



# The Spectator

The Stuyvesant High School Newspaper

*"The Pulse  
of the  
Student  
Body"*

Volume XCIX No. 14

April 24, 2009

stuyspectator.com

## Stuyvesant Holds Most Successful Blood Drive to Date



This year's second blood drive collected 205 pints of blood, the most successful in Stuyvesant's history.

By MASHA GINDLER

Stuyvesant High School held its second blood drive of the year on Monday, March 30 in the first floor lobby.

The blood drive was the most successful in Stuyvesant's history, with 205 pints of blood collected. Previously, the most blood ever collected in the lobby was 112 pints.

All students 16 years and older were asked to donate blood throughout the schoolday and after. Students who were 16 years old needed a parental consent form in order to donate while those who were 17 and older did not.

The drive was held in the lobby, an unfavorable location to donate blood. "It [the lobby] is smaller [than the gymnasium] and less kids want to wait there," senior and blood drive coordinator Allen Granzberg said.

The gymnasium was used for the first blood drive this year. However, due to the drive extending past the allotted time, it caused problems with the Physical Education teachers.

During this year's first blood drive, there were many idle New York Blood Center (NYBC) workers, so to make this one more efficient, Granzberg and

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By BEN GARNER  
and CHRIS LEE

The first Stuyvesant Open Forum, organized by Student Union (SU) President James Kim and Vice President Casey Griffin as a way for students to ask questions, give opinions, and find out what is going in the SU, was held on Tuesday, April 7.

"James Kim came up with the idea and we have been talking about it since last year, planning the details together," Griffin said.

The topics discussed during the meeting were SING!, out-to-lunch privileges, the snack policy and academic dishonesty. The school's budget and expected budget cuts were also supposed to be discussed but weren't because the meeting ran longer than expected. These were all topics that came from the last Student Leadership Team (SLT) meeting.

The forum began with a description of SLT meetings and the purpose of the Open Forum. "It is essentially a forum for students to give their opinions to the SU," Kim said.

"The purpose is to spread awareness of the issues affecting Stuyvesant right now and to get a better understanding of the students' opinions on these issues so we can better represent them at SLT meetings and in general," Griffin said.

SING! was discussed first.

## First Stuyvesant Open Forum Held



The Student Union hosted Stuyvesant's first Open Forum on Tuesday, April 7, for students to speak about current issues in the school.

Anna Menkova / The Spectator

Next year, students will receive their first marking period grades several days before SING!, so failing students will be cut days before the performances, similar to what happened this year. Most people agreed on one proposed solution.

"Everyone there agreed that SING! could be one week earlier next year with the slates picked earlier than this year and rehearsals over break," Griffin said.

The next discussed topic was out-to-lunch privileges. Teitel plans to revoke out-to-lunch privileges for next year's freshmen because of some behavioral incidents involving

this year's freshmen and sophomores while out to lunch. The school has gotten complaints from Whole Foods and Barnes & Noble for theft and rowdiness. Students suggested that incoming freshmen should be alerted about this problem in Camp Stuy. Others said that punishments should be given on a case-by-case basis.

"We [also] talked about letting students in earlier from lunch so that they aren't standing around stores causing disturbances because they need a place to eat," Griffin said.

The snack policy was the next topic of discussion. The

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## Grandmaster Hess Wins National Tournament

By SHARADA SRIDHAR  
with additional reporting by  
BEN GARNER

After the 2009 Foxwoods Open chess tournament, which was held from Wednesday, April 8 to Sunday, April 12, junior Robert Hess qualified for the title of chess Grandmaster.

In order to become a grandmaster, "you need to make 3 grandmaster norms, which are performances above 2600 FIDE [Fédération Internationale des Échecs]," Hess said. According to Hess, the FIDE is the international rating scale.

Hess won his first grandmaster norm in the 2008 Foxwoods Open. He completed his second after placing first at a chess tournament held from Monday, February 16 to Friday, February 20 at Texas Tech University. Hess received his last at the 2009 Foxwoods Open.

Hess is currently the top ranked chess player in the junior division, and approximately the 25th ranked chess player in the

United States.

With his high rankings, Hess has been given a lot of media attention. "I was included in a Fox News broad and a piece is being written about me in The New York Times Sunday chess section coming up," he said. The article was published on Saturday, March 28 in the Crossword/Games section of the New York Times.

Hess also had a feature written about him in the Daily News last year.

Despite his fame, Hess said he does not see chess becoming his profession.

"There simply is not enough money to live off of from chess unless you are one of the top 10 players in the world [and] these players have not really attended school. In order to climb the rankings you must be entirely focused on chess," Hess said.

However, Hess said that chess helps him when he does his homework.

"Chess really does help expand my horizons. During a



Anna Menkova / The Spectator

game, I can see up to fifteen moves ahead, calculating best lines for both sides. This rubs off in school subjects, specifically math," Hess said. "Chess gives me an ability to analyze very well and have deep calculation skills. Furthermore, I am able to strategize well."

## AP Waitlisting Policy Changed

By MEGAN HAREWOOD

For the fall 2009-2010 semester, students who do not meet the requirements for Advanced Placement (AP) courses and want to be waitlisted must register online.

When online, students who do not meet the requirements must choose the course "\_WAIV" option when applying.

Under the new policy, the lists of names on the waitlists are given to teachers, and the teachers recommend people for the course. In addition to teacher recommendations, overall averages and particular class averages are taken into account.

The new policy was implemented due to its convenience.

"It makes it easier, not only for the students but for the chair people," Programming Chairperson Sophia Liang said. "It [the old policy] was too confusing for the students."

Before the new policy, students who wanted to be waitlisted had to speak with the Assistant Principal of the department

and have a guidance counselor sign off on a waiver.

"They don't have to run from department chairperson to department chairperson," Assistant Principal Social Studies Jennifer Suri said.

The policy will also benefit those who need to sign up for AP Physics B as a corequisite for AP English Language and Composition: Physics and Metaphysics.

"It's better to do everything online," Assistant Principal Chemistry and Physics Scott Thomas said.

Many students like the new policy.

"It's better because you immediately know your status on whether or not you're on the waitlist," junior Michelle Newman said.

"It is really important that people are motivated to take challenging courses during their high school careers for colleges and for having a better experience," freshman Kirra Silver said.

"It's a more student friendly way," Assistant Principal English Eric Grossman said.

### Features

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Jinx Cozzi Perullo: Transforming Principals' Principles

Blast from the past: an interview with former Principal Jinx Perullo.



Article on page 12.

### Arts & Entertainment

Tribeca Film Festival

An inside look at the upcoming Tribeca Film Festival.

# News

## Students Caught Drinking Alcohol on Model UN Trip

By KAITLYN KWAN,  
ANI SEFAJ,  
and ALEXANDER SHIN

Two juniors who wish to remain anonymous were discovered with alcohol in their hotel room on a Model United Nations (UN) trip that took place at George Washington University from Thursday, March 26 to Sunday, March 30. The alcohol was discovered by social studies teacher and Model UN faculty adviser Clarissa Bushman while the students were debating at the conference.

Bushman declined to comment.

The juniors spoke with Principal Stanley Teitel and their parents the Monday following the conference to discuss the necessary punishments. The two are temporarily suspended from Model UN and are required to carry out community service around the school at the end of the year, as well as attend substance abuse counseling.

One of the juniors involved declined to mention the amount of community service they must complete.

Only the two were punished, yet according to the junior involved, "there were more people involved," he said. "The people might've moved rooms throughout the night. It wasn't just the same group."

The other junior involved, as well as members of Model UN who weren't involved, declined to comment.

Although not all involved

were punished, the junior said that the punishment they have been given is fair. "Usually when alcohol is involved, people do get suspended," he said. "But because the suspects of this had pretty clean records and were by no means misbehaving or delinquent students, the punishment was kept light."

Teitel declined to comment.

The junior also said that "general community service is a more productive means of carrying out a punishment than suspension. They actually get something done."

"It was fair that most of the matter [...] was handled by Ms. Bushman, Mr. Teitel and the parents of the kids," junior and Secretary-General of Model UN Evan Smith said. "They're allowed to be members of the club next year. They're not barred from certain conferences. They're not barred from participating in certain activities."

One of the major aspects of the punishment was that the students were banned from participating in Stuyvesant's Model UN Conference (STUYMUNC), which occurred a week after the incident.

"We only found out a week before the conference," Smith said. "We had to move quickly. They were both directors for committees and we had to tap into some other senior delegates who were very gracious and stepped up and filled those spots."

Despite the loss, "it was possibly our most successful STUY-

MUNC as long as I've been here," Smith said. "The biggest loss was probably to [the juniors] themselves because they put so much work into preparing."

However, Smith said that he is still disappointed with what had happened. "We're paying for two delegates to go on a trip and they're not performing as well as they should because they're doing other things," he said.

According to Smith, this is not the first time something of this nature happened on a Model UN trip. However, Smith said that the last occurrence was prior to four years ago and under a different faculty adviser. According to the junior involved, a similar incident involving alcohol had occurred on a past Speech and Debate trip.

"Most people at Stuy are intelligent enough to realize that this kind of stuff does happen, as unfortunate as that is," Smith said. "And it isn't necessarily a reflection of the other 130 members of the club that these two decided to goof off."

Although both Smith and the junior said that there wasn't a large amount of alcohol consumed, "there are going to be some changes in the way trips are run," Smith said. "But it's going to be mostly an attitude change. We're going to hopefully generate more of a sense of seriousness about this because that's really what causes these problems to happen."

## Class of 2010 Participates In Its First Spirit Week

By NICOLE ZHAO

The class of 2010 participated in its first ever class spirit week from Monday, March 30 to Friday, April 3. The event was organized by junior class President Valeriya Tsitron and Vice President Paul Lee.

During this week, juniors wore different 'spirit' colors, such as red, yellow, green, pink and blue, each of which were assigned a specific weekday. Juniors could also partake in games led by Tsitron, Lee and members of the Junior Advisory Council on the first floor during fifth, eighth, ninth and tenth periods every day. These games included Charades, board games, Mafia, Indian Chief, Cranium, Boggle, Taboo, and a SING! Remix, which included performances by Junior SING! 2009's dance crews.

After their initial plan for a junior spirit day in late April ran into scheduling complications, Tsitron and Lee decided to hold a spirit week at this time in order to "help the juniors recover from post-SING! excitement," Lee said. According to Lee, because of upcoming Advanced Placement Exams, the two also "wanted to have a fun, encouraging week as a nice sendoff to spring break," Lee said.

Tsitron and Lee decided to have juniors wear the same color for each weekday and play games on the first floor after "considering things that the entire junior class can partake in without making too much of an effort," Lee said. Shirts with the spirit color of the day were sold for low prices so that all juniors would be able to participate in the spirit week.

In considering ideas, Tsitron and Lee also "didn't want to detract from traditional senior spirit days, such as pajama day and beach day, by having a specific theme other than a shirt color," Lee said. "All [Valeriya and I] had hoped for was that people would enjoy themselves for the week as well as feel pride in being juniors and upperclassmen."

Tsitron also hoped to achieve "some sort of unity that maybe wasn't there before," she said.

Both Tsitron and Lee agree that the event was a success. "Spirit week was largely successful in that many juniors participated in wearing the spirit t-shirt color of the day, as well as taking part in playing the different board games and bonding games planned for the day," Lee said.

"During my lunch period, we

had at least 15 kids come down to the first floor and we'd play [the games and bonding activities of the day]. It was fun stuff that people enjoyed very much," Tsitron said. "The people who participated in it got something out of it and that was really our goal."

Juniors who participated in the event have different views on how successful spirit week was. "Well it seemed like no one really participated. I remember that there were only several people who followed the colored shirts. I think the most was in English class and that was like 10 students," junior Jennifer Shin wrote in an e-mail interview.

Junior Kristi Truong had a different experience during spirit week. "In your classes, you'll just find an array of the different shades of [the spirit color of the day]," she said. "It's just a fun thing to do."

Though Shin and Truong's views differed on how successful the event was, Shin agreed that the event itself was fun. "I went to the SING! Remix thing. It was pretty fun [...] I did learn the swing dance," she said. "I left pretty early, but I remember not a lot of people went, [...] maybe like 20 people max."

The junior caucus communicated with the junior class about Spirit Week through the "new class bulletin board, located in front of the two to three escalators, our class website, www.stuy2010.com, Facebook, and word of mouth," Lee said. The bulletin board, which was put up during the week of Parent Teacher Conferences, will also have a chart with juniors' birthdays, advertisements and information for the junior class.

According to Tsitron, the two have planned several future junior spirit events including a junior Color Wars day, during which juniors will be divided into color teams and compete in games such as a three-legged race.

Overall, despite disagreements on how successful the event was, the juniors who participated in spirit week had positive reactions to it. "All in all, it was really fun to have some spirit. I just wish more people showed their junior spirit, or rather school spirit," Shin wrote.

"It's a good way to get juniors to bond," junior Christine Ha said. "My favorite part was having people who I don't usually talk to come up to me and talk about the colors we were wearing."

## Stuyvesant Junior Places First at Oratorical Competition

By CHESTER DUBOV  
and SARAH KAPLAN

Junior Kashyap Rajagopal placed first at the 72nd Annual American Legion High School State Oratorical Scholarship Program, "A Constitutional Speech Contest," which was held on Saturday, March 14 in Albany. Rajagopal continued on to the national competition in Indianapolis, Indiana, in which he advanced to the quarterfinals. The competition was held at the Indiana University-Purdue University at Indianapolis Conference Center & Hotel from Friday, April 17 to Sunday, April 19.

The American Legion has been holding constitutional speaking contests every year since 1919,

awarding scholarship money to the winning contestants. Each contestant in the competition is required to prepare an eight to ten minute speech without notes about a specific aspect of the constitution. After delivering their speech, contestants are asked to speak for three to five minutes without preparation on a topic that is assigned at the competition itself.

Rajagopal is currently a member of the Stuyvesant Speech and Debate team and was coached for the competition by faculty advisor Julie Sheinman. "Kash is a great part of the team and an excellent speaker," Sheinman said. "We're all very proud of him."

According to Kashyap, being on the team sparked an avid in-

terest in public speaking, and a passion for oratory in general. It was this passion that prompted Kashyap to enter in the American Legion National Oratorical Contest after coming across it online.

After winning at the district level, Rajagopal moved on to the zone competition and then to the state championships in Albany. There he won first place for a speech about the fourth amendment. As a result, he received six thousand dollars.

Rajagopal is the first person from New York City to win the state championship since 1973. "Stuy should really get into things like this," Rajagopal said. "Our school is filled with a lot of talent."

In considering ideas, Tsitron and Lee also "didn't want to detract from traditional senior spirit days, such as pajama day and beach day, by having a specific theme other than a shirt color," Lee said. "All [Valeriya and I] had hoped for was that people would enjoy themselves for the week as well as feel pride in being juniors and upperclassmen."

Tsitron also hoped to achieve "some sort of unity that maybe wasn't there before," she said.

Both Tsitron and Lee agree that the event was a success. "Spirit week was largely successful in that many juniors participated in wearing the spirit t-shirt color of the day, as well as taking part in playing the different board games and bonding games planned for the day," Lee said.

"During my lunch period, we

## Open Voices Holds Discussions on Race at Stuy

By CHRIS LEE  
and BRIAN SOU

Open Voices, a new group at Stuyvesant High School, has begun to hold discussions on race, segregation, religion, and cultural differences at Stuyvesant.

According to senior and co-director Nora Cunningham, Open Voices was first a Facebook group created by senior Allen Kramer entitled 'Discussion Forum Regarding Ghetto Fabulous Day (AKA Senior 90's Day). The group was originally intended as a response to Senior Ghetto Fabulous Day and the race issue that went along with it.

The first discussion forum was held on Friday, February 6 in room 615A. According to Cunningham, they "specifically dis-

cussed Ghetto Fabulous Day and the reasons why people found it offensive or not," she said.

Open Voices grew out of that forum and the first official meeting was held on Thursday, February 26 in room 615A. Ever since, meetings have been held monthly.

According to senior and co-director Harlan Downs-Tepper, the group is "not registered with the Student Union yet, though that may change shortly," he said.

The group's main purpose now is to discuss the racial barriers that are widespread in Stuyvesant and ways to get past these barriers so that different races will interact with each other.

"The Discussion Forum was never intended to be a one-time-deal," Cunningham said. "This

conflict rose along the greater issue of race relations at Stuy."

"The group basically addresses the issue of race in Stuy, the different ways in which people could get along. It aims to create a less tense environment in the school," senior and Open Voices member Tamara Joseph said.

Downs-Tepper agreed. "At Open Voices meetings, we try to hit the core of those tensions - which is why it is so important that people of all ethnic backgrounds come - and propose solutions to some of the problems," he said.

At the most recent meeting, a number of different questions were discussed. These questions include how Stuyvesant has shaped the way students' opposing views on culture and religion

can cause tension. Everyone had a chance to say what they wanted to without restrictions.

"In an environment in which we are encouraged to learn as much from our peers as our teachers, interacting with people of different races and backgrounds than our own will help us learn and develop so much more. Open Voices seeks to help make those interactions happen," Downs-Tepper said.

"Open Voices is intended to be a place where everyone can share their own experiences and gain an understanding of the different perspectives of other people," Cunningham said.

