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of the
Student
Body"*

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Diversity Day Held at Stuyvesant



Principal Stanley Teitel and other representatives sit in for a panel discussion on diversity at Stuyvesant.

By LEOPOLD SPOHNGELLERT
with additional reporting by
EMMA LICHTENSTEIN

Alumni, prospective minority students and parents, and current members of the Stuyvesant community gathered on Sunday, May 22, to address the lack of diversity at Stuyvesant. The event focused on improving the minority presence and overall racial makeup of the school.

The event was organized by the Stuyvesant High School Black

Alumni Diversity Initiative, an effort that began in 2010 with the aim of bringing more black and Latino students to Stuyvesant.

At the beginning of the daylong event, African American alumni members gave speeches reflecting on their personal experiences at Stuyvesant. This was followed by tours for the students and their parents.

"[Giving tours] made me really appreciate our school. Considering

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Roving Reporter

Monday May 2, 2011 marked the death of Osama Bin Laden, the man who orchestrated the September 11 attacks on the World Trade Center, which took the lives of over 2,900 Americans and left countless others with physical and emotional scars. His death has aroused patriotic sentiments all across the nation, and invoked memories of the September 11 attack in the minds of many. The tragedy of 9/11 is one that is deeply ingrained in the consciousness of the Stuyvesant community. Students and faculty at the time witnessed the attack from their classroom windows, and could only watch as one of the major emblems of the United States and New York City was destroyed. Although the current student body and most of the current faculty were not at Stuyvesant at the time of the attack, everyone remembers the significance of the day and how its impact on our national identity. But amidst the relief that many feel in the wake of the death of the man who has since served as a symbol of that dark day, and who for so long evaded capture, feelings about the celebratory reactions to Bin Laden's death are varied.

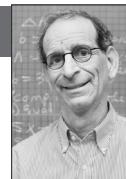
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The story behind the man who coined the phrase, "Math is number one."

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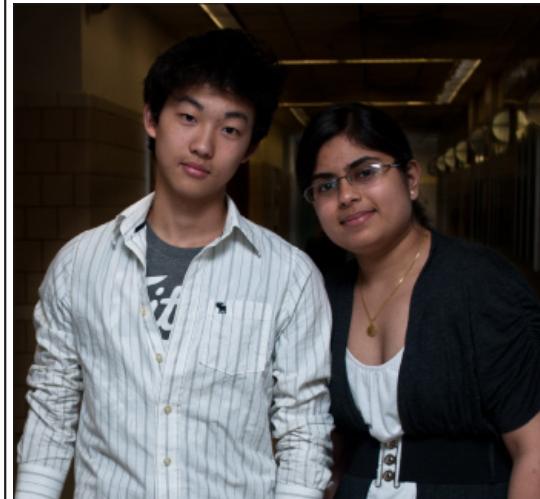
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Arts & Entertainment

Ghosts of The Boob Tube: Gone, But Not Forgotten

Prepare to get inducted into the cult of good T.V.

SU Elections 2011



Mark Zhang / The Spectator



Mark Zhang / The Spectator

Junior Reema Panjwani and junior Edward Cho vie for Student Union Presidency, to be determined by the General Elections on Thursday, June 2.

For more election coverage on page 2 and 3.
For endorsements, turn to page 11.

World Famous String Theorist Brian Greene Speaks at Stuyvesant

By NANCY CHEN AND FARZANA YEASMIN
with additional reporting by JOHN YUEN

The Stuyvesant Parents' Association (PA) hosted Stuyvesant alumnus and world-renowned physicist and string theorist Brian Greene ('80) on Tuesday, May 10, for a talk at Stuyvesant about his work involving string theory.

After graduating from Stuyvesant High School in 1980, Greene entered Harvard University to major in Physics and later earned his PhD at Oxford University in 1987. Greene is currently a professor of Physics and Mathematics at Columbia University and has published several books on physics whose contents are designed to be understood by non-physicists, including *The Fabric of the Cosmos: Space, Time and the Texture of Reality*; *The Elegant Universe: Superstrings, Hidden Dimensions, and the Quest for the Ultimate Theory*, and his most recent work, *The Hidden Reality: Parallel Universes and the Deep Laws of the Cosmos*,

which parents could purchase at discount prices before the event.

Greene is also a fiction author, having written books ranging from the children's tale, *Icarus at the Edge of Time*, to the scientific text, *The Hidden Reality*, which explores the idea that the universe possibly has ten other dimensions, known collectively as the "multiverse." Greene also co-founded the annual World Science Festival in 2008, a five-day celebration of science with the world's leading scientific researchers, featuring debate, discussions, dance and theater, film, music, and visual arts. This year, the festival will be held from Wednesday, June 1, to Sunday, June 5 in various locations across New York City.

After PA member Christina Ross introduced him at 7 p.m., Greene did not give a planned presentation but rather had members from the audience ask him questions, which ranged from inquiries about his life at Stuyvesant to the difficulties of verifying string theory. He describes string theory as trying to connect the "two

pillars of physics," Einstein's theory of relativity, which applies to large masses, and quantum mechanics, which applies to atoms and subatomic particles. According to an introduction in his profile on the Columbia University Web site, "One of the strangest features of superstring theory is that it requires the universe to have more than three spatial dimensions."

When asked about the difficulties in verifying string theory, Greene responded that the primary challenge is that "strings are too small to see." If you were to magnify an atom to the size of the universe, a string - a "filament of energy" that is 10 to the 35th power meters across in diameter and vibrates in different patterns to create various particles such as quarks and electrons - would be the size of a tree. To explain the possibility of the existence of string, Greene described his own work. Greene currently performs astronomical observations to indirectly show these patterns. "Imagine I have a balloon and wrote a tiny message [...] If I blow air

into the balloon, as the balloon surface expands, my little message is stretched out on the larger growing balloon," Greene said. "The universe was once very small, and strings, if they exist, would have left an imprint as they vibrated on the young universe through 14 billion years, as the cosmos expanded; space swelled like the surface of a balloon. Just as the message was smeared across the balloon, the little imprints of string theory would have gotten smeared up across the sky. All you need is to look and use math to tell you what to look for." In this case, Greene searches for patterns in cosmic microwave background radiation, heat left over from the big bang, which would suggest string theory is correct.

After all these years of research, it is possible that string theory and the existence of other dimensions are false, but that does not discourage Greene. "If string theory is false, I would be thrilled. I just want to be part of a generation that

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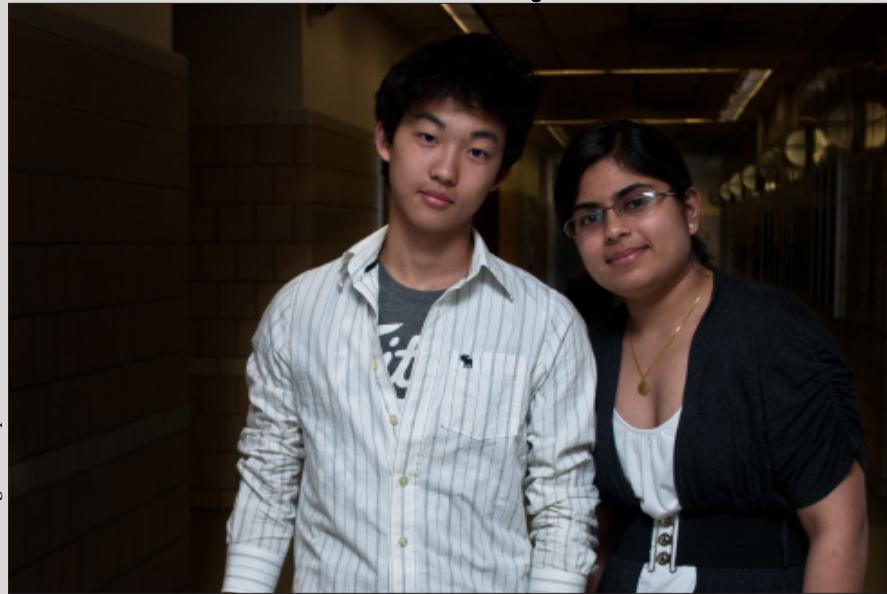
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With less than one month of school to go, students are hustling to complete papers and projects, and study for their final exams. They are hurrying to finish up the last leg of the school year marathon. Amidst the Student Union (SU) however, students are involved in a different kind of race, as candidates campaign for the junior and senior caucuses as well as SU President and Vice President positions. Each ticket has something different to offer for 2011-2012.

Student Union Caucus

Reema Panjwani and Timothy Lee



By ANIKA RASTGIR

Junior Reema Panjwani and sophomore Timothy Lee believe their combined Student Union and leadership experience make them the best candidates for SU President and Vice President.

Panjwani has been involved in the Student Union during her time at Stuyvesant. She currently serves as the Student Involvement Director and works to increase student communication within the school. During her sophomore year, she was a member of the Budget Department and facilitated communication between clubs and the SU and made sure that fundraising money was properly allocated. She served as the Freshman Class President and during that time, she maintained a Facebook group for freshmen and held monthly Freshman Advisory Council meetings. She has also demonstrated leadership qualities as the current Executive Vice President of ARISTA, 2010 Soph-Frosh SING! Producer and 2011 Junior SING! Coordinator.

She believes that her leadership experience will help her "delegate responsibilities, guide people, push out and implement ideas," she said. "I understand how the budget works, how to organize clubs and pubs. If you know how the SU runs, you can bring it to a bigger level."

Lee has volunteered for the SU's Student Involvement Department, helping with any projects or events that came up through the year. He is also a member of boys' cross country, track and lacrosse teams.

Through their experiences with the SU, both Panjwani and Lee recognize extensive changes that can be made to the current system. "Although the foundation of the SU is good, improvements are needed," Lee said. The candidates want to improve

awareness, communication, fundraising and SU events. She wants to start small, by holding competitions between grades to raise participation, get students involved, and garner student pride. She then plans to expand this sentiment by creating more SU sponsored events such as student-faculty basketball games, movie nights, and spirit day events for all grades to promote an overall community feel.

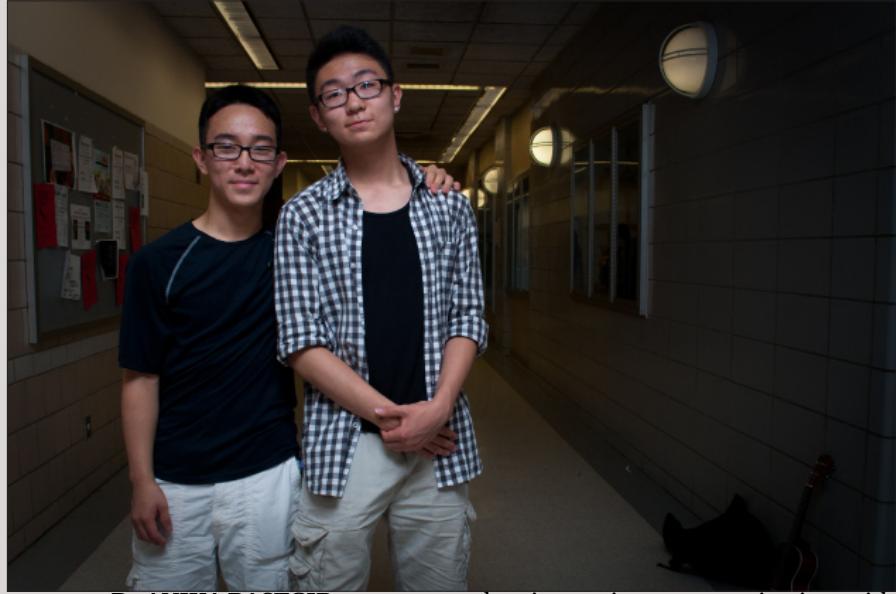
They always recognize the need for frequent budget meetings so that clubs and pubs receive necessary funding. They also plan to bring back advantage cards, which provided student discounts to various stores in TriBeCa.

Though there is an SU Web site and a SU Facebook group, they have not been frequently updated. "We want to revitalize the site and make it more interactive. We plan to add SU blogs which individual caucuses can update," Panjwani said. "We will be on top of things and answer the SU e-mails regularly." She believes that to decrease student apathy, a strong Communications Department is required.

Panjwani recognizes that apathy within the SU is also responsible for a less than perfect SU. Though she has held roles within the SU, she has "never been in a position that could implement major change," she said. There have been instances where she "tried to push out ideas but the communication became an issue," she said. She believes that as SU President she will have a direct ability to not only suggest ideas, but carry them out as well.

The SU has a foundation with its departments and potential though it needs strong leadership to bring it out," Panjwani said. "Timmy and I offer that commitment and dedication to turn the Student Union into an organization that the whole student body can benefit from."

Edward Cho and Kevin Park



By ANIKA RASTGIR

Junior Edward Cho and sophomore Kevin Park plan to improve the student experience at Stuyvesant as the SU President and Vice President.

During his freshmen year, Cho was part of the Freshmen Advisory Council. As Sophomore Class President, he planned the joint freshmen and sophomore semi-formal, communicated with and selected sophomores to attend the spring college trip alongside the juniors and selected the 2010 Soph-Frosh SING! producers and assisted behind the scenes by doing a series of odd jobs to help the directors. Cho is also President of ARISTA, Vice President of the Science Olympiad, a member of the Boys' Tennis Team, and a volunteer in Key Club.

Though Park is not directly involved with the SU, he is active within the Stuyvesant community. He is a member of the boys' gymnastic team and the Cheerleading Squad. He was the Boys' Hip Hop director of SING! during his freshman and sophomore years, and is the director of Stuy Squad, Stuyvesant's dance crew. He also participated in various cultural events such as Norimah-dang, which is Korean Culture night.

Both students believe their varied extracurricular activities give them a good understanding of the student body.

Cho and Park have had a good experience at Stuyvesant. "I have enjoyed my high school experience and want other students to have a fulfilling time as well," Cho said. They plan to do this by holding spirit days to bring the different grades together. They also believe

that improving communication within the SU and the student body will help achieve this goal.

They plan for the SU to take a more active role in helping the individual caucuses plan student events. "We will help the freshmen and sophomore caucus plan their semi-formal so that they won't have time, location, or financial problems," Cho said. "My experience with organizing college trips will be helpful to the sophomore and junior caucus organizing trips next year."

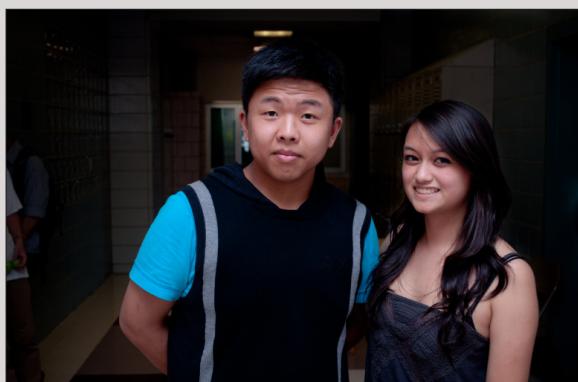
Another change Cho and Park want to implement is increasing communication between clubs and pubs and the student body. "Small clubs have trouble growing through the year. Increased communication would help them grow faster and would help students fit into the Stuy community better," Cho said. He hopes that if the SU lends a helping hand to the clubs, they can participate in large-scale events and maintain student interest. "It's a matter of making sure [clubs] have an easier time continuing on in future years and making sure people get to do what they enjoy doing."

The candidates also want to make students aware of volunteer activities both inside and outside the school in order to increase student involvement in the Stuyvesant community.

Their final goal is for students to be more active in the SU by "making suggestions, which promotes a democratic goal," Park said. "We want to make sure people know our changes and that it is not hard for them to get involved."

Senior Caucus

Wei Lin and Rachael Biscocho



Mark Zhang / The Spectator

By CONNOR JUSTICE

Juniors Wei Lin and Rachael Biscocho believe that they are the ideal candidates for the positions of President and Vice President of the senior caucus. Lin feels that his positions as President of the Stuyvesant Red Cross Club, events coordinator for the Stuyvesant Free Hugs Club, and staff member of The Indicator, has given him the experience necessary to lead the senior class. Biscocho's time as co-captain of the Cheerleading Squad and publicity officer for the Stuyvesant Free Hugs Club makes her qualified for Vice President.

Lin and Biscocho plan on using their experience with their respective clubs to organize senior activities next year.

"Through my experience as captain and publicity officer, I have gained great organization skills, which will help me plan a fantastic prom," said Biscocho, who added that she has experience with party planning.

"We want to start planning early in the school year," Lin said. "We will have the Indicator's Circulation Department notify the school about the information. As for raising interest and attendance, we could include a theme for the decoration of the Walldorf. This theme could be decided through a contest."

In order to fundraise for the Student Union, Lin and Biscocho have a number of ideas that they would like to implement.

"We will try the very best to sell as much senior apparel as we can," Lin said. "We could ask the Parents' Association to help us organize fund-raising events, as they are a very helpful source for finding funding." In addition, they proposed holding a raffle in which the winning couple would receive free prom tickets.

In order to notify the senior class of all the changes that they will make, Lin and Biscocho would try to use new methods of communication to reach out to the class. "This year, fliers were put out only a few days before events," Lin said. "This lack of prior notice left a lot of people unknown to the events and many seniors did not participate. We plan to promote communication through e-mails linked to a new Class of 2012 Web site or blog. We could ask the administration to email the entire grade about certain upcoming events," he said.

With their new ideas, Lin and Biscocho hope to make senior year as great as they can for the class of 2012.

Eric Han and Stacy Chun

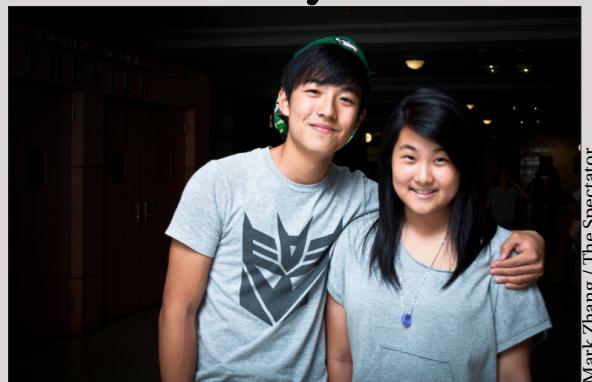
By EUGENIA SANCHEZ

Juniors Eric Han and Stacy Chun are positive that their leadership as senior caucus will point Stuyvesant in the right direction.

Han has been on the Stuyvesant Lincoln-Douglas Debate Team for the past three years, and is captain of the handball team. Chun directed Junior SING! this year, and is a Big Sib Chair and co-captain of the Cheerleading Squad. Outside of Stuyvesant, her band has performed in and organized benefit concerts to raise money for disabled children.

Han and Chun believe that information must be disseminated to the student body in a timely, orderly fashion. The pair plans on using the Senior Advisory Council (SAC) to a much greater extent than the JAC was used. "Since meetings weren't mandatory, members did almost nothing, and the crews were never implemented or established," Han said. Under their leadership of the SAC, meetings will be mandatory and anyone who does not live up to their expectations will be kicked out without hesitation.

According to Han, the SAC will play a major role in planning major senior events such as prom and



Mark Zhang / The Spectator

graduation. "We're going to utilize the SAC and make sure they get the information out by giving a lot of surveys to the general public on homeroom days in terms of when they'd prefer and we'll plan it earlier on," he said. As far as graduation speakers, Han and Chun will poll seniors to create a list of potential speakers and present this to the administration, who will have their own list of preferred speakers. The senior caucus and the administration will work out a final list, from which students will vote on one speaker. "This way there is no conflict because the administration approves of all the choices, the SU approves of all the choices, and if the student body chooses one, no one can argue against that."

Han and Chun will also try to increase the number of fundraising events. They hope to restart selling Stuyvesant-sponsored gear such as canteens and t-shirts, which they think will also help reduce the fees for senior dues.

The most important thing they want to promote, however, is a personal connection amongst the administration, SU members, and students. "We can't go to administration only when we need something out of them," Chun said. "If we only go to them when we need something, then they're going to start to be uncooperative. To fix this, the President and Vice President must visit them on a weekly basis and make sure that everyone's on the same page so we don't have any miscommunication and have respect for each other on both sides."

Han and Chun will strive to implement these pragmatic solutions should they be elected. "Our improvements may not be the most lavish," Han said, "but we definitely guarantee realistic improvements."

Junior Caucus

Gina Jung and Azra Tanovic



Mark Zhang / The Spectator

By SADIQ RAHMAN

Sophomores Gina Jung and Azra Tanovic feel that their experiences at Stuyvesant, coupled with their passion and love for the school, qualifies them for the junior caucus. Jung was the captain of Junior Varsity Girls' Volleyball Team and is a member of the Stuyvesant Cheerleading Squad and ARISTA. Tanovic writes for the Opinions Department of the Spectator and is a member of the Photo Club.

Both Jung and Tanovic believe that they must maintain their responsibilities as representatives for their peers. "We hope to be able to increase the participation and awareness within the junior class while achieving progress throughout the Stuyvesant community," Tanovic said.

They figure they can do this by tackling the lack of communication

Gina Jung and Azra Tanovic

believes college trips are essential to junior year and need to be carefully planned to give the most students an idea of what interests them. "College trips are definitely important because without visiting and getting to know what schools there are to apply to, how will you know what best suits you when senior year comes?" Jung said.

The duo also hopes to change the infamous perception of junior year. "We trust in ourselves and our class to be able to make this upcoming year a great one, no matter what anyone says about the dreaded junior year," Jung said. One way to do this, they believe, is to arrange for an enjoyable junior prom.

Jung feels it is best to follow the tradition of holding junior prom on a cruise ship. "We feel that organizing prom on an early note will not create issues with time and place arrangement," she said. "Getting people to go to junior prom is matter of advertising. We would like the student body to know that junior prom is a great way to finish off a tiring and stressful junior year," Jung said.

With these important issues in mind, both Jung and Tanovic hope to become the voice of their class.

Jennifer Zhou and Erica Chan

By KAREN ZHENG



Mark Zhang / The Spectator

Sophomores Jennifer Zhou and Erica Chan believe that their experience working together and in the SU makes them well qualified to serve as the next junior caucus.

Zhou, who is an active member of the Indicator, the girls' Indoor Track and Fencing teams, and ARISTA, was Freshman Class President. As President, Zhou planned Popsicle Day to fundraise for the Soph-Frosh Semi-Formal, created Facebook groups for current and incoming freshmen, maintained an active e-mail account for communication between the caucus and the grade, and held Freshman Advisory Council meetings each month. Chan is the Vice President of the Ultimate Frisbee club and a member of ARISTA. She is in charge of the Sophomore Advisory Council and manages the Facebook group for the class of 2013.

"Our main priorities are promoting unity, fundraising for and holding great junior events, and having an end-of-year event," Chan said. "We'll have

events like Popsicle Day and sell silicon bracelets to lower costs for junior prom and we hope to have a fundraiser picnic to raise money and showcase the talents of our year."

Zhou wishes to expand on typical junior events. "We'll work with the administration to have more workshops explaining the college process," Zhou said. "We want to address all the issues which may be unclear to students."

They also want to increase communication between the SU and the student body by organizing a Facebook group that emphasizes suggestions and interest meetings, updating the SU bulletin board frequently, and polling students in homeroom.

Additionally, they seek to establish a responsible Junior Advi-

News

World Famous String Theorist Brian Greene Speaks at Stuyvesant

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makes progress," said Greene. He described the science of string theory as a science that is "at the edge of speculation."

"This is why I think science is fascinating [...] Science is not the stuff in your textbooks," Greene said. "Real science is living, breathing, evolving discovery and that's what makes it exciting."

"He actually broke down a very complicated science so that everyone could understand it. Even when he had to

"If string theory is false, I would be thrilled. I just want to be part of a generation that makes progress."
—Brian Greene, Physicist

leave, we wanted him to stay and answer questions," sophomore Lily Lin said. "Given his time constraint he did a good job. Honestly, if he were able to stay longer, it would've been more fulfilling."

Sophomore Zofia Kaczmarczyk agrees. "He was an exceptional speaker and was very charismatic. He was easy to understand and fun to listen to," she said.

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many parents didn't know how to approach the specialized process, I was glad to give them that information, along with feeling lucky to have been set on the path toward Stuyvesant myself," freshman and ASPIRA tour guide Savannah Jeffreys said.

Following the tours, a panel discussion entitled "Diversity at Stuy: Past, Present, and Future," took place in the Murray Kahn Theater. Speakers examined the history of diversity at Stuyvesant, and discussed possible solutions for the steadily decreasing number of African American and Hispanic students accepted into Stuyvesant each year. What was once a 10 percent presence in the school in the 1970s has declined to about two percent in recent years.

Stuyvesant alumnus the Honorable Randolph Jackson ('60), who is the longest-serving judge in the civil Term of Kings County Supreme Court, made the opening remarks. He stated that when he attended Stuyvesant, he was one of seven African American individuals in his class, along with a 0.5 percent Asian demographic. "It shows you how populations change over time, but the Stuyvesant experience stays the same," he said.

With a more current outlook on the racial disparity at Stuyvesant, Xevion Baptise-Hall ('07) and Camillo Doig Acuña ('07) gave speeches focusing on the difficulties of not only gaining entry to Stuyvesant, but also attending the institution. Baptise-Hall remarked that she did not realize how lucky she was to take the Specialized High School Admission Test (SHSAT), and did not realize until

By ELINA BYSTRITSKAYA and EDRIC HUANG

The Armenian Genocide, waged by Ottoman Turks against Armenians during and after World War I, is known by the Armenians as the Great Crime. However, the massacre in which 1.5 million Armenians perished between 1914 and 1918 remains unacknowledged by the Turkish government. There remains a strong push around the world from lawmakers to recognize this ethnic killing, and 96 years after its beginning, Armenians and non-Armenians alike continue to commemorate it.

Three Stuyvesant students distinguished themselves in the fourth annual Armenian Genocide Commemoration Essay Contest for High School and College Students. Juniors Jeremy Majerovitz, Gerald Nelson, and Sam Levine won first, second, and third place, respectively, in acknowledgment of their essays, which responded to the prompt: "How can international recognition of the Armenian Genocide help prevent future crimes against humanity?" They were recognized at the 96th Anniversary Commemoration of the Armenian Genocide and Holocaust Remembrance event held in Times Square on Sunday, May 1.

Co-sponsored by the Knights and Daughters of Vartan and Facing History and Ourselves, the Armenian Genocide Commemoration Essay Contest pays tribute to the Armenians massacred by the Young Turk government of the Ottoman Empire. Today, even though people continue to mourn for the loss of those Armenians, governments continue to fail to recognize this genocide due to fear of worsening relations with Turkey, which is deemed responsible for the event's occurrence.

The competition involved writing an essay, with an 800-word limit, that sufficiently answered

Diversity Day Held at Stuyvesant

her junior year the small presence her demographic had at the school. "I had an 'aha' moment," Baptise-Hall said. "I started looking at my classes and realized I was the only black student in the room."

For parent coordinator Harvey Blumm, these reflections were the highlight of the day. "It was very moving to see however many primarily African American alumni come back because they care about the situation."

Principal Stanley Teitel, along with Joshua Feinman ('80), Tom Allon ('80), and John Garvey, an education consultant, examined the problems facing prospective black and Hispanic students throughout the city.

