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AAPI Month: Commemorating AAPI History, One Step at a Time



AAPI Bulletin Display in Clinton Library
Photo Credit: Abby Chen

BY: EMMA CHEN

In 1977, New York and California Congressmen, Frank Horton and Norman Mineta introduced a resolution establishing Asian Pacific Heritage Month, which would be celebrated at the start of May. After being introduced in the Senate in 1979, following a joint resolution signed by President Jimmy Carter, the first annual celebration occurred in May 1979. Thirteen years later, President George H.W. Bush officially established the

month of May as Asian American and Pacific Islander (AAPI) Heritage Month.

AAPI people in the United States have contributed greatly to American society, but have historically been met with adversity and exclusion along the way. Many take the month of May as an opportunity to bring awareness, outreach, and advocate for the AAPI community. The spike of Asian hate during the pandemic has brought more awareness and gratitude towards the month,

as communities hold celebrations of AAPI month as a way to share their support. Clinton is celebrating with bulletin board displays in the library, and the Asian Student Union Club (ASU) is celebrating by building origami for a crane counting contest.

May commemorates the arrival of the first Japanese immigrants in the U.S. on May 7, 1843, and also the month of completing the transcontinental railroad, which countless Chinese immigrants helped to build.

Thousands of Chi-

nese immigrants journeyed to California during the gold rush in hopes of wealth during the 1850s, and due to language barriers, unreliable work, and discrimination faced by local Americans, many Chinese immigrants took on hazardous and laborious work when building the railroad. In addition to being dangerous, this work offered little pay, with over 13,000 Chinese immigrants composing over 90% of the workforce on the Central Pacific Railroad.

Despite their con-

tributions to American society, AAPI immigrants were discriminated against throughout the late 1800s and 1900s, when Congress passed the Page and Exclusion Acts against Asian immigrants. The Page Act of 1875, essentially prevented Chinese women from immigrating to America, which in turn prevented Chinese men from building families with other Chinese women. The Exclusion Act was initially enacted in 1882, and was implemented to keep Chinese immigrants out of the country, with strict, unfair quotas that prevented Chinese immigrants from obtaining citizenship. After multiple variations of the act, it was diminished in 1943, when the U.S. faced a labor shortage due to World War II.

If exclusion by the government was not enough, many AAPI people are faced with the realities of the model minority myth which is misleading and perpetuates harmful stereotypes. The model minority myth is the generalization that Asian immigrants and people are intelligent, hardworking, and successful.

Although Asians have a high median income of \$94,903 according to the 2020 census, \$25,000 more than the median income of all races, the AAPI community also has the largest wage gap. The myth is not representative of the entire diverse community. When breaking down the data, it is clear that certain demographics of Asians are more likely to be in poverty. The model minority myth is misleading,

therefore, it often makes it so these groups in higher poverty are less likely to get outreach and the help they need.

In addition, the model minority myth builds the harmful idea of a perfect immigrant, which further stigmatizes mental health in the AAPI community. It can be difficult to find therapists or professionals who build connection, trust, and can communicate through culture and language barriers with Asian Americans.

On a similar note, the model minority myth often downplays historical racism and prevents justice. As Asian Americans are labeled as being smart and successful, their discrimination is often overlooked. It erases the history of racism and exclusion of Asian Americans and makes it seem that Asian Americans have an advantage towards other races despite a long history of discrimination and struggle.

While, in the past, many people have dismissed and ignored racism towards Asians, a rise of anti-Asian hate during the COVID-19 pandemic drew more eyes to the Asian hate movement. With people blaming China for the pandemic, Asian Americans were immediately the target of racially motivated attacks. Many were targeted because of an inability to distinguish if a person is Chinese or not, causing a variety of East Asians to be targeted despite not being Chinese.

According to Pew Research Center, $\frac{1}{3}$ of Asian Americans said that they were scared to be

attacked or threatened in public. Not only did Asian Americans feel ashamed, some were scared to protest and speak out in worry that this would affect their immigration status.