According to Cunningham, there is no roster because it is not an official club, yet about fifty students have come to each

of the meetings they've held, and close to one hundred are listed as members of the Facebook group.

Many students believe this group will be beneficial to Stuyvesant students.

"This new group will allow students to speak up against racism—something that's been going around this school," freshman Stacy Chun said. "I'm sure that many people will have a say in this."

Some students are more skeptical about the group's future impact.

"I know it's a good idea, but I don't feel like it's going to work out," sophomore August Rim said. "They'll really need the support of thousands of kids for this to work."

## Teitel Cracks Down on "Assassins"

By RUCHI JAIN  
and SAM LEVINE

Principal Stanley Teitel made an announcement on Friday, March 27 stating that anyone caught playing the "Assassin" game would lose his or her lunch privileges, and be unable to attend prom.

The 'Assassin' game, which students traditionally play in their senior year, involves trying to 'kill' others, with the last person still 'alive' becoming the winner. After paying an entry fee of \$1, people are assigned one other person to kill, which can be done by marking their target with a sharpie marker. When the assigned person is 'killed,' the assassin becomes assigned to the target of the person just killed. This occurs until only one person remains 'alive' or unmarked, and that person receives all the money in the pool. Approximately 72 people participated in this year's game.

Even though the game was banned for seniors, according to a junior who wished to remain anonymous, a junior version of the Assassin game was started during Junior Spirit Week. "I was aware that the seniors had staged a game of assassin, and it seemed like a fun thing to try," the anonymous junior wrote in an e-mail interview. "When I learned that Mr. Teitel had banned the game, I was even more compelled to play."

However, the junior game ended because there were too many students playing and "the hallways ended up being quite dangerous," the junior wrote. According to Teitel, the game was banned because of its violent nature. "My biggest objection to the game was the inappropriateness of it with all of the real gun violence going on in schools," Teitel said.

Teitel cited the shooting at Virginia Tech two years ago as an

example of school violence. "It boggles my mind that students would think that I would allow this," he said. "People could get hurt, being knocked to the floor."

Some students, however, said that Teitel is overreacting. "It's just a game," said one participating senior, who wished to remain anonymous.

The senior also said that the game was actually beneficial. "It made me realize how many people I don't know even after four years. You have to get to know the person you're killing. I made friends with my killer," she said. Other seniors agreed, saying they did not see how the game was harmful.

"When you're a senior, you have the good sense to play with decency," said an anonymous senior, who also participated. "You know how to compose yourself."

According to English teacher Holly Weiss, the game has not been a disturbance to many classes. "I didn't even know what was going on until Teitel made the announcement," she said.

"We're old enough to use a sharpie," said another anonymous senior who was involved in the game. "You know what you're getting into."

Senior Matthew Gottesann, however, disagreed. "I understand where Teitel was coming from since some students were skipping class," he said.

The anonymous junior agreed. "Teitel was right to ban the game," he wrote. "It's unsafe and it interferes with academics. He's doing his job."

According to yet another anonymous senior, though, the senior version of the Assassin game is still going on. However, Teitel said he has not yet caught anyone playing since the announcement. "They love their out to lunch privileges, especially with the good weather that is coming," he said.

## First Stuyvesant Open Forum Held

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current policy is that students in clubs have to send in applications to get green boxes of healthy snacks which they can sell. The school also provides accounts for each club for them to put their money in. This is done to prevent embezzlement of money. Complaints from students during the meeting about the policy included the inconvenience of sending in applications for candy, less variety of snacks, and less profit. According to Griffin, "almost everyone at the meeting disagreed about what the best policy would be," she said.

Finally, academic dishonesty was discussed. Solutions for academic dishonesty included getting more teachers involved in discouraging academic dishonesty, making harsher punishments, giving students less homework and giving students surveys to evaluate teachers.

"Academic dishonesty is always a major issue at Stuy," Griffin said.

At the end of the meeting, there was time for students to ask questions or give comments.

According to Griffin, the forum was mostly discussion. "The SU will bring the students' complaints to Teitel and see what he has to say about it," she said.

Responses to the forum itself were generally positive. "I think it was very helpful because it informs the people there on current problems on the school and gets different opinions on how to fix it," sophomore Jensen Cheong said. "I attended the forum to be informed on what is going on between the students and administration."

"I thought the forum was conducted well; the majority of attendees made their opinions heard, and some interesting solutions were proposed for several of the school's ongoing problems," senior Samantha Whitmore said.

The main problem with the forum was a poor turnout. Although there were over 100 people who said they were attending on Facebook, "a little over 30 people came," according to Griffin.

"It's a nice idea to have a forum, but as with all things that require student involve-

ment there was a lack of actual participation," sophomore President Mohammad Hosseini said. "Facebook numbers are always nice, but never dependable. I was really hoping for more turnout, but unfortunately people didn't show up. I don't think it was a problem of miscommunication. [...] People just don't like to show up which is depressing in itself."

"It was productive, since those who usually don't have a voice had a chance to speak their thoughts and opinions, but not many of those unheard people went," sophomore David Lu said. "I attended the forum because I wanted to learn about the issues in Stuy and maybe help out with them."

"The one major disappointment to me was how few juniors came. Some of the Big Sib chairs from this year came but not one that will be chair next year," Griffin said. "All of the seniors who attended were extremely helpful and vocal which was great but they are leaving in a couple of months and it is the juniors who are going to have to see these plans through."

## Stuyvesant Holds

### Most Successful Blood Drive to Date

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senior and Blood Drive coordinator Alexandra Larsen notified the NYBC that they cannot "just stand around and idle," Granzberg said.

"We let them [NYBC] know that if it does not go well, we will be willing to not have another blood drive next year," Granz-

berg said.

This blood drive also featured a new ALYX machine that only takes red blood cells while returning the other components of the blood back into the body, which can decrease the likelihood of feeling dizzy after giving blood.

During the drive, students received complementary pizza,

which was donated by Portobello's, various snacks, T-shirts, and toys.

Although there were many gifts, "a majority of the people just wanted to help people and save lives," Granzberg said.

"I wasn't losing anything by giving blood," junior Christine Lam said. "If it can help other people out, why not?"

## Stuyvesant's Key Club Wins Awards at Conference

By SHARADA SRIDHAR

Stuyvesant's Key Club attended the 61st annual Leadership Training Conference at Nevele Grande Resort in Ellenville, New York from Friday, March 27 to Sunday, March 29. At the Conference, which brought together the Key Clubs from the New York District, Stuyvesant's Key Club won 12 distinctive awards.

Key Club, a group dedicated to doing community service, is associated with an organization called Kiwanis International. The Kiwanis organization promotes people volunteering in homeless shelters, feeding the hungry, working with the disadvantaged, and caring for the sick. Kiwanis created the Key Club program in order to get high school students involved in their communities.

According to the official international Key Club Web site, "Key Club exists on more than 5,000 high school campuses, primarily in the United States and Canada."

Over a thousand of those Key Clubs attended the Conference. There, fifteen of Stuyvesant's members were awarded the New York District Distinguished Key Clubber Award. According to the New York District International Web site, this award recognizes "outstanding and hardworking Key Clubbers who have gone above and beyond the call of their general membership."

Junior and 2008-2009 Key Club Vice President Victoria Tsang said, "You need to be dedicated to the club [in order to receive the York District Distinguished Key Clubber Award]."

"The hours don't matter [as much if] you are willing to attend service projects not because you want the credit, but because you honestly care," Tsang said. "[There are] certain categories of projects you need to participate in as well. [But] the most important part is that you are actually a member of Key Club

International and a member of the New York District Key Club."

Other awards they won include outstanding governor's project, best club video, and public relations award.

According to Tsang, the governor's project involves the District Governor and the Governor Project Committee proposing a theme or aim that the clubs will then conduct a project on. The theme that the 2007-2008 Stuyvesant Key Club focused on was "Going Green." The students participated in service projects that promoted environmental preservation. The video competition involves members of Key Club submitting a video promoting their clubs. Videos are judged on originality and creativity. Members also placed second in the club poster, third in the non-traditional scrapbook, and first in the major emphasis project.

According to Tsang, the club poster award was presented to those who created a poster that promotes Key Club without relating to any specific school, community or district. The non-traditional scrapbook competition consists of the same criteria as the club poster competition. In addition, the scrapbook is deemed untraditional if it is not presented in the form of a book.

The major emphasis project is given to the club that "describes a project that they have been working on and the winner is [chosen] on how well the project promoted the theme or aim of the Governor Project Committee," Tsang said.

Additionally, 2008-2009 Key Club webmaster and editor Victor Ma received awards for distinguished editor and outstanding webmaster, junior and 2008-2009 Key Club president Gavin Huang received an award for outstanding president, and junior and 2008-2009 Key Club treasurer Adeline Yeo received an award for outstanding treasurer.

## Stuyvesant's Future Problem Solvers

BY KAITLYN KWAN  
and SHARADA SRIDHAR

The Future Problem Solvers (FPS) club at Stuyvesant participated in a competition on the weekend of March 27 at the University of Connecticut in Storrs. The regional finalists from New York, New Hampshire and Connecticut competed in this competition.

According to junior and FPS president Richard Lam, FPS is an organization that engages students in solving problems that will affect the future. Although the FPS organization was established over four decades ago, Lam, who took part in his middle school's FPS team, created the Stuyvesant FPS team in September 2008. According to faculty advisor Manuel Simon, Stuyvesant is the first school at which he has coached an FPS team.

There are five main problems discussed at each competition. The 2008 to 2009 topics included the Olympic Games, cyber conflict, space junk, counterfeit economy and pandemic. Students who are involved in FPS research these problems throughout the year, and in the competitions, teams and individuals propose solutions through a variety of mediums.

"The state competition is a multifaceted competition," Lam said.

Stuyvesant high school's FPS team competed in the senior division of the art, team, scenario, individual and skit components of the competition. The team took home first place for the team problem solving component and second in the skit component.

In the team component, groups of four compete against teams from other schools, and each proposes a different solution to

a question regarding one of the five main topics. Stuyvesant's team consisted of Lam, junior Victor Ma, junior Matthew Miller and junior Alan Kim. The skit component involved the performance of a skit about one of the aforementioned topics by each four member team.

"It was a lot of hard work, but we kept winning," Miller said.

"I was very impressed with the performance of my students," Simon said. "I'm really proud of them."

Other Stuyvesant members who did not attend the competition won awards. Sophomores Cindy Lam and Jacqueline Young won second and third place, respectively, in the Scenario Writing Competition. Junior Alan Kim, sophomore Ashley Qian, and Lam won third, second and first place, respectively, in the Art Competition.

The scenario component consists of students who submit short stories regarding one of the topics. In the art component, students submitted original art pieces inspired by one of the five problems.

Additionally, Richard Lam won first place in the individual competition, as well as the Medallion Award. The individual component is similar to the team component, except the question is answered individually. The Medallion Award is given to the most valuable FPS member in the entire New York, New Hampshire, and Connecticut region.

Stuyvesant's team also received an overall win at state for having "clarity, fluency, well research proposals and creativity," Richard Lam said.

Next, the team will be participating in the international competition at Michigan State University from Wednesday, May 27 to Sunday, May 31.

# Features

## The 2009-2010 Big Sib Chairs Get Underway



John Connuck and Tara Anantharam are currently interviewing prospective new Big Sibs.

By JUDY CHEN

The 2009-2010 Big Sib chairs have started taking charge of their organization. Next year's Big Sib applications were distributed this past week to give sophomores and juniors an opportunity to apply (or reapply) for a position. While the chairs are looking for ambitious, outgoing, and enthusiastic individuals, they also require that Big Sibs complete their duties, like going to their Little Sibs' homerooms every week, attending afterschool events like dances and open houses, and playing a role in their Little Sibs' lives.

Written applications give the

chairs background information about who the candidates are, what activities they're involved in, and why they want to be a Big

**"As a Big Sib I am looking to see that all my Little Sibs are enjoying themselves, are active in the community, and are doing well in school."**  
— Alex Genshaft, junior and Big Sib Chair

Sib. Potential Big Sibs need to show effort and promise in order to pass the first phase. The next step of the process, the interview, is used to gauge how well candidates communicate. Interviews



Courtesy of Avril Coley

Avril Coley hopes for all of the Big Sibs to attend homeroom regularly.

start after spring break and continue into early May. Because of the number of applications this year, the chairs will be focusing more intensely on interviews.

Five to six Big Sibs are assigned to each homeroom. In each homeroom, a senior Big Sib is chosen to lead his or her fellow Big Sibs. "What we're aiming for is the opportunity for incoming students to find a person who they feel they can relate to," junior and Big Sib chair Tara Anantharam said.

The new Big Sib chairs want themed homerooms for Halloween, Thanksgiving, and Christmas. Big Sibs would bring food. "Having a class-wide activity would not only help Little Sibs and Big Sibs bond, but it would also help unify the entire freshman class, making the transition to Stuy more enjoyable," junior and Big Sib chair Adeline Yeo said.

"We will be trying to really ensure that Big Sibs go to every freshman homeroom and maintain attendance throughout the year. Homeroom is a huge part of a Big Sib's responsibilities so we will be keeping tabs on this more and making sure this remains a stronger aspect of the program," junior and Big Sib chair Avril Co-

ley wrote in an e-mail interview.

With September only months away, the chairs are already preparing ways to improve the lives of next school year's incoming freshman.

"We want to know that everyone we choose to be as a Big Sib is confident and knowledgeable about the school," Anantharam said. "They should be able to make their Little Sibs feel comfortable and give advice on how to deal with problems."

"As a Big Sib I am looking to see that all my Little Sibs are enjoying themselves, are active in the community, and are doing well in school," junior and Big Sib chair Alex Genshaft said. "If those three things are accomplished, then the Big Sibs have definitely done their job, and done it well."



Christina Bogdan / The Spectator

Alex Genshaft and Adeline Yeo hope to have new bonding experiences, such as themed homerooms.

## Securing a Sound Education: The Campaign for Fiscal Equity

By SAM LEVINE  
and EMMA ZIEGELLAUB  
EICHLER

Imagine all the things one could buy with 14.8 billion dollars. This is the money promised to the New York City school system. But after many years of legal battles between the Campaign for Fiscal Equity (CFE) and New York State, the city has not yet received it.

Founded in 1993, the CFE is a philanthropist-funded organization whose goal is to ensure that all New York City students are

**According to the CFE, the under-funding of NYC schools prevented students from achieving a high school education that prepared them to "function productively as civic participants."**

provided with the constitutional right to what it calls a "sound basic education." After 12 years of legal battles, in 2005 the New York State Supreme Court ruled that New York City schools required an additional \$5.6 billion annually simply to operate, as well as \$9.2 billion within the next five years to ensure adequate facilities in which students could learn. Yet despite this apparent success, the battle continues today.

### The Trial

The CFE spent the first 13 years of its existence fighting the

state's public school finance system, which it argued was unfair to New York City children. According to the CFE, the underfunding of NYC schools prevented students from receiving a high school education that prepared them to "function productively as civic participants." After eight years, in 2001, the State Supreme court ruled the New York City education budget unconstitutional. The Governor at the time, George Pataki, appealed the legitimacy of the ruling to the appellate division, the first department of the State Supreme Court, which overruled it a year later, in 2002. Pataki argued the state should not have to provide extra funding, and that an eighth grade education was enough to prepare students to be competitive in the workplace.

Stuyvesant teachers strongly disagree.

"A high school education is vital. It's about learning to think, to understand the world in all its complexities, to see the world through a variety of lenses," Assistant Principal English Eric Grossman said. "I could not disagree [with Pataki] more."

The decision was reversed again in 2003, and the state was given until July 2004 to comply with the order. July 2004 came and went, and the state failed to do anything. Justice Leland DeGrasse took matters into his own hands, appointing three referees to deal with the State and submit a compliance plan to the State by December. After legal hearings with the CFE and State, the referees determined that \$5.63 billion was required in operating costs and an additional \$9.2 billion was needed for the improvement of facilities.

In November 2006, after many appeals by both parties, the Court of Appeals decided that the courts lacked sufficient authority to dictate state spending, and simply suggested that the State consider at least a \$2 billion increase in annual operating funds. According to the CFE's Web site, the \$2 billion increase is "a final enforceable order by the state's highest court on a state constitutional matter and is not subject to appeal as long as the state meets its

minimum funding obligation of \$1.93 billion in 2004 dollars plus inflation by the 2010-2011 school year." Although the court recommended giving more, it would not mandate it, nor would it say anything else on the matter unless its order was not met.

**"[T]his is not an upstate versus downstate issue, but quite frankly, the issue that we're all talking about is about the right for every child in the state to a sound basic education."**  
— Brandon L. Gordon, Midstate School Finance Consortium

### Reactions

"The Court of Appeals decision is a victory for every school district in the state that struggles to find resources to support its public schools," said Timothy G. Kremer, New York State School Boards Association Executive Director, in a December 2003 legislative update on the New York State Assembly Web site.

New York City Schools Chancellor Joel I. Klein agrees, but fears that the slow execution has already been costly.

"Every delay in implementing the court's rulings diminishes our children's opportunities," Klein said in the same legislative update.

Parents, teachers, and education advocates from elsewhere in the state have not been as supportive of the ruling for fear of losing funding for their own schools. However Midstate School Finance Consortium Brandon L. Gordon argued that the ruling ought to be upheld even if it might negatively affect some upstate schools.

