



The Spectator

The Stuyvesant High School Newspaper

*"The Pulse
of the
Student
Body"*

Volume C No. 17

June 4, 2010

stuspectator.com

Amid Budget Shortfalls, a Glimmer of Hope

By GAVIN HUANG

Stuyvesant's budget for the 2010-2011 school year is still unknown, thanks to the continuing legislative squabble in Albany. Cuts are almost certain, if not expected. With the school's budget slated to face the chopping block next year, news that the school qualified for Title I funding next year was welcomed. However, without a final budget from the city and state, how Principal Stanley Teitel plans to spend the money is still up in the air.

"More trips to Europe perhaps. A new car would be nice," Teitel joked. "The truth is, I don't know. Until we know how much is in the pot, I can't make any decisions."

The school has never received Title I funding before. Under the Elementary and Secondary Education Act of 1965, schools with a high percentage of low-income students qualify for federal (Title I) funding from the United States Department of Education (USDOE). Initially, 60 percent of students in a school had to qualify for free or reduced lunch for the school to receive Title I funds. After Congress's passage of the American Recovery and Reinvest-

ment Act (ARRA) of 2009, commonly referred to as "the Stimulus Bill," 10 billion dollars were appropriated for Title I funding. As of Tuesday, June 1, New York State has received 907,152,149 dollars in Title I funds.

This availability of stimulus money allowed the New York City Department of Education (NYCDOE) to lower the qualification requirement from 60 percent of the student body receiving free or reduced lunch to 40 percent. One of the earlier beneficiaries of the program, Brooklyn Technical High School, received 3,596,329 dollars for the 2009-2010 year, which made up "a bulk of [their] funding," according to their Title I breakdown report. With 2,491 out of 4,631 students, or 53.8 percent, qualifying for free or reduced lunch by October 31, 2008, Brooklyn Technical High School was able to take advantage of the two-year ARRA program early.

After Teitel learned of the change in requirements from Brooklyn Technical High School Principal Randy Asher, the administration began a vigorous public relations campaign to en-

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Mayor to Eliminate Teacher Pay Raise to Avoid Layoffs

By EMMA LICHTENSTEIN
with additional reporting by
ALLIE BURNS

To cope with the loss of state funding for education, Mayor Michael Bloomberg had originally proposed the citywide layoffs of 4,419 public school teachers. However, he announced his plan to repeal this proposal on Wednesday, June 2, and instead do away with across-the-board two percent pay raises scheduled for the next two years for teachers and principals. Forgoing the raises would save the city 400 million dollars in the next year school year.

Negotiations regarding the state's spending plan had begun in April 2010 in response to a loss of 1.3 billion dollars in state aid. Governor David Paterson then proposed a 750 million dollar cut to educational aid. In May, Bloomberg presented a 62.9 billion dollar budget for the fiscal year, which would have cut nearly 3.6 percent of the city's workforce, including the potential firing of 4,419 public school teachers and the loss of about 2,000 more through attrition.

In a statement to reporters regarding his recent decision

to eliminate pay raises instead, Bloomberg said, "When it came to a choice between teacher raises or laying off teachers, I have chosen to protect our children and their futures. While other towns and cities around the country are closing schools and laying off teachers, our administration is determined to do everything possible to keep our teachers where we need them: in the classroom. This was not an ideal decision, and it certainly does not solve all of our budget issues."

The city charter and state law require both the mayor and the city council to approve a finalized budget by Wednesday, June 30, although nothing has been finalized to date.

United Federation of Teachers (UFT) President Michael Mulgrew said in a UFT press release that "the Mayor and I have agreed to go together to Albany and Washington in the near future to lobby for new resources to prevent devastating budget cuts to our schools, our classrooms, and the communities we serve."

"Everyone feels there

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Opinions

Article on page 14.

Stuyvesant's Policy on Delinquency: Who's Dumb Now?

Ex-senior Wes Schierenbeck on delinquency.



Article on page 18.

Summer Book Recommendations: Teachers' Picks

Want to know what your teachers do over the summer?
That's right: read books.

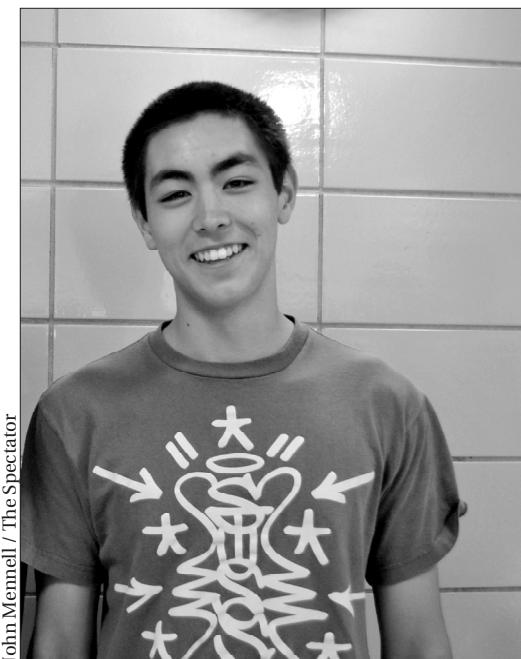
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Arts & Entertainment

SU Elections 2010



Courtesy of Emily Martin



John Mennell / The Spectator

Junior Oren Buksman and junior Kieji Drysdale vie for Student Union Presidency, to be determined by the General Elections on Tuesday, June 8.

**More election coverage on pages 8 and 9.
For endorsements, turn to page 12.**

Alumni Association Undergoing Reform

By MOHAMMAD HOSSAIN

The Stuyvesant Alumni Association is reviewing a proposal to create a new, broader reaching organization—the Stuyvesant Alumni Foundation—through a merger with the Campaign for Stuyvesant and Friends of Stuy organizations. The proposed Alumni Foundation will seek to raise funds more efficiently for the school community. The merger is slated to be completed in the coming months.

Currently, the three groups involved in the potential merger play similar roles in providing funding to the school. The Alumni Association is comprised solely of alumni and raises funds for the school while administering grant money for individual clubs and students. It also plays an active role in the school's administration, sending a representative to the monthly School Leadership Team meetings. Campaign for Stuyvesant, headed by alumni, and the Friends of Stuy, which is led by Stuyvesant parents, teachers and alumni, only raise funds for the school in general.

The merger was first proposed in the September 2009 alumni newsletter. To facilitate the process, the three organizations have created a unity board, which is working on a Memo of Understanding, to finalize de-

tails of the merger. The memo details how the new foundation would function. The unity board includes three members from each of the current boards of directors for the three groups involved.

Principal Stanley Teitel discussed the proposal in his column in the March alumni newsletter. He stressed the need for cooperation between the groups for the good of the Stuyvesant community. "When people are trying to donate to the school, they don't know who to donate to," Teitel said.

Parent Coordinator Harvey Blumm agreed. "Stuyvesant is a big school and we need a lot of money," he said. "We need them [Friends of Stuy, Alumni Association and Campaign for Stuyvesant] all working together as one big happy family."

According to Alumni Association President Evelyn Krejci ('76), the motivation for the merger stems from the confusion created by three different organizations working towards the same goal.

"When people try to donate to the school, they don't know who to donate to and may end up donating less than they would have," she said.

However, there are alumni who do not wish to see the merger come into effect. John Kwok ('78), a former Board member of the Alumni Association, con-

tacted Teitel and Krejci with complaints and posted several of his emails on Facebook. In these emails, Kwok cites problems with the dissolution of the Alumni Association, potential accountability issues with the new organization and conflict of interests between the groups involved.

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News

LED Sign Installed in Bridge Entrance

"Congratulations to Principal Stanley Teitel, winner of the Nobel Prize in Physics," displayed the new LED display electronic sign, installed on the second floor bridge entrance. Puzzled students walked by as Technology Coordinator Edward Wong, who had installed the sign the night before, on Monday, May 21, enjoyed the response to his joke message.

The sign, which is used to display messages varying from important dates to congratulatory messages to sports teams, was installed so administrators could inform students about important school current events.

"It's our way of communicating to the student body," Wong said. "Since you guys never listen to us, maybe this new sign will catch your attention."

The administration and Wong first contemplated the idea of having such a sign five years ago, but did not purchase one due to budgetary constraints. "Back then, an LED sign would cost us 4,000 dollars and it was an unrealistic dream," Wong said. "But now we got one for 800 dollars, which is a lot cheaper than people think."

According to Wong, the school could have afforded the sign much earlier if constant technological repairs did not drain the school's budget. "We annually spend 12,000 to 15,000 dollars on repairing and fixing computers. We wouldn't have to spend all that money if the entire student population didn't find it necessary to break all the computers. We could've purchased 40 more of these signs," Wong said.

Currently, Wong is the only person who inputs messages into the sign but he said anyone could potentially put in the messages.

Students had mixed responses to the installation of the sign.

"The sign is nice and attractive," sophomore Dennis Kan said. "Not only is it informative, it brightens up the school and makes it more cheery."

Junior Austin Jao disagreed. "I mean sure, I can see if it's an A or B gym day after waiting a full minute," Jao said. "[But] we didn't even need it in the first place."

Economics Students Tour Stock Exchange

Seniors Owen Duffy and Evan Smith toured the New York Stock Exchange (NYSE) on Friday, April 30. They, along with numerous other Challenge participants from the New York/New Jersey/Connecticut area, were invited on the tour after receiving perfect scores on the National Financial Capability Challenge (NFCC).

All students enrolled in AP Microeconomics (H81X) were required to take the National Financial Capability Challenge (NFCC) on Friday, April 9. The online half-hour exam tests general knowledge about personal finance, and its purpose is to promote financial literacy among high school students. It was first released by the Department of the Treasury and the Department of Education in December 2009.

Nationwide, around 70,000 students in the age range of 13 to 19 took this test, but only 524 managed to get perfect scores.

"Financial education is a critical component of a well-rounded education," Deputy Chief of Staff at the U.S. Department of Education Matt Yale said in the U.S. Department of the Treasury article "Top-Scoring National Financial Capability Challenge Students Ring the Closing Bell® at the NYSE," published on Friday, April 30. "Teaching students vital concepts such as saving and investing will benefit them for the rest of their lives."

This is the first year that Stuyvesant has participated in the NFCC. Students did little to prepare for the exam because it was not counted as part of their grade. "In terms of preparation, for me it was nonexistent," Duffy said.

AP Microeconomics teacher Clarissa Bushman, who also attended the tour, was very impressed with the results. Of the 98 Stuyvesant students that took the exam, 59 scored in the top 20 percent and five received perfect scores.

"I actually meant to use the NFCC as a pre-test, and the students did very, very well," Bushman said. "I'm very proud of them."

Students were brought to the Euronext boardroom, where they were introduced to officials from the NYSE, the Department of Treasury and the Department of Edu-

News in Brief

cation, such as Deputy Assistant Secretary for Financial Education and Financial Access at the U.S. Department of Treasury Michelle Greene and Chief Operating Officer of NYSE Euronext. In addition, they were taken to the trading floor, where they were guided by brokers or designated market makers.

Smith and Duffy were paired with a broker from JP Morgan Chase. He explained how trades were done on the floor and answered questions about the details of the trading process. After their tour, the students participated in a game of Jeopardy, in which Greene quizzed them on what they learned during the tour. Students then returned to the trading floor, where they were allowed to ring the Closing Bell, which marked the close of the market for the day.

"The trip to the stock exchange was quite amazing," Bushman said.

Students felt that the tour was very interesting and an important step by the government. "There was a representative from the education dept who said that the first step towards making the next recovery is making sure that people understand finance so they don't take out bad loans. A part of the administration's prevention plan is education, and this was a big part of that," Smith said in an e-mail interview.

Five Students attend ISEF Fair in San Jose

Five Stuyvesant students participated in the Intel International Science and Engineering Fair (ISEF) held from Sunday, May 9, to Friday, May 14, at the San Jose Convention Center in San Jose, California.

The individual projects of seniors Katrina Koon, Jack Greisman, Andrei Nagornyi and Yevgeniy Rudoy, and the group project of junior Stephanie Chen, who worked with two juniors from Francis Lewis High School, were among the sixteen student projects chosen to represent New York City at the fair.

Over the five days of the fair, students participated in numerous events, including student mixers and pin exchanges, in which contestants exchanged decorative pins representing their countries of origin. However, the fair's two main events were the Grand Awards Ceremony and the Special Awards Ceremony. During

the ceremonies, select individuals received monetary prizes for their projects. All five participants from Stuyvesant won awards.

For her project, "Evaluation of Antibacterial and Anti-cancer Properties of Capnella imbricata Extracts," Koon received the third place award in the Cell and Molecular Biology category, worth 1000 dollars.

Greisman received a 250 dollar award from the American Society for Microbiology for his project, which was based on the process of sporulation. "It was definitely interesting to see what other people outside of the United States were working on," Greisman said. Examples of international projects ranged from a study of ways to trap the invasive coconut rhinoceros beetle to the effects of dragline silk on the jumping performance of the jumping spider (*Hasarius adansonii*).

Nagornyi won two awards, each worth 1000 dollars, for his project, which focused on finding ways to help a computer classify galaxies.

Rudoy's project on transcendental numbers took fourth place and a prize of 500 dollars in the fair's Mathematics category.

"Everyone [the participants] had their quirks and habits, but they just made those days awesome for me," Chen said. Her group project on hominid migration took the third place of 1000 dollars in the Team Grand Awards.

Mazzurco Accepted into Summer Creative Writing Seminar

English teacher Rosa Mazzurco was accepted into the Summer Seminars for Middle and High School Teachers at the Cullman Center Institute for Teachers at The New York Public Library.

She will participate in a seminar titled "Imaginary Worlds: A Creative Writing Workshop," one of three seminars offered in the program.

According to the Web site of the New York Public Library, during the seminar, which will last from Monday, July 26, to Friday, July 30, "workshop [participants] will build a colorful, imaginary world from the ground up, populate it with local citizenry and rigorously invent its history, conventions and vernacular." Participants will study the works of Franz Kafka, Italo Calvino

and Junot Diaz, among others. The seminar will be led by published author Karen Russell, who has written a short story collection and novel and whose pieces frequently appear in *The New Yorker*.

To be considered for the program, prospective participants must submit an application and two colleague recommendations.

"The reason I was attracted to this specific seminar was because of the title," Mazzurco said. "We focus on specific writers and how they, for instance, create character, create setting."

Three Students Receive First Place in National Japanese Exam

The scores of freshman Margaret Como and sophomores Joseph Frankel and Bobby Zhou on the National Japanese Examination, administered on Monday, March 15, ranked first place in the country, with each getting 55 out of 56 questions correct on the exam.

Thirty Stuyvesant students took the exam. Eighteen of the 30 students scored in the 90th percentile or higher. Three students' scores ranked in the 98th percentile, earning each of the students a certificate of achievement.

The test consists completely of multiple choice questions divided into a reading comprehension section and listening section.

To prepare students for the exam, Japanese teacher Chie Helinski distributed review sheets that tested vocabulary and grammar that she thought might potentially appear on the exam.

"Every day we are told to study for thirty minutes and do the assigned homework," sophomore Shahed Haque said. "Just by doing this, I was prepared for the test."

Sophomore Joseph Frankel agreed. "Throughout the two years, she's been holding us to a high standard and it's been a lot of work. Everyone in the class worked very hard and put a lot of effort into the class," Frankel said. "It's the program and teacher that has made all the difference."

Helinski was proud of her students for doing well on the exam. "I was happy to see that many students were motivated to take the exam on their own and ended up with great results," she said.

Speech and Debate Team Performs Well in Omaha

By MAYA AVERBUCH

The Stuyvesant Speech and Debate team had numerous finalists at the Catholic Forensic League (CFL) Grand National Tournament, which took place in Omaha, Nebraska during the weekend of Saturday, May 29.

According to Speech and Debate team President Claire Littlefield, the team was one of the strongest at the competition. "We have strong entries across the board, as oppose to some teams that are really good at speech or just really good at debate," Littlefield said. "All of our team members performed incredibly well and most of them got recognized for how good they are, so we were really happy with how well we did."

Of the 23 students that qualified for the competition, twelve students placed in the competition's various categories. Sophomore Kristina Mani was an octo-finalist in Declamation, senior Valeriya Tsitron placed fifth in Dramatic Performance, junior Omika Jikaria placed fifth in Oral Interpretation and senior Singha Hon was an octo-finalist in Oral Interpretation. Senior Kashyap Rajagopal was an octo-finalist in Original Oratory, senior Joseph Puma was a finalist in Student

Congress, junior Edwin Yung was a semi-finalist in Student Congress, and Littlefield was a quarter-finalist in Extemporaneous Speech. The team of seniors Anna Gordan and Sandesh Kataria, and the team of junior Daniel Frankel and senior Andrew Huang were double-octofinalists in Policy Debate.

"Based on how many people we had in out-rounds, we were certainly one of the stronger teams there," said Littlefield, who suspects the team placed in the top ten overall. However, overall team placements are not formally announced.

Littlefield feels the team did so well because they had the largest number of qualifiers they have had in years, and because of the team's cohesiveness.

"I have competitors who were going home at the end of the day and sleeping in a hotel room by themselves because they were the only team member who qualified," Littlefield said. "We warm-up together, we spend the night together, we have fun together, and it makes it feel like we're at home when we're at tournaments, which makes us that much more comfortable and that much more able to do well."

Littlefield also attributes the



Members of the speech and debate team prepare for nationals.

team's excellent performance to the support of their coaches.

"We have coaches who are really dedicated to working with us and making sure that we do our best and that we have all the resources that are at our disposal

to stand out among the competition," she said.

The 11 team members who qualified for the National Forensic League National Tournament, which will take place from Sunday, June 13 to Friday, June

18, are currently preparing.

However, Littlefield said the CFL Grand National Tournament was "the last big push and it was a really great way to end a great season."

Random House Inc. Creative Writing Competition Recognizes Seven Stuyvesant Seniors

By ANIKA RASTGIR

The Random House Inc. Creative Writing Competition for New York City Public High School Seniors awarded seniors Singha Hon one of four first-place 10,000 dollar scholarships, Vivian Tseng one of 20 Best of Borough 1,000 dollar scholarships and Emma Dries one of 15 Artist Recognition 500 dollar awards. The competition also recognized seniors Julia Chen, Clio Contogenis, Danielle Oberdier and Emma Ziegellaub-Eichler as four of 75 seniors to win Honorable Mention Creativity Kits.

The large number of students recognized from Stuyvesant is not uncommon. "Stuyvesant usually has someone who ranks high in the competition," English teacher Emily Moore said.

According to the Random House Inc. Web site, the competition "recognizes the unique vision and voices of New York City high school seniors with scholarship awards. The Competition further supports student writers throughout the writing process with in-school programs and teacher training." Seniors may submit a literary piece of one of four categories: poetry/spoken word, fiction/drama, personal essay/memoir and graphic novel.

Most of the Stuyvesant students who entered the competition heard about it from their English teachers and submitted assignments that they had written in class.

Hon received the first place award, which is given to four entries citywide, one from each category, for her poem "Ode to Anna May Wong: A Half-Asian's List of Demands." She wrote and revised the poem for Moore's Poetry Workshop class (E7PW).

Moore suggested to Hon that she submit the poem for consideration in the competition.

"Singha's poem is a great example of a piece that was worked on and appreciated by classmates and a valid piece to submit to the [Creative Writing Competition]," Moore said.

"It is great to get feedback from another group who can judge [the literary pieces.] [It] shows if you are moving in the right direction."
—Emma Dries, senior

Hon's poem is about the first Asian-American actress Anna May Wong who "was able to do so much despite facing racism," Hon said.

"Anna May Wong was Asian, a woman and an actress. She was seen as the "other" and was not really accepted," Hon said. "I can relate to feeling like half of something as someone half Asian."

Moore likes the identity and politics side to Hon's poem. "It was a new take on a performance piece," Moore said. "[It] is a poem about an Asian American written by an Asian Ameri-

can talking about the problems with an earlier generation."

Tseng received a Best of Borough award, which is given to one entry of any category from applicants from each borough, for her memoir "Dandelions." The memoir is about her father, family problems throughout her childhood and her emotional development.

She wrote this piece as an assignment for her Advanced Placement English Literature and Composition: Great Books (E73X) class. Her English teacher Holly Weiss encouraged students in her class to apply. According to Tseng, her English courses at Stuyvesant have helped her cross new boundaries with her writing. "I opened up and my writing got more personal," Tseng said. "I was happy with how my pieces were turning out."

Dries received an Artist Recognition award, which is given to three entries of any category from applicants from each borough, for her Fiction/Drama submission "Desecration." The short story is about a girl who fails her Medical College Admission Test (MCAT) after her brother passes away, and delves into the girl's understanding and battle with psychology and religion.

Dries decided to enter the competition after hearing about it from a family friend and from Weiss. Dries wrote "Desecration" as an assignment for her Great Books class for which students wrote a piece using the writing style and structure of Virginia Woolf's "Mrs. Dalloway." Weiss recommended Dries to use her piece for the competition.

Dries also used "Desecration" for other writing competitions. She submitted a Creative Non-Fiction portfolio to the

national YoungArts 2010 competition and received honorable mention. She submitted the piece to The Scholastic Art & Writing Awards of 2010 and won a Gold Key award, which is the highest level regional award given.

"The work we do in English class is relevant, interesting and important. Every senior should submit their pieces [to the Creative Writing Competition]. It's an opportunity to [win] awards and to be recognized for your writing."
—Emily Moore, English teacher.

borough. They heard about the competition from their English teacher Eric Grossman in their Great Books class.

Grossman believes that they are talented writers and have demonstrated their ability in class assignments. "Every piece that [Contogenis and Chen] have submitted has been stellar," Grossman said.

Chen's memoir "Two Fists" is about her parents struggle in America and their struggle raising her and her sister. She decided to submit her piece because "[The Creative Writing Competition] is a prestigious competition and I wanted to see how it would go," Chen said.

Contogenis's memoir "Mary Ellen, Nana Mary" is about her grandmother who died recently.

"Before my grandmother died she had anxiety issues. I felt contemptuous about them at first, but that changed after she died," Contogenis said. "My grandmother died the weekend the assignment was due and that was all I could think about."

Contogenis also submitted the memoir to The Scholastic Art & Writing Awards of 2010 and won a Gold Key award.

"I had a story I really liked and it is a good idea to get my story out there and get recognition," said Contogenis, explaining her reason for submitting her memoir to the competitions.

Oberdier received an honorable mention award for her poem "The Connection." Ziegellaub-Eichler also received an honorable mention award for her entry in the fiction/drama category, "Dollhouse."

"Every senior should submit their pieces [to the Creative Writing Competition]" Moore said. "It's an opportunity to [win] awards and to be recognized for your writing."

Ode to Anna May Wong: A Half-Asian's List of Demands

By SINGHA HON

Since I was little I've been looking for women that I could pretend to be,
You know, women who looked a little more like me since it was always hard to find my features on the face of my mother, or my father,
But the only problem has been that all the women I ever saw and ever seem to see in magazines or in movies don't seem to have anything at all in common with me—
Because I've been watching closely and all I see are checked off boxes
And sit-com stereotypes that don't expand to fit real people
And I just keep coming back to you,
Anna.

