

The Record

Volume 122, Issue 1

Horace Mann's Weekly Newspaper Since 1903

September 3, 2024

BACK TO SCHOOL

IN THIS ISSUE...
An insight into what teachers do over summer
Investigation into HM's new phone policy
Interview with Innocence
Project founder,
Barry Scheck.

Welcome back from this year's CC Chairs



Courtesy of Barry Mason

Welcome back HM!

We hope you have all had a great summer. We are so excited to jump back into the school year as your 2024-2025 Community Council (CC) Co-Chairs. Our goal is to make this school year the best it can possibly be by implementing structural changes for efficiency, bringing together grade-wide communities, and acting on students' needs and requests, all while remaining transparent in our processes.

As Co-Chairs, we lead the Upper Division's (UD) CC—our school's student government—and work to improve student life both on and off

campus. Whether hosting fun initiatives like the annual spring Spikeball Tournament or altering the testing week schedule in response to students' mental health needs, the CC has effectively worked to make our community a more welcoming and inclusive space in the past several years.

Last year, we implemented initiatives to make student life more enjoyable and fulfilling, such as adding vending machines in Lutnick Hall, the Little Lions scavenger hunt, Project X, Sandwiches for Smiles, and Hal-lowweek. This year, we will build on the CC's past successes and strengthen

our bond with the student body so that we can better listen to the needs of students and respond with actionable ideas.

Each grade elects six representatives to the CC, providing a broad range of perspectives. However, with 24 total members across four grades, the CC can easily become distracted from the student body's needs. To be more in tune with the UD community this year, we will split the 12 underclassmen representatives into three 'teams' of four that will each work to create one UD-wide initiative per semester. At the same time, each grade's representatives will continue to organize grade-wide activities. Upperclassmen representatives will continue to do the work they've always done: running traditional CC initiatives, like Spikeball and Project X, and executing grade-wide initiative ideas. This structure builds on what the CC does well—collaborate—while also allowing each member to bring their ideas to the decision-making table.

The CC meets once a week, alternating between Break and I period to discuss potential initiatives. By allowing every CC member to offer insight into how we can best address students' needs, we can hear the voices of students across all grades. As Co-Chairs, we lead meetings, facilitate productive discussions, and help grade representatives implement their—and your—ideas. The CC meeting schedule is available on our website, which you can access by using the QR code below. Meetings are open to the student

body, so please join us if you'd like to listen or share your ideas and feedback.

In addition to structural changes, we plan to refocus the CC on individual grades. This past year, we have implemented numerous UD-wide initiatives, but we recognize that we can do more to improve connection and unity within each grade. We will dedicate meetings to grade-specific projects and encourage representatives to communicate more often with their grades during grade meetings, over email, or simply in the halls. We hope these initiatives will strengthen each grade's sense of community while pushing the CC to engage with the student body. However, connections within grades are only possible if you are willing to connect with us, the CC. We are dedicated to serving the student body, but to do so, we need your openness and communication. The CC only thrives when it has a strong community behind it.

This year, we will work hard to ensure you can stay up-to-date on what the CC is doing through monthly email newsletters and a CC-dedicated poster board in Tillinghast. Both initiatives will allow for more feedback through links to forms and initiative polls on our website. We hope this will, in turn, motivate CC members to stay active and dedicated to our mission. With high student engagement, feedback, and openness to a greater school community, the CC can host initiatives that cater to students'

Scan this QR code to see the CC instagram!



wants and needs, such as cultural celebrations, career day, mental wellness weeks, captivating assemblies, and more fun!

Freshmen, please consider joining the CC to make a difference in the HM community. Be on the lookout for an email from Sr. Dalo regarding CC elections, and feel free to reach out to us if you have any questions.

We have been dedicated to the CC for the past several years, and we are so proud to have the opportunity to continue impacting and improving the lives of each member of our school community.

Please don't hesitate to reach out if you have any questions about the CC, our initiatives, or how you can get involved. Don't be a stranger. Here's to a great year!

Much Love,
Your CC Co-Chairs,
Jiwan and Andrew

Editorial from Board 122

Founded in 1903, The Record is Horace Mann's weekly newspaper and reports on all topics concerning the school. The Record is the school's sole news source, and we cover academics and extracurriculars in the community. We have multiple sections, all dedicated to different subjects of news coverage. News for happenings around the school. Features for highlighting lesser known aspects of the school and more in-depth investigative pieces. Opinions for student voices. Arts & Entertainment for all things artistic. Lion's Den for sports coverage of our many student athletes. Middle Division for showcasing reporting on our exciting MD. And a new Alumni section for our exceptional graduates.

We aim to provide a space for the diverse range of student perspectives found at our school. We are interested in engaging in dialogue with the student body and offering viewpoints that challenge common notions. We understand presenting your opinion to the whole school can be daunting, but we believe meaningful dialogue only happens when people let their voices be heard, even when it seems scary. We encourage the student body to share their views of the

world through the paper, when appropriate.

The paper comprises many hardworking students fulfilling a wide range of roles. You may see photographers attending after-school events to capture your performances or games. You may see a variety of polls in your Gmail inbox asking for your opinions on a wide range of topics. And, of course, you will receive emails (sometimes several) from our staff writers asking for an interview.

While our hardworking staff and board help put the paper together each week, the student body makes The Record possible. You – yes, you, the reader – are the reason this paper exists. Without your interviews and readership, we could not function. So, we ask that you please try your best to engage with us whenever possible.

The Record is always looking for new contributors. If you have any interest in writing, whether it be an Opinions article, becoming an ongoing columnist, or becoming a Staff Writer, please feel free to reach out to record@horacemann.org. We look forward to an amazing year!

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Editorial Policy

About Founded in 1903, The Record is Horace Mann School's award-winning weekly student newspaper. We publish approximately 30 times during the academic year, offering news, features, opinions, arts, Middle Division and sports coverage relevant to the school community. The Record serves as a public forum to provide the community with information, entertainment, and an outlet for various viewpoints. As a student publication, the contents of The Record are the views and work of the students and do not necessarily represent those of the faculty or administration of the Horace Mann School. Horace Mann School is not responsible for the accuracy and contents of The Record and is not liable for any claims based on the contents or views expressed therein.

Editorials All editorial decisions regarding content, grammar, and layout are made by the senior editorial board. The unsigned editorial represents the opinion of the majority of the board.

Opinions Opinion columns represent the viewpoint of the author and not of The Record or the school. We encourage students, alumni, faculty, staff, and parents to submit opinions by emailing record@horacemann.org.

Letters Letters to the editor often respond to editorials, articles, and opinions pieces, allowing The Record to uphold its commitment to open discourse within the school community. They too represent the opinion of the author and not of The Record or the school. To be considered for publication in the next issue, letters should be submitted by mail (The Record, 231 West 246th Street, Bronx, NY 10471) or email (record@horacemann.org) before 6 p.m. on Wednesday evening. All submissions must be signed.

Contact For all tips, comments, queries, story suggestions, complaints and corrections, please contact us by email at record@horacemann.org.

Kaitlin Howrigan takes over as Executive Director of CoCo

CIANA TZUO
Staff Writer

"[Howrigan] is the consummate professional with a well-regarded history of working thoughtfully and purposefully within the college admissions process," Head of School Dr. Tom Kelly said. In April, Kelly announced in an email to the Upper Division (UD) that former Senior Associate Director of College Counseling (CoCo) Kaitlin Howrigan would take over as the Executive Director of CoCo following Associate Head of School Operations Canh Oxelson's departure from the position. On July 1st, Howrigan assumed her new position in the CoCo office.

