahman and Kinari Sakamoto) launched into a bouncy routine, articulated by the pastel colored costumes worn by the crewmembers. In addition to being wonderfully coordinated, the girls were lifted and swung around at varying heights. At one point, the boys lifted the girls above their shoulders and into the air, maintaining the position for several seconds.

With the demigods finally in control of Mt. Olympus, Human looks for a way back home. Slade, on cue, enters the stage in a DeLorean, wearing a lab coat and sporting a pair of goggles, providing Human the perfect means to go "back to the future." As the band enthusiastically played "All Star," the senior spirit song, an impressive assortment of balloons fell onto the audience from the catwalks, ending senior SING! on a spirited note.

It would be easy to criticize Senior SING! for having a script that, in addition to not allowing for the development of many characters, lacked humor. Most of their jokes poked fun at Junior SING!'s cereal theme and plot holes.

But this criticism is inconsequential for the seniors' performance on Saturday night, which showcased incredible musical and dance talent. There is a lot of room for would-haves, could-haves and should-haves, but the final results do not devalue the spirit and energy the seniors had in creating an epic production.



**Photos by
Christina Bogdan, Joann Lee,
and Harry Poppick**



HISTORY OF SING! UPSETS

1970	1990	1995	2000	2005
1973 Seniors come in third place.	1994 Class of 1995 wins SING! as juniors.	1995 Class of 1995 wins SING! as seniors.	1996 Heckling is banned for the first time.	2000 Class of 2001 wins SING! as juniors.
				2001 Class of 2001 wins SING! as seniors.
				2002 Soph-Frosh SING! beats the juniors of Class of 2003

Top 5 SING! Musical Numbers

Soph-Frosh SING!: “Beat It”



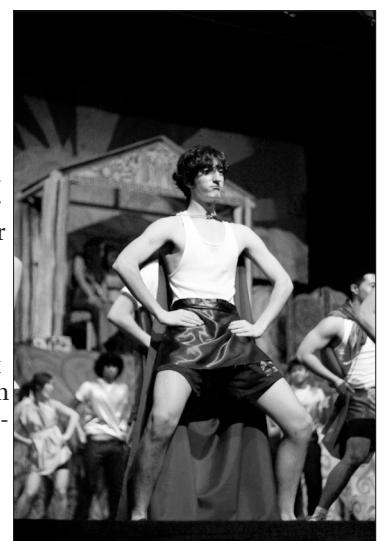
Maybe it was just the massive number of people on stage, but the sight of the Chorus, all dressed as red mushrooms, made for an energizing opening number for Soph-Frosh SING!. In achieving clean uniformity, the number managed to be impressive instead of monotonous, and the lyrics were well-articulated.

Junior SING!: “At Last”

Maybe it was just the massive number of people on stage, but the sight of the Chorus, all dressed as red mushrooms, made for an energizing opening number for Soph-Frosh SING!. In achieving clean uniformity, the number managed to be impressive instead of monotonous, and the lyrics were well-articulated.



Senior SING!: “Jump On It”



Senior SING!: “I’ve Got Friends in the Underworld”

The ultimate collaboration between a vocalist and various crews on stage was “I’ve Got Friends in the Underworld.” Led by the charismatic Hayward Leach as Hades, his smooth vocals were accompanied by a group of baritones. In the background, the Jazz crew gave the audience furtive glances as they glided about. With so much happening on stage, there was no dull moment.



Senior SING!: “Cereal Killer”

In using the Talking Heads’ “Psycho Killer” as a base, the juniors’ performance of the song was much more vibrant than the original. The band provided an instrumentally mature arrangement and the Chorus’ lyrics made for an infectious song. While Emily Martin’s part of the duet was audible, Willa Beckman’s, unfortunately, could barely be heard.



Top 5 SING! Pop Culture References

1. Junior SING!:

“I can’t... My skin will sparkle. I don’t want my boyfriend Edward to dump me!” – Countess Chocula (Rebecca Temkin)



The Twilight series reference is made when Toucan Sam (Harris Dupre) and Pop (Sadie Bergen) dare Countess Chocula to step into the sunlight; she, in turn, pulls out a life-size cardboard cutout of Edward Cullen. In making fun of vampire sensationalism, the junior got some toothy laughs from the audience.