You were the pearl-mouthed, smoky-eyed, Asian sex Siamese cat
Purring on the cusp of silent films. Black and white movies Turned your cheekbones into defiant mountains of grayscale glory;
Your short-cropped bangs an aura of black and white
But black and white didn't fit you, neither black or white—
Luise Rainer stole your role from

you, because two gray faces can't really kiss on screen if they happen to have

Different shaped noses and eyes—tell me, oh Hollywood gods, what's the point of yellow-faced actors on film that isn't supposed to show color?

You were the enduring martyr, the daughter of a seamstress and a launderer—never mind the glass ceiling you burst through the rafters of Chinatown and headed to Hollywood
With your suitcase packed with dreams and fresh pressed silk dresses
Only to find that America's Royalty was ashamed
Of finding you so sexy and alluring.

So they put you on display like an exotic bird, and glued you down
With feathers and fanfare.
They made you Lilith.
They made you the dragon's daughter.
They made you communist China.
They turned your beautiful body into an exotic erotic warning.
Miscegenation laws barred you into place and locked your lips together in a country where
A black man could still get shot

through the head and thrown into the Tallahatchie River
Just for looking at a white woman the wrong way.

And nobody wanted to see your full Asian lips
Kissing anybody that wasn't Asian on the big screen.

So they bound your feet, after a fashion, and you were forced to totter around like Mammy, Like Liat from South Pacific, Like Lane Kim on Gilmore girls and every single best-friend Brenda Song on TV out there—
The best supporting actress holding up the neon lights to someone else's life,

Shunted to the side because you didn't fit the cookie cutter stereotype.
I watch the TV, Anna, and things haven't changed.

You went home,
To the country your country told you must be home
Because you always felt out of place here.
But they hated you and could not understand your betrayal—
Portrayal of the Asian as a slit-eyed, yellow-bellied rat bastard coward cheat thief
Your mouth was filled with apologies because all you ever wanted to do was act.
You were the erotic goddess,

Who taught men that we are not demure, little, cats,
But still your feet were shoved into smaller shoes and roles,
The servant, the best friend, the maid, the cook, the masseuse, the whore.
How they wronged you, Anna.

My friends say I've been watching the TV too closely but I'm counting the number of kisses that in full color HD are more than black on black or yellow on yellow or white on white because nothings changed since the days you were wronged, Anna.

My flushed cheekbones are brushed with war paint, dark black bangs shadowing
Angry, smoking, defiant kitten eyes.

Still wondering if I can fit in this country that keeps
Trying to get me to define my race as 'OTHER' and I know something's gotta change.
Because it's hard to walk with feet bound by miscegenation,
With a back broken by burnt tea and racism,
And I can't take this confusion; these publicly accepted
Misconceptions about who I am and how I'm supposed to act,
Because I know how this got started and I want to go back,

Anna, I want you to stand up
And kiss Ramon Navarro full on the mouth like you were never allowed to;
I want you to slap Gilda Gray in the face, and bend back Marlene Dietrich's arm until she admits that you were always the better actress.

I want you to burn Hollywood's supply of false Asian eyes and Manchu braids

And I want you to smash Luise Rainer's Oscar for Best Actress that she got after wearing yellow face in The Good Earth, beneath your strong powerful feet and feel the glass crunching between your toes.

I gotta break the cycle, Anna.
I don't want to be America's next
Cho Chang,
Lucy Lui,
Wendy Woo homecoming warrior

Or fill in the blank math tutor who is secretly a nymphomaniac and would like nothing more than to please you.

In the end after I'm done sorting through boxes of kimonos and exotic erotic fantasies,
The only Asian woman with a life I want to redo, is you, Anna.

News

Students Compete in Business Plan Competition

By YANA AZOVA

Stuyvesant's Young Entrepreneurs Association (YEA) sent one team, (ebinders)², to the final round of the Junior Achievement New York Business (JANY) Plan Competition, held on Friday, May 28 at the NASDAQ OMX stock market building. Roughly 700 students from across New York State competed this year in the competition's preliminary stages, seven teams of which were from Stuyvesant. Only six teams overall (including (ebinders)²) progressed to the competition's final round.

"We needed to present why our product is different from other products currently in the market."
—Devon Khan, junior

Teams participating in the competition were asked to invent a hypothetical product that would be feasible to produce in the real world. The teams were then

asked to develop marketing strategies and analyze the costs of advertising their products. Team (ebinders)² consisted of junior Devon Khan (Chief Financial Officer), senior Nicholas Tantisuj-jatham (Chief Executive Officer), Senior Jennifer Yue (Chief Management Officer), and Sophomore Sam Levine (Chief Operating Officer).

According to Khan, "we needed to present why our product is different from other products currently in the market, how we would sell it, who our primary consumers would be and what costs would go into creating this product," he said. Their product was the ebinder, an electronic binder with the ability to store all of a student's hardcover academic textbooks in a computer file.

After presenting their product to a panel of judges with the aid of a comprehensive slide show, the team had to answer questions pertaining to the invention's financial specifications. Every member of the first place winning team from W.T. Clarke High School in Salisbury, New York received \$3000 in scholarship money as well as an AT&T iPhone. Members of the second place team from The Bronx High School of Science each got 2000 dollars in scholarships and those on the third place team from the High School of Hospitality Management earned \$1000 in scholarship money. Their products were, respectively, a longer-lasting

carbon-fiber panty hose, an online search engine dedicated to finding gifts, and a "Myshopper Pro," which could aid shoppers in finding exactly what they needed and where to it. Team (ebinders)² did not finish in the top three.

"I'm very proud of how far the team got. I've seen how much work they put into this and the fact that they got to the final round is very impressive."

—Joanna Gustek, junior and president of YEA

Junior and President of YEA, Joanna Gustek, was pleased with the team's performance. "I'm very proud of how far the team got. I've seen how much work they put into this and the fact that they got to the final round is very impressive."

By SANDY CHAN

Guidance Counselor Jeremy Wang is currently in the process of creating a Chinese newsletter called "In Other Words" or 换言之, which will be written entirely in either simplified or traditional Chinese. Wang hopes it will foster an environment in which the over 40 percent of Stuyvesant students of Chinese descent will be able to practice their Chinese and get in touch with their heritage.

The four-page newsletter will dedicate the first page to news about the school budget, new school personnel, school occurrences and events in New York City, Chinatown and Flushing. The next two pages will focus on Chinese language, culture and history, and will be written in the form of features, humor, cartoons, entertainment and letters from students and parents.

Wang is very open to ideas about what to include. "It can be a collection of students' writings or even an in-class essay. You can also write something about Chinese history or Chinese idioms," he said.

The bimonthly newsletter will be written by students fluent in the Chinese language who volunteer their time, and edited by three editors elected by staff members. It will be distributed to students by the school entrance and mailed to parents who have made financial contributions towards the newsletter.

"I sincerely hope that Chinese heritage students will be more involved in school," Wang said. He hopes the newsletter will

A Chinese Voice

inspire them to become more involved in the Chinese community and participate more in the cultural events at Stuyvesant.

Some students agreed

"I sincerely hope that Chinese heritage students will be more involved in school."
—Jeremy Wang, guidance counselor

help Chinese parents, some of who have limited English language skills, become more involved in their children's schooling.

"There are many Chinese students whose parents can't read English, so sending Chinese newsletters will make them more aware of what goes on in Stuyvesant," junior Catherine Chung said. "This newsletter will let them know about events they might miss because they don't even know about it, and their child does not tell them about it."

Wang has been planning the details of the Chinese newsletter for the last two years, but only started actively garnering support from staff and students this year. According to Wang, Chinese teachers Carl Tan, Fan Guan and Ching Yun Yang, Assistant Principal Foreign Languages Arlene Ubieto and Principal Stanley Teitel are all highly supportive of the newsletter.

"Although there are many Chinese students here at Stuyvesant, they are born in America and don't know about Chinese culture. The newsletter will introduce these topics. The newsletter will also provide communication between the teachers, students and parents," Guan said.

Wang has visited the majority of the Chinese language classes this year to raise awareness about "In Other Words" and to recruit potential interested students.

Using funding provided by the Parents' Association, he hopes to publish the first issue of the newsletter in September.

is hard for anyone to come in to a single day and create a different set of expectations," Grossman said.

Assistant Principal Technology Edward Wong feels that the class is useful for students, no matter how little they appreciate it. "An analogy: A parent says to a teenager you can do this, and not that. You must focus only on studying. The teenager probably won't like this plan. Likewise, some of the students enrolled were not happy with the class," Wong said. "Yet, we have a structure, we have a time, we have school personnel working with them [the students]. We spend our time, energy and expertise."

"The bottom line hope that we had was to help the students [enrolled] to perform academically as successful students at Stuyvesant," Wong said.

However, it is uncertain whether the class will even be able to continue due to budgeting concerns. "Since this inquiry team is funded by the NYC DOE it was earmarked for special funding, and the fund was not used for anything else," Wong said. "Next year, due to budget cuts, no one knows if the class will continue."

Accelerated Studies Class Faces Difficulties

By BRIAN KIM
with additional reporting by DEVON VARRICHIONE

Accelerated Studies (GY2)—a course started in the spring semester of 2010 to help freshmen who had poor middle school grades develop good study habits—has struggled to fulfill its mandate. Intended to provide a structured environment for study, with lessons from various teachers and Assistant Principals, as well as tutorials from ARISTA students, the class has suffered from a lack of focus.

"During the presentations, no one pays attention," said freshman Daniel Lee, who is in the Accelerated Studies course. "It feels like a waste of my time. I could just be going home since I [would] have tenth period free."

Freshmen who received two or more 85's or lower on their middle school transcripts in any given class were required to take the course. About 30 students are currently enrolled in the course.

The school's Inquiry Team, a three-year old group of teachers taking part in the New York City Department of Education's (NYC DOE) Children First Intensive Program, spearheads the Accelerated Studies course. Members

of the Inquiry Team attempt to ensure that students who show the greatest potential for falling behind at Stuyvesant do not do so.

"Intelligence is never a problem," guidance counselor and Inquiry Team member Jeremy Wang. "It's all a matter of study habits and determination. And we're here to help these kids develop these skills so they can succeed throughout their educational career."

Assistant Principal English Eric Grossman discussed "what it takes to be a successful English student" with the class, but said it was sometimes difficult to hold their attention. "Most of the students were not receptive to being engaged to a serious discussion," Grossman said.

In addition, ARISTA tutors are supposed to work with students on their problem areas. However, the attendance of these ARISTA volunteers has fluctuated greatly throughout the course of the semester.

"Sometimes, we have all the volunteers come, sometimes we have one, sometimes, none," Wang said.

"I sent out progress reports for mentors to fill out about how the program was going," senior

and former Co-Vice President of Tutoring Shirley Xu. "As time progressed the mentors and the students stopped being in contact."

According to Xu, the setup was problematic from the start because very few ARISTA members were able to attend the class during ninth period. "Only three to five people were able to come ninth period. And the situation was bothersome to the students who came because there were far more tutees than tutors."

Xu suggested that ARISTA members and Big Sibs should help students, but outside of the classroom. "An afterschool program should be instituted where the freshmen are mandated to come and work with the tutors. ARISTA should cooperate with the Big Sibs, who can help with freshman in their own home-room," she said.

"These students are volunteers, we can't force them to come. Obviously they are extremely busy being that they are juniors and seniors, but that's not to say it concerns us in regard to the students we are trying to help out," Wang said.

To give students individual help, once a week SPARK counselor Angel Colon takes approxi-

mately one-third of the class with him into the SPARK office and helps them with their studies.

"The students really seem to like Mr. Colon," Accelerated Studies and Korean teacher Jisun Lee said. "They seem to respond very positively to him."

To ensure that students do not fall behind in their classes, they are required to take notes and create study guides that guidance counselor Jay Bigelson checks every Monday.

Since there is obviously a lack of specific material to be graded on, the final grade on this course is based upon attendance, completion of a study skills packet that students received at the beginning of the term and a final project that will be given to the students at the end of the term.

This course still does not have any credit amount, although it has been proposed to Principal Stanley Tietel that this course will count as 0.2 credits, compared to the 0.5 credits for physical education and the 1.0 credit that virtually every other course provides.

There is debate over whether the class is useful enough to be continued next year.

"My sense is that unless a class has a clear sense of purpose and clearly established procedures, it

News

Amid Budget Shortfalls, a Glimmer of Hope

continued from page 1

courage parents to submit their lunch applications by the end of 2009 and reach the 40 percent threshold. In October 2009, two months before the December 31 deadline, the school was "hovering at around 37 percent," Teitel said.

"Once we learned about the change, we had to be creative in our outreach," said Parent Coordinator Harvey Blumm, who helped spearhead the campaign. "We made phone calls to parents. We now have two listservs to reach out to parents through email."

The administration also made efforts to reach out to non-English speaking families by having school aides Andrew Wong and Sung Kang call parents in Mandarin Chinese and Korean, respectively, as well as taking out advertisements in Chinese language newspapers, which offered ad space to the school for free.

The efforts seem to have worked. With 42 percent of students at Stuyvesant qualifying for free or reduced lunch, the school is set to receive an estimated 1.5 million dollars. The value is determined by population, much like the qualification process. Brooklyn Tech, because of its larger population and larger percentage of low-income students, received a per student allocation of 1,444 dollars.

"It will be a significant part of our budget," Teitel said.

Precisely how significant a part is still in question. In the 2009-2010 school year, Stuyvesant received 17,541,870 dollars total from the city and state, though figures will most likely be lower for next year. Last year, Teitel received the budget in May, but this year, the state's budget deficit has stalled the process. Federal guidelines require that Title I funds "supplement not supplant" city or state tax dollars, meaning the money may not go to programs that are funded by the city and state, such as required Regents courses, though principals can get around the rule by proving that the program would have been eliminated in the absence of federal funds.

The guidelines and priorities outlined in ARRA regarding how the Title I funds may be used are "adopting rigorous college and career ready standards and high quality assessments, establishing data systems and using data for improvement, increasing teacher effectiveness, turning around the lowest-performing schools and improving results for all students." Programs that fall into these categories may include increasing the number of Advanced Placement courses, adding new teachers to reduce class size, or establishing a reliable teacher evaluation system, according to a school allocation memorandum sent to school principals by the

NYCDOE in May 2009.

"It will help if the money goes to help save things like electives," Student Union President Paul Lee said.

The school can either spend Title I funds through a school-wide program or a targeted assistance program. A school-wide program would use the money to improve the school as a whole while a targeted assistance program would identify students most at risk of failing and fund programs catered towards that section of the population. In a proposal submitted to the USDOE on Thursday, May 27, Teitel indicated that the school had opted for a school-wide program after an overwhelming majority in the Parents' Association and the United Federation of Teachers chapter voted for the option.

"[A targeted assistance program] doesn't allow consulting," Teitel said. "It stifles us."

The ARRA program is slated to end in September 2011. Without the stimulus money, the requirement will likely be reset to the 60 percent threshold for the 2011-2012 school year. In order for Stuyvesant to continue receiving Title I funds past the 2010-2011 school year, it will need to have 60 percent of its students qualify for free or reduced lunch by October 31, 2010. That, Teitel acknowledges, may not be possible.

Alumni Association Undergoing Reform

continued from page 1

grows, the board may change as time passes," Krejci said.

Despite citing concerns regarding the past actions of the Campaign for Stuyvesant, Kwok believes that a merger between the Alumni Association and the Campaign for Stuyvesant would be beneficial, but not necessary. "The time and costs associated in establishing a Stuyvesant Alumni Foundation might have been spent more wisely in en-

suring that both the Alumni Association and the Campaign for Stuyvesant become truly democratic alumni organizations [...] and that the savings from not having such a merger would be spent instead on those who truly need it, both Stuyvesant High School and its students" Kwok said.

Representatives from the Campaign for Stuyvesant and the Friends of Stuyvesant organization were unable to be reached for comment.

Mayor to Eliminate Teacher Pay Raise to Avoid Layoffs

continued from page 1

should be advocacy up in Albany to restore whatever cuts have occurred," Principal Stanley Teitel said. "The state is

having budget problems, and it needs to tighten its belt a bit. Nobody likes a budget cut, but sometimes there is no choice."

Teachers in the Stuyvesant community understand Bloomberg's actions. "I understand that there may not be a pay raise, if it prevents people

from being laid off," drafting teacher James Lonardo said. "I am okay with that, just as long as the next time [legislators] realize that we already went without a pay raise."

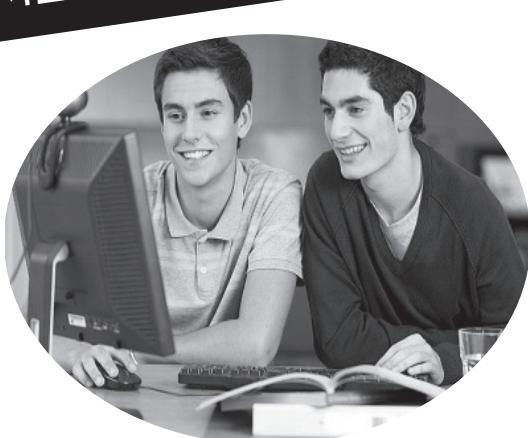
"Layoffs are never good and given the circumstances in terms of school budgets and layoffs, this is the way to go," Teitel said. "You know that Bloomberg will make it so either nobody is getting a raise or we're all getting raises. At least I can say that this way is equitable."

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Features

Introducing the New STC Slate



The new members of the STC slate (From left to right: Yana Azova, Willa Beckman, Michael Silverblatt, Jaimie Meyers and Daniela Gilsanz).

Peter Wysinski / The Spectator

By LEA BELTRAMINO

As the year draws to a close, the Stuyvesant Theatre Community (STC) welcomes three new members to the slate. Acting behind the curtains to put on Stuyvesant's various productions, the slate is made up of the Studio Theatre Coordinator, Productions Coordinator, Technical Coordinator, Communications Coordinator and Financial Coordinator. The new slate consists of three new members of Stuyvesant's class of 2011: Yana Azova, Willa Beckman and Michael Silverblatt. The two returning members of the slate, Daniela Gilsanz and Jaimie Meyers have been on the slate since the start of the 2009-2010 school year. Although each coordinator has a different job, they are united in their desire to help make the STC the best that it can be.

Studio Theatre Coordinator: Yana Azova

Junior Yana Azova has played a prominent role in the theatre community throughout most of her time at Stuyvesant. She acted in "The Laramie Project" (Winter Drama 2008), directed the Studio Drama, "The Effect of Gamma Rays on Man-In-The-Moon Marigolds" (2009) and this year's Junior SING!

As Studio Theatre Coordinator, Azova's job consists of coordinating all of the studio shows (the Studio Drama and Studio Comedy), studio musicals and the One Acts Festival. She also works with the Production Coordinator to find a faculty advisor and makes sure communication with the advisor runs smoothly. Although recent budget cuts make Azova's job more difficult, she is ready to deal with the issues as they come. "I want to increase our budget so that we can have funds for the many projects that we would like to initiate and to have more resources for the ongoing projects," Azova said. "I

also want to work on gaining more members and expanding the STC in general." She hopes to expand the budget by selling sweatshirts.

Even before becoming a member of the slate, Azova felt a deep connection to the STC. "It's the closest I feel to any organization at Stuy," she said. "I love the rush that you experience a week before the show when you scramble to get everything just right and the thrill of doing a shake-out and seeing the curtains open."

Communications Coordinator: Willa Beckman

As Communications Coordinator, junior Willa Beckman is in charge of making sure that she maximizes communication both within the STC and with the rest of the student body.

Some of Beckman's specific jobs as Communications Coordinator include updating the STC board and the STC Web site, advertising for upcoming events, coordinating meetings between the slate and making sure that the entire STC is running smoothly.

Starting in her freshman year, Beckman has acted in eight STC productions and all three SING!s, as well as directed last year's Spring Comedy "Arsenic and Old Lace."

"Almost all of the shows I haven't been directly involved in I've still contributed in some way or another," Beckman said. "Whether it's helping paint for Art or hanging out in the booth with Tech, because honestly, theater at Stuy is so much fun."

Beckman has various objectives for the coming year. At the top of the list, however, is working to expand the STC to allow for more opportunities for the actors and the crews, as well as finding more ways to get Stuyvesant students involved. She plans to do this through advertisement, the new STC website and the STC bulletin board on the second floor.

"Stuyvesant Theater is a huge part of who I am. The STC

envelops my life and is one of the main reasons I love Stuy so much," Beckman said. "I care immensely about the success of the STC in the upcoming years."

Productions Coordinator: Daniela Gilsanz

A returning member of the slate, junior Daniela Gilsanz has been significantly involved in the STC during her high school career.

In addition to being the 2009-2010 STC Communications Coordinator, Gilsanz has produced and executive produced several shows, including Soph-Frosh SING! 2008 and 2009, 2008's "Rhinoceros" and last year's studio spring comedy, "And Baby Makes Seven."

On top of her work as a producer, Gilsanz has also contributed to the Props, Costumes and Art crews in the 2008 fall musical, "Bye Bye Birdie" as well as being Props Director in this year's Junior SING!

As the Productions Director, Gilsanz is in charge of overseeing all main stage (in the theater) STC productions, and being available to the respective producers and directors of each show to make sure the productions are run as effectively as possible. Gilsanz is to assist all the participants of the main stage productions. In the future, Gilsanz wishes to get more of the student body involved. "I would like to involve more people from different grades and in all aspects of the STC, including the different Tech crews like Costumes, Props, etcetera," Gilsanz said.

After devoting so much time to theatre in her entire Stuyvesant career, it has become a very large part of who she is. "The theater community has provided me with a comfortable, friendly environment where I have learned many new skills and met many new people," Gilsanz said.

Financial Coordinator: Jaimie

Meyers

As Financial Coordinator, junior Jaimie Meyers is in charge of dealing with the STC budget, as well as all monetary transactions, including making deposits, distributing reimbursements, purchasing performance rights and assigning budgets for each show.

Meyers enters the coming year with a great deal of experience in this position, having already served as the Financial Coordinator for the 2009-2010 school year.

On the non-financial side of operations, Meyers has also produced "Moby Dick!", "Urinetown" and "The Mystery of Edwin Drood." Like the other members of the STC slate, Meyers has been very involved in SING! crews throughout her high school career.

Going into her fourth year as a vital member of the STC, Meyers wishes to attract a greater audience to the theatre community. "I think I can speak for the rest of the slate as well when I say that we really want the STC to attract a wider audience both as spectators and participants. We're really gonna kick up our advertising next year to get lots of people involved in all aspects of the STC," Meyers said. "To me, the STC is more than your average high school drama club, it truly is a community where everyone is extremely supportive of one another and lifelong friends are made."

