



DRAGON TALES

Issue VIII, June 2008

Harmony at HS MSE By: Nandi Bugg

This year HS MSE held a 'Unity' Arts Festival to showcase students' hidden artistic talents, but more importantly to celebrate HS MSE's unity. Given the success of last year's 'Cultural Diversity' show - the 'Unity' Arts Festival had much to live up to. The show's thought-provoking moments of laughter and reflection were a breath of fresh air much needed at HS MSE or anywhere.

The 'Unity' Arts Festival contained a diverse array of acts, which had much to offer. Hand waving ensued during the school chorus' tear-jerking performance of "I'll Be There," and everyone was amazed by the re-creation of Thriller with sophomores led by Ms. DiPaolo. HS MSE's dance team had the whole crowd cracking up with its twist on everyday life at HS MSE during "The Wonderful Wizard of HS MSE." There was an exciting faculty performance by school aides Kenny and Julio as duo "Roka y Trigueno." Other more reflective acts included a poetry reading by Manuel Gomez Jr. that inspired people to stand their ground.

"Changes," by Lovel James and Nathaniel Sinckler, had a message of unity and working as one to make conditions better. Many clubs and enrichments held their own, including the Key Club, Band, and Chorus. And, interestingly enough I, along with Manuel Cabral, worked the lights (sorry for the shakiness). This year's show had something for everyone while maintaining a message of unity.

On the lighter side of things, plenty of jokes were made by this year's MCs - Mwanza Brown and Kion Sawney. Kion even sang a touching version of "The Prayer" with school songbird Lyndonna Munroe. Fortunately, his singing is much better than his jokes ("Stop! Beaver Time!") - which fellow MC Mwanza Brown was quick to call out as downright bad.

Last year's 'Cultural Diversity' show was no less interesting, focusing on the differences of HS MSE's student body. This year's theme of unity focused more on commonalities rather than differences. While students agreed that this year's show seemed a bit chaotic, especially in terms of lighting and organization, most felt that the show made the school realize how close knit we actually are. So, the 'Unity' Arts Festival proved to be a powerful force in bringing the school together!



MSE showcases its talent.

NYCDOE, By: Jessica Peña

Why Are All My Teachers White?

The lack of diversity among United States public school teachers is alarming. Out of the 1.5 million public secondary school teachers across the country, 56.9% are women and only 7.1% are Black or African-American. 1.4% of teachers are Asian and 7.0% are Hispanic according to Household Data Annual Averages 2007. In other words, the majority of public secondary school teachers are white women. But this racial phenomenon is not only present in secondary school teachers. A whopping 97.3% of preschool and kindergarten teachers are women and 91.5% of student teachers are also women. Why is that the case? Does it have something to do with family income or geographical residence? What's going on here?

When HS MSE's staff is broken down by race, it becomes clear that this dynamic is present in our very own school. The following are the statistics of 55 staff members and 3 student teachers.

Asian: 3% Black: 5%
Hispanic: 19% White: 73%

Could these statistics change in the future? Yes. In fact, odds are that they will change drastically over the next few decades. More than half of the public elementary school teachers across the country are white women because of the types of people who go to college. According to the American Council on Education, women outnumbered men by almost two to one among the 40% of undergraduates who are age 25 or younger in 2006.

Why? There's no way to know for sure, but some researchers noted that after the beginning of the Vietnam War, the number of males attending college steadily increased but has not been able to fully recover back to what it was before. In addition, the teaching profession, naturally, has always been more beneficial for women because the vacations allow for women to have children and raise a family. Historically, it was one of the only professions women were allowed to pursue. This is why careers such as teaching and journalism are sometimes referred to as "traditional" female occupations.

Affirmative action may boost the diversity in predominately "white jobs" over the next few decades. Affirmative action gives minorities a greater chance of getting accepted into college and going for free if they are poor. This was decided because the amount of whites and Asians attending college has trumped minorities (blacks, Hispanics, and Native-Americans) from receiving undergraduate seats. The lack of affirmative action in the past is probably another reason why the teaching professions lack racial diversity.

So, culture and gender diversity has not been perfect, but we're getting close. The number of blacks and Hispanics attending college has significantly increased in the past decade and will continue to skyrocket because of affirmative action and the ban of drafts. We may not see this effect currently at HS MSE but, at this rate, our children will experience this new wave.



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On behalf of the Newspaper Staff, we would like to extend our appreciation to the following individuals:

- Ms. Lauren Bierman**
- Ms. Rachel Florian**
- Mr. Stuart Hershov**
- Ms. Kelli Hesseltine**
- Ms. Anna Himmelrich**
- Dr. Ruthie Stern**

Thank you for dedicating an extra special amount of time and effort to our newspaper production this year.

Opportunities Not Taken

By: Santiljan Vukaj & Julian Chin

Students complain about the lack of after-school programs, but they do absolutely nothing about it. They need to take the initiative, be pro-active, and work together with staff members to discuss what should be done to get more activities. These staff members include Mr. Carey, Dean Hershinson, and even the principal, Mr. Dugan. Conferences should be set up between students and teachers and these ideas can be brought up at PTA meetings. However, students must first do their "homework" and truly understand what they want and how these programs should be run.

HS MSE is a school full of intelligent and talented students. These students spend the majority of their time studying and working extremely hard to maintain their "above ninety" averages. It is only fair that these extraordinary students have the opportunity to play more sports than just basketball, volleyball, and soccer, and participate in more clubs than just ping pong and Key Club.

Other high schools of HS MSE's caliber have extravagant after-school programs. Schools such as Bronx Science and Stuyvesant have amazing clubs and teams which include cross country, fencing, golf, handball, and wrestling. Students can participate in clubs such as speech and debate, mock trial, and chess. Although HS MSE should use most of its money to fund the classrooms with books, computers, and Smart Boards, students should get something extra that they enjoy to supplement their academic studies.

The Department of Education surely intends some of its money to go to extracurricular activities as well. Although after-school clubs and activities are not directly funded by the Department of Education, HS MSE should take some money out of its five million dollar budget to create fun after-school activities for its students. Students do not learn everything they need in the classroom. Cooperation, teamwork, creativity, and perseverance are learned from sports and extracurricular activities. The Department of Education website states: "The Department of Education provides a range of services to ensure that students are fully supported, in and out of the classroom. We also offer a variety of activities that take place outside of school hours, giving students constructive places to develop new skills and engage in their communities."

Since students gain leadership and team skills from participation in extracurricular activities some colleges look at extracurricular activities more than they do the SAT's. If students demonstrate their commitment to after-school activities, it's more likely that they will be accepted into top colleges. However, students cannot demonstrate commitment and excellence if they are not interested in the clubs available. Therefore, they should push for a greater range of extracurricular activities.

Students understand that extracurricular activities are getting better, but they are still limited in number and variety. The addition of after-school activities such as the Animal Rights Club, Art Club, Film Club, and Harlem Is has attracted the attention of many students. But, most students are still not satisfied. When asked if he was satisfied with the after-school programs at HS MSE, Max Tierno responded, "I'm not in any clubs because none interest me." This was the response of many other students as well.

If you readers believe that there is a lack of interest in after-school programs, do something! Begin to gather with other students who share this goal and come up with a plan for how to run an activity. After you have done this, and understand what you need to do, consult with staff members. Students need to be committed to what they want. This is how HS MSE will see new after-school programs.

Current Clubs at HS MSE:

- | | |
|-----------------------------|--------------------------|
| Animal Rights Club | Philosophy Club |
| Art Club | Ping Pong |
| Dance Team | HSMSE Student Government |
| Film Club | Yearbook |
| German Club | |
| Harlem Is | Athletics and Sports: |
| Junior Statesman of America | Soccer (boys& girls) |
| Model United Nations | Volleyball (boys) |
| Mock Trial | Swimming (girls) |
| National Honor Society | Basketball (boys& girls) |
| New York City Unveiled | Club Baseball (boys) |

Depression Meds: Solution or Illusion?

By: Brittani Le

Are there times when you think nothing will ever make you happy? Do you even find yourself not being able to concentrate in class due to this overwhelming gloom? Many people experience these feelings, it's only natural, but there are a number of people who become extremely sad, beyond these natural bouts of melancholy. These people are increasingly being diagnosed with depression. Depression, researchers are now beginning to believe, stems from an imbalance of chemicals in the brain, which results in symptoms such as: a withdrawal from friends and family, significant weight loss or gain, irritability, anxiety, inability to concentrate, lack of energy, being sad for long periods of time (for seemingly no reason), and thoughts of death or suicide. If five or more of these symptoms persist for more than two weeks, it is recommended that the person go see a doctor, therapist, or counselor to determine whether or he/she has depression.

Although depression targets all age groups and races, it has been found that depression affects teens more than adults. Depression has also been found to affect more teenage girls than teenage boys. In the United States alone, researchers report that up to 8.3 percent of teens suffer from depression, although this percentage is unreliable because so few doctors and therapists are willing to diagnose their young patients with something as serious as depression. It is easier to diagnose depression in adults since the symptoms are more obvious, whereas the symptoms teens have, like mood swings, are written off as typical teenage angst. Due to the trial and error method of curing individual cases, the process of treating depression in teens is even more difficult than diagnosing it.

There are two main methods of treating teens with depression and they are prescribed based on the severity of the teen's depression. The first method is therapy. Therapy, talking to a counselor or psychologist, is used in treating teens with depression and is the most effective in helping teens with more minor depression. Often, therapy is not enough to fully treat the teen's depression, so the second method is prescription antidepressants. Some teens with severe depression take prescription antidepressants to help them cope with their depression. This method is very controversial because the safety of teens taking such unpredictable medication is questionable.

Many doctors are reluctant to treat their young patients with antidepressants since very little research has been done on the safety and efficacy of the antidepressants. Recently, more research has been done, but it has been on a very small scale. These small studies show that children and adolescents between the ages of 6-18 are 1.5 times more likely to attempt suicide while on antidepressants than those who are not on antidepressants. The same experiment found that in the group of teenagers who took antidepressants, the chances of a successful suicide attempt increased. The main reason for this extreme behavior while on antidepressants is that the dosages for the antidepressants are not yet FDA approved for children and teenagers. They can cause side effects in children and teenagers such as an increase in their desire to commit suicide but this is in only the most extreme cases of depression. So why are doctors still prescribing these antidepressants to their adolescent patients?

These drugs can also have positive effects on teens suffering from depression. With the increasing amount of research being done on teen depression, there are many improvements being made in the dosages of antidepressants for teens. A high percentage of teens take antidepressants that help with their depression and do not increase their feelings of suicide. Parents tell doctors that their children and teens are more attentive in class, more social, and live more of a "normal" life after taking the antidepressants. Even though the process of finding the right dosage for the teen can take some time, for some, the effects of the right dosage are worth the extra time spent.

There are still many questions that need to be answered about teen depression and much more research needs to be done. It is likely that, within the next several years, more research will lead to improvements in the treatment of teens who suffer from depression. For now though, the controversy continues. Should we risk the lives of teenagers for the sake of their own happiness and a feeling of "normalcy?" Or should we find another way to help these depressed teens?

1) http://www.kidshealth.org/teen/your_mind/mental_health/depression.html

2) <http://www.medicalnewstoday.com/articles/49082.php>

3) http://pediatrics.about.com/cs/mentalhealth/a/depression_stdy.htm

Academic Awards

MOST OUTSTANDING STUDENT BY GRADE LEVEL

Presented to the most distinguished students, who have demonstrated academic excellence, personal and academic integrity, and interest in multiple academic disciplines.

Ninth Grade
Nazim Khan

Tenth Grade
Aury Garcia

Eleventh Grade
Crystal Mendez

Twelfth Grade
Nandi Bugg

Congratulations!

2008 Egg Drop

By: Harry Winick

This May, the freshmen class completed their egg drop project in drafting and had the opportunity to test their designs during school a few weeks ago. Since HS MSE opened, the egg drop project has been a tradition for the freshmen. The project is started and completed in the second semester of drafting. It requires hand drawings, computer drawings, building the container, and finally testing its effectiveness. The project requires every freshman student to create an egg container that is made out of 1/8" corrugated cardboard and is no larger than one foot in any direction, is as light as possible, and is capable of stopping an egg from breaking when it is dropped 25 feet.

Almost every student completed a project after working nearly every day in school during the first marking period of the second semester (and during spring break) to complete the project by the deadline. However, after waiting just under two hours during first period, some students were still unable to have their projects tested due to time constraints.

