



DRAGON TALES

Issue X, February 2009

DOE Dynamo Visits HS MSE

By: Amos Goldstein

On Friday, December 12th, Dr. Sterns' African American Literature class had an especially important guest, Joel Klein. The Chancellor, of the New York City Department of Education, observed a legendary, in-depth discussion of Ralph Ellison's *Invisible Man*.

I arrived to school twenty minutes early hoping to find the Chancellor waiting for students to arrive. However, all I found were teachers who hastily made last minute touches to the hallways. As 8:00am approached, the classroom filled, irregularly early, for the morning class. Everyone was in their seats and the lesson even started a few minutes early. We had just started the class when Chancellor Klein walked in accompanied by Principal Dugan, and a personal body guard. After being greeted by Dr. Stern he sat down with a group of students and participated in their discussion.

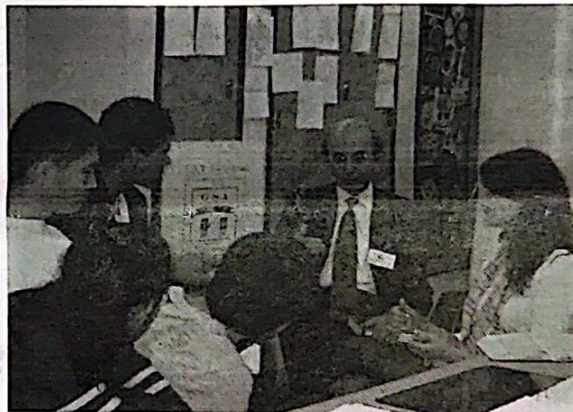
During the time that Chancellor Klein observed the class, we discussed Invisible Man's individual freedom from society's influences. We examined his "margin of freedom." We had an in depth discussion of freedom and the existentiality of Invisible Man. While Chancellor Klein only offered his own input right before leaving, he seemed to appreciate the quality of discussion. Klein related our discussion of Invisible Man to Chief Justice Thurgood Marshall, whom he knew personally from working as a clerk in the Supreme Court. Marshall would

often say "there are only two things I need to do- stay black, and die." This related to Invisible Man's "margin of freedom" in that he finds that color of his skin defines him.

The entire meeting originated from the Chancellor's request to review the philosophy of the English Department. Upon his request, two course packets and syllabi were sent to the Chancellor as well as an invitation to visit the school. As the only school in the city to score 100% mastery (a score of 85 or above) on the regents, HS MSE is a top school in English. However, Dr. Stern stresses that the values of the English Department reach deeper than the English Regents tests. The goal of the English department is to have close analytical reading of literary texts as sources of ideas. English courses are structured around stimulating the mind; they intend to provide intellectual growth.

On December 12th, the Chancellor witnessed HS MSE students analytically examine and critique complex ideas imbedded in *Invisible Man*. The Chancellor's visit was described as successful by Dr. Stern. She felt that Chancellor Klein witnessed a sophisticated, engaging conversation. She also noted that Chancellor Klein told her that he "thoroughly enjoyed being in our class."

Left, Chancellor Joel Klein converses with HS MSE students



Recession Special: 166K Off!

By: Stephen Barnard

The failing economy has led to unemployment, bankruptcy and foreclosures. Governor Patterson, whose proposed budget must be balanced, rapidly searches for places to cut spending and save money. Among other things, the education budget is a target for cutbacks.

A recent 7% cut made to all New York City services will reduce the education budget by \$540 million. And that figure is likely to go up as the full extent of the recession is unveiled.

So how much will HS MSE have to give up? The answer isn't certain yet, but the latest projection from the SLT (School Leadership Team) is a cut of \$69,000 this year and \$166,000 next year. The school can withstand a \$69,000 cut in part because of a \$35,000 sum of cash saved up for this year. As a result, there won't be any immediate changes. Unfortunately, this may not be true for next year.

To make matters worse, the school surplus won't be able to soften the blow. In an attempt to save money, Governor Patterson has resolved to cut "excess spending" in New York City. Since a school surplus is not technically in use, it is considered excess. So if our surplus isn't used up by the end of the school year, it will be reclaimed by the city. Like other things, this decision is not final, so the school's budget managers are presented with a dilemma; spend the entire surplus now, and risk wasting it when it turns out that they didn't have to, or keep the money, and risk losing it if the city decides to claim it.

As an alternative to the school budget, the SLT discussed the creation of a committee to find other income sources, like grants. Corporate and state generosity tends to wane with the economy, so that may prove

difficult.

If HS MSE can't use its surplus or find enough money from elsewhere, it will be stuck with the \$166,000 cut, and as Mr. Henning, the head of the SLT said, "The only place where that can come from is staffing." \$166,000 is the rough equivalent of three or four teachers' salaries. So three or four teachers will need to leave through their own will or be excessed. There are two scenarios the school will face. Class size will increase, or certain classes will be cut, resulting in a shortened day. Either option results in fewer teachers and both deal a tough blow to a school that is known for its low student-teacher ratio.

The teachers in question are the ones with expendable positions and little tenure. These are the newest teachers (by D.O.E. years) in fairly large departments, so they are more contractually expendable, regardless of their teaching ability. Science teachers are less likely to be excessed because there are fewer licensed teachers per individual subject (i.e. biology, chemistry, physics,) and each subject requires its own license. In contrast, a History or English teacher can teach any class in his or her particular discipline.

Until the end of this school year, there will be no concrete answers. Hopefully, the cut will turn out to be smaller than first projected. Hopefully, HS MSE will find some generous donors to pay out grants. And with luck, we'll be able to keep the surplus and remediate the cuts. It's all up to chance, but our school will probably begin to reflect the tough times ahead.

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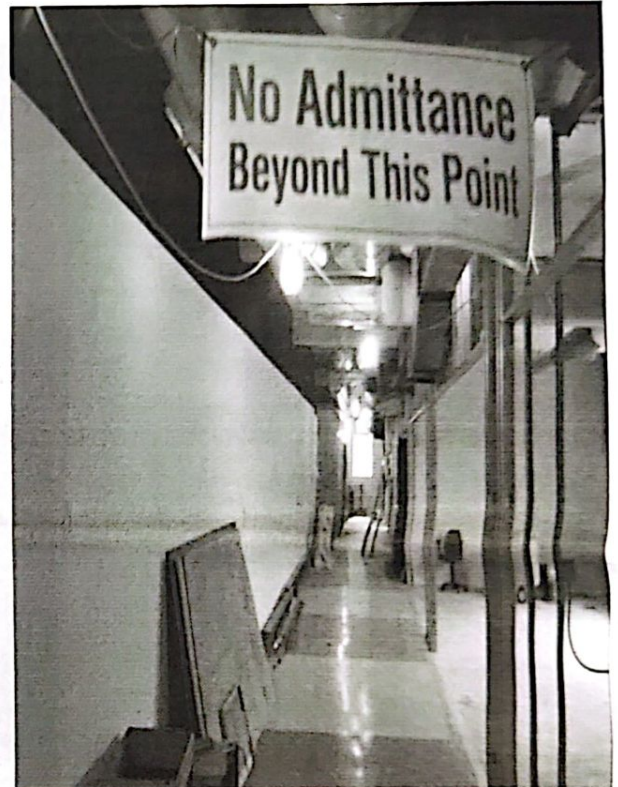
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Renovations to Baskerville Hall

By: Lucca Castrucci

The potential renovation of Baskerville is not news. However it is still unknown what exactly these changes will entail for the school. According to Mr. Dugan during the summer of '09 most of the construction on Baskerville's second and third floors will commence. The Department of Education will pay for the renovations. The work will continue during the school year after school hours, from four to eight p.m.. The renovations are expected to last until January or March 2010.



The school is lucky that the architects who are designing the additional floors have worked on most of the previous constructions for HS MSE. This history with the HS MSE buildings will allow the contractors to spend less time reviewing the layout of the floor plans. Furthermore, they will also have knowledge of the modifications in the construction. Such changes to the original plans might be an offset pipe or electrical conduit. There will be two new floors with four regular and two tech classrooms available for high school use: this is number of classrooms necessary to make a smooth transition out of the NAC.

With all of these new additions, some students and parents have been wondering if locker space will be made available to students. Unfortunately, Mr. Dugan states, "there is not enough space to give all of the students a locker and it would be more trouble than it's worth to give lockers to some students and not others." Because Baskerville also belongs to the college, two of the classrooms on the third floor will still belong to the college, potentially increasing interaction between HS MSE and CCNY students.

The renovations will impact student courses by cutting down on the travel time between classes in the NAC and Baskerville. Alternatively, the movement of classes from the NAC may take some of the college environment out of a student's daily life, decreasing the experience for some. Although classes will no longer be held in the NAC, the cafeteria will still be used, and Physical Education will still be in Marshak, retaining a portion of the college campus in student life. HS MSE as a new school is constantly experimenting with how to improve itself, whether through new instruction or construction. These upcoming renovations in Baskerville represent progress.

The Declining Economy and What You Need to Know About It

By: Adrian Anderson



If you haven't been hibernating for the past few years, you know that the American economy is losing strength and fast. With lay offs and overall inflation of commodities, we are left to watch the economy as it deteriorates, or are we? Can we curtail or possibly reverse the weakening economy, or are we doomed to spend more on commodities?

In order to understand and predict the future economy, let's look at our past? With the end of the Soviet Union along with Eastern European communism in 1989, new trade opportunities were opened up. The development of new technology, such as electronics, telecommunications, and networking software caused a boom in the economy. The economy grew rapidly whilst low inflation and un-employment rates along high corporate profits sent stocks surging. The DOW Industrial Average is a gauge used for the

industrial section of the American stock market. By 1999 the DOW Industrial Average reached 11,000: eleven times what it was just 20 years ago making a select amount of Americans much richer. This phenomenon of growth, eventually had to succumb to regression in late 1999.

The economy today is believed to be in a recession. Meaning that rather than gaining strength exponentially, it is losing strength exponentially. A weak economy causes heightened inflation and unemployment rates. A recession will prove disastrous to the millions of employed, working class Americans.

Regardless of social or economical status, anyone can see that inflation and un-employment rates are rising. The question is whether or not the economy is in recession. Many economists view the rising inflation and unemployment rates along with the foreclosures of thousands of homes as substantial evidence that America is in a recession. Surprisingly a good amount of people disagree with the popular beliefs.

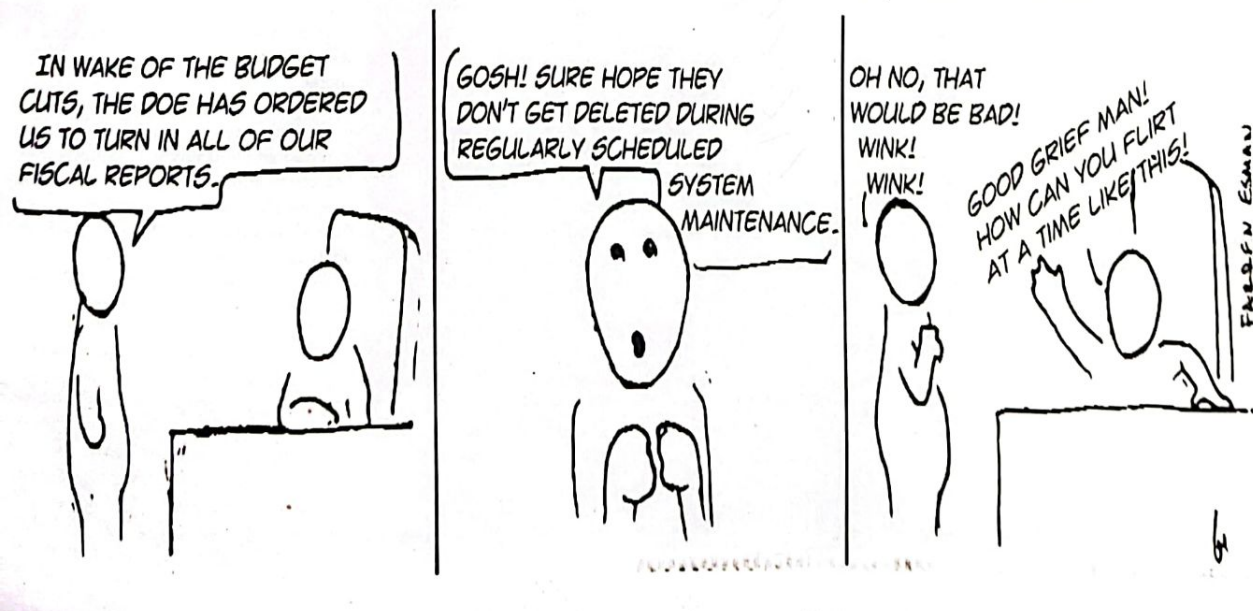
Politicians, economists, and experts alike have surprisingly used the increase of interest rates, and inflation as evidence that our economy is in fact sturdy and strong. With constantly being told that inflation causes a bad economy, the idea of its presence meaning our economy is strong, is an idea that would never enter into an average American mind.

