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StuyMUNC: A Learning Experience



Courtesy of Gibryon Bhojraj
Stuyvesant's model UN members in front of Stuyvesant

By DANIEL BEER and
KEIJI DRYSDALE

The seventh annual Stuyvesant Model United Nations Conference (StuyMUNC), held on the weekend of Friday, April 16,

was aimed at giving a diversified group of delegates experience analyzing past and current events.

Rather than focusing on giving delegates insight into the procedural work of the United Nations, the main goal of this

student-run event was to provide experience to Model United Nations (MUN) delegates in solving past and present issues. "We host [StuyMUNC] so that other schools

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Math Team Takes First Place at State Competition

By ZOE WU and
BERNICE CHAN

The New York City Math Team—which includes 35 students from Stuyvesant High School—won first place at the New York State Mathematics League (NYSML) competition on Saturday, April 10, at the State University of New York in Albany. Two Stuyvesant students, sophomore Kevin Peng and senior Yevgeniy Rudoy, tied for second place in the individual event.

NYSML, an annual statewide competition among high school math teams, consists of four rounds: team, power, individual and relay. The contest requires students to compete in teams of 15. Each team receives up to 50 points in the team, power, and relay rounds and up to 150 points in the individual round, based on the number of questions it is able to answer correctly. The scores from each of the rounds are added up to determine the winning team.

Math teacher and New York City Math Team head coach James Cocoros formed four teams, composed of students from various high schools in the five boroughs, based on where the students live, to represent New York City at NYSML this year. New York City's Brooklyn/Staten Island team, which includes sophomores Janan Zhu and Mikhail Rudoy, juniors Da-

wei Chen, Lijin Chen, Calvin Zhu and Yichi Zhang and seniors Ahram Feigenbaum, Julien Kwan and Yevgeniy Rudoy, came in first place in the competition with a score of 269 out of 300.

The city's Manhattan team finished second and the Queens/Bronx team finished third with 261 and 255 points respectively. However, due to a "no duplicate award policy," even though these two teams were considered second and third place, they did not receive medals. The official second and third places were awarded to Albany Area Math Circle A with a score of 245, and Nassau County A with a score of 236.

"I'm happy with how they did particularly because the Brooklyn team lost a lot of kids from last year. We haven't swept the top 3 spots in a while," Cocoros said. "It was great to see the city teams being competitive, working together and performing well."

The four rounds of NYSML challenge students in different ways. The team round requires the team to answer 10 questions in 20 minutes. The power round requires the team to complete a guided proof in one hour. The individual round has each team member work on five pairs of problems separately, with 10 minutes for each pair of problems. The relay round has students work in groups of three,

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Speech and Debate Team Places Second in State Tournament

By CHRIS LEE

The Stuyvesant High School Speech and Debate team placed second overall in the New York State Grand Championship. The competition took place in Chaminade High School, Jackson Avenue School and Mineola Middle School in Garden City, Long Island on Saturday, April 24.

This is the 26th year that Stuyvesant's Speech and Debate team has attended the state championship. Last year, Regis High School and Stuyvesant High School placed first and second, respectively. Regis High School placed first again this year.

Students need to receive two half-qualifications at previous competitions in order to qualify for the state championship. Students must advance to the final round or win to receive a half-qualification, depending on the tournament.

In the state tournament, there were five rounds of each of various speech events, including Extemporaneous Speech, Impromptu Speech, Declamation, Dramatic Interpretation, Humorous Interpretation, Oral In-

terpretation, Duo Interpretation and Original Oratory.

There were five rounds each of Lincoln-Douglas debate and Public Forum debate. There were also four rounds of Policy Debate and three sessions of Student Congress. All categories had two elimination rounds, semi-finals and finals.

The topic for the Lincoln-Douglas Debate was, "Resolved: In the United States, the principle of jury nullification is a just check on government." The topic for Public Forum was, "Resolved: Affirmative action to promote equal opportunity in the United States is justified." Policy debaters, who have the same topic for the entire year, debated the topic, "Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States."

In Speech events, there were performances of monologues, original works, poetry, prose and formal commencement speeches.

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Debaters Discuss the State of American Political Dialogue



Claire Littlefield participates in a debate against a student from Regis High School as part of the release of Mark Oppenheimer's new book, Weisenheimer.

By SHILPA AGRAWAL and MAYA AVERBUCH

Four debaters, two clad in suits and ties, the other two in skirts and heels, filed onto the Regis High School stage to address the question of the night:

is American political dialogue in trouble? On the affirmative side was Regis High School senior Joseph Eddy and journalist and author Mark Oppenheimer. On the negative side was senior and Stuyvesant Speech and Debate President Claire Littlefield and

journalist author Hanna Rosin ('87). The debate on Thursday, April 22, was held in celebration of the release of Oppenheimer's new book, Wisenheimer - A

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Opinions

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Vending Machine Vexation

The skinny on the school's new 'healthy' drink machines.

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Arts & Entertainment

Crème de la Cinema

Flip through the festival's greatest flicks.

News

Students Attend EPIIC Symposium

By THOMAS FLAGIELLO
and JOANNA GAO

Thirteen students from Stuyvesant attended the 2010 Education for Public Inquiry and International Citizenship Symposium, which was held from Thursday, April 8 to Sunday, April 11. For the past five years, social studies teacher Muriel Olivi and her students have attended the annual four-to-five day symposium at Tufts University in Massachusetts. Two hundred and forty seven students from 16 high schools attended the symposium and participated in the present-

high school represented a different country, and, through debates and discussions, students had to reach a consensus on how to deal with many of the region's problems.

Past discussion topics included global poverty, empires, nation-building and the interplay of religion, politics and society. According to Tufts' Institute for Global Leadership Web site, "EPIIC prepares young people to play active roles in their communities, whether at the local, national or global level."

Assistant Principal Social Studies Jennifer Suri agreed. "[EPIIC] is an outstanding and educational program. It promotes leadership, inquiry and dialog," she said.

This year, "[Stuyvesant] represented China, whose role in the Middle East is that of an observer and investor. Each delegation was divided into committees to discuss various topics, such as resources and religion, and how these factors affect the region," participating sophomore David Rodin said.

Stuyvesant students began preparation for the EPIIC conference a month in advance, which included daily after school meetings for two weeks. They focused on 80 documents concerning South Asia, including current events in the region.

"We didn't have a lot of time to prepare. But I have to say, our school dominated," participating sophomore Pria Islam said.

Olivi agreed. "Other schools have courses devoted to the program, but we did really well. Some of the kids were very knowledgeable on the topic and they were able to tutor those who weren't," she said.

In the end, students reached a conclusion that dealt with problems such as dams being built illegally in South Asia and methods of how to provide power to the region and create a stable infrastructure and nuclear proliferation in the area.

"We were able to create partnerships with the others and come to a constructive and peaceful consensus," participating sophomore Chang Tang said.

Students have expressed positive feedback on the conference.

"I signed up because I felt that I really lacked any knowledge of current events," participating sophomore Anthea Chan said. "So I was hoping I might learn more there and I did."

The Stuyvesant High School Parents' Association and Alumni Association funded Stuyvesant's

"[EPIIC] is an outstanding and educational program. It promotes leadership, inquiry, and dialog."
**—Jennifer Suri,
Assistant
Principal of
Social Studies**

participation in EPIIC, allowing students to attend without paying.

Both Olivi and her students hope to attend the program next year.

"Though the discussions can seem menacing, EPIIC is a great way to make your voice heard and hear the opinions of your peers," Rodin said. "As a junior next year, I hope to attend the event more prepared than I was this time."

"Though the discussions can seem menacing, EPIIC is a great way to make your voice heard and hear the opinions of your peers."
**—David Rodin,
sophomore**

tations and workshops, which were open to the public. In addition, 37 Tufts University students served as mentors.

EPIIC, which was first started in 1985, is run by Sherman Teichman, the Executive Director of the Institute for Global Leadership at Tufts. The program pushes students to prepare for and host an international symposium on a global issue. The topic of this year's conference was "South Asia: Conflict, Culture, Complexity, and Change." Each attending

Key Club Members Receive Numerous Awards

By SANDY CHAN

Nineteen members of Stuyvesant's Key Club attended the prestigious Leadership Training Conference (LTC) held on the weekend of Friday, April 16, a conference held specifically to honor Key Club members in the New York District. Schools such as Bronx High School of Science, Brooklyn Technical High School, Bayside High School and more attended the event. Stuyvesant Key Club received second place for the Non-traditional Scrapbook award, second place for the Public Relations Award, second place in the Video Contest and third place in the Club Poster Contest. Stuyvesant Key Club also won an award for raising the most money for the District Project, Kamp Kiwanis.

The Non-traditional Scrapbook, Club Poster and Club Video awards were all based on submissions made by separate Stuyvesant Key Club committees to adult Key Club District Administrators. The submissions showed Key Clubbers participating in service events and activities. The Public Relations Award was given based on a submission made by junior and Immediate Past (IP) Editor Jensen Cheong, who showed how various service projects were promoted by Key Club. The Kamp Kiwanis award was given based on the amount of money raised by local chapters for the New York

District Key Club projects.

In addition to the awards granted to the entire club, senior and Key Club President Bette Ha was recognized as an Outstanding President, junior and Secretary Fannie Law received the Distinguished Secretary award and Cheong was recognized as an Outstanding Editor. The Governor's Scholarship, worth 1,000 dollars each, was given to senior and District Editor Gavin Huang, as well as senior and District Webmaster Victor Ma.

The Governor's Scholarship is awarded to any college-bound Key Club member who recognizes the importance of the New York District Governor's Project, which focuses on eliminating world hunger and preserving the environment.

Seventeen Key Club members also received the Distinguished Key Clubber award. This award is given only to the most dedicated Key Club members with excellent volunteer event attendance.

Law and junior David Lu also won first place in the talent show for their violin and piano performance, which included renditions of songs such as Bad Romance, Viva La Vida and Never Gonna Give You Up. Key Club members from other high schools also performed a dance to the popular hit song Single Ladies and gave a belly dancing performance. This was the first time that Stuyvesant students participated in the talent show.

The Public Relations, Scrapbook and Poster awards were announced during lunch on Saturday while the remaining awards were given out during a general session after dinner. Although there were many awards given to Stuyvesant Key Club members, the numbers of awards were not as high as in previous years due to fewer applications for awards and the ban on bake sales, which prevented the Key Club from receiving the UNICEF award.

However, Key Club members were still delighted with their wins.

"The elatedness you feel after you hear a member's name or Stuyvesant High School announced and seen on the screen is incomparable," Lu said.

The Key Club Leadership Training Conference was very informative yet fun at the same time. We all learned new things to help our communities and celebrated yet another successful year of Key Club," Cheong said.

Many members felt that the highlight of the conference was not the awards, but the recognition of the importance of Key Club.

"LTC isn't about winning awards. It's about meeting new people, realizing the influence Key Club has isn't just limited to your school and finding others who share the same passion for volunteering as you do," Law said.

Stuyvesant Claims Second in National Chess Competition

By POOJA DESAI

The Stuyvesant High School chess team placed second to the Hunter College High School team at the Supernationals Tournament—the highest level of competition for high school students held annually by the US Chess Federation. Stuyvesant's team scored 19.5, trailing the Hunter team's score of 21. The tournament was held in Columbus, Ohio on the weekend of Friday, April 16, and drew thousands of competitors from across the nation. Stuyvesant competed in the tournament's High School Championship division, in which it placed first last year.

The Stuyvesant team competing at the tournament consisted of seniors Andrew Ryba and team captain Zachary Weiner, juniors Eigen Wang and Qiyang Zhang and sophomores Loren Weiss and Nicholas Ryba.

"Hunter was the favorite to win the tournament," Zhang said in an e-mail interview. "Their team consisted of highly ranked players with chess ratings of 2338, 2327, 2268, 2163 and four other players to form an eight person team, while the Stuyvesant six person team's highest ranked player, Eigen Wang, had a 2163."

In the High School championship division, the four highest scores achieved by individual team members are added together to calculate the team's overall final score. The maximum score any individual can achieve is a seven, thereby making the maximum possible team score a 28. Each player competes in seven matches. One point is awarded for a win, zero points are awarded for a loss and half a point is awarded for a tie. On the Stuyvesant team, Wang scored 6.0, Andrew Ryba scored 5.0, Nicholas Ryba scored 4.5 and Weiner scored 4.0. Zhang and Weiss both finished with scores of 3.0, both

of which did not contribute to the team's final score.

Matches at the tournament were required to be completed within two hours, and matchups were decided using the Swiss system, which pairs players based on their four-digit chess ratings. In the individual player standings, Wang tied for first, forcing a tiebreaker in order to determine the tournament's winner. In the event of a tiebreaker, judges consider which tieing player competed against harder competitors over the course of the tournament by comparing the four digit rankings of the tieing players' opponents. Since Wang competed against players with lower ratings, he placed second in the tournament.

The Stuyvesant team also excelled in Blitz Chess—an iteration of speed chess in which matches must be completed in under five minutes. In this category, Nicholas Ryba placed first while Weiner, Wang and Andrew Ryba, placed 11th, 14th and 21st respectively.

Chess grandmaster, chess team member and senior Robert Hess was unable to participate in the competition. "His absence in some ways impacted the result of our team score," Zhang said. "If he had competed in the tournament, Stuyvesant was definitely the favorite to win the tournament."

Despite his absence, Hess was pleased with the team's results. "The depleted team did as best they could and finished marvelously," Hess said in an e-mail interview.

"With only two members in the Championship section of the Stuyvesant chess team graduating, we still have potential to do well in the future," Zhang said. "I think Stuyvesant will be a strong contender for next year's tournament, and I really hope that this time Stuyvesant will win the first place trophy."

The National Latin Exam Brings in the Gold

By YANA AZOVA

for a more challenging level of the test. The NLE is 45 minutes long and is administered during the second week of March, with the results sent out mid-April. The ACL also publishes a booklet stating all of the medalists' names, organized by school, level and medal received.

Junior and two-time Gold medalist Felix Handte spoke of the difficulty level of this year's exam. "I had to guess a lot and, whereas normally you need 37 or higher for gold, this year the cutoff was 32," he said.

Latin teacher Dr. Susan Brockman stated that she encourages students to take the NLE even if they are not doing well in her class. "When the medals come in, many students are surprised to find out that they won," she said. "It's also really fun. A big box is brought in, and with the exception of maybe two or three students, everyone receives a medal."

Students expressed positive sentiments in regards to the exam. "I got a gold medal last year," senior Matthew Leiwant said. "It's [Stuyvesant's performance on the NLE] a nice vindication that we have a really good Latin program."

StuyMUNC: A Learning Experience

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can send novice delegates to gain valuable experience," senior and StuyMUNC Crisis Director Dylan Cohen said.

According to the StuyMUNC Web site, this conference encourages delegates to think "quickly and outside the box." Committees ranged from "Disarmament and International Security Committee" to "The Bolshevik Revolution: 1917," providing a wide range of topics.

Although there are many types of committees, they can be divided into two main categories: General Assemblies and Specialized/Crisis Committees. General Assemblies represent all countries that are a part of the United Nations. Specialized/Crisis Committees offer a more specific perspective by including representatives from some of the more influential countries of the General Assemblies. Students on a Specialized/Crisis Committee may also be required to play the role of an actual representative or major official from their country.

"Our conference had a bit of a different direction. It required delegates to be prepared and up-to-date," Cohen said. Delegates were asked to prepare for StuyMUNC by analyzing their background guide, a brief overview of each committee's topics for their committee. Delegates were advised to be informed of current events and find information from other sources, such as The New York Times and The Economist.

For the first time in StuyMUNC history, delegates were also required to write a one page position paper detailing the topic at hand, the side taken by one's country and any possible solutions. In previous years, delegates were only required to read a background information sheet. The position papers were intended to ensure that delegates did their research and have taken adequate time to analyze the research.

Although Stuyvesant's MUN

sent a few novice delegates to participate in the conference, winning awards was not a main goal for the chairs and directors.

"The conference is not about Stuyvesant delegates," Cohen said. "It's a learning experience for all."