The winner of the contest is determined by the effectiveness and lightness of the container. This year's winners were: in first place, Hafizul Sarker's container weighing 22.7g; in second place, Valerie Garcia's container weighing at 38g; and in third place, Francheska Dominguez's container weighing 38.5g. Honorable mention goes to Jeremy Weiner for his helicopter-like container. All in all, this year's egg drop project was a success. The students for the most part were very creative and all seemed to have a good time working on and completing this project.

NEWS

Smart Kid Good College Candidate

The college admissions process is too long, cumbersome, and unnecessarily tedious. What schools require from students is absurd and largely needless. Colleges are academic institutions, and as such they should be concerned exclusively with the academic prowess of a candidate. Instead, they make it their business to know about every facet of a student's life, academic or otherwise.

For those lucky freshman and sophomores not yet familiar with the college process, here is a brief overview of what awaits you: You will have to write several essays for each school that you apply to, go for interviews, perform community service, manage your coursework and keep up your grades, take the SAT, take a few SAT II subject tests, be an active member of after school clubs and activities, and get several teachers and a guidance counselor to write you a letter of recommendation. On top of all that, you have to prove that you are a "well rounded person," which means that you have the ability to live a 30 hour day to do all of the above and still have a life.

A school's job is to educate, therefore colleges should be concerned only with the qualities of a student that pertain their ability to be educated. To gain some idea of this, a college should look at three things: your high school grades, your SAT scores, and an essay. Your high school grades show how well you perform in school over an extended period of time. Because

not all schools are the same, some more rigorous and some less, a standardized test should be used to evaluate the academic abilities of a student on a level plane. Writing and essay skills do not come through well on a "fill in the blank" test, and the idea of a decent essay completed in 25 minutes for the SAT is a joke. An essay should be written by each student for all colleges to view. Students write an essay for the common application; however, most schools "strongly encourage" students to write an additional essay particular to their school. Colleges need only one essay to gauge a student's writing capability. However, selecting one more school to send the common application to is too easy for colleges to let us get away with. They need to feel that students are putting more effort into getting into their school than hitting a few more options on the internet. Therefore, by asking for another they are not trying to get a better feeling for this skill but for the student's ability to "kiss up" to the admissions department.

I fail to recognize what colleges gain from a letter of recommendation. All letters of recommendation tell more or less the same story of how great the candidate is, with perhaps a personal anecdote about the student's character from an educator's point of view. This tells the college that the student has the ability to ask one or two teachers to fill out a piece of paper for them. Why this is important to colleges escapes me.

Colleges are also obsessed with

extracurricular activities, to the extent that I question the inclusion of the word "extra." Indeed, with the way filling out extracurricular spots has become a rat race, I also question high school students' continued use of the words "free" time and summer "vacation." A student's membership in Key Club is certainly nice; however, it has no bearing on that student's educational abilities and therefore should carry no weight with admissions officers.

Many things that should be done out of commitment or authentic interest are done merely to please admissions officers. The point of doing community service, as I have been told, is to give back to the community. The point of doing community service from a student's perspective is to earn "brownie points" with colleges. I have yet to meet someone who is applying to a competitive school and can honestly say they would be doing the same amount of extracurricular activities, community service, and summer programs if colleges did not look at them.

When colleges start looking outside of the student's academic history, they overstep their bounds and create an unrealistic picture of what a good candidate should be. The candidate who is accepted to a good school is not he who is good at school but he who is good at being a yes-man to schools. Is this really how it should work?



MAX ANSHIRO

Shampoo: Wanted for Cruelty Committed Against Millions of Defenseless Victims

In the morning when you brush your teeth, wash with soap and shampoo, and apply deodorant, are you thinking about the animals that were the test subjects of these products before they were put on the store shelf? Probably not. In fact, most major companies test ingredients on animals before the products are available for human use. Companies use animal testing because it is a comparatively easy way to have products approved as safe for sale to consumers.

Animal testing is the use of laboratory animals in scientific experimentation to test how specific chemicals and products might affect humans (peta.org). It is estimated that 50 to 100 million animals are used in these tests each year. The animals used most frequently in the tests are monkeys and rabbits. Although these tests are cruel to animals, all but a few are considered legal methods and are deemed "acceptable." At the end of the day, though, there is no animal test that is kind or humane.

There are many different tests and methods used for animal testing. In one procedure (to observe different chemicals' effect on a monkey's body) a tube is stuck down a monkey's throat in order to inject dangerous chemicals into its stomach; this is done without using anesthesia. In another procedure, chemicals are injected through a syringe into the heart of a rabbit to see how and if it can recover from the strength of these chemicals.

It is possible for companies to sell products without testing them on animals. As long as the ingredients in a product have been shown to

be safe, they do not need to be tested. This is usually the case with natural products that do not contain artificial ingredients. Many manufacturers use synthetic chemicals instead of all-natural ingredients because they are cheaper to produce and easier to manufacture. Consumers have come to prefer the scents, appearance, and texture of products that have artificial ingredients. Products made without chemicals are usually a less vivid color and these colors are not as appealing to consumers. The scent of natural products is not as enticing to the "new human nose." This doesn't mean that the scent is bad, but society is accustomed to using products enhanced with artificial chemicals to manipulate scent, so we no longer find the smell of natural products as appealing.

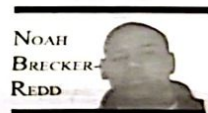
There are many boutique companies that are against animal testing like, Tom's of Maine, Country Comfort, Common Scent, Burt's Bees,



Touch my Face and the Good Home Company. However, brands such as Loreal, Suave, S.C. Johnson, Pantene, Oral-B and Colgate test many of their products on animals. In the past 10 years the majority of brands have used animal testing to prove that their products are safe, however recently many brands have progressively stopped testing their products on laboratory animals.

Many accept the excuse that because these animals are bred for animal testing, it is okay to use them as test subjects. It is not. These animals, although bred for animal testing, still feel the pain that the tests put them through. The fact of the matter is that the testing is not the worst part for the animals. The treatment of the animals outside of the testing is horrid. Animals are sometimes beaten by workers because they "have to take their anger out somewhere;" animals are thrown around and cursed at if they fail to cooperate with the "procedure". The vast majority of the cruelty involved with animal testing comes from a lack of patience, and the use of the most price and time effective methods.

We should think about whether or not we want to buy products that are tested on animals, because animal testing is very inhumane. Most importantly, we have the opportunity to choose products that do not test on animals yet are perfectly safe to use. I urge you to consider supporting brands and manufactures that are against animal testing because it will sway other companies to end the abuse.



NOAH BRECKER-REDD

Red Bull Gives Me Hallucinations

Laura
Ning



when I had my first sip of crazy, my father brought the energy drinks home in bulk, courtesy of Costco. I clearly remember him telling me not to touch, look, or even think about having a can. According to him that stuff was "for men." My father was pretty much implying that Red Bull would generate abnormal levels of testosterone in a little girl like me, leading directly to me becoming a muscular, masculine version of my former self. My father's warning was made out of great concern and love. So naturally, I didn't listen. I had my Red Bull, and from then on I have descended into colorful spirals of happiness, leading to experimentation with more energy drinks. I can't say

exactly why I kept trying them over and over again even though the taste repulsed me. I think I wanted to like it; the sips turned into gulps and the gulps turned to chugs and addiction.

The drinks make me instantly happier, more energetic, and give me an overall hallucinative good attitude about life. The only thing I hate is the crash. It comes probably about six hours after consumption of the drink. I start to go downhill, as if life is being sucked out of me by the demeter of energy drinks. Of course, there isn't definite evi-

dence that energy drinks are actually bad for you. Most of the ingredients, like taurine and guarana are in need of "more research" in order to clarify if they have any horrible adverse affects. However, these drinks are packed with sugar, caffeine, and random chemicals my brain wouldn't need in order to function if I'd only go to sleep every once in a while. I'm sure that can't be too good for my growing teenage body. It may be hard to understand just why I keep consuming the beverages despite my belief that they're making me crazy. Well, my indulgence in energy drinks stems from my not getting enough sleep...ever. I procrastinate and finish twenty minute assignments at 4am. The next day, I'm drained and energy drinks start to look like mini superheroes. While I think my reasons for consuming the stuff are purely academic, I can't say the same for other groups of people.

I'm into Red Bull and Cocaine energy drinks. Apparently, the energy drink Bawls has become increasingly popular with gamers. Since I need to stay awake to procrastinate some more and my brother (the gamer) needs to stay awake and sit like a zombie in front of his super awesome computer games, I often find myself strolling three blocks away from my home at 4am in the morning with 7-Eleven as my destination. Bawls is there. Red Bull is there. Unfortunately, Cocaine, which by the way is 350% stronger than Red Bull, is not available at 7-Eleven any longer. It was taken off shelves due to angry parents' sensitivity to the name. Rather than crying over a brand name, parents should probably be more worried about their children mixing energy drinks with their alcohol.

Energy drinks have become increasingly popular with teens and young adults due to the belief that in combination with alcohol, it "keeps the party going all night." While mixing alcohol with energy drinks can provide a sustained rush, alcohol is a depressant; mixing stimulants like ginseng and taurine with alcohol sends mixed messages to the brain. Fatigue is the body's way of saying it's had enough toxins and continuing would be dangerous. Because energy drinks obviously provide high levels of caffeine, consuming them in combination with alcohol fools the drinker into believing he isn't as drunk as he really is. According to Steve Clarke, director of the College Alcohol Abuse Prevention Center, alcohol makes people dehydrated, which is one of the reasons why people have hangovers. The caffeine in energy drinks is a diuretic which also causes people to lose water. Add the two together and the result is an agonizing hangover.

With or without alcohol, energy drinks probably shouldn't be consumed as carelessly as I drink them. I won't stop; but I will slow down... I guess. I wonder if there's rehab for energy drink addicts... or maybe the addiction is just psychological and I'm really just entirely insane.



Editorials

Grammar Reaction

By: Harry Winick

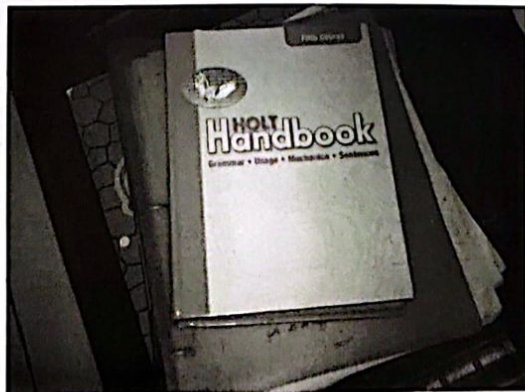
This year, in place of literature, HS MSE added a single semester of grammar for the freshman class. The grammar teachers were Mrs. Lombardi, Mr. Hershov, and Ms. Hesselntine, who are also current teachers of the freshman literature course. Accompanying these teachers were their student teachers, Mr. Manley and Ms. Shon. The addition of this course sparked a controversy among teachers and students over whether the grammar class made the freshmen better writers and whether the benefits are worth the five months of class time.

When this new curriculum was established, questions arose: why start teaching grammar now? Is it that important? Does it actually make us better writers? The general opinion, based on interviews with several faculty members and freshmen, is that the students did not like the course and the teachers did.

Dr. Stern says that she has always recognized that students here at HS MSE have needed grammatical help, but the course was finally added to the curriculum this year when Ms. Florian complained about it becoming increasingly difficult to teach grammar in her German classes without students having a basic knowledge of English grammar. Mr. Piper, freshman German teacher and colleague of Ms. Florian, believes that grammar is a necessary

course to teach. "I ended up teaching a lot of English grammar last year," he said, noting that it is much nicer teaching to students who already know English grammar. Mr. Piper believes that it may not have been taught enough in the past because there may have been the assumption that it was taught to students in elementary and middle schools. He did notice some students who had plenty of grammar experience, but the number with no experience severely overshadowed them. Mr. Piper also mentioned that the knowledge of grammar experience will be most crucial during the spring term when an understanding of subject/verb will be required. He also noted that he is already noticing a difference between the freshmen and higher grades because "everyone catches up eventually." Even though people with little or no grammar experience end up catching up with kids who are familiar with grammar, he says that the previous knowledge is a big help and saves time.

Dr. Stern acknowledges that she cannot at this point evaluate the success of the new grammar course. She says that it will be possible to assess whether it was a success or not through the writing of the freshmen in their literature and language classes in the spring semester. She does say, though, that grammar will definitely be taught to next year's freshman class; however, it may not be as detached from literature as it was this year.