2. Senior SING!:

“So, what are you doing after this?” – Tiger Woods (Alireza Mirafzal)



After Palookatme (Marianna Quinn-Makaiwa) introduces herself as “the most beautiful girl in all of SING!,” Tiger scurries over and puts his arm around her. While Soph-Frosh also alluded to Tiger Woods and his marital problems, the close resemblance Mirafzal had to the golf superstar made the allusion all too perfect. He even had the animated fist pump down flawlessly.

3. Soph-Frosh SING!:

“Did someone say The Situation? ‘Dis right here is The Situation.’ – The Situation (Julian Michaels)



Soph-Frosh was quite dedicated in presenting “The Situation” of “Jersey Shore,” a Real World-esque reality television show advertised as featuring young Italian-Americans, every time a character said the word “situation.” The running joke allowed for a comical detour from several scenes.

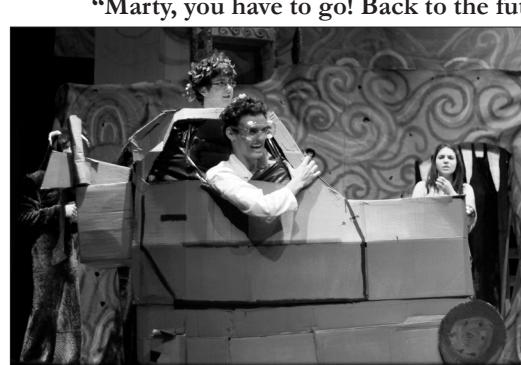
4. Junior SING!:

“This is a sting operation we’ve done with cyber-watchdogs Perverted Justice. There is no Billy, there is no Trix cereal.” – Chris Hansen (Felix Handte)



5. Senior SING!:

“Marty, you have to go! Back to the future!” – Doc (Santi Slade)



After two different endings, Senior SING! settled on one that was both clever and made sense. Slade, sporting a lab coat and goggles while riding the DeLorean, a reference to “Back to the Future,” was animated and hilarious.

By HYEMIN YI

Disclaimer: The opinions expressed are solely those of the reviewers and not of the entire Editorial Board.

SING! Scoreboard

Overall

	Soph-Frosh	Junior	Senior
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Overall Impression	101	154	136
Script	94	148	120
Acting	109	141	126
Dance	111	134	158
Band/Orchestra	128	142.5	138
Vocal Musical Elements	101	138	134
Sets	105	156	138
Technical Aspects	83	132	106
Costumes	111	155	123
Deductions	-8	-56	-56
Total	935	1244.5	1123

Friday

	Soph-Frosh	Junior	Senior
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Overall Impression	57	88	68
Script	54	81	60
Acting	58	81	65
Dance	60	77	84
Band/Orchestra	66	80.5	70
Vocal Musical Elements	54	78	68
Sets	63	89	72
Technical Aspects	45	77	50
Costumes	62	92	64
Deductions	-8	-16	-40
Total	511	727.5	561

Saturday

	Soph-Frosh	Junior	Senior
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Overall Impression	44	66	68
Script	40	67	60
Acting	51	60	61
Dance	51	57	74
Band/Orchestra	62	62	68
Vocal Musical Elements	47	60	66
Sets	42	67	66
Technical Aspects	38	55	56
Costumes	49	63	59
Deductions	0	-40	-16
Total	424	517	562

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Roving Reporter: Our (Second) Snow Day!

Courtesy of Nils Axen, Joann Lee, Samira Siddique and Mark Zhang



Sports

Boys' Basketball

Rebels Rebuild After Disappointing Season

continued from page 24

nior forward Casey Lamountain said. "You can't win close games if you don't finish easy plays."

Fisher highlighted the games against Beacon High School and Bread and Roses High School in

"We never seemed to gel for long enough periods of time."

**—Phil Fisher,
coach and
physical
education
teacher**

order to showcase the Rebels' woes this season. Had the Rebels won both those "winnable" games, they would have made the playoffs. Fisher called the game against Bread and Roses a "team letdown from top to bottom." The game was a prime example of the Rebels' free throw shooting problems. They were 11-24 from the line and only lost by six. In the Beacon game, the Rebels

let a double digit lead slip away on their home court in a packed gym. At the end of the game the team went cold from the field and suffered a devastating loss.

