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Departments Opt for In-class Finals

By MAYA AVERBUCH,
CHESTER DUBOV,
and NICOLE ZHAO

This semester, several departments have opted either to administer curricular final examinations in class or add an in-class component to exams normally scheduled during Regents week, which spans from Tuesday, January 26 to Friday, January 29. Students currently enrolled in AP Calculus AB (MCIX), AP Calculus BC (MC3X), Multivariate Calculus (MC5), Calculus Applications (MC1), AP Statistics (MS1X), Economics (H8), AP Physics B (SP1X), AP Physics C (SP3X), AP Chemistry (SC3X), AP European History (H3GX), Regents-level Global History 3 (H3G) and Regents level American History (H53) will be taking an in-class final, contrary to what has been done in previous years. Other students, like those enrolled in Health Education (PHA), Regents level Physics (SP1), Honors Physics (SP1H), Regents level Chemistry (SC1) and Honors Chemistry (SC1H) are required to take an in-class written portion of the final in addition to the normally scheduled examinations during final exam week. Teachers will determine the content of exams and portions of exams not given during Regents week, which may or may

not be cumulative.

According to Principal Stanley Teitel, the idea to make finals in class this term was brought up at a cabinet meeting, which included Teitel and all of the assistant principals (APs). Teitel has not yet decided whether or not the policy change will be permanent. "We'll try it and see how it works out," he said.

Although the idea was brought up at a cabinet meeting, the final decision of whether to move finals in class was left up to the APs of each department.

Several factors influenced APs to make this policy change, including logistical issues of time allotment during finals week, concerns over cheating, the difficulty of finding proctors, and the opportunity for teachers to tailor in-class exams to their own curricular emphases.

"I think there is an overwhelming sense that the week of nothing but finals is burdensome on both students and teachers," AP English Eric Grossman said. "Cramming two or three finals into a day at the very, very end can feel overwhelming, can feel like not the most efficient use of time. So we wanted to try doing it a different way."

"The AP Physics finals have been moved to before the finals period because we don't have

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Stuyvesant Faces Additional Budget Cut

By MAYA AVERBUCH
with additional reporting by
NICOLE ZHAO

Along with all other New York City public schools, Stuyvesant will experience a one percent budget cut, which will be put into effect by the Department of Education (DOE) on Friday, January 29. For Stuyvesant, this amounts to 170,000 dollars.

Principal Stanley Teitel received an e-mail about the budget cut from DOE chancellor Joel Klein approximately two weeks ago.

"I can only assume that city revenues are not what they expected, so there's less money in the city coffers to cover costs," Teitel said. "The Department [of Education] has to meet how much money was requested from the mayor."

According to Teitel, the DOE is paying for most of the budget cut, but needs additional funds from the schools to help cover total costs.

Teitel was not surprised by the cuts. "I was certainly anticipating a one or two percent cut, so we had started to put money aside. That's the reason I stopped per-session [pay]," Teitel said.

"The cut at the moment is less than I expected," Teitel said. "Part of that has to do with the fact that a lot of parents advocated to the

state, and the state did not cut education [funding] at all."

Some students do not see the budget cut as negative.

"Stuy is over-budgeted as it is, and one percent is really not that much," sophomore Saad Bokhari said. "We shouldn't make a big deal out of it."

"As long as it doesn't affect me or my classes during senior year, I'm okay with it," junior Helen Yuan said.

Other students are more concerned about the budget cut.

Sophomore Emily Atlas said that while the government does not have a lot of money, "education should be their top priority."

"When it comes down to clubs and pubs, a lot of clubs and publications are not allowed to have faculty advisors anymore due to the fact that they cannot be paid to stay after hours," senior Omar Ahmad said.

However, according to Teitel, because the money was put aside beforehand, the budget cuts will not affect students. "[They] won't notice it," he said.

Teitel does not know if there will be additional budget cuts later in the year. "The letter that I received from the chancellor indicated that he hoped this was the last [budget cut], but won't guarantee it," he said.

"The cut at the moment is less than I expected," Teitel said. "Part of that has to do with the fact that a lot of parents advocated to the

Opinions

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The Business of Testing

You spend 45 dollars registering for the SAT. Ever wonder where that money ends up?



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Features

Semifinal Success

After months of hard work and long hours in the lab, nine Stuyvesant students were chosen as Intel Semifinalists.

Fundraiser Held for Victims in Haiti



Paola Sokolayeva / The Spectator
Students have been raising money to donate to the Haitian relief efforts.

By THOMAS FLAGIELLO
and MADHURIMA
CHOWDHURY

In response to the magnitude 7.3 earthquake that hit Port-au-Prince, Haiti on Tuesday, January 12, Stuyvesant has

been raising money to donate to relief organizations.

According to the New York Times Internet database on Haiti updated on Thursday, January 14, this was the most destructive earthquake to hit the country in 200 years. The estimated death

toll is between 150,000 and 200,000 people. Médecins Sans Frontières (MSF), which was created in 1971 by a small group of French doctors, is a non-profit medical and humanitarian organization dedicated to providing unbiased care worldwide.

In an effort to raise money for MSF, also known as Doctors Without Border, seniors Allegra Wiprud and Lily Ostrer are accepting donations and holding bake sales. As of Friday, January 15, they raised 1,100 dollars. Wiprud and Ostrer are also trying to secure donations from the Alumni Association and the Parents' Association in order to meet their goal of raising 5,000 dollars by Friday, January 22. Wiprud is "very optimistic in what [they] can do," she said.

In addition, SPARK counselor Angel Colon is gathering donations through fundraisers, which started Tuesday, January 19. He is trying to "gather the community to contribute," Angel Colon said. Starting on Wednesday,

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Student Union Hopeful After Hosting Third Open Forum

By MAYA AVERBUCH
and JOANNA GAO

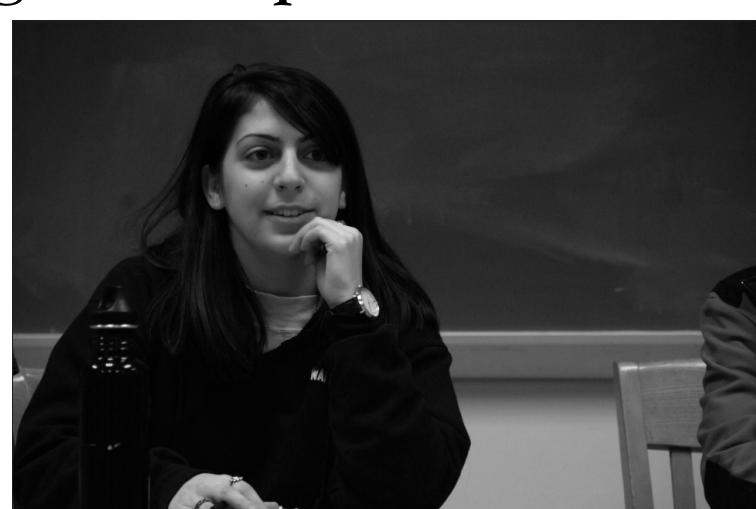
The Student Union (SU) held its third ever Student Open Forum in room 615A on Thursday, January 14. The purpose of the forum is to provide students with the opportunity to ask questions, voice their opinions and be updated on current school issues. The forums enable the School Leadership Team (SLT) student representative to gather the student body's ideas and present them to the members of the faculty, Parents' Association and Principal Stanley Teitel during SLT meetings, which take place a few days after the Open Forum.

The topics discussed at the forum included the new math policy, the lack of school spirit, the introduction of a school mascot, 5-Tech and 10-Tech course requirements, the loss of student MetroCards and increasing SU communication with students.

The forum started with SU members describing the new math policy, which allows seniors to opt out of a fourth year of math only if they speak to their guidance counselors. While there was little discussion about the new policy, many students expressed concern that it would eventually become a four-year requirement.

Senior and SLT representative Briana Last said that a math requirement would harm the few students who opted out of math.

"It's obvious that if five students didn't sign up for math or went out of their way, they really do



Vlad Gladstein / The Spectator
Senior Briana Last at the second Student Forum meeting of the school year.

not want to take math, they're

really bad at math [...] and they don't want colleges to look at their bad grades," she said.

Discussion then moved onto school mascots, and it was suggested that Stuyvesant have a single school mascot, rather than a different one for each sports team. "It kind of contributes to school spirit," senior Hayward Leach said. Other students pointed out that not all high schools have a single mascot, and no consensus was reached about whether it was important to have one.

Students then questioned why the 5-Tech and 10-Tech courses were required. Some students said that they should not be forced to take them, arguing that the courses are not useful and prevent students from taking other electives.

Others, however, said that

the courses are beneficial to all students. "The focus in the public school system is to introduce students to as many different subject areas as possible," junior Rebecca Kim said. "Having a small requirement like that is not a big deal, and you might end up liking it and pursuing it in the future."

Combating the elimination of student MetroCards was also discussed. Students disagreed with the plan, arguing that it will be both inconvenient and expensive. "We could ask people, like parents, to write letters to congressmen, or start a petition," sophomore Val Gladstein said.

Students also discussed the lack of SU communication. Ideas to improve communication in-

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enough time," physics teacher John Avallone said. "It's just a question of logically fitting everything in."

AP Health and Physical Education Larry Barth agreed. "Some teachers in the department expressed concern that students would have difficulty answering 80 multiple choice questions and writing two essays in the hour they have during finals week," he said.

According to several APs, having in-class exams may also serve to curb academic dishonesty in the test room.

"That's not my primary motivation, but [...] that was something that was on my mind, that exams got out last year," AP Social Studies Jennifer Suri said. When asked how having in-class exams would reduce the likelihood of cheating, Suri said, "It's not just one test. There are several tests."

"I suspect that in most cases it will reduce the likelihood of kids cheating. Teachers are simply more equipped to deal with proctoring their own departments' finals for a lot of reasons. They are more invested in it, they are more knowledgeable, so if questions arise they can be much more helpful to kids taking the test," Grossman said.

"I guess I pay a little more attention when it's my exam to my students, and of course they get the benefit of having me in

Departments Opt for In-class Finals

the room, so if they have a question about one of the questions I

"I think there is an overwhelming sense that the week of nothing but finals is burdensome on both students and teachers."
—Eric Grossman, Assistant Principal English

can answer them immediately," Teitel said.

Some teachers, however, do not believe that academic dishonesty was a major factor in choosing to administer in-class examinations. "I don't think

that [cheating] motivates why we're doing it," Avallone said.

Having exams in class also eliminates the need for as many proctors during final exam week. "It can be frustrating to be asked to proctor other people's, other departments' finals, especially when some departments handle all the student assessment by the end of the semester," Grossman said.

According to social studies teacher George Kennedy, not having to proctor "allows more ability to grade exams [...] during finals week," he said.

Teitel cited another benefit of in-class finals written by the individual teachers. "If I happen to spend time stressing a particular item, I could put it on the final, because I would be the one writing it," he said.

"The students get comfort from [knowing] 'I'm going to be tested on material covered by my own teacher,'" Suri said.

Regarding why the chemistry and physics department chose to include in-class written portions in addition to finals already scheduled during finals week, which would not eliminate the need for proctors during final exam week, chemistry teacher Kristyn Pluchino said, "I'm guessing it has something to do with Writing Across the Curriculum. [...] We like the idea that students get to write instead of bubbling in answers to questions, so we can see that they actually know stuff instead of recalling random facts."

AP Chemistry and Physics Scott Thomas and AP Mathematics Maryann Ferrara declined to comment.

Many students have been supportive of the move.

"It's a great idea, as it adds another dimension to the test and allows the teachers to assess real understanding of the material and their students' ability to articulate it," junior Colin O'Connor said.

"It is logical that each teacher, while following the same curriculum, can end up teaching different details and specifics, and therefore only they know what exactly their students can be tested on," sophomore Liam Downs-Tepper said.

Others see the move towards in-class finals as a negative step.

"I would prefer if the physics final was entirely during finals week, so I would have more time to devote specifically to studying physics, as opposed to having to worry about other classes' homework on the night before I take the in-class written part," junior Matteo Battistini said.

Some students are stressed by the fact that they have multiple in-class finals in one day. "It's putting all the pressure into the week instead of allowing us to deal with it during finals week, when we have time. Because in class it is a hectic schedule, with all the other tests," sophomore Mick Zloof said.

On the other hand, some people find that having the fi-

nals over a two-week period will encourage students to spread out their studying instead of cramming.

"It will encourage them to not sit there and cram the day before the test," Pluchino said.

Teachers will decide whether

"It adds another dimension to the test and allows the teachers to assess real understanding."
—Colin O'Connor, junior

to continue the new final exam policy based on the results this semester. "It's experimental," math teacher Gary Jaye said. "We'll see how the teachers as a group feel how accurately the tests assess the students."

Student Union Hopeful After Hosting Third Open Forum

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cluded making more posters, having the SU newsletter more available to students and getting Big Sibs to make incoming freshmen more aware of the SU.

In addition, Kim suggested that certain teachers should be asked to "make a quick announcement regarding SU events before class starts" to inform students about future Open Forums. However, SU members expressed doubt that teachers would be willing to consistently make such announcements.

SU members hope that by enhancing communication with the student body, they can also increase turnout at future forums.

"Not a lot of people came, but I do think there was a successful conversation. There are definitely ideas that I'm going to bring back to the SU, such as putting 'SU in The Spectator,' Last said.

"Our biggest [problem] is just getting the word out, because I'm sure there are tons of people amongst the 3,000 some odd kids that attend the school [...] who have ideas that they want to share," SU Vice President Keiji Drysdale said. "I won't be happy until the room is filled and there are people asking for extra seats."

Despite the low turnout, with only seven non-SU students in attendance, students still found the forum beneficial.

"This was very successful in that a lot of ideas were presented and many of the things were discussed," junior Benjamin Park said.

"It was a lot more enthusiastic than last time."
—Keiji Drysdale, SU Vice President

seen, some unfamiliar faces, and I really liked the ideas that were floating around," Drysdale said.

"Attendance was better than expected. I think that a lot of good ideas, especially for future meetings about focusing on certain issues that would attract more students [were discussed]," junior and SLT alternative Daniel Frankel said. "The future SLT meeting will have a lot more agenda items than we would have had without the students' forum."

New Security Cameras to be Installed in Stuyvesant

By DANIEL BEER and KEIJI DRYSDALE

Ninety-six new security cameras are being installed throughout Stuyvesant High School in an effort to combat vandalism and crime. Eighty-four cameras will be distributed throughout the 11 floors of the building and 12 cameras will be positioned outside the building.