Continued on page 9

Seniors

Senior Work Ethic

By: David Marrett

It is the spring semester in school. Seniors are looking forward to graduation, prom, and finishing up the college process. They are trying to get out of HS MSE, and it seems that they can't wait. Tired of work and tired of school, they want high school to be over and done with. This semester, seniors are cutting classes in clusters. They don't want to do work and they feel less motivated than they used to be.

The work the seniors get in their classes isn't all that dreadful. There is some beneficial work, like in their English course, where they how to write an academic paper step by step, which they will have to do repeatedly throughout their college careers. Engineering courses, which the seniors choose, prepare them for potential careers in engineering or architecture and help them decide if these are fields that they want to study further.

Due to the little enthusiasm the seniors show towards the classes they attend and the assignments they receive, there has been a lack of work ethic and an increase in laziness among the seniors at HS MSE. There have been many absences and significant lateness among the seniors. It has become a bad habit.

Some teachers are fed up with the stunts many of the seniors pull, like when students decide not to come to school or to cut class just because they don't feel like going. There are even days when a classroom has fewer than 10 seniors because the majority of the students are cutting. Teachers aren't happy because they sense that the seniors aren't happy - and it is difficult to run a class when half of the students are not attending with any regularity. Teachers are concerned about these students; the senior advisor, Mr. Hershaw says, "The class of 2008 is a remarkable class. The way they fell off is disappointing. They were the best class. They went from high performing students to students with failure records. We were a little puzzled. '08 was a motivated group and I didn't see this coming."

Some seniors think these bad student habits can be justified in some way. Mr. Hershaw disagrees with that view. He says, "There's no justification for any bad habits. There's a job to do. Is it all right for the seniors' parents to miss or be late for work? Is it all right for any professional to be late for work? No, it is not."

On March 26th, Mr. Kruckeberg was absent. 13 seniors were absent for the 5th period physics class. Most of them were suspended. The only people excluded were students who were absent for the

whole school day. Students who skipped physics were suspended for April 3rd and 4th. Why would so many students cut a class at the same time and expect not to get in trouble? No senior has gotten in trouble for skipping classes in the past, so they took the situation for granted. Unluckily for these students, an assistant principal, Mr. Podell, was substituting for the class. Was the way the students were reprimanded necessary? Mr. Hershaw says "As far as cutting goes, if students consistently cut classes, they should be disciplined, but suspension isn't necessary for one class. We (the faculty) should find out why students don't come to class." The suspension of these students and the threats from teachers served as a wake up call for the seniors. They haven't completely quit cutting classes, but they think twice now.

Teachers try to have students suspended, lower their grades for cutting, or just torture them with long lectures. But will the behavior of the seniors continue if nothing is really done to actually make a change? Or perhaps the change isn't primarily up to the faculty, but on the seniors.

Another related issue is the alarming number of seniors who are failing classes. After the 1st marking period, there were over sixty seniors failing at least one class and even after the second there were still plenty of seniors in the same situation. This puts more seniors at the risk of not graduating. Mr. Dugan said, while conferencing with the seniors, that the college credits the seniors can receive for the classes they are taking can potentially save students a lot of money. College credits are expensive, so there is no point in failing a class and throwing potential college credits away. Mr. Dugan has informed the seniors and their guardians of the situation.

How can seniors expect the future generations of HS MSE to be any better than them? Mr. Hershaw says, "When you're a senior, you represent the school and set the role for school. They set a bad example and they are supposed to set a good example for the lower classmen."

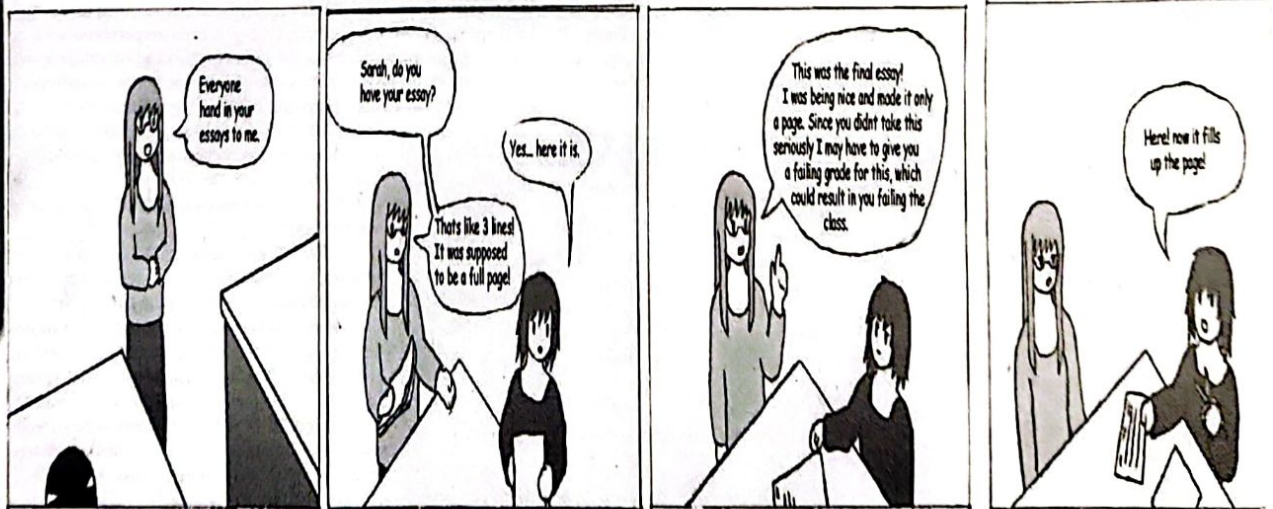
But is the real issue the work ethic of the seniors now? Or is the real question: how can a lack of senior work ethic be prevented? According to Mr. Hershaw, "it is inevitable.... I'd like to know if there is something we can do to keep seniors motivated and interested. Next year we will make changes."



Class Groups

Final Essays...

By: Tobi Lieberman



Juniors

Two Trips to be Remembered

By: Amos Goldstein

The junior class has taken two trips this term. The first trip was to Philadelphia's National Constitution Center. The second trip was to Rensselaer Polytechnic Institute and Union College. Between the two trips, juniors have spent 12 hours on buses and missed 14 hours of class. The two trips, one chosen by the history department and the other by Mr. Klein, took months of planning and both were successful, to an extent. No matter the differences, it is important to recognize how both of the trips declare HS MSE's commitment to school trips.

The trip to Philadelphia can be seen from many different points of view. Some people saw the trip as a waste of time: "You know a trip was bad when the best part was the bus ride" said one junior; others thought of it as a success: "The museum was a good change in the environment," said another. It seemed as if everyone had an opinion to share and the trip was the talk of the junior class for the week after the trip.

Our visit to the National Constitution Center started with a monologue presentation. The speech was full of inspiration and patriotism. After the speech, we were released into the exhibit. It was set up as a loop that surrounded the planetarium where the speech was given. On the inside of the circle were benches, in the middle were interactive activities and on the outside was reading material and 'typical' museum exhibits. We were released into the exhibit and asked to complete an assignment with a partner. The work was focused on specific interactive stations that were required to answer the questions. Unfortunately, due to a shortage of space and long lines at the stations, the majority of our time was spent standing in line to make a law or learn about a Supreme Court ruling. As I circled around the exhibit and dodged middle school students looking for an open station, I realized that there was a lot of the museum that was not busy. In this way, the trip was not productive.

The people who wanted to learn, were restricted by the specific work that they had to do and were unable to choose what they wanted to read about. The people who didn't want to learn went through the museum quickly finishing their

work without much effort or interest so they could sit down on a bench.

The activities, while they did offer an alternate learning method, were childish and only explained a basic value of each process of the government. In the tax station, a smiling duck popped up with information that wasn't a relevant, an important, or an interesting answer to the tax questions we were trying to answer. In the voting station, we were given a selection of presidents that we could vote for and no matter whom one voted for, the machine told the voter that he



or she had made a "good choice!" In the law making station, cartoons of people holding up signs of turkeys represented people's desire for the turkey to become the national bird. Eventually, after the president accepted the bill, a crude picture of a turkey replaces eagles on the \$1 dollar bill, which made no sense.

Even with many criticisms made about the trip being a waste of money (though the school covered the cost of the trip) and a waste of student time, the trip was a success. HS MSE, as a school, does not sign off on many trips and because everyone got to Philadelphia, did their work, and came back without any trouble, the junior class set an example of how other trips could work in the future. The trip can be looked back on as a point from which to move forward.

Unlike the Philadelphia trip which was new, the trip to the two colleges has become routine for the HS MSE junior class. Mr. Klein, who has developed good relationships with the staff members on the admissions boards at both Union and RPI, brought the current senior class to the two colleges last year as well. Our first stop was

RPI, a serious engineering school. The weather was gloomy with evidence of recent rain and the campus was crowded, with buildings, big and small. We were able to see inside some of the dormitories and the high tech buildings. For many of the students, this was their first college tour. Following the tour, we were brought into a dark room with chairs and tables scattered throughout. The information session that ensued lasted an hour. This session, like everything else during the trip, got mixed reactions: "The admissions representative only talked to the people in

the front," said one junior; however, another said, "The personal experience of the admissions representative really inspired me."

After the information session, we loaded the buses again and headed to Union. Union, a small liberal arts college, has a spacious campus with a central lawn and a 16 sided building in the middle. At Union, the sun was shining and it seemed as though everyone on campus was smiling. After an all-you-can-eat buffet of cold cuts, we headed out on another tour. The tour guides explained what made Union different, its trimester schedule and

Minerva house system, which are all purpose buildings for groups of students. Following the tour, we were taken into the Nott Memorial, for an information session. There were packets, folders, pens and cards prepared for us to fill out. Additionally, the administration representatives had a planned interactive presentation with props that helped explain about the school, what they are looking for from applicants and what is most important. They were funny and gave us tips for our application.

The two trips were successful. Even for students who didn't enjoy their visit to the museum, it was a good experience with classmates. For those who don't plan to apply to Union or RPI, the trip serves as a wake up call to many people to get ready for the college process and an example of how to go about the college process. I am hopeful that Mr. Klein will take us on another trip to colleges in the future.

CLASS GROUPS

Sophomores

What's Up With...

What's up with...which electives do sophomores think would be cool for next year?

- "Frisbee team - Frisbee is amazing. It would be awesome!" - Mo
- "Regents and grades." - Mengqi
- "Japanese Language." - Maria
- "Home Economics." - Rodilyn
- "Regents. We need it. Especially for Chemistry." - Yara
- "Ping Pong." - Mike
- "Home Ec, or Photography." - Kelsey
- "Sex Ed." - Joseph
- "How to get fresh." - Johanis

Mount Sinai: What You Need to Know

By: Jade Randolph

Every year, a group of sophomores is selected to participate in an HS MSE program at Mount Sinai hospital during their junior and senior years. Many students apply to this program without knowing much about it because they do not know where or how to get information. Let's start with what most students know about Mount Sinai. Mount Sinai accepts sixteen students in their junior year and much of the selection process is based on the individuals' grades in their science courses. Once a Mount Sinai student has reached his or her senior year, internships are offered. This is general information known about Mount Sinai, but it is not nearly enough to

help someone decide whether to apply for such a program. If I was undecided about which program to attend, advice from other Mount Sinai students including pros and cons, would be helpful. It doesn't matter in what shape or form the information comes: the bottom line is that sophomore students need to know more information about Mount Sinai.

Here's a bit of information to help you out. Mount Sinai accepts a group of sophomore students from HS MSE, into its program each year. As part of the application process for the 16 students eventually admitted into the program, each must get a letter of recommendation from a science teacher along with a copy of his/her transcript and most recent report card. Students are also expected to write a letter of introduction and explain how they see this program furthering their goals. The program focuses solely on the medical field. In their junior year, students will do rigorous lab work along with intensive advanced biology.

In their senior year, students are part of a hospital placement program. The hospital placement program is an assignment that takes place in a laboratory, clinic, or any type of in-patient care environment. Through the hospital placement program, students are expected to learn about science, math and technology. Hospital placements include morgues, pediatric wards, orthopedics and nursing. The hospital placement program also helps students narrow down their career interests in the medical field.