Teitel focused his time on the High School Discovery Program (HSD), which allowed students from poor socioeconomic backgrounds who just missed the SHSAT cutoff for Stuyvesant to be admitted to the school. This program ran for years, but was stopped by Teitel in the early 2000s due to a change in Department of Education (DOE) policies by then-chancellor Joel Klein. "I was told I would now have to take students from below the cutoff for the lowest school in the Specialized High Schools," he said. He added that these programs do not necessarily bring in African American or Latino students, because ethnicity is not the primary factor—a student's financial background, parents' status of immigration, and other special circumstances are all considered in HSD.

He also attributed as major hurdles for underprivileged and minority students the inadequate distribution of information about, and access to, the exam. One pro-

gram that tries to address this is the Specialized High Schools Institute, which is run by the DOE to give free SHSAT preparation to under-represented minorities. "Many parents are not aware about the test, about the SHSI program, or any of the other programs that exist to prepare for the exam. I think there are a lot of guidance counselors in schools that don't even announce that there is such a test," Teitel said.

Certain panel members affirmed that it is up to Stuyvesant to amend the issue directly. "There is no excuse, [Mr. Teitel], for you not to call tomorrow morning and get the Discovery Program back," said Allon, president of Manhattan Media. Allon advocates the reinstatement of the HSD, a possible course of action that Teitel has said he would encourage, but only under his own terms, not those set by the Department of Education. In Allon's New York Post article, "Making Stuyvesant a Place for All: Too Few Minorities Attend Our Best Schools," published on Sunday, April 10, Allon highlighted the imbalance among the Stuyvesant student body and urged an equitable approach to test preparation, as well as modifying the test itself to better examine aptitude in multiple criteria.

Others felt that the DOE was responsible to push for change. Feinman, author of "High Stakes, But Low Validity: A Case Study of Standardized Tests and Admissions into New York City Specialized High Schools," focused specifically on the SHSAT. Like Allon, he noted that doing particularly well on one section of the exam was weighted higher than having balanced scores on both sections, and

called for a case study to examine the validity of the test. Garvey, who concluded the panel speeches, claimed that the lack of racial diversity "is a problem that requires a political initiative," he said. He suggested that the DOE follow the Texas Model, by which top-scoring students would be selected from each school district to attend the specialized school.

The discussion was then opened up to the audience members, who questioned the speakers and voiced their willingness to devote themselves to solving the problem. However, many recognized that the disparity in Black and Latino entrance to the school would not be easily changed.

"It's a very complicated and multifaceted situation. It has to do with mostly educational, but also cultural, social, and economic reasons," Blumm said. "The most important underlying issue is that many students for whatever reason are not as equally prepared to make it into Stuyvesant and succeed in Stuyvesant as others are, and that's something that the city as a whole has to address," he said.

Those who look to further efforts on the diversity issue were encouraged to attend an upcoming meeting on Monday, June 13. Those involved in Sunday's event were pleased that after years of acceptance decline for African American and Hispanic students, the causes and solutions were being brought to light and discussed. "There are many levels of the problem that need to be addressed," said Michael Clarke, the moderator of the panel discussion. "This was excellent, and a long time coming."

Stuyvesant Students Sweep Armenian Genocide Essay Contest

the prompt. Winners were notified and announced to the mainstream and Armenian media on Monday, April 11. The essays of Majerovitz, Nelson, and Levine were selected from a pool of works submitted by high school and college students around the country.

The three winners were encouraged to participate in the competition by their Social Sciences Intel teacher Linda Weissman, who believed it was "a wonderful opportunity to do research on a very limited basis and an excellent way to discipline the students for their Intel papers," she said.

Though taking part in this competition was not mandatory, eight students from Weissman's class completed the assignment and submitted essays of their own. Majerovitz, Nelson, and Levine mainly worked independently, though they incorporated the suggestions they received from Weissman and their friends.

"This was the first year we participated, but I absolutely had high expectations. The students in the class are very bright. They're very motivated and they write very well. So I did expect that the essays would be very well-written," Weissman said. "All three of their essays were very factually detailed, and were emotional and powerful."

Students primarily used documents and information from Internet sources, including Encyclopedia Britannica and BBC documents on the Armenian Genocide for their research.

In his essay, Majerovitz discussed the importance of commemorating the Armenian Genocide in order to prevent such massacres from being committed again, as well as in raising awareness in international law and human rights and combining them with national political interests.

"Recognizing the genocide will show would-be perpetrators of crimes against humanity that the



(left to right) Juniors Gerald Nelson, Jeremy Majerovitz, and Sam Levine placed in the Armenian Genocide Essay contest.

Victoria Zhao / The Spectator

international community will not accept their actions and that they will be condemned by history," he wrote.

Nelson focused more on the moral issues involved with the unwillingness of governments to recognize the Armenian Genocide. Similar to Majerovitz, he argued that denouncing the Armenian Genocide demonstrates moral sincerity within human rights movements. Nelson emphasized the need to censure criminals to make a statement against humanitarian crimes and to justify the international community's moral ideals.

"There's no possible way I could conceive of what happened to the people that experienced the Armenian genocide on a personal level. The events are too traumatic and horrible to understand without being there," Nelson said.

Much like his colleagues, Levine viewed the Armenian Genocide from a moral perspective, analyzing the annihilation of the Armenians as a disastrous decision. Criticizing the lack of recognition from the American government, he

stressed the need to expose history to the public.

Winners received their monetary awards at the 96th Anniversary Commemoration of the Armenian Genocide and Holocaust Remembrance event. At the event, Majerovitz, Nelson, and Levine received checks of 300 dollars, 200 dollars, and 100 dollars, respectively. Following their brief recognition, Dr. Richard G. Hovannisian, Professor of Armenian and Near Eastern History at UCLA, spoke as the keynote speaker. Other speakers included leaders involved in civic, religious, cultural humanitarian, and educational fields.

"Although I did benefit somewhat from the writing of the essay, what gave me a stronger connection with the Armenian Genocide was the commemorative event," Majerovitz said. "From many of the speakers, I learned both of the great important that recognition of the Armenian Genocide has to the Armenian people and of the extent to which the Armenian Genocide was a precursor to all modern genocides."

Students Perform Well in National Latin Competition



Junior Eitan Pearl (left) and Freshman Alex Gurvets (right) got perfect scores on the National Latin Examination

By EUGENIA SANCHEZ

Stuyvesant records were broken this year when 127 out of the 140 students who participated in the National Latin Examination (NLE) won awards, including 56 gold medals and 35 silver medals. In addition, freshman Alex Gurvets and junior Eitan Pearl answered all 40 multiple-choice questions right, for which they were awarded the "Perfect Paper" award on their exams.

The results this year "make me proud as a teacher," Latin teacher Dr. Susan Brockman said. "The

"The whole experience is very eclectic and, most importantly, fun, because it tests the students in everything."
—Dr. Susan Brockman, Latin teacher

whole experience is very eclectic and, most importantly, fun because it tests the students in everything. It's not dumbed down at all, so there's a real sense of achievement," Dr. Brockman said. "It's fun for students to compete but it's also good tool to compare my students with the rest of the world."

This year, more than 149,000 students from 50 states and 13 foreign countries took the 45 minute-long examination. To be eligible for it, students must have completed at least one academic year of Latin. Every year, the exam is given during the first week in March, and therefore is not designed to test a full year's work.

The exam is offered under the joint sponsorship of the American Classical League and the National Junior Classical League, two organizations that foster learning of classical languages in the United States. According to the NLE Web site, the philosophy of the examination is to "provide every Latin student the opportunity to experience a sense of personal accomplishment and success in his study of the Latin language and culture."

Assistant Principal Foreign Languages Arlene Ubieta calls the NLE "an overall great opportunity for students, since it adds to their self-esteem in their proficiency in the language."

Stuyvesant students have competed in the NLE for over ten years and have always done well. In previous years, nearly 85 percent of students have received awards, but this year 91 percent of students won awards, an achievement Dr. Brockman describes as "really outstanding for Stuyvesant."

Pearl, who won the Perfect Paper award, explains his love for the Latin language. "I like the challenge of dissecting a passage where all the grammar that we've learned makes sense in context," he said. "It's helped me improve my English a lot and it's also very cool historically to read original texts from two thousand years ago."

Tests, which are divided by different levels, vary in difficulty. Freshmen took the Latin I exam while sophomores took the Latin II or III exams. Juniors and seniors took either the Latin IV or the Latin V exams, which were significantly more challenging.

"Truthfully, the test was not too hard," said freshman Ruihan Zhao, who won a silver medal. "The topics were divided between Roman culture, mythology, Latin words, grammar and a short reading comprehension passage. We went over the material in class and Dr. Brockman prepared us well and motivated us to study on our own as well. It was an interesting experience to see how well we did compared to students who study Latin around the world."

"The exam tested us on some material that our curriculum wouldn't otherwise have covered," Gurvets said. "The NLE, like any test, encouraged me to make sure my understanding of the topic was solid. It gave me an incentive to practice, and learning a language is all about practice."

Junior Jonathan Lessinger, who has taken the exam every year since he was a freshman, agreed. "The exam was pretty irrelevant to our normal studies and it involved a lot of cramming for culture information that we are not formally required to know," he said. "I was relieved that I won a third gold medal because Latin is something I would like recognition for, because I feel that there is not enough competitive language."

Ubieta echoes this sentiment. "Given the competitive nature of Stuyvesant students, national language exams are a great opportunity for students to be awarded for their excellence in their language," she said.

Polazzo Competes on Jeopardy!

By SAM LEVINE

"What is the Gettysburg Address?" wrote social studies teacher Matthew Polazzo, who was featured on two episodes of the popular quiz show Jeopardy!, which tests contestants' knowledge on subjects ranging from history to pop culture. He had just correctly answered the final Jeopardy! question, adding 5,001 dollars to his final score, leaving him with a score of 19,801 dollars at the end of the first round. Polazzo participated in the Jeopardy! Teacher Tournament in which teachers from all over the nation competed to win 100,000 dollars. The show aired over a two-week period from Monday, May 2 to Friday, May 13. Fifteen teachers from around the country competed in the three-round event with Polazzo, who made it to the semi-final round. He received 10,000 dollars for as a semi-finalist.

Jeopardy! is a television game show that airs every weekday at 7:00 PM. on WABC. Three contestants, the previous episode's winner and two new ones, are featured on each show. Contestants participate in two rounds of Jeopardy!, regular Jeopardy! and double Jeopardy!, in which monetary amounts are doubled. Contestants can choose to answer one of five questions with corresponding monetary values from one of six categories. After participants select a money value and a category, Alex Trebek, the host, reads a corresponding answer to a question. The first contestant to buzz in with the correct question wins the selected amount of money. An incorrect response leads to a monetary deduction. At the end of an episode,

contestants participate in "final Jeopardy!" in which they are allowed to wager any amount of money they choose for one final clue.

"I had auditioned for Jeopardy! just for the heck of it, and they called me in the fall and asked me if I wanted to be in the teacher tournament, and I said, 'sure why

"It was pretty great. I got to meet Alex Trebek and wander around on the set."

—Matthew Polazzo, social studies teacher

obviously for myself and the students, but it was also really inspirational to see the way that they all really pulled together and the way the rest of the nation really supported us," Polazzo said in the episode. A video clip of Polazzo's students chanting "Go Polazzo!" was later shown on the episode. Polazzo's students were excited to see him on television. "It was amazing to see him on T.V. He represented Stuyvesant well and made us all proud," senior David Levitt said.

His high score during the first round put him among the top four non-first place winners and allowed him admission to the semi-final round. However, due to an unfortunate turn in his semi-final game in which he lost all of his winnings of 4600 dollars in one daily-double clue, Polazzo only finished with a score of \$312. Polazzo was unable to identify Manila as the country capital that "lies on the shore of its same-named bay, at the mouth of the Pasig River in Luzon," as the clue read. Charles Temple of Ocracoke, North Carolina won the teacher's tournament and received 100,000 dollars. Polazzo competed against him during the semifinals.

Polazzo plans to spend his winnings on "having a third child ... [putting it] into the general fund," Polazzo said. "What I keep telling people is, I'm never going to be yelling at the people on T.V. again when I watch Jeopardy! because you realize when you're there that most of the contestants know most of the answers, and the real challenge is the buzzer," Polazzo said. "I was really impressed with the other teachers and their knowledge, and they were a good bunch of people."

Tillman Receives Grant for Summer Study

By ANTHONY CHAN and ALEX GURVETS

When dean and social studies teacher Daniel Tillman is not teaching or patrolling the halls, saying "one, two, five" to wayward students, he spends his part of his free time receiving prestigious National Endowment for the Humanities (NEH) grants for summer study. With the scholarship, this summer Tillman will study at California State University in Los Angeles, California.

NEH is a U.S. government agency devoted to giving grants and supporting study in the humanities. NEH offers many grant programs covering a wide range of topics. Tillman applied for the program NEH Landmarks of American History and Culture Workshop for K-12 Teachers. Forty teachers attend the one week workshop each year. NEH covers all expenses in the form of a \$1,200 stipend, to be distributed at the end of the tour.

"You have to fill out an application in which you have to supply your resume, state what your background in education is, what you taught, where you taught, your specific interest in the topic, and what you think you personally can contribute that might make you stand out among the rest of the participants," Tillman said.

Other questions on the application include what region of the country the applicant lives in and whether it is a rural or urban setting. "They want a cross-section of America but people who can also contribute," Tillman said.

This is the fourth grant that Tillman has received from the NEH. On previous trips, he has

studied Islam in China, the Muslim World, and the maritime history of the United States.

This year, Tillman chose to study the Spanish and Mexican influences on the development of California in the 18th and 19th centuries. "I have a great deal of interest in the way the States were before they became the United States. It's the one area of my education, my teaching, that I want to work on," he said.

Both Tillman and Assistant Principal Social Studies Jennifer Suri said that they would consider building an elective class around what Tillman learns.

Suri would require Tillman to "present what he learns at a department meeting so we can share what he learned," before any decisions regarding electives are made, she said.

"It's very interesting. It's under-covered in our curriculum, and so maybe there will be an opportunity to incorporate what he learns about Spanish California," Suri said.

Many Stuyvesant teachers have won grants from the NEH. Suri herself has won the grant three times. On separate trips she has studied the Renaissance, China, and urbanization and industrialization in the 19th century.

"It was totally, really wonderful," Suri said. "Great academics, very high level."

Other winners from previous years include social studies teachers Clarissa Bushman, Lisa Shuman, Robert Sandler, and Jo Anna Dunkel, who have studied Winston Churchill, Thomas Jefferson, the Gilded Age, and Geoffrey Chaucer, respectively.

Besides the trips' academics,



Social Studies teacher Daniel Tillman received his fourth National Endowment for the Humanities Grant.

Tillman values the opportunity to meet educators from around the world. "At [the tours], I ran into a bunch of other people and I learned an incredible amount," Tillman said. "There were teachers from all around the county, and the experience of just talking to them—it's just really nice."

Tillman believes that it is important to provide students in the classroom with an understanding of other cultures and traditions of the world.

By viewing history from a global perspective, Tillman believes that one can begin to see connections among people from every corner of the world. "There's something universal about humans. It's like an equation," Tillman said. "There are some constants, some things that are the same throughout the world."

News

Sophomores Place Second in ExploraVision National Competition

Emily Koo / The Spectator



Students (left to right) Allison Reed, Norine Chan, and David Kurkovskiy placed second, mentored by Anne Manwell and Samantha Daves.

**By ANIQA SHAH
and ALEX WANG**

In the world of modern medicine, organ donation takes healthy organs and tissues from one person for transplantation to another. However, doctors and patients run into the problems such as mismatches between donors and recipients and scarcities of available organs.

Sophomores Alison Reed, David Kurkovskiy, and Norine Chan have come up with a solution: the 3Drenal, a three dimensional bio-printer that prints cells on top of each other to form an organ. The 3Drenal constructs a kidney that is compatible with each individual based on stem cells. The trio placed second at the national level of the Grades 10-12 Division of the 2011 Toshiba National Science Teachers Association (NSTA) ExploraVision Awards competition. The team is one of the eight nationally recognized

teams out of the 4,364 teams that participated this year.

ExploraVision is a science competition for students in grades K-12. Each team is made up of two to four students who research a technology and propose the path in which the technology will advance in the next twenty years. The team has to explore how the technology would work and what advances still need to be made before it can become a reality.

The students did not originally plan on pursuing this topic. "As we searched around the Internet, we learned about 3D printing, which eventually transitioned into our discovery of bio-printing," Chan said. "We were all immediately taken by this idea, because we all have a love of biology, and we thought it would be a really interesting and effective idea if we could accomplish it."

"Students sometimes are amazed at how developed cer-

tain technologies are," chemistry teacher Samantha Daves said. "Most of the people that I talk to, like students—even adults—are pretty amazed that people are already able to print cells."

Chan acknowledges that the premise of their project is not new. "Scientists have been contemplating it for quite some time now and have even theorized as to how to accomplish it," Chan said. "Its innovation lies in the methods we've chosen to employ in our idea, namely the use of the patient's stem cells, the incorporation of a biodegradable scaffold, and the checking system."

Chan, Kurkovskiy, and Reed previously won the regional level competition of the ExploraVision Competition for their paper, which explains their proposed technology. To compete at the national level, they had to create a Web site with animations as well as Web pages describing the history of their technology, a contemporary problem, their proposed solution, the consequences of their chosen technology, and a brief video.

At the beginning, the students were unfamiliar with the process of building a Web site and had to familiarize themselves with programs such as Microsoft Expression, Camtasia, and 3D Studio. "Figuring out how to use the computer programs quickly proved to be a task that would take most of the time we had for our project," Reed said.

As a result, the team received help from Stuyvesant alumnus Paul Oratofsky ('59) who is an artist and software system designer. "Mr. Oratofsky was a great help to us, especially in the beginning of the project," Reed said. "He

helped us get organized and plan layouts for our Web site, and he introduced us to Dreamweaver and edited some of our pictures."

Various teachers offered their expertise to the team in the process. Initially, biology teacher Jonathan Gastel helped the students formulate the concept for the project. Technology teacher Elka Gould helped the students understand the technical aspects of designing a bio-printer. Chemistry teacher Samantha Daves supervised the students throughout the process as part of her mandate that her students in her Research Chemistry class participate in the competition. Biology teacher Anne Manwell mentored the students, helping them with biological aspects of the project. Daves and Manwell also kept the group organized by preparing agendas, dividing the process into smaller steps, and editing the group's papers and Web site.

The students themselves worked on the project nearly every day after school. They also met with Daves and Manwell during their free periods and lunch periods and spent most of their time on Fridays and weekends at Reed's father's office. "We had so many arguments over the course of this project, but it's made us better at working in a group and has allowed us to see the extent of our friendship. It was definitely a really memorable journey and I doubt any of us will forget it," Chan said.

Now that they have placed at the national level, the students will have to construct a prototype that will be presented at the Congressional Science Fair in Washington D.C. from Wednesday,

June 15 to Saturday, June 18.

Assistant Principal Chemistry and Physics Scott Thomas, who has a background in engineering, helped them with the prototype. The students also relied on the Technology and Fine Arts Departments to provide some basic but necessary materials, such as polyvinyl chloride piping, which will be used to construct the interior of the printer. They made the exterior of the prototype using foam board and the print-head structure using computer-aided design software and the 3D printer from the physics and chemistry departments. "The rest of it was basically any innovative ideas we had on how to utilize what we had to make what we wanted to make," Chan said.

According to Manwell, the team's success reflects positively on the Research Chemistry program, which was created only a year ago in the spring of 2010. "It has really guided these sophomores into this thought pattern of thinking about inventions," Manwell said. "[The students are] being pushed through this, guided through this, and they're doing a great job."

Daves said that participating in the competition is a beneficial learning experience. "Hearing from the students from the end of the term, they also said it was a really great experience for them. All students agree that it was a lot of work on their part to put out a good project," she said.

"It was a bit challenging at times, especially considering the time crunch we were all under," Chan said. "[But] we still managed to finish it and be really proud of what we accomplished."

News-in-Brief

Amy Chua Event Cancelled By KAREN ZHENG

Amy Chua's memoir, *Battle Hymn of the Tiger Mother*, has generated worldwide controversy regarding the benefits of "Asian" versus "Western" parenting. This debate has subsequently permeated many classrooms and conversations in Stuyvesant.

Chua was scheduled to speak in Stuyvesant on Tuesday, May 17, at 6:00 p.m. as a fundraiser for the school, but the event was cancelled due to a lack of ticket sales.

The idea that Chua came to Stuyvesant stemmed from Myra Manning, the English department's contemporary book vendor with connections to Chua's representatives. Chua agreed to hold a discussion free of charge. Tickets for the event were priced at 45 dollars each: 25 dollars would pay for a signed, hard-cover copy of *Battle Hymn of the Tiger Mother*, and the remaining 20 dollars would go towards the school's fall budget. The English department expected at least 100 tickets to be sold, but only 30 were sold by Thursday, May 12, and consequently the appearance was cancelled.

Assistant Principal English Eric Grossman credited the sales deficit to the ticket price and not a lack of interest. "It seemed to be too expensive," Grossman said, "but it would have been interesting and valuable to filter what she thinks through the experiences of Stuyvesant students and parents, and to learn what a population of really high-

achieving kids and the parents who raised them have to say about her ideas."

Parent Coordinator Harvey Blumm felt that parents would have been especially interested in the topic. "Parents want to provide support and encouragement for their children, but they don't want to overdo it. A lot of parents would have identified with [Chua] and felt that her story was very relevant to them," he said.

Students felt that Chua's speech would have resonated with Stuyvesant students and parents, considering that the student population is 72 percent Asian.

"I'm not sure we experienced what the children in the book experienced, but certain aspects of her style of parenthood apply to us," junior Cecelia Shao said. "It would have been interesting to talk to her, but I can see how some people didn't want to pay for the ticket."

Sophomore Dina Levy-Lambert agreed. "Although I don't necessarily agree with her viewpoint, it would have been engaging and thought-provoking to hear what she had to say because her book's on such a controversial topic," she said.

Twelve Stuyvesant Students Compete in USAMO By JOHN YUEN

Twelve students from Stuyvesant were invited to participate in the United States of America Mathematics Olympiad (USAMO) this year. The USAMO, which lasts nine hours, consists of six, proof-oriented questions.

The examination took place on Wednesday, April 27 and Thursday, April 28.

Every year, out of approximately 270 top-scorers in the American Mathematics Contest (AMC), 12 are invited to take the USAMO. In addition, out of approximately 230 top-scorers in the AMC, 10 are invited to take the United States of America Junior Mathematics Olympiad (USAJMO), which is open to underclassmen. The scores on the American Invitational Mathematics Examination also factor into the invitation.

Stuyvesant has a large number of students selected to compete in the USAMO every year. "Stuy had a very good number of kids taking the USAMO," mathematics teacher and head coach of the Math Team Jim Cocoros said. "If you look at our 12 out of about 500 in the [nation], it is a very good percentage." This year, only two other schools nationwide had more students accepted to the USAMO: the Phillips Exeter Academy in New Hampshire and Lindbergh High School in California.

Freshman Richard Yip received a national honorable mention for doing well in the USAJMO. Notably, junior Michael Rudoy scored the highest among Stuyvesant students who took the USAMO, answering three of the six proofs for a total of 17 out of 42 possible points. However, no Stuyvesant students qualified for advancement to the next round.

The 12 top-scoring USAMO students were invited to an Olympiad Awards Ceremony in Washington this summer. Six

of these 12 students will also be chosen for the United States team, which will compete in the International Mathematical Olympiad during the summer, in Nebraska.

StuyPulse Finishes Season at World Championship By MOHAMMAD HOSSAIN

Stuyvesant's robotics team, StuyPulse, placed fifth in the Galileo division at the FIRST Robotics Competition World Championship last month. The competition was held in St. Louis, Missouri from Wednesday, April 27 to Saturday, April 30 at the America's Center.

The team was one of 352 teams from across the world to attend the competition. Each team qualified to compete at the World Championship either by winning a regional competition or being awarded the regional Chairman's Award, an award for exemplary community service on behalf of the team. StuyPulse qualified with its Regional Chairman's Award from the Northeastern Utilities Regional in Hartford, Connecticut based on its mentoring and exhibition projects.

Competitors participated in the game Logomotion, in which robots from different schools form alliances of three to place inflated tubes onto racks for points. In qualifier matches, robots are placed in random alliances for their matches. Near the end of the match, teams score extra points by deploying a small robot to climb a tower in the fastest amount of time possible.

StuyPulse placed fifth in qualifying matches in its division, making Stuyvesant one of the division captains for the first time in the team's history. Division captains can pick their alliance teammates for elimination matches. Stuyvesant joined with Southington High School of Shelton, Connecticut and Wissahickon High School of Ambler, Pennsylvania. The alliance was eliminated in the divisional quarterfinals.

Samantha Unger, the Director of Strategy collected information on all the teams throughout the qualification matches which helped them decide which teams to form an alliance with in the elimination matches.

"We were aiming to get alliance members who had solid, consistent scoring with their minibot deployment," senior and Director of Animation Elliot Cohen said.

During the matches, several problems occurred to affect the scoring during the matches. Opponents did not get disqualified for hitting Stuyvesant's robot deployment.

"The referees reran a match that we had already won and never explained why, despite the initial match running smoothly," Cohen said.

Despite the setbacks, the team still did well in comparison to other years. "While we didn't really make it as far as we did in 2005, we still did really well, and we probably would have gotten further if it weren't for some bad calls," senior Alex Dong said. In 2005, the team reached semi-finals at World Championship and ranked 13th in the division.

Stuyvesant Places Fourth In State Championships

**By SHARON CHO
and MIRANDA LI**

The Stuyvesant Speech and Debate Team placed fourth in the State Championships, which were hosted by Chaminade High School in Mineola, New York, on Saturday, April 9, and Sunday, April 10.

Over a hundred students on the Speech and Debate team went to the State Championships. To qualify, members had to participate in prior local tournaments and invitationals. At these competitions, participants in rounds were judged from 1 to 6, with 1 being the best, and those with high rankings proceeded to semi-finals and finals. Performing well on these levels would garner team members quals (qualifiers) or half-quals. They needed two half-quals to be eligible for States.

Members participated in twelve categories at this year's tournament. The Speech categories were Dramatic Interpre-

tation, Junior Varsity and Varsity Oral Interpretation, Humorous Interpretation, Original Oratory, Duo Interpretation, and Declamation. The Debate categories were Lincoln Douglas Debate, Public Forum Debate, Student Congress, and Junior Varsity and Varsity Extemporaneous Speaking.

In general, the team members were pleased with the results. "The competition itself was very close and Stuy did very well. In every event, we had impressive showings," senior and Speech captain Omika Jikaria said. "A combination of dedication, skill and passion led to success at States this year," she said. Stuyvesant won first place in Student Congress, fourth place in Speech, and won the sweepstakes in categories of Speech, Lincoln Douglas, Congress, and Public Forum.

Senior and captain of Extemporaneous Congress Edwin Yung participated in Student Congressional Debate, which involves writing legislation for

topics such as guilt-free trade with Latin America or the choice to ban affirmative action from universities. These issues are modeled in mock congressional trials, in which students assume the role of senators who debate self-written legislation by writing arguments in favor of or against a specific bill. "I'm very satisfied, and it's not only my performance, but I'm satisfied with my teammates, especially since all of them were underclassmen," Yung said.