"[T]his is not an upstate versus downstate issue," Gordon said in the December 2003 update, "but quite frankly, the issue that we're all talking about is about the right for every child in the state to a sound basic education."

The battle isn't over yet. Governor David Paterson's new budget proposal would delay the money by four more years. What is more, it will take away from what was given last year. Even so, the CFE is not giving up and officials are already back to work, consulting with their lawyers.

"The proposed education budget zeros out classroom aid increases for the next two years, and stretches out the Campaign for Fiscal Equity agreement to seven years instead of four," Geri D. Palast, Executive for the CFE, said in a March 2009 release on the CFE website. "The school children of New York are being asked to give more than their fair share."

### The Effects on Schools

Instead of improvements, such as decreasing class size and increasing extracurricular and class opportunities, New York City schools are being forced to eliminate after-school programs, increase class sizes, and decrease theatre, dance, and art programs.

Stuyvesant too is going to suffer from a lack of funding. In class sign-ups for the fall term a notice warns that due to budget cuts, students may not get all their requests. Principal Stanley Teitel announced at the February Student Leadership Team meeting that he would probably give seniors full schedules if they requested them, but that juniors will get only one elective, and underclassmen, none. Electives themselves—such as Writers' Workshop—are being eliminated. "The mayor

asked every department to cut 5 percent," Teitel said. "Now just so you know, 5 percent of our budget is about three quarters of a million dollars."

Stuyvesant is even losing one of its most sought-after offerings: classes appropriate for every level, no matter how high. In many departments, classes at or above the Advanced Placement (AP) level—such as AP French Literature—are being eliminated, especially as the College Board itself cuts tests.

It's not entirely clear what the extent of the effects will be, but Assistant Principal English Eric Grossman described all possibilities as "wretched."

**"The school children of New York are being asked to give more than their fair share."**  
— Helaine Doran, Deputy Director of the Campaign for Fiscal Equity

"[Electives and extracurriculars] are tremendously vital," Grossman said. "In many cases the greatest learning goes on outside the classroom. I constantly see students applying experiences in those activities to classroom instruction."

In light of the Governor's proposed budget cuts, the CFE has redoubled its efforts to guarantee funds for city schools.

"With stimulus funds and [additional taxes], there is no excuse for robbing our children of their fair share of the available resources to provide the education necessary to build their futures," Palast said. "Our fight will continue."

# Features

## Jinx Cozzi Perullo: Transforming Principals' Principles

By ALAN SAGE

From 1995 to 1999, Jinx Cozzi Perullo presided over Stuyvesant High School as an innovative principal who pushed the boundaries of her office. When controversies erupted over sexism at Stuyvesant, she held open forums and let students air their concerns. To deal with problematic teachers, Perullo fought the United Federation of Teachers (UFT), making sure that teachers were being held to a high educational standard. Since retiring, Perullo has taught educational administration at PACE and has been involved with the Peter J. Sharp Foundation. Below are excerpts from a conversation between The Spectator and Perullo.

**The Spectator:** How long has it been since your days as principal?

**Jinx Cozzi Perullo:** I left in June 1999, so it's 10, almost 10 years. Incredibly so.

**TS:** What do you miss most about—

**JP:** Kids. I miss being around, I miss the energy of kids. I miss being in a situation where [...] I can have an effect on their lives, on their thought processes, and also have an effect on staff's thought processes, and you know, trying to move the school. The school always has to be moved. Schools always have to change. They just can't remain stagnant, because society changes.

**TS:** What kind of changes did you make as principal?

**JP:** Not as many as I would have liked. [...] People would always say, "Well, this is the way we do it." And my question was, "Well, how did you make the decision to do it x, y and z way?" And as long as there was a process, and we could justify things and we could talk about it, that's one kind of global piece of change I think I brought to the school. The other thing I tried to do, I guess primarily, was to be an advocate for kids. [...] It was such a big anonymous place. I wanted to reinstate homeroom. I wanted the kids to be able to have user-friendly people, let's say for program changes, and all these processes.

**TS:** Do you feel you were successful in eliminating some of Stuyvesant's anonymity?

**JP:** I think I was successful. I think kids felt more comfortable coming to the administration. I think our involvement with the SU and the fact that I had an open door—as a matter of fact, [former principal Abraham] Mr. Baumel's secretary who was with me for about a year, she was so sweet—when you walk in, there's an entrance to the backroom, to the principal's office. There's the entrance all the way in the corner, but then you can also get in to the conference room. So I used to open that all the time and she would always close it. So the first couple of days I was opening and she was closing. We were just hysterical. So one day she walked into the back and there was a kid standing there. She said, 'See, this is what happens when you open that door.' I was so excited that someone wanted to come in and



Alan Sage / The Spectator

As principal of Stuyvesant from 1995 to 1999, Jinx Perullo made sure that the students were able to voice their opinions during her tenure.

talk. I was lonely the first couple of days. Actually, I went up to the senior bar and they told me I couldn't stay there unless I had spent four years in the school.

**TS:** Stuyvesant offers some wonderful and some incompetent teachers. How did you handle incompetent teachers?

**JP:** When I first got to Stuyvesant, I asked every chairman. The first week, I made a two-three hour visit with each chairman. And really, each chairman, without even being asked, had issues with maybe one teacher, or maybe not. And I really needed to see what that person had done with trying to help that person, those teachers. But, what we did was, I found that, I don't know if you know, but a teacher at the end of the year gets a rating. It's either an S, U—it used to be also a D for doubtful. There had been several teachers before my time who had been around for a while and had gotten U ratings maybe two, three, four, five, six years in a row, but were still there.

**"Principals have much more discretion now in terms of whom they hire."**

— Jinx Cozzi Perullo, former Principal ('95-'99)

**TS:** Were these ratings from administrators?

**JP:** Yes. The ultimate rater is the principal. First it's the chairperson and the only way you can do it is by observing x number of times, meeting with the teacher, offering training, mentoring the teacher. [...] I made no bones about working with the assistant principals and telling them I would help them [teachers] if I thought in fact it was necessary. But you have to help them as much as possible, and that's hard. I know that one thing that this administration, meaning Klein and Bloomberg, has done is it has eliminated a lot of the union transfer plans. In most schools—and I was in the system for a very long time—the transfer plans are where the issues are. Teachers really come and they think they're going to retire. Especially they come to Stuyvesant and they think they don't have

to teach. So they don't challenge the kids and the kids survive in spite, because you know what you'll do. You'll go and learn on your own. But those things have been eliminated and that, I think, is a very, very positive thing, all of the transfer plans. Principals have much more discretion now in terms of whom they hire.

**TS:** If you could return to Stuyvesant to do one more thing, what would that be?

**JP:** Well, some of what I wanted to do has already happened. One of the things I wanted to do was automate the college office. I couldn't move the college office as quickly or as deeply as I had wanted to do. The processes were great, but they were slow and not part of the 21st century. When colleges were starting to accept online applications, there was a fear. Nobody wanted to do the SSRs online. Everything was paper, paper, paper. But a lot of that's been done.

I'm still in touch with [former Assistant Principal Technology] Steve Kramer—actually he worked with me on this project that I've been involved in for 10 years—so I was very excited about that. I don't know what the lines of communication are now between kids and the administration because I really haven't been in touch. But I would like to make sure that that was solidified and really look at things like how we learn, how courses are offered. One of the things I kept thinking of, sometimes maybe we had 10 kids for the most advanced, super-duper physics or math course on the face of the earth, and we didn't, we couldn't offer it. But there was a professor who could teach it two days a week. So why didn't we do it in a modular setting?

**TS:** Have you had much contact with Principal [Stanley] Teitel?

**JP:** Not so much in the past five years. In the first couple of years there was a lot. He had actually asked me to mentor him, and I was in the school a lot because, at PACE—when someone does an internship, there's someone at the university who coordinates the internship and evaluates the internship and the intern, and there were four teachers, Olga Livanis, [...] she was the AP Bio, Kelly Harrington, who's no longer there, and there were two others, Stuyvesant teachers, who were doing an administrative internship at PACE. Then I would have to come and observe them and whatever their internship was. So, for the first two years, I was at Stuy a lot, so much so that the UFT chapter was very upset that I was in the school, and they put up a big, big, big to-do. [...]

Of course we were very much in touch after 9/11 and I used to attend some things that I had started and become involved in. But I would say in the past five years, we speak, but it's usually not school-related business. I'm kind of out of the loop. My secretary, Annette Arroyo, was his secretary and I was very close to her, but she retired before your time, I want to say about 5 or 6 years ago. So, once she left, and once [former English teacher] Dr. Shapiro retired, and once Steve Kramer retired, even though I still have people in the school whom I know well, I'm really not that close to anybody who's still there.

## More than Just a Park

By LEA BELTRAMINO

Students who have been to Nelson A. Rockefeller Park, located only a block west of Stuyvesant High School, have probably seen the playful statues scattered nearby the tables and benches. These bronze-colored statues, which are collectively known as The Real World, were created by Tom Otterness, a sculptor known for his comical figurines.

Otterness, who was born in Wichita, Kansas in 1952, has had much of his work put on display throughout the United States and the rest of the world. His



Tom Otterness created the statues in Rockefeller Park, which catch the eye of both children and adults.

Christina Bogdan / The Spectator

work can be seen in New York City, Indianapolis, Beverly Hills, the Hague, Munich, Paris, Valencia and Venice. In Manhattan alone, his bronze figurines are displayed on the clock in Times Square, underground at the 14th street subway station and in many other locations around the city. His largest exhibition to date, Tom Otterness on Broadway, was installed in 2005. The work, which consists of statues depicting various cultural and social aspects of life in New York City, stretched from Columbus Circle up to 168th street in Manhattan. Otterness's work in Rockefeller Park was commissioned in 1986 and later installed in 1992. The Real World consists of an elaborate fountain decorated with pennies of all sizes. Rolling out of the fountain is an exploded penny that Otterness's classic figurines are trying to roll away. Throughout the rest of the park pudgy little figures are seen climbing all over tables and chessboards as well as comically hanging off lampposts. The Real World holds appeal for people of all ages, though especially eye

York society. His work is meant to depict the social strata of our community. Statues of predator and prey are meant to show struggle, while his other sculptures are created in such a way to symbolize blue collared work-

**The Real World represents many different parts of the New York society, depicting the social strata of our community.**

ers, white collared workers, and radicals. Several of his statues also have sexual implications as well.

According to the Battery Park City web site, Otterness' work "is a map that tells stories of the real world beyond the playground [...] stories about struggle, lust, power, loss, humor, fantasy, and death. Otterness believes that children appreciate the direct manner in which the stories are given to them, without ever being told what to make of it all. It is the real scoop on life without the sugar coating."

However, Otterness' primary goal is for viewers to enjoy his work.

"It's a simple language; it's a cartoon language; it's smiley, button faces," Otterness said of his work in a September 2006 interview with the New York Times. "People aren't thrown off by a language they don't understand. It's not a visual language you need a BFA to get."

For more information on Tom Otterness, be sure to check out "<http://www.tomotterness.net>".

catching for young children.

"When you are a child, there are so many things that you find attractive, especially things with character such as the statues," sophomore Lalita Maraj said. "The children are usually running around [the statues] climb-

# Features

## Top Ten Ways to Be Green (and Have Fun!)

By HANNAH WHALEN

From socialite Paris Hilton to former Vice President Al Gore, it seems that everyone is talking about "going green."

The classic catchphrase "reduce, reuse, recycle" is a definite step in the right direction. "I believe that going green is not just an option but a necessity in today's world," freshman Jonathan Leung said. But for those of us without that conservationist enthusiasm, what started out as a good idea lately has begun to feel, well, boring.

So what can Stuyvesant students do to contribute while still enjoying themselves? Just in time for Earth day, here are 10 easy ways to "go green":

### 1. Pack a Waste-Free Lunch

Whether you bring lunch or buy lunch, remember that discarding a Styrofoam tray or pizza bagel wax paper every day is not helping the environment. Forget about Ziploc bags, aluminum foil, Saran wrap, and wax paper—instead; carry a funky, and reusable insulated bag. Use plastic containers for food and when you're done, don't throw them out. Also, bring real utensils for eating instead of plastic ones. Then you can take the utensils home and wash them for the next day. Not only are you being greener, but you're also saving money.

### 2. Carry a Reusable Water Bottle

They're washable, they're fun, and they come in every size and color imaginable. But most importantly, they can be used more than once. Whether you're carrying plain old H2O or Coca-Cola, a reusable bottle can help eliminate the 2.7 million tons of plastic used each year in disposable plastic water bottles. Don't just refill the same Poland Spring bottle, either—while this does



cut down on plastic waste, it's easy for germs to accumulate. Instead, pick up an aluminum water bottle at the grocery store and fill it with tap water. Again, you will save money and you can personalize your bottle.

### 3. Refill Pens and Pencils

The tube that holds the ink in a pen is so small, why throw the entire pen away when it's empty? According to the website [goinggreen.com](http://goinggreen.com), pen refills cost as little as \$1 each, while the average price of disposable pens is \$2—so there's no excuse not to simply refill it. Additionally, mechanical pencils can be refilled with new lead stalks if they run out. This is one of the easiest ways to be greener.

### 4. Buy Eco-Friendly Clothing

In the early days of organic clothing, such garments might have been scratchy or uncomfortable or both. But with today's technology, going green with clothing can be downright comfy and stylish. When going shopping, look for keywords on the label such as "organic cotton," "bamboo," "jute," or "hemp," as these are some eco-friendly materials in clothes. Also, watch for pieces that use natural-made dyes made from plants and vegetables, not environmentally harmful chemicals.

### 5. Use Fabric or Canvas Bags Instead of Plastic

Tear up old pairs of jeans, ripped sweatshirts, and too-small tee-shirts into patches. Then, knot or sew them together, embellish the creation a little to make a creative and reusable bag that won't hurt the environment. It's also a perfect excuse to get together with friends and pool your resources while designing a great new book bag or grocery bag. Even buying a canvas bag will help, since some of you don't have the time or the skill to make one. Either way, you cut down on plastic bags and have fun.

### 6. Reuse Possessions Instead of Buying New Ones

Why throw a loved possession away when you can either fix it or put it to other use? Don't toss that old book bag just because the zipper's broken—have it resewn. Whether they're bed sheets or cell phones or even old computers, reuse things you already own. If you really don't want to bother with a possession anymore, pass it on to the Salvation Army or Goodwill. These places will sell pieces at lower prices to people in need, your parents will get a tax refund, you'll be cleaning up the environment - everybody wins.

### 7. Substitute Homemade Products for Chemical Cleaners and Cosmetics

There are countless homemade remedies made from natural and organic products, which are much safer for the environment—and you—than harsh chemicals. Lemon juice and vinegar can be used to clean and remove stains, and sea salt mixed with herbs and green tea leaves makes soothing bath salts. Thanks to the Internet, such "recipes" are only a click away, although you can experiment

with remedies of your own. In addition, if you absolutely have to buy products, organic cleaning solutions that come with refills are recommended.

### 8. Plant a Tree—Or Anything Else

The original green—plants! Everyone who has taken Living Environment knows that plants produce oxygen. Whether you have an entire backyard to plant an orange tree or a small window box for some tulips, it all helps. Not only are flowers aesthetically beautiful, but herbs, fruits, and vegetables can be used for food as well. So plant something and watch it grow!

### 9. Get Creative With Gift Wrapping

Why buy wrapping paper when you can easily design your own gift-wrap? Try newsprint, scraps of cloth, old bandannas and scarves to reduce the use of wrapping paper. Or, if you must use wrapping paper, save the paper from gifts you receive and reuse them on other presents.

### 10. Be Aware!

The very first step in "going green" is to simply become aware of environmental issues around the world. Know the definitions of words like: organic, eco-friendly, biodegradable, conservationism, environmentally sound, etc. Only once you are conscious of what is going on in your environment can you actually make a difference.

These 10 ideas are just a few of hundreds that are being shared by students in communities and cities around the world. And even though Earth Day is just one day out of the year, hopefully you'll be inspired to find your own individual ways to make a green our planet all year round.

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# The Spectator

The Stuyvesant High School Newspaper

"I'd rather have a thousand shrieking voices than one official voice."

—Al Goldstein

Volume LXXXVIII No. 7

May 20, 1998

To The Stuyvesant Community

## News Bites:

### AMATO WILL CHALLENGE SUECOFF IN UFT ELECTION

English teacher Vincent Amato has announced his candidacy for Stuyvesant chapter leader of the United Federation of Teachers UFT. Amato will challenge current chapter leader Dorothy Suecoff in the upcoming May 27 election.

Amato's decision on May 14 came three days after biology teacher Steve Farbstein rejected his nomination for the position.

Those teachers still being discussed as possible candidates for chapter leader include Frank Mazzetti, Bruce Vinokur, and Maryann Ferrara. Five UFT Executive Committee seats are also up for election.

### AP EXAMS BEGIN

Beginning May 11, Stuyvesant students will take 1,163 Advanced Placement exams in 25 different subjects. The exams end on Friday, May 22.

### STUY CONCERT CHORUS PERFORMS AT THE HILTON

On May 1, the Stuyvesant Concert Chorus performed for the 25th Annual New York State Union of Teachers convention at the 53rd St. Hilton. Under the direction of Holly Hall, the 172-person chorus performed such favorites as "Some Enchanted Evening," and "God Bless America."

