

Editorial: We disapprove of the school's decision to cancel the college map

Starting this year, the school's administration will no longer allow The Record to publish the "college map" - an illustration of where members of the senior class plan to attend college in the fall. The map is completely voluntary, meaning seniors who do not wish to have their names listed are under no obligation to participate. The Record's Volume 121 Editorial Board strongly believes the school's decision to censor the map is a mistake. We should be permitted to publish the map in our year end issue as we have for more than 30 years.

We are not alone in our dissent. In an anonymous Record poll sent to the senior class, with an impressive 140 responses, 95% percent advocated for the continuation of the map while only 5% percent supported the map's removal.

The board believes that the decision to cancel the college map is antithetical to the school's goals of creating a healthy academic environment where students take pride in their achievements and celebrate their peers. HM preaches "a balance between individual achievement and a caring community," and the college map serves as the epitome of both "individual achievement" and "caring community." Students who are proud of the colleges they will attend ought to have an avenue to showcase their accomplishment to the community. Because most of the conversation about college revolves around the more stressful aspects of the process (teacher recommendations, test

scores, GPA, application strategy) seniors would like to simply celebrate each other through the map.

The map's removal potentially encourages a culture of secrecy and shame regarding the college process, and furthers the belief that college-related talk is (and should stay) taboo. We believe the college

the college map ever could be. As seniors, rumors and gossip about where students applied Early Decision, where they got in, where they got waitlisted, and where they committed have become normalized and problematic. While many of the aforementioned issues require complex solutions, the college map solves the

promotes a culture where readers make assumptions about why seniors got into their colleges. This toxic culture is not caused by the map. And if people in the community choose to be so small-minded, that is on them. It should not prevent the rest of us from finding joy in our shared accomplishments.

Our peer schools have Instagram pages celebrating the colleges their seniors will attend, yet Horace Mann has refused to allow an Instagram page, so the college map, for us, replaces that tradition. The map has also been helpful for juniors who are considering schools, as they can see the incredible range of potential college options, and potentially reach out the following year to ask them about their college experience thus far.

Most importantly, the map serves as a full circle moment of connection for graduating seniors themselves; we enjoy celebrating our peers and want to see their successes!

Our board emphasizes that participation in the map is optional - students who do not want their name or future plans made public can simply choose to opt out. If the administration is worried about students lying on the map, we invite the College Counseling department to look over our data and compare it to their own before we publish. Ultimately, we are disheartened to see this tradition eliminated without consultation with the students directly affected.



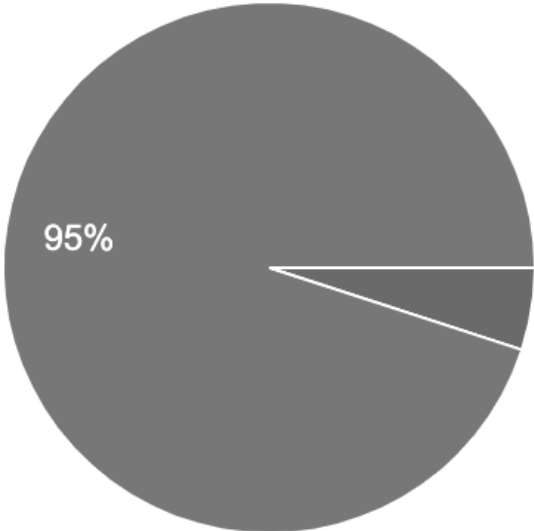
by Vivian Coraci/Art Director

map helped alleviate the competitive nature of college applications, as it removed the veil of secrecy at the end of the process. The removal of the map will now only incentivize students to create their own lists of where seniors are going to college. Likely, curious underclassmen will resort to gossip and speculation - a more harmful and stressful system than

rumors issue. We are entering adulthood and the administration should treat us as mature enough to handle this information rather than canceling the college map because it might make some students feel bad about themselves.

One other argument we have heard administrators make in favor of removing the college map is that it potentially

administration is worried about students lying on the map, we invite the College Counseling department to look over our data and compare it to their own before we publish. Ultimately, we are disheartened to see this tradition eliminated without consultation with the students directly affected.



Do you agree with the decision to cancel the creation of the college map?

140 out of 179 seniors responded to our poll

- I agree; the concept of a college map is not needed.

7 seniors
- I disagree; I wanted the college map to be published this year and in the future.

133 seniors

Out of 140 students who answered our poll, 50 felt strongly enough to write short responses explaining their stance on the matter. Below are a random sampling:

“College isn’t every-thing, but the college map felt like a repre-sentation of the entire grades’ years of hard work.”

“Not having the college map is not go-ing to miraculously end people being judgy. I think it could also be an import-ant resource for juniors who are consid-ering these schools as they can see who is going where and ask them about their freshman year in the fall.”

“[The map] was SO help-ful for me when I wanted to learn more about my colleges during the re-search process, cause I could see where people who had similar interests to me went.”

