

# The Record

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## Canh Oxelson made Associate Head of School for Operations

HENRY PECK  
Staff Writer

On July 1st, 2024, Executive Director of College Counseling (CoCo) Canh Oxelson will commence his tenure as Associate Head of School for Operations (AHSO), a new position created by the school's administration. Oxelson's role change was announced last Thursday in an email to Upper Division (UD) parents. The following day it was announced that Senior Associate Director of CoCo Kaitlin Howrigan will fill Oxelson's position as Director of CoCo.

Over the past two decades, the school has grown in several areas of its day-to-day program offerings, which led to discussions about a new administrative position. The main areas that have expanded are the John Dorr Nature Laboratory, Center for Community Values and Action (CCVA), and the Department of Physical Education, Athletics & Health, Kelly said. In this time of growth, Kelly wants to maintain and expand his relationships with the school's programs and the administrators who lead them, he said.

Oxelson will be taking on many responsibilities across all the school's departments, and he will serve as a "thought partner" rather than a manager or director, he said. Oxelson will work with the physical education

department, Dorr, the CCVA, and school alumni. "I will help various departments with programming, creating support systems, staffing decisions, etc., that makes sense for HM," he said. "We'll take a close look at what we currently do, what other top schools are doing, and develop initiatives that best support our kids and move the school forward."

One way Oxelson will work with Dorr is by expanding the school's outreach with the neighboring communities in Connecticut as well as improve possibilities for students outside of the traditional school day," Kelly said.

Since Director of Dorr Elliot Coates's tenure at the school began this year, he has not had the chance to work with Oxelson on a project relating to Dorr. However, they have worked together as members of the Administrative Council, Coates said. "He has been a fantastic resource and colleague throughout my first year at HM."

In this more versatile role, Oxelson is excited to have an increased connection with the school's alumni. As part of his work, Oxelson aims to improve the support system for alumni in and out of college. "I will be very involved [with] HM's alumni, and more specifically, young alumni, who are currently in college or graduated in the past five years," he said.

After spending the first 20 years

of his professional career in college counseling and admissions, Oxelson believes it will be hard to leave the college environment. Oxelson will particularly miss the conversations and friendships he was able to foster with the student body, he said. "HM has provided me with the best college counseling job in the country, hands down," he said. "In fact, it was less of a job and more of an adventure."

After deciding on Oxelson as the AHSO, a search committee for a new Executive Director of CoCo, led by Kelly, looked for a director who could enhance the excellent work of CoCo, while also adapting to new admissions environments and supporting students through the emotional process, Head of UD Dr. Jessica Levenstein said. After searching, the committee chose Howrigan to fill the role. The strong relationships with community members that Howrigan has cultivated since starting at the school eight years ago made her well-suited for this position, Levenstein said. "She is deeply invested in the life of the school and is a valuable colleague."

Upon assuming her new position, Howrigan will coordinate with all other college counselors to make sure everything runs smoothly during this transition, she said. "I will also coordinate more with Dr. Kelly about how CoCo fits in with the lives of students and families," she said. Howrigan plans to meet with college



CANH OXELSON

Photo by Nicole Au

counselors to advocate for students and speak with colleges that are considering admitting or recruiting students. "I will have more time to do the 'planning pieces' that set up the foundation of CoCo," she said.

As she plans for her new role, Howrigan does not envision any major changes to the CoCo, she said. "We have a well-functioning team, and nothing seems to need a major shift," she said. However, the admissions industry is constantly evolving, so she wants to prepare the counselors for these changes, she said.

Due to her passion for CoCo and working with the CoCo community, Howrigan is looking forward to her new role. "I am excited to become a director in a school environment and community that I have really gotten

to know and love over the past seven and a half years," she said. "Knowing that I get to stay here and grow the program and work with all the people I have worked with is just the most wonderful, exciting thing."

Beyond Howrigan and Oxelson's promotions, the CoCo is undergoing additional shifts. After three years at the school, Associate Director of CoCo Mich Harvey will be leaving to pursue new education opportunities, Kelly wrote in a community email. Additionally, Dion Reid and Momoho Takao, both new school faculty, will be joining the CoCo next year. Kelly is confident that they will be wonderful additions to the school's community and will truly enhance the CoCo program, he said.

## Ethan Furman (10) takes first place at Langfan Constitutional Oratorical Competition

ANNIKA BHANDARI AND  
ROSE YAEGER  
Staff Writers

Ethan Furman (10) won this year's Langfan Constitutional Oratorical Competition, held on April 4th. Furman was shocked by these results as he thought it could have gone to anyone, he said. The five other finalists were Francesca Finzi (10), Megan Mantravadi (10), Michael Ji (10), Sachin Buluswar (10), and Sofia Sahai (10). Previous finalists, friends, family and faculty members attended the competition and dinner.

Each year, interested sophomores research a specific question regarding the U.S. Constitution and prepare a five to seven-minute speech on the topic. This year, the History Department asked: Does the United States have sufficient constitutional protections of voting rights? If not, what amendment would you propose and why?

The sophomores first presented their speeches to a panel of history

teachers who selected six finalists. According to an email from Langfan contest director, history teacher Melissa Morales, the twenty sophomore participants gave speeches that were excellent. "The judges had some difficulty selecting five finalists - so much so that they decided to select six!" Morales wrote.

The six finalists presented again to a judging panel composed of finalists from previous years, who determined

the winner. Typically, the judges for the finalists are the previous year's finalists, but this year, the panel was composed of two finalists from 2022 and three finalists from 2023 due to the absence of James Kapadia (11) and Emily Akbar (11).

Judge Nathan Chiang (12) noticed that this year's question generated a great diversity of opinions from the finalists. The finalists used evidence from various sources, such

as current events, historical events, and individual engagement, Chiang said. "I thought that a lot of the arguments and solutions they put forward [were] very creative, and very detailed," said Chiang. "I really liked Ethan Furman's call on the general public to act as vanguards against misconduct through individual activism at the grassroots level," Chiang said.

Before forming his own opinion, Furman researched both sides of the topic in depth, he said. When writing his speech, Furman relied on his research on the Constitution which led him to the conclusion that anything other than the code of conduct is unconstitutional, he said.

Judge Elise Kang (12) was impressed by Sachin Bulsuwar's (10) way of tackling the question, she said. "Sachin had a really unique approach. He quoted 17th-century philosopher Thomas Hobbes," Kang said.

Buluswar's combination of both legal and philosophical theory in his argument stood out to judge Andrew Doft (11), he said. "This year, every-

one deliberately had legal arguments, except for Sachin, who had a legal argument and a philosophical one."

