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Teitel Suggests Faculty Advisers to Attend All Club Pub Meetings

By PEI XIONG LIU and LEE TSAI

In response to Saturday, January 12 car accident involving two Stuyvesant girls—juniors Valerie Piro and Lucia Hsiao—on the race-walking team and the liability charges facing Assistant Coach Erin Taylor, Principal Teitel suggested that all club and publication faculty advisers attend after school meetings and functions held outside of school.

According to the Department of Education Chancellor's Regulations, the faculty adviser must supervise all meetings and take responsibility for accidents that may occur.

"Each club is supposed to have a club advisor who signed the charter and has to be present during club meetings," Teitel said.

However, due to the legal allegations of the crash, many teachers are declining to be faculty advisors because they do not want to be held liable.

According to social studies teacher Debra Plafker, the Teacher's Union is demanding that the school be held liable for the students.

"Many teachers do not think it's fair," Club Pub Co-director Eliot Kim said.

Senior class president Michelle Lee believes too much burden is placed on the faculty advisers. "There's only so much they can do to keep the students safe," she said.

The decline of faculty advis-

ers also affects new clubs and the schedules of existing clubs.

According to Kim, many clubs have already been affected by the new policy. "I've had clubs / pubs that couldn't pass because they couldn't get their charter signed."

Teitel said, "If a club can't find an advisor, and she feels if the club is warranted, [Health teacher] Weinwurm can be the default advisor."

According to Teitel, Weinwurm will be paid extra to supervise the meetings.

Senior and president of the Entrepreneur's Association Club David Dai believes this system poses many difficulties. "If you have a lot of meetings, then it's tough," he said. "You have to make [faculty advisers] stay a lot in a month."

Due to conflicting schedules, teachers may also decline to attend meetings.

"It will be really hard to hold club meetings now," senior and president of the Chinese Pop Culture Club said.

According to Kim, no club has been penalized for lacking supervision. The administration will carry out all penalties.

Lee, however, thinks the system is reasonable.

"[It's] really an act for security," she said.

Social studies teacher George Kennedy agreed.

"The issue here is a concern for the well being and safety of the students," he said.

Race-walkers Recover after Car Accident and Coach Faces Lawsuits

By CHRIS LEE and ANI SEFAJ

Juniors Valerie Piro, Lucia Hsiao and Girl's Indoor Track assistant coach Erin Taylor are recovering after a car accident on Saturday, January 12 left them seriously injured.

Taylor was driving Piro, Hsiao and five other race-walkers north on the I-91 in Hanover, New Hampshire to the Dartmouth Relays, when her van swerved into a grassy area between the northbound and southbound highways. The van was airborne for a few seconds and then rolled over twice, coming to a stop with the driver's side facing the ground.

Taylor, Piro and Hsiao were trapped inside the van. Rescue workers helped them out of the vehicle and rushed them to the Dartmouth-Hitchcock Medical Center.

The five other race-walkers, who suffered minor cuts and bruises, were released from the hospital the night of the acci-

Piro, who injured the cervical area of her spinal chord, has weakened use of her right arm and will wear a neck brace for three months. She is being treated at the New York University Rusk Institute of Rehabilitation Medicine.

"The first week after the accident, I felt absolutely nothing below the chest," Piro said. "It was scary." Currently, she is undergoing physical and occupational therapy, which, as of yet, has not led to a full recovery.

Piro's emotional recovery has been just as difficult. "I used to be annoyed when I couldn't run for two days straight," Piro said. "You can imagine what it's like to not run for three months." She remains optimistic because of daily visits from her friends and family, and signs of physical recovery.

"I can't say really when I'll be back to normal or when I'll be

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Arts & Entertainment

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'Witchcraft: Food Nothing Short of Magical'

'Witchcraft offers pricey, but enchanting sandwiches with unique fillings.'



Features

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Teacher Feature: Beyond the Beard

If English teacher Mark Henderson's life was a book, it would be filled with plot twists.

English Teacher

Lynne Evans Passes Away

By PAULINA KARPIS, RACHEL KIM and ARIANNA MOSHARY

English teacher Lynne Evans, who taught in Stuyvesant since 1983, passed away on Sunday, April 6. The cause of her death was pneumonia.

This year, Evans taught Modern European Literature and Great American Literature.

"Overwhelmingly, her students talked about how kind and considerate she was," Assistant Principal Eric Grossman said.

"She was very supportive," junior Carmen Cheung said. "She had very interesting conversations with her class."

"She was the warmest person," senior Anya Shetler said. "She was like an unofficial guidance counselor."

Junior Aidan Bonner agreed. "If someone had a problem, she was nice about it and she would never make it feel like you were wasting her time," he said.

English teacher Walter Gern said Evans "knew books intimately and loved them."

According to Gern, outside of school, she enjoyed Shakespearean and Greek theater and 19th century paintings, and was "very much a fan

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Election 2008: Primary Participants

By SARAH KAPLAN

Despite the fact that most Stuyvesant students will be unable to vote in the 2008 presidential election, many are still making an effort to become involved in politics. In a Spectator poll, almost one in five sophomores and juniors said they were planning on campaigning for one of the candidates in the coming elections.

Next year, sophomores Matthew Leiwant and Michael May will start a club at Stuyvesant to canvas for Senator Barack Obama should he win the Democratic nomination.

"Many politicians and people in the political world ignore young people and then wonder why no one votes in this country," Leiwant said. "The main reason is that they do not feel involved. Michael May and I both feel it is important to get involved and that is why we are starting this club. I am in touch with Grassroots Campaign and I am trying to get a grant to bring club members down to Pennsylvania next year to canvas for Obama. If we do not get the grant, we will raise the money ourselves. We will also work inside the Stuyvesant community and inside the City

of New York to raise awareness."

Sophomore Sharada Sridhar, who is also planning on volunteering for Obama, said, "I decided I wanted to directly work with Obama's campaign when I realized that it would be the step that I would be taking to better America. I would be sharing in the 'we' of 'Yes we can.'"

Even those who aren't directly campaigning for a candidate are still making an effort to become involved in politics. Last year, current junior Philip Kim interned at the immigration office of Senator Hillary Clinton. "A friend of mine had been working in the same office for a few years, and he asked me if I would like to help him out," Kim said.

"I started off working there doing various things such as filing mail into different categories, organizing office space, clearing out old immigration cases, and so on. As I became more experienced, I worked on the computers using a system called IQ to work on some immigration cases," Kim said. "I thought the experience would be very interesting and it has been [...] my parents are immigrants, so some things about the whole immigration process were applicable to my

family."

However, this interest in politics is not universal at Stuyvesant. Quite a few students are alarmingly ignorant of even basic facts about the election. In the same Spectator poll, a third of the freshmen said they didn't know the names of the candidates in the current elections, and almost half didn't know what a primary is. None of the freshmen polled said they were planning on volunteering for a candidate.

"I haven't even thought about it," freshman Abie Sidell said.

Equally surprising is the fact that few seniors are actively involved in the campaigns. While almost all seniors are aware of general information about the elections, only one in 26 seniors said they were planning to volunteer for a candidate.

Most seniors choose not to volunteer for political reasons. "I'm not volunteering for anyone because I'm not excited about the candidates. I thought that the best democratic candidate was Edwards, but he's no longer in the race," senior Alex Blamm said.

Others stay out of the

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Stuy's Free Hugs Club Gives More Than Just Hugs



Stuy's Free Hugs Carnival raised money for St. Jude Children's Hospital with food, games, performances and raffles which included prizes such as gift cards and movie tickets.

By MASHA GINDLER

Stuy's Free Hugs Club held its first Annual St. Jude Children's Hospital Fundraiser on Thursday, April 10 in the cafeteria. The fundraiser raised 3500 dollars, overreaching their goal of 2000 dollars. Tickets cost five dollars.

Stuy's Free Hugs Club is a service volunteer club run by junior and club president Katharine Chen and junior and club vice president Tanya Kobzeva. The club's mission is to raise money to "give back to the community," Chen said. The club was founded last year by Chen and Kobzeva who got the idea for the name from the popular "Free Hugs" video that featured Juan Mann giving strangers hugs.

All the proceeds will go to the St. Jude Children's Research Hospital which provides medical attention to children with cancer. The hospital is known for taking in patients with high risk cases and those without enough financial resources to get help elsewhere. St Jude Hospital also researches possible cures for serious diseases like leukemia.

The fundraiser was a carnival, with food, games, prizes and performances. Originally the members wanted to have a party to raise money, but they changed their minds because "the party idea wasn't perfect yet, and a carnival would raise more cash," Chen said.

So many students attended the event that many had to be turned back at the door due to a 500 person limit in the cafeteria.

been attracted by extra-credit, because some teachers promised it. Although sophomore Forrest Di Terri also received extra credit for attendance, he went because "all the money spent there is allegedly going to a great cause and it seemed like it would be a lot of fun," he said.

The carnival had various games including Penny Toss, Can Smash, Guess How Many and Tiger Dartboard, all run by Stuy's Free Hugs Club volunteers. Each game cost one or two vouchers, depending on the level of difficulty. Prizes for these games were relatively

David Rice who monitored the Smash Brothers Brawl. The winners of those received more expensive prizes, like an iPod shuffle.

Prizes were also given out in a raffle competition. Prizes included gift cards to stores like Starbucks and Barnes and Noble, a Yoga lesson for two, gift baskets and movie tickets. The prizes were mostly donations from companies and stores around the Tribeca area.

The food was provided by neighboring business, like Portobello's, which donated 15 pizza pies. In addition, members of the Stuy's Free Hugs Club brought in food and desserts. The wide food selection offered plates like sushi, chicken cuts and rice. "My grandpa brought in blinchiki," said freshmen and Stuy's Free Hugs Club member Rita Kirzhner, "a type of Russian pancake." A plate of food and a drink cost two tickets, and dessert was an extra ticket.

Performers were chosen by audition, and they included Stuy Squad, the Barbershop Quartet, junior Dimitri Wijesinghe, Indian Dance, senior Serge Lobatch, Greek dance, junior Michael Ardeljan on saxophone, the Salsa Club, A Cappella and Swing Dance. "It was a good idea for us," sophomore Katerina Cecilia and Greek dance participant said. "We love Greek dance and it was for a good cause."

"I liked the show concert, especially the swing dance [...] performance, and the chorus," Di Terri said. "I had a lot of fun."

modest, like brain teasers or beach balls.

Aside from the small games, there were Limbo, Smash Brothers, Dance Dance Revolution and arm wrestling tournaments. These tournaments were the most popular events. "I lost my voice. I was dead," said sophomore and Stuy's Free Hugs Club Editor

Race-walkers Recover after Car Accident and Coach Faces Lawsuits

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leaving the hospital," Piro said.

Currently, she is taking Advanced Placement (AP) English, AP United States History and pre-calculus. "Mr. Jaishankar comes once a week to teach me pre-[calculus], and Dr.

"I used to be annoyed when I couldn't run for two days straight. You can imagine what it's like to not run for three months."
—Valerie Piro, junior

Hsiao has not recovered fully. "I haven't yet regained full rotational use of my neck," she said. "Other than that, I feel great and the fracture was barely visible in my last x-ray."

She resumed practicing with the track team. "The hardest part [was] being away from my team and unable to train," Hsiao said.

Taylor, who fractured her neck, was released from the hospital four days after the accident. She also wears a halo that prevents her from looking down or behind her.

She now faces a legal battle. According to the New York Times article, "Straight Ahead, One Foot in Front of the Other" by Michael Brick, Fredric Eisenberg, Piro and Hsiao's lawyer, filed a lawsuit seeking unspecified damages against the Ford Motor Company, Avis Budget Group, the Department of Education, New York City and Taylor, who is named as an agent of the school.

In the article, Eisenberg claims that although the race-walkers' parents gave Taylor written permission to bring their children on the trip, she did not seek Principal Stanley Teitel's permission.

Bernard Kleinman, Taylor's lawyer, claims Taylor notified the school of the trip, followed procedures and acted in the scope of her employment. He said those procedures had never included informing the principal.

Teitel said, "I am supposed to sign off on all school trips." He did not sign off on the track team trip.

Kleinman declined to comment and Eisenberg couldn't be reached.

Taylor's assistant coach position on the track team has not been filled. "I doubt that if they ever assign our team a new assistant coach, they will find one specifically for the benefit of the race-walkers. It's rare to find someone with the qualifications to capably coach race-walking," Hsiao said. "This whole incident has been blown way out of proportion."

Election 2008: Primary Participants

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campaigns for ethical reasons. "I choose not to volunteer for a candidate because I think everyone should just be able to make their own choice without any outside influences," senior Albert Manina said. "The whole point of a democracy is that it represents the opinions of the people."

Even so, most students still feel that it's important for students to be involved regardless of whether or not they're eligible to vote.

"Students have to be aware of politics because it's something that affects us," freshman Priscilla Odinnah said. "Learning about what's going on in the world is just as important as the academics we learn in school."

Leiwant agrees. "The country is making the decision of who will hold the most important office in our nation for the next four years," he said. "That is a very big deal and I feel all Americans, regardless of age, should be aware of and participate in this process."