Howrigan said she is excited to assume the responsibilities of her new position. "Taking on a new role can be a little nerve-wracking, but I am mainly feeling excitement to be able to do things I have never done before and continue working with all these great students and my team in the CoCo," Howrigan said.

In addition to leading several staff meetings and the parent portion of the Senior Kickoff Assembly on September 10th, Howrigan will continue to work with her caseload of students and support the other counselors this school year, she said.

In the future, Howrigan will be taking on a more executive role but still wants to remain close with the student body, she said. "While my new role will not involve having a personal group of students in the future, I plan to approach the role in a way that still allows me to see our students in action, such as attending games, performances, and concerts."

Howrigan's transition into her new role has been smooth, especially because of Oxelson's legacy and guidance throughout the process, she said. "I'm so lucky that Mr. Oxelson has built an amazing system and amazing team, but I'm really excited to bring fresh eyes to it."

In her new role, Howrigan hopes to better prepare students for the transition from high school to college, she said. "We spend a lot of time

focusing on getting into [to college] and having great options, but it's also a huge change to make a new set of friends—for some people for the first time since they were three years old," Howrigan said. Howrigan plans on working with the guidance department to make the transition smoother and more transparent for the students, she said.

This year, Howrigan plans to extend the CoCo workshop to senior year instead of only the spring of junior year, she said. Additionally, she said she hopes to work more closely with different non-academic departments. "If students are going through athletic recruiting or thinking about submitting music or art portfolios, we can provide support from different departments in a fluid and smooth way," Howrigan said.

Before landing on Howrigan, Kelly formed a search committee—composed of Head of Upper Division Jessica Levenstein, Head of Middle Division Javaid Khan, Director of Development Melissa Parento '90, Director of Admissions Jason Caldwell '97, and Director of the Center for Community Values & Action Dr. Kimberly Joyce-Bernard. The committee evaluated candidates using basic requirements, including college counseling experience, strong interpersonal skills, and the ability to embrace new ideas.

Since the committee was looking at a strong pool of applicants, their decision revolved around the new ideas that each candidate proposed, Khan said. "We didn't go in with a 'mold and try to fill it' attitude. We went in the opposite way, saying, 'let's hear what they're about,'" he said.

One quality that made Howrigan stand out as an applicant was how

personable and insightful she is, Khan said. Having someone who understands the college landscape well and knows how to describe what makes the school's students and education special is super important, he said. "Howrigan has a lot of experience and connections in the college landscape and is very in tune with all the changes going on," Khan said.

Many students agree that Howrigan is a very flexible and understanding person. Over the summer, William Woodruff (12) did not check his school email and missed an email from Howrigan, his college counselor, about meeting in person or over Zoom. "I

sent her an email apologizing, but she didn't make a big deal out of it and found a good meeting time for us both quickly," Woodruff said.

Members of the CoCo team, including Associate Director of CoCo Jennie Kim, are excited about Howrigan's new leadership role, Kim said. "She is an amazing, hardworking colleague and she always makes everyone feel safe to be themselves," she said. Even when she always steps in when needed, Howrigan is never afraid to ask for help. The CoCo faculty trusts Howrigan's guidance and is excited to see what she has in store for the upcoming years, Kim said.



EXECUTIVE HEAD

Courtesy of Ms. Howrigan

New CoCo office under construction

LUIZA MEDEIROS
Contributing Writer

"I once stopped by the CoCo house to ask a question and had to run over to Tillinghast as I underestimated how long it would take me to walk back, making me late for history class," Andrew Mark (12) said. This year, the College Counseling (CoCo) house will be moving closer to the Upper Division's (UD) main campus, making it more convenient for students to meet with their college counselors.

The CoCo office, currently located at the Lower Division (LD) campus, will be moving to Tibbett Avenue, near the Business Office. "When I was hired in 2016, [Associate Head of School for Operations Canh] Oxelson was already talking about the fact that HM was working on securing this house," Executive Director of CoCo Kaitlin Howrigan said. The CoCo team planned to move after the construction of Lutnick Hall in 2018, but the COVID-19 pandemic delayed plans to build a new office.

Despite years of delays, the new office will remain under construction through the beginning of the school year, Howrigan said. While they have

made progress, they need a few more months to finish decorating and some construction. The new office will have a bigger waiting area so parents and students can be more comfortable. Lili Frangenberg (12) did not meet with her college counselor as much as she would have liked due to the CoCo office's previous location, which often caused students to be late to class, she said. "Sometimes I've gone to the college counseling office in the rain or even in the snow, and getting there on time was challenging," Frangenberg said. The office's new location will encourage students to meet with

their college counselors more often, especially in extreme weather, she said.

Howrigan looks forward to working closer to the UD campus, she said. In 2022, the CoCo office was located by the Dining Hall, so students would stop by during their free periods and lunch when they had questions, Howrigan said. "We're really excited to eventually be closer to where the majority of the seniors and juniors are spending their time," she said.

Additional Reporting
by Jane Rosenblum



NEW CAMPUS DIRECTORY

Photo by Nicole Au

Advice based on an anonymous poll:

Best Place To Do Work:
Second floor of Katz Library

Best Conversation Starters:
Have you started studying yet?

Best way to get an extension on an assignment:
"Beg, plead, sob, and lie."

Best kept Horace Mann secret:
There's an underground tunnel system connecting Lutnick to Pforzheimer, but you just don't know about it

For Freshmen:
Meet with your teachers regularly and try to minimize the time you waste procrastinating

For Sophomores:
You are not cooler than freshman

For Juniors:
College apps are scary, smell the roses along the way



Eliziana Son/ Staff Artist

Reporting by Will Chasin,
Ahana Gadiyaram
& Helena Zhang

Spotted: New UD

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links

All images are courtesy of
respective faculty members

DR. TERESA CLIFTON



“Helping students realize that writing is something they can do and is a skill they can build is something that I love facilitating,” UD Writing Specialist Dr. Teresa Clifton said. “Lowering that fear threshold and making students feel like writing is something they can do to express themselves is very important to me,” she said. Before joining the school, Clifton was a Spanish Professor and Academic Advisor at Berea College, a small liberal arts college in Kentucky. “I really like working with students one-on-one because those conversations are very productive,” Clifton said.

Favorite movie/TV show they watched this summer: Dune 2

xo xo THE RECORD

JOSEPH BERNARDONE



Before joining the school, UD Coach Joseph Bernardone was a leave replacement Physical Education Teacher at Fieldston. In his new role as a PE Teacher, he hopes to work closely with students to strengthen their skills. “My love is physical education, and I feel the community at Horace Mann is a perfect fit to help nurture the youths of tomorrow while learning from them,” Bernardone said.

Bernardone also seeks to facilitate a student’s growth outside of school. “My favorite role as a physical education teacher and coach is to teach and enhance positive and healthy habits.”

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CLAIRE HARPEL



UD Visual Arts Studio and Gallery Manager Claire Harpel managed a studio at the Truro Center for the Arts at Castle Hill before coming to the school. Harpel loves studio management and working with teachers and artists to help with their educational programming and is excited to be involved in the gallery here. “I really love helping people fulfill their artistic visions, and I’m really excited to work with Horace Mann students. You all seem very ambitious, and I want to make all of your ideas come to life,” she said. At the school, Harpel will help the teachers run the studio spaces, hold shows in the gallery, and host workshops.