Sophomore Norine Chan reached the semi-final rounds of JV Oral Interpretation. Her poetry piece was from "Sold" by Patricia McCormick, and her prose piece was from "A Summer to Die," by Lois Lowry; both works deal with growing up as a teenage girl, something Chan could relate to. "This was my first year [at a States tournament], so it was pretty exciting. For the most part, there were lots of great people, and there was a lot of competition."

Some members had con-

cerns with the way the team was judged. "Everyone who we thought was going to do well did not, and it was really surprising. A lot of people thought the judges and the rounds were not completely fair," sophomore Rachel Katz said, who placed first in Declamation.

"Some of our most successful students did not advance, and that happens sometimes," Director of Forensics Julie Sheinman said. "There are no guarantees. Some people have better criteria for deciding who should go on than others, and it should be more objective." Sheinman believes the team could have performed better had everyone on the team been counted, rather than merely ranking six people.

Jikaria has high hopes for the Speech and Debate team. "We have great potential to do well at all of the upcoming national tournaments this year," she said. These include the National Catholic Forensic League (CFL) Grand Tournament, and

the National Forensic League (NFL) National Tournament. These tournaments are for the members of Speech and Debate who have consistently performed well in their tournaments. The CFL tournament will occur on Saturday, May 28 and Sunday, May 29 in Washington D.C.; the NFL tournament take place from Monday, June 13 to Saturday, June 18 in Dallas, Texas.

The team members have a positive outlook for the upcoming tournaments.

Junior Jeremy Majerowitz, who placed third in Student Congress, looks forward to the Grand Tournament in Washington D.C. "It's really cool that the tournament is in D.C. this year because it's going to be in the same place as the real Congress," he said.

"As always, there is lots of room for improvement but that will certainly come with time," Jikaria said.

RESULTS OF THE SPEECH AND DEBATE TEAM AT STATE CHAMPIONSHIPS

Declamation:
Rachel Katz (O) – 1st
Jeremy Karson (F) – Semi-finals
Jean Shim (O) – Quarter-finals

JV Oral Interpretation:
Norine Chan (O) – Semi-finals
Emmalina Glinskis (O) – Semi-finals

Original Oratory:
Tong Niu (J) – Semi-finals

Varsity Extemp:
Michael Madans (J) – Semi-finals
Jeffrey Bilik (E) – 6th

Varsity Oral Interp:
Audrey Fleischner (E) – Semi-finals

Varsity Lincoln Douglas:
Grant Weisberg (J) – Octo-finals
Andrew Eckholm (J) – Quarters

Novice LD:
Sweny Venderbush (F) – Octo-finals

Intermediate LD:
Isabelle Mahnke (O) – Quarter-final

JV Public Forum:
John Lee (J) & Chang Tang (J) – 2nd

Varsity Public Forum:
Aminah Sallam (O) & Claudia Yau (J) – Quarter-final

Student Congress:
Jeremy Majerovitz (J) – 3rd
Edwin Yung (E) – 6th
Max Libeskind (O) – 9th
William Knight IV (J) – 10th

Legend:
F – Freshman O – Sophomore J – Junior E – Senior

Features

By BEBE LEGARDEUR

Though Stuyvesant students see the Hudson River every day while walking past hallway windows or sitting in Battery Park, most do not look below the surface. However, the students in Dr. Jonathan Gastel's Intel Research Biology classes set out to do just that.

For the past month, the students with the aid of biology teachers including Anne Manwell and Stephen McClellan, have collected data on the Hudson River, especially on the condition of its water, and the animals that live in and near it. They are working with the Hudson River Park Trust on the study, called The Hudson River Project, which was started with the goal of compiling a database of information about the river for the "purpose of shaping policy and protection for the river," junior Mimi Yen said.

The project is more than just a hands-on research opportunity for the students. "I wanted to give more of a chance for Stuyvesant students to get more involved in their local environment," Dr. Gastel said.

Stuyvesant students involved in the project started collecting data at Pier 25, the first pier north of Stuyvesant, on Thursday, April 28.

The students working on the water quality portion of the project tested different water samples for nitrates, phosphates, and oxygen content, as well as for pH and salinity. They use a zooplankton tow, a cone-shaped net used to pull plankton out of the water, to collect water samples and then examine the contents of the sample.

"There are always interesting organisms in these water samples, and even the relatively common algae is fascinating to look at. Sometimes we

manage to pick up something that we would not normally get a chance to see, such as a fish embryo or a small shrimp," junior Judy Pu said.

The students also help identify different species living in the river. They leave traps in the water or go fishing off the pier, and then observe the animals they catch.

"We leave baited traps in the water to collect animals and gain an idea of the different species and populations in the river at this area. After the animals are photographed, counted, and measured, we release them back into the river," Pu said. According to Dr. Gastel, one of their most interesting catches was a sea horse.

There is also a bird watching portion of the project, which has received lots of help from Manwell, who helped set up a system to quickly identify and count the birds around the

pier.

Though the project formally ended on Friday, May 27, there is some talk of continuing it over the summer.

"Our data gets filed with a number of different organizations and there are other schools on the Hudson River who we don't meet but who are also contributing data to the project, and we will start to see that on Web sites so we will have access to that too," Dr. Gastel said.

"Aside from having the opportunity to work directly with river organisms, being able to work with so many different people is also definitely very exciting," Yen said.

According to the students and teachers involved, their work is just the start of a large-scale project. "The data that we've collected so far isn't as important as setting up the project so that students and

teachers can continue it in the future," Pu said.

"I wanted to give more of a chance for Stuyvesant students to get more involved in their local environment."

—Dr. Jonathan Gastel, Biology teacher

School Lunch: Healthy or Not?



A typical lunch taken from the deli line, consisting of a peanut butter and jelly sandwich, an apple, milk, and as ever, fries.

Karen Zheng / The Spectator

By TEN-YOUNG GUH

With a nation in the grips of obesity, diabetes, heart disease, and other complications of an unhealthy lifestyle, the importance of a healthy diet in childhood is becoming increasingly apparent. Across the country, one of the most popular methods of making sure that children live as healthily as possible is the monitoring and regulation of school lunches. However, as measures are implemented, the current school lunch only sometimes reflects this intention.

Every day the fifth floor sees scores of students rush into the cafeteria, where three serving lines await. According to junior Shannon Zin, "crowd favorites" include mozzarella sticks, pizza, and fries, none of which are highly nutritious.

This year, the United States Department of Agriculture (USDA) proposed rules to raise school lunch's nutritional standards. It published the rules on Thursday, January 13 for Issue 9, volume 76 of the Federal Register, the federal government's official journal.

In a USDA press release on Thursday, January 13, Secretary of Agriculture Tom Vilsack said, "The United States is facing an obesity epidemic and the crisis of poor diets threatens the future of our children and our nation."

Available on the USDA's National School Lunch Program Web site, the proposal calls for $\frac{3}{4}$ to one cup of vegetables, $\frac{1}{2}$ to one cup fruit, 1.6-2.4 ounces meat, 1.8-2.6 oz. grains, and one

cup milk of at most one percent fat per school day. For grades 9 to 12, it calls for at most 9 grams of saturated fat and no trans-fat. In addition, in 10 years, it plans to phase out sodium from an average level of 1,588 milligrams to 740 mg.

However, nutrition alone is

"The United States is facing an obesity epidemic and the crisis of poor diets threatens the future of our children and our nation." —Tom Vilsack, Secretary of Agriculture

not Vilsack's sole focus. "We are looking at ways these meals can be attractive and also be tasty," he said in the press release.

SchoolFood is the New York City Department of Education's school food provider. Its

mission statement appears to reflect Vilsack's goals, claiming it maintains "high nutritional standards" and offers "delicious, healthy, and satisfying menu choices."

SchoolFood serves food based on a system it calls "Offer vs. Serve." Out of five available components—protein, fruit, vegetable, bread, and milk—a student must take at least three and at most five. Some items, such as pizza and sandwiches, count as two components. Students may only take one item of each component.

Junior Jeremy Cohen usually brings his own food to the cafeteria but occasionally eats school lunch. A typical lunch of his consisted of a salad with lettuce and green beans, one percent low-fat milk, and six mozzarella sticks, though he usually gives one away.

According to its parent information online, SchoolFood has reduced fat and prohibited trans-fat. From nutrition information online, the menu lacks overtly fatty recipes such as fried chicken, and it expands far beyond pizza and fries.

At 9.6 grams, one serving of six mozzarella sticks has the highest saturated fat among all the listed recipes. Six mozzarella sticks cover 107 percent of the nine grams of saturated fat allowed by the USDA.

At 25.2 grams, the mozzarella sticks also have one of the highest amounts of total fat including both saturated and unsaturated fats. For those aged 14 to 18, this covers 26 to 45 percent of the total daily recommended fat.

Even with five instead of six mozzarella sticks, Cohen's meal contains 600 milligrams of sodium. For those aged 14 to 18, this is 40 percent of the recommended daily intake.

Freshman Julia Cha eats school lunch as often as she eats outside. At the cafeteria, she frequents the deli line. One of her meals consisted of chocolate milk and a wrap with lettuce, ham, two slices of American cheese, and tomato. Cha's meal contains 880 mg of sodium and 7.5 grams of fat, three of which are saturated.

Compared to Cohen's meal, Cha's takes up only about 10 percent of the daily recommended fat intake and has at least six

extra grams of fiber. In other categories such as calories, cholesterol, protein, and carbs, they are not too different. However, Cha's meal takes up 59 percent of the recommended daily intake of sodium, 19 percent more than Cohen's.

While both Cha's and Cohen's meals have less than 500 Calories, and both of their sodium falls below the average level, the sodium in Cha's meal goes 140 mg above the proposed goal.

The school nutritionist declined to comment on the fat

"With the ham, there's too much sodium. It could be replaced with turkey or tuna." She found her meal lacking in vegetables and in fruit.

Despite school lunch's shortcomings, Fang finds its calories much less than some of what students eat outside, citing McDonald's, the popular BLT sandwich, and fast food in general. "Let's say someone goes to McDonald's and gets a meal," she said. "It would contain 1,130 Calories."

Fang also finds Stuyvesant's school lunch healthier than that of the previous school she worked at. There, "salad is not available all the time," she said, "and they don't have a wide variety of fruits."

In addition, Fang praised Stuyvesant for limiting milk to one percent fat and skim, as well as implementing healthier snacks in the vending machines. As examples of healthy snacks, she cited fruit salad, water, and Söyu, a brand of iced tea. "It does contain less sugar compared to Snapple, Arizona, and all the other drinks from the deli," she said.

Junior Gary Wu, who eats in the cafeteria, finds the available choices healthy. "But it depends on what you eat with," he said. When he eats salad, he avoids dressing. "The salad itself is healthy," he said, "but then if you add dressing, it defeats the purpose of having salad." Wu also avoids fatty foods such as pizza. "If they completely eliminate fatty foods," he said, "then we're forced to eat something healthier, and that'd be healthier for students."

Junior Tina Tran, who also frequents the cafeteria, acknowledges the high fat in the mozzarella sticks, as well as the high sodium in Cha's meal. In addition, she would prefer a wider selection of healthy choices. Nevertheless, she finds it "a healthy selection," citing salads, fruits, and various cold cuts.

Ultimately, Tran finds how healthy the students eat their own choice. "You know when you go in how much you're eating," she said.

"On one side, you could eat healthy," Wu said, "and on the other side, they serve what you want. It's just up to the students."

If they completely eliminate fatty foods, then we're forced to eat something healthier, and that'd be healthier for students."

—Gary Wu, Junior

and sodium content of the lunches.

"Obviously, both of these [meals] are not balanced," health teacher Millie Fang said. "They don't contain all five food groups."

Fang found that Cohen's meal had no meat, no fruit, and not enough fiber. "It shouldn't contain saturated fat at all," she said. According to her, mozzarella sticks also have very high sodium levels. She said that the cheese provides a lot of calcium, but the meal still lacks the bread and cereal groups. To her, the breadcrumbs of mozzarella sticks fail to fulfill the bread group.

As for Cha's meal, Fang said,

Features

Richard Geller: The Lifelong Mathematician

By MAYA AVERBUCH

On the wall of room 437, above the blackboard covered with complex math formulas and grids marked with faint remnants of sine curves, lies an unsigned paper Haiku stone: "This class is going / To enlighten you for life. / Math is number one." The last line, the catch phrase of math teacher Richard Geller, is printed on signs around the room, which is filled with math awards and news stories. Geller, who has taught at Stuyvesant since 1982, has spent the last several decades attempting to teach students not only the intricacies of algebra, trigonometry, pre-calculus, calculus, and other forms of math, but also the beauty of the subject to which he has dedicated his life.

According to Geller, math held great importance for him from an early age. As a child growing up in Brooklyn, he was what he calls an "average" kid, one who spent his free time playing touch football, stickball, and handball with friends in the street. However, "I was expected to do well, in school, by my parents," he said, and "math was my best subject." He is quick to add that he was a well-rounded pupil—one who not only did his math work, but also read all the books for his humanities classes instead of reading the Cliff Notes summaries, like some of his peers did. Even so, he knew from the time he was in elementary school that math is what truly interested him and joined the Midwood High School Math Team as a teenager.

After high school, he attended Brooklyn College and continued to live at home until he went to graduate school at the University of North Carolina, where he studied Statistics. He excelled at the school and, after his first year, was promised a fellowship that would cover his entire tuition. However, the move away from his hometown was short lived, because in April of 1968, President Richard Nixon announced that graduate students would no longer be exempt from the military draft.

However Geller was skeptical about fighting in the Vietnam War. "I was opposed to the war, because I felt that we shouldn't be in Vietnam and that the reason for being there was that we would stop communism, and I didn't think that would be true," Geller said. Acting on his anti-war convictions, he enrolled in a City College of New York program through which he could become a teacher in one summer. At the time, teachers at underprivileged schools were deferred from the army.

Following his hasty training, Geller taught algebra and trigonometry at Junior High School 143 for 13 years, and later at Intermediate School 44 for one year. "My first year of teaching, I was

not very good. I could not control a class, which might be hard to believe," he said. Gradually, he learned along with his students, developing his own style of teaching.

"He is, as most people know, very strict. As students, we were definitely scared of him, but everyone respected him a great deal because he always treated the students with a lot of respect and a lot of harsh love," Stuyvesant alumnus Ming Jack Po ('01) said. "Part of his personality is to make sure that the students [are] always on the edge of their seats."

After 14 years as a junior high school teacher, Geller was looking to teach higher-level mathematics. "I was at the right place at the right time, and got a job at Stuyvesant High School. They were happy to have me because I was an experienced teacher, I had a good back-

ground, I had done math team in junior high school, and I would be the bottom person in seniority," he said.

"He's extremely dedicated and extremely concerned that his students learn math and how to think," math teacher Gary Jaye said.

Perhaps Geller's most important role during his time at Stuyvesant was head coach of Stuyvesant's math team, a position he held for almost twenty 20 years, until math teacher Jim Cocoros took over in 2006. When Geller first started, he taught the team along with the captains, but over the years, as the team grew to up to 340 students, he acquired the help of other teachers. According to Ferrara, he has aided in the development curricula for the math team classes, has trained other educators to teach the math team students, and runs an annual workshop for current and prospective math team coaches.

Alumnus Mike Develin ('96), who was captain of the math team from 1995 to 1996, said, in an e-mail interview, "I remember at the time thinking that he was a disciplinarian. As time went on, though, I realized that he cared very deeply for his students and that without the structure he provided, there is no way that the math team would have been as successful. I later came to appreciate how important a figure he was in terms of me growing up and in transitioning my interest in math from merely a game to something that really mattered to me."

According to Geller, teaching the close-knit group of students on the math team is highly enjoyable because "the students are more enthusiastic for math. They're interested in learning things in math outside the curriculum, and they're not doing it for a grade. They're doing it because they love math," he said.

He fondly recalled his experience with the New York City Math Team, which includes numerous Stuyvesant students. When the team wins state or national competitions, Geller said, "I get all excited and jump up and down and scream, especially with the national competition, because we don't win that very often."

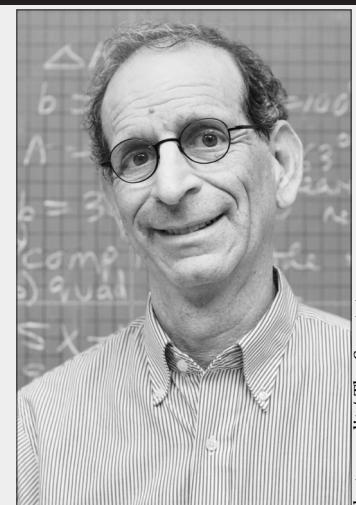
"Competition puts a fire in his eyes and that fire is contagious," President of the New York State Mathematics League George Reuter said in an e-mail interview. However, he added, "I have watched him help administer the tiebreaker round for the last several years. He derives joy when the kids 'get it.' It doesn't have to be a NYC kid [...] Any kid who succeeds in solving a difficult problem gets an 'attaboy' from Richard. He pushes and encourages and inspires and prods and believes the best for those under his care."

In addition to working as assistant coach of the New York City Math Team, Geller worked as a secretary, and later as a member of the Board of Directors, for the New York City Interscholastics Mathematics League. "For the IML, he was basically running all the logistics for many, many years. That includes stuffing all the envelopes himself, writing all the score reports, collecting all the information. Basically, he was indispensable to the IML," said Po, who recalled how Geller used to proofread math questions for the league even while on vacation. "He was taking a lot of time out of his own weekends and weeknights, doing all this stuff just so the students would get more math enrichment experiences."

However, Geller's classroom is not only decorated with plaques from mathematics competitions. In between the awards, articles about current event in the field of mathematics, and graphs of conic sections, lie pictures of Geller on his numerous bike trips and blurbs written by him about his travels.

In fact, Geller is what some might call a food connoisseur who loves eating at fancy restaurants, and a chef in his own right. He cited his chocolate cake, lemon tart, and cold raspberry soufflé as his specialties. In the short story "Bouley'N Algebra," part of a compilation called "This is Your Life Richard B. Geller," Barbara Brinkard Geller wrote, "17 years ago when the Stuyvesant Math Team was growing fast and becoming more popular with students, Richard needed to come up with additional names for the many teams. He could have named them Team A, Team B, Team C, etc. But no, he wanted something more interesting. He decided to name them Team B, Team O, Team U, Team L, Team E, and Team Y," in honor of one of his beloved eateries, Bouley Restaurant.

His other hobby is biking. Every summer, he and his wife go on a bike trip to a different country. In the past the two have gone to France, England, Denmark, and Italy, amongst other countries. Yet, Geller stated that his favorite trip was in the U.S., two years ago, when they biked from Buffalo to Albany along the Erie Canal.



Mr. Geller, math teacher

photo credit / The Spectator

"He's extremely dedicated and extremely concerned that his students learn math and how to think."

—Gary Jaye, math teacher

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According to Assistant Principal Mathematics Maryann Ferrara, Geller has been an integral part of the Mathematics Department, constantly pushing the envelope to improve the level of education at the school. For example, in the early 1990s, he was one of the first teachers to use the graphing calculator in the classroom.

"Mr. Geller is a creative and resourceful educator," Ferrara said. "He's always looking for new and better ways to present the material and you combine this with his love of problem solving. [Teaching] is something that just comes natural to him."

For his work as an educator, he has received a great deal of recognition. In 1987, the New York City Teacher Center Consortium selected Geller to participate in its summer institute for "the depth

of his academic background, interest and experience in curricular development, and his leadership ability," Ferrara said. In 1990, the Mathematics Association of America awarded him the Edyth May Sliffe Award for Distinguished High School Mathematics Teaching for being the educator of some of the highest-scoring students on the American Mathematics Competition exam. That same year, he was chosen to represent Manhattan high school teachers for the 13th annual Teacher Recognition Day. Furthermore, in 1999, the New York State Mathematics League presented him with the Kalfus Award, which is given to distinguished math coaches.

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"It turned out to be close to 400 miles. We did it in about 10 days, and we carried our own things. On the other trips, it was organized trips, so the company carried our suitcases from one place to another," he said. "I learned a lot of history about the Erie Canal and about New York State."

However, according to Geller, he does not bike as much anymore, because, in late March, he was diagnosed with cancer. "In December, I had a melanoma taken off of my chest and the doctors thought that everything was clear and I was okay. However, I guess some of the cancer cells found their way into the blood stream and went to my lungs," he said. "I am very tired all the time. I ache. I can't go as fast as I used to—that's the most frustrating thing. Mr. Geller had all this energy all the time."

"Melanoma is a bad cancer to have. I've learned a lot since I got it," Geller said. He takes pills every day to combat the cancer and travels to Richmond, Virginia every 28 days as part of an expanded access trial of a new drug. At present, no hospitals in New York offer the drug, which has been successful in the treatment of other patients.

He was very forward about his condition from the start, announcing it at a math department meeting, posting signs in the mail room, and informing his students about it. "I don't want to hide anything. Rumors get around which are false a lot of times [...] So I just put everything in the open," he said. "People feel that they can come up to me and wish me well, where as if I didn't tell them, they might think I didn't want to talk about it."

Despite his condition, Geller hopes to continue teaching because of the pleasure it gives him. "[One] morning, I wasn't feeling too good, and I walked into my class and started teaching them, and I realized, towards the end of the period, I feel pretty good. That's because I love teaching math," he said. "The staff and the students have perked me up."

11

Number of escalators working before first period

12

Number of escalators working during fourth period

10

Number of escalators working during fifth period

10

Number of escalators working during sixth period

12

Number of escalators working during seventh period

13

Number of escalators working during eighth period

11

Number of escalators working after tenth period

0

Number of escalators working at midnight

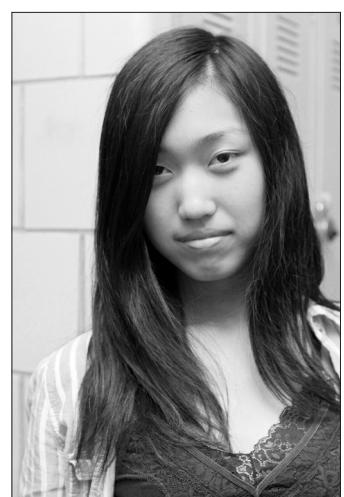
Thanks to juniors Claire Adams, Libby Dvir, James Frier, Emma Handte, and our beloved Custodial staff

Features



I just feel like they're making this big deal about one guy's death. And it's just going to result in more action, in terms of terrorist action. I feel like it's not a conclusion to anything significant. He's been in hiding for 10 years. His image is what makes people do things.

—Benno Giammarinaro, sophomore



"I think it's not incredibly moral to kill someone in cold blood, which is more or less what we did. But given the circumstances, I think it's justified. The government is obligated to put the safety of its people first before it can carry out justice for anybody else, and, in this case, that is what the government did by murdering bin Laden. I understand why people would celebrate it... I feel like those who celebrate are people whose families have been more or less broken by it, or just incredibly nationalistic people, and I don't think they're really wrong in celebrating. I just wouldn't do it, because, objectively, you're more or less celebrating someone's death and not in a respectful way. I was lucky enough not to have any family members affected by it [9/11], so I guess it didn't concern me as much as it did other people. But being a New Yorker, I can't say I'm not relieved, since even if it doesn't mean total safety, it's at least a step in that direction."

—Elissa Li, sophomore

"I didn't really care [about Osama Bin Laden's death]. Theoretically, his death might have implications on our safety but realistically it won't do much."

—Amy Wang, freshman

"It was more shock than anything. I wasn't happy or sad, it was just a single goal America finally achieved. I was really excited 'cause that was the general mood

I can understand the revenge part. They still wanted revenge 'cause they felt like he ruined their lives, and he did at some point, but it's a human reaction for people to want revenge. I don't think I or any of us are at a moral ground where we can say that what you're doing is not ok. We all do immoral things every day. It doesn't really matter to me what other people feel because they're going to feel it whether I say it or not. Sure, there were a lot of people going around saying, 'Oh it's totally wrong for you guys to celebrate his death,' but inside they were really happy that he died. They just didn't mention it. It's like a human reaction to feel happy when a wrong is righted.

You just killed one person. You

can't bring back the other people that he killed. You can't really do anything. A lot of people felt retribution I guess. They thought he got what he deserved.

After like an hour or so it was like, ok, people heard all about it. The novelty faded and people stopped caring so I think that kind of shows the people weren't really celebrating his death, more they were celebrating the moment, and when the moment passed, it was just apathy. If we really were celebrating his death, people would hold onto that for a longer time, but we were just excited that it was a moment in history. One person died, so it doesn't really do anything or change my world in really any sort of way cause whatever he accomplished he accomplished in his life, which is already done, and he can't take it back.

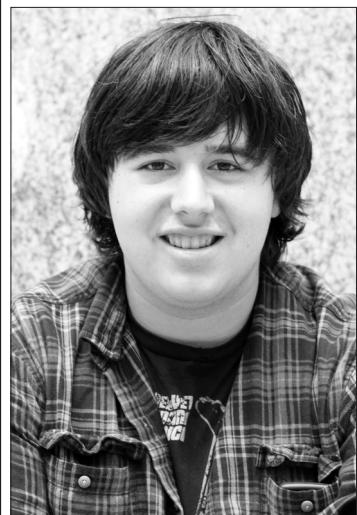
—Sany Begum, junior



"I was initially happy that they finally got him, because they'd been trying for a really long time. It's always in the back of my mind that [a retaliation by Al Qaeda is] a possibility but I don't think it's as big of a deal as everyone sort of makes it out to be, and I don't think it's a reason for being racist against Muslims because we all know that it's just a very, very, very tiny minority of them, and it's not something I constantly think about. I guess every once in a while it might cross my mind, like 'oh, what happens if the subway blows up?' . . . Being in Stuy right now, I don't feel very close to where

[9/11] happened... I know I've heard a few teachers talk about it, and that's certainly been very moving, but I don't think it's such a major part of Stuyvesant at all... I'm glad [Bin Laden] is dead because he was definitely a threat to America, but I don't think it's right to celebrate that and have parties despite what he did. I think it was definitely very easy to get caught up in the emotion of what happened, and I think it's ok to be happy that he died, because it's good for America that he's no longer a threat."

—Batsheva Moriarty, junior



"At first, I didn't quite buy it. [9/11 was] so long ago, nothing happened up until now. At first the feeling was like, 'Oh. cool, we got them.'

This is an important event." Then it became general indifference. I don't feel like anything has really changed because of this event.

There are some people who said that it showed how bad society was that people were celebrating another person's death. And then there are people who just didn't care or even know what really happened.

It should help change policies. People might start to realize that we should start leaving the Middle East. It's come to a point that I have come to realize it was an opportunity for the American public to be happy about something for once and other than that it doesn't really change anything.

I don't remember [September 11]. It was a little confusing and definitely frightening to see people cover in dust from head to toe and coming into school one parent ran into school head to toe covered in white dust and it was just confusing and scary mostly.

I guess it is an important event, though. It brought a really big change in America. All those feelings that have been covered up. Especially now with rampant Islamophobia just everywhere and people are protesting in the streets saying that Islam will teach people to kill.

The worst reactions are coming out of people more."