“I would much prefer to hear where my classmates are attending college in one place. Otherwise the only way to find this information is hearsay and gossip, which I feel is less productive.”

“School is soft.”

“It just feels like students lost a space to be proud of their achievements.”

“It’s been such a long tradition that it’s super disappointing that all of sudden it’s no longer happening.”

“Every single person I know is very unhappy about the decision to get rid of it, because it makes absolutely no sense to do so all of a sudden.”

“At this point most of us know where one another are going to college already. People always have the option to not include their college to the map.”

“I think the school is way too strict about things when it comes to college admis-sions/decisions. I understand that they’re trying to reduce a “competitive” culture but a college map literally has nothing to do with competition. If the school thinks that the college map will make some stu-dents feel bad about themselves, that’s on those STUDENTS. We are high school graduates, there’s no reason to compare and be competitive—that’s immature ...

“The college application process is so stressful, but ev-eryone ends up somewhere, so it’s exciting to see the names of the entire senior class laid out in a way that shows we all made it through and are moving on to bigger and better experiences.”

“There’s no difference between [the map] and T-Shirt day, telling peo-ple where you’re going, putting it in your bio.”

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Celia Stafford (12) places top 50 for Outstanding Musical Theater Performer

EVELYN GROSS
Staff Writer

This year, for the first time, the Theater Department participated in the Roger Rees Awards, the regional High School theater competition, with Celia Stafford (12) placing in the Top 50 for Outstanding Musical Theater Performer. Stafford brought the Roger Rees Awards to the Theater Department's attention at the end of last school year and asked if the school could register for it and the department agreed, Theater and Dance Department Chair Benjamin Posner said.

As part of the competition, three judges, who were theater teachers from different schools, evaluated the school's musical production of "The Prom" and scored seven of the main actors for the award, Posner said. "As one of the top two highest-scoring performers, Celia was chosen for a second round of nomination at Marymount," he said.

At Marymount, Stafford performed an excerpt of the song "The Ladies Improving" from "The Prom" in front of a panel of three judges. Out of 50 candidates at this

second round, she was selected to advance to the Roger Rees qualifiers," Posner said.

Stafford's unexpected nomination for Top 50 in Outstanding Musical Theater Performer was thrilling, Stafford said. "Initially, I was focused on winning, but as the competition progressed, I realized that learning and growing was more important," she said. The opportunity to meet many other talented high schoolers who were also nominated was also incredibly valuable, Stafford said.

At John Jay College, the top 50 had group coaching sessions with Broadway performers, and the performers picked twelve to advance to the Jimmy Awards, the National High School Musical Theater Competition. During these sessions, the students sang their individual songs to the coaches, who then provided coaching and used the information to select twelve finalists, Stafford said. Stafford's coach was an actor currently performing in the Broadway show "Back to the Future," she said. "Despite having two shows later that day, my coach still attended the coaching session and offered advice on my performance," Stafford said. It was very special to see the love and dedication professionals in

2024 ROGER REES AWARDS OUTSTANDING PERFORMER NOMINEES



CELIA STAFFORD
Horace Mann High School



EMMA SUHR
Southampton High School



MIKOLAS TAVERAS
Townsend Harris High



ALYSSA WONG
William A. Shine Great Neck South

THE NOMINEES

Courtesy of Celia Stafford



Courtesy of Celia Stafford

the theater industry have for their careers, she said.

The qualifiers for the Jimmy Awards at John Jay College were hosted by Tony award-winning actress Bonnie Milligan, who is a huge figure in the theater community and an inspiration for many, Stafford said. "The qualifiers were really enjoyable. At first, I feared that people might be rude, but instead, we all had friendly conversations about our roles and ourselves whenever we weren't working with the Broadway performers. It was a really fun environment, very professional, yet also enjoyable."

Throughout the competition journey, Posner was a huge support

to Stafford as an acting teacher, guiding her entire performance, Stafford said. "Throughout the competition, I received several encouraging emails from him, which really boosted my confidence," she said.

Posner has been working with Stafford since she was in ninth grade, and her talent has been obvious since the start, he said. "Stafford's dedication and passion for acting are always evident in her performances, so it's no surprise she received the award," Posner said. "She's a very confident and authentic actor, consistently bringing great ideas to rehearsals and always being prepared and ready to work."

Classics Society hosts the school's first Certamen

ANNIKA BHANDARI
Staff Writer

"It's basically like the history bowl, just all centered around Roman history," Classics Society Co-President Mira Bansal (12), said. "It was really fun. I would totally do it again."

The Classics Society hosted the Certamen, a Latin and Ancient Greek trivia competition, last Tuesday after school. The Classics Society traditionally travels to a university to compete in the Certamen, such as Harvard or Princeton, but due to scheduling and registration complications, this year they hosted a small version of the competition at the school, Bansal said.

The presidents of the Classics Society had

the initiative to host a Certamen at school after the original competition was canceled, Bansal said. "We really look forward to doing our Latin competitions every year, but since we didn't get to go this year, we still wanted to do something, however small it might be," she said.