Not playing defense on every possession and lack of comraderie and maturity on the court also contributed to the lack of success that the Rebels were hoping for. According to Fisher, senior center and Captain Ethan Stumpf was the only "consistent defender," he said. He also added that the team "never seemed to gel for long enough periods of time."

This year, the Rebels often found themselves playing in spurts, both in practices and in games. Skaliarini hinted at the immaturity of some of the players as a cause of this problem. "We needed to be more mature during practices," he said. "There was a lot of skill on the team, but the maturity level didn't match the talent many of the players possessed."

Looking ahead to next season, the Rebels haven't lowered their expectations and will be out for redemption. "We would like to put ourselves in a position to win the division and possibly get a home playoff game," Lamountain said.

For that to happen though, some things will need to change. There has to be an increase in focus and dedication. A lot depends on the development of this year's rookies. "They have to grow up emotionally and physically," Fisher said.

Boys' Wrestling

Spartans Find Strength in Numbers

continued from page 24

Hwang and Choi with the depth of its roster. "I think that we are a very respected team when we enter tournaments and matches, but in order to improve, players must attend the offseason lifting program we will be having to lift weights and to run to stay in shape," Murray said.

"We had a lot of good juniors this year such as Bing Wang, Krzysztof Miecziel and undefeated Matthew Boccio. If they work hard in the offseason to get stronger and more

"I think that we have plenty of potential looking at the amount of juniors on the team."

—Richard Murray, coach

skillful at wrestling, we are going to have a lot of good seniors next year," Bennett said.

"Next year we may have the best wrestling team Stuyvesant has had in many years with ten starters returning," said junior Bing Wang, who had a 5-2 record this season. "We have strong backups who will fill in the spots that the seniors vacated."

Heading into the offseason, the Spartans believe they will have the ability to return next season and make a deep run into the playoffs, reclaiming their status as one of Stuyvesant's most prestigious teams.

Girls' Basketball

Phoenix Fall Game Short of Playoffs

continued from page 24

ing into this season we really did not have very much. We lost some very close games, and did better against tough teams like Baruch and School of the Future than expected," senior and captain Alexandra Albright said.

Part of what the team lost was the reliable point guard in O'Dowd. Going into this season, the team had no point guard at all. In order to fill this spot, sophomore Lisa Qiu was called on. She averaged close to 11 points per game and gained valuable experience

As the team sees another

strong class of seniors—Albright, Kelly Quinn and Imelda Ko—graduate, it will once again be looking for younger players like Qiu to step up. "The seniors definitely bring a lot of energy every day, aside from their being great players. I am a little nervous about being a senior next year and having to bring that same energy and get the team going," junior Maya Goldman said.

While Goldman and others may be nervous, coach Fleming is confident that next year's seniors will be able to step up. "In my four years here, the seniors have always been able to live up to their expectations," she said.

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Sports

Girls' Indoor Track

Strong Showing at Final Meet Raises Expectations for Next Season



The girl's track team poses in their uniforms.

By GABRIELLE GILLOW
and KATIE MULLANEY

After a disappointing season, the girls indoor track team finally had something to celebrate. A strong performance in the Public School Athletic League (PSAL) Freshman and Sophomore City Championships on Sunday, March 7, left the team—half of which is composed of underclassmen—optimistic about next year.

Though their last couple of meets reflected their less than ideal season, the freshmen of the team have made their mark. "We were very excited about how the new members performed this season," senior and co-captain Lily Ostrer said.

The 12 freshmen who joined the team this season have played an influential role in the team's limited success. "We had some new freshmen and sophomore relay teams that really impressed this season," Ostrer said.

In the Sophomore-Freshman races, one of the impressive Stuyvesant relay teams competed

in the 4x400meter relay. The runners of this team—all freshmen—are Jenny Lotova, Claire Legardeur, Zhengqing Nie and Alicia Vargas Morawetz. The team placed an impressive second place in the 39th Annual Dr. Martin Luther King Jr. Relays on Monday, January 18.

At the Freshman and Sophomore City Championships, this relay team once again performed well, placing third with a time of four minutes and 44.32 seconds.