In contrast, Langfan Finalist Mantravadi did not rely on research in writing her speech and did not cite legal precedent. Most of her argument was conjecture about what would happen in theoretical situations based on her own understanding of the legal system.

Morales was pleased with the quality of the speeches this year. "One of the things that has become very clear in the years that I was a part of Langfan is that, while there is a winner at the finals, it's true that all of the speeches are truly exceptional," Morales said.

Furman is already looking forward to Langfan next year. "I'm very excited to judge next year and I already know some ninth graders who are planning on participating, but I'm very excited to see what they come up with," Furman said.



LANGFAN FINALISTS CELEBRATE!

Courtesy of Barry Mason

See Project X Tips, Tricks,  
and Highlights on pg.2



News In Brief

Record number of students qualify for ISEF

ADEN NATHOO  
Staff Writer

For the first time since 2021, the school is sending students to Regeneron's International Science and Engineering Fair (ISEF), one of the most prestigious and competitive high school science conferences in the world. ISEF will take place at the Los Angeles Convention Center from May 11th through 17th. In recent history, the school has only had two students qualify, one in 2019 and one in 2021. This year, though, three students, Aanya Gupta (11), Carmen Zhang (11), and Ellen Wang (11), the most in school history, will be representing the school at the conference.

At Terra, a New York state science fair and qualifying competition for ISEF, participants present their research to a panel of judges who

then ask them a series of questions to test their knowledge, Science Research teacher Dr. Alyssa Shearer said. As a result, participants need not only a strong understanding of the research they conduct, but they must also showcase a full range of knowledge about their projects, she said. Participants' ability to think on their feet, rather than reading off their poster, is critical for the judges.

For Terra and ISEF, the projects span a wide range of subject matters. For example, Wang's project used the Ising Model (a mathematical model for understanding phase changes of objects) to study the melting of arctic sea ice. "Sea ice is a crucial indicator of climate change, and there has been a detrimental loss of sea ice in the past few decades, so studying the factors behind why this is happening is extremely important."

For her project, Gupta was interested in the relationship

between mental health and music, she said. "I wanted to see how participants would feel when they listen to certain kinds of music... as well as what kinds of music participants would listen to in a given mental state," she said. During Terra, Gupta learned a lot from observing other contestants' projects, she said. "You can just see how passionate everyone is about science."

Other projects, such as Zhang's on a lower extremity exoskeleton meant to aid older adults in walking, span into the realm of engineering and computer science.

Looking ahead to ISEF, Wang looks forward to meeting other high schoolers interested in a variety of scientific fields, she said. "The best part of ISEF is the people there, so I am most excited to meet new people and hear about others' research projects."

Science research students present their projects at annual SciTech Conference

ADEN NATHOO  
Staff Writer

"I really look forward to getting to see the students in action. They've worked very hard, and this is a moment to celebrate them," Science Research (Sci Res) teacher Melissa Doellman said. Yesterday, during HM's annual science conference, SciTech, Upper Division (UD) students presented their research from the past year, displaying their posters in Lutnick Hall.

Each year, students from Sci Res 1 and 2 participate in SciTech. During the conference, Sci Res 1 students present data they collected in the class, and Sci Res 2 students present their outside-of-school research. The event concludes with a keynote presentation from an HM Grad in a STEM career.

Throughout the semester, Sci Res 1 students researched the uses and creation of bioplastics. They then conducted their own experiments with bioplastics which

they presented at SciTech, Sci Res 1 student Gabriela Faybishenko (10) said. Faybishenko studied the effect of beeswax in bioplastics, she said. "Beeswax is an organic material with high thermal and insulative properties, so we wanted to test its potential for improving plastic food containers," she said. "It's also more environmentally friendly than normal plastics, which we thought would have some other cool implications if effective."

Sci Res 2 students presented research collected from last summer, Sci Res 2 student Dylan Montbach (11) said. "Unlike last year, where I presented the research I did in class, my current research is a lot more unique and exciting for me to present," he said. At SciTech, Montbach presented his research on different methods to diagnose the breathing disorder Obstructive Sleep Apnea, he said. "Last year, I enjoyed presenting my research, however, I did not experience as much freedom with my topic," he said.

SciTech is an opportunity

for students to explain how they have pushed the boundaries of science through their research, Sci Res teacher Dr. Alyssa Shearer said. "SciTech [highlights] what we do a lot here at HM - encouraging students that science isn't static... you can always ask new questions," she said. "It is great for them [Science Research Students] to practice the communication of their research to a diverse audience," she said.

In addition to the student research gallery, each year SciTech features a HM alumnus as a guest speaker, Doellman said. This year, the speaker was Anushka Gupta '14, a senior manager at Bristol Myers Squibb. Gupta's interest in chemistry began at the school in her chemistry class with former science teacher Dr. Rachel Mohammed, who became a mentor to her throughout her career. After graduating from the school, Gupta pursued her Bachelor of Science at the University of Michigan, and now works in the development of drugs, including a treatment for COVID-19.

Guide to survive Project X

Evelyn Gross/Interviewer

"Try to keep your eyes open. Look around before you make a turn. You want to make the most optimal route from class to class because you're safe in every classroom. So, try to figure out what the best way to go is. Maybe you take a different stairwell than you usually would or take a different hallway across the school." - Gabe Jaffe (12) - 2023 Finalist, 10 Kills

"My primary focus was maximizing my kill count, and the hardest aspect of the game was tracking and locating my targets. Unfortunately, my dedication led to an incident where I injured my ankle by running into a wall while in pursuit of a kill. This injury is why I've opted out of participating this year."- Matthew Pruzan (11) - Eliminated Day Four 2023, 4 Kills

"Getting caught by your assassin is probably the scariest thing you'll ever go through. They just run up; it's all about speed. It's a hard game, and I got out on the second day, but it's fun. I'll play again next year, but I think it's sad that if you're out, you're out, and there's no redemption." - Ariana Ferron (9) - Eliminated Day Two 2024, 0 Kills

"I remember the other year, there was a student who hid out for days in the basement area, avoiding people. He would hide out, sprint full speed between classes, and run back there; no one could find him. By the end of the game, it was only him and maybe one other person, so he just had to hide, and I believe he eventually won." - Mathematics Teacher Adam Resheff '15 said.