Mr. Burgan, our school economical consultant, believes that the economy is in a sure fire recession. According to Mr. Burgan, evidence such as the impending closures of government funded programs and the inevitable massive downsizing, constitutes a receding economy. According to Mr. Burgan the failing economy will undoubtedly affect NYC Public Schools. However, one can only theorize such effects, because the impending damage to the finances of NYC and the DOE are indefinite. It is definite that there will be budget cuts, but by how much, is still unknown. These damages will beyond doubt result in the closure or slashed funding of summer school, and credit recovery.

This slashing of programs such a credit recovery and scholarship programs could prove disastrous to those contempt on being languid. No longer should we misuse our money, or exhibit lack-luster performance in school, since the privileges we take for granted may perhaps not always be there to bail us out.

Economy Impacts DOE

By: Farren Esman



NEWS

Forget Phys. Ed. - Bring Back Gym!

By: Leo Chen

Technology has come a long way. In over 250 years, it has evolved from job specific machines to full blown entertainment systems. Americans in particular are large consumers of video game consoles like the Wii, Playstation 3, and Xbox 360. Electronics and TV in general, keep Americans on the couch and at home. Eight out of the top ten best-selling video games for 2008 are the typical sit down and play for hours type of game. Many of the best-sellers keep kids planted firmly on the couch for hours at a time. Children and adults alike are unaware of how this impacts their health.

A recent study shows that both teen boys and girls are spending 10-14 hours a week playing video games. Without proper motivation to get up and get moving, kids will easily spend many sedentary hours parked in front of the TV. Kids who exhibit this sluggish behavior tend to consume large amounts of junk food such as candy and chips and soda while playing. This, coupled with kids' insatiable crave for fast food puts them on a downward spiral for a healthy lifestyle. Popular fast food restaurants like McDonald's serve burgers that are high in calories and the franchise has been heavily criticized for contributing to major health complications.

One such health complication is obesity. Obesity is becoming increasingly common in children. Nearly one in three of the 23 million American children are either overweight or obese. Poor childhood health has life-long impacts. It can have devastating affects on a child's education and consequently future socioeconomic status.

Research has shown that once a child has become obese, he or she struggles to concentrate on schoolwork. They are uncomfortable with themselves and classmates who tease and taunt obese children simply further the problem. Often, these same children will display symptoms of depression and anxiety. Research has also shown that a lack of physical activity will result in greater risks of cardiovascular disease. Less active children have a 40 percent greater risk of developing high blood pressure. There is no direct link that exists between regular exercise and stroke; however, it is known that exercise reduces the risk of other health problems, such as heart disease, which can contribute to stroke.

As statistics show, exercise is shown to be a crucial part in combating all kinds of health problems. Implementing exercise and other healthy lifestyle habits at an early age is best. However, in recent years, childhood inactivity is becoming more and more prominent. Propositions to improve physical education in schools have been addressed and dismissed countless times.

Over 95% of young people are enrolled in school. School is a place where children can be monitored while performing physical activities, so it should be apparent that both the quantity and the quality of the physical education classes should be stressed. Research shows that well-designed, well-implemented school programs can effectively promote physical activity, healthy eating habits, and even reduced television time.

HS MSE's curriculum revolves around block scheduling, meaning certain sections have Physical Education on A-Days and some have Physical Education on B-Days. Sections rotate between having Physical Education and Lab. For the current semester, sections that have Physical Education on A-Day will have two consecutive classes of Physical Education before having a Lab class. Meanwhile, sections that have Physical Education on B-Day will alternate between having a Physical Education class and a Lab class. Each Physical Education class is an hour and twenty-five minutes long as opposed to the usual forty-five minutes of Phys. Ed. that students of other schools receive.

According to block scheduling, in a regular five day school week, a student can have at most two physical education

classes! However, New York State regulations state that "All pupils in grades 7-12 shall attend and participate in physical education for not less than three times per week in one semester, and not less than two times per week in the other semester". If a student should switch from having a consecutive Phys. Ed. and Lab schedule to an alternating Phys. Ed. and Lab schedule or vice versa, it would be impossible to attend three physical education classes in any calendar week!

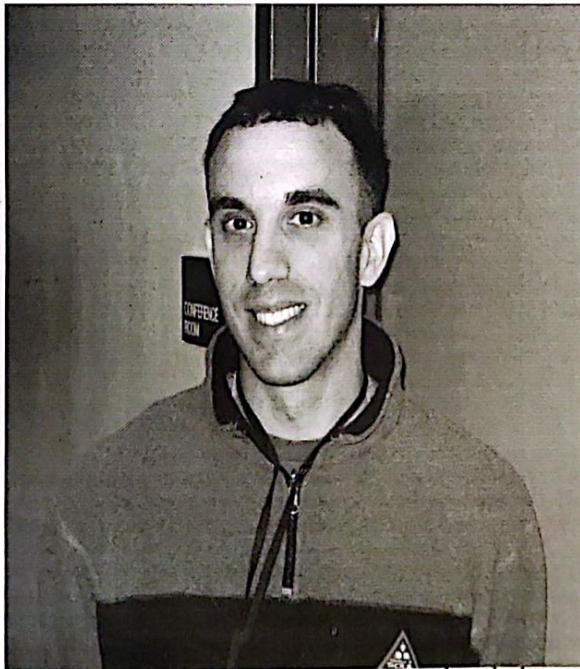
Statistics recommend that a healthy child should perform sixty minutes of physical activity a day. This means that over a five day school week, a child should perform three hundred minutes or five hours of physical activity. HS MSE provides its' students with approximately one hundred and eighty minutes or three hours of physical activity over a five day school week. Although, this amount of time is a little over half the recommended amount of physical activity a child should perform a week, New York State only requires its high schools to provide students with 120 minutes per calendar week of physical education. HS MSE can then be viewed as taking a greater initiative with physical education by devoting more time to it. Students should follow the example set forth by HS MSE and work towards attaining the other 120 minutes on their own time.

The Physical Education course here at HS MSE has always attempted to place a strong emphasis on the education portion of Phys. Ed., but recently students have been required to bring a spiral notebook to every class. The notebook is used to keep records of the repetitions of the sedentary strength and reflex body building exercises. It is also used to take notes on the activities for each class. Constant review of the subject matter along with examinations keeps the information fresh in the students' minds. Many students feel it is tedious work and it only serves as a way to reduce their already brief amount of physical activity during the school day. Students would prefer to play, rather than learn and take notes. Students feel that performing the actual activities is the best way to learn rather than writing down and talking about them. It is true that this is a great way to reinforce what is learned in each Phys. Ed. class. Thus, this approach should be used in required health education classes which should already complement the Phys. Ed. curriculum.

HS MSE no longer has access to the CCNY field which is currently undergoing construction. This restricts the HS MSE students to have Physical Education in the gym at Marshak. The Nat Holman Gymnasium seats approximately 2,500 spectators and serves as a large, modern multi-purpose facility, home to many of the College's varsity athletic teams. The gym is incredibly large. It easily has enough room to house three sections of twenty plus students.

There is more than enough room to perform calisthenics. These are exercises consisting of a variety of simple movements. They are intended to increase body strength and flexibility using the weight of one's own body for resistance. The primary calisthenics are sit-ups, push-ups, pull-ups, squats, calf-raises and dips. All of these exercises, with the exception of pull-ups and dips due to a lack of equipment are in fact performed in each and every Physical Education class. Calisthenics are used as a precursor or warm-up before taking part in various sports.

However, when practicing the skills needed to play, the amount of space the gymnasium allots seems to shrink tenfold. For safety purposes, only a certain number of students can use a designated area at a time. This forces students to take turns and alternate the chance to perform the activity. Although a thoughtful gesture, taking turns cuts the already limited amount of time to practice in half. When playing practice games or scrimmages, only a given amount of people may play at a time to adhere to regulations (ie. five people per basketball team on the court at a time). Also in accordance with regulations, only a set number of teams may play at a time, usually, two. With a limited amount of courts, a team may be forced to sit out and wait. The instructor, wanting everyone to get a



New Phys. Ed. teacher really changes the way students look at gym.

Should Students be Allowed to go out to Lunch?

By: Max Kukartsev



"It's real simple ladies and gentlemen. I know some of you are going out to lunch. If I haven't caught you yet, I assure you I will. This applies to freshmen, sophomores, juniors, and seniors." It's surprising to not hear Mr. Hershinson bellow that during a school gathering. Bottom line - HS MSE students are not allowed to leave the CCNY campus during lunch hours. Who typically falls victim to Hershinson's melee? Well to name one, those who parade into campus wearing Burger King

back.

-A safety issue (considering the dangers of Harlem).

A concern of responsibility, where between the hours of 8:00 and 15:35 the school is responsible for the students.

Opening with his most popular response phrase "Yes and No," his reasons against letting students out to lunch clearly outnumber the reasons for doing so. But what about other public high schools like Bronx Science, where students are allowed to go out to lunch? Hershinson's answer is, "Parents of the students there sign consent forms that don't really mean anything, because if a student dies while crossing a road during lunch, the school is still responsible for him or her. The form doesn't officially indicate a transfer of responsibility. Students probably forge the signature on that form anyway."

Speaking of the Chancellor, some students may recall when he tried to implement metal detectors in schools to "find cell phones." According to Hershinson, finding cell phones was only an ostensible reason. Interestingly enough they were apparently going to look for weapons. If they want to confiscate a cell phone, most likely they will not let a student keep a machine gun. Hence going out to lunch there would also be an issue because a student can potentially bring in a weapon upon returning to school. Of course it is good that for HS MSE students this is unheard of, but believe it or not there are schools out there that face this problem on a daily basis.

So what does all of this come down to? Is it best to allow students

to go out to lunch or have to stay on school or college territory? First and foremost I think it should be up to each individual school, because they know their particular situation best. If a school feels that it is a serious liability to let students go out for lunch, then they should forbid them to do so. If not, they shouldn't. Of course if the schools' administration is incapable of reasonably making this decision, a DOE override policy could be issued. But at least if the students must stay on campus, there mustn't be a disadvantage in doing so. In any case the policy of captive lunch is not a surprise. As Dr. Stern reminded me: "All entering freshmen know about it and buy into this policy. No one is forcing students to be here. It is a privilege that carries some responsibility."

crowns.

So, why do HS MSE students go off campus for lunch if the very moment they do so, a whole group of faculty is set on bringing down the thunder? Well, let's start with how people get lunch. Some bring their own lunch and therefore don't face this problem on a daily basis. Some order food, managing to get past the cell phone restriction. Most students actually abide by the regulation, and that fact is somewhat abused by the college cafeteria.

Ludicrous food prices in the cafeteria stand corruptly next to those one would see in a local store. It would be no surprise if most of the college cafeteria's profit comes from HS MSE students, lunching between the hours of 11:05 to 12:35 AM. Well if that is the case, the next time the college students go on one of their anti-HS MSE campaigns they could very well risk making their cafeteria go bankrupt.

All school rules should have some remote sense or reasoning behind them, and the CCNY campus confinement is no exception. So let's ask the hunter for details and his opinion on the issue. "What are your arguments for and against letting students go out to lunch?" His response can be organized as follows:

For:

- To give students a sense of freedom.
- Better food, more variety, better value.

Against:

- [Some] students would not come



HS MSE students can't resist Burger King nuggets

Bring Back Gym Continued...

From page 4

By: Leo Chen

chance to play is forced to keep the games brief, usually only a few minutes long, much to the dismay of the students. While not ideal, it is the best that can be done. All this lost time adds up to a fairly large number, but it is important to note that under New York State regulations, up to fifty students may be assigned to one Phys. Ed. instructor. HS MSE assigns at most three sections of approximately twenty students to two instructors. Think of all the lost time if HS MSE were maximize its Phys. Ed. class sizes.

Physical activity allows students to relieve stress and keep them in a better mood to learn throughout the day. It also keeps students refreshed and awake after a good workout. Without this, kids get restless in class aggravating their teachers and classmates. Physical education should provide students with a chance to stretch, run around, and release some of their pent up energy.

Physical education time should be placed on a fixed schedule rather than have Phys. Ed. rotate with lab. This in conjunction with having Phys. Ed. three or four times a week will promote healthy, active, children. It could even potentially increase student productivity because students will expect to have class on certain days of the week every week. They can then

mentally and physically prepare themselves for physical education and thus will be more focused during class. The increased physical activity that HS MSE can provide results in reduced body fat, increased cardiovascular fitness, flexibility, and a lower risk of developing non-insulin-dependent diabetes mellitus. These factors in turn lead to improved academic performance, mood, and even the health-related quality of life, among other positive health effects.

Students should be strongly encouraged to improve their attitudes and beliefs about regular participation in physical activity. This can be achieved by allowing students to play sports or fun games and activities so that they will enjoy participating in physical education. This will encourage them to continue to get active. Eventually, students may even want to maintain physical activity on a regular basis. All these steps pave the path for the individual to make the radical change from a sedentary lifestyle to an active and healthy one. Although physical education may not be as engaging or as fun as it could potentially be, a little bit of exercise is always better than no exercise at all.