"Is there generosity on our part?" That was my primary concern," social studies teacher and Stuyvesant's MUN faculty advisor Clarissa Bushman said.

This year's StuyMUNC was bigger than in previous years, hosting a multitude of new delegates from schools all over the city. "Our goal was to expand our invitations beyond the typical private schools and specialized high schools," senior and Director General of StuyMUNC Mohammed Rahman said.

"We had a lot more registrations than we had before," senior and Under Director General for Internal Affairs Josef Kushner said.

To make registering for the conference easier, MUN put most of the registration paperwork online, in addition to registering the conference on the main MUN database. "The conference was both easier to find online and easier to sign up for once discovered," senior and Under Director General for External Affairs Steven Arroyo said.

However, Stuyvesant's MUN had anticipated a higher attendance of delegates than the actual turnout. "We had a lot of dropouts and that cut into our profits," Kushner said. "We prepared for twice the number of people that came."

Overall though, MUN members were pleased with this year's StuyMUNC. "Committees were well thought out by the chairs and directors and the crises were well executed," Rahman said. "It seemed as though a vast majority of delegates enjoyed their committee time."

"[StuyMUNC] was such a good conference. I felt like our kids did really wonderfully," Bushman said.

Speech and Debate Team Places Second in State Tournament

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"We had semifinalists and winners in all categories," senior and Speech and Debate team member Sandesh Kataria said. "We were pretty successful."

In total, there were twelve semifinalists and eleven finalists. Senior Valeriya Tsitron won first place in Dramatic Interpretation and senior Kashyap Rajagopal won fifth place in Original Oratory. Sophomore Mick Zloof won third place and freshman Max Liebeskind won ninth place in Impromptu Speech. Senior Santi Slade won third place in Humorous Interpretation, junior Omika Jikaria won third place in Oral Interpretation, junior Emily Martin won fourth place in Oral Interpretation and juniors Jamie Meyers and Rebecca Temkin won fourth place in Duo Interpretation. Sophomores Suprita Datta and Tanim Jain won second and fourth place, respectively, in Declamation.

"We did very well. We've really grown as a team," junior and

Speech and Debate team member Omika Jikaria said. "We worked really hard and I am proud of the team."

Junior and Speech and Debate team member Elizabeth Litvitskiy agreed. "We did great," she said. "Everyone tried to do their best and we were successful."

"We've really grown as a team."
—Omika Jikaria, junior and Speech and Debate team member

NYC Public School Vending Machines Stocked with Healthier Snacks and Drinks

By EMMA LICHTENSTEIN and ISAREE THATCHAICHAWALIT

Due to the expiration of the New York City Department of Education's (DOE) five-year citywide contract with the Snapple Beverage Group on August 31, 2009, the DOE has developed a new contract with CC Vending. The Bronx company is partnered with PepsiCo—manufacturer of Aquafina water—and has replaced Snapple as the sole provider of drinks in approximately 2,300 vending machines in 1,200 New York City public schools. Answer Vending, a company based in Bellerose, Queens, was also selected as the exclusive provider of snacks in school vending machines.

All Snapple beverages were usurped by Aquafina bottled water, Bot all-natural enhanced water and USDA-certified organic SoNu water. A new snack machine adhering to the DOE's nutrition guidelines was installed in the cafeteria during the week of April 12, 2010.

Snapple was considered a healthy choice when its contract with the DOE was made because it met the city's then-new nutrition guidelines. The calcium and vitamins in Snapple's 100% Juiced! products and bottled water made them preferable to carbonated soda beverages.

Once Snapple's contract with the DOE expired, companies across the country once again proposed bids new vending components. "During April [of 2009], the DOE released a request for proposals for new contracts for beverages and snacks," Chief Executive Officer of Food and Transportation Eric Goldstein said in an e-mail interview. "The request for proposals included a new nutritional standard in an effort to combat the epidemic of childhood obesity by reducing consumption of sugar sweetened beverages."

In addition to new nutritional guidelines requiring low-



New Aquafina machines replace the Snapple machines on the 5th floor

Karen Zheng / The Spectator

er sugar content in beverages in school vending machines, the Panel for Educational Policy "passed a new regulation limiting calories and fat in vending machine snacks and beverages," Goldstein said.

The new guidelines require that beverages sold in high schools contain no more than 25 calories per eight-ounce serving and no artificial sweeteners, colors or flavors. Comparing the old vending beverages with the current ones, the new ones seem to be healthier. According to Snapple's Web site, Snapple's 100% Juiced! products all contain at least 150 calories and 35 grams of sugar per can, whereas Bot all-natural enhanced water, according to the Bot beverages Web site, contains 25 calories per eight-ounce serving and SoNu water contains 25 calories per bottle.

New requirements of snacks sold in high schools include that snacks contain less than 200 calories per serving and that less than 35% of its total calories come from fat. Nuts, nut butters and fruits are exempt from these standards. Snacks permitted in vending machines under these standards include Doritos Cool Ranch Reduced Fat chips,

Kellogg's Frosted Brown Sugar Cinnamon flavored Pop-Tarts toaster pastries, Peanut Butter-flavored Nature Valley's Crunchy Granola Bars, and Blackberry-flavored Kellogg's Nutri-Grain Cereal Bars.

"The contract [with CC Vending and Answer Vending] was approved by the Panel for Educational Policy in February [of 2010]," DOE Deputy Press Secretary Margie Feinberg said in an e-mail interview.

Students have mixed reactions to the new items sold in the vending machines.

"I don't see the point of flavored water. Even if it has zero calories, it doesn't taste like juice or water," senior Olivia Cheng said.

"The change wouldn't be a problem if they didn't charge the extra 25 cents. People aren't going to buy it because it costs more," freshman Derrick Choe said.

Sophomore Jeremy Cohen disagreed. "I didn't use the Snapple machines frequently at all. I use the Aquafina ones more frequently because the bottles are bigger and I like the variety of fruit water," he said. "These are [healthy]. In the end, the change is going to pay off."

Robert Hess Plays 21 Games Simultaneously

By ALLIE BURNS and SAM LEVINE

They said it couldn't be done: senior and Chess Grandmaster Robert Hess played 21 simultaneous chess games after tenth period on Tuesday, April 13, in the first floor lobby. Hess won 19 of the games and drew the other two. This was his second simultaneous exhibition at Stuyvesant; the first was held last spring. Hess achieved Grandmaster status last April.

"It was really fun. A lot of people really wanted to play and there were a lot of people watching so it was a really great time," Hess said. The free exhibition was held to give members of the Stuyvesant community a chance to play against a Grandmaster.

Tables for the games were set up in a row in order to facilitate Hess's ease of movement. The games were open to anyone who wanted to play, with seats re-

served for chess club members. Players recorded their moves on a provided sheet of paper, and waited for Hess to pass by to make their moves. "It was really tiring, I walked around a lot and I probably burned a lot of calories doing that," Hess said. "But it was really fun."

Spectators crowded around the tables to watch the matches. The last game was completed approximately one hour and 15 minutes after the matches began, while the first game to end was concluded in 30 minutes, with Hess victorious.

After the first defeat, people began losing their games to Hess at a rapid pace. "It was intense because I had no idea what he was doing and he did [each move] in less than three seconds every time," freshman David Flomenbaum said.

The event attracted players from all grades, as well as a teacher. "It's fun to play a famous player," social studies teacher Bill Boericke said.

"In this game I actually played him very even for a long time [...] but then we got to very active pace play and he's much faster." Boericke was a serious chess player in his youth and has participated in previous simultaneous exhibitions against Grandmasters. Boericke decided to play Hess "just for the challenge," he said.

One of the matches resulting in a draw ended early by repetition, wherein the white and black players both repeat the same moves three times in a row and the game cannot advance. Hess's queen was captured in the opening of the other draw but Hess was able to catch up and tie.

"I am [...] very happy to play against someone as strong as him, which I have never done before," said sophomore Nick Ryba, whose game was one of the two to end in a draw. "It felt really good to draw him, since he's such a good player."

News

Debaters Discuss the State of American Political Dialogue

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Childhood Subject to Debate.

The book, which came out on Tuesday, April 13, is a memoir about his experience as a high school debater, a time of his life when Oppenheimer admits he was, indeed, a ‘weisenheimer’, which the cover of the book duly defines as a smart alek.

“It starts [with me] as a very talkative kid, [...] and then it goes up through finding the debate team, which was my salvation because it’s where I met other talkative kids so I didn’t feel so alone and weird with my talkative-ness,” Oppenheimer said.

“[It] really helped me see and appreciate the glory of expression that we have in the United States that a lot of us take for granted.”
—Claire Littlefield, senior and Speech and Debate President

According to Oppenheimer, he had decided years before the release of his book that having an actual debate would be more fun and interesting “than a traditional book party [...] with cheese and crackers,” he said.

To organize the event, Oppenheimer contacted Regis High School’s Hearn Speech and Debate Society coach, Eric DiMichele, and Stuyvesant Speech and Debate coach, Julie Sheinman.

“I had gone to college with some Regis debaters so I knew about the very strong debate tradition at Regis,” Oppenheimer said. “And my wife went to Stuyvesant, so I knew about the strong tradition at Stuyvesant.”

Oppenheimer, DiMichele and Rosin chose this debate topic because they “wanted to do something that would be contemporary that people could tap into,” DiMichele said.

Eddy opened the debate with a speech about how meaningful discussion has ceased to exist in America due to increased partisanship in the media.

“The prevalence of opinionated news sources deceives people into thinking the opinions they hear are actual fact. The only participant in a dialogue worse than a misinformed one is a misinformed one who is completely convinced he or she is actually informed,” Eddy said. “Americans are rapidly losing sight of the bipartisan dialogue needed for healthy politics.”

He added that violent or verbally abusive demonstrators, such as those in the Tea Party movement, have destroyed the civil environment necessary for constructive political discourse.

“The combination of a new landscape in the media and extreme advocacy has divided our country and led to a chilling erosion of our ability to engage in meaningful debate,” Eddy said.

In response, Littlefield and Rosin said that the expansion of media outlets, namely the internet, allows everyone to share their thoughts and opinions, and helps voters become better informed.

“Not only does everyone have an opportunity to make their voice heard, but we can also demand increased accountability from our government and from our media,” Littlefield said.

They asserted that extreme opinion has always existed and is a vital part of the American political dialogue.

“Even though speech is ugly and we find it unpleasant, the essence of America is allowing it to flower because we find it unpleasant,” Rosin said. “The history of American society is the history of allowing a thousand ideas to flourish.”

Although the debate got heated at times and brought out what Littlefield called the debaters’ “righteous anger,” Sheinman said it was simply “a fun debate to show off the activity and to talk about how much it’s meant to them [the debaters] over the years,” she said.

After the debate, the floor was opened to audience members, who were allowed to give two minute speeches stating their opinions on the topic.

The debaters said they enjoyed the experience immensely.

“The sides were really well-matched, and it was really intense and exciting,” Eddy said.

Rosin, a former national debate champion, had not debated in 22 years. “I was worried that part of my brain had completely shut down, but it was incredibly fun,” Rosin said. “I’m thinking maybe we should start debate [leagues] for adults.”

Littlefield was grateful for the opportunity to work with Rosin. “I was so impressed with Hanna Rosin and if I turn out to be half as smart and talented and successful as she is, then Stuy would have done me a great favor,” Littlefield said.

Despite the informality of the debate, it was an educational experience for both audience members and participants.

“Arguing the negative gave me more faith in the state of America,” Littlefield said. “[It] really helped me see and appreciate the glory of expression that we have in the United States that a lot of us take for granted.”

“The history of American society is the history of allowing a thousand ideas to flourish.”
—Hanna Rosin ('87), author and journalist

Math Team Takes First Place at State Competition

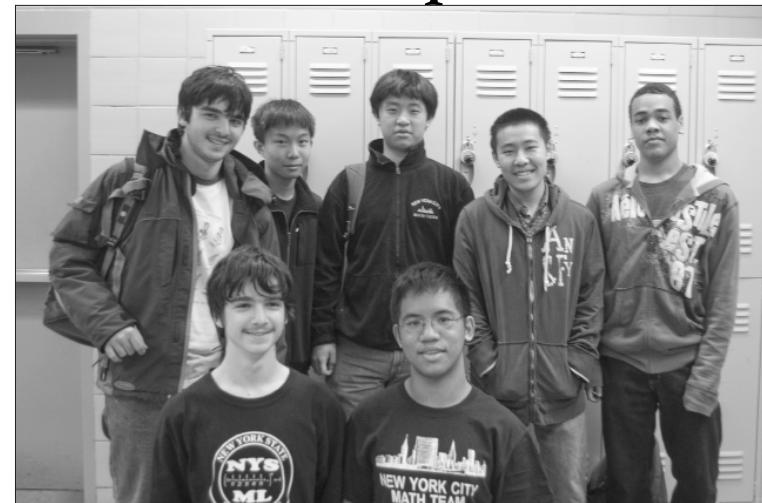
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and each person passes his or her answer to the next person in the relay, who must then use the response to solve his or her own question.

In the individual round, five Stuyvesant students, Mikhail Rudoy, Yevgeniy Rudoy, Peng, Zhang and freshman Hon Wei Khor, scored a perfect score of 10. After three additional rounds of tiebreakers, Peng and Yevgeniy Rudoy both finished in second place. Allen Liu, a sixth grader from Monroe County, finished first.

“I didn’t really expect to place second,” Peng said. “I feel really great [about finishing second].”

Yevgeniy Rudoy was also sat-



Part of the Stuyvesant NYC math team

Abe Levitan / The Spectator

aoxiao Wu, who has competed at NYSML every year since her freshman year, said that while she wished she and her team had made fewer careless errors, she nevertheless enjoyed the competition.

“It was an enriching experience,” Xiaoxiao Wu said. “We also get to meet a lot of math people from all over New York State.”

Sophomore George Wu agreed. “My team got 255 points. This was my second time going [to NYSML] and it was really fun. I’m always learning something new,” George Wu said. “I’m excited for the next competition.”

New York City Math Team has traditionally done well in NYSML in both team and individual competitions, winning every year except for the first year. The team, however, had only one practice prior to the event since it took place earlier than usual this year.

“The biggest hurdle is to get the kids acquainted and work together,” Cocco said. “The good thing is they are used to the pressure and have a strong familiarity with the kinds of questions they’ll see. Their day to day work also prepares them well.”

“We’ve been getting excellent results. It’s exciting for our students,” said Assistant Princip-

pal Mathematics Maryann Ferrara, who attributes the success to both the talent of math team members and Cocco’s coaching.

With the success at NYSML behind them, members of the New York City Math Team are now preparing for the United States of America Mathematical Olympiad—a two day seven hour exam which will take place Tuesday, April 27 to Wednesday, April 28—and the American Regional Mathematics League (ARML), which is the largest national high school math team competition and will take place on Saturday, June 5.

“While it’s great to win the NYSML, we still have to prepare for the national competition because the questions are much harder,” Cocco said.

Last year at the ARML, the Math Team was only two points behind the leading team going into the final event, but ended up coming in fourth place overall.

“If the top team, Murph and the Magictones, comes in first or second or if our second team, the Party Posse, finish in the top eight, the deal I have with them is they get to cut off my hair,” Cocco said. “Hopefully we’ll win this year. We definitely have the talent and strength to do well.”

News in Brief

Students Win Math Fair Medals

Seventeen Stuyvesant students won medals in the final round of the New York City Math Fair, which was held at Brooklyn Technical High School on Sunday, April 25. Ten students won gold medals, three won silver and four won bronze.

The Math Fair is a contest in which New York City students submit mathematics research papers based on topics of their choice. Students enrolled in Honors Algebra 2 / Trigonometry (MR21H) and Math Research (MM1R) were required to submit papers to the competition.

After first round evaluations, 31 Stuyvesant students advanced to the second round, which requires students to present their papers to a panel of judges. Math Research teacher Gary Rubinstein helped them make posters to use during their oral presentations.

“The top students [...] present their papers in front of the judges. They had to research [their topic], know it thoroughly and be able to answer the questions [asked by the judges],” Assistant Principal Mathemat-

ics Maryann Ferrara said.