Levinson and Sentoro Electric Corporation, based in College Point, Brooklyn, is removing the previous 44 cameras and installing the new cameras. According to Assistant Principal Technology Edward Wong, the tentative completion date is Thursday, April 1 and the final completion date is Sunday, May 1. As of now, the installation on lower floors is nearly complete, but installation on the upper floors and school perimeter is still in progress.

"[The Levinson and Sentoro Electric Corporation] went through with us where we wanted to place the cameras," Wong said. "It's a whole new interface." In fact, none of the old cameras will be kept because they are incompatible with the new system.

The new cameras will be paid for by a federal grant worth 1,459 million dollars and will not affect the school's budget. Although federal money is in short supply, grants have been given to schools across the city because of previous acts of vandalism. In addition to Stuyvesant, Public School 266, Intermediate School 208, Richard R. Green High School of Teaching, and Public School 89, amongst others, will be receiving new security systems.

According to Principal Stanley Teitel, the federal grant was the main reason for installing the



One of the many new surveillance cameras installed in hallways replacing the old ones.

new cameras. "We are fortunate we don't have a major problem with vandalism," Teitel said. "But the grant was offered to us and it seemed like a good deal."

The additional cameras will allow the administration to keep an eye on activity inside the building, as well as around the building's perimeter.

The cameras are "watched somewhere else, but we have access to them," Teitel said. "They are mostly a precaution, to be reviewed in response to student or faculty reports."

Wong assures students that the cameras will not have adverse effects. "No one in the building is going to sit around all day watching the 96 cameras," he said. "It will be a just-in-case system."

However, some students have expressed concerns about the new cameras.

"I know we've had a lot of problems this year with arson,

but we don't have so much vandalism in the school as to have the administration watch our every step," junior Lionel Jensen said.

"The cameras may be free but they are completely unnecessary," senior Petros Skalariinis said. "They are a total invasion of privacy."

Other students welcomed the increased security presence.

"I used to bike to school last year, but I had some trouble with bike parts being stolen while I was in school," junior Luca Senisse said. "Having a security camera watching the bike rack would definitely make me want to start riding to school again."

"The cameras won't really be a major problem for me," sophomore Kristopher Lulaj said. "As long as students don't do anything wrong, they won't be affected by the cameras at all."

Emily Koo / The Spectator

Junior Caucus Sells 'Klean Kanteens' to Raise Funds



Rosa Huang / The Spectator

Junior President Omika Jikaria (far right) and Vice President Emily Quint-Hoover (second from the right) sell canteens to raise money for the Junior class.

By SAM FURNIVAL

In order to combat the acute budget shortages facing the Student Union (SU) earlier this winter, junior class president Omika Jikaria and vice president Emily Quint-Hoover are selling Klean Kanteens, environmentally-friendly stainless steel water bottles. The Kanteens cost 10 dollars per bottle, and all of the money goes into the junior account of the SU. Of the 80 bottles ordered by Jikaria and Quint-Hoover, over 60 have been sold thus far by the second floor bridge entrance.

While the budget shortages did not affect the day-to-day operations of the SU, they precluded the SU from hosting junior class events such as Junior Comedy Night and Junior Prom. "We have no money in our ju-

nior account," Jikaria said. "We needed a fundraising event for the junior class, and we thought Klean Kanteens would be a great idea."

The bottles sport a "Stuy 2011" logo designed by junior Nils Axen. "Everyone really loves the design, so we have to give Nils a lot of credit," Quint-Hoover said. Axen volunteered a logo soon after hearing about the project, and created signs to promote it.

Besides securing funding during lean economic times, another goal of the sale is "to raise environmental awareness in the grade along with grade spirit," Jikaria said. According to the Klean Kanteen website, the Kanteens are handcrafted from toxin-free metal in a way that is both ecologically and socially responsible.

Students have been supportive of the sale.

"I always felt like I was sacrificing the environment for the sake of my health when I bought a bottle of water every day. When I saw the Klean Kanteens, I thought, 'Here we go!'" junior Rebecca Temkin said.

"It's environmentally friendly and in today's consumer culture, it's nice to not have to buy a water bottle every day," junior Konrad Wojnar said.

"It's a great idea for a fundraiser because it's trendy and it helps our grade," junior Tiana Stute said. "I got a compliment on it on the train. A woman asked if it was from one of those 'Cool Outdoor Stores.'"

"They're a really cool way to promote Stuy pride. I hope they're ordering another batch," junior Priscilla Odinmah said.

Fundraiser Held for Victims in Haiti

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January 20, he began to sell raffle tickets, worth a dollar each. Students guess the number of lollipops in a jar and the student that guesses the closest to the number of lollipops wins the jar. Angel Colon is also selling items such as balloons and pens, with new items still to come.

Teachers and faculty members have also been helping out the cause. Robotics teacher Rafael Colon is trying to get his students and the robotics team members to contribute. All these contributions will be sent to four charities that Stuyvesant has previously raised money for. These charities, MSF, UNICEF, International Red Cross and Habitat for Humanity, have already established themselves in Haiti.

Having raised between 700 and 800 dollars in two days, Rafael Colon says he wasn't surprised. "It's unfortunate that it does take tragic events [...] but I feel that when the community needs to come together, people do come together. I'm not surprised. People do step up," Rafael Colon said. With this ongoing effort continuing until

"Such an immediate response [...] shows the genuine concern and compassion of the Stuyvesant student body."

—Marsha Kononenko, junior

Monday, January 25, and then resuming in the beginning of the spring term, Rafael Colon hopes to raise more than one thousand dollars.

"This situation is just un-

imaginable and I don't believe that it's been fully assessed [...] at this point," Wiprud said. Wiprud does believe that as the traumatizing pictures, videos and reports come in, people "need to realize the extent of the damage and the nature of the situation," she said.

Wiprud is impressed at how quickly and efficiently people around the world and Stuyvesant students have reacted. "It's remarkable how much people around the world are mobilizing to help respond to this catastrophe," Wiprud said. "A lot of people have come up to me in the hallway and given me a handful of cash."

Students are glad to see their peers do their part in helping.

"It's cool to see people so eager to provide for a cause that doesn't directly affect them in any way in most cases," junior Lipi Thaker said.

"Such an immediate response by various organizations in the school, not just those intended for charity, really shows the genuine concern and compassion of the Stuyvesant student body," junior Marsha Kononenko said.

Writing Center Program to Be Implemented

By EMMA LICHTENSTEIN

For the 2009-2010 spring term, the Stuyvesant English Department will bring back a program called the Writing Center.

During the mid-1990s, there was a Writing Center program in which a handful of student teachers from NYU and Columbia worked individually with students every semester to help them with writing assignments. However, in the past several

"I hope the program will give students a valuable resource, a place to get help with polishing their writing in every discipline."

—Eric Grossman, Assistant Principal English

structural support, and students will have another place to turn for expert help during drafting and revision," Fletcher said.

The idea for the revival of the Writing Center stemmed from the Writing Across the Curriculum initiative.

"With the new initiative, a wonderful thing happening is that kids are doing more writing in different departments. English teachers have reported that they were asked to help kids with assignments in other subjects. The program will allow students to receive help for writing in any discipline, like for a chemistry paper or history essay," Grossman said.

Fletcher agreed, saying the program "is intended to help students not only with assignments for English classes, but also for writing in any academic subject from biology research papers to social studies projects. One of the benefits of writing becoming integrated into all the academic disciplines is that, by writing more, and in a variety in subjects, students will gain proficiency as writers and as critical thinkers."

Both Grossman and Fletcher hope that the Writing Center will remedy the problems that Stuyvesant students have with writing techniques. They emphasized the need for students to understand basic writing skills and techniques such as organization, clarity, and simplicity.

Teachers of other subjects agree with this statement. "The biggest error I find in students' math research papers is that they fill up pages with irrelevant sentences that do not add to the meaning of the paper. Having more people to proofread their work would be useful in that way," Math teacher Gary Rubinstein said.

"I think it's a good idea and I just wish it was here when I was here," senior Gabriel Deceus said. "I would often ask students and other teachers to edit my things."

"Students would definitely go and try to improve their writing."

—Yasira Jayakody, freshman

"I think it will help students out because students would definitely go and try to improve their writing," freshman Yasira Jayakody said.

"I hope the program will give students a valuable resource, a place to get help with polishing their writing in every discipline," Grossman said.

"By writing more and in a variety of subjects," Fletcher said, "students will gain proficiency as writers and critical thinkers."

Features

By SARAH KAPLAN

They learn to read the minds of plants. They fit entire galaxies into a computer. They even search for (part) of a cure for cancer. They are Stuyvesant's 2010 Intel semifinalists.

Every year, dozens of Stuyvesant students work for months on a science research paper to submit to the prestigious Intel Science Talent Search (ISTS). And every year, a large number of students proceed to the next round. On Wednesday, January 13, nine Stuyvesant seniors were named Intel Semifinalists.

"Each year we continue to be impressed by the caliber of the semifinalists and inspired by their mastery of math and science in addressing extraordinarily complex medical, technological and environmental challenges," said Elizabeth Marincola, president of Society for Science & the Public, the non-profit organization that administers the ISTS, according to the Intel Web site.

Intel research is a difficult process that requires determination and originality. Researching and coming up with new ideas can be difficult for students.

However, in the end, Intel students feel that their research is very rewarding.

"The thing with Intel is that it's not always something that has to be groundbreaking in and of itself," senior and Intel semifinalist Andrei Nagornyi said. "It can be something subtle that takes some time to figure out. Even if it doesn't solve a whole problem, it is a step towards finding a bigger solution."

The nation's 40 Intel Finalists, who will have a chance to travel to Washington D.C. and compete for the top ten places, will be announced on Wednesday, January 27.

Senior Peter Cha

Approximation of Convex Polygons by Inscribed Polygons

Finding a topic for his Intel project did not come easily for Cha.

"I was supposed to start research in January [2009] and I picked this problem and worked on it for about six months," Cha said. "But after a while the professor I was working with and I decided it was too hard. So we came up with this problem which was similar, of finding the relationships between inscribed polygons."

For all of the summer and the first two months of his senior year Cha worked diligently on various mathematical proofs.

"I liked it because it has applications not just in math," Cha said. "You can use it in robotics to plan the motion of a robot as it moves. It enables you to simplify the math involved by treating the shape of the robot as a polygon."

Though the research for the project was demanding, Cha is happy with his final product.

"It's my own work, so it feels great," he said. "I don't know if I'll ever use this particular topic again, but the experience of researching and writing the paper will definitely help me for the rest of my life."

Senior Rena Chen

High Resolution Simulation Supporting Ram Pressure Stripping as Cause of ESO 137-001's X-ray Tail

Chen's project focused on the formation and shaping of galaxies.

"I ran a simulation to explore this mechanism that occurs in outer space when galaxies fall into galaxy clusters, which are groups of galaxies," Chen said. "When the galaxy falls in at a high enough speed it can strip that galaxy of its interstellar medium, the hot gas

between the stars, and that material forms a tail that can be seen as an x-ray. This process is called ram pressure stripping."

Chen was inspired to look into this branch of astrophysics after reading a paper about x-ray cells that had been formed in space.

"But obviously you can't conduct an experiment in space, so we used the parameters from the paper and we set those parameters in our simulation to reproduce an x-ray tail," Chen said.

Chen's simulation showed that the x-ray tails formed by ram pressure stripping can be studied to understand how galaxies are

Greisman's project focused on sporulation, a defense mechanism used by bacteria to protect their DNA in adverse conditions.

"The bacteria can encase their DNA in layers of defense, which allows them to lie dormant for millennia," Greisman said. "This mechanism is used by a variety of bacteria, including Bacillus Anthracis, or anthrax. I worked with Bacillus Subtilis, which is a model organism for sporulation, and I studied how the structures that encase the genome give it its resistance."

"If we can understand this, then hypothetically we can come

sil fuels, which release a great deal of carbon dioxide into the atmosphere, biofuels have no carbon output.

"The big struggle that I had was that when you're reforming ethanol to produce the hydrogen for fuel cells you need to mix it with gasoline to make it possible to work with, and the sulphur contaminates the ethanol," Jeong said.

Jeong solved this problem by "flowing air to brush the sulphur off the surface, which allows for the continuous regeneration of the catalyst and prevents the ethanol from becoming contaminated,"



Seniors Andrei Nagornyi, HyeEun Jeong, Rena Chen, Alan Sage and Jack Greisman, five of the 2010 Intel Science Talent Search Semifinalists.

shaped. She hopes that this knowledge, combined with that of other researchers, will help to improve our understanding of how galaxies evolve.

"When galaxies fall into the galaxy clusters their morphology changes, and if we find out about how this out and other people do more research about this mechanism and other research about galaxy clusters, we might be able to explain how the Milky Way, our own galaxy came to be," Chen said. "My research is a really small part of a much larger picture."

Senior Jack Greisman

Shields Down: The Interactions of the Spore Coat Protein in Bacillus Subtilis Suggests a Novel Method of Spore Inactivation

Greisman has been working on his Intel project longer than almost any other semifinalist. His interest in science began in his sophomore year, when biology teacher Dr. Jonathan Gastel invited three NYU professors to speak to students about their research. Greisman was immediately interested in the research of Dr. Patrick Eichenberger, and he began studying genomics in Eichenberger's lab the summer after his sophomore year.

"I've always been very interested in biology," Greisman said. "There's something restorative about finding things out for yourself, not just reading a textbook [...] science is basically about learning things on your own, using old techniques to research new possibilities."

up with a drug that can inactivate the spores," Greisman said. "So if we have another anthrax scare like in 2001, we'll have an effective way to deactivate the resistance mechanism and reduce the risk."

Greisman's favorite part of the project was getting the opportunity to work on his own assignments in a lab with other researchers and students.

"I had a great experience. My professor [Dr. Eichenberger] was very helpful," Greisman said. "And the lab was very close-knit. I was working with a lot of undergraduate students, and it was very cohesive. We would always talk and help each other. It was a really good experience."

Greisman was also named a semifinalist in the Siemens Competition in Math, Science and Technology for his paper.

Senior HyeEun Jeong

High Efficiency Hydrogen Production from Transportation Biofuels: Impact of Catalyst Regeneration

Jeong decided that she wanted to research biofuels after learning about the environmental problems that plague the planet.

"The environment is definitely one of the topics that are on people's minds these days, and it was something that was important to me, so that's where I got my topic from," Jeong said.

Jeong's research involved a way to make the production of hydrogen from plant-based fuels more efficient. As opposed to fos-

she said.

Jeong's favorite part of her project was getting the opportunity to work in a lab. "It was really exciting and not what I expected," she said. "We had to build everything ourselves, even building a reactor with wrenches and bolts. Many times we were stopped because of problems with the equipment but once we got the hang of it, it was worthwhile to build everything myself."