Another bright spot for Stuyvesant, this year, has been the often overlooked event of race walking. Not many people are familiar with this event and the great athleticism it takes to compete and succeed in it. The back toe of the athlete cannot leave the ground until the heel of the front foot has touched the ground. Furthermore, the leg that is supporting the athlete's body must be completely straight when it touches the ground and must remain straight until the body passes over it.

Freshman Linda Luu has consistently excelled in this event.

She placed second in the sophomore-freshman 1500meter race-walk at the PSAL Holiday Games on Saturday, December 26, and again at the Freshman and Sophomore City Championships.

At the PSAL Varsity City Championships, Stuyvesant failed to accumulate a single point. The only two members of the team to finish in the top 15 were junior Katie Lembrikova, who placed tenth, and sophomore Kimberly Iboy, who placed 11th in the 1500 meter race walk.

The Freshman and Sophomore City Championships provided a little more overall success behind the strong relay team, as well as an eighth place finish by Dina Lambert in the 3000 meter run, in 13 minutes and 38.2 seconds, and a ninth place finish and 14th place finish in the 600 meter run, by Legardeur and Nie, respectively.

Going into the postseason meets, Ostrer is confident in the "ability of the underclassmen and racewalkers," she said.

However, she, along with the team, realizes the need to consistently train to improve strength and form and ultimately have success at meets. "We had some organization troubles which led to not having a consistent training schedule," Ostrer said.

"The team did fairly well considering the circumstances we had with our coach and practicing," senior and co-captain Christine Ha said. "We all pulled through and we all did our share."

For next season the team hopes to correct its training woes and help groom a class of freshmen and sophomores who have the potential to return the team to their winning ways. "They have a very bright future," Ha said. "I have no doubt about that."

The Rebirth of New Orleans

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New Orleans through their resilience and determination. The Superdome was repaired and the team opened the 2006 season in front of an electric sellout crowd of 70,003 people. The Saints hired Sean Payton as head coach and acquired veteran quarterback Drew Brees, who overcame a possible career ending injury to become one of the elite quarterbacks in the league and the leader of the team. Four years after Katrina hit New Orleans, the Saints knocked off the Vikings at home, and capped off their magical run in the most improbable fashion, defeating the Indianapolis Colts, the team highly favored to win, 31-17 in Super Bowl XLIV.

Some may argue that although the Saints have accomplished a great deal, they did this in a game that had no connection to what New Orleans had suffered. Although it may be merely a game, football is filled with highs and lows, and obstacles and triumphs. For these reasons, it is very similar to the hardships that the city faced. By overcoming all of this, and by starting out at the bottom of their division and emerging as champions, the Saints showed New Orleans the power of determination and hard work.

The resurgence of the city's football team has led to a cultural and social rebirth of the city, which can be seen

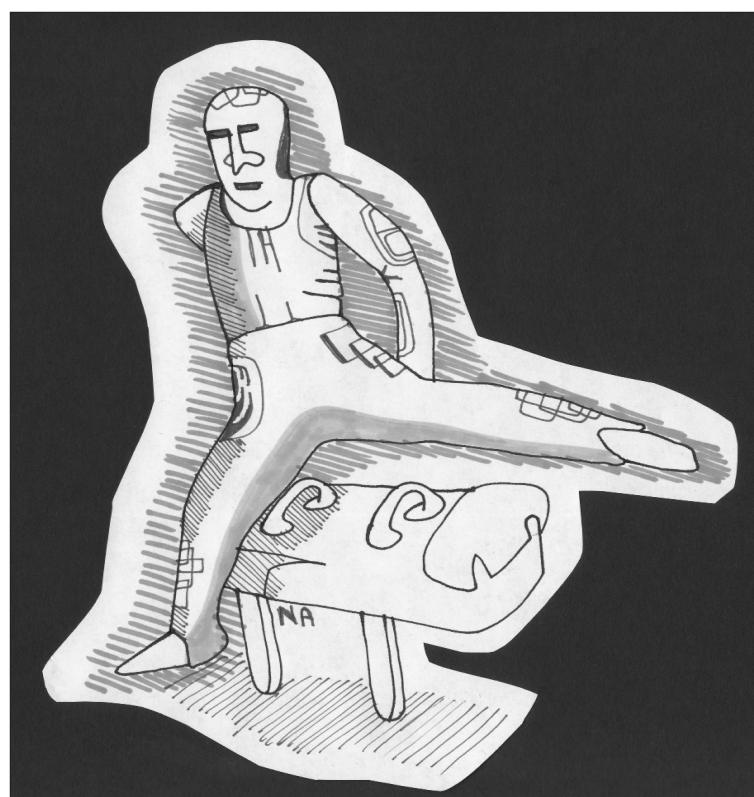
throughout New Orleans. It is seen at Saints games at the Superdome, which is no longer a shelter for the hopeless, but a place for people to share