All students that advanced to the third round were guaranteed medals, but the quality of the presentations determined students’ ultimate rankings.

“We competed in individual rooms and were evaluated in both rounds by two judges and they handed out medals,” sophomore and gold medal recipient Angela Fan said.

Both students and teachers were impressed with the Stuyvesant students’ performance.

“Stuyvesant did really well because of the 89 [NYC] students that went to round two, 25 won gold and ten out of the 25 were from Stuyvesant,” Ferrara said.

“We were very impressed with the number of students that made it to round two. We are pleased with the number of gold medals the students obtained.”

Robotics Goes to Championship

After failing to qualify for last year’s FIRST Robotics Competition (FRC) championship in Atlanta, Stuyvesant’s robotics team, StuyPulse, brought their robot to the Georgia Dome this year after a successful showing

at the regional competitions in New York City and Hartford. From Wednesday, April 14 to Saturday, April 17, the team competed with over 300 teams from around the world in five divisions, ranking 45th out of 89 teams in their division.

“We knew the competition would be different,” senior and President of Marketing Betsy Soukup said. “So we expected to improve from Hartford.”

The team spent six weeks designing, building and programming a robot for this year’s game, “Breakaway.” Competitors maneuvered their machines around a large field in a soccer-like game. Occasionally, problems with the robot arose and members needed to troubleshoot and fix them throughout the competition.

“Stuff happens,” junior and Director of Engineering David Sugarman said. “Some chains broke, which shut down one side of the robot, and there were some problems with the spacers. We fixed them as they were coming.”

StuyPulse placed first in the competition at New York City and won the Chairman’s Award in Hartford. The team has been to the championship event at Atlanta seven times since its founding in the fall of 2000.

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Features

Music, Books and Fame: Stuy Pops up Outside the Classroom

By LEA BELTRAMINO

Stuyvesant High School is known by most people as the place where people such as US attorney general Eric Holder and Nobel Prize winners like Richard Axel spent their formative years, but to others, it is also the place where numerous actors, musicians and authors gained the inspiration that has since led them to become successful leaders in their respective fields.

Actors

Contrary to popular belief, notable Stuyvesant alumni are found not only in the fields of Mathematics and Science, but also on stages and screens all across the country. One of the most famous actors to have attended Stuyvesant is Lucy Liu. Liu started her professional acting career with small roles in TV shows like the "X-Files" and "Hercules: The Legendary Journeys" before she landed her first leading role in the film "Ally McBeal." Liu then went on to act in films like "Charlies Angels," "Kill Bill Vol. 1" and "Mulan." Liu also played roles in several TV shows such as "The Simpsons" and "Dirty Sexy Money."

Another notable actor to emerge from Stuyvesant is Heather Jergunsen. Jergunsen has been an actress since the late 1980s but has also produced and directed several films such as "The Hammer" and "Kissing Jessica Stein." Jergunsen's most recent film was "The Suzy Prophecy" in 2007, in which she both acted, wrote, produced and directed. Yet another

successful actor that has passed through Stuyvesant halls is the rising young actor Johnny Wu. Wu was featured as a reoccurring guest star playing the NYPD rookie cop on FOX's Season 8 premiere of "24." Wu was also featured as a guest star in "Cold Case" in Season 7.

Music

Stuyvesant has also left its mark on the music community, both by producing musically talented alumni and by being referenced in several music videos. One of these talented Alumni is Kate Schellenbach, whose fame came as the drummer for the Beastie Boys. Possibly because of Schellenbach's influence, Stuyvesant also plays parts in several of the group's music videos. In the group's video for the song "(You Gotta) Fight for Your Right (To Party)," one of the band's members, Adam Horovitz is seen at a high school party wearing a red Stuyvesant physical education t-shirt. The School also appears almost 20 years later in the group's 2005 music video for their hit "Ch-Check It Out." The video opens up with the three acclaimed rappers bouncing out of the elevator and onto the Tribeca Bridge.

Another Stuyvesant Alumni who has gone on to become a musician is Eagle Eye Cherry. Originally from Sweden, but of African decent, Cherry spent his teenage years living in New York. After leaving Stuyvesant, Cherry released his first album, "Desireless," in 1997, which eventually sold over four million copies



world wide and went platinum.

Literature

Apart from its numerous appearances in film and television, Stuyvesant High School can also be found in several pieces of literature. One such example is in Frank McCourt's book, "Teacher Man." In the book, McCourt depicts his experience as a teacher at Stuyvesant. The school also appears in the book "The Notebook Girls," in which Stuyvesant alumni Julia Baskin ('06), Lindsey Newman ('06), Sophie Pollitt-Co-

hen ('06) and Courtney Toombs ('06) describe their high school experience in the form of hundreds of pages of journal entries. Stuyvesant is also the subject of Alec Klein's ('85) book, "A Class Apart: Prodigies, Pressure and Passion inside One of America's Best High Schools." Klein's book follows several Stuyvesant students and documents the stories that they have to tell.

Miscellaneous

While appearances in music, film and literature are enough to

secure any school's place in pop culture, Stuyvesant has also been featured in several ways that lay outside the borders of "books, television and music." One such example is the 1961 version of Barbie, who, when living in New York, attended Manhattan International High School, a fictional school based on Stuyvesant High School. Stuyvesant is also the subject of the 2008 documentary "Frontrunners." The film, featuring the candidates from the class of 2007, follows the 2006 election for Student Union President.

Formspring Incident Raises Questions about Cyberbullying

By SADIE BERGEN

Junior Ben Garner was called down to his guidance counselor's office while taking a computer science test on Tuesday, April 20. Garner had not failed a class. He was not due for a college interview. Instead, he was called down to talk about accusations that were made about his activity on the recently popular Web site, Formspring.me.

Formspring.me is a public site that allows anyone to ask users anonymous questions. Garner had an account on the site, and thus had a page devoted to the questions he had responded to—ranging from inquiries about his personal life to his opinions of other people. When responding, he always "just tried to be honest," Garner said.

Garner applied this straight-forward approach to some of the more sensitive topics he was asked about. Many questions requested lists of "top ten girls" in each grade, or his opinions of specific individuals. Instead of ignoring these questions, Garner answered them. "I was just passing [the questions] along," he said. "There was no reason not to. The people who wanted me to answer just wanted to see how I would react. I'm just the filter."

Evidently, a junior girl was offended by these posts, and brought them to the attention of her guidance counselor. This information was then passed along to Garner's guidance counselor, John Mui, who in turn confronted Garner about the incident.

"There was an allegation that he was on Formspring, and I guess he posted some stuff that people were not happy about," Mui said. When Garner spoke with him, "He confirmed that he was on Formspring but that what he wrote was not inappropriate or hurtful," Mui said. Garner showed Mui what was on his Formspring page, and "We mutually agreed it would be a good idea to deactivate it, to distance himself from some of the things people were saying and he was saying," Mui said.

"It was my idea [to deactivate]," Garner said. "I could tell this would end badly."

Although this incident was not taken past the authority of the guidance office, it raises important issues about the role a school should have in patrolling students' online activity. With a generation of students who grew up with the sway of new technologies, it is difficult for older authority figures to discipline virtual mischief in a standardized way.

Increased Internet activity among students does not quell concerns that such use of time may take serious emotional tolls on some, especially since the average young person spends seven and a half hours a day with a computer, television or smart phone, according to a recent study by the Kaiser Family Foundation. Clearly, many students are devoting much of their out-of-school life to time online, begging the question of whether this new online life should be governed by the same rules as "real" life.

There are publicity organizations, such as Common Sense Media, that teach students about the dangers of online behavior and try to address the "blurred line between public and private space" present on the Internet. There is currently no standardized solution to dealing with cyberbullying in the New York City Public School System, or in the country as a whole.

Currently 41 out of 50 states have anti-bullying laws of varying strengths. However, few states include laws that regulate cyberbullying. In the wake of the suicide at South Hadley High School, Massachusetts passed a law in March that bans bullying, including cyberbullying. However, versions of the bill must be reconciled before it can become law. Opponents of the bill argue that cyberbullying laws are inherently vague and are threatening to free speech due to their all-encompassing nature.

Recently, the bill's anti-cyberbullying stance was supported by the case of a student who won the rights to sue her school when suspended for bashing her teacher on a Facebook page. It was determined that First Amendment rights protected online posts of a non-threatening manner.

At the local level, it is up to individual schools to discipline students for their online activity and to carry out the vague regulations regarding the matter. Within the Stuyvesant guidance office, there doesn't seem to be a clear policy when dealing with cyber-bullying. "When it comes to Facebook, Formspring, MySpace, I don't know how much right we have to tell people what they can and cannot say and post," Mui said. "I don't know what the protocol is to ask them to take something down."

With cases like Garner's, the guidance office makes decisions on a case by case basis. "We have to make a determination based on the postings and their appropriateness," Mui said. "But if there are allegations and the postings are sketchy at best in terms of appropriateness or are dangerous, I guess we would have to address it with MySpace and Facebook and see if we have the right to access it."

Stuyvesant students have varied opinions on the involvement the administration should have in their activities online.

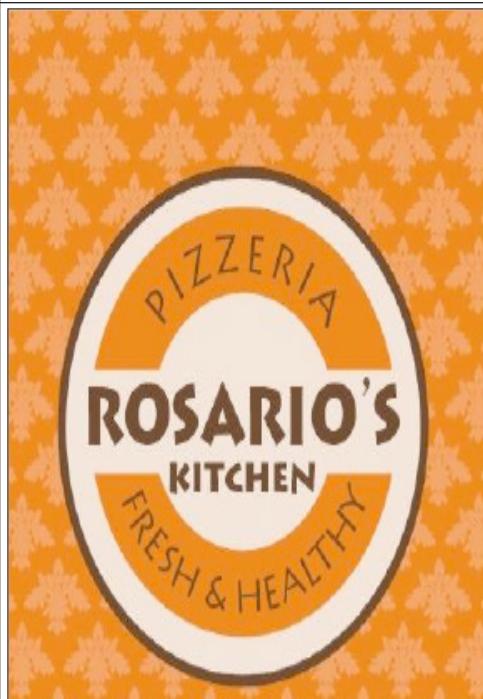
"I don't think they [the administration] should be involved. That violates the privacy of the students," junior Ariel Lerner said. "If they want to go to a guidance counselor and talk about their feelings, that's different than the student getting in trouble for voicing their opinions."

Garner agrees. "The administration needs to be able to discern what is bullying and what isn't," he said. "There is very little difference between real life and cyberspace, and the difference is becoming less and less."

With this difference becoming less apparent, some believe that the only true solution to such a tricky subject is to treat online activity as one would treat daily life.

"I think that the way kids act online should be the same as the way they act in person," senior Adeline Yeo said. "That being said, however, I think that many kids nowadays tend to say and do things online that they normally wouldn't do in person. They have less fear on the internet and that really shouldn't be the case."

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Features

He Brings the Whole World to His Class



History teacher Robert Sandler has a passion for teaching as well as traveling.

Heidi Tan / The Spectator

By JENNY FUNG

Germany? Check. India? Check. Croatia? Check. Name a country and there's a pretty good chance social studies teacher Robert Sandler has been there.

Sandler loves to travel and uses these trips to expand his own knowledge of history—often developing lesson plans for his students and bringing a piece of his journey back to the classroom.

Despite Sandler's clear passion for teaching, he has not always wanted to be an educator. Sandler was first interested in Art History, and as a high school student at Bronx Science, Sandler took AP Art History, frequently going on class trips to Europe.

When he attended the University of Texas (UT), Sandler pursued both art and history degrees. He gained a greater love for history, however, when he participated in the Nor-

mandy Scholar Program at UT. As part of the program, Sandler spent an entire semester learning about the different aspects of World War II. His experience was highlighted by a free trip to France, where he visited historic World War II sites and spoke with army veterans. "That was really moving and made me love history," Sandler said.

During the summers of his college years, Sandler interned at several art museums in New York City, including the Cloisters at the Metropolitan Museum of Art and the Museum of Modern Art. Sandler finally realized he wanted to become a history teacher when he worked in the AmeriCorps Volunteers in Service to America (VISTA) program. The VISTA program is dedicated to fighting against poverty in America and members of VISTA typically work at nonprofit organizations or local government agencies that help individuals in need.

In keeping with the philan-

thropy, Sandler was assigned to teach a literacy project in the Bronx, where he worked with elementary school students as well as with teenagers. "I really got a charge out of that. I really felt that it was exciting and I knew that I wanted to be some type of teacher after that," Sandler said. "I also considered doing a PhD in history but I was kind of tired of being in a classroom and writing papers. I wanted to be with students and interact with them."

In April of 2000, Sandler pursued this dream and applied as a

inspiring supervisor imaginable. She gave me a chance at 22 years old despite my youth and inexperience."

Having taught at Stuyvesant now for ten years, Sandler is as enthusiastic as ever about his teaching. His students, in turn, feed off of his energy. They particularly enjoy his interactive lesson plans, which often include debates, movie clips and listening to recordings of speeches. Sandler incorporates these teaching methods because he knows that different students respond to different types of media when learning.

"He is a great teacher," junior Lindsay Bauer said. "It's very obvious from sitting in his class that Mr. Sandler is extremely interested in what he teaches and it rubs off on the students. He makes you want to learn the information and more importantly presents it in an engaging manner."

One recent example of Sandler's interactive curriculum is a trip he took to the Lower East Side with his Jewish History class. Sandler and his class trekked around his childhood neighborhood, visiting staples of the area, such as the popular eatery, Katz's Delicatessen, and his students learned how pastrami is made. They were also able to learn about the history of the neighborhood during a tour of a local pickle store.

Sandler advocates learning outside of the classroom because of his own learning experiences abroad. He is fascinated by the culture and history behind the ancient cities he has visited and many times was able to witness the effects of history as opposed to simply reading about them in textbooks. One such experience occurred when he traveled to Cambodia and saw that many children had missing limbs due to the explosives left behind from the time of the Khmer Rouge and Vietnam invasion.

Sandler has been able to travel so much partly because of his participation in programs that fund teachers' travels around the world. The Goethe program paid Sandler to visit Germany for three weeks in 2008, where he was able to visit remnants of concentration camps and the Berlin Wall.

Sandler has also taken part in the Senior James Madison Fellowship, which allowed him to stay at Georgetown University while studying the Constitution for four weeks. Aside from these academic tours, Sandler also enjoys traveling just for fun—evident from his annual eight-

He makes you want to learn the information and more importantly presents it in an engaging manner."

—Lindsay Bauer, junior

replacement for a social studies teacher at Stuyvesant who had left for California. Although he was young and inexperienced, Sandler made a good impression on Assistant Principal Social Studies Jennifer Suri, who supported his appointment to the position.

The following summer, Sandler taught at his alma mater, Bronx Science, for a specialized high school test prep program. In the fall, Sandler was offered the chance to teach both AP Psychology and Global History at Bronx Science. He declined the offer, however, because Suri had already offered him a teaching position at Stuyvesant.

"I went with Stay over Bronx Science because I loved working for Jennifer Suri," Sandler said. "She's the most supportive and

"I wanted to be with students and interact with them. I like their energy."