To prepare for the Certamen, the Classic Society's leadership created an extensive study sheet with over 100 questions. The questions covered information about myths and culture from Ancient Greek and Roman history as well as questions about Latin grammar, one of the Clerici Certamini (Certamen Preparation Directors) Isabelle Fic (11) said.

At the competition, the participants were split up into four teams with five people each, Fic said. After a question was announced, the

first person to ring their buzzer would get to answer the question, without the help of their teammates. If that person correctly answered the question, their team would receive 10 points, and the opportunity to answer two bonus questions worth five points each, Fic said.

Albert Lee (9) was not scared or nervous about the competition since he had already prepared for the Certamen that was supposed to occur earlier this year at the University of Pennsylvania, he said. "I felt well prepared even though we lost," Lee said. "Some of the questions were niche or required very specific knowledge, but I think my preparation came in handy."

The winning team was led by Bansal and consisted of Charlie Davis (11), Brody Grossman (11), Eden Reibling (11), and

Kaitlyn Fan (9), who received prizes from Classics club advisor and Latin teacher James McCaw, Bansal said. When McCaw was in Spain, he bought various prizes for the competition, such as Julius Caesar marshmallows and hot cocoa, to give to the winning team, she said.

Ariadne Civin's (9) favorite moment was when someone said, "Who split the Roman Empire?" and Bansal misheard it as "Who clicked the Buzzer?" Bansal responded and said "Me" to which McCaw said "No, you did not split the Roman empire Mira," Civin said. Overall, Civin enjoyed her time competing at the Certamen with the Classic Society. "Latin is a niche thing so it's nice to get to know other people who also study classics," said Civin.

“Dropping into” P.E.: Skateboarding becomes the newest P.E. elective

JULIA LORENCO
Staff Writer

“This class is about introducing the sport to students and getting them to learn basic skills, and, ideally, fall in love with skateboarding,” history teacher David Berenson said. Berenson teaches the school’s first-ever skateboarding Physical Education (P.E.) elective, offered H period during the current spring P.E. rotation.

After three years of advising HMSK8, the school’s skateboarding club, Berenson decided to propose skateboarding as a P.E. elective earlier this year. “Since last summer, we’ve gotten more equipment and a dedicated space for [HMSK8], and this year seemed like the perfect opportunity to try to make it a class,” he said. Both HMSK8 and the P.E. skateboarding elective practice in the school’s skate park next to the Andrew Feinberg Tennis Center.

Michelle Orloff (12) chose to take the elective because Berenson introduced skateboarding to her history class earlier in the year, she said. “It sounded like a really unique class. I don’t think there was ever a P.E. elective before this one that genuinely interested me,” Orloff said.

Like Orloff, the class’s novelty interested Zoe Turteltaub (11). “I don’t think it’s an experience that most people get to have in high school, and it’s a really cool skill to have and keep, especially when I get older,” she said. A typical class starts with free time to warm up and skate, and is then followed by Berenson teaching students a more

specific skill, like how to navigate a ramp or a halfpipe, Turteltaub said.

In the class, Berenson teaches basic skateboarding moves like pumping, ollies, and manuals. “I had never skateboarded before this elective, but now I’m comfortably able to say that I would feel safe riding a skateboard by myself,” James Koplin (10) said.

Berenson sticks to basic skills since most of the students in the class have rarely skateboarded before. “Almost everyone is new to the sport, so they are shocked about how hard it is, and now they all have an appreciation for the skill it takes,” Berenson said.

Since skateboarding is challenging, Orloff learned to be more patient with herself, and to not be afraid to make mistakes, she said. “Learning a new thing is definitely scary, and I would say 95 percent of it is mental, and having the resilience to try again after you fall.”

As Berenson has limited time to teach skateboarding as a history teacher, he hopes that the Athletics Department will hire a P.E. teacher who can also double as a skateboard instructor so that more students can learn the sport, he said. Berenson would also like to take his students beyond the school’s skate park, and give them a chance to see what skateboarding is like in the real world, he said. “There are forty skate parks in New York City, so the infrastructure exists, and I’d love for us to use it more.”

Berenson wants to create a skateboarding team at the school in the coming years, though currently, no other schools in the city have



GNARLY GROMS

Courtesy of David Berenson

teams. He hopes that will soon change, he said. “We start as a club sport, and when other schools see that it can be done, they’ll develop

their teams,” Berenson said. “It’s part of the Olympics and a high school sport in California, so why not New York?”

Students shine at Regeneron International Science and Engineering Fair

CLARA MEDEIROS
Staff Writer

“It was really cool to see how people at ISEF had projects in the same category as you and yet, still have a variety of different topics as to what they were researching,” Ellen Wang (11) said. This year, Wang, Aanya Gupta (11), and Carmen Zhang (11) qualified for the Regeneron International Science and Engineering Fair (ISEF), the world’s largest high school STEM competition. The competition occurred from May 11 to 17 in Los Angeles, California, where participants presented research they conducted to advance an aspect of the STEM field.