Seniors

My Big Fat Newspaper Article

By: J B rill

I guess you could say English class started it all. I had only come to Newspaper to drop off the poster for my presentation later that day, but as I turned to leave, Mrs. Lombardi called out "J, where are you going?" Apparently she doesn't know who's in her enrichment class and who isn't. "Ms. Cotter, I don't take newspaper but I'll definitely write something for you." "Okay, J, okay." Little did I know that this was NOT all a joke!

Halfway through lunch, Noah showed up. I figured he just wanted some extra eating time, but he actually had something important to say for once. "What are you gonna write for newspaper?" "What ch'you talkin' 'bout Noah?" "Ms. Cotter was serious. She wants you to write something." "Oh great, I try to get on newspaper for the past three semesters and get denied every time, and now she wants me to write something." "Yeah, so what's it gonna be?" "I will get back to you on that one."

Hmm, what to write, what to write? I only had one shot, and I did not want to miss this chance to shine. The opportunity comes once in a lifetime. I thought long and hard. Something about Mr. Klein and the college process? No, there's something like that in every issue. How to rock out on the SATs? Nah, you're all gonna fail anyway. The only thing I could think of was something about Asian people and their mysterious fixation with all things anime.

The next day, Noah arrived at first lunch again. Apparently this was getting him out of enrichment. "What do you have for me?" I told him my topic. "That sucks. How about writing about the freshmen running?" "What do you mean?" "The freshmen. Haven't you ever noticed them running to class?" "No." "Well they do. A whole herd of them. It's rather amusing. You could interview them and see why they are in such a hurry to get to class."

This sounded interesting, but I wondered why I had never seen this phenomenon before. I set out asking people if they had witnessed it, and the unanimous answer was "Yes." Why was I unaware of this? Had I been living under a rock? I know I'm a loser, but I like to think that I'm at the very least a perceptive loser. I came back the next day and asked Noah when they could be observed. "Before last period. They all run to the NAC, sometimes they even trip up on the way." So that was it! I had never seen it because my second-to-last classes are in B11 and the chemistry lab, two rooms that are incredibly far away from the "action." "This isn't going to work." I said. "Wassup?" "I can't get outside in time to see them run. There's no story if I can't even witness what I'm writing about." "Look, it's been too long and you haven't even written anything. Are you gonna write something or not?"

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Class Groups

Times Have Changed

By: Julian Chin & Kashif Harris

As the first half of the school year is coming to a close, the current seniors' time at HS MSE is quickly coming to an exciting end. As the seniors prepare to move on to the next step of their lives, let's take a moment to reflect on some of their four years at HS MSE. Have the seniors changed much since freshman year in the fall of '05? Let's look back at the friendships that evolved and those that came to an unfortunate end, and the memorable moments that could only happen at HS MSE. Some of the seniors below tell their stories.

DM: David Marret
RG: Rajiv Gowda
JC: Julian Chin
MS: Manpreet Singh

Have you been in this school since freshman year?

DM, JC, MS: Yes.
RG: Nope.

Did people from your middle school come to this school as well?

DM: Definitely not.
RG: Nope.
JC: Yea.
MS: Of course.

Did you stay in the same crowd with them once you got here?

DM: ???
RG: How do I answer that?
JC: Kind of.
MS: Are you crazy of course not, they are losers.

Do you hang out with the same people you hung out with freshman year?

DM: Definitely not.
RG: I already told you I was not here freshman year.
JC: Yea pretty much except one who transferred out.

MS: The only person I hang out with is my basketball.

Did you hang out with upperclassmen in your previous years here?

DM: Uh, of course I was an upperclassman.
RG: Yea they were much cooler than us and I had a love interest in a higher grade so, yea.
JC: Not really.
MS: Only if you consider upperclassman to be better basketballs!

Do you hang out with underclassmen now?

DM: Sadly I have no choice.
RG: HA! You're funny. I would never do something like that.
JC: Nah, chill.
MS: I do not downgrade.

What year at MSE was your favorite?

DM: I do not have a favorite year really. All 4 (1/2) years here sadly have been full of enjoyment. If I absolutely had to pick one I would probably pick my junior year because that is when I really began to find my true friends and develop my relationship with certain people.
RG: Actually I'm not sure. I mean I would like to say so far that my junior year has been the best and by far the most fun. But I have the sneaky suspicion that this year when it is all said and

done will top last year.

JC: I want to say freshman year but I can't. I've had too much fun throughout all 4 of my years here at MSE. I'm sorry I can't choose.
MS: That's easy, freshman year, because the basketball team actually won games.

When you look back on life do you think that your senior year here will be memorable?

DM: my first one...
RG: Of course between senior trip, prom, and all the fun (cough cough) that we will have next semester, this year should be the most memorable.
JC: Yea I guess so a lot of fun things have happened so far this year and I am sure more fun things will keep happening until June.
MS: Will we win basketball games? If not, then no, it will not be memorable at all.

Well there you have it, memorable moments from a handful of seniors. Whether they have been here since '04, '05, or '06 the memories are endless; from a winless basketball season to long lasting friendships and even the vision of watching your class leave you behind. Every senior has at least one interesting story to tell. Whether senior year is the most memorable year or not; one thing is for sure: more laughter, more fun and more excitement await the seniors in their last semester at HS MSE.

Juniors

Eye of the Storm

By: SanJean Mc Laren

The time of year has arrived, when teachers raise the bar on their expectations, backpacks get heavier and the alarm clock feels like its going off too early in the morning. So how are the juniors holding up with school work and upcoming SATs? As expected, there is great difficulty juggling the curriculum and time management, but overall the 11th grade class is holding up just fine.

I asked 11th grade students how prepared they are for the SAT's and whether or not they feel they can take it this year. Their answers varied, but what was made clear was that students show great interest in doing the best they can for the remainder of their high school career.

Survey questions:

" Do you think the HS MSE curriculum has prepared you well for the SATs?

One student in particular answered, "Yes, more so the math curriculum." Another student said, "No, not for the grammar section." The grammar section of the SATs has grown to be one of the main concerns among students, so many of them have taken it into their own hands and study for the grammar section independently.

" Do you take SAT prep classes?

Many students in the junior year are taking the classes and if not, they plan on taking the classes in the spring of next year. Also a handful of the students are taking classes outside of school.

" Do you like the SAT prep class?

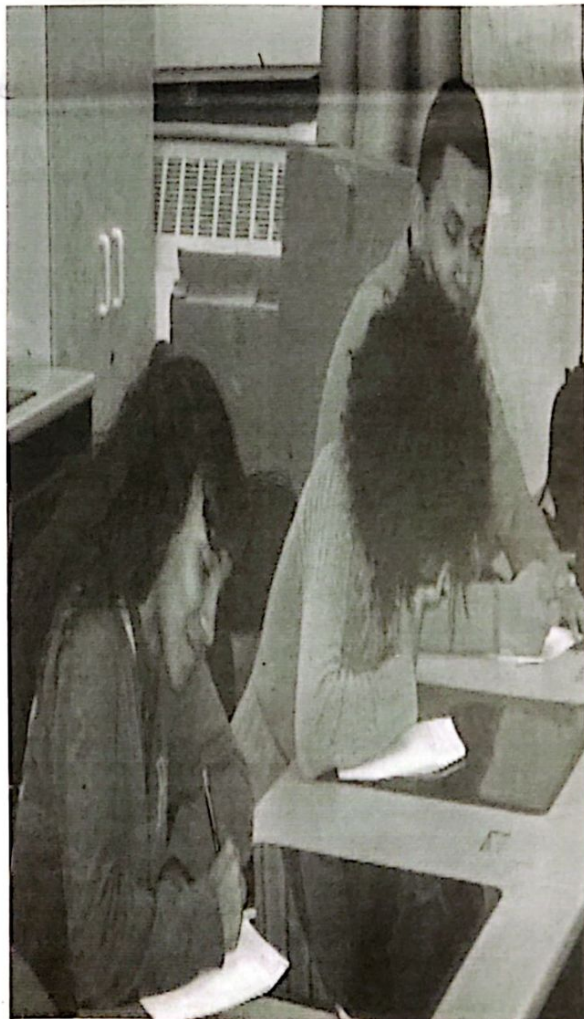
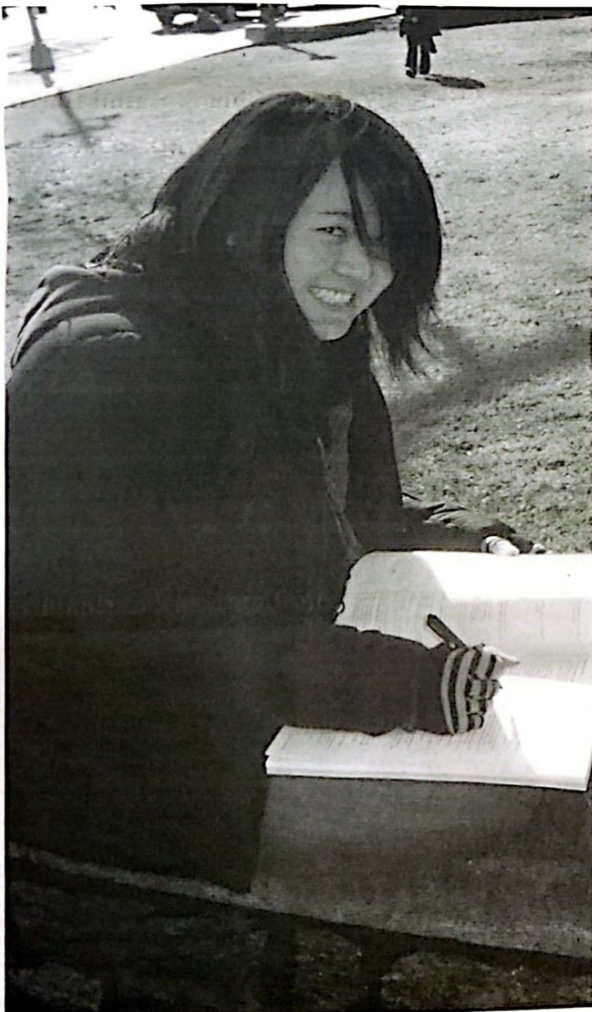
The answer was pretty much unanimous; the students said they enjoy the class and they find it very helpful.

" Do you think there is an advantage for the people who are taking the class as opposed to those who aren't?

To this question, a word of advice, the entire grade should enroll in the prep classes because everyone answered that they feel they have a greater advantage.

" Have you been on any college visits? If not, do you plan on going to any this school year?

Most students have not yet visited schools but many plan to in the near future.



CLASS GROUPS

Sophomores

The Internationals

By: Mariany Polanco

Every year HS MSE welcomes a select number of incoming sophomores, some matriculating from different schools throughout New York City and others from all over the country/world. This year HS MSE welcomed two students from exotic places of the world: Nablul Haseeb from Bangladesh and Lewaa Bahmad from Lebanon. It's not every year that HS MSE greets international students. Let's have an inside look at who they are and their experiences thus far at HS MSE.

Nablul Haseeb

Questionnaire:

Question: How was transitioning from Bangladesh to New York City?

Answer: It was pretty ok. I'm used to moving. From the time I was eight, I continuously moved to different places since my father works in an airline. So once again, the move was pretty normal for me.

Q: Do you find the curriculum more difficult in New York City?

A: Actually no! Back in my country the curriculum is much harder, schools and teachers are also much stricter. I already learned most of the things they teach in HS MSE, especially math, back in Bangladesh.

Q: Are there any drastic changes you need to once again accustom yourself to?

A: Once again the answer is no! I'm used to foreign customs. I lived in different countries for quite a long time, so there was nothing special I needed to adjust to.

Q: How was it making friends in HS MSE? Are the kids nice and helpful?

A: Pupils in HS MSE are pretty friendly compared to the students I met in my previous school back in the Bronx. And yes... I've made myself many friends at HS MSE and I'm hoping to make the number larger in the future!

Q: Do you prefer New York City over Bangladesh?

A: Surely not! First of all NYC is crowded which I don't like. Second, I love my country, so it's better to live there. Third, if there is any foreign place I prefer over NYC, then it's Germany. Germany was quiet and not crowded and people were extremely friendly.

Q: What languages do you speak and how did you learn it?

A: Well, I speak four languages. Bangla is my mother tongue language. It was my first language. In my country English is the second language, so I learned it in school. I learned German when I lived in Germany for four years. And Hindi I just learned when I stayed in India for one year.