"During French class, I stepped out to the bathroom, and out of nowhere, this girl approached me and asked, 'Are you Francesca Finzi?' Even though it was Project X, I should've been more aware of the context clues. When I confirmed my identity, she immediately tagged me with her spoon." - Francesca Finzi (10) - Eliminated Day One 2023, 0 Kills

"On the last day of Project X [last year], I had all my friends dress up to look the same. We all wore the same sweatshirts and leggings that we got from a mutual friend. The goal was to blend in together, especially from the back, where we'd look pretty similar with hoodies up. It turned out to be successful, and many of us had fun." - Lily Sussman (10) - 2023 Finalist, 5 Kills

PROJECT X STATS

Students who signed up: 273

Students out on day 1: 130

Students out on day 2: 92

Students left: 51

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# Students propose changes the 2024-2025 Program of Studies

## *It's time to add more half-credits to the UD summer school*



Sarina Shah

Sculpture, photography, art history, film history, computer science, engineering ... the list seems endless. The school offers a diverse range of electives for students interested in their respective passions during the school year. Students passionate about studio art can fill their schedules with courses such as ceramics and sculpture, while those interested in computer science can delve into Art of Data or Web Application Development. Yet, the school's available summer courses that complete graduation requirements pale in comparison to the myriad of electives available during the school year. Offering a greater variety of summer opportunities at the school would

ease the burden of packed schedules and limited free periods, allowing students to experience further academic enrichment during the school year.

As someone who has taken Latin, an additional half-credit course, since sixth grade, filling up graduation requirements has always been a source of contention. Do I double up on half-credit electives one year so I can fulfill both the art and computer science/engineering requirements? What if I want to take an additional half-credit like Science Research? How can I make sure I complete all courses necessary? The solution for me this year was to simply take three half credits: Science Research 1: Research Theory and Skills, Latin, and Music of NYC and the Birth of Disco, Punk, and Hip Hop. However, despite fulfilling all my half-credit requirements, my free periods are scarce, leaving me with limited time to meet with teachers and complete my schoolwork during the day. This dilemma equally applies to students who participate in music ensembles such as Band, Chorus, or Orchestra or in any other half-credit classes that do not fulfill graduation requirements.

Currently, the school provides one Computer Science and Engineering class, one art appreciation course,

CPR, Health, and Lifeguarding for three weeks in June. By spreading out graduation requirements over the summer, students can reduce their workload during the academic year, granting them the freedom to focus more deeply on their school studies and extracurricular pursuits. With a greater diversity of summer courses to choose from, students can continue taking the subjects that they enjoyed learning about in the summer during the school year, using the summer program as a form of academic enrichment. Had there been a greater variety of art appreciation options, such as Film History or Music of NYC, or even a studio art to fulfill my graduation requirements, such as Drawing and Painting, I would have taken the school's summer courses.

I propose adding three or four additional half-credit courses to the summer course catalog. First, a studio art option that students can use towards their graduation requirements, such as Ceramics or Painting and Design. Another possible option could be a rotational studio art credit so that students could gain exposure to all art types before the school year. Second, I suggest adding one or two more art appreciation courses. Art appreciations, which aren't usually hands-on, rely on two primary



aspects: first, an understanding of the material, and second, an interest in the subject (although one could argue that goes along with almost any course at the school). To truly learn and enjoy the subject, one must not be forced into taking a class simply because of lack of availability.

Finally, although feasibility may be an issue, I would love to have half-credit language courses during the summer. As someone who enjoys learning languages and would love to experience different alternatives, I would love to continue my Latin education or even start Ancient Greek during the summer without impacting my schedule during the school year. This would provide me with greater exposure to world languages, which would broaden my interest in the subject. By gaining more experience within the subject, one is truly able to perfect and refine

their skills.

It is important to keep in mind that the availability of summer courses may vary based on teacher schedules. As summertime is a break for everyone, we must recognize that options may be limited because of the teacher's summer plans, vacations, and other obligations. Still, understanding the potential benefits of summer scheduling and graduation requirements may be a pathway to improving and diversifying our summer courses.

Expanding our summer Program of Studies will not only allow students to have greater flexibility during the school year, but it can also help students understand their interests, prepare for the upcoming school year, and participate in courses that they enjoy without becoming too overwhelmed in September.

## *Investing in the future: Integrating financial literacy into the school curriculum*



Francesca Finzi

When talking with students in my U.S. History class earlier this week, I mentioned how I believed the school needed a financial literacy course. Their response was proof that we do. Multiple students replied to my comment by saying that the reason their parents sent them to Horace Mann was so they could ultimately become successful enough to hire someone to help them manage their finances. This is a common sentiment held throughout the school.

The school should implement a

mandatory financial literacy class to prepare students for life after high school. Personal Finance, Business Problem Solving, and Entrepreneurship are all courses offered for the 2024-2025 school year at The Dalton School. Yet, amid the school's course planning, classes centered around improving students' financial literacy are nowhere to be found in the Program of Studies. The school currently offers students a wide variety of courses spanning multiple disciplines and varying difficulties. For example, a student can decide to drop a subject entirely and take an additional 400-level course. Several students, for example, will choose not to take a history class during their junior or senior year to take two science courses, or vice versa.

However, the school lacks options regarding courses that prepare students for the real world. In the past, the vast majority of public and private schools across the nation taught students the fundamentals necessary to live an independent financial life after high school (or college). Even today, many schools across the country continue to offer courses related to financial literacy. These courses teach students how to balance a checkbook, file taxes, and

create a sound budget. By neglecting to provide this form of financial education, the school produces students who are dependent on others to manage their finances.

The school's lack of financial education simply leaves students unprepared for adulthood. Furthermore, the school's recent decision to discontinue Economics for the 2024-2025 school year will only exacerbate this issue. I spoke with current Economics teacher Varun Prabakar, who said that the economy and its understanding are a literacy, not a luxury. The goal of his course is to

inform students that everyone plays a part in the economy and, therefore, has a responsibility to understand how it operates, covering various subjects related to the economy, some as basic (but as essential) as taxes and personal money management. Whether it be through political, educational, or scientific jobs, graduating students take on important roles later in life that will inevitably affect the economy, so the school should