The selection process was rigorous and comprehensive, Gupta said. First, participants went through multiple rounds of judging, and were then selected from an applicant pool of over 600 students to participate in the final round of qualification, which was hosted at the New York University Tandon School of Engineering, she said. “The final round was the Terra Fair, where we had to do numerous in-person presentations in front of multiple judges, which was a really exciting experience,” Gupta said. From the first place winners of each category in Terra, thirteen students earned a spot at the Regeneron ISEF competition, she said.

Wang did not expect to qualify for ISEF, and the news caught her by surprise since she missed the award

announcements at Terra, she said. “People just started texting me. I saw a text saying ‘congratulations,’ and then my mom called, and obviously I was really shocked.” It was particularly exciting to qualify for a fair that received submissions from all over the world, Wang said.

Projects at ISEF fell into various categories, Zhang said. Zhang’s project was part of the robotics category and for her research project she designed an exoskeleton that

enhances mobility for older adults who suffer from mobility loss, she said. Gupta’s research fell into the Society for Science category, where she researched the recursive relationship between adolescent mental wellness and their music choice, Zhang said.

Wang’s project was based on physics research, she said. Her project used the Ising model, a statistical physics model that uses a mathematical set of equations to explain phase

transitions, Wang said. “I use that model with a convolutional neural network, which is an AI algorithm to study the melting and freezing of water and ice in the Arctic,” she said.

During the week at ISEF, participants were considered for numerous awards through multiple rounds of judging, Gupta said. “The award I won was a specialized premier award, the Third Place American Psychological Association Award, and it was amazing to get

recognition for my research,” she said.

Over the course of the week, when they were not setting up their projects or talking to judges, participants attended multiple panels led by scientists in different fields, Zhang said. While the panels were all extremely interesting, Zhang’s favorite part was exploring Los Angeles, she said. “My favorite was definitely going to Universal Studios—we were there until 11 p.m. because ISEF rented it out, so we got to go on any rides and all the different attractions,” Zhang said. Participants also enjoyed free time to spend with friends they made at the fair. “[Wang and Aanya] as well as a couple of friends that we met there, spent one of the days on the beach in Santa Monica, which was a great way to relax from the formal environment at ISEF.”

Wang was grateful to have the opportunity to meet young scientists from around the world, she said. “It was really cool because ISEF is truly international. There are people from 70 different countries,” Wang said. One of the events that ISEF hosted was a pin exchange, she said. The participant that was standing next to Zhang was from Puerto Rico, she said. “We got to talk to each other about our projects and our process, and it was nice to see how everyone can come together at the conference to share their research, no matter their background.”



SCIENTIFIC SMILES

Courtesy of Ari Palla

Language Education at Horace Mann School: A response from the Department of World Languages to James Rukin's op-ed from last week

Pilar Valencia

World Languages Department Chair
Upper Division

We, at the World Languages Department, read with attention the article in the previous issue of The Record regarding the views that one of our students has on how second languages are taught or should be taught in our school. A core value in our teaching practice is ongoing reflection; hence, we are grateful for the opportunity to engage in this dialogue and shed light on our approaches and methodologies.

All of us who have learned a second language have desired at some point that the effort and the enthusiasm that we invested in the learning yielded noticeable results more quickly. Those of us who have continued the path know that the results indeed come, far exceeding our initial expectations.

Before addressing the issues raised, let's clarify some terminology. Linguistics deals with the scientific study of languages in general. Therefore, the whole point of linguistics is not to connect with others per se. Communication through language and other means (such as non-verbal cues, images, actions, etc.) allows us to connect with others. While immersion is indeed a booster in the language acquisition process, it is not the Utopian shortcut that it seems to be. Research has shown repeatedly that we also need to consider other variables

such as the effects of age (i.e., language acquisition seems to decrease over time) and the amount of exposure. A natural approach has been proven to be time-consuming and less effective in certain contexts. Negating grammar instruction leads to a false sense of proficiency that would not allow students to perform fundamental language tasks. While fluency is a crucial aspect, we also strive to develop our students' abilities in language complexity and accuracy. Together, with sociocultural competence and literary registers, we ensure that they are well-equipped for both academic and real-world communication.

Learning and acquiring a second language should not be compared to any other subject. The cognitive processes and skills involved are different from disciplines like physics or history. Learning a second language is more similar to learning music and how to play an instrument: it is a long-term process composed of many diverse elements that are integrated and played out at the same time. For a speaker to reach fluency, they have to go through constant exposure to the language with, most importantly, a proactive attitude that is open to taking risks and making mistakes, and an eagerness to learn from them.