—David O'Donnell, junior

When 9/11 happened, I was at school. What I do remember is that that day, my grandma came to pick me up from school. When I got home I watched TV and saw the disaster, I had no idea what was going on and later on I found out what actually happened. I guess initially I felt the war was justifiable in a sense because you know, if he attacks me I'm going to attack him too. As the war dragged on, it didn't seem like we were fighting for the right cause. It didn't seem like we were fighting for the removal. So when I found out about his death, I was watching TV, he came up, I told

my grandparents, they were essentially jubilant. I guess what I really felt was now what? Because after everything that happened, it seemed like the death of Bin Laden will only complicate the issues in the Middle East. And especially how we entered Pakistan and now our relations with Pakistan are screwed. It seems like his death hasn't helped in any way. I don't really think so, because he died, he wasn't going to do anything anyway he was going to die anyway. So it hasn't helped the situation.

—David Mui, sophomore

Roving



"No, we should not feel elated over the death of a human being. We should be happy that justice has been served, but it is inhumane to be happy over the death of a human being."

—Samantha Hom, sophomore

I was at P.S. 234. As soon as we heard the explosions, everyone was freaking out. There was dust everywhere, so we ran home. It disrupted the neighborhood and the country.

Emotionally, I was pretty young, so I don't remember most of it. It was kind of freaky at the time.

It makes me feel like the whole terrorist issue is somewhat resolved. There are other issues like how to get the troops out of Afghanistan and other issues that need to be completely resolved.

—Dea Deeton, freshman

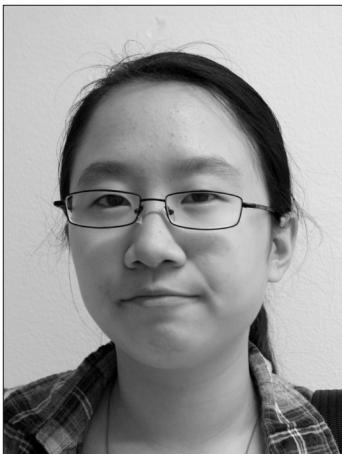


"Well, my friend told me over Facebook and I refreshed the page and everyone's status became 'Osama's dead! They got Osama!' At the time it didn't really feel like anything, but afterwards, after it got so big so quickly, it finally hit me... I saw people parading around the World Trade Center, and I guess it was closure for everyone. The next day a lot of my teachers who were here during 9/11 were reluctant to talk about it because it was really personal to them. It's with great pride that we can say Osama's dead and that we're the ones who found him. It's also frightening to think about [Al Qaeda's] reaction."

—Naibla Khatun, junior

Features

Reporter



I wasn't really caught up with the news but I found out about Osama Bin Laden's death from my teacher, Mr. Sandler. I was like way behind in the news. The whole class

started a whole debate. They were talking how people at City Hall were hysterical and they were like had a parade at night when Osama night.

I didn't feel like I was part of 9/11 'cause I was in second grade and I really didn't have any feelings back then. I was happy for everyone else I am not sure about myself. In second grade, we got out of school early and I was happy. When I got out of school, everything was in chaos. The sky was black and it was really scary.

I was just afraid because everyone was sad and afraid too. The emotions got to me but I didn't really connect to them because I didn't really lose anyone or know anyone that lost anyone. I wasn't in

the worst position.

I don't know whether I can really understand it because I didn't experience it. You can't have any words to describe anything that you didn't experience..

Everyone was really happy [that Osama died]. When I got to Stuyvesant the next day, I know a classmate who lost someone in the Twins Towers. He was crying. He was a quiet fellow and to see him crying was a big impact. The story ended. It's like a closure to his pain. It's the end of a terrible story but not the end of the fear that people still have because the Iraq war still hasn't ended.

—Ramona Chen, junior



"I didn't react [to 9/11 attack] because I was not directly affected. I was at school. [How does Bin Laden's death impact you?] I don't know. Now I don't think it will affect me because the matter is resolved... Osama Bin Laden's death gives them [people directly affected] closure."

—Patrick So, sophomore



"I don't have one ounce of remorse in my body. The man is responsible for over 2700 American lives lost and the collapse of two huge buildings. I feel no remorse. The President absolutely did the right thing.

I don't honestly believe that any one of us are any safer than we were the day before, all right, he may have masterminded that particular terrorist event, but other people do other things, so I don't necessarily believe that his death will change any of that, ok, but I'm not upset by his death, it's that simple.

I don't think it affects the school at all. I remind you that most of you, when the original event occurred, were between four and seven. You barely have a recollection

of what happened. I mean, you may have some memory maybe...but, I think for someone that young it would have been difficult for you to internalize what you're being told.

I never feel threatened in my everyday life. I'm the principal of Stuyvesant. You asked me how I feel and whether or not I feel threatened in any way; the answer is no. You move on with your life.

We unfortunately are left dealing with things because of Osama Bin Laden that we're not happy with -- I'm not happy with getting my body scanned when I go to an airport, but I understand why, and I'm certainly not gonna advocate that we stop doing that because one man died, because I don't necessarily think that cause he's dead there's no threat, that would be foolish on my part, so we need to continue to be vigilant. And I suspect that all of those things that we have put in place since 9/11 will remain in place.

I have video cameras all over the building including outside the building so I can see what's going on from my desk. We never had to have such things, especially in schools.

—Mr. Teitel

Initially I was surprised, cause I had no idea we were any closer than we already had been in the past ten years. Obviously he's [Osama Bin Laden] a bad person but I didn't have any vendetta against him so I think in general I knew I felt that he was just a bad person and the world was better off without him, happy in that way, but not in the way that I felt that this whole time over the past ten years I was obsessing over him living or dying.

People our age kind of grew

up with this, so I think that being American, especially being New Yorkers, kind of affected how we grew up and who we are but just in a general sense. When he was killed I didn't really feel this overwhelming sense of anything. when I got to school I didn't really feel a change. Maybe I wasn't looking hard enough, but I didn't feel a lot of that kind of emotion. - Grace Littlefield, junior

—Grace Littlefield, junior



"ward to [President Obama's] speech, which they felt was appropriate." - Anna Wang, sophomore

"I was on Facebook, and when I [heard about] Bin Laden's death... It's a good thing; the man was awful. He deserved to die... It didn't really impact me, but it's okay. I feel better, considering the school waas so close to Ground Zero, and all the teachers that were here that day are obviously influenced by it... [I remember that on 9/11] I was watching The Magic School Bus in my second grade class when all of a sudden the kids started leaving the classroom because their parents were picking them up."

—Eric Han, junior



"It's been used a lot more as a political victory than as anything else, because it's so long after 9/11 that it doesn't actually matter except for symbolically. There's also been a fear—a fear that I don't associate with—but a lot of people fear that this will cause Al Qaeda to retaliate. So though there are many pros to having a person that is so hated

in America being killed, I think it is basically more of a way for Obama to get his reputation back together than anything else. It's just a way for us to target all the things we're afraid of in one place... I don't think Al Qaeda has presented that much of a threat to us, especially since so many terrorist attacks have been warded off... I feel like the things that more affected my opinions were being traumatized a bit as a child. A lot of smoke and stuff came into my school, and it was very scary, but I feel like it's just part of Stuy's collective history... it's not something that affects me on a personal level. I feel like celebrating a person's death is pretty inappropriate, even if that person is horrible... So people could have been more respectful, or at least understood the political implications of it."

—Cleo Nevakivi-Callanan, junior

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Features

A New Slate for 2011



Abe Levitan / The Spectator

The new STC Slate (left to right): Jeremy Cohen, Emma Handte, Benjamin Koatz, Lili Gehorsham, and Eli Rosenberg.

By YING YU SITU

Many of the students who have attended the Stuyvesant Theater Community's (STC) productions say they have seen interesting shows with talented actors and nearly professional sets. However, what they do not see is the immense amount of work and organization it requires to put these entirely student-run shows together. Overseeing all aspects of production, the slate members work behind the scenes to ensure that everything is running smoothly. This year's new slate members are Emma Handte, Benjamin Koatz, Lili Gehorsham, Eli Rosenberg, and Jeremy Cohen. Even as the end of the school year draws near, the newly elected members of the Stuyvesant Theater Community (STC) slate are already enthusiastically at work, promoting their shows, recruiting new members, and brainstorming new ideas for the coming year.

Communications Coordinator: Emma Handte

For Handte, the STC is a creative outlet. "I've always felt stifled at Stuy," she said. "The environment at Stuy is not very conducive to creativity, but the theater community is the best way for kids to just express themselves."

She first joined the STC in the fall of her freshman year at the prospect of meeting and collaborating with artistic students outside of her grade. Since then, she has remained integral to behind-the-scenes roles. She has been stage manager for almost every STC show, and has directed the 2009 One Acts Festival, as well as the 2010 fall musical, "Tommy."

She also helped direct SING! during her freshman and sophomore years.

Handte's new role puts her in charge of the STC members' communication with each other, and with the student body. It is her job to announce STC events, such as cast auditions or upcoming shows.

Handte's goal for the upcoming year is to increase student involvement in the STC. She hopes for more students from different grades and with different backgrounds to join the STC. She plans to reach out "mostly to the incoming freshmen, who I feel have the most to benefit from the STC community," she said. She plans to promote the STC during Camp Stuy and in freshman English classes during the beginning of the year.

Handte also hopes to get "people who wouldn't call themselves 'theater people' involved," she said, referring to those members of the student body who may not be interested in acting or singing, but may be more interested in building sets or producing shows. "I'd really just like to at least make sure all those people know about the opportunities, and hopefully get them involved."

Studio Theater Coordinator: Benjamin Koatz

Koatz's first joined the STC in his sophomore year with a small, non-speaking role in the 2009 fall musical, "The Pajama Game." Since then, he has acted in four STC productions, including "A Funny Thing Happened on the Way to the Forum," "Much Ado About Nothing," "The Night Man Cometh," and "Tommy." He will directed "The Marriage of Bette and Boo," and will be performing

in the upcoming spring comedy, "Cul-de-Sac."

As studio coordinator, Koatz is now responsible for supervising all aspects of production. He creates new show ideas and programs, selects directors, and coordinates with faculty advisers.

His main motivation for being on the slate is to give back to the STC. "The organization has given me so much – a place for fun, friends, artistic expression and achievement, and I want to give back to it and make it an even better community than the one I stumbled into my sophomore year," Koatz said. Like other members on the slate, he hopes to get more students involved in the STC and to widen the audience. He plans to do this through putting on different types of shows, while "still maintaining all of the great aspects of studio theater," Koatz said. He also plans to make shows run smoother and more efficiently.

For Koatz, his experiences in the theater and in the STC will not end after he graduates from Stuyvesant. Theater "will definitely continue to be a pursuit of mine in college," Koatz said. "A strong theater community is a prerequisite for any college I choose."

Administrative Coordinator: Lili Gehorsam

As administrative coordinator, Gehorsam is involved with the financial management of the STC. She oversees the budget and ensures that crews are reimbursed for their purchases. She also facilitates communication between members of the slate.

Gehorsam comes to the slate with plenty of experience. She joined the STC in her sophomore year. Though initially hesitant, she fell in love with acting after performing in "The Pajama Game" and went on to appear in "A Funny Thing Happened on the Way to the Forum" and "Tommy," in addition to Junior SING! this year.

Gehorsam regrets missing out on what the STC has to offer in her freshman year, and hopes that the same does not happen to other students. "Having more people involved in shows, regardless of if it's on stage, behind the scenes, or in the audience, will really help our theater community thrive and that's something I'd love to see," Gehorsam said. She plans to achieve this by putting on more modern or well-known plays as incentive to try out.

This question, stated as what appears to be a simple geometric optimization problem, was the basis of senior Georgiy Kolyshev's research project. "The idea is that in Geometry, there are very deep connections between points and lines, and you can find the best configuration for them," he said.

There is a joke within mathematics circles that all problems are solved using an algorithm: read the question, think for a while, and then write down the solution. While this is a simplified approach, it sums up Kolyshev's research process.

By using numerical studies, diagrams, the probabilistic method, and various other techniques, Kolyshev succeeded in finding the ideal way to minimize and maximize the areas of the smallest and largest triangles for any given shape and set of points.

Kolyshev was inspired to pursue this aspect of number theory after attending Courant Splash at New York University. Graduate student Dmytro Karabash, who eventually became Kolyshev's mentor, presented the problem to him. "What's interesting is that the problem is very easily stated, but it's hard to solve because there are so many variables," Kolyshev said. "You have to use cleverness to take the problem as given and try to think of a way to bring it into a different field where it is easier to handle."

As a member of the Math Intel class taught by mathematics

Technical Coordinator: Eli Rosenberg

Rosenberg got involved with the theater community through Soph-Frosh SING! his freshman year. He initially tried out for part of cast, but was recommended to be co-director of lighting. Since sophomore year, he has been in charge of lighting for the STC, and was the lighting director for Soph-Frosh SING! and Junior SING!.

His new position puts him in charge of all technical aspects of the STC shows, including lighting, sound, set, art, stage, and props. He also has the responsibility of choosing directors for each technical crew.

From the years that Rosenberg has been involved in the STC, he has intimate knowledge of the mishaps that often come up in shows without warning. "In Tommy, the show wasn't going as well as we hoped it would," said Rosenberg. "I was working on the lighting board with Joe, and every time somebody messed up, Joe would say something into the comm. What he didn't know was that everybody could hear the comm."

Mishaps like these call for increased communication among crews. Tech at the STC is composed of a number of different crews, so Rosenberg's main goal is to improve communication throughout the different crews. Teamwork amongst the crews is vital, as art crew and set building crew are directly connected through the set, just as set crew is connected with lighting crew. He requires frequent communication amongst all members of tech through e-mail, as well as communication among the different tech directors. "I want to have a cohesive group of directors who are active and willing to work together," Rosenberg said. "The technical aspects have the potential to make a show, and if every crew can work together to make an impressive, cohesive display of their talents this potential will be reached."

Productions Coordinator: Jeremy Cohen

Cohen got his start in the STC during his sophomore year when he acted in the 2010 spring comedy, "Much Ado About Nothing." He starred in the One-Acts festival, "The Marriage of Bette and Boo," and directed the fall musical "Tommy." He has written a One-Act play for this year's festival, which he is acting in.

His passion for the STC stems

from the fact that "everything is student done. It's student directed, student produced, student acted," he said. "Even though we're not really known for that like LaGuardia is, it's great because there's a lot of freedom and a lot of learning involved." Outside of school, he has pursued his passion by acting in numerous independent films, including "Standing Up" (2009) and "Return" (2009), and doing a couple of voice-overs for English-language-teaching CDs.

As a member of the slate, one of the challenges he faces for next year is finding a dedicated faculty adviser, as English teacher and current faculty adviser Sophie Oberfield has announced that she will no longer hold the position. Due to the hours of work required and limited compensation available for STC advisers, the position is expected to be a difficult one to fill. In order to help combat this, Cohen wants to change the number and order of shows next year, as well as re-divide the workload among students and faculty advisers, to make the position more manageable.

The Drawing Board

The STC slate members already have big plans for next year. "The STC is already great, but there's always room for improvement," Koatz said. Aside from finding a new faculty adviser, they are also planning on putting on a greater variety of shows, including the first original production written by a member of the Stuyvesant community. In the upcoming fall, they plan to put on "With their Eyes," by Annie Thoms, in commemoration of the 10th anniversary of the 9/11 attacks.

The STC also hopes to create an STC theater class, which would teach all aspects of putting on a production, including directing, acting, and set building. With the current restructuring of the curriculum in the technical department of Stuyvesant, the STC hopes that this class will become an elective class that will fulfill a 5-Tech or 10-Tech requirement. When this idea was presented at the latest SLT meeting, it was met with approval from parents attending the meeting.

"What we are doing is setting things up for problems that might come up not just this year, but in three years," Cohen said. "Even though we are changing a lot of things, the integrity of the STC will still be kept."

ISEF Representative Georgiy Kolyshev

By EMMA LICHTENSTEIN and KAVERI SENGUPTA

Senior Georgiy Kolyshev was one of four students chosen to represent New York City at the International Science and Engineering Fair (ISEF), which was held from Sunday, May 8 to Friday, May 13 in Los Angeles, California. According to the Intel Web site, ISEF is the world's largest pre-college science fair competition and allows students from around the world to display their independent research.

Mathematical Science: Toward Solution of Soifer-Erdos Problems

If you put six points inside of any shape and look at the triangles formed by any three points, how can you maximize the area of the smallest triangle?

This question, stated as what appears to be a simple geometric optimization problem, was the basis of senior Georgiy Kolyshev's research project. "The idea is that in Geometry, there are very deep connections between points and lines, and you can find the best configuration for them," he said.

There is a joke within mathematics circles that all problems are solved using an algorithm: read the question, think for a while, and then write down the solution. While this is a simplified approach, it sums up Kolyshev's research process.

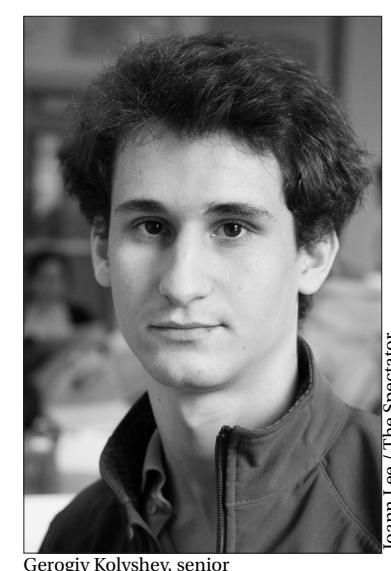
By using numerical studies, diagrams, the probabilistic method, and various other techniques, Kolyshev succeeded in finding the ideal way to minimize and maximize the areas of the smallest and largest triangles for any given shape and set of points.

Kolyshev was inspired to pursue this aspect of number theory after attending Courant Splash at New York University. Graduate student Dmytro Karabash, who eventually became Kolyshev's mentor, presented the problem to him. "What's interesting is that the problem is very easily stated, but it's hard to solve because there are so many variables," Kolyshev said. "You have to use cleverness to take the problem as given and try to think of a way to bring it into a different field where it is easier to handle."

As a member of the Math Intel class taught by mathematics

teacher Peter Brooks, Kolyshev was mandated to submit to NYCSEF. "When I found out that being a finalist in NYCSEF qualified me for the ISEF competition, I was surprised but very happy," Kolyshev said. He is excited to attend the competition in Los Angeles because "I will get to meet people from all around the world who did research and want to talk about it. I hope that people will like my project, and I'll get to tell people about what I do," he said.

Presenting his project at ISEF will not mark the end of his mathematical research however. Kolyshev plans to become a Mathematics major and work for a government—or university—sponsored organization that pays students to conduct studies. "I'd love to pursue academia in mathematics to do research in the field, and it is definitely an opportunity that will be open to me."



Georgiy Kolyshev, senior

Joann Lee / The Spectator

Endorsements

Student Union President and Vice President Endorsement

Throughout the past year, the Student Union has had to tackle budget cuts and combat administrative restrictions, exposing the need for responsible and competent leaders now more than ever. It is with this in mind that The Spectator has chosen to endorse junior Reema Panjwani and sophomore Timmy Lee for SU president and Vice President, respectively.

With an extremely impressive track record in school leadership, both in and outside of the SU, Panjwani has proven herself to be the most experienced, if not the strongest, candidate. Having served as freshman president, Panjwani went on to become an active member of the SU's Budget Department during her sophomore year. She was a producer for Soph-Frosh SING! 2010 and coordinator for this year's Junior SING!. In addition, she is currently the Vice President of ARISTA, Stuyvesant's chapter of the National Honor Society, and the inaugural head of the SU's Student Involvement Department.

Panjwani's level of experience gives her the ability to effectively manage all branches of the SU, and gives her a realistic outlook on what the SU can accomplish. This outlook sets Panjwani apart from idealistic candidates who often lack the competence and initiative to go forward with their plans.

With clear-cut plans to increase communication in the SU, both between its own members and with the student body, Panjwani and Lee will hopefully make the most of their positions. Their dedication to expanding the Communications Department will ensure increased student awareness and interest, and they have the best ability to do what the SU was created for; to represent the entire student body. We were particularly impressed by their realistic proposal of inter-grade competitions to foster school spirit.

While we have the utmost confidence in Panjwani's ability to perform her duties, Lee showed much less of the ingenuity and enthusiasm that we found so appealing in his running mate. With minimal previous involvement in the SU, having only served as a relatively un-influential member of the Sophomore Advisory Council and having volunteered several times for the Student Involvement Department, Lee has a limited understanding of his potential responsibilities and his independent vision for the SU. However, we can only hope that his choice to run with Panjwani reflects some level of enthusiasm for the SU, and we have no doubt that, guided by her example, Lee will quickly acquire some of the spirit and skill that unfortunately seems to be limited to his counterpart.

Though they did not receive our endorsement, junior Edward Cho and sophomore Kevin Park running on the opposing ticket showed an overwhelming degree of enthusiasm for the SU caucus. Having spoken genuinely about their desire to see an increased sense of community and cooperation among students in Stuyvesant, especially between clubs, both candidates exhibited an admirably sincere zeal for the well-being of the student body. Despite their enthusiasm and experience in the Stuyvesant community, their lack of concrete planning and overly idealized vision of the school, coupled with their pale leadership experience in comparison to Panjwani's, have led The Spectator to endorse the latter.

Our endorsement notwithstanding, both tickets were very strong and showed great potential, and we hope that, regardless of the outcome, all four candidates will do what they can to support the student body in their remaining times at Stuyvesant.

In Brief...

THE SPECTATOR ENDORSES

Student Union President and Vice President:

Reema Panjwani and Timmy Lee

Senior Caucus:

Wei Lin

and Rachael Biscocho

Junior Caucus:

Jennifer Zhou and Erica Chan

Senior Caucus Endorsement

The duties of the Student Union (SU) senior caucus are conceivably the most extensive of all the grade caucuses. It is the responsibility of the Senior Caucus President and Vice President to organize the events that are akin to senior year—planning a superb prom, selecting a desirable graduation speaker, organizing a winning SING!, and boosting senior pride through spirit days. The Editorial Board feels that Wei Lin and Rachael Biscocho will best fulfill these roles and make senior year a meaningful one for the class of 2012.

This decision was a difficult one for the editorial board. The ticket of Eric Han and Stacy Chun received 46 more votes than the Lin-Biscocho ticket in the primaries on Wednesday, May 25. In their interview with the Managing Board, Han and Chun were certainly well spoken and qualified. Han advocated for strict regulation of the Senior Advisory Council to make planning prom, choosing graduation speakers, and organizing spirit days a smoother process. Chun proposed forging a personal relationship with the administration outside of only appealing to them in times of need. While Han and Chun proposed realistic solutions, the Editorial Board was concerned about their ability to keep their personal relationship separate from their professional one and favored Lin and Biscocho's more fun-loving platform. The Editorial Board believes that Lin's calm composure and Biscocho's energetic enthusiasm will bring about a more efficient working relationship.

Lin and Biscocho have made the most of their time thus far, ascending to roles

of leadership in the Stuyvesant community. Lin acts as the President of the Stuyvesant Red Cross Club, coordinates events for Stuyvesant Free Hugs, serves as a section leader in chorus, and works for four departments of the Indicator. The fact that Lin participates in so many activities, gives them his all, and knows how to prioritize are marks of a strong leader. Biscocho is a publicity coordinator for Stuyvesant Free Hugs and co-captain of the Cheerleading Squad, as well as a Big Sib and member of ARISTA. Her outgoing, zealous nature would help in getting her peers excited for the year ahead. Though Lin and Biscocho have not been a part of the SU, their leadership positions have given them the organization and communication skills that they need to serve as members of the senior caucus.

Their enthusiasm for prom, amongst other things, was apparent. Biscocho has many party planning skills; she planned sweet sixteen parties and other events for friends and family and her father is a DJ with connections in the business. Furthermore, both are in favor of giving the prom a theme and bringing back Prom King and Queen. The combination of these proposals would ensure a memorable prom.

The duo also has concrete ideas for fundraising, as they realize that senior dues are expensive. For prom, they would organize a contest to give a pair of free tickets to a winning couple. They also plan on selling as much senior apparel as they can to raise money as well as grade pride. These specific proposals, which they have

shown the ability to implement effectively, are what make their platform most convincing.

Lin and Biscocho also plan to combat the lack of communication between the SU and the senior class, and had strong propositions to accomplish this. While working for the Indicator, Lin observed that senior spirit days were not advertised early or enthusiastically. Both of them agree on more attractive and noticeable advertising. Lin plans to use the Indicator's Circulation department to keep students more informed about these events. Biscocho also suggested setting up an online forum, such that SU members could post the details of events early and students could directly message the senior caucus if questions or conflicts were to arise. In this way, the students could be informed both inside and outside of school without the nuisances of not being able to hear assignments or having to deal with unnecessary online notifications.

As far as dealing with the administration, Lin and Biscocho take the best approach of being friendly while lobbying strongly for the things students are passionate about. Both have worked with the administration in the past and know when to compromise.

Both Lin and Biscocho are upbeat, friendly students, and this positive energy will spread amongst their peers to increase student involvement. With their positive leadership qualities and innovative ideas, we support Lin and Biscocho in their attempts to steer the rising senior class in the right direction.

Junior Caucus Endorsement

Junior year is perhaps the most stressful year of high school. It marks the transition from underclassmen to upperclassmen, from students just becoming accustomed to high school life to active leaders and participants in the school community. This change is difficult, and it is the job of the Student Union (SU) Junior Class President and Vice President to make the change as seamlessly as possible. The Editorial Board believes that Jennifer Zhou and Erica Chan will be the capable leaders needed to ensure this successful transition.

Both have been—and continue to be—active participants in their school community. Zhou was her Freshman Class President and helped to bring back a successful Soph-Frosh Semi-formal after it had been canceled for the past two years. Chan is her grade's current Vice President and she has proven to be an excellent leader that commands large groups, especially at Sophomore Advisory Council meetings. Though she has had her slip-ups—namely that the Soph-Frosh Semi-formal planning was only started in late April and the dance was subsequently canceled—she has stated that she has learned from her mistakes and will now

take extra precautions when planning important school events. Zhou has maintained constant communication with her grade by posting upcoming events to the Class of 2013 Facebook group.

Though the goals of the two tickets were similar—more student outreach, better communication, and more grade unity—Zhou and Chan provided more concrete ideas to attain these goals. They plan on expanding previous fundraising efforts, like Popsicle Day, and selling grade apparel, such as silicon bracelets, for which they have already created designs. Both are extremely motivated and have already begun brainstorming fundraising ideas to help lessen junior prom costs for the coming year.

Of course, junior year is not all about the parties, and Zhou and Chan are ready to address students' college worries as well. Having already established good relations with the administration, they hope to use this to create more workshops that would demystify the college admission process. They also plan on preparing for college trips and other functions well ahead of time to prevent last-minute cancellations, as was the case with this year's Soph-Frosh Semi-

Formal.

The other candidates, Gina Jung and Azra Tanovic, also focused on fundraising and increasing school spirit. They plan to distribute surveys to gauge student needs and use homeroom representatives to better disseminate information. Unfortunately, neither candidate has any SU experience and both seemed unfamiliar with the structure of the SU. For example, they were unaware of the existence of the Junior Advisory Council when they were interviewed by the Managing Board. Though they presented great ideas, there was no concrete plan to achieve their idealistic expectations. For example, their proposal to hold grade-wide meetings seems far-fetched, though their intention of making sure every student is heard is good. Jung also seemed to be less vocal about her stance on school issues, despite being the candidate for President.