### BOARD PRES. VISITS STUY

Board of Education resident William Thompson Jr. visited Stuyvesant the morning of May 8. Although Thompson had visited Stuy in 1996 for the signing of legislation, his formal visit allowed for him "to learn about the school." Thompson visited with a group of Student Union officials and then toured the building.

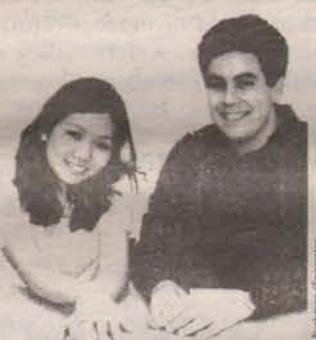
### Junior Rep Elected Arista Pres

By CHRISTINA WON

Current Junior Representative Matthew Kusulas has been elected to succeed senior Tiffany Tsang as next year's Arista President.

Arista elections were held on Wednesday, April 29, after school in the cafeteria. In what was widely considered the best organized Arista election in recent memory, voter turnout reached nearly 100 percent. The results were officially announced on May 5.

In addition to Kusulas winning the election for President, other victorious



Tiffany Tsang and Matthew Kusulas

### School Will Enforce Mandatory Lunch Policy

By MARSHA THOMAS

The Administration has vowed to ensure that all students have a lunch period next year. School officials say they will strictly enforce a Board of Education regulation that requires schools to give every student a lunch period. The announcement came after teachers voiced their concerns about students missing lunch at a March 10 Staff Development Day.

"One of the overwhelming responses from the faculty was that [students] were not eating lunch," said Eugene Blaufarb, Assistant Principal of Student Services. He also noted that the faculty worried about student health.

Assistant Principal of Organization Steven Satin agreed.

"I can't tell you how many students have fainted and how many students have taken ill because they don't eat during the day," said Satin.

This new policy adds to

candidates were: Vivian Chau (Vice President), Oliver Caplan (Junior Rep), Najiba Akbar (Secretary), and Palak Parekh (Treasurer).

But not everyone is pleased with the results, including Mary Zaki, Kusulas's opponent.

"I'm disappointed," said Zaki, "but I'm confident that Matthew will do a good job because he's really dedicated to it."

The position of Arista President has many responsibilities, and Kusulas has plans ready for next semester.

"I want Arista to do more fun things," he said. "Something that disheartened me about Arista is the empty feelings the members have toward it. I will try to change that."

Chau wants to change Arista's image.

"What I hate is when people call Arista 'an elitist society,' and [say] that everything we do is underground and behind closed doors. I want Arista to be an open place where people can really talk about their ideas."

"I don't want to let anyone out," said Teitel. "If you took the class, you're taking

### Stuy Begins Authors Series Authors of *Family Installments* and *Ragtime* speak about their books

By SHIRLEY LIN  
and NICK MANCINI

Recently, Stuyvesant students gave two well-known authors some first-hand feedback on their works. In the past two months, through the initiative of two English teachers, writers Edward Rivera and Edgar Lawrence Doctorow engaged Stuy students in a discussion of their books. For both writers and readers, the meeting was the first of its kind.

"It was great that my class got to meet an author live and in living color," said English



Ed Rivera

### Admins Tighten Science Requirements

**AP Test Now Mandatory, Half-Period Lunch Eliminated**

By DANIEL COHEN

A wave of recent reforms enacted by the physical sciences department will make the AP exams in chemistry and physics mandatory for students in those classes, raise standards for admission to the classes, and end the brief lunchtime previously given to the AP students. These reforms will be implemented in September 1998.

According to Stanley Teitel, department chair, the majority of the department was in favor of mandating the exam for AP students.

Biology chair Richard Plass explained that the exams have always been mandatory in his department. "If they're going to take the course, they take the test. They just don't walk away after our teachers do a college level class."

"I don't want to let anyone out," said Teitel. "If you took the class, you're taking



Physics Chair Stanley Teitel

the test. I mean, what did you do this for? Don't take up the seat!"

Teitel also hopes that this new policy will keep seniors working in April.

But many seniors find the new requirement unreasonable.

Senior Paul Hwang said, "Because I have to take a placement test anyway at my college, there's no point. I don't want to pay for it and don't want to waste three hours."

Senior John Lee is not taking his science AP test, "because I don't think I learned enough second term for me to do well. I also don't want to load up on APs."

"I think that's unfair for people who don't have the money and also for people who enter the course and then see it's too hard. I know people who tried to get out but couldn't," he added.

Teitel has also raised the

*continued on page 4*

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Girls' soccer

# Editorials

## STAFF EDITORIAL

### Reach Out

In the Friday, December 19, 2008 issue of The Spectator, a poll revealed that approximately 35 percent of upperclassmen were dissatisfied with the Stuyvesant Student Union's (SU) ability to "uphold its function" by communicating well with the student body. Recently, the representatives of the SU have recognized this noticeable communication gap and have taken action.

SU President James Kim and Vice President Casey Griffin held an Open Forum on Tuesday, April 7 in which students had the opportunity to voice their concerns about school policy. Such a forum was "thought of at the beginning of the year," Kim said. And while it could have been held earlier in the year, the Open Forum was a praiseworthy initiative to increase communication.

The Open Forum was successful, and many resolutions were reached by the attendees, including that the process for next year's SING! should begin earlier, and that the performances themselves should be held on an earlier date.

The SU's Open Forum also allowed SU officials to give a

more accurate representation of the students' perspective at the Student Leadership Team meetings. This will help create a more productive and cohesive relationship between the student body and the administration.

While the Open Forum was an admirable attempt to reach out to the student body, more can be done to make the SU an organization that accurately represents the student body. One place the SU can improve its functioning is its constitution. The SU will be reviewing its constitution shortly and should consider updating the rules guiding the election process. Soon, hopeful candidates vying for the top positions in student government will be waving pamphlets into the swarm of bleary-eyed students approaching school in the morning.

The election season is always full of potential. However, current restrictions prevent candidates from campaigning effectively. The SU election rules include a clause that prohibits candidates from campaigning online. This was initially put in place so that students with internet access wouldn't have an unfair ad-

vantage, but in 2009 such a clause is outdated since the vast majority of Stuyvesant students own a computer. Potential new leaders should be able to use technology to their advantage. Moreover, campaigning via Facebook and other networking websites will help to conserve paper.

Candidates should be encouraged to express their campaign platforms clearly through various media outlets. The short televised debates, broadcast in homeroom during the election season, should be available online. Furthermore, holding one or two lengthy debates in the auditorium after school would help focus the election on the qualities of the individual candidates and their ability to lead. To additionally level the playing field, the SU should consider setting a limit for campaign spending.

Hopefully the SU will improve its campaign system by reaching out to more students in the election process through a variety of media. If so, elected representatives will be fully adept in tackling the difficult job of uniting the school and creating a more functional and informed student body.

## OP-ART

### FALSE ADVERTISEMENT

by Yun Cho



## The Spectator

The Stuyvesant High School Newspaper



"The Pulse  
of the  
Student  
Body"

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## The Spectator

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### FOR THE RECORD

- In Issue 13, freshmen was incorrectly spelled in the art for "Admission Score Lowered, Number of Hotties Skyrockets."
- In "The Experiment in International Living: An Adventure Without Borders," junior Sarah Morgan Cohen-Smith completed the program in Chile for four weeks, not two.
- Junior Danielle Oberdier co-wrote "Caliper—The Inner Voice of the Stuyvesant Community."
- In "Teachers' Flick Picks," English teacher Kim Manning was misquoted. She said that Woody Allen has a "neurotic" outlook on life.

# Opinions

## Point

### Hungry For Knowledge or Just Plain Hungry?



By SAMANTHA LEVINE

A bag of chips here, a candy bar there—we all struggle to stay awake sometimes. While consuming snacks may not be the healthiest option, access to them is essential for students to remain alert during school. Students often have to deal with a full day of school with little sleep, and snacks help them to gain quick energy boosts to remain mentally alert. However, there have been few attempts made to aid students in their quest to survive the day.

There are many difficulties with getting a snack in school. Bake sales only last for about an hour in the morning, and with the recent Student Union crackdown, snack sellers are virtually nonexistent. To make matters worse, students can no longer enter the cafeteria for a bite to eat during their free periods. All of these factors prevent students from maintaining a healthy energy level. The result is many exhausted students and a greater demand for nap time.

An easy solution would be for people to bring their own snacks, but that brings its own set of problems. Students can't be expected to load themselves down with food for school, especially when the food is easily crushed. Snack machines keep food fresh and intact and let students fill their book bags with books.

The only regularly available, consumable product that can be purchased in

school is a drink. Drinks are mainly supplied through Snapple machines. However, besides the fact that the machines are regularly sold out, drinks are hardly filling. Clearly, drinks do not do enough to stave off hunger. The problem is evident—we need something for students to munch on throughout the day. We need snack machines.

#### For students, snack machines are cheap, quick, and convenient.

Snack machines would be extremely beneficial to students—they're a cheap, quick and convenient way to grab a bite to eat. Not everyone has the time to eat breakfast and lunch every day. In addition, many people prefer not to spend a lot of money going out to eat during the day. Snack machines are always available, whether it is for a snack bar for breakfast or an afterschool boost for a club meeting. One machine provides a vast array of options to interest students.

If snack machines are added, the school should improve on certain mistakes made with the Snapple machines. Naturally, a snack machine will not be of much use if it's always sold out. Therefore, snack machines should be on every floor or every other floor. This would ensure that enough snacks are available. The machines should also be restocked more frequently.

Students will not be the only group to benefit from the snack machines. Snack machines have the potential to bring in a lot of money for the school. A few snack machines used daily by thousands of students become very profitable. The extra money can be used to fund school clubs and activities.

Snacks help fuel many of our daily activities. Both healthy and unhealthy foods can be offered. While not the healthiest options, they are realistically what most people want to eat. We may be in high school, but there's one thing I miss from kindergarten. Let's bring back snack time.

minds go on a writing rampage.

For the lucky few, inspiration comes when the paper has first been assigned. For others, it comes at the brink of mental exhaustion. And sometimes, it doesn't come at all. But once it does, you need to take advantage of it and write while you have the energy. If you are already pulling an all-nighter, you might as well be satisfied with your writing. Or you could just sleep, but where's the spontaneity in that?

If your situation is so unpleasant that you are in emotional or physical pain, you need to stop your work for a minute (no, not to procrastinate) and take a productive break. Walk it out, listen to some Lil' Jon, drink something refreshing (crunk juice?). Do anything that gets you into a better working mood, if possible. Once you're ready to get back to writing, imagine that you're starting from a clean slate. Don't think about the fact that school starts in four hours.

First off, never start an essay

with "I am writing this essay at three A.M., fueled by four cups of coffee...my face hurts..." Anyone who does this is either trying to be 'deep' and unique, or just pitied him or herself for staying up too late and procrastinating. Beginning a paper is difficult enough, especially when it is very late. However, the trick is to be succinct and get it over with. There's no time to dawdle with details and fancy language. It's a paper. Brevity is a virtue.

If the paper requires analyzing something you have not read, then that's unfortunate. It's not recommended that you use Sparknotes or any other internet source for assistance. Teachers want to read your opinion, and copying other people isn't satisfying. However, if you have read the piece you are writing about, analyzed it, and wish to gain further insight, you can find other sources and cite them in your paper. It is unnecessary to analyze more than you have to, as long as you get your main points

## Counterpoint

### Curbing the Calories



By EMMA DRIES

While returning from a recent Model United Nations conference in Washington D.C., I stopped at a rest stop filled with fast food restaurants. Turned off by the thought of more grease and fat, which had coated much of what I ate over the weekend, I opted for the deli instead. As I stood in front of the counter I was disheartened by my choices, which were pretty much limited to king-sized versions of various candy bars. If this is any clue to how the average American eats on a daily basis, I think I've unearthed the key to the obesity epidemic in the United States.

At Stuyvesant, the administration has recently banned the sale of snack items deemed unhealthy. This has outraged some students, who have even gone so far as to suggest the implementation of snack machines that would carry chips and candy. Though these machines would supposedly sell "healthy" snacks as well, it's unrealistic to assume that students would choose a granola bar over a bag of Skittles.

Now, don't get me wrong, I love my sugar fix as much as anyone else

does. As a teenager, I can understand the lack of motivation to eat well. Our metabolisms only start to slow down in time for us to pack on the freshman fifteen when we get to college. Right now, we think that because there's no visual proof that the junk food we consume is damaging our body, that it's harmless. But it's not. As unfortunate as it is, the unhealthy food habits we develop as teenagers have the potential to stick with us through our adult lives.

Attempting to curb my sweet tooth is difficult to do with sales of Twix and Milky Ways passing right under my nose. But while I do indeed enjoy candy, I believe that mass consumption of artery-clogging food should be discouraged. Nowadays, when the cheapest, most addictive, and most readily-available foods are also the least healthy, teenagers should not be encouraged to indulge. It's already difficult to break poor eating habits, and while I don't want to ban junk food outright, when someone offers a vending machine full of sweets the task becomes impossible.

At Stuyvesant, where the average student sleeps less than half as much as a teenager should, consumption of candy and other snacks with a large number of calories does sound appealing. Loaded with simple carbohydrates and a ton of sugar, a pack of Starbursts or a Reese's Peanut Butter Cup seems like the perfect way to make it through third period Health.

But unlike food with high amounts of protein and complex carbohydrates, these snacks provide only a quick burst of energy. Added to the fact

that students often use venti-sized Starbucks coffee's to wake themselves up, and skip breakfast for an extra twenty minutes of sleep, this seemingly "energizing" snack will cause you to crash before you are even halfway through fourth period English.

Candy sales and the proposed implementation of snack machines aren't the only problems: the school-supported cafeteria lunch system is flawed as well. For those who aren't fortunate enough to be able to pay for lunch every day or bring it from home, the only option is the free lunch that is served in the cafeteria. At this point, we can't blame unhealthy eating on the student, as their socioeconomic situation prevents them from doing so. The Department of Education should be more aware of the extremely large number of students who rely on their school to provide them with free lunch. School food has been shown by numerous studies, including a Dateline investigation in late 2004, to be unsanitary. Just because someone may not be able to afford expensive and healthy lunch every day, it does not mean they should be forced to eat food that is arguably bad for them.

In the end, the blame for unhealthy eating habits cannot be placed solely on one entity. While it is our responsibility to lead healthy lifestyles, it is also the responsibility of our school—and our parents—to help guide us. While tempting, continuing the sale of junk food items or supporting the implementation of snack machines is only going to encourage eating habits that will damage our health.

### Writing Papers, or: How I Learned to Stop Worrying and Love the All-Nighter



By SAMIRA SIDDIQUE

"I am writing this essay at three A.M., fueled by four cups of coffee. My head hurts. My face hurts. I really just want to sleep and I feel neurotic. But one thing this all-nighter has made me realize is..."

Not another one of these again—another essay by someone who has been struck by 'philosophical' tendencies after staying up too late. Because at some point we've all been in this position. A 'screw it, I'm going to write' state of mind after our bodies have given up on us. It no longer matters whether or not the paper is a masterpiece. But somehow, out of sheer luck, we get a jolt of inspiration, and our

minds go on a writing rampage.

For the lucky few, inspiration comes when the paper has first been assigned. For others, it comes at the brink of mental exhaustion. And sometimes, it doesn't come at all. But once it does, you need to take advantage of it and write while you have the energy. If you are already pulling an all-nighter, you might as well be satisfied with your writing. Or you could just sleep, but where's the spontaneity in that?

If your situation is so unpleasant that you are in emotional or physical pain, you need to stop your work for a minute (no, not to procrastinate) and take a productive break. Walk it out, listen to some Lil' Jon, drink something refreshing (crunk juice?). Do anything that gets you into a better working mood, if possible. Once you're ready to get back to writing, imagine that you're starting from a clean slate. Don't think about the fact that school starts in four hours.

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with "I am writing this essay at three A.M., fueled by four cups of coffee...my face hurts..." Anyone who does this is either trying to be 'deep' and unique, or just pitied him or herself for staying up too late and procrastinating. Beginning a paper is difficult enough, especially when it is very late. However, the trick is to be succinct and get it over with. There's no time to dawdle with details and fancy language. It's a paper. Brevity is a virtue.

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across.

If the paper is more personal and requires anecdotes or introspection, it may be easier to write than, say, an essay analyzing hendiads in Othello. But often, being up late can give you new insight to things. Perhaps your drained neurons are not simultaneously working together to produce a cohesive thought, and thus, you end up thinking about many things at once. Or, you could be so frantic about being unproductive that your racing thoughts produce an array of epiphanies.

Through some self-induced miracle, you may eventually reach the point of writing a conclusion. Stating how this experience "helped you to be a better person" or "taught you a lot" is conventional, and it is even worse if your paper is meaningless in the first place. For example, do not write: "I know what it is to triumph over adversity. Ever since my boyfriend broke up with me..." or, "I've appre-

ciated diversity my whole life. But my last trip to Europe really helped me to appreciate it more. I feel much worldlier because of it. My trip covered all spectrums of European society, from the Tuscany hills in Italy, to the nude beaches in France."