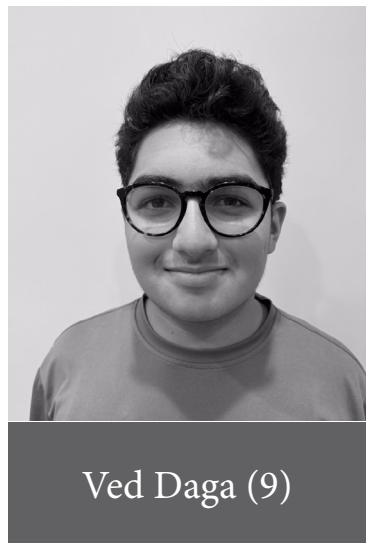
The World Languages Department is dedicated to constantly studying advances and new proposals in language teaching, guided by the American Council of Teachers of Foreign Languages (ACTFL) and assisted by its European counterpart (i.e., Common European Framework of Reference for Language Skills). Our materials are grounded in the communicative approach and our activities are configured so that they provide two fundamental resources: a solid understanding and confidence in the use of language structures and vocabulary, and a scaffolded setting in which students can rehearse and develop each of the skills. With that in mind, we have redesigned our assessment model, giving communication a heavier weight in the calculation of the grade, and a lighter, yet important value, to other necessary compound skills.

We are disappointed by the lack of evidence in last week's article of a careful reading of our school's Program of Studies (POS). The progression is evident from carefully structured classes, full with opportunities to practice the mechanics of the language, framed in relevant topics, to college-level courses, conducted entirely in the second language, where students engage in discussions at an

advanced level. For instance, only this year, with our classes "Spanish through Film," "Studies in Spanish: Canciones, poetas y revoluciones" and "Spanish Seminar: The Hispanic World," we have watched with immense pride as our students interacted with personalities of the Spanish-speaking world (Marcelo Martínez, Argentinian director of photography of Argentina 1985; Dr. Roberto Brodsky, Chilean scriptwriter of Machuca) and native Spanish speaking members of our school staff. We have heard our guests express great admiration for our students' language level, the sophistication of their understanding of the issues, and the thoughtful questions that they were able to pose.

Constant reflection on our professional practices is a sure path to maintain the quality of our program and to grow both as teachers and human beings. We encourage our students to see language learning as a journey of self-discovery and growth. Just as one does not become a master musician overnight, language fluency takes practice, dedication, and resilience. Every teacher in the World Languages Department understands that our role is to accompany and support students in that journey.

Why Tiktok should not and can not be banned in the United States



Ved Daga (9)

On April 20, the House of Representatives passed a bill with an overwhelming majority vote of 360 to 58. The bill gave ByteDance, the parent company of TikTok, twelve months to sell the app; if not, TikTok would be shut down. Four days later, after the Senate passed the bill with bipartisan support, President Biden signed the bill into law. Congress' primary reason for banning the app was their concerns of potential national security violations tied to the app collecting Americans' sensitive information, to which the Chinese government could potentially gain access. However, I believe that the bill to

ban TikTok should be overturned by the Supreme Court because of legal precedent, the bill's violation of the First Amendment, and the precedent it sets for the government to ban speech with insufficient evidence.

After the bill's passing, legal scholars across the United States questioned whether it violated the First Amendment. According to NPR, Evelyn Douek, a professor who specializes in online speech at Stanford Law School, said that precedent regarding the First Amendment explicitly says that the government cannot shut down speech based on hypothetical threats to national security.

While Congress claims that national security trumps freedom of speech (as established in *Schenck vs. The United States*, 1919), Congress failed to provide sufficient evidence as to how TikTok poses a national security threat. While TikTok has access to American credit cards and personal information that is entered into the app, little evidence has been raised to show that China has access to this information.

This is not the first time that Congress has tried to ban a foreign app. In 2020, former President

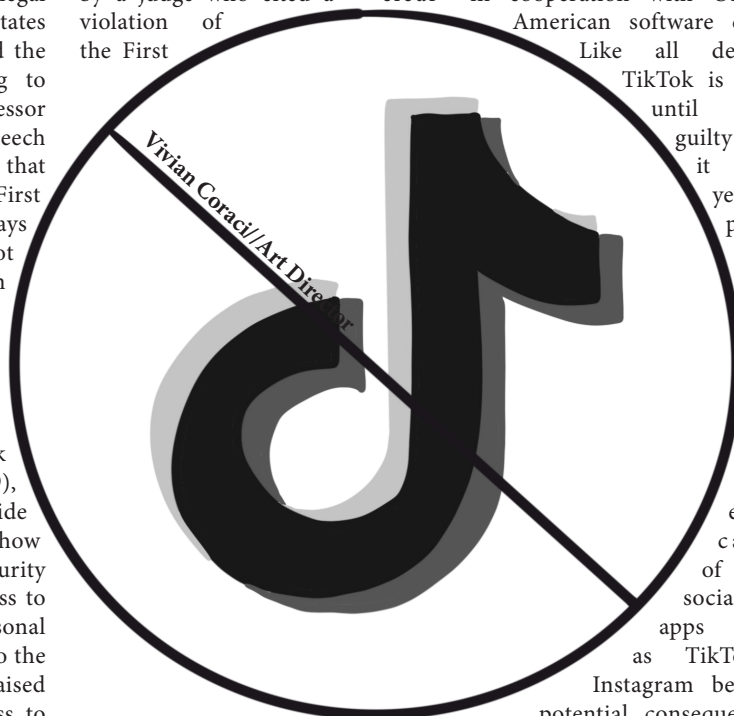
Trump attempted to ban the Chinese social media platform WeChat, but he was overruled by the judicial branch. Likewise, in November 2023, the Montana state legislative body attempted to ban TikTok, but was also overruled by a judge who cited a clear violation of the First