Technical Coordinator: Michael Silverblatt

As the STC technical coordinator, junior Michael Silverblatt is in charge of making sure that all the technical theater crews are doing their jobs and running smoothly. He is to make himself available for the Lighting, Sound, Tech, Art, Props, Costume and Stage crews of every show whenever they are in need of assistance. He is also the head of each of the crews and charged with making sure everything is ready for the show.

Silverblatt brings a great deal of experience to the slate as he has worked on both the Lighting and Sound crews in every main stage production, as well as a few of the studio shows during his time at Stuyvesant. He also does lighting and sound for Parents' Association meetings and other events in the theater. Silverblatt also worked on creating the first STC Web site as a way of getting more students involved in the STC. "I wrote a new Web site for the STC, which hopefully students will check out for information on getting involved and coming to see our shows," Silverblatt said.

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To visit the STC Web Site, go to:
<http://stc.stuycom.net>

Features

When School is Out, Work is Still In

By ARIELLE GERBER

After the school year is done, summer is a time to kick back, catch up with friends and take a couple of months off from the stress and work of school. At least, that's what summer is supposed to be like. In fact, many Stuyvesant students try to find "productive" ways to spend the summer, so that they get something out of it besides a much-needed break. But sometimes, productivity takes a backseat to enjoyment.

For many students, summer is a time to travel with their families. Some, such as freshman Kaveri Sengupta, go to visit faraway family members. "I'm going to New Delhi with my family," Sengupta said. "We go every summer to visit family there."

Sophomore Austin Buschman also travels, but for him, the motivation is educational as well as family-based. Buschman's family often travels to see how people live in different countries. Two years ago they went to Belize, and this year, they plan on going to Morocco. "We go because we want to see the effect of the western nations on third world countries," Buschman said. "We gain insight, meet people and learn what life is like in other places."

Some students continue to pursue their extracurricular interests during the summer. They spend part of their summer with groups and teams from school, improving their skills for the next year. Many of Stuyvesant's sports teams have a pre-season, when team members train for the coming season. Members of the Speech and Debate teams have an opportunity to attend specialized programs, often on the campuses of top universities, to practice techniques and prepare themselves for the next debate season.

Some colleges have programs for high school students where they can enrich their learning and even take college-level courses, sometimes for college credit. One of these programs is the Summer Scholars Academy in Mathematics and Science at the City College of New York, which, according to the Web site, promises "highly motivated high school students an opportunity to enroll in challenging college mathematics or science courses."

Yet there are still students who choose to spend their summers solely improving their college portfolios. Freshman James Zheng is among those who plan on working instead of doing things he wants to do. Zheng will spend his summer volunteering at a library for service credit. "It'll look good on college applications," Zheng said. However, Zheng is not very enthusiastic about this. "I'm not really getting anything else out of it," he said.

Ultimately, the summer months are a haven for students after a year of rigorous work. And whether they are traveling to exotic places or spending their time doing internships, even after the school year is over, summers will be busy.

Gary Rubenstein: Helping Math Click

By YING YU SITU
with additional reporting by
JUDY CHEN

It's a Tuesday afternoon, and rather than going home after a hard day's work, you're stuck in a classroom for another hour, fighting sleep in an attempt to grasp the math concepts that you missed in class. Math teacher Gary Rubenstein offers an alternative to your troubles: a YouTube channel. Rubenstein has been making and posting math-related videos online, with topics ranging from solving cubic and quadratic equations to a three-part video series on how Archimedes calculated Pi.

Rubenstein first started making the videos when "someone lent me a tablet computer and told me about Screencast-o-Matic," he said. Screencast-o-Matic is a free online program that creates screen capture videos accompanied by audio with the click of a button. "It'd be nice if the school has one of these tablet computers and projectors in each room," Rubenstein said. The tablet computers allow Rubenstein to touch a computer-like screen and edit and show his students how he ar-

this for the same reason I teach. It's nice to know that anyone in the world can see this."

Since then, he has experi-

"This year, I did it a couple of times...[because] my students were struggling [with the topic]."

His efforts are realized when students discuss how helpful the videos have been.

"The Math B tutorial was very enjoyable as I was able to see exactly how to do the problems, step by step, as Mr. Rubenstein did it. The Math B videos greatly supplemented what I was learning in [math teacher Richard Geller's] class at the time," junior Matthew Zin said. "Many of my friends were watching the tutorial as well."

"It adds an extra dimension to help with his homework," junior Austin Chun said. "The tutorials are very useful, especially when it comes to math help that you can't normally find on YouTube, or any site for that matter." Rubenstein's videos range from Math B tutorials to videos about math history and how mathematicians derived formulas.

"The most notable one was probably the Descartes' Method of Tangents video. It described finding the slope of a tangent to a parabola without the use of calculus, thank God," Chun said.

Students also attribute the success of the videos to the differences between learning in the standard classroom and learning on YouTube.

"YouTube is different from the classroom in that you can watch

"There's just something in his voice and teaching style that makes his videos so much more enjoyable."
—Austin Chun, junior

rived at answers. When asked for his motives for making the videos, Rubenstein said, "I think this is the future of education. I just do

"It takes one and a half hours to make a 10-minute video because I have to do a question then pause it and so on."
—Gary Rubenstein, math teacher

enced much success. In just one year, he uploaded 26 videos, which have altogether generated almost 8,000 views. His most popular video is his seven part video series concerning a Math B Regents Exam. Each part has received over 400 views, and one video even has over 800 views. Viewers have responded to the clips with commentary such as: "Thank you for putting these videos up! It really helped me with the questions I didn't understand from this Regents. I really enjoyed being in your class last semester!" along with, "Mr. Rubenstein, you are the best!"

Grateful students, however, most likely do not realize the amount of time and effort that Rubenstein dedicates to making the videos. "It takes one and a half hours to make a 10-minute video because I have to do a question then pause it and so on," Rubenstein said. "So the Math B Regents must have taken 16 hours of work."

Despite the work, Rubenstein takes on the challenge and continues to make videos. "In general, every month or two, I make another one," he said.

Students also attribute the success of the videos to the differences between learning in the standard classroom and learning on YouTube.

the lesson as many times as you want. If you have a [question or problem], then you can simply watch the video again, and it'll probably be resolved," Zin said.

"I think this is the future of education."

—Gary Rubenstein, math teacher

"In the classroom, you could probably ask questions, but you only have 45 minutes in class as opposed to however much free time you have at home for YouTube."

Chun agrees. "Often times, by the end of the day, you start drifting off. Your mind is numb and out of it, and you're half-asleep and half-listening," he said. "But the YouTube videos are definitely helpful because they offer a lesson at any point in the day, and they explain the lessons much better than the textbook does."

"I find all of his videos enjoyable," Chun said. "His voice-over even adds a hint of his unique quirkiness into his videos so that they don't sound monotone or soporific. There's just something in his voice and teaching style."

Rubenstein has a bright outlook on the future of his videos.

"My goal is that, over the next five years, to have over 100 videos up," he said.

He also plans on making exciting additions to his future videos.

"I'm thinking of adding a cartoon character guy [on the side of the screen] with lips moving. I think that'll be cool," Rubenstein said. "I'm [also] thinking of making it interactive with buttons coming up."

To view Rubenstein's videos, visit HYPERLINK "<http://www.youtube.com/user/nymathteacher>"



Math teacher Gary Rubenstein has his own YouTube channel where he showcases a series of math lessons.

Features

Student Union Caucus

Oren Bukspan and Doris Tang



Junior Oren Bukspan and sophomore Doris Tang feel that they are the most reliable ticket in the SU president and vice president elections. Bukspan, in addition to being an active member of the Stuyvesant boys' track team and a recently chosen Big Sib chair, has been active in the SU in all of his years at Stuyvesant. In his sophomore and junior years, Bukspan was the communications assistant for the SU and has created new ways for students at Stuyvesant to communicate with the SU.

"I created and handle the Facebook group online that gets to 800 people out there in a much more convenient manner than anything we have in school," Bukspan said.

Sophomore Doris Tang has always worked "behind-the-scenes" in her involvement in the Stuyvesant community. Although she has never been a member of the SU, she helps teachers with AIS tutoring and has participated

in SING!. She feels that her experience so far at Stuyvesant would greatly assist her as Vice President.

"[When I first came to Stuyvesant] I was one of those students who just [...] complained about things that the school couldn't get done," Tang said. "But right now, I want to change that [...] I want to actually be part of the SU and help change that for other students."

The main change Bukspan and Tang want to initiate is improving the students' view of the SU.

"We want to let people know that the Student Union is a resource, that it should function the way it's built to function, [...] with so many people who are out there volunteering their time and effort," Bukspan said.

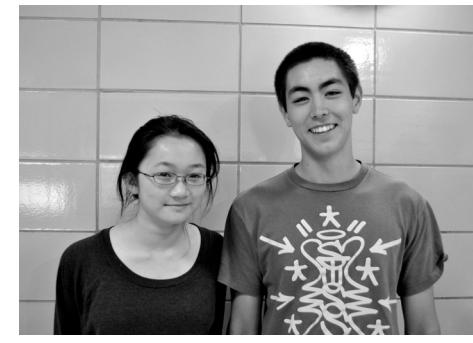
Bukspan and Tang would also like to plan events that are more focused on what the students want.

"One specific event that we have [...] is a charity gala," Bukspan said. "It's an event in which we want the students to be the ones making it happen. All of the money donated goes to a charity that students choose."

Overall, Bukspan and Tang want to overcome the student apathy toward the SU and cater to the students' needs.

"What's really important for us is to canvas the student body and get a good sense it is of what they want," Bukspan said. "We are here to fight for the students."

Keiji Drysdale and Kelly Kwan



Junior Keiji Drysdale, the current SU vice president, and sophomore Kelly Kwan feel that they would be ideal for SU president and vice president. Drysdale is a member of the varsity basketball and golf teams, ARISTA and is president of the Stuy High Riders biking club. Kwan was a producer of SING! in her freshman and sophomore year, and although she has not been part of the SU, both she and Drysdale feel that she could make important contributions as vice president.

"We both have a passion and I think that's very important," Drysdale said. "I mean, I've been in the SU and having Kelly, who has another perspective and hasn't really been involved directly with the SU, brings in a new energy to tackle these new problems."

Drysdale and Kwan realize the problems with the current SU and hope to improve its current situation.

"We want to improve communications with the students and the administration and act as a better intermediary between the two," Drysdale said. To do this, the duo has thought about mandating polls, taking advantage of homeroom time and revamping the SU Web site. "I'm a huge fan of certain blogs and I think the Stuy SU Web site can function like that."

Drysdale and Kwan also hope to bring the student forums back in a more effective manner.

"We want to make student forums more accessible and not just seen as another boring meeting," Drysdale said. "The few that we had this year had dismal attendance."

The duo also hopes to hold more fundraisers to raise money for the SU.

"Especially because of budget cuts, they [fundraisers] would benefit clubs and extra-

curriculars," Kwan said.

Drysdale and Kwan have a list of things they want to accomplish as potential heads of the SU, but they know that they must deal with larger issues first.

"We want to unify the student body, improve communications between the SU and students and administration and increase awareness of the SU in general," Kwan said.

"We both have a passion and I think that's very important."
—Keiji Drysdale, junior

Adam Sealfon's 2009 Graduation Speech



Jack Greisman / The Spectator

Good afternoon. Parents, family, friends, teachers, classmates:

I've been thinking about everything we have done together, and it's pretty staggering. In the past four years, we have taken 200,000 exams. Collectively, the amount of

time we have spent in the Stuyvesant building is more than four times the duration of the Hundred-Years War. On its stairs and escalators, we have climbed 114 million feet, 4000 times the height of Mount Everest and one eleventh of the distance from here to the moon.

Your academic and ex-

tracurricular achievements are, as Darth Vader would say, most impressive. Being among you has been inspiring and humbling. To paraphrase General George Patton, you have overcome by your indomitable fortitude every obstacle. I could not be more proud to be a member of the great Stuyvesant Class of 2009.

I'd like to take this opportunity to thank a few of the people who enabled us to reach this day. Our teachers, for their dedication and guidance. Our parents, grandparents, siblings, and family, for always sticking by us even when the going was rough. And thank you, the Class of 2009, for giving me the most memorable and enjoyable high school experience I could have dreamed of. The last four years have been the most incredible time in my life. I've greatly enjoyed hanging out with you and learning from you in our frequently quite nerdy conversations.

Our years at Stuyvesant have also been bittersweet. Tragically, we've lost two of our classmates, one in our freshman year and the other just a few months ago. April and Ava, we miss you, and we're thinking about you today.

In the 2008 Presidential Election, we watched a young, scholarly, urban candidate defeat his more experienced rivals and become President of the United States. His mes-

sage was one of hope for the future and belief in the ability to make a difference. Notably, two Stuyvesant graduates are among President Obama's closest advisors, Attorney General Eric Holder '69 and Senior Advisor David Axelrod '72.

In 1961, President Kennedy set the goal of landing a man on the moon within ten years. His vision was realized eight years later with the successful Apollo 11 mission. At the time of President Kennedy's speech, the average age of the future members of the flight control team that would answer his call was only 18, just as many of us are now.

Many of the challenges we face today are far more daunting and urgent than putting a man on the moon. Addressing climate change and global warming; searching for better sources of energy; stabilizing Darfur and Somalia; curing malaria, AIDS, and cancer; stopping terrorism and blocking rogue nations from acquiring nuclear weapons—these are the next moon landings, and we don't have much time to get there. The success of the Apollo 11 landing came from an emphasis on education and innovation motivated by competition with the Soviet Union and the success of the Sputnik launch.

The synergy of passion and learning fueled not only "one small step for a man," but contributed to the computer revolution, the biomedical

revolution, and our modern technological world.

We've been privileged to attend Stuyvesant. But this economic crisis is making things difficult. As we watch, the education budget is being squeezed. The number of students at Stuyvesant has continued to increase while its budget continues to erode. We can't afford to let our own educational system slide at such a critical time. Stuyvesant cannot become complacent. We must always strive to improve.

In the past couple of weeks, we have seen social networking sites such as Twitter become instruments for democratic reform. The challenges of tomorrow will call for new tools and new ideas. And I feel incredibly proud to be part of a Stuyvesant class that is up for tackling these challenges. Everywhere you look, Stuy graduates are fixing the world, from curing disease to physics, from teaching to engineering, from politics to music and the arts. It's an inspiring legacy.

The highest peaks are yet to be climbed.

The future—the only test that really matters—is ours. We have 32 million minutes. Begin.

—Adam Sealfon ('09)

Features

Senior Caucus

Omika Jikaria and Emily Quint-Hoover



Juniors Omika Jikaria and Emily Quint-Hoover served as the 2009-2010 junior caucus. They are involved in diverse extra-curricular activities and cite their experience as the past caucus as the main reason why they make the best ticket.

"Since freshman year we've both been very involved in Stuy," Jikaria said. "We're really hardworking, we listen and communicate well and we want to do what's best

"This is going to be our last year at Stuyvesant and this can be our way of making a contribution as well as leaving a legacy."

—Emily Quint-Hoover, junior

for the school."

Jikaria is an active member of the speech and debate team and cheerleader squad, and Quint-Hoover is a member of the tennis team, Model United Nations club and jazz band.

"Being involved in diverse activities and having diverse interests gives us different outlets in different parts of the school that we can reach out to," Quint-Hoover said. "This becomes important when we want to spread the word about certain things."

When serving as junior caucus, Jikaria and Quint-Hoover organized three college trips and junior prom, created a Facebook group for the class of 2011 that reaches out to 501 students of the class of 2011 and raised money for the SU by selling klean kanteens.

"We want to continue fundraising next year as well, probably through t-shirts," Quint-Hoover said.

Along with raising money for the school, they also hope to set a goal for the senior class to donate to a charity.

"This is going to be our last year at Stuyvesant and this can be our way of making a contribution as well as leaving a legacy. Hopefully it will also galvanize the senior class to want to get involved," Quint-Hoover said.

The duo also has other plans such as continuing the senior spirit days, getting a better bike rack to promote bike riding to school, organizing a college trip in September if demand is high and using the roof to plant a garden.

"I think it's really good that the elections are now because we can use the summer to get started on everything," Jikaria said. "We realize how much work it takes to serve as a great caucus."

Alexander Wong and Wasi Ahmed



Juniors Alexander Wong and Wasi Ahmed feel that they are extremely qualified for the positions of President and Vice President of the senior caucus. Both Wong and Ahmed have experience on the SU. Wong is currently the assistant club/pub director and Ahmed served on the sophomore advisory council last year. The two are also very involved in other aspects of the Stuyvesant community. Wong is part of the rowing club and Ahmed has a leadership role in many clubs, such as the Super Smash Brothers Brawl Club and the Recreational Athletics Club. Wong feels that their presence in the Stuyvesant community would greatly aid their potential tenure as senior caucus.

"What will really help [us serve senior caucus] is the fact that I've been focusing on the Student Union these past few years," Wong said. "We won't have anything huge, like model UN, to distract us [...] and we can put all of our energies into focusing on the senior caucus."

Wong and Ahmed can also use their involvement to reach out to other grades, which they feel is very important to do.

"We would like all of the caucuses to work together more and possibly plan inter-grade events," Ahmed said. Some interesting ideas the duo had were competitive activities like "Are You Smarter than a Senior?" and sporting events.

Wong and Ahmed would also like to continue the senior traditions that make senior year unique and special.

"We want to continue the senior spirit days and maybe add a few new ones like cross-dressing day, ninja day and pirate

day," Wong said.

Wong and Ahmed plan to increase the communication between the administration and the students and make it easier for seniors to get their ideas to the administration. To do this, Wong and Ahmed want to have regular meetings with Principal Stanley Teitel to keep both parties on track regarding the state of the senior class.

"I'm pretty sure that the SU hasn't had an organized meeting since January or February," Wong said. "We need to make sure that we have our voices heard and make sure that [the administration] will listen to us."

Most importantly, the duo is focused on getting students more involved and making senior year everything the class of 2011 wants it to be.

"We are envisioning a fun and involved senior year for everybody so that it won't be just a specific group of people who enjoy their senior year and have some people get left behind in the dust," Wong said.

Junior Caucus

Edward Cho and Stacy Chun



Sophomores Edward Cho, the current sophomore caucus president, and Stacy Chun are one of two tickets running for junior caucus, and as their foremost prerogative, wish to improve the student-administration relationship.

"Our main focus is to increase communication between the administrative staff and the student body," Cho said.

As sophomore president, Cho helped organize a recent college trip for sophomores and juniors and brought the Soph-Frosh Semi-Formal back after it did not occur last year. Cho also tutors kids in his own time, something that he feels is important because "this sort of relationship with people and knowing what their problems are and having them rely on me sort of increases our relationship between us two and the entire student body," Cho said. Cho hopes to do even more as junior class president.

"[As sophomore president] I've been taking small steps [...] we want to work on what has happened in sophomore year," he said.

Cho is also involved in the Key Club,

Samira Siddique / The Spectator

ARISTA and the science Olympiad.

Just like Cho, Chun has also been heavily involved in the Stuyvesant community. Chun was Soph-Frosh SING! hip-hop director, is on the cheerleading squad, ARISTA and participated in Norimahdang.

The two hope to do much for their junior year.

"We are definitely going to try to do grade specific events [...], we are definitely going to try to voice everyone's opinion and we're definitely going to increase communications," Chun said.

Other than having college trips and junior prom, events that junior caucuses have planned in the past, they also want to raise a lot of money as a caucus.

"We are hoping to find a project that is equally distinctive [to the current junior caucus' fundraising by selling Klean Kanteens]," Cho said. "We are hoping to not only use this money to increase money for the graduating class of 2012, but we also want to send this money to places where it is most needed."

Andrew Qiao and Jeffery Yang



Sophomores Andrew Qiao and Jeffrey Yang are running for junior caucus and are looking to inject energy into the 2012 class.

Both Qiao and Yang are on the boys' swimming team and Yang is involved in ARISTA. As junior caucus, they hope to increase out-to-lunch privileges by extending them to free periods, they also hope to fundraise and hold more school events.

"Most importantly [we want to plan] the junior prom. We want to organize it really well so people have the time of their lives," Yang said.

Neither of them have had SU experience, but they do not feel this will be an issue in serving as junior caucus.

"We are going to get used to it [the SU] and really start doing something. We'll also learn about the SU and get involved in it," Qiao said.

They also hope to increase communica-

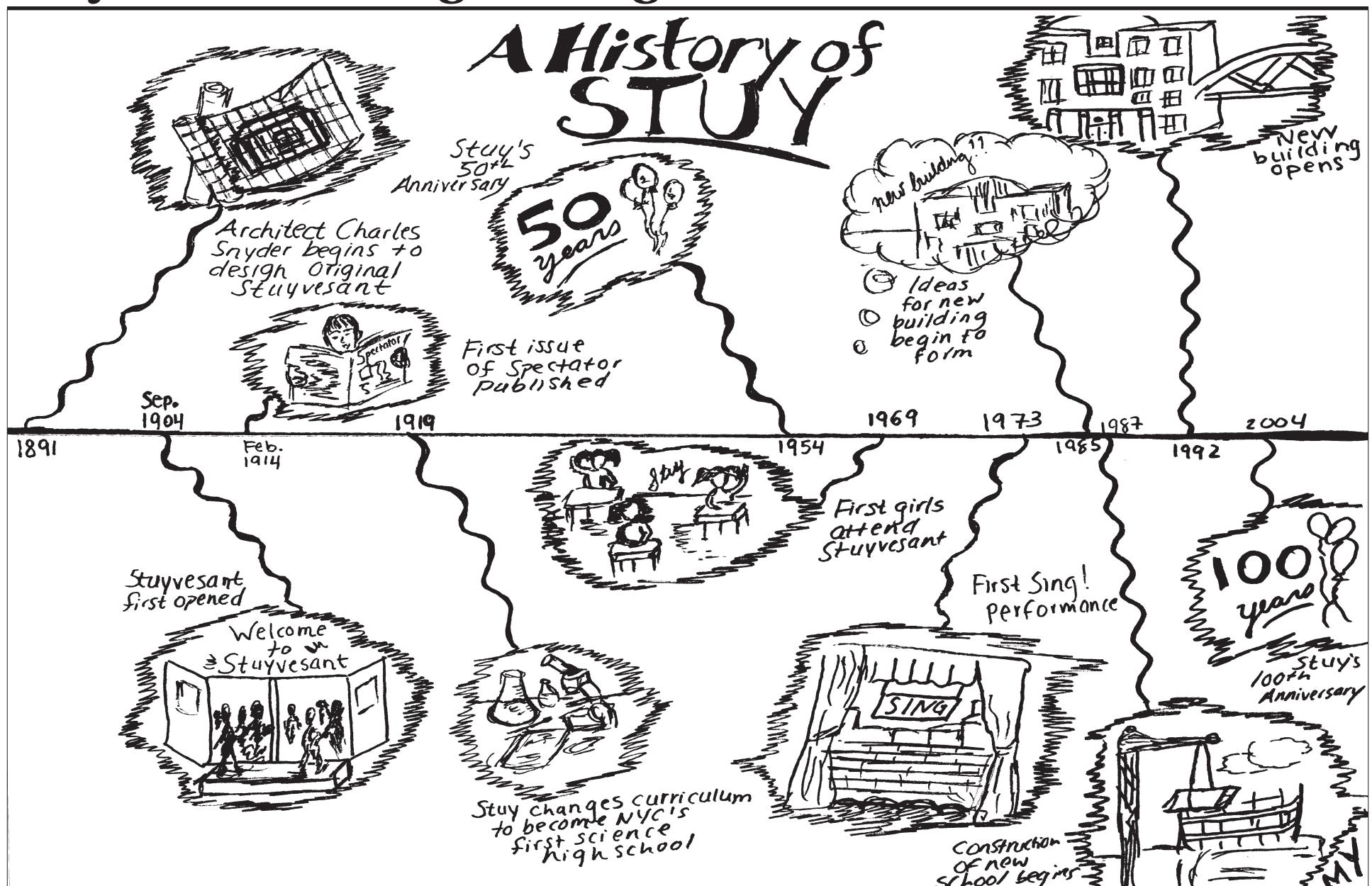
tion with the class of 2012. To do this, they are thinking about having surveys to represent the class of 2012.