200,700 749,000

Number of dollars cut from the school budget this year

Number of dollars in the Stuyvesant bank account

60

Percent of Stuyvesant students with a GPA of 90 or above

80

Percent of Stuyvesant students with a GPA of 85 or above

Teacher Feature: Beyond the Beard



Sarah Cohen-Smith / The Spectator

Despite only being at Stuy for a year and a half, English teacher Mark Henderson's inventive teaching style has earned him popularity among students and teachers.

**By ANDREW CHOW and
EMMA ZIEGELLAUB EICHLER**

The beard was an accident. According to English teacher Mark Henderson, his new, fully-grown beard is the result of not shaving during Regents week. He decided to keep the beard, to the delight of most of his students and fellow teachers.

Henderson has achieved a

degree of fame at Stuyvesant. Though he has been at Stuyvesant for only one and a half years, he has developed quite a reputation among students.

As a child, Henderson was exposed to a range of experiences. His father was a forest ranger, so although Henderson lived with his mother (his parents divorced when he was young) in the suburbs of

Detroit, Michigan, he spent two months every summer with his father out west. Despite his unusual childhood, Henderson said, "Everybody takes their life and views it as normal."

His varied experiences as a child sparked his interest in several different fields. In fact, teaching was not Henderson's initial profession of choice. The first thing he ever wanted to be was a doctor's husband because "she would make a lot of money and I wouldn't have to work," he said.

Henderson said he probably wanted to be an astronaut when he was little, but the first thing he remembers wanting to be is a professor "because you get the summers off," he said. He attended teaching school at New York University. However, he became tired of it because "it's very hard to be an academic and a lot of it becomes competition over a very, very few jobs," he said. It was less about literature than about "cutting everyone else down," he said.

His second field choice was publishing. He worked at publishing companies W. W. Norton and then Routledge. At first, it was exciting. "It's really

"There's an upbeat feel in his classroom that most other teachers can't achieve."
—Ariel Lerner, freshman

cool the first time a book happens and it's because of you," he said. He said he enjoyed "that you actually see the prod-

uct of your labor." However, Henderson was disappointed to see that publishing increasingly became focused on "making money off of books," he said.

Finally, he started thinking about teaching. He received his first job teaching for two years at the Cobble Hill School for American Studies in Brooklyn. He described it as "really hard" because "there are so many obstacles for a student to succeed." However, he also said, "Working there was a really great experience. [...] I felt like I was actually helping people, people who otherwise probably would not be helped." After two years, he was ready for a new job because of the difficult situation at his school.

When Henderson applied to be an English teacher at Stuyvesant two years ago, he knew Stuyvesant only by its prestigious reputation. He was amazed by the behavior of his students on the first day of school. "The students came into class, opened up their notebooks and looked at me as though they were expecting to learn something," Henderson said. "That's not usual."

Henderson was forced to adjust quickly from teaching at an underperforming neighborhood school to a school where the expectations were extremely high. The transition period, however, did not last very long. Henderson's easygoing nature and humor helped him grab the attention of students. "Mr. Henderson makes the classroom enjoyable," freshman Emma Pollack said. "He relates to his students more than most teachers do."

Over the past two years at Stuyvesant, Henderson has developed close relationships with his students. "I don't think I could teach for very long if I didn't like the kids," Henderson said. He is comfortable talking to kids about their personal lives, which makes the kids more relaxed

during class. "[Henderson] is the kind of guy you can talk to about anything, and he'll listen and give his feedback," sophomore Andrew Cook said.

Last year, Henderson

"Everybody takes their life and views it as normal."
—Mark Henderson, English teacher

became the faculty advisor for the Stuyvesant Theater Community (STC). He took on the post despite not having any experience in the field, and was immediately impressed by the diligence and productivity of the theater program. "I was amazed at how a group of teenagers were pulling off six or seven shows a year," Henderson said.

However, Henderson recently decided to give up his position in STC for personal reasons. In a month, Henderson's wife's twin boys will be born. He says the prospect of being a father is already affecting his relationships with his students. He finds himself looking at the kids and wondering, "Are my children going to be like that...or like that...or like that?"

Henderson's relationships with his students make his teaching style unique. "There's an upbeat feel in his classroom that most other teachers can't achieve," freshman Ariel Lerner said. "I couldn't think of anyone who could teach [English composition] better than Mr. Henderson."

English Teacher Lynne Evans Passes Away

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of ballet." Evans held memberships to several different museums. "She and I at least twice ventured to the Museum of Modern Art," Gern said. "I took my daughter, who really liked Lynne."

Evans was involved in the school community through her work with the Stuyvesant chapter of the United Federation of Teachers (UFT). She was a representative of the Sunshine Fund for many years. "Whenever there was a happy occasion, like a birth, a wedding or some happy event in the department, she [...] would always come with a gift for that person," Grossman said. World Language teacher

Patrick Niglio said Evans was "Miss Hospitality for the school" because she went "out of her way to always make sure that people felt special."

Niglio said Evans was also a member of the UFT Consultation Committee, which "talks to the principal every month about different things in the school and [works] together on things to improve the school."

Evans became the UFT chapter representative in February 2008 when the previous UFT representative Ellen Schweitzer went on sabbatical.

Evans made friends with teachers in many different departments, who remember her fondly.

"She always seemed to be

very composed, extremely articulate and had a very good sense

"I admired her dedication to her students and her availability to help people."
—Elsie Augustave, French teacher

of humor," Gern said. "She was always putting New Yorker car-

toons in my mailbox." Niglio said she was an "angel" and "one of the most compassionate individuals I have ever met" because she was "always giving her 110 percent to her students and her colleagues."

"She always had a beautiful smile for everyone no matter what," custodian Haydee Reynolds said. "She always treated everyone with respect."

"I admired her dedication to her students and her availability to help people," Elsie Augustave said. "She used to manage to always find time to help."

"She had a certain wit that she always brought with her to any conversation," Principal Stanley Teitel said.

English teachers Hugh Francis and Holly Weiss will cover Evans' Great American Literature class and English teachers Kim Rober and Megan Breslin will cover her Modern European Literature class.

"I'm proud of the way [the teachers] stepped forward in the interest of Ms. Evans' students," Grossman said. "They recognized the importance of students finishing this semester in a way that's valuable and productive and out of respect for Ms. Evans."

Evans' funeral was held on Wednesday, April 16, at the Queen of All Saints Church.

A memorial service for her will be held at Stuyvesant on Tuesday, April 29.

164

Number of sophomores in Advanced Placement (AP) European History

161

Number of sophomores who signed up for the AP European History exam

657

Number of sophomores in AP World History

328

Number of sophomores who signed up for the AP World History exam

News In Brief

Speech Team Wins Third Place at States

The Stuyvesant Speech and Debate team won third place at The New York State Championship tournament held at Albany High School on Friday, April 4 and Saturday, April 5.

"This is a tremendous accomplishment considering the large number of schools [who competed]," senior Miles Purinton said.

Only students who qualified by receiving two half qualifications could participate. Half qualifications are given to the top speakers in each category at every tournament. The number of half qualifications depends on the number of participating students.

"There were about 900 people at States and 100 of them were from Stuyvesant, which shows how well we did," sophomore and semifinalist Briana Last said. Thirteen Stuyvesant students were semifinalists.

"We did incredibly well," she said.

Freshman Omika Jikaria placed first in Junior Varsity Oral Interpretation. Sophomore Kashyap Rajagopal placed third in Declamation. Junior Harlan Downs-Tepper placed first in Student Congress category and junior Xander Palmer placed fifth in Varsity Oral Interpretation. Senior Maurizio Martinelli placed fifth in Humorous Interpretation and Purinton placed sixth in Original Oratory.

Robotics Team Qualifies For Nationals

The Stuyvesant robotics team, 694, won the Engineering Inspiration award at the New York City For Inspiration and Recognition of Science and Technology (FIRST) Regional Robotics Competition. The event was held at The Jacob Javits Center from Friday, April 4 to Sunday, April 6. The Engineering Inspiration award, the highest award at the competition, qualified 694 for the national competition in Atlanta, Georgia from Thursday, April 17 to Saturday, April 19. This is 694's fifth time qualifying for nationals.

FIRST is a non-profit organization that, according to their website, hopes "to create a world where science and technology are celebrated."

Team 694's robot, named DESbot after their main sponsor D.E. Shaw, a New York City technology and investment firm, is equipped with a robust drive-train, a mechanical device that helps the robot resist erosion, and a manipulating arm. It travels at a speed of 10 feet per second, weighs 120 pounds and is six feet tall. DESbot also has a picture of FIRST founder Dean Kamen on its puncher, the device used to hurdle objects.

The regional competition, FIRST Overdrive, consisted of an oval playing field where robots raced counterclockwise to score points. Teams could score extra points if their robots retrieved balls placed on an overpass above the field's center and moved them across the finish line or throw them over the overpass. Each match was divided into two periods: Hybrid and Tele-operated. During the Hybrid period, the Robocoach used a remote to control the robot, which responded using programs installed on its hard drive. During the Tele-operated period, the robot was directly con-

trolled by the drivers.

Team 694's drivers for the 2008 season were senior and president Steven Lam and senior and director of engineering Andrew Mandelbaum. The Robocoach was the sophomore and vice president of engineering Seth Berg.

At the Friday practice rounds, 694 faced a number of difficulties. "Adjustments to manipulator and arm were made to ease the grabbing of balls," freshman and media officer Mao Hu said. "We also encountered problems with the pneumatic system due to the new design of the puncher."

After making a few mechanical adjustments to the robot after the Friday practice rounds, 694 had a 7-1 win-loss record during the competition. It defeated veteran teams, including 375 from Staten Island Technology High School—which won Regionals in 2006 and is seeded as one of the best teams in New York City—and 1155 from Bronx Science High School, winners of the regionals in 2007 and recipients of the Engineering Inspiration award in 2006. However, 694 was defeated in the Sunday semi-finals in a close best-of-three match. It played partners 375 and 637 from Montville Township High School in New Jersey and 348 from Norwell High School in Massachusetts.

"Though we have done extremely well so far, I expect us to do even better at Championships, building upon the successes and experiences gained at both New York and Trenton," junior and president of marketing Jonathan Meed said. "I have to say I am amazed at how well we are doing this year."

Stuyvesant Math Teams Win State Math League

Thirty-five Stuyvesant students competed in the New York State Mathematics League (NYSML) competition on Saturday, April 5 in Monroe County in upstate New York.

Senior Artur Dmowski won the individual event and senior and two-time NYSML winner Danny Zhu was awarded the first-ever Berman-Rockow Award for Mathlete Extraordinaire.

Ninety students from private and public high schools throughout the city were divided into six teams. Six out of the 11 NYC team captains were from Stuyvesant—seniors Ken Suzuki, Eliot Kim, Jesse Madnick, Artur Dmowski, Jenny Kwun and Julia Wang. The competition consisted of proof, relay, team and individual rounds.

"The competition went very well," math teacher and head coach of the NYC Math Team James Cocco said. "Things ran very smoothly."

Seven Stuyvesant students were among the 24 individuals who received a perfect score on the individual round and qualified for the tiebreaker round.

Team A and N from NYC scored first and second place with scores of 172 and 146 respectively. The team from Nassau County was third place with a score of 142.

The six NYC teams will compete at the National American Regions Math League on Saturday, May 31.

"What I really enjoy is the entire city coming together and truly functioning as a team," Cocco said. "It's inspiring to see the older members of the team encourage and mentor the younger students."

First Cube Coordinators Appointed



Lance Ammons / The Spectator

Junior Abby Schaeffer and senior Jamila Ma were appointed the Cube Coordinators of their respective classes.

By ALEXANDER SHIN

The Stuyvesant High School junior and senior caucuses have each appointed their first ever Cube Coordinators: senior Jamila Ma and junior Abby Schaeffer.

"A lot of grades haven't done their boxes yet. It just wasn't a big deal for them. I want to make sure it gets done for our year," Ma said. "Last year, the senior caucus just did it."

"We want to try to plan for the [block-filling] this year, so we can do it well next year," junior class vice president Jenny Han said.

Each Cube Coordinator has to locate and prepare the cube designated for his or her year, devise a way to obtain the class's opinion on what to put in the cube and arrange a "Block Party" where seniors celebrate filling the cube and their memories of Stuyvesant.

The caucus chose the coordinator based on an application he or she submitted. "We were look-

ing for someone who is really passionate about our grade and our school. We were looking for responsibility and creativity," senior class vice president Lauren Gonzalez said.

"The Cube Coordinator fills the important role of curator for the senior class' physical memories," senior class president Michelle Lee said.

The Cube Coordinator also selects four members to be in the Cube Committee, which decides what items to put in the cube. "Some classes didn't put much thought into the process [of filling their cubes]. We should make it memorable and devote some time to it," Han said.

"The cubes are important. We're making our mark on Stuy," Schaeffer said.

Artists Kristin Jones and Andrew Ginzel started the mnemonic blocks project. Four hundred glass boxes including artifacts from around the world were randomly installed through-

out the building. An additional 88 were installed for future graduating classes, to fill with whatever they believe defined their year.

Katherine Gressel, the artists' assistant, contacted technology teacher and senior activities adviser James Lonardo to reach out to the senior class. Gressel then contacted Lee and Gonzalez.

"I sent a job description of the Cube Coordinator out and then met with Michelle and Lauren and together we decided on the different responsibilities of the committee roles as well as coordinator role," Gressel said.