Congress' concerns about TikTok's national security issues. This is especially difficult to demonstrate, considering TikTok's good faith effort to solve the problem by investing seven billion dollars to strengthen data protections in cooperation with Oracle, an American software company.

Like all defendants, TikTok is innocent until proven guilty - and it has not yet been proven guilty. I'm in sixth grade, I was

social media apps because I did not want to miss out on friends and social contact. I finally downloaded TikTok in 2022. I scrolled through the app for more than an hour each day, and my grades suffered. Although the ban on TikTok would likely yield some academic benefits to students, such as more time to study because of fewer distractions, it would also limit my ability to see news stories and watch videos sent from friends through the app.

Overall, Congress should not ban TikTok because there is insufficient evidence behind Congress's claims, and there is available precedent defending TikTok's right to operate on American soil from abroad. If the bill were to be upheld by the Supreme Court, it would create a new precedent that may prompt the government to censor free speech over hypothetical concerns. The best way to resolve Congress' concerns over TikTok would be to implement more oversight over the company's algorithm, protecting Americans' intellectual property.



Amendment.

To ban TikTok, Congress must prove that outlawing the app is the least restrictive way to resolve

extremely cautious of getting social media apps such as TikTok and Instagram because of potential consequences for my attention span and my ability to study effectively. However, during the COVID pandemic, I slowly warmed to the idea of downloading

UD students showcase their musical talents at the Collage Concert

TESSA SIEGEL
Staff Writer

The Upper Division (UD) held its annual end-of-year Collage Concert last Friday, featuring many performances of talented high school students. The performances included the pieces from the studio tech classes, HM Orchestra, Sinfonietta, wind ensemble, two jazz bands, three choirs, Glee club, treble, concert glee, and the steel band.

The first group on the stage was wind ensemble playing “Variations on a Korean Folk Song” by John Barnes Chance. Cary Wang (9), a member of Jazz Combo H, enjoyed the variation in the concert, he said. His favorite part was the many types of instruments that were played. “There [were] many different instruments and bolts such as saxophones, guitars, and the bass,” Wang said.

Following the band was Jazz Combo H, playing “Afternoon in Paris, the Benny Golson version” by John Lewis. Matthew Brand (10), the pianist for that jazz combo, really enjoyed the piece they played for the concert, he said. He expressed how the tune was a fun and upbeat piece to perform, which engaged the audience.

The jazz combo faced challenges while performing in Gross Theater, Brand said. “A challenge was that they positioned us on the side where all the administration sits and not on the stage.” It was not a choice they were anticipating, he said. “It was a weird setup because it required a lot of tech, and the amps were in a really enclosed space, so we couldn’t hear each other very well, which was definitely tough,” he said.

Additionally, the jazz combo faced

the sudden absence of one of their lead saxophone players. While his absence was a surprise, the players could adjust and find a saxophone player replacement, Timmy Lipsey (9). Even though Lipsey was the replacement, he was able to perform well and make an important contribution to the jazz combo.

Despite the challenges that the ensembles faced, the recital was a fun and engaging experience for the performers, Brand said. “My favorite part of the concert [was] hanging out backstage watching other people perform, and it’s especially fun because I’m good friends with the people in my band.”

The school’s orchestra followed, playing Hungarian Dance No. 4 & No. 2 by Johannes Brahms. “What the orchestra was able to do in the concert in terms of flexibility and alertness was really really important,” UD music teacher Nathan Hetherington said. UD students perform in three concerts a year, and have been preparing for the Collage concert since spring break, he said.

The upperclassmen have priority and juniors and seniors were able to choose pieces that were played in the orchestra, Hetherington said. The dances had lots of tempo changes which were both fun and difficult, he said. “A lot of speeding up and slowing down, many of which are really challenging for any ensemble.”

For Sinfonietta and orchestra member Stephanie Lee (12), it was nice to have more of a say in the repertoire played, especially with “Plink Plank Plunk,” she said. As a senior who had been in orchestra for the past seven years, this was her last concert as a member of the UD orchestra which made it extra meaningful, she said. “I thought it



STEEL BAND’S SYMPHONY OF SOUND AND SOUL

Courtesy of Katie Beckler

was a really nice concert to end off on.”