There are more benefits to Mount Sinai than just career and experience, but be aware that some of these benefits don't arrive until your senior year! One thing both junior and senior Mount Sinai students see as a major advantage is that when you become a senior in the Mount Sinai program, you get double lunch. This is because in their senior year, Mount Sinai students don't have as many classes as a typical HS MSE student. Also, being part of Mount Sinai gives students more freedom because students have to do

a lot of traveling. However, this freedom comes at a price. Students have to travel from the Mount Sinai Hospital to Baskerville or the NAC for their "normal classes." This means that if you're lazy and you think traveling from building to building in HS MSE is annoying, you may want to rethink Mount Sinai because there is a lot of traveling involved. Some students deem the traveling as a negative while others consider it a positive aspect. Another situation that comes with being a part of Mount Sinai is the fact that you don't see your friends as often because you are following different routes. There are a few classes students must opt out of if they choose to be a part of Mount Sinai. These classes include engineering, physical education and electives.

There are several reasons why students consider Mount Sinai. When I asked some students their reasons, Yeiri Robert said she chose Mount Sinai because she "did not want to take P.O.E" and Joanna Brecher said that "engineering was going to be the death of me." Another student, who chose to remain anonymous, said that he/she is "interested in medicine and wants to be a doctor."

Just like regular HS MSE courses, Mount Sinai prepares students for the transition from high school to college. The traveling and the separation from familiar classmates prepare Sinai students for college as they must collaborate with people they have never spoken with before. One more thing that sophomores must consider is time management. If you're bad with time and you want to be a part of Mount Sinai, you have to practice time management because traveling to Mount Sinai is all about keeping track of time. In general, students feel positive about the Mount Sinai program and Regina Deap says that being a part of Mount Sinai is "definitely a good experience because it broadens your options because you get to see almost anything medically related." If you need more information on this program you can speak to Ms. Arras or Ms. Robertson.

Class Groups



Freshmen

Cancer and Society, or Freshmen and Society?

By: Rahmina Begum

Every semester, freshmen are placed in the enrichments that are...let's just say, not as initially appealing. We've all experienced special privileges as upperclassmen in eighth grade. For freshmen, this luxurious lifestyle is still three years away. Does our school provide freshmen with enough stature in order for them to be content until they are no longer freshmen? Let's look at this from one specific perspective, that of enrichment scheduling.

Enrichments are certainly important. They endow students with an escape from routine schoolwork and liberate the creativity that exists within us. Not surprisingly, students strive to get into the elective that is deemed least stressful and most fun and interesting. The question is, do freshmen at HS MSE receive as much priority in placement into enrichments as upperclassmen do? What causes all the freshmen to be clustered in certain electives with no upperclassmen in sight?

Last semester, the enrichment containing a bizarre number of freshmen was philosophy. Mr. Willie guided one senior, one junior, four sophomores and fifteen freshmen through the teachings of Socrates, Descartes, Kant and Hume. This semester, the Cancer and Society elective has the most freshmen. Headed by Mr. Kerzner, this elective includes a whopping twenty eight freshmen and two sophomores. Of course, there are freshmen scattered about other electives, but the point is that a lot of them seem to be herded together.

What do freshmen think of their position? Well, freshman Daniel thinks that they are the "minority," which complements Christian's story. Christian was "deprived of his top priorities for elective. Twice." On the contrary, "all freshmen are created equal" to freshman and optimist Guy.

Passionate sophomores Erica and Julissa respond to Daniel, "Freshmen chose the main electives that every grade wants. The reason that they didn't get in is because the higher grades have top priority. So wait for next year." Sherry, also a sophomore, insists that the freshmen "are better treated than in most other high schools, because Freshman Friday was not brought up at all in our school, and they got a cool bio teacher- even though Ms. Calvo was awesome."

As for Daniel and Christian, their feelings are shared by HS MSE students of all ages. The desires of freshmen are indeed given as much consideration as possible. According to Mrs. Bilotti, who programs our schedules, enrichments are fully accessible to every student, with a few exceptions. Students who have failed a course and need to catch up are primarily placed in credit recovery electives. Some students may be absent the day that elective choice sheets are handed out; this puts them in the "limited choice" zone, too. The classes that one takes also matter for certain electives. For example, if a senior competes with a freshman for a seat in Science Research, then priority will be given to the freshman because this particular elective is closely associated with Biology, a freshman course. Most electives cannot be taken multiple times, so applying to a one-time elective twice is only a waste of time.

Students who submit their elective forms by the deadline are placed into electives before the students who do not, and the students who submit their choices after the processing is complete are limited to the electives with available seats. Incoming freshmen automatically choose last, as they did not attend HS MSE the preceding year.

The only case where seniors are put first is with the introduction of a new elective. This semester, Ms. Boylan kicked off the all-senior-and-junior elective Gastronomy, which is primarily for seniors this semester because as they are leaving this year, they will not have another opportunity to take it. Other grades will have the chance to take it in subsequent years.

As for the odd Philosophy phenomenon, it was not on the elective list. Last semester some great new teachers joined HSMSE, and along

What's Up With...

What's up With... the REAL Threat to Freshmen: Grades or Regents?

"Grades - Imma fail cuz I'm lazy." - Hafizul

"Regents - grades I never worry about." - Juby Varghese

"Grades are more of a threat. The state designed the Regents for everyone, and we go to a specialized high school, so it will be ok." - Faraz Qureshi

"Upcoming Regents!!" - Oishi Gomes

"Grades." - Matthew

"Neither, they're gonna both eventually come every year in HS." - Arhea Marshall

"Grades - laziness." - Jesus

"Grades - Regents can be taken again." - Anthony D.

Grammar Reaction

By: Harry Winick

Continued from page 5

Ms. Zafonte, history teacher, and Mr. Hershov, literature teacher, are already noticing improvements. Ms. Zafonte says that she can tell the difference between the writing of her freshman and sophomore students, saying that generally speaking the freshman papers do not have as many grammatical errors. Nevertheless, she says that some freshman papers are still bursting with grammatical errors. She feels that "writing is a life-long process" and grammar should definitely be taught again next year.

Like Ms Zafonte, Mr. Hershov, who taught grammar last semester, thinks the course is necessary. He enjoyed teaching this new and important subject and, he says, "Unlike many people, I actually like grammar." Mr. Hershov says that it is necessary for students to take grammar in school and that kids today are "not getting enough grammar exposure in elementary and middle school." He says that he can already see a difference in terms of grammar between the writing of the freshmen and the writing of the older students. Mr. Hershov also mentions that he is doubtful if one semester was enough to teach an appropriate amount of grammar to the freshmen, but he was hesitant to say that there should be more grammar because it would further impact the literature instruction. It may be too early to tell if the grammar class was as successful as it was hoped to be, but he believes that the improvements will accelerate and that advances are being made. Tahmid Chowdury and Masai Young, two freshman students, did not enjoy their semester of grammar, said it was not a necessary topic to study and that there was too much "busy work." They did notice a difference in German and said that grammar did seem to help there. Regardless of the help with German, they both say that it did not help with literature because "we already knew English."

As a freshman, I think that the grammar class is necessary, but it is too little too late. The necessity of the grammar class was only derived from the fact that it had not been taught earlier. Grammar should not be forced to become a high-school subject when it really should have been taught consistently years earlier. English grammar is always something that people should know, not just a crash-course freshman year of high-school.

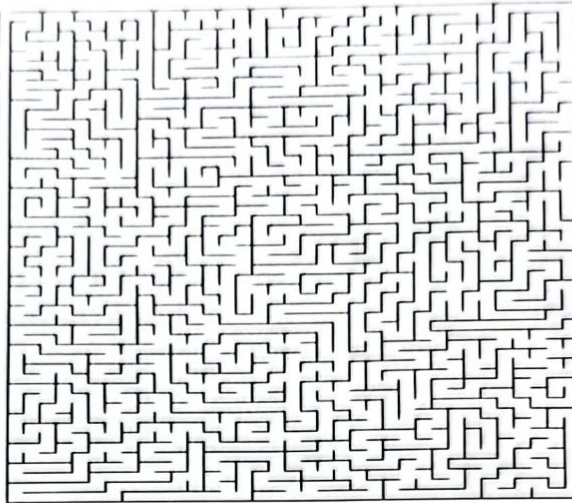
with them came Philosophy, Sociology, Art History, and Dance. This all happened after the elective lists were already filled out, so the classes were empty and ready to be filled up by freshmen.

It turns out Cancer and Society is so abundant with freshmen because most freshmen put it as their top choice. The main reason freshmen are put into the same electives is because they choose those electives. The moral of the story, freshmen, is that you should mingle! Choose different electives, explore new boundaries. As the saying goes, nothing ventured, nothing gained. Remember, mingling with other grades creates a tight knit community and a more welcoming environment. Now that will definitely "enrich" our school!

CLASS GROUPS

Catch the Cutter By: Amari Carpenter

Help Mr. Hershinson catch the devious student. Start from the picture of the Dean and race your way to capture Kashif!



Word Jumble By: Amari Carpenter

Unscramble the letters into words and then write the letters in the right order.

TNEEOARHWART

IVANDSHLAOALAR

SUTQE

STREEGN

DLNEPOYDLA

HICYSPTS

KAKCDAYWTCYAY

IMINHETGASHHLTO

EOPSIUNSSN

Sudoku By: Amari Carpenter

By: Amari Carpenter

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

What's Your Sign?

By: Amari Carpenter

Aries (March 21-April 19)

You may decide to get mad at someone, which is fine because that's up to you. Make sure you don't go from there to an aggressive individual or else it could end up getting ugly really quickly!

Taurus (April 20-May 20)

You are feeling the urge to draw someone or something closer to you, but it's a much better idea to let them go and then watch what happens. Things aren't going to go the way you expect them to!

Gemini (May 21-June 21)

Keep your eyes open today -- you may figure out a few things that haven't been making much sense lately. It's a good time to look at things from a new point of view.

Cancer (June 22-July 22)

You're feeling pretty crazy about some big recent event but you can tell that the wave has created. Things should get back to normal -- only you'll be feeling a lot better than you were before!

Leo (July 23-August 22)

Try not to stick with the current trends too much today. In fact, you may want to dig into yesterday's stuff -- or hit up a thrift store -- to dig out some of the coolest stuff you can find.

Virgo (August 23-September 22)

Peek into the strangeness going on lately -- there's a lot more of it than meets the eye. In fact, if you can figure out what's going on even when you can't see all the details, you'll win big.

Libra (September 23-October 22)

You can tell that a friend of yours is needy, but you can also tell that you're going to have to let them go on their own for a while. Things just aren't working out for your altruistic side right now.

Scorpio (October 23 - November 21)

Spend some down time on your own, just thinking things through and trying to get on with life after some recent oddness. If someone is trying to get through to you, give him or her a minute.

Sagittarius (November 22-December 21)

Try not to make a big deal out of it, but you can tell that your people are coming to respect your point of view more and more. You don't even have to shove it down their throats this time!

Capricorn (December 22-January 19)

It's a good day to try something new -- and your friends have your back! You may or may not feel like a natural leader, but on a day like today, you don't mind walking up front.

Aquarius (January 20-February 18)

You're all about your privacy today and there's a good chance that someone is trying to pry. Keep your personal life safe, make sure the right parts of your diary are set to private and just keep an eye out for spies.

Pisces (February 19-March 20)

It's a good time to take on new stuff, but be extra careful when making your decisions. Maybe something is much too good to be true, but you'll figure it out.

Florian Figures It Out

By: Milan Medina

Dear Florian,

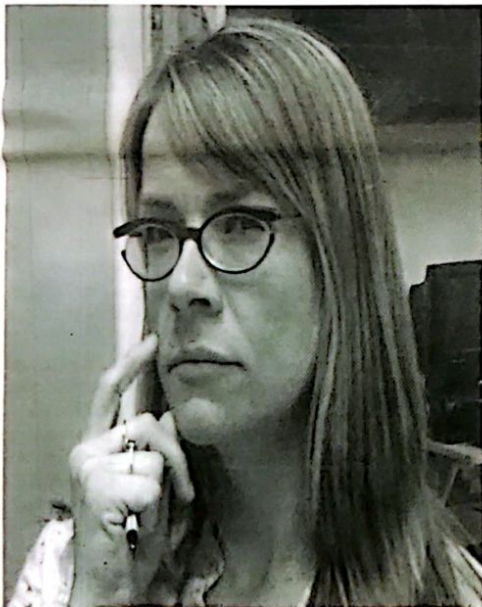
I have gotten into several colleges, and I am currently in the process of making my decision and I need some help. How do you go about choosing a college? Does this decision determine the rest of your life?