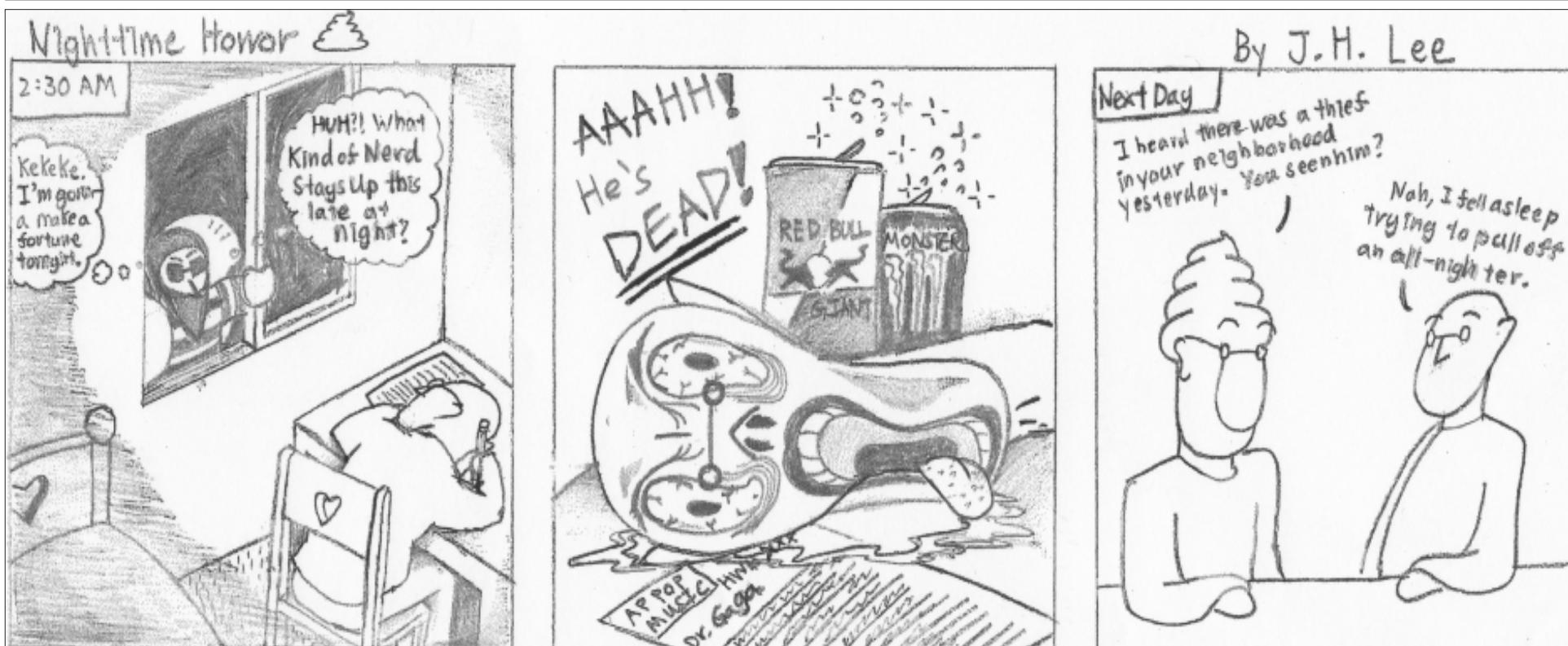
—Robert Sandler, Social Studies teacher

week backpacking trips with his wife every summer.

Another one of Sandler's interests, besides traveling, is handball. In fact, he is the coach of Stuyvesant's handball team, the Dragons. Sandler's interest in handball started during his years as a high school student at Bronx Science. He also joined the handball team at UT and played at National Collegiate tournaments. He was awarded two United States Handball Association (USHA) scholarships for his athleticism and academic excellence. When he first started teaching at Stuyvesant, Sandler was very excited that there was a handball team. He has coached handball for almost ten years and was an active handball player up until the recent birth of his daughter.

Sandler's all around dedication is evident. Striving to make something more out of his students' classroom experience, Sandler incorporates all applicable sources into what he teaches. From the classroom to the handball court, his passion and devotion are transparent.

Cartoon



Cartoons



Editorials

STAFF EDITORIAL

Virtual Bullying, Real Life Consequences

As the Internet becomes a larger part of our everyday lives, and offers us countless benefits, it also opens the door to an unregulated world where people may run wild under the protection of screen names and avatars. These transgressions may seem far removed from us, but it is increasingly obvious that our real lives and the Internet are more interconnected than we realize, and consequentially, disastrous things can happen. In January, a 15 year-old girl named Phoebe Prince committed suicide. The story gained national headlines when it was revealed that the cause of her suicide had been the relentless bullying—including Internet bullying—that she had endured from her peers. It was also revealed that no counseling was offered because her high school had no that bullying was taking place.

Recently at Stuyvesant, a student went to her guidance counselor to complain about hurtful comments that had been posted on the social networking site Formspring.me. Although the situation was mediated successfully, it raised the larger question of bullying on the Internet and how it should be dealt with by the school administration.

Launched in late 2009, the Web site Formspring.me has gained tremendous popularity, with close to four million users a day. Formspring.me is linked to the social networks Facebook and Twitter and gives users the opportunity to respond to questions on these profiles posted by anonymous viewers in a public forum. The creator of the profile decides whether or not to make the question, and its answer, public.

The site has since morphed into something more sinister, with bullies taking shots

at people behind the shield of anonymity. Instead of sending questions to the profile, people send hateful messages with the hope that the controller of the profile will make them public. The profile's creator, contributing to the cyber-bullying, then posts these comments—which subject the target to immeasurable shame and humiliation.

Although the incident with the two Stuyvesant students was dealt with before anything terrible could occur, it showed us that this school, just like any other, is susceptible to incidents of cyber-bullying. To combat it, a school should create an environment in which students feel comfortable speaking with their counselors and in which the counselors act proactively to convince the bully to take down hurtful comments. A proactive guidance office may be able to prevent students from being hurt emotionally.

According to guidance counselor protocol, as well as a student's right to free speech, a guidance counselor is not allowed to force a student to take down anything that the student has posted on the Internet. But if the situation is seriously affecting another student or group of students, then the counselor should strongly suggest that the posts be removed. If the student is not willing to take the content down, the repercussions of the bullying should be clearly outlined to the offender, and to coerce him or her even more, the counselor should give constant reminders.

While we encourage a strong guidance involvement, intervening in cases of cyber-bullying should not go beyond the guidance level. The administration, for example, should not get involved in the personal matters of students unless the situation

is blatantly out of the control of the guidance office. Students should be able to trust their guidance counselors, and the guidance office should be able to carry out its support of students as it enforces its will.

Since each case of cyber-bullying is different, at times it may be smart not to punish bullies, in order to discourage them from further harassing the original victim. Guidance should also have the ability to indirectly punish bullies by withholding materials and services from the offending student. While this may be viewed as a violation of the student's civil rights, this disciplining tactic is not only protected by the Supreme Court, but also essential to maintaining the safety of Stuyvesant students. In the famous Supreme Court case Tinker vs. Des Moines, the Supreme Court ruled that students have freedom of speech, but not if it is disruptive to the school community.

The guidance office should make students aware of their cyber-bullying policies through cooperating with health classes to educate students about cyber-bullying and its potential harm. Recent incidents, like the suicide of Ms. Prince, should be analyzed and hopefully avoided through guidance's involvement.

Even though student awareness is a good start, it's still just a "band-aid treatment" that doesn't really heal the underlying problem of our disjointed school community. Incidents, like the one surrounding the death of Ms. Prince, show us how important it is to deal aggressively with acts of cyber-bullying. Innocent fun can gradually turn into cruel belligerence over the course of a few wall posts.

LETTER TO THE EDITORS:

RE: Slander and Libel

To the staff of The Spectator:

I write this letter in disappointment, as a former editor, contributor and regular reader of The Spectator. I am writing in response to the paper's new humor section, "Slander and Libel," which consists of Onion-esque articles. It is a concept that worries me about the future of a paper that has become a part of me as much as it has become a part of Stuyvesant itself. The content of the section has no place in a paper that strives for excellence.

It is true that we are a student newspaper, and certainly, our publication cannot be compared to The New York Times (as much as we like to model ourselves after them). As student journalists, we are learners as much as we are leaders. The editors take a course in journalism to learn about ethics and proper behavior in the newsroom and to pass on the lessons to their staff. While we may not be professionals, it is important that we learn to conduct ourselves like them, no matter what others may think of our operation.

I still believe that there are students in this school committed to truly learning about

journalistic integrity. I want to believe that everyone who joins the staff of this paper strives to learn about proper reporting and improve his or her writing—not just to put down "Spectator" on college applications. I want to believe that our staff members are truly dedicated to integrity and treat every article written as if their lives were on the line.

I want to think that we are the inheritors of a great responsibility. The press is as old as history. When we join the paper, we are following a long line of people who have moved society. Zenger, Pulitzer, Murrow; I treat these men as my idols, and I believe that this paper can still hold itself to high standards and should. We are recognized by the Columbia Scholastic Press Association every year for our work. In 2002, we were awarded The Edward J. Sullivan Award, one of the highest honors given by the association, for showing "extraordinary idealism, resilience and pragmatism while trying to serve students in their audiences."

No doubt, audience is important. Four years ago, John Lavine, the dean of the Medill School of Journalism at North-

western University—one of the most prestigious schools of journalism in the country—aroused a storm when he modified the curriculum to focus more on multimedia presentation and public relations. Purists objected, saying he had made journalism more about playing to the audience than reporting the truth.

I am a purist. I believe in the power of the pen. I believe that there is a place for light-hearted humor, but not the type in "Slander and Libel." I am worried about the path the new section will take the paper. The paper has been shut down before for similar misjudgments. The jokes had gone too far.

There are other ways to attract readers. Interesting, compelling and creative articles make for a stronger paper than a few fake ones. I want to leave Stuyvesant knowing that The Spectator will continue its strong tradition. If our teachers and peers stop taking us seriously, and we stop taking ourselves seriously, who's left to defend us?

—Gavin Huang

The Spectator

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We are looking for issues published before 1995.

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FOR THE RECORD

- In the "Slander and Libel" humor section, Principal Stanley Teitel's name was misspelled. His quotes, however, are still fictitious.
- In the "Model UN" article, Tamara Khanan's surname was misspelled.

Opinions

My Dog Couldn't Eat It



By TERESA YAN

Homework. Stuyvesant students know it best. Its sheer volume often threatens to overwhelm us. With homework come textbooks, notebooks, papers, pens, pencils, erasers, calculators—all of which could be eliminated with an increasingly prominent development: online homework. Despite its more popular use, online homework is still in its experimental phase. At its core, however, it is simply homework that is posted on a Web site by teachers and completed and

submitted online by students. Seeing as how computers have become a necessity, and the average time a student spends online clocks at 31 hours a week, students would not be going out of their way to access online homework. It's also ecologically and economically advantageous, since it renders loose-leaf and writing utensils unnecessary and decreases clutter. Some teachers would also find online homework useful because of the Internet's expansive resources. In addition to supplements like videos, radio clips and games that add depth to class lessons, some Web sites like pageout.com gather and grade student work, lifting some teacher responsibilities.

A majority of homework-oriented Web sites use testing supplements to measure student progress. However, the testing environment that Web sites create can also increase pressure. The Chemistry Department has a department-wide policy to improve Regents performance; all of last year's Regents Chemistry students needed to complete hundreds of multiple-choice

questions before taking the 2009 Chemistry Regents. Although these were relatively easy Regents questions and, in some cases, were repeated, the timer and calculated test score turned the heat up. Also, whereas paper homework is graded based on completion, online homework is graded based on correctness. As a result, students slow down and focus more on getting questions right while doing online homework. Once submitted, the grade is automatically displayed, and each assignment takes on a quiz-like form.

Procrastination also takes a hit. Traditionally, homework is due when the bell rings. Students can squeeze in problems before class, between class and in class. Online homework, on the other hand, creates concrete deadlines. Most are realistically set at 8 a.m., but this may be too soon for some stragglers. Furthermore, online homework eliminates excuses: Web sites like turnitin.com or pageout.com render "my dog ate it" or the more modern "my printer is broken" excuses useless and teachers can find foolproof solutions

to a lack of Internet access. Having technology so easily available has never been so unfortunate for procrastinating students.

The Internet's resources can cause chagrin for some teachers. Because technology has made communication and information sharing quicker and easier, a student can now contact a peer or find answers on a search engine in fractions of a second. Cheating will undoubtedly increase. But paper homework is in equal peril. Cheating could become more rampant because of convenience, but ultimately results from lax moral standards.

Yet, the most critical part of online homework is that it has not developed enough to warrant a full conversion from paper homework. In fact, some subjects make it impossible to solely use the Internet. There are often subjective questions that can't be answered with A, B, C or D. Furthermore, methodical reasoning is best on paper, where one can see how the answer is derived step-by-step. Computer science is the only subject that doesn't require pen and paper, but online

homework often leads to trouble during testing, when students don't have automatic checks to tell them parenthesis are missing or key words are misused.

The best experiences I've had with online homework have not been with testing, but with homework posted on a Web site that requires reading the textbook and answering questions. This type of homework eliminates the need for homework planners and shaves off a few minutes copying down assignments. But the greatest benefit is that this method of assigning homework combined the accessibility of paper homework with the convenience of online homework.

Homework is unloved, despised and has been generally cursed by generations of students—but it is here to stay. Online homework can make work more manageable for students and teachers alike, without sacrificing quality or efficiency. However, there needs to be more innovation online before we can reap its full benefits. But no worries—until the Internet takes over, there's plenty of homework to go around.

Point

Hardcore Curriculum



By NEETA D'SOUZA

As I skimmed through the front of my planner—the most important book that I would probably receive in Stuyvesant during my freshman year—I noticed a long and very daunting list of requirements needed for graduation. During my first term in Stuyvesant, however, I realized the integral role Stuyvesant's core curriculum has on its students' high school experience.

Stuyvesant's core curriculum is one of the most important reasons why Stuyvesant students are so successful. These regular math, science, foreign language, English, and history courses are the foundations of our education. These basic classes are necessary because they give us the quality education we need, instead of just skating over things we think we don't want to learn. You aren't required to extensively study physics or economics, but having a basic knowledge of major subjects is important for whatever you do. For example, even if you become a businessman selling electronics, you'll need to understand a little bit about computer science to make your business a success. But perhaps the most controversial required classes are those that involve fine arts and technical training.

To graduate from Stuyvesant, students are required to take courses that teach them not only the regular math and sciences for which Stuyvesant is renowned, but also courses like Art Appreciation, Music Appreciation, Drafting, Computer Science, and 5- and 10-Techs. Many find these classes pointless and boring. However, they show us another side of education that we might never have even thought about, thus making us more well-rounded. Even elite colleges, such as Columbia and the Massachusetts Institute of Technology, have a varied core curriculum. Even those who don't, like Brown or Harvard, have distribution requirements in each subject that students must eventually fulfill. Colleges prefer

core curriculums, and it is easy to see why. Furthermore, if students are allowed to choose all their classes, there will always be lazy people who take advantage of the system and slack off, which not only lowers their quality of education but also tarnishes the name of Stuyvesant. People could argue that having an education based on electives allows the students to become more specialized in a single career. But this would force the students to become unnaturally short-sighted to what lies beyond their jobs. Furthermore, at the age of thirteen, we are mentally changing, and so are our interests. How can we possibly, as freshmen, have the maturity to make choices that affect our entire lives?

For example, Alex Weiser, who graduated from Stuyvesant in 2007, is now majoring in Music Theory at Yale University. But he didn't enter Stuyvesant with a passion for music—he discovered his aptitude and liking for music after taking Music Appreciation, right here at Stuyvesant. This isn't a fairy tale; in fact, it's a common story. During high school, our interests change after experiencing required classes that expand our experience and knowledge. We leave with a more mature idea of what we should do with ourselves and what makes us happy. Many of us are

Having a basic knowledge of major subjects is important for whatever you do.

stuck thinking that we have to become a doctor or a lawyer because we are taught that these jobs will bring us success. But when we take drafting or computer science or technology classes, we have a chance to experience more career options that will help us decide, later on, what we truly want to do to make ourselves happy.

During my first day of Art Appreciation, I expected the class to be a huge bore, but after a while I started enjoying the class. Now, I think of art as an important part of my life. Required courses and a core curriculum are very important, as they help us with future decisions and are the guiding steps to our future.

Counterpoint

Throw Out the Core



By JEREMY KAPLITT

one would discover an entirely new passion as late as eleventh or twelfth grade. However, the vast array of courses available to students late in their Stuyvesant careers proves that it is possible for students to focus on subjects they are interested in. The

The artistic and scientific alike toil away in classes they have no interest or future in.

core curriculum, however, makes it difficult for us to focus on our interests since we must fulfill graduation requirements. Allowing us to take classes geared toward our interests, earlier on, would allow us to develop a more profound understanding of specific subjects, instead of wasting time in classes where the knowledge is simply regurgitated on tests and then forgotten.