After a performance from Sinfonietta playing “Waltz from Serenade for Strings, Op. 48” by Pytor Ilyich Tchaikovsky and “Plink, Plank, Plunk” by Leroy Anderson, Jazz combo M played “Girl From Ipanema” by Antonio Carlos Jobim and “Four On Six” by Wes Montgomery, and glee club sang “A Million Dreams” by Benj Pasek and Justin Paul as well as “Your Song” by Elton John and Bernie Tauping. Then concert glee took the stage singing “Fields of Gold” by Sting and “And So it Goes” by Billy Joel.

For concert glee member Zach Hornfeld (10), the concert lived up to his expectations, he said. Hornfeld took pride in the two pieces that they played and thought it went really well

for the choir. “My favorite part was the solos; we had two tenors do solos and they did amazing,” Hornfeld said.

Hornfeld has been involved with the choir since middle school. He has always looked up to the high school choir and thought of them as role models, he said. “You look up into concerts and see the high school choirs performing these incredibly sophisticated pieces,” Hornfeld said.

After Concert Glee, Treble Choir sang “Pressure” by Billy Joel and “Someone in the Crowd” by Justin Hurwitz, Benj Pasek, and Justin Paul, two really fun songs to sing, Etta Singer (12) said. For them, it was a bittersweet experience since it was their last concert. “I’ve wanted to be in Treble Choir since I saw them perform my seventh grade year and it’s been an honor to be a leader in the

group this year,” Singer said.

Studio techs’ performances followed the Treble Choir. The concert ended with the steel band playing Hold You by Ricardo Dickerson and Windel “Gyptian” Edwards and Big People Party by Michael Hulsmeier and Scott Galt.

Overall, the concert demonstrated the vast musical expertise of students in the UD, from both instruments to voices to the use of technology. Students and teachers were able to form bonds, and enjoyed both preparing and performing in the concert. The various instruments and abstract pieces left lasting and memorable experiences for teachers, students, and family members. It was a great way to end the year musically.



CONCERT GLEE SINGS IN HARMONY

Courtesy of Katie Beckler

Lycée Français strikes down Boys Varsity Volleyball 0-3

CIANA TZUO
Staff Writer

"It was a pretty rough game overall but we stayed in it the whole time and that was the most important thing," David Hutchinson (10) said. Last Friday, the Boys Varsity Volleyball (BVV) played its New York State Association of Independent Schools (NYS AIS) elimination round against Lycée Français, losing 0-3.

The team reviewed game footage from Lycée to prepare for the game. The Lions analyzed the positions of the opposing team and found ways to better equip themselves to defend against them, Jordan Capla-Wasserman (11) said.

The team discovered Lycée typically runs their offense through a few specific plays, Dylan Montbach (11) said. They then practiced drills countering those strengths. "If they're really good at passing, we see if there are any spots on the court where they weren't able to cover as efficiently. Then we would practice skills that would maximize our points based on how our opponents play," Montbach said.

The team also focused on improving basic skills. "We did targeted drills specifically to make sure that we were good at blocking and hitting so that we were at our best

for the game," Capla-Wasserman said.

Despite the disappointing result, there were many highlights of the game. One standout play was when David Aaron (12) managed to bump and spin the ball parallel to the antennas and over the net while being almost out of range, scoring a point for the team. "When you see it go out, you would normally just know that the point is over, but he kept playing," Montbach said. "Even the other team thought it was out and was not ready to receive the ball."

Because the match was an away game, the team had trouble adjusting to the new environment, BVV Coach Jason Torres said. "Lycée had a very odd ceiling so we had a lot of odd bounces that would not have happened with the ceiling here," he said.

A large crowd came to support Lycée which made the game harder for The Lions, Capla-Wasserman said. "We came together as a team to support each other, in spite of the fact that there was a crowd."

Making matters worse, starting player Oliver Aizer (11) broke his foot close to the game and was unable to play, causing a switch in the lineup. "Sometimes when you make that change, it throws things off a bit."

The team felt that there were things they could have improved on



DEBUTING VOLLEYBALL VARSITY JACKETS

Courtesy of David Aaron



BUMP, SET, SPIKE!

Courtesy of David Aaron

during the game, Montbach said. A lot of balls fell short of the net and the team did not play their offense as efficiently as they did in practice, he said.

Overall, Torres was impressed

and happy with the players' performance and the game in general. "We were much more prepared for the playoff game but Lycée was tough. We hadn't played them since last year and despite having some game

video, it was hard to figure out what exactly to expect during the game," Torres said. BVV made very few mistakes and when Torres called timeout to fix minor problems, the team took the feedback well and corrected them, he said. For example, they corrected forgetting to call the ball, which is important when in a road gym with a large crowd, Torres said.

The players also appreciated the advice Torres gave them before the game, Capla-Wasserman said. "Something Coach Torres really emphasized that helped us a lot was to start each game strong and make sure that you have a good lead," he said.

Torres was a very helpful coach and made sure that the team was in top shape and was ready for the game, Hutchinson said. He taught the team the right drills and gave encouragement and great advice during games, he said.