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ALEJANDRA TERÁN



As a long-time fencing athlete and coach, UD Physical Education Teacher Alejandra Terán worked at the New Jersey Fencing Alliance and various summer camps throughout the United States, Mexico, and Italy before coming to the school. While coaching the school’s fencing teams during the previous academic year, Terán appreciated the students’ attention to detail and the values of the athletic community. “It was wonderful to work in a community that really cared about integrity in addition to sports,” she said. Now as a PE teacher and full time member of the faculty, Terán hopes to help foster a culture of love for sports at the school. “I think everybody can discover one activity or sport that they love,” Terán said.

Favorite movie/TV show they watched this summer: The Lion King

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RAMONA DEMME



Before coming to the school, UD Academic Center Learning Specialist Ramona Demme worked at Tompkins Square Middle School but has always been interested in working with older students, she said. “It’s really important to me to support students at this moment in their educational careers, where they build independence and take charge of themselves as learners,” Demme said. Demme is especially looking forward to working with students individually and providing them with individualized support. “I love being able to tailor my instruction and support to specifically what would best benefit the student,” she said.

Favorite movie/TV show they watched this summer: the Summer Olympics and the docu-series Sprint and Simone Biles Rising

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faculty on campus

DR. TED GRAHAM



Before coming to the school, Latin and Ancient Greek Teacher Dr. Ted Graham taught at the Heschel School in Manhattan. “I really love the way that HM offers Greek and Latin so that you can take both together,” he said. “I think it’s an absolutely wonderful way to see the connections between languages.”

Graham’s favorite part about teaching Latin and Ancient Greek is the literature. “You get to read some incredible poetry that people have been talking about non-stop for over 2000 years,” he said. The students made an impression on Graham during his visit earlier this year, so he is looking forward to meeting more of the school’s students this year, he said.

Favorite movie/TV show of the summer: Sing Sing

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JESSIE SHOHFI



English teacher Jessie Shohfi joined the school last November as a leave replacement and is thrilled to return this year as a permanent teacher. Before joining the school, Shohfi completed a Master of Fine Arts in Fiction and Literary Translation while teaching at Columbia University. “Within my first day of teaching, I knew I’d love to stay here,” she said. “The teachers and students alike are so warm in their welcome and so passionate about their learning. I felt at home right away.” Shohfi looks forward to meeting her new students and introducing them to the books she loves. “It’s amazing to see the nuanced and creative ways my students can approach a text and find meaning in it, and especially connections to it.”

Favorite movie/TV show of the summer: My Lady Jane

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ZACKARY CAMPBELL



Math Teacher Zackary Campbell used to work as a consultant in network security and data science. “I decided to come to HM because it’s a fabulous school with a great reputation, and I wanted to work with people face-to-face again,” he said. Campbell is looking forward to the exciting things to come outside of the classroom. “School is great but I think it’s better when you can see people thriving on the field, on the stage, or wherever else they shine.”

Favorite movie/TV show of the summer: Veep

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DR. ANNE MONAHAN



Before coming to the school, UD Visual Arts Teacher Dr. Anne Monahan taught art history courses ranging from classicism to contemporary at several colleges and universities. As a college professor, she discovered her love for working with engaged students in smaller environments. “Teaching at HM seems like an exciting way to have sustained and meaningful conversations about art and art history,” she said. “I like having conversations with students who help me see things differently. In these conversations, there is the possibility for reframing the way we see the world.”

In her modern and contemporary art class, Monahan hopes to enrich students’ experiences with art through gallery visits.

Favorite movie/TV show they watched this summer: The Conversation

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GABRIEL DAVIS



Before coming to the school, Math Teacher Gabriel Davis taught at the Annie Wright School in Tacoma, Washington, for three years and at Energy Tech High School in the New York City Department of Education (DoE) for six years. “I wanted to return to New York after six years away,” he said. “Even though I haven’t spent much time here yet, I can tell that the students here are incredibly independent and intellectually curious.” Davis said he loves math because it is a language we can use to precisely characterize patterns, which is both beautiful and powerful. “My favorite moments as a teacher are the ones where I can reach a student who has come to believe (or has been told) that math isn’t for them, and I can invite them back in.”

Favorite movie/TV show of the summer: Inside Out 2

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Reporting by Will Chasin,
Ahana Gadiyaram
& Helena Zhang

Spotted: New UD/M

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Lion artwork is by Dylan
Leftt/Art Director

DEREK REID



“I was looking for a new challenge, and the ability to get back into the classroom teaching Health appealed to me,” UD Health teacher Derek Reid said. Before coming to the school, Reid taught at Friends Seminary for 17 years and served as the Physical Education Department chair for six years. Reid is passionate about teaching health because he believes the class provides students with essential skills that they will continue to use and refine throughout their lives. Reid looks forward to teaching Health and joining the community at the school. “I loved the school when I came in for my interview; the facilities were amazing, and everyone I met was extremely friendly and welcoming,” Reid said. “Since arriving on campus and meeting the Field Hockey team and my new colleagues, it has really cemented that I made a great decision to work here, and I am very excited for the future.”

Favorite movie/tv show they watched this summer: Deadpool and Wolverine and Outlander

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SHIMOJI SENSEI



Before the school, Japanese Teacher Shimoji taught at the United Nations International School. She decided to work at the school because of its top-tier language department. “As a Japanese teacher, it is a dream to teach at HM where I meet students and other teachers with passion.” Shimoji’s favorite part of teaching is seeing students’ progress in learning the language while forming deeper connections with the culture. “I’m looking forward to meeting my students and having a good time in class!”

Favorite movie/TV show of the summer: The Iron Claw, Miss Night and Day, and The Apothecary Diaries

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DR. MARIA NOLAND



French Teacher Dr. Maria Noland taught English to undergraduate and graduate students in Southern France for two years after teaching French undergraduate classes at New York University. Noland loves that French is taught in immersion at the school and looks forward to being able to converse with students and colleagues daily in French. Noland taught a trial class before joining the school. “I was genuinely impressed by the pedagogical skill of the teachers, as well as by the maturity of the students I taught,” she said. “I also really appreciated the delicious lunch and the beauty of the campus.”

Favorite movie/TV show of the summer: Perfect Days (she still has the soundtrack in her head!)

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SYDNEY KADIYALA



In the past, Computer Science and Engineering Teacher Sydney Kadiyala taught computer science, physical science, and engineering courses. She worked at Westover School in Middlebury, Connecticut, where she served as the Director of the Women in Science and Engineering Signature Program.

Her decision to join the school was influenced by several factors, including the school’s dedication to the “life of the mind,” she said. “The opportunity to apply knowledge and skills to solve problems is exhilarating and, in my view, where true learning occurs. I’m particularly excited about the chance to work with the student body and see what we can achieve together.”

Favorite movie/TV show of the summer: House of Ninjas

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DR. YONATAN SHEMESH



UD History Teacher Dr. Yonatan Shemesh previously worked as a high school history teacher before attending graduate school to obtain a PhD. After graduate school, Shemesh taught for a year at Hamilton College, a year at the University of Chicago, and then at Yale. Shemesh was captivated by the school when he came for his interview. “When I did my demo lesson, the students and their level of engagement, their curiosity and thoughtfulness, and the caliber of the conversation all just really impressed me,” he said. “I’m really excited to get into the classroom and get to know all of you, what you care about, what your passions are, what you’re most interested in, and to have wonderful conversations with you.”