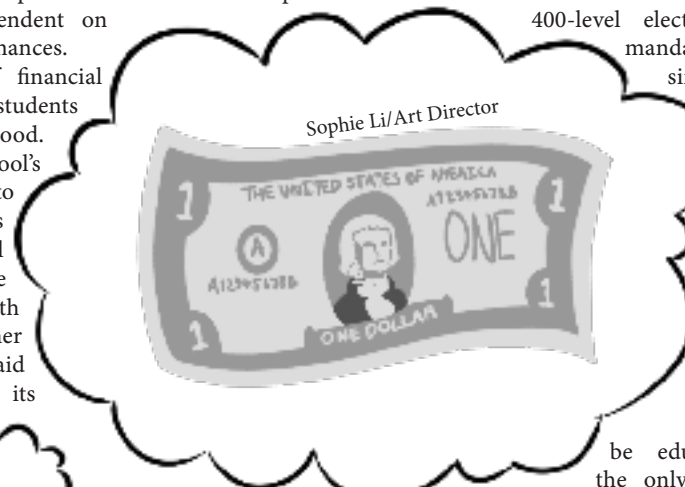
ensure that they fully comprehend the economy, its functions, and its importance in the

general context of the world. Every member of the school community would benefit from learning how to create a sustainable budget and file taxes, as all of those skills will be necessary at one point in their lives. Reshaping the popular concepts of economics and financial management for the entire student body will enable students to function independently. These concepts should be taught in a new financial literacy course focused on understanding basic

but incredibly important financial concepts vital for adulthood. This course shouldn't be a selective 400-level elective but rather a

mandatory half-credit, similar to the computer science requirement. Just as computer science does, a financial literacy class offers an essential education, and if the school decides that students should

be educated in coding, the only sensible thing to do going forward is to require the same for a financial literacy course. Furthermore, if a student wants to take more art courses during the year, the school could offer the course during the summer, just like health and computer science. Every student, regardless of their interests, should have a deep understanding of financial literacy, and the school is responsible for giving its students this kind of education.





# Students improve their community and the world through nonprofits

JULIA LOURENCO  
Staff Writer

"I wanted to combine my love of finance with my love of philanthropy," founder of the non-profit Women Fund Women (WFW) Sloane Easton (10) said. "I was just trying to think, how can I do something to get involved and make a large impact?"

Driven by passion to help others, Sloane Easton (10), Liliana and Lukas Frangenberg (11), Ava Litman (9), Hayley Silvers (9), Abey Fuks (9), and Mischa Arbend (9) dedicate time each week toward running nonprofit organizations, all while balancing extracurriculars, sports, and the rigorous academics of the Upper Division (UD). From providing micro-loans to aspiring entrepreneurs in developing countries to supporting high school students in Ukraine,

*"Nowadays, college is so competitive that everyone wants to make a nonprofit to look good, but in doing so they actually become less unique because so many people are already making them."*

- Nara Brunink(10)

Easton, Liliana, Lukas, Litman, Silvers, Fuks, and Arbend strive to make a long-lasting impact on the world, a commitment they hope to uphold beyond their years in the UD.

Easton founded her microfinancing organization, WFW, in eighth grade to help women who live in rural areas around the world, she said. Specifically, she aims to fund women who attempt to restore their poverty-stricken communities through entrepreneurship, Easton said. To help these women aid their communities, Easton provides them with zero-interest one-thousand dollar loans if she finds that they have a socially impactful business proposition, she said.

During their sophomore year, Liliana and Lukas Frangenberg founded their virtual penpalorganization, the LF Ukraine Initiative. They founded this organization in response to Russia's invasion of Ukraine in 2022, which they had a personal connection due to their Ukrainian heritage, Lukas said. Their experience as Junior Ambassadors for the Ukrainian Reconstruction Fund, an organization that their grandfather belongs to, inspired Liliana and Lukas to create the LF Ukraine Initiative, he said.

In the summer between their sophomore and junior years, Liliana and Lukas were further inspired to increase their involvement in alleviating the conflict after they volunteered for the Blue and Yellow Cross Organization in Cologne, Germany, Liliana said. While

participating, the Frangenbergs organized a digital catalog for resources at the site in Germany to be shipped to Ukraine, Liliana said. "Having to sort through three hundred body bags [that will be shipped to Ukraine] and put them into an Excel spreadsheet [was] completely eye-opening and showed Lukas and me how important and dire this cause is," Liliana said.

After hearing anecdotes from close friends in Ukraine about families being separated during the war, Liliana and Lukas were inspired to work specifically with students their own age, Gunter Frangenberg P '25 said. "Having the chance to check in on these students and try to give them a sense of comfort and normalcy in their lives while also encouraging others to do the same is something Liliana and Lukas were able to do despite being thousands of

student's true motives behind their non-profits and instead believe they may just be resume builders for college applications. While Janani Bhagat (10) admires UD students who have non-profit organizations, she is skeptical of how effective they truly are, she said. "Unless you are fully able to make such a large commitment to your initiative, I'm not sure it will actually have that large of an impact," she said.

Beyond serving as an opportunity for a student to express their passion, Executive Director of College Counseling Canh Oxelson believes that while creating a nonprofit can help a prospective student be a more compelling applicant to colleges, it is not an essential part of the college application process. "Students might be imagining this in a very transactional way, thinking if they earn good grades, earn decent test scores, belong to some clubs, start a nonprofit, and do some research, it will result in specific outcomes and being admitted to particular colleges," Oxelson said.

This is simply not the case, Oxelson said. These steps should never be seen as a checklist since an application must reflect the genuine interests and personality of the applicant, he said. Students should create their organizations out of an authentic interest in a specific topic, not for the sole purpose of their college applications, he said. Nevertheless, Oxelson prefers not to worry about the extent to which students create

Matthew Pruzan/Staff Artist

miles away from the conflict."

Also driven by personal experiences, Litman, Fuks, Silvers, and Abend started their organization, Kids Cancel Cancer, in collaboration with the Waxman Cancer Research program, Litman said. They promoted their events on Waxman's social media and attended events hosted by him and other doctors discussing recent discoveries they have found in cancer research. The idea originally stemmed from their parents, who are on the board of the Waxman Cancer research program, she said. They decided to branch off of Waxman's foundation and create Kids Cancel Cancer, which raises money for Waxman's pediatric-focused research, Litman said.

"I've had a lot of history of cancer in my family and I really wanted to help raise money for people who are affected by that and have difficulty in getting treatment."

Some students are skeptical of a

these organizations for college, and instead hopes that students are creating non-profits out of inspiration and interest. "I don't know what's in



LFUI SHOWS SUPPORT FOR UKRAINE

Courtesy of Liliana Frangenberg

the student's heart and mind as to their intentions... but yes, there are definitely times when I've wondered about that," Oxelson said.

On the other hand, Nara Brunink (10) is confident that most UD students create their nonprofits for college applications, she said. "Nowadays, college is so competitive that everyone wants to make a nonprofit to look good, but in doing so they actually become less unique because so many people are already making them."

Bhagat also believes that some students start organizations because of the need to have stronger college applications, she said. "If they didn't, we would see a lot of students continuing their nonprofits in college, which I haven't really seen happen."

When Easton first launched her organization, she had to brainstorm how she would raise the capital to provide the loans, she said. Ultimately, she decided to host a charity auction in the fall of 2021, she said. To organize the auction, Easton spoke to businesswomen in New

York City to solicit product donations for the online auction, she said. The event was a success for her nonprofit, and Easton was pleasantly surprised by the amount of people that donated and the quality of donations, she said. "I even

received an Away suitcase to sell at the auction."