"I got a deeper perspective about how scientists present their work to us from this experience," Jeong said. "I liked learning about the work that goes on behind the scenes, and I will probably continue my research if I can."

Senior Yang Li

Histone MacroH2A Overexpression Inhibits the Metastatic Potential of Breast Cancer in Mouse Cell Lines

Li figured out that she wanted to study genetics in her sophomore year.

"I took two genetics classes and I know that genetics and cancer were something that I wanted to learn about," Li said.

"So I looked up labs in New York with interests similar to mine. Very few responded," Li said. "Very few were willing to take a high school student. It's pretty bad."

Li finally heard back from Dr. Emily Bernstein, whose lab was studying the relationship between genetics and cancer. Li worked with a graduate student for a few months and over the summer she

Semifinal

began research for her own project.

"I looked at a histone variant, the protein that DNA is wrapped around, and its affect on cancer progression. I found that a certain variant could reverse the expression of metastatic [cancerous] behaviors," Li said.

Li's favorite aspect of her Intel project was the research. "I always wanted to be a doctor, but now I think I want to do research on the side [...] I liked working in the lab and gathering data," Li said. "It was fun."

Senior Regina Lie

The Role of the Neuro D-1 Transcription Factor in Pancreatic Development

Lief wrote her paper about "the role of the Neuro D-1 transcription factor in pancreatic development," or, in layman's terms, "the way that information encoded in DNA gets transcribed into proteins, which then do the work of the cell," Lief said.

This seems like an obscure subject to write a paper on, but Lief did a lot of research before deciding on her topic.

"You find labs that are working on something that interests you and email a bunch of people and hope that they'll take you," Lief said. "I always liked genetics so I emailed people from the genetics departments of various institutions."

And how did Lief's interest in genetics lead to a paper on Neuro-D1 transcription factors—the proteins which translate information in DNA in the pancreas into proteins which can create insulin and other important chemicals?

"The lab that took me was working on the pancreas so I read my mentor's grant proposal and I noticed that there was a hole in our knowledge of what Neuro-D1 encodes and so I figured that I would try to figure it out."

Intel papers are expected to uncover new knowledge about a specific topic, or at least draw new connections among previously discovered data. This journeying into unexplored territory can be challenging for high school researchers.

"Your experiments, in all honesty, fail as often as not, and you

Your experiments fail as often as not, and you don't have anything to check your work against

to know if what you did is actually right."
—Regina Lief,
senior
and Intel
Semifinalist

don't have anything to check your work against to know if what you did is actually right," Lief said.

However, Lief feels that feeling of exploration was what made her research exciting.

"You have to try new things to discover new things," Lief said. "We discovered that Neuro-D1s can be used to help people who

Features

Success

are hypoglycemic or diabetic to control their blood sugar [...] we haven't gotten to research the subject even further, but it was great to even get that far."

Senior Andrei Nagornyi
New Morphological Features for Automated Classification of Galaxy Images Obtained in Deep Space Surveys

Nagornyi chose to research a program through which computers could be used to classify galaxies. Nagornyi attributes his idea for his Intel paper to his father.

"Originally I wanted to do something else, but then my dad found this Web site called 'galaxyview.org' where they ask people to volunteer and classify galaxies by hand," Nagornyi said. "Astronomers have a lot of galaxies coming in from telescopes and they need to classify them by hand, which takes too long and there's too many of them, so they need a mechanism that can do it automatically. [My father] pointed out to me that this was a big deal and he knew that I was doing an Intel research project and I figured that this was something I might be interested in."

Nagornyi struggled to find a way to convert physical images of galaxies into something that computers could analyze. "Computers have to do everything computationally," Nagornyi said. "When you and I see a galaxy for example, and we see the arms sticking out we think instantly, 'oh, it's a spiral,' but I needed to find a way to turn the image into something the computers could analyze quantitatively."

This was a daunting task, especially because the program that had already been developed for a

"There's something restorative about finding things out for yourself, not just reading a textbook [...] science is basically about learning things on your own, using old techniques to research new possibilities."

—Jack Greisman, senior and Intel Semifinalist

similar purpose—teaching computers how to recognize faces—did not seem to be working for

Nagornyi.

"With any kind of research you can work for a while before you realize you're not going in the right direction," Nagornyi said. "After I worked with the facial recognition program for a while I realized that it wasn't getting me anywhere."

However, a stroke of luck turned the project around. "While I was working I made a small mistake in one of my snippets of code and surprisingly that small mistake turned out to be my new direction for the project," Nagornyi said.

Nagornyi found the process of researching and writing his Intel paper, especially because he was working with his father.

"My dad helped me a lot. He's curious like me and he loves to help me out with something from school, because he's also a math and science type guy," Nagornyi said. "I know some people worked with mentors, but with my dad it was a very good experience because I could feel free to ask questions [...] there were things that my dad knew that I didn't know and he was able to pass on that knowledge to me, and that's something that was very valuable about the project."

Senior Kashyap Rajagopal

Investigating the Role of SNARE-Associated Proteins as Targets for Neural Rehabilitation Drugs through the Model C. Elegans

For Rajagopal "the greatest thing about Intel is that you get to use [a professional lab's] resources to do your own work, and work on an independent project," he said.

Rajagopal chose to research a protein called complexin which regulates the transmission of signals from neuron to neuron in the

brain.

"I worked with C. Elegans, a tiny species of earthworm, as a model, because Intel has restrictions on using vertebrates," Rajagopal said. "I used various behavioral experiments to determine the role of complexin, and I found that complexin inhibits the transmission of signals in the brain."

Rajagopal's research can be used in coming up with medications for various mental illnesses, including depression.

"We know that patients with depression have insufficient serotonin. Since complexin suppresses the transmission of neurotransmitters like serotonin, we can alleviate these problems by targeting and inhibiting complexin for greater serotonin release," he said.

Rajagopal felt that he learned a lot from working in a lab for his project.

"I learned that you need to be meticulous, you can't just slap things together in a haphazard manner because you can't afford mistakes."

"It taught me to work in a research setting," he added. "Definitely a rewarding experience."

Senior Alan Sage

Characterization of Glutamotropic Response in Arabidopsis thaliana

Sage picked his topic partially because of personal reasons.

"I'm a vegetarian, but I'm doing biology, so I had to research plants or animals. I didn't want to commit any animal cruelty, so I decided to work with plants," Sage said. Laughing, he added, "Though I learned that there just might be such thing as plant cruelty too."

Sage started off experimenting

with root memory, to see if plants were able to remember anything.

"But the results were too mixed up, and there was such a wide variety of phenotypes [behaviors] that I couldn't draw any conclusions," Sage said.

Instead, Sage decided to look into plants' reactions to glutamate, an amino acid that repels plants. "Glutamate in humans is a neurotransmitter, something that carries around signals in the brain," Sage said. "But it also has an effect on plants."

He found that plants would change their behavior when exposed to glutamate. "Glutamate is a link between plant behavior and human behavior, so it's possible that plants can be used as a tool for understanding the human nervous system," Sage said. "It's a distant connection, but it could be used to connect humans to plants."

Sage stumbled upon this subject at an event arranged by Dr. Gastel, the same one at which Greisman met his mentor.

"My mentor, Dr. Kenneth Birnbaum, worked at a lab with plant stem cells and his project seemed really interesting," Sage said. "So I contacted him and got involved."

Researching and writing his paper was a strenuous process for Sage. "It was miserable," he said. "A tiny mistake can set you back two weeks. But you get through it. You just do one experiment at a time. But in the end that's what makes it rewarding. The more you suffer for your work, the more rewarding it feels when you finish."

Disclaimer: Alan Sage was not involved in the writing and/or editing of this article.

Calendar of Upcoming Events

Tuesday, January 26 to Friday, January 29
Regents Week

Tuesday, January 27
English Regents Exam Part I
12:30 p.m. to 4 p.m.

Wednesday, January 28
English Regents Exam Part II
12:30 p.m. to 4 p.m.

Thursday, January 29
Integrated Algebra Regents Exam
12:30 p.m. to 4 p.m.

Monday, February 1
Girl's Gymnastics Meet
Third Floor Gym
4:45 p.m.

Tuesday, February 2
First Day of Second Term

Girls' Basketball Game
Third Floor Gym
4:30 p.m.

Friday, February 5
Boys' Gymnastics Meet
Third Floor Gym
4:30 p.m.

Saturday, February 13
Photo Exhibition Reception
3 p.m. to 5 p.m.
106 West 13th Street

Monday, February 15 to Friday, February 19
Mid-Winter Break

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Features

Stuyvesant Jazz Combo: Pushing the Boundaries



Dennis Rinn / The Spectator

Students in Jazz Band practice the saxophone during their class period.

By DANIELLE OBERDIER

Somewhere in Stuyvesant, amidst the sounds of frantic pencils dancing across half-crumped paper and victorious shouts that follow the completion of difficult math problems, the Stuyvesant Jazz Combo is "be-bopping" away.

The full jazz band, directed by music teacher Gregor Winkel (known by members of the jazz band as "Mr. Cool"), gave rise to a smaller jazz combo directed by seniors Dove Barbanel, Andrew Chow and Jacob Sunshine. The jazz combo meets first period every day and has ventured outside of Stuyvesant to perform at Gracie Mansion for the retirement of Fire Chief Commissioner Nick Scarpetta and to travel to Boston for the Berklee High School Jazz Festival. In addition, they play annually at the Liberty Science Center for the Siemens Competition Finalists' awards ceremony.

The jazz combo's repertoire differs from that of the larger jazz band in that most of the combo's music is improvised. Though Winkel supervises the combo,

they are run fairly independently in that they pick their own set list and are allowed to practice in a different room for upcoming gigs.

"Even though Stuyvesant is not a music school, I think it attracts a number of talented musicians and jazz band is a great way of networking with people," said Sunshine, who has played jazz guitar for five years and has been in the jazz band for four years.

Chow, who has also been in the band for four years said, "I was already into jazz piano in middle school and I had seen the Stuy jazz band once at an open house. I definitely wanted jazz to be a big part of my life in high school."

Barbanel, who started off freshman year in the beginner band as a saxophonist, switched over to jazz band as a guitarist. In junior year, when the band's bassist graduated, Barbanel took up bass guitar even though he'd only touched the bass a few times in the past. "I had taken classical guitar lessons for years and played around with jazz and rock guitar, and because the bass is

so similar to guitar, it wasn't too hard to get good at," Barbanel said. "The hardest part is realizing that unlike guitar, the bass is a background instrument and that sometimes it's good to turn the volume knob down from 11, because most people don't want to hear a booming bass drown out the sound from every other instrument, though I certainly do."

Because the jazz combo recruits more advanced musicians, the players have training and experience primarily outside of school. Sunshine has been involved in a variety of rock bands as well as a jazz ensemble at the Harlem School of the Arts. In these other venues, Sunshine often finds a coherency and consistency of playing that is missing from the Stuyvesant jazz band. Chow agrees with Sunshine's assessment. After he recently played a gig with his band "Slum Searching" at the Cornelia Café, Chow experienced a quality of playing that is not quite present in the Stuyvesant jazz band.

That's not to say that the combo participants don't enjoy

their work. "I love playing music in Jazz Band with other people every day. It's first period, so it's a fantastic way to start of the day," Chow said.

"I have met a number of good friends and close musical allies in the process. I also just love coming in every morning and bashing on the drums or jamming on my guitar. It's a great stress release," Sunshine said.

Both Chow and Sunshine enjoy playing solo as well as playing in the band. Chow sees the up-

in with the other band members and learn from other musicians."

Sunshine described the advantages to solo playing. "With solo playing, I feel like I have a little bit more of room for interpretation, and have the freedom to improvise and embellish," he said. I'm not bound to supporting people." However, he much rather prefers playing in an ensemble. "Getting people in a room and having them communicate musically is a totally beautiful feeling. You get this telepathic connection as the music develops, and you start hearing whatever is being played in a totally different light," Sunshine said.

Barbanel, a serious classical guitarist, has a different perspective than many of the other players. "Jazz and classical are pretty different in terms of approach. Classical is more regimented; you want to sit in a room for hours, weeks, months, and turn yourself into an absolute perfectionist, until absolutely every single minor detail of a piece is perfect and as beautiful as the composer intended," Barbanel said. "To play jazz, you just listen to lots of records, play with other people, and under no circumstances read the instruction manual."

As the Stuyvesant music department is mainly geared towards classical music, the jazz combo often does not receive the same attention that is given to the choruses, orchestras and classical bands. However, the talent that each individual member brings to the jazz combo reaches far beyond its early morning jam sessions.

"Jazz is all about the group dynamic and different members of a band building off of each other's sound," Barbanel said. "Playing in a group like this is great because you get all this experience and can steal lots of tricks and techniques from other members in the band while becoming more solid as a musician under the pressure of having to perform."

"I have met a number of good friends and close musical allies" in the process. I also just love coming in every morning and bashing on the drums or jamming on my guitar. It's a great stress release."

— Jacob Sunshine, senior

sides to both, saying, "With solo, I have the freedom to do whatever I want with the song and I can push my boundaries. With a band, it's great for me to lock

Writing off the Walls

By ALLISON BURNS

Most Stuyvesant students are familiar with the poems that hang in the hallways around the school. The pieces are chosen and hung by the Writing on the Wall club (WotW), a literary group run by juniors Sophia Abbot and Elizabeth Litvitskiy. Students have been submitting poetry to WotW since it was founded in the late 1990s, but on Tuesday, January 12, WotW branched out to the larger student body with its first ever writing workshop.

The workshop was held jointly by WotW and Caliper, Stuyvesant's literary magazine. Abbot and Litvitskiy collaborated with senior Shoshana Akabas, co-editor of Caliper, in order to get more people involved and benefit both Caliper and WotW. "I thought it would be a great way to spread the word about both WotW and Caliper at one event," Akabas said in an e-mail interview.

Before the workshop was held, WotW was run solely through e-mail. "Getting e-mails and responding to them is nice, but we'd often have trouble putting names to faces, and meeting in person has such a different feel. We wanted Writing on the Wall to have a more personal feel," Abbot said.

The theme of the workshop was revisiting writings from the attendees' childhoods and using them as inspira-

tion to write more mature works. "Their focus for this was taking something you had written in the past and reworking it or looking at the ideas in it now, with an older mind," said English teacher Holly Weiss, the faculty advisor for WotW. "They wanted to take childhood writing and refashion it into something that is a product of the Stuyvesant writing community." Litvitskiy and Abbot provided several prompts to inspire the writers, like asking them to focus on something specific from the original writing piece that had changed since it was written.