Essentially, it is important to realize that not every paper you write will be brilliant. With that in mind, you should always make the most out of the energy you have at the moment. Every paper you get is potentially a learning experience, and a test of how much you have learned from the last one. Aside from the technical aspect of writing, there is the potential to learn more about yourself and how you deal with stressful writing situations. Ideally, we write papers days before they are due. But realistically, this doesn't happen. Growing accustomed to the strain that comes with writing a paper is essential to future paper-writing success. The all-nighter experience, if anything, builds character.

# Opinions



Rosa Huang / The Spectator

By TERESA YAN

Earth Hour occurs every last Saturday in March and lasts from 8:30 pm to 9:30 pm. The first Earth Hour was held in Sydney, during which 2.2 million people turned their lights off to raise awareness of environmental problems. This year, about 50 million people around the world

and some landmarks like San Francisco's Golden Gate Bridge and Rome's Coliseum, spent one hour in darkness.

I spent Earth Hour on cyberspace. I found out about it through Google while it was happening. Completely unaware of the millions participating, I was more intent on sitting in front of my overly bright computer screen and wasting my time on the internet than joining the fight against climate change.

I regret not participating in Earth Hour. Climate change is something we're all familiar with, but having such knowledge and acting on it are two different things. I decided to join the fight. After all, saving the world is a zinger on college applications.

The first thing to go was my computer. I figured that if Google was going to pull another Earth Hour on me, I might as well not be on the Web site. Limiting the number of hours on my computer, as opposed to completely

cease usage, was the best course. I got my homework done and dawdled somewhere else for a change.

## While Google was spreading awareness of Earth Hour, I was regretting not participating.

Bagged lunches and reduced plastic bottle usage joined the list as well. Cafeteria lunches, with the endless mounds of French fries, and the expensive outside

meals were replaced with a simple soup or a mix of vegetables with bread. For once, I knew what was going into my food, and it was surprisingly simple to cook lunch.

Plastic bottles were also a cinch. I refilled bottles with fountain water, which I refused to touch when I was a kid, thinking it was unsanitary. I haven't grown a third arm yet, so tap water must be safe.

I previously thought going green was different. I associated the green life with solar panels and organic products. But mine was different from the distant "super-green" life. My lifestyle was more accessible. I regarded my new lifestyle with slight bemusement. It was almost thoughtless. It couldn't be this easy.

But it was. And I started thinking about why others didn't pick up on it. Sorting out recyclables from non-recyclables should be a no-brainer. There are an increas-

ing number of people who are looking into green alternatives, but it's frustrating to see the languidness of others who could do so much and others who briefly show support and quickly return to being wasteful.

Environmental care begins with individual action, no matter how small, and continues with long-term green policies. Events that aim to spread awareness, like Earth Hour and Earth Day, are important, but upon acknowledging how detrimental our wasteful lifestyles can be to the environment and the fact that we can change, we must take action to limit and stopping the damage.

There are many ways to leave a lasting impact on the environment and currently, the negatives outweigh the positives. With Earth Day just past, let's take what we learn in one day and get moving to improve the environment, one home-cooked meal at a time.

# Registration Confusion



Emily Koo / The Spectator

By DONNA KOO

Friday, March 27, 2009. Stuyvesant students all over the city are sitting in front of their computers, focused intently on the rules of the game. They work and rework their strategy to reach the ultimate goal: registering for all the right Advanced Placement (AP) classes.

veniently available online, as are the graduation requirements for each grade.

However, as a junior signing up for AP courses, I am struggling to balance my schedule between the courses I want to take, the courses I have to take, and my desire to have a relatively easy senior schedule. With the current registration system, many of my peers and I are finding it extremely difficult to achieve the perfect schedule.

One major problem is that no one really understands what's going on. The policy requiring seniors to take one term of government and one term of economics, for example, is particularly baffling. Although this requirement has been in place for many years, many students are still unaware of it. During the registration process, some believed it was possible to replace one of them if they took a year of either course at the AP level, while others were simply confused by the plethora of social studies course combinations available for seniors in the drop-down menu.

"The programmers are too ambiguous about the instructions and requirements for each class. Even if they laid out specific instructions this year, some people are still confused by it. I, for one, was wondering what happened to just regular AP Microeconomics and then someone else told me that [it had been] removed this year. You can only take AP Macro and Micro together. The administrators didn't explain enough," junior Jenny Chan said.

This problem continues in the main round of registration, where students are allowed to choose elective classes. While our homework planners clearly state that each student is required to take two senior electives, many students are confused about which courses meet the criteria and whether or not it is possible to somehow combine this with the notorious science elective requirement. As a result, most students don't find out about, or fulfill, their science elective requirement until senior year. These classes take up space in a schedule and

can prevent students from taking courses that they may be more interested in taking.

## One major problem is that no one really understands what's going on.

Although some problems may not be caused by a lack of knowledge about what is expected of students, remedying these problems will still prove useful. If we increase communication between those who know the requirements well, like a guidance counselor or assistant principal, and the students, some of the confusion that goes on during registration can be avoided.

Guidance counselors can be hard to reach, and many students have experienced waiting to speak with their guidance counselor during their lunch period, only to find that their counselor is unavailable. If each guidance counselor spoke with each of his or her homerooms a week before registration starts each term and remind them of the courses they need to take in order to graduate, this problem could be solved.

AP courses are an important aspect of a high school experience, especially in a highly competitive school like Stuyvesant, but many students don't understand the criteria to register for them or have the room in their schedules. Increasing knowledge about required courses can help them get the requirements out of the way earlier in their high school careers. Stuyvesant is known for providing many opportunities to take different-level courses in a variety of subjects. Let the students take advantage of these opportunities.

# Diving into cSplash



Angie Koo / The Spectator

By CHRISTOPHER NATOLI

By the time this piece is printed, I will have decided what I want to do with my life, what my purpose will be, and how I'll benefit the world.

Or at least, that's what I hoped would happen after attending cSplash, an event described as a "festival of math and science for high school students" on its Web site. It's not so much a festival as it is a free, one-day event at the Courant Institute of New York University, where students take up to five classes of their choice. The classes include range from cryptography, to non-Euclidean geometry, from special relativity, to quantum mechanics, from computational logic circuits, and to love dynamics. Being the total nerd that I am since I'm a nerd, I was excited when I first heard about cSplash, just as I am now when picking classes for next year.

Unlike the education we receive at Stuyvesant, cSplash offered information about the frontiers of math and science instead of concepts that have been in common use for centuries. And these frontiers—particularly modern physics—fascinate me. With a light but unmistakable pressure to pick a path in life, I hoped cSplash would help me decide. It was a chance to explore my interests and wet my feet in various topics—a chance to figure out how I would serve the world.

Unfortunately, because I was only able to take five of the many fascinating classes, I had a hard decision to make. There was a lot potentially at stake: I might not take the class that would introduce me to a great future. Since I wanted to learn more about the applications of quantum mechanics (part of modern physics), I decided to take three courses about it: a general one,

a historical one and another about geometry of the quantum world. Side interests led me to take one about infinity, and another about cryptography. The latter two were cool, but not what I would spend my life doing. And although the quantum mechanics classes were awesome, they weren't as inspiring as I expected. Contemplating on the train ride home, I sadly realized I wasn't much closer to deciding my future.

The problem was that most of the classes I took were about quantum mechanics. While they were what I had chosen, after the first one I was hungry for something else. In my attempt to learn more about the possible applications of quantum mechanics, I eliminated the possibility of taking two other classes that could have inspired me in a new direction. I had set my mind on one expectation and barely considered the other possibilities. I tried to take advan-

**With the current registration system, many of my peers and I are finding it extremely difficult to achieve the perfect schedule.**

Every year, around April, students are given the option of signing up for AP courses online. Depending on his or her average, a student is initially offered up to four AP courses, although students often sign waiver forms to become eligible for more AP courses than the school believes they should take. Additional waiver forms and waiting lists are available for those who wish to take an AP course but do not have the average to sign up for it. Course descriptions for every course offered at Stuyvesant are con-

**I tried to take advantage of cSplash to narrow down my interests, but I narrowed them down from the start.**

tage of cSplash to narrow down my interests, but I narrowed my choices from the start.

So I'm back to the drawing board. With the need to pick a major looming in the distance, I have to look elsewhere for inspiration: summer programs, classes at Stuyvesant, Wikipedia, and—my personal favorite—podcasts. But what if Advanced Placement classes have the same effect by leaving no room for electives—no room to recognize and explore other interests? I can't predefine my interests without being familiar with them all. Therefore, I must wet more than my feet in more than a single field. I have to get hit by a wider splash.

# Opinions

## The Future of the Press

By PAULINA KARPIS

Some say that journalism is dead. They are wrong.

Though I hate to admit this now, in the fall I too had considered giving up on journalism because of the low pay and fierce competition. As the economy plummeted and major newspapers across America folded, I worried about the future of the industry.

My apprehensions were alleviated at the Free Spirit Journalism Conference last month. Al Neuharth, the founder of USA Today, The Freedom Forum and the Newseum, flew one boy and one girl from each state to Washington, D.C. to meet with journalists and newsmakers. I was chosen as the female Free Spirit Scholar from New York.

During my trip, I met teenagers from all corners of the country. People's mannerisms differed depending on where they were from. Southern gentlemen rushed to the front of the line to hold doors for our group (all 102 of us) as we passed, while Mormons from the

still stories to be told and you need to tell them," she said.

Today, as our economy collapses and our entanglements in other countries become messier, the value of the

**The value of the information journalists uncover and present to the public has never been greater.**

information journalists uncover and present to the public has never been greater. Journalists are, as the saying goes, members of the "fourth estate." They must tell the stories that others want silenced. In Washington, we sat in on a taping of Meet the Press that focused on the economic crisis. The host, David Gregory, was not afraid to ask tough questions and point out contradictions between his guests' previous and current positions, as they anxiously squirmed in their seats. This kind of open, rational dialogue is critical to the survival of our democracy.

Journalism is not dead. What has broken in this industry is the business model. Today, many people access the news online, not in print. Newspapers don't make a substantial profit because readers are not charged for what they view on the Internet.

That is soon to change. Budding media moguls will develop a fast and easy way for people to pay for what they read online. One solution that we discussed is an iTunes-like micro payment system, which will allow one-click impulse purchases of articles for a penny, nickel, dime or whatever the newspaper decides to charge. Luckily for me and the 101 other Free Spirit Scholars, when this setup is implemented, the future of journalism will be bright once more.

I wanted to be a journalist in the first place to learn people's stories and to share them with others.

Midwest declined to drink coffee and tea at breakfast, in between shooting down bogus stereotypes in regards to their religion. Interacting with such a diverse group reminded me of the reason why I wanted to be a journalist in the first place: to learn people's stories and to share them with others.

The most important stories a journalist can tell are the ones about people who have been wronged, but who don't have the ability to share their story themselves. Betty Baye, a columnist with the Courier-Journal, spoke to us about her role as a voice for the downtrodden in urban America. Baye's speech resonated with me. "If they kill every newspaper in America, there are

## RE: Change in ARISTA Election Process

As the former Vice President (VP) of Tutoring for the 2007-2008 school year, I highly disagree with the suspension of the Executive Council (EC) elections. One of ARISTA's four pillars is leadership. Leadership does not mean sitting back and letting others make decisions for you; rather, you have to stand up and decide for yourself who should be in charge of the organization. The election is an active learning process that teaches candidates how to earn and maintain the support of their constituents and also shows the voters what to look for in a leader.

I learned a lot by voting, first as a sophomore in May 2006. I was just accepted into ARISTA and honestly did not know too much about the organization. However, I learned a lot about ARISTA just by listening to the candidates' speeches and was glad to have been given the chance to structure the society by casting a ballot. I intently listened to all of the candi-

dates, from those running for Secretary to those running for President and Executive Vice President.

A year later, I myself ran for VP Tutoring, leading a successful campaign and eventually winning the position. I took charge and earned my seat. I learned so much about running a campaign and gained the support of the members. Throughout my term, I did my best to keep tutoring operations running well. True, I did run into some of the problems cited by The Spectator article as did all the other EC officers, but no leader can be entirely successful.

When it came time for me to relinquish my position in May 2007, I did what any responsible officer would do: I carefully read through all the applications I received and after this preliminary step, I had in mind the three applicants to choose for elections. I took the additional step that few other EC members did in conduct-

ing telephone interviews with each applicant (I would have done in-person interviews, but time did not allow this). After considering different factors (how long the applicant was in ARISTA, how involved he or she was in ARISTA Tutoring, other commitments he or she had, and his or her exhibition of the four pillars of ARISTA), I chose three excellent candidates from the seven or so applicants and, from there, let ARISTA members decide which of the three should be VP Tutoring. I did not just pull names from a hat; I took the process very seriously.

By denying ARISTA members the right to vote, the EC has failed to uphold the pillars of the society and the ARISTA Constitution and has denied all members an opportunity to learn and lead. If elections would be held this year, the current sophomores would learn about the election process and would properly vote for the EC members in next year's elec-

## A Date With Death



By SHALIYA DEHIPAWALA

An epidemic swept throughout Stuyvesant on Tuesday, April 2: seniors were rushing to get to class on time.

The administration knew something was afoot and it searched for a reason for this phenomenon. On Friday, April 3, Principal Stanley Teitel announced that anybody playing the game known as Assassin would face punishment.

**Stuyvesant's unique locations make it a good fit for a game like Assassin.**

The premise of the game is simple. Each player is given the name of a target, then players must work to assassinate their target in a stealthy manner by means of some harmless weapon. In this instance, the mock-weapon was a sharpie marker. Any mark, not on the face or clothes, is considered a kill. Each player is both the hunter and the hunted. When a participant is assassinated they must give their target to the player who eliminated them. This is that player's new target. The process continues until only one player is left standing.

According to the omniscient Wikipedia, Assassin is, "lifestyle-invading. Game-play occurs at all hours and in all places. Since an elimination attempt could occur at any time, successful players are obliged to develop a healthy degree of watchful paranoia."

It sounds perfect for Stuyvesant stu-

dents. Assassin is more than a game—it is a sport of mental endurance, physical agility and pure determination.

Stuyvesant's unique locations make it a good fit for a game like Assassin. The school is full of confined deserted spaces that are perfect for an assassination:

**Not only do sharpies cause cancer, but sharpie-related incidents have overtaken drunk driving as the number one killer of teens.**

the first floor Hudson staircase, Gym stairs, piano hallway and Lecture Hall B to name a few.

Clearly the game posed several safety concerns for the school. Not only do sharpies cause cancer, but sharpie-related incidents have overtaken drunk driving as the number one killer of teens age 15-17. Sharpies can also cause stomach aches when swallowed in large numbers. Furthermore, a paper with one's target on it can cause a nasty paper cut.

The criminalization of the Assassin game is just one of many measures taken by the school in the name of safety.

Dangerous dance-moves, freedom to hang out after classes finish and the ability to come into school without swiping an id card have all been casualties in the name of safety. The school is on a slippery slope headed towards uniforms consisting of bubble wrap and masking tape. To an extent, paranoia on the part of the school is understandable. The school is fully responsible for the safety of its students and the last thing it needs is a mile-high stack of lawsuits. However, safeguarding itself legally should not be the first priority of the school.

Despite its frightening name and suggestive gameplay, Assassin is still a game played with markers.

bers themselves. I am 99.99% certain that if this happened during my election year, I still would have become the VP Tutoring given my role on the committee under Victor Wong, VP Tutoring '06-'07, but I would have been denied a chance to learn and develop my leadership skills. Surely the organization is not running as well as it should be, but this should not be blamed solely on previous ECs. Responsibility should also be placed on the previous lack of faculty support and on the indifference of many students. Although I am no longer an Executive Council officer, an ARISTA member or even a Stuyvesant student, I am greatly disappointed by the decision of the EC, Principal Stanley Teitel and Mr. Weil in supporting this sudden change, and I hope that the selection of the new EC can be done the right way: by holding fair elections.

—Dennis Ng '08

# Arts & Entertainment

## Tribeca Film Festival

### The Exploding Girl: A Placid Plot

By ALAN SAGE

"The Exploding Girl" would best be described as not having just 'plot holes,' but 'plot black holes:' large gaps in purpose and action that swallow everything around them, including witty and realistic dialogue, occasionally pleasing cinematography and sufficient performances from Zoe Kazan and Mark Rendall. A film

**Gray attempts to forge a plot out of the pressures that face Ivy, hence 'The Exploding Girl.'**

without a purpose—not even necessarily a narrative, but at the very least some underlying philosophical idea—is doomed to fail, lacking a central core that nice cinematography and acting can only adorn.

Directed by Bradley Rust Gray, "The Exploding Girl" centers on Ivy (Kazan), a girl returning home from college for vacation. Upon arriving in New York, she hangs out with her friend Al (Rendall), has a few awkward conversations with her boyfriend over the phone, and undergoes a couple of seizures, thrown in for good measure. At the conclusion of the film, Al and Ivy hold hands in an ending full of implications that the audience, not attached to either of the characters, doesn't really care about.

Gray attempts to forge a plot out of the pressures that face Ivy, hence 'The Exploding Girl.' The pressures of leaving home are represented by her mother (Maryann Urbano), the pressures of school and socializing by her boyfriend Greg, and conflicts about her lifestyle and the future by Al. Yet, these themes aren't developed enough for 'The Exploding Girl' to be truly captivating. In one of the more striking scenes of the film, Ivy asks her mother for a bath, to reminisce on her childhood. When Ivy's mom apologetically tells Ivy that she'll be returning home too late that evening, the audience understands Ivy's coming-of-age worries. Unfortu-

nately, this conflict wasn't developed any further over the course of the film.