Favorite movie/TV show of the summer: Perfect Days

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MD faculty on campus

ALYSSA LeDÉ



As a former Lower Division third-grade social studies and homeroom teacher, MD History teacher Alyssa LeDÉ is no stranger to the HM community. “The incoming sixth graders were the first [third grade] class that I ever taught, so I feel familiar with them, their families, and the community we built,” LeDÉ said. “I’m really excited to have this mentor role that I haven’t had the opportunity to have before,” LeDÉ said.

One of the best things about being a history teacher is her students’ curiosity. “Encouraging that curiosity and questioning are really important to me and makes me feel like I’m learning.”

Favorite movie/TV show they watched this summer: A Good Girl’s Guide to Murder

xo xo THE RECORD

HEATHER PHAN



Having taught for over 16 years, MD Science Teacher Heather Phan has worked and lived in six countries. When Phan first met the student body, she was struck by how kind and welcoming they were. “The school’s culture seemed really friendly, and I wanted to be a part of that,” Phan said.

Phan also likes the school’s approach to learning. “I notice that the way we’re thinking about education is changing, more for the spirit of learning versus just about grades,” Phan said. “I wanted to be a part of that change, and I really appreciate that the school is going in that direction.”

Favorite movie/TV show they watched this summer: Fall Guy

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KELLY SIGRO



Before coming to the school, MD Science Teacher Kelly Sigro taught at Ethical Culture Fieldston School. Earlier, Kelly Sigro worked at an all-girls school in New York City, Sacred Heart, and for Prep for Prep. Kellys Sigro’s favorite thing about teaching science is listening to the students’ questions and how relatable science is to their lives. “I have heard wonderful things about the HM community and I can’t wait to meet my advisees and students,” she said.

Favorite movie/TV show they watched this summer: The Bear

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SONYA DERMAN



Before coming to the school, MD Visual Arts teacher Sonya Derman worked at various independent schools in NYC and Washington D.C. Derman has also worked as a teaching artist in multiple arts organizations in the city. “It’s rewarding to introduce visual art as a nuanced language for expression and to facilitate students’ discovery of their unique voices and visions,” she said. Derman appreciates the breadth of the Arts Department and is excited to work with students at the school. “I am looking forward to working with HM’s curious, engaged, and ambitious students.”

Favorite movie/tv show they watched this summer: How to with John Wilson

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Campfires, friendships, and adventures: students start the year at Dorrientation

ANOUSHKA PARAKH
Staff Writer

“Upper Division Orientation is the perfect program to allow new students to come in and feel like they belong, feel a sense of community,” Leah Marquardt (12) said. This Labor Day weekend, 113 new and returning Upper Division (UD) students gathered at the John Dorr Nature Laboratory (Dorr) in Washington, Connecticut, for the annual Upper Division Orientation (UDO), better known as “Dorrientation.”

Dorrientation aims to ease the transition to the school for new students, building community before the year even starts, Assistant Director of Dorr Kate Kerrick said. “We want to really center the community first so that every student has someone they have bonded with or feel comfortable with or even have made friends with,” she said.

Socializing at Dorrientation relieves the fear of sitting alone at lunch on the first day of school, something many new students worry about, Rebecca Benson (9) said. “It’s really awesome that [the school] gives new students, like myself, the opportunity to get to meet new people before school starts and foster those relationships,” she said.

The setting at Dorr allows for students to feel more relaxed and form genuine connections with each other, Director of Dorr Elliot Coates said. “At Dorr, we are not in the confines of a traditional school, so a lot of people feel less guarded and since we are spending a whole weekend together, it allows for long-term connections to develop,” he said.

At Dorrientation, students participate in the Odyssey—a high ropes course—swimming, playing at Brody Pond, and a circuit with games designed for problem-solving and building community. Students also have free time to play spikeball, frisbee, volleyball, board games, chess, legos, piano, and whatever else they choose to do. Some of the big group games and initiatives include Pipeline, Acid River, Team Development Course, Capture the Flag, Bull Ring, and Rock Paper Scissors, Coates said. On the first day, students spend time pitching a tent that they and their peers will sleep in for the next couple of nights.

After 2023 Dorrientation ended, the Dorr faculty began planning for this year’s program. Faculty participated in a debrief session to discuss what they would do differently and how they could develop the program to better connect with students, Kerrick said. In May, the Dorr team sent a

mentor application to all returning UD students, featuring one central question: “Why do you want to be a part of the Dorrientation program?” The purpose was to find students

to create new friendships with underclassmen, Marquardt said.

Other students chose to be a part of the program because of the positive impact Dorr has had on them in

them to other students, Marquardt said. As mentors become more acquainted with the UD, their role at UDO evolves and becomes more general since they are no longer assigned to a buddy. “You are now there for guidance, answering any questions students may have and leading activities for everyone. It is a greater responsibility,” she said.

However, all returning students, regardless of their grade, try to help new students tackle fears based on their assumptions about high school, Loewy Miller (11) said. “I try to break the barrier between the external perception and internal reality by explaining to students that high school is not this big formidable obstacle and that you just have to take it one step at a time,” he said.

Dorrientation is the perfect way to start and demonstrate the UD experience, Noah said. All of the students have shown an outgoingness and willingness to help people out, he said. “I feel like we bring the best of [the school] with us and just try to show it off to the new students. We demonstrate the best qualities of our community and how we treat each other.”



UDO GATHERING 2023

Courtesy of Barry Mason

who want to be there for the sake of helping new students rather than just for their own fun, Kerrick said.

Many students, including Marquardt, chose to become mentors due to the lasting relationships with students from different grades that Dorrientation helps form, she said. Since there are limited opportunities to meet students in other grades, Dorrientation allows upperclassmen

the past. “Dorr really helped me acclimate to the [school] community, and I wanted to give that back and help other students join and have the comfort I felt when entering the school,” Noah Benson (11) said.

The returning freshmen are each assigned a specific new student to be their “buddy,” writing them letters over the summer, doing activities together at UDO, and introducing

Julia Roth’s ’19 experience reporting at the Paris Olympics

TEDDY SPENCER
Staff Writer

“One day I might be at our office right next to the Eiffel Tower, and halfway through the day, I would need to go run over to the Grand Palais for a taekwondo interview. You just roll with the punches,” NBC Sports production assistant Julia Roth ’19 said. This summer, Roth traveled to Paris with the NBC Sports crew to cover the 2024 Paris Olympics.

Roth’s interest in journalism started at Horace Mann, where she developed a love for humanities classes like history and English and was a member of Lions Report, the school’s sports news network, she said. After graduating, Roth attended the University of North Carolina Chapel Hill, where she enrolled in the Hussman School of Journalism and Media. Roth always enjoyed storytelling and following the news and was also very involved in athletics. “I started my career in sports [journalism] since it combined

a bunch of my interests in reading and writing, sports, and storytelling,” Roth said. “It all fell in place in a weird way.”

As a production assistant at NBC Sports, Roth works on the live Olympic coverage team year-round. During the year, Roth will make graphics for live events that are displayed on the screen for viewers or will help out in the control room for live broadcasts. However, while at the Olympics, Roth’s schedule is much more spontaneous than her everyday job. “There is really no typical day at the Olympics,” Roth said. “You wake up and have no idea what your day is in store for you, but you’re excited.”