"We want to hear the voices of the people," Yang said. "About some things, it's not always up to us—it's up to the juniors."

"We want to hear the voices of the people."
—Jeffrey Yang,
sophomore

Samira Siddique / The Spectator

Stuyvesant Through the Ages



Every day, students roam through Stuyvesant's shiny, new hallways, oblivious to the wealth of history buried beneath the surface. The kids that have passed through its doors have lived through wars, protested against the government and rebelled against the administration, all while maintaining their reputation as some of the most ingenious minds in the city.

The cornerstone of the new Stuyvesant building was laid on 15th Street. The cornerstone held copies of NYC daily newspapers, Board of Education documents, a bible, a list of the teachers and students at Stuyvesant and a copy of the Indicator.	1904	The Manual Training High School—later called Stuyvesant High School—was opened in a temporary building on 23rd Street. Twelve male teachers taught the 155 incoming, all-male students.
Rifle team members created the Stuyvesant Training Corps, the nation's first volunteer unit. The War Department supplied students with rifles.	1905	A large fire broke out in the school, but students returned to the building after only a week. A total of 1.25 million dollars was spent constructing a new building later that year.
Of the 400 faculty members and students that joined the army to fight in World War I, 19 were killed.	1915	The Radio Club was given its own call signal, the first given to any high school, from a modern, 50-watt transmitting station, which could be heard in Germany and England.
The school started triple-session school days for the year, but returned to double-session days the following year.	1917	The administration created a double-session school day to accommodate the large number of students enrolling in the school. Morning session for juniors and seniors lasted from 8 a.m. to 12:35 p.m. and afternoon session for freshmen and sophomores lasted from 12:40 to 5:20 p.m.
An entrance exam was introduced. Students were required to have an eighth grade average of 78 or better and a letter of recommendation to take the test.	1920	Students were divided into those graduating in January and those in June. Fun fact: the highest average in the graduating class was 91.13
Stuyvesant alumnus Mr. Schechter attended Stuyvesant High School.	1934	W2CLE, the Radio Club's radio station, was ordered off the air by the Federal Communications Commission to better track down enemy broadcasts originating in the United States.
- Stuyvesant returned to single-session days. - Former President Harry S. Truman visited Stuyvesant to speak with students about the importance of education, especially in the field of science. - A survey found that Stuyvesant graduates earned more PhDs than the alumni of any other high school in the United States. - During the Soviet Union's buildup of nuclear armaments, students started construction of the Cyclotron—a machine able to accelerate and split atoms such as hydrogen—in the school's basement.	1941	Graduation was cancelled by Principal Dr. Leonard J. Fliedner after students jeered at his statement, "I will now present the diplomas, which some of you deserve." Ha!
Stuyvesant students refused to go to school for fifteen days and instead joined a protest against the Vietnam War after Principal Fliedner refused their proposal to form a Vietnam Peace Club. Students in favor of, and against, President Richard Nixon's war policies rioted outside and inside the school, going so far as to burn a flag in the auditorium.	1950-1952	Alice di Rivera sued the Board of Education (BOE) in the New York State Supreme Court for not allowing her to take Stuyvesant's entrance exam. As a result, the BOE repealed the school's sex restriction rule. Rivera was admitted to the school but decided not to attend because her family moved to upstate New York the summer following the trial. In the fall, 12 girls enrolled in Stuyvesant.
The start of the spring school term was delayed for three days when Stuyvesant students protested the BOE's budget cuts.	1957	Jeffrey Trachtman ('77) brought a lawsuit against the BOE for disallowing publication of a student survey—which included questions about sex, birth control, marriage, homosexuality, masturbation, abortion and dating—in the Voice magazine. Trachtman won the case at the district court level—the court allowed him to distribute the survey results to students above the age of fourteen—but lost when the BOE took the case to the Federal Court of Appeals on the second circuit.
On October 2, 80 percent of Stuyvesant students boycotted class and protested alongside coaches against cuts made to sports programs around the city, which resulted in large pay cuts for coaches.	1960	Thousands of Stuyvesant students took part in a walkout and gathered at City Hall to protest proposed budget cuts.
The new 10-story Stuyvesant building on 345 Chambers Street opened its doors.	1969	The Spectator suffered through tumultuous times involving fighting between editors and strong disputes with the faculty advisor. After the publication of The Spectator's April Fool's issue, The Defecator, which contained articles that joked about faculty members and called for an end to basing teaching employment on seniority, tensions reached a climax when faculty members locked students out of The Spectator's office and changed the passwords on the office's computers. The paper was restarted after two weeks, during which time a charter, containing the paper's rules and guidelines, was written.
After the September 11 terrorist attacks on the World Trade Center, students were evacuated from Stuyvesant. By September 20, students and teachers began classes again in Brooklyn Technical High School, where they stayed while Stuyvesant was being used as a Temporary Operations Center for Rescue and Recovery until October 9.	1975	Hundreds of Stuyvesant students took part in a walkout and gathered at City Hall to protest proposed budget cuts.
- The Student Union sponsored a sit-in in which about 200 students, and several teachers and parents congregated by the senior bar throughout the school day to protest the new policy restricting students to the first and second floors during their free periods. - Over a hundred Stuyvesant students walked out of class, along with thousands of other students from schools across the city, and marched to Union Square to protest the possible Iraq war.	1980	
	1992	
	1998	
	2001	
	2002	
	2003	

By Maya Averbuch

Endorsements

Student Union President and Vice President Endorsement

The Student Union (SU) has long had the potential to make a difference for the student body. We don't mean to bring up the so called "glory days" of the SU, but the extent to which students' rights were advocated for, especially in the early 2000s—SU-organized sit-ins to protest the restrictions on going outside during free periods and a more successful version of the Stuyvesant anti-littering campaign—demonstrates a decline in SU activity. But the state of the SU, the means of communication popular amongst students and the relationship between the SU leaders and the administration is completely different now. The SU, in the upcoming school year, should start over as a blank slate—with past fights for students' rights as vaguer goals for the future, and more pertinent goals, such as having more of a presence to the student body as prerogatives.

The main priorities of SU leadership should be to represent the student body by having both a clear presence to students, and to strive to get the greatest amount of feedback from them. The SU is not just an ominous body that makes decisions for the students without their knowledge, and without using the vast technological resources available to them to spread their ideas. It is clear that the role of the SU has greatly diminished due to an overall lack of communication—we do not know what is going on behind the often closed doors of the SU, and so, student apathy toward the SU increases. But The Spectator believes that the tickets of junior Keiji Drysdale and sophomore Kelly Kwan, and of junior Oren Buksman and sophomore Doris Tang, both have the ability to bring back the prestige of their coveted titles and of the SU. To endorse one ticket, however, we had to consider which ticket displayed a better overall SU agenda for the upcoming

school year. Once the lack of communication would be dealt with, which ticket would allow the SU's role to branch out and tackle the most pertinent issues of student life? Both tickets demonstrated excellent ability to greatly enhance the state of the SU, but we choose to endorse the ticket of Drysdale and Kwan for an ambitious plan that not only promises to combat the SU's lack of communication by taking advantage of every technological medium there is, but plans to enhance the very infrastructure of the SU.

Drysdale, the current VP of the SU, wishes to harness his year's worth of experience on the SU to improve the state of it in the upcoming year. He acknowledges the failure of the SU in getting the word out about prospective ideas and events. But his current platform completely demolishes these shortcomings. Drysdale, along with Kwan, plan on having a strong presence to the student body by taking internet communication to a level previously untaken by past SUs. Drysdale, self-proclaimed lover of blogging, wishes to use the stuysu.org Web site as a sort of blog, sending out frequent messages to the student body. Additionally, the ticket would have more video homerooms, literally having a more visible presence to students. In order to get more feedback from students, they wish to use homerooms more effectively by mandating homeroom polls and questionnaires. With an overall increase in communication, along with these polls, student response to the SU would hopefully increase.

The Drysdale-Kwan ticket promises to increase the size of the SU executive council in order to get a more diverse group of students involved in the SU, and advocate for a strike system to make sure the SU is full of competent members. The ticket also wants to use a Gmail calen-

dar in order to easily organize upcoming events. In addition to increasing communication to the max and organizing the structure of the SU effectively, Drysdale and Kwan plan to have fundraisers, such as rummage and magazine sales, to raise money in a predictably fiscal year. They also believe in organizing students to truly want to gain students' rights, such as congregating on a greater number of floors, before advocating for students before the administration.

The opposing ticket of Buksman and Tang offered clear devotion to their plan of combating the apathetic feelings of students toward the SU's lack of communication. Buksman, who was an active member of the SU communications department, sent out frequent SU Facebook messages from the SU Facebook group (of 800 members) that he himself created. The ticket stressed communication as their main goal, along with a greater number of fundraisers and student events such as a fundraising gala and a winter carnival. But though communication is clearly an issue that the SU must work on in the upcoming year, the SU presidential ticket must strive for more than just improving communication and having just a more effective version of the current SU.

The SU has the potential to unite students and advocate for us, but this can only be done if it starts anew in the upcoming year and reconsiders which ideals are truly important to work toward. Both tickets are excellent choices for the SU presidency and vice presidency, and our endorsement only leans toward one of those because of a greater correspondence of what we believe those ideals should be. We encourage whichever ticket emerges victorious after the general election to work closely with the other in order to have an SU that achieves its potential.

Junior Caucus Endorsement

The responsibilities of the Junior Caucus include promoting school spirit, communicating with the students and representing the views of the grade. The duo is expected to be aware of these duties and have realistic approaches to achieving them.

This year, the two pairs that have made it past the general elections are sophomores Edward Cho and Stacy Chun, and sophomores Andrew Qiao and Jeffrey Yan for President and Vice President (VP), respectively. Both pairs have a general understanding of what is expected of them as Junior President and Vice President, but Cho and Chun offer a stronger political agenda. Furthermore, Cho's past political experience—he is the current Sophomore President—has taught him the basics of student government. Because of their more substantial plans and past experience, The Spectator has chosen to endorse Cho and Chun for Junior Caucus.

Cho has learned much from his experience as Sophomore President. Like Qiao and Yan, Cho and Chun plan to increase student communication with

the junior class through having a greater number of homeroom representatives.

During his tenure as Sophomore class president, Cho brought back Soph-Frosh Semi-formal, which did not occur in the previous school year. He also worked with the current Junior caucus to organize a joint sophomore-junior college trip. Cho believes his experience in working with the junior caucus has also inspired him to have as innovative fundraising events as selling water canteens to the student body.

Both campaigns plan to improve the school in similar ways. Although an unrealistic plan, both tickets advocate for students' right to go out of the school during free periods. More practically, they wish to create more junior spirit days and want to host more fundraising events. But Cho and Chun have greater direction in their overall political agenda than Qiao and Yan do and have more practical plans.

Qiao and Yan brought up vague goals, which, in addition to those listed previously, include installing more vending

machines in school, but failed to delineate a well thought-out approach to achieving such goals. And while Qiao and Yan mentioned hosting events such as comedy nights and junior-senior tournaments to unite the grade, Cho and Chun recognize that events such as movie night only attract a small number of students. They instead plan to host more innovative events that will interest the entire junior class. Cho and Chun also recognize that junior spirit days should not be similar to senior spirit days, and hope to create unique spirit days to unify juniors. Another way to unify the grade that the pair mentioned was to host events that would raise money for charities outside of Stuyvesant.

Though Cho and Chun did not mention specific examples of the types of innovative events or unique spirit days they would host next year, these acknowledgements show that they have a guided approach to their political agenda for the upcoming school year.

In Brief...

THE SPECTATOR ENDORSES

Student Union President and Vice President: Keiji Drysdale and Kelly Kwan

Senior Caucus: Wasi Ahmed and Alexander Wong

Junior Caucus: Edward Cho and Stacy Chun

Senior Caucus Endorsement

The Student Union (SU) Senior Caucus President and Vice President hold possibly the most demanding grade-caucus positions in the school. It is their job to bolster morale during a stressful first term of college applications, and to build senior unity through [endless] spirit days as the year wears on. In addition, the Senior Caucus President and Vice President are responsible for organizing quintessential senior experiences—prom, graduation and a victorious Senior SING!. We feel that Alexander Wong and Wasi Ahmed fit this bill with aplomb.

Coming in with enthusiasm and plentiful ideas, they seem extremely prepared to lead the Senior class of 2011 through a year of fun events and class bonding. They promise an increase in outreach and communication with members of the class and with other grades. They seek to plan inter-grade events and competitions, and want to take an active role in advocating student positions to the administration. They will not be afraid to stand up for our rights. We feel that their easy-going and friendly demeanors will encourage greater student involvement in SU activities, combating the crushing apathy that has characterized student perceptions of the SU. Wong brings experience to the team through his previous position as assistant pub/

club director, and we feel that Ahmed's lack thereof will not be detrimental, but rather will provide insight as to the views and opinions of the general student body. Both Wong and Ahmed are fully prepared to dedicate themselves fully to the SU, as they are unencumbered by other time-consuming activities and extra-curriculars.

Omika Jikaria and Emily Quint-Hoover have demonstrated their competence as leaders during their tenure as Junior Caucus President and Vice President. They too, we feel, are qualified for the position, and would dedicate their time and energy towards improving the senior class experience. They have worked hard to organize three college trips, a successful junior prom and an earth-friendly fundraising campaign of Klean Kanteen sales. However, given the magnitude of change we wish to see in the SU this coming year, we feel that Wong and Ahmed are more prepared to make radical improvements in the field of communication and advocate fiercely on students' behalf.

Although the opinion of the editorial board rests on the side of Wong and Ahmed, both candidates are clearly qualified for the job. The Class of 2011 is very fortunate to have two excellent options before them when they cast their ballots.

Editorials

STAFF EDITORIAL

On Student Government

Since the fervor and excitement of Barack Obama's campaign for president, support for him has waned. Some are referring to his first year in office as "the lost year," and his famous "Change We Can Believe In" motto has become hackneyed and even subject to ridicule. But despite these drawbacks, the President has made sure to stay in close communication with the American people and maintain the loyalty of those who still support him. We need only to turn on the radio or pick up a newspaper to find out what his plans and convictions are.

At Stuyvesant, where students are competitive and eager to share personal opinions, one would expect the student government to have a similar drive to communicate their ideas. But time and time again, the Student Union (SU) has fallen into a post-election slump, withdrawing itself from the public sphere and from student life in general.

The SU has lacked the leadership necessary to maintain cohesion and to communicate with the student body. The blame for this cannot be placed upon either the SU or the student body alone, and steps must be taken by both parties to pull ourselves out of this apathetic slump. The SU has a mandate to follow through on the responsibilities outlined in the SU Constitution, and to publicize all their policies and processes, further clarifying exactly what they can, and cannot, achieve. Furthermore, the SU must make a concerted effort to connect to the student body, both in presenting themselves in an authoritative and knowledgeable manner, and by familiarizing themselves with the students they are leading.

The first, and most essential, question is this: What power does the SU actually have the potential to wield? The egregiously long SU constitution outlines the goals of the SU: to "serve to improve student life with respect to education, extra- and co-curricular activities and other areas of school life...[and to] work to ensure that the voice of the student body is heard in all discussions of school policy." However, most of the Constitution is taken up with the nuts and bolts of elected and non-elected positions and the procedure for conducting meetings. No clear indication is given as to what power the Student Union truly has to enact change on behalf of the student population. It seems that ultimately the administration has the power to shoot down any SU proposals, especially if they lack a groundswell of support from the student body itself. Since the SU provides little to no information about what it is they are discussing behind their closed doors, it is essentially powerless to be anything more than a budget-allocating machine.

The root of the problem is clearly communication, perhaps indicated best by the fact that the "communication" tab on the SU's Web site is entirely blank. The SU does not seem capable of providing the school with sufficient information about what is going on with everything from in-school and SU-sponsored activities to meetings with the administration and other information that falls within the SU's realm.

Further qualms with the Web site are that it is not user-friendly or up-to-date; interested students must search vigorously for what they are trying to find, be it an email or an upcoming event. The last event that was publicized on the Web site was a Blood Drive, in January. Furthermore, there are only two "minutes" available from SU's meetings.

This is not to say that there have been no attempts to help fix the communication problem. Two years ago, an SU Newsletter was occasionally distributed, but the letter died within a few months. Now, new tactics, such as Facebook messages, are used to spread information, but these messages reach only the 805 members of the SU Facebook group, and even then, many students disre-

gard the messages because of their length.

Members of the SU plead with the student body to speak up and tell them what is important to them, but their ineffectiveness in communication, as well as lack of direction when asking students to "TELL US WHAT YOU WANT" has created a "catch-22": the SU is ineffective in specifying exactly how they will help us, and what it is they want to know, so when students do not respond, it makes the SU resentful towards the student body and more inclined to turn inwards and hide behind their locked doors. This pits the SU against the student body rather than melding them into the unit that would be the most heard and most effective.

The atmosphere of the Student Union itself is certainly not inviting. More often than not, the office is closed and empty, further fueling the idea that the SU is a disjointed entity. A proposal a few years ago to completely take down the doors of the SU, a symbolic change that would turn its main room into student space, failed. As of now, SU members must ask the Coordinator of Student Affairs (COSA) for permission to get into their offices.

The COSA position has generated a lot of controversy in the past few years. The COSA is, unofficially, an administrator who acts as a liaison between the administration and the SU regarding certain issues. The COSA supervises meetings and keeps the SU on track. Ideally, the COSA is an administrator who truly stands up for the rights of the student body, and tries to give the SU as much leverage and force as possible. However, SU members have no say in who is selected as the COSA, and the rules regarding how the position is filled are unwritten and inconsistent.

However, the problems with the SU go beyond this, to an inherent lack of commitment and follow-through by the SU members themselves. If SU members are meeting with administrators and trying to respond to student concerns, they are certainly not publicizing it.

According to a calendar that was handed out to SU members at the beginning of the school year - although the calendar available on the SU Web site is blank - meetings of the Executive Council would be held once a month to check in with the many departments of the SU and to talk about current and future issues. But only five have been held this year, the last one before SING! rehearsals began.

Not being able to follow through results in an SU that suffers from a lack of internal cohesion - a problem that must be fixed before they can expect any school wide unity to occur.

Many SU members are not even aware of some of the provisions of their constitution. The Student Forum, "a parliamentary advisory committee to the Student Union composed of various large student organizations including but not limited to: ARISTA, Big Sibs, Building StuyCommunity, The Spectator, and The Stuyvesant Theater Community," according to the Constitution, is supposed to meet twice a semester, but in fact does not seem to exist in its outlined form. The Student Forum as it is now consists of a series of meetings that students are invited to attend so that they can find out people's opinions before presenting them at SLT meetings.

The few Forums held this year had sparse attendance, in part due to a lack of advertising and in part due to the lack of clarity in what the meetings were even for. Furthermore, the one regulatory and binding position in the SU, the Chief of Staff, whose responsibility is to "ensure all SU officials are fulfilling their responsibilities as outlined in the constitution," is conspicuously absent from the SU web site's list of members.

Such a fundamental lack of cohesion and internal regulation has made any efforts to improve conditions in the SU and in the school as

a whole, such as the re-invigorated StuySpace campaign and SU's attempt to reduce the number of unproductive members, largely unsuccessful.

There are, however, steps that could be taken to improve the state of the SU. First, members should take more time to represent the students. All SU members should be mandated to attend Student Leadership Team (SLT) meetings. It is unreasonable that one "SLT Representative" should have the job of representing students when that is the entire premise of the SU itself. Members of the SU should be deeply invested in their jobs, and should want to take the initiative to go to the meetings without being forced to. If attendance at SLT meetings were mandated, both SU members and other students would become more invested in the issues and therefore become more motivated to attend in the future.

Furthermore, after the frenzy of SU elections in the spring it is absolutely vital that the SU become more of a visual presence among students. Frequent addresses, especially by the president and vice president themselves, should be made to the students—say, a weekly or bi-weekly "State of the Student Union"—to let us know what is happening and when it is happening. This information should include any communication with the administration. The job of the SU is not only to act as a liaison between the students and the administration, but also to inform students of the opinions of the administration. It is not up to the SU to decide what we should and should not be told. Even if nothing of note happens at a meeting, students would still benefit from the contact with the SU in the SU's relaying of the topics discussed.

To increase their presence and respectability in the school, the SU should post notifications of important team events and create posters congratulating clubs on their achievements. The SU must realize that they are not only there to deal with out-of-the-ordinary events, such as the recent removal of student MetroCards, but also must be involved in day-to-day activities of the student body.

To improve communication, the SU should send out short, readable messages to students' Stuyvesant emails, accessible to everyone in the school. The SU should reach out to students in other ways, too. An SU YouTube channel would be a good way to foster enthusiasm. SUHV movies often go by unnoticed, as the majority of televisions in homerooms are broken, although the videos themselves are posted online. The class President and Vice President should also visit homerooms and make themselves known to the students. The SU needs to be humanized - given a "face," so to speak - to become a daily part of students' lives.

One other suggestion for how to get people involved in student government is to give the Advisory Council more responsibilities. These homeroom representatives should actually feel like they are voicing student concerns rather than serving as messengers to pick up report cards. These students could serve as vital links between individual homeroom members and their student government.

The SU is a student-run organization, and, like most student-run organizations, it has its flaws and shortcomings. However, unlike other groups throughout the school, the SU is the student government, representing our interests and looking after all other student organizations. If it cannot even keep tabs on its own members, it cannot expect students to recognize or respect its authority. A strong SU is both a necessary and a real possibility at Stuyvesant, and it is our hope that with the new year and new elected officials, the SU can bring about real change.