Additional Comments:

Hey, I'm Nablul, a new sophomore at HS MSE. Last year I was in ICHS (International Community High School.) It was a pretty cool, it was a new school (we were just the second batch). Although the environment in the school was considerably good with friendly teachers, some students really caused problems in the school with issues such as drug dealing, weapons etc. We also had little resources (such as sports and lab requirements) since we were a new school. It was also frustrating that we had very limited options for electives to choose from. It was also weird that we barely had any homework, maybe once a week! On the other hand, HS MSE offers many courses to choose from which is really comforting for me since now I can choose exactly what I want. Also the big campus, access to colleges' libraries etc, really awakens the feeling of a good high school. One problem in HS MSE is its vastness. Since there are too many students and limited teachers the one on one relationship between the teachers and the students is not as easy to accomplish as it was in ICHS. If there were a more intimate relationship between the students the school might even be better than it already is. Anyway, everything has something positive and negative, so I've adjusted myself to HS MSE as it is but I really wish we had more outside trips and student exchange faculties.... That would be really cool. Finally, I want to finish by saying that HS MSE students rock as well as many of the teachers. I really wish to find some true friendships here.

Lewaa Bahmad

Questionnaire:

Question: How was transitioning from Lebanon to New York City?

Answer: Its alright there's no significant difference for me.

Q: Do you find the curriculum more difficult in New York City?

A: The students are more diverse. In terms of the curriculum, instead of having all three science classes in one year they are spread throughout four years. In Lebanon the curriculum is more stressful.

Q: Are there any drastic changes you need to accustom yourself to?

A: I needed to study more because there are more distractions at HS MSE.

Q: How was it making friends in HS MSE? Were the kids nice and helpful?

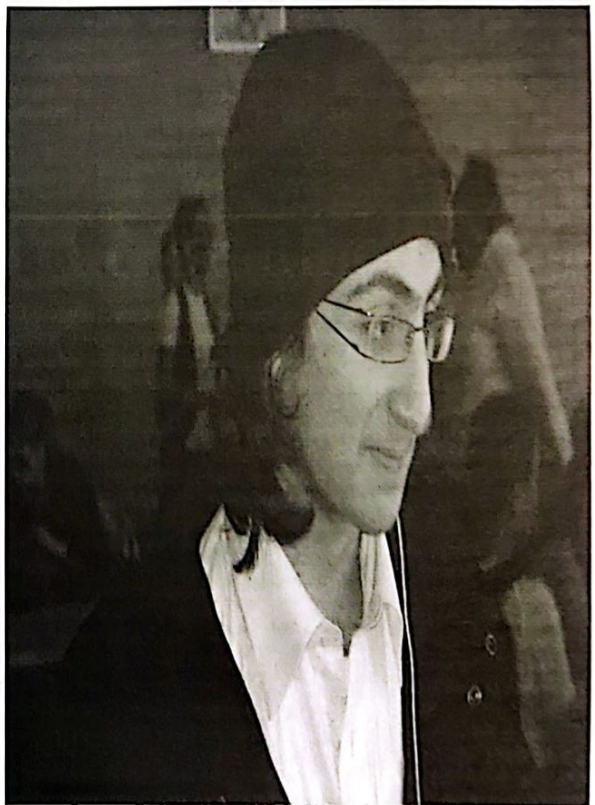
A: Making friends at HS MSE was perfect. The kids are perfect, Zadaai was my first friend.

Q: How do you find the school system of New York City compared to the one in Lebanon?

A: The school system in New York City compared to Lebanon is less stressful. There is not that much work.

Q: Do you prefer New York City over Lebanon?

A: Each place offers good and bad things but I would definitely prefer to work in New York City.



Lewaa Bahmad, an HS MSE student from Lebanon

Freshmen

Too Many Dudes!!!!!!

By: Damaris Flores

Our beloved school simply has way more guys than girls: 62% males and 38% females to be exact. This may be related to America's longest running baby trend. According to WebMD Health, newborn boys outnumber girls by more than 94,000 since 1940. There is also a common belief that males are stronger in the areas of math and science, and that females are not as interested in engineering. However, this idea is highly questionable.

According to the Department of Education, Townsend Harris (a school that emphasizes humanities) is considered to be the top "non-specialized" high school in New York. At Townsend Harris, 75% of the students are female. Why does this contradict the boy to girl ratio at HS MSE? More importantly, why do so many high schools in New York have such an uneven distribution of boys and girls?

We may never find an answer to this question but as a representative of inquisitive students, I have investigated freshmen opinions regarding the boy to girl ratio. I conducted a survey asking freshmen whether or not they noticed or cared about the disproportionate amount of boys and girls at school. I found that ALL the boys surveyed find the small number of girls in their class to be horrifying while the girls don't seem too disturbed by it. Here are some of their comments:

Boys:

"There needs to be more girls."

"It's bad. Horrible. I hate it."

"In astronomy class there is only one girl. That's not a good thing."

Girls:

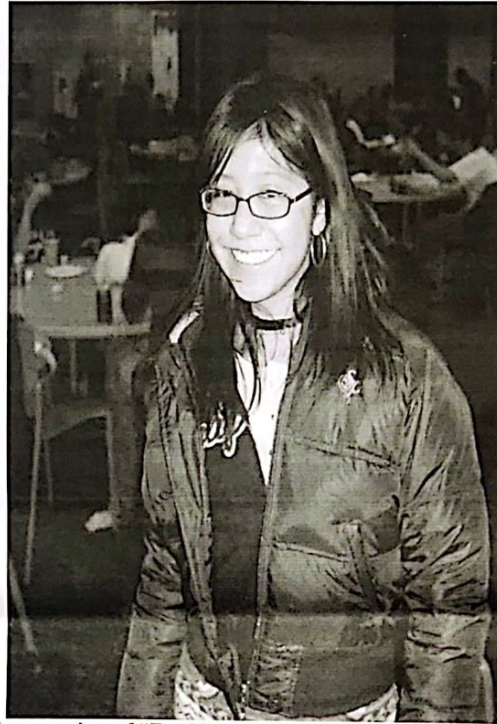
"It's ok."

"It's good because I can have more boyfriends."

"It's fine."

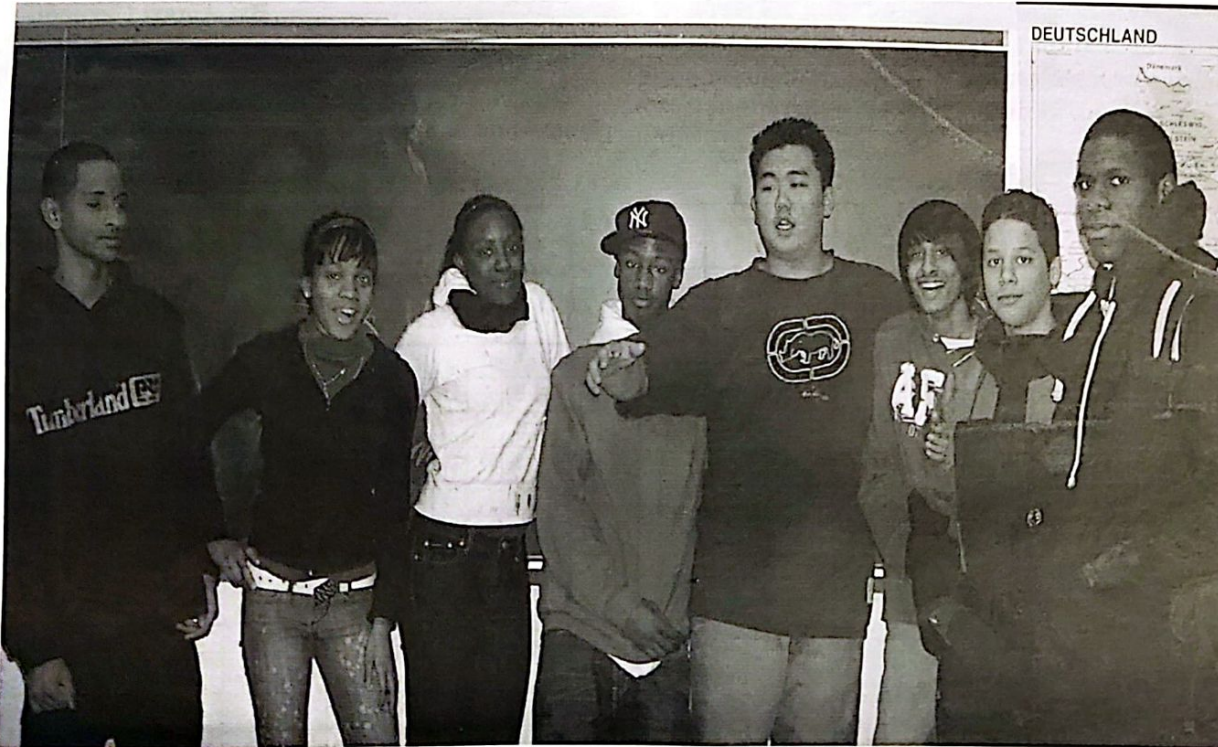
Why is this topic so important anyway?

One may think that this concerns the interaction of students and academic performance; however, based on student responses we see that the real concern is that the boys have less choice when dating while the girls have plenty!



Above, author of "Too Many Dudes!!!" - Damaris Flores

Below, an example of "too many dudes" at HS MSE



Class Groups

Are YOU Ready for Your Driving Test?

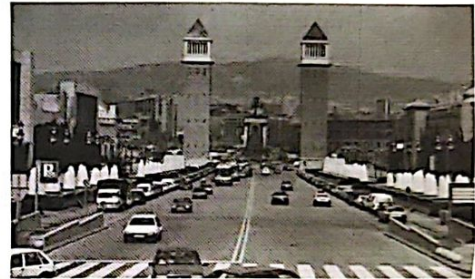
By: Julian Chin

Here is your chance to find out how well you know the rules of driving. Below are some questions taken from an official New York Drivers License Practice Test that will determine your level of knowledge. Read the questions carefully before responding.

1. One of the rules of defensive driving is
 - a. Look straight ahead as you drive.
 - b. Stay alert and keep your eyes moving.
 - c. Expect that other drivers will make up for your errors.
 - d. Be confident that you can avoid danger at last minute.
2. A safe speed to drive your car
 - a. Is the posted speed limit
 - b. Is less than the posted speed limit
 - c. Depends on the weather and road conditions
 - d. Depends on the mechanical skill of the driver
3. Minimum speed signs are designed to
 - a. Keep traffic flowing smoothly
 - b. Show current local road conditions
 - c. Test future traffic signal needs
 - d. Assure pedestrians safety
4. On a New York State highway where there is no posted speed limit, the fastest you may legally drive is
 - a. 45
 - b. 55
 - c. 60
 - d. 65

5. When is it legal to cross a double solid yellow line?
 - a. Never
 - b. Always
 - c. Only when you are making a left turn into a business or home driveway
6. On long trips you can prevent drowsiness by
 - a. Turning on your car radio
 - b. Slowing down so you can react better
 - c. Stopping at regular intervals for a rest
 - d. Moving your eyes from side to side as you drive
7. When driving in foggy road conditions, you should:
 - a. Use your regular headlights only
 - b. Turn on your high beams
 - c. Use your low beams

Want to know more? Log on to nydmv.state.ny.us. Take a full practice test there and push your knowledge to the limit.



Answers: B,C,A,B,C,C,A

Sudoku

By: Amari Carpenter

Enter digits from 1 to 9 into the blank spaces. Every row must contain one of each digit. So must every column, as must every 3x3 square.

		9	6			5		
5					9			
					2		8	
	4	8	7		3			6
	3							1
	6		9		4	3	7	
	1		3					
			8					3
		2			1	7		

Alphabet Sudoku

By: Amari Carpenter

Instructions: Solve the 12x12 Sudoku so the letters A to L appear once in each row, column and 4x3 box.

G	N			F	A		K	J					
I	P		K	D			M	H					
A		B	M	E	P	F	G						
		J				A	I	N	F	D			
K	C		H	L				A	P				
	B	H	J		A	M	L	O			K	D	
	E			C		M	N				J		
		M				F	P		I	H		A	
F		G	L		K	H				M			
	J					C	F	E				L	
L	D				P	H	G	J	O	I		E	
		H		E					D	L	N	F	
	F	L	B	I	H						G		
			C	J	P		I	D	O			K	
					A	F			E	D		H	L
			A	O			C	N				I	J

Help Me Hesse!

Dear Mr. Hesse,

I need serious help. I am backed up on school work, I need to get my college applications done and I have tests coming up soon. I am very stressed out because I see myself not getting the work done on time and I am running out of time. How can I get myself back on track?

Sincerely,

I am losing my mind

Dear Loser,

I too am backed up on my schoolwork. I have still homework to grade that my students handed me in November! I am also stressed since I need to finish writing the recommendation letter you need to finish your applications. And if it wasn't for enjoying the quiet in the classroom during a test, I wouldn't write them in time either.

Seriously, you have a time management problem. Since the number of hours per day is a constant, and you already aren't getting enough sleep, you need to organize the time you can control more efficiently.