During the games, Roth interacted with many people who shared interesting stories. “I met the best people ever, whether it was an athlete who had such empowering words during a post-loss interview or a producer who usually reports on breaking news,” Roth said. “It’s always a crazy experience when you realize how human these major athletes, celebrities, and TV personalities are. When you see them on a 2D screen, it’s

really easy to see their perfected and rehearsed side, but interacting and speaking with them on a personal level helps you realize how human these celebrities really are.”

In Paris, Roth interviewed former NFL star Jason Kelce and internet personality Kylie Kelce about the U.S. Women’s field hockey team. “It’s a unique experience to constantly be meeting people that you are so amazed by,” Roth said. “Each interaction was something I learned from and felt really inspired by.”

As a former Girls Varsity Field Hockey player at Horace Mann, Roth loved hearing a crowd of more than 10,000 fans chant “U.S.A.” for the U.S. Women’s Field Hockey team at the Yves-du-Manoir Stadium, she said. “Getting to connect this life I got to have as an athlete with field hockey and speak at an Olympic event about U.S. field hockey was a very rewarding and surreal experience.”

One of the most impactful moments for Roth during her time at the Olympics happened after two consecutive taekwondo events for the bronze medal. “The female taekwondo competitor [Kristina Teachout] ended up winning her event and we got this really exciting, happy interview with her and we turned around and saw the other American man [CJ Nickolas] compete and he ended up losing his match,” Roth said. “He came on, and it was a super emotional and difficult interview. When my main role is in the control room, you can easily lose touch with the stories and athletes, so getting that experience at the Olympics of interacting and witnessing these human moments is amazing.”

Raised in an athletic family, Roth loves watching sports and learning the athletes’ and teams’ stories. “Growing up, my mom and I were suck-



OLYMPICS!

Courtesy of Julia Roth

ers for the sob stories,” Roth said. “The art of forcing an audience to root for the other team because of a story is just so incredible.”

Roth hopes to continue working in sports journalism and be able to cover the Olympics again. “I have no idea what’s ahead,” Roth said. “I will say that [the] LA 2028 [Olympics] looks incredible. It would be hard not to stay in sports media long enough to be a part of that.”

Although millions have seen Roth and the NBC sports crew’s work covering the Olympic games this summer, the best part for her isn’t the exposure. “At the end of the day, I’m just the most excited that it reaches my grandparents, uncles, aunts, and parents,” Roth said. “I am very lucky to have a super supportive family, so the fact that the work that I do is something that my mom can text me a photo of the whole family gathered around the TV for a story that I worked on earlier in the day is the most exciting part.”



INTERVIEWING ATHLETES

Courtesy of Julia Roth

New York private schools implement phone bans for the new school year

JULIA LOURENCO
Staff Writer

"How I use my phone should be my decision, and I don't think forcing people to study or interact when they don't feel like is going to help in the long run," Rose Korff (12) said.

For the upcoming school year, New York City private schools, including Hackley and Riverdale, have officially banned cell phones on their UD campuses. Riverdale is hoping to create a phone-free environment in their UD without considerable administrative intervention by requiring that students keep their phones in their bags for the duration of the school day, Levenstein said.

Hackley's phone ban, however, is stricter. According to the statement sent to Hackley's community by Head of School Charles Franklin, students may not use cellphones at any time during the school day, nor may they use headphones unless they are working by themselves. "This policy is designed to ensure we are fully present for each other, forming relationships and connections without distraction," the statement read.

Although Hackley student Jake*, who chose to remain anonymous because he did not want to receive backlash from his peers about his stance on the ban, appreciates the social interactions the new policy attempts to promote, he thinks Franklin has gone too far, he said. "Our headmaster has only been at Hackley for a year, so I don't think that this is a fully well thought out decision - especially because there was almost no warning towards students," he said. "I am open to what the ban will bring, but I honestly doubt forcing people to interact with each other is going to form the relationships [Franklin] is hoping for."

Hackley student Charlie Perlman (12) was not surprised about his school's new ban, he said. "When Mr. Franklin came in last year, he was open about his view on students not using phones and headphones in the Dining Hall or walking from class to class," he said. Franklin also previously held a few meetings with Hackley's Community Council to get their opinions on instating a ban, Perlman said.

"A complete ban of cell phones feels like I'm kicking the can down the road, hoping that either students will miraculously learn more appropriate methods of navigating this technology [...] or that colleges will take this on during our graduates' freshman and sophomore years."

However, Hackley student Arri Bentsi-Addison Posey (12) feels that Franklin dismissed concerns from the Community Council when creating the rules of the ban, she said. "I talked to one of the [community council] members, and she said that almost all of the community council, with the

exception of one, told [Franklin] this would be a very bad idea, and it would be very frowned upon by the student body, which he blatantly ignored."

In response to the ban, Posey created a petition to reverse the ban, which she shared through social media. So far, Posey has roughly 55 signatures but hopes to gain even more traction when she switches to asking for signatures in person at the start of the school year, she said.

Posey's statement is centered around the new policy being unreasonable, unclear, and blind to daily life at Hackley. "[The ban] is dismissive of many of the efforts that Hackley claims to be pursuing in the last couple of years such as mental health, and social inclusivity," the statement read.

In addition to Posey's petition, Jake* believes that his peers will be protesting the headphone ban at the start of the school year by bringing speakers to campus and blasting music in the hallways, he said. "The fact that students are actually willing to put themselves at the risk of getting punished because they're so dissatisfied with this, is something the headmaster should have really predicted and handled a bit better."

Most of the disdain from Hackley students about the new policy is because they feel there was never overuse of phones to begin with, Jake* said. Students often opted to interact with one another, even when they had the choice to use their phones, he said. "If it's good weather outside, a lot of people would go outside and sit in the yard and talk with one another, or play spikeball, even though we had the option to be using our cell phones."

Although Posey acknowledges the power of in-person social interaction throughout the day, she feels that the new ban is not inclusive to all students, she said. "It's not fair to people who are introverted and don't always want to socialize, or to neurodivergent students who prefer to go nonverbal at some point in the day, and use their phones to communicate with their peers and teachers."

While Perlman appreciates having his phone accessible to check his schedule or text his parents during the day, he hopes that the new policy will encourage students to communicate with one another, he said. Perlman also acknowledges that a lot of students tend to get distracted from schoolwork

because of their phones, he said. "Phone usage has definitely been a problem for people, both for getting work done and talking to one another, so hopefully, we will see students become more productive and social."

Perlman expects a lot of students will not adapt to the new change right away, he said. "I think there are going to be some kids who are going to experience quite a bit of withdrawal from not having their phones," he said. While Perlman expects some bumps along the way, he hopes students will eventually adapt to the ban, he said.

With a transition to a new Head of School underway, Trinity student Imaan Ansari (12) expects a new cell phone policy at her school will soon become a reality, she said. "The new head of school is working with a few students to create new phone rules, which we will probably see this year or in the near future," Ansari

said.



Eliana Son/Art Director

Currently, Trinity

students in the UD are allowed to use their phones during free time but have to store their phones in their bags or on a desk during class, she said.

Ansari feels that stricter phone rules within classes would be more academically productive, but she said she feels an all-out ban would be complicated considering the habits of the student body. Many students leave the building at some point, especially to go out to lunch, and it will be difficult

to find friends to meet up with if they do not have their phones, Ansari said. "Having a phone bin at the beginning of class where we can turn in our phones and be unplugged just for [that period] would work much better than taking away our phones for the entire day."