With the formation of the Cube Committee and Coordinator, Gressel hopes to see the block filling process become a responsibility of the student body.

According to Ma, until this year many graduating classes did not fill their cubes. "After people graduate, it's hard to get everyone together to fill the cubes. Many of them are still in the process of being filled," Ma said.

The classes of 2001, 2002 and 2007 filled in their boxes in 2007. These classes were the first to fill

**"A lot of grades
haven't done their
boxes yet. It just
wasn't a big deal for
them. I want to make
sure it gets done
for our year."
—Jamila Ma, senior
Cube Coordinator**

their cubes in 8 years.

"It's really important to have these blocks filled because it's a part of community building and tradition. Filling the cube could bring the Stuy senior class together. It's a cohesive souvenir of that class," Gressel said. "The cubes are almost like a yearbook page built directly into the school's architecture; this tradition must continue."

Disclaimer:

Abby Schaeffer was not involved in the writing or editing of this article.

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Plaque Mounted for Contributors to Stained-Glass Stuyvesant Crest

Lauren Shaman / The Spectator



The stained-glass coat of arms window hangs in the third floor atrium.

By CHRISTOPHER NATOLI

A plaque was mounted in the third floor atrium on Monday, April 14, commemorating the recent construction of a stained-glass coat of arms. Technology teacher Richard Realmuto headed the construction of the coat of arms.

Realmuto, Assistant Principal Music, Art and Technology Dr. Raymond Wheeler, and a few of the seniors involved in the construction attended the ceremony, which also took place in the

third floor atrium.

The plaque was placed on the north wall of the atrium. It lists the names of the 26 seniors and the staff members who were involved constructing the coat of arms. Principal Stanley Teitel, Dr. Wheeler, President of the Alumni Association Robert Sherwood ('68) and Realmuto were named on the plaque. The Alumni Association funded the project, which cost roughly 250 dollars.

The stained-glass window, displaying the Stuyvesant coat of arms, was created by

Realmuto's fall-term Principles of Engineering class. They finished it on Monday, January 28 and hung it in the third floor atrium soon afterwards.

Realmuto's desire to create the window originated in his interest in rose windows—color-

gel and paint. The window displays the classic Stuyvesant coat of arms, a circle ordained with a hammer, two books, and the Latin words "Pro Scientia Atque Sapientia" ("For Knowledge and Wisdom"). It was mounted high on the north wall of the atrium so that it shines in the sunlight from windows behind it.

"It's pretty exciting to see the actual window up there everyday, and to think that it will be up there for future generations of Stuyvesant students to see," senior Perry Fisher, one of the head leaders of the project, said.

"It's an artistic way to represent the technology department," Dr. Wheeler said.

The construction of the coat of arms was also a project in student leadership. The Principles in Engineering class was divided into teams and there were seven student leaders, including two head leaders.

"Having been a project never attempted by anyone, including Mr. Realmuto himself, we only had a vision for the project with no idea how to reach it," senior Jaron Wong, another head leader, said.

"There were a lot of problems to solve, and that's what we do—solve problems,"

Realmuto said. "[The students] loved it." Deciding on inexpensive and light-weight materials was one of the challenges. The

"There were a lot of problems to solve, and that's what we do—solve problems."
—Richard Realmuto, technology teacher

ful, stained-glass, circular windows that decorate cathedrals.

The stained-glass window is made of foam, plywood, acetate

"It's pretty exciting [...] to think that it will be up there for future generations of Stuyvesant students to see."
—Perry Fisher, senior

class solved such problems by discussing them with each other in an attempt to come up with practical ideas.

"Every time I see it, I stop and think of all of the good times I had while working on it," Fisher said.

AP World History Exam Participation Low for Its First Year

By LAURA YE

While 98 percent of the 164 students in Advanced Placement (AP) European History course registered for their AP exam, only 50 percent of the 657 AP World History students signed up for theirs.

According to Assistant

Principal History Jennifer Suri, fewer students registered for the AP World History exam because AP World History is a "first year course" at Stuyvesant.

The administration decided to change sophomore Global History 3 and 4 to Advanced Placement (AP) World History

last year because Suri felt these two classes were on par with AP-level classes.

Current sophomores, who didn't elect to enroll in AP European History, were automatically programmed for AP World History. This is the first time a department has mandated an AP curriculum for an

entire grade.

Students have different reasons for not taking the AP exam. Some students feel that it is a matter of interest. "[AP European History students] are just more comfortable taking it," sophomore Alexandra Sagianis said. "They're the ones who enjoy history,

whereas [AP World History students] don't necessarily do."

"Some people don't feel like taking the exam because it still depends on the college whether or not you get credit [for taking the class]," sophomore Michelle Newman said.

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Reflections

I just found...

... a poem that Ms. Evans brought into class for me and now after her passing, it touches me even more. Sophomore year I sat next to my friend Maggie in her class. I guess our seating arrangement jarred her poetic memory and the next day she brought in this poem entitled "Maggie and Milly and Molly and May" by EE Cummings

*Maggie and Milly and Molly
and May
went down to the beach (to
play one day)*

*and Maggie discovered a
shell that sang
so sweetly she couldn't
remember her troubles, and*

*Milly befriended a stranded
star
whose rays five languid fin-
gers were;*

*and Molly was chased by a
horrible thing
which raced sideways while
blowing bubbles: and*

*May came home with a
smooth round stone
as small as a world and as
large as alone.*

*For whatever we lose (like a
you or a me)
it's always ourselves we find
in the sea*

Those last two lines jump out at me now. In her passing, as was the case during her life, I learned more about myself through her teachings than any English poem or book we read. Ms. Evans class was a class on decency, respect, and above all, compassion.

We were an unruly class to say the least. On current event journal day we were supposed to have brought in an article to free write about but we would undoubtedly end up tossing one newspaper around the room frantically ripping out an article before she reached our desks. On personal journal days I would take to drawing pictures of my neighbors and doodling in the margins until on journal check day a month later I realized I had very little to show for myself. I approached her timidly and displayed my modest artwork. To my surprise she reviewed my notebook as if it was brimming with well crafted short stories and in her trademark indecipherable handwriting, scribbled "beautiful! check plus." After that year, my friends and I visited her room often and in the halls we finally persuaded her to return our hugs. I can still hear her voice and see her smirk as she reluctantly yet sweetly called after us "I love you too, girls!" Ms. Evans was a true angel in all of our lives and I will carry her memory with me always. Just as she ended each class with "Thank you ladies and gentlemen," I thank you, Ms. Evans, for being the most perfect, gentle, and passionate person; I am truly blessed to have known you and your memory will live on with every kind word I speak.

Your student always,
Mollie Simon ('08)

Without Ms. Evans

I did not have an easy four years at Stuy. I don't know if I could have gotten through without Ms. Evans.

I had her for European Literature my sophomore year. The class was a welcome low-stress break from the rest of my hectic day. Ms. Evans exuded a sense of calm that made all my troubles seem a little less pressing. I particularly remember her letting me cross stitch in class. A crafter herself, she understood that I could stitch and fully participate in discussion at the same time. I have other fond memories such as journal time and lining up to have the indecipherable comments on our essays translated. If Ms. Evans were here right now, I would probably tease her about never handing back our Richard III papers.

But my most important time with Ms. Evans wasn't spent in class. During my junior and senior years I spent innumerable free periods in room 327. Sometimes Ms. Evans and I would talk. Our topics of conversation ranged from current events to our plans for the weekend. We shared our joys and worries. Other times we would sit in silent company, me desperately trying to finish my math homework, she grading papers or bubbling in her attendance forms. I often took refuge in her room to take a nap or avoid getting kicked out of the hallway. Always caring for her students, Ms. Evans kept a box of tissues in her desk drawer. She was the first person I went to see when I caught a cold.

Though I wasn't in her class anymore, Ms. Evans was my escape from the world. She was the first person I'd go to when I had a bad day and needed a shoulder to cry on. She would give me a hug and comfort me with her soothing voice. She was always willing to listen to my troubles, but never pressured me to talk. In a way, room 327 was a place I could go for companionship or to be alone. I never had to worry about Ms. Evans judging me; she provided a peaceful oasis within Stuy's turbulent environment.

One of my favorite memories of Ms. Evans was asking her to sign my yearbook at the end of senior year. I opened the book to her picture and noticed that we had independently chosen the same Eleanor Roosevelt quote: "Great minds discuss ideas. Average minds discuss events. Small minds discuss people." I don't think we ever discussed Eleanor Roosevelt or mentioned the quote, but clearly the time we spent together had an effect.

Since graduating, I have been back to Stuy a few times. Over fall break, I got to spend a wonderful twenty minutes telling her everything I could about college. Ever conscientious, she gave me a bell schedule to help me plan my day at Stuy. That was Ms. Evans, always trying to think of ways to help. I last visited Stuy in January. As always, I made a mental list of teachers I wanted to visit and consulted

the department schedules. There were classes in 327 during her free periods (I can only imagine her disappointment when she first learned of the room's schedule) and I was unable to find her until 9th period. She was teaching, but she excused herself for a minute and came outside to speak to me. We exchanged greetings and she expressed regret that she couldn't spare time to talk, but she had a class to teach. "Well Elaine, it was lovely seeing you. Stop by next time you visit." It will be difficult to go back with her not there.

And so I am left with those words and her message in my year book: Dear Elaine, I enjoyed sharing the vicissitudes of life with you. Be brave and strong, and remain the lovely person that you are. All the best! Lynne Evans.

But she left me with more than just a few words in my yearbook. Ms. Evans had an amazing way of making people feel that they were worthwhile. She taught me to believe in myself and for that I am ever grateful. If I had to describe Ms. Evans in a few words, I'd say she had an acute sense of perception and always put it to the use for the benefit of others. She was endlessly sweet and infinitely patient. Having her as a teacher and friend was a gift. I only wish I had gotten to spend more time with her.

—Elaine Lavin ('07)

In loving memory of Ms. Lynne Evans,

I'll never forget her as one of the best teachers at Stuyvesant High School to turn to for any advice and counsel. She was my European Literature teacher during my sophomore year and she was excellent in her craft. She would encourage and nurture our minds in English and writing in general by having us write in our journals. I would be writing about ideas for stories that I was working on, and she would gently prod for more to keep my creative thoughts coming. No matter which subject we wrote on, Ms. Evans would have an open mind about any ideas and have us elaborate on it.

This open mindedness is also reflected in her personality. Ms. Evans would give an ear to anybody who needs it and give helpful advice wherever she thought it might help us. Even in happy times, she would chuckle with us using that sweet laughter of hers.

She had a big heart and gave a helping hand to the best of her ability to anyone who needed it. In a way, she was a maternal figure for some, and even possibly a grandmotherly figure for the younger generations currently at Stuyvesant High School.

I will remember your kind face and place it in my fond memories. I'm sorry I won't be seeing you again, especially after you asked me to come and visit you again next break. Death is but another journey we must all take, as Gandalf had stated in the Lord of the Rings: the Return of the King, movie, and we will one day meet again. You will continue to live on in our hearts, and will not be forgotten.

Rest in peace, Ms. Evans, and thanks!

Remembering you always,
Ray Leung ('06)

Ms. Evans was...

... without a doubt, the best English teacher I have ever had. She always let us say whatever we thought about the literature while simultaneously helping us realize the true value of whatever we were reading. Our opinions were always safe and cherished in that class, even if they were different from those of others. Ms. Evans, like other teachers, was someone you could learn from. However, she was one of the few teachers that actually inspired an interest in her subject from many of her students. Her intelligence and manner of teaching inspired a love for literature that had seemed boring or plain before.

Ms. Evans was an astounding person who never radiated anything but optimism and positive emotions. She never got upset with any students because they slept in her class. On the contrary, she became concerned that perhaps they weren't getting enough rest. She was the most selfless, intelligent, and caring person that I have ever met. Those who have had the privilege of having her as a teacher

understand what an amazing person she was and how she changed so many students' opinions of both literature and life with her caring and compassionate manner.

I have forgotten the many inspirational and wonderful things she had said and I just wish that I could remember more than the titles of the books we had read in her class. But I wish even more that I had spoken to her more often this year, said hello to her in the hallways even when I was rushing not to be late to my next class and not taken her presence for granted this past school year. But I wish the most that she is happy wherever she is right now. It is only when we lose someone that we realize how special and irreplaceable they are to us. Though she is no longer with us, her spirit and memory will forever live in the hearts of those who had the privilege of knowing her.

—Anna Yegiants ('09)

In loving memory...

...of Lynne Evans, my European Literature teacher at Stuyvesant High School, who passed away suddenly on Sunday, April 6th, 2008. Death was a common topic discussed in our class, concerning ancient Greek mythology; yet her untimely departure from this fleeting, consuming existence serves only as a reminder to all of us...we all have a limited lifespan, and a time and place to go as well. Whether secular or spiritual, none can deny the truth of the testament: 'every soul shall taste death'. Let us therefore make the most of it, and celebrate those gone, but certainly not forgotten.

In the words of head guidance counselor Jay Biegelson, she was a teacher's teacher. I know this to be true from personal experience and cherished memories, the fondest of which centered on her greeting each student at the door, especially late-comers like myself. She would always inquire as to how my weekend was, what I thought of the literature I hadn't read for the day, and commented frequently in the margins of my reflection journal, despite my preference of amateur graffiti over meaningful prose.