Though both tickets presented great ideas for improving the school community, the Editorial Board feels that Zhou and Chan's previous experience and strong leadership better equip them for the positions of Junior Class President and Vice President.

Editorials

STAFF EDITORIAL

Let Us Remember And Never Forget

"Osama Bin Laden Dead Fox News Confirms."

The news raged across Facebook. Ding dong, the Wicked Witch of the Middle East was dead. For those still awake at 11:00 pm on May 1st, no one was getting much work done that night.

Osama Bin Laden has loomed over America since the embassy bombings of 1998 launched him onto the FBI's Ten Most Wanted list. He became part of our national identity when he was named the mastermind of 9/11, and the subsequent hunt, failed until now, proved to be one of the lasting impressions of the Bush presidency. His death is an unparalleled success for President Obama, the CIA, and every American who knows where he was the day the towers fell.

But where were we? There was a time when every student at Stuyvesant could recall clearly the moment he knew that it would not be just another school day. There was a time when the freshmen, four days into a new school year, had more to worry about than finding their classes. There was a time when strangers grasped each other's hands because it was the only thing they could do to keep from looking back. In a few hours, the student body became united in a way that can only come about through shared tragedy.

Even the youngest of those students has been gone from Stuyvesant for several years, and with each passing year, the memory of 9/11, and the connection Stuyvesant should forever hold with it, fades. None of us students was older than eight in 2001, and most of the memories we retain are manufactured, collected over the years in an attempt to be part of this event that shaped our city. We were born into an awkward time—too young to understand, but too old to forget. With Bin Laden's death, a new chapter has opened in our collective history, but as yet we are unsure of our part.

The Stuyvesant culture immediately following the attacks on September 11th was certainly different from the culture of today. Many students were willing to give up time, energy, convenience, and even personal safety for the recovery efforts. The Fall 2001 issue of the Stuyvesant Spectator, dedicated to commemorating the tragedy, detailed the efforts of students toward community service projects to aid recovery, boost morale, and help remember those lost. One student quoted in that issue decided to help at a volunteer station rather than go home immediately following the fall of the towers. Throughout all of this, the students were far more profoundly emotionally affected by the event than we are today. A deep sense of sadness, mourning, and fear was reflected in the quotes of the student body, as was a growing sense of community and interdependence.

Today, however, a far different scene unfolds. Rather than actively engaging themselves in current events, most students just sit back and watch events unfold, or don't even bother to watch. Even an event as significant as the death of Osama Bin Laden failed to stir up much of an emotional response from Stuyvesant students. While this could be a sign of passivity and

apathy, another explanation lies in the fact that many students analyzed the event from a political rather than emotional perspective. Most students find that they cannot be too relieved or excited about Bin Laden's death because they are aware that the War on Terror is far from over, that terrorism (and Al Qaeda) still exist and will continue to exist, and that the United States, while security has been increased, will never be totally safe from terror. With this in mind, the more politically active students are focusing more on what this will mean for the remainder of the war, U.S. involvement in Afghanistan and Pakistan, future security legislation, and President Obama's 2012 reelection campaign than on the emotional implications of this one event.

However, Stuyvesant's reactions seem to be an exception to the rule. On the night of Bin Laden's death, people throughout the country celebrated in the streets, and crowds formed at Ground Zero and in front of the White House chanting "USA! USA!" To many, it seems odd, macabre, and somewhat barbarian to respond to a death with celebration and jingoistic chanting. A human is a human, no matter how despicable his actions, and to celebrate the death is wrong no matter what, they argue. To others, it seems completely justified. Bin Laden was the mastermind behind a catastrophe that shook the nation to its core and ushered in an era of paranoia and panic, of full body scans for five year olds, of dragging occupations in the Middle East with the stated purpose of fighting terror. It caused three thousand innocent people to lose their lives and thousands more to mourn them and the sense of innocence and security that they feel the tragedy cost them. It seems only appropriate, to many, to celebrate the elimination of the person who caused this from the earth.

Stuyvesant had a greater involvement in 9/11 than many of the current students even know. The majority of the student body was still in the building when the towers collapsed. Senior Jukay Hsu "saw the cloud of smoke and dust rush the school." Senior Jeng Tyng Hong saw office workers jumping: "We think the debris has just become immense, until we look closer and realize that it's actually people jumping from the WTC." For weeks, the building served as a triage center, and five days after the disaster, students reconvened in Greenwich Village to paint murals and bring something beautiful out of this modern Day of Days. There are few reminders, either in the school or our daily lives, of the bravery shown by Stuyvesant during its greatest trial.

Our education at this school always emphasizes the steps needed to achieve a "desired future." Take notes, study hard, bubble those bubbles, get into Harvard, bubble some more, and admire your SAT scores as the world dissolves around you. We are a product of this city: if there is an obstacle in the way of progress, knock it down, pave the dust, and build something new. Already Ground Zero is climbing again towards the sky, because the only thing worse than living through three thou-

sand senseless deaths is the act of standing still.

Despite the absence of mourning in our reaction to Bin Laden's death, reflection has managed to creep in, and for a moment on that first of May we were, for once in nearly ten years, standing still. Students dropped their AP books and picked up a remote to see Obama declare, "Justice has been done." Nothing else could be discussed the next morning. But the incessant excitement gave way to confusion as we realized that we were not celebrating anything we knew.

We have no reference point. What can we compare to watching two mile-high buildings collapse a few blocks away, to seeing an immense cloud of debris rushing up Manhattan? We see Stuyvesant as a transitory way station, a halfway house until our real lives begin beyond its tiled walls. We hate Bin Laden because we are told to hate him. We remember the fallen because we are told to remember them. But aside from those whose absent loved ones are a constant reminder of his evil, Bin Laden has never been a persistent presence in our lives, just like the gaping holes in the sky are nothing more to us than another piece of the skyline.

But is it our duty to hunt for ghosts, to fill in the shadows of the missing towers? The media tells us to "remember the fallen"—but is it worth it to force ourselves to remember something that thousands will spend their whole lives trying to forget? Should we try to forge a connection that, for us, just isn't there?

There is no sensible answer, because the situation does not make sense. Forgetting the heroes also means forgetting our anger and fear, and remembering that Bin Laden is the face of a minority, not of a people. Perhaps the only solution is to do what the everyday American has done these past nine years: define America not as the product of one horrible day, but the culmination of many good ones. Instead of remembering the horrors of that day, let us remember the stream of high school students, hand in hand, who were brave enough to recount their fears so we can't forget where we came from.

"While everyone else was walking up the West Side highway, I roamed downtown trying to find a place where I could be put to use. I found the volunteer triage center in the square at Center and Worth. In the square, the wounded were being seen to while volunteers were asked to give their blood, clothing and assistance in any way possible. I gave my shirt to be used as a tourniquet. The whole experience felt surreal, the dust blocking out the sun and the sound of buildings collapsing in the distance. We rode into the choking smoke, only to be turned away because air conditions were not safe. I stayed around anyway through the night as they trained me in rescue procedures. We never ended up going in. However, I will always remember the moment I mentally prepared myself to write the word "DEAD" legibly on foreheads of the victims I would find in black marker."

—Anonymous Stuyvesant student

The Spectator

The Stuyvesant High School Newspaper

"The Pulse of the Student Body"

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FOR THE RECORD

- In "Name of article", Salima Bahri was mistakenly written to be a Barnard graduate student. She is a Barnard undergrad who planned and participated with the Columbia graduate students.
- In "ISEF Representatives: A Look at Stuyvesant's Top Scientists and Mathematicians", the part about Georgiy Kolyshov was not printed in issue 13. It is printed on page 10 of this issue.

Opinions

America Tilts at Windmills



Victoria Zhao / The Spectator

By GERALD NELSON

What do you want to be when you grow up? We've probably all been asked this question at some point in our lives even before we knew what it meant to grow up. All throughout our childhoods we have been taught we can be anything we want. Dream big and work hard, that's the doctrine. In America anyone can reach the lofty precipice of wealth through hard work and determination. This is what lies in the heart of every citizen – the American Dream. However, as wages in United States continue to stagnate and social mobility becomes less probable, the American Dream seems just that – a dream.

Many Americans believe their country to be the "land

of opportunity" and have the strong conviction that individual effort and abilities alone determine your success in life. It is said that in America, "it doesn't matter where you are but where you're going." However, economic trends in the United States are making it increasingly clear that contrary to what we want to believe, the rich stay rich in this country and the poor stay poor. Social mobility in the United States has consistently decreased since the 1970s and the wealth gap in this country is wider than it's ever been. Opportunities are actually bleaker than ever, as one's original economic standing is highly predictive of one's eventual income status. Socioeconomic status is a highly salient factor in determining the opportunities available to people. For example, lower income parents have less money to invest in their children's education and often live in neighborhoods where the schools available to them are of a much lower quality than those in more affluent neighborhoods. Insofar as education is closely linked to social mobility, a wide gap in educational investment contributes to the fixing of class positions.

In the light of growing economic inequality in America, what does this mean for us as Stuyvesant students? Is it possible that we as well are trapped in the surreal falsity social improvement? As students at one of New York's premier high

schools, we are almost all on track to attend college and have professional careers. As adults, we will constitute something of a modern gentry class. Our superior education and all the prestige associated with it will propel us toward any career we desire. Though at the same time, I question these desires because of the question of where our abilities will be deposited. Before being blinded by the prospect of moving up in the world, it is worth asking who will be the main beneficiaries of our talent and effort. More often than not, most of us at some point will probably become embedded in the corporate establishment, designing and building products, accounting, and performing administrative tasks. Through the American dream, our infinite powers will be reduced to the drudgery of a nine to five.

There is no shame in earning a respectable livelihood, but this way of living feels broken. Life simply becomes getting to the next step. Life is a routine progression of high school then college, followed by a career for the purpose of doing - what, and why? It feels like there's no reason why we do what we do. There's no greater meaning. It's just what we are supposed to do. We are obedient to the wisdom of the status quo and become working parts in a system that disciplines us in our roles. We observe the rules of a society that perpetu-

ates a widening gap between rich and poor, one that uses us as wealth producers, not necessarily for our own gain. By buying into this system, we become its guardians and thus support its philosophy, an ultimately, stewards of inequality.

The American Dream on which our society is premised is not only corrupt, but poisonous. It is a dream that disinvests. It takes not only material wealth and moves it to the top, but intellectual wealth as well. It is a philosophy that, by definition, creates inequality.

However, as Stuyvesant students, I believe we can make a difference. By virtue of simply being here at this school, we are all in some way fortunate. We have been blessed with gifts and abilities that constitute a wealth in themselves. I believe that such great fortune demands a kind of responsibility. Our talents, knowledge and skills are wealth that we can use to build social equity.

Furthermore, it is not simply some sentimental altruistic sense that motivates a more socially conscious use of our abilities, but a desire to dedicate ourselves to a pursuit worthy of our capabilities. The status quo's prescription of wealth acquisition and purposeless social climbing is demeaning to our limitless potential. With our skills and knowledge we can have a transformative effect on the world. Money and prestige don't make a difference in

the end. Their pursuit is an idle occupation that adds nothing.

The current interpretation of the American dream cheapens the power of the American spirit. We are people that have

We are obedient to the wisdom of the status quo and become working parts in a system disciplines us in our roles.

proved the greatness of human potential through the novelty of the vision that created this country, and the struggles that have allowed the liberties we enjoy today. It demeans that potential to waste our powers seeking social prominence. It robs us of the chance to build a more equitable society.

Guest Column: Disney, Barbies, and Racism



Sofia Wyetzner / The Spectator

By MARGARET PALMER

Ever since several Stuyvesant students posted a racist rap video on another student's Facebook page, racism has become an important topic of discussion at Stuyvesant. However, the roots of prejudice are so ingrained in our society that there will be no change in our attitudes unless we examine the encounters we have had with prejudice throughout our lives starting with our childhoods. As New Yorkers, we are generally open to different cultures and races. On the other hand, as modern Americans, we have been exposed to veiled bigotry in the children's entertainment industry. Racism is not always blatant; often, it is hidden in innocent and fantastical childhood amusements.

The first minority Barbie, a fashion doll made by Mattel since 1959, was "Colored Francie," a doll made using the same molds as white Barbies, just with darker skin, and first sold in 1967. Mattel contin-

ued the production of Colored Francie and Christie, a slightly more realistic African American Barbie that debuted one year after Colored Francie, until 2009 when the "new-and-improved" African American Barbie appeared on store shelves. Meanwhile, an Asian doll not dressed in stereotypical, ethnic attire has failed to ever come onto the market. The only Barbies made to resemble Native Americans or Latin Americans are sold in sets, and there are no Near Eastern dolls. Mattel, however, is not the only company to ignore the need for different races in children's play.

Marvel, a graphic novel publisher, came out with its first black character, named Whitewash Jones, in the 1940s. Having no actual superpowers, Whitewash was depicted as a stereotypically idiotic, incompetent African American who always needed white superheroes to save him. The truly iconic superheroes Batman, Superman, Spiderman, and others are white. Superheroes are not alone in their intolerance. The Boondocks, which became a national comic strip in 1999, follows Huey Freeman, a satirist who shows his views of African American culture and politics. Many other popular comic strips, however, have a noticeable lack of non-white characters. The most racist of the cartoons and graphic novels, however, is Disney's Mickey Mouse. In the book, Mickey Mouse and the Boy Thursday (1948), Thursday is a "genuine African native" depicted by Disney as a violent buffoon who either attacks or worships everything he sees.

Childhood figures are not alone nursery rhymes also have bigoted undertones. The rhyme "Baa Baa, Black Sheep" exhibits racism in its comparison of the black sheep to an enslaved black man. The rhyme "Eeny, Meeny, Miny, Moe" did

Disney Animation's discrimination began in 1941, four years after Disney became a major name, and would continue for more than seven decades.

not always end the way it does today. It was changed to "catch a tiger by the toe" after the start of the Civil Rights Movement, before which the rhyme used the "n-word." The original version was used as recently as 1964 in America and 1972 in the United Kingdom. Joining

the racist rhymes are intolerant television shows. Merrie Melodies partnered with Warner Brothers to create the character Speedy Gonzales, the "Fastest Mouse in all Mexico," who became famous for shouting "¡Andale! ¡Andale! ¡Arriba! ¡Arriba!" and wearing an oversized sombrero. In the History Channel show Deadliest Warrior, each side of a historic battle is fought with modern weapons. However, the warriors are rarely accurately depicted; they all appear to be Caucasian. As recently as 2008, ABC aired a show called Homeland Security USA, which was discontinued in the fall season due to its low ratings and the outrage of many on-line reviewers who denounced the racist portrayal of immigrants.

Prejudice does not stop with television; it invades childhood in the guise of wholesome family entertainment. Disney Animation's discrimination began in 1941, four years after Disney became a major household name, and would continue for more than seven decades. The crows from Dumbo (1941) have stereotypical "African American" accents and uneducated diction. The leader of the crows was nicknamed Jim Crow after the Jim Crow Laws, legislation that banned blacks from doing things such as being treated by a white nurse, taking a white spouse, or even using the same textbook as whites. Peter Pan (1953) features bright-red Native Americans who are portrayed as violent, helpless, and dumb. Fourteen years later, the monkeys from the movie Jungle Book depict racist views of African Americans who

"wanna be like you." The Little Mermaid (1989) starred Sebastian, a Jamaican lobster whose solo song, "Under the Sea," features lines such as "While we devotin' Full time to floatin,'" demonstrating the idea that Jamaicans do not work. The first non-white princess, Jasmine, was introduced in 1992 and lives in a fantastical land based on countries such as Iran and Saudi Arabia. However, the clothes Jasmine wears are promiscuous, going against the customs of many Near Eastern countries. Aladdin, the title character, has many Caucasian features, while Jafar, the villain, has grotesquely exaggerated Near Eastern ones. In 1998, Disney came out with its only Asian princess in the eponymous film Mulan. More than a decade after Mulan, Disney introduced a new minority heroine, the African-American Tiana, from the 2009 movie The Princess and the Frog. It was not until 2009, five decades after the Civil Rights Movement, did Disney recognize African Americans in a positive manner.

Though young people should never be exposed to the racism that they are, the children's entertainment industry is surprisingly casual about the messages it sends. During our childhoods, many of us were the victims of masked bigotry. Because of this veiled prejudice, many grow up to have biased outlooks. Prejudice has caused controversy and stimulated discussions. However, only when the racism we are brought up with is finally uncovered for all to see can we begin to mend the society, lives, and hearts we have broken.

Opinions

Quality Over Quantity



Sara Lu / The Spectator

By JAKE SIDRANSKY

Stuyvesant High School students know that neither intelligence nor work ethic alone is enough to succeed in an environment as competitive as ours. This holds true in the working world as well, where success is most readily achieved through a combination of effort and innate ability. This should not differ in the practice of education: teachers should be hired and retained based on their dedication and skill. We can only fantasize about ways to continue without teacher layoffs and simultaneously employ methods to boost teacher effectiveness. The truth of the matter is, we have the misfortune of living in a time of great economic turmoil, in which all levels of our government struggle to balance their budgets. As we are faced with the task of determining which teachers to retain, it is most logical to consider teacher perfor-

mance rather than experience as the main factor in making these decisions. However, under current legislation, teachers are retained on the basis of seniority. Accordingly, the last teacher in is to be the first teacher out. This policy begs the following question: Are we firing potentially good teachers and retaining inferior ones?

Tomorrow's leaders are being educated in today's schools, and for this reason, an exceptional educational system is imperative if the United States is to maintain its standing in the world. We must entrust only the most capable people with the education of this nation's young minds. President Obama recently described his plan for "winning the future," and there is no doubt that education plays a vital role in it. Our nation's school system should be immune to budget cuts. Unfortunately, New York State is in tremendous debt and it has become apparent

that the education system will see its budget reduced, which will certainly lead to teacher layoffs. The current processes for teacher layoffs do not take competency into consideration. Teacher layoffs are imminent, and while efforts are being made to change this policy, the changes that are currently in debate would not go into full effect before the 2012-2013 school year. As a result, many will lose their positions without regard to their pedagogical merit.

The detrimental effects of these inevitable cuts must be minimized. Surely, the first teacher to be dismissed should be the one deemed least com-

petent, not least experienced. Often, young, new teachers bring new ideas, as well as a knowledge of and ability to use modern technology that many older teachers are not as familiar with. That is not to say that we should have an educational force comprised only of young

teachers. The age and tenure of an instructor is only relevant if he demonstrates an ability and passion for teaching. We should not be focused on retaining young teachers or old teachers, but on retaining great teachers. These teachers will have a genuine interest in the success of their pupils. They will be people with creative, innovative teaching methods, but people who will still maintain a knowledge and respect for traditional ones. These teachers will work very hard, and they should be highly respected and aptly remunerated for their service.

New York City currently has a very ineffective system for evaluating teachers based on their students' grades on standardized tests, as only about 15% of teachers have been evaluated. Student performance and relative improvement data should not be the only factors considered when measuring teacher competency. Some schools, such as Stuyvesant and other specialized high schools, uniformly perform better on standardized exams. This creates the illusion that the teaching staff of these schools has no room for improvement, when in fact incompetent teachers can be identified through an objective assessment. A system should be developed in which instructors are analyzed based on three factors: student performance on standardized tests, evaluation by peers, and evaluation by principals. Such a multifaceted process would provide a comprehensive analysis of the competency of every teacher. It would give administrators the ability to determine which

teachers are performing up to par based on both subjective and objective reviews. Those teachers whose results reveal

We should be focused on retaining great teachers.

them to be ineffective should be terminated.

With our state and city budgets in dire straits, cuts are undoubtedly looming. Rather than approaching this situation as one in which our educational system will have to suffer, we should view it as an opportunity to strengthen the integrity of the teaching profession by removing sub-par instructors from our schools. While it is important that teachers feel secure in their jobs, it is unacceptable to allow an ineffective teacher to continue receiving taxpayer dollars. Even worse, the money wasted on an incompetent teacher's salary is incomparable to the wasted minds of the children who received a poor education as a result. If instructors are not evaluated based on effectiveness and are instead fired based on lack of seniority, then teachers may soon have no value at all.

Teachers should be hired and retained based on their dedication and skill.

petent, not least experienced. Often, young, new teachers bring new ideas, as well as a knowledge of and ability to use modern technology that many older teachers are not as familiar with. That is not to say that we should have an educational force comprised only of young

Love Your Reflection

they're capable of fully understanding what it means to be attractive or sexy reflects a decline of social morality.

Of course, this shouldn't come as a shock to anyone; Abercrombie & Fitch is constantly being caught in hot water for their racy and inappropriate products. The company is known for selling controversial products, from T-shirts bearing sexist slogans like, "Who needs brains when you have these?" and "Show the twins," along with "Female streaking encouraged" to thongs with phrases like "Wink wink" or "Eye candy" for little girls. They have also been criticized for their racy advertisements of nearly nude models when the majority of their audience are teenagers or younger.

But it's not just Abercrombie & Fitch; the entire clothing industry is promoting an unobtainable body image for most females of all ages. It doesn't take more than flipping through a magazine to see advertisements of models that are stick thin, yet boast huge busts and hips. Because of the amount of emphasis advertising and media put on aesthetic appeal, we see this industry create a problem everyone desperately wants to solve—the problem of achieving a perfect body.

The profit objectives of such companies are not acceptable when it comes to sexualizing the youth of today. Exploiting female insecurities in order to satisfy corporate greed is despicable, and to continuously target an increasingly younger female

consumer base is even more so. For Abercrombie & Fitch to release such products sends a message to their consumers that their bodies are inadequate, that they need to alter their natural state in order to achieve their very rigid, hy-

models and cosmetic surgery junkies, but should assess themselves according to their health and their tastes.

The standard of beauty shouldn't require everyone to look like someone on an Aber-

Exploiting female insecurities for corporate greed is despicable and to continuously target an increasingly younger female audience is even more so.

persexualized idea of "beauty" that is often sexist, disempowering, and materialistic.

Products like this have the dangerous potential to instill an irrational desire in girls that haven't even hit puberty—the desire for a body that isn't their own. We can see the dangerous effects that manifest from this

in the form of eating disorders, self-harm, lack of self-confidence, resorting to unnecessary and potentially dangerous cosmetic surgeries and more.

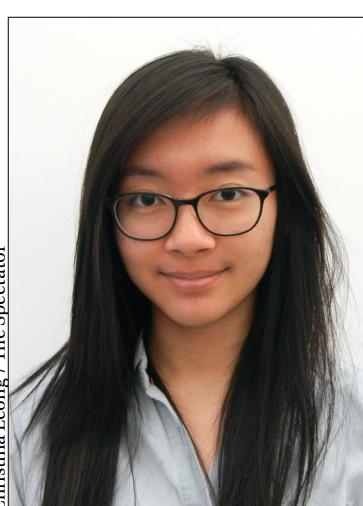
When girls, especially those who are not even teenagers yet, are presented with an unattainable standard of beauty, it doesn't take much for one to lose self-respect and confidence. For the younger people who cannot even process the concept of what is "sexy," this can be especially dangerous to their sexual and cognitive development. None of us is born with a body like Megan Fox's and a face like Angelina Jolie's, but it's because of this that companies go so far as to make us hate ourselves because we aren't, just to make a profit. Exposure to image after image of women who are deemed to be this kind of "beautiful" is detrimental to any girl's physical and mental health.

Furthermore, it has been so accepted for one to change one's physical appearance that our culture is based entirely around it. We have become so obsessed with what is aesthetically ideal in a person that we cast aside all other possibilities as attractive.

We are all born different shapes and sizes, so the standard of beauty should not only uphold those that are tall, skinny, tiny-waisted, big-busted individuals. The definition of beauty is, after all, subjective. We should find it within ourselves to embrace what we have, and not what we lack. People shouldn't compare themselves to airbrushed

Pushing this towards children before they're even capable of fully understanding what it means to be attractive or sexy reflects a decline of social morality.

crombie & Fitch bag, but rather, for one to look their best naturally, and how they feel best. The next time you long for the perfect bikini body—think about what or who put that idea in your head. You alone can decide what is beautiful, and no money hungry company should be able to tell you otherwise.



Christina Leong / The Spectator

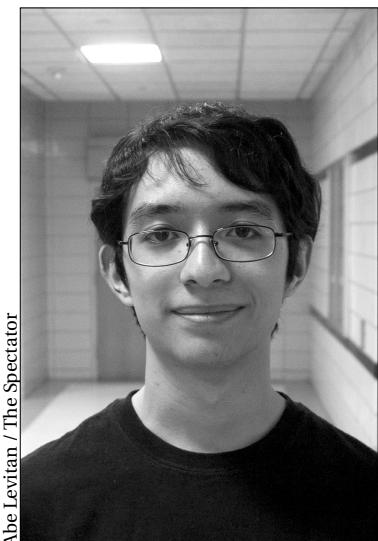
By EVA LI

When I was in 3rd grade, my biggest concerns included which book my teacher would allow me to read next, which ball I would get to play with during recess, and whether or not there would be chocolate milk at lunch. The only anxiety I had about my physical appearance was whether my ponytails were lopsided, or whether my sweater matched my sweatpants. For today's elementary school students, however, some may be more concerned with how much cleavage their bikinis display, as Abercrombie & Fitch, the clothing brand already widely renowned for its advertisements that display more skin than clothing, has recently created a push-up bikini top for girls as young as seven and eight.

This disturbing move forces a superficial, over-sexualized ideal upon children who have yet to even begin puberty. Imposing this on children before

Opinions

Choice D for Dignity



By CHRISTOPHER NATOLI

"Good grades, sleep, or a social life—pick two."

This newspaper mentioned that proverbial dilemma several times in the first issue of my Stuyvesant career, warning us freshmen of the sacrifices we would soon be forced to make. I disregarded it as a meaningless platitude. With efficient work habits, time-management skills, and diligent attention in class, I figured that I could easily escape the choice and pick all three. But I underestimated the quality of my future teach-

ers, which often nullified the purpose of paying attention in class. And if the fact that I'm writing this article at 4:00 a.m. the day this issue is going to print suggests anything, it's that my work habits and time-management have degraded over these past four years. But there's another way to escape the choice: dishonesty. Indeed, a better model of our dilemma is picking three from four: good grades, sleep, a social life, or your integrity.

This additional option fits easily into the decisions we face every day. For example, you were hanging out with your friends until late and now you have hours of homework to do. Unfortunately, you have a history test tomorrow, too. Having already picked one of your four choices (a social life), you now have two left to pick. You could study but lose sleep (picking good grades and your integrity), sleep but fail (sleep and integrity), or sleep and cheat (sleep and good grades).

Disregarding your dignity gives you an easy way out of the old choose-two-from-three dilemma. Pull an all-nighter, or copy homework? Skip a club meeting, or dump the group project on the other members? Hand in the essay late or plagi-

ate it? Sure, a balance can be struck between the three choices without sacrificing your integrity: spend a little time with

[REDACTED]

Colleges are expensive not only in tuition but in sacrifice—and integrity sells at a high price.

your friends, get six instead of eight hours of sleep, and settle for a B+ on your essay. It would be foolish to suggest that you can only pick three of the four and not get any of the fourth. You can forgo a little sleep to hang out with new people, or

copy a single homework assignment to get that bit of credit toward your final grade. But the trade of a portion of one option for another is still there. And your dignity is up for sale.