Trinity student Archer Gould (12)

is not opposed to a phone ban because he, like Perlman, hopes students will be able to talk more with one another, he said. "I've noticed a lot of times that I'll be sitting in the student common areas, and I'll look up from my phone and see that everyone else is also on their

"I feel like it's really easy just to say 'I didn't bring my phone today,'" Goel said. "What are the teachers going to do about that?"

- Anusha Goel

phones."

At the same time, phones help facilitate interactions with peers and allow students to communicate with their families throughout the day, Gould said. "With my friends, we usually play multiplayer games or text each other where we are, which wouldn't be able to happen if I didn't have my phone," Gould said. "I also wouldn't be able to text a coach about practice during the school day, or check my schedule, which I rely pretty heavily on."

An additional concern from all students is that if phones are banned, they will now resort to using their laptops during the day instead. "Because we're still allowed to use computers, everyone will now just move onto using Instagram, Snapchat, and texting on their laptops," Jake* said.

At HM, Head of School Dr. Tom Kelly sent a letter to students in late August about a new change to the UD phone policy: installing cell phone racks in each classroom. Now, every student must place their phones in the racks when entering a class, and may only retrieve them once the period is over.

For students like Alexa Blackman (11), who had to place her phone in the bookshelf of her A period history class, the new policy helped students interact more with one another, especially before class, she said. "Since we couldn't use our phones a lot of us would just talk with one another and it helped us wake up for the day ahead."

Although Anusha Goel (9) feels neutral about the decision, she is concerned that other students will be able to avoid having to turn in their phones without consequence, she said. "I feel like it's really easy just to say 'I didn't bring my phone today,'" Goel said. "What are the teachers going to do about that?"

For discussion-based classes, laptop and phone usage is set at a minimum, and face-to-face discussions and collaborations are encouraged instead, Levenstein said. "I feel really strongly that classrooms should be as low-tech as possible. In order to create the richest academic environment, I think students should be as little distracted as possible."

However, having a ban similar to the Middle Division's (MD), where students will have their phones

collected by faculty for the duration of the day, would be far more challenging in the UD, Levenstein said. "I respect Mr. Khan for doing it, but UD students' lives are a little different than MD students: they go off campus, arrive later, order food, sometimes have other

jobs, and are constantly using their phones to schedule appointments with teachers."

Instating a ban similar to that of the MD would also make it difficult for students to learn how to use cell phones appropriately, Kelly said. "A complete ban of cell phones feels like I'm kicking the can down the road, hoping that either students will miraculously learn more appropriate methods of navigating this technology [...] or that colleges will take this on during our graduates' freshman and sophomore years."

For Isabella Bartoletti (10), who uses her phone to do some last-minute studying before class, using a laptop as a replacement for a phone in the event of a ban would be an inconvenience, she said. "I don't want to pull out my laptop in the middle of a hallway to finish homework or look at something before a test, and I really think that being able to review with my phone saves me from some potential mistakes I could have made."

Dean of Students Michael Dalo agrees with Levenstein that there is not a huge issue with the overuse of cellphones at the school which would warrant an all-out ban, he said. "I do think sometimes we have issues with students leaving to 'go to the bathroom' during class to use their phones, which is something we could do better with." Since students won't be able to leave the classroom with their phones, Dalo hopes that the issue will be resolved, he said.

At the same time, students' initiative to recognize a phone addiction should come from themselves and their parents instead of from the school, Levenstein said. "I really hate the idea of turning the relationships between the adults and the students into one where students are trying to conceal something from [faculty] and we're trying to catch them, and to have there be consequences," she said. Levenstein does not want to unnecessarily replicate an environment similar to the one during the COVID-19 pandemic, where faculty had to strictly enforce mask use around campus, she said.

Levenstein will continue to put faith in students to know when it is appropriate to use their cell phones and does not plan on instating an official ban in the UD this year, she said. "Let's collectively do our best to stay present, and in relationship with the people who are right next to us."

Lembo Sperling winners travel for summer

ADEN NATHOO
Staff Writer

Meghan Mantravadi aids microfinance initiative in Cambodia



MEGHAN IN ACTION Courtesy of Meghan M.

"The trip just made me so much more grateful for what I have," Meghan Mantravadi (11), a winner of the Lembo-Sperling Travel Grant, said. The Lembo-Sperling Travel Grant is awarded to students who attend a program that is most relevant to their life, studies, and goals while promising to share their experience with the school community in some way the following school year.

Mantravadi used her grant money to continue exploring her passion for microfinance by completing a microfinance mission in Cambodia, she said. "I came across the program doing research online and asking a few people," she said. "The grant allowed me to do a lot of things that I wouldn't have done on

my own if I were to just go and visit Cambodia on vacation."

Since Mantravadi wants to study and pursue Economics, Public Policy, and Foreign Relations in the future, she was intrigued by this microfinance program, which combines all three of these fields, she said. Mantravadi became invested in microfinance and its impact when she initially discovered the topic. "I came across it when I was reading a book about its origins and how it is implemented across the world," she said. "I thought it was a really cool topic and found it interesting how 100 bucks can go such a long way that I could never have imagined."

The trip lasted two weeks, where Mantravadi resided in a dorm with other high schoolers mainly from France, Germany, and England who were participating in the program. Mantravadi woke up around 6:30 am and ate breakfast, followed by group visits to clients who had received the loans, or "fieldwork." That included meeting with clients to assess their business, sometimes even working with them, Mantravadi said.

After lunch, the group returned to the office to do bookkeeping: recording what was accomplished during the day and updating clients' files on whether or not they had paid back their loans, Mantravadi said. After finishing her work around 7 pm, Mantravadi would go out to dinner and explore the city of Phnom Penh with friends. One ritual Mantravadi enjoyed was watching the sunrise every morning right outside her dorm window, she said. "It was something that I really enjoyed doing and something that made my mornings a

little bit better."

The cultural norms in Cambodia differed from those in the United States, Mantravadi said. "In the U.S., I think there's more of an individualistic culture, whereas in Southeast Asia, it feels more communal," she said. "The people there are much more open and willing to help you, and there's definitely more of a culture of knowing each other and knowing your neighbors."

Of the many cultural differences Mantravadi noticed, the one that resonated with her most was a story from a lady with whom the program worked, she said. The lady's husband had left her, and her child needed medical assistance, which the lady could not afford. Her neighbor, hearing about the situation, brought the lady and her child medical supplies out of kindness, Mantravadi said. "It was really different from what I have seen in the US in that she was willing to help this lady who she barely knew."

In addition to helping others jumpstart their small businesses with microloans, Mantravadi formed friendships with people whom she had met during her fieldwork. "I remember one man in particular—he had a very large family with many children who he needed to support as the sole breadwinner of his family, so he took up many jobs to try to supplement his income," Mantravadi said. As a taxi driver and farm owner, this man was the perfect example of someone who was incredibly hardworking and did everything he could to improve his family's life, Mantravadi said. "I remember one day, we helped him handpick some vegetables, and he showed us around his farm, which he was so proud of." The man also practiced English with

the volunteers. Mantravadi found the whole experience motivated her to work harder, as the man took the loan process very seriously and repaid all of his loans on time. "He inspired a lot of people in his community to work hard as well."

Mantravadi learned lessons not only about microfinance and economics but also about life in general. "I know I complain at times, saying, 'Oh, I wish I had this and that,' but really, I'm almost spoiled, in a way, because there are people who have so much less than I do but are so much more content with their lives," she said.