A final advantage of early specialization is that this new system may be more appealing to colleges. Though a student who excels in all subjects obviously is going to look the best, one who does very well in a curriculum concentrated on a few subjects is probably more appealing than an average student in a broad set of courses. Taking away core classes gives students more chances to express to colleges who they are as individuals, rather than as sets of numbers—something that has recently become more important.

The benefits of more open education have already been recognized in other industrialized countries, which have taken steps to allow students to prioritize which subjects they want to learn most. For example, the vast majority of English secondary schools have become specialist schools, which focus on one of ten subjects, according to the Web site of their Department for Children, Schools and Family. Unlike at Stuyvesant, these English students choose their specialization before seventh grade—well before college. Russia also offers vocational training options to tenth graders, ranging from nursing to electrical engineering. By following suit and improving our system, we could ensure that the most interested and devoted students don't end up trapped in a world of simple fact memorization.

Opinions



Mostafa Elmahdy / The Spectator

By JOSEPH FRANKEL

"I'M NOT PAYING \$1.25 FOR WATER!! I WANT MY SNAPPLE BACK!" This aggressive statement was the first thing that popped up on my minified as I checked my Facebook one recent night. Intrigued, I decided to click on it and see more. The page itself was adorned with nothing more than a photo-shopped picture depicting the Snapple logo and the Aquafina logo side by side, with a hastily scrawled "nobody likes you" and arrow pointing to the Aquafina, which itself was covered with a pronounced red "x." As the name implied, this was a "fan-page" protesting the implementation of new vending machines in New York City public high schools.

With the recent fervor over nutrition in schools, it came as no surprise when the Department of Education (DOE) decided to end its contract with Snapple and replace public school vend-

ing machines with newer models that sell only regular and flavored water. Even less of a surprise was the overwhelmingly negative reaction these new machines garnered from students, especially given the many protests against the banning of bake sales earlier this year. But aside from simply infuriating Snapple-addicted students, this switch also provokes the question: Will the change help improve students' diets?

The vending machine switch has been the most recent in the

Even though these new drinks may be healthier, they most certainly will not prevent students from drinking less healthy soft drinks outside of school and at lunch.

DOE's attempt to regulate student nutrition, preceded by the banning of the sale of baked goods as a form of fundraising. But as events leading to the recent lifting of the bake sale ban have shown, that policy was wholly ineffective in changing students' eating habits, at least

in Stuyvesant, where a number of unauthorized candy sellers began pushing their wares in much larger numbers after the implementation of the ban. The additional fact that students could simply wait until their lunch periods to purchase whatever unhealthy foods outside of school that the DOE could not have banned further illustrates how impossible it was for the DOE to control students' caloric intake. This can only suggest that the removal of Snapple drinks from vending machines will be just as unsuccessful as the banning of bake sales.

In addition to the general ineffectiveness of the DOE's plan, there is one major flaw in their plan that remains clear. While the DOE seems so focused on altering what makes up a minor component of what a student consumes, they should be focusing on a more major part of our daily diets: the cafeteria. While this isn't exactly the case at Stuyvesant, as the majority of us choose to eat lunch outside of the school, the fact remains that the DOE retains control on what food can be served in cafeterias citywide. And, counterproductively to their crusade against child obesity, the DOE continues to sanction the serving of relatively unhealthy foods to public schools throughout New York City. If students are eating harmful meals five times a week, it makes little difference they drink a bottle of flavored water as opposed to a can of soda.

This isn't to say that the switch to flavored water is a completely negative step, as the new bever-

ages are undoubtedly healthier than the previously available "Snapple Juiced" drinks, which contain two more grams of sugar per can than a 12 oz. can of Coca-Cola. But even though these

from \$1.00 to \$1.25 will have an undoubtedly negative effect on vending machine sales. A number of students, including myself, only frequented the vending machines to buy water bottles, but that number will definitely decrease with the added inconvenience of finding an extra quarter between classes, along with the fact that water is easily found at cheaper prices elsewhere. Not only will students simply buy beverages from outside school, where it is likelier to make unhealthy choices, but the DOE is susceptible to losing revenue on these machines if students do not buy from them as well.

Expecting students to go cold turkey from drinking sugar loaded Snapple to bland, aspartame-riddled waters is unrealistic. The reality of the situation is that whatever policy the DOE enacts on school vending machines, students can always find alternatives. But if the DOE truly wishes to change our nutrition for the better, it should not target something that is only a minor part of the daily nutritional intake. While this may not be the most prevalent issue to Stuyvesant students, as we have the option of eating outside of school, the DOE must target what really affects student health the most: cafeteria food. If the DOE's goal is really to make students healthier, it should target what is the primary source of food for many high school students, instead of implementing policies on what ultimately makes up a minor part of a student's diet.

The removal of Snapple drinks from vending machines will be just as unsuccessful as the banning of bake sales

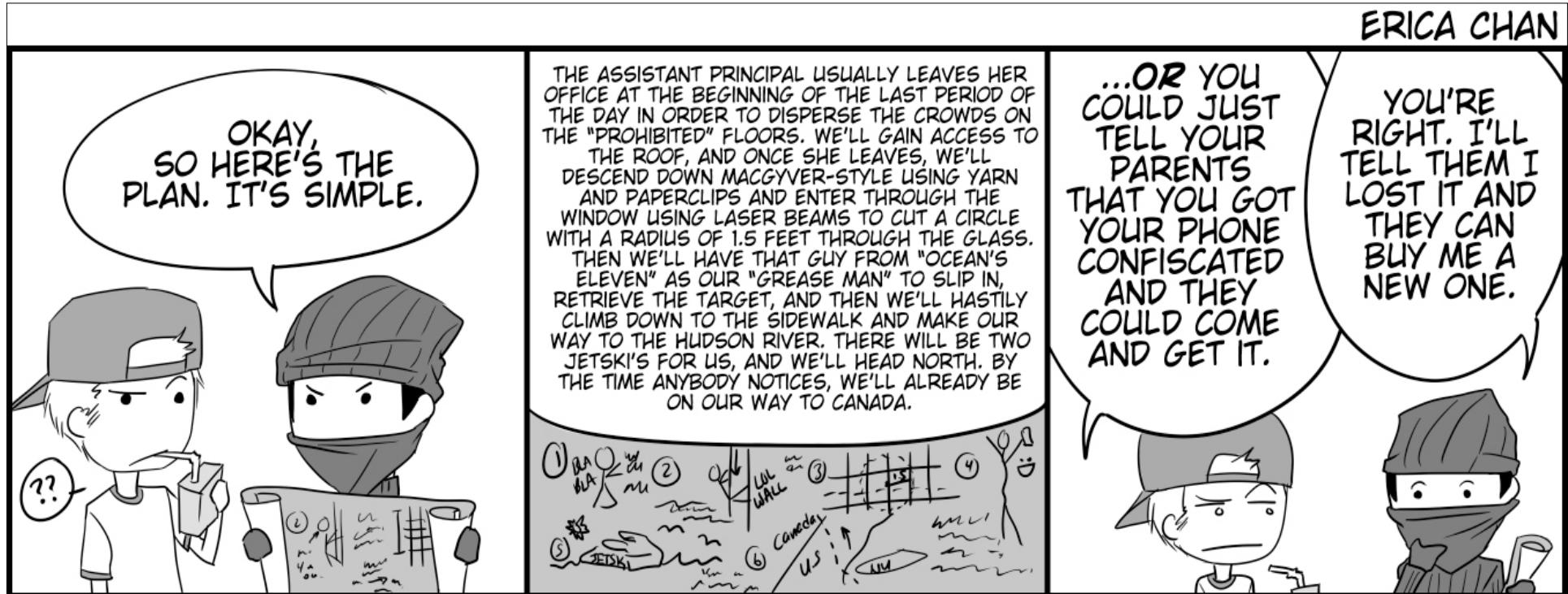
new drinks may be healthier, they most certainly will not prevent students from drinking less healthy soft drinks outside of school and at lunch. In addition, a number of students have complained that the flavored waters simply don't taste good. And, to be fair, there's no huge flaw in their logic. There are a number of options that the DOE could implement instead, such as fruit juices, seltzer or simply more appealing brands of water.

While the DOE has managed to end the sale of sugary drinks in vending machines, it has failed at creating an alternative that is both healthy and appealing enough for students to actually buy it. Additionally, the escalation of the price of water

Cartoons

Conversations

It's like getting deferred



Arts and Entertainment

Visions of the Future

By ANASTASSIA BOUGAKOVA

Monotonous voices, accompanied by techno music, come from all directions. Flickering images are projected onto white walls among splashes of color and abstract pictures. The Whitney Museum is submerged in the surreal mayhem that is the 2010 Biennial.

The first biennial at the Whitney Museum of American Art was organized in 1932 by Gertrude Vanderbilt Whitney. Past biennials have featured renowned artists, like Georgia O'Keefe and Edward Hopper, and have explored themes ranging from "Nostalgia" in 2004 to "Day for Night" in 2006. The theme for the 2010 Biennial—running from Thursday, February 25 to Sunday, May 30—involves "futuristic" ideas and the representation of the year 2010. The overwhelming collection of modern

art brings a variety of new ideas that are well worth exploring.

This exhibition redefines the conventional idea of art that most people have. Not only is the biennial full of paintings, but it also features a large collection of videos, mobiles and furniture. One of the stand-out videos of the exhibition is "Patron" by Marianne Vitale, which is presented on a large flat screen with a single chair before it. A woman's face is displayed on the screen, commanding the viewers to repeat tongue-twisters and imagine outrageous things. Her voice sounds like that of a powerful dictator, compelling her followers to do her bidding. She calls the members of the audience her "patrons" and commands them to imagine their "feet soaking in gopher urine." This piece is entertaining and somewhat hypnotizing, but like all of the biennial's art works, it has a

deeper idea behind it. Through the video, Vitale explores the power that art once held over mass followers to get them to stand up and change the world.

Another notable exhibit is that of a large cubic structure in the middle of a white room. On the outside, its walls are inscribed with mathematical proofs and ideas, much to a Stuyvesant student's enjoyment. The text talks of "the better dimensions of mathematics and the new way of life" through statements like " $9 \times 2 = 18 = 9$." The idea behind the piece is an abstraction of numbers and mathematical proofs that while supposedly proving the meaning of life, only obscures it. These messages would have been enough to constitute as a piece of art, but there is more to the large cube than meets the eye. Each side contains a sliding compartment—each of which leads inside the structure. And what is found

within is even more intriguing than what is on the outside. The interior of the cube is a padded room with a holographic bust of John F. Kennedy projected onto an LCD screen. Occasionally, a slideshow of abstract images will flash across the wall and illuminate the utter darkness. Few other museums include such obscure and bizarre pieces of art. [The biennial] really opens up the more creative side of the mind," sophomore Lois Huang said.

The exhibit does not consist of a uniform art medium, but rather, elements that many would not initially see as art. There is a tape of a man spray-painting a car, a short film on brain surgery, a cotton tapestry covered in wisps of smoke and a video of a masked woman performing a strange dance to the sound of monotonous counting. "There are all these artists who gathered their work here and there

isn't one piece like another," said a Whitney employee, who declined to give his name. "It really is a look into the future of art."

The biennial seeks not only to entertain, but to educate, as well. The exhibit features Stephen Sinclair's photographs of Afghani women, covered with blisters, burns and bandages. These injuries were caused by the women's attempt to escape the daily abuse that they faced by setting themselves on fire. The awareness produced by these photographs led to the opening of a burn unit in Herat, Afghanistan, where the photographs were taken.

The Whitney biennial connects bright colors, abstract ideas and futuristic thoughts with doses of the grief, bravery and despair occurring in the world today. The art pushes the viewers to search for the meanings behind the modern pieces that bring the future to the present.

Bringing Soul to Stuyvesant

By TONG NIU

Friday mornings are usually met with the sight of zombie-like students parading through Stuyvesant's doors. But Banana Soul, a jazz combo group made up of members of the Stuyvesant Jazz Band, hopes to bring some "soul" back into Stuy. The band will be performing every other Friday, during first period, at the Senior Bar. With a goal of jazzing up Fridays and bringing the student body a wide array of music, Banana Soul is giving "TGIF" a whole new meaning.

Banana Soul began its musical expedition on Friday, March 12—the final day of Respect For All Week. "During Respect For All Week Ms. Archie asked us to play on Friday morning. We realized how much fun it was and got a great response from our peers and teachers. This motivated us to ask her if we could do this every other Friday. I can't tell you how many appreciative people have come up to me telling me our music is the greatest way to start their Friday," said junior Joshua Poretz, who plays the baritone and alto saxophone.

Banana Soul consists of six members. "The original core members of the jazz combo were [seniors] Dove Barbanel on bass guitar, Andrew Chow on keyboards, Jacob Sunshine on Electric Guitar and John Yoon ('09) on the Alto Saxophone. After John Yoon graduated, he was replaced by [junior] Huei Lin," Jazz Band instructor Dr. Gregor Winkel said. Junior Luca Senise—who plays the drums and percussion—and Poretz are also members of the band.

Though kept on a low profile, Banana Soul has been around for quite a while. "They have played for the Annual Siemens Science Competition Gala Event. Siemens was so impressed with

our program that they donated \$1,000 to our school. They played at Gracie Mansion for the Mayor, and for various school-related events," Winkel said.

It wasn't until the Respect For All Week performance, however, that the group decided to change its song selection, as well as its venue. "We decided to [...] start playing less standard jazz music and some groovier tunes like 'I Want You Back' [by the Jackson Five] and 'Golden Lady' [by Stevie Wonder]," Poretz said.

Beyond musical talent, the group has great dynamic among its members. "We all have played together as musicians for a long time. Among the groups that members of Banana Soul have played in are the Stuyvesant Jazz Band, the Jazz Combo, Tribal Council, Huei and the Sunshine Chowderheads, Huzzah! and Mustache Contortion," Chow said.

The strong group dynamic is evident in the group's improvisational playing. "We don't really practice, we just pick songs and feel them. We lock into grooves and are advanced enough so that we can feed off of each other's energy and ideas," Chow said.

Though relatively new to the student body, Banana Soul has big plans for the future and its impact on Stuyvesant. "We have lots of hopes including booking an actual gig where our peers will be able to stay and watch instead of hurrying to class," Poretz said. "We also want to make sure that despite the losses of our three senior members the band will continue rocking Stuyvesant's halls next year too. Looking at other musicians in the school I think we will be able to do it, too. And most importantly, I see Banana Soul going on to light up the days of our classmates with our captivating grooves and our soulful melodies."



Rebecca Elliott: Stuyvesant Smithy

By SERENA BERRY

While buying a pair of earrings, most shoppers have never stopped to think about the time and artistry that went into that creation. Behind every piece of handmade jewelry, however, is the hard work of a jeweler, like senior Rebecca Elliott, to whom a plain sheet of metal has the potential to become a unique and beautiful piece of art.

Elliott began studying jewelry making in the fourth grade, when her mother, who is a textile designer, encouraged her to take an art class at the 92nd Street Y. Since then, Elliott's initial curiosity has turned into a passion for the craft. She has continued to take classes at the 92nd Street Y and attended summer programs at the Pratt Institute and the Putney School.

"I fell in love with the sculptural aspect of it," Elliott said. "The combination of technical proficiency and artistic elements interested me."

Elliott tries to expand her horizons by pursuing her own projects. Most of these involve jewelry making, but she has challenged herself to make everything from bracelets to vases, based on what she would like to learn. "In the past two years I have really been experimenting with different techniques," Elliott said.

Lest she seem too artistic for Stuyvesant, Elliott often incorporates geometric shapes into her designs. One piece, called "Orbiting Necklace," is a perfect brass dodecahedron that hangs from a thin silver strand. Another creation is "Cityscape"—a ring that is shaped like a skyline.

Her jewelry can also be whimsical and eclectic. With her "Train Brooch," she made an outline of a vintage train. Some of her works, such as "Orange Vine Earrings" and "Wistful Pendant," are made with colorful beads, ceramic and lace.

With nine years of training under her belt, it is no surprise that Elliott has won several Scholastic Art & Writing Awards for her work, including a gold medal for her portfolio of jewelry inspired by bees.