First, stop playing around on the computer. Achieving mastery level on your Pokémon game is less important than mastery on your exams. Chill out from Facebook for awhile; no one really wants to know your status every day. And no more IM's, except for those absolutely needed to maintain romance in your life. Only 30 minutes of TV per day; I suggest the news, or a quality Simpson's rerun.

Take a half hour and make a schedule of what you need to do to meet your deadlines. Prioritize and spend time on what affects your outcome the most. Spend 1 hour a night on college apps. Spend 1 hour studying what you learned that day (10 minutes per subject). Spend another hour working on big projects and homework. That's enough schoolwork time for a week-day. Rest for half the weekend and catch up on what's left over the other half. *Check off completed tasks from your list and add new ones as they come up. Being organized helps avoid last minute overload and it feels great to cross stuff off the list.*

Mr. H

Dear Mr. Hesse,

I am in a relationship and I see it as being more work to be in a relationship than not being in one. I mean I don't want to simply end the relationship but it is causing more headaches than anything else. Should I stick it out or end the relationship?

Sincerely,

Mr. Headache

Dear Headcase,

You need to ask yourself why you are in this relationship to begin with. Did you just say yes because you find it difficult to say no? Did you feel social pressure from your peers because they are in relationships? Or, are you getting enough emotional or physical pleasure from the relationship to compensate you for the effort you seem to be making to maintain it?

If you answered yes to question one or two, you should end it immediately to make your headache go away and give your partner an opportunity to seek a less dysfunctional match. For choice three, if you think a relationship needs to be an effort, you should seriously consider ending it, because then it's not really making you happy. Yes, successful relationships require consideration of your partner, but that consideration should be *unforced*. If it gives you a headache now, it's probably going to get worse, not better.

So until the right partner comes along, perhaps go it alone for a while. You can entertain yourself with a challenging round of Pokémon, or a Simpson's rerun.

Mr. H

Dear Mr. Hesse,

In a group of friends there is one person that we all do not like. The person finds a way to weasel into everything we do and does not go away. Regardless of the favors that the person performs for us, the person is still very annoying. How can we avoid the person without animosity, being the

person has no other friends?

Sincerely,

The Group

Dear Groupies,

You probably think you're the "cool group", and you are getting some mean pleasure from having a person you all consider to be a "loser" do favors for you. Still, you can come up with no better reactive feeling other than annoying. I find it very difficult to use the word "cool" to describe your actions. Cruel maybe, but definitely not cool. I suggest that one of your group that still possesses some empathy approach this person and suggest that he/she would be better off trying to make different friends. Next, the person brave enough to make the suggestion should consider whether they should find new friends too.

As an alternative, question what is it about this person that is so annoying. Maybe one of you could politely suggest a way that person could modify his/her behavior. Perhaps this person has some excellent qualities you are not aware of. For example, he/she might be a Pokémon champion and could teach you a few tricks.

Mr. H

Dear Mr. Hesse,

I am an over-weight individual that was once searching for love. There was this girl in my math class that was in the corner of my eye. We would always talk and things seem to be going great and it seemed she was the one for me. But out of the dark shadows of life comes this more muscular version of me and steals her away. What can I do to show her I am better and steal her from my burlier mini me.

Sincerely,

Hopeless Romantic

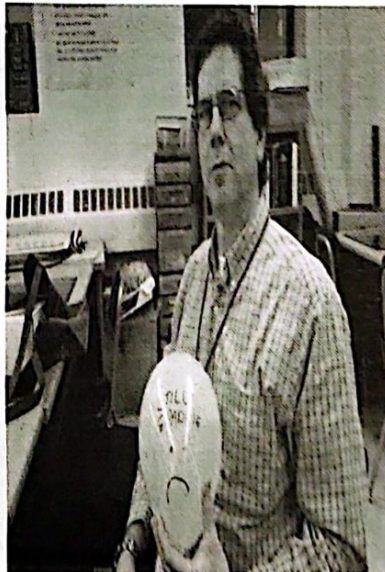
Dear Hopeless,

If the only difference between you and your fitter competitor is his burliness, you may have trouble competing in the game of love. You could ask our physical education teachers to increase your training regimen while simultaneously cutting back your pop-tart and pizza consumption. This is not an easy path to take, but even if you don't get the current girl of your dreams, you'll be healthier.

You may question whether a woman who chooses just good looks over other, more enduring qualities is indeed someone you want to pursue. It's possible her shallowness would prevent her from appreciating your other qualities. If this is the case, just play a relaxing round of Pokémon or watch the Simpsons until a more suitable love candidate appears.

Rather than diet and exercise, you could also choose to impress your lost love with those other character strengths you possess. Compose a poem to her in which you declare your love for her openly, rather than hoping for her to just fall for you on her own. Invite her to accompany you to a "chick-flick", or a museum or gallery, or even just a "study-date". Once she gets to know you better than just another chubby face in math class, there's a distinct probability that your lives may become associative.

Mr. H



Mr. Hesse is still grading and advising...

JUST FOR FUN

Extreme GAMING

By: Brian Durant

M.M.O.R.P.G (M.M.O's): to those of you who don't know what this term means, it means Massive Multiplayer Online Role Playing Game. The term is not uncommon to many gamers out there. These games have been revolutionized over the internet for many years. Interaction with other players via online gaming has become a pastime favorite for people all over the world. As usual with every "past time," there are always a couple of people who can call themselves true zealots for the cause.

As time went on, there have been a number of extreme cases involving M.M.O's, of which include extreme addiction, imprisonment, murder, and even marriage. A survey on these extreme cases has been given to students and the results are out for all to see.

-This is a survey based on 40 random people-

Survey:

- Do you think online gaming is addictive?
Yes = 74.4% No = 25.6%
- Do you think marriage in online gaming is crazy?
Yes = 76.9% No = 23.1%
- Do you think manslaughter over a game is justifiable?
Yes = 10.3% No = 89.7%
- Do you think imprisonment over a game is justifiable?
Yes = 30.8% No = 69.2%

The results of the survey speak for themselves.

However, in certain cases, others didn't agree. In the real world, Zhu, a Chinese man had sold a VIRTUAL saber lent to him by his friend,

Qiu. Upset by his loss, Qiu reported the loss to the police in February just to be turned back by the police, who said that the saber wasn't real and wasn't protected by law. Afterwards, Qiu proceeded to demand the money Zhu had earned from the sale, 7,200 Yuan, or about \$1,000, but couldn't wait for payment. Instead, he attacked Zhu in his home, stabbing him repeatedly in an early morning assault. Talk about virtual games taken to the extreme.

On another note, many M.M.O's have recently been incorporating marriage into their game play. In the game mentioned above (Maplestory), there has recently been an update (within the last year) that allows players to marry in game with a chapel, tuxedo, priest, everything and anything you can think of. They even incorporated the wedding ring. Talk about enthusiasts.

In another famous M.M.O, Maplestory, by Nexon, an account deletion ended up in imprisonment for a 43 year old piano teacher. A sudden "divorce," online in Maplestory encouraged the Japanese teacher (in real life) to log into her "former husband's" account and delete it. Apparently she learned of the user's information (user and password), while having a "passionate moment" with him online. The account owner (ex husband), discovered what was done and told the police. Later, an arrest was made and the woman in question was detained by the police on the grounds of illegal access to another computer and manipulation of the electronic data within. A sudden online divorce ended up in imprisonment.

The internet gaming world is getting worse and worse every day. Sure marriage can be considered a happy event, but when done in game, you know something is wrong. With people being imprisoned, and even killed over M.M.O's, our gaming community is either going to get a lot more vicious or our gaming community is coming to an end.

Behind the Motors: A true GM story

By: Ian Gamble

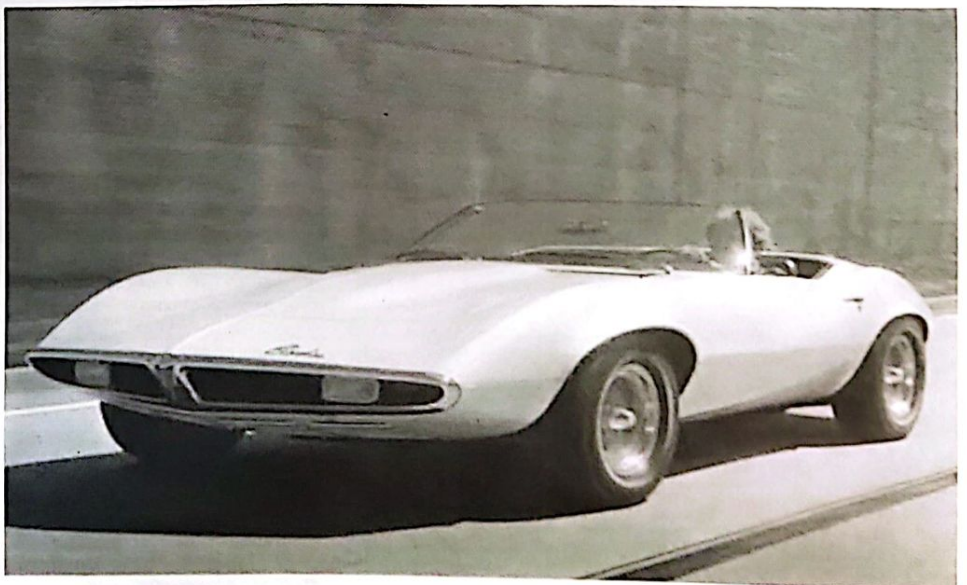
Within every great group, like Ratt or The Police, there is always hidden turmoil. General Motors is no different. Our story begins in the early 50s at an auto show in the Waldorf Astoria hotel in New York. Among all the ridiculous designs possessing no chance of survival in the real world, there was a small unrefined convertible with no windows or locks. Surprisingly this was the biggest hit in the entire show and GM had Chevy start production immediately on what is now the Corvette; the Corvette made Chevy the top dog of GM.

Meanwhile John Delorean, Pontiac division head, secretly wanted Pontiac to replace Chevy as the GM's Flagship company. So Pontiac began work on project XP-833. It featured Pontiac's signature engine the ram air, 301ci V8, complete with 350 hp. When it was finished Delorean dubbed it the Banshee. It had a surprising resemblance to the yet to be released C3 corvette. Just when Pontiac was preparing to put the Banshee into production, GM forced them to pull the plug, for fear that if the Banshee was released it would hurt corvette sales and possibly force Chevy to discontinue it. The blue prints were taken from Pontiac and given to Chevy. On the record GM will tell you that Chevy traded the Firebird for the Banshee plans. GM wanted Chevy to release the Banshee as a redesigned Corvette to boost sales.

In 1967, Chevy released it's pony car: the Camaro. It was produced to combat Ford's Mustang. That same year, Pontiac released the Firebird they acquired from Chevy and, as you can imagine, Pontiac was livid about the "trade". In response they had to make their Firebird better than Chevy's Camaro. To be sure that they succeeded they produced several packages. The

basic came with an extremely outdated inline six with 215hp. The next package came with a 326cid V8 with 250hp. Pontiac also offered the same engine with a four barrel carburetor instead of the two, which tacked on an extra 70hp. In 1968, the 326cid was replaced by a 320 horse 350cid. The last package, the Trans Am was a 400cid ram air with 345hp. It soon surpassed the GTO as Pontiac's signature car and endured all the way to the 80s.

The Trans Am was the last of the true muscle cars to perish; even the ones that weren't discontinued had severely diminished performance. After 1974 even the corvette was just an empty shell, packing a pathetic 180hp. When people bought it they were paying for the design and the name because the corvette performance was long gone. However the Trans Am, maintained respectable performance all the way up to 1982. Really Delorean's dream came true because the Trans Am is as much an American icon as the Corvette.



My Big Fat Newspaper Article

By: J Brill

Continued from page 6

"Yeah."
"Then get writing!"
"I'll get a new topic by tomorrow, don't worry about it."
It came to me in a dream during Physics class. Yeah, I fell asleep in Physics. Sue me. Anyway, after class, I saw Noah leaving the bio lab. "Noah, I got a baller idea."
"You got a baller idea. Lemme hear it."
"I write an article about how I had to write an article for Newspaper."
"That's pretty good, actually."
"Yeah I know."
The next day, trouble. "Ms. Cotter wants you to write about the freshmen."
"But we have a new topic."
"She don't like it."
"What about MY needs, Noah?"
"You can't write something Ms. Cotter don't want you to write. If you're gonna write anything at all."
"That's what you think. I'll talk to her, don't worry about it."
Later, in English class: "Mrs. Lombardi, what's up with the article? I heard you don't like my topic?"
"Well, J, I think a piece about the freshmen running would be really nice, and that what you're doing now might be something that's just fun for you and Noah to read."
"Oh, no, Ms. Lombardi, it's not like that, I swear. Besides, I have a killer opening line."
"Okay, J, but it better be good." Ka-ching!
I got to work writing the article. I did most of the work during lunch rather than at home because at home I was too busy not working on the article to work on the article.
I wrote the first sentence. "Are you done yet?"
"No, Noah."
"How about now?"
"How about you shut up?"
Working on the article with Noah breathing down my neck soon began to feel like a long trip out to the country with small, immature children in the car. Except Noah was all of the chil-

dren. To be fair, progress on the article did move slowly, but I had other stuff to do. Like the work for the classes I actually take.