The cost of one's integrity—and the cost of the other options—can be better illustrated by the results of the college admissions process, the ultimate purpose of good grades. Excluding outliers, many students who get into the top, top universities sacrificed either their social lives, sleep, or dignity. There are those who have so small a group of friends that they're better known as that-Asian-kid-with-a-98-average-who-was-accepted-everywhere. There are those who lived on less than five hours of sleep per night for the past few years. And there are those who lied on their college applications, cheated their way to high grades, or relied on nepotism to achieve prestigious extracurricular positions. The rest of the applicant pool was shunted to second-tier schools.

In the competition for elite colleges, tradeoffs must be made. An idealist could argue that we must learn to better manage our time. While this is undoubtedly true, few if any have managed to completely

weed out procrastination. Indeed, many productivity guides are built around the assumption that we can't avoid it, so they suggest organizing it into breaks from work, for example. In the end, how we spend our time at Stuyvesant boils down to picking three from four in the effort to optimize our present (our high school years) and future (getting into college and preparing for life ahead). Colleges are expensive not only in tuition but in sacrifice—and integrity sells at a high price.

Morality will always be on the line unless the parameters of our dilemma change. But the recommendation of eight hours of sleep is not likely to change. Nor is the human—especially teenage—desire to socialize. The only option left is to change the requirements for academic success. If we were assigned less busywork and given more independence to choose how we learn, then more time could be spent sleeping and hanging out, and we wouldn't be pushed toward dishonesty. Of course, this does not condone cheating as a necessary evil. After all, there are three other options you can forgo. Pick one.

Going Along the Main Stream



By ROSA PARK

I'll admit it: when asked about my music tastes, a sign with red letters reading "DON'T SAY TAYLOR SWIFT" tends to flash in my mind. In Stuyvesant, mainstream music fans such as myself know that, in most cases, we will be judged negatively for our music preferences. Although the word "mainstream" implies that the music is popular with the majority, it would suffice to say that in some schools such as Stuyvesant, the students simply do not represent the majority of the population, at least not in terms of music.

Most students in our school prefer not to tune into radio stations like Z100 that blare "hit" music all day. Whether their preferences are towards alternative hip hop, heavy metal, or indie rock, these tastes certainly do not fall under the category of music that is popular with the majority of listeners. Along with several others, these genres stress a nonconformist attitude and appeal to listeners who often make up their own musical subculture which rejects pop music. Since it does not exploit strong political or intellectual opinions, but is rather targeted towards a younger,

less discerning audience, pop music is dubbed as being shallow and lacking in content. Its sound and lyrics are criticized by fans of other genres, some of whom go so far as to say it is not even "real music."

This harsh and pretentious statement poses several problems. First off, as people who have heard music before, we should know that music can only be judged based on the listener's preference, and therefore, a concept like "real music" does not exist. Although pop music is notorious for its auto-tuned sounds and synthetic instrumentation, there are really no specific requirements like the use of authentic instruments a song must meet in order to be deemed "real." When I asked people to define what "real music" is, the majority admitted that they use this phrase to describe their own musical preferences, and did not base its meaning on an objective scale, undermining the legitimacy of this overused expression. It is apparent that this elitist attitude of dubbing one style of music to be superior over another mostly reflects a lack of understanding and open-mindedness.

Also, we must remember that mainstream music seeks to appeal to the majority rather than a specific group. As America grows to be even more of a fast-paced nation, catering to the interests of the majority requires the mainstream music industry to reflect this societal shift: most people simply do not have time to sit down and appreciate a slow ballad in its full length, but can tune in to the catchy songs with easily relatable lyrics that the mainstream music industry produces. Pop songs' simple yet appealing sounds matched with subjects almost anyone can immediately sympathize

with is what causes them to become popular so quickly. This popularity should not in any way undermine the legitimacy

Artists of all genres deserve some respect for performing their music in front of thousands of people, something not everyone can do.

of the song as a piece of art.

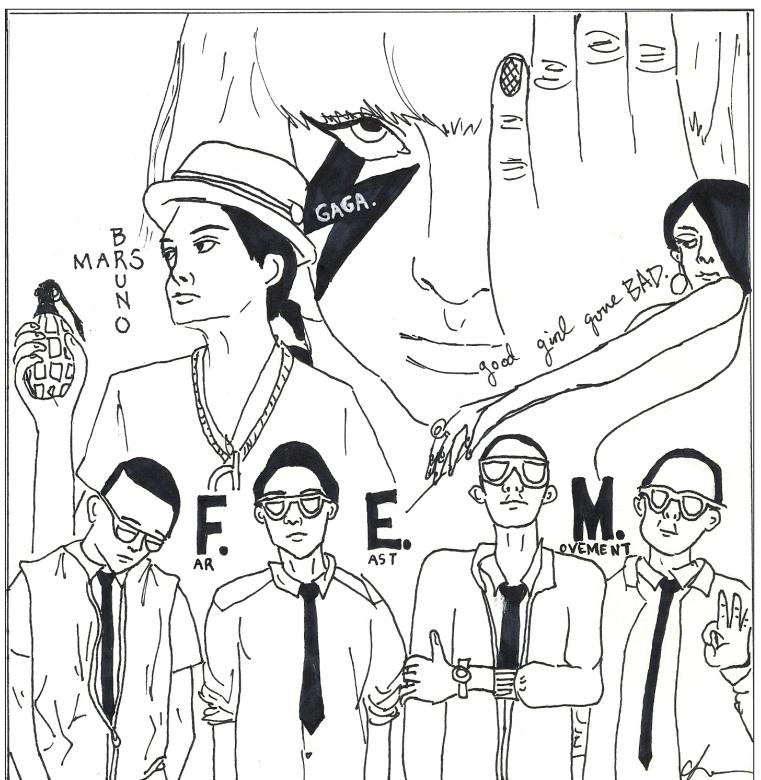
As for myself, I am both a classical and pop music fan. The relatively large time gap between these genres makes classical music a difficult genre to resonate with, and I can say from experience that enjoying a piece of classical music requires much more patience and at times, experience with playing classical music, to completely bridge the gap. To properly understand and enjoy classical music, one needs to have an ear for musical scales, the patience to sit through many sequence variations, and the capacity to appreciate the dissonance of some pieces as well as the harmonious consonance. And even though I am familiar with many of these techniques, there are times when I do not wish to rely on musical knowledge and patience to

take pleasure in music, which is why I enjoy pop music. The music is modern, catchy, technically simple, and I can immediately enjoy and relate to it.

Unfortunately, the fact that mainstream music can be effortlessly enjoyed by people with differing levels of musical knowledge is one reason as to why it is looked down upon by many. But it is unfair for pop music lovers to be subject to degradation because they do not implement music to express themselves intellectually. A liking for mainstream music does not correlate with a shallow personality, and one's preference for intellectual lyrics and minimalist melodies does not necessarily denote intelligence and respectability.

This concept applies to mainstream artists as well, though they constantly fall as victims to entirely uncalled for insults on the media and social websites like Facebook that

No one has the right to judge or mock people based on their music tastes, which should never be shaped by judgmental attitudes. We can all learn something from each other if we choose to respect each other's unique preferences. As the Chinese adage goes, "The open-minded see the truth in different things; the narrow-minded see only the differences."



Christine Lee / The Spectator

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Humor

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Larry Barth Late to School, Fires Self

Late Pass

Stuyvesant High School
Tuesday, May 10, 2011

Teacher: Barth, Larry
ID: [REDACTED]
Homeroom: [REDACTED] Fines: \$0.00
Time In: 08:03 AM Tardy
May Tardies: 1 May Temp IDs: 0
May Abs: 0 May Cuts: 0



Abe Levitan / The Spectator

Assistant Principal Health and Physical Education Larry Barth's late pass.

By GIL SPIVACK

A tearful Larry Barth announced to a group of reporters and members of the media on Tuesday, May 10, that he had "suspended himself indefinitely" from his post as Assistant Principal Health and Physical Education. The news comes only a few days after Barth began handing out an unprecedented number of student athlete suspensions due to tardiness. Barth's difficult decision came on the heels of his controversial 8:03 swipe-in. "I knew that somebody would have to be made an example in order to educate the children about the dire importance of arriving before 8 AM sharp," Barth said. "But little did I know, that example would be me."

Barth, who usually displays a great degree of punctuality, was seen by several eye-witnesses exiting his apartment at 4:17 AM, even earlier than his normal time of departure, wearing his trademark designer fannypack, sunglasses, and biking helmet. "I had left early that morning because I had some business to attend to," Barth said.

After running three marathons and winning the Staten Island speed-bench-pressing competition, unconfirmed testimonials place Barth at his usual morning post at a crosswalk in Brooklyn at 4:21 AM, helping old ladies to cross the street. "He was so polite and chivalrous, although, I don't understand why he kept telling me to get across the street 'before the late bell

rings,'" Octogenarian Myrtle Stein said. "I find it hard to believe that that a man of that prestige would be late to anything."

Barth remained in this position for three hours, assisting the elderly, until he was personally notified by the President of the United States at 7:30 AM that there was a cat left stranded in a tree in New Jersey that was in need of being rescued. "After rescuing the cat, I remembered that I was needed in Stuyvesant," Barth said. Putting himself at great personal risk, he dove into the Hudson River, and swam across to Battery Park City, in order to reach the school before the start of first period. Despite breaking every world record in speed swimming, Barth was unable to reach Stuyvesant in time, swiping in at 8:03.

Although Barth, in light of his self suspension, is has been hailed as a martyr by many, not everyone is in accord with this sentiment. Deep in the locker room, Barth's late pass has been bronzed and hung up on the wall by members of the Stuyvesant

Despite breaking every world record in speed swimming, Barth was unable to reach Stuyvesant in time, swiping in at 8:03.

Boys Lacrosse team, which was hit the hardest with player suspensions. "It is part of our shrine to our fellow lax-bro," local stud and admitted tardy sympathizer Shah Ahlam said. "He is one of the rebels who has stood up for all that is right in the world, and taken refuge in this place of all that is manly."

Newly Implemented Honor Code System Improves Student Performance

By BENJAMIN KOATZ

A report was released by the National Center for Education Research on Tuesday, May 24, concluding that Stuyvesant High School Principal Stanley Teitel's controversial, "Honor Code System," a new set of disciplinary regulations eliminating test proctoring, and plagiarism monitoring, among other things, has had an overwhelmingly positive effect on the academic performance of the students, increasing the average student GPA to an unprecedented 3.81. "A lot of these kids were seriously struggling before the program was implemented," National Center for Education Research President Andrew Kohut said. "Now, with some luck and a few successful SSR meetings, the majority of Stuyvesant students have good enough grades to get into any top college."

The initiative, championed by the administration against the concerns of parents, is simple: to demonstrate the abounding trust Teitel and others in the administration have in the Stuyvesant student body and to foster a spirit of community. They would implement a good-faith measure, where tests would be un-proctored, homework unchecked and student integrity generally assumed.

Some teachers are thrilled with the new system. "Great! Now I don't even have to pretend to pay attention when I read The New York Times while students are taking my tests," social studies teacher Dr. Rubin Stern said.

Students have also expressed their approval in conjunction with the Center's

findings. "It really breeds an attitude of mutual respect among students and faculty," junior Vasia Patov said. "Now that I don't have the added stress that comes with teachers constantly treating me with suspicion, my grades have skyrocketed under the honor code."

"Until [students] can teach their own classes and run their own schools, the 'Honor Code' has not gone far enough."

—Philip Mott,
English Teacher

However, even with widespread support and documented, positive effects, the program still has its detractors. "I don't think it goes far enough," erudite thespian and English teacher Philip Mott said. "Sure, these kids are now allowed to take tests by themselves and copy-paste their homework directly from Wikipedia, but until they can teach their own classes and run their own schools, leaving us hardworking teachers alone to engage in our more intellectual pursuits, the 'Honor Code' has not gone far enough."

Psychologists Conduct Study on Open Mic Participants; Find High Levels of Deep-Seated Psychological Issues

By WILSON STAMM

A team of Columbia University psychologists, led by Dr. Gabriel Gershowitz, conducted a study analyzing Stuyvesant High School's "Open Mic," a monthly student-performance-based event taking place in the library. They have published a paper detailing their findings on Tuesday, May 17, in the Columbia Psychological Review Journal. During Open Mic, students speak liberally and frankly in front of an audience in the school's library, reading poems and short stories, and performing songs that are usually based on problems encountered in the performers' lives. "We've wanted to do a study on teenage depression and mental problems for some time now, and Open Mic is a veritable goldmine," Dr. Gershowitz said.

The study shows that an overwhelming 97 percent of Stuyvesant's Open Mic performers are students complaining

about teenage angst, romantic issues, stress, and alienation from society. "We can now de-

"We've wanted to do a study on teenage depression and mental problems for some time now, and Open Mic is a veritable goldmine."
— Gabriel Gershowitz, psychologist

finitively say that teenagers like to complain about their mundane issues via a creative medium that will allow others to judge them based on the severity of these issues," Gershowitz said.

The study revealed that students don't only perform at Open Mic to express their feelings. Performers with deeper psychological issues often read to project their problems onto others. "I have a lot of pain in my life, and I'm going to make sure everyone feels that pain too by making them listen to some sonnets about my problems," junior Benjamin Koatz said.

The study also examined members of the audiences at Open Mic performances. "Though we expected most attendees to exhibit strong masochistic tendencies, due to the insufferable nature of most performances, we discovered that most actually attended Open Mic in order to attempt to engage in sexual relations with

performers," Dr. Gershowitz said. This was later confirmed

"I have a lot of pain in my life, and I'm going to make sure everyone feels that pain too by making them listen to some sonnets about my problems."
— Ben Koatz, junior

by the audience members themselves.

"I hate poetry. I don't even know how to read. But nothing quite turns me on like a girl with hurt feelings. So I sit through the event and when it ends, I do my best to make girls think I'm sensitive or whatever," senior Ben Garner said. Garner explained that his signature Open Mic pick-up line, "Your writing just snuck up on me and tugged at my heart," works almost 80 percent of the time.

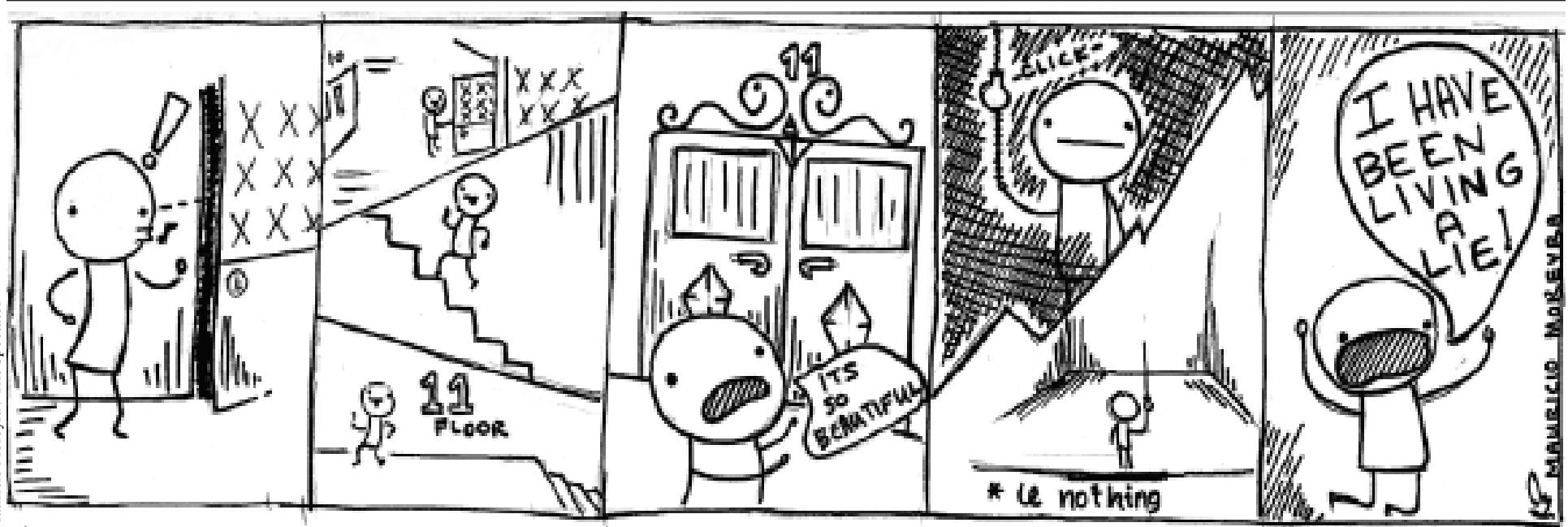
The study diagnosed many Open Mic performers throughout the year with various mental illnesses, including manic depression, schizophrenia, and bipolar disorder. However, after students were informed of their apparent psychological problems, many decided to go and write about their newly diagnosed diseases and perform these pieces at Open Mic. "I don't care how depressed they say I am," sophomore Ellie Shanahan said. "As long as I keep having problems, people are going to keep having to listen to them in free verse."

Babies

By the Photo Department



Cartoons



Arts and Entertainment

Ghosts of The Boob Tube: Gone, But Not Forgotten

By JOSHUA BOGATIN
and DAVID KURKOVSKIY

In an age of television littered with generic sitcoms and indistinguishable police procedurals, it is hard not to crave something that does not come pre-packaged with a sense of Déjà Vu. That's where cult T.V. comes in. Cult programs are able to find life after their small-screen deaths and acquire loyal followings to carry on their legacies. Some cult shows raise the bar for expectations from a T.V. show, and others perfect age-old formulas, but they all provide unforgettable experiences. Thanks to the Internet and DVDs, these cult classics that once might have been lost forever can continue to expand their influence. So sit back, relax, and prepare to get inducted into the cult of good T.V.

"Dog Bites Man" (2006, Comedy Central)

The funniest people are often the most serious. By utilizing a mock-documentary format where real, unsuspecting people are preyed on, "Dog Bites Man," a show that follows the adventures of an "investigative" local news team provides nonstop hilarity. Every episode tasks the news team, which contains the only real actors on the show, with one big story—be it a Christian festival or the Republican national convention—and follows them as they fumble through even the most basic jobs.

In one standout episode, "Brighton, Florida," the news team attempts to cover the story of a missing girl in Brighton, Florida, but when they accidentally end up in Brighton, Colorado, they fake the story there. As an alarmingly large number of people willingly pretend to be relatives of the missing girl without hesitation, it is impossible not to wonder who is crazier: the fictitious characters or the real people. The standout of the cast is scene-stealing A.D. Miles as Marty Shonson, the nerdy, fanny-pack-wearing intern who constantly sucks-up to lead reporter Kevin Beakin (Matt Walsh).

Only running for nine episodes unfortunately, the show never took off and has since only been able to acquire a small following, even by relatively small cult standards. However, every episode will leave you endlessly quoting it and begging your friends to check it out.

"Extras" (2005-2006, HBO)

With his productions of "The Office" in both England and America, comedian Ricky Gervais turned "that's what she said" into a staple of our pop-culture lexicon, and made millions crack up in the process. This is why it is surprising that his next project, "Extras," while equally hilarious, flew mostly under the radar. "Extras" provides a unique, satirical vision of the entertainment industry as it follows the exploits of film extra Andy Millman, played by Gervais, who struggles to make it in the

world of acting.

Gervais both mocks and cherishes the entertainment business. Each episode centers around a celebrity that Millman meets, presenting a farcical take on the various media personas. Moments, like the one in which Robert De Niro laughs at an erotic photo, give the show a fresh perspective on how we idolize celebrities. While a run of 12 half-hour episodes and a two-hour finale might seem like a failure, "Extras" benefits from it, as it accomplishes the rare feat in the television world of having the perfect length, never faltering as it provides a constant supply of side-splitting satire that will leave your gut sore after every episode.

"Freaks and Geeks" (1999, NBC)

Though set in 1980s suburbia, the daily problems of the high school kids in "Freaks and Geeks" should instantly feel familiar. The show humorously details the lives of two siblings going to high school in 1981; Lindsay (Linda Cardellini), who wants to distance herself from her mathlete friends so she can befriend a group of punk-rock freaks, and Sam (John Francis Daley), who, along with his geek buddies, is just trying to survive swirlies and gym class.

From getting picked last for basketball to sneaking out of the house late at night, the show's characters experience somewhat clichéd scenarios that are presented in a wholly realistic way both familiar and enlightening. The quality of the acting and writing is amazing in its ability to be both insightful and hilarious, making it no surprise that the show left behind such a strong legacy. It boasts an impressive cast of then-unknowns who have since gone on to stardom, including Seth Rogen, James Franco, Jason Segel, and, most importantly, producer Judd Apatow who became a comedic powerhouse after producing such modern comedy classics as "Superbad" and "The 40-Year-Old Virgin." Unfortunately, the show's brilliance somehow failed to find an audience, leaving it to get canceled after airing only 12 episodes of the 18-episode first season. This only slightly hindered it though, as it is still shown regularly on the IFC channel and is on the Time Magazine list of the 100 Best TV Shows of All-TIME.

"Arrested Development" (2003-2006, FOX)

Following the life of real estate development firm CEO-in-practice Michael Bluth (Jason Bateman), "Arrested Development" is a FOX half-hour comedy that surrounds a hard-working man aspiring to succeed in the business world with a family of hilarious idiots. The ensemble cast includes Bluth's hack magician brother G.O.B. (Will Arnett), vicious grandmother Lucille (Jessica Walter), and quiet, socially inept brother Buster (Tony Hale) whose helplessness results in losing an arm in a freak dolphin acci-

dent. Also in the cast are the lovable and inappropriately love-struck cousins George Michael (Michael Cera) and Maeby Fünke (Alia Shawkat). The varied, dynamic cast gets into ridiculous situations, such as visiting Iraq to prove that Michael's father, Oliver Bluth, is innocent of treason or frequent arrests for embezzlement. The show uses exaggeration, narration that makes fun of the characters' misery, and series-long gimmicks to keep viewers equally confused and entertained.

The sharp satire of the show has kept viewers wanting more. It attained cult status during production, but was still cut from the air due to low ratings. Following the constant, and usually subtle, breaking of the fourth wall, its last episode involves Maeby continuing her career as an underage television producer by selling the family's story to director Ron Howard as a movie. Popular demand has led to the production of a real movie, due for release in 2012.

"Veronica Mars" (2004-2007, CW)

Arising from the legacy of suspenseful film noir, "Veronica Mars," starring Kristen Bell, is a thrilling romantic drama that mixes in elements of detective mystery. Season-long mystery arcs add a darker atmosphere to a show about a charismatic, yet lonely, teenage girl. However, despite great loss—of both her mother and her true love—she maintains an intellectual, sharp wit that allows her to see through mysteries. As Veronica conquers her demons, the show speaks to inherent human loneliness and offers a glimmer of hope.

Like "Arrested Development" fans, "Veronica Mars" followers have been attempting to revive the show through cinema. Abruptly canceled after its successful three-season run, many were dissatisfied, especially with the lack of resolution. Cult fans have shown support by sending Mars Bars to the CBS and Warner Brothers (CW) network. Kristen Bell herself led a movement for the movie on Twitter, though Warner Brothers has insisted that the movie will garner low ratings.

"Dead Like Me" (2003-2004, Showtime)

"Dead Like Me" is a show about a group of undead grim-reapers, the "middle management" in the afterlife business. Receiving post-it assignments with the name of the souls they are supposed to usher into paradise, they arrive at the estimated time of death and allow the souls a painless transition to the afterlife. The show centers on reaper Georgia Lass (Ellen Muth), whose sudden death and promotion to reaper status comes after a fatal collision with a toilet seat falling from a descending space station. Her defensive sarcasm and morbidity make her dynamic character both funny and relatable. Fans cite the stellar characters as the show's biggest highlight. They include a strict yet caring father figure, an aggressive, part-time meter maid, and an egocentric and perpetually lonely actress, whose last thought before death was, "Why has no one ever loved me?"

The unique premise and dynamically contrasting characters of "Dead Like Me" led to demand for release of the film "Dead Like Me: Life After Death." However, the film was not able to truly capture the essence of the show, as some of the original actors were not available for shooting and the plot did not stay true to the complexity and wit of the series. Despite a failed movie debut, "Dead Like Me" lives on after its death on television through the engagement of its small, yet loyal cult following.

The Agony of Auditioning



By PATRICK HAO

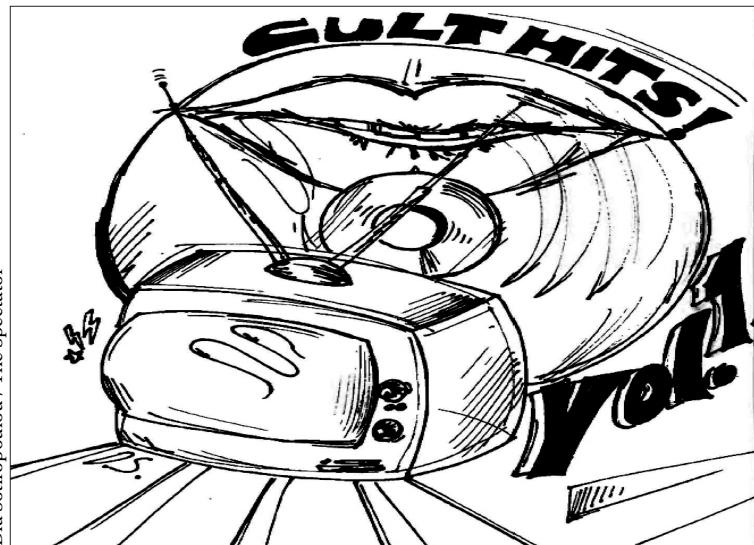
how to get "Wonder Bread particle" out of one's braces. I quickly kicked it into the rejection pile. The third was from one of my favorite movies, "Clerks," and consisted of a gum salesman's diatribe against cigarettes in an effort to sell more of his product. That one I had to do. Anything that compares the selling of cigarettes to the actions of the Nazis deserves to be read aloud, and I had watched the movie numerous times, so I knew how to deliver it.

After a series of quick run-throughs, I heard my name being called. I reread my lines one more time, muttering them aloud as I walked towards room 331. Everyone said "good luck" or "break a leg," but they all looked as if I were walking towards the electric chair.

As I entered the room, I tried to appear confident by making an inside joke with one of the directors, but I was a nervous wreck. What if they didn't like me? My worst fear was that every line I said would be clear to me, but would be gibberish to the directors. While I waited for my cue, I repeated to myself an inspirational speech à la the "Win one for the Gipper" speech from the movie "Knute Rockne: All American." Then, I began.

All the nervousness and doubt vanished when I finally began to perform, and the monologue passed by in a blur. Maybe it was the adrenaline, or maybe it was my intense focus. Either way, I aced it. The directors laughed genuinely at a line I adlibbed. I was ecstatic, certain that I would get a callback, until the realization hit me: If I got a callback, I would have to go through this hell all over again.