Because of the expensive tools and materials required to make jewelry—silver is currently \$17 an ounce—it is difficult to find a college with any classes in jewelry-making.

Instead, Elliott is building a home workspace, hopefully



Senior Rebecca Elliott makes jewelry.

Peter Wysinski / The Spectator

at a less than exorbitant price.

"It is just about budgeting myself," Elliott said. "I do not waste metals and will plan out design thoroughly. If I want to make something in silver, I will usually make a prototype in copper."

Besides the expenses, jewelry making is stigmatized as "just a craft," and not a serious art form. Jewelry is often considered girly and frivolous, but Elliott has recognized and taken full advantage of its artistic and innovative possibilities.

"Jewelry is an art form," Elliott said. "I am upset by Zales jewelry and commercialized art. I prefer jewelry with a story or perspective."

Elliott draws inspiration from her teacher, renowned Bavarian jeweler Klaus Bürgel. A large aspect of his work consists of having the viewer "try to figure out exactly what it is," Elliott said.

"I would love to see more obsessive craftsmanship, abstract constructions, deconstructivist ornaments, anti-dogmatic and unpredictably honest work that makes use of the advantages of the small intimate format to connect with the human psyche,"

Bürgel wrote on his website.

Although it is clear that jewelry making is important to Elliott, she does not plan to pursue it when she attends Harvard University in the fall. Instead she wants to continue studying the humanities—English and Art History especially.

Even though Elliott does not plan to pursue jewelry making as a career, she will continue to make creative and unique pieces and convey her originality in other mediums, such as sculpturing, drawing and painting. No matter what aspirations or interests she may have in the future, Elliott is sure to pursue her natural artistic talents regardless of what medium they are in.



"Orbiting Necklace" crafted by Elliott

Courtesy of Rebecca Elliott

Arts and Entertainment

Red Carpet Coverage



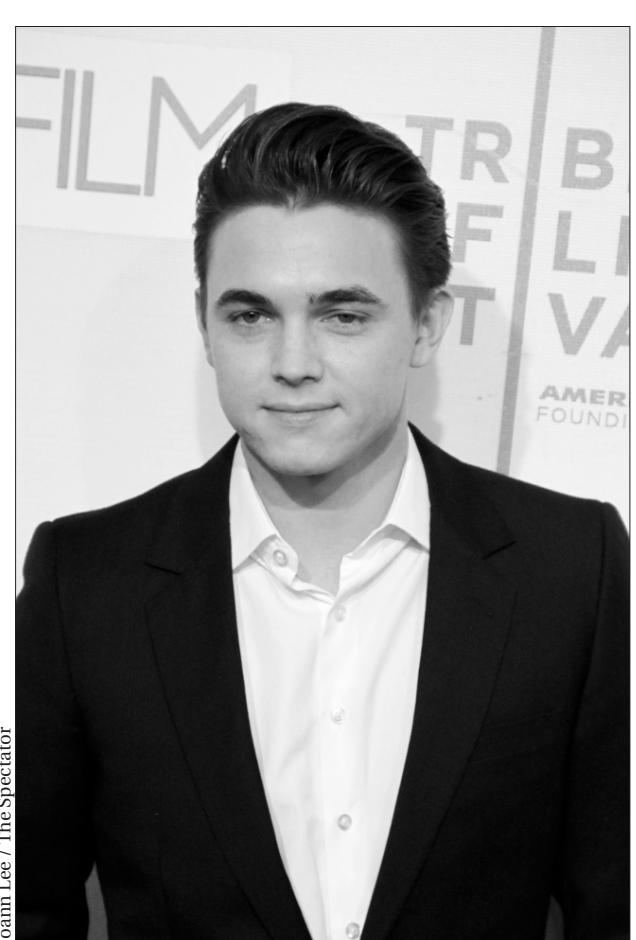
Zoe Kravitz at the premier of "Beware the Gonzo."



John Legend at the premier of "The Other City."



Christina Bogdan / The Spectator



Joann Lee / The Spectator



Hyemin Yi / The Spectator



Christina Bogdan / The Spectator

Jesse McCartney at the premier of "Beware the Gonzo."

Jane Rosenthal and Robert De Niro speak at the Tribeca Film Festival opening press conference.

Amanda Seyfried at the premier of "Letters to Juliet."

Tribeca Film Festival

Red Carpet Coverage



Joann Lee / The Spectator

Ezra Miller at the premier of "Beware the Gonzo."

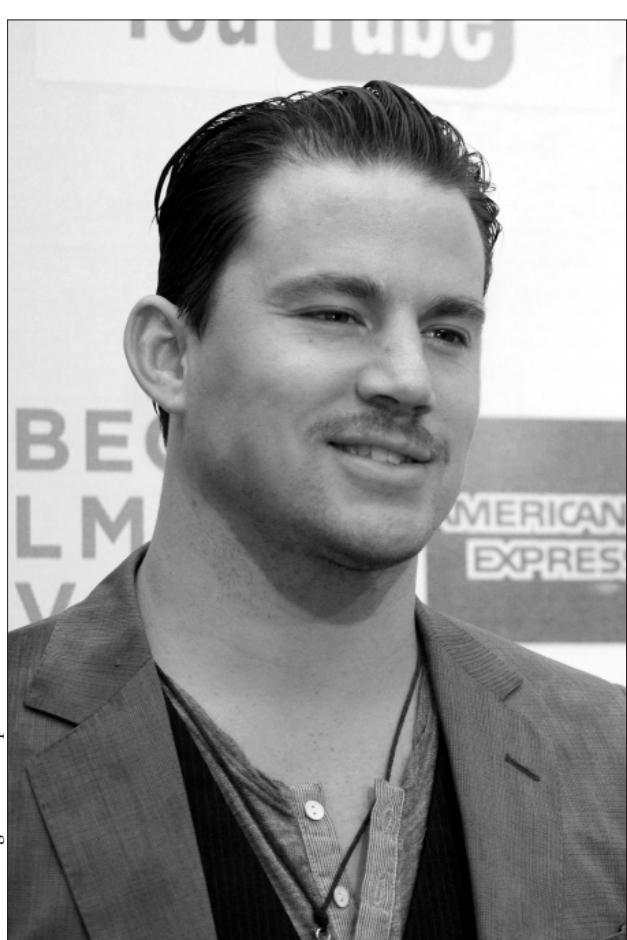


Christina Bogdan / The Spectator



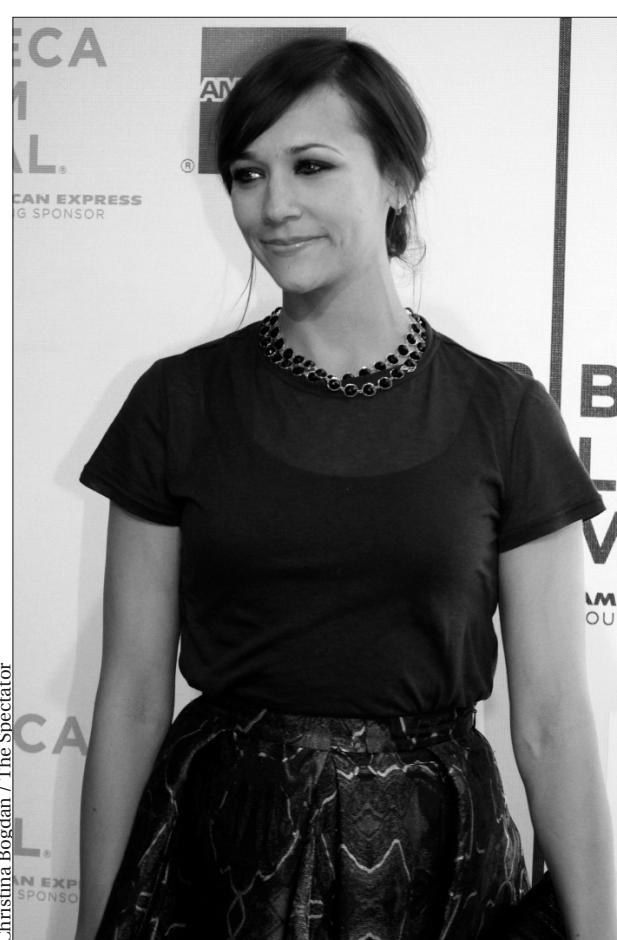
Joann Lee / The Spectator

Alexander Siddig at the premier of "Cairo Time."



Christina Bogdan / The Spectator

Channing Tatum at the premier of "Earth Made of Glass."



Christina Bogdan / The Spectator

Rashida Jones at the premier of "Monogamy."



Joann Lee / The Spectator

Patricia Clarkson at the premier of "Cairo Time."

Tribeca Film Festival

By HYEMIN LI

Following the September 11 tragedy of 2001, Robert De Niro, Jane Rosenthal and Craig Hatkoff founded the Tribeca Film Festival (TFF) to revitalize the downtown area economically and culturally. Since then, the festival has become more than a business renewal—it has evolved into an event that showcases the work of indie and studio directors alike.

The 2010 TFF ran from Wednesday, April 21 to Sunday, May 2 and included 85 features and 47 short films representing 38 different countries. From this substantial selection, we have picked seven noteworthy feature-length films.

The Disappearance of Alice Creed

Narrative 2009 • 100 min

Hard-bitten Vic (Eddie Marsan) and naïve Danny (Martin Compston) kidnap Alice (Gemma Arterton), the only daughter of a rich businessman, and proceed to hold her hostage in a soundproof loft room. The pair expects to receive a two million euro ransom, but their plans go amiss as all three characters attempt to outdo and outwit one another.

Limiting the set to mostly one flat, director and screenwriter J. Blakeson delves into creating as much suspense as possible. The opening scenes, showing the kidnappers preparing to abduct Alice, are laced with steady clock ticking, sequences of extreme close ups and little dialogue—creating a sense of unspoken urgency. Just when you think you've got an idea of what's going on, Blakeson throws in a fun twist to keep up the momentum. Admittedly, the constant deception gets a little tiring toward the end. In sustaining a simple look, set and cast, the film concentrates on optimizing the dramatic tension.

Gainsbourg, Je t'Aime... Moi Non Plus

World Narrative Feature Competition 2010 • 136 min • French with subtitles

Spanning from Serge Gainsbourg's (Eric Elmosino) youth as a disillusioned illustrator to his adulthood, marked by his rise in fame as a musician, his proclivity to women and eventual death, this unconventional biopic is the ultimate homage to the French singer-songwriter icon.

The film offers little explanation for the women who come and go in Gainsbourg's life, leaving audience members who are unfamiliar with his life story confused. Despite the lack of narrative cohesiveness, the soundtrack is an incredible tribute to his music: from his early dabblings in jazz to his later rise as a pop artist and eventual shift into more experimental genres (i.e. his reggae version of "La Marseillaise"). Director Joann Star embraces a surrealist style by inserting puppets and cartoons (Gainsbourg interacts with a lanky caricature he refers to as his "mug," the inspiration for all his bad boy deeds). As visually stunning as the biopic is in its entirety, Elmosino's singing and immersive performance tie the piece together, in addition to bringing the momentous French musician to life.

Heartbreaker

Narrative 2010 • 104 min • French with subtitles

The premise of this high-concept French romantic comedy sounds Hollywood-esque enough. Alex (Romain Duris), his sister (Julie Ferrier) and her husband (Francois Damiens) take part in a budding business: breaking up couples that aren't meant to be together. Of course, along with his biggest gig comes the time for Alex to have his own heart broken by Juliette (Vanessa

Paradis), a sophisticated woman soon to be happily married to the perfect guy. The movie fearlessly pokes fun at the romantic comedy genre, repeatedly showing Alex's ritualistic and slightly ridiculous method of seducing women. Much of the farcical humor comes from Damien. At one point his character enters Juliette's room dressed as a Polish repairman sporting a wig—and a stump. But at its heart, the movie is committed to remaining a romantic comedy, as apparent by the budding chemistry between Duris and Ferrier. It's witty, romantic, and even has some action. Overall, it's a great date movie. Word on the street is that "Heartbreaker" will soon be screening at the Independent Film Channel Center.

Monogamy

Narrative 2010 • 94 min

The life of Brooklyn wedding photographer Theo (Chris Messina) takes an unexpected turn—and creates a rift in his relationship with his fiancé Nat (Rashida Jones)—when a provocative exhibitionist named Subgirl (Meital Dohan) hires him to take surveillance shots of her.

While the film avoids forming a definite stance on Theo's masculinity crisis, in the face of his growing obsession with Subgirl and fear of commitment, it humanizes both ends of the soon-to-be-married couple. His frustrations are understandable (Nat never does succumb to his physical desires) but one can't help but start to cringe when he begins to overlook his fiancé, even when she's in the hospital. The mystery-thriller is tied together by the elegant and beautiful cinematography, often utilizing reflections on mirrors and water. This harrowing exploration of love, jealousy and deception is as much visual eye-candy as one could ask for.

Road, Movie

Narrative 2009 • 95 min • Hindi with subtitles

Reluctant to take over the family hair oil business, Vishnu (Abhay Deol) seizes the first chance he gets to get on the road by driving his grandfather's beat up Chevy, complete with a moving cinema, across India to its new owner. Along the way he picks up a young runaway, a wandering old entertainer and a beautiful woman, and embarks on an eye-opening journey.

The movie employs a witty script and the seemingly bizarre hair oil motif to keep up its entertainment value. There is a certain fantastical aspect to the film. Appropriately, there is a dream-like sequence depicting the quartet at the fair. Whether or not it really happened is anyone's guess. But beyond the surface, the movie also delves into the "magic of the cinema" against the backdrop of the poverty-stricken, yet mystical, India brought on screen by the vivid shots. The characters seek escape and self-discovery through the moving cinema—and perhaps some of us do too. "Road, Movie" is available on a new Tribeca-branded Movies on Demand channel.

Sons of Perdition

World Documentary Competition 2010 • 85 min

This American documentary follows a group of teenage boys, who have fled their polygamist community, the Fundamentalist Church of Jesus Christ of Latter Day Saints (FLDS). FLDS is led by the self-proclaimed prophet Warren Jeffs. But in their search of autonomy, they are exiled by the community and live with the fear of being condemned to hell. Even today, there are isolated communities like FLDS that are run by tyrants. Children are taught strictly and are only educated

in religion and math in school. No one is allowed to read books or magazines from the outside world. When talking about World War II, a boy confuses Bill Clinton with Adolf Hitler. The women have it worse than the children: they are synonymous with property, being passed from husband to husband. While the documentary carefully creeps around the emotional distress former FLDS members face when initially leaving their community and family, it is notable for attempting to expose the persecution of innocent individuals by religious cult leaders to a wider audience.

Zonad

Narrative 2009 • 78 min

Stumbling into the quaint Irish town of Ballymoran from outer space is Zonad (Simon Delaney), clad in a red latex jumpsuit and helmet! He quickly gains local celebrity status; no one realizes he's just an alcoholic who broke out of a rehabilitation clinic. The self-obsessed, self-proclaimed space cadet soon takes advantage of the villagers' hospitality, the endless drinks at the local pub and the adoration of all the teenage girls. That is, until his fellow escapee shows up—Bonad (David Pearse). The basic plotline leaves room for prospective bad taste all around, but because directors John and Kieran Carney stay committed to the ridiculous and quirky characters of Ballymoran, "Zonad" is always funny without being mean-spirited, in light of some crude humor. Much of the artistic direction is inspired from 1950s B-movies: the interior sets are full of overly sentimental floral furniture, the soundtrack is full of melodramatic orchestral music and there's cheesy in-car footage against the backdrop of a rolling countryside. The Carney brothers utilized their low budget to the film's fullest advantage.

"My Brothers" Are Everyone's Brothers

By EMMA POLLACK

"When did you remember your first memory?" Scwally, the youngest of the three titular brothers, asks his brothers this as they embark on a road trip of growing up and dealing with the misfortunes of life and death. The chemistry between the brothers, along with a viewer's ability to relate to each character, is so strong that the somewhat flawed plotline is overshadowed, in writer/director Paul Fraser's "My Brothers."