Signed,
College-bound

Dear College-Bound,

Choosing a college is a HUGE decision but not one that determines the rest of your life. You need to balance your finances with the benefits of attending any given school. I'm not so great with Math so when I was asking myself this same question about graduate school I recruited my brother who helped me do an opportunity cost analysis. I'm sure I can volunteer Mr. Podell to help anyone with such a task! So, consider distance, tuition, financial aid, academics, environment, social life and then go ask Mr. Podell - he'll help you figure it out.

Good luck,
Ms. Florian



Dear Florian,

There's someone who is stalking me in this school. I've tried avoiding them and have done everything to avoid them seeing me. How do I get rid of them? I really need some help.

Signed,
Scared and Creeped out

Dear Scared and Creeped Out,

First of all, anyone who signs their name "Scared and Creeped Out" needs some help - and fast. The

term "stalking" definitely should be taken seriously. That's good you've gone out of your way to avoid this person but if you really want to "get rid of them" you need to tell the person directly. If you're uncomfortable being alone with this person, ask a trusted friend to be with you or seek help from your guidance counselor or a teacher. You've got to nip this in the bud! Get over your discomfort and make it clear (and be as nice as possible!) you don't want to hang around with this person.

Sincerely,
Ms. Florian

Dear Florian,

There's this guy I am into, but so is someone else. How do I get his attention more towards me rather than her?

Signed,
Confused and Alone

Dear Confused and Alone,

Oh NO! If there's one of you feeling confused and alone then there are likely lots of students in our school feeling the same. So, let's figure this out! I don't think you should be scratching at the backdoor for anyone who is into someone else more than you. You're worth more than that and don't need to plot for someone's attention. Let it go! Spend your time figuring out how to be your best and happiest self so that someone...maybe not today or tomorrow...can see how great you are (and I'm sure you're great!) and shower you with the attention you want. Forget this particular guy...there's nothing you can do to "make" someone like you.

Hoping for the best,
Ms. Florian

Dear Florian,

There is this annoying girl who just gets up in everyone's face and doesn't know when to shut up. How can I tell her to back off without starting a fight?

Sincerely,
Annoyed Chick

Dear Annoyed Chick,

First of all, I love your name and I totally understand your predicament. No need to get into a fight, just stay away from this annoying girl. Put her out of your mind. If she's in your classes, let the teacher know that she's "disturbing your ability to concentrate in class" (and use those words) and ask the teacher for help solving the problem. If the girl starts up with you, just let her know that

you don't care for her communication style and prefer to stay away from it. Maybe she'll actually think about the way she interacts with people and make a change for the better. If that doesn't work...let me know...I don't mind being direct!

Truly yours,
Ms. Florian

Dear Florian,

I have a hard time deciding what I want to do with my future. Would it be smarter to wait a little while after graduating to go to college? Or go right after graduating and decide a career to pursue after college?

Yours truly,
Leavin' it for Later

Dear Leavin' it for Later,

Unfortunately, I can't really answer your question directly. There are a lot of benefits to both choices. I'd need a lot more information from you to advise you in any sort of responsible way...and we ALL know that I'm VERY responsible. If you want to talk about it in person come see me anytime in C-2 and we'll figure it out!

See you soon,
Ms. Florian

Dear Florian,

I have a project with a partner and I have been really stressed out about it. My partner does little to no work and is constantly leaving the work for me to complete. I don't want to tell on them, but what do I do?

Sincerely,
Frustrated Partner

Dear Frustrated Partner,

TELL ON HIM! TELL ON HIM! TELL ON HIM! I'm sorry, but you've got to be the one to step up and not stand for this. You're selling yourself short and giving your intellect away for free! You're going to either get a lame grade because he's not pulling his weight OR you're going to do the majority of the work, pull it off, get a great grade and then HE'S going to get the credit for it! You do both of you a great disservice by keeping quiet and pulling all the weight. You don't need the stress. When (that's a when not if) you talk to your teacher, if you picked your own partner then you need to acknowledge your error in judgment and ask for help. If you were assigned the partner then you simply need to let your teacher know what's been going on, ask him/her what you need to do in order to secure a good grade and request that you never be placed with this student again.

Good luck,
Ms. Florian

JUST FOR FUN

MSE Art at South Street Seaport

By: Kion Sawney

For centuries South Street Seaport has served as the commercial hub for New York City's trade and to that effect, has served as the hub for the rest of the country. But over the past few decades, the importance of the seaport has been overshadowed by the larger container facilities in New Jersey. Since that time, the area has fallen to disrepair. Commercial activities have also failed to preserve the area's nautical history.

The Center for Architecture Foundation with the partnership of ENYA (Emerging New York Architects) hosted an "ideas" competition to help solve the problems of the South Street Seaport Area. The competition "South Street Seaport, Re-Envisioning The Urban Edge," a program originally made exclusive to recent graduate students, was opened up to New York City High schools. Students were asked to present drawings and models that proposed ways to weave this historic waterfront into the fabric of Manhattan.

Students from HS MSE's Advanced Architecture course provided three design ideas; each served as a vision for South Street. The students developed the

designs through a series of class critiques, massing studies, preliminary drawings and site visits; in the end they produced three designs that represented our school in the May 21st presentation.

HS MSE, along with the High School of Art and Design, Brooklyn Technical High School, Brooklyn Prep High School, and the ACE Mentoring Program, participated in the competition. The schools were rigorously judged by guest jurors from a variety of firms, including Robert A.M. Stern, H3 Architecture, WORKac, and Brennan Beer Gorman Architects.

On July 17, the ENYA South Street Seaport exhibit will open at the Center for Architecture. The high school projects will be on display during the exhibit and ENYA will be publishing the high school projects in the ENYA competition booklet.

Impressed with our school's submissions, Juror Jack Putnam, (of the South Street Seaport Museum), has invited HS MSE to exhibit our work in the museum at a later date.



Mr. Pedroso and his advanced Architecture students

It's a Thin Line between Left and Right

By: Nandi Bugg

Things have been in a ruckus lately in B8. The walls of the room are plastered with drawings of cubes, drawings of stick figures and random objects like eye-glasses, and pictures of "blinged out" watches. Students have been watching videos about futuristic touch screens, brainstorming, and using the Nintendo Wii with depth perception. Why? Because the room is home to Mr. Henning's Inventor's Workshop class.

Inventor's Workshop (or IW for short) is an elective engineering course for seniors. Beyond the physical chaos of the classroom lies Mr. Henning's aim of expanding the creativ-

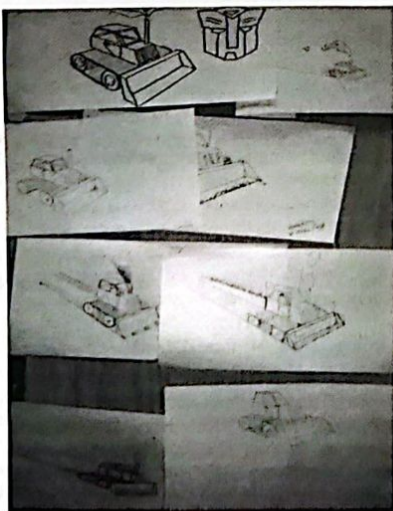
ity of the students. Here at HS MSE, our left brains - the analytical, deep thinking side - are constantly exercised through math and science. The right side, which tends to be more creative, seems to get little love. Inventor's Workshop focuses on that right part of the brain through activities such as brainstorming and Mr. Henning's famous draw-alongs. By pairing the methodical analysis of the left brain with drawing, the class has used cubes to sketch everything from bulldozers to winter wonderlands to make some sweet eye candy for the right brain.

Feeding the right side of the brain

has paid off for some students. Earlier this year, the Inventor's Workshop class participated in a competition called Ruckus Nation. The goal of the competition was to create an awesome gadget or toy that would act as an incentive to get kids to exercise. Two teams were named semifinalists, winning \$250 per team. The first idea was "The Poof Suit," a suit that inflates when you keep moving, making contact sports like football safer. "Dodge My Balls," a hopper full of balls that must be dodged and thrown back into the hopper, was the other winning idea. The "Poof Suit" was the effort of Rory Butler, Willie

O'Leary, Thomas Groh, and this author. "Dodge My Balls" was the brainchild of Max Goldbas, Moshe Yeganeh, Max Tierno, and Yannick Lopez.

While taking this class may literally pay off for you immediately, there are lessons for long-term wealth included in Inventor's Workshop. The class looks at various business models from companies like Apple and Google, so that Mr. Henning can make "future millionaires," as he calls the class. Overall, Inventor's Workshop encourages students to tame and develop those sparks of creative energy.



Inventor's workshop creations

The Orange Box

By: Neil Sethi

The Orange Box is a new development from Valve Software that comes with five great games packed into one disc. It is available on Xbox 360, PlayStation 3, and PC. The box is a compilation of Valve Software classics like *Half-Life 2* and *Half-Life 2: Episode 1* and some new titles like *Half-Life 2: Episode 2*, *Portal*, and *Team Fortress 2*. All the games in The Orange Box have a great deal of plot sophistication, but the best storylines in this compilation (and some would argue video games in general) come from the *Half-Life 2* games.

In *Half-Life 2*, set ten years after the events of the original *Half-Life*, the player returns again to the role of Gordon Freeman and plunges into humankind's uprising against the alien rulers of the fictional City 17. *Half-Life 2: Episodes 1* and *2* take place directly after the original *Half-Life 2* and continue with the same exciting storyline as the rest of the *Half-Life* series. The *Half-Life* writing team takes much of its inspiration from science fiction classics such as Frank Herbert's *Dune*. This makes for some of the best plotlines in gaming, compelling enough to be compared to many classic science fiction movies and novels.

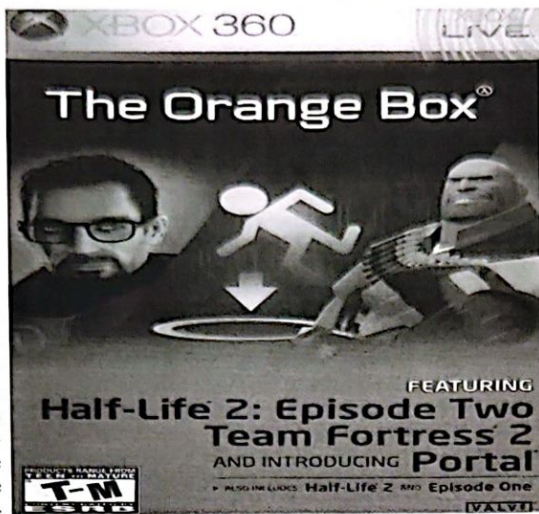
A new game introduced in The Orange Box is *Portal*. In *Portal*, the player becomes a research subject at Aperture Science Research Facility, testing a portal-making gun for GLaDOS, the sadistic artificial intelligence in charge. The game involves going through nineteen levels and using the portal gun to navigate around obstacles spread throughout the game. The first few levels get the player familiar with the device, but the game becomes more challenging as it goes along. *Portal* is one of the most innovative games in years because of the unique portal gun and the evil presence of GLaDOS

(who brings humor to the game with her comments on the player's progress). Although *Portal* and the *Half-Life 2* games may be some of the best in the industry, there is one weak component in Valve's great repertoire of games in

The Orange Box. *Team Fortress 2* doesn't match up with the rest of the games in The Orange Box. There are fewer options for the player than most multiplayer first person shooter games, there is no "death match" game type, and only one game type can be played on each map option. It is also only playable online, so those without any internet connection won't be able to play it. *Team Fortress 2* is a class-based first-person-shooter in which the player has to achieve certain objectives using their class' unique abilities. *Team Fortress 2* is a great game for fans of class-based first person shooter games, but the PS3 and Xbox 360 versions are not comparable to the PC version in terms of control layout and playability. Although this game may only appeal to fans of the genre, others can still find great experiences in *Portal* and the *Half-Life* games.

All the games have excellent graphics and sound which are comparable on PC and both consoles. The control layout for *Portal* and the *Half-Life 2* games is very easy to understand and adapt to on PC and both consoles. However, console versions of *Team Fortress 2* are more difficult because the game does not work well with the analog controls.