The completed works produced at the workshop were hung on a bulletin board in the library, in keeping with the group's mission of filling the school with literature. The poems are written on colorful construction paper, a throwback to the childhood writing that inspired them. Some poems are written side-by-side with the earlier poem, allowing the reader to see how the author has progressed.

The workshop was small but successful, and WotW would like to hold more in the future. "I think it was less scary for underclassmen to come, who perhaps are sometimes intimidated by Caliper," Weiss said. Akabas agreed, saying, "[Writing on the Wall is] a good first step for someone who wants to be more involved with the writing community."

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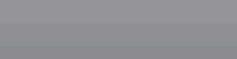
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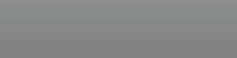
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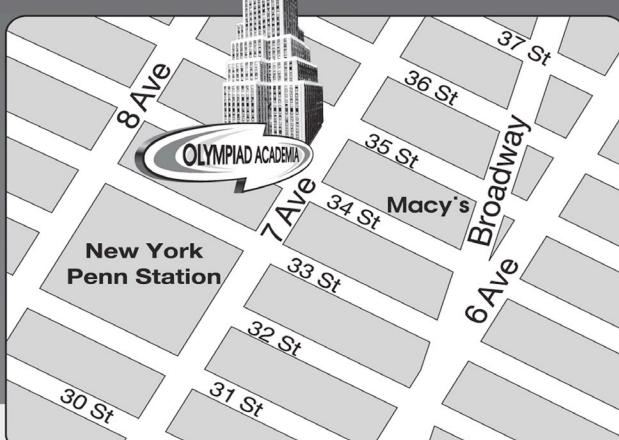
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Editorials

STAFF EDITORIAL

The Final Countdown

Finals are supposed to test our cumulative knowledge of a subject, not our ability to multi-task and navigate frantically through competing, enormous amounts of work. Toward the end of the semester, we are forced to deal with a stressful compilation of tests, projects, finals and, for some, SATs. But these anticipated burdens become exacerbated with the shortening of finals week, and more in-class finals. To make matters worse, teachers often abandon the designated test day schedule, resulting in the overlap of in-class finals. With so many tests to study for and projects to complete, it is difficult to focus sufficiently on one task. But this haphazard situation would be mitigated if in-class finals were scheduled to be more spread out in the last two weeks of the semester.

In 2006, finals week was lengthened from five days to six days, in hopes of preventing students from taking multiple finals on one day. But since

then, the length of finals week has decreased to the four days required for Regents. The reasons for the decrease include scheduling problems, concerns about cheating and the difficulty of finding proctors. This has resulted in more in-class finals, and multiple finals given on the same day. Though in-class finals are intended to ease our burden of studying, they actually add to it when scheduled poorly.

In-class finals and standardized finals each have merits, but unless they are scheduled fairly, both students and teachers suffer. Many teachers feel that this shift to in-class finals allows the exams to be tailored to the material that each teacher has covered; it also provides more time for grading. From a student's perspective, having a finals week provides a transition period between the semesters and allows us more time to study, without interfering with regular schoolwork. But this smooth transition is lost when in-class finals are given amidst the over-

load of work at the end of the semester and other in-class finals. In order to resolve this conflict, in-class finals should be administered only during the two-week period before finals week and only on their department's designated test day. This would reduce the stress and confusion that currently exist in the final stretch of the semester, while still providing a smooth transition into the next semester through finals week.

The point of finals is to ensure that we have learned the material taught to us over the entire semester. And while some students may prefer standardized finals and others, in-class finals, the end of the semester would be much less hectic if the scheduling of finals reflected a better balance. If finals were more generously spread out in the last few weeks of the semester, the workloads of teachers and students alike would be less stressful. Maybe with this change, we can finally get finals' scheduling right.

OP-ART

"How Bullies Cope With MetroCard Cuts" By NIKI CHEN



LETTER TO THE EDITOR

RE: Mr. Teitel, Tear Down This Firewall!

The bans Luc Cohen speaks of certainly have some of their roots in the potential for "inappropriate content" but there are far more pragmatic concerns as well. These sites are not banned because they are time-wasters, but rather because streaming video from sites like YouTube take up tons of bandwidth, and would end up requiring the DOE to spend tons more money to be able to provide Internet to all the public schools in NYC. The banning of sites like YouTube or Vim-

eo is more of a bandwidth issue than one of content. And in terms of using Facebook to work on group projects, I've only ever seen Facebook used for this purpose when the group involved is too irresponsible to share the members' emails. The quote taken from *The Economist* is taken out of context, too; the article speaks of the issues with e-mail in collaborative work, and introduces Google Wave and Facebook as alternatives. While Wave does address some of those

issues, those issues are still present in Facebook.

Facebook isn't any better than email as a medium for collaborating, and to enable it on the school computers would be to open the floodgates of distraction, time-wasting, and computer-unavailability, a problem that is already quite a large issue in our school libraries.

—Matthew Kim, junior

The Spectator

The Stuyvesant High School Newspaper



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FOR THE RECORD

- In Issue 9, senior Arun Abraham-Singh's surname was misspelled in the article "ED: Early Disappointment."
- New York State Governor David A. Paterson's surname was misspelled in the headline "Paterson Impounds Funds from Public Schools."
- In the cutline for "Senior-Depleted Lemurs Begin Uncertain Season," the boys' varsity gymnastics team was incorrectly called the girls' team.

Opinions

The Business of Testing



By GAVIN HUANG

Registering for the SAT: 45 dollars. Registering for an SAT Subject Test: 20 dollars. Registering for the ACT Plus Writing: 47 dollars. Registering for an Advanced Placement (AP) exam: 86 dollars. The feeling you get after being ripped off: priceless.

For most students, paying to take the exams necessary to apply for college is an inescapable evil, as inevitable as death or paying taxes. Even those who receive fee waivers can't escape the expenses that come with sending the scores to multiple colleges or sending the College Board's College Scholarship Service (CSS) Profile to private institutions. (Ironically, this is the form that helps determine the amount of financial aid one receives.) A senior applying to college can eas-

ily spend over 25 dollars per college just by sending their scores and using other College Board and ACT services.

The exorbitant prices that both non-profits charge translate to hundreds of millions in revenue that is supposed to go to expenses such as administering exams and processing test scores. With nearly two million students taking the SAT, nearly three million students taking the PSAT (which costs 13 dollars per student), and nearly three million students taking AP exams, the College Board, in 2006, the most recent year the organization's tax returns are available, made 582.9 million dollars but spent only 527.8 million dollars. ACT, Inc. had an even larger percent surplus, bringing in 236.8 million dollars in 2006 and spending only 198.5 million.

Where does the extra money go? Since these organizations are operating as non-profits, it is categorized as "excess," money that should, by law, be carried over to next year's budget. However, education reform groups have accused the College Board of pocketing its extra 55 million dollars and the ACT, Inc. its extra 38.3 million dollars towards

the paychecks of board trustees. Both organizations have, at some point, had their non-profit status under investigation by state attorney generals. Their chief executive officers (CEO) are overcompensated with ridiculous sums of money. Gaston Caperton, CEO of the College Board and former governor of West Virginia, makes 830,832 dollars per year, more than twice the salary of the United States President. The CEO of ACT, Inc., Richard Ferguson, is paid 630,918 dollars a year, a large sum for anyone working for a non-profit. Overcompensation has led the Iowa Attorney General to investigate the ACT's non-profit status since 2008.

The disproportionate payments are not the only reason the College Board and ACT, Inc. should be under stricter scrutiny. The two organizations are run like companies. The College Board in particular, as a membership association, receives money from schools that join its organization. It costs our school 325 dollars a year just to be part of the College Board and receive benefits such as administering the SAT and having AP programs. When Caperton became CEO back in 1999, he pledged to make the

College Board "a force to make American education better." This meant expanding the organization and creating programs that would further its already deep entrenchment in the culture of American education. These new programs included Score Choice, which many critics argued would encourage students to take the tests multiple times and a proposed middle school college readiness test that never came to fruition.

Every time we pay to take a test, send a score, or send a financial aid profile, we are essentially paying for a service. The two testing agencies aren't just administering an exam—they sell their tests and, in the case of the College Board's AP program, course curricula. The SAT and ACT have become such powerful establishments in our culture that it seems almost impossible to bring them down. The College Board, in 2007, spent 794,417 dollars lobbying government officials to adopt policies that would allow its exams to be used for various educational and professional purposes. ACT, Inc. spent 152,310 dollars doing the same. People pay for test prep programs, so much so that the two

organizations have felt the need to produce and sell their own test prep materials to compete with other for-profit test prep companies like the Princeton Review and Kaplan.

Even worse, the organizations are fueling their own existence. In order for an organization to maintain its non-profit status, it needs to pass a review by the Internal Revenue Service (IRS) every five years to make sure it is executing its social mission appropriately. The educational missions of the College Board and ACT, Inc. are "to connect students to access and opportunity, to prepare more and more students to be ready to go to college and succeed." In other words, to get people into college. And people can't get into college without taking the SAT or ACT. Essentially, they have monopolized a market that they themselves created. As long as the tests continue to exist, the money will continue to roll in. The questionable practices of these two supposed non-profits are just more proof that we need to focus less on testing to measure college readiness and more on academic performance and personal essays.

A Resolution Solution



By JOSEPH FRANKEL

Study harder, sleep more, stop setting so many fires, procrastinate less. These are just a few of the promises students made to themselves a few weeks ago. While it might seem like an eternity since winter vacation, in the short time between now and then, most of us have forgotten the resolutions we made to better ourselves at the start of the New Year.

Of course, this is nothing new. Every January, with the start of a new year, we try to create new, better versions of ourselves and inevitably fail. Come Martin Luther King Jr. Day, or maybe Valentine's Day for the more resolute, our attempts at achieving our goals have either proven too hard, been pushed back, or simply forgotten.

While keeping one's resolutions is a challenge everyone faces, it is especially pertinent to us as Stuyvesant students, as we are constantly trying to improve ourselves in any way that will make us more successful. The stressful environment in which we live and study prevents us from following through with what we planned. If you were to ask a student for one of their resolutions, you would most likely hear "procrastinate less," a resolution that can pretty much be equated to "go on Facebook less." While this is a noble goal, the stress caused by our daily lives makes it that much more alluring to stray from our work.

However, the pressure of being a Stuyvesant student can also serve as the impetus behind improving ourselves, and inspire us to keep our resolutions too.

When asked how she thought the Stuyvesant environment affected her ability to keep her resolution of "being

more productive and efficient", freshman Mallory Miller did not claim that the stress caused her to give up any hope of maintaining her resolution. Rather, she said, "The Stuyvesant environment has definitely made me more conscious of the time [that I spend], and has pushed me to do my best because everyone here is just so smart and motivated."

While some might think that Miller, as a freshman, has only yet to become jaded by her first year at Stuyvesant, her hands-on attitude towards resolutions is not just a function of her age. When posed with the same question, sophomore Ashley McQuiller simply stated that her resolution was "to make 2010 the year of no fear. To be more assertive and outgoing." She elaborated that the Stuyvesant environment has made her even more determined to achieve her goal: "You can't wait around for people to do anything for you here. You have to take things into your

While this is a noble goal, the stress caused by our daily lives makes it that much more alluring to stray from our work.

own hands," she said.

When it comes to resolutions, the constant stress we are put under as students is a double-edged sword. True, it drives us to escape into Farmville. However, pressure can make us keep our resolutions, because such an environment can bring out the best in people. Just like my essays are best when I write them the night before they are due, a tense environment like Stuyvesant's can motivate me to actually finish my essays before their deadlines.

Pressure both adds to the difficulties of fighting our normal, routine habits, and motivates us to become better people and achieve our goals. Through a combination of perseverance and channeling of the pressure that is put upon us, it is possible for all of us to finally keep a resolution until the next New Year.

LETTER TO THE EDITOR

On the Haitian Relief Effort

Last Tuesday, around the same time most of us were getting home or leaving school, a magnitude 7.0 earthquake struck Haiti. The center of the earthquake was several miles from the Haitian capital, Port-au-Prince, which is the country's most densely populated area. This is one of the worst natural disasters in decades, with an estimated 50,000 to 200,000 people dead so far and more than three million displaced.

Haiti is particularly vulnerable to massive destruction following natural disasters because of its history of poverty. Haiti has been subject to slavery, occupations, dictatorships, death squads and the gamut of Caribbean natural disasters. Even in its democratic history Haiti has been marked by unstable government and corruption, creating a society in which 80 percent of the population lives on less than 2 dollars a day and the richest 1 percent of the population owns nearly 50 percent of the wealth. There are huge slums surrounding Port-au-Prince, where hundreds of thousands are crowded into neighborhoods that have been called "the most dangerous places on Earth." Efforts by the United Nations (UN) and President Rene Préval since 2004 had begun to make noticeable changes, until disaster struck last Tuesday.

The international response to this crisis has been remarkable. The World Bank pledged 100 million dollars, and the UN has sent out a Flash Appeal for 562 million dollars. National and local governments have sent money, supplies, and rescue and medical teams, and NGOs around the world have also pledged substantial aid. President Obama has put former Presidents George W. Bush and Bill Clinton in charge of private-sector fundraising and has granted temporary protected status to Haitian immigrants who are in the U.S. illegally. The president of Senegal, Abdoulaye Wade, even offered free land to Haitians. However, the recovery and rebuilding task is daunting. The nation's poorly built infrastructure was devastated; the UN headquarters, the city's port, many hospitals, and the National Penitentiary were destroyed, the airport is barely functioning, and there is little fuel, electricity, or running water. Debris and bodies make it difficult for vehicles to navigate the streets. Increasing desperation among survivors has led to looting, violence, and even lynchings. It is difficult for organizations to get aid on the ground and even harder to distribute it effectively.

In light of this disaster, we must face the question, what are we to do?

In response to many disasters and humanitarian crises, people often question whether we have a responsibility to help at all. But when we see the pictures of knocked-down buildings, bloodied children, and piles of dead bodies, it seems there can't be a much better argument for why we ought to do our part. Our responsibility is twofold, based both on our common humanity and our national self-interest. "A failed state of 9m [...] is a danger to its neighbours," remarks The Economist. Haiti's problems are aggravated a hundredfold by this crisis, and it is the responsibility of the United States, as Haiti's strongest neighbor, as well as the rest of the world, to commit to effective rebuilding. The response to the 2004 Indian Ocean tsunami left many communities in better shape than they had previously been, with modern homes, electricity and running water, medical and emergency response facilities, and legal institutions that had been adjusted to empower women. We can do the same for Haiti if we commit to nation-building for the long haul.