She said I had neat handwriting, and appreciated my sarcasm most of all. I can only smile now, when I recollect her complimenting my permanent goofy grin as I would walk the halls and greet her hurriedly, as the impressionable sophomore I once was.

She was the kind of teacher that didn't yell at students caught sleeping, doodling or otherwise not paying attention. She always ended class saying, 'thank you, ladies and gentlemen'. Of course, she was a classy lady and compassionate educator, having taught and mastered her craft at Stuy for 25 years. I

can still recall her classic style vividly: an elegant red cardigan embodied old school charm now diluted in most teachers. If ever I become a teacher, I need only emulate her, and that shall suffice.

Lastly, it was her that instilled the sense of pride as a Stuyvesant High School student in me, during the formative social blooming every teenager goes through. I remember her telling me to 'quit slouching, and walk tall' though I was the shortest in her class.

I only wish I had visited her during office hours or stopped by her third floor classroom for a quick 'hello'. Now that I think about it, I wish I had asked her to sign my yearbook, or taken a picture with her, or even said goodbye at graduation or Alumni Day... still, I remember signing up for European Literature despite an indifference toward classical texts, but by the end of the year, I had grown to love Voltaire's 'Candide' and Euripides' plays of Alcestis and Medea.

The old alma mater lost a legend but the heavens gained an angel. Myself, I have lost a mentor, but will continue to salute the life of Ms. Lynne Evans. It's nothing short of amazing how her gentle, motherly character, even in passing, has softened this cynic's heart. The only redeeming act from one as selfish as me is remembrance.

In closing, she has and will always remain cherished as our favorite humanities teacher; her devotion admired, her warmth appreciated, her virtues imitated. Above all, her memory will live on forever, and through that, so will she.

Rest in peace, Ms. Evans. Thank you for everything.

—Farooq Zafar ('07)

There is a saying...

...that goes "As long as you remember someone they will live forever."

Lynne Evans, the face of the Sunshine Fund, a steadfast figure representing love, caring and support for others, has passed away unexpectedly this weekend. A consummate professional, this educator has touched the lives of thousands of students over the years. The extra attention she would give to each one was always appreciated. Her comments on their written work, and the offer of help extended toward every one of them, will never be forgotten. She did

not just go the extra mile; she was there for the entire trip, and the road back.

Lynne had a great impact on the staff of Stuyvesant. Always a fighter for justice and what she believed to be right, Lynne gave her time selflessly for the union, representing staff members on a variety of causes over the years. Always willing to listen, to serve as a sounding board for new ideas, and provide compassionate yet objective responses to our questions and problems, Lynne was a counselor for us all. I would always feel like I was really heard and under-

stood when I met with her. She was totally there for you, for me, her friends, her colleagues, her students, and for her family. She is what students look for and what staff aspire to be, a teacher's teacher.

She will be missed, but never forgotten. She lives on in my heart, and in every soul she has touched over the years. Bravo Lynne Evans, I salute you!

With love and admiration,
Jay Biegelson, Guidance Counselor

Ms. Evans...

...taught the class I absolutely despised last semester: Greek Mythology. But she was one of the nicest, if not the nicest teacher in my school. I remembered the times I slept in her class with my neck slowly rocking towards the surface of my desk. I would attempt to keep my eyes half-open during most of her classes. And I sat in the very front too.

One time she pulled me after class obviously noticing my constant pattern of sleeping. I was scared that she was going to scold me so I silently prepared myself as I walked near her.

"Grace, is something wrong? Is something going on at home?" was the first and only thing she asked me.

I was surprised and relieved at the same time. I didn't want her to get the wrong idea so I assured her that nothing is wrong and that I was just tired.

"Alright then" was her response.

For the next few days, nothing changed about my falling asleep in her class. Unfortunately I had English class last period and I was bound to feel sleepy. But there was one thing I never forgot her say, spite my drowsiness.

"Thank You, ladies and gentlemen" was what she said at the close of each class as the bell rang.

Honestly, her death scares me. It was only last week I spotted her strolling in the halls with her usual red cardigan, carrying a green apple or a salad container. Today, she's not in

school. Today, she's not in the world anymore.

Greek Mythology usually revolved around death. Ms. Evans would mention the word death at nearly every class discussion and she would elaborate on the character's death to us. Now, she died. I wonder if she felt what death was like after over two decades of consecutive mythological literature.

I didn't have the best relationship with her. In fact, I was one of the worse performing students in her class. I had poor test grades and occasionally I didn't attend class because I slept in the library the period before. On our last 'retrospect' journal entry, I wrote about how I hated mythology and how stupidly violent it was. Just for the hell of it.

She never hated me. She never disliked me. She commented on my journal entries like everybody else, adding her thoughts at the margins of my journal. She commented on my funky style and she even asked if I wanted to go into fashion.

I feel ashamed that I'm writing these words now. I feel ashamed for thinking these thoughts. She's dead. She's dead! She won't know the things I say now. She won't know how much she scared me.

As Heidi Klum says 'In Fashion, one day you're in. the next day you're out'.

In Life, one day you're in and the next day you're out.

I wonder when Ms. Evans' funeral is. I think I'll go because I feel obliged to go. I'll remember the respect and concern she's

expressed for me. I feel ashamed that I'm paying this back at her funeral.

Rest In Peace Ms Evans.
I wish you're doing well in heaven.

And thank you for not ignoring me because I didn't do well in your class.

This semester, many of my teachers torment me because my numbers are not high enough for their liking.

You made me realize that death is sudden, that life is terribly short.

You were smart about life – saving precious time by not raising your voice to your students. You were true to yourself and everybody around you was able to tell.

I'm sure there are many people jealous of how beautifully you lived your life.

Because I sure am.
Ironically I'm currently reading "For One More Day" by Mitch Albom.

If I had one more day I would have apologized to you about my rude behavior and conduct. I would thank you for your generosity and concerns. If I had one more semester I would change my schedule to English at first period. I would come to class prepared to participate and discuss themes from the Odyssey.

Ms. Evans, you deserved to stay longer and spread your generosity and words to more students. There are many other people in this world that should have moved on in place of you. I feel like I've lost the lottery by one number.

—Grace Lee ('10)

Editorials

STAFF EDITORIAL

Open Up

The location of the Student Union (SU) suite has been a source of conflict between the Parents' Association (PA) and the SU recently. The SU maintains that it has always been a student space, while the PA says the SU is not using the space efficiently. At the moment, the PA is correct in its analysis. The SU isn't being used to its full potential. But it can be.

Some individuals believe SU members have an elitist attitude that discourages students from making use of the space as a student community center. However, over the past several months, the SU has made great steps in promoting the SU suite as a community space. Initiatives including Waffle Day and Freshmen Movie Day have tried to make the SU suite into a welcoming community center for all students, and not just a select group of upperclassmen. Stuyspace, an SU sponsored campaign to promote a cleaner Stuyvesant, has proven the SU's commitment to protecting and promoting student spaces.

The real problem lies in the fact that the SU is open for limited hours, usually from 10th period until 5 p.m.. The SU should be open the entire day, giving students a place to go during free peri-

ods and creating a hub of student activity.

If the administration paid for teachers to take shifts monitoring the SU, students could use the SU throughout the day. While this approach is unlikely due to the recent budget cuts, teachers could also volunteer to watch this area during their free periods. The best solution, however, does not add an extra burden to the budget or inconvenience the teachers—it simply requires trust. The administration should remove the doors to the SU suite, or at least leave them open during the day.

Student space is becoming increasingly rare as the number of students allowed in the library is being limited. Students are still not allowed to congregate on seven out of 10 floors.

We should treat the SU as an open space—like other open spaces, such as the senior bar and cafeteria—that students may leave and enter as they please, with security guards monitoring the area occasionally. Redefining the SU suite as an open student space would allow it to become what it should have always been—the heart of student life at Stuyvesant.

This is Not a Test

Testing at Stuyvesant is no trivial matter—admission itself is based on the Specialized High School Admissions Test. Yet recently there has been a trend of excessive testing.

With so much testing, students often resort to cramming and then promptly forget the information after the exam. When the majority of a class fails a test, teachers often continue the curriculum without going back and re-teaching what the class might have missed. Neither approach helps students learn.

While testing is an adequate—or even sometimes ideal—form of evaluation in some departments, it is not productive in all classes. Each department's unique needs should determine the amount of testing it incorporates into its curriculum.

The physics and world language departments have implemented separate final exams to accompany the New York State Regents Exams this June. The English department is also considering an in-class essay final for sophomores.

Assistant Principal (AP) World Languages Arlene Ubieta and AP Chemistry and Physics Scott Thomas believe an additional exam will benefit their respective departments. World languages finals are designed to prepare students for Advanced Placement classes, while the physics final aims to prepare students for the Regents.

The physics department will use the extra final as an additional grading tool. The Physics Regents has traditionally been the students' final exam grade. But the Regents will be graded the day before grades are entered this year, making it difficult for them to be factored into final averages.

The process of filling in bubbles and having a machine return a grade is easy enough, but test grades often fail to reflect how much a student understands.

If teachers want students to retain information, they cannot forget the importance of interactive learning. Advanced Placement language courses, which tend to be test-heavy, should find alternate methods for evaluation. Creative projects, which are both entertaining and informative, can accurately demonstrate students' comprehension of a subject. World Language teachers can also help reinforce grammar and vocabulary lessons with 'No-English' days. For the other departments, hands-on lessons are very effective in helping students understand the course material.

Test results are not the only effective method for evaluation. Stuyvesant teachers should shy away from simply increasing testing to better gauge students' performance. Each class needs its own tailored approach. Testing is not the only answer.

The Spectator would like to thank the Alumni Association for their generous donation.



The Student Union as it was 2 years ago.

The Spectator

The Stuyvesant High School Newspaper

"The Pulse of the Student Body"

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The Spectator

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Write a letter to the editor and e-mail it to letters@stuyspectator.com or drop it in The Spectator box in the second-floor mail room.

FOR THE RECORD

- In Issue 13, the byline for the article "Katherine Banks Wins Fourth Place at Intel" was incorrect. It was written by Kristen Kim.
- In the cutline of the photo for "Godfather of Sudoku Visits Japanese Class," Japanese teacher Chie Helinski's name was misspelled.
- The byline for the article "The Scoop on Summer Programs" was misstated. It was written by Catherine Zhou.
- Photographer Sarah Morgan Cohen-Smith's name was misspelled in the photo credit for the article "Alex Jaffe: Miniature Band, Full Size Composer."
- In the byline for the article "Stacking the Deck," writer Emma Ziegellaub Eichler's name was misspelled.

Computing the Problems



By JUDY CHEN

It is a sprint towards the finish line. One runner has a three-page English paper to type up, one needs to print the science homework and another needs to check his e-mail. The prize: a rare chance to sit in front of a computer.

Being an elite math and science school with 3,157 students, one would think that we have the resources needed to satisfy such a large number of people,

but the number of computers available to students in the library is disappointingly low. There are only 15 computers for an average of 153 students who enter the library per period, and only a small number of those who want to use a computer will get the chance to use it.

There are few computers readily available because students abuse their privilege by using computers for things other than schoolwork or by taking longer than necessary. Although gaming Web sites are blocked, students bring flash drives from home to play games. Through these flash drives, viruses can make their way into computers, leading to frequent breakdowns. Many students print over five pages, and many documents end up unclaimed and thrown in the trash bin.

More computers can be made available by partitioning them into two stations: one to only print out documents and another to complete longer assignments. A sign-up sheet for those wishing to stay online for a short period of time would be

helpful in maintaining organization with the computers. Students would reserve a computer the day before and put down a time limit between 15 to 30 minutes.

The librarians should designate several monitors to watch over those at the computers, to monitor the sign-up sheet, report students using computers for purposes unrelated to school and submit a list of these students to the librarian by the end of the period. Other monitors can watch over printer usage and make sure there are no jams. They should also make sure that students do not print over 15 pages of non-academic work, such as birthday posters.

So the race comes down to this. The winner won't be the one who gets to the library first. No one is going to win the race if the prize is not worth the sprint. We cannot have students continue to misuse the computers and negatively impact those who need to use them for serious work. We need to start recognizing the roots of the problem and begin fixing them.

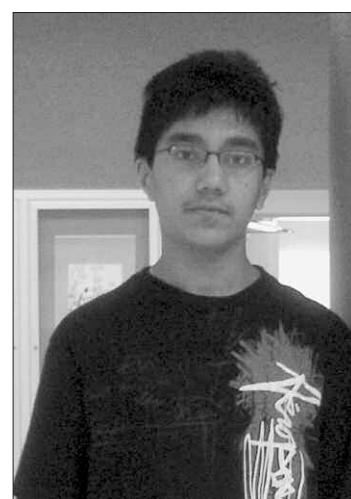
Diary of a Game Freak

By VARUN SHARMA

There was an air of excitement in my music class. We had a substitute. I looked toward a group of people who stared back. We both knew what time it was—Mario Kart time.

Mario Kart is a racing game. During the race, players collect power-ups and speed-booster while avoiding mud, water and comically large bullets. A recent adaptation of this game for the Nintendo DS, a dual-screened handheld videogame-console, allows groups of players to race against each other at the same time.