The Spectator

The Stuyvesant High School Newspaper



"The Pulse
of the
Student
Body"

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Please address all letters to:
345 Chambers Street
New York, NY 10282
(212) 312-4800 ext. 2601
letters@stuyspectator.com

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FOR THE RECORD

- In "In With The New (And Some Of The Old)", Krystin Pluchino's first name was misspelled.
- In "In Need of Exposure: Sarah Morgan Cohen-Smith and Spencer Birnbaum", Sarah Morgan Cohen-Smith's surname was misspelled.
- In "Anything You Can Do, I Can Do Better", Cory Behrooz's first name was misspelled.

Opinions

The Year in Review



John Mennell / The Spectator

By JOSEPH FRANKEL

Budget cuts, arson, eliminated electives, new vending machines, juniors winning Sing! and a glaring neon sign. These are just some of the events that come to mind when looking back on the past school

"While the 5 percent budget cuts won't be enacted until next year, Stuyvesant's recent qualification for Title I funding might very well be able to fill the gap, or at least cushion the blow"

year, which has clearly set itself apart.

Many students, and the occasional faculty member, have voiced the opinion that this past year has represented a general decline in the quality of life at Stuyvesant. Yet despite the number of problems Stuyvesant has faced this year, it's not quite fair to say that the school is reaching its all time low. However, the problems we're bound to face next year don't exactly inspire confidence, either.

One of the most prominent issues Stuyvesant has faced this year is the slew of budget cuts it experienced. As the recession took its toll throughout the country, the school was not immune. Forced to cut down on classes, sections of electives have been combined, some have been done away with completely, and consequently, class sizes have swelled. The greatest concern of a number of parents, students and administration officials has been how Stuyvesant will be affected when it is hit by the actual brunt of the budget cuts in 2010. But, in reality, it's hard to imagine that much will change. As many can remember, the primary concern of the student body and the faculty at this time last year was how the budget cuts would affect Stuyvesant in the current school year, yet the effects have not been nearly as severe as were first imagined. While the 5 percent budget cuts won't be

enacted until next year, Stuyvesant's recent qualification for Title I funding may be able to fill the gap, or at least cushion the blow.

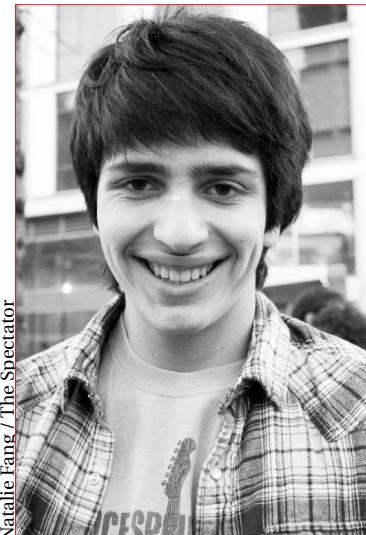
Aside from the more depressing aspects of the past year, there have been a number of memorable events that have not been as depressing. Of these events, by far the most memorable was the first junior Sing! victory in 10 years. While not exactly the happiest of events for the entire student body (ask any senior and their opinion won't be so charitable), it was an exciting change and somewhat of an uplifting to what had already begun to seem like an unpromising year.

Nothing positive can be said about the fires set throughout the school earlier this year, but the arson is an issue that Stuyvesant has been able to overcome. Despite the gravity of the issue at the time, as this winter's fires thankfully had little effect; they have become nothing more than a memory, and it is safe to say that the school will remain unaffected by them in the years to come. In fact, in the 1998-1999 school year, several fires were set in garbage cans throughout the building as well, providing precedent to the otherwise appalling fires of this year. And while the astounding intelligence shown by those who set the fires both then and now cast a bleak image for the future of firebugs of Stuyvesant, the school will be just as equipped to deal with it then as it has shown itself to be in the past.

As this year comes to a close, it's hard to say what the next

"Stuyvesant won't degrade into that dystopia that seems to be imagined by those who don't really understand the issues it face"

will bring. The past school year has brought along a number of issues that indicate how uncertain the next may be. Perhaps class sizes might be further compressed, maybe, fires will be set in places other than trashcans or maybe we'll be forced to pay exorbitant sums for our commute to school. Conditions both in and out of the school's control are bound to shape our experience at Stuyvesant in ways that we most likely can't anticipate. And while it may be much easier and cathartic even, to sit back and claim that things will never be as good as they once were, we will still have to face these changes. Regardless, Stuyvesant won't degrade into that dystopia that seems to be imagined by so many. Not yet, anyways.



Natalie Pang / The Spectator

By LEOPOLD SPOHNGELLERT

The student population of

The bar must be raised for the standard of existence for a population of almost 3000 people.

Stuyvesant consists of very different people. From race and class

Student Union Impact, It's a Two Way Street

to interests and hobbies, you can find every "type" of person. I come across people who share my interest in baseball, and others who have never even heard of the sport but know calculus formulas like the back of their hand. Despite these contrasts, every one of us has a different opinion about the state of the school. These differences make it even more essential that every student votes in the upcoming Student Union (SU) elections.

As a freshman, I barely even knew of the existence of the SU, let alone who my representatives were. This shows the current lack of presence the SU has to the student body. The Preamble of the SU Constitution claims that "it will work to ensure that the voice of the student body is heard in all discussion of school." Contrary to this promise, the SU fails to take action on the problems of our school because of a lack of organization and student activism.

A lack of effective leadership, however, is connected to a decline in the prestige of SU leadership roles. This would not be the case if more students voted in elections, thereby giving more importance to the SU and resulting in an executive council representing a more general consensus. It is important that students show that they have serious opinions about how our school can improve. If we show that we care about how the school government should act, then the pressure falls upon the newly elected presidents and members to pursue our interests.

If a low turnout for elections continues, the importance and

impact of being on the SU will not be stressed. Thus, the newly elected members will continue to be ineffective and will not take advantage of the power that their titles can have. However, an increase in election awareness falls on both the students and the school. The BOE must increase advertising for the elections so that students are aware of the election process. Student interest in the SU will lead to SU interest

Interest in the Student Union from the students will lead to interest in the students from the Student Union.

in the students.

More participation in the elections will put pressure on the newly elected members to improve the state of the school. While simply voting in the elections cannot lead to major change for the internal structure of the SU, it will lead to a much needed emphasis on student leadership at Stuyvesant.

Requiem for a Senior



Stephanie London / The Spectator

By KIRAN SURY

Uh oh. The last Spectator issue of this year. You know what that means. Suddenly the Opinions section will swell from a few paltry freshman articles whining about teachers and tests to a bunch of senior articles whining about how much they will miss all the teachers and tests now that they're graduating.

It happens every spring. After seniors get into college, a magical transformation occurs. Like the ugly duckling turning into the beautiful swan, seniors suddenly find that they loved all of their teachers throughout their four years here. All those sleepless nights spent studying for tests and writing essays seem worth it. They become teaching moments—forever changing the lives of these seniors, who only want to share what they have learned. They want to spread the

gospel of Stuy, to show how it has changed their life in one final article: their swan song.

But just like every girl I've known, they're faking it.

After only three and a half years, it's too early to don the golden glasses of nostalgia and reminisce. Stuyvesant is a mixed experience. There's both good and bad to be had here, but more time is needed before the bad will fade away into the dark place where bad memories go. Yes, eventually the bad events will be trivialized; the good ones will achieve a sort of warm, hazy spot in our minds and we'll look back on Stuy fondly. But now is not the time.

The reality is that no senior loves all of his or her teachers. I know I don't. I don't hate all of them, but most of them fall somewhere in that gray territory between "I can tolerate them" and "mild respect." For every

"wow, this teacher is fantastic, I wish they could teach every subject," there's a "sweet Jesus, kill me now so I don't have to put up with this moron! How did they get certified for teaching when they're barely certified to be decent human beings?" There's love for the good teachers and hate for the bad ones. However, these feelings are too fresh to simply tally up and say that the good overwhelms the bad and that Stuyvesant is a wondrous place that teaches life lessons.

Why do seniors persist in candy-coating their Stuyvesant experience just before they leave? There's no point in sucking up anymore; they're already in college, and short of failing them, teachers can't affect them anymore. They probably do it for the same reason I'm writing this piece: to establish their legacy. After finally climbing to the top, seniors are kicked back down to the bottom of the totem pole when they enter college. Being a freshman again is a daunting experience, but having happy memories of high school is a shield of sorts. College getting you down? Not making any friends? Go back and visit Stuy, lord it over the new seniors and feel cool again!

Even though I'm writing this article, I don't expect to be remembered. I haven't done anything spectacular, and other than a select few juniors, most students next year won't even know I exist. Teachers may remember me for a while, but eventually I'll fade from the sea of students' names they have to remember. It's okay—I'll probably forget them too. Even though my passage through Stuyvesant will have gone unnoticed, I don't mind. At least we'll always have Paris.

Opinions

Stuyvesant's Policy On Delinquency: Who's Dumb Now?



Sean Gordon Loeb / The Spectator

By WES SCHIERENBECK

Repeated listenings to Kanye West's "Graduation" have got me thinking—the end is near. While most seniors are glad school is going to be over soon, I think most are still dumbstruck by the idea.

But I don't have to worry about that, because my "graduation" came months ago, when I put my signature on my discharge forms. The transition from student to dropout happened in phases. At first I could still come to school if I wanted, not really a change from my last few years of delinquency. But then the unthinkable happened: the cancellation of my student Metrocard. Now that \$2.25 (\$4.50 round trip) serves as an everyday reminder: I am a high school dropout.

I'm not going to blame other people for the fact that I dropped out; I'm admittedly a guy with lazy tendencies and

a lot of personal issues. I have nothing but love for Mr. Teitel, but I'm a truth speaker, so it has to be said: Stuyvesant is a school with zero idea of how to deal with delinquency and uninspired students.

Stuyvesant is a good school, but how much of that success is the result of the fact that we are a naturally gifted group of students? Most Stuyvesant students I've known over my years are the kind who will succeed no matter where they're put—the kind who will get an A on a final even in a mediocre class. But an uninspired student in Stuyvesant is like a disaster in the Gulf—no one knows what to do, or no one cares enough to do anything about it.

Stuyvesant's arsenal of weapons to deal with delinquents is the educational equivalent of bringing a knife to a gunfight. The first weapon is punishment—if you don't do well in school, you can't be on your sports team, you can't be in plays or Model UN or what have you. The school has even gone so far as to slap a minimum average on college trips, a sort of "Why even bother? You can't get in any of these places" sort of message.

The next weapon is isolation. Students who fail enough classes as early as freshman year are moved to the "delinquency" homeroom, ZD. Call me stupid (I am a dropout), but taking an impressionable freshman and surrounding him with delinquents is counterintuitive. Not to mention the sheer chaos

created by these homerooms—delinquents float among the different delinquency "ranks," and never get any of the papers they need. Students who are technically juniors will be signed up for regents they took two years ago and seniors will enjoy being signed up to take the PSAT for a third time. Stuyvesant should want these students to succeed—so why are they putting them in an environment that cultivates failure? I was in 1ZD, for freshmen with promotion in doubt, from second term freshman year until the first term of my senior year—well after I got the credits needed to at least join a higher ZD. And don't even try online programming while you're in a ZD homeroom. Need two senior electives? Sorry, your schedule is full of the freshman art and sophomore history classes you already passed.

And once those extremely effective weapons have been used, the strategy is to wait. Wait until the student miraculously has a change of heart, finds a work ethic somewhere in the back of his closet and becomes a good student. The real strategy for dealing with delinquents at Stuyvesant is to sit back and hope they transform into good students overnight. And when that fails? Give up.

My philosophy on education is that a school's performance should not be judged by its best students, but by its worst. I've spent too much time with the school's "delinquents" to subscribe to the "bad apple" theory. Stuyvesant's "bad" students are

just as smart as its "good" students; it's just a question of motivation. Some found their passion in music, some found their passion in art and I found mine in theatre. The problem with delinquents is not that we don't want to do well in school, it's about priorities. A Stuyvesant delinquent will excel if given the freedom and support to be who they are.

I had an assistant principal in middle school who always used to give me trouble. I didn't do great in middle school either, but after I got in to theatre and performed in my first play, she told my mother: "Oh, so he's an artist. If we let him be, he'll succeed."

I also had an assistant principal in high school who used to give me a lot of trouble. I'm not going to doubt that she cares; I'm also not going to say I dislike her. But I will say that she, or perhaps just the policy that she enforces, is misguided. I remember once telling her, near tears over being pulled from a show, that what I really cared about was theatre, and that academics was second priority for me. And what was her response? "You should've gone to LaGuardia."

How is that supposed to help a struggling student? What purpose is served by the academic equivalent of what-ifs and I-told-you-sos? When your mindset stops being "How will we make you succeed here?" and starts being "Why are you here?" you've failed in your job as an educator.

Skill is not about developing a technique that works most of the time, it's about adapting your technique to overcome different challenges. Stuyvesant applies cookie cutter, "what works for most" solutions to individual people with different passions and situations. There's no skill involved in that. Stuyvesant needs to be more accepting and understanding of the individual and work around flaws, instead of trying to morph everyone into the valedictorian.

Now, there's a lot of rumor and hearsay going around nowadays, so I also want to take the time here to set the record straight about who I am. When I was 11, my father had a stroke. The time consumed by having to take care of him, and the emotional weight of losing my father were naturally a lot for an 11-year-old to handle, and since then, I haven't been a great student. But I finally found a place where I could succeed—in the Stuyvesant Theatre Community, SING! and Stuyvesant's writing communities. These were places where I could do something I was good at and people would respect me for it. While losing my father hurt my life, having everything I cared about snatched from me by the administration hurt more.

I may be a high school dropout. But that's not all I am. I'm a comedian struggling to stay funny in a life of tragedy. I'm a son who spends his free time taking care of his disabled father. Sure, I failed out of Stuyvesant, but Stuyvesant failed me too.

The House Will Not Hold



Stephanie London / The Spectator

the diary of a mad senior

By GAVIN HUANG

In the last issue of The Spectator, it is almost customary for some writer, whether he or she is a reporter, an editor or a columnist, to publish a last column, a sort of ultimatum on his or her four years at Stuyvesant. I myself have been through three such articles in my four years here and am now ready to write my own "last column." They run the gamut from insightfully introspective, like the one in 2007 by Tiffany Wong ('07) on her experience as a Spectator columnist (go figure), to insinuatingly critical, like the one in 2008 by Prameet Kumar ('08) on security changes Principal Stanley Teitel put in place since his first year at Stuyvesant.

When I first entered the school, I compared Stuyvesant to a city, maybe not New York City, but certainly a microcosm. There was always something happening after school. There were posters plastering walls for different clubs that sadly no longer exist. Back then, the Student Union (SU) actually meant something. In fact, after Big Sibs,

my first interaction with the student body was through the SU. I still think of Stuyvesant as a city, but it's no longer in the sense of "something's always going on." It's like a city because of the faceless anonymity (which, yes, includes the ID cards). Community is not a word to describe Stuyvesant. Competition is a better synonym.

The phrase "Stuyvesant community" is often used in letters and announcements to describe the school as a collective whole, which includes the students, the teachers, the parents and even the people who live around the building. Whether Stuyvesant is an actual community is questionable. The type of environment that I entered into as a freshman is very different from the one I leave, but it seems to be a complaint that comes with every graduating class. Year after year, graduating seniors yearn for a halcyon past and how they seem to be graduating in the worst of possible times. But with budget cuts, arson, ID card scanners, a near encounter with metal detectors, and an increasingly apathetic student body (not to

mention a SING! loss), I may well be in the worst graduating class ever.

Or, I could just be another alum-to-be who's disappointed with the direction the school has gone and gained wisdom and experience with my four years here. The problems we complain about—apathy, bureaucracy, competition (the ABCs)—were always problems in the school, and the fact that we are here for only four years makes it difficult to understand that the problems will always be here to stay. In a June 1984 issue of The Spectator, then-Principal Abraham Baumel spoke to reporters about communication and the problem of competition in Stuyvesant. He hoped having a weekly newsletter and assemblies with the student body would bridge the gap between the students and the administration and "would serve as the only message the students would have that come straight from the principal's desk," he said. The proposals never lasted.

A few years ago, another attempt was made to bring the Stuyvesant community together. Building Stuy Community (BSC) started "by accident," according to English teacher Jonathan Weil, who helped create it after he wrote a Letter to the Editor expressing his concerns about the competitive environment in Stuyvesant, but it soon turned into something bigger (its description still appears in our homework planners). Students, teachers and parents attended weekly discussions in Room 615A on pressing issues affecting them. The organization rarely went past these discussions. Their last major action was the StuySpace campaign in 2008, when BSC dis-

tributed over 300 shirts to various student organizations and posted multi-color flyers encouraging students to keep the building clean in the hopes of gaining more student space.

It's like a city because of the faceless anonymity (which, yes, includes the ID cards). Community is not a word to describe Stuyvesant. Competition is a better synonym.

Its effect was immediate, but like most student organizations, institutionalization brought it to a close. With the seniors who planned the t-shirt and poster blitz gone, the discussions stopped happening and large-scale events became rarer. If Stuyvesant wants to become a more cohesive community, stu-

dents need to think beyond just their four years here. If students want more space to hang out, if they want more fundraisers, if they want more social events, they have to make sure that they happen every year, that traditions don't die with the graduating class. Students need to see the school in a different light, not as a brewing hot pot for college, but as a place where all constituents—teachers, parents and students—can learn from and with each other.

"I don't think competition and community are two mutually exclusive things," Weil said. "Just because we have one doesn't mean we can't have the other."

When an Arizona high school—Mesa High School—visited Stuyvesant, they were amazed by our school's facilities and academic rigor. Equally impressive, though, was the passion they had for their school.

There is no formula for generating more social cohesion. There is no set list of things to do to create a better community. It's too late for us seniors now, but there are steps that future graduating classes can take. Organizing more social events can be one thing (Comedy Night was nice). Reinstating the weekly discussions can be another, but students also have to actually attend (Open Forum is an example). Having regular newsletters and assemblies will give some face to an often faceless administration.

But even if nothing gets achieved, if the SU continues to be a laughable organization, if administrative bureaucracy continues to make organizing school-wide events difficult, the least the students can do is love their school—and each other.

Opinions

OP-ART



Arts and Entertainment

Get a Scoop of This!

By TONG NIU

It's hot. Between global warming and inoperable air conditioners, even the shortest short shorts can't combat the stifling heat. Now, with the APs behind us and summer beckoning with every warm breeze, it is the perfect time to indulge in our favorite mood-lifting, heat-combating, sugar rush-inducing treat: ice cream. So, when you grow tired of McDonald's dollar menu ice cream and realize that Dunkin' Donuts just doesn't seem to have enough flavors or ambiance, tickle your taste buds at these eateries.



Tasti D-Lite is located on 74 Chambers Street.

Tasti D•Lite

74 Chambers Street (between Church St and Broadway St)

Located on a street filled with boring business stores, Tasti D•Lite seems a bit out of place—a kids haven in an adult's world. Colorful and bubbly, the store's pink logo softens the dreary gray of the Washington Mutual Bank next door. Though there are only a few flavors, the ice cream is rich and creamy. Despite the limited seating—there's only one table for two—the store is cozy and welcoming, right down to the enticing window displays of candy and teddy bears. What is most eye catching, however, are the rows upon rows of candy. Everything, from jelly beans to gummy bears, serve as the perfect topping to a delicious sundae. The employees are friendly and will ask you about your hometown, and are more than willing to give you a student discount, even if it isn't in their store policy.

Picnic Basket

111 Hudson Street (between N. Moore St and Franklin St)

Modern and sleek, Picnic Basket is Whole Food's little brother, but with a sweet twist. Featuring a juice bar and ice

cream section, it has all your summer needs, from gelatos to sorbets to smoothies. Ice creams are made fresh at the store and encompass a wide selection of flavors. They have the originals—chocolate, va-



Picnic Basket is located on 111 Hudson Street.

nilla and strawberry—the well-known—cookies and cream and coffee—and the more eye-brow-raising flavors, like Nutella, peanut butter and Ferrero Rocher. "We use the skim milk and the flavor[ings]. And for the gelato, that's natural flavors. And the sorbets, we use the fresh fruits," said Isaias Flores, employee and ice cream maker's assistant, proudly pointing



The Chinatown Ice Cream Factory, located at 65 Bayard Street, is a major tourist attraction.

to a row of 14 ice cream and sorbet flavors. The inviting ambiance and friendly staff draw you in. With large, four-seater tables and a row of chairs in the front, Picnic Basket is great for an afterschool hangout.

Chinatown Ice Cream Factory

65 Bayard Street (between Mott St and Bowery St)

Located in the heart of Chinatown, the Ice Cream Factory is full of surprises, both good and bad. Though the lines are long, often stretching outside the store, and the store is small, with just enough room for a single file line, the flavors are

plentiful and delicious. While they certainly stock the usual chocolate, fudge and vanilla, Chinatown Ice Cream Factory is true to its name, bringing in more Asian tastes with their almond cookie, red bean, taro and green tea flavors. With ice creams stretching the entire length of the store, there are more than enough choices for even the pickiest of ice cream lovers. Though prices may seem daunting at first, \$6.95 for three scoops, the portions are well worth the price. Each Ice Cream Factory scoop is heaping. Though farthest from school, this is also the cheapest of the ice cream stores.

Arts and Entertainment

Bambú As Big As a World of Its Own



The new bamboo exhibit at the Metropolitan Museum of Art was unveiled on April 27 and will last until October.

By JAMES KOGAN

First impressions of Big Bambú are awe inspiring—as if a thousand bamboo beams from some far away East Asian forest were suddenly spirited away and bolted onto the rooftop garden of the Metropolitan Museum of Art. The result is a giant 3-dimensional cross-hatching that seems to take no particular pattern or rhythm. And while this may at first seem to be a departure for identical twins and collaborative artists Doug and Mike Starn, whose claim to fame is their photography, the pair effectively blends separate disciplines such as sculpture, painting, video, photography and installation to create meaningful and inventive works that still sing with their signature style.

The kinds of motifs that appear in the duo's photographic work echo quite loudly in this eight-month installation. Much like their photography, which showcases an interest in organic systems and structures, this piece is a fitting representation of the messages of interdependence and evolution that the Starn brothers focus on.

Big Bambú has been described as a microcosm, a Renaissance term meaning "little world." Mike Starn best described it when he said "This piece is a representation of what it means to be alive [...] It's always a complete thing. But that doesn't mean it's finished. It's always going to be changing and growing." The simplicity of the piece only heightens this idea. Made of 3,200 bamboo poles lashed together with only strings of nylon, this piece embodies evolution. By watching the progress of this installation, one can observe in a span of five minutes how an area that was once thin air can become part of this growing organism, a flowing spiral upward resembling a cresting wave.

At its current height of 30 feet, it is remarkable that this towering maze was created without the use of any cranes to move the poles into place. Instead, the Starn brothers hired a group of mountain climbers, who first worked on the original Big Bambú in a studio in Beacon, NY. Now, on the roof of the MET, these same artists started by first creating a self supporting "scaffold," made of a tripod of bamboo rods, and building onto that until the sculpture was strong enough to support itself. Under the sounds of jazz and funk music playing, these climbers make their way from

one stalk of bamboo to another, carefully knotting one piece of bamboo to the next. Walking at the ground level of the roof, it's almost unnerving to see how few of the bamboo poles actually touch the floor; most are in fact suspended about an inch above the ground and shake back and forth as people walk over them.