The most effective way we as students can help is to recognize our responsibility to the people of Haiti and give monetary contributions to organizations that are working on the ground. Help for Haiti is collecting contributions and holding bake sales from Friday, January 15, through Friday, January 22, as Chancellor Klein temporarily suspended the bake sale ban in order to fundraise for Haiti. Funds raised will go to Doctors Without Borders and Partners In Health. StuySquad is donating half of the proceeds collected at their show on Thursday, January 21. There will be a fundraiser at the Battery Park City Ice Rink. Students will be given free skate rentals and a portion of the 10 dollar entrance fee will be donated to our Haiti relief efforts. However, when all of this is said and done, the need will by no means be over. We appeal to each and every one of you to talk to your family and friends about why this is important and to make a contribution to any one of the great organizations that can be found at www.interaction.org/crisis-list/earthquake-haiti. Our short list of recommended organizations includes Doctors Without Borders, Partners in Health, Yele, charity: water, and CARE.

After 9/11, the French newspaper Le Monde declared "Today, we're all Americans." In light of this recent tragedy, today, we are all Haitians.

—Allegra Wiprud and Lily Ostrer, seniors, Co-coordinators, Help for Haiti

Opinions



Rosa Huang / The Spectator

By DANIEL SOLOMON

"Students do not shed their constitutional rights [...] at the schoolhouse gate." So ruled the Supreme Court in its landmark 1969 decision, *Tinker v. Des Moines*, as it struck down an Iowa school district's ban on the wearing of black armbands in protest of the Vietnam War. Forty years later, students' rights are again under attack across the nation and in our very school.

For the past 25 years, overzealous school administrators, backed by a conservative judiciary and reactionary Supreme Court, have begun to turn back the clock on student freedoms. Schools have trampled privacy rights and instituted draconian discipline codes in the name of "security" and "safety." Metal detectors, which are supposed to make a school safer, make it feel

more like a prison than a place of learning, and, when used without cause, infringe on pupils' Fourth Amendment rights to be "secure in their persons, [...] papers, and effects, against unreasonable searches and seizures." To add to the prison-like atmosphere, security guards stand sentry in the halls of many public schools and according to the New York Civil Liberties Union's (NYCLU) 2007 report "Criminalizing the Classroom," "officers are targeting too many students for minor infractions that would be better off without police intervention."

The report went on to note many instances of "derogatory, discriminatory, and abusive comments and conduct" by school safety agents, one case occurring when a "Sergeant yell[ed] at, push[ed], and then physically assault[ed] a child who would not turn over his cell phone. The Sergeant hit the child in the jaw, wrestled him to the ground, handcuffed him, removed him from school premises, and confined him at the local precinct."

In other parts of the country, students have also fallen victim to zero-tolerance policies and the over-policing of schools. A New York Times article titled "It's a Fork, It's a Spoon, It's a [...] Weapon?", printed on Monday, October 12, 2009, details one such incident. Zachary Christopher, a Delaware kindergartner, was suspended and faced the

possibility of attending reform school for 45 days because he took a "camping utensil that can serve as a knife, fork and spoon to school," which "school officials [had] concluded [...] violated their zero-tolerance policy on weapons." In another more egregious violation of students' rights, an Arizona middle school student was strip-searched by school faculty to determine whether she was hiding medication on her person. This case eventually worked its way up to

We must confront an administration that has made a constant and unrelenting assault on pupils' privileges a centerpiece of its agenda.

the Supreme Court, where the strip search was deemed unconstitutional. Although these cases are exceptions to the norm, the fact that these problems have arisen is cause for alarm.

The second major battle in the war over students' rights is being fought over the extent to which pupil speech and expression is protected by the First Amendment. In *Tinker v. Des Moines* and a later decision, *Papish v. University of Missouri*, the court concluded that pupils were entitled to express their opinions in a way that did not disrupt the educational process. However, in later cases like *Bethel v. Fraser*, *Hazelwood v. Kuhlmeier* and *Frederick v. Morse*, the Court gave considerable latitude to school administrators and allowed them to punish student speech they deemed offensive, suspend students for promoting behavior the school deemed inappropriate and dealt them a heavy hand in editing school newspapers.

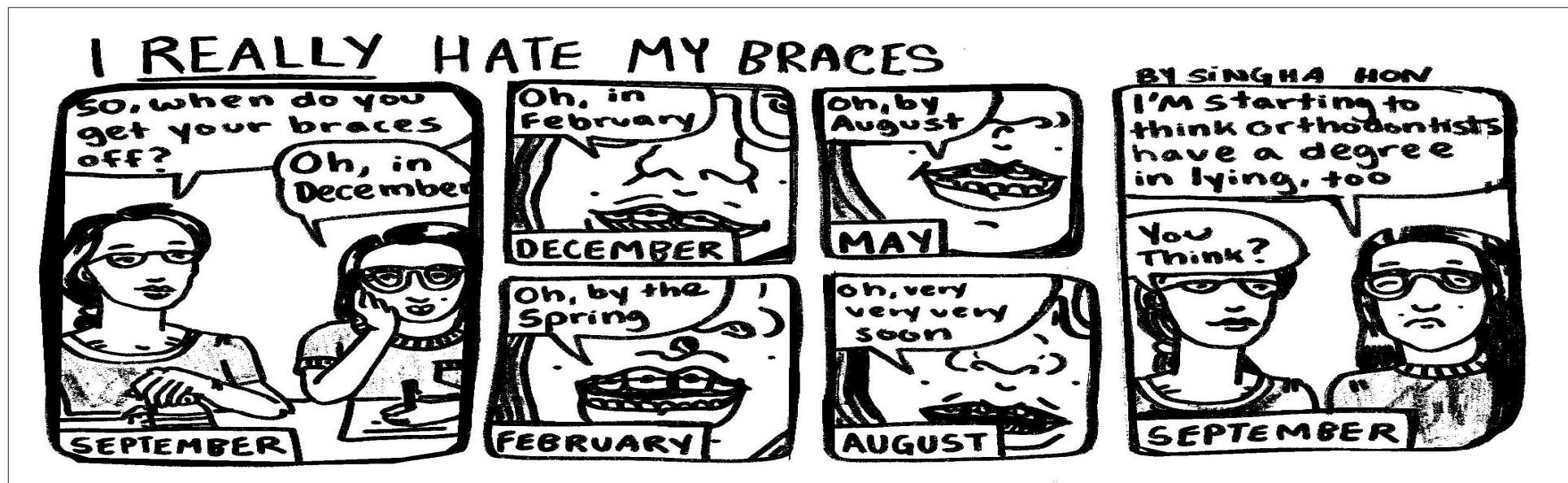
At Stuyvesant, we do not have to grapple with metal detectors, bad-apple school-safety agents who abuse their powers, or onerous restrictions on freedom of expression. However, we must confront an administration that has made a constant and unrelenting assault on pupils' privileges a centerpiece of its agenda. Over the years, we have seen restrictive policies implemented on lunch, locker use, cuts and student congregation. Although these measures can never be compared to police brutality, they are nonetheless troubling. Recently, the specter of a lockdown loomed over the school in the wake of a

several incidents of arson. The proposed lockdown was never carried out, but it would have entailed a new curtailment of students' privileges. Though the administration backed down, I

We attend school to be instilled with the values of our society, many of which rest on freedom and personal liberty.

couldn't help but feel outraged by the threat and the events surrounding it. We attend school to be instilled with the values of our society, many of which rest on freedom and personal liberty. It is a glaring hypocrisy to teach and glorify the achievements of our forebears while turning the school into a police state. As Benjamin Franklin once said, "The man who trades freedom for security does not deserve nor will he ever receive either." With that in mind, we must be vigilant in protecting students' privileges from a grasping administration.

Cartoons



Arts & Entertainment

All Angst With All My Sons



John Mennell / The Spectator

Juniors Willa Beckman (far left) and Emily Martin (second from the left) converse during Stuyvesant's production of All My Sons.

By ANASTASSIA BOUGAKOVA and MOLLIE FORMAN

The curtain goes up on a peaceful suburban setting. It could be a picture in a magazine, where everything is always perfect and nothing ever changes. Only the fallen tree in the foreground serves as an indicator of the tension simmering underneath.

"All My Sons," written by Arthur Miller, was performed in the Murray Kahn Theatre on Thursday, January 14, and Friday, January 15. Directed by juniors Serena Berry and Abie Sidell, it explores the damaged Keller family, who are still haunted by the disappearance of their son Larry during World War II. They have spent three years maintaining the guise of a normal family, and have been somewhat successful. With the arrival of Larry's sweetheart Anne (junior Willa Beckman), now the fiancé of his brother Chris (junior Matteo

Singer), the family must come to terms with their mourning, and their desire for economic success at the expense of the good of the society.

Despite the intriguing characters, the first act was consistently dry. The majority of the cast had difficulty getting into character. At times, Joe Keller (junior Isaac Lepides) played a character significantly younger than 61-years-old. His interactions with his son, Chris, in the first act seemed contrived. But he tremendously improved during the following acts, perhaps due to the more passionate material he had to work with.

The turning point of the first act came when Kate Keller (junior Emily Martin) arrived on stage. Martin easily slipped into the shoes of a woman more than 30 years her senior, shining in her happy motherly moments as well as in her hysterical breakdowns. Her array of emotions was conveyed through anxious glances, hysterical outbursts, and con-

stant movement.

One of the weaknesses of the production was the actors' constant reliance on yelling to convey emotion. While this device succeeded in communicating the characters' inerrant anger, the effect was weaker with each successive argument. Even as other actors seemed to lose the identity of their characters in the shouting matches, others only excelled in the performance when displaying rage. Singer, for example, was, at times, weak in his delivery, but had several strong moments when he was able to let go and bellow at the top of his lungs, especially during clashes with his father. Despite his ability to convey emotion through passionate screams, he lacked subtlety and the audience's connection to the character suffered as a result.

Another low point of the play was the lack of chemistry between Singer and Beckman. While they both performed well separately, the moments of supposed intimacy that they shared seemed artificial. For example, Chris's disclosure of his feelings about the war lacked meaning because his relationship with Anne seemed almost superficial. The absence of a connection between the two characters took some emotion and authenticity out of the play. However, the pair should be commended for staying in character for over a minute, holding hands and staring into each other's eyes, while announcements over the PA system went on.

Despite her lack of spark with Singer, Beckman crafted Anne as a strong character. She delivered her lines in a smooth voice, and her control acted as a good foil to

Kate's hysteria.

Freshman Ian Outhwaite, as Anne's brother, George, was phenomenal in his ability to subtly convey the pathos of his character through various vocal inflections and innovative gestures and mannerisms. He embodied the image of a haunted 1940s lawyer, hunching over and speaking in an authentic accent. He easily transitioned between powerful resentment toward Chris and sweet, restrained affection toward the sunny neighbor Lydia (freshman Clarissa Sorenson). Although their stunted relationship is a side note, they had more chemistry than any of the other couples.

actors did not always match the emotions that their voices portrayed. Singer was raging while he strode around slowly in the same manner as normal conversations. His facial expressions conveyed his emotion well, but seeing the same angry expression on his face all the time felt repetitive. He slightly remedied this on Friday night by shoving over a chair.

The directors did a good job blocking moments of quiet, leaving the cast scattered across the stage and visibly broken apart. As Joe read a letter that would damage familial relations, Chris was the only one standing by him. Kate wept on the other end of the stage, and the usually strong, unflappable Anne stood hunched over a fence in the background. The most powerful aspect was the silence in which they suffered, allowing their body language to display their grief for them.

The 1946 setting was augmented by great efforts on the part of the art and costume crews. The set was painted beautifully, and the layout was complete without looking cluttered. "I like how they [...] ended up using pretty much every prop and element of the stage," said sophomore Joseph Hawthorne, who attended the show on Friday night. There were, however, some problems with the lighting, such as a wavering spotlight during the directors' introduction speech, and a bright, hard light when it was supposed to be nighttime.

Despite its drawbacks, many in the audience enjoyed the production. "It was amazing," said sophomore Mick Zloof, who attended on Friday night.

The most powerful aspect was the silence in which they suffered.

The majority of the cast had problems with movement, especially during extended scenes of dialogue. Stiff and repetitive arm motions made the performance dull at certain points and the most glaring problem with the second act was the lack of body language during explosive scenes, where the motions of the

Cartoons

Conversations

"I need something that matches these heels"



Robert "Foxtrot" Vinluan and Kiran "Tango" Sury



Arts & Entertainment

A&E Picks the Best Jams of the Decade

By SERENA BERRY,
LEILI SABER
AND HYEMIN YI

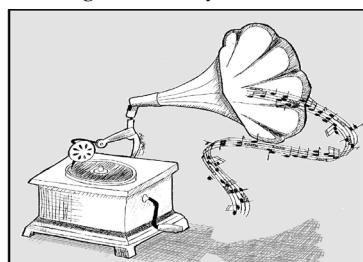
As we usher in the New Year with festivities, resolutions, and fancy party hats, we cannot help but look back on the past 10 with mixed feelings. The decade had its fair share of tragedy and political turmoil, but it also saw a great deal of progress. And through it all, there has been some excellent music produced. Here, we've picked the most memorable songs of the decade for you to re-visit with fondness.

"Get the Party Started" (2001)
by Pink

This hip-shaking number is a classic from way back in 2001. Just about every girl in your elementary knew the choreography from the unabashedly '90s video. Totally upbeat, the song is catchy and addictive but maintains some of Pink's edginess. Years later, it's still a must-have on any party playlist to guarantee tons of dancing.

"Boulevard of Broken Dreams"
(2004) by Green Day

In our middle school days, punk rock became popularized and mainstream. California-based bands like Green Day and Blink-182 were played repeatedly on radio stations and dominated many tweens' MP3 Players. This particular punk offering opens with sparse and echoing guitar chugs, later to be joined by an acoustic guitar and Billie Joe's melodic, but all too enthusiastic vocals. It is not exactly a musical breakthrough in terms of structure, but the chorus is absolutely infectious and the song itself brings back nostalgia for the good old days.



"Maps" (2004)
by The Yeah Yeah Yeahs

Off of "Fever To Tell," the band's debut album, "Maps" launched The Yeah Yeah Yeahs' career. The song is catchy, but also painful and sad, with lead singer Karen O crying, "wait, they don't love you like I love you." After two more albums, this song has still remained The Yeah Yeah Yeahs' most powerful and recognizable song.