Still, the shared fear across the community brought individuals closer, encouraging people to protest, and appreciate the AAPI community month greater than pre-pandemic. Celebrities like Sandra Oh even protested and rallied with their community to bring awareness and combat Asian-hate.

AAPI students in the Clinton community recognize efforts to improve representation of the AAPI community, and efforts to celebrate AAPI month, like the library bulletin board display and ASU's crane counting contest. However, many expressed disappointment in the lack of celebration of AAPI month.

One anonymous student expressed, "Clinton as a whole doesn't do that much for AAPI month, however, different areas do bring awareness to it such as the library... it's not celebrated as much as other things are... they could be doing a lot more...to focus on AAPI month."

A tenth grader, Isabelle Melnick, agreed with the lack of attention to the AAPI community by saying, "It's not enough. Food is a big part of our culture and it has to be shared, like in a potluck."

She even recognized that she did not even know about AAPI month until this year, and said "I believe that our school does not do... enough..."

[to represent] Asian culture especially during a heritage appreciation month."

It can seem difficult to bring change to a large, systemic issue like racism in the AAPI community. However, we see, first hand, the Clinton community taking first steps towards change through bulletin boards dedicated to the issue and by hosting a crane counting event in honor of AAPI month. While this is a step forward, it is clear AAPI students at Clinton call for more awareness of AAPI month and AAPI culture as a whole, whether through a potluck or more diverse curriculum.

Engaging in events such as Clinton's, or taking the time to read about AAPI struggles and stories, can make one much more aware and combat ignorance towards Asian discrimination and hate. Recognize that reading this article is a step forward to building more awareness, and use this article as a catalyst to become more educated and aware.

Clinton Students Now Only Advised to Sit for Necessary Regents: Is this the Right Move?

BY: ABBY CHEN

Earlier this school year, Mr. Levin, the principal of The Clinton School, announced in a *Jupiter* blast on October 21st that students will now only be recommended to take the number of Regents that are necessary for them to graduate. This is a new change for the Clinton community and comes with a number of benefits and drawbacks.

While Clinton has never forced students to take unneeded Regents, they typically did not advise students against them and most students sat for all exams regardless of whether they were required for the students to graduate. The majority of the current 10th graders sat for all three of the Regents corresponding to the 9th grade Regents courses: Living Environment, Global History, and Geometry. In fact, many students who previously had Regents credits from 8th grade, such as the majority of Clinton Middle School students, sat for them even though they did not need to take all of them.

In New York, if you attend a public school, to graduate, students must obtain at least five Regents credits for the lowest level diploma. Students must have passed and taken one Social Studies Regents, one English Language Arts Regents, one Math Regents, one Science Regents, plus one additional Regent. Clinton Middle School students sit for US History, Algebra I, and Earth Science, so when they reach high school they typically already accumulated three Regents credits, and would earn four more

throughout highschool. This leaves Clinton students with seven credits, two more than the required amount of credits. Many students from other schools have also taken Regents courses in middle school, however, some students entering Clinton have not.

In response to the unnecessary amount of credits, Mr. Levin released this statement: "This was never our intention, so we are making the following change: For students who are in 9th grade and already have 3 Regents, at the end of January, based on MAP, grades, and teacher input, we will recommend one Regent for students to take in June. For students who have two Regents, we will recommend two Regents for June. For students who have one or no Regents, we will require that they take Global, Geometry, and Living Environment."

For students who already have credits from Middle school, this change offers an opportunity for them to have less stress studying for the Regents, and it could allow them to avoid taking a Regents exam in a course they may struggle with. When asked about their opinion of studying for fewer Regents, an anonymous 9th grader commented, "I find it stressful because it is at the end of the year and there are many different topics that you have to review from the entire year. I think that it is much less stressful this year than in 8th grade because I only need to take one regent."