Seventeen-year-old Noel (Timmy Creed) struggles with the conflicts of being a teenager, as well as the difficulties of supporting a family. Noel is responsible, stern and reserved, except when writing in his journal, and has taken on the responsibilities of caring for the family from his dying father. Noel borrows his father's cheap, yet treasured, watch, only for it to be broken by a school bully. This sends Noel, along with his 11-year-old brother Paudie (Paul Courtney) on a trip to the town of Ballybunion to replace this watch, which serves more as a reminder of happier memories rather than a time keeper. However, Paudie and Noel cannot escape without seven-year-old Scwally (T.J. Griffin), who is obsessed with "Star Wars" despite never having seen it, tagging along for the ride. The two-day trip in the "borrowed" broken bread van, which Noel uses at work, is full of car mishaps, en-



Courtesy of DEAN ROGER

counters with a schoolgirl sports team, friendly pub owners, pedophiles, broken arcade machines and a dying whale on an empty beach. The plot contains multiple plot holes and some unrealistic situations, but it is successful in chronicling the relationships between the brothers and their struggles with grief.

The true success of the film lies in the dynamic between the characters. This chemistry, even when no one is talking, is so remarkable that one expects the actors to be real-life brothers. Each character is different; they are at different stages of life and have different ways of dealing with grief. Noel hides his resentment in his journal, Paudie, who is reluctant to accept the truth, covers up his fear with jokes and farts and Scwally scarcely un-

derstands what is going on, but wants to be just like his brothers. All of the brothers grow together with their similarities and differences in an extremely convincing manner. Each character is relatable, in his respective way, but when the brothers are together, a presence of family and the complexities that come with it are undeniable.

The comedic and heartwarming approach is an unlikely take to a less than upbeat plot, which is exemplified through the constant dark lighting and slow music throughout the film. These aspects, along with the strong dynamic among the actors, allow the audience to experience the brothers' emotional journey—leading one's first impression of the film to be a long-lasting memory.

"Cannons" on Point

By EMMA POLLACK

Nobody ever wants to conform to his or her parents' desires and Tommaso (Ricardo Scamarcio) is no different. When called back to his hometown of Lecce in Italy's deep south to take over the family pasta business, Tommaso decides to finally come clean about his homosexuality and his hopes of being a writer. But his brother Antonio (Alessandro Preziosi) soon interrupts his plans. Director Ferzan Ozpetek embarks on a comedic journey, which begins with Tommaso's troubles, but eventually reveals every family member's struggle with obeying the social standards and pursuing his or her own desires.

"Loose Cannons" is defined by its eccentric cast, which includes an adulterous conservative father, an alcoholic aunt, a gorgeous yet secretive business partner, and Tommaso's flamboyant friends who attempt to appear straight. Ironically, the matriarch of the family (Iraria Occhini) is the most accepting and understanding of her grandchildren's yearnings to pursue their true desires. Occhini is excellent in playing a witty grandmother, who has no fear in speaking the truth, especially when it comes to her son and disgruntled maids. Though the film often stereotypes its characters, their emotionally rich plotlines redeem the movie. Their personalities contrast the rigidness of the traditions of the town. As the tensions rise between various family members and more secrets are revealed, the chemistry further improves among the actors. However, the

film is limited to analysis of only a few relationships.

Ozpetek successfully depicts the emotions and views of all of the characters by switching the camera focus to narrate the film through the eyes of multiple characters. This method of filming helps capture the similarities and differences of each family member, while also keeping the story interesting. Ozpetek captures amazing shots of the classical architecture of Southern Italy through the use of shadows, flashbacks and rich color. Adding to the authentic Italian feel, the film is filled with a catchy soundtrack that ranges from Italian pop songs to classical orchestrated pieces.

Though the film often stereotypes its characters, their emotionally rich plotlines redeem the movie.

"Loose Cannons" aims to comically critique Southern values, but in doing so, it creates a film that is relatable to everyone everywhere. Though every character is a loose cannon, the success of this relatable film relies on the union of each character's quirks.

Arts and Entertainment

“Every Day” is Out of the Ordinary

By EMMA POLLACK

When people give up their rooms for guests to stay in, there are usually some awkward moments, but most can't compare to those of a stern grandfather sleeping in his gay grandson's room.

Such is a stand-out scene in a film with a title that says it all. There is no masking or dramatizing the truth. “Every Day” is a simple story about the ups and downs, and the real events that occur everyday, to everyone. Though the film’s plotline comes close to being overdone, the characters and actors, and the modern day twists and comedic ties create a film that outshines the lack of an original story.

Ned (Liev Shreiber) passively lives his life, unhappy with the goings-on of his home and job. He writes for a scandalous TV show, in which his over-the-top boss is constantly looking for the next completely unrealistic shocking twist. He has an affair with his sultry co-worker, Robin. At home, Ned deals with the arrival of his sick, verbally abusive and grumpy father-in-law (Brian Dennehy) and the strain this puts on his marriage with Jeannie (Helen Hunt). Jeannie, in turn, gives up her job and all of her time to take care of her father, Ernie, despite the troubled and damaged relationship they have. Ned also has trouble get-



Helen Hunt (Jeannie) and Ezra Miller (Jonah) in a scene from Richard Levine's *EVERY DAY*.

Courtesy of Ambush Entertainment

ting used to raising an independent, gay teenager (Ezra Miller), in addition to answering all of his curious younger son’s questions (Skyler Fortgang). This is the gist of the plot, yet it is enough to get the audience to relate to the key characters.

Each of the characters has quirks—all of which are well portrayed by the actors. The chemistry amongst the actors helps the movie flow well and captures the attention of the audience. The witty humor and comebacks add a sense of reality to the already convincing circumstances. Miller perfects the role of playing a sexually curious teenager who is still hesitant to break from his traditional values. The confrontations between Miller and Shreiber are successful in portraying a true father and son relationship,

leaving the members of the audience to reflect on their own fights with their parents. Jeannie and Ernie’s relationship grows throughout the film, and though it would have been nice to see a bit more of this development, what is portrayed is emotional, humorous and hits close to home for many.

Like many films in this year’s Tribeca Film Festival, “Every Day” relies on the characters’ relationships and their character developments as plot points. The similarities and differences between the characters add to the subtle humor of the movie. Though it would have been nice to explore some characters in more depth, the film successfully and comically exposes every day’s oddities—relatable to everyone, every day.

“Into Eternity”: A Film for the Ages

By GAVIN HUANG

What does one do with nearly 300,000 tons of deadly radioactive waste? Finland thinks it has the answer. In Michael Madsen’s documentary, “Into Eternity,” the Danish filmmaker examines the Finnish government’s efforts to bury its share of the world’s nuclear waste in a tunnel three miles into the earth. After its completion in 2100, the tunnel must remain untouched for at least 100,000 years. This intriguing and bold plan leads Madsen to raise many philosophical and technical questions throughout his film, providing a haunting take that is more poetic than scientific on a dire environmental issue. But the answers are too profound and nuanced for this ambitious indie film.

Madsen laces interviews and stunningly shot footage with personal interludes in his self-proclaimed “film for the future.” As the screen fades to black, the filmmaker strikes a match, faces the camera and asks as the flame dies, “Our people are dependent on nuclear energy. Are you dependent on nuclear energy? What resources do you use?” The questions Madsen poses are directed towards future generations, but their implications are very relevant to the present.

At its start, the film has all the makings of a NOVA special.

It delves into the current problem of nuclear waste storage, providing insight from scientists working in the facilities as well as from top Scandinavian experts and politicians. As the film progresses, Madsen begins to look at human aspects of the problem and the issue becomes more poignant. How will future generations know not to unearth the hazardous waste? Should they even know about it? What can we do now to save both ourselves and our posterity?

The footage is hauntingly beautiful. Madsen’s cameras go straight into the tunnel, into the dark abyss of what is now a barren wasteland and into the eerily mechanical nuclear facilities. The camera paints an ominous picture of what humans have done to their world now and what is to come in the future. At times, the film seems to be larger than it needs to be because the issues Madsen is examining are too monumental to be resolved in 75 minutes. Towards the end, his philosophizing starts to become repetitive, as he asks the same questions over and over, both to the audience and to the people he interviews. There is talk of science and political discourse, though down to its core, the film is about human sustainability. Although a “film for the future,” it is really a warning for the present.

Norimahdang 2010: Kimchi for You and Me

By SADIE BERGEN
and CATHERINE CHUNG

Replete with dazzling performances from the Korean Class of 2010 and delicious food, Stuyvesant’s annual Korean Culture Night, Norimahdang, dazzled attendees on the night of April 15 in the Murry Kahn Theatre.

The festival included an hour and 15 minutes of buffet-style food service in the cafeteria, where four tables with the same the dishes of traditional Korean food were set up, including bulgogi, jap chae noodles, kimbab and spicy kimchi and rice. The Korean Parents’ Association volunteers were set to help, wearing their green aprons and serving food. However, compared to last year’s Korean Culture night, there was less food and drinks provided this year. “It seems like they served less portions this year,” junior Matthew Zin said. “There was also more variety in food including desserts.” By the end, the food completely ran out and sandwiches were served to the latecomers.

After the buffet, about 500 students filled the cafeteria to listen to a brief speech by Principal Stanley Teitel about the diversity at Stuyvesant High School and the importance of spreading Korean Culture and pride through events such as Norimahdang.

The festival, which was coordinated by Korean language teacher, Jisun Lee, was then spiced up with an array of authentic Korean entertainment in the theatre. Hosts Brian Sou and Gina Jung started off by leading the American and Korean national anthems. The performances then began with the beating sounds of “samulnori”—traditional Korean percussion—as the story of “Chunhyang,” a tale told in “Pansori”—a form of Korean opera in which the story is narrated through song—was summarized on a projector at the back of the stage. The folk-

loric tale is often characterized as the Korean version of Shakespeare’s “Romeo and Juliet.” It was helpful to have a slideshow in the back to explain the story behind the songs and dances. As the percussionists left the stage, upbeat music from a consequent pop dance brought 21 students dressed in colorful attire onto the floor and allowed for a fun and exciting start to the show.

The next performance toned the exhilaration down a bit as girls dressed in colorful costumes of red and green flowing “hanbok” robes and identical headsets traipsed onto the stage and performed a traditional fan dance. Their dance moves were exquisite and full of elegance—fully exemplifying the beautiful culture that the night was celebrating.

In the love dance, entitled “Chunhyang” (translated “The Beauty”) portraying the love shared by Chunhyang Seong (Katherine Oh) and Mongryong Yi (Daniel Yang) the characters pledge their eternal love to one another despite any obstacle they may encounter. This foreshadowed the start of an obstacle awaiting them that would test their love. After epic fight scenes and the appearances of corrupt magistrates, the love story ends happily as Chunhyang is finally reunited with, and then married to, her beloved Mongryung.

A CD raffle was held during intermission following the closing of the first act. The Raffle significantly slowed down what had been, up to that point, a series of upbeat performances. But the second act proved to be full of modern “talent show”-esque acts from students of the Korean class. First, the Sophomore Jazz Band performed. With vibrant instrumentals and excellent vocals by sophomore Stacy Chun, the band renewed the show’s energy.

The next act was a group called The Gayoungs, comprised of Gayoung Kwon, Jihwan Kim and Eugene Moon. Kim had a



Students in Stuyvesant’s Korean classes perform “Buchaechum,” a traditional form of Korean dance during Norimahdang 2010.

Victoria Zhao / The Spectator

powerhouse voice that brought cheers from the audience, and the other two boys rapped their song so quickly and simultaneously that the crowd was left in awe.

An awkward transition full of “mic checks” and opening and closing curtains gave way to a touching and heartfelt performance by the Senior Band, R.O.K. Behind the musicians ran a slideshow, with members of the senior class leaving each other video messages as Kim sang an emotional song, breaking into tears by the end.

The sentimental atmosphere was quickly broken by the Rainbow Sailors, a group of six juniors, Sangwon Ko, Katherine Oh, Justin Kim, Jin Young Kang, Andrew Kwang and Kyu Hyun Choi. They had a bizarre routine, dancing choppy to the tune of a vaguely “YMCA”-like song. Less notable performances,

like those of Junior Hop Hop Crew, The Chocohearts, and the off-key rendition of “I Don’t Care” by juniors Antoinette Chan, Sylvia Ou, Sophia Ou, Sophia Weng, Karen Wong and Tiff Lau would have been more powerful if executed with impassioned energy.

The Tae Kwon Do performance was a highlight of the second act. The clean and synchronized movements of Jin Woo Park, Samuel Lim, Eugene Kim, Eric Xu, Ronald Kim, Harry Ngai, Kevin Park and Edward Kim garnered enthusiastic cheers from the audience.

But perhaps the most enthusiastic and well put together performance came from QQ China, the Senior Hip Hop Group. The senior Korean class clearly poured an incredible amount of energy into this series of dances. They incorporated truly impressive hip hop moves

and also allowed each dancer to get a moment in the spotlight. There were also more fun dance moves that gave the entire performance a lighthearted feel.

After the high-leveled performance of Senior Hip Hop, the special guest for the evening, “In G Dance,” which ended the show, seemed a little out of place. However, Sungjoo Youn, Heywon Choi, Sunhee Seo, Myungsun Back and Jiyeon Kim’s beautiful performance of “Power of Love” was graceful and moving, if not a fitting ending to such an upbeat show.

The members of “In G Dance” then led all the participants in Norimahdang out of the wings and onto the stage. The crowd stood in applause, and the show ended with the same warm and communal feeling that made it such a success.

Sports

The Cricket Sound is Awfully Loud

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of six consecutive balls bowled in succession). PSAL cricket matches are Twenty20 matches, where there are 20 overs for each side. This creates a shorter-lasting game of about two to three hours.

Cricket is a sport that has been gaining popularity slowly throughout high schools in New York City. Last year was not a very successful year for Stuyvesant's cricket team, though. The team was unable to achieve a single victory, going 0-11. "It wasn't really organized and we didn't have any practice. We used to practice once a week, and that was on Sundays, and half the kids wouldn't show up," junior and captain Ali Afzal said.

The year before, however, the first year for the team, it compiled an admirable 7-5 record and secured a spot in the playoffs as the seventh of eight seeds. It was eliminated in the first round by Newcomers High School, which went on to win the championship that year, as well as the following year.

This year though, Stuyvesant is back with extra enthusiasm. With a new group of underclassmen and more dedicated practices, the team is attempt-

ing to return to the playoffs and compete amongst the rest of the teams. "This year, we've been practicing really hard," Afzal said. "We practice every day until 7 o'clock."

A sense of improvement exists among the team members as well. "This year, we're a revamped team. Some of the underclassmen that came in this year are athletic and they show a lot of potential," senior Muhammad Siddiqui said.

**"This year,
we're a
revamped team."
—Muhammad
Siddiqui, senior**

Being a part of the cricket team means a lot to its players. It is a source of pride, not only for their school, but for their nationality and heritage as well. Afzal joined the cricket team as

a sophomore because he used to play when he was younger, in Pakistan. "Back in Pakistan everyone used to play cricket so I just started playing," Afzal said.

Other members of the team share similar feelings. "I joined cricket to show pride for my nationality and pride for my school," junior Amit Chohan said.

For Siddiqui, his relationship with cricket took some time to develop. "Until [my freshman year] I hated cricket. I went to Pakistan on vacation and I learned the sport and I fell in love with it. I started watching it. I watched every match. Sophomore year, I heard that there was a team and I thought 'this is my chance to play a sport that you probably would never get to play,'" he said.

As much pride as the boys have in the team, it is at times very difficult for them. The main problem for them, at Stuyvesant, is that they do not have easy access to a cricket field. Their home field, where they practice, is Flushing Meadows Park in Queens, which is about an hour's commute from Stuyvesant. They feel that it is mainly about exposing the players to cricket-playing experience. "Sometimes it's hard to get that

kind of exposure to these students, as opposed to the other schools who have parks right outside their schools, or they play on the football field," Siddiqui said.

Stuyvesant also has a disadvantage in experience. "In other schools, these kids have been playing cricket their whole lives. But at Stuy, there's only two or three kids who have been playing since they were young," Afzal said.