"Gold Digger" (2005)
by Kanye West
featuring Jamie Foxx

His manners and ego aside, the guy makes pretty awesome music. Probably one of the best rap songs of the decade, the blend between West's low monotone and Jamie Foxx's falsetto works wonderfully. Who doesn't love a song that has such quotable lyrics? "Shoulda' got that insured, GEICO for ya moneeey...you ain't no punk hol-la, we want a pre-nup."

"All My Days" (2006) by Alexi Murdoch

Originally on Murdoch's album "Time Without Consequence," it was later featured on the soundtrack of *Away We Go*, which Murdoch did the music for. "All My Days" is, simply put, a heartfelt song. Written with expression and beauty, Alexi Murdoch has a talent for bringing comfort to the sad and lonely through his lyrics. Once one listens to "All My Days",

featuring Murdoch's smooth and calming voice, a simple guitar and stunning lyrics, one can understand why.

"Falling Slowly" (2007)
by Glen Hansard
and Marketa Irglova

This song is from the 2006 sleeper hit film, "Once." The movie was a low-budget, indie musical with a typical love story. The reason this seemingly unremarkable movie ended up being so popular was because of the film's two stars, Glen Hansard and Marketa Irglova, and their magnificent soundtrack. "Falling Slowly", the lo-fi love song, won an Oscar for best song in 2006, beating out the big budget musical, "Enchanted." The song has lived on and was even used by American Idol winner Chris Allen in the show's season finale.

"Blindsided" (2007)
by Bon Iver

After spending months isolated in Wisconsin writing songs, Bon Iver finally finished his debut album, "For Emma, Forever." The album is a collection of folksy songs that range from bitterly sweet to utterly depressing. "Blindsided" lies closer to the depressing side, but, despite its sadness, is a very addictive song. The lyrics are crafted like poetry and evoke the stunning image of a bleak winter day. It is no surprise that Bon Iver's humble first album is loved by so many.

"Time to Pretend" (2008)
by MGMT

It is simply impossible to go to a party without hearing an MGMT song. "Time To Pretend," their first hit, has become universally popular, not only because it is catchy, but also because of its ironic yet honest lyrics about the appeal of the cliché rock star life. "Let's make some music, make some money, find some models for wives," perfectly describes the life they desire. Then they also acknowledge the sadness that goes along with that life, "I'll miss the playgrounds and the animals and digging up worms/I'll miss the comfort of my mother and the weight of the world." MGMT is a pretty new band, and while no one can tell if they'll be a flash in the pan or musical legends, they can claim success for their work in the business so far.

"White Winter Hymnal" (2008)
by Fleet Foxes

Featured in Fleet Foxes' debut album, "White Winter Hymnal" is sweeping, haunting, and beautiful. Just barely over two minutes, the song fully highlights Fleet Foxes' evocative harmonies created from an intricate, multi-layered vocal arrangement. It pays homage to the folk groups of days past without sounding dated. The lyrics leave much room for interpretation but the song and its lack of electric instrumentation hints at all that is pure and mystical.

"Bad Romance" (2009)
by Lady Gaga

It simply would not be possible to have a list of the decade's best songs without including Lady Gaga. Dubbed the next Madonna, Lady Gaga shocked the world with her wardrobe, commentary, and techno twist on music. While "Just Dance" and "Paparazzi" put her on the map, "Bad Romance" has solidified her crown as the reigning Princess of Pop. A complete "stuck-in-your-head" song, the tune is warped with techno but still incredibly catchy with a by-now famous chorus everyone is sure to sing along to.

An AIG That's Not Failing

By BENJAMIN KOATZ

Perhaps it was the quickly darkening evening sky or the muffled police sirens fading away into the night, but Art in General's striking white lights and bright orange banner seemed to be a safe haven among the graffiti-covered buildings of Walker St. A short walk from any of the Canal Street subway stations, and less than a dozen blocks from Stuy, Art in General is a nearby center for up-and-coming artists and their unique pieces.

The showrooms are on the 1st and 6th floors of the General Hardware Building at 79 Walker Street, from which the gallery gets its name. Art in General was founded by artists Martin Weinstein and Teresa Liszka in 1981 and is "a platform for artists who have talent but don't have space," Gallery Assistant and Executive Coordinator Alison Dorfman said. With four exhibition seasons per year, Art in General employs a full-time staff and several interns and houses eight to 12 different installations by artists from around the world each year.

Later in this year, Art in General will be hosting "Phase IV," a performance art exhibit about a realtor trying to construct and sell the ideal model suburban home. The house will be on display in November and an actor starring as the realtor will be present for a few so-called "OPEN-HOUSE" days. "I've Heard That Disembodiment is the New Black," a video about the issues facing female artists, will be on show starting in late January and through March. "Monuments," a film about the philosophical musings of two artists revived from the dead, will begin playing in late January.

When one visits the gallery be-



A recent exhibition at Art in General, a non-profit contemporary art space.

John Mennell / The Spectator

tween exhibitions, the sparse interior can fool the untrained eye. Even when there are no shows in progress, the non-profit organization is extremely busy. Dorfman, clutching a Starbucks coffee cup with white paint splotches on her blue jeans, was not opposed to getting down and doing the dirty work. "In between the exhibitions, we are all working hard, getting the place ready," Dorfman said.

When not constructing wooden frames for a movie screen or painting the cavernous rooms throughout the building, Art in General people host a Residency Program. Artists from places as disparate as California or Poland come to live in New York City. They receive budgets to produce artwork for their personal exhibitions while they're here. Using both private and public donations, artists can both sightsee and create masterpieces at little or no cost to themselves.

While many non-profit organizations have suffered greatly during the economic downturn, Art

in General has not only avoided layoffs and cutbacks, but has been receiving more and more applications and a steady stream of visitors. "We are committed to artists years ahead," Dorfman said. "It's hard to be a nonprofit in this country now. With our membership program and [government grants], we are doing fine."

Although there is no specific age limit for artists showing their work at Art in General, most exhibitors are already out of college and have Masters in the Fine Arts. The eight interns employed by the organization are also either in college or graduate school. Dorfman, however, is not at all disinclined to having high school students at her gallery.

Not only a bastion of light for a pedestrian in the dark streets of Lower Manhattan, Art in General is a bastion for the talented artist on the rise. It is a place where names like Van Gogh and Picasso will not be seen, but where masters like them can establish their own reputations.

Got Laughs?

By TONG NIU

[simply] by best attendance." Kosek said.

"Harolds [are] lovely forms of Improv in which we get to build scenes and then, in between the scenes we have gigantic scenes and then the scenes you've seen before gets developed. So it [becomes] a storyline which progresses in a strange parabola kind of motion," Kosek said. The show, which began at four, started with four short, two-person scenes as warm-up. Afterwards, an Improv game, called Hotspot, which is when the actors take turns singing in the center of the stage, provided inspiration for their later performances. After Hotspot, the group performed two Harolds and ended the show with a game of Freeze Tag. Freeze Tag is similar to two person scenes except other performers can call freeze, assume the position of one of the "frozen" actors, and initiate a whole new scene.

The first Harold, led by Kosek was performed by sophomores Ravtej Kohli, Lylja Walter, Shiva Chakraborty, Joey Hawthorne, Eric Li, Tanjhid Choudhury, and Kevin Ng. The scenes included everything from virtual video game travel to magical machines that created four by fours from sand. Zombies, hidden maps on crayon boxes, and the occasional appearance of the almighty Zeus made the show even more memorable.

The second Harold, led by club Vice President sophomore Patrick Hao, was performed by sophomores Viktoria Halikäär, Angela Hu, Gram Carling, Jamie Zhan, Saad Bokhari, Josiah Mercer, and Ariel Matalon. Not to be upstaged by the previous performance, this Harold incorporated influences from popular songs such as "Stacy's Mom" and "I Kissed a Girl." Throw in a

mix of genius runaway two year olds, numerous Canadian jokes, and uncertain sexualities and the show was complete. Though certain points of the performance were a bit awkward, and some jokes weren't as well received as others, it nonetheless made a huge impact on the audience.

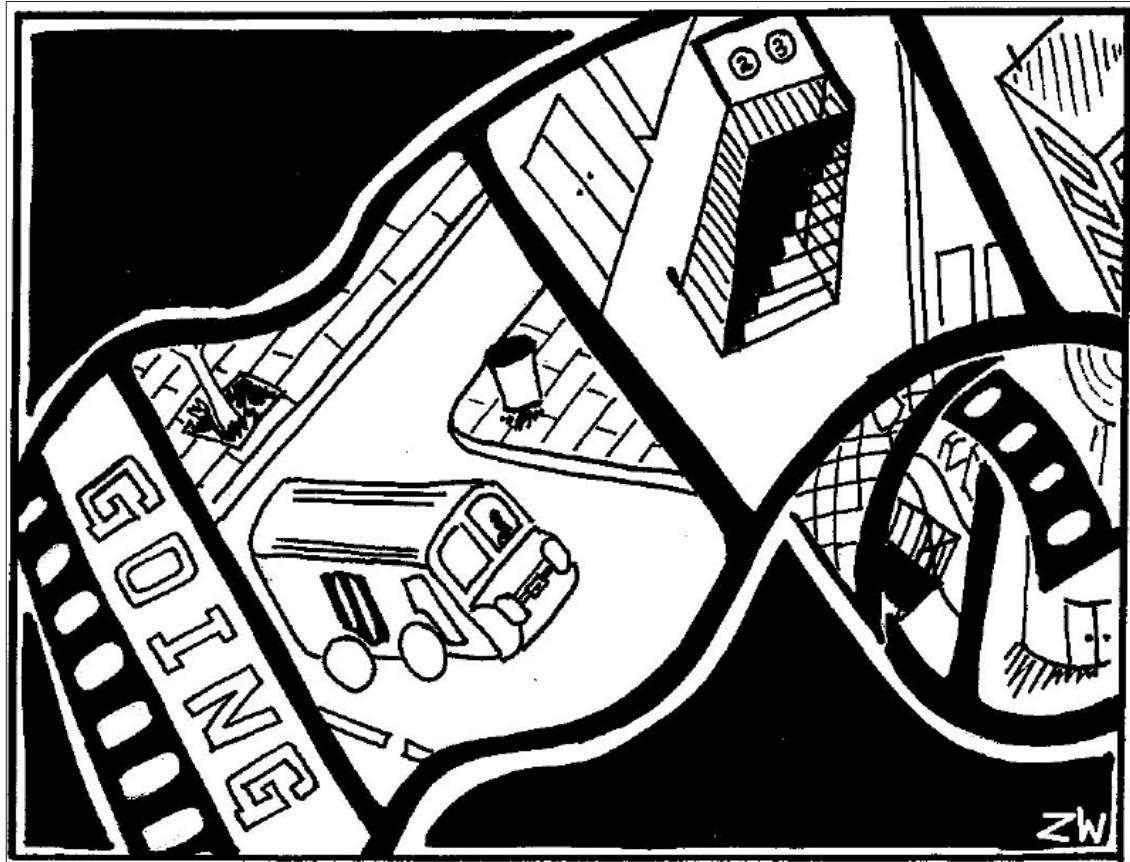
Sophomore Lena Wu said, "Improv show always exceeds my expectations. However, I feel like the new Harold (Harold number one) wasn't as great as the old one. That's only because they don't have enough experience and sometimes they trail into nothing. Nonetheless, the show is always amazing and one of the things students really get to enjoy in Stuy. I know I do."

The show was held to raise money for the club. "The reason why this was a paid show is because we wanted to get back our coach, Louie Pearlman, who is a teacher at the Magnet Theater in Manhattan. Since most of us are sophomores, we don't get the proper respect and with a coach we'll be even better than we are now," Hao said. It was also held to spread awareness of the Improv club as well as attract more members. "We see ourselves having people acting that are actually not sophomores," Kohli said.

Despite the lack of non-sophomore members, the group has managed to pull-off an amazing feat. Thinking on the spot, incorporating audience-generated suggestions, and being funny at the same time is a difficult task. "[But] we got good laughs out there," Hao said. While the performance may have been a mere fundraising event, it provided much more than that to its audience members. "School kills you, and comedy brings you back to life," sophomore Reema Panjwani said.

Arts & Entertainment

Going!: A Glimpse into the TriBeCa Neighborhood



By KRISTINA MANI

At least five days a week, Stuyvesant students travel from the five boroughs to Tribeca through the transportation system. But how often do we consider how Tribeca came to be the neighborhood it is today? Video Production teacher Elka Gould's two Advanced Video Production classes of 2005 explored the neighborhood's growth and experiences as seen through the lens of transportation and urban development in their documentary *Going!* The film delves into the evolution of the lower Manhattan community as well as students' perspectives on the 9/11 attacks.

The documentary was broadcasted on the Manhattan Neighborhood Network (MNN) in a two-part program on Speak Up with Sandra Schulte on Sunday, January 10 and Sunday, January 17 from 8:00 to 8:30 a.m.

Gould believed it was important to contemplate and observe transportation and the changing environment of Tribeca. She submitted the idea of a film documentary to the Urban Land Institute, in hopes of receiving its Action Grant. Her Advanced Video Production class received the support of Joyce Lee, the Action Grant Project director, and the actual grant in October 2005. They were awarded about 18,000 dollars, most of which was used to purchase new equipment. Soon, the documentary was up and running.

The film was directed by Emanuel Cavalieri ('05) and a major part of the research is accredited to Ned Myerberg ('07). Cavalieri "had a real talent in editing and led the entire process. From the very start, he picked it up and ran with it," Gould said. Myerberg, a sophomore at the time, met Gould after directing a Student Union Video Homeroom and was asked to be a part of the senior film production. The two sections of Advanced Video Production worked on the film both inside and outside the classroom for eight months, and then continued to work on it throughout the summer. It was completed in August 2005.

The documentary features the history of Tribeca from the 1750s to the present day. Through numerous interviews and over 60 hours of footage, the students got in touch with various individuals

of the community, including local government officials, residents and business owners. They address the area's developing transportation system and how it drives the neighborhood's cultural and economic growth.

Furthermore, the documentary delves into how the tragedy of 9/11 drastically altered the neighborhood and what steps it took to rebuild itself. The seniors, who witnessed the event firsthand as freshmen, were given the opportunity to express their ideas in front of the camera. Cavalieri said that he wishes he could have captured even more of his own classmates on tape because "there was a strong emotional current throughout their entire class over the event and the sagas that followed," he said. Actual footage of 9/11, recorded by Gould, was included.

Producing the documentary was "part of the healing process as they examined something that had crumbled before their very eyes," Gould said. The students were motivated by their ability to get involved and go out into the real world.