Walking on the main deck is a unique experience in its own right. Shadows from the poles provide a comforting shade on the hottest and sunniest of days, but navigating between these same poles takes concentration, for it seems the arrangement of the bamboo stalks is entirely arbitrary.

However, to get a full grasp of what Big Bambú is about, taking the guided tour is highly recommended.

To take one of these tours, one must be able to walk without assistance. In addition, rubber shoes are necessary—one cannot be barefoot or wear high heels, flip flops, sandals, or leather-soled shoes on the slippery bamboo. There are no tours given in inclement weather, so plan accordingly.

Tickets for the tours can only be obtained in person, and are given away on a first come first serve basis. During the week, tickets are distributed at 9:30 am and at noon, and can be picked up at the Big Bambú Registration Desk in the Uris Center for Education, located at the 81st Street ground-level entrance. On Saturdays, tickets are released at 3:30 pm at the same location.

Only when inside the core of this chaotic structure can one notice the strong movement and flow that exists in the midst of thousands of clashing and colliding bamboo rods. Pathways dictated by multiple rods running alongside each other seem to swell upwards in smooth arcs, making rounds within this giant bird's nest, and straining towards the heavens. There are currently three different pathways under construction, the third being the tallest and eventually culminating at an enormous crest. Being inside the very heart of this installation, one can observe the constant growth, changes and movements that make this piece so human. Playing against the elegant backdrop of Central Park, with a fringe of straight standing skyscrapers, this work parallels the same idea—the prevalence of a natural flow hidden amongst the raucous and chaotic.

Tribeca Tastes Success



The judges of the Tang's Natural Whole Wheat Dumpling Chef Challenge (From left to right: Terry Tang- owner of Tang's dumplings, Anna Last-editor in chief of Martha Stewart's Everyday Foods, and Gabrielle Langholz- editor of Edible Brooklyn and Edible Manhattan magazines.)

By SHAH ALAM and DAVID KURKOVSKIY

A crowd of curious bystanders watched impatiently as a young chef carried three plates of exotic fried shrimp dumplings to the judges' table, while another chef passed a plate of steamed lobster dumplings forth. The three food connoisseurs, kings of the culinary arts, slowly evaluated the appealing dish, jotting down grades onto charts. They whispered to one another—cautiously dissecting their food, taking in sauces, garnishes and the dumpling itself. The onlookers were tense as the judges yielded their charts. The winner of Tang's Natural Whole Wheat Dumpling Chef Challenge was Kamal Rose of the Tribeca Grill.

City Winery's bluegrass band riled enthusiasm at the festival, which combined with the bazaar themed event, gave the environment a familiar yet exotic allure.

On Saturday, May 15, Duane Street, between Greenwich Street and Hudson Street, was filled with crowds of people hoping to treat their taste buds to the experience of a lifetime at the 16th annual Taste of Tribeca food festival. "Waiting on that line was well worth it and more," Taste of Tribeca attendee Mark Jennings said.

Stands filled the busy street, as people ravenously scoured for the best way to split the six tastings they were allotted amidst the

various participating restaurants. City Winery's bluegrass band riled enthusiasm at the festival, which, combined with the bazaar themed event, gave the environment a familiar yet exotic allure. Local establishments, as well as fancier venues, were dispersed throughout the hectic street. Favorites such as Zucker's Bagels, Tribeca Treats, Amish Market, Tokyo Bay and Nobu offered signature dishes.

Zucker's Bagels offered two varieties of small bagel sandwiches, ornamented with coleslaw and a pickle on the side. One sandwich, "the taste traditional," was made with smoked Atlantic salmon, beefsteak tomato, capers and red onions. Another choice was the "local pastrami slider," a rye bagel filled with pastrami and mustard. While Tribeca Treats presented simple yet appealing dessert trays, the Amish Market gave out vegetarian snacks, including different assortments of crackers and baklava. Large lines of people formed behind the stands of Nobu and Tokyo Bay. Nobu's chicken karaage, with green mango and jicama slaw, though petite in size, was colossal in Eastern flavor. California and spicy tuna rolls were found at Tokyo Bay's stand. The sushi, delicately wrapped in seaweed, formed a delectable cone of rice and fish. It stayed true to its name, leaving tasters desperate for water. Bouley served sour strawberry and white chocolate parfaits. Baluchi's zesty chicken tikka masala remained a consumer favorite.

Overall, customers were satisfied with the tastes they sampled. "The molten chocolate cake with chocolate sauce over at Duane Park Patisserie makes your mouth feel reborn," Jennings said.

Many of Stuyvesant's ARISTA members volunteered as food-runners for the premium ticket buyers. "We basically just wait for the executive tables to order something and then we ran and we were allowed to skip the lines and get it for them," ARISTA volunteer and sophomore Nafisa Chowdhury said. "I think being a volunteer made it less fun but I'd definitely come as a consumer."

Taste of Tribeca is not only an avocation for consumers to try various foods and for restaurants to reach out, but has also been the means for local Tribeca schools,

"The molten chocolate cake with chocolate sauce over at Duane Park Patisserie makes your mouth feel reborn"
— Mark Jennings, Taste of Tribeca attendee

PS 234 and PS 150, to fund their music and arts programs since 1994. "It pays for the entire music program," Taste of Tribeca board member Sarah Reetz said. "It really, really has a huge impact and means a lot to the kids."

Nobu's chicken karaage, with green mango and jicama slaw, though petite in size, was colossal in Eastern flavor.

The event was a huge success for kids hoping to maintain an underfunded music program, vendors hoping to find new customers and hungry attendees hoping to satisfy their cravings.

Arts and Entertainment

Rooftops worth the Climb



Courtesy of Rooftop Films

Rooftop Films screens various movies on roofs of buildings around the city.

**By JENNIFER CHU
and CATHERINE CHUNG**

After climbing up six straight flights of stairs and having the lactic acid accumulate in your calves and thighs, you'll be compelled to stop dead in your tracks when you walk onto this rooftop. Enthusiastic volunteers ensure that you're on the right path as you enter the screening area. Only it's not your normal screening. There is no need to turn off lights and the walls are filled with double-take-worthy graffiti. There are no hidden stairs you can easily trip on and you have the luxury of watching the film while retrieving snacks. To top it all off, you're treated to a front seat to New York City's cityscape and the cool crisp air of the evening.

Rooftop Films, a non-profit organization that began 13 years ago with showing a single screening on top of an apartment building on 14th Street, has grown to screen a reputable festival that has continuously showcased the works of creative filmmakers who share a passion for filmmaking. The artistic director and creator of Rooftop Films, Mark

Rosenberg, has always considered rooftops to be a refuge and "a place that can offer a fresh perspective," he said. It is no coincidence that their film festivals are both unique and genuine in the venue and the experience.

Most known for its Summer Series, Rooftop Films screens a wide array of genres in film throughout summer weekends. The themes of each night vary annually, as Rosenberg and his team sift through roughly 3,000 films from filmmakers from all over the world, picking ones that are personal, intimate, inspirational, professional and offer different perspectives. From there, they group films by classifying them into broad categories such as love or environmentalism. They then pair the films to the venues, allowing for a more holistic feel to their screenings. This summer, they have selectively chosen 120 short films and 22 feature films to screen.

As for the venues, Rooftop Films will show at any place where it is welcomed. Some of the screenings this year will be held at Automotive High School, the Open Road Rooftop at New Design High School, the elabo-

rate roof of Brooklyn Technical High School and The Old American Can Factory.

Rooftop Films is devoted to focusing on the artist and spreading the importance of art. Last year, Rooftop Films helped raise money for school art programs and conducted in-school workshops. Occasionally, all of the proceeds from refreshments go to the high school holding the event. With tickets at \$10, one dollar of every ticket sold and every film submission fee is put into the Rooftop Filmmaker's Fund, which is granted to several artists who have never had their work shown in a screening.

Some short films that were shown during opening night on Friday May 14th at New Design High School include a parody of Star Wars in "Star Wars: Retold," a funny interpretation of the battle over electricity in "Drunk History: Tesla and Edison" and a critique of modern day popular logos in "Logorama." True to Rooftop Films' goal, all of these short films take on a fresh and interesting perspective that engages the audience through all levels of emotion.

With a special emphasis on short films, Rooftop Films makes it possible for anyone, no matter how amateur or professional, to show their films. Most importantly, Rosenberg encourages novices to keep showing people their work and to never stop "churning stuff out," he said. "It does not matter how long it is, but how long it stays in our mind." Movies will continue to screen atop the various roofs of New York City every weekend night until September. For an experience that will stay in your mind, make the climb to see underground films outside.

For a complete list of screenings: www.rooftopfilms.com

A Walk to Uncover

By MARGOT YALE

From skylight lit rooms adorned with leather covered spiral staircases to bare studios behind nondescript doors, galleries throughout New York City feature works by artists ranging from Andy Warhol to local high school students. However, despite the aesthetic and monetary value that many of these pieces hold, great art is often left hidden in the shadows and crevices of the city's streets.

The third annual Madison Avenue Gallery Walk, held on Sunday May 15, helped uncover these galleries and expose them to a wider audience. Though the goal of the walk was to raise money to support greater art education in New York City public schools, there was no charge for admission. The money was instead raised through auctions of the works of each gallery. A total of 55 galleries were open on Madison Avenue from East 57th Street to 83rd Street. Hourly tours were available for attendees, but most chose to explore the galleries on their own. Additionally, several lectures were held by gallery owners and artists to discuss their exhibits.

Most visitors started off at the Fuller Building, which acted as both an information center and a home for many galleries that participated in the walk. This Art Finance Partners, located in the Fuller Building gallery, featured works of many famous artists including camouflage collages by

Andy Warhol, a Henri Matisse sketch and a pastel drawing of hot dogs done by Wayne Thiebaud. Most of these works went for about \$300,000. "I think that some pieces are overpriced," attendee Susan Folman said. "There are lots of famous artists. But, these are borderline works, not their mainstream pieces."

Six floors above, Zthe Bonni Benrubi Gallery was exhibiting works of Jehad Nga entitled "Turkana." His photos use an intense lighting technique, which creates the illusion that there is a light behind the canvas. "I think the technique is fascinating. It's not really my style, but I appreciate the light with dark background," said spectator Lois W., who would not give her full name. "You can't tell where the body ends and the face begins."

Many other galleries were often hidden in non-discrete apartment buildings that would otherwise be neglected. Nathan A. Bernstein & Co, located on the second floor of a small apartment building, showcased a group show entitled "Reflection," which included several metallic paintings and a sitting deer sculpture covered in crystals. The gallery also exhibited several works done by students from public schools associated with the Fund for Public Schools.

"The gallery walk gives new artists access to the community," Nathan A. Bernstein & Co. employee Nicole Berry said. "People can come see artwork who may not have known about us."



Overall, the walk received an enthusiastic response from participants. "It's fun to be open for one day," Sigrid Freundorfer Fine Art owner Sigrid Freundorfer said. "I like to get people's feedback on what I have here. I'm in my own environment in my office, so it's good to get their understanding." Through boosting interest for each individual gallery, the walk helped generate more appreciation for the hidden arts of New York City.

The gallery walk spanned for a further distance than I could walk. To accomplish about half of it took several hours. I highly recommend taking a tour, as the tour guides are very enthusiastic and helpful. Tour guide Eric Fox said, "For me, I get enjoyment from bringing people to see artwork they never saw before."

Marina Abramović: Performance Art Revolutionary

By EMMALINA GLINSKIS

Instead of just passively watching a performance, imagine being a part of it and altering what the performer does. Performance art is a whole different realm of avant-garde, conceptually driven, sometimes extreme and often unknown performances. Unlike in sculpting and painting, when objects become the artistic work, or in dance, when the work is primarily motion-driven, in performance art, the actions of one or more individuals in a particular time and place are the artwork.

In performance art, the actions of one or more individuals in a particular time and place constitute as the artwork.

Performance art began in the United States during the 1960s with works from the anti-bourgeois and visual Dadaist artist Allan Kaprow, who created theatrical performances called "Happenings"—ever changing, each performance unique and interactive with the audience. These spontaneous pieces were unlike traditional theatricals because only the circumstance determined the path each performance would follow. There were no set scripts and each plot was flexible, depending on the audience's participation. In the former Yugoslavia, the emerging theatrical style of performance art influenced Marina Abramović, who is dubbed the "grandmother of performance art" for her exploration of the limits of the human body and mind in the heat and danger of the present moment.

As a young woman, Abramović was always interested in identifying and defining the limits of her body, the audience's relationship with the performer, the art itself and the codes that governed her society. At the time, the media sensationalized performance art and claimed that performance artists were doing violent and masochistic acts. In 1974, as a response to the criticism, Abramović performed one of her most famous pieces, "Rhythm 0," in Yugoslavia.

In turn, she showed that it was humanity itself that was violent and masochistic.

The piece started off with a wooden table covered in a white sheet with a large array of items on it, including makeup, clothes, knives, a whip and a gun loaded with a single bullet. She sat down, and for a total of six hours, let the audience ma-

nipulate her actions and her body. In the beginning, people cautiously played around with her by putting makeup on her or shifting her position, but then things got more aggressive. "I felt really violated: they cut my clothes, stuck rose thorns in my stomach, one person aimed the gun at my head, and another took it away," said Abramović in an audio interview recollection accompanying her special exhibition at the Museum of Modern Art.

After the performance, Abramović's work grabbed the attention of West German performance artist Uwe Laysiepen. As a couple, they tried to create a series where they were one individual named "the other", utilizing a relationship in their performances of complete trust, best illustrated by "Rest Energy" (1980). For four minutes, Uwe stood across from Abramović in a slanted position while she held a bow and Uwe held the string, with an arrow pointing directly at Abramović's heart. Microphones were attached to both hearts recording the increasing number of heartbeats.

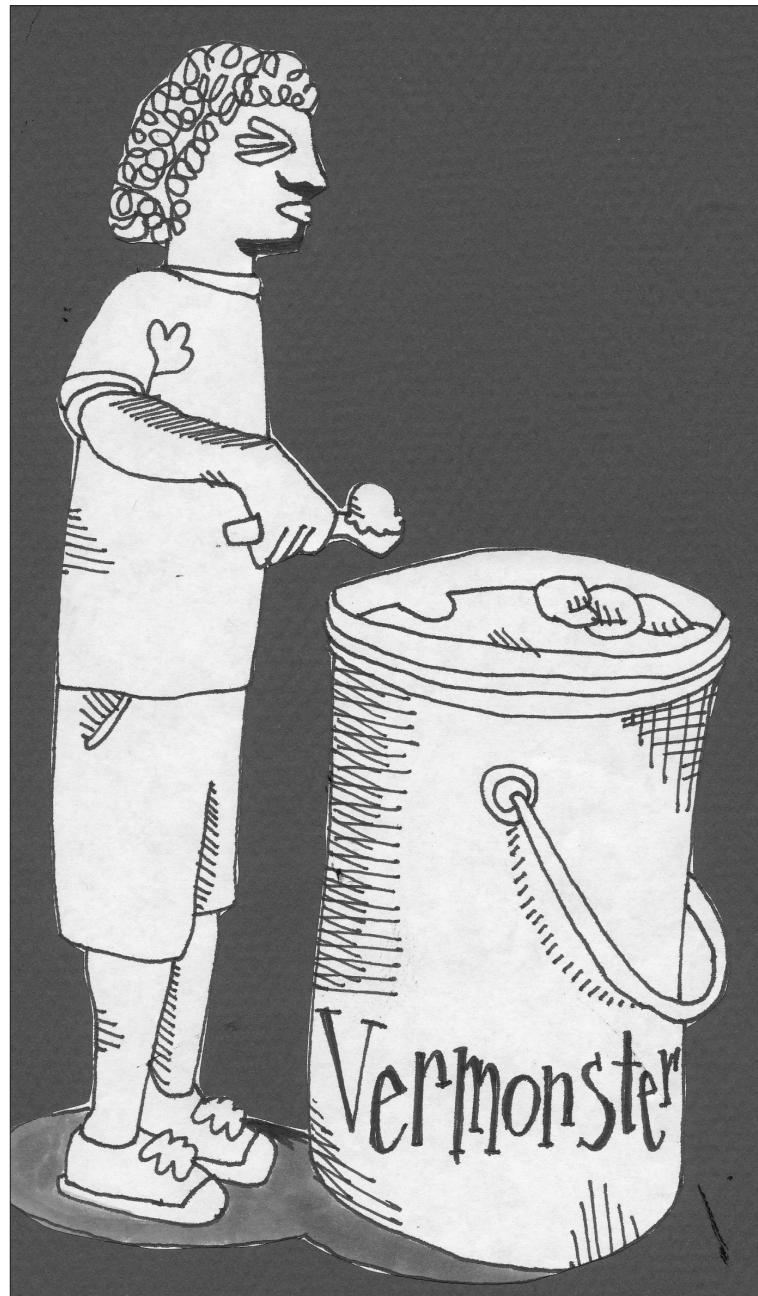
Following her break up with Uwe in 1988, Abramović performed a series of works meant to reflect on pieces she previously performed. At MoMA from March 14 to Monday, May 31, Abramović revisited a performance called "Night-Sea Crossing" that she had done with Laysiepen from 1981 to 1987. In 22 locations around the world, they would sit across from each other and stare the whole day. The couple tried to portray that it takes focus and patience in both the physical and emotional state to stay absolutely still in meditation. Now, in her reinterpretation of that work, titled "The Artist is Present," Abramović sits still in a chair for the duration of the museum hours, and anyone can sit across from her and be a part of her performance art. By the time the MoMA exhibit is over, she will have sat motionless for a total of 716 hours and 30 minutes—her longest performance yet. Allegedly, she has a special container under a long dress she wears so she can go to the bathroom while she sits.

Her MoMA exhibit also includes a retrospective on her life and works, with reconstructed objects and sets used in her numerous performances. Each room of her retrospective exhibit represents a different stage in her life and career, with streaming videos and pictures of many of her works. There are live performers reenacting her performances throughout the exhibit, the first ever to re-perform her works in a museum setting.

Abramović surely changed the way people thought about performance art by creatively and symbolically expressing her ideas and by emphasizing the importance and power of the present moment. Her avant-garde, yet meaningful and smart performances are still getting world-wide attention, making her work unquestionably worthy of a retrospective at MoMA that one will certainly not forget.

Arts and Entertainment

Ice Cream Chronicles: Defeating a Different Kind of Ice Monster



By JAMES KOGAN

Our world's history has shown us events that have made gods out of men, and times when the unthinkable was done and the darkest hour was illuminated by the valor

and spirit of heroes. Like the Battle of Thermopylae, when 300 Spartans raised hell against a considerably stronger force, the date Tuesday, July 28, 2009, will go down in history. On that scorching hot mid-summer's day, a band of underdogs

stretched their stomachs and their wills for a higher cause, and vanquished the mighty Vermonster—and I just happened to be one of them.

But what is the Vermonster, you ask? Well, it's only one of the most ridiculous, menacing and calorie-packed ice cream sundaes ever created. Weighing in at 10 pounds, this gigantic frosty mass packs a whopping 14,000 calories: enough to fuel an average American for a week. But for serious ice cream indulgence, sacrifices are to be made. In this case, one can wave goodbye to any chances of getting in shape for the summer. Especially not with all the sugary ingredients in the Vermonster, including 20 scoops of ice cream, one fudge brownie, four bananas, four toppings of the customer's choice, four huge ladles of hot fudge and a Mt. Everest of whipped cream. Finishing the whole thing seemed obscene and unrealistic.

Any attempt to devour this on my own would surely have resulted in a diabetic shock. Thus, I began to assemble a team of four. Eventually a few more people came to nibble, but none were as loyal as the original troupe. These few good men and women were, without a doubt, my most powerful assets in this battle. Without them, I had no hope of completing this test of ice cream devotion.

The night before the Vermonster challenge, I did not sleep. Instead, I tossed and turned violently in my bed, gripped with fear at the thought of melted ice cream tsunamis and earthquakes caused by excessive chocolate. Nevertheless, I woke that morning with an empty stomach and a brave heart, and set off to the Third

Avenue Ben and Jerry's where I met my comrades. The smell of warm and mouth-watering brownies grew strong at almost half a block away, at which point we all began to run to the shop, and upon entering, we quickly made it clear to the employees that we weren't here for kicks. We were here for the Vermonster.

and banana on top of brownie, coating everything with a ladle of fudge and a massive squirt of a full bottle of whipped cream.

And thus we set forth in our plight, one both beautiful, from an ice cream fanatic's point of view, and excruciatingly painful, with the sin of gluttony. To most efficiently go about eating the Vermonster, I decided to keep four people eating constantly, myself included, and to have everyone else flanking the beast, scooping away at the sides at will. While the first 10 minutes convinced my crew that we were making astounding progress—the once large mound seemed to be almost reduced by half—soon, a sugar crash swooped over us, leaving us tired and barely trudging through layer after layer of semi-melted ice cream. But despite these predicaments, we somehow pressed forth until we could see the bottom of the bucket—where the real challenge lay. Here in this dairy moat was an inch of obscure-tasting glop—a product of all the once distinct flavors that were now merged together. We stood gasping in horror at the nauseating color of this liquid. There was no other way to win than to slurp, and slurp we did!

Luckily, our camaraderie carried us through thick and thin (in this case frozen and molten) until the shouts of near-victory echoed inside the small ice-cream shop. And, behold, all that stood between us and our goal were the few remaining gulps of a once-ominous beast. But with great determination comes great triumph, and we emerged that day carrying the hallowed bucket like the head of Medusa, our stomachs bulging like that of Vikings after a great feast.

But what is the Vermonster, you ask? Well, it's only one of the most ridiculous, menacing, and calorie-packed ice cream sundaes ever created.

It was almost as daunting to order the ice cream as it was to devour it. I insisted on Cherry Garcia, while one of my friends kept yelling "Chocolate chip cookie dough! Chocolate chip cookie dough!" A third insisted on Fudge Brownie. Another chimed in for Phish Food. After a list of about 10 flavors—including favorites like Cherry Garcia, Chunky Monkey and Half-Baked—was agreed upon, we picked out M&M's, Reese's Pieces and rainbow sprinkles. A grim looking man in his mid-20s piled scoop after scoop,

Summer Book Recommendations: Teachers' Picks

By TONG NIU
with additional reporting by
XINNI LIU and
HYEMIN YI

Don't want to read these Spectator articles? Here are some interesting books to contemplate reading instead:

"Anything" by Oliver Sacks, a neurologist. With regards to music, he wrote a book called "Music Ophelia," which is about damage to the brain causing problems with perception. "Reviving Ophelia" is about what happens to adolescent girls when they enter junior high and high school and how they don't reach their potential. It's very interesting. And I would recommend Scientific American Mind. It's one of the best magazines for psychology students.