The city's much needed inspiration, though, would come from an unlikely source.

their pride and joy for their team and city. It is visible in the various rebuilding projects throughout New Orleans. It is evident in the flourishing jazz clubs and the wild, joyous festivities of Mardi Gras. It was also present in the city during the Saints' Super Bowl Parade. The same desolate places that were hit by Katrina were filled with 800,000 people clad in black and gold—crying, laughing and shouting. The barren streets were filled with energy and life—all thanks to a football team.

Boys' Gymnastics

Despite Winless Season, Lemurs Remain Optimistic



By KEVIN CHEN

The losses continued to pile on as the Lemurs—the Stuyvesant boys' gymnastics team—faced off against Tottenville High School in its last competition of the season on Friday, February 12. With few strong performances in the competition, the Lemurs were edged out by the Tottenville team on its own floor, with a final score of 75.3 to 73.3. Despite the loss, the Lemurs

excelled in the pommel horse and vaulting events where they scored 31.6 of their total points at the meet. Junior and co-captain Kenny Ng attained a 6.4 out of a possible 10.0 in pommel horse as well as a season high 6.8 out of a possible 10.0 in parallel bars—two of the meet's highlights.

Throughout the season, the Lemurs were hurt by injury as well as the loss of some key seniors. Senior and captain Masudur Rahman injured his back

and knee early on and was not able to return to compete. Eventually, junior Sarvar Usmanov, who achieved a 4.8 in the floor exercise in the Tottenville game,

"Juniors were hampered by SATs and work so their performance wasn't what it could have been."
—Naim Kozi, coach

replaced him as temporary co-captain. Two other seniors, Billy Guo and Ray Sou, also did not compete this season, leaving the team due to personal reasons.

Ultimately, more than half the team was comprised of juniors. Yet, some of these juniors were not very dedicated to the team and often missed practices. "This really left us in a pretty weak state since we only had juniors, such as myself, who were on the team for only a single year,

and sophomores and freshmen who had only joined this year," junior Lev Omelchenko said.

Coach Naim Kozi also felt that some of the members of his team were too focused on other things, causing their gymnastics performances to suffer. "Juniors were hampered by SATs and work so their performance wasn't what it could have been," he said.

Although the Lemurs' 0-7 record did not qualify them for the team championships on Saturday, February 27, Ng, the lone qualifier, participated in the pommel horse, still rings and parallel bars events for the preliminary round of the PSAL Individual Championship, which were held at the Aviator Sports Center at Floyd Bennett Field in Brooklyn on the same day.

However, Ng was unsuccessful at the preliminaries and did not advance to the Individual Finals at Long Island City High School on Wednesday, March 3. "I wasn't tired at first when I hit my skills during warm-ups, but the time it took to wait between rotations just wore me out," Ng said.

Unfortunately, this season was not what the Lemurs had hoped it would be, as the team lacked consistency throughout the year. "Usually, the seniors would take most of the responsibility training the new kids every season, but we had to take that full load ourselves," Usmanov said. "This year was a mending year, where we got our bear-

ings, our minds in the right place and a solid plan to come back strong next year." The Lemurs plan on having some intense post-season training at gymnas-

"This year was a mending year, where we got our bearings, our minds in the right place."