Overall, the BVV improved given the number of new students filling in for the graduated seniors of last year. "I look at some of the things we did early in the season," Torres said. "How we had trouble running certain plays, and struggling with certain skills on the court. That dramatically changed."

The team had eight wins out of fourteen games, losing to Dalton and Riverdale first before having a comeback and beating them later in the season. Looking forward, the team sees many ways to improve. "We should really work on getting consistent with our passing and setting abilities to make sure that we can really effectively run our offense and get consistent in scoring points," Montbach said.

Record Sports LIONS' DEN

MAY 24TH, 2024

8

Boys and Girls Varsity Track beat personal records at NYSAIS

ADEN NATHOO
Staff Writer

"I'm proud to be a part of the team, because each practice, even if we are doing a hard workout and I'm on the track about to 'die,' I'm having fun with my friends across grades," Zach Montbach (12) said. The Boys and Girls Varsity Outdoor Track Teams competed in the New York State Association of Independent Schools (NYSAIS) Championship this Wednesday with multiple runners from each team competing.

The boys team practiced drills all season to prepare for the event, with intensive training for sprinters, including 100m repeats, and 200m and 400m repeats for long-distance runners, Sebastian Baxter (10) said. Despite this intensive training early in the season, the team has slowed down their preparation in order to prevent injury, he said. Boys Varsity Outdoor Track Coach Jon Eshoo has worked to create a supportive environment without too much pressure to perform, Baxter said. "In running, having that extra

pressure wouldn't help that much because it should be something that you have a personal drive to do, especially considering all the personal training you have to do," he said.

Eshoo emphasized the importance of enjoying competition and having fun, he said. "Track is all about peaking at the proper time. They've trained all season and are ready, they just have to go out there and do the best they can," he said. The highlight of Eshoo's season was this Wednesday's event, he said. "The most fun was watching the guys compete and come back to the stands smiling and sharing their experience with their teammates."

Although the boys team finished in last place, the event was a success for some athletes, with multiple personal best races, Montbach said. "I had my personal best in the 100m with 12.01 seconds and was 0.1 seconds off from my personal best in the 200m," he said. In addition, the team had a personal best in the 4x4 relay finishing with a 3:49.71-second race, Montbach said. Alexandre Saint-Sauveur (12) also ran a 2:07.62-second 800m race, which

was a 3.0-second personal best for him. Saint-Sauveur has been one of the team's strongest runners this season, standing out in the 800m and 1600m races. Additional standouts include thrower Imran Siddiqui (12), and sprinters Spencer Kim (12) and Mishaun Burchell-Bah (9), Montbach said.

Another highlight of this season was the Ivy Championships, in which multiple runners set personal records, Joe Brener (11) said. Brener is looking forward to being a captain of the team next year and maintaining the close-knit community of this year's team, he said.

As a senior on the team, Montbach emphasized the importance of intensity for sprinters, he said. "We really need to just focus on improving the intensity in workouts and maintaining a team bond in addition to continuously pushing one another to do better in practice," he said. Despite this challenge, Montbach is happy he joined the team because of the strong community it already has, which comes from going through hard workouts together, he said. "They're all great

people."

The girls team prepared similarly to the boys team with dynamic warm-ups and stretching, in addition to track workouts, Story Sossen (11) said. Some star runners this season have been Alisa Buitenhuis (10) and Molly Zukerman (11), who are both competing in NYSAIS in the 400m and 800m races, in addition to Ellie Campbell (12), who is competing in the 2000m Steeplechase, Sossen said. A strength of the team has been their supportiveness throughout the season. "There's a lot of team bonding, and there's a good dynamic. Everyone is really supportive of each other, and being at the meets and on the buses together makes everyone closer," Sossen said.

Unfortunately, the girls team also placed last in the event, despite some successful runs, which could be attributed to very hot weather, Zukerman said. "I didn't set a personal record in my races, but I was pleased with my time in the 400m. Unfortunately, the 800m was scheduled right after my first race, so I couldn't perform my best in that event." Girls' Outdoor Track Coach

Taylor Partridge helped Zukerman before her 800m race, in which she placed third in the heat, she said. "I was close to giving up during the 800m, but because of what Coach Partridge said, I kept telling myself it was the last meet of the season," Zukerman said.

A highlight of the season for Girls' Track was the Ivy Championship, when team spirit was high despite bad weather, and Zukerman set a personal best in the 400m, she said. Zukerman is proud of her times this year, and is also proud of the support amongst her teammates, she said. "We've all worked hard in practice, and it's definitely paid off in our meets."

Sossen looks forward to spending time with the team again next year, she said. "Hopefully, a lot more people will qualify for NYSAIS next year," Sossen said. Physical Education Teacher and Girls' Track Coach Meredith Cullen has been supportive throughout the season, she said. "She's always there, especially if you're nervous before the race or anxious."



GIRLS VARSITY TRACK RACE TO THE FINISH LINE

Courtesy of Barry Mason