Al is portrayed as Ivy's more bohemian counterpart. In one scene, he leads her to a party full of smoking teenagers who claim they aren't in school. Ivy becomes uncomfortable and leaves the party, only to be followed by Al, feeling guilty about leaving his friend alone. The two then proceed to buy and share a milkshake. If the scene was supposed to give the audience insight into either Ivy's or Al's character, it failed to do so.

Granted, the film has its humorous moments. Unbelievably awkward phone conversations between Ivy and Greg reveal that he's falling back in love with his old girlfriend. He first nonchalantly tells Ivy that he and his old girlfriend were in a car accident and he'll have to remain in the hospital until she recovers. His suspicious explanation and Ivy's only slightly sympathetic response are dominated by "yeah"s and "uhm"s.

Even these humorous moments, though, are lost in the long chain of pointless scenes. The camera follows Al and Ivy as they play card games in the park. Through another strange turn of events, Al and Ivy take a visit to a rooftop pigeon pen. Ivy instructs

**In one of the more striking scenes of the film, Ivy asks her mother for a bath, to reminisce on her childhood.**

minority kids at her mom's dance studio after Greg tells her about the car accident. Even at the film's end, the purpose of stringing these strange encounters together in one film remains a mystery.

*The Exploding Girl*  
AMC Village VII  
66 Third Avenue  
Thursday, April 23, 7:45 PM  
Saturday, April 25, 2:45 PM  
Tuesday, April 28, 7:00 PM  
Saturday, May 2, 5:45 PM

### Yodok Stories: News that Didn't Make the "Korean People Army's Daily"

By ALAN SAGE

Kim Jung Il was re-elected chairman of the Democratic People's Republic of Korea National Defense Commission on Thursday, April 9. Kim's victory was "the servicers' [sic] and people's expression of unquestioned support and trust in him," the Korean Central News Agency reports, in broken English.

recite her lines "North Korean style," which entails saying "We are the invincible fighters of the Great Leader" more passionately and enthusiastically. The musical is filled with whimsical song lyrics imitating North Korean propaganda like "I cherished my dreams while listening to the national anthem."

The scenes from the musical also offer a fair share of straightforward drama. As the cast members emotionally perform the song "Hellish Prison Yodok," the line between drama and reality is destroyed. The gruesome descriptions of the camp's tortures, such as the large canisters prisoners were forced to live in, also blend the real with the theatrical, making Yodok's reality all the more terrifying.

In addition to the unique perspectives of the defectors—it's hard to beat an interview with Kim Jung Il's former personal bodyguard—the documentary also does a great job of finding the perfect moments to insert images and montages. Clips of fish corpses at a market accompany Chol's descriptions of forced abortions at Yodok. As Kim Tae Jin, another former Yodok inmate, describes his amazement at the smiling faces he encountered at the airport in Incheon, South Korea, montages of unending North Korean red flags cross the screen.

At the end of the film, a few of the refugees travel by car to the border with North Korea in order to throw balloons containing information about the outside world. Perhaps intentionally, perhaps not, they choose to park right in the middle of a cemetery. The last, absolutely stunning shot

**Clips of fish corpses at a market accompany Chol's descriptions of forced abortions at Yodok.**

In Andrzej Fidyk's horrifyingly beautiful film "Yodok Stories," released in August 2008, a few of the approximately 7,000 North Korean defectors living in South Korea talk about the agony encountered in propaganda-ridden North Korea and particularly at North Korea's infamous Yodok concentration camp. Fidyk had initially wanted to film inside the Yodok camp, but since this was impossible, he convinced a theater director and former Yodok inmate who escaped from North Korea, Jung Sung San, to direct a musical about his experiences. "Yodok Stories" combines footage from the musical, "Yodok Story," with defector interviews and snippets of footage from North Korea.

At times the defectors seem never to have left the North. In one of the most moving scenes of the film, San prays for his parents who were killed by the government after his escape. Fidyk offers an emotional voice-over after the interview of Kim Jung Il's escaped former personal bodyguard, Lee Young Kuk, saying that Kuk was too overcome by grief after his parents were killed by the government to offer any further interviews.

The film does an excellent job of juxtaposing these tragic ties to the North with the comfortable distance that the outside world provides. In one scene, a former guard and a former prisoner from Yodok laugh about how the guard used to abuse him. When that guard, An Myong Chol, describes how he used to practice judo kicks on prisoners, North Korea's crimes seem distant. This juxtaposition of near and far climaxes when a few of the defectors visit the DMZ and laugh at a pompous North Korean guard observing them with his binoculars from across the border.

The film continues to offer this brilliant contrast through the footage from the musical. The viewer doesn't know whether to laugh or cry as San instructs one actress to

**In one scene, a former guard and a former prisoner from Yodok laugh about how the guard used to abuse him.**

shows a balloon with "Yodok Story" playbills attached floating into the sky.

The image is reminiscent of Toshiro Mifune gazing at the clouds in "Rashomon" or the wide expanse of the sea that Antoine dips his feet into at the end of "The 400 Blows," hopeful and yet utterly tragic. It is a perfect conclusion to a film that so beautifully contrasts the defectors' ability to rid themselves of North Korea with the inevitable grief that they still face.

*Yodok Stories*  
AMC Village VII  
66 Third Avenue  
Thursday, April 23, 7:00 PM  
Saturday, April 25, 2:00 PM  
Monday, April 27, 9:45 PM  
Thursday, April 30, 3:00 PM

***There's more to come!***

*This is just a preview of our coverage of the Tribeca Film Festival 2009.*

# Arts & Entertainment

## Too Free for Conservatories: Benjamin Hirsch, Trumpeter, Senior

By HYEMIN YI

### Benjamin the Musician

"I play the trumpet. I'm principal trumpet in the Symphonic Band and a bunch of stuff. I do a bunch of music at the Third Street Music School where I play in an orchestra, a jazz band and a winds

**"I have so much else going on right now that, even putting the financial consideration aside, I would probably not be going into music."**  
—Benjamin Hirsch, senior and trumpeter

ensemble. And I play some chamber music too."

"Per week, I probably spend around ten to fifteen hours [on music]."

### When He's Away from the Trumpet

"I have the math thing or whatever going on also. And I'm interested in the stuff that I'm studying and, though, I mean, I love music, there is the sort of financial side of things, being that, chances are, I'm not going to be the next Miles Davis, so, unless you're the next Miles Davis you're not going to make a ton of money. But that's not the real reason. If I, sort of, felt that music was life, regardless of whether or not I was the next Miles Davis I would go into it, and I would say that anyone who feels like music is their life should go into it. But I have so much else going on right now that, even putting financial consideration aside, I would probably not be going into music."

### The Roots

"I started off playing music. My brother took piano lessons when he was six and I was three. So, my brother started music when he was six and I would sort of bang on the piano or whatever when he wasn't practicing. [...] I started formally taking piano lessons at age five. My parents set that up for me and I started playing the trumpet in fifth grade because of the middle school I was at, Berkeley Carroll. My brother was in eighth grade. The middle school there goes from fifth to eighth. So my brother was in eighth grade playing piano in the jazz band already and I wouldn't have been able to be in the jazz band, in fifth grade. And so I started playing the trumpet also. Gradually, like, the trumpet started to take over my musical life and I sadly dropped piano. I wish I still played piano. I really should still play piano. I know a little bit but I'm not very good. I don't take lessons anymore. I've been taking music lessons, of some form or another, since I was five. So actually, in terms of general music lessons where people like bang on xylophones or whatever, I probably was doing that before five also."

### Sing—or rather Play Trumpet—for the Moment

"At the moment, in terms of how I see myself doing music in college, I see myself playing a lot. I don't see myself majoring in music. I don't see myself going to a conservatory. I mean, though I love music and I definitely want to play the trumpet, I don't necessarily think that will be my profession or what I'm going to focus on when I'm at college. I also have some other stuff going on."

### Conservatories Going Out of Fashion

"I'm not really sure. My guess is that at Stuyvesant, you have a lot of really bright students, a lot of really smart students, a lot of great musicians, who are also really good at other things. And sometimes the financial concerns move them toward those other things or they are drawn to those

other things for other reasons. Some people are drawn for financial reasons. I'm not. I'm drawn for other reasons."

### Don't Be So Modest, USA Mathematical Olympiad Qualifier

"I really have liked math. I've [...] gotten more and more into math since I've come to Stuyvesant. I sort of think that the decision to come to Stuyvesant was sort of, in eighth grade, a minor version of the decision of not going to a music conservatory. I could have gone to Stuyvesant or LaGuardia and I decided to go to Stuyvesant, mainly because I knew that I could always still be playing music and be sort of learning this other stuff which I really like. I don't really see myself not going into music. I see myself studying pure math or studying whatever I end up studying. [...] I get intellectual pleasure out of doing all this other stuff in a very different way from the sort of basic pleasure you get from hearing a sound that you're making, be it pleasant or unpleasant."

**"Math is just sort of entertainment for my brain whereas music is entertainment for my ears."**  
— Benjamin Hirsch, senior and trumpeter

"Math is just sort of entertainment for my brain whereas music is entertainment for my ears. And I mean I don't see myself as not playing music. I see myself continuing to play trumpet, continuing to spend time on it, but not necessarily as a profession or a major in college."



## The New Princess of Pop



By LEILI SABER

With her thick layer of makeup, enormous bow of fake hair and preference for bikini bottoms over pants, Lady Gaga looks more like a transvestite than a top-selling artist. But while some question the sanity of someone who wears swimsuits in 30 degree weather, true followers of the Lady know that she is inventing an entirely new style of music, one that matches perfectly with our generation.

As those who have heard her sing live can attest to, Gaga is not a particularly good singer. She strains to hit a lot of her notes and sounds too husky and manly when attempting to hit lower keys. But Gaga has recently become the first female artist in nearly a decade to have her first two singles (*Just Dance* and *Poker Face*, respectively) become number one hits, proving that her success is not necessarily related to her singing. In fact, what has made her songs so popular is the techno Gaga employs that takes center stage throughout.

*Just Dance*, the song that made her famous, uses techno

try, takes the techno to the point where the actual words of the song are practically incomprehensible. In fact, the catchiest part of the song—the chorus—is the only part where listeners can really distinguish the lyrics. The corresponding video is weirder, and yet cooler, that the first. One of the many costume changes includes her sitting between two regal-looking dogs, wearing a futuristic costume of black spandex and a huge mask that looks like it was made of broken mirrors.

But it's not just the strange outfits and even stranger videos that have made Gaga so popular—it's how much her music relates to our ADD generation that can't focus on one thing at a time. The music industry clued in to this years ago and started creating different scenes in their videos that would flash back and forth from, something we consider to be normal now. Gaga takes that idea to a whole new level, not just with her music videos but with the techno of her songs. Techno is normally erratic, but Lady Gaga techno is simply wild and doesn't follow any patterns, jumping from rhythm to rhythm.

Gaga is well on her way to taking over the music world, with a platinum record already under her belt (if she wore one). But Gaga knows exactly what she's doing, and it's all completely intentional. In the words of the Lady herself, "My goal as an artist is to funnel a pop record to a world in a very interesting way. I want to invite you all to the party. I want people to feel a part of this Gaga experience."

**The video of the song is perhaps even more chaotic than the music itself, and showcases Gaga's Vegas showgirl meets Playboy bunny wardrobe.**

to the extent that the only instrument in the song is a drum. The video of the song is perhaps even more chaotic than the music itself and showcases Gaga's Vegas showgirl-meets-playboy-bunny wardrobe. The hook of the song includes entirely made-up words—such as lasto and pocko—while Gaga herself is splashing around a kiddie pool with an inflatable whale.

*Poker Face*, currently the number one song in the coun-

# Arts & Entertainment

## Norimahdang 2009: Korean Culture Night



Emily Koo / The Spectator

Norimahdang, the annual Korean Culture festival, brought a sense of Korean culture to the stage.

By SARA HASSAN

An hour before Norimahdang, Stuyvesant's annual Korean Culture Festival, was scheduled to begin on the night of Wednesday, April 8th, a long and stagnant line of hungry patrons was awakened by an interesting sight: a parade of girls, colorfully dressed in traditional, flowing hanbok robes traipsing past the line into the Stuyvesant cafeteria. While the rest of the around 250 patrons had to wait for the delicious beef and jap chae noodles, steaming gimbap (rice, pickled radish, and carrots rolled into seaweed), spicy kimchi and sweet almond rice cakes, the performers headed into the cafeteria early, as those waiting in line watched and whispered in anticipation of the night's entertainments.

After Principal Stanley Teitel and honored guest Korean Consul General Kim Kyung Keun each gave brief speeches on the importance of spreading Korean culture and pride through such events, a taekwondo performance stormed the stage. The group gave this traditional Korean martial art a modern edge with showy tricks, including one that had a student leap nearly the length of the stage, over six other crouching students, to break a board in half with a swift kick before landing.

The Korean language class, whose teacher, Jisun Lee, was the main coordinator of the event, then transformed the stage with a storytelling mask dance, keeping the mysterious tone light with a little slapstick humor. Later on, the white-clad students (this time without their red and blue masks) formed chains of people that danced to the quick beats of small handheld drums.

The night's recurring technical difficulties began soon after, as the girls wearing hanbok robes had to perform part of their fan dance without music, to the cheers of a sympathetic audience.

"Though students got together on weekends to practice, there was no full run-through in the theater itself," said senior Jennifer Yeon, emcee and partial coordinator of the event. This, along with losing a few weeks of practice time due to the uncertainty regarding the location of the venue, was a major cause of

a few of the show's problems. "There were even doubts that we were going to use the [Murray Kahn] theater," said Yeon, referring to the Korean class's use of The Borough of Manhattan Community College's auditorium for Norimahdang 2008.

Nonetheless, audience members like junior Eileen Kim looked past the microphone and music problems to the heart of the show. "Watching Norimahdang for the third time makes me really love Korean culture and love where I come from," Kim said, admitting that even though she's "not as into [her] heritage as [she] could be," she wished "more people would appreciate the traditional side." Her point was certainly illustrated by junior hip hop group

**The group gave this traditional Korean martial art a modern edge with showy tricks.**

Pokemon, which performed four popular songs with high energy moves that, while impressive, might not have been what the Korean Consul General was expecting when he was invited to Korean Culture Night.

Reinforcing the audience's enthusiastic response to pop culture were the celebrity interviews interspersed throughout performances. Korean Outreach Committee Chair Robert Lee, who has connections to a large Korean entertainment company, interviewed several celebrities, such as comedian Kang Ho Dong, who congratulated the students and wished them luck. The raffle held midway through the show gifted three audience members with signed CDs by KARA, a pop group, and another with an original soundtrack for the hit drama "Boys Before Flowers," which enticed much friendly competition from girls in the crowd who wanted to win.

A short film entitled "Unfor-

gettable Girl," starring Stuyvesant seniors James Kim, Hyunwook Lim, Philip Kim, and Paul Park, was also played. This comedy about the ups and downs of dating, a parody of a miniseries by popular Korean boy band Dong Bang Shin Ki, got many laughs as well as cheers from established fans of the band.

The break from tradition ended, however, when a large group of students performing the Samulnori, or percussion quartet, took the stage. Using small, ringing gongs, hourglass-shaped drums, bass drums and a large gong, the performers simulated the rising and falling cadences of a thunderstorm with the organized chaos of their drum beats. An earlier group of girls had also used the hourglass-shaped drums, or janggu, to perform a traditional dance while wearing elaborate matching hanbok. The group, including juniors Denise Park, Nael Lee, Elizabeth Lee and Agnes Kim, had experienced members like junior Jane Choi, who has been performing with janggu since she was seven years old.

This commitment to participating in Korean culture outside of school was seen in several of the later musical performances, where students sang and danced to popular modern songs and encouraged most of the audience to sing along. The junior band, Letter, thus did not face much difficulty when their microphones failed—they were saved in their performance of "Oh, My Friend" because the audience joined in to make the song heard.

The night wound down with sophomores Jessica Nam, Jenny Park and Yoon Ju Jo, who represented filial daughters as they sang the emotional "Dear Mom," while a slideshow of the Korean class played in the background. The students had written notes in Korean to their parents thanking them for their support in creating the show, which were shown on the screen to wild cheers from the audience. "There was a lot of it [parent involvement] because they really want to represent the Korean nation," Yeo said. The way the night turned out, it seemed like the parents had little to worry about—the Korean students of Stuyvesant really made a showing of both their traditional and popular culture.

## Pizza Nuova

By DAPHNE ZHEN

The newly-opened Dona Bella Pizza gives students a place to pick up that slice of pizza for the subway ride home.

**"It's nice to just grab a slice with friends before heading home."**

— Ming Yang, sophomore

is homemade, along with Parmesan and basil, all over a thin crust. The Marinara Mozzarella slice is from an old family recipe, according to Dona Bella's menu.

Fortunately, this new pizza joint's prices won't dent your wallet. The items on the menu are fairly priced and the portions are large enough. A plain slice costs \$2.50 and signature slices like the Grandma and the Marinara range in cost from \$3.00 to \$3.25. Extra toppings cost \$0.75 each. The pizzeria offers an unofficial student special—two regular slices and a fountain soda for five bucks, a la Portobello's.