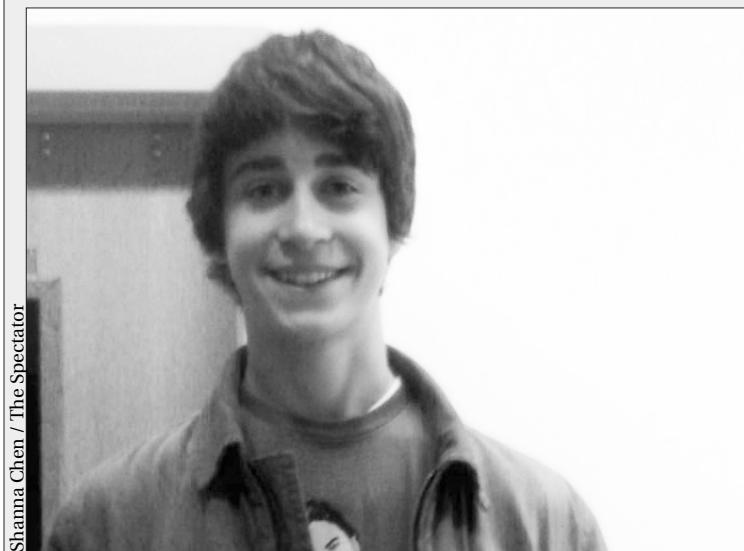
—Sarvar Usmanov, junior

tics centers, including Aviator Sports and Recreation Center.

Despite the disappointing season, the team remains determined to start fresh in the upcoming year. "We are all very motivated at this point, and are looking for any way we can improve during the off season and the summer," Omelchenko said. "We really hope, and believe, that next year can be a turnaround year for our team. However, it will in no way be easy."

THE SPECTATOR SPORTS

The Rebirth of New Orleans



Shanna Chen / The Spectator

By SAM RABKIN

As the sea of black and gold rose up, the silver confetti streamed down. The field of the Superdome was overrun by masses of screaming, jubilant reporters, players and coaches. Garret Hartley's 40-yard field goal had just sailed through the uprights, sealing the New Orleans Saints' 31-28 overtime victory over the Minnesota Vikings in the NFC Championship game. The franchise had earned its first Super Bowl appearance, throwing the Louisiana Superdome into a frenzy. In the midst of a rousing celebration, the Saints' stadium bore little resemblance to what it had looked like just four short years ago.

When Hurricane Katrina struck New Orleans in the summer of 2005, the field of the Superdome had been covered not with confetti, but with trash,

sleeping bags and cardboard boxes. The stadium served as a shelter for those who had lost their homes in the hurricane. Inside the Superdome, the appalling conditions and the people strewn across the field conveyed a sense of desperation—one that was felt not only within the stadium, but throughout all of New Orleans.

Throughout the following weeks, images of destruction—of flooded neighborhoods and wrecked homes—were on constant display on all television news stations. A city known for its vibrant culture had become a mere shell of what it had previously been. Its citizens, burdened with the task of rebuilding their city, saw little hope around them.

The city's much needed inspiration, though, would come from an unlikely source. Its football team, the Saints (nicknamed the "Aints" due to

the team's poor performance), would finish the 2005 season at the bottom of the NFC South division with a record of 3-13—far from an uplifting end to a year of devastation. Just like their city, the Saints had hit rock bottom. It would take a great deal of effort for them to dig themselves out, just as it would take a lot of work to rebuild New Orleans. The football team found itself in a predicament very much the same as that of its city.

The similarity of the two situations resulted in the transformation of the Saints from merely a football team into a symbol of its city's rebirth. The people of New Orleans could relate to the players, who had to overcome their own obstacles, and began to draw inspiration from the Saints.

The team's obstacles were apparent at the start of the season. With the Superdome crippled by Katrina, the Saints had no stadium and were forced to split their home games between three different venues: Tiger Stadium, Giants Stadium and the Almadome. The team faced offensive problems, averaging a mere 14.7 points per game in the 2005 season, which was second to last in the league. After the Saints finished 3-13, winning only one of their last 12 games, head coach Jim Haslett was fired.

But the Saints would go on to slowly overcome these obstacles in the following seasons, inspiring the people of

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Girls' Basketball

Phoenix Fall Game Short of Playoffs

By LIONEL JENSEN

Phoenixes are noted for their ability to rise from their own ashes to newfound glory. That is why after making the playoffs last season with an 8-6 record, the Phoenix, Stuyvesant's girls' basketball team, was confident in its ability to recover from losing a class of six strong seniors.

The team lost its leading scorer, Abby Schaeffer ('09), rebounder, Tina Khiani ('09) and assistant, Kate O'Dowd ('09). After losing such an essential group of players, the Phoenix looked both to this year's senior class and the younger players to perform.