The Frangenbergs, on the other hand, shifted their idea of what their nonprofit would do after fundraising thanks to the increased freedom that more funds allow, Lukas said. "We fundraised over three thousand dollars for the nonprofit, which inspired us to take our own route and try to create something that could specifically benefit high school students," he said.

Like WFW, Kids Cancel Cancer garners their funding through events. Since its founding, the organization has hosted two fundraising events and plans to hold its third event this year, Litman said. Previously, they hosted fundraisers in Long Island during the summer, but she plans to expand them into the city this year, she said. To promote their fundraiser, they put up posters across the city and on social media with help from their parents, Litman said. They also formed a committee with other students from both Horace Mann and other schools, such as Columbia Grammar and Riverdale, to spread awareness of the events, she said.

While fundraisers for Kids Cancel Cancer are dedicated to pediatric research, it is the Samuel Waxman Center that chooses who exactly the funds go to, Nancy Litman P '27 said. After each fundraiser, Samuel Waxman evaluates all the doctors from the program and selects one with especially notable research in pediatric cancer to donate their proceeds to, she said.

From reaching out to fellow students to join the committee to marketing their event, they gained leadership and teamwork experience, Litman said. "I definitely found it hard to collaborate with so many people at first, but I think that our parents and

the experience of reaching out to people on the committee have helped us learn how to reach out to people," Litman said.

Thanks to him complications involved, running a nonprofit promotes strong leadership and organizational skills, which colleges appreciate when reading applications, Oxelson said. Students who found nonprofits could turn out to be strong leaders in college due to their background experience in addressing an important cause during high school, he said. "Motivating or leading volunteers, for example, is not easy even for people who want to be involved, [and] to inspire them to all come together and work together cohesively towards a specific goal is a skill that takes time to learn," he said.

To Bhagat, creating an organization can benefit not only those impacted by its work, but also its founder. "Especially in high school, having such a large responsibility can be really helpful in learning how to overcome challenges and take control of a situation, since you have to tackle so many situations when running a nonprofit," she said.

Although Easton wants to help as many people as possible, she has to make sure the organization's funds are well spent, so she is quite selective with who she provides loans for, she said. To simplify the process of finding individuals, Easton uses a platform called Kiva, which is populated with loan requests from people all over the world, she said. The first thing she assesses to narrow down requests is how much money is requested and how much of an impact the money will make in the community where the loan is given, she said. Kiva uses re-lending to finance loans, meaning that once a loan is repaid, it will be reinvested, Easton said. "I often look through thousands of profiles and do a ton of research before I send out a loan: I want to make sure it's going to the right place and that the women I help can make a strong impact for their communities."

While loans usually have strict

repayment deadlines, to alleviate stress for the women that she funds, Easton does not have strict guidelines for when loans must be repaid, she said. Instead, she allows the borrowers to give her an approximate deadline for when she can expect returns. Thanks to this strategy, Easton has only used half of her funds from the auction, but has been able to fund over 60

foster relationships with the students [in Ukraine] and really be there for them is worth so much more."

One of the most impactful loans Easton has granted through her organization was for a woman in Kenya who used the funds to establish a water filtration system in her community, she said. Where

the woman lives, access to clean water is a long and challenging journey, which leads to illness among residents from drinking contaminated

water.

"With the loan, she was able to purchase a water purifying system and hire employees to come up with a strategy about how to get clean water to her town," Easton said.

The LF Ukraine Initiative offers Ukrainian students who are unable to attend school due to the war the opportunity to communicate with Liliana or Lukas through emails or calls. "We want to connect Ukrainian high school students with American high school students so they can share life experiences and create a more positive environment for the children of Ukraine during such a tough time," Lukas said.

Oxelson believes that the experience of running a nonprofit can make an applicant stand out in the college process, he said. By running an organization, students can express their genuine interests and how those interests have manifested themselves in their daily lives, Oxelson said.

However, Oxelson believes that taking leadership and building from a pre-existing foundation or club might be more intriguing to colleges than starting an organization from scratch because colleges are trying to

understand how a student will impact their community positively. "Students could start new organizations, but they can also 'pick up the baton' for organizations that are already in place and really move them forward. And, honestly, many colleges probably prefer that," he said.

James Koplin (10) sees a thin line between when to continue an initiative with a pre-existing club at the school, and starting a new organization, he said. If a club already has the resources, time, and energy to devote to a student's cause, then collaborating would be beneficial because a club already has an established member base, he said. "However, if the club would be too overwhelmed by the initiative, then it's a good idea to go in a more individual direction."

Despite Lukas and Liliana's diligent efforts in responding to students throughout the school year, Liliana aims to be more involved in the LF Ukraine Initiative over the summer when schoolwork is not a concern, she said. "Unfortunately, [the war in Ukraine] is not going to resolve itself soon, and we have to do

was not thinking about its impact on her college application, she said. Her work and organization in the project makes her happy and is something that she will continue to pursue. "I would love to continue this project for the rest of my life," she said.

Likewise, Litman, Fuks, Silvers, and Abend created their organization in 2022, when they were still in middle school and had not started the college process. Each year, they hope to continue their work of hosting events and increase each year's proceedings to continue building up their organization, Litman said.

Lukas and Liliana hope to continue the LF Ukraine Initiative into their college years because the long-term impact the conflict in Ukraine will have on its citizens is still unclear, Liliana said. Looking ahead, Liliana hopes to expand the organization further by taking part in Ukraine's economic recovery after the war and help Ukrainians reintegrate themselves into normalcy, she said. "One of our main goals is to remind everyone that there are still people struggling even though it's not in all of the news headlines anymore,"

*"Anyone can write a check, but taking the time to really foster relationships with the students [in Ukraine] and really be there for them is worth so much more."*

*- Gunter Frangenberg P'25*

what we can to make sure that people are getting the help they need."

Brunink is deterred from starting a nonprofit during her time in the UD because of the time commitment, and she does not think it is a sacrifice worth making unless it is truly out of passion, she said. "If I were to start something, it wouldn't be just to look good on a college application: I would need to have a true love for it, or else it would be a waste of time."

When Easton started WFW, she

Liliana said.

Bhagat agrees with the benefit of having an international organization like the LF Ukraine Initiative, she said. "There are so many countries outside of the United States that need our help, and I think we, as students, have the opportunity to give it to them."

*Additional reporting by Staff Writer Ciana Tzu*


W F W

## OUR MISSION

Our mission is to help fund women in poverty stricken countries to pursue various businesses, in order to assist them in making a sustainable living. By granting loans, women are motivated to reach their business goals.