Although she was only there for two weeks, Mantravadi feels she made an impact on the Cambodian community she was working in by helping to finance small business owners, she said. "An important part of travel is not only enjoying yourself but also giving back in some way."

Overall, Mantravadi was grateful for her opportunity to travel to Cambodia, as it was different from anything she had ever done before. Having had a life-changing experience, Mantravadi further grew a passion she already had for helping others, she said. "I wanted to stay longer."

The trip also made Mantravadi realize that she would prefer to spend her time interacting with and helping others rather than having an office job. "Because of this trip, I realized I want to work on something that will change people's lives and work on policies that will have a lasting impact," Mantravadi said. "It made me realize I really like talking to people and not only just typing behind a desk."

Sachin Radhakrishnan completes engineering program in Switzerland

"One of the things I wanted to do on this trip was figure out what I wanted to do with my life, and the trip showed me a lot of great possibilities," Sachin Radhakrishnan (11), a winner of the Lembo-Sperling Travel Grant, said. The Lembo-Sperling Travel Grant is awarded to students so that they can attend a program that is most relevant to their lives, studies, and goals while also promising to share their experience with the school community in some way the following school year.

Radhakrishnan used his grant to attend an Engineering program in Switzerland, he said. "I went to Switzerland because I found they have a very rich history of manufacturing and technological innovations, so I decided to do a program on manufacturing and learn how to design certain machines." Radhakrishnan's interest in engineering originated with his love for Legos as a kid, which grew into automating these Legos and eventually into a passion for engineering. Radhakrishnan had visited Switzerland once before and loved it, but he wanted to explore more of the country and study his passion: engineering, he said. "I also just love chocolate."

Radhakrishnan was surprised to hear that he won the grant, he said. "Horace Mann is a competitive

school, and there are a ton of other qualified people, but I was quite happy because I put quite a bit of work into it, and engineering is something which I am very passionate about."

Radhakrishnan's program lasted for two weeks, and he worked alongside a group of 15 students who were also interested in Engineering and with whom he connected and became friends with, he said. During the trip, the students visited multiple laboratories around Switzerland, each focused on a different kind of engineering, including chemical and neural engineering, Radhakrishnan said. "We got a tour of their facilities, and we also got to speak with a lot of researchers who were conducting experiments," he said.

While most days were spent visiting labs, there was always an activity scheduled, whether that be a trip to the United Nations or a visit to a chocolate factory," he said.

One highlight of the program was when students visited the Hadron Collider outside of Geneva, a lab where researchers collide small particles at very high speeds through kilometers of rings stretching underground, all while monitoring what reactions occur when they do so. "It's almost like they're attempting to break the speed of light with these particles, so much so that you can form almost a mini black hole, which

is fascinating," Radhakrishnan said. Although the particles move very quickly, they never quite reach the speed of light, he said.

Another part of the Hadron Collider that Radhakrishnan found interesting was the giant cooling tanks kept at around -300 degrees Celsius. These tanks were used for cooling the magnets at the collider after friction between them generated large amounts of heat.

The students visited another laboratory based in Lausanne, called the EPFL lab, where they worked on creating a digital mouse brain, Radhakrishnan said. Instead of looking at a physical mouse brain, researchers can now look at a CADed (Computer Aided Design) version of one on a computer, where they can study the functions of the brain while running different simulations to better understand the brain's functions, which is helpful for neuroscience, he said. "I thought it was one of the coolest things I've ever heard of, and I would have never thought something like that existed."

Engineering is an umbrella topic that encompasses many different micro-fields, which Radhakrishnan saw first-hand on this trip by visiting the laboratories, he said. "This trip really made me consider my capability in engineering as all the engineers we spoke to were

really smart," Radhakrishnan said. Although intimidated at times by the knowledge of the laboratory workers, Radhakrishnan was fascinated with the information they were presenting to the students, he said. "If you're not passionate about it, I don't see the point of doing it because you are wasting your time at that point," he said. Because Radhakrishnan only saw a glimpse of the field, he is not able to pinpoint exactly what subcategory of engineering he wants to pursue in the future, but he now sees the world of choices that he has.

The trip allowed Radhakrishnan

to meet many interesting and open-minded people who are willing to have these students work alongside them in the future, he said. "This trip also opened a lot of doors for me to go into the research field, where they are doing good things. For example, having a CADed model of the brain can do a lot in medicine," Radhakrishnan said. Not only can Radhakrishnan work in engineering in the future, even if he does not know what sector of engineering he wants to go into, he is passionate about it, and he also feels like he is helping others at the same time.



ENGINEERS ON BREAK

Courtesy of Sachin Radhakrishnan

Bauman scholarship winner Kira Lewis explores astrophysics at UNC

ZACH HORNFIELD
Staff Writer

The Bauman Scholarship in Celebration of Fearless Learning is a monetary grant awarded annually to a junior at the school who embodies both “intellectual rigor and curiosity” in a breadth of subjects. The recipient is a student who shares their love of learning and enriches the entire school community with their scholarship, receiving a financial award to facilitate an independent study on a topic of their choice. This year, that recipient was Kira Lewis (12).

With so many strong applications to consider last year, the decision

process was not easy, Dean of Students Michael Dalo said. “Kira stood out not only for what she is curious about but for how she satisfies that curiosity and how she revels in everything from writing and literature to physics,” he said. “Kira made it clear in her application that she loves all learning and that her learning never stops at the end of a class, a unit, or a school year.”

Lewis used her grant to attend the Summer Science Program (SSP), a five-week residential pre-college program, she said. The program’s roughly 300 participants take part in one of three projects: astrophysics, biochemistry, or genomics. Lewis participated in the astrophysics program, stationed at the University

of North Carolina (UNC) campus at Chapel Hill.

The 36 SSP students on the UNC campus were divided into groups of three, each group tracking one of four near-Earth asteroids: 1953 TD, 2012 FN62, 1972 XA, and the asteroid Lewis tracked, 1997 TD. In her group, Lewis spent five nights at a UNC observatory collecting data on her asteroid, an object roughly two kilometers in diameter with the same volume as Mount Everest, she said. During the rest of the program, the team analyzed their data and worked on the math and physics around predicting the asteroid’s orbit path.

Of all the programs she could have applied to, Lewis chose SSP because of her prior curiosity towards physics and higher-level math, she said. “Whenever I get stuck on those difficult problems, I just keep working on them,” she said. “I take a lot of joy in seeing something complicated and then getting to work through it and figure it out. Those are my ‘aha’ moments.”

Lewis first discovered her love of problem-solving through her math classes, where she has frequently been challenged to think outside the box, she said. After taking physics and precalculus last year, though, she wanted to find a way to apply that same kind of thinking in real-world situations. The astrophysics

program offered in SSP was a perfect opportunity.

Once she arrived, though, Lewis found that the pace of the program was unlike any she had done before, she said. “We’d be staying up past 1 AM every single night working on our projects or observing, so that was an adjustment for me,” she said. “And previously I’d be able to call my family and friends from home a lot more, but SSP just had so much less free time that made it a little hard.”

Lewis faced other challenges on top of adjusting to the intense schedule, specifically having to teach herself a higher level of physics, she said. “I really had to prepare myself. It was this calculus-driven physics that I haven’t taken in school yet.”

Besides expanding her mathematical horizons, Lewis had the opportunity to meet people from all over the country and world, she said. “Everything I do is mostly in NYC or, at the very most, the Northeast. This was a real difference from everything I’ve done before because SSP had kids from every state and all around the world, living lives so different from my own.”