I was practically high from it, and that was the sort of drive that kept me in a windowless bunker, happily editing for hours on end," Cavalieri said. "From the very start the students lacked a vision for how the film would turn out. Yet, there was "still a strong arc for the film to travel, that's part of why we ended up calling it *Going!*"

The production of *Going!* was a major learning experience for the students in the Video Production classes. According to Cavalieri, everything we see was completely self-taught. The film enabled the students to grow as individuals and feel just how closely connected Stuyvesant is to TriBeCa. "It was exciting to be working on such a big project," Myerberg said. "We definitely felt the thrill that we were doing something important." The documentary was initially expected to screen at the TriBeCa Film Festival.

Initially, the focus of the film was intended to be a big exploration of the future of transport and public space in New York, but Cavalieri was unhappy with this. "A lot of the creative process felt like panning for gold in mud," he said. But he kept pushing to make it something more personal and self-reflective. Thus in the end, the documentary became more

about the students who made the film and their experience with TriBeCa.

"I loved that my students were out there meeting people and lifting the cloak of a closed high school experience."
—Elka Gould,
Video
Production
teacher

I can't remember one interesting thing those talking heads had to say about the future of transportation in TriBeCa. What I do remember is those sped-up POV [point of view] shots of Stuy kids on their early morning trek to school—knocking over alarm clocks, catching buses, riding trains, weaving through commuter crowds," Myerberg said. Through this project, he learned that a film should first be about human experience, not ideas.

Cavalieri said that the experience enabled him to mature as an artist and worker. "It was an exercise by itself just to try to keep myself in the proper perspective most of the time," he said. "On a more personal level, I got to experience what it was like working like crazy on a tangible product that would some day go out into the world."

Although it has been a few years down the road, Gould is thrilled that the documentary had the opportunity to be broadcasted. "It's like sitting back and looking at a piece of history," she said. "You never know the effect of art until a few years later."

Welcome Nah De Shrine!

By JACOB SUNSHINE

Hips and Afrobeat. That is the simplest way to describe Bill T. Jones' new musical, *FELA!* The show, or rather, the experience, which recently moved from off-Broadway to Broadway's Eugene O'Neill Theatre, leaves the audience dancing into the streets of Manhattan.

The premise of the musical is simple. Fela Kuti, a famous Nigerian Afrobeat musician and political dissident, is performing his final concert at the Shrine, a nightclub situated within his autonomous compound, Kalakuta, in Lagos, Nigeria, and he worries that Nigerian authorities will shut it down. Fela recollects his life during his live performance, and the theater itself becomes the graffiti-covered, eye- (and hip-) popping Shrine. He relives his journey of shaping and creating Afrobeat music: a journey that brought him to America, where his wife teaches him the concept of Black Nationalism, and causes many disputes with the Nigerian government. Nigerian soldiers storm the compound only six months prior to this final show, assaulting his mother (which eventually led to her death) and raping many of his dancers. The journey ends with Fela placing his mother's coffin on the capital building. The plot is illuminated through Fela's witty banter and political song lyrics. Nevertheless, it manages to send a powerful political message: that one should fight against what is wrong in one's own society.

The acting was most notable for the ensemble performances, with the cast members wildly gesturing and reacting to Fela's every word as though he were a godly character. Sahr Ngaujah's performance as the late Kuti, with his mellow singing voice and imposing stage presence, made for a thoroughly authentic performance. Looking at video clips of Kuti's live concerts, you realize how dead-on Ngaujah was. His subtly sexual dancing movements, his interactions with the dancers, his percussive singing voice, and even his blue sequin suits matched the late Fela Kuti's perfectly. Due to his constant stage appearance—he is only offstage for two minutes of the show—Ngaujah, who played Fela in the off-Broadway production, performs five times a week, while Kevin Mambo appears in the show three times a week. In contrast, Mambo's performance was more theatrical and passionate, but lacked some of the accuracy that Ngaujah's performance had.

The real show-stealer, however, was Lillias White, in the role of Funmilayo Kuti, Fela's mother. She kept a mystical presence throughout the show, haunting Fela with her intensely political comments from out in the risers. During her solo piece "Rain," her

voice cut through the theater like a knife, echoing off the walls and leaving the audience in silence.

However, the true allure of *FELA!* is neither the acting nor the plot itself, but the band and the dancing. The Afrobeat music drives the entire experience. It is a fusion of different musical styles: Yoruba chants, Gospel melodies, African lounge music, Bebop, Latin big band and Funk. The band was made up of members of the Antibalas Afrobeat Orchestra, a group of young musicians from Brooklyn who play retro Afrobeat music (think of an Afrobeat version of the Daptones) and have emerged as representatives of a reconstructionist funk movement. The show really starts before the actors appear, when the band launches into blistering versions of Fela Kuti songs like "I Get No Eye For Back" and "Water Get No Enemy," with Stuart Bogie, the masterful saxophone soloist, wailing and screeching over the grooves on his tenor sax. Throughout the show, it's the band that keeps the audience dancing in the aisles with their endless grooves, funky guitar lines, soaring horn harmonies and rich Afro-Cuban percussion. Unlike most Broadway shows, the band is situated on stage, dancing along with Fela as they play, and giving the performance a more "live concert" feel.

The dancers, choreographed by Bill T. Jones, were also incredibly faithful to the dancing that Fela's own dancers helped revolutionize. They were able to mix the exuberance and energy of African dance with the tight choreography of Broadway. His dancers, dressed in extravagant, colorful, skin-bearing costumes, romped around the stage, shaking their hips wildly and spinning their bodies like tops. But their meticulous timing, particularly with the band's cues, was astonishing; they stopped on a dime when the band hit a note, and moved perfectly in time to the horn lines. This is a far cry from the pirouetting and leg kicking of other Broadway plays, and the dancers gave the play a unique character.

Despite the somewhat incoherent plot, *FELA!* is able to send an internationalist message of fighting against injustice and for what is right, regardless of societal circumstances. As Funmilayo's coffin is carried up the steps of the Nigerian Capital building at the end, her coffin is added to a whole mountain of them, including those of Sean Bell and Martin Luther King.

The energy and vibrancy that this show generates is something truly rare to Broadway, let alone any stage. The dancing, the live band, and the atmosphere of the theater all combine to create a truly transcendental theater event. More than a Broadway show, *FELA!* is a unique experience.



Arts & Entertainment

Cosmopolitan in the Real Sense of the Word



The empty café at the Cosmopolitan Hotel, located on West Broadway and Chambers Street.

By DIANA HOU
and RITA KIRZHNER

Though standing at the same intersection for over 160 years, the Cosmopolitan Hotel is often ignored by passersby. It is a hotel of history in a relatively modern neighborhood.

The Cosmopolitan Hotel is the city's oldest hotel structure and has stood at 125 Chambers Street since 1845, when it first opened as a boarding house. It has survived through the many changes made to the triangular intersection and the neighborhood. Originally established as the Cosmopolitan Hotel, the hotel went through multiple name changes before being returning back to its original name in 1869.

The white, boxy building is simple and sturdy. Its rooms, in stark contrast with the extravagant hotels that crowd TriBeCa, are plainly furnished. The inside of the hotel is quaint and comfortable. Though the hotel mostly supplies only basic necessities and its general décor is rather plain, guests feel as if they are transported to the past as they walk down the hallways. The narrow hallways are lined with historical photographs of old TriBeCa, newspaper clippings documenting the hotel's history, and paintings of what the intersection used to look like. One such picture depicts the elevated railroad, built in the 1870s, which made stops in TriBeCa at Chambers Street and Franklin Street.

Though most reviews of the Hotel acknowledge its plainness, there is a general positive response to the Hotel and its services.

"I will go to the Cosmopolitan hands down," said Stuyvesant's Equipment Maintainer, Kenneth Levigton (Kern), who has been staying at the hotel, when he works late after school, over the past five years. The cheap, simple rooms plus the free amenities are among the reasons why he keeps coming back, Kern said.

Set even more discreetly, in the shadow of the hotel, is the Cosmopolitan Café, a quaint hideaway that offers rich foods full of history and hot beverages made from old roasters and espresso machines. The café boasts a warm, inviting atmosphere, with tranquil lighting and the low hum of conversation.

"Every historical piece in this cafe came from within a ten-block radius of here," —Craig Bero, Cosmopolitan Café owner

It is located in the original ladies waiting room of the Cosmopolitan Hotel, where women would

wait for the train to arrive at the railroad station across the street. Original coat hangers from the waiting room are mounted on the wall, and other artifacts of the hotel are scattered throughout the café. Photographs of the hotel through the years hang from the café's walls. Another wall displays an original wall telephone. The hotel was the first in the city to install these phones in its guests' rooms.

Craig Bero, the café's owner, has been in the hospitality business for 30 years, and over that time has watched the meaningful world around him slowly morph into a mechanized society, with a rushed pace and a strange sense of urgency. He longs for the intimate atmosphere that used to exist in old cafés, before McDonald's appeared on every corner. "The true coffeehouse is becoming a rare commodity, slowly losing out to modern society, to the chagrin of many," Bero wrote in a few notes about the café. "Coffeehouses were invented for a different time, another culture, a specific way of looking at the world." He wants his café to nurture "the art of conversation," Bero said. That way "a café-café without music becomes a café-café with music."

The Cosmopolitan Café is more than just a café; it has become a museum. "This café tries to capture the history, art, and specialness of its TriBeCa environment," Bero wrote. "Maybe these institutions can be kept alive." Bero has meticulously furnished the café over the years in order to create a personal and genuinely

hospitable atmosphere. He has made it his personal mission to gather the contents of the café

"This café tries to capture the history, art, and specialness of its TriBeCa environment," —Craig Bero, Cosmopolitan Café owner

piece-by-piece. "The marble of these tables—these were just slabs of marble dumped on the ground. They were part of that old elevated subway platform," Craig said. "Every historical piece in this café came from within a 10-block radius of here."

The Cosmopolitan Hotel and the Cosmopolitan Café stand as reminders of those days when there was something classy unique and personal to a little café, something unique and personal. Though the history of the Cosmopolitan Hotel is not plainly seen in the structure itself, it truly comes alive in the Café next door.

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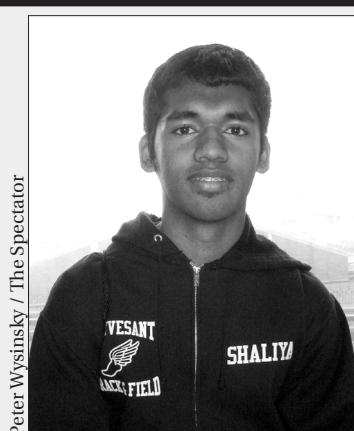
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Sports

The Series Finale



Peter Wysinsky / The Spectator

By SHALIYA DEHIPAWALA

Two years ago, I was given the opportunity to write this column. The rules were simple. The column had to be about sports and relevant to Stuyvesant. (I figured that I had to start my bid for world-domination somewhere.)

My loyal readers—all three of you—might have noticed an evolution in the content and style of this column that has in many ways matched the development of its author.

The first phase was obnoxious sophomore. After years of barraging my dad with all of my sports rants, I finally had a public venue in which I could vent. My early columns were abrasive and pompous. Luckily, I am too lazy to search The Spectator's archives for these old columns. I guess some things are better left in the past.

The second phase was the smart-aleck junior who would write anything to be witty. However, after a close rereading, these columns reminded me too much of bad stand-up comedy. There were some good one-liners, but only barely enough to make the experience worthwhile.

The final and current phase is humble senior. This phase is characterized by my reluctance (not to be mistaken for an inability) to offend people. I am not sure whether or not this reluctance is leading to better columns (you can be the judge), but I am confident that I will be able to look back on these columns six months from now and not be angry at myself for being inconsiderate of others.

I attribute my growth as a columnist to my increased awareness of Stuyvesant's sports culture. The Sports' section of this paper informed me of the development of the other teams in the school. The story lines that stood out to me described the birth of a new era. Stuyvesant sports were no longer something to poke fun at. The new goal of my column was to make Stuyvesant appreciate its athletics.

The stories that inspired me to become a different columnist should make all Stuyvesant students proud of their school.

Stuyvesant fielded lacrosse teams for the first time. I never took the time to cover them for this paper, but I have witnessed some commendable dedication from these fledgling teams. Even though lacrosse is a spring sport, I regularly encountered guys with lacrosse sticks practicing on the first floor through the fall and winter.

The wrestling team is also on the rise. After years of dominance in the 80s, interest in wrestling has increased once again over the past few years. In 2006, my freshman year, the wrestling team was composed of only 15 athletes and was able to earn only one win. This year's team has well over 40 members and four wins so far this season.

The usual suspects did well also. The fencing and swimming teams of both genders went deep into the playoffs each year bringing multiple city championship banners back to Stuyvesant.

I have had the pleasure of being a part of eight borough championship track and field and cross country teams, continuing a streak that started well before I came to Stuyvesant and will probably continue until coach Mark Mendes retires.

With such fond memories I feel it's necessary to thank some people. First, I thank all

I attribute my growth as a columnist to my increased awareness of Stuyvesant's sports culture.

the editors I have had over the past three years for putting up with me. Second, I thank the members of Stuyvesant's Track and Field and Cross Country community for providing me with first-class comedy over the years. Finally, I thank the faculty and student-body of Stuyvesant High School for consistently providing me with quality material to write about.

These stories changed the way I thought about my peers. The work that these teams have put into their skills in order to become successful should be celebrated by the entire school. I have tried to be an advocate for Stuyvesant's sports community. My success lies ultimately in the minds of Stuyvesant's students.

Girls' Basketball

Phoenix Back to .500, Shooting for Playoff Berth

their mark."

Wednesday's win was a milestone for the Phoenix; it marked both the halfway point in their season as well as a much-needed return to .500. The team believes that they could and should finish the season with at least that record, which would mark a second straight postseason berth.

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quarter of Wednesday's game and scored two key points while grabbing two big offensive rebounds which helped secure the crucial win. "The freshmen have a lot of potential and get a little bit of playing time here or there," Fleming said. "But they make

Mendes's Coaching Reign Lives On

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coaching position at Hunter's rival high school, Stuyvesant, where he has remained ever since.

Coaching at Hunter was easier for Mendes and his team because of the school's close proximity to the practice location. "Hunter was right by Central Park, while [Stuy] kids have to travel all three seasons," Mendes said. Despite having to travel to Central Park, the Armory on 168th street, and Broadway, Mendes and the Stuyvesant cross country and track teams have overcome many obstacles during his coaching tenure. In addition to coaching several individual champions, Mendes coached the team to three PSAL Cross Country City Championships in the span of just four years.