W F W

## NEW LOAN FUNDED




## MEET LAYLYN

W F W

## NEW LOAN FUNDED

### MEET KOSSIWA





# Going for gold: Students win Scholastic Gold Key awards for photography

**Zoe Manges**  
Contributing Writer



## *Soda Thoughts*

Shot by Kayla Ogyaadu

Gavin Xie's (9) portrait, "A Shed of Light," taken with a digital camera, depicts one of Xie's friends in profile as the left side of his face is illuminated by light from a nearby window.

The darkness surrounding the portrait contrasts the bright sunlight, dramatizing the photo, he said. This type of contrast in lighting is referred to as "catch light," which describes the light that reflects off of a subject's face and hits their eye. "Without the catch light, the photo would be a whole different feeling," Xie said. Although the image was taken in the school's fitness

center, the catch light helps animate the photo, achieving a dreamlike quality.

The photo's unique lighting emulates one of Xie's artistic influences, Rembrandt, whose paintings are often characterized by their unique and strong internal light sources, he said. When Xie noticed the Fitness Center's bright natural lighting, he immediately knew he wanted to take this photograph and hurried to position his friend in such a way that would achieve his envisioned composition. For Xie, the award represented more

Kayla Ogyaadu's (9) photograph, "Soda Thoughts," captures a moment snapped on her film camera while dining with her mother in their favorite Chinese restaurant, Wok 88. Though Ogyaadu did not anticipate that going to dinner with her mother would result in completing a photography class assignment, this instance of unexpected inspiration produced an award-winning photograph.

The image depicts Ogyaadu's mother as she loosely clasps her hand around a straw and shows her face in profile. The background is blurred, drawing the viewer's attention to Ogyaadu's mother's calm expression and relaxed stature. The window's light illuminates half of her face, creating a stark contrast to the shadows. The

viewer sees some of her facial expressions in detail while the rest remain dark. Despite the lively atmosphere surrounding her mother when the photograph was taken, the image successfully evokes a sense of tranquility.

Ogyaadu's decision to capture this moment was only a small step towards her new plan to photograph different places she visits and capture the details that reveal the authenticity of each place. "A lot of the time, people aren't paying enough attention to notice these details," she said. Ogyaadu focuses on including these small details that are often overlooked – such as a striking facial expression or pose – but provide deeper insight into the subject's personality and identity, she said.

Ogyaadu's approach to photography is guided by her interest in capturing small, seemingly mundane details to provide viewers with a unique perspective of life. For Ogyaadu, winning the award validated her new artistic passion and represented how photography has impacted her life, she said. "Photography is important to me because it allows me to capture moments that are important, and it also taught me that art is everywhere." To Ogyaadu, this new approach to viewing the world paid off in this photograph, which validated her artistic self-expression, she said.



## *A Shed of Light*

Shot by Gavin Xie



## *Hidden by the Game*

Shot by James Moore

## A Note From Mr. Taylor

"Every time you pick up a camera, you can create something that didn't exist moments before, and I think that is astonishing," photography teacher Aaron Taylor said. Although he did not submit to the Scholastic Photography Awards, seeing how many of his students won awards for their photos reflected the significant impact he had on his students.

Taylor guided his students throughout the entire process by helping direct composition and creating assignments that inspire artistic expression.

Taylor's relationship with his students is symbiotic— their photos equally inspire him as his students are by his, he said. Taylor feels as though his success can be equally attributed to his students, he said. "I hope that my passion for photography excites and motivates my students to create images they are proud of," he said.

Beyond the school's studio, Taylor pours his passion into street photography, where he aims to capture beauty in the mundane, he said. When shooting street photography, Taylor

than winning; it also displayed the culmination of his advanced photography skills, he said. "All the hard work and passion I poured into my photograph had been recognized and celebrated."

Photography is a passion that Xie pursues in school as well as in his spare time. When walking around New York City, his interest in photography encourages him to take a camera wherever he goes, prepared to capture the best of a moment and "turn it into eternity."

James Moore's (10) self-portrait, "Hidden by the Game," combines traditional portraiture with optical illusion through its unique composition. To Moore, this self-portrait needed to convey his passion for football—a sport that has always been a large part of his identity. In the photograph, Moore stands facing the camera, wearing a creased football jersey over a maroon hoodie.

The football, which obscures the entirety of his face, was thrown in front of Moore while the photo was taken. On the other hand, for the viewer, it seems as if the ball is magically floating in front of him. Moore

captured this portrait to complete an assignment for his Photo 2 class, which specifically asked students to capture their identity.

Due to a torn ligament in his hand, Moore could not participate in last fall's football season, inspiring him to include the sport in his photograph, he said. The photo was an effort to capture Moore's passion for football, which remained despite not playing, he said. "The abstract idea of replacing my head with a football struck me because I felt my disappointment was hard to clearly express through realistic imagery."

Capturing this element of his iden-

tity was the most difficult part of staging his image, Moore said. To ensure the football covered his entire face, Moore had to perfectly coordinate the moment the football was thrown with the moment the photo was taken. "I'm proud that I was able to freely express myself by going beyond normal, traditional photography."

The success of "Hidden by the Game" was both surprising and validating to Moore, who spent a significant amount of time working on the photograph, he said. "When I opened my phone to find that I had won two Scholastic Awards, I was overjoyed."

Photo by James Moore





# A Moth to the flame: Storytellers visit the MD

ZACH HORNFIELD  
Staff Writer

Yesterday, the Middle Division (MD) hosted its annual assembly for The Moth, a New York City-based non-profit organization that promotes impromptu storytelling among audiences from all walks of life. Led by Casey Donahue from The Moth Education Program, the assembly featured three speakers presenting their varied experiences, from attending summer camp for the first time to the tenacity necessary to succeed as a woman in STEM, Rhea Brand (7) said.

Since 1997, The Moth has aired thousands of stories on over 575 public radio stations nationwide. Growing up, Head of MD Javid Khan frequently listened to live storytelling over the radio, he said. "We used to go away to a place that didn't have any television, so radio and live broadcasts became very much a part of our family," he said. When Khan first took charge of MD assemblies in 2019, he hoped to bring The Moth Education Program, he said. "I'd always imagined it, and it was here at Horace Mann that I brought in my first Moth to come in and present for us."

The first Moth assembly took place in 2020. Despite the challenges of virtual assemblies during the pandemic, the experience was memorable, Khan said. "Back then, Zoom backgrounds were still a work in progress. I remember how, during the setup, people had to hang bedsheets behind

their computer cameras to have a decent background. But when they delivered their stories, it was amazing." Since then, the school has hosted two in-person Moth assemblies—in the spring of 2022 and 2023.