A concern for some may be the fact that students who have not had the opportunity to sit for the Regents in middle schools may come

from statistically disadvantaged schools. According to a 2013 report published by the Independent Budget Office, while over 40% of non Black or Hispanic students sat for at least one Regents in 8th grade, only around 15% of Black and Hispanic students did. In addition, the report stated around 15% more students who are not eligible for free or reduced-price lunch sat for a Regents in 8th grade compared to those who are eligible for free or reduced-price lunch. Systemic racism and inequalities in society yield data such as these. Therefore, some may be concerned that disadvantaged students may be burdened with extra Regents and stress in the upcoming testing season.

To ensure a fair learning environment, Mr. Levin stated that students who do not participate in Regents will participate in a final for the classes they are exempted from taking the Regents for. To add on, some parents may worry about assessing students learning without a Regents exam, however, as Mr. Levin stated, "Since we are a school that culminates in exams in 12th grade, all students will participate in Finals in June." Mr. Levin has announced to keep things fair, these exams will be graded but will not factor into final grades, like the Regents, and will serve more for a data point.

While finals and Regents contrast and compare, Violet Hoffnung, a 9th grader who is scheduled to take all three 9th grade regents says, "I think it gives benefits to both sides of students cause if you're not taking the Regents you're going to have to take a final. I find

taking the Regents easier because you have all the resources online from past years exams and everyone's more familiar with them you know, with a certain respect. But I think it definitely depends on your learning style and if you're a good test taker or not." While some may be concerned over the fact that some students who come from middle schools who did not offer the Regents, would be disadvantaged, the new Regents and class finals protocol help to bridge this gap. While the 9th graders expressed that there were mixed opinions regarding this change, Violet Hoffnung brought up an extremely important point, that the new Regents protocol will help cater to the strengths of students, and their testing abilities.

This change in approaching the Regents will hopefully lessen the stress and tension of Regents week for some students and lighten the workload. With fewer Regents to focus on, students may feel calmer and be able to put more effort in the fewer Regents that they are taking. While students will still need to sit for finals, without the pressure of the finals being averaged into final grades, students will be able to relax and truly access themselves without pressure or over stress. While some may worry about students being overly relaxed on these final exams, hopefully, students will keep in mind that scores could be used as a data point for class placement.

With Regents week fast approaching: Best of luck to students on the Regents and finals!

Celebrating a Year of Student-Athletes: Clinton Annual Sports Banquet

BY JUNYI ZOU

The Clinton Sports Banquet of 2024 has revived the dying school spirit of Clinton.

With student-athletes and parents in attendance, every moment fostered the unification of Clinton families. After a year of dedication and passion put into sports, it was time for the most deserving student-athletes to receive their awards and get the recognition they earned.

The Clinton School organized an annual Sports Banquet at the beginning of May 2024, an event that brings together coaches, players, family, and friends to honor the best moments and players of the season. This, however, was one of Clinton's most remarkable accomplishments. With the inclusion of Clinton's two new official PSAL teams: Boys' Varsity Volleyball and Boys'

and Girls' Outdoor Track, the school has expanded its community through the reach of sports.

With catered food, scattered snacks, and tables adorned with decorations, Clinton welcomes everyone present with great morale. All sports teams attended with the promise of delicious food and the opportunity to claim an award. The Athletic Director, Mr. Spielberg, kicked off the ceremony with heartfelt congratulations and an inspirational speech. His opening remarks set the tone for the evening as the gymnasium silenced and the anticipation arose.

Throughout the evening, awards were presented to the most deserving athletes, each recognition met with applause and cheers of encouragement from peers and parents. The Post interviewed Maximilian Spinelli, the captain of the debuting Clinton Boys' Volleyball Team and the winner of

the MOP (similar to MVP, or Most Valuable Player) award for volleyball, to get his perspective on this special night. What does it mean to win the exceptional award of 'Most Outstanding Player'? As student-athletes, winning the Most Outstanding Player award is a significant achievement and honor. It means that you have been recognized as an exceptional asset to your team in your respective sport. Maximilian sees it as the utmost prestige.