I was chosen as the leader of our group. We set up the game's race track, chose our favorite karts and, in almost no time, my friends and another kid were in a race to the death to see who the best player was. About three people surrounded each of us and cheered us on as we, filled with uncertainty and determination, raced on.



Zin Htet/The Spectator

sandwich and, with my heart pounding, I walked up to him.

"What do you want?" he said, wiping his nose with his soggy sleeve. "I want to beat you," I answered. I whipped

All of my daily training on the subway, racing against my own records and testing out tricks came down to one moment.

All my daily training on the subway, racing against my own records and testing out tricks came down to one moment. I dodged the mud, hit every speed-booster and finally made it to first place. I proudly shook hands with the spectators and asserted my position as champion of the music class.

I went to Spanish next. As usual, my teacher was late and everyone was talking and hanging out. But I couldn't waste my time socializing. I needed to train for other races, and decided to ask for

out my DS and set up a match. I chose my fastest racing character and fastest car, and we played on a track I had been studying for the last two weeks.

The countdown began. All the advice my Spanish class guru had given me and the experience I had from playing on the train flashed through my mind. I sat next to my adversary focused on the race. We both started with a boost. I was lucky and got all of the right power-ups, cut corners perfectly and used a glitch my guru told me about. After two laps, we were neck and neck. The finish line drew closer.

Then, my finger slipped. My kart slid to the left and the other kart sped by. I lost, holding my DS limply in my sweaty palms. The snobby sophomore looked at me, smiling.

My friend gave me a light jab. "Hey, what's the matter with you?" he asked. "The end bell just rang. We should get going."

I looked across the cafeteria and saw two people playing Mario Kart. "Jeez, those guys would probably keep playing if the school was on fire," my friend said. "I'm glad you're not one of them."

I hesitated before answering. "Yeah, so am I."

The Truth about Turnitin



By EMMA ZIEGELLAUB EICHLER

Each year, Stuyvesant students write dozens of papers and essays. For everything we write, there is one ironclad rule: don't plagiarize. Every teacher tells us this. They warn us of the consequences: a call home, suspension, or even a permanent black mark on our academic record. Some teachers make us sign papers pledging that our work is original, trusting that we'll honor our commitments. Other teachers use Turnitin.com, an online plagiarism-checker that compares submissions with Internet content. Turnitin is popular because it is a seemingly sure-fire way to catch cheaters. However, there's a price to pay: Turnitin's legality is highly questionable and it creates an atmosphere of distrust between students and teachers.

Anything you write for school is automatically copyrighted; you do not need to apply for one. When you submit your work to Turnitin, Turnitin saves a copy to its database to compare against future submissions in order to stop students from plagiarizing other students' work. Since you don't know that Turnitin is saving a copy of your paper, and it doesn't ask for or acquire your consent, it's a potential violation of your rights.

Saving a copy of your paper is copyright infringement because Turnitin is using your paper for its own economic gain without compensating you. The copyright laws state

Turnitin.com can help limit plagiarism, but not without its share of moral and legal controversy.

However, it goes no further than to say, "When students claim that Turnitin violates the law or engages in 'commercial exploitation' of their copyrights, that claim is simply not based on fact." This oversimplified response fails to answer the charges against it, and is probably the reason there are already multiple lawsuits filed against Turnitin.

Putting aside the legal issues, when teachers use Turnitin, they send their students the message "We don't trust you." While Turnitin claims its so-called "Originality Reports" (the results it gives to the teacher) do not provide a clear-cut "guilty" or "innocent,"

having to use Turnitin at all is an accusation. Its verdicts are of questionable reliability, as it does not check offline (printed) books. It also hurts students who incorporate direct quotes into their papers since it has no capacity to recognize citations. At the end of its check, Turnitin returns the results as a percent plagiarized—just a number. If a teacher just looks at the percent and does not examine where it came from (Turnitin marks each section), students who used direct quotes appear to have cheated. Some students might stop using direct quotes, sacrificing quality in their papers. Using Turnitin doesn't teach students that plagiarism is wrong. It just encourages cheaters to find another way to beat the system.

While there is no perfect solution to the issue of plagiarism, Turnitin is far from perfect. Other sites, such as plagiarismchecker.com, use Google searches, and while not as effective, they are free and don't save copies of students' papers. Instead, teachers should impress upon students the importance of honesty and the consequences of plagiarism. One of my teachers always tells her classes: better to fail one test or two tests or even all my tests than risk getting caught cheating once. If you fail, I'll help you. If you cheat, I'll throw you out of my class. Instead of trying to catch students after they plagiarize, teachers should stop plagiarism before it starts.

Despite the wide usage of Turnitin.com, Princeton University rejects Turnitin and all other plagiarism checkers. It still abides by an honor code, in which it addresses the copyright issue, "The right to intellectual ownership of original academic work is as important to the life of the university as the right to own personal possessions." If a respected Ivy League school can trust its students to do what's right and not plagiarize, we should follow their example and do the same.

The card ban at Stuy is a useless weapon against teenage gambling, and the strict gaming policies are limiting the social lives of students.

advice from an experienced gamer. But he was preparing for an upcoming match during lunch.

Next, at lunch, I sat down in the cafeteria and started to eat my sandwich. Then, I saw the glint of a gold DS out of the corner of my eye. It belonged to the Supreme Mario Karter. No one had ever beaten the pretentious, incessantly sniffing sophomore before, and I intended to be the first. I pushed away my

Arts & Entertainment

'Wichcraft: Food Nothing Short of Magical'



Wichcraft carries a wide variety of inventive, though overpriced sandwiches.

By LEILI SABER

The name of a business can say much about what kind of establishment it is. It can be cute like frozen yogurt hot spot Pinkberry or fancy like the gourmet Triangolo or misspelled. My first thought upon approaching 'Wichcraft' was that proofreading should be mandatory for everyone. Once I walked inside, it became apparent that the curious name came from their main product—sandwiches.

The large menu board features a selection of most unusual sandwich fillings. There is smoked ham, avocado and butter sandwiches for breakfast and even stranger is the grilled fontina, with black trumpet mushrooms and truffle fondue sandwich. Even the most adventurous diners will find the idea of a gruyere cheese and caramelized onion sandwich unusual.

While perusing the menu, I began to resent my mother for stuffing plain ham sandwiches into my lunch bags instead of marinated eggplant with chickpea puree and watercress.

While perusing the menu, I began to resent my mother for stuffing plain ham sandwiches into my lunch bags instead of marinated eggplant with chickpea puree and watercress.

Portions are also smaller than what is expected for such pricey fare.

The beverage list replaces the usual Coke and Sprite with S. Pellegrino Limonata a sparkling lemonade, and various sodas such as Izze in flavors like sparkling blackberry and grapefruit. The drink selection is not only pricey at around two dollars, but also very trendy.

Service may be fast, but there is not enough time to squeeze a meal at 'Wichcraft' into a Stuyvesant student's 40-minute lunch period.

Sophomore Seth Bixler said, "If it weren't so far away from school, I would come here for lunch everyday [...] the food is amazing."

Other customers seem to be in agreement, as the restaurant has gotten so popular that it now has a total of 12 locations in Manhattan. I didn't see a single cauldron while eating there, but somehow, 'Wichcraft's sandwiches have cast a spell over everyone."

**'Wichcraft
397 Greenwich St. and Beach'**

such a compact meal. The casual dining area is nothing spectacular, furnished with dark brown wooden chairs and tables, but it has that cozy, slightly extravagant Starbucks atmosphere, but without the pretension. The prices are on the high side—

most sandwiches range from approximately six to 10 dollars, but the sandwiches are made of meticulously from high quality ingredients.

Norimahdang 2008: Korean Culture Night At BMCC



Drummers, dancers and martial artists clad in traditional Korean attire performed an array of Korean arts as part of Norimahdang, a celebration of Korean culture held at the BMCC Tribeca Performing Arts Center on Thursday, March 27.

By NICOLE LEUNG

While many sought the authentic Korean fare served before the show, other attendees at the Korean Culture Night 2008 on Thursday, March 27 eagerly anticipated the series of performances that followed, a colorful blend of traditional and pop Korean culture. Korean Culture Night resembled a Korean SING!, with students participating in a variety of dance and music performances.

Korean teacher Jisun Lee and Korean Outreach Committee Chair Robert Lee were the coordinators of this event. A lack of materials and money for the Korean class, which was developed by the Korean Outreach Committee, inspired Jisun Lee to invent Korean Culture Night or Norimahdang. The Korean Outreach Committee raised 9,000 dollars at Korean Culture Night 2007, all of which went to the World Languages department (mostly for the Korean class). The profits from Norimahdang 2008 haven't been disclosed yet.

Unlike Korean Culture Night 2007 which was held at the Murray Kahn Theater, Norimahdang 2008 took place at the BMCC Tribeca Performing Arts Center at a cost of 7,000 dollars to the Korean Outreach Committee. The main reason for shifting the location was that "many people want their own culture night," Jisun Lee said. Using the Murray Kahn Theater for Norimahdang would have required the school to do the same for other culture nights.

The Korean food was distributed by volunteering parents before the show in an terrace near the BMCC entrance. Though the food choices were more limited than those at Korean Culture Night 2007, more food was provided and people were able to have seconds or thirds—food quickly ran out at Korean Culture Night 2007. The beef and the kimchee were two of the most popular dishes. Admission to the dinner was also made free for this year's Korean Culture Night, though admission to the performance still required a ticket that cost 5 dollars for students.

After the audience enthusiastically sang along to the United States and South Korean National Anthems, followed by a brief address by Principal Stanley Teitel, the show began. Norimahdang started off with a traditional Korean "mixed drums" performance, followed by

the mystical mask dance. "I really liked the drums," sophomore Jeff Zhang said. "But next year I won't dare to sit too close because it nearly killed my ears."

Colorfully dressed Korean girls with braided hair and traditional Korean dresses danced gracefully on stage during the Hand-in-Hand Circle Dance. When the Korean flag at the center of the stage accidentally fell down during the dance, the dancers remained calm and worked together to bring the flag back up, unknowingly emphasizing the cooperative meaning of the "hand-in-hand" dance.

There were also Taekwondo and Kumdo performances, both forms of traditional Korean martial art. The martial art performances were not as austere as the audience had expected. The performers' blend of humor and

"I think by the time Tablo appeared on screen, the estrogen levels in the audience spiked."

**—Jeff Zhang,
sophomore**

martial arts—they hit each other with Kumdo sticks—had the audience roaring with laughter.

The second half of Norimahdang retained a Korean pop culture vibe, making it more appealing to the majority of the young audience. 90Pro, a group consisting of seniors Benjamin Oh, Dennis Oh and Mark Kim entered the stage in Korean pop outfits, stunning the audience with a rendition of "Good Life, Arirang." Their deep and robust voices impressed the audience.

The Sophomore Hip Hop dancers also offered an astounding repertoire, coming the closest of any of the performances to imitating modern Korean pop culture. Not only were their moves influenced by Korean pop music videos, but their performance also expressed the same carefree and cheerful vibe. Sophomores Tiffany Kim, Rebecca Lee, Grace Ko and Soo Hyun Kim wore black and white from head to toe, joined by their male partners, sophomores Jihwan Kim, David Park, Bryant

Hua and John Han. For the second part of the dance, the girls changed into off-shoulder shirts while the boys wore colorful "New York City" shirts.

Other highlights included the rhythmic and fun song "Red Go Together," originally sung during the 2006 Fifa World Cup in Germany to cheer on the Korean team. The song was performed by sophomores Chong No, Brian Woo and David Park and the Senior Hip Hop dance crew, Pumpflow, consisting of seniors Andrew Kim, Deborah Moon, Hannah Kwak, Grace Park, Kevin Park and Youlen Sung. The Senior Hip Hop dance crew performed one of the night's most impressive dances, their dance involving innovative mime-like moves.

"Tell Me," another sophomore hip hop performance, also wowed the audience, especially when sophomore Jihwan Kim rapped during the dance. "I really liked the senior hip hop dance, but the sophomores did a great job with 'Tell Me,'" sophomore Michael Chen said.

One of the most popular features of Norimahdang was the series of celebrity interviews. Since Robert Lee's wife is a close friend of the owner of a large Korean entertainment company, he was able to have the company interview the celebrities in Korea for free.

"By the time Tablo appeared on screen, the estrogen levels in the audience spiked," said Zhang, referring to the popular lead singer of South Korean hip hop group Epik High. Comments such as "Oh my god Tablo, I want your babies" were audible during the interviews. Other Korean bands such as Shinhwa were interviewed.

"We tried to include every genre and broaden offerings," Robert Lee said. "That way it's more appealing to the performers and audience. The goal is to have more students come."

The pop culture portion of the Norimahdang seemed to be the real attraction for most audience members. "Everything was good, but if I was to watch it a second time, I'd probably only watch the hip hop," Zhang said. The hip hop dances' excellent choreography added greatly to Norimahdang's pop culture appeal.

For now, the Korean Outreach Committee has only one plan for next year's Korean Night: "bigger, better and raise more money," Robert Lee said.

Even the most adventurous diners will find the idea of a gruyere cheese and caramelized onion sandwich unusual.