However, if you want to taste Dona Bella's best slices, you'll want to avoid the unofficial student special. The plain slices are only mediocre when compared with other pizza shops' offerings. Dona Bella's pizzas with toppings and signature slices are far tastier alternatives.

Service at Dona Bella is generally fast and the workers do a great job of keeping the line moving, making the pizza place

Conveniently situated next to the A, C and E subway lines, Dona Bella Pizza attracts custom-



Joann Lee / The Spectator

Dona Bella Pizza is TriBeCa's newest pizza place, located on the northwest corner of Church and Chambers St., next to the A, C, and E subway lines.

ers with its large glass windows and bright fluorescent lights. On a rainy afternoon, the shop stands out among the washed-up bargain stores that line Chambers east of West Broadway. The pizzeria's bright red tables and stools give Dona Bella an almost 1950s diner ambiance.

Dona Bella's German manager, Rob Asner, worked at a pizza place on Long Island before setting up shop in Tribeca. He and his Italian partner, Ronnie Kaplan, searched for about five months before discovering the space at Church and Chambers that New York Hot Dog Company occupied until November 2008. Asner felt that the location was appropriate for the grand opening of his pizzeria, given its location outside a subway station at a fairly large intersection, and that the "community was nice," he said.

Beyond its fair selection of slices, Dona Bella offers traditional pizza place foods, such as calzones, garlic knots and rolls, but little besides that. "We'll be getting more selections as we get settled down," Asner said.

Even if Dona Bella's doesn't offer the most variety as of now, Kaplan is confident in his pizza's quality. "Everything here is the best," Kaplan said. All of Dona Bella's slices have a unique crunchy texture and are well-toasted. Dona Bella's 'Grandma' slice features homemade marinara sauce, fresh mozzarella, parmesan, olive oil and garlic. The Marinara Mozzarella, another Dona Bella signature slice, also uses fresh mozzarella, which

a great place to pick up a slice if you're in a rush somewhere. The store is a bit small and seats are limited, so most customers take their orders to go. "It's nice to just grab a slice with friends before heading home," sophomore Ming Yang said. "Plus, the food's

**"Everything here is the best."**

—Ronnie Kaplan, co-manager of Dona Bella Pizza

pretty good here."

Dona Bella Pizza is a great addition to the Chamber Street restaurant community. Pane Peppe, Ceci Cela and New York Hotdog Company are just a few of the many Chambers Street favorites that have closed over the past few years. Although Dona Bella Pizza is for the most part just another pizza place—perhaps with the exception of its tasty signature slices—there's nothing wrong with having another type-A pizzeria on the block.

# Arts & Entertainment

## Meet the New STC Slate

By TAMMUZ HUBERMAN

Shows don't get put on by themselves. With a five-person slate working behind the scenes of every production, the Stuyvesant Theater Community (STC) is no different. The STC slate consists of a Communications Coordinator, Studio Theater Coordinator, Financial Coordinator, Production Coordinator and Technical Coordinator. This year the fresh STC slate consists of Daniela Gilsanz, Jaimie Myers, Annalise Jorgensen Lockhart, Justy Kosek and Matthew Leiwant. Each comes with his or her own share of experience with Stuyvesant theater.

### Jaimie Myers— Financial Coordinator

Myers has switched between producing and directing STC shows. She produced *Moby Dick* the musical, *Urinetown*, last year's *Soph-Frosh SING!* and is currently producing the *Mystery of Edwin Drood*. Myers has gotten closer to the heart of the show by directing this year's *Soph-Frosh SING!*.

"My biggest plan as the new financial coordinator is to make everything run more smoothly in terms of the behind-the-scenes aspects of the show, especially the reimbursement system. I don't want whoever is spending money to feel like they'll never get it back." Myers wants to reimburse checks faster, the main responsibility of her job, along with managing each production's budget.



Jaimie Myers, Justy Kosek, Daniela Gilsanz, Matthew Harold Leiwant, and Annalise Jorgensen Lockhart, the newest STC slate, are eager to organize new productions this year.

Christina Bogdan / The Spectator

### Justy Kosek—Studio Coordinator

Junior Justy Kosek has been central to the cast of many STC shows, including the musicals "Godspell" (2007), "Moby Dick" (2007) and "Bye Bye Birdie" (2008). He is currently a cast member of this year's spring comedy "The Mystery of Edwin Drood." Kosek was also in the cast of last year's *Soph-Frosh SING!* and this year's *Junior SING!*. Furthermore, he co-directed "And Baby Makes 7." Kosek is also an avid writer and especially enjoys poetry and fiction.

Kosek's biggest challenges as the new Studio Coordinator will be to effectively and creatively use the studio theater's smaller budget and significantly smaller space. "I really want to continue the tradition of using space well. The studio shows have done a great job of transforming ordinary spaces such as the cafeteria and library into great theatrical spaces," Kosek said. "Every studio production has been wonderful because of this versatility."

Kosek would like to see some Shakespeare integrated into the STC, although Shakespeare is challenging to perform.

### Daniela Gilsanz—Communications Coordinator

Gilsanz has been an integral part of the STC since the start of her freshmen year. She has produced *Soph-Frosh SING!* 2008 and 2009, last year's studio winter drama "Rhinoceros," and this year's studio spring comedy "And Baby Makes 7." She has also been on the art, costume and tech crews for various shows.

As Communications Coordinator, Gilsanz will be responsible for maintaining a good relationship between the student body and the slate by updating the STC board and promoting upcoming productions through fliers. Gilsanz's plans for the STC focus mostly on including more people involved in Stuyvesant theater. "We want to branch out to more people and more grades, especially freshmen. I want to see way more freshmen on crews and in the shows," Gilsanz said. Additionally, Gilsanz would like to see a more fervent audience and pack the theater for each STC show. "The orchestra is almost never full. We want to see the entire theater, including the balcony full," she said. "This can be done, she believes, by continuing to choose more modern shows. "The modern shows are always the most successful and get the best reactions from the audience."

### Matthew Leiwant—Technical Coordinator

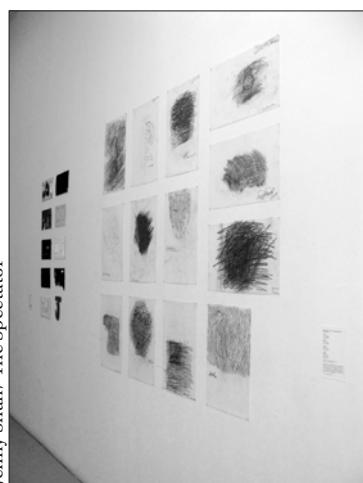
Leiwant has been involved with the technical aspects of Stuyvesant theater since his freshman year. He has been on the lighting crew for "The Man Who Came to Dinner," "Bye Bye Birdie," "Rhinoceros," "The Laramie Project" (this year's winter drama), "Don't Drink The Water" (last year's spring comedy) and last year's *Soph-Frosh SING!*. He was also on the sound crew for "Urinetown" and "The Laramie Project", which led him to be this year's *Junior SING!* sound director.

Leiwant's experiences between the technical crews will help him coordinate them efficiently. "I am just looking to make sure everything goes smoothly. We've had some unavoidable bad things happen in some techs, like lights in the theater failing on us," Leiwant said. He hopes that further progress will be made with the replacement of damaged equipment.

The new STC slate "work great together both individually and have great group dynamics" said Danielle Blackman, the 08-09 technical coordinator.

"They were chosen because each was excellent for their position and will execute it skillfully." The current slate and newly chosen slate are working in collaboration to make improvements for next year. For instance, all of next year's plays are being chosen this year to ensure that they are juxtaposed in a way that will shed light on each show. "The new slate has been influential in these decisions and will do a wonderful job running the STC next year," Blackman said.

## Finger Painting Takes on a Whole New Meaning



Jenny Shan / The Spectator

Manhattan schools worked with teaching artists to create an exhibit which premiered April 2, 2009 at the Drawing Center on Wooster Street.

By TONG NIU

Hidden among old Tribeca buildings, the Manhattan Drawing Center displayed the innocence and talent of New York City kids and teens in its exhibit "Drawing Out." The artwork was created by elementary and high school students, aided by art teachers working in tandem with professional artists from the Drawing Center, a small art

museum in Downtown Manhattan that focuses on drawings. No technique was left unexplored as students responded to artists' usage of lines, invisibility and transience.

Students between the ages of eight and 18 worked with artists from the Drawing Center to create an exhibit that both mirrored the current exhibitions at the center and corresponded with their classroom curricula. Four schools and a total of 100 students were chosen for this project. Participating schools included P.S. 42, P.S. 130, City-as-School High School and the Chelsea Career and Technical Education High School. Students visited previous exhibitions at the Drawing Center and worked with their mentors to produce a response to what they saw. "It's a six part program," said Aimee Good, director of Education and Community Programs. "The students come to the drawing center and tour, with me and teaching artists, the exhibitions [of other artists]."

This annual program is organized by the Drawing Connections program. The program provides the students with a vi-

of lines in artwork with artist Jennifer Cecere and school teacher Marie Disilvestro. Together, they

**"They're trying  
to get at their  
own  
revolution."  
—Aimee Good,  
Director of  
Education and  
Community  
Programs**

analyzed and responded to Matt Mullican's "A Drawing Translates the Way of Thinking." Matt Mullican, an artist and believer in subconscious spirituality, made text drawings while in a hypnosis-induced trance. His usage of symbols and signs influenced the students. They responded to themes of spirituality and the subconscious by incorporating Native American texts into their own creations.

Eleventh and twelfth graders from City-as-School High School created a short animated film in response to Sun Xun's "Shock of Time & Lie of the Magician." "[Xun] was a young man who grew up in an inner region of China that changed drastically in the course of his 28 years," Good said. "He was making an allegory on the interesting notions of history." Themes such as the circle of life and changing times and stick figures recurred throughout the teens' film response. Frames blended into one another to reveal further developments. It was as if a vast array of art was born amidst the confusion.

One third grader created a collage on colored paper. She cut out letters and symbols from

tin foil and used circles, triangles and other shapes to represent emotions and themes. Diagonal lines were used to represent movement. Students from Chelsea Career and Technical Educational High School made collages out of wood cut-outs. These shapes, often colored, were then rearranged on another wooden board and combined with other cutouts to create 3D images.

What drew viewers into the pictures was the apparent simplicity of each artwork. However, there lay a more intricate story behind each line, each wooden cut-out and each brush of ink upon the paper. The students learned to transform the mediums into mirrors of themselves and their untold thoughts. "They're trying to get at their own revolution," Good said, "and their own sense of changing times."

*The Drawing Center  
Main Exhibition Area at 35  
Wooster Street Drawing Room  
Area at 40 Wooster Street  
(212) 219-2166  
"Drawing Out" ran from  
Thursday, April 2 to  
Friday, April 10*

## Arts & Entertainment

### Unearthed from the Slushpile: Chad VanGaalen "Soft Airplane"

By SERENA BERRY

The cover art on Chad VanGaalen's album "Soft Airplane" matches his songs. It looks like a pre-school art project in marker, with birds scribbled in pink and purple and green.

The cover art is a taste of the album's schizophrenic oddness. The album leaps across styles and themes, but still manages to be cohesive and beautiful.

**While "When I'm dead/ Is when I'll be free," sounds perfectly depressing, with VanGaalen's sincere voice and folksy banjo it becomes a romantic tune.**

His folksy numbers are either jarringly vulnerable and simple

or layered with electronic beats and synthesizers. The only common theme is the subject matter: death and immortality.

The album opens with the gentle, bittersweet "WillowTree," reminiscent of Elliott Smith. The song showcases his voice, which is pleasant to listen to.

While "When I'm dead/ Is when I'll be free," sounds depressing, VanGaalen's sincere voice and folksy banjo makes it intimate and romantic. Pop-like "ya ya ya's" and "oooh oooh's complement the lyrics and add a nice harmony in the background. The song has such a peaceful outlook on death and makes it sound so leisurely—a great opening for an album about fatality.

VanGaalen throws in the unexpected "Cries of the Dead" a few tracks later, which makes death sound almost like a children's folk song. VanGaalen uses layers of percussion to keep the tempo fast and the melody upbeat, which is surprising—he's singing about hearing dead people.

The intense, chaotic "Bare Feet on Wet Grip" is an adventure in itself. The song speeds up and slows down abruptly. Distortion effects exaggerate the pace changes. VanGaalen also plays with mood in this song, starting out slow and angry with heavy percussion, and then speeding



up and becoming more perky with lyrics like "I shake it like a tambourine."

VanGaalen returns to the more traditional sound he had on "Willow Tree" with "Molten Light," with folklore-like lyrics. The song depicts the story of a woman's murder and how she haunts her murderers for revenge. The song is eerie, with VanGaalen chanting, "She'll find you and she'll kill you/ She'll find you and she'll kill you." Though disturbing, the song is catchy and almost addictive to listen to.

In "Rabid Bits of Time," VanGaalen questions where people go after they die. The relatively simple instrumentals make the song sound very honest and real. The song starts out with just a guitar in the background. The beginning is simply VanGaalen

**His folksy numbers are either jarringly vulnerable and simple or layered with electronic beats and synthesizers.**

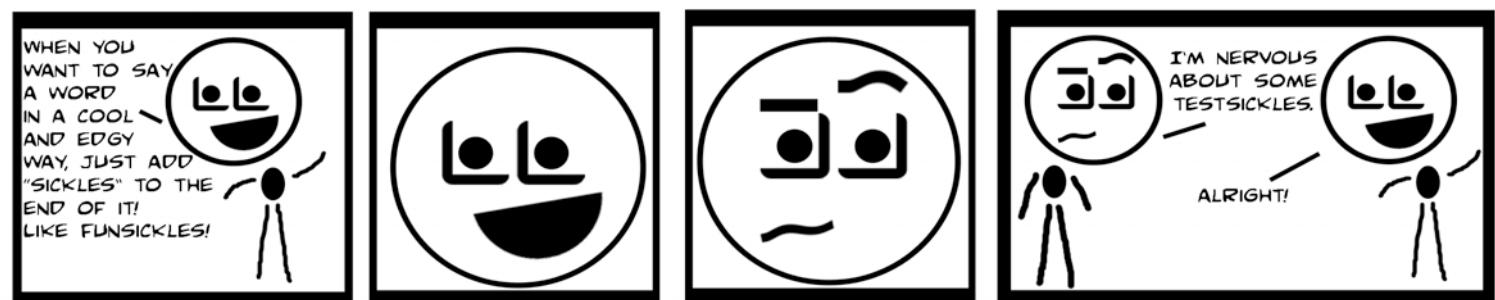
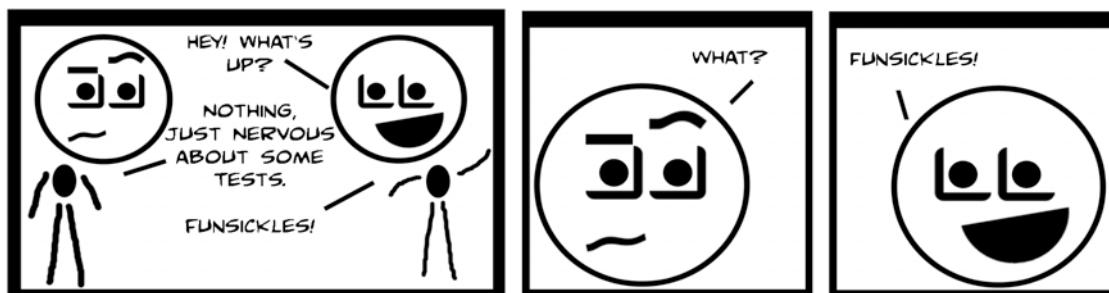
ruminating on his thoughts about the afterlife. He then adds on bells and percussions and the song culminates within 42 seconds of chaotic noise. The song ends with the strange noise overtaking VanGaalen's voice.

Each song tells a story and puts a new spin on old subjects. VanGaalen is an alchemist, mixing different elements while testing the limits of music.

## Cartoons



### Sesquipedalian Humor By Jonah Meyerson



# Sports

## Prescod Wins World Championship Second Year in a Row

*continued from page 20*

**"Everyone, including myself, realized I could really be the best after I won my first national even in Austin, Texas when I was 10. I remember it being so serious and intense and I loved it, especially the winning part."**

—Nzingha Prescod, junior

She practices for three hours a day, six days a week. Prescod practices with the Stuyvesant girls' fencing team,

the Untouchables, usually once a week, teaching footwork and technique drills to her teammates, before continuing on to her out-of-school practices.

The Untouchables are 5-0 this season. They have beaten all opponents except Hunter College High School by an average score of 7.875-1.125. The Untouchables edged by Hunter, 4.75-4.25. Prescod has only competed with the team in the two matches against Bronx High School of Science and Beacon High School. However, she has a record of 2-0, winning both bouts by a perfect score of 5-0. "I'm pretty confident we'll be bringing another championship home this year," Prescod said in an e-mail interview.

Beyond Stuyvesant and the World Championships, Prescod plans on going to the 2012 Summer Olympics in London. "I should be going to the Senior World Championships for the next 3 years to gain experience before the Olympics," Prescod wrote.

Prescod's road to the World Championship was tough. She faced Poland's Martyna Jelinska in the semi-finals. The match was tied 5-5 with 40 seconds left in the final period before Prescod scored the winning touch.