One day the argument might be about my math team work: "What're you lookin' at Mancala for?"

"I have to write a paper for math team on it."

"What you gotta write a math paper for? You gotta write an article for newspaper."

"Okay, look, Noah, one of these things gets graded and one doesn't. I'm doing Mancala right now."

"Don't yell at me."

Another day, it might go more like this: "Sparknotes? Do your article."

"Noah, I'm reviewing the chapters for English."

"Yeah ahuh sure, review. If you read them last night you could be workin' on the article right now."

"You're cruisin' for a bruisein', Noah."

Or: "You don't need the internet to write your article."

"But I do need it to send an email."

"What you doin' email for? When are you gonna write the article?"

"This is a very important email involving college. Sorry."

"Can't you do that later?"

"Just relax and be glad I'm getting you out of enrichment."

Finally, sentence after grueling sentence, the article neared completion. Towards the end of my time working on it, Ms. Sussman (Ms. Cotter's student teacher) asked to see my article. She gave me her email address and asked me to send it to her. That very same day, my friend Henry came over to my house after school. For some reason, he wanted to read this, so I showed it to him. After about a minute: "This is kinda lame, J. I'm losing interest fast."

"Then get out of my house. I've lost interest in helping you with your UTexas."

This troubled me. What if my article really WAS boring? I needed comfort, and a final verdict. Screw Henry, he's only entertained by

things that make loud noises. I sent the article to Ms. Sussman with less confidence than before. I even started thinking about possible new topics in case she didn't think it was good.

The next day, Ms. Sussman stopped me in the hall. The moment of truth: "J, I read your article. It's very funny." YEAH!

"You really liked it?"

"Yes, it's good."

"Rock on."

I set off with my newly re-inflated ego to go and brag to Noah. However, my sense of success quickly became one of concern. Much to my bewilderment, he was not at lunch. There was no way Noah would voluntarily pass up an extra lunch period. I came to the conclusion that he had finally reached the point where he needed gastric bypass surgery and I proceeded to work on my article. I knew it was what he would have wanted. Later, I discovered, to my pleasant surprise, that he did not have an operation after all, but was forced to actually show up to his enrichment for the first time in a couple of weeks.

Over the next couple of days, I finished up the article. This is it. What do you think? Overall, I'm pretty happy with how it turned out. Noah got a little upset with some of the things I wrote about him, but I don't really care. He'll probably edit it out of the final version so you won't even read this. I feel I really learned a lot from the whole experience. What did I learn? I'm not really sure, but there was definitely a lesson to be learned somewhere in this whole ordeal. Maybe it's that life is sweeter when I don't have to write an article anymore. I dunno.

Entertainment

True Blood

By: Noah Brecker-Redd

This season True Blood was introduced to the HBO Sunday night lineup. First being discovered in 2006, True Blood illustrates the emergence of vampires into the human social sphere. It takes an interesting spin on vampires. Instead of focusing on their super powers and special abilities True Blood focuses on their humanity. Vampires are condemned to a life (or after-life) of hate by the majority of humans. Instead of portraying vampires as special creatures who speak English, they are looked upon as humans who have super powers and have been exiled from society. The show causes the viewer to realize that vampires were once human.

True Blood takes place in a small town near the swamps of Louisiana, where religion and racism still fill the social sphere. The religious seem to hate vampires because the Bible has condemned them as demons. Racists treat them as an inferior race, and actually replace the hate for blacks with the hate for vampires. When a waitress (Anna Paquin) at the town's restaurant Sookie Stackhouse and the town's first vampire, Bill Compton (Stephen Moyer) meet, the attraction is immediate. "What are you?" Bill asks, "You're something more than human." Indeed, Sookie isn't just your average waitress, she has the ability to read others thoughts which, while has ruined her love life, has its perks. When Sookie realizes that she is unable to read Bill's thoughts the attraction is elevated. Sookie is surrounded by a cast of characters, specifically her brother, Jason Stackhouse (Ryan Kwanten), the owner of the restaurant, Sam Merlotte (Sam Trammell) and her best friend, Tara Thornton (Rutina Wesley). Jason is the typical womanizer, but seems to encounter women that have had relationships with vampires. Soon after he meets these women they are violently murdered, arousing suspicion around the town. As a hater of vampires, Jason is not supportive of Sookie's relationship with Bill. Sam is madly in love with Sookie so he becomes jealous when Bill enters the equation. Sam's history is not known throughout the town and we find out Sookie and Bill aren't the only ones in town with "special abilities." Tara struggles with her relationship with her mother, a raging religious alcoholic who blames her actions on "the devil in her soul." Tara does not despise Bill she just wishes for Sookie to be safe and happy. The circle of friends and enemies that surround Sookie, her special powers, and her relationship with Bill make for a suspenseful and comical season, leaving us wanting more.

Although I have not been a fan of vampire shows in the past, this is not your ordinary vampire show, this is HBO. When I first watched the show I was hesitant because of my dislike of shows similar to it, but I quickly overcame that stereotype and came to find True Blood a very entertaining show. True Blood isn't just a vampire drama; it takes a comedic spin on the integration of vampires into the social sphere. It combines quirky dialogue, intense situations and a unique outlook to introduce the best show on TV this fall. True Blood takes advantage of HBO's ability to push the envelope and draw viewers to create one of the most diverse and enjoyable shows in a long time.

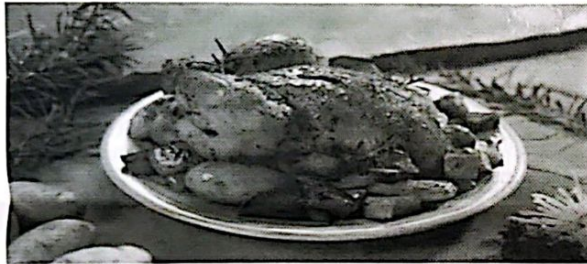
Recetas Casera

Pollo Asado (al horno) (con almendras y piñones)

El pollo asado era un plato fácil y barato para cocinar, desde esos tiempos la receta no ha cambiado mucho. El pollo asado se ha convertido en un plato muy popular para todo tipo de gente. Esta receta es el estilo tradicional, artesano, y casero. Este plato se come para cena y en ocasiones especiales. La mayoría de las veces el pollo se come con arroz, es la parte principal para una comida. El pollo asado es saludable y delicioso.

- Ingredientes: (6 personas)
- " 1 pollo de kilo y medio troceado
 - " 6 patatas pequeñas
 - " 2 tomates maduros
 - " 3 cebollas medianas
 - " 6 cucharadas soperas de aceite de oliva
 - " 100 gramos de piñones
 - " 100 gramos de almendras
 - " 1 vaso pequeño de vino blanco
 - " zumo de medio limón
 - " 2 dientes de ajo
 - " 1 rama de perejil
 - " 1 rama de tomillo
 - " Un poco de pimienta negra molida
 - " 1 pastilla de caldo de pollo

Pasos:



Paso 1: Preparar una rustidera o cazuela de barro. Colocar el pollo troceado limpio distribuido por toda la cazuela.

Paso 2: Se pelan las patatas y la cebolla. Las patatas se parten por la mitad y las cebollas en cuatro trozos. Se introducen en la cazuela entre los trozos de pollo. También se trocea (cuatro trozos) el tomate con piel y se introduce en la cazuela.

Paso 3: Se trocean los ajos en láminas finas y se echan por encima del pollo, conjuntamente con trozos pequeños de perejil. También se exprime el limón, se echa el tomillo, la pimienta, los piñones y las almendras enteras, esparcidos por toda la cazuela y por encima. Se echa un poco de sal.

Paso 4: Se pone la pastilla de caldo en un vasito pequeño de agua caliente y se disuelve y se le echa por encima esparcida por toda la cazuela. Después se echa el vino. Por último, el aceite repartido por todo.

Paso 5: Se mete la rustidera o cazuela en el centro del horno y se deja una hora y media a medio fuego 180°. Cuando se vea doradito el pollo, las patatas... debe sacarse y servirse.

Ensalada de Naranjas y Pimiento Rojo



Por: **Mariany Polanco**

- Ingredientes: (6 personas)
- " Una lechuga robe
 - " 2 pimientos rojos
 - " 2 o 3 naranjas
 - " Media taza de aceite de oliva
 - " Una cucharadita de miel
 - " Una cucharadita de mostaza Dijon
 - " Sal y pimienta
 - " Tomillo fresco

Pasos:

Paso 1: Lavar cada hoja de la lechuga, teniendo cuidado para que no se rompan las hojas. Una vez lavadas y secas, colocarlas hojas en una fuente o plato grande. Estas servirán como una "base verde" para el resto de la ensalada.

Paso 2: Cortar los pimientos rojos y las naranjas en rodajas. Colocar primero las naranjas, y luego encima de éstas, las rodajas de pimientos.

Paso 3: Preparar el aliño. Mezclar el aceite, la miel, la mostaza, sal, pimienta y un poquito de tomillo picado. Si lo desea, puede añadir un poquito de zumo de limón. Verter el aliño por toda la ensalada. Adornar con un ramito de tomillo.

Ensalada de naranjas y pimiento rojo

La ensalada de naranjas y pimiento rojo es solo un tipo de miles de ensaladas. Uno le puede añadir lo que quiera, por ejemplo a muchos les gusta con pollo o pavo. Es comida saludable y perfecta para la dieta.

Espagueti Boloñesa

El espagueti boloñesa es muy popular por todo el mundo. Fue introducido en el año 1982, es una pasta del Sur de Italia. La gran diferencia de la pasta en el Sur y el Norte de Italia es que en el sur de Italia se utiliza la pasta de trigo duro, sólo con agua, como espaguetis, o macarrones. Y en el norte de Italia el uso normal de pasta es con harina y huevo. Esta es la gran diferencia sustancial de los dos tipos de pasta. La receta oficial del ragù bolognese fue hecha con el objetivo de "garantizar la continuidad y el respeto de la tradición gastronómica boloñesa en Italia y en el mundo."



- Ingredientes: (6 personas)
- " 1 paquete de Espagueti
 - " 350 grs. de carne picada mezcla cerdo
 - " 150 grs. de jamón en taquitos
 - " 1 cebolla grande
 - " 1 zanahoria
 - " 3/4 Kgrs. tomates maduros
 - " Aceite de oliva
 - " Sal, Pimienta.
 - " un vaso pequeño de Jerez seco.
 - " Queso Parmesano rallado.
 - " Orégano.

Pasos de la receta Espagueti Boloñesa:

Paso 1: En una sartén con aceite de oliva, se ponen a pochar la zanahoria, la cebolla y el grano de ajo cortaditos bien finos. Poniéndoles un poquito de sal.

Paso 2: Una vez empiecen a dorarse, se añade la carne picada, el jamón, con un poco de sal y pimienta. La carne se va aplastando y separando con una cuchara de madera, para que no se apelmace y queden pedazos grandes.

Paso 3: Luego se le añaden los tomates rallados y se deja pochar más tiempo todo junto 15 minutos.

Paso 4: Se retoca la sal si es necesario, se le añade el orégano y el vaso de vino de Jerez.

Paso 5: Se deja pochar un rato más sin dejar de remover, hasta que veamos

Ein Klub über Kultur und Sprache

Von: Will Galmot



Vor einem Paar Wochen begann der Deutschklub ein neues Jahr, als er mit dem "Oktoberfest" feierte. Deutschklub ist ein Klub, wo man deutsche Kultur erleben und darüber lernen kann. Während des Jahres machen Leute im Deutschklub verschiedene Aktivitäten, die mit der deutschen Kultur zu tun haben. Diese Aktivitäten schließen Lebkuchenhäuser Bauen, eine deutsche Geburtstagfete Feiern, und in einem deutschen Restaurant Essen ein. Der Klub kann auch jemandem mit seiner deutschen Aussprache helfen (für Schüler, die Deutsch machen). Aber trotzdem gibt es viele Schüler im Klub, die Spanisch machen, da es auch ein Kulturklub ist.

Obwohl es viele spannende Aktivitäten im Klub gibt, braucht er mehrere jüngere Mitglieder. Im ersten Treffen gab es nur ein Sophomore dabei. Wenn dieser Klub keine neue Mitglieder hereinbringt, könnte Deutschklub, wie viele andere Klubs, aussterben. Also muss das Klub mehrere jüngere Mitglieder anwerben, weil sie das Schicksal des Klubs bestimmen werden.

Weil Deutschklub ein einzigartiger Sprach- und Kulturklub ist, wäre es sehr schrecklich für die Schule, wenn es ausstirbt, besonders weil die Mehrheit der Schule Deutsch belegt. Es ist wichtig, dass der Klub für sich werben, um die jüngeren Schüler und Schülerinnen auf sich zu ziehen.