I hear very few complaints about The Orange Box except for those about *Team Fortress 2* on consoles. Nonetheless, the games in The Orange Box are very enjoyable and worth the price even if you only want to play some of the games. Given the low price of \$39.99 for PC and \$49.99 for both consoles, you should go to your local game store and buy it. The great graphics, storylines, and playability of these games should encourage even casual gamers to buy The Orange Box.



Let's Dream

By: Jake Traub

The Dream Team. Many believe it was the most dominant and exciting basketball team ever assembled. Memories of the personalities who first played in Barcelona 16 years ago, from Magic to Bird, Jordan to Ewing, are still fixed in the minds of Americans. As a result of the magic and greatness the Dream Team displayed, it was an embarrassment that at the 2004 Olympics in Athens, the Americans only won the bronze medal. They were bounced out of the gold medal game by Puerto Rico. A new hope arises as the 2008 Olympics in Beijing approach. With a new coach, and the embarrassment of the last Olympics behind them, the USA men's basketball team should be able to win the gold and return to glory.

Historically, only amateur athletes were able to participate in the Olympics. It was considered the spirit of the games. Future basketball stars such as Lou Al Cinder (later known as Kareem Abdul Jabbar) and Bill Walton played for the USA basketball team while they were still in college. In 1989, The International Basketball Association (FIBA) voted to allow pros to play in the Olympics. FIBA's Secretary Boris Stankovic said that playing the best players was both a moral decision as well as a step toward elevating the level of play in international competitions. The '92 Olympics in Barcelona was the first in which professional basketball players played for both the Americans and other world teams.

The '92 USA men's basketball team was dubbed the "Dream Team" because of its full roster of professional superstars. They were Charles Barkley, Larry Bird, Clyde Drexler, Patrick Ewing, Ervin "Magic" Johnson, Michael Jordan, Karl Malone, Chris Mullin, and Christian Laettner, from Duke University, the country's best college player. The Dream Team's greatest strength was its experienced players. Jordan, Ewing and Barkley had already won the gold medal as amateurs in 1984. Magic Johnson and Larry Bird had lead the NBA for more than ten years; between them, they had competed in every NBA final in the 1980s. Armed with this talent, the Dream

Team '92 won the gold medal convincingly. They routed their competition by an average of 44 points a game. The Dream Team's supremacy over the rest of the world made everyone believe that America was home to basketball's greatest players. American basketball continued to dominate throughout the '90s as both the '96 team, called the "Dream Team II", and the USA "Dream Team III" in 2000 won gold medals. At the end of the '90s, the world was convinced that America dominated the basketball world. This is why the loss in 2004 was so surprising and disappointing.

After the 2000 Olympics, many of the former basketball stars who had played for USA basketball, like Ewing and Barkley, retired as their bodies began to break down. This paved the way for newcomers such as LeBron James and Dwayne Wade, who had only been in the league for a couple years, to compete in the 2004 Olympics. America lost to the eventual champions, Argentina, and lost to Puerto Rico twice. This knocked them out of the gold medal game and they had to salvage what was left for the bronze medal. The USA men's basketball's stranglehold on the Olympic gold medal had come to an end.

This loss prompted the hiring of Coach Krzyzewski, the legendary coach from Duke University in North Carolina. With "Coach K's" arrival came a new attitude. Coach K brought the idea of teamwork to his players and prepared them for the world championship in 2007. With five years of experience in the NBA, the young players from the 2004 team had gained valuable experience from both professional and international play. With a new state of mind and regained confidence, the USA men's basketball team cruised through the FIBA world championships in 2007, winning the gold medal. They solidified their place in the Beijing Olympics as one of the top seeds. Hope is in the minds of Americans, and this year there is a possibility that hope will become reality. Let's dream that Coach K's new attitude and style of play will yield the same results as it did at the world championships in 2007.



Lugares Para Visitar En Manhattan

Por Mariany Polanco y Aury Garcia

Vivir en la ciudad de Nueva York es una experiencia inolvidable y bella. Cada rincón está lleno de las historias de todo tipo de personas por ser una ciudad tan multicultural. En la ciudad hay muchos lugares espectaculares y llenas de las anécdotas de las personas famosas que aportaron a la cultura de La Gran Manzana. Los cinco condados de Nueva York- Manhattan, Brooklyn, el Bronx, Queens, y Staten Island- tienen atracciones como, por ejemplo, El Parque Central y la casa de campo de Edgar Allan Poe, el famoso escritor del siglo diecinueve. Asegúrense de visitar los lugares que les vamos a describir aquí para aprender sobre la historia de la Gran Manzana.

Bajo Manhattan

La Estatua de la Libertad

En el siglo XIX, cuando los inmigrantes venían para los Estados Unidos por barco, lo primero que veían era la Estatua de la Libertad. Los franceses les obsequiaron la Estatua de la Libertad a los Estados Unidos por la amistad que habían establecido durante la Revolución Americana. La Estatua de la Libertad se ha convertido en un símbolo de libertad, independencia, y democracia. Tiene veinticinco ventanas que simbolizan las joyas de la tierra y los rayos del cielo brillando en el mundo entero. Los siete rayos en la cabeza de la estatua simbolizan los siete mares y continentes del mundo. En la tabla que tiene la estatua en la mano izquierda está escrito el día de la independencia de los Estados Unidos, el 4 de Julio de 1776.

La Zona Cero

La zona cero es el lugar donde las torres gemelas fueron destruidas el 11 de Septiembre del 2001. Aquí miles de personas perdieron la vida cuando los terroristas destruyeron las torres gemelas. En la Zona cero hay un monumento dedicado a la memoria de personas que fallecieron ese trágico día. Ahora hay planes de reconstruir la zona cero. Muy pronto habrá una torre que reemplace las dos que había. La zona cero es un lugar muy emotivo para visitar. En los escombros del ataque de Septiembre 11 se encontraron muchos cuerpos sin vida de padres, hijos y madres. La zona cero es un lugar conmovedor y es una manera de compartir el dolor con los familiares que perdieron sus seres queridos.

Medio Manhattan

Times Square

Hay muchos lugares que uno, como estadounidense, debe visitar. Times Square es uno de estos lugares. Esta localizado entre Broadway y la Séptima avenida y se expande desde la calle 42 hasta la 47; completa la parte oeste del área central de Manhattan. Este lugar se ha convertido en uno de los símbolos más importantes de la Gran Manzana. Está lleno de anuncios digitales. Time Square era conocido como Longacre Square. El nombre fue cambiado a Time Square en honor de las oficinas del New York Times. Ahora en Times Square hay una celebración en 31 de Diciembre. Gentes se reúnen para celebrar el año nuevo. Esta tradición comenzó en el 1907 cuando dejaron caer el gran balón por la primera vez. Come 750,000 personas se reúnen cada año para esta gran celebración. Time Square está lleno de teatros y siempre hay una multitud caminando por las calles. Esta zona se ha convertido en uno de los "must see" lugares de Nueva York.

El Museo de Arte Moderno

El Museo de Arte Moderno se inició con ocho pinturas y se ha transformado en un gran museo con más de ciento cincuenta mil pinturas, esculturas, fotografías, y dibujos. El museo contiene más de veintidós mil películas, videos, escrituras y documentos históricos. El Museo de Arte Moderno contiene más de trescientos mil libros en la biblioteca. Fue creado en 1928 por Abby Aldrich Rockefeller y sus dos amigas Lillie P. Bliss and Mrs. Cornelius J. Sullivan. Este museo esta entre la quinta y sexta avenidas, en el centro de Manhattan, en la calle 53. Si visita el museo uno puede aprender y disfrutar del arte de muchos pintores famosos y de gran talento.

Alto Manhattan

Fort Tryon

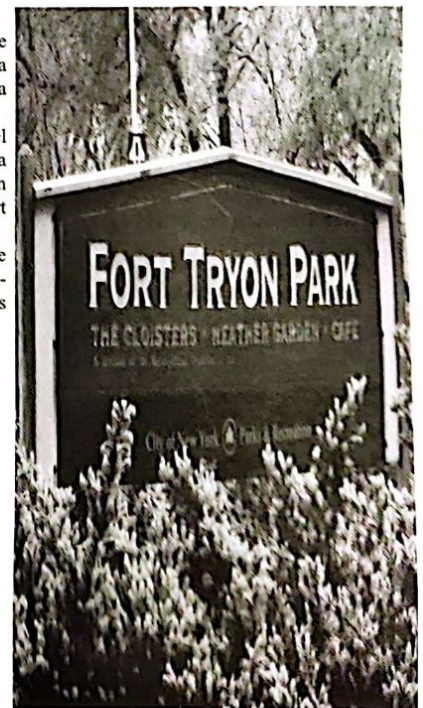
Fort Tryon es un parque localizado en la zona de Hudson Heights en el vecindario de Washington Heights. Es parte del condado de Manhattan y es un sitio histórico. Está situado en una área de 67 acres, con una vista al río Hudson y el puente de George Washington y el río de Harlem. Esta zona era habitada por indios chquaesgck hasta el siglo XVII.

Fort Tryon es parte de Los Cloisters una división del Museo de Arte MET. Anteriormente el parque fue escenario de la batalla revolucionaria Fort Washington el 16 de Noviembre. En batalla pelearon 2,900 soldados Americanos y 8,000 soldados británicos. Margarate Corbin también luchó en esta batalla y fue la primera mujer Americana que combatió en una Guerra. El parque se llama Fort Tryon en honor de William Tryon, el último gobernador de la colonia de Nueva York.

Mas tarde el parque fue privatizado. El lugar fue comprado y hecho un parque oficial durante la gran depresión. Se completado en el año 1935. Durante los años previos a la segunda Guerra mundial Fort Tryon fue reconocido como la zona entre Broadway y el río Hudson hasta la 179. Fort Tryon es un lugar bello y un lugar muy concurrido en el verano.

Museo Americano De Historia Natural

El museo Americano de historia Natural está localizado en el alto Manhattan. Es uno de los museos más conocidos y más grandes del mundo. Tiene 25 edificios que albergan las 46 exhibiciones permanentes, laboratorios y una biblioteca muy conocida. Tiene más de 32 millones de especímenes de las cuales solo partes pueden ser exhibidas por un tiempo dado al gran número de ellas. El museo fue fundado en el año 1869. El primer edificio del museo fue hecho en el 1874, este edificio ahora esta escondido tras los otros edificios del museo. La entrada actual fue hecha en el 1936 en honor a Theodore Roosevelt. Lo primero que se ve después de entrar es un gran esqueleto del dinosaurio. El museo es reconocido también por su forma de tratar de imitar la naturaleza. Además de eso es conocido por su planetario. El museo esta abierto la mayoría de los días (menos el día de honor de gracias y el día de Navidad.) Esta abierto de las 10 de la mañana hasta la 5:45 de la tarde. Es gratis pero se sugiere una donación de \$15.



Parque Fort Tryon

Die Deutschsprachige Welt außerhalb Europas

Von: Will Galmot

Deutsch ist eine Amtssprache in Deutschland, Österreich, Schweiz, Liechtenstein, Luxemburg, Belgien, und natürlich, der Europäischen Union. Obwohl es keinen amtlichen Status außerhalb Europas hat, gibt es doch viele deutschsprachige Bevölkerung auf den anderen Kontinenten. Das ist am meisten wegen Auswanderung von Deutschen, Österreichern, und Schweizern, und Kolonialismus vom deutschen Reich.

Während der 19. und frühen 20. Jahrhunderte, gab es viele politische Veränderungen, einschließlich der Vereinigung des deutschen Reichs, der zwei Revolutionen im Jahr 1848, und des allgemeinen Wachstums deutschen Nationalismus. Diese Veränderungen verursachten viele Deutschsprecher von Deutschland, Österreich, und Schweiz auszuwandern. Da die neu unabhängigen Länder in Amerika mehrere Gelegenheiten anzubieten hatten, entschieden sich viele danach (hauptsächlich den Vereinigten Staaten, Brasilien, Argentinien) auszuwandern. Heute sprechen 1,5 Millionen Amerikaner Deutsch, besonders in Pennsylvania, Texas, und dem Mittelwest. Aber wegen der weit verbreiteten Verurteilungen gegen Deutschen während der zwei Weltkriege, sprechen die Mehrheit von Deutschamerikanern heute kein Deutsch. Auch gibt es mehr als 2 Millionen Deutschsprecher in Brasilien und Argentinien.