Arts & Entertainment

A Clean (STC) Slate

Whether they're holding up a homemade donation box at the One-Acts Festival or carrying pieces of portable stage into the lobby because the theater is off-limits to studio shows, the members of the Stuyvesant Theater Community (STC) Slate are the backbone of the STC. If you're interested in theater and don't know how to get involved, these five people can answer any questions you might have. After a rigorous selection process that involved written applications and interviews with '07-'08 STC Slate, the new STC slate has been chosen—juniors Mindy Nam, JJ Russo, Danielle Blackman, Dylan Tramontin, and James Dennin.

"I am happy with the choices and I have confidence that the new STC Slate will do a fantastic job," senior and '07-'08 STC Production Coordinator Joe Kopyt said. "In a math and science school, people think that the theater wouldn't be good. But [...] the STC Slate will help theater thrive in the school."

Mindy Nam: Communications Coordinator

"I was scared to try out [for STC productions] when I was an underclassman because I wasn't really sure what the STC was about," Nam said. "No one around me was in it." As a junior, Nam finally broke the wall between herself and Stuyvesant theater by auditioning for the fall musical, "Bye Bye Birdie."

Nam's experience during "Bye Bye Birdie" inspired her to try out for this year's studio musical, "Moby Dick! The Musical." After acting in these two shows, Nam realized what she had been missing out on as a freshman and sophomore and decided she wanted to prevent other underclassmen from making the same mistakes. Nam hopes to do this "by providing the Stuyvesant population with all the information there is about the STC," Nam said.

"Mindy is extremely enthusiastic and shows a lot of initiative," senior and current STC Communications Coordinator Kasey Huizinga said. "She came into the theater community later than the other members of the slate, but it actually added to her appeal. She doesn't come off as a typical theater kid, so it makes it easier for her to encourage more students to give theater a shot."

As Communications Coordinator, Nam wants to spread the word about Stuyvesant Theater and inform more people about how to become involved in the STC. "Most kids come to Stuy thinking only study, study, study," Nam said. "They aren't aware that they can have an amazing experience in STC shows."

Dylan Tramontin: Financial Coordinator

Tramontin got her start in Stuyvesant theater in the first week of her freshman year. After nailing a part in the chorus of the fall musical, "A Chorus Line," she "became instantly enamored of all aspects of Stuy theater," Tramontin said. "Even after just one show, I knew I wanted to be a member of the Stuyvesant Theater Community Slate."

Since "A Chorus Line," Tramontin has expanded her involvement in Stuyvesant theater. She has been a cast member in the last three fall musicals, the studio drama of her freshman year and the One-Acts festival of her sophomore year. As a junior, she co-directed "Moby Dick! The Musical," trying her hand at the offstage aspects of theater.

"Whether she is acting in a show or directing, Dylan is always a lot of fun to

be around and work around," said senior Hannah Temkin, who co-directed "Moby Dick! The Musical" with Tramontin.

In addition to her passion, her colleagues also find merit in her management skills. "She is very organized, and while she doesn't have much experience in the financial aspects of theater, I think she will be able to pick things up quickly," senior and '07-'08 STC Financial Coordinator Paul Silverman said.

Next year, Tramontin hopes to expand the scope of the STC by generating an interest in non-Stuyvesant theater. By making Broadway and Off-Broadway tickets available to Stuyvesant students at reduced prices through the STC, she hopes to increase interest and appreciation of theater, as well as inspire students to participate in more shows..

JJ Russo: Production Coordinator

Russo didn't become involved in the STC until his sophomore year. "Freshman year I went to shows, but I didn't know how things went, so I wasn't really involved," Russo said.

Russo co-produced his first show, the studio drama "Proof," with current junior Jos Diaz in the fall of his sophomore year. "They were very involved for producers," said sophomore Kendra Miller-Rosenberg, who acted in "Proof." "[Russo] was always there for crucial moments."

Yet Russo truly became a familiar face in the STC during "Blood Wedding," last year's winter drama, when crisis struck—the show lacked a sound crew. Russo was asked to coordinate sound for "Blood Wedding" and agreed to do so. Russo didn't face too many problems working in the sound booth; he had gained experience working with his dad, a song writer, in his own recording studio.

With both technical experience and producing experience, Russo then went on to co-direct the 2007 spring comedy, "The Man Who Came to Dinner" with Diaz.

As Production Coordinator, Russo will oversee the production of the three main STC productions: the fall musical, winter drama and spring comedy. Also a Big Sib Chair, Russo is adamant about getting underclassmen involved in theater. "I want to be around for people who haven't done [theater] before," he said.

Most of Russo's peers seem enthusiastic about his position on the STC Board. "He has good executive skills but he's not overpowering," Miller-Rosenberg said.

As for the future, Russo is unsure. "I might go study film," said Russo, who has a passion for film. He has been trying to spread his passion to others through the Stuyvesant Film Community (SFC), a club that Russo founded. Russo also enjoys photography as a hobby. For the time being, Russo aims to keep the STC organized and make himself available for anyone interested in theater.



Danielle Blackman, Dylan Tramontin, JJ Russo, James Dennin and Mindy Nam were appointed the 2008-2009 STC slate.

Sadman Islam/The Spectator

Danielle Blackman: Technical Coordinator

Blackman is known for her enthusiasm and quick mind both inside and out of the theater. "She has so much energy," senior and fellow speech team member Alice Xu said.

According to Blackman, her passion for technical theater is rooted in her elder sister. "My sister is a master electrician on Broadway," Blackman said. "I always had an interest in it. I just never thought it would become such a big part of my life."

During her freshman year, Blackman became involved in the STC by joining the STC's art crew. "Except when I joined art, the tech room was right next door," Blackman said. "I fell in love with the power tools." After working on the tech crew for "Antigone," the 2005 winter drama, she found herself working on the tech crew of virtually every show, including the STC's larger productions, the studio shows, the One-Acts Festival and SING!

Blackman's involvement with theater and the Big Sib program has made her dedicated to getting new people interested in theater. "I

hate that theater has a stigma that you have to be popular, that you have to know the right people," Blackman said. "I'm a Big Sib, and I hate seeing my Little Sibs not try out because they think that they're not pretty enough."

In order to interest more people in theater, Blackman proposes that the shows overlap with each other, preventing the usual group of confident actors and techies from intimidating newcomers.

Blackman emphasizes how theater caters to all students' passions, unlike many other programs and activities that require specific talents. "Theater is the epitome of choices," she said. "If you can't act, join art. If you can't paint, join lighting."

Blackman has big plans for the future "My dream is to be an ambassador," she said. "But I don't know. Maybe I'll change." Whatever she chooses to do in the future, Blackman is sure to channel her positive energy and extensive knowledge of technical theater into the STC.

Although these five talented juniors will not necessarily be on the Stuyvesant stage, their contributions to theater will be central to a year of successful productions.

Theater may be an art form, but even artists need structure. With skills and tact at hand, the STC Slate will provide that structure.

Disclaimer: James Dennin was not involved in the writing or editing of this article.

James Dennin: Studio Coordinator

Dennin's first encounter with theater occurred during his freshman year when he auditioned for SING! cast, feeling comfortable because he would be involved with only sophomores and freshmen. Feeling somewhat more adventurous later in the year, Dennin starred as a fairy in the 2006 spring comedy, "A Midsummer Night's Dream."

Despite starting off in the STC's larger productions, Dennin feels that studio theater is much more intimate than the other STC productions, which are more concerned with spectacle. "Small shows without a large budget or special effects have to rely upon the nature of their art, not upon dazzling their audience," Dennin said. "Because of this, they're more meaningful." He deepened his involvement in studio theater during his junior year, directing an original one-act and co-directing the Studio Comedy, "I Hate Hamlet."

"James is going to make a great Studio Theater Coordinator because he is just so passionate about theater, and studio theater in general," '07-'08 Studio Theater Coordinator Susan Augenbraun said.

Dennin hopes to put on more student-written plays in the future—he plans to achieve this by holding workshops for students to work on their plays before submitting them.

Though theater will always be a part of Dennin's life, it is unlikely to play the central role in Dennin's career. Dabbling in arts of all sorts, he is a writer and considers becoming a teacher, publishing poetry or working with his rock band, The Rubberband. Yet, for the time being, Dennin is focusing on theater. "He is dedicated to putting on great theater, shows that are both entertaining and real works of art," Augenbraun said.

Arts & Entertainment

Unearthed From the Slush Pile: So-Cal Sensations Think Mathematically

By JACOB SUNSHINE

Hella's debut album from 2002, "Hold Your Horse Is," pairs complex and heavy dissonance with beautiful, melancholy melodies that seem to be extracted from melodic alternative-rock fixtures such as the Red Hot Chili Peppers, Blonde Redhead and The Police.

The duo is comprised of drummer Zach Hill and guitarist Spencer Seim. They generally are categorized as "math rock" as a result of their complex time-signature based riffs. However, they are far too melodic and avant-garde to fall squarely into that category—their style differs from the rigidity of other math rock acts.

One would think that as a duo, the arrangements of the songs would be very simple, focusing on a simple riff and drum beat. Instead, Hill's and Seim's playing styles compensate for the lack of instruments—Hill quickly extracts timbres and unique sounds which make noise produced by drum set orchestral, while Seim builds bass lines in the lower registers of his guitar, while constructing dissonant melodies by tapping with his left hand.

On parts of the album, Hella blends a wide range of influences, from actual musicians to animal sounds. One of Hella's most unique talents is its ability



to evoke mood with sound that isn't necessarily musical, a theme prevalent in the album. In "Been a Long Time Cousin," the song begins with the droning of an airplane, before the spontaneous appearance of a Led Zeppelin-esque riff. "Brown Metal" seems to be a conventional metal song with a galloping feel, before the abrupt inclusion of computer effects. On "Cafeteria Bananas," the influences are more cultural, with aboriginal chanting opening the song, which rapidly evolves into an Irish river dance. It is clear that Hella means to both surprise and puzzle you with their music. This inanity and randomness often comes with mixed results.

And yet they also have moments of beauty. "Better Get a Broom," the final track on the album, has a gorgeous, soaring minor-key melody that the Beach Boys would have been proud to use—that is once the song was refracted through an industrial-strength filter to eliminate the scratchy fuzz.

Clearly, this album is not for those with tame ears. But those who are willing to experiment with their listening choices will get much mileage out of this album. Although Hella's cacophonous confection fits are not for everyone, their sense of melody and use of tension make this album both an interesting and pleasurable listen.