En Lebkuchenhaus, dass wahren eines Deutschklbtreffens gebaut wurde.

Espanol Continued

Por: Mariany Polanco

que la salsa empieza a oscurecer y está bien ligada.

Paso 6: En el momento de servir se pone en una salsera.

Paso 7: Por otro lado, se hierva la pasta, sal y un chorrito de aceite, para que no se pegue.

Paso 8: Una vez la pasta esté cocida, al gusto de cada uno. Se escurre, se coloca en una fuente y se sirve la salsa a parte, para que cada cual se sirva y la mezcle a su gusto.

Paso 9: Una vez en el plato se espolvorea con queso Parmesano.

Arroz con Leche

El arroz con leche es uno de los platos favoritos de los españoles. El arroz con leche fue introducido a los Estados Unidos por los conquistadores en todas las colonias desde la tierra de los mayas hasta la de los quechuas. Pero los españoles fueron introducidos al plato por los árabes. Este plato origina porque arroz y leche eran dos cosas que siempre se entranaban en la casa y para no dejarlo gastar se usaban en este postre. Ahora es un plato popular y amado por muchas gentes.

Ingredientes: (6 personas)

- " 1 taza de arroz de grano redondo
- " 4 tazas de leche
- " 250 g de azúcar
- " la peladura de 1 limón
- " canela

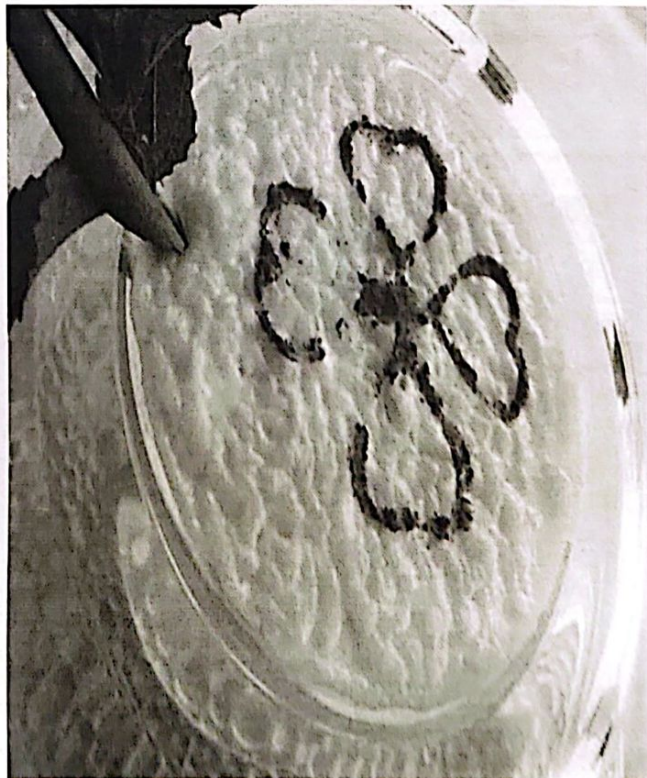
Pasos:

Paso 1: En una cazuela, verter el arroz, cubrirlo con agua y cocerlo a fuego lento hasta que se consuma el agua.

Paso 2: Verter la leche caliente, la piel del limón y dejar cocer a fuego lento durante 25 minutos, removiendo con frecuencia.

Paso 3: Añadir el azúcar, sin dejar de remover y retirar del fuego.

Paso 4: Retirar la peladura de limón y verter en el o los recipientes en que se quiera servir. Refrigerar y espolvorear la canela antes de servir.



Writing about Math

By: Mr. Coulombe

Martin Mull once said, "Writing about music is like dancing about architecture." Maybe Elvis Costello said it, but it is a great quote. It isn't really about math, but it could be. Writing about math is superfluous. Don't get me wrong, lots of people write about mathematics. I seem to be writing about mathematics right now, right? Even respected mathematicians write about mathematics, but it is not the main event. Writing and mathematics are different branches of the same tree - the tree of storytelling.

When mathematicians are doing mathematics, they use a symbolic language that may seem like it is designed to mask meaning rather than communicate meaning. When we write something like $e^{\pi} + 1 = 0$, it may seem like a coded message intended for someone else, someone who knows something that you don't. You may think that because it is not immediately understandable, it is an affront, an insult, even.

Consider the following amazing first sentence from *A Tale of Two Cities*: "It was the best of times, it was the worst of times..." Wow. On the one hand, this is just crazy and wrong. Best? Worst? What's going on here? Has the author lost his mind? On the other hand, this sentence is an invitation to the reader. This sentence declares that something very complex and interesting is already going on here, even before we showed up!. Come on in and see.

Consider the following amazing statement: " $e^{\pi} + 1 = 0$ ". This seems like nonsense, at first (to me at least). It seems like an almost comically simple relationship between five of the most interesting numbers in all of mathematics. Euler, perhaps the most important mathematician of all time, made this astounding assertion in the 18th century, and it has been ensnaring and amazing human beings ever since.

We all know that pi is the ratio of every circle's circumference to its diameter. This is an interesting story all by itself, but I don't wish to digress too much.

We also see i (equal to square root of -1) sitting up in there next to the π . My freshman algebra class should be harrumphing as they read this, because everyone knows you can't take the square root of a negative number! But, of course, mathematicians wondered where the story would go if you allowed this to happen. They imagined that $\sqrt{-1}$ existed almost like Kafka imagined that Gregor Samsa had turned into a giant insect. Of course, strangeness ensues in both cases.

Finally, what does it mean for the sum of two numbers like $e^{i\pi}$ and 1 to be equal to zero? It means that they are opposites (additive opposites, to be specific).

Opposites play an important role in storytelling. In many stories there is a hero and an antihero. You can perhaps gain insight into the hero by examining his nemesis. We know that Batman is a champion of justice (if not always the conventional sort) and that the Joker is an agent of chaos and evil. Would we know this about Batman if the Joker weren't around? When we investigate the characters of mathematics, we very often look at the opposite of a number, the complement of a set, the inverse of a function. Sometimes it is just as interesting to find out what something is not.

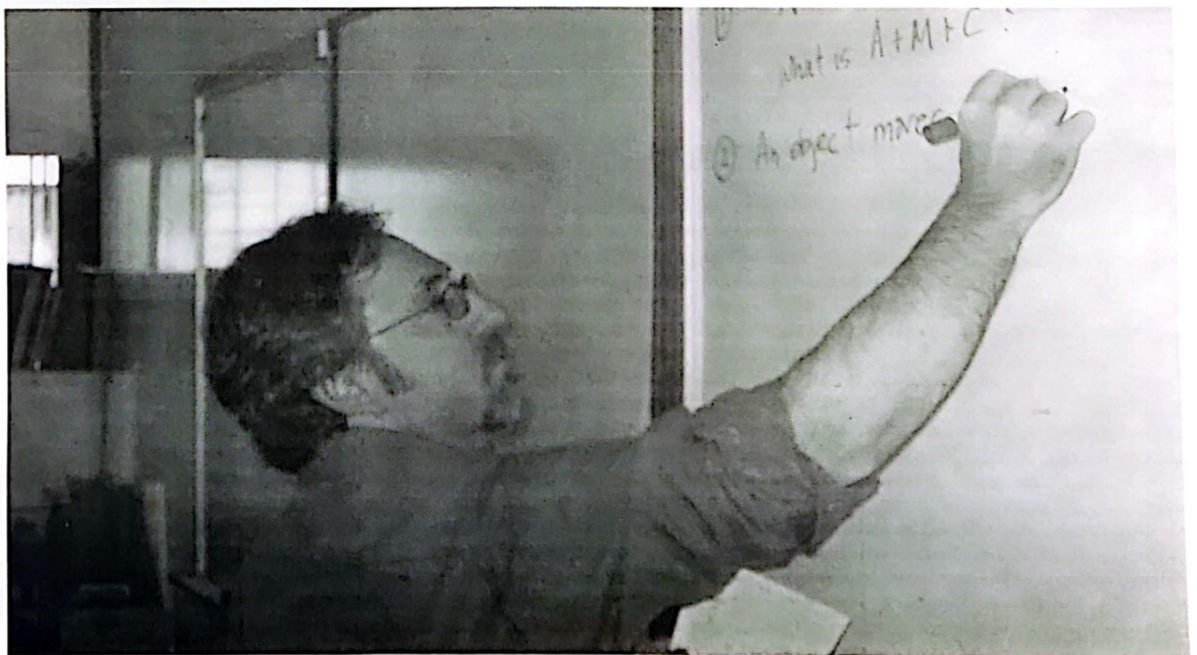
I hope my students will recall my telling them "Make your mathematical statements mean something." What if Dickens had begun *A Tale of Two Cities* by writing "It's ok, whatever..."? Hardly inspiring. If Euler had scrawled $e^{\pi} + 1 = 0$ and "I is nothing" somewhere in his notebook, he might only be remembered as a medic in the Russian navy - which he was.

Those equal signs I keep inserting into returned homework papers and tests can turn seemingly random expressions into statements which can be true or false. A string of mathematical statements can express the idea that light travels in waves, or that planetary orbits are elliptical, or that no one else sees exactly the same rainbow that you do. Doing mathematics involves communication, creating and using language to tell a story.

Last year, I discovered that many of my calculus students thought that mathematics was a closed subject. They thought that the story had been told, and that they were merely memorizing lines from an old play. I know firsthand that new characters and plotlines are being written all the time. New stories are being written right here, right now, at HS MSE. Students on the HS MSE math team are imagining new stories involving cracking codes, solving puzzles, organizing sports teams, and envisioning crazy snowflakes.

I can tell you that I, for one, look forward to seeing how it turns out.

Below, Mr. Coulombe challenges his students with mathematical equations



Fashion.... Anime Anime Fashion

By: Zadaai Gonzalez

Fashion designers can find inspiration in nature, buildings and even descriptions in books. Lately many designers world wide have been inspired by the new anime/manga craze. Ever heard of Naruto, Bleach, or Yu-gi-oh? These Anime (Japanese cartoons) and Manga (Japanese Graphic Novels) names might sound familiar as the industry is flourishing amongst the American teen population. Many of the characters in these series have a certain flare that has caught the eyes of designers and teens due to their flamboyant nature. Coming from Japanese streets, these trends are taking America by storm.

In Japan, many teens have been sporting anime trends for quite sometime. America on the other hand is just beginning to incorporate this style into their wardrobes. Though there are many styles inspired by anime, Goth Lolita and Ganguro are the dominant styles both in the United States and Japan. These styles are inspired by elements in anime and manga. In addition to these two styles there is also the Kogal style. Instead of originating from anime, Kogal came from the streets and made its way into the manga and anime series.

The Kogal style is an interpretation of the stereotypical Californian Valley girl. Short shorts, miniskirts, striped shirts, and blonde hair are some of the signature elements of the style. Kogal is often confused for the Ganguro style because of the similar hair styles. What sets these styles apart is that Kogal is really simple and the makeup is not as dramatic.

Ganguro, cousin of the Kogal, became popular in the 1990's in Shibuya and Kebukuro, fashion style centers in Japan. A Ganguro fan tends to wear lots of bracelets, rings and necklaces, platform shoes, black and white eyeliner and maintains a deep tan. Ganguro, colors are bright and the overall look conveys a sense of perkiness and happiness. An enthusiastic Ganguro fan will even go as far as dyeing their hair blonde or orange. They can either apply two different eye shadows or add sparkles to their eye makeup. This style is found in popular mangas like in "Peach Girl and Gals!"

The most popular anime style of Japan is the Gothic Lolita look, represented in Manga. The Gothic Lolita look can be seen in "Chobits," "Paradise Kiss," and "Princess Ai (Princess of Love)". The Gothic Lolita look can be broken into two categories; elegant Victorian Doll and rock gothic style.

The Victorian Doll look is about being cute and having a childish, doll-like face. The wardrobe includes black and/or white clothes with laces, knee socks or fishnets, long boots, and sometimes even an Alice in Wonderland apron. The reason this style is called Gothic Lolita is because it was inspired by the novel, Lolita by Vladimir Naboku. After the Victorian Doll style started to become popular many designers found that a dark twist was needed. Thus new Victorian style became known as Gothic Lolita.

Right about now you might be saying "I haven't seen this style." You probably have without realizing it. A key anime fashion inspired designer is Gwen Stefani. Her line, L.A.M.B (Love. Angel. Music. Baby.) has been one of the few bridges between Japan and America created to further influence the fashion world and teen's wardrobe.



Thrift Stores: An Inside Look

By: Nimesha Perera

With today's economy, keeping up with the latest fashion trends can be costly and out of reach. NYC, a major fashion center of the world, surprisingly has a lot of options for the everyday bargain hunter. Though this term is usually associated with being frugal, bargain hunting can actually be a great way to shop. Benefits include finding brand names for less than half the price and finding unique items to add variety to your wardrobe.