Nevertheless, the team has shown resiliency. "We have quite a few dedicated kids this year," Afzal said. And although they are off to a 0-2 start, the team remains optimistic. "The first game, during our bowling, we gave up a lot of runs. Most teams may have given up on that thinking it was an impossible total to cover. The fact that we just batted with pride and we managed a decent total, even though most teams would have given up at that time, shows the dedication of the team and the fight that we have," senior and co-captain Moin Sattar said.

Cricket has a bright future ahead of it. Since it first began in the 2007-2008 school year, it has grown from 15 teams to currently 26 teams in the PSAL. This number is expected to grow to

more than 30 in the next year or two. In addition, this is the first official varsity cricket league in the United States. But all the

"I joined cricket to show pride for my nationality and pride for my school."
—Amit Chohan, junior

team members share the common hope for cricket to gain more attention in this country. "I hope one day we can bring enough interest to cricket so that we can start it in colleges," Afzal said. "Right now, it's just a club sport in colleges and I really hope it becomes a [National Collegiate Athletic Association] sport one day. I would love to play in that."

SPORTS SCOREBOARD

Boys' Varsity Baseball

Stuyvesant Hitmen 4-3
2nd Place Manhattan A West Division

Girls' Softball

Stuyvesant Renegades 6-4
3rd Place Manhattan A Division

Boys' Handball

Stuyvesant Dragons 8-0
1st Place Manhattan II Division

Girls' Handball

Stuyvesant Furies 4-1
1st Place Manhattan Division

Boys' Lacrosse

Stuyvesant Peglegs 3-4
5th Place Orange Division

Girls' Lacrosse

Stuyvesant Huskies 2-7
4th Place South Division

Boys' Tennis

Stuyvesant Hitmen 6-4
3rd Place A3 Division

Girls' Tennis

Stuyvesant Lobsters 9-1
1st Place A3 Division

Cricket

Stuyvesant 0-3
4th Place Bronx Division

Boys' Golf

Stuyvesant Eagles 5-0
2nd Place Bronx/Manhattan Division

Girls' Fencing

Stuyvesant Untouchables 7-1
2nd Place Division 2

Boys' Volleyball

Stuyvesant Men of Steel 9-0
1st Place Manhattan VIII Division

Sports

Boys' Baseball

Hitmen Look to Build on Strong Start to the Season

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Both varsity rookies and veterans are contributing to the improvement. Senior and veteran Brandon Sirkisoon has been a pleasant surprise this season, with five hits and a .357 batting average. Sirkisoon has not only been stellar with the bat, but has transitioned flawlessly from being a utility infielder to being the starting left fielder. "Guys who were on the team last year are

stepping up like [junior] Scott [Chiusano] and [Sirkisoon]," Gallo said.

This is not to say everything is perfect for the Hitmen. With many starters still struggling at the plate, Carlesi admits that there is room to improve. "They need a little more development in their pitch selection," he said.

Although there is some room to advance on the field, the team's chemistry couldn't be better. The Hitmen's annual trip to Florida over Spring break has played a huge part in helping the team come together. "One of the nights we had a dance-off where everyone on the team had to make fun of themselves and dance," Gallo said. "It's stuff like that that really makes the team closer."

Carlesi knows the value of the trip to Florida which is why he has the team do it year after year. "It builds great camaraderie and also we played great competition so it helped us a lot on the field too" he said.

In order to make the playoffs, however, pitching and defense have to be at their best—two things which the Hitmen pride themselves on. "The defense has been excellent. Our catching has

been great and the pitching between Gallo, Zurier, [junior] Aaron [An], [sophomore] Kyle [Yee], and [sophomore Evan] Lubin has been great." Carlesi said.

"We've executed everything so far."
—John Carlesi, coach

Thus far, the Hitmen have excelled at all the intangibles: they pitch, they play defense and now their hitting is coming along. Assuming they continue to execute at the level which they are, there is no reason why they should not enter the playoffs with a strong seeding.

"This is one of the best hitting teams that I've seen."
—Nick Gallo, senior and captain

Boys' Handball

Undefeated Dragons Have High Hopes for Playoffs



The Stuyvesant handball team wins a 4-1 victory against HS Economics and Finance, the closest score this season.

AbeLevitin / The Spectator

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motivated to come to practice and every game," said junior and first single Ricky Guan.

Looking to the future, Sandler knows he has a really strong

team on his hands. "We are really young right now, but we are strong every year and that's a trend that we expect to continue," Sandler said.

Even though the Dragons are one of the more successful

teams in Stuyvesant and their goals are high, it's not all about the wins and losses for them. "There is a fun side and a competitive side," Guan said. "And it is really important to keep them in balance."

Boys' Golf

Young Eagles Flying High

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in the future," senior and co-captain Alex Shin said.

In the third match of the season, the Eagles were without Levine, forcing all three of the players in contention for the two open spots to play. The Eagles managed to come away with a 3-2 victory after Drysdale clinched the win in the fifth match with a 5-1 score. While the other two players battling for the spots lost their matches, all three looked strong, according to Nieves.

The team is looking ahead to its seventh match of the season against Bronx Science High School—its division rival who is currently 6-0. The winner of this match will most likely claim the division title and earn one of the top seed in the playoffs. This match, Nieves said, is "basically our first 'playoff' match." Bronx Science consistently fields a strong team and has finished right behind Stuyvesant in the division standings for the past three years.

Bronx Science poses the first

challenge that the Eagles will have to overcome if they hope to go deep into the playoffs. The team has failed to advance beyond the quarter finals since 2007, but Levine is optimistic. Beating Bronx Science and getting a top seed would help the team's chances in the playoffs significantly. "There is no reason not to expect a city championship. We have the talent, the drive and the work ethic to be a successful team and perform well in the playoffs," he said.

A Warm Welcome



Polina Rozina / The Spectator

By SAM RABKIN

After 144 days of family issues, public apologies and relentless media attention, Tiger Woods returned to golf on Monday, April 5, for the Masters Golf Tournament. His practice round at the Augusta National Golf Club was his first appearance on a golf course since it was revealed that Woods had cheated on his wife with several women. Although met by an initially silent crowd, he would finish the morning with a smile and a raucous ovation from the spectators. To the delight of the fans, Woods ended his round by having some fun with fellow golfers Fred Couples and Jim Furyk as they skipped golf balls across the pond and onto the green. Months after golf's greatest golfer had fallen from grace, he was welcomed back by the same fans who he had betrayed as a role model. But did Woods really deserve the warm reception?

By this point, we have learned that athletes frequently make disappointing role models. Too many times have we been deceived by sports stars—people who are often expected to epitomize the good aspects of society. And yet, we still do not take it lightly when a public figure falters in the sports world. Today we look down upon men such as Mark McGwire and Barry Bonds for taking performance enhancing drugs. Pete Rose, the all-time Major League Baseball leader in hits, is viewed by many as a cheat because he bet on games. We do not hesitate to strip athletes of their achievements, demonstrated by Marion Jones losing her Olympic medals for taking steroids.

Woods, however, did not do anything to bring shame to the sport of golf. His actions directly affected only himself, his family and his image, leaving no impact on the game. He was welcomed back at Augusta because, although he may have failed miserably as a father and a husband, he remains the greatest golfer in the world. This welcome reflects how we have come to view sports stars in our society. When we evaluate how we should react to their mistakes, we pay more attention to how they have fulfilled their roles as athletes, rather than what they have done as human beings. Woods's reception reveals a sad realization: the athlete has become more valued in society than the father or husband.

To many times have we been deceived by sports stars, people who we expect to epitomize the good aspects of society.

And yet, Woods was warmly welcomed at Augusta, after betraying his wife and tearing his family apart, because our society has grown to become much more forgiving toward athletes

whose mistakes do not affect their games. America's intense focus on sports has turned it into something sacred for our country. So sacred, in fact, that tarnishing its reputation is now met with devastating punishments. Athletes who take performance enhancing drugs and bet on their games are now regarded as criminals—perpetrators who ruin the reputations of the sports that have become important parts of American culture.

When we evaluate how we should react to their mistakes, we pay more attention to how they have fulfilled their roles as athletes, rather than what they have done as human beings.

Sports are rightfully important aspects of American culture and those who play them deserve respect and fame. But it is possible that we have become too obsessed with them, to the extent that we place athletes on pedestals within our society. What we often fail to see is that what the athlete accomplishes in the real world is vastly more significant than what he achieves in a game. A sports star may captivate millions of fans, but the effect that he has on these strangers is meaningless when compared to the role he plays in his child's life. And although our culture may be blind enough to accept Woods without hesitation, the fame and recognition he will earn as an athlete will never make up for his failure as a husband and a father.

Welcome back Tiger.

THE SPECTATOR SPORTS

The Cricket Sound is Awfully Loud

By MAHTAB ALAM

Cricket. Most people immediately think of insects upon hearing this word. But to a group of about 30 boys in Stuyvesant High School, it is the sport that comes to mind—a sport that is still relatively obscure in this country. But to these boys, it is more than just a game—it is a sport that they put all their heart into and take great pride in playing.

Cricket is played in several countries throughout the world. It is predominantly seen in Britain and countries influenced by the British, such as Australia, New Zealand, South Africa, Southeast Asian nations and West Indian nations. Today, the game's governing body is the International Cricket Council (ICC), which has 104 member countries. As obscure as the sport is in the United States, cricket is the world's second most popular sport.

Although the game play and rules are very different, the basic concept of cricket is similar to that of baseball. Teams bat in successive innings and attempt to score runs in order to win. The opposing team fields and tries to end the batting team's innings. After each team has batted an equal number of innings, the team with the most runs wins.

In cricket, each team is divided into 11 players. The field is a large circular or oval-shaped grassy ground with a rectangular-shaped pitch at the center of the ground measuring 22 yards long and ten feet wide under Public School Ath-

letic League (PSAL) regulations. This is where a bowler bowls (i.e. pitches) the cricket ball to the batsman and the batsman attempts to hit the ball into the field. Behind the batsman, at the end of the pitch, there are three upright wooden poles called stumps. Placed on top of these poles are two wooden rods, called bails, which connect each stump to its neighbor. The three stumps and two bails are collectively known as a wicket. The wicket serves as a means of getting the batsmen out. The bowler hurls the ball on one bounce at the batter. If the bails are knocked over using the ball, the batsman is out.

A batsman swings a wooden paddle like an uppercut baseball swing. Whenever a batsman hits the ball, he may score runs. A run is scored by the batsman running from a line—a popping crease—just inside one end of the pitch to another popping crease near the other end of the pitch while a non-batting runner runs to the batsman's starting popping crease. A run is scored when both batsmen reach the opposite end. The scores of the games can vary from 20 to 200 runs.

Unlike most other sports, there are a few different types of cricket matches. These include Test matches, One Day International matches, Twenty20 matches and First Class matches. The main differences between these different types are the duration of the match and the number of overs (a set

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Young Eagles Flying High



By LIONEL JENSEN

Over the past three years, the Stuyvesant boys' golf team, the Eagles, has gone 41-0 in division play. This year, it has managed to keep the streak alive thus far, going undefeated in its first five matches. Perennial powerhou-

es in the Public School Athletic League (PSAL), the Eagles are coached by English teacher Emilio Nieves.

While the team has not stumbled yet, Nieves believes that this year may be a difficult one for the Eagles. "Since I have been coach, we have won 41 consecutive di-

Boys' Baseball

Hitmen Look to Build on Strong Start to the Season



Stuy ties the game 2-2 in the bottom of the first.

By JORDAN FRANK

Same place, same date, same team and nearly the same result. One year after Nolan Becker ('09) threw a historic perfect game for the Stuyvesant baseball team, the Hitmen, junior Jack Zurier nearly repeated the feat. On Thursday, April 8 Zurier faced the same team as Becker, West 50th Street Campus—or as it was known last year: Manhattan Bridges. The Hitmen started the game impressively, scoring six runs in the top half of the first inning. Then

Zurier came out looking strong, mowing down batter after batter. The only two baserunners for West 50th Street Campus came on an error and a bases empty double. The Hitmen went on to win 12-0 with Zurier throwing a minuscule 47 pitches throughout the entire game.

Since the strong showing against West 50th Street Campus, the Hitmen has won two more games, including an important game against the High School of Environmental Studies on Wednesday, April 21, improv-

ing its record to 4-3 on the young season. "We've executed everything so far," Coach John Carlesi said. "I am very happy with our hitting. Kids are swinging the bat well." This is in contrast to last season when hitting was a constant problem.

Senior captain Nick Gallo even went as far as to say "[the Hitmen are] one of the best hitting teams that I've seen," he said. In its two games against West 50th Street Campus this season, the Hitmen has combined for 18 runs to go along with 14 hits.

Though the Hitmen lost its seventh game of the season on Thursday, April 22, it played the best game it had all season against the best team in the city, perennial powerhouse George Washington High School. The Hitmen led through the first four innings of the game 4-2, until the Trojans made a late run to ultimately win the game 5-4. The Hitmen swung the bat extremely well in this game, tallying four hits and four runs against the tough George Washington pitching.

Newcomer and junior Eddie Cytryn has been an important part to the team's newfound ability to hit. Cytryn—who has amassed five hits and sports a .455 batting average—along with the other new players, like junior Aaron An, have "really stepped up," Gallo said. "We lost a lot of good players last year, but what's better about this year's team is that everybody's doing their part."

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Boys' Golf

Young Eagles Flying High



By LIONEL JENSEN

Over the past three years, the Stuyvesant boys' golf team, the Eagles, has gone 41-0 in division play. This year, it has managed to keep the streak alive thus far, going undefeated in its first five matches. Perennial powerhou-

es," he said. "This year, maintaining the streak will be more difficult because our team is a bit younger and inexperienced."

A PSAL golf match is composed of five games. A new player is selected for each game. A team has to win three of the five games to win the match.

The team this year is led by Senior Co-Captains Cody Levine and Alexander Shin, along with junior Darren Chiu, who is among the top players in PSAL and qualified to play in the state tournament last June. On the Eagles's 11-man roster, Levine and Shin are the only seniors. There are six underclassmen on the roster as well. "Our first three match up well with any team in the PSAL," Nieves said. "The big question of the year is who will step up and win the four and five positions on the team."

There are three players currently in contention for these two open slots, and the Eagles's success may very well depend upon how these players perform throughout the season and in the playoffs. Junior Keiji Drysdale and sophomores William Knight and Shun En Ouyang have had chances to prove their worth in the first three matches of the new season. "The young players have come on really strong this year thus far. If they can continue to improve we will be a good team

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Boys' Handball

Undefeated Dragons Have High Hopes for Playoffs

By NICK HEIM

It has been more than half a decade since the Dragons, Stuyvesant's boys handball team, have lost a game during the regular season and for good reason. The team has always been ranked near the top at the end of the season, but as of late, hasn't been able to capitalize in the playoffs.

The last two years the Dragons have been stopped a game short of the semifinals, however, that is not discouraging the team. Social studies teacher and Coach Robert Sandler is very optimistic. "We have a very good shot at being the first Stuyvesant team to win the championship," he said.

With a team that is not only undefeated, sporting an 8-0 record, but dominant, winning thirty-seven of forty sets all year, the biggest problem can be the dominance. "We really don't have a lot of competition in our division, and it is tough to keep the team motivated," Sandler said. "But we do a lot of drills and [we] are trying to combat [the lack of motivation]."

Another big problem, as is relevant in many Stuyvesant sports, is a lack of dedication. "It really hurts when we can't have

all of our players here for practice, when one guy is on debate and another is getting tutored it really hurts the team as a whole," Sandler said.

One of the main components of the team's success is its character and dynamic. Senior and Co-Captain Philip Chan who plays second doubles is a big part of the chemistry. "We have a really great personality on the team," he said. "The work ethic is great, and I think everyone wants to be here. We are in it to win it."

Part of the excellent chemistry may be due to the new structure of the team. "The team is much more streamlined. Where we used to have like twenty guys on the team; now it's down to a core thirteen or so who come to practice and care about winning," Sandler said.

With the playoffs looming, the Dragons know that they can't make the same mistakes they have in previous years. "Last year we fell behind," Chan said. "But this year is all about focus."

This focus has led to an increase in motivation to become better and to work harder. "The team has begun becoming very

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