Throughout 11 games, the Phoenix fought to achieve a record of 5-6. In order to clinch a playoff spot, the team needed to win two of its last three games in order to reach the necessary .500 record.

The first of the final three games was against the Norman Thomas High School's Lady Tigers. Stuyvesant lost at home earlier in the season to the Lady Tigers on Thursday, December 17. The game remained close, going into halftime with Stuyvesant trailing Norman Thomas 26-22. However, the Phoenix fell flat in the second half and lost 54-36.

In its rematch, the Phoenix sprinted to an 18-7 lead by the end of the first quarter, but after being held scoreless in the

second quarter, went into half-time once again trailing 24-18. In the second half, the Lady Tigers fought off late charges and held on to win 56-44.

In its penultimate game, the Phoenix traveled to Hunter College High School in a must-win situation. However, after keeping the game close through three quarters, the Phoenix struggled to close the game, as it has all season. In the fourth quarter, it was out-scored 12-3 and went on to lose 47-32, dashing all playoff hopes.

"They played us with a man-to-man defense," junior guard Audrey Fleischner said. "They knew that's our weakness. That's something we will work on for next year: beating a man-to-man defense."

The final game of the season against the High School of Economics and Finance was forfeited after the opposing team didn't show up. The Phoenix won that game and finished with a 6-8 record.

The goal for the Phoenix, according to coach Michelle Fleming, is always "making the playoffs." "That's the number one goal. We also aim to get our skill level up and to have fun," she said.

"This season was definitely a success, considering that com-

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Boys' Wrestling

Spartans Find Strength in Numbers



Sara Lu / The Spectator

By KRIS LULAJ

The Spartans, Stuyvesant's wrestling team, sat in disappointment as it lost in its first playoff match in four years, to the James Madison High School Golden Knights, on Tuesday, February 2.

Their unexpectedly successful season ended with the 53-27 defeat. The Spartans' loss to the Golden Knights was their largest margin of defeat this season. However, this loss did not come as much of a surprise as their opponents went 7-3 in the regular season and had the number five seed in the playoffs. The Spartans had the worst seed in

Boys' Basketball

Rebels Rebuild After Disappointing Season



By XERXES SANII

The Runnin' Rebels, Stuyvesant's boys' varsity basketball team, has become accustomed to winning. After three winning seasons in a row, there were high expectations for the Rebels this year. Unfortunately, though, this year's team did not have the type of season it had been hoping for. Losing most of its top players from last season made this a rebuilding year and a "huge teaching experience," said coach and physical education teacher Phil Fisher.

The Rebels finished 6-9 and missed the playoffs. After winning three of their first four games, the Rebels' season looked promising. But ending the year with five straight losses turned the season into an unsatisfactory one and took the Rebels out

of the playoff picture. "I was disappointed with the outcome of the season, but we worked hard and tried our best and I'm proud of my guys anyway," senior and Captain Ethan Stumpf said.

The Rebels struggled the most in tight games. "Throughout the season, towards the end of close games, the team lost its composure," senior point guard Petros Skaliarinis said. Fundamentals were a big problem for the team, especially in the fourth quarter.

Taking better care of the ball and knocking down free throws were just some of the things the Rebels failed to excel in when they needed them most. "All of the close games we had came down to missed free throws, missed lay-ups and stupid turnovers," ju-

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of 11 teams. Only the top two teams, Lehman High School, with a 10-0 record, and Riverdale/Kingsbridge Academy, with a 9-1 record, made the city-wide playoffs from that division. The absence of nine seniors from last year's team, including Hasnat Shayanta ('09) who had an undefeated record of 10-0, had no significant effect on the Spartans.

This year, Stuyvesant will lose only three seniors—captains Paul Kim and Kevin Hwang, and Ranny Choi. The question now is if these losses will affect the success of the Spartans next year.

"I think that we have plenty of potential looking at the amount of juniors on the team," coach Richard Murray said. "I think that if they dedicate themselves [...] we will have a very successful season next year."

"Next year should be a much more successful season for us considering we are only losing a few good seniors. A lot of good juniors will be seniors next year," said sophomore Robert Bennett, who finished with an individual record of 0-2.

There were 30 juniors and nine sophomores on the roster this season. The team hopes to make up for the losses of Kim,

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