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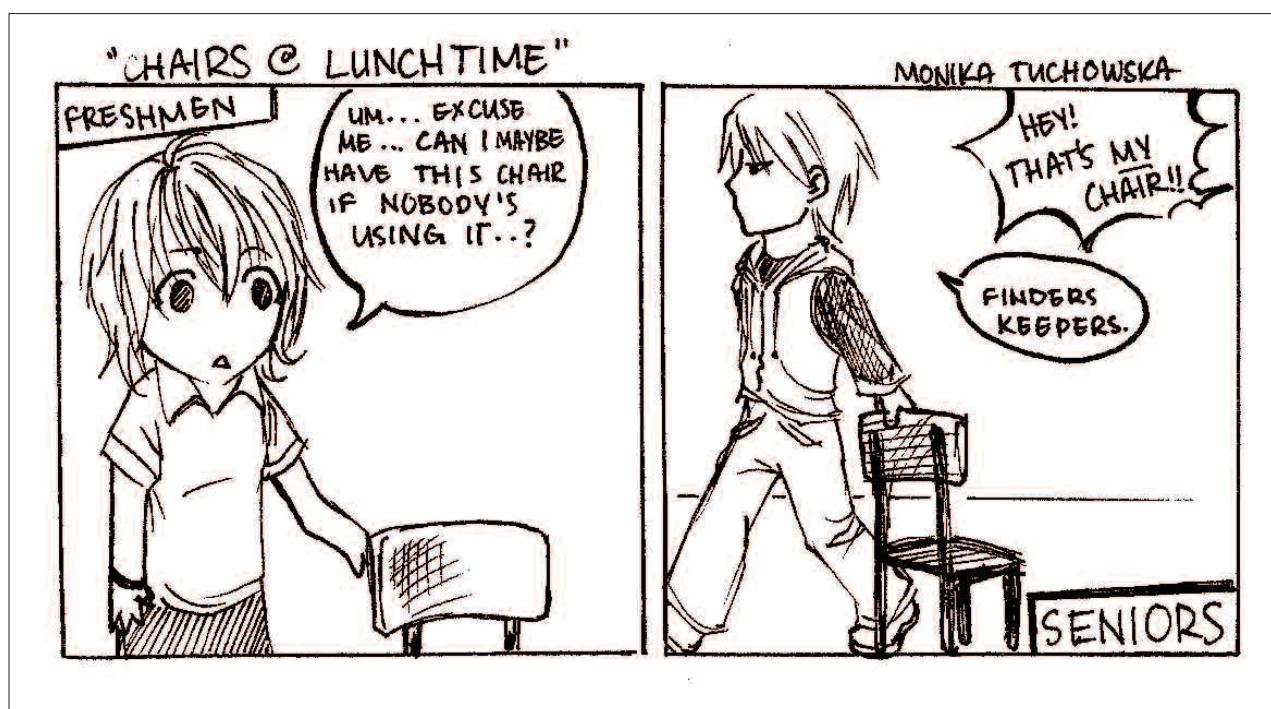
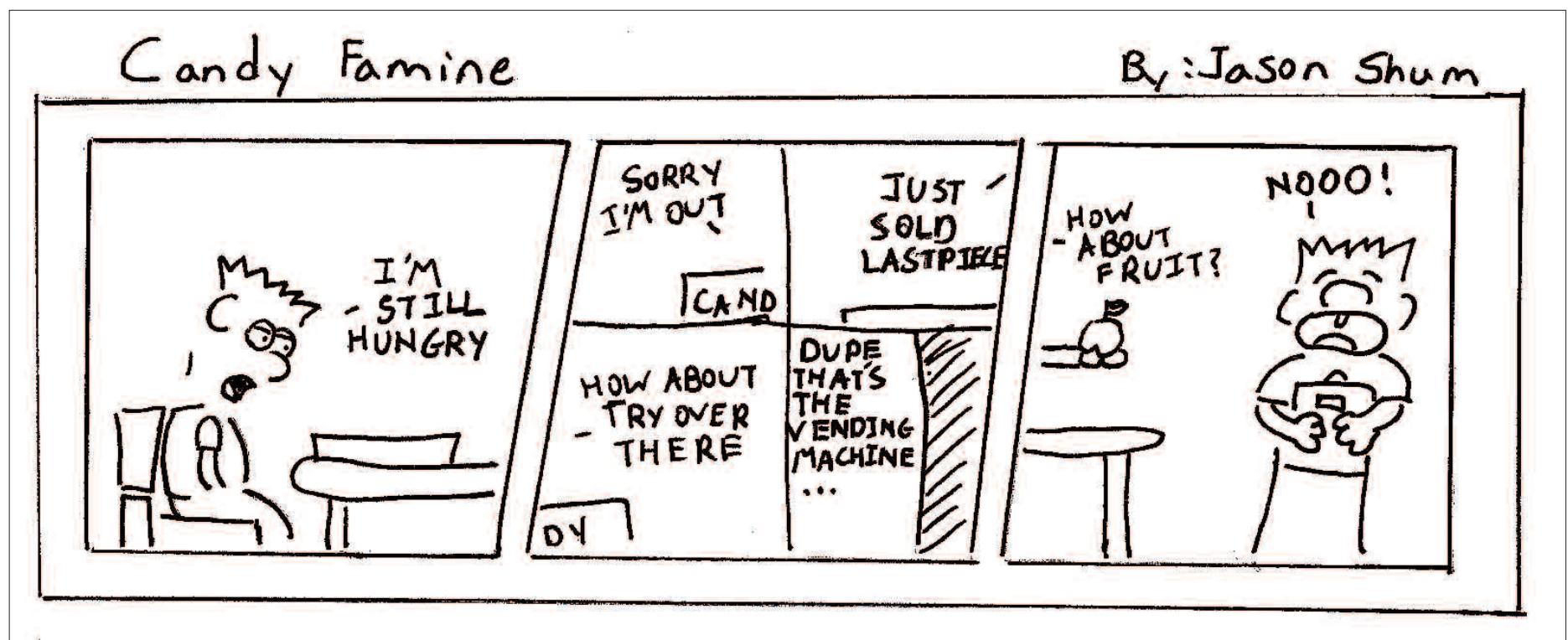
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Cartoons



Sports

Coach Spotlight: Good Cop, Praised Coach



Anna Menkova / The Spectator

Coach Vincent Miller teaches physical education in addition to coaching the girls' junior varsity volleyball team and the girls' softball team.

By SCOTT CHIUSANO

School had just let out when physical education and health teacher Vincent Miller quickly made his way to Pier 40 to coach practice for the Chipmunks, Stuyvesant's girls' varsity softball team. It was 34 degrees and drizzling outside, but Miller was unfazed. He pulled his blue Stuyvesant baseball hat over his ears and rushed to the field. Neither rain nor cold could stop him from coaching the Chipmunks' practice.

Miller grew up in Marine Park, Brooklyn, and played high school baseball and basketball at St. Edmund's Preparatory School. He went on to play Division II baseball at Queens College. "I was always into sports," Miller said. "My love for them helped me want to project what I learned to other people." According to Miller, his college pitching coach inspired him to become a coach himself. "I saw how hard he worked," said Miller, who has been teaching

at Stuyvesant for only two years. "He wasn't based on winning and he just wanted to teach the kids."

"You can't just put on a glove and go out on the field and play well. You have to have dedication to improve your skills."
—Vincent Miller

Last year, Miller was asked to be an assistant coach of the boys' varsity baseball team, the Hitmen, along with head coach John Carlesi and assis-

tant coach Matt Hahn. The coaches felt that he brought a different perspective to the team. "He was the calm one, and Coach Hahn and I were the pressure guys," Carlesi said. "It was good cop, bad cop and he was the good cop."

"I enjoyed working with the players, and I learned a lot from the two other coaches," Miller said. After a year of assistant coaching, he was ready to take on the job of head coach.

This year, Miller was head coach of the girls' junior varsity volleyball team, the Roonies, and led them to a 5-0 season, the best record in their division. He is currently coaching the Chipmunks, who have gotten off to a good start with a 2-1 record, placing them third in their division. After placing last with a 4-12 record last year, Miller is doing his best to get the team back on track. "I have some very dedicated girls," he said. "They show a lot of heart and determination."

Players on his team appreciate Miller in return. "I like that he pays attention to what goes on in games and tries to work on it in practices," sophomore and pitcher Alexandra Albright said. "He pays attention to what individual players need to work on."

"He gives us useful exercises to improve our skills," senior and outfielder Melissa Lok said.

In addition to his ability to coach the team, the Chipmunks value his understanding personality as well. "He knows how to coach, so we have more respect for him," Lok said.

"He understands that we are students and we have work, so he's not really harsh if we can't come to something," Albright said.

Whether he is in the gym teaching soccer or gymnastics, or on the field hitting ground balls and pop flies, Miller has a positive attitude. He believes that nothing comes easily and that one must work hard in order to accomplish a goal.

"You can't just put on a glove and go out on the field and play well," Miller said. "You have to have dedication to improve your skills."

Boys' Lacrosse

Stuy Lax Takes a Promising Start

**By JOHN GREISMAN
with additional reporting by
LUC COHEN**

After A.P. Randolph tied the score with a late fourth quarter goal, Stuyvesant's boys' lacrosse team, the Peglegs, prepared itself for overtime. Stuyvesant was playing its first PSAL lacrosse game in history on Thursday, March 27. In the overtime session, junior and attackman Zakhar Shulberg scored on a bounce shot—sealing the win for the Peglegs. This was a relatively low-scoring game, with no goals scored in the first half of play. Junior and goalie Joshua Levitt made 13 saves. The final score was 2-1.

The Peglegs played Frederick Douglass Academy, a Division II team, on Monday, March 31. Frederick Douglass scored on their first possession following the face-off, quickly setting the pace for the game. Soon enough, Stuyvesant found themselves down by six goals at halftime, and ultimately lost 11-1. This loss brought the Peglegs to an even 1 record.

The relative ease with which Frederick Douglass Academy scored in the first half significantly lowered the Peglegs' morale, which was reflected in their weak offensive performance throughout the game. "I wasn't happy with our execution on offense. But it's only been a couple of weeks, so there's room for improvement," junior and defensemen Tarek Elessawi said.

Coming off of this hard loss, the Peglegs competed in the 2008 Mayor's Cup Lacrosse Jamboree on Saturday, April 5. Eighteen varsity high school lacrosse teams from public, private and parochial schools throughout the five boroughs competed in this invitational event.

The Peglegs had five scheduled games for the day. Their first was against Sports Professions High School, the only other developmental team in their league. Stuyvesant won by a score of 8-1, displaying a much stronger offense than in their recent game against Frederick Douglass Academy. "The most important game for us was against Sports Professions, because they were the only other developmental team and we were able to play well and get a big win," junior and midfielder

Mikhail Goman said.

Their second game was against the much stronger Division I Curtis Warriors, to whom they lost by only one goal. After forfeiting their third game against Frederick Douglass due to a glitch in the schedule, the Peglegs defeated the Division I Port Richmond High School Red Raiders by a score of 3-2. In their last game, Stuyvesant tied the Division II Lehman High School.

The second meeting between Stuyvesant and Lehman on Tuesday, April 8 turned out to be

"My goals for this season are [...] to understand that our wins and losses don't matter. It's about building for the future." —Brian Sacks, head coach

more of a one-sided affair. Lehman took an early lead, and never looked back. They held on to win by a score of 9-4. "I thought we were going to make a comeback near the end of the game, but the defense fell apart and it was really tough to bear," junior and goaltender Joshua Levitt said. Despite their highest goal total in three games, Stuyvesant faltered in their comeback attempt.

The Peglegs are hoping to improve throughout the course of the season by focusing on their fundamentals. "Lacrosse is a game with a lot of fundamentals," Peglegs' coach Brian Sacks said. He hopes to improve the team's "passing, scooping, catching, and defense" among other things.

Coach Sacks views this season as the template for lacrosse at Stuyvesant. This season may as well determine lacrosse's place in the future. "My goals for this season are [...] to understand that our wins and losses don't matter. It's about building for the future," he said.

Girls' Lacrosse

Huskies Hope to Keep Pulling Sled of Success

By KAREN MUI

Stuyvesant's first ever girls' varsity lacrosse team, the Huskies, has finally begun its season. Although the team is developmental, meaning they will not be competing for a spot in the playoffs, they will undoubtedly be developing essential skills for future seasons. "We work harder to prove to ourselves and everyone else that we can play just as well as any other team," junior Anna Zhang said.

The team holds weekday practices from 4 p.m. to 6 p.m. at Pier 40, and its members dedicate their Saturday mornings to practice at Astoria Park in Queens.

A regular practice for the Huskies consists of tossing, catching, defensive and offensive drills, goal shots, and excessive cardio drills. Because the girls promote a strong team mindset, if one player messes up during practice, the whole team will end up running laps. "Many of the team players aren't used to such a rigorous sport," Zhang said.

The Huskies had their first competitive experience in a non-league scrimmage against Midwood High School on Monday, March 30. Though the Huskies lost by a score of 10-0, they were able to realize the specific areas of their game which they needed to improve on. "In our developmental year,



it's a learning experience," coach Holly Younglove said.

"[It is easier to] play fair and play as best as I can since I know that our coach and the other girls would be cool whether we win or lose the game or scrimmage," freshman Sang-A R. Bae said.

The Huskies attended the New York City Mayors' Cup Lacrosse Jamboree that took place at Randall's Island on Sunday, April 6. The all day tournament attracted schools from all over the city—public and private. They played five 25-minute games, which were roughly half the duration of a real game. Stuyvesant won one game, against A.P. Randolph High School.

Underclassmen talent is one significant attribute of the team. "We've got a young team with only two seniors and most of the team is made up of underclassmen," Younglove said. In fact, freshman Seung Gee Kim was chosen at the Mayor's Cup to take part in an All-Star tournament.

"The freshmen really kicked butt at the Mayor's Cup," Zhang said.

The Huskies then started off their regular season with a 3-2 win against Queens High School of Teaching. "We have a dedicated group of girls who are progressively learning faster," Younglove said.

Boys' Baseball

By NICK HAN
with additional reporting by
DAVID DEGUZMAN

The boys' varsity baseball team, the Hitmen, beat the High School of Graphic Communication Arts by a score of 2-1 in their season opening game on April 1. Sophomore Nicholas Gallo pitched for the entire game, which took place at Graphics High School. Gallo allowed only one earned run while striking out six batters.

Two days later, the Hitmen beat the High School of Graphic Communication Arts again—this time by a score of

Hitmen Are Off to a Good Start



Amy Crehore/The Spectator

Junior Nick Rozar catches the ball to beat the runner at first base during a practice for boys' varsity baseball.

"It is always nice when the people from the school come out and watch the game. It's a plus. It gives everyone a lift."
—John Carlesi, coach

11-4. The game was the first of two to take place at Pier 40, which was acquired by Stuyvesant earlier this season as their home field. Since Pier 40 is only a 10 minute walk from Stuyvesant, more fans than usual showed up to cheer on the Hitmen.

"It is always nice when the people from the school come out and watch the game. It's a plus. It gives everyone a lift. Usually, we go to Central Park or we're up at Inwood and we really get nobody," coach John Carlesi said.

Unlike their first game, in

which they banked on their pitching skills to win, the Hitmen relied on their hitting in the second game. "Last game we were swinging the bats, but we weren't making solid contact. But today, everyone came out and everyone was well rested and everyone could see the ball well today," senior Scott Ritter said. After the High School of Graphic Communication Arts scored two runs in the first inning, the Hitmen answered by scoring five runs in the second. From there, the Hitmen never looked back, maintaining the lead for

the rest of the game.

Stuyvesant's pitching was strong as well. After giving up two earned runs in the first inning, junior and pitcher Nolan Becker refused to give up any more. "I struggled early in the game but then I relaxed and it got a lot easier," Becker said. He finished the game with two earned runs and eight strikeouts in six innings.