Weil das neu vereinigte deutsche Reich seinen Einfluss nach Übersee verbreiten wollte, begannen die Deutsche verschiedene Orte in Afrika zu kolonisieren. Diese Kolonien schlossen die heutige Länder von Togo, Kamerun, Namibia, Tansania, Ruanda, und Burundi ein. Aber nach dem Ersten Weltkrieg wurden diese Kolonien von Britannien, Frankreich, Belgien, und Südafrika übernommen. Obwohl viele deutschsprachige Bevölkerungen in diesen Kolonien schließlich verschwunden sind, gibt es heute noch 30.000 Deutschsprecher in Namibia. Tatsächlich war Deutsch eine der drei Amtssprachen in Namibia (zusammen mit Englisch und Afrikaans) bis 1990, als das Land von Südafrika unabhängig wurde.

Deutschen wanderten auch nach Russland. Im späten 18. Jahrhundert, ließ die Zarin Russlands einige Deutschen um die Wolga einleben. Diese Siedler hießen die "Wolgadeutsche", und wohnten in diesem kleinen Ort in Russland bis den Zweiten Weltkrieg. Aber als Deutschland in die Sowjetunion einfiel, fürchte Stalin, dass die Wolgadeutsche mit dem Dritten Reich zusammenarbeiten würden. Dawegen wurden 400.000 Wolgadeutsche nach Sibirien und Orten darum deportiert, und viele anderen wanderten nach Westen aus.

Wegen dieser verschiedenen Wanderungen entwickelten andere Sprachen aus Deutsch. Zwei Beispiele solcher Sprachen schließen Pennsylvania Dutch und Unserdeutsch ein. Pennsylvania Dutch ist aus den deutschen Dialekten in Südwestdeutschland basiert. Es wird von verschiedenen protestantischen Glaubensrichtungen, die nach Pennsylvania während der Kolonialzeit auswanderten. Unserdeutsch ist eine Kreolsprache, die auch aus Deutsch basiert ist, und hat weniger als 100 Sprecher. Es entwickelte infolge deutscher Kolonisierung der nordstlichen Hälfte der Insel von Papua-Neuguinea während der späten 19. und frühen 20. Jahrhunderte.

Da es viele Menschen außerhalb Europas gibt, die die Deutsch als eine Muttersprache sprechen, ist der weit verbreitete Mythos, dass Deutsch wirklich nur in Duetschland gesprochen wird, falsch und es sollte korrigiert werden.



Español....

Entrevista Con Gloria Guerra

¿Has visitado algún lugar importante en Nueva York?

Yo he visitado muchos de estos lugares. A mi me encanta visitar a Times Square. Cada vez que voy esta lleno de turistas tomando fotos. Muchas veces cuando yo lo visito me siento como una turista yo misma porque tiene mucha tecnología avanzada. Por ejemplo, hay muchos anuncios animados encima de edificios.

¿Porque lo visitaste?

Yo visito muchos de los lugares en visitas con la escuela. Pero he visitado los parques para tomar fotografías y para pasar tiempo con mis amigos. También Fort Tyron siempre tiene festivales y a mi me gusta verlos.

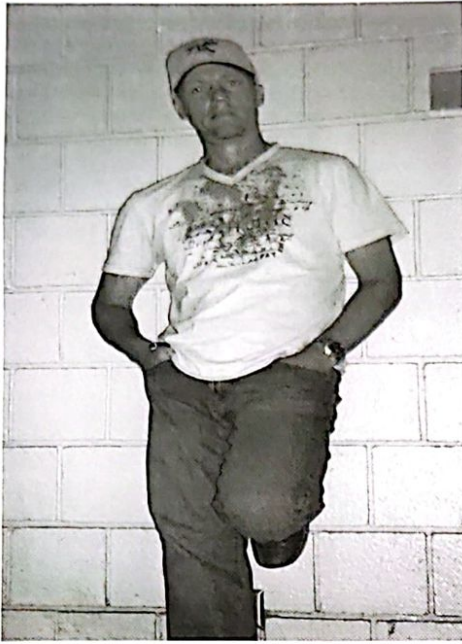
¿Te gusto?

A mí siempre me gusta visitar estos lugares porque aprendo algo nuevo con cada visita. Y aprecio más a Nueva York.

Deutsch

Fashionista in the Spotlight

By: Yannick Lopez



Many students and teachers have been in our newspaper's spotlight due to their outstanding academic achievements in the classroom and achievements outside the classroom. In this issue, we celebrate this month's fashion icon of the HS MSE hallways. This man can be seen roaming CCNY, strolling and observing the lunch room floor, or sprinting to the gymnasium at 7:59 a.m. It may come as no surprise that Mr. Carey is this month's HS MSE fashionista; he "wants to be fashionable" even though he "doesn't believe he has fashion sense."

Mr. Carey is known for his super energetic "Good Morning HS MSE" greeting and his very productive gym class, but how many people have noticed Mr. Carey's unique sense of style? Mr. Carey can be seen sporting his ultra athletic attire on a daily basis. He usually wears an Adidas soccer top with perfect above-the-knees fitting gym shorts. He tops off his wardrobe with low top running sneakers and ankle socks to complete the ultra sporty look, with "no color coordination" needed. This body hugging (but not too tight) outfit accents his soccer-toned physique and over-worked calves. Mr. Carey is a pioneer in the sports fashion world at HS

MSE; he is the first and only person to incorporate athletic apparel that displays both form and function. Mr. Carey allows us to visualize a world in which gym is a class that can not only tone abs and deplete fat in the kids, but is also a class full of well dressed students.

Since Mr. Carey is so heavily involved in the school and all its activities, it's surprising he has been able to stay so far ahead in the athletic fashion world. Although Mr. Carey "doesn't stay in trends," he creates his own style so others can follow. While being comfortable and wearing clothes that fit his lifestyle may seem obvious, very few can pull all it together like Mr. Carey. Many people compromise comfort and individuality to be "stylish," but Mr. Carey believes in "being comfortable, practical and wearing what he likes, not what is a trend." Mr. Carey found a compromise where he can incorporate style into his everyday wardrobe. He emulates his fashion icon, David Beckham, who Carey says has influenced him "not only because he is sponsored by Adidas" but because "he looks good in many styles, like suits, trendy clothes and casual garments."

When I Was an Architect - Mr. Pedroso

By: Jessica Peña

How do architects decide what they want to do with their projects? What inspires them to complete and follow through with every single objective? Mr. Pedroso, one of the founding faculty members of HS MSE, may have some insight. During HS MSE's first year, Mr. Pedroso taught basic desk drafting and architecture as well as Spanish for two semesters. Now that he has become one of the key members of the engineering department, Mr. Pedroso has taught drafting, civil architecture, and advanced architecture to practically all grades. Not only does he enthusiastically engage in architecture and design projects with his students, but he also has a history of designing, constructing, and creating art of his own.

So who was Mr. Pedroso before HS MSE? And, what does he do during his free time? I sat down with him after his architecture class and received animated responses regarding his love for the engineering and architecture fields.

Q: How long have you been interested in art and design?

A: I've been interested in art since I was a little kid. My mom and I always used to draw and I just always kind of liked it.

Q: What did you do (in regards to architecture) before you became a teacher?

A: I went to college at the New Jersey Institute of Technology and got a bachelor's degree in architecture. I worked at various architectural firms in New Jersey, including a huge firm called Grad Partnership. We mostly carried out large commercial projects in the New Jersey area. Then I moved to a firm in New York which focuses more on store design.

Q: Are there any projects in specific that you'd like to share?

A: One of the bigger projects I completed was the redesigning of the Continental Airlines Terminal in Newark Airport. I didn't do it alone - I was part of a whole team. But now I mostly work on small residential renovations and interior design.

Q: What motivates you to make something out of nothing?

A: I think it's just the feeling I get while I'm working on it and the satisfaction I receive in the end. I always feel like I've accomplished something I thought I couldn't do.

Q: How much time do you dedicate to art and design?

A: Well I dedicate all my time in school for obvious reasons and I try to think about the architectural aspects of things in everyday life. I also go to museums often and talk to other designers.

Q: Are there any famous or well-known architects/designers you've worked with?

A: I mostly worked for big firms and not any big-named designers. Most of the people I've worked for are well-known in their own industries but not on any larger scale.

Q: What made you decide to start teaching in the architecture field?

A: I think the main thing was that I had stopped working as an architect and started working more on painting. I was at a point where I needed to do something new. I missed architecture but I also wanted to paint so I thought that I could combine the two into a teaching career.

Q: What convinced you that HS MSE would have the capability to maintain a strong architecture program?

A: I loved the idea that I was starting out at the very beginning of the school's birth. I saw it as a great opportunity to develop the program. Also, Mr. Asher really supported the engineering program so I was inspired.

Q: In regards to design and art, what would you like to see from HS MSE in the future?

A: In regards to art, I'd like to see a curriculum that spans from 9th to 12th grade instead of only having an enrichment course. As for architecture, I'd like to see more courses as well.

Q: Are there any projects you've carried with the seniors that you'd like to share?

A: A project I was proud of was when we redesigned Nicholas Park. The project was also carried out by the CCNY design class. The Revit presentations were amazing and we were able to present in the CCNY engineering building's auditorium.

Q: Are any of your students interested in becoming architects? If so, would you work with them? A: Absolutely. There are some students that have already graduated and I'm always more than happy to look over their portfolios and keep in touch with them.

Mr. Pedroso has been an HS MSE faculty member since the school's opening, and, due to its successful engineering field, does not plan on leaving any time soon. It is safe to say that much of the school's engineering progress is due to Mr. Pedroso's passion for the field and hard work with the rest of the department. His architectural achievements, as well as the inspiration he brings to his students, gives HS MSE a certain zest that no other NYC high school can claim to have. He is hopeful that the engineering field in our school will grow and reel in those who want to become engineers and architects in the future.



Mr. Pedroso in his classroom.

Muscle Car Column: The Camaro

By: Ian Gamble

When most people look into their garage or their driveway they see a way to get from point A to point B. Something they can hang out with their friends in or head to the mall with. Then there are those select few who view their car as a priceless well-engineered piece of machinery, a machine that says something about them just like the clothes that they wore last week or the sneakers on their feet right now. A car is so much more than a convenience: it is something that you get entertainment from and it is something you can take pride in. For most enthusiasts, finding all that value in a Toyota Corolla is pretty hard. That's why this column is not about poorly made Japanese compacts (which are fine if you want to pick up your kids from daycare, but you won't win any NHRA championships in one), or out of reach European super cars. It's about American muscle cars; it is a column written for the true believers and also meant to convert the non-believers. I am hopeful that this will be the first of many muscle car spotlights.

Most people will get an idea of the quality of a car by the horsepower. The Toyota Camry, a fairly popular car, comes standard with 158hp and if you want more you can get 268hp for a little extra dough. 210hp to 300hp can be expected in any average car and if it has less than that you can be sure that the other parts in the car won't be very high quality. This standard doesn't just go for race cars. No one could win a race in a 300hp car; 350hp is the threshold for high performance, and you can't win with just the bare minimum.

In this issue we're going to take a trip back to 1969, the best year for the Chevy Camaro. Even though the first Camaro showed up a few years earlier in '67, it wasn't an icon until '69. Previous Camaro models had mediocre performance, which can be considered between 210hp (horsepower) and 300hp.

The '67 had several engine choices. The smallest was a 230 cubic inch that put out a pathetic 140 horsepower. It might have had even less and for the new comers I'll use a metaphor: imagine that your engine is your hand holding a wood block and your transmission, rear axle, and carburetor are wood blocks on a table. The horsepower of your engine on a stand (outside of your car) will be represented by the speed you can move the block through the air, but when you press the block in your hand into the blocks on the table

you will be moving your hand slower because of friction. If you upgrade the wood surface to glass you would be able to move at a speed closer to the speed that you moved the block in the air. Just like you could upgrade the wood, you can upgrade your transmission, rear axle, and carburetor so that you lose less horsepower. So, if Chevy tested the engine on a stand and not while it was in the car, 140hp will be its full potential. Once the engine is in the car, some horsepower will be lost through the transmission, rear axle, carburetor (if the car has a carburetor; newer cars don't), etc, so in reality only about 110hp will get to the rear wheel.