The Post was curious to hear Maximilian's insight into the overall contribution of the Banquet to the Clinton community. "The Sports Banquet is a great addition to the Clinton community. It brings together our community towards one more cohesive unit, with all the parents and athletes coming together to witness our achievements," Maximilian remarked. "It is also an opportunity and the

time to appreciate other sports teams, so not only recognizing greatness within the individual team but within the whole community of Clinton!" Maximilian attested that the Sports Banquet fosters a sense of unity amongst the school community. It is where parents and supporters seek to be an element of a community that places a high priority on accomplishment, sportsmanship, and collaboration, with athletes feeling valued and appreciated for their efforts. Those who did not attend this memorable event would not understand the impact it has on the Clinton community. Clinton in recent years has been lacking the school spirit it has always longed for, and this might have finally manifested it.

Mental Health Day Festivities

BY JACOB MELCHOR

Clinton celebrated Mental Health Day on May 22nd with the first-ever rock-paper-scissors tournament. Students battled it out in the classic game in an effort to collect as many beads as possible and advance to the finals.

At the beginning of the day, each student was given a necklace of beads. Students played rock-paper-scissors to win other players' beads. The goal was simple: to collect the most beads possible. At the end of the day, students with 7 or more beads were invited onto the stage in front of the entire high school. There, the most intense games were played, as students battled for prizes and glory.

After an extensive



Students show off the green bands they won playing rock-paper-scissors in the Mental Health Day tournament

Photo Credit: The Clinton Post Staff

bracket where students' dramatic games took center stage, one Clintonian stood above all the others. For her efforts, she was given a luxury Clinton towel, among other rewards. Other prizes included cotton candy and baseballs. All of the festivities were or-

ganized by the student council and the Mental Health Club. mental health has been a rising concern among youth, especially teenagers, as children are put into stressful situations nearly every day. To combat this threat, educators and organizations have been placing

increased emphasis on the importance of mental health. One way in which students are advised to protect their mental health is by giving themselves time to explore their own interests and passions. Green colors were shown across the school in support of Mental Health Day. Students were given green bracelets, beads, and stickers, to remind themselves of the importance of mental health. This year's Mental Health Day was a complete success that is likely to linger in Clintonians' minds for a long time as they ensure that they are properly taking care of themselves.

For more Mental Health Day live coverage and interviews with students, check out Clinton's latest digital segment -- the Weekly Scoop on Tiktok and Instagram!

“Going once, going twice, Sold!”

Highlights from the Clinton Auction

BY: SAREENA
PERNAMBUCO

Have you ever been to an auction? Even if you haven't, you've probably seen one in the movies. An auction is a public sale where goods, services, or property are sold to the highest bidder. Bidders compete by offering increasingly higher prices until the item is sold to the highest bidder. Auctions can be conducted in various formats, including live auctions with an auctioneer, online auctions, or sealed bid auctions, depending on the venue and items being sold.

On May 8th, 2024, The Clinton School held an auction to raise money for professional development, the middle years program, and new technology. It was one of many, as we have had previous auctions in the past. Many parents and teachers attended to participate in the auction, helping to raise a copious amount of funds for the school. There have been rumors circulating around the school, claiming that someone won an elevator pass



Mr Levin at this year's annual auction

Photo Credit: @theclintonschoolnyc// The Cliton Post Staff

for the whole year. Numerous prizes spiked significant attention and were fiercely contested, through competitive bidding processes. However, while some attended the actual event, located at the Midtown Loft on 276 5th ave, some were not able to attend in person, and did their bidding online.

Some of the items up for auction online were an art print, a boat party, a coach bag, a tooth whitening session, and more. An anonymous bidder who won some of the online bidding remarked, "I bid on a number of

items, assuming that I would be outbid—but I wasn't!! I ended up spending way more than I planned to and now will have a lovely piece of artwork, a Clinton hoodie, some free PR and a tooth whitening session to my name. I did get outbid on the boat party though, and I was bummed about that.

The auction is a great way to give to Clinton and to get cool stuff!"