The team's success can partially be attributed to Mendes's inspirational coaching style. "He really enjoys helping young runners become better, and he knows a lot from coaching for so long and he has a lot to share with us," junior Billy Barnes said. "Truthfully, I probably wouldn't be run-

ning if he wasn't the coach."

"He doesn't take no as an answer," sophomore Konrad Surkont said. "Motivation-wise, it's great. It pushes you. That's why there's constant improvement and success. He puts in the work himself as the coach, and then pushes you to do the work."

"He's very well-versed in the technical side of the sport, he knows what he's talking about," senior and captain Daniel Hyman-Cohen said. In fact, after taking little interest in the sport at a young age, running now plays a large role in Mendes's life. He is USATF (USA Track and Field) certified, and attends at least two of their events, usually a distance seminar, every year. Furthermore, he subscribes to many technical journals, and has traveled to watch the past four World Championships, including the latest one in Berlin over the summer. All his track experience allows him to create effective workouts for the team, and his knowledge of the sport enables him to manage his runners. "Talent, if it's not taken care of properly and enhanced, it's not going to lead to results," Surkont said.

Mendes's former runners also had many words of praise. Serge Morrell ('06), who won the Heisman Award—which is presented by the PSAL to the most outstanding senior student athlete in each high school sport—under Mendes, is still inspired by his former coach. Morrell still has a picture of his city championship team hanging in his college dorm in the University of Pennsylvania. "Coach [Mendes] is one of the most incredible people I've known," Morell said in an e-mail interview. Morrell also commended Mendes for the impact he has had on his life to this day. "The team really changed my life and coach did too, [he] taught me everything from perseverance to time management," Morell said.

The Mendes era of coaching at Stuyvesant doesn't seem to be concluding any time soon. "Just when I thought I was out, they pull me back in," Mendes said, quoting *The Godfather: Part III*. "When a Daniel graduates, a Konrad comes along. It's very tough to find a place to pull the plug. They'll have to pull the plug on me before I go."

Boys' Basketball

Playoff Hopes Hanging By a Thread

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most of our opportunities."

Turnovers, as well as an overall lack of concentration, have been the defining aspects of the entire Rebels season, win or lose. "We're an immature team," Diamond said.

In the first game of the home stand on Monday, January 4, the Rebels nearly blew a 16-point lead to the Seward Park Campus Bears in the final quarter of the game. The Rebels had three players in double figures, led by senior, captain, and forward Jack Margolis with 14 points. Crucial free throws in the final minutes by Margolis and sophomore Roy Vlcek, who finished with 13 points, sealed the 49-45 victory.

Not being able to put away their opponent in the games' final

eight minutes has been an ongoing problem for the Rebels. This is a major concern as they prepare to face more competitive teams in their final three games.

"We have to realize that the game is 32 minutes long. We have yet to play a complete game where we don't have any mental lapses," Skaliarinis said.

The transition into becoming a team that plays hard the entire game is not just about physical conditioning. "Our team is in good enough shape to play an entire game, [but] we let down our guard. Most of our team, myself included, don't have the mental toughness to go as hard as we can for an entire game," Diamond said.

Margolis, the team's leading scorer with 14.2 points per game, carries the great responsibility of

motivating his team in the final part of the season. "I try to be a model for the rookies so they know how the game should be played. On the court I just try to do my job and encourage others to do theirs," Margolis said.

While Margolis seems to have his team's mentality in check, the Rebels' other leader, coach Phil Fisher, will make sure his team stays sharp physically. "[After the game on January 8] we practiced our butts off again," Fisher said.

Expectations remain high as the team currently stands two games above .500. However, the Rebels have gotten away with countless mistakes so far this season, and they seem to have used up most of their luck. From this point on, the Rebels will have to remain mentally tough for a full 32 minutes to emerge victorious.

Female Wrestlers at Home With Spartans

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and Ko, who were sophomores at the time, joined, the face of the wrestling team changed dramatically. While Ko admits that "wrestling is a mostly male-dominated sport", she decided that joining the team would still be a good move. "I thought [wrestling] was a combination of skill and strength and I wanted to work on both," Ko said.

While Ko started to wrestle because she wanted to get stronger, Chu joined the team because she "was looking for a contact sport to involve [herself] in." Chu also attributes the no-excuses attitude of wrestlers to her desire to pick up the sport.

"I liked the idea of competing against only opponents in my own weight class because I felt that myself and my opponent would both be on an equal footing," Chu said. Whatever the initial reason, since Chu, Ko and Sooknarine joined the team, the male Spartans have embraced them as friends and teammates.

"I think having girls on the team is great because most people

perceive wrestling to be an only male sport, but having girls kind of proves that wrong," junior Krzysztof Miezziel said.

The presence of girls on the Spartans' roster also reflects the popularity growth that the team has seen in the past several seasons. While the 2006 team only had 15 students—all male—this year's team boasts an astonishing 47 wrestlers, and the change has not gone unnoticed. "We get to attract more people since girls have joined; they help us advertise and show their friends, male or female, that wrestling can be for anyone with dedication," Murray said.

"The team's definitely gotten more popular since the girls joined," senior and captain Paul Kim said. While not many students attended wrestling matches at the beginning of last year, the third floor gym is often packed this year with fans watching the match.

Although the team is very comfortable with its female members now, it was not always that way for Chu and Ko. "At first it was awkward but we're all people and it doesn't bother me

anymore," Ko said.

Chu agreed. "Male wrestlers also often hesitate to practice with me, because the positions that we get into can be awkward," she said. Yet most males on the team respect the girls, and appreciate their decision to compete in a sport that the Public Schools Athletic League classifies as boys' wrestling.

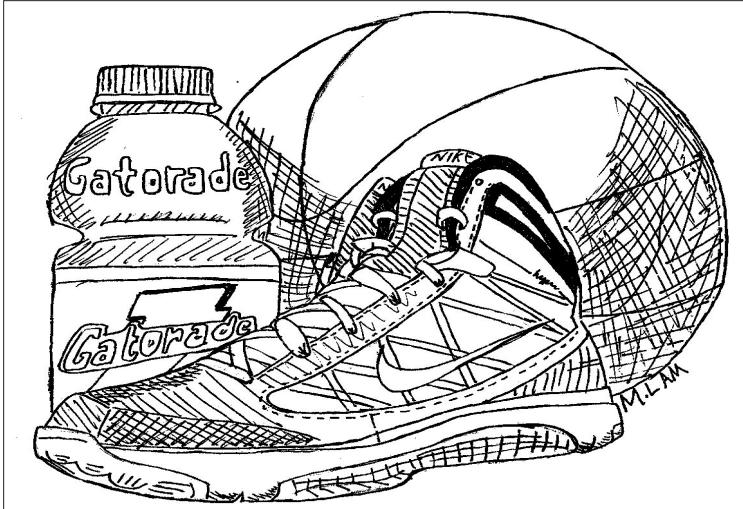
"We're all the same as wrestlers," junior Matthew Boccio said. Although wrestling may seem a fairly masculine sport, the Spartans have definitely become not only accepting but proud of their female members.

After Murray gets to practice, the team stretches and starts to jog around the sixth floor dance gym. While Sooknarine and Chu have not arrived at practice yet, Ko jogs with the rest of the team. She easily keeps up with the rest of the Spartans, who, obviously, have grown comfortable with her, as well as Chu and Sooknarine. What started as an awkward integration of two girls has evolved past that, and Chu now freely admits that she is just "one of the guys."

THE SPECTATOR SPORTS

Girls' Basketball

Phoenix Back to .500, Shooting for Playoff Berth



By JORDAN FRANK

Trailing by eight with just over seven minutes left in the fourth quarter, the Stuyvesant girls' basketball team, the Phoenix, rallied past the winless Washington Irving Bulldogs on Wednesday, January 6, to raise their record to 4-4, thus reaching a coveted .500 winning percentage.

The game started off well for the Phoenix, who took a six point lead with 4:02 to go in the first quarter, on a 3-point shot by senior and co-captain Kelly Quinn. The lead was their biggest of the game. Despite this, the Bulldogs rallied back to lead at halftime 13-12.

Rather than berating the team, coach Michelle Fleming told the team that "they needed to keep their spirits up and they

needed to keep shooting," she said. "If they are shooters they have to shoot, and their shots will eventually fall." Fleming proved to be correct as the Phoenix hit two quick jumpers to start the second half, and continued to improve in the fourth quarter where Quinn made two jump shots down the stretch, including one 3-pointer, to help the Phoenix overcome their deficit.

The Phoenix's important win came without their starting point guard, sophomore Lisa Qiu, who is averaging over 10 points a game this season. Qiu missed the game due to an injury, and senior and co-captain Imelda Ko had to play point guard. "[Ko] played really well, and handled the ball terrifically, so even though she didn't play point guard in practice, she managed to step up and

lead the team to the Irving victory," senior and co-captain Alex Albright said.

The Phoenix started the season 2-0, but then lost four straight games, which tested their morale. "It was important to remind everyone not to lose confidence just because of a couple of losses," Albright said.

Fleming agreed with her captain's analysis, "Obviously the four losses were a blow to our record, but it didn't really affect our self-esteem, and we bounced back and pulled out a win."

Wednesday's win for the Phoenix was a huge one, as it marked their return to .500. "It was a really important win," junior and guard Audrey Fleischner said. "We can definitely finish .500, which would give us a playoff spot." Fleischner and the rest of the team project that they should finish 8-6, judging by their schedule.

Fleming likes to have the team look at their schedule halfway through the season so they can "get a sense of what they need to do in order to meet their pre-season goals and expectations," she said. "It helps motivate them, not that they need much motivation."

The five freshmen this year have also been sparks despite getting limited playing time. Freshman Ellie Oates came into the game during the fourth

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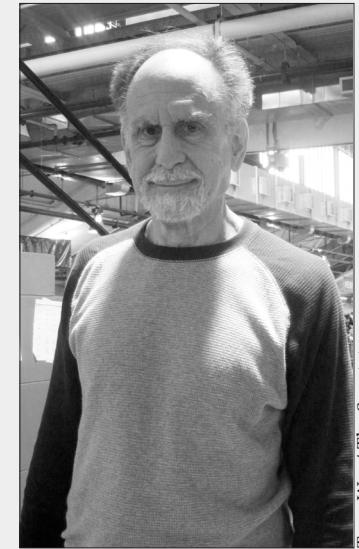
Mendes's Coaching Reign Lives On

By PHILIP GODZIN

The end bell for eighth period rings. Cross country and track coach Mark Mendes is on the third floor, stopwatch in hand, waiting for any runners with the last two periods free. Track practice later ends at a quarter to six, and Mendes is still there, dedicated to helping every runner on the team to excel no matter how long it might take.

One might suspect that a coach who puts so much of his time, dedication and effort into running was a track aficionado from an extremely early age. However, Mendes had a quite irregular introduction to track. "This may be almost embarrassing. I was the manager of Midwood High School's team because my best friend was the star, and I stayed with it from there," Mendes said. "I was not that athletic."

Mendes started his coaching career in the 1970s at Thomas Jefferson High School, successfully coaching the team to numerous City Championships. He even coached a future Olympian there, Derrick Peyando. Certainly, part of his success at Jefferson can be attributed to good funding. "We had unlimited money. I was the program chairman, and we sold soft pretzels out of my office, and we made a fortune. We had the pretzel concession locked up, we had M&M's and Snickers, we had it all," Mendes said. The funding allowed the team to travel almost



Boys' track coach, Mark Mendes, has led the team to many victories.

every day to practice, from the school in Brooklyn to the armory in Harlem, giving them a sizable advantage in competitions.

Mendes's time at Jefferson High School came to an abrupt end when a school shooting in 1991, which resulted in the death of a 16-year-old student, caused him to rethink the type of school atmosphere he wanted to work in. After a quick stint at Prospect Heights as program chairman, Mendes went to Hunter High School, where he coached for 10 years. After remaining undefeated against Stuyvesant in those 10 years, he inherited the tough

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Female Wrestlers at Home With Spartans



Sara Lu / The Spectator

Della Chu (right) wrestles during a match against Brooklyn Technical High School.

By JACK ZURIER

Before practice on a Monday afternoon, the Spartans, Stuyvesant's varsity wrestling team, look similar to any other high school wrestling team. Players suit up, discuss techniques, and joke around before the arrival of coach Richard Murray. Yet upon closer inspection, there seems to be something amiss. Lying down on the mats, 6-foot-5-inch junior Jacob Pastor is arm-wrestling a considerably lighter teammate. Junior Jane Ko loses the arm wrestle, but is not fazed by the defeat. Ko is one of

just three female juniors on the Spartans, including juniors Samantha Sooknarine and Della Chu. The representation of girls on the Spartans has added to the popularity of wrestling at Stuyvesant, and seems to have made the team, and the girls who play on it, stronger as the season progresses.

Because there is no female wrestling team at Stuyvesant, any girl is allowed to try out for the boys' team. However, prior to last season, there were no girls on the team. Yet when Chu

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Boys' Basketball

Playoff Hopes Hanging By a Thread

By NICK GALLO

For the Runnin' Rebels, 2010 began with a bang. Rejuvenated by the week-and-a-half long holiday break, the Rebels, Stuyvesant's varsity basketball team, swept their three-game home stand. However, two consecutive road losses last week against the Bayard Rustin Educational Complex Titans and the Bread & Roses Integrated Arts High School Jaguars have left the Rebels at 6-6 and barely hanging on to third place in the Manhattan A Southwest Division with slim playoff hopes.

"Mentally [the break] helped [...] It was a nice way to sort of decompress and reflect on our play," senior and shooting guard Ben Diamond said. "It was a chance for our bodies to rest and go into the second half of the season with everything we have."

In the 15-game Public Schools Athletic League season the Rebels need at least eight wins to make the citywide playoffs. In their final three games, the Rebels play Beacon, Murry Bergtraum and Martin L. King Jr. High Schools. While Beacon has a 2-10 record, Murry Bergtraum and Martin L. King Jr. have a combined record of 16-5. The first time the Rebels met Murry Bergtraum on Wednesday, December 16, Murry Bergtraum edged Stuyvesant 43-40 in the final quarter.

The Rebels, however, remain optimistic in the face of adversity. "I'm confident that we will win. If we take care of the ball and close out games we can definitely beat [Murry] Bergtraum and Beacon," junior and forward Casey LaMountain said.

"We have to minimize turn-



A member of the boys' basketball team goes up for a layup during team warm up.

overs and get high percentage shots down the stretch in order to contend with the better teams," senior and point guard Petros Skaliarinis added. "I think the experience of close games has

helped our mentality, and now that we have a tougher schedule we will be prepared to make the

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Val Gladstein / The Spectator