The biggest engine available in the '67 Camaro was a 396ci that gave a respectable 375 horse power, but the 396ci was only available in the SS addition Camaro that went by order # code SS396 (for those with slightly deeper pockets). The same went for '68. Then in '69 Chevy changed the equation. It started as a slow rebellion against low performance Camaros as Chevy dealers around the country began to yank out the 369s, 230s, as well as everything in between and drop in more powerful 427 cubic inch engines. In case you didn't know, the 427ci engine is legendary among muscle car fans; many of the greatest muscle cars used it (the C2 Corvettes, including the famous split-window coupe, even the Shelby Cobra, billed as one of the highest performance cars ever made). Don Yenko added 427s at his dealership in Pennsylvania and the Baldwin-Motion guys did it right here in New York. They became so popular that Chevy made the 427ci engine available through the special COPO order system. These COPO Camaros had a screaming 430hp and 450ft-lb of torque, immortalizing them forever in automotive history. Compared with modern cars, the '69 Yenko Camaro had



A 427 Yenko

about double the horse power. While the Yenko is quite pricey, the SS396 can be acquired for between 30K and 40K and even less for '67 and '68 models, which is just a bit more than Japanese cars cost. For about 10K more, a Camaro has double the horsepower and better style. New cars just look like circular blobs, but muscle cars have sharp, aggressive shapes. 40 years from now, no one will be driving a vintage Nissan Ultima, but even though the Camaro appeared more than 40 years ago, it is still sought after and its performance is still unrivaled by anything short of a new Ferrari.

It doesn't always end at 3:35...



Why only the most dedicated students survive at HSMSE...



STYLE

Gay, Straight, and in Between

By: Brittani Le

Although it is very late in the year to start a new club, a few juniors and a senior came together to do just that. Rumors of verbal harassment toward people of different sexual orientations has increased over the years at HIS MSE and these few students felt that something must be done to resolve it. Thus, the Gay-Straight Alliance (GSA) was created. The three main goals of this club are: to provide a safe and open environment for those of different sexual orientations, spread awareness of the issues here at HS MSE dealing with sexual orientation, and learn more about the gay, lesbian, transgender, and bisexual communities within the school and city. Meetings will include open discussions on topics relating to sexual orientation, small peer group counseling, films pertaining to the topic of the week and after school field trips.

The most important function of the Gay-Straight Alliance is the facilitation of open discussions. Possible topics for such open discussions are religion, race, culture, and politics. Each meeting starts off with a reading relevant to the topic of the week, and leads to an open discussion where peers share their experiences and ask questions. For those who do not want to contribute to the discussion, the option to stay silent is always open. The main rule of the club is that all information and discussions stay within the group. If you want to find out more about the Gay-Straight Alliance, join the Yahoo Group, msegsa. It is open to all HS MSE students. Or better yet, come to a GSA meeting on Mondays, led by Mr. Henning, in B8 to find out exactly why this latest club is so wonderfully unique! All are welcome!



Mr. Henning, advisor of GSA

Review of the New York International Auto Show

By: Ian Gamble

The New York International Auto Show can be summed up in one precise, car related word: lemon. The show was missing most of its trademark concept cars, probably due to the oil crisis and the low sales plaguing some of the car makers. Previously, shows tended to feature the more "exotically designed" cars that don't always make it to production in addition to the more practical models. I enjoyed seeing the engineers' design process in action; however, most of the cars looked exactly like the models we see on the street today. Would you pay to go to a museum to see something you could see on the sidewalk? I know that not everyone who went to the show went to see something exotic, but there was nothing good even for the car shoppers because they could see the same thing at the dealership for free.

Overall, the show had fewer cars than in other years. The nicer models in the show were usually on an elevated platform and were protected by a company representative; in previous years you could sit in them. Even if the pricier cars were unguarded on the show floor, the doors were locked to prevent show-goers from resting their legs. If I want to sit in a Toyota corolla, I'll go to the dealership. The only sports car that could be sat in was the new Corvette and it was very uncomfortable. Not only were the seats hard but it had very little leg room, as the steering wheel was not the tilting telescopic version seen in Stingrays and could not be adjusted for taller drivers. The lone positive comment I can offer about the Corvette is that it comes with an LS9 engine that has 600+ horsepower.

Out of all of the General Motors brands, Chevy was the only one that had anything remotely interesting. They had representatives speaking about the new Corvette and the Camaro (the latter was a little too bulky). Besides the Solstice, Pontiac's poor attempt at a sports car, Pontiac and Chrysler introduced some less than thrilling minivans and family sedans. As for Mopar, the Challenger did not retain as much of its muscle car styling as I expected. The car was deceptively photogenic in the promotional materials because it looked pretty bad in person. The Challenger had the same problem as the Camaro: it was too bulky and it was much too protected by company representatives. It was on an elevated platform and had a guard in front of it to make sure no one could sit in it, while in previous years people could touch and sit in almost all the cars (I'm surprised it wasn't surrounded by bullet proof glass and lasers. I can't imagine what Dodge thought the show-goers would do to it).

A lot of muscle car fans made a big fuss over the new school muscle cars, like the Camaro and Challenger, but I generally regard the new muscle cars as failures; they did not capture the styling of the originals. They all looked too bulky while the originals were sleek and aggressive. If you take a look at the new Challenger, one of the first things that you will notice is how close the chassis comes to the floor. The original Challenger was set quite high off the ground (which probably contributed to the muscle car curse: poor cornering). The original was so high off the ground that if you looked at the front of the car the control arm (front axle) was visible; it gave the Challenger a rugged unrefined look that was attractive to many fans. In the interest of smoother handling and a more modern look, the bottom of the car was stretched to the floor, so even though the new car had a similar height as the original, the bottom of the car reached the floor, making it look bulky.

Almost everything at the show was not what I expected, except the food, which was overpriced as usual. The same bag of roasted nuts that could be bought a block away was being sold for double inside the convention center. If you wanted something to eat without paying at least two times the price you would have to walk several blocks. If you wanted a souvenir you would have to pay through the nose for that, too. I walked past the Lamborghini souvenir stand and saw a leather bomber jacket priced at \$1,300 dollars. Even someone who could afford a Lamborghini probably would not pay that.

If you did not go to the auto show, you didn't miss much. At the show, representatives just tried to show off the same car that your next door neighbor already owns. I went there expecting to see something that wasn't everyday and was sorely disappointed.



A car on display at the auto show

HS MSE's Long Awaited Dream: A Baseball Team

By: Max Tierno

For years, HS MSE has given the Public School Athletic League proposals for a baseball team. At last, what was once believed to be an out of reach dream has become a reality; HS MSE has a team. Baseball has always been a sport desired by HS MSE students. Last year's seniors brought baseball gloves to school and always looked forward to a pick up game in Riverside Park. Come October, the World Series always seems to be the number one conversation topic of choice and students rock their favorite team's baseball hat on a regular basis. It seems that HS MSE has had the baseball spirit all along, we were just looking for a team we could go out and support.

The baseball club began in the middle of March and has a roster of 16 people. They will play exhibition non-league games with other schools in order to build up a resume worthy of being put in a league for the 2009 season. A baseball team would give HS MSE its 7th varsity team and 4th boys team. Although students are excited to watch the team play in a competitive league, it's not quite as easily said as done.

A baseball team is very hard to have and maintain in New York City because it is so hard to find field space. Most schools do not have fields and are forced to share spaces in Central Park as well as alternative locations throughout the city. Since high schools with established baseball programs have priority for field permits, it's very hard for developing baseball programs (like the one at HS MSE) to find a place to play. Without a field to call home, the HS MSE baseball team is forced to scavenge for field space wherever they can get it.

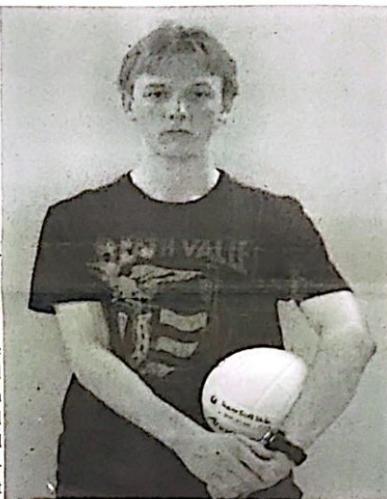
Although the team is without an official home field, they're finding places to play and practice. Practice is held in the park on 138th and Amsterdam every morning at 7 am, and sometimes after school. The dedication and spirit of the players is evident by the turnout at morning practices. Players can be seen lined up stretching and warming up at 6:55, and taking infield and hitting BP (Batting Practice) throughout the morning. Anyone walking up the hill from the one train can see the passion for him or herself; you just might have to get to school a little early.

Bump it Up! It's Volleyball Season

By: Max Tierno

With each change of season, it's time for a new HS MSE sport. This spring HS MSE fans cheered on the Girls' Soccer team and the Boys' Volleyball team. The Boys' Volleyball team, especially, went under the radar this year, getting very little exposure after a successful season a year ago. In 2007, under the leadership of Ms. Calvo, the volleyball team played in the Manhattan IX division. It was an unexpectedly successful season involving some major victories over highly rated teams such as Frederick Douglas Academy, AP Randolph, Environmental Studies, and which included a playoff victory against Sheepshead Bay. Although last year the HS MSE volleyball team had a lot of success, this year's team did not fair so well.

Due to Ms. Calvo's departure, Ms. Paradise took control of the helm as the new Boys' Volleyball coach. Ms. Calvo, however, is not the only team member who departed; former starters Michael Kravetz, Erik Shadgar, Tyler Halpin-Healy and Jimmy Hill all graduated last year. With an abundance of open positions it was tough to imagine that the team was going to emulate last season's success.



Max, captain of the volleyball team

Practices only began a week before their first game, which resulted in a two games to nothing loss to Frederick Douglas, a school that the '07 Volleyball team had dominated. Clearly the Volleyball team had lost some talent, but the remaining and new players tried hard to come together as one to create a cohesive unit.

Despite a challenging schedule and a lot of team adversity, the 2008 volleyball team gave it their best. Their season ended with a record of four wins and eight losses. It was a valuable effort for a team that had more 'inactive' players than 'active' players, and sometimes struggled to find six players to put on the court. Hopefully, next year the players, led once again by Ms. Paradise and Captain Max, can turn next season around and bring the glory back to the HS MSE Volleyball team.

Congratulations to the Girls' Soccer team for a phenomenal season!

Thank you Mr. Carey for your dedication to HS MSE. We will miss your presence and especially your morning announcements. Best of luck in your future endeavors.

Sports

DRAGON TALES

Goodbye Seniors!



Congratulations to the Class of 2008 who have been accepted into the following colleges and universities:

Adelphi College-Honors
American University
Babson College
Bard College
Boston University
Bowdoin College
Carleton College
Case Western Reserve University
Clarkson University
Columbia University
Concordia College
Connecticut College
Cooper Union
CUNY/Brooklyn College
CUNY/College of Staten Island
CUNY/City College
Honors
CUNY/Hunter College
CUNY/John Jay College
CUNY/Lehman College
CUNY/Macaulay Honors College
CUNY/Queens College
CUNY/Teachers Academy
Drexel University
Emory University
Fairfield University
Florida International University

Florida Institute of Tech.
Fordham University
Hartwick College
Harvard University
Harvey Mudd College
Hobart & William Smith
Illinois Institute of Tech.
Iona College
Lawrence Technical University
Long Island University
Manhattan College
Massachusetts Inst. Of Tech (MIT)
McGill University, Montreal, CA
Mercy College
Middlebury College
New Jersey Institute of Tech
New York Institute of Tech.
New York University
Northeastern University
Oregon State University
Parsons New School for Design
Penn State University
Polytechnic Institute of Tech.
Pratt Institute
Quinnipiac University

Rensselaer Polytechnic Institute
Rhode Island School of Design
Rochester Institute of Technology
Roger Williams College
Rose Hulman Institute of Technology
Rutgers University
School of Visual Arts
Sophie Davis School of Biomedical Edu.
St. Johns University
Stevens Institute of Technology
SUNY/University at Albany
SUNY/Bingamton University
SUNY/Envir. Sci. & Forestry
SUNY/Genesee
SUNY/Maritime
SUNY/Old Westbury
SUNY/Plattsburgh
SUNY/Stonybrook University
SUNY/University at Buffalo
Syracuse University

Temple University
Union College
UCLA
UCSD
University of Chicago
University of Connecticut
University of Amherst
University of Miami
University of the Pacific
University of Rochester
University of Texas
University of Waterloo Ontario
University of Wisconsin
Ursinus College
Utica College
Vanderbilt University
Virginia Commonwealth University
Wellesley College
Worcester Polytechnic Institute
Yale University

Best of luck from all of us at HS MSE.