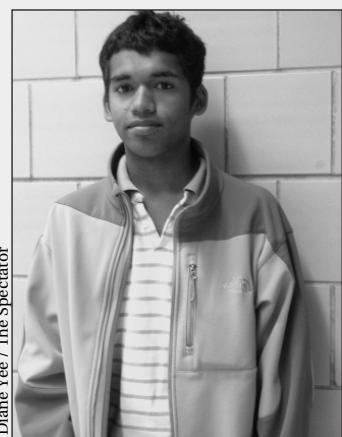
Despite their 2-0 start to the season, the Hitmen were not yet satisfied with their performance. "You can't tell too much from 2-0. [Graphic Arts] was not one of the better

teams. We have to put this all together every game," senior and co-captain Mark Chiusano said.

Stuyvesant went on to win four of their next five league games. Their record now stands at 6-1.

Last season, the Hitmen started the season with a 4-0 record, but then lost their next three games. This season, with a new home field, the Hitmen are trying to avoid the downslide of last season. "We're hoping to win the division and go deeper into the playoffs," Chiusano said.

Tryout Treason



Diane Yee / The Spectator

By SHALIYA DEHIPAWALA

Whether they are the defending PSAL champions or a developmental program, all Stuyvesant athletic teams share the need for new talent. Traditionally, this need is made apparent to the student body by the huge numbers of signs posted along the hallways prior to the start of every new sports season.

These signs publicize interest meetings, which give coaches a chance to interact with those who are serious in joining their teams. From there, many teams hold multi-day tryouts that take multiple days. These tryouts give coaches a chance to scout out potential athletes with coveted skills and cut those without the ability to compete on the high school level.

In Stuyvesant, however, with our 32 varsity teams, we hold exceptions to this process. Some coaches, either out of

The absence of a competitive tryout can also affect the mindset of athletes.

the potential consequences should make it the secondary option for coaches.

A team laden with unqualified athletes can stretch the limited resources of teams even thinner. One resource that is especially susceptible to being diverted is the coach's attention. One coach cannot be in multiple places at the same time. The attention a coach spends teaching basic skills to new athletes could be better spent on game strategy and advanced drills.

The lack of field space is also a serious issue. Field space is given even higher value by urban teams. A crowded space limits the variety of drills that can be done at a practice. It also poses a safety issue. In the

springtime, for example, more than five different Stuyvesant sports teams hold practices at Pier 40.

The absence of a competitive tryout can also affect the mindset of athletes. Athletes who are forced to compete for limited spots on a team will view their spot on the roster as a fitting reward for their hard effort at tryouts. These athletes go into the season knowing that nothing will be given to them without diligent work at practice.

On the other hand, not holding competitive tryouts could lead to a sense of complacency among the team's athletes. It is easier for an athlete to take their position for granted because they did not put the same effort into making the team than they would have if there had been competitive tryouts.

These opposing mindsets can be the difference between an athlete giving maximum effort at each practice and an athlete sliding by with the bare minimum. It is also the difference between a potential championship caliber team and a team weighed down by mediocrity.

The first priority of coaches is to have a roster large enough to meet eligibility requirements, which is especially crucial for developing teams who need to build from scratch. This situation makes noncompetitive tryouts optimal. Eventually, the decision to switch from noncompetitive to

competitive tryouts must be made. This is a difficult but powerful decision for the coaches to make.

The only tools at tryouts coaches have to assess players with at tryouts are their own instincts. It is impossible to know whether the athlete who is about to be cut is a potential superstar who's just having a rough day. On the other hand, there is also the chance that one of his sure-fire stars just happens to get lucky at the right time.

Mistakes made early in a season can be hard to correct.

Not holding competitive tryouts could lead to a sense of complacency among the team's athletes

Competitive multi-day tryouts minimize the possibility of roster selection errors, giving Stuyvesant teams a more competitive edge going into the season.

Athletics for the Athletes

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that schools hire coaches who belong to the UFT, athletic programs should be looking for individuals who are the most qualified for the job. For example, because the boys' ultimate Frisbee team is not a Public Schools' Athletic League Sport, they were able to hire a coach, Dave Hollander, who won the world championships while playing for New York City Ultimate in 1994.

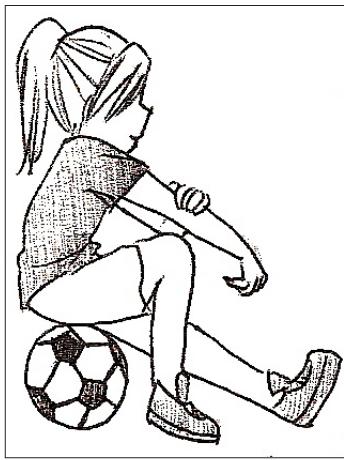
Athletics are an important part of students' high school experiences. Athletics should not be harmed because of the UFT's desire to protect its members. As of now, extremely qualified candidates, such as retired professional athletes, must either coach at private schools or at the college level. This must change.

Student athletes, not teachers, should be the first priority of high school athletics. The first step towards this goal is hiring coaches based on merit, not on whether or not they are UFT members. To improve high school athletics, the coaching pool must be widened.

THE SPECTATOR SPORTS

Girls' Soccer

Mimbas Off to 4-0 Start



By CODY LEVINE

The Mimbas, Stuyvesant's varsity girls' soccer team, kicked off their 2008 season on Wednesday, March 26 with a 4-0 victory over Lab Museum United (LMU). A few minutes into the game, the Mimbas, began to get into a rhythm. Sophomore and midfielder Marantha Dawkins scored the first goal of the game at the 29th minute, making the score 1-0. Senior, captain and defender Angela Khermouch took a pass from junior, midfielder and forward Elisa Muyl and scored a goal in the closing minutes of the first half, bringing the score up to 2-0.

The second half started slowly, until junior, midfielder and forward Morgan Browning ran past the entire LMU defense and drew a penalty shot. Khermouch was brought in to kick the penalty shot and was successful, scoring her second goal of the game.

Sophomore and forward Cassandra Lee scored a left-footed goal in her first official soccer game, making the score 4-0. "It was surprising and I was elated, but in soccer there's not enough time to really celebrate after every goal," Lee said of scoring her first goal. "Still, it made me

happy for the rest of the day."

Junior and goalie Monika Rozkowska had to make only one save, as senior and center back Sara O'Connor steadily held down the defense. The two teamed up to ensure that LMU did not have any significant scoring opportunities.

The Mimbas, who currently hold a 5-0 record on the season, continued their success in a friendly, unofficial game on Thursday, March 27 against Bayside High School, the team that knocked them out of the playoffs last year. The Mimbas won 2-1. According to O'Connor, the low score resulted from the Mimbas' inability to score goals when they had the opportunity to do so. "We should have won 10-1, but our finishing has been off," O'Connor said.

Regardless, Coach Adam Goldstein is especially satisfied with the Mimbas' display of unity and teamwork. "It was an important scrimmage that meant a great deal to the girls," he said. "They needed to know what I was already certain of—that we have the ability to beat any team in the city if they play as 11 players on the field, not as individuals."

However, he isn't getting too far ahead of himself. "It's too early in the season to lift any trophies, and it was only a scrimmage," Goldstein said. "When we see them again in May, I'll have a better indication of where we are, but for now, I'm very enthusiastic about the season to come."

Goldstein's assertion that the Mimbas will play Bayside again in May is, of course, based on the assumption that both teams will make the playoffs. Their five wins so far prove that the Mimbas are strong, if not stronger, contenders than they were last year.

Girls' Softball

Chipmunks' Explosive Offense Leads to 3-2 Start

By EDDIE CYTRYN

After ending the 2007 season with a forfeit to George Washington High School, the Stuyvesant Chipmunks, the girls' varsity softball team, dropped down to last place in the Manhattan A division, with a record of 4-12. The new season began with a new coach and a 15-2 victory against the High School of Art and Design.

The Chipmunks currently hold a 3-3 record, good for third place in the division. "I thought we played great, we played with a lot of heart and determination," physical education teacher and first year coach Vincent Miller said of the early success.

The Chipmunks lost their second game 11-8 to the Lady Blazers of Murry Bergtraum High School, who finished first in the division last year with a record of 16-0. The Chipmunks kept the score close until the last half inning, when Murry Bergtraum scored five runs to take the lead and ultimately win.

"We let a lot of balls come through the field at that point, but we had kept a good game until then and I'm sure when we play them again that won't happen at the end," sophomore and pitcher Alexandra Albright said of the loss.

The Chipmunks won their third game over George Washington High School by a score of 11-10 on Friday, March 28. There was an explosion on offense at the beginning of the game by both teams, with George Washington leading 8-7 after the first two innings.

Down 10-9 in the bottom of the seventh inning, Stuyvesant scored two runs to clinch the



Even though the girls' softball team, The Chipmunks, lost five seniors to graduation last year, they have still placed third in the division with a 3-2 record.

victory. Sophomore and first baseman Kelly Quinn hit an RBI double to tie the score. Senior, captain and first baseman Arianna Demas followed with the go-ahead RBI single. Demas played an important role in raising the team's morale during the comeback. "We were missing a couple of girls due to different reasons," Demas said. "Our infield was switched up, but we ended up winning. It was exciting."

Albright pitched all 7 innings and allowed 5 earned runs while throwing 8 strikeouts. She also contributed heavily on offense, going two for three with a walk, a double, a home run, two runs scored, and five runs batted in (RBI). In a 13-3 victory over Louis Brandeis High School on Monday, April 7, Albright sprained her ankle when an opposing player slid into her while she was covering home

plate. The Chipmunks lost the two games since that she was forced to miss due to the injury. However, she is now cleared to play and will be welcomed back at the next game on Tuesday, April 15, against Hunter College High School.

The Chipmunks lost five seniors to graduation at the end of last season, but compensated by adding five freshmen this year. "Even though we lost five really great seniors, we've improved a lot," Albright said. "We've been working a lot on batting, and we've been hitting much better than we did last year as a whole." Indeed, Stuyvesant has already scored above 10 runs in a game three times this season, which they did only twice last season.

Miller said, "We practice hard 5-6 times a week and if we keep working hard, I think we'll do well."

Boys' Tennis

In Light of Rain, Ponstars Start Strong

By CHARLIE GINGOLD

After missing the playoffs last year with a 4-6 record, the Stuyvesant boys' varsity tennis team, the Ponstars, started off the 2008 season with two consecutive victories. Now with a 4-4 record, the Ponstars sit in fourth place in the Bronx/Manhattan A Division, behind the Blue Devils of Beacon High School (6-0), the Wolverines of the Bronx High School of Science (5-2) and the Hawks of Hunter College High School (6-1).

In their first game of the season on Wednesday, March 26, the Ponstars beat the Senators of the High School of American Studies at Lehman College (1-3) with a score of 5-0. The next game against Eleanor Roosevelt High School on Friday, March 28, was much closer. After losing their first and second singles matches, they rallied back to win the third and final singles match and both doubles matches against Eleanor Roosevelt High School.

Nonetheless, these two victories, in which the Ponstars defeated the division's weaker teams, were not seen as much of a challenge. "Our main competition is Beacon, Hunter and Bronx Science," senior and first doubles player Chaitanya

Medicherla said. The Ponstars lost 3-2 to the Hawks on Friday, April 4 and 5-0 to the Blue Devils on both Wednesday, April 2 and Thursday, April 10. Stuyvesant was dominated particularly in the latter match. Although it was missing its three top singles players—Sam



Alperin, Norman Yu and Jason Su—it did not manage to win more than four games in any match.

In addition to strong teams like Beacon, the Ponstars have also been forced to face the challenge of rainy weather. So

far, the Ponstars have been rained out of three matches. In two of these rained out games, the Ponstars were supposed to play Bronx Science.

While the weather has impeded on the Ponstars' game time, the lack of space has prevented them from practicing sufficiently. "It's kind of decreased our chances of practicing," senior, co-captain and second singles player Sam Alperin said. According to Medicherla, the team used to practice every other day before the season started. Now, often faced with three to four matches per week, the Ponstars have held only one practice since the start of the season. "It's not just the weather that is keeping us from practicing, but also the lack of courts," Alperin said. The Ponstars practice at the court located right beside the Tribeca Bridge. But with one court and 21 members on the team, it is difficult to get a lot of practice in.

The fast start has the Ponstars thinking about the playoffs, which they have not made since 2005. In order to make the playoffs this year, the Ponstars must finish with an even record of 6-6. "I have faith in the team and hopefully we'll go all the way this year," Medicherla said.

Athletics for the Athletes



By REBECCA ELLIOTT

Such tight regulations are put in place to protect players, who practice alone with coaches for hours.

However, knowledge of Cardiopulmonary Resuscitation (CPR) and the use of an Automated External Defibrillator (AED), which coaches are required to have, and a routine job selection process are enough to ensure that coaches are responsible. Requiring coaches to be certified teachers and members of the UFT is unnecessary and hurts public school athletics. While many teachers would make ideal coaches, others get coaching positions simply because such a limited pool of applicants can't produce a better candidate.

Under the current system, if coaches from within the school do not volunteer their time, teams are forced to look to teachers from other schools. This poses many scheduling conflicts and widens the communication gap between the coach and the team. Coaches who are teachers not only have responsibilities to their team, but also to their students. They therefore often show up to practice late or cannot get in touch with team members to disseminate vital information.

Rather than mandating

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