There was also a photo booth present, where many Clinton teachers took some fun pictures. There were props to hold up in the pictures, including a

Mr. Levin mask! How hilarious and fun! The Clinton auction was a grand success, with

April Showers Bring May... Hobbies!

BY: LIVI LASNER

Being a teenager in this day and age is difficult. Most teenagers are obsessed with social media and are so involved with their electronic devices that they tend to forget to engage with life outside of the iPhone realm.

According to Cross River Therapy, 1 in 3 high school students say they're addicted to using their phones. Additionally, almost $\frac{2}{3}$ of children spend 4+ hours using their smartphones; teenagers spend almost 9 hours a day on their phones. Isn't that crazy? Imagine what you could be accomplishing in this amount of time.

Do you ever wish you grew up in previous generations, without technology? Sure, technology has made huge advancements, but at what cost?

This spring, when the weather is warm, motivate yourself to get out of the house and forget your phone for a while. Sometimes, a

phone detox is needed to give you a reality check.

If you have a bike, or access to one, taking a bike ride outside is a great way to enjoy nature, take some time for yourself, and to get some exercise. For Manhattan residents, if you live near Central Park, there's a big loop and a small loop that you can bike around. If you live far away from Central Park, consider biking along the Hudson River or the East River for a pleasant view of the water.

If you're not feeling up to biking, consider doing your favorite childhood activity. Sometimes an activity which doesn't require screens can make you feel wholesome and innocent again. Maybe go to a park with a friend and play a sport or throw a ball around. If this isn't your forte, consider doing an art project like painting or coloring. It really depends on your interests, but sometimes traveling back in time

can reconnect you with some old hobbies.

Another way to get out of the house is to spend time with your family or friends. If you have a relative that you don't see often, but would like to, consider meeting them outside for a meal or a walk to catch up and strengthen your bond. If you have a friend that lives nearby, go for a walk in a new neighborhood, explore your hometown, or go shopping.

Bucket lists are also a great way to motivate oneself to proceed with activities unrelated to screens. A bucket list is a list of activities or goals that people make, so that they can look forward to trying or accomplishing something new. People often decorate their bucket lists to personalize them. If you want a creative activity, this one's for you!

As much as you may be tempted to scroll endlessly through your phone, I

encourage you to put all electronics down and enjoy activities unrelated to screens. Look for a job, an internship, a new experience—something that could benefit you in the future. Put the phone away for a while and enjoy the warm weather!

Utilizing Online Resources to Tackle the Regents: Advice from a Transfer Student

BY: NICHOLAS
BELIDA

The Regents are New York State required exams that all students must complete within their four years of high school. While there are ten different regents exams currently being administered, a student only needs to complete five examples to earn a New York State diploma. Additionally, if a student wishes, they can attempt for an advanced regents diploma which requires a minimum score of 65 across a minimum of seven regent exams. However, being an IB school, Clinton places little emphasis on the importance of regents exams aiming for students to finish the least amount of regents— but just enough to get a NYS diploma— by the end of sophomore year. This is done in order to relieve any unnecessary stress a student will feel as an official IB student their junior year. Due to this fast past track Clinton takes, two year courses are squeezed into one (two years of global history in freshman year and economics and government in sophomore year)

so students are able to complete the New York graduation requirement.

For students who transfer into Clinton, they might find they are behind on regents due to different classes they took. This actually happened to me when I transferred into Clinton in my Sophomore year. While Clintonians already completed their global history regent requirements in their Freshman year, the course itself is meant to take two years and is split up in Freshman and Sophomore year with students taking the exam at the end of their sophomore year. However, I didn't find out about this requirement until much later in my Sophomore year and I soon realized that I would need to take my global regents in the middle of my Junior year — otherwise I wouldn't be able to graduate.