If people are interested in psychology they should go to Barnes and Noble or any other kind of book store and look for trade books, meant for general consumption. Not necessarily buy but note down the title and try to get it through their local library.

—Biology teacher
Marianna Reep

"The Master and Margarita" by Mikhail Bulgakov. It kind of goes back and forward, between

two stories, one is the Pontius Pilot and the other is the story of basically a group of individuals, taking over this house, and they are demons. There is a lot of action, when the scenes of Pontius Pilot are very contemplative, but the scenes with the demons are very dynamic and hilarious, and you can't help but like them a lot, so in a way what Bulgakov does, he does something similar to [John] Milton in that he creates these characters that we would consider traditionally evil and makes them very witty and amicable. It's all narrative, but embedded within the narrative is a philosophy. [The book] is so great and I feel that he is such an important Russian author, but we don't get to read him in school.

—English teacher
Rosa Mazzurco

I'd recommend "Me Talk Pretty One Day" by David Sedaris. It's a series of funny essays about his family and his experiences trying to fit in while living in Paris. You don't learn much from the book, you really just enjoy it.

—Math teacher
Gary Rubenstein

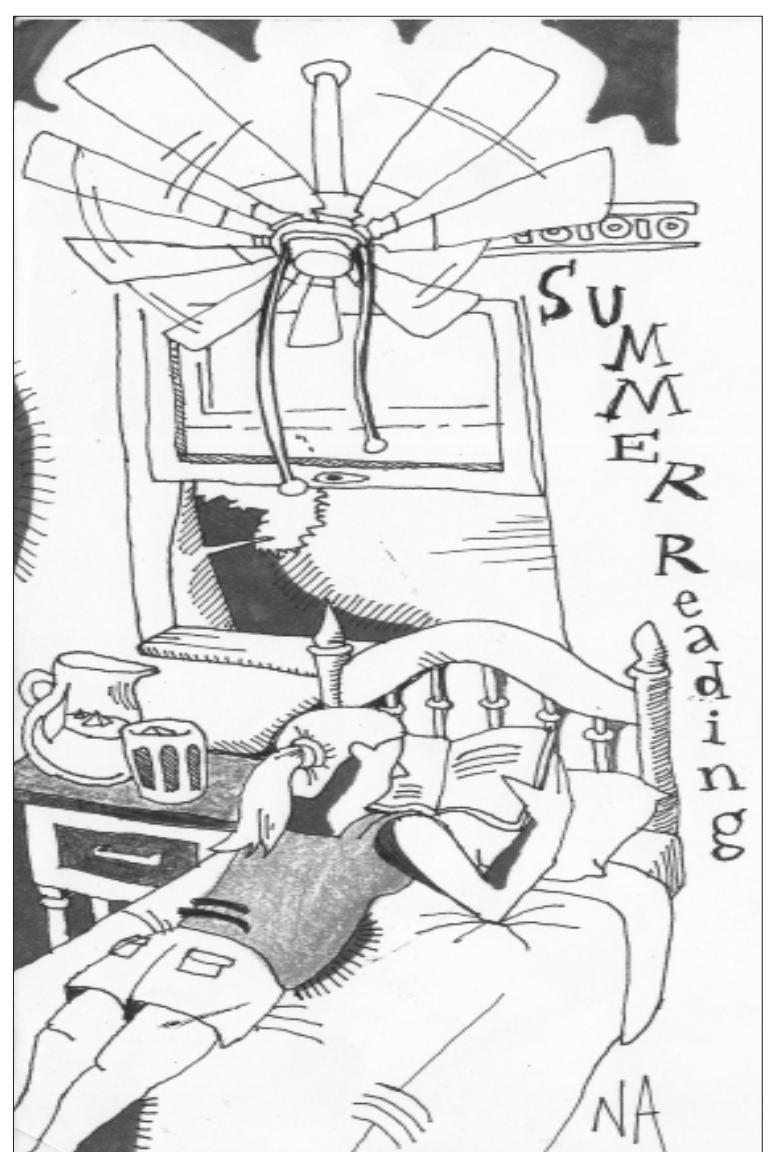
"Catch 22." That would be one of them. It's a great com-

mentary on war—very sophisticated. For kids to read, I would [also] say "Nine Short Stories" by J. D. Salinger. I recommend that highly. I like the picture he paints, his style, the characters he paints, his sense of humor. There's a certain smooth flow to his style. Almost all the stuff written by him, I've liked. But I'm dated, you know what I'm saying? I'm not into the most up-to-date books.

—Technology teacher
Steven Rothenberg

"The Defining Moment" by John Alter. It could be kind of interesting just because people compare it with Obama and his first 100 days. And so far, the big knock for Obama is that he's unable to make Americans feel, even though he's passing all these legislations, financial regulations and credit card bills and the biggest health care and social planning since LBJ. He's not outraged enough and I think that this book talks about FDR and it makes interesting comparisons. And FDR was the most successful president of all time of doing this because of making the country feel that he cared about what's called the forgotten man.

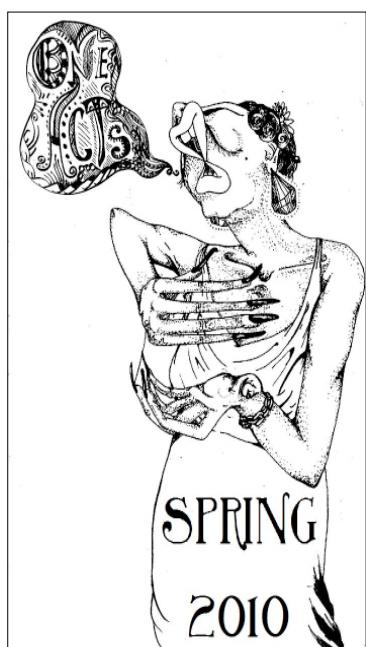
—Social Studies teacher
Robert Sandler



Arts and Entertainment

Drama, Laughs and Kung Fu in One Acts Festival

By SERENA BERRY



The Night Man Cometh

What a way to end the show. Directed by senior Sarah Morgan Cohen Smith, "The Night Man Cometh," a pseudo-musical adapted from an episode of "It's Always Sunny in Philadelphia," was probably the most crowd pleasing play of the festival. When Charlie, played by sophomore Ben Koatz, writes a musical called "The Night Man Cometh" to impress a girl he has a crush on, his friends reluctantly agree to star in it. A lot of the humor comes from the allusion to child abuse in Charlie's poorly written lyrics. For example, Dee, played by senior Mariana Quinn-Makwaia, has to sing, "little boy/baby boy, I want you," after which she tells Charlie she sounds like a pedophile. Quinn-Makwaia was hilarious and charming. Another source of humor came from the fact that Dee's love interest in the musical is her brother, Dennis, played by freshman Nick Miller. Senior Jacob Sunshine, who played Frank, was very funny, especially when he sang "You gotta pay the toll troll if you want to get into that boy's hole," instead of "boy's soul." Senior Alejandro Perez was very funny as Mac, albeit a little too serious about his role. The jokes could have easily been immature, but the cast pulled it off.

Transience

"Transience," the only drama in the festival, contrasted perfectly with "Family 2.0." Written and directed by senior Emma Dries, the show was slow and cerebral. It focused on sisters Anna (senior Casey Griffin) and Cora (junior Willa Beckman) Reicher, who are having a real conversation for the first time in a while. They discuss old memories and family issues, but also discuss their philosophies on life and fear. The two sisters are very different, Anna a straight-laced lawyer living in New York and Cora a photographer who never left their hometown. The play succeeded in being both thought provoking and realistic, helped by Griffin and Beckman's natural and compelling performances. When the girls laughed about memories from their childhood, the two seemed like real sisters. With this short play, Dries has revealed that she has a strong ability to create realistic and interesting character dynamics.



Words, Words, Words

"Words, Words, Words," directed by senior Matthew Leiwant, is based on the Infinite Monkey Theorem, which states that a monkey hitting keys on a typewriter randomly will eventually type a given text. The play presents three monkeys and how they react to the challenge. Milton, played by senior Wacira Maina, can occasionally produce actual works, including the beginning of "Paradise Lost," and is okay with being part of the experiment. Swift, played by junior Felix xHandte, has radical ideas and is not comfortable with the treatment of the monkeys. Kafka, played by senior Clio Contegenis, is dressed as an adorable little kid and is pretty immature. The one act presents some good ideas, but is pretty predictable. There were some humorous parts, but nothing too original or exciting. Contegenis provided a lot of the comic relief and was a very strong performer.

In a show of five very good one acts, "Words, Words, Words," while not bad, did not live up to the other shows. It was not due to the performances, but because of a premise that, much like the idea it is based off of, worked better in theory than in reality.

Photos by Sara Lu



Boom Boom Pow

"Boom Boom Pow" was an action packed comedy written by former senior Wes Schierenbeck and directed by senior Kyla Alterman. It was one of the more ambitious One Acts and had many scene changes. Luke, played by freshman Ian Outhwaite, is a slacker at his kung fu school and liberally skips class. He spends most of his time on the computer and smokes marijuana. Beast Master (junior Chester Dubov), a new teacher at the school, attempts to knock some sense into Luke. However, when Luke is visited by the ghost of his father, played by senior Daniel Fleishman, he realizes that Beast Master was his father's murderer and swears to get revenge on the evil teacher. In the climax, Luke and Beast Master engage in an epic kung fu battle, Luke emerging victorious. The scene showcased Outhwaite and Dubov's great stage combat skills.

The rest of the cast, which included seniors Liam O'Brien, Joey Bzomouski, Singha Hon and Kyla Alterman, were all good actors and supported the show effectively, but were not able to stand out compared to the larger-than-life performances from Outhwaite and Dubov, who also managed to bring quirk into their roles.. Each actor managed to get laughs for their lines though and Bzomouski was excellent in performing a rap from the sitcom "Community."

The show was not subtle in the least and sometimes relied on cheap humor, but the audience was laughing practically the entire time. There were genius bits, such as a fight scene in the beginning where the dialogue is done by actors off stage to get the effect of poorly dubbed Japanese films.



Family 2.0

Directed by junior Peter Liu, "Family 2.0" offered a hilarious, fast paced commentary on family and responsibility. When an unnamed man, played by junior Alex Treitel, comes home and greets his wife, played by senior Molly Balsam, it is revealed that he is not actually Balsam's husband, but a man dissatisfied with his own family who wants to be part of this one, which, to him, seems perfect. As responsibilities quickly pile on, Treitel realizes that there is no such thing as a perfect family. Treitel and Balsam were both very confident in their roles and received many laughs. The daughter and son of this nuclear family, played by freshmen Lucy Woychuck-Mlinac and Jeremy Cohen, were stereotypical teenagers, but the two actors were able to make the characters unique. Director Liu made a cameo as Balsam's real husband and as the family dog. The scene's great comedic timing and over-the-top characters came off like a skit right out of "Saturday Night Live."

HUMOR

Cartoon

Conversations

The following takes place between the hours of 8:00 AM and 3:30 PM



-Plot Thwarted by Robert Vinluan and Kiran Sury

Slander & Libel**SU President Paul Lee Suspends Elections, Declares Himself Emperor**

By SAM FURNIVAL and CHESTER DUBOV

In the greatest blow yet to Stuyvesant's student government, senior and Student Union (SU) President Paul Lee has suspended the upcoming elections and declared himself "Emperor of All [he] Survey[s]." The Spectator regrets the extraneous printing of endorsements and candidate profiles.

"These plebeians are not ready to govern themselves," Lee said in a 30 minute discourse delivered from atop the senior bar. "All hail your sovereign." The Emperor, may his name be consecrated, also announced his in-

tention to replace the speakers at the class of 2010's upcoming commencement with himself.

In a brilliant political move, Lee leveraged an obscure clause in the SU's charter, which originally established the school's governance structure as an absolute monarchy. The maneuver was described by pundits as "[Tricky] Dickish."

"I was really looking forward to running the Student Union," senior and former Presidential Candidate Keiji Drysdale said. "Paul says he doesn't want us to tarnish his glorious legacy of whatever."

Seasoned political observers called the move shocking, but limited in its consequenc-

es. "What does he do anyway?" asked freshman Gabe Sunshine. "It will be fine as long as he doesn't cancel our Semiformal!"

Not all student political leaders reacted as amicably as Drysdale. "This is an outrage," declared disenfranchised Senior Caucus Vice Presidential Candidate Wasi Ahmed. "We will take to the halls, all of us. And not just One, Two and Five. We will show the Emperor that the student body is a sleeping giant, ready to be roused in the pursuit of freedom."

As of press time, no students have been affected. "Student What-nion?" the general populace said.

Robotics Team Robot: More Emotional Intelligence Than Team Itself

By CHESTER DUBOV and SAM FURNIVAL

They said it couldn't be done. On Thursday, June 3rd, a soft weeping sound could be heard emanating from the fourth floor back hallway. Unlike most days, the mournful cries were not those of a burned out teacher, a freshman trapped inside a locker, or a junior informed of his SAT results. These tears were not salty, but oily. The robotics team robot had learned to love, and with it, to sob.

"There are just so many great people in this building, but they don't get along as well as they should. It simply breaks my metal heart," robot Donovan said. "We should all just learn to accept one another."

The Stuyvesant High School Robotics Team, or StuyPulse, is renowned for its technical prowess and lack of inter- and intrapersonal intelligence, but the recent development of Donovan's sentience is an astounding mile-

"There are just so many great people in this building, but they don't get along as well as they should. It simply breaks my metal heart."
—Donovan, robot

stone.

"Machine learning is notoriously difficult," junior and team Director of Strategy Samantha Unger said, in a coolly rational interview conducted via holo-

gram. "It's really groundbreaking that this machine, this collection of nuts, bolts and elbow grease, learned how to love in a way that none of us [on the team] truly can."

Unger began to suspect something remarkable was occurring after the team's loss at their national competition in Atlanta, Georgia. "Some of the guys on the team started throwing tantrums, but Donny [Dovonan] just kept it calm and collected. We thought that was because he was just a series of circuits, but then he said some really insightful things about learning from our mistakes and keeping our chins up. I wish he was my guidance counselor," Berg said.

The Robot was seen applying for membership in the Free Hugs Club. "I just have so much to give," it said.

"I just know where he learned all this touchy-feely stuff from," Unger said. "The kids on this team are monsters."

Senior Sues To Bring Body-Pillow Girlfriend To Prom

By SAM FURNIVAL and CHESTER DUBOV

date. "This is better because it's not a sin," Yung said.

Yung's lead counsel, NYCLU Associated Legal Director Christopher Dunn, is cautiously optimistic about his client's chances. "The courts haven't directly addressed the circumstances surrounding man-on-life-sized-anime-pillow-case relationships, but Supreme Court precedents such as *Loving v. Virginia* give us a fighting chance on First and Fourteenth Amendment grounds," Dunn said. "I'll do everything in my power to make sure Won can go to prom, assum-

"There's a time and place for this sort of behavior. And that's never. And nowhere."
—Stanley Teitel, principal

ing Sakura hasn't been too traumatized by this whole ordeal."

While he has an intensely personal stake in the outcome, Yung insists that he is fighting for the rights of "every student who reads his or her comic books from right to left. I'm the president of Stuyvesant's [anime-appreciating] Neo-gokuraku club. When elected, I swore I'd stand up for equal rights for all, whether they be flesh and blood, ink and paper, or cotton and down," Yung said. "The school's prom policy is simply a violation of my human rights and Sakura's pillow rights."

Sports

Sports Round-up

Boys' Varsity Lacrosse

Despite losing the class that made up the first ever Stuyvesant lacrosse team, the Peglegs put up another solid season with a 6-6 record. One of those wins came against the second best team in the division, Lehman—a team that had beaten the Peglegs 12-2 in the first game of the season. The Peglegs made the playoffs for the second year in a row and won in the first round, beating AP Randolph HS 10-6. Captain and senior Joshua Lee led the team with 24 goals and six assists. Because he is one of only five seniors on a 30 man roster, the Peglegs hope to go further in the playoffs next year with an experienced, senior-dominated team.

Girls' Varsity Lacrosse

The Huskies was an extremely young team this year, with only four seniors compared to 14 sophomores. Its leading scorer, junior Rebecca Kim, who scored 29 goals and was sixth in the PSAL in goals scored, will be returning next year along with the second leading scorer, sophomore Suzy Kim. The Huskies finished the season at 3-9, with a tough playoff loss to Beach Channel HS, which made it to the PSAL championship. With Rebecca Kim and Suzy Kim leading the team next year, the Huskies should be able to make a bid for an above .500 record for the first

time in the team's short history.

Girls' Varsity Handball

This season, the Furies found themselves with their third new coach in many years. Even still, history teacher Eric Wisotsky brought the Furies to the second round of the playoffs, despite their two disappointing regular season losses. Juniors Sweenly Liu and Christina Ng led the team in aces and kills respectively, with Ng finishing the season third in the entire PSAL in kills.

Boys' Varsity Handball

The Dragons recorded yet another undefeated season, going 12-0, and never giving up more than one point in any match. They made it to the quarterfinals of the playoffs for the second year in a row, but were defeated 5-0 by Francis Lewis HS. The Dragons will lose eight seniors come graduation, but their leader in aces, Calvin Chong, is only a sophomore, and their leader in kills, Ricky Guan, is a junior. However, senior Andrew Lui, who went 7-0 in the regular season and 2-0 in the playoffs, will definitely be missed.

Boys' Outdoor Track

Coach Mark Mendes' team remains among the elite track teams in the city, with another first place blowout finish at borough championships. The

team swept the relay events at boroughs, finishing first in the 4x100, 4x400 and 4x800 meter races. The young Konrad Surkont continued his amazing sophomore season, finishing first in the 1600 meter run and second in the 800 meter run to senior Elvis Mitropoulos. After struggling with mono throughout the indoor and outdoor seasons, senior phenomenon Daniel Hyman-Cohen returned to help his team at boroughs, placing first in the 3200 and second in the 1600. Hyman-Cohen will be running for NYU next year.

Girls' Fencing

Not having world class fencer Nzingha Prescod on the roster this year really hurt the girls' fencing team. After going undefeated for the past three years, coach Joel Winston's team lost twice to first place, and eventual city champions, Hunter College HS. After winning the PSAL championship for the past three years, possibly the most disappointing part of the season was Stuyvesant's first round playoff loss to Townsend Harris, a team they defeated in the playoffs each of the last three years. Despite this relatively disappointing season, the team will retain all but three of its members and looks to be led next year by rising senior and A1 fencer Sarah Alkilany.

Cricket Co-Ed Varsity

Only in its third year as a

PSAL team, Stuyvesant's cricket team struggled, although it did win its first game in two years, scoring 93-92 against Wingate Educational Campus. Though its record does not show it, the team did lose some extremely close matchups to Lehman and Long Island City, by one run and three runs, respectively. The team's captain, Usamah Afzal, is only a junior and will be returning next year to help the team improve its record. The vice captain, senior Moin Sattar, will be sorely missed as both a leader and a player. Sattar was nominated for the PSAL wingate award in cricket, the highest honor given by the PSAL to athletes in every sport.

Girls' Varsity Tennis

The Lobsters finished the season at 11-1 for the second year in a row. They made it to the semi-finals of the playoffs, where they were defeated by Cardozo HS, the city champions. The Lobsters were led by senior Bessie Rentzler, who had a 7-2 singles record in the regular season. Freshman Dina Levy Lambert was a promising addition to the team. She went 11-0 in the regular season and 1-1 in the playoffs. Next year, juniors Emily Quint Hoover and Samantha Unger will hopefully step up as captains, and a more experienced Lobster team made up of mostly juniors and seniors will be a contender for a city championship.

Girls' Outdoor Track

The girls' indoor track team finished, disappointingly, in eighth place at the Public School Athletic League Manhattan Borough Championships. Its best performance of the meet came in the 4x400 meter relay in which the team of four freshman—Zhengging Nie, Claire Legardeur, Alicia Morawetz and Kineta Wahl—placed second. This race provided a bright spot and hope for future success. At the meet, senior Vanessa Ventola placed third in the 2000 meter steeplechase while four Stuyvesant racewalkers qualified for the city championships, to be held on Sunday, June 6.

Boys' Golf

The Eagles lost in the regular season for the first time in the last four years, but finished 11-1 and tied for first place in the Bronx/Manhattan Division. Led by Junior Darren Chiu (10-1 in the regular season) and senior Cody Levine (10-0 in the regular season), the Eagles beat Grand Street Campus High School 4-1 in the first round of the playoffs. However, like the previous two seasons, the Eagles could not make it past the second round, losing to Robert F. Kennedy High School 3-2. Though the season came to a disappointing end, the Eagles only graduate two seniors this year and look to make a deep run in the playoffs next year with a more experienced team.

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Sports

Will You Be My Rival?



By CHARLIE GINGOLD

Yale has Harvard, Duke has North Carolina, Michigan has Ohio State. But who complements Stuyvesant? Outside of the classroom, Stuyvesant's greatest opponents are not from Bronx Science or Brooklyn Technical High School. Across multiple sports, it is the Beacon High School Blue Demons who provide Stuyvesant with the fiercest competition.

The Stuyvesant boys' baseball team, the Hitmen, faced rival Beacon three weeks ago in a game at Pier 40. The Hitmen had played at the Pier eight times before throughout the season. This game, however, was different than the previous ones. The team played harder and those who didn't play cheered harder than ever before. The opponent was not the best team that they were going to face this year, nor was this technically a must-win. The simple fact of playing Beacon at home had turned this game into a much hyped event. After losing to Beacon two days before, the Hitmen had something to prove. A win would not only clinch a playoff birth, but also gain respect.

In team meetings before the games against Beacon, head coach of the Hitmen, John Carlesi, maintained that Beacon is not truly our rival because we cannot recruit athletes. He said that the athletic programs of schools such as Bronx Science, Brooklyn Tech, Staten Island Tech and Hunter are the ones we are competing with. But on game day against Beacon, Carlesi had the same extra intensity and focus that the players had.

Why are Stuyvesant and Beacon such fierce rivals? The two schools are not geographically near each other, and Beacon is not a specialized high school. Whenever people think of Stuyvesant's rivals, they think of the other specialized public schools in New York City, but not of Beacon.

This is a rivalry created by the

students, for the students and between the students. Many of Stuyvesant's athletes and students know or are friends with athletes and students at Beacon. Because the student-athlete demographics at Beacon and Stuyvesant are similar, the games become more personal. There is a greater drive to beat friends and frenemies.

The skill levels of both schools are alike, so the competition is often close and heated. In sports other than just baseball, the schools have developed a fierce rivalry.

The recent rivalry gained the attention of both schools after the boys' varsity basketball game on Friday, January 23, 2009. Stuyvesant's boys' varsity basketball team, the Runnin' Rebels, played against Beacon in a match-up of two winning, and playoff bound, teams. This game represented the height of the Stuyvesant student body's fanaticism for the basketball team.