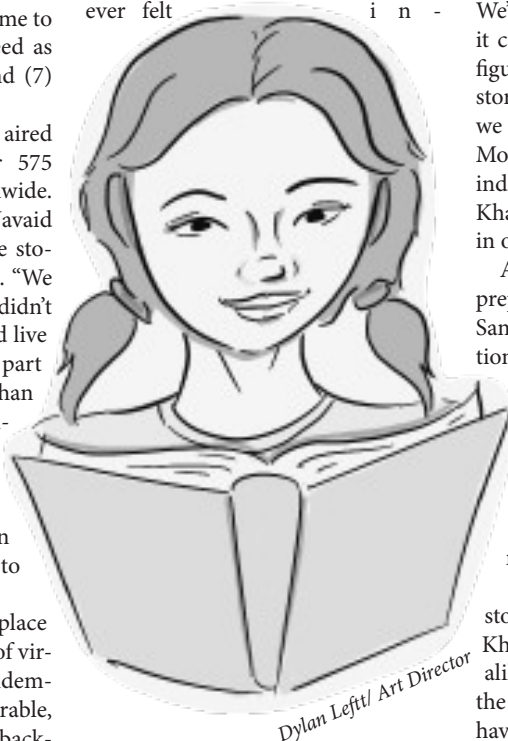
While this year's assembly format resembles last year's, it featured entirely different stories, and the presentation was more interactive, Brand said. "There was a section at the end where if we related to something the storytellers said—like if we'd ever been to a sleepaway camp or if we'd ever felt

of teaching storytelling, MD English teacher Drew Samuels said. "Before leaving the school, Ms. Molly Johnson used to teach an English elective where she worked with kids for two months on storytelling, then the top storytellers would tell their stories as part of an end-of-year assembly."

No matter the potential logistical challenges of hosting a Moth event, the benefits make it worthwhile, Khan said. "I think storytelling is the most important craft of all. That's all we're really doing in these places. We're telling stories," he said. "When it comes to learning about a famous figure in history, we're learning their stories in their own words; that's why we read primary documents." The Moth acts as a way of empowering individuals to tell their own stories, Khan said. "Each of us is a storyteller in our own right."

Although students did not have to prepare in advance for the assembly, Samuels believes that lack of preparation adds to the experience, he said. "The idea is that they are true stories told authentically and genuinely. Especially in eighth grade where we've done projects like memoir writing and creative nonfiction, it shows how they can make their literature work."

People can connect through their stories, even outside the classroom, Khan said. "You and I may not look alike, we may not have grown up in the same neighborhood, we may not have done the same activities, but your excitement for your next tennis match is something I can relate to for my basketball game this afternoon."



Dylan Leftt/ Art Director

spired—we had to stand up."

Even before The Moth came to the school, the MD had a long tradition



THE MOTH ASSEMBLY

Courtesy of Barry Mason

Lola Williams (7) found it interesting to hear the variety of stories the presenters shared, she said. She saw how they connected to the MD's year-long theme, the quote "[t]ell me, what is it you plan to do with your one wild and precious life," from Mary Oliver's *The Summer Day*, she said. "You can connect with people and better appreciate them if you share a similar story. It's a great way to make new friendships."

Moth assemblies teach students lessons they can carry for life, Khan said. "Sometimes people don't know the difference between an account and a story. If I lost my luggage, is that a story? Is there a lesson to be learned? Or is that it, we found it?" He hopes students and teachers leave the assembly knowing their story

matters.

Brand particularly enjoyed the first speaker's story, she said. Shipped off to a summer camp for a month, he struggled to connect with others. "One day, this girl told him to throw a volleyball at her. He did, and made a friend," Brand said. "Slowly, he made more, like a chain reaction."

As Moth speakers end their talks, they encourage audience members to have a story-worthy week. "At HM, we do a lot of cool school and extra-curricular activities with kids," Khan said. "I hope we fill their stories so they can one day go out and tell their friends they had the craziest day. If we can inspire people to get up to a mic and tell their own story, that's awesome. But certainly relishing in other people is key."

## Boys Varsity Golf tees off into a strong season

ANOUSHKA PARAKH  
Staff Writer

Boys' Varsity Golf (BVG) beat Riverdale 5-4 this Tuesday, bringing the team's overall record to 2-1. The team's wins against Riverdale and Poly Prep and their loss against Hackley put them third overall in the Ivy Prep League standings.

The key to the team's win was staying beneath the ball during the match, controlling their downhill putts, and staying motivated throughout the match, BVG Head Coach Tim Sullivan said.

Although the team only won three out of their six matches, they had the lowest score overall, so they gained two extra points, which gave them the win. In a golf match, the winner of each individual match earns a point for their team, Sullivan said. Additionally, the player with the lowest overall score on either team earns another point. In golf, a lower score is better because the objective of the game is to get the ball into the hole in the fewest swings possible. Finally, the team with the lowest score earns two points. This brings the total amount of possible points in a game to nine,

Sullivan said.

On one of the last holes of the game, Timmy Lipsey (9) hit a perfect shot with his five-wood, the longest of the three clubs in golf, from 220 yards out, William Duncan (11) said. "It was an amazing shot, and I was super proud of him," he said.

To prepare for the match, the team practiced four days a week at the

driving range and an off-campus golf course, Sullivan said. The team also credits their training trip to Orlando, Florida, over spring break as a factor in their success. "Florida played a big part in our preparation since we played 72 holes of golf there."

Since golf is mainly an individual game, every player's practice is different, Sullivan said. The team does not

do specific drills in practice. Instead, everyone works on their own swings and makes sure their game is sharp.

Throughout the season, the team has improved both individually and as a unit, Clark Turchin (12) said. "I think that we have improved by working together despite golf being an individual sport. Each person contributes in different ways and everyone is always helping each other by providing tips and feedback."

At matches, the overall atmosphere is more serious as everyone is in the zone, but at practices, the team can let loose and just have a good time, Turchin said. However, at Tuesday's match, the atmosphere was not as tense as usual, and Duncan said that the team had been going into the game expecting to win. They played comfortably and made jokes during the game, he said.

The team is also very close-knit and the players are always motivating each other during games, Jack Beard (10) said. "Whether we play good or bad, players are very uplifting and encouraging and we have a lot of chemistry in that sense."

The players are also very self-motivated and driven during games, Sullivan said. "The team doesn't need me

to motivate them. They know if they remain calm and make smart decisions, they put themselves in a very good position to win."

The seniors have also been the underclassmen's mentors by teaching and telling them what to look forward to in the next three years, both in school life and in terms of golf, Turchin said. All of the freshmen are really passionate about the sport and enjoy it, so the upperclassmen have fun playing with them, he said.

Even though they took home the win, there are still places the team can improve, Duncan said. "I think we can work on our consistency because oftentimes players play really good one game and then not as well during another."