Thrift stores are a great place to start! These stores usually stock second hand goods donated by the public and are run by volunteers. The clothing items are all dry cleaned. Even the non clothing items are cleaned. Most thrift stores donate a large portion of their income to a charity while others take in revenue and pay the previous owners.

People shop at thrift stores for many reasons. When asked about what kind of people she thinks shop at thrift stores, HS MSE junior Taylor Maynard said, "The people who shop at thrift stores are usually poor or old people. And maybe people looking for vintage clothing." Indeed shoppers vary, from the environmentalists who prefer reusing secondhand goods to EBay customers who enjoy buying collectibles and selling them to thrift stores for profit. The most popular reason to shop at a thrift store is that you can find clothes no one else has and alter them, making them even more unique. Whatever the reason, NYC shoppers have an exciting market to explore.

A vintage store in the NYC area that appeals to the younger crowd is the Buffalo Exchange store, located in Brooklyn and Manhattan. This store maintains a close relationship with its patrons and donors who come from all walks of life. The customers are used to finding bargains that one wouldn't find in a boutique or a department store. Smiley Rojas, a junior in HS MSE was ecstatic about his friend's lucky find. He found mint Nike SB's for twenty dollars that were originally four hundred dollars at the Brooklyn store. Emma Frederick, a junior at HS MSE also described a sense of pride when she found her vintage cowboy boots from the East Village thrift store. "They were the perfect pair! They were cheap and added a great Western look to my Halloween costume!" Buffalo Exchange is located on 504 Driggs Ave in Brooklyn and on 332 E. 11th Street in Manhattan. The collection of clothes and items at Buffalo Exchange is eclectic and fun, while also being designer and vintage. Buffalo Exchange is a sustainable company that works to protect the environment by reusing and recycling clothing.

Another vintage thrift store that has been attracting attention in the city for its fresh and funky look is Screaming Mimi's, a great vintage collection store with a friendly staff. Screaming Mimi's has a wide range of pullover sweaters circa the 90's with neon colors and bold patterns. These sweaters look great with leggings or skinny jeans, are affordable, and the bulk of them aren't tacky. Screaming Mimi's is located at 382 Lafayette St.

Want to shop and make a difference? The Memorial-Sloan Kettering Cancer Center Thrift Shop is located in close proximity to the hospital itself, on the Upper East Side (between 81st and 82nd). The collection includes high quality donations ranging from designer and vintage clothing to books and artwork. For more than 55 years this thrift shop has been a major part of the hospital's fundraising program, raising money for patient care, research and education programs at the Cancer Center through the sale of gently used or new items. Donors can drop items off and contributions are tax-deductible. Also, most thrift shops including MSKCC Thrift Shop are run by volunteers, so if you're interested in volunteering opportunities (community service), try a thrift store!

So if you're looking for a unique outfit, a cool gift or you just want to make a difference, thrift stores can be an option. They aren't disgusting. And the ones in the city have some of the best items in the world, so go explore!



STYLE

Interview with Nakiya Findley

By: Brian Durant

HS MSE is filled with many different clubs. However, we, the students, aren't taking advantage of these clubs. Many of us don't even know about the many clubs offered here at HS MSE. These clubs provide things to do after school and can even help us in the long run (for seniors applying to college - and it should be all of you). By joining clubs, students can get community service hours (provided you join the right club(s)). Model United Nations (Model U.N.) is one of the many clubs offered at HS MSE. Below, we have Nakiya Findley, one of the two presidents of the Model U.N. club.

Brian (Q1): Who started Model U.N.?

Nakiya (A1): I'm not sure. The club has been around since we were freshmen.

Q1: Wow, this club must have some history. Which teacher is in charge of Model U.N.?

A1: Frau Wheeler

Q1: Who's the leader of Model U.N.?

A1: Asav and I are the co-presidents.

Q1: How does that work out? Do you all ever disagree?

A1: No, not generally.

Q1: Mhm. Ok. When does the club meet?

A1: Tuesdays at 4.

Q1: What do you do at Model U.N.?

A1: Well, first, we're given a country to focus on. Then, we discuss issues about that country. If we have problems with another country, we debate and resolve it with other countries. Sometimes we discuss world issues, trying to resolve them.

Q1: Sounds interesting. About how many people currently attend Model U.N.?

A1: Uh, so far it's about eight.

Q1: That's kind of low. How long is each meeting?

A1: Uh, depends. Usually an hour or less. Frau needs to leave by 5 and I need to leave by 4:30 - 4:45.

Q1: Ok. Well, it was nice speaking to you. Any last words you want to say before we finish up here?

A1: Yes, Model U.N. is a place where you can have fun so come and join.

There you have it. Besides Model U.N., HS MSE is home to many other clubs, all in need of members. People work hard to initiate these clubs for us students. As such, we should take advantage of these opportunities to learn something useful for the future and Model U.N. is a good place to start.

Does Community Service Really Help?

By: Harry Winick

All graduates of HS MSE must have two hundred hours of community service. Students here take different approaches to completing their hours. Some choose to work on weekends or after-school projects. Others exhibit their commitment to the community by volunteering at homeless shelters or picking up trash. What students may not realize is that participating in a large project over a shorter period of time can be more time efficient and surprisingly fun and fulfilling.

Habitat for Humanity offers kids in high school the opportunity to travel nationally and internationally for a week during summer break to help build houses for the homeless. The students who choose to take part in the building process act as construction workers. First, they meet with the Habitat appointed foreman and the architect and discuss the blue prints. Then, they begin building from scratch, learning different construction techniques from professionals in the process. This continues until all aspects of the house are done, including construction, plumbing, electricity, and gas.

Plus you get to spend a week of your summer vacation in Europe, Africa, Asia, or in the United States in places like New Orleans. Volunteers still get ample time to appreciate their trip like any other tourist would. There are opportunities to go shopping, site seeing and whatever else the setting offers. You also get to work on your architectural skills through the construction of a house.

Everyone attending the trip, who wants to participate in the construction process, must be 16 years old by the first day of the trip. A chaperone that is 25 or older must be present on the trip for each five kids. If you are under 16, you are still allowed to participate in fundraising and post construction activities, like stacking cabinets, and painting the house. You can choose your group because it is the students' responsibility to coordinate groups. Money for supplies to build the house comes from a variety of fundraising opportunities made available by Habitat for Humanity. Students may also receive grants from companies like State Farm for their supplies. Food, transportation, and plane tickets are paid for by the students.

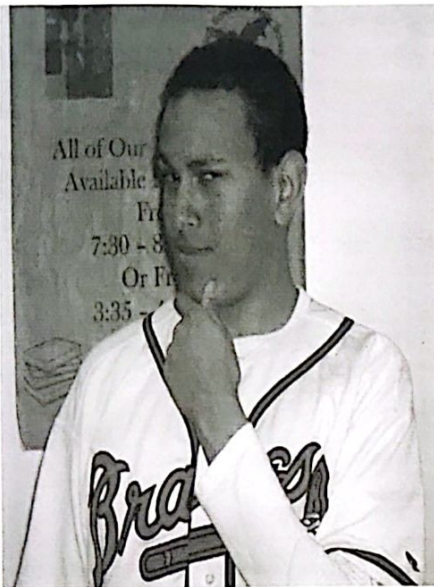
Besides the usual reasons for doing volunteer work, community service is something that colleges look at in applications. Like any extra curricular activity a longer commitment to one project is better than short commitments to several different projects. If you are interested in starting a Habitat trip visit www.habitat.org for more information.



HS MSE students doing community service.

Do You Want to Play?

By: Santiljan Vukaj



Senior Andre Friedman has made attempts to get the baseball team going.

What happened to HS MSE baseball? Although a proposal by Mr. Scheiman for a baseball team was approved last year, when it came down to actually attending practices, coming on time, and playing games the students did not.

In the beginning of this school year students tried to get the baseball team going again. Seniors such as Andre Friedman tried to set up practices after school, but there is no school field and only a few committed athletes. Because HS MSE is located in Manhattan, it is truly hard to find a field on which the team can practice. Although practice is held on the field across from CCNY (Robert F. Schiff park), the team cannot practice there after school because people from the local community take over the field.

Students who complain about not having a baseball team do not help their case by skipping practices. When asked whether there should be a baseball team, a senior replied "Yes, I might play." But, if students such as Jon are in such dire want for a team, shouldn't they *definitely* want to play? He then went on to say "The school will get the team up and running because there is a strong interest and there are things already in motion." This is the exact attitude that most student athletes have when it comes down to showing commitment to the team. Students say that they want to play on the team, however they never pull through in the end. Most students do not make simple sacrifices. A sophomore said "Yes, there should be a baseball team however, the school will not be able to get it going because we are broke and we need mad equipment." The student athletes are interested in playing, and simply need a bit more motivation and convincing that the school will actually support them.

So, students, if you truly want a baseball team please show your dedication and commitment. Tryouts are on March 6th 2009 for this year's team. If you then make the team, please attend all practices and the team might actually play!

Pro Athletes and Guns

By: Simon Boyce

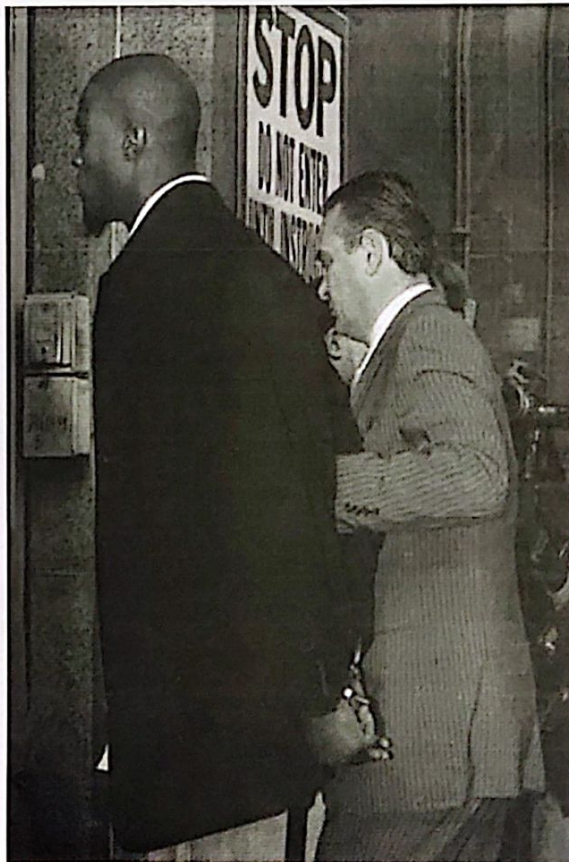
The majority of pro athletes are under thirty years old, extremely rich, popular and seem to have their best years in front of them. Most never dreamed of owning or needing an item to protect themselves. They used to have a sense of security and immunity in our society until tragedy struck last year.

On the night of November 26, 2007 the Redskins starting strong safety Sean Taylor was at his home in Miami, Florida. Because of a lingering injury he did not travel with the rest of the team. Thinking Taylor was not present, three burglars under the age of twenty five entered Taylor's home. Taylor awoke when he heard footsteps in his home. He told his wife and daughter to hide while he investigated the situation. When Taylor, an imposing character at 6'3 and 225lbs, confronted the three men he was shot in his thigh. Taylor died from blood loss the next morning inside of a Miami hospital. Taylor's longtime friend and Redskins teammate Clinton Portis believes that if Taylor owned a gun he would still be alive today.

Ever since this incident, many pro athletes began feeling like targets in their communities. Many athletes have employed bodyguards, but those who do not want the company of a bodyguard arm themselves with fire arms. It is estimated that 60% of all NBA Players and 50% of NFL players own guns. Owning a gun causes controversy and invites problems. Over Thanksgiving weekend Giants' star wide receiver Plaxico Burress, who has admitted to carrying a firearm on him for protection, accidentally shot himself in the leg at a New York night club. He now faces criminal charges for owning a gun illegally.

On December 1, 2008 Burress was charged with two counts of criminal possession of a weapon; the police are also investigating Giants linebacker Antonio Pierce for his involvement that night. If convicted, Burress faces a minimum sentence of 3 ½ years in jail. Mayor Michael Bloomberg strongly encourages the prosecution of Burress. He said: "I think it would be an outrage if we didn't prosecute to the fullest extent of the law, particularly people who live in the public domain who make their living because of their visibility. They are the role models for our kids." Although guns offer protection to pro athletes, they also breed conflict and danger.

So should pro athletes carry firearms for protection? You be the judge.



Plaxico Burress being taken in by authorities.

Sports

Congratulations Class of 2009!

HS MSE Students have been accepted into the following colleges and universities thus far:

Carnegie Mellon
Cornell
Embry Riddle
Florida Institute of Technology
Massachusetts Institute of Technology
Rensselaer Polytechnic Institute
SUNY Binghamton
SUNY Stony Brook University
Syracuse University
University of Pennsylvania
University Michigan
Wesleyan

Best Wishes to all HS MSE seniors as they await more acceptance letters

Never Ending Extensions...

By: Farren Esman