Along with many other students, we all came into Clinton lacking certain regent requirements so many of the teachers offered up regent specific office hours to help accommodate this lack of learning as transfer students. Additionally,

I was made aware of some students who sat in on Freshman classes to learn missing information. My biggest advice from someone who took the global regents in January of my Sophomore year and still passed with a good grade is to utilize online resources. If you look up the subject of the regent you're taking with "regents summarization doc" many times, schools have produced their own incredibly comprehensive document with all the information in very brief summaries that will help you on your exam. For my regent, I read a 35 page document on the entire summary of the two year course of Global Regents and with that new knowledge I felt confident enough to tackle the exam even though I lacked a full year's worth of teaching.

Overall, while regents might sound stressful and daunting especially if it is your first year taking them or you came in as a transfer student, it is incredibly important to utilize the online resources there for all students. Clinton prepares students very well for these exams,

and there is no need for any additional stress in your life wondering if you will fail or not. With regent season coming up, I extended my best wishes, but I know anyone taking an exam will do great—just be confident in your abilities!

A Poet's Mind:

An Exclusive Interview with Ms. Liimatta

BY: COOKIE STOTZ

An exclusive interview with Ms. Liimatta, poet and 11th grade IB Language and Literature teacher:

COOKIE: What was your inspiration for this work?

MS. LIIMATTA: The poem I am talking about is called "Incantation;" I wrote it for my father, about my father. He has a habit of looking out the window, looking at birds, and labeling all of the birds he sees. I noticed that he has a habit of writing my name in his book. I thought about how my name for him is kind of an incantation.

COOKIE: That's beautiful. What were your artistic intentions with this work? What themes and ideas did you intend to convey?

L: I think there's a lot of sadness in the poem because my dad is wanting or longing for me to come home and I think that writing my name is a form of remembrance, it's sweet. There's a sort of sadness to it. There's also a companion poem that he wrote for me describing himself as a bird. It's kind of duet. I think of us singing a duet from afar and I think that is what inspired it.

C: I love that. How do you hope for this poem to be received by readers?

L: I thought a lot about that when I read it to you guys. I thought that you would be puzzled about who I am writing for. Originally, it said "Incantation for Dad", but I decided to take "for Dad" out because I wanted it to be more mysterious. I hope that readers feel moved in some way. I hope that they

are moved by the particular combination of words that I picked and perhaps they can relate. Maybe leave with them a question or memory.

C: Is there a particular line or phrase in your poem that you love? What inspired this line?

L: I really like the last four lines. "But I am sorry / That you can't summon / Me, that I can't get there faster / To feast on your beautiful seeds." My dad is a huge inspiration in my life, he has taught me so much about beauty and art. He has given me so much richness just because of his mind. So I think that those are my favorite. I really like that "Feast on your beautiful seeds" line.

C: I love that. It's a really interesting image.

L: Ya, it's an interesting image and I thought about that. I thought about "that's a weird image to write about your dad," and it is meant to convey the idea that he feeds me a lot intellectually, that he gives me a lot and he always has.

C: How do you draw from your personal experiences in your writing?

L: It's all personal, I can't write any other way. I can't write about something that's not personal because that's why I am writing. I am usually writing to work something out. Sometimes I don't know what it is until I see it. What is it someone once said? "How do I know what I think until I see what I say?" I realised that it doesn't matter what other people think.

C: Are there any poets that

particularly inspire you? Is there an example in this poem that was inspired by another poet?

L: I really think I have definitely in the past been more inspired by female poets. Maybe I've read more female poets. I've read a lot of Mary Oliver. She is amazing. I want my poetry to be very simple, not to have to use a lot of space, but to say a lot with a little. I think Mary Oliver did that. The question is not only what to leave in but what to take out. So I am always trying to let my language fly and not be too weighty. I'm not into poets who write ten page poems. I'm just not, I'm not sure if it's an attention span thing, but I just can't get into it. I need it to be a little more to the point.

C: Short and sweet.

L: Exactly, short and sweet. I think that's what inspires me. I obviously love Anne Sexton. I enjoyed Frank Báez this year. I like to read new voices. I like to hear language in a new way. So I am always trying to read new people.

C: Do you have any advice for any aspiring poets that may be reading this article?