The Friday evening home game featured blaring music, painted chests and a sea of red S-T-U-Y shirts. The stands were overflowing with screaming, thunder stick-banging fans. It was louder than ever before. During big moments in the game, no one was sitting. The intensity of the atmosphere can be credited to Woo-pegs-sooie, the official booster club of Stuyvesant athletics. It was the work of this club that brought a large portion of the student body to the game, and it was the work of this club that ignited the hostilities by chanting the names of the girlfriends of Beacon players as they shot free throws.

The Rebels won on a last second shot by Nolan Becker ('09). The crowd stormed the court after the final buzzer and sealed the fate of the relationship between the two athletic programs.

Everyone likes being a part of a rivalry. It is fun to collectively hate a team or school. When fans and players combine in a single desire to win, it adds an immeasurable amount of passion to the game. While there may not always be a playoff berth at stake, there are always bragging rights to be fought over.

Rivalry games bring out the best in a player and a fan. They are good in sports and for schools. Whether it is bringing a team or a student body together, rivalries have a way of providing a common goal for player and fans alike. In this way they can share in the heartbreak of defeat and the elation of victory.

Landauer Fully Loaded

continued from page 24

that I would finish high school and go to college," Landauer said. Another difficulty is the lack of accessibility to racing facilities in New York City. This forces Landauer to travel long distances to tracks outside the city, which is time consuming and expensive.

Right now, Landauer practices every two weeks and races at South Boston Speedway in Virginia. "I am trying to get out to the track at least every other week to try to get into a more regular system before college," Landauer said. "But there aren't many tracks in the Northeast that run my type of stock car."

In any case, Landauer is very confident that racecar driving will be a part of her future. In the fall, she plans to attend Stanford University to study environmental and green technologies to try to make the racing indus-

try more energy efficient. "All of my friends give me junk about how wasteful the racing industry is, and I am always like, 'I don't make the cars,'" Landauer said. "So rather than just try to avoid blame, I would like to be part of the solution."

Landauer recently got her New York City driver's license after having been on the road for over four years. "I passed the writing part, which was tough. The actual test wasn't as bad. I did get 15 demerits, which is a lot," Landauer said. "I never checked my blind spot or moved my head; I just kept checking my mirrors. It's not the same as when you're strapped in for real."

No matter where Landauer is driving, she will make her name known as the youngest female racer ever. Watch out Danika Patrick, there will soon be another female racecar driver to join the ranks.

Boys' Tennis

Youthful Stuyvesant Team Falls Short in Playoffs

By KATIE LEMBRIKOVA

With a roster sporting nine underclassmen out of 15 total slots, Stuyvesant's boys' tennis team lost in the second round of the Public School Athletic League (PSAL) playoffs to division rival Bronx Science High School. The playoff match came down to a final doubles match in which Bronx Science eked out a 10-8 win to advance to the third round with a 3-2 win.

The team finished third in the A3 division with a 7-5 record. However, the record does not reflect the true nature of their season. According to coach Timothy Pon, the Manhattan/Bronx division that the team plays in provides some of the toughest competition. The team played Beacon High School, who won their second consecutive city championship this year, twice in the regular season.

Stuyvesant performed much better than their record may suggest. All three starting singles players, Christopher Jou, Alec Schaw and Leon Pan, were sophomores. The first doubles team was likewise made up of sophomore Arthur Rentzler and freshman Peter Becht. "We have a lot of very strong players, particularly [...] the underclassmen," senior and co-captain Jack Greisman said. Greisman along with senior and co-captain Luc Cohen were the second doubles pair.

Though young in age, the team can also credit the depth of their players with their successes. Junior Dong Young (Sam) Rim and freshman Hayden Karp Hecker both played important roles during the season. "Whenever [Sam] played, he always gave one hundred percent and did very well, [and] Hayden was a very flexible player," Jou said. Junior Wilson Lai also proved to be an effective doubles substitute, accumulating a regular season record of 4-1.

A larger problem during the season was the lack of courts to practice on. The current court that the tennis team uses is a single court located on Chambers Street, just under the bridge. "Practice space is always a problem [as] it's rather difficult to hold a practice for 12 or so guys when we only have a single court," Greisman said. In addition, the Stuyvesant home tennis court is located on the FDR drive which is a long commute for the team members—a commute that they had to make almost ten times throughout the season.



Additional members Street, just under the bridge. "Practice space is always a problem [as] it's rather difficult to hold a practice for 12 or so guys when we only have a single court," Greisman said.

tices as we could, but sometimes it's difficult," Greisman said.

An area of consistent success has been the team's doubles play. "Usually when our doubles team won, our team won [the game]," Jou said. Over the team's seven wins, 14 total doubles matches were played. Stuyvesant was 12-2 in these matches.

Nevertheless, members of the team, the graduating captains and the coach are hoping for a greater success next season. "Expect our team to be even stronger next year," Pon said. "[The] freshmen and sophomores should be even better players next year."

Looking forward to potential leadership in the following seasons, Greisman hopes "that future captains will be able to maintain the same enthusiasm and feel that the team had this year," he said.

Boys' Volleyball

Beasts Look to Fill Vacancies after Early Exit from Playoffs

continued from page 24

finished the season with 16 digs and eight kills, as a huge asset to the team next year. He considers Wan to be "the best player this year."

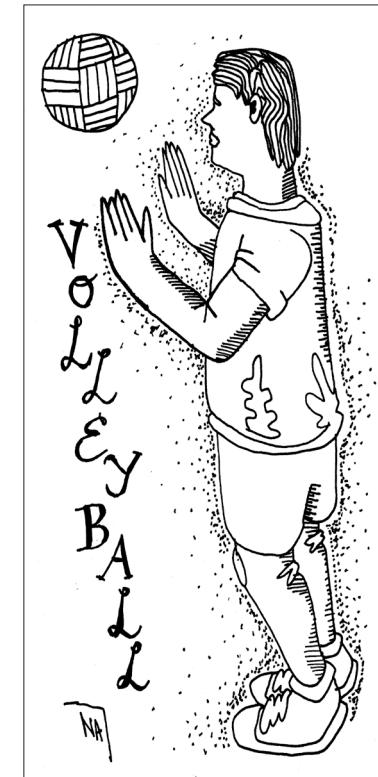
Despite their disappointingly short stint in the playoffs, the Beasts considered this season to be a more successful one. "This season was an improvement from last year," junior Luca Senise said. "As a team, we were more unified and organized, and at our peak, we won a set off of Bronx Science during a scrimmage."

Bronx Science, a perennial volleyball power, was seeded 4th in the PSAL, and lost in the city championship game to Benjamin Cardozo High School. Choubaralian was pleased with the progress that the team showed as the season wore on and felt that the chemistry of the team was much better this year than last year—not only between the players, but between himself and the team as

well.

The team received some help this season from someone other than Choubaralian and co-coach and physical education teacher Philip Fisher. Casey LaMountain's father, a former volleyball player, went to several of the team's practices to provide extra coaching. "He made a big difference. Everyone on the team improved because of his help," Choubaralian said.

Whatever the Beasts' record is, or however far it makes it in the playoffs, Choubaralian is proud of his team. Both Choubaralian and the players feel confident that they will have a talented and successful team next year as long as they commit themselves. "Volleyball is about having fun," Zhao said. "But more than that, it's only fun when the team truly commits itself to each point. The most important thing that the team [needs is not] skill or potential; it [is] each others' commitment to the sport."



Sports

Nick Gallo: True Hitman

continued from page 24

freshman, he yelled at an upper-classmen for not covering first base," Carlesi said. As an underclassmen on the varsity, it is taboo to openly contradict older, more experienced players. Nevertheless, Gallo had the confidence in himself to challenge an upperclassmen's mistake. "I really ripped into him about what a privilege it is to be on varsity after that," Carlesi said. "It takes teamwork and when you are new you need to adjust."

Gallo learned his lesson. "When I came in [to Stuyvesant], I'd been on teams before in little league and summer teams, but they hadn't really emphasized any principles," Gallo said. "Whereas on this team it was always about how nobody's bigger than the team, and nobody's more important than the team." It didn't take Gallo long to adjust to this type of atmosphere on a varsity team. He accepted his position as an underclassmen, and adapted to it easily. He learned his role, and greatly contributed to the team that year, pitching 16 innings with a 1.74 ERA.

"We always used to make fun of Gallo because he thought he was Derek Jeter," said Brian

Schatz ('08), who was a senior when Gallo was a sophomore. "But really that was the attitude he portrayed on the field, like a professional, game after game." Gallo carried this serious attitude with him as he grew to be a

**"I always say
I feel like
I'm really
fortunate to
have something
that I love doing
so much."**
—Nick Gallo,
senior and
captain of the
Hitmen

true leader on the team.

As a junior, Gallo put up stellar numbers, going 5-0 with a 1.69 ERA. Despite these successes, Gallo faced some adversity in the team's spring training trip to Florida. In the last game of the trip, after misplaying a fly ball in center field, Gallo picked up the ball and chucked it over the fence in frustration. Carlesi, fuming, immediately pulled Gallo from the game and told him to sit in the car and think about what he had done. The Hitmen were truly stunned, watching the breakdown of a player they had looked up to and had confidence in. "Since that day, I knew it was going to be hard to earn back people's trust," Gallo said. However, when Gallo returned after the game, the look of devastation and the tears welling in his eyes told the team otherwise. Gallo, still only a junior at the time, held a team meeting to apologize personally, letting his team know that he understood he had let them down, that he deserved to be punished, and that he would take whatever punishment was given without complaint. It was a great sign of strength and integrity on Gallo's part to realize his mistake and to reconcile as he did. Though at first the incident made Carlesi question his decision to name

Gallo captain the following year, Gallo's response to the problem only helped Carlesi understand that he was making the right choice. "I think if helped me be a better captain because I knew that anyone has the ability to make a mistake, and that they should have the opportunity and right to be forgiven," Gallo said.

When Carlesi informed Gallo that he would be captain of the team this year, Gallo was reluctant. "It's sort of funny, when coach first told me I was going to be captain, I wasn't sure if I wanted to because I thought it was a really tough job that I almost didn't want." However, his father, Paul Gallo, his friend and confidant, and a devoted scorekeeper for the Hitmen, helped make the decision for him. "My dad told me that I had a responsibility to the team," Gallo said. "Then he told me it's going to be really tough, but in the long run it would pay off." It certainly did. Gallo went undefeated as a senior in six starts for the second year in a row, and defeated division rival Beacon. He settled disputes with underclassmen without resorting to yelling or harsh words. He took an inexperienced, young, lackluster team that merely hoped for a

.500 record, and gave them the confidence to go 10-6 and make it to the second round of the playoffs for the first time in five years. "We made it to the second round and I know that every guy on the team worked really hard," Gallo said. "Whether or not that was because I was captain of the team and I worked hard myself doesn't matter. I had a lot of pride knowing the guys I played with had given everything they could." As friends and devoted teammates of Gallo's we know that it was only his devotion to the team, the hard work he showed on and off the field and the love he showed for the game that made us want so much to perform well for him.

Next year, Gallo will go on to bigger and better things. He has committed to playing baseball at Swarthmore, a small liberal arts college with a developing team. "I am glad I am able to do something I love for another four years at a high level," Gallo said.

The loss of a leader like Gallo will certainly affect the Hitmen. But the qualities Gallo brought to the team—strength, poise and passion—will remain with them. As Carlesi put it, "Gallo was one of, if not the best, captain we've ever had."

Boys' Baseball

Despite Disappointing Loss, Hitmen's Season was a Success

By JORDAN FRANK

As the final out was made, the Stuyvesant boys' varsity baseball team, the Hitmen, could not help but feel that it had let an opportunity slip away. The 21st seeded Hitmen's 9-2 second round loss on Friday, May 28, to the defending champion and fifth seeded Norman Thomas Tigers was bittersweet. The game was much closer than the score made it appear.

The Hitmen started off strong, taking an early lead by scoring two runs in the first inning on a single by junior Lionel Jensen. That was the end of the Hitmen's scoring. Despite getting numerous runners on base, they could not muster another run.

The Hitmen clung onto their slim lead until the bottom of the fourth inning where they imploded. In that disastrous half inning, the team's reliance on pitching and defense did it in. The Tigers scored seven runs, due in large part to the Hitmen's inability to find the strike zone, and took a lead they would not relinquish.

contributions of these seniors that helped the Hitmen make the playoffs for the 14th consecutive year. Gallo led the team in both wins and earned run average, while Sirkisoon moved from third base to leftfield in order to fill a hole in the otherwise solid Hitmen defense. Meanwhile Block had a great year starting at first base, and Affuso starting pitched in what was nearly the biggest upset of the season, a 5-4 loss to the undefeated and second seeded George Washington Trojans. "We had four great seniors this year, who, in their own ways, added different things to the team," coach Matt Hahn said.

It was Gallo who led the charge into playoffs, throwing a four hit shutout, against the 12th seeded Telecommunications High School Yellow Jackets, in the Hitmen's first round's 5-0 win. The first round win was the team's first playoff win in five seasons.

Although the season did not end the way the team wanted, every player was proud of the team. "It was great to be on the team that got our first playoff win in five seasons," Block said.

The shutout win was only fitting for the four-year varsity player and team captain, who has not lost a game since his sophomore year. "Gallo was a leader, the team captain and showed it both on the field and off the field," Hahn said.

Coaches John Carlesi and Hahn know that the impact of their seniors was not only on the field. They relied heavily on the four to help guide the many newcomers and help them make the transition from Junior Varsity.

While the leadership and experience that seniors can provide is always valuable, this was especially true for the Hitmen. "I told the other three seniors that, believe it or not, people are looking up to you. Sometimes it's a tough thing to realize that 15 oth-

ers guys are all looking up to you, but they all worked hard and had great seasons," Gallo said.

Relying on a team of 13 juniors, most of whom had never played varsity baseball before, the Hitmen's success this season came as a surprise to many. "The juniors were immensely

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—Nick Gallo,
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important. They stepped up and it didn't matter to them how big the obstacles would be," Gallo said.

Varsity veterans, such as juniors Scott Chiusano, Jack Zurier, Jakob Moran and Clay Gibson, embraced larger roles, while new players, such as juniors SungMo "Aaron" An and Eddie Cytryn, stepped up and had strong seasons for the Hitmen.

With a relatively young team and with another year to improve, the Hitmen are heading into the offseason with even greater expectations for next year after the many surprising successes of this season.

Girls' Softball

Despite Second Round Playoff Loss, Renegades Live up to Their Name



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son before the game. This is the second year of captainship for all three and the team feeds and grows off of the skill and leadership that they provide. "Mr. Miller can't help everyone, and we only have one coach," junior catcher Audrey Fleischner said of her captains. "So they serve as examples and help us to help ourselves."

This season, the Stuyvesant Renegades defied expectations, turned a new leaf and reached new heights as they lived up to their newly adopted name. Though they are losing their captains, the Renegades are keeping some core players, like sophomores Anna Slade and Morgan Higgins and juniors Carolyn Lehman and Audrey Fleischner. For the Renegades, the future looks promising.

"It was great to be on the team that got our first playoff win in five seasons."
—Michael Block,
senior

The loss marked the end of the careers of four seniors, ace pitcher and team captain Nick Gallo, leftfielder Brandon Sirkisoon, first baseman Michael Block and pitcher Michael Affuso. It was the

THE SPECTATOR SPORTS

Boys' Volleyball

Beasts Look to Fill Vacancies after Early Exit from Playoffs

By OLIVIA CHU

It's been over a month since the Beasts, Stuyvesant's boys' volleyball team, was on the court. The last time the team played was in its first and last playoff game of the season on Saturday, May 8, against Grover Cleveland High School, the same school that eliminated it in round one of the playoffs last season.

Although the Beasts sported a perfect 12-0 record at the conclusion of the regular season for the second straight year, the team did not achieve its long-time goal: to advance past the first round of the playoffs. The reason for this underperformance could be because their undefeated regular season does not mean much in a weak division. "The teams in our division are low level teams," head coach and physical education teacher Vasken Choubaralian said. The caliber of their players is similar to or slightly higher than what one might find in a physical education class. This sentiment was echoed by the team as well.

"We all know that most of our competition is of a very low standard," junior Daniel Afonin said. "Generally, a team benefits by having strong opponents because it can learn from them. Sadly, we do not have this privilege."

In order to overcome the lack of good competition, Chou-

baralian will look to involve the team in more tournaments and scrimmages next season. Last year, the Beasts participated in a tournament and two scrimmages against Brooklyn Tech and Bronx Science. Although the Beasts did not do well overall during these matches, Choubaralian said that he "saw high level play" out of all of his players, who "were pushed to their limits, but stepped up."

"The only idea we have of how formidable teams are outside the league is through scrimmages, which we cherish dearly," Afonin said.

The Beasts will be losing four seniors next season: co-captains Jesse Zhao and Chanyoung Kim, Tony Shan and Josef Kushner. Zhao, who had 21 aces, 47 service points, 161 assists, three digs and four kills in his last season with the Beasts, said, "Missing some of the starters will definitely hurt the team at first, but I have faith that the returning players will step into our shoes."

Both Choubaralian and Zhao agree that in particular, they expect sophomores Andrew Kim, Richard Lee and Leon Li and juniors Nick Heim, Luca Senise and Casey LaMountain to be integral parts of the team. Above all, though, Choubaralian sees junior libero Brian Wan, who

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Courtesy of Julia Landauer

Landauer Fully Loaded



Senior Julia Landauer is a professional racecar driver.

By NICK HEIM

There is a lot of talent walking the halls of Stuyvesant High School. Look in any direction and you are bound to see national award winners or child prodigies. Stuyvesant has bred famous musicians and actors, Nobel Prize winners and famous scientists in nearly every field imaginable, so to be unique, here is something of an accomplishment. Even with Stuyvesant's long and prestigious list of alumni, Stuyvesant High School has never sported a professional race car driver, but that could soon change.

Senior Julia Landauer has been racing since she was 13, years before she could even get a learner's permit to drive in New York City. Her father originally inspired her to learn how to race. "My dad was into racing, and he wanted to get me and my sister into a sport that girls could

compete with boys," Landauer said.

Landauer instantly took to driving. "I loved it. It was so exhilarating," she said. But there was still one problem that many aspiring athletes face at some point in their careers: parents. "My mom wasn't sure about letting me race, so my dad let her ride along on track and she was hooked," Landauer said. "She even takes me to most of my races now."

It wouldn't be long before racing became a passion. When Landauer recorded her first win, she became the youngest female to win a race at age 14, something she would soon become accustomed to. Only one year later, in just her second season, Landauer would record a "perfect season" winning all 12 of her races, including the series championship. This made her the series' youngest champion and only female champion, ever.

"It was really incredible knowing that I had made history," Landauer said.

However, Landauer does not drive racecars for the rank and position, but for her passion for the sport. "When you are in sync, just you and the car, and everything is running perfectly, there is no better feeling in the world," she said.

Landauer has since moved up to BMW USA series, becoming the youngest driver in the racecar driving field, as well as the youngest female driver to ever compete in the series. Recently, Julia was signed to Bill Meanally Racing, a serious step toward a professional future in racing. "I'm working with officials in NASCAR who have been mentoring me," Landauer said. "And who knows, you might see me in a NASCAR cup one day."

Despite Landauer's immense success, she still had to fight stereotypes toward females that are often prominent in the racing world. "I was winning on every level, but there were still teams that didn't want me because I was a girl," she said. In an extremely male-dominated sport, Landauer knew how important her success was to the female population. "Women are really unrepresented in NASCAR, something I would really like to help change," Landauer said.

One of the biggest challenges Landauer faces is balancing racing and her education. "Many racers are home schooled, but I made the deal with my parents

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Nick Gallo: True Hitman



Bessie Renzler / The Spectator

Senior Nick Gallo is the captain of the varsity baseball team.

By SCOTT CHIUSANO and EDDIE CYTRYN

In the middle of the pile of screaming, cheering Hitmen, senior and captain Nick Gallo stood beaming. The fact that a perfect double play had just secured his seven inning, four hit shutout in the first round of the playoffs was at the back of his mind. All Gallo could think about was that he had prolonged a magical season with a team he loved, even if it was only for one more game. "I love playing with you guys, and I don't want this season to end," he told his team as they huddled over him.

Baseball has been a passion for Gallo since he was eight

years old. Despite beginning his athletic career as a soccer player, Gallo promptly gave it up because, "it was too much running," he said. He then picked up baseball, and has stuck with it ever since. After going to his first Yankee game against the Mariners when he was eight, and watching Alex Rodriguez play, baseball was "all I ever wanted to do," he said. He played for numerous Little League teams, and went to sleep away baseball camps in the summer, finally ending up on the Goths, one of the elite baseball teams in Manhattan. From that first Yankee game, Gallo's life was centered around baseball, and it hasn't stopped being the focus

of his life since that time. "People ask me a lot do you ever get sick of it [baseball] or consider it a chore," Gallo said. "I always say I feel like I'm really fortunate to have something that I love doing so much."

Despite his solid baseball background, Gallo began his Stuyvesant career as a freshman among other stronger, more experienced varsity players. Although he was the only freshman on the team, Gallo showed his leadership abilities and fiery passion for the game even in his first year. Coach John Carlesi recalled an incident when Gallo was playing center field. "As a

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Girls' Softball

Despite Second Round Playoff Loss, Renegades Live up to Their Name

By TOBI IDOWU

Stuyvesant's girls' softball team was not satisfied with mediocrity. They were not satisfied with just making the playoffs. They had been there, done that. This season, the Renegades were searching for something more: a win in the playoffs for the first time in recent history. With their 11-6 upset of 13th seeded Bronx Science HS, the 20th seeded Stuyvesant Renegades found what they were looking for. Despite a crushing 13-0 loss to number four seed, Cardozo HS, in the second round of the playoffs, the Renegades can write this season off as a success.

The Renegades' road to the playoffs was not an easy one. This year, they faced their toughest division yet. Last season, the Renegades had two teams that they were certain they could beat, but this season, "there wasn't a single team in our division that was a guaranteed win," junior outfielder Carolyn Lehman said of the increased level of the play they faced this year. From the top of the division to the bottom of the division, there wasn't much difference in the skill of the opponents. The closeness of the division was shown by some of the wins and losses of the Renegades.

Over the regular season, the team swept Murry Bergtraum, who finished ahead of Stuyvesant

and placed third in the division at 10-5, but the Renegades only managed to split their two games against Manhattan Center, who finished second to last in the division at 5-10.

The loss to Manhattan Center was a particularly disheartening blow. The Renegades had been on a downward spiral towards the end of their season and that was their third loss in a row, leaving them with one last game to clinch a playoff berth.

To spur his team to victory in that final game against Hunter College High School, coach and physical education teacher Vincent Miller showed the girls some inspiring Rocky clips. He has had a great influence on the team and is a key part of their success. "Whether it's at practice, or leaving for game, or even in the middle of a school day, if [we] need to go talk to him, he's available," senior first baseman and co-captain Kelly Quinn said of what Coach Miller does for his team.

In order to inspire their team for the game, co-captains Marlee Melandy, Alex Albright and Kelly Quinn, held a spirit day where they wore war paint the day before the game and got pumped. The captains also sat their team down and gave them a make it or break it speech about their sea-

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