Looking ahead to the rest of the season, the team has goals of winning the Ivy Preparatory League, which the team placed second in last season. Duncan knows that it would be a difficult task, as it includes dethroning the current number one team, Collegiate, but he is confident in the team and believes that they are a very cohesive unit. "Our number one goal, however, is just to enjoy ourselves and play our best."



MATTHEW GRANT (11) SWINGS

Courtesy of Matthew Grant



# Record Sports LIONS' DEN

APRIL 19TH, 2024

8

## Track teams finish strong at first Ivy Developmental meets

TEDDY SPENCER  
Contributing Writer

"We were 50 meters behind at first, but on the third lap, Dylan gained a ton of ground and Zach came flying around the final corner and passed all the other runners," captain, 800 and 1600-meter runner Spencer Kim (12) said after Boys Varsity Track's (BVT) and Girls Varsity Track's (GVT) successful first meet last Thursday. This week, both GVT and BVT competed in their second Ivy League Developmental meet of the spring season.

In preparation for their meets, both teams trained rigorously during their Spring Break practices, 4x400-meter and 1600-meter runner Dylan Greenberg (12) said. As a team, BVT weight-trained in the gym, and practiced sprints and long runs at the Van Cortlandt Park track. Their preparation over break helped the team get back into shape before their first meet, Greenberg said.

GVT practiced similarly for the meet this Tuesday, Molly Zukerman (11) said. "In our preparation, we did a lot of 200 and 400 repeats, where runners sprint for 200 or 400 meters, rest for a minute, and then repeat," 400-meter runner Zukerman said. "We did a lot of strength

training; our coach would give us weights to do squats, lunges, and deadlifts," she said. "I wanted to strength train because I felt a little weak at the end of my race on Thursday, which meant I couldn't keep my top speed the whole race."

Although they rigorously trained for their first meet on Thursday, BVT was concerned about performing well due to severe weather conditions, Menya Obia (11) said. "The weather was horrible. There was wind and rain together which are horrible conditions for running, which caused some of our runners to underperform," Obia said. "The rain made the meet very quiet among all the schools there because people were less confident in themselves," he said.

Despite the harsh weather during Thursday's meet, GVT persevered. "Everyone was happy just to have a time that they can build off of and improve on for the rest of the season," 800-meter and 3200-meter runner Story Sossen (11) said. "The conditions also led to slower races overall for everyone," she said.

BVT also ran successful races despite the poor weather as both Alexandre Saint-Sauveur (12) and Kim both ran under 2:20 in the 800-meter race, qualifying them for New York State Association of Independent Schools (NYS AIS), Green-

berg said. Senior captain Zachary Montbach (12) ran a 56.63 second 400-meter race, which also secured his spot for NYSAIS later this year, Greenberg said.

Other highlights from BVT include Imran Siddiqui's (12) second-place finish in the shot-put with a distance of 11.51 meters and the team's 4x400-meter win, Greenberg said. During the 4x400-meter race, Greenberg, Sebastian Baxter (10), Montbach, and Ruimin Zhang (12) ran a time of 4:15.30 — beating the second place team by more than 5 seconds, Greenberg said.

After witnessing the impressive 4x400-meter comeback from BVT, everyone was amazed, Kim said. "Everyone was hyped, everyone was happy, it was just a really great thing to witness during the meet."

Amidst all the success, some out-of-shape runners fatigued early, causing them to lose time, Greenberg said. "Something that we learned from our first meet was the pacing for each race, whether that be during a 400-meter race or even a 1600-meter race. It was definitely a great learning experience for everyone," he said.

Before their meet on Tuesday, GVT aimed to improve their hand-off technique, long jumper and 4x100-meter runner Ava Westreich (12) said. Handoffs involve runners passing a baton to the next runner in relay races like the 4x400-meter or 4x100-meter races, she said. This improvement to their relay technique would help them improve their efficiency during races, since it was something that GVT struggled with during Thursday's meet, Westreich said.

In addition to the physical preparation, BVT mentally prepared for their meet this Tuesday by listening to music, Obia said. "To get hyped before meets we put Spencer on aux and we all listen to songs together," he said. "An important part of how well you do in a race is how you mentally feel before the race; having a good mindset makes all the difference."

BVT also implemented new strategies after learning what they needed to improve on from their meet last Thursday, Kim said. "I tried a new race strategy: instead of running too fast during the first lap, I tried to keep a more even pace, which worked pretty well," he said. Kim was also able to run a mile in under five minutes during Tuesday's meet, a school best for the meet, he said.

The team enjoyed Tuesday's meet more than Thursday's due to better weather conditions, Zukerman said. "Tuesday's meet was really nice be-



**RUNNING TOWARDS THE FINISH**

*Courtesy of Barry Mason*

cause the weather was nice. It was definitely a better meet. Everyone was in a good mood and having a really great time which made Tuesday's meet our best one," Zukerman said.

Sossen agrees: compared to last Thursday's meet, the energy at Tuesday's meet was very different, she said. "It was a very positive atmosphere. Everyone was really uplifting and we were all cheering for one another during races," Sossen said.

At Tuesday's meet, GVT did really well, Zukerman said. "I qualified in the 400-meter for NYSAIS and was also really close to qualifying in the 200-meter too," Zukerman said.

Looking ahead to the rest of the season, both BVT and GVT are excited about their next meet in two weeks on May 1, Zukerman said. "We all really want to do well again so we are amping up our preparations — the season isn't over yet."



**MOLLY ZUCKERMAN (11) RACES**

*Courtesy of Barry Mason*

## ROAR BOARD

4/15

Girls Varsity Lacrosse vs. Riverdale (16-12 Win)  
Girls Varsity Golf vs. Century Club (0-5 Loss)  
Boys Varsity Tennis vs. Riverdale (2-3 Loss)  
Boys Varsity Volleyball vs. Riverdale (1-3 Loss)  
Boys Varsity Lacrosse vs. Riverdale (5-12 Loss)  
Varsity Softball vs. Riverdale (10-3 Win)  
Varsity Baseball vs. Riverdale (0-3 Loss)

4/16

Boys Varsity Tennis vs. Dalton (1-4 Loss)  
Boys Varsity Golf vs. Riverdale (5-4 Win)

4/17

Girls Varsity Softball vs. Dalton (8-18 Loss)  
Girls Lacrosse Varsity vs. Dalton (5-16 Loss)  
Boys Varsity Lacrosse vs. Dalton (11-5 Win)  
Boys Varsity Volleyball vs. Dalton (0-3 Loss)  
Boys Varsity Tennis vs. Dalton (1-4 Loss)  
Varsity Baseball vs. Dalton (0-11 Loss)