L: There's nothing more important in the world than your voice. You owe it to yourself and the world to put your voice out there. Your form of expression is unique to you, and no one else can do it like you can do it. You need to, you owe it to yourself to cultivate and develop a voice through practice. Try to find other people who are writing, and get into a group. You're in New York City. Go

out to an open mic and read your stuff. There's nothing more fulfilling than reading and having someone come up to you and say "I really felt that. You really moved me." That's a gift that you're not only giving yourself but you're giving to other people. I hear kids say a lot, "I can't write poetry." Ya you can! Pen, paper, computer, just try."

C: That's a great message. Thank you so much for your time.

L: Of course.

Incantation For Dad

I know that you
Are writing my name
In the little spiral notebook
You use to make
Lists of birds
You see
Outside the window.

Artist that you are,
You make poetry out of everything,
Even me.

I wonder if you imagine
My flight as you write,
If you can trace the arc
Of my leaving,

Does the symmetry of double vowels
Hold me in place
Locked, for a moment, in space?

I like that my name
Is an incantation, a spell of wonder
That captures you,
But I am sorry
That you can't summon
Me, that I can't get there faster

To feast on your beautiful seeds.

The Spanish Column

Editada por Abril De León

¡El viaje a España!

Primera parte
 POR: DREW
 TIMOFEY

La llegada:

Llegamos al aeropuerto tempranísimo, pero con muchas ganas. Nuestros ojos enrojecidos vieron las máquinas de café nada más llegar y nuestras piernas nos llevaron hasta allí para tener fuerzas para el día. Cuando llegamos al puerto, al lado de la rotonda de Colón, estábamos de buen humor: con ganas de hablar en español, con ganas de ver algo nuevo, con ganas de sentir la ciudad de Barcelona. Desayunamos en una plaza al lado de Las Ramblas y después exploramos por allí, por el mercado La Boquería, y quizás hicimos una mini compra de comida y ropa. Vimos una parte muy chula de la ciudad que se llama El born. Allí vimos las calles pintorescas europeas, probamos la comida, vimos la moda, y echamos una siesta en el parque. No sé como

pero aguantamos todo el día sin irnos al hotel. Estábamos muertos, pero felices.

Día 2:

Pasamos el día explorando la ciudad un poco desde el autobús. Sin embargo, en realidad estábamos en ruta al Montjuic. Desde allí vimos toda la ciudad y sacamos fotos mientras escuchábamos a un artista callejero. Había sol y muchas sonrisas. Después de picar algo, fuimos al Parque Güell, un parque muy famoso del arquitecto Antoni Gaudí. Los guías nos hablaron de cómo Gaudí quería incorporar la naturaleza en todo de su trabajo. Se puede ver fácilmente por dos elementos del parque: por los viaductos y como no sabemos lo que es natural y lo que es construido por el hombre y segundo por el hecho que no hay líneas rectas en el parque. No hay líneas rectas en la naturaleza y por eso no hay líneas rectas en Parque Güell.

¿Sabías que Gaudí era una de las primeras personas que creaba arte sostenible? Luego fuimos a la Sagrada Familia para aprender sobre esta basílica única de Antoni Gaudí. Vimos la fachada de natividad, los pilares que representan troncos, las colmenas en el techo, y la vidriera que nos enseñaba su luz tranquila y brillante mientras caminábamos con los guías. Al terminar vimos la fachada de la muerte de Jesús con las caras solemnes y quizás una influencia clave para George Lucas antes de que hiciera Star Wars.

Día 3:

El último día en Barcelona hicimos un montón. Primero caminamos con el guía por la parte gótica de la ciudad. Aprendimos que hay una mezcla entre arquitectura gótica y moderna por la ciudad. Hicimos una mini "scavenger hunt" y después fuimos para Montserrat, un monasterio en el monte

en las afueras de la ciudad. Había unas vistas impresionantes, piedras con nombres como: el elefante, el camello, y la momia. Aprendimos la importancia de la naturaleza y el simbolismo de la palma, el ciprés, y el laurel. Significan respectivamente: la belleza, el silencio, y el honor. Algunos decidieron quedar el monasterio que es como Los Cloisters en Washington Heights, otros decidieron ir de compras en el mercado, y otros decidieron hacer una mini ruta. Ese día fue el último en Barcelona. Después de cenar, comer de nuevo, y caminar por Barcelona por la noche, volvimos al hotel para preparar la maleta para ir a Zaragoza y a Madrid.