In her semi-final match against Russia's Veronika Lavernova, Prescod trailed 11-14. "I was so convinced that I was going to lose. I was so disappointed," Prescod wrote. "But somehow I managed to get four touches in a row and won the match. I was in disbelief."

### Girls' Soccer

## With a New Coach and a New Division, Mimbas Set High Hopes

*continued from page 20*

are eight seniors on the team, while there were only two seniors last year. "The leadership from the upper classmen is what drives the team and sets the tone for the younger, less experienced players," coach Suzanne Lendzian said. "So far this season all of the upper classmen have taken some part in the leadership, whether it be explaining a position on the

**"So far this season all of the upper classmen have taken some part in the leadership."**

—Suzanne Lendzian, coach

field or showing a younger player how to kick the ball, the upper classmen are always willing to help out their teammates."

Lendzian, who chose to resign as the head coach of the boys' volleyball team so she could coach the girls' soccer team, has replaced Adam Goldstein, the boys' soccer coach as the new coach of the Mimbas. Although the season has barely started, Lendzian has already earned the players' respect. She is "miles ahead of any other coach we've ever had," Browning said about

Lendzian. "She really knows her stuff, relates to our team much better, gets along with us a lot better, and is a better leader."

Coaching is not the only change the team will face this season. The Mimbas will also have a somewhat different division for 2009. The Manhattan A-II division has been expanded to include seven teams instead of the five from last year. This means that instead of being scheduled to face each team in their division three times, the Mimbas will have to face most of the teams only twice.

This new division will provide the Mimbas with some bumps along the road to the playoffs. Julia Richmond Educational Center, a relatively weak team, which the Mimbas defeated three times, is no longer in the division. In its stead, two new, more competitive teams have been added to the Mimbas' division: Hunter College High School, which had a 6-6 record in the tough Bronx/Manhattan A-I division, and Beacon, the defending city champions.

The Blue Demons will provide the Mimbas with some serious competition. Beacon's city championship roster includes nine seniors, all of whom played last season. In addition, only two of Beacon's players graduated last year. These players combined to score a meager five of Beacon's 65 goals, leaving the Blue Demons with plenty of offensive firepower.

The Mimbas, however, are ready for a chance to avenge last season's playoff loss. "Although playing Beacon will definitely be a challenge, it is something we've been working towards all season," senior Allegra Flamm said. "It will be a hard game but we know how they play so it's really just a matter of having confi-

dence in our skills."

Although they have a new coach and are in a new division, the Mimbas have still been dominating their opponents thus far. Stuyvesant quickly opened the season with 3-0, 4-0, and 3-0 wins over Fiorello H. LaGuardia, Lab Museum United, and School Of The Future, respectively. These wins are a bright sign, providing the Mimbas with hope for a deeper playoff run than last

**"Although playing Beacon will definitely be a challenge, it is something we've been working towards all season."**

—Allegra Flamm, senior

season.

Stuyvesant will face another new division member when they play Hunter College High School in their next game on Wednesday April 22, 2009. And after that, the Mimbas will finally have their long anticipated chance at redemption when they square off against Beacon on Tuesday April 28. With the changes they have made this year, however, the Mimbas hope to come out on top.

# Cartoons



## Conversations

"It gets easier after you've been doing it for a while"



# Sports

## SPORTS SCOREBOARD

Boys' Baseball	Girls' Fencing	Boys' Golf	Boys' Handball	Girls' Handball	Boys' Lacrosse
Hitmen 4-0 Stuyvesant 10 Manhattan Bridges HS 0  Next Game: Friday, April 24  Stuyvesant vs. Brandeis HS  East River Park Field #6 4:00pm	Untouchables 5-0 Stuyvesant 9 Frederick Douglass Academy 0  Next Match: Friday, April 24  Stuyvesant vs. Beacon HS  Beacon HS 4:30pm	Eagles 4-0 Stuyvesant 5 Alfred E. Smith HS 0  Next Game: Tuesday, April 28  Stuyvesant vs. Lab/Museum HS  Van Cortlandt Park Golf Course 4:00pm	Dragons 4-0 Stuyvesant 4 HS Graphic Communication Arts 1  Next Game: Tuesday, April 28  Stuyvesant vs. Food and Finance HS  Stuyvesant Gym 4:30pm	The Furies 5-0 Stuyvesant 5 JFK HS 0  Next Game: Friday, April 24  Stuyvesant vs. Dewitt Clinton HS  Dewitt Clinton HS 4:30pm	Peglegs 2-3 Stuyvesant 7 Tuitt Educational Campus 6  Next Game: Wednesday, April 29 Stuyvesant vs. James Madison HS  Randall's Island Field #84 4:30pm
Girls' Lacrosse	Girls' Soccer	Girls' Softball	Girls' Tennis	Boys' Tennis	Boys' Volleyball
Huskies 0-4 Frederick Douglass Academy 9 Stuyvesant 4  Next Game: Saturday, April 25  Stuyvesant vs. Queens HS of Teaching Queens HS of Teaching 11:00am	Mimbas 3-0 Stuyvesant 3 School of the Future 0  Next Match: Monday, April 27  Stuyvesant vs. Laguardia HS  Randall's Island Field #84 4:00pm	Chipmunkz 3-2 Stuyvesant 22 Hunter College HS 0  Next Game: Friday, April 24  Stuyvesant vs. JFK HS  Kingsbridge LI (Bailey Avenue and 233 street)	Lobsters 8-0 Stuyvesant 5 HS of American Studies 0  Next Match: Monday, April 24  Stuyvesant vs. Lab/Museum HS  FDR-Houston Street Courts 4:00pm	Ponstars 5-3 Beacon HS 5 Stuyvesant 0  Next Match: Monday, April 27  Stuyvesant vs. Hunter College HS  FDR Drive at Grand Street Courts 4:30pm	Beasts 7-0 Stuyvesant 2 School of the Future 0  Next Match: Monday, April 27  Stuyvesant vs. Laguardia HS  Stuyvesant Gym 4:30pm
<b>Boys' Golf</b>					

## Boy's Golf Keeps Driving for Success

By HOWARD LAM

The boys' varsity golf team, the Eagles, is once again on its way to a perfect season with a 4-0 record. The Eagles went undefeated in 2007 and 2008, and hope to continue that streak. For now, though, they share the top

**"We've been practicing more often this season to try and be in a better situation for the playoffs."**  
**—Jack Margolis, junior**

of the Manhattan/Bronx Division with Bronx High School of Science.

Stuyvesant defeated Herbert H. Lehman High School, winning 5-0, on Thursday, April 2 at Pelham Bay Golf Course in the Bronx. In the match, sophomore and position three Darren Chiu, known for his power shots, hit a birdie at the par 4 hole. The two previous matches of the season were won the same way with scores of 5-0, for which junior and position two Alexander Shin hit pars at both par 4 holes. Shin remains undefeated in his three years on the team.

In the Public Schools Athletic League (PSAL), golf is played ac-



cording to the Match Play system. Unlike in the Professional Golfers Association (PGA), points are not awarded based on the number of shots a golfer takes, but simply which player takes the lowest number of shots. In a game, a maximum of nine holes are played, with the winner of each hole earning one point for his team. The team that wins the majority of the points wins the game, and thus, it is possible to win a game after only playing 5 holes, if all are won by a single team, as is the usual case for Stuyvesant.

However, the Eagles, who have had no trouble attaining a spot in the playoffs for the past four years, are not overly confident. "The competition in our division is relatively low as the teams we play are mostly first time golfers," Chiu said.

"The main competition comes from the Staten Island schools that practice regularly," junior Jack Margolis said. Last season, the team lost in the quarterfinals to Susan E. Wagner High School, which is located in Staten Island.

"This could be a problem for us," coach Emilio Nieves said. "We're usually never tested in the regular season and this may hurt us against the Staten Island schools, but we beat one two years ago, it was a close match last year, and we could do it again. We definitely have the talent to go all the way."

Even though two of the five starters last year have graduated, including position one Frederick Meyer '08, the team this season is still strong. "We've been practicing more often this season to try and be in a better situation for the playoffs," Margolis said.

The team practices daily at Chelsea Piers on the Lower West

Side or Moshulu Golf Course in the Bronx. "At practice, we usually work on our chips and puts, focusing us more on the short game," junior and position four Cody Levine said. A chip is an abbreviated shot that lofted the ball slightly off the ground, and is one of the more difficult shots for a

**"Our goal is to win the city championship. The team this year is really great. We have a really strong starting five and all of us are devoted to golfing."**  
**—Darren Chiu, sophomore**

golfer to master.

The Eagles hope to continue their perfect season and advance further in the playoffs than they did last year. "Our goal is to win the city championship. The team this year is really great. We have a really strong starting five and all of us are devoted to golfing," Chiu said.

"My players are ready to work for it," Nieves said. "This could be the year."

**Boys' Baseball****Perfect***continued from page 20*

Becker's perfect game was nearly jinxed in the fifth inning when a fan told him how many Gladiators he had struck out. It is customary to leave a pitcher alone when he is throwing a perfect game. "We yelled at her and told her how perfect games are supposed to be treated," senior and captain Nick Rozar said. "She left after that."

Another batter attempted to break up the perfect game on a bunt. Becker, knowing the bunt was coming, threw right around him. In his first start against the High School of Environmental Studies, Becker's bid for a no-hitter was broken up on a bunt down the third baseline. "The only thought that was going through my mind was, don't make an error, don't be the one to ruin his chance at history," Rozar said.

This time however, Becker dominated until the last inning. "Going out onto the mound in the last inning was probably the most nervous I have been as a pitcher," Becker said.

"After Becker threw the last strike, senior, captain and catcher Nick Wheatley-Schaller jumped up and into Becker's arms. The rest of the team poured onto the mound, chanting Becker's name. "Nolan goes out there every time and we know he has a chance at perfection. It's great that he got to finally do it in front of the hometown crowd," Rozar said.

FiveBoroSports.com, a Web site for New York high school

and college sports, named Becker athlete of the week after his

**"My goal is always to strike the batter out. When I was striking every one out I was doing what I set out to do. I was content, but I always wanted to strike the next guy out even more."**  
—Nolan Becker, senior and captain

performance. "Now everybody in the league and the city knows that we are a team to look out for," Becker said.

**Girls' Handball****New Coach, Same Record***continued from page 20*

be better prepared because "this year we're playing teams that we don't usually play and are not in our division, like Bronx Science

**"I see a lot of improvement in our new players. It generally takes a lot of time for people to get used to the small ball, but the new girls picked it up really fast."**  
—Kristyn Pluchino, coach

and High School of Environmental Studies, and I think they're going to be our biggest challenges," she said.

Pluchino holds practices two

to three times a week for three hours. During practice, the team does accuracy and kill drills and practices receiving long, high serves. The regulation size handball, only 4.8 centimeters in diameter, is smaller than the balls used in most recreational courts. "I see a lot of improvement in our new players," Pluchino said. "It generally takes a lot of time for people to get used to the small ball, but the new girls picked it up really fast."

Juniors Maggie Huang and Canny Chen, both first-year players on the team, played in their first doubles game on Friday, April 3 against John F. Kennedy High School, easily winning their match 21-0. Huang crushed 10 aces during the game.

Still striving to improve, the Furies, like many teams at Stuyvesant, often find themselves fighting for a gym to practice in. They are competing with the boys' handball team for space in the 6th floor gym. "We have to get more practices in because all the other teams have practice every day, and it's hard to practice every day because we have to share the gym with the boys," Lok said.

With enough practices and dedication, the Furies' goal this season is to finally get past the first round of the playoffs that has halted the team the past two years. Although this is Pluchino's first season as coach, she has, like the team, set her expectations high. "I think that we can duplicate the undefeated season, get the new people involved, and hopefully win our first playoff game," Pluchino said.

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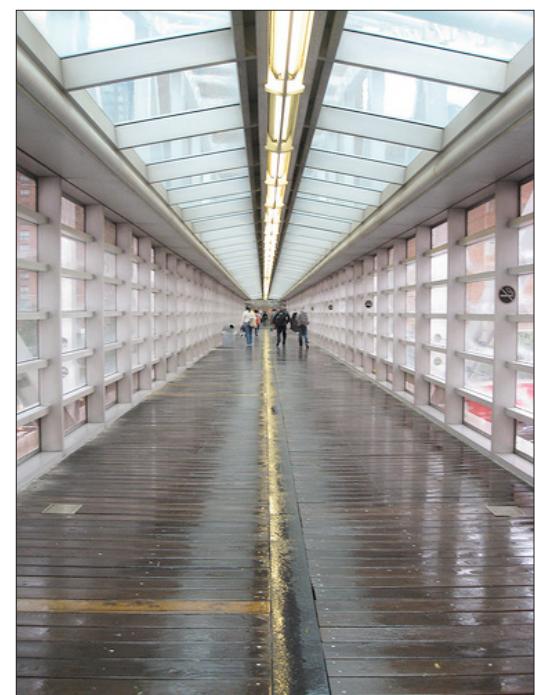
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# THE SPECTATOR SPORTS

## Boys' Baseball

### Perfect



Nolan Becker played a perfect game on April 8, and the Hitmen beat the Manhattan Bridges High School Gladiators 10-0.

By EDDIE CYTRYN

Senior Nolan Becker stood tall on the artificial mound at Pier 40, reached back with his left hand and hurled a fastball. Manhattan Bridges junior Jose Payamps froze and it was over.

18 up, 18 down, 18 strikeouts. Stuyvesant's varsity baseball team, the Hitmen, beat the Gladiators 10-0 on Wednesday, April 8 at Pier 40 behind senior and captain Becker's perfect game.

The perfect game was one of a kind. Becker did not allow a hit, a walk or a base runner in the six-inning game, striking out all 18 batters he faced. Only three hitters made contact, but no one put the ball in play. "Before

the game, I just wanted to get the win but I had a good feeling about the game. I knew I could dominate," said Becker, who is 2-0 with an earned run average of 0.00 and has 30 strikeouts in 11 innings. As Becker fanned batter after batter, the excitement at Pier 40 grew. The Stuyvesant faithful who had made the trip to see the game knew he was on the verge of perfection. "My goal is always to strike the batter out. When I was striking everyone out I was doing what I set out to do," Becker said. "I was content, but I always wanted to strike the next guy out even more."

*continued on page 19*

## Girls' Handball

### New Coach, Same Record



By YIFENG ZHAO

When Michelle Nicholls, the previous coach of the Stuyvesant's girls' handball team, the Furies, stepped down after two seasons with the team, the girls were left without a coach. Sophomore Sweenly Liu, the Furies's third singles player, approached Chemistry teacher Kristyn Pluchino about the coaching vacancy. Pluchino, though hesitant at first, agreed to fill the position. "I've played a couple of times, but all the girls on the team could absolutely kill me," Pluchino said.

However, Pluchino's limited handball experience has not stopped the athletes from play-

ing with the same precision they did last year. Although the Furies have cruised to a 5-0 record this season and seem to be on pace to go undefeated again, the team hopes to go deeper into the playoffs. "This year's team is definitely better than last year's. Our goal is to go undefeated again," senior, captain, and second singles player Karen Mui said. Last year's team won all 10 of their regular season games but lost in the first round of the playoffs to Townsend Harris High School by a score of 3-2.

However, junior Jennie Lok believes that this year's team will

*continued on page 17*

## Prescod Wins World Championship Second Year in a Row



Junior Nzingha Prescod, who practices six days a week, won the Fencing World Championship in Belfast, Ireland.

By EDDIE CYTRYN

Exhausted, junior Nzingha Prescod made the final touch of a 15-6 victory over fellow American teammate Lee Kiefer on Sunday, April 5. For the second year in a row, Prescod won the Cadet (17 and under division) Fencing World Championship in Belfast, Ireland. "This year, because there was

so much pressure to reclaim the title, I was so relieved after winning," Prescod said in an e-mail interview.

Prescod has been fencing since she was nine when her mother saw an article about the Peter Westbrook Foundation fencing club. "Everyone, including myself, realized I could really be the best after I won my first national even[t].

in Austin, Texas when I was 10. I remember it being so serious and intense and I loved it, especially the winning part," Prescod wrote.

Prescod fences for the Peter Westbrook Foundation during national events and Team USA during international competition.

*continued on page 19*

## Girls' Soccer

### With a New Coach and a New Division, Mimbas Set High Hopes



The Mimbas, Stuyvesant's girls soccer team, are ready for a chance to avenge last season's playoff loss.

By SAMUEL RABKIN

Two goals allowed. That was all Stuyvesant's girls' varsity soccer team, the Mimbas, gave up in their entire regular season last year, as they won all eleven of their games. The Mimbas soared into the playoffs, received a first round bye, and then shut out their opponent, Susan Wagner, 1-0 in the second round. However, Stuyvesant's hopes for a

dream season were then abruptly cut short, as the Mimbas fell 3-0 to their rival, the Beacon Blue Demons 3-0, in the quarterfinals. The Blue Demons would go on to win the city championship while Stuyvesant was sent home early, looking to avenge their loss the following season.

The Mimbas now have a chance to do so. As they enter the season, senior and captain Morgan Browning looks to lead a

balanced and experienced group to the playoffs and possibly to the city championship. To help lead the team on their way to accomplishing this goal, the Mimbas have four returning players who all scored five or more goals last season.

In addition, Stuyvesant will be helped this year by a great deal of veteran leadership. There

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