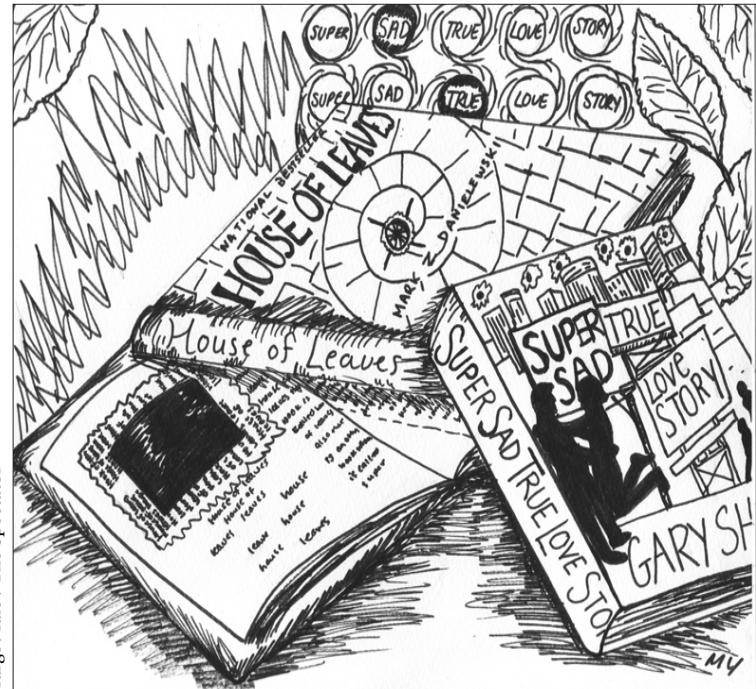
In the end, I did get called back and went through another harrowing audition, but I did not get into the cast. However, I was not heartbroken. I knew that A.P. exams were coming up and I would need the time I would spend otherwise rehearsing to study. Then again, I might be in denial. It is hard not to feel vulnerable in an audition, but it is worth it. Whether it is Will Smith's character from "Independence Day" flying into the mother ship in order to defeat the aliens or simply auditioning for a play, it is sometimes necessary to go into the depths of hell in order to accomplish something. And, no matter how likely it seems that you will fail, there is always a chance you could make it.



Dia Sotiropoulou / The Spectator

Arts and Entertainment

Book Reviews



Margot Yale / The Spectator

House of Leaves

By NINA WADE

Upon flipping through Mark Z. Danielewski's debut novel, "House of Leaves," three things stand out: The first is the switching of fonts which, when examined closely, appear to tell different stories. The second is the many colors—mostly blue and red—which splatter across the pages, and the third is the layout of the pages themselves, which sometimes include footnotes in the middle of the text and, other times, white space that form shapes and tunnels through the text. "This is not for you," reads the dedication, an intimidating challenge and perhaps warning of the pages to come.

The novel is composed of two parallel stories: a manuscript from the past and the narration of its current owner in the present. The manuscript is supposedly written by an old blind man, named Zampano, who somehow, despite his disability, analyzes a documentary called "The Navidson Record." The film details the life of the family who moved into what they believe to be a typical suburban house, but which turns out to be bigger on the inside first by a quarter inch, then by far more as they uncover the

labyrinth it hides. However, Zampano is now dead, and his manuscript has passed into the hands of Johnny Truant, a deadbeat tattoo artist. Johnny's story is told mostly through footnotes to the manuscript, focusing more on how his discovery and reading of the text comes to destroy his life and his sanity, driving away those close to him and throwing him onto the streets in fits of hallucination. While the two never meet, Johnny's side of the story follows the dramatic swing of Zampano's, rising and falling in paralleled arcs.

However, Johnny's story does lose its luster by the last third, and starts to bog itself down in seas of angst. He slips more and more into flashbacks of his childhood and dedicates long passages to his hatred of his current life state, with entire pages filled with statements of "I can't". Even so, it's still incredibly entertaining to read his snarky asides and related anecdotes to the passages, and the two stories are slotted in alongside each other astoundingly well, melding to create a mind-bendingly tale laced with fear. "Now imagine," says Johnny addressing the reader, "just beyond your peripheral vision, maybe behind you, maybe to the side of you, maybe even in front of you, but right where you can't see it, some-

thing is quietly closing in on you."

This feeling of being watched manifests itself visually in the book. By using different text colors, fonts, and formatting layouts, with words such as "house" always printed in blue and references to mythology in red, for reasons much discussed but never clarified, including references to moviemaking bluescreens, internet hyperlinks, and heaven, Danielewski allows readers to see the tale unravel from page to page. The manuscript is written in the typical Times font, while Johnny's story is in the typewriter-esque Courier. Many paragraphs are split across the pages, creating vast expanses of white space, or are written clustered together, diagonally, or even sideways. A few sections have nothing but one word per page. Others are upside-down. The pages quickly become a mash-up of story on top of story, with colors and strikethroughs and sideways words compounding into a psychological rollercoaster which almost—but never quite—becomes too much to understand.

However, underneath this literary Pollack masterpiece lies a compelling, creative story. When the narration breaks the fourth wall, it's hard not to find yourself checking over your shoulder, as Johnny's paranoia drives him to, or fighting the urge to measure your room. While it can seem muddled at times, it's never enough to make it unreadable. But be warned: if you aren't up for putting time, effort, and maybe a bit of your sanity into reading it, then perhaps "this is not for you," after all.

Super Complex Prophetic Love Story

By BENJAMIN KOATZ

Apparäts and autocrats rule in Gary Shteyngart's dystopian novel "Super Sad True Love Story." Set in a dying, almost unrecognizable, America less than 100 years in the future, the novel is filled both with foreignness (like words riddled with umlautes a's) and relatable, everyday humanity. Presented both through the diary entries of Lenny Abramov, a middle-aged, middle-class Jew-

ish office worker who fears death and the text-based messages of his love, Eunice Park, a 20-something Korean girl. Shteyngart's novel details their romance in the context of rampant societal degradation.

Shteyngart, a Russian immigrant and Stuyvesant alumnus ('91), will be speaking at Stuyvesant's graduation later this year. His search for reconciliation between his immigrant status and the "degenerative" influence of pop-culture adds sprigs of self-reflection to a novel already laced with lust, tyranny and death.

At its heart, "Super Sad True Love Story" is a tale of romance and survival. Though sections of the novel center around the oppressive government of Rubinstein, a former Secretary of Defense turned dictator, the personal sagas of its characters are what truly drive the work. Abramov begins the book saying, "I am never going to die," and spends much of the rest of his time searching for eternal youth through a promising genetic-reconstruction program for which he is too old, too weak, and too poor to qualify. His relationship with Park, who is brimming with vibrancy and youth, is also part of his self-centered quest for immortality. But even so, their love still rings true to any reader who has heartstrings to pull. The unlikelihood of their pairing, and the degeneracy of the world around them, is Shteyngart's way of conveying the message that the truest love is born of extreme circumstances.

Shteyngart, throwing his hat in the ring with Orwell and countless other dystopian masters, depicts a believably extreme American culture and society in the centuries to come. Like the Smartphones of our time, äppäräts – small, pebble-shaped multi-media and communication devices - in this novel are one-stop shops for everything in one's life: video, television, social networking, conversation, and the like. Hypersexuality is also a huge factor of social life in this

future, with someone's "fuckability" rating (among others) readily available for the world to see. Women wear OnionSkin (see-through) jeans and nippleless bras. The video broadcasts people stream are banal and usually related to losing weight. People go to parties and stay solely connected to their phones. It is like our current, skin-deep society, expounded and on steroids.

The politics of the novel are even more disconcertingly familiar. Paradoxically, in a sexually open world, peoples' lives are generally stifled. As Rubenstein enters into a misguided war in Venezuela (this book's Vietnam), martial law is enforced across America. The dollar becomes worthless, and China comes to basically own the nation. Society is split decisively across class lines based on credit ratings. A few, eclectically amalgamated companies like LandO'LakesGMFordCredit, rule the economy.

Through all this, Shteyngart still keeps mastery over his biting wit and page-turning prose. He compellingly writes in the voice of Park, with her street-talky texts usually beginning with some variation on "What's up, twat?" And, equally as compelling, he writes as Abramov, whose verbose diary entries employ powerful imagery, like when he describes himself as having "a sunken battleship of a face." Park's struggles to deal with her Korean, Christian heritage and her duty to a family which includes an abusive father are not distinctive to them as characters in the novel. However, as their complex relationship is intricately meshed with their own personal issues, a compelling, unique storyline emerges. From violent parents to bloody protests, to poverty, and to death, Shteyngart successfully creates a complex world where simple romances become convoluted relationships, and a small love story can coincide with the end of an empire, and at times, be the more compelling, intricate and super sad tale of the two.

Delusion, Dreams, and Dieting Amphetamines



Lindy Chiu / The Spectator

By EMRE TETIK

A lonely, old widower is glad to see her drug dealer son, who she believes is working in real estate, come to her small, shabby apartment to visit. When he confronts her about her newfound addiction to dieting amphetamines, which she has developed based on the belief that the amphetamines will make her thin enough to be on televi-

sion, she emotionally defends herself. Tears welling up in her eyes, her mouth shaking into a hopeful but deluded smile, she tries to tell her son that going on TV and looking nice gives her reason to live. "It's a reason to smile," she says.

This is one of many powerful scenes in Darren Aronofsky's film "Requiem for a Dream" (2000) that haunts the audience with the characters' sense of

delusion and false hope. It centers on four lower-middle class drug users: the widower (Ellen Burstyn), her son Harry (Jared Leto), his girlfriend Marion (Jennifer Connelly), and his best friend Tyrone (Marlon Wayans). Harry and Marion hope to make enough money dealing heroin to settle down and buy their own home, but as they get high on more and more of their own supply, their original dreams are overshadowed by their day-to-day struggles. Marion turns to prostitution to buy more dope, while Harry develops a gut-wrenching infection on his arm that gradually worsens to grave proportions as the film draws nearer to its climax and the characters sink deeper into despair. Tyrone, meanwhile, longs for a life that his mother (now presumably dead) would approve of, a hope that seems doomed by his desperate and crime-filled life.

The plot, high in intensity, keeps it simple: like the widower, each character lives in hope for an ideal life, but their self-destructive addictions get in the way of their dreams. We watch their sanity spiral out of control as their hopes are crushed, lending the film its sorrowful name.

Aronofsky, whose other films include "Pi" (1998), "The Wrestler" (2006), and, most recently, "Black Swan" (2010), visualizes this plunge into hell with a masterful control of the film's technical aspects. As a director, he often uses unconventional means to bring his surreal and bizarre films to life. To give the viewer the paranoid mindset of the drug-addicted protagonists, cinematographer Matthew Libatique used a type of camera attached to the body of the actor it is filming that shakes and moves along with the actors movements. He also employs the fisheye lens, which distorts the edges of the frame to creating a warped, mind-bending effect.

The editing of "Requiem" makes an interesting new addition to the drug abuse film. Rather than simply watching the characters when they shoot up, editor Jay Rabinowitz shows the of doing drugs by making quick cuts of shots in extreme close-up on things associated with taking drugs. For example, when a character injects himself with heroin, we see shots of the needle being prepared, the heroin being prepared, the needle going into the character's arm,

and then his pupil dilating, all shots no more than a second long and cut in rapid succession. This method is more than just technical flashiness; it gives the drug-taking process a cold, desolate feel like has rarely been done on the screen

Due to its disturbing power, the film makes doing hard drugs look like the nightmare it's known to be. "Requiem for a Dream" certainly shows that drugs are not a tool for achieving a better life, as its characters believe them to be, but to categorically reduce the film into a mere anti-drug movie would be an unfair labeling. More than an educational movie about the adverse effects of illicit substances, it gives us a moving and harrowing portrait of people living in delusion and desperation.

This is a movie that will leave you with more than a preachy message. It might be unlike anything you've ever seen. You might start watching, and find it hard to continue. But for those of you who are willing to immerse yourselves in Aronofsky's strange world, "Requiem for a Dream" will take you to unusual places, places you may not want to go, but in the end will not regret having gone to.

Arts and Entertainment

Think Outside The Cup



Ramen Setagaya is located at 34 St. Marks Place in Manhattan's East Village.

Tong Wan / The Spectator

By CHRISTINE LEE

Instant noodles only require a teapot of hot water to satisfy a hungry stomach. While highly addictive and delicious, a meal of stringy yellow noodles and red soup pales in comparison to the authentic cuisine native to East Asia. Simply put, instant noodles are mere imitations of a dish that originated in China: ramen. Ramen, a dish of wheat noodles in meat or fish based broth, is now more closely associated with Japan, where it quickly gained popularity. Among the many Japanese ramen restaurants scattered across New York City, Ramen Setagaya, at 34 St. Marks Place, is by far the best.

Upon walking in, it is hard not to note the quaintness of the restaurant. The wooden tables, surrounded by stools, are long

and high. They are connected to one another, so it is common for complete strangers to sit next to each other, creating a warm, friendly atmosphere. Parts of the menu are posted on the wall, as per Japanese custom.

The place invites curiosity; there is a glass wall revealing parts of the kitchen to any wandering eyes, allowing patrons to see what goes on behind the scenes. Chefs deftly mix the delicious ingredients, which are all prepared and lined up in deep, black bowls. This perfected method makes for swift service, reducing waiting time to mere minutes.

Sparked by the aroma of fried pork and broth in the air, I ordered the Shio Ramen (\$10), a bowl of noodles topped with meat and vegetables. Settled on top of the hot broth were bamboo

shoots, two slices of pork, scallions, nori (seaweed), and two half slices of boiled egg, which were prepared in soy sauce to provide a slightly tangy kick. The salt-based broth was both rich in flavor and light in taste, and the long, thick, straight noodles were pleasantly chewy.

The best part of the ramen, however, was the pork, which was soft, succulent, and flavored to perfection, melting in my mouth with every bite. The restaurant is perfect for pork lovers, who can order the Shio Chasyumen (\$11.75), a bowl of ramen topped with barbecue pork, or the Shoyu Chasyumen (\$11.75). The generous portions are well worth the price.

After the ramen, I ordered a buta-don (\$5), a dish of sliced pork marinated in soy sauce and served with rice. The order came on a bed of white rice showered with chopped pork and caramelized onion. The dish was complemented by purple pickled tsukemono (Japanese pickles) and scallions placed carefully in the center of the bowl. Though simple, the dish was filled with zesty, juicy flavor, and its many components complimented each other well.

At the end of my ramen journey, I found myself highly pleased by everything about the ramen restaurant. The service is quick, the waiters are polite, and for \$15, I received a delicious, filling lunch, as well as an introduction to Japanese culture. Ramen Setagaya has just found itself a regular.

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A New Angle



Michelle Savran / The Spectator

By ALICE ANICHKIN

When The Strokes disbanded in 2006, it seemed to signal the end of an era. The world famous quintet, acclaimed for their unique sound and hipster fashion, separated on a disappointing note. Critics panned

Though the album is a far cry from their past successes, the traces present from The Strokes of old are enough to gratify any fan.

"First Impressions of Earth," the Strokes' third album, as too loud and too disorganized, unlike their first two impeccable albums, "Room on Fire" and "Is This It." For five years, as fans were promised a reunion, all of the band's members embarked on solo projects. Finally, in March 2011, "Angles," the Strokes' fourth studio album, was released to the public, but it was not the bar-setting collection that fans had hoped for.

The Strokes released the single "Under Cover of Darkness" shortly before their album's release. Their signature, upbeat guitar riff opens the song before Casablancas's nonchalant voice joins the fray. Yet, as the song drags out for four minutes, the chorus, which is what made Strokes songs like "Someday" and "Last Nite" famous, fails to captivate. Another single, "Darkness," is characterized by an increasingly unexciting, monotone beat.

Many songs on the album seem to stray from the typical Strokes sound. "You're So Right," written by member Nikolai Fraiture, seems to take cues from Imogen Heap's synthesized sound. The droning vocals create a sound that does not compare well with the heavy instrumentals Strokes listeners are used to. "Call Me Back" sounds promising at first, but Casablancas's croaking combined with the painfully

slow melody leaves the listener hoping for some transition into a redeeming beat. Instead, the song awkwardly shifts into a poor imitation of "Bohemian Rhapsody."

Despite the ineffective experimentation, there are some of songs on the album that are the right mix of The Strokes we have loved and a new, polished sound. "Two Kinds of Happiness" features entrancingly heavy drum and guitar instrumentals and rhythmic vocals that are magnetic. Though the drums and guitar can be overpowering—as they often are in Strokes songs—the rapid, syncopated beat gives balance to the song. One of the best songs on the album, "Gratisfaction," also owes much of its success to a refreshing beat, which provides a strong undercurrent for the rare and commanding group vocal performance. Though some may call it a copy of their previous songs, it proves that The Strokes are best when they stick to their original style. The final song, "Life is Simple in the Moonlight" is perhaps the best way to end their comeback album. "Moonlight" is a perfect blend of what The Strokes do best: combine breathtaking guitar solos with a cool beat and Casablancas's lingering, mellow voice.

"Moonlight" is a perfect blend of what The Strokes do best: combine breathtaking guitar solos with a cool beat and Casablancas's lingering, mellow voice.

In its attempts to be experimental, "Angles" becomes an annoyance, a blot on the Strokes streak of successes. However, it is still worth a listen, if only for those few songs in which the Strokes revive their signature sound. Though the album is a far cry from their past successes, the traces present from The Strokes of old are enough to gratify any fan.

Arts and Entertainment

The red carpet travels across the country to Manhattan in the tenth annual Tribeca Film Festival, which ran from Wednesday, April 20 to Sunday, May 1. Originally established by Robert De Niro, Jane Rosenthal, and Craig Hatkoff, the festival helped to increase independent film audiences and stimulate the downtown community. This year, the Tribeca Film Institute, a major sponsor of the event, gave out over \$1 million in grants to help filmmakers bring their narratives to a wider audience. Here are a few highlights from the festival.

In With a Bang, Out With a Bang

By EMMALINA GLINSKIS

"I'll tell them what happened to you," an African boy in a ragged t-shirt says to Greg Marinovich (Ryan Phillippe) before he enters Soweto Township, the most violent tribal Encarta group village in South Africa. A tall slender man in his twenties, Greg confidently and hurriedly walks through a village where the suspicions surrounding a white man could be enough reason to execute him. He puts his life on the line for a simple click of the camera. "The Bang Bang Club," directed by Steven Silver, portrays the true story of four combat photographers who captured horrid and very real images of tribal violence in 1994 during the first free elections in post-Apartheid South Africa.

The photographers, four young white South Africans, go to the rallies and standoffs of different tribes manipulated by the pro-white government to fight against each other in brutal, bloody wars. The scenes they witness of families viciously stabbing their own members and tribes lighting their enemies on fire are hard to watch, but the shocking photography the four produces launches them into instantaneous fame. They win a Pulitzer Prize for their work as they make the events in South Africa a global issue. They quickly arrive at the apogees of their careers, calling themselves the "Bang Bang Club," but they soon come to realize that with all their fame and glory, there's bound to be a price. Moral issues are brought up about profiting off the deaths and violence of government-manipulated tribes and the photographers'

decision not to stop the hostility they encounter every day. The photographers start to struggle with being impartial journalists whose sole purpose is to record events when people all around them are dying.

The emotional battles these characters face as they push the boundaries of journalism are palpable on screen. The actors expertly convey the conflict of human morality and the desire to inform people about injustice. The

The emotional struggles the characters face as they push the boundaries of journalism are palpable on screen.

best acting can easily be attributed to Taylor Kitsch, who plays Kevin Carter, a wild, fun, and ambitious photographer who falls victim to drugs and depression. His downfall eventually leads to a tragic incident at the movie's end. "The Bang Bang Club" is a compelling and moving story about history, friendship, ambitions, and damaging, ensuing personal disasters.

Toying with Temptation

By EMMALINA GLINSKIS

A seemingly healthy marriage of the attractive, powerhouse couple, Joanna (Keira Knightley) and Michael Reed (Sam Worthington), is put to the ultimate test in Massy Tadjedin's relationship drama, "Last Night."

Joanna, an unpublished and doubtful writer, catches Michael exchanging questionable looks with Laura (Eva Mendes), Michael's seductive coworker, at a company party. Frustrated when Michael does not mention Laura to her, Joanna becomes jealous, which leads to bumps in their previously smooth seven-year marriage. To make matters worse, Michael leaves with Laura for a business trip to Philadelphia the next day, and Joanna runs into an old lover, the handsome French-native Alex (Guillaume Canet), who is briefly in the city to launch his writing career. Both characters are pressured into disloyalty as Alex and Laura push Joanna and Michael to their limits of desire and love.

The film courses through the two nights of the main characters, connecting their scenes with parallel themes and events. Curious questions regarding their marriage are brought up to both characters

in consecutive scenes, and their differing responses create more complex knots in the plot. Joanna has a glamorous night about the town with Alex, who encourages her to write again and presses Joanna to tell him the reason that she chose Michael over him. Laura lures Michael into a steamy night at their hotel bar and pool, convincing him to consider cheating. Throughout this one night of temptation, the couple is faced with the choice to either dig deep into themselves and appreciate what they have or to explore what could have been.

"Last Night," set in the beautiful backdrop of New York City, is packed with strong visuals and realistic, pure acting. The emotional struggles between Joanna and Alex are beautifully performed, and the shots of large lofts, warm lively restaurants, and glowing steamy pools, in addition to the emotionally exposing close-ups, are invigorating to watch. The story line, though cliché and simple, is carried out effortlessly due to the evident yet unique chemistries of both pairs. "Last Night" is an exposed web of emotions as two people try to untangle the doubt and jealousy surrounding a once-effortless marriage.

The film courses through the two nights of the main characters, connecting their scenes with parallel themes and events. Curious questions regarding their marriage are brought up to both characters

By SHAH ALAM

In a tragic twist of fate, Henry Welles (Zach Braff), a troubled drug dealer and Nathalie (Isabelle Blais), a pregnant woman find their lives suddenly intertwined. Deborah Chow's "The High Cost of Living" weaves the unlikely tale of two strangers who look to each other to fill their void lives.

Henry leads a reckless lifestyle; between casually dealing drugs, flirting carelessly, and living in an apartment alone, he asserts his independence aimlessly until an accident while delivering drugs leads him to

Too High a Cost

Nathalie. Nathalie, on the other hand, is a needy, pregnant housewife. Their life-altering meetings make the two reconsider the way they live.

Though they are very different people, Chow shows that they share many of the same doubts and aspirations. Past the opening scene, there is little progression in the plot, which fails to stray from expectations as the characters smoothly course from point A to point B. Braff plays the role of the uneasy dealer expertly. Though his character is a typical urbanite, Braff's capacity to display the weakness lurking in his charac-

ter is phenomenal. Blais, on the other hand falls right into the trap of fitting her role too well. She is visibly too emotional for most of the movie, almost irritating so.

"The High Cost of Living" is a classic case of wasted potential. Chow entices the viewer with an exceptional opening that can go on in a million different ways but chooses the most bland one. Between the typical characters and disappointing flop, to watch this movie past the introduction is too high a cost.

Independent Women

By MOLLIE FORMAN

As shown by the fact that the Best Picture Oscar was first awarded to a female director, Kathryn Bigelow, in 2009, women have long been underrepresented in popular film. "Oh, they must have made a mistake—a woman couldn't have directed a film," said film historian Cecile Starr in 1937, while watching a film directed by Dorothy Arzner. In the obscure world of avant-garde cinema, however, women have been allowed a greater freedom. Starr was one of seven female filmmakers who spoke at "Independent Women: 15 Years of NYWIFT-Funded Film" on Saturday, April 30, after a screening of eleven of their and other women's avant-garde short films. The event was co-hosted by the Tribeca Film Festival and New York Women in Film and Television, an organization that preserves films made by women.

The presented shorts were diverse, ranging from abstract art pieces to political commentary to explorations of female sexuality, but they were all far from mainstream work created primarily by women. The first piece, "Pastorale" (1950), by Mary Ellen Bute, used light effects to visually accompany Bach's "Sheep May Safely Graze," and "Zenscapes" (1969), by Marie Menken, was a silent tour through a miniature garden. "Divination" (1964) by Storm De Hirsch contained foreign chanting and motifs of a man swirling tea in a teacup. Nature was a constant theme; the

beautiful and serene "Remains To Be Seen" featured animated panels of people moving across empty landscapes, and "Bent Time" (1984) by Barbara Hammer showed a walking tour of America. "Homage to Magritte" (1974) by Anita Thacher played with water and air symbolism. "Coney" (1975) by Caroline Ahlfors Mouris served as an antithesis of sorts, celebrating Coney Island with exhilarating time-lapsed views of people bustling through the theme park.

"Desire Pie" (1976) by Lisa Crafts, a pseudo-pornographic animation about female sexuality, was the most controversial film, replete with personified genitalia and graphic symbolism. "Michigan Avenue" (1973) by Bette Gordon had similar themes, using frame-by-frame photography to depict a lesbian couple.

"Windy Day" (1967) by Faith Hubley and "Anything You Want To Be" (1971) by Liane Brandon were by far the most relatable pieces, as the narratives and themes were more directly conveyed than in the other films. "Windy Day," a recording of Hubley's two young daughters at play set to animation, provided a whimsical and honest window into their secret world of imagination. The playful artwork followed their tangential narratives as they imagined themselves as many-eyed dragons, dashing royals, and even as adults, showing a wisdom beyond their years: "When you finish growing up, you die," stated the younger girl. The candidness of their dialogue

made the film wonderfully endearing.

"Anything You Want To Be" also explored the notion of growing up, but had a much more political slant. The film began with the statement, "You can be anything you want to be," and then proved that, for a high school girl in the 70s, this was a lie. In a series of subtle images, high school girl Sandy is shown running for class president, performing chemistry experiments, and observing herself in the bathroom mirror. With each vignette though, the outcome is twisted; she is booed while running for president, but cheered when she changes her goal to secretary. The test tube transforms into a baby bottle as her belly swells with pregnancy again and again. She opens and closes the mirror, each time revealing a different female stereotype. "I think I want to be a woman," she says as she transforms from a sneering seductress into a buttoned-up matron, "whatever that is."

This is a question that not even art can answer—but not for lack of trying. Like their creators, the presented films are strangely alluring enigmas that cannot be easily understood. "Big little films," said Starr fondly. "The littler they were, the more I loved them." Without the care of NYWIFT's curators, many of these films, reeled from the original celluloid, would have been lost forever, and along with them a record of the female experience in gaining independence.

"Friday the 13th" Revamped

By TONG NIU

"Rabies," an Israeli narrative directed by Aharon Keshales and Navot Papushado, begins with a scene comparable to the beginning of many predictable camp horror movies. A group of four wild, empty-headed adolescents become trapped in a shady forest when their car breaks down, and, one by one, they are soon killed off in violent and extremely graphic ways.

This overly exploited premise is not only predictable, but also, aside from the gore, quite boring. However, as "Rabies" progresses, every death leads further and further away from this plotline, eventually leaving viewers wondering how things went so horribly wrong.

The movie follows two storylines that diverge then converge with deadly results. There is the incestuous pair of siblings who are trying to escape from the clutches of a psychopathic killer. As the brother searches for help, he runs into a group of four young tennis players on their way to a match. While the two men in the group go off to help the wounded and scared brother, the two women are discovered and sexually harassed by a rogue police officer and his partner. Perhaps due to such stressful circumstances, each character begins to lose control of his mind, as if infected by some unstoppable disease. The invisible "rabies" that is consuming their minds heighten their emotions, and when fear turns to paranoia

and jealousy to rage, horrific deaths ensue.