Entre dos aguas:

Para ir con tranquilidad y no pasar demasiado tiempo en el bus, paramos en una ciudad pequeña que se llama Zaragoza. Para mí, Zaragoza es un sitio muy típico

español. Tiene calles estrechas, tiendas únicas, menús del día, y bares/restaurantes encantadores. Paramos allí para sentir la belleza de la basílica de Nuestra Señora del Pilar y para comer. Ahora nos espera la capital; ¡Madrid!

Después de un viaje largo en autobús, con una parada en la ciudad de Zaragoza, llegamos a Madrid.

Segunda parte

POR: ALEXANDRA
MOTOC

En Madrid, visitamos el Palacio Real y entramos a la Catedral de la Almudena, que está enfrente del Palacio Real. Paseamos por las pequeñas

calles adoquinadas de la ciudad y vimos la famosa Plaza Mayor, la estatua de Felipe III, y los restaurantes llenos de turistas que disfrutaban del sol.

Después llegamos a la bulliciosa Puerta del Sol, el corazón de Madrid, lugar de encuentro y hogar de la estatua del Oso y el Madroño.

Comimos las famosas tapas, tomamos delicioso chocolate con churros y nos revitalizamos con numerosos cafés con leche. El Mercado de San Miguel ofrece muchas opciones de comida, bebida y una atmósfera agradable para descansar.

Una tarde de compras por la Gran Vía y regalos sin

número, seguida por un Tablao de Flamenco, ubicado en la zona más castiza de Madrid. Un grupo de tres bailarinas, una cantante y un guitarrista, que combinaban lo mejor de la tradición y el flamenco moderno.

El Museo del Prado, un edificio que alberga una de las mejores colecciones de arte, nos entretuvo por horas. Participamos en una gincana que nos hizo correr por el museo, pero también detenernos para admirar el arte.

Madrid es una ciudad encantadora que te lleva a épocas antiguas donde siempre encuentras algo nuevo.

Nota: Este viaje fue sin duda un despertar al viejo continente. En este, navegamos en la historia y la tradición de un país que lo ha visto todo y que conserva en su interior una atmósfera acogedora y destellos de las épocas más románticas y aterradoras jamás vistas. No dudes en visitar la madre patria... ¡¡Es simplemente genial!!!

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CLINTON WORD HUNT!

F S O J T T H V J C S P I D O
 I I P R A U C T I O N O B W A
 H V O R B T P I N P H E H M N
 Z P S Y I C N Q L O G M O U C
 S X T U O N O T V A M C Z U C
 H U N H K K G I J Q T I P C C
 Z U E L U Y A S V J G X P N X
 W Y G W Q J L V X X U R A A S
 V K E I A I X J X P B I C O A
 Z V R R B L M R Q L M S J N Y
 X O J D Y C U R X N A B B K G
 G O W J C P A L C G C U G U C
 U W I A E L U O H B M M E R X
 Q W U G X Y I A V I C Q P U A
 N A W J K G F O H O Z F K F Z

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 G K B B A N X R C U R Y D J O X
 Y N S J M S J M R Q L M R B R V Z
 A O I C O A S A R A X X V L J Q W G Y W
 X N P X G J S V A Y L U E L U E Z
 C C P I T Q I G I S K K H H U N
 C U C Z C M A V T O N U O T X S
 C U C O M G O L Q N Q I Y S P Z
 N M H E H P N P I N P R O R H
 A W A O N O I O T I R A U C T I O N
 O I D O P I S C S V J C S P I D O

Answers

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