

## 2001 vs. 2002

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Everyone knows that Science and Math is different from other schools. Our classes are much more difficult, we can't have cars, and we all live together. There are unique conflicts that arise from the residential nature of this school, such as the junior/senior rivalry. Science and Math-style rivalry includes all of the normal jokes and pranks between upper-classmen and lower-classmen, plus unofficial senior privileges like the bench, mock graduation, and chants (2-0-0-1). The major difference, however, between this school and other schools is that the classes involved are separated by only one year.

"The seniors here are a whole lot meaner to the juniors than the seniors at my old school were to the freshmen," replied one junior when asked to share her opinion regarding the issue of junior/senior rivalry. She later went on to say, "Since we're both here and there is only one year separating us there's not much of a difference." For this reason it is easy to understand why many juniors arrive here not expecting to encounter a rivalry. She has a point, for to the outside observer it appears that juniors and seniors are too identical to differentiate. Unfortunately for the juniors, the one key difference of having lived at Sci-

ence and Math for an extra year is enough to upset the balance between the eleventh and twelfth grades. Plus there is an aspect of pride in having survived one year. For many seniors juniors haven't been through that process and therefore don't deserve respect. The juniors should expect that

Obviously, seniors are more experienced in the matters of this school. I will be the first to admit that moving here was a lifestyle change that took some getting used to. So why does the rivalry not end after a few weeks of adjustment? The seniors retain their privileges and continue to crack on the juniors throughout the year. But why is this so? Well, in my opinion there isn't any rivalry. Contrary to popular belief, most seniors do not dislike the juniors. In fact, out of the minority of seniors who do express a disliking for juniors, only a few actually put their feelings into action.

"Individually the seniors are cool, but when they are together and chant things it is annoying. However, most seniors are nice. You can't use those few seniors who aren't friendly as examples for the rest," agreed Allison Hager, a junior.

"Seriously, I don't think the seniors hate us, and I don't hate them," concurred Jessie Furr, another junior. Some juniors are less willing to admit that the seniors don't hate them,

but they say that it is really only a small portion of the entire class. As for the smidgen of those seniors who do openly dislike juniors she said, "Some people just don't get along with everyone." Also, one must remember that although it is hard, all the seniors were at one time juniors and had to deal with the flak that juniors are taking this year. The ones who make the most fun of the juniors were the ones absorbing the jokes last year.

"You see these people more, and you're closer to them so it's ok to joke around. I think it's just for fun, and people screw around regardless of whether the people involved are juniors or seniors," said Mark Baglia, a senior with a junior roommate. Additionally, the chanting of "2-0-0-1" has become so uncommon that it is hardly of annoyance anymore. Also, of the two other senior privileges mentioned, one of them lasts only a few minutes per year while the other is not really a senior-only thing anyway. Overall, I think that the occurrence of junior/senior incidents is rare.

So let's recap: Seniors *do* have a right to feel superior in certain ways yet do not often overexert this feeling onto juniors. The percentage of seniors who actually hate juniors is minimal. Additionally, most of the time rivalry between the classes involves playful joking

and harmless chants. However, there is still a piece of the puzzle missing. If junior/senior rivalry isn't really a rivalry at all, why do some juniors still see it that way? The answer is not what you might think. New juniors come here expecting no such rivalry but are soon subjected to it. Because the first few weeks of school are an impressionable time for new juniors, these experiences become engrained in their minds. In essence, they go through a paradigm shift and become biased toward senior attitudes. The problem only exists with those who think it exists. This is unfortunate for both groups.

Therefore, the juniors are just as responsible for the imagined rivalry, if not more so, than the seniors. By believing that the seniors are out to get them, the juniors create a fantasy rivalry that has little basis in reality. Unfortunately, this entire process repeats itself every year without either class realizing it. So what am I trying to teach the reader? Well, I'm not trying to advocate an end to senior privileges, chants, or harmless jokes. What I am asking is for the rising senior class to be especially mindful of the feelings of the upcoming junior class. After all, we were in that same boat six months ago.

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## "Pets"

FROM THE FRONT PAGE

thorities intervened in his plans, however, and prevented Alba from leaving the laboratory where she was born. Although Kac's supervisor had previously not paid much attention to Alba's creation, he forbade Kac to remove her when higher authorities at the French National Institute of Agronomic Research balked. Kac is still enthusiastically lobbying for Alba to be allowed out of the laboratory and into his home.

He says, "Alba, like any other rabbit, is sociable and in need of interaction through communication signals, voice, and physical contact."

There is also the issue of whether the transfer of genetic material hurt Alba in any way. After all, most people would agree that rabbits are not supposed to glow. In answer to this, Kac emphasizes that none of the procedures he used in Alba's creation are revolutionary. Micro-injection into a zygote is a common procedure, and the flo-

rescent protein has been successfully integrated into other organisms. Mammals have even been given this protein gene before. The procedure was routine and safe.

"It is also important to point out that the 'GFP Bunny' project breaks no social rule: humans have determined the evolution of rabbits for at least 1400 years," Kac comments.

Many would argue that breeding animals is very different than injecting genes from another organism. Indeed, Kac has met with much resistance towards 'GFP Bunny' and his previous artwork, much of which also uses genetic and computer technology and includes living organisms. In an interview with the Genolog community, Kac was confronted with questions about the value of genetic art, whether or not he was being responsible for Alba's well being, and whether or not he condoned all forms of genetic engineering. He has been accused of 'playing God', irresponsible use of scientific pro-

cedures, and unfairness to the rabbit. After all, there exists a large amount of anti-genetic engineering sentiment in the world at large. Using a search engine to look for web sites concerning genetic engineering produces a few objective sites, but mostly ones with a strong bias against

genetic manipulation.

The creation of Alba raises pressing questions such as: Where is the boundary between science and art? Where is the boundary between different species or between human and animal? Is genetic engineering permissible for scien-

tific purposes only? Or can it be used to create art if the artist take responsibility for the created organism? As experimentation in genetic art and science continues, these issues will continue to be the center of scientific, ethical, and philosophical debate.

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