The camerawork is too shaky even for a horror film and the acting leaves much to be desired. The angle at which much of the film is shot feels amateur and too narrow in scope to give enough detail of the surrounding scene. What makes the film unique is its variance from the campy horror film plot progression. As the body count accumulates, one gets the feeling that a supernatural force is perverting the minds of these people. Though the motive for each death—from jealousy to sheer misfortune—is clear and very human, one is left with a confused and sickening feeling even past the rolling credits.

Arts and Entertainment

Film Festival

Off the Rez: Battle Hymn of the B-ball

By MOLLIE FORMAN

The new documentary "Off the Rez" takes the audience across the country to the Umatilla Indian Reservation in Oregon where high school basketball star Shoni Schimmel is fighting to become the first member of her tribe to win a college scholarship. Battling financial ruin and community disapproval, she moves to Portland with her mother and seven siblings in the hope of achieving what many in her tribe have been unable to do: move beyond the reservation.

The movie opens with a dichotomy that represents the core of the film, as the shots flash between Shoni's grandmothers dressing her in traditional Indian garb and scenes from a basketball game. This introduction emphasizes the struggle that Shoni faces in bettering her own life while staying part of her family and tribe: the "hurt people," as her grandmother calls them. Beside struggling with her own desire to break free, Shoni carries the burden of her cousin Billy, an alcoholic who had once been asked to play for West Point; her father Rick, who gave up a star baseball career and a good standing with his father to marry his Indian sweetheart; and her mother Ceci, now her coach, whose heritage interfered with her winning her own scholarship. "When [Shoni] plays," says Ceci, "she plays for the Indian people. And she plays

hard."

"Off the Rez" is as much Ceci's story as it is her daughter's. She is a woman who could out-tiger the Tiger Mom—when Shoni breaks her foot during a game and is carried away crying, Ceci doesn't move, remaining focused on the game. She

It is easy to see why ESPN ranked her eighth in a list of the 100 best high school players in the country: she cuts through the court of players like a wildcat, and every cross-court shot she sinks seems inevitable.

acts similarly when her other daughter, Jude, Shoni's teammate, collapses from bronchitis. However, she is also an unyielding leader, screaming at discrim-

inatory referees and rallying her team's spirits: "Take it away from all those people who don't want you to have it," she bellows once as the team nears a breaking point. The most touching moment in the film comes after a loss when Ceci holds a crying Shoni in the locker room, emphasizing the bond Shoni may lose if she chooses to leave.

Despite all the distractions around her, the heart of the movie, and of Shoni's life, is her game. It is easy to see why ESPN ranked her eighth in a list of the 100 best high school players in the country; she cuts through the court of players like a wildcat, and every cross-court shot she sinks seems inevitable. Cinematographer Alastair Christopher's intimate camerawork electrifies the basketball scenes, following Shoni with a grace that rivals Shoni's.

While the constant reaffirmations of obvious themes make for a tedious middle, "Off The Rez" succeeds in presenting an emotionally compelling story without crossing the line to sappy. The isolated, poor reservation is a dead end for countless Indians, but it is also a bastion of family and the last holdout of an ancient people who have survived interminable abuse. The film's impact comes from the enduring strength that Shoni draws from her culture, a strength that props her up long after the final buzzer.

Redefining Family

By TONG NIU

His RV is bursting with oddities, from multicolored scarves to old black and white photographs. Other than his canine friends and the injured pigeons he cares for, Jeffery has few visi-

No matter what one's opinion of Jeffery—or this family—is this story is so bizarre it could only be real life.

tors.

What is the most powerful aspect of this documentary is not the shocking circumstances, but the wide range of emotions it elicits from the audience. There's the initial excitement as new siblings surface, the amusement at Jeffery's lifestyle, the shock at his thousands of donations (which helped him pay for eight years of rent), the hesitancy as each sibling meets Jeffery, and the disappointment when Jeffery doesn't measure up to one's expectations. No matter what one's opinion of Jeffery—or this family—is, this story is so bizarre it could only be real life.

Non-educated Educators

By SHAH ALAM

Severe class difference takes the front seat in "Neds," directed and written by Peter Mullan. Set in 1970s Glasgow, the film follows John McGill (Connor McCarron) as he attempts to escape his unfortunate circum-

joins the local street gang, the Neds, to find some solace. Ironically, the Neds, or non-educated delinquents, become McGill's backbone in his pursuit. They teach him to abandon his life as a weakling, and take a more aggressive approach to succeed. However, his contempt for the rest of the world that seemingly cannot bear to see him succeed causes him to lose sight of his goals and spiral out of control.

Throughout the film, Mullan tackles the obstacles that plague the lower classes. From the first sign of abuse in McGill's school, his dysfunctional family, and experience in the gang, Mullan establishes the regularity of violence without overemphasizing it. "Neds" captures the Glaswegian sentiment through its native slang, setting and most importantly, its vibrant characters.

Connor McCarron's laudable performance masterfully depicts a torn protagonist with great potential. McCarron carefully takes on McGill's darker side as his involvement with the gang grows and leaves a lingering sense of sympathy after the movie's end.

By tastefully exhibiting the cruelty of lower class life through the lens of an unfortunate boy, Mullan addresses issues that are too often neglected. The movie, though far from pretty, is awe-worthy at every turn. Truly, in "Neds," the non-educated delinquents become the educators.

stances by obtaining an education. Aware of the odds stacked before him, McGill lives by his ambition until the stress of his undertaking becomes too much to shoulder.

McGill's desperate need to excel in secondary school stems from his adverse background. Education is the only means for him to tunnel out of life with an alcoholic father, repressed mother, violent brother, and apathetic peers. As the world around him collapses, McGill

Ironically, the Neds, or non-educated delinquents, become McGill's backbone in his pursuit.

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Sports

Boys' Volleyball

Beasts Fall Short in Playoffs Despite Tournament Success

By GABRIEL SUNSHINE

After losing to the Grover Cleveland High School Tigers in the opening round of the playoffs the previous two years, the Stuyvesant boys' volleyball team, the Beasts, managed to make the second round of the playoffs for the first time in four years. After beating the Louis Brandeis Bulldogs on Tuesday, May 10, the Beast lost to the number one seed and eventual city champions, the William C. Bryant Owls two days later.

The regular season was extremely successful for the Beasts yet again, as they extended their regular season winning streak to 38 straight games over the past four seasons. Over this win

"Even though we had stronger players last year, we lacked communication and therefore we couldn't really execute or play well as a team"
—Leon Li, junior

streak, they have dropped zero sets to the opposing team and dominated their division.

Despite their success, as with any sports team, there was room for improvement. Lack of experience seemed to hinder the Beasts this year. With only three seniors, and just half of the team returning from last year, they struggled against other more experienced teams.

However, "many players improved significantly over the year. That's the main reason [for our success]," Senise said. Several players on the team de-

veloped their skills beyond expectations, such as 6'7" senior Daniel Afonin, who improved from just two kills in eight matches last year to 34 kills in nine matches this season.

Coach Vasken Choubaralian said that the team's success was due to it being "one of the most well-rounded [that he has coached], as far as the skills of individual players."

Though the Beasts have not lost a divisional match since 2008, tournaments have greatly tested their mettle, matching them against tougher opponents like Bayside High School, Benjamin N. Cardozo High School, and Grover Cleveland High School.

While tournaments in the past had produced sub-par results, the Francis Lewis Invitational, held on Saturday, April 2, turned out to be extremely successful for the Beasts.

In preparation for the tournament, the athletes practiced their fundamentals and communication tirelessly. "Without them, we probably wouldn't have advanced into the semi-finals, let alone finals," senior and captain Brian Wan said.

"Even though we had stronger players last year, we lacked communication and therefore we couldn't really execute or play well as a team," junior Leon Li said.

With a better mindset and better fundamentals, the Beasts entered the tournament against Cleveland focused and intense. "We just wanted to play each point and not let any ball drop," Wan said. "Our intensity rose to another level."

"I went into the game thinking about the seniors that graduated last year," Li said. "Since I was a rookie last year, I couldn't help out in the game against Cleveland. I really just wanted to win for them, and I also wanted to show Cleveland how far we've come as a team."

The week before, the Beasts played in a tournament at Seward Park, finishing at a mediocre 5-5. "The boys and myself were very disappointed. We knew that we could have done much better. I think this set us up mentally for the Lewis Tournament. The guys were just hungrier," coach Vasken Choubaralian said in an e-mail interview.



Lucy Wei / The Spectator

"I specifically remember telling the guys at the beginning of the match that this will be their toughest game ever, but that it was a chance for revenge."

The Beasts managed to avenge its back-to-back playoff losses against Grover Cleveland in their semi-final match in the Francis Lewis invitation Tournament on Saturday, April 2. The match against Grover Cleveland showed the Beasts' true abilities, as they got off to

a quick start, easily winning the first game. After the Tigers rebounded, the Beasts got ahead early in the third game, and did not look back. "[The match] really showed me that this team has something that we haven't had in the past: heart," Choubaralian said.

"For us, it's really important to get an early lead. We've always had a hard time coming from behind to win games, so getting in front against Cleve-

land made a huge difference," senior and captain Luca Senise said.

While the Beasts did not reach as far as they had hoped into the playoffs or end up winning the tournament, they made it past the first round of the playoffs and finished as runners-up, successes they had never had in previous seasons. "It was definitely a breakthrough for us," Senise said.

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Sports

The Rebuilding Years Are Over

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often, but it is certain that there will be many more opportunities to capitalize on in the years to come. The Knicks emerged from the season with a "Big Three" to call their own, and the Rangers are ready to unleash an arsenal of young players.

The sports scene at Stuyvesant is not very different from that of New York City, just with players whose GPAs are slightly higher and with less media coverage. We have our usual suspects every year who are always a threat to win their respective City Championships, and a few dark horses that garner our interest.

The boys' swimming team has been the best in the city the last two years, while the girls' swimming team has won the last three City Championships. Furthermore, the boys' fencing team won the Championships from the 2008 to 2010 seasons and the girls' team won from 2007 to 2009. Both our boys' and girls' volleyball and handball teams have consistently posted unbeaten records in their regular seasons, save for two close girls' handball losses last year. However, we are sometimes too quick to overlook some of our other teams.

Like the Knicks, the Peglegs have previously held the title of laughingstock in our sports community. The footballers have never really been considered a serious threat to any opposing team—until this past season. The varsity Peglegs went 6-4 in 2010, going over .500 for the first time since the Fall 2007 season.

They finished in sixth place in the Cup Division, just two spots out of the final playoff spot.

In addition, last season, the junior varsity squad went undefeated (8-0) after going 1-8 in each of the previous two seasons. The defense allowed only eight points per game over their seven games, including three shutouts. Not bad for a bunch of nerds.

It will be even easier to turn the Peglegs around for the future. Though maintaining success with only a four-year eligibility window for each player is definitely tough, there is a constant influx of new players. No trades are necessary, there is no salary cap, and there is no hassle of dealing with the inflated egos of aging superstars. Every year, there will be a new group of freshmen that join the team. And, who knows? Maybe the next starting quarterback for the Jets or Giants will play out their high school football careers with the Peglegs.

On second thought, probably not, but a handful of reliable starters are sure to emerge. With a solid foundation and new players set to turn the team around, next year's version of the Peglegs is sure to be a serious contender for the Cup Division championship.

As Knicks, Rangers and Peglegs fans, we have become too accustomed to losing. It has become a way of life. There are no expectations, and no reason to get excited about any one win. However, it seems that we may soon have to face the reality that for the Knicks, Rangers, and Peglegs, winning becomes the norm.

Co-Ed Cricket

Struggling Yorkers See Hope With Win

continued from page 28

long rectangular dirt area surrounded by an oval grass infield. The infield and the pitch are surrounded by a circular grass outfield. If the ball rolls past the outfield, the team is awarded four points and the batsman does not have to run. If it passes the boundary in the air, the team is awarded six points.

The wickets are three stumps of wood with two wooden cross-pieces, called bails, which rest on top. If a bowler removes the bail from the wicket, the batsman is out. A wide occurs when the bowler throws the ball too wide or high for it to be hit. When this happens, the batting team scores a run.

With the recent losses, the Yorkers are disappointed, but they have not lost hope. This year, the team of 14 players is significantly smaller than last year's, which had 33 players, and is built around seniors who have been playing together throughout their high school careers. "Last year, no one had much experience with the sport. No one knew the rules or how to play," Kothari said. "We have more experience than last year, and, therefore, a greater edge than last year."

Despite the team's failure to extend its winning streak to two, Afzal has seen improvement in the returning players. He specifically pointed out junior Shahed

Haque, who is one of the team's new wicket keepers, which is the baseball equivalent of a catcher. He also noted that Zain is being relied on more and more as a fast bowler, even though he still has to fulfill his responsibilities as a batsman. He has scored 13 runs this season, while giving up just 63 runs to opponents.

The team has been training harder than it had in previous years, practicing every day in Flushing Meadows Park. "We do a lot of drills, such as running, batting, and bowling," sophomore Willie Xu said.

Though the team added more conditioning to its routine this year, it focused primarily on fundamentals. "We have to be fit, have stamina, and be athletic, but we're more focused on playing the game itself," Kothari said.

The team hopes to use momentum from its single win to beat tougher teams such as Richmond Hill High School and Newcomers High School, which is coming off of two straight championships, later in the season.

Having already matched the number of wins they had last season, the Yorkers are looking to improve upon their last two disappointing seasons in their remaining five games. "Overall, our team has a strong future ahead, and we are looking forward to the rest of our matches," Kothari said.

Girls' Lacrosse

Huskies Look to Off-season for Improvements Once Again

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lar season. In the tournament, however, the Huskies refused to go down without a fight, ending the game in a 5-5 tie.

Despite going on to lose to three Long Island teams, the



The Stuyvesant Huskies played against Midwood High School on Thursday, April 21.

Karen Chan / The Spectator

"Because we have a new coach and a lot of new girls, it's still kind of a transition period, and everybody is still getting used to each other."

**—Rebecca Kim,
senior and
captain**

Huskies view the competition positively. "We played amazing Long Island teams and only lost by a little bit, so that was really high morale for us," captain and

junior Nabila Khatun said.

Junior Ashley McQuiller, chosen as Huskies' Most Valuable Player at Mayor's Cup because of her strong defense, said, "The girls from other schools were really good, but we were able to keep up with them. We did really great things on offense. Everyone stepped up that day, and we were all pumped up and excited, so it was good."

According to Buhr, facing tough competition at the Mayor's Cup will help the team. "It was good to play against some great teams that we normally don't play. A lot of girls were able to see good teams play,

and it got them wanting to play harder," Buhr said.

The Huskies spent ample time practicing in the off-season, and came out with a worse record than last year's, but they are still hopeful about their chances next year. One advantage is that the team will lose only seven seniors to graduation, and will be comprised of mostly juniors and underclassmen.

"We're a positive team and although our record is poor, the morale is very, very high and this gives us high hopes for the future," Buhr said.

Girls' Fencing

Girls' Fencing Team Championship Attempt Foiled

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people that we could depend on to definitely win bouts. Right now, we don't have anybody like that." The City Champion-



The Stuyvesant Girl's Fencing team competed in a home game against LaGuardia High School on April 15th.

Mark Zhangs / The Spectator

"We had people that we could depend on to definitely win bouts. Right now, we don't have anybody like that"

**—Sophia Chen,
junior**

Ng ('09) and Nzingha Prescod ('10), who is currently a NCAA D1 fencer at Columbia University.

The team also struggled to balance athletics and academics. "This year they [gave] the SATs the same time as the playoffs. That [was] another very giant hurdle for us to climb over," coach Joel Winston said.

In addition, the team practiced less this year because it was forced to leave the building earlier, due to budget cuts. "We lost two weeks of practice. Multiply that by the time we used to spend [until] seven o'clock here, now we're ending a lot earlier," Winston said.

Despite their disappointing finish, the athletes are still improving and enjoyed their season as a team. "When I scored 6 touches against Katherine, [Hunter's] strongest fencer,

while she only scored 3 against me, the girls were still ecstatic. At that point, it didn't matter so much whether we won or lost, but the rather the fact that we didn't give up that easily," senior and captain Sarah Alkilany said in an e-mail interview.

High expectations remained for the perennial championship contenders, but their first round showing quickly eliminated them from the playoffs. The team had just 11 touches for all match, while Cardozo managed to garner the full 45. "The reason we left [the] playoffs in a worse position than we had hoped was because of our number one foilist's [Sophia Chen's] absence," Alkilany said. "Given those circumstances, we still did the best we could against our opponent."

ship winning team of 2009 had dominating fencers like Megan

THE SPECTATOR SPORTS

Girls' Fencing

Girls' Fencing Team Championship Attempt Foiled

By MATTHEW MOY

Stuyvesant's girls' fencing team entered the PSAL playoffs as the number six seed on Saturday, May 7, but exited in the first round with a 9-0 loss to Benjamin N. Cardozo High School.

Following three consecutive undefeated seasons and City Championships between 2007 and 2009, the team failed to go undefeated or win the championship for the second year in a row, matching last season's 8-2 record.

Their hopes for a no-loss season were thwarted by Hunter College High School, their division rival and the eventual City Champions, to whom they lost on Wednesday, April 6 and Wednesday, May 4.

However, the team has stayed positive in the face of the year's first adversity. "Besides the loss against Hunter, we've been doing really well," senior Sarah Jang said in an e-mail interview. "The girls on the team are working hard at practice and we always come out strong in every game."

The team was prepared for the loss to Hunter, and was in good shape for its other regular season opponents. "Hunter has always been our best competitor. They've always had a really strong team and we [...] lost to them last year as well," senior and captain Katherine Chen said. "We are really trying to improve. All of our other matches went pretty well, so it's just Hunter that we're still trying to get a way around."

While Hunter's team has improved consistently, Stuyvesant's has had to work through some difficult times. It lost three seniors last year, and more than half the team is composed of freshmen and sophomores. "Hunter has a lot of people that go to clubs annually and they train all year round, and we have people that are athletic and hard working, but we don't have that advantage," junior Sophia Chen said.

When asked about how the team has changed since it last won the City Championship, Sophia Chen said, "We had

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Co-Ed Cricket

Struggling Yorkies See Hope With Win

By KEVIN MOY

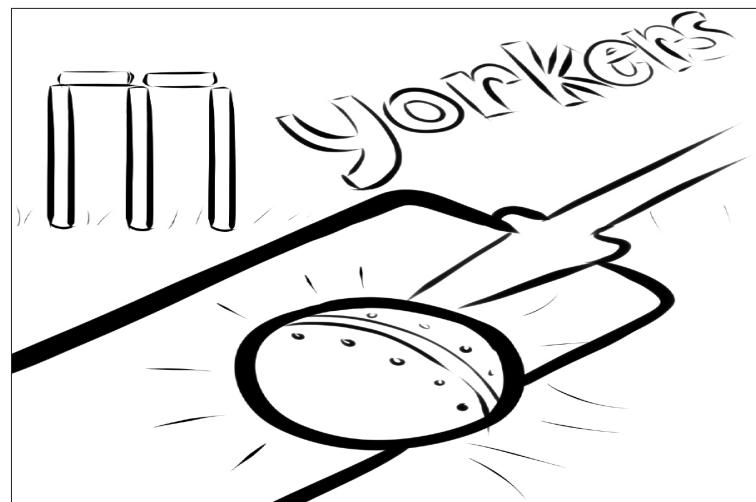
Last year, the Stuyvesant co-ed cricket team, the Yorkies, finished another disappointing season, winning its first game in two years. The cricketers spent the off-season retooling their roster and made long treks to Flushing Meadow Park for practices. With the start of a new season, they looked to turn their fortune around.

Yet on Thursday, April 14, while looking to build on their win in the final game of the previous season, the Yorkies lost their first game of the new season to Dewitt Clinton, 162-110.

Senior and vice captain Zakey Zandani was disappointed by the results. "I expected a lot from my team. I think everyone was nervous, and we just made silly mistakes," Zandani said. The most glaring mistakes came from defensive errors, which gave extra runs to Dewitt Clinton's score.

The Yorkies' batters did not perform as expected. While captain and senior Usamah Afzal scored 24 runs, the next seven batters scored just seven combined runs. The Yorkies scored 79 runs on errors committed by Dewitt Clinton.

The Yorkies used five bowlers, or pitchers, including Afzal, Zandani, and seniors Mahir Kothari, Mustafa Kamal, and Sultan Zain. They too struggled and



were ineffective in putting away the opposition. Kothari, who is bowling for the Yorkies for the first time this year, surrendered 38 runs to junior Taher Miah of Dewitt Clinton.

Coach Mohamed Khan, who had expected a change from the past two seasons, was also dispirited by the loss. Khan, who took over in the 2009 season, has led the team to only one victory through two seasons. "It was a big disappointment for him. No coach ever wants that record," Afzal said. Khan could not be reached for comment.

As the season continued, the Yorkies continued to struggle, losing to Queens High School of Teaching, John Bowe High School, and Herbert H. Lehman

High School. However, on Sunday, May 11, they defeated Bronx High School of Science 1 85-74. The batsmen of the Yorkies performed well against Bronx Science, with Afzal scoring 33 runs, as did the bowlers of the team, who held Bronx Science to 32 runs. The success was short lived, however, as the team lost 112-86 to Thomas Edison High School on Friday, May 13, dropping its record to 1-5. Its record has since fallen to 1-7.

To score a run in cricket, the batsman has to hit the ball and run with another non-batsman to the end of a pitch of ground and back. The pitch is a 22-yard

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The Rebuilding Years Are Over



Mark Zhang / The Spectator

By JORDAN WALLACH

New York sports fans have constantly been heartbroken by late season collapses and early playoff exits. The Yankees have only won one World Series in the past 10 years, the Mets are still the Mets, and the Knicks and Rangers have been the most embarrassing of them all, showing no signs of life since Patrick Ewing, Wayne Gretzky, and Mark Messier rocked The Garden in the '90s.

In Stuyvesant, our football Peglegs had fallen onto a similar fate, often being the center of jokes and the subject of insults. Disappointing seasons and embarrassing losses forced the Stuyvesant community to slowly lose hope in the team.

However, last month, for the first time in 14 years, both the New York Rangers and New York Knicks hosted home playoff games in Madison Square Garden. Perhaps more surprisingly, the Peglegs finished with a winning record for the first time in three years, following a 2-8 season just a year earlier. This past season, all of the teams' successes have reinvigorated Stuyvesant, the Garden, and the city alike.

Though the Rangers were able to squeak out postseason berths for four straight years, the 2009-10 season was extremely disappointing, as they suffered heartbreak in their final game. They lost to the rival Philadelphia Flyers in a shootout, and fell just one point short of the final play-off spot.

This year, the Rangers were able to return to the Stanley Cup Playoffs on the last day of the regular season, with a little help from a Tampa Bay Lightning victory. The team relied on goalie Henrik Lundqvist to carry its anemic offense, as the All-Star became the first player in NHL history to win more than 30 games in his first six seasons in the league.

The defense, led by the other Ranger All-Star, Marc Staal, has proven to be one of the scrappiest and hardest-working groups in the league, constantly putting their bodies on the line, while leading the league in blocked shots. Also, as one of the youngest teams in the league, with rookies Derek Stepan, Michael Sauer, Ryan McDonagh, and Mats Zuccarello, this year's success has reinvigorated the Blueshirt faithful.

For the Knicks, Game 1 of the Eastern Conference Quarterfinals against the Boston Celtics marked their first playoff game since the 2003-04 season, when the team starred 26-year-old Stephon Marbury, Allan Houston, and Kurt Thomas. Even then, they were swept by the New Jersey Nets in the first round. Now, the Knicks' rebuilding years are finally over.

Though they lost out in the LeBron James sweepstakes in the last summer's offseason, the team was able to sign Amar'e Stoudemire. Many thought that Stoudemire was a mere consolation prize, but as the season rolled along he proved the critics wrong. "STAT" was the Knicks' first All-Star Game starter since

Patrick Ewing had the honor in 1992, and the team's rock throughout the season, averaging 25.3 points per game.

The Knicks continued to adjust their roster, as they acquired Carmelo Anthony, arguably the NBA's best scorer, as well as veteran point guard Chauncey Billups at the trade deadline. With one of the league's leading offenses, and highest-profile players, this year's team finally got the city interested in the Knickerbockers. In Walt "Clyde" Frazier's words, maybe their "swishing and dishing" will lead to some "winning and grinning" in the near future.

Even though all of New York was optimistic about first-round upsets for both the Knicks and the Rangers, both teams made quick departures from the NBA and NHL postseasons. The Rangers were defeated by the top-seeded Washington Capitals four games to one, unable to get their feeble offense going. Alex Ovechkin, arguably the best player in the NHL, had six points in five games and, at times, seemed unstoppable. After two painful overtime losses, the Rangers were eliminated, despite their gritty efforts.

The Knicks were swept by the Boston Celtics in four games, and though it will be a tough pill to swallow in the coming weeks, they definitely showed flashes of dominance in the first two games of the series. However, in both games, the Knicks gave up leads in the fourth quarter and gave way for go-ahead shots to steal the games, one made with 12 seconds left in the first game by Ray Allen and the second made by Kevin Garnett in Game 2 with 14 seconds left.

The playoff defeats are tough to swallow and I understand postseason appearances from our city's basketball and ice hockey teams don't come around that

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Girls' Lacrosse

Huskies Look to Off-season for Improvements Once Again

By KATIE MULLANEY

The girls' lacrosse team, the Huskies, finished with a disappointing 2-12 record in the PSAL Championship Division. The Huskies have not, in any way, lived up to the goals they set for themselves in the preseason. Instead, they look to the off-season once for improvement.

Due to the increase in number of girls' lacrosse teams in recent years, PSAL changed the configuration of the varsity league this year, splitting it into the Championship Division and the Bowl Division. The Huskies were placed in the better of the two, the Championship Division. The team attributes its difficulty over the past two seasons to the increased level of competition in the new division.

"Many of [the teams we play] have fields of their own at school so they have more practice space. Many of them have also been playing longer," senior and captain Rebecca Kim said.

With a new coach, Lindsay Buhr, and 11 new players out of a total of 29, the Huskies are relatively inexperienced. "Because we have a new coach and a lot of new girls, it's still kind of a transition period, and everybody is still getting used to each other," Kim said.

This is especially true for the team's offense, as they were outscored 83-43 in the first

nine games of the season. "Our offense needs to learn how to work as a team better," said junior and captain Suzy Kim, who was the top-scorer on the Huskies, with 36 goals on the season.

The offense, however, was not the only problem. Allowing at least 10 goals per game in every loss but one was not a result of the lack of offense. The team struggled with making defensive stops and quickly transitioning the ball to the offense to allow for increased scoring opportunities.

Though the Huskies have been outmatched, they say their poor record does not properly reflect their accomplishments. "Our scores don't show the improvements we've made on the field. I think we've made a lot of improvements," Buhr said. "Once we further develop our basic skills, we'll see progress."

The positive changes they have made can be seen in the results of the NYC Mayor's Cup Invitational, which took place on Saturday, April 9 and Sunday, April 10. The competition included some of the best public and private school teams in the city and Long Island. The Huskies, who were seeded 14, first faced the 17 seed, Beach Channel High School. Beach Channel finished with a 10-4 record and beat the Huskies 11-5 both times in the regu-

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