It was because of those unique life experiences that each member of the program brought a different specialty to the table, she said. “I was the geometry/vectors person, and my teammate did the calc. Together we

were a perfect team,” Lewis said. “The whole point was not to be able to do the whole project on your own but to share the things you were the best at.”

While at first glance it seemed like a primarily observation-based project, important parts of it, like calculating the asteroid’s orbit, still involved a large amount of math, Lewis said. “I realized that in really big projects like these, you can pick the thing that you’re the most interested in, which, for me, is the mathy side, and I was able to go deep into that.”

One night, while Lewis and her group were walking to the observatory, they could see the stars with their bare eyes—a rarity in NYC. Lewis said they used finder charts, which showed the patch of sky where the asteroid would be expected to be. On that night, Lewis saw a particularly bright star on the chart, she said. When she turned her gaze upward, a bright star caught her attention. “When I saw it, I wondered if that was the one from our chart. Then I wondered if our asteroid was right there, too, truly in the sky, however far away it might be,” she said. “That was the first time I had truly processed that all the images we had taken, all the math we were doing, were, in reality, these tangible things that you could point to in the sky. It made everything feel a lot more real.”



ASTROPHYSICISTS STRIKE A POSE

Courtesy of Kira Lewis

Alexander Capelluto Grant winners create A Chance 2 Dance

EVIE STEINMAN
Staff Writer

The Alexander Capelluto Grant awards up to \$2,500 to the school’s sophomores and juniors to support their service projects. This year’s winners were Ellah Siegel (12), Kaitlyn Kuo (12), and Sylvie Friedberg (12), for their project, “A Chance 2 Dance,” in which they collaborated with the East Harlem Tutorial Program (EHTP) to teach underprivileged second to eighth graders the art of dance.

Siegel, Kuo, and Friedberg all grew up dancing and wanted to share their passion with younger children, Siegel said. “Over the years, we developed really close relationships with each other, and since we all dance at Horace Mann, we wanted to find a way to instill that passion into other kids,” she said.

One of the greatest challenges they faced was finding an organization that would have the resources to run their program, Friedberg said. “We had been looking at a lot of different nonprofits that we could partner with, that would offer us space and adult supervision,” she said. “EHTP offered all of that.”

EHTP was very helpful when it came to starting their program, Kuo said. “They provided us with a space that a lot of other nonprofits could not; they helped us connect with the students, and their marketing team launched our program to their students, and that really helped our project come alive,” she said.

A Chance 2 Dance offered a unique peer-led class that enabled a special bond between the

teachers and students, Friedberg said. “The fact that there is not that big of an age gap between our students and us triggered a mentorship that would not necessarily be there if an adult was running the class,” Friedberg said.

At the beginning of their sophomore year, Siegel, Kuo, and Friedberg met with Head of Upper Division Dr. Jessica Levenstein and Dean of Students Michael Dalo, who helped them get their idea started and recommended they apply for the grant.

Applying for the grant was a lengthy process involving multiple rounds of interviews and the submission of a portfolio. This process, however, helped further develop their project. “The application process the first time we applied for the grant helped us put together certain details that we missed which helped us with our application in our junior year,” Friedberg said.

The possibility of winning the grant motivated Friedberg, Kuo, and Siegel to work harder on A Chance 2 Dance, Siegel said. “Applying again after not getting the grant the previous year was even more of a motivating factor to bring our program to the next level so we could have that grant and keep advancing our program,” Siegel said.

Since the application deadline was in early March, Siegel, Kuo, and Friedberg were able to teach the program for a semester before reapplying for the grant, Kuo said. “We were able to have a semester of experience with the entire program, which made it easier to explain our project and discuss the impact we had from teaching the kids and working with EHTP,” she said.

After being awarded the grant, Siegel, Kuo, and Friedberg met with the Capellutos to discuss their ideas for the program. “They help us manage the budget, and we run all of our ideas past them,” Kuo said. “We do not have a lot set in stone, but we have a ton of ideas on how we can use the grant.”

With help from the Capellutos, Siegel, Kuo, and Friedberg developed several ideas on how to use the grant money to improve their program. Initiatives include bringing in guest dancers during the school year and buying students proper ballet attire, Kuo said. “Getting students proper dancewear is one of our priorities because we think it will help them feel

more in place with the environment of a real dance class,” she said.

They also want to help bring students on field trips, Friedberg said. “Through field trips, we could further introduce our dancers to the world of professional performing arts and allow them to see dancers on a real stage.”

In the future, Siegel, Kuo, and Friedberg, hope to teach multiple classes, and recruit more volunteers from different high schools. “Recently, we have had Horace Mann interns apply and fill out a form to help out with the program,” Kuo said. “Hopefully, when we are in college, they can continue our program.”



CHANCE 2 DANCE LEADERS

Courtesy of Kaitlyn Kuo

Beyond the classroom: How students spent their summer

SOFIA SAHAI
Staff Writer

Zoe Turteltaub

Zoe Turteltaub (12) embarked on a trip to Africa, where she trekked the largest free-standing mountain rise in the world: Mount Kilimanjaro. This climb was part of an 18 day trip where she also volunteered at a kids' center and participated in a beautiful walking safari. Turteltaub chose to go on this trip because it seemed like the perfect mix of different fun activities, she said. "I wanted to be able to check the hike off my bucket list and go on the adventure of a lifetime."

Turteltaub only knew one other person going on the trip when she signed up, as she and her middle school best friend agreed to go together, she said. While she only knew one person out of the 11 high schoolers she traveled with, she left having made several lasting friendships. "After both celebrating our best moments and supporting each

other during our worst moments on the hike, we all became very close in a short period of time."

On her six-day hike up Mount Kilimanjaro, Turteltaub traveled with only a backpack and a few key essentials to combat the cold weather; she even left her phone behind! She brought a bladder with water, a water bottle with warm water to prevent her bladder from freezing, multiple clothing layers, a parka, hiking boots, trekking poles, headlamps, and hats. "One of my favorite aspects of the trip was that it was a complete disconnect, and I could focus on the beauty around me rather than what was on my screen," Turteltaub said.

The lack of steep trails and the comfortable walking pace made the physical hike manageable, Turteltaub said. "The climb was not difficult until we got to summit night,

where we started hiking at midnight from base camp, which is at 15,000 feet, to the peak, which is at 20,000 feet," she said.

While Turteltaub felt prepared for the hike, the conditions on Mount Kilimanjaro were unpleasant, with the weather, altitude, and oxygen deficit proving to be the biggest challenges. At the beginning of the hike, Turteltaub suffered from altitude sickness and fainted, she said. "I was sitting on the floor and didn't think that I would be able to complete the whole hike, but I gave myself a pep talk, got up, and persevered."

When climbing to the highest point on the last day, the hikers were unable to talk for eight hours to conserve oxygen. To keep herself going, Turteltaub practiced self-affirmations and maintained a "PMA," or a "positive mental at-



ON TOP OF THE WORLD

Courtesy of Zoe Turteltaub

titude," she said. "I learned how much your mindset matters when approaching new challenges. Doing self-affirmations, keeping calm, and telling myself that I could do it ultimately got me up the mountain." The hike was thrilling, challenging,

and an incredible accomplishment, Turteltaub said. The greatest feeling was reaching the top, she said. "The sun was out because it rose as we got to the top, and we were all laughing and hugging because we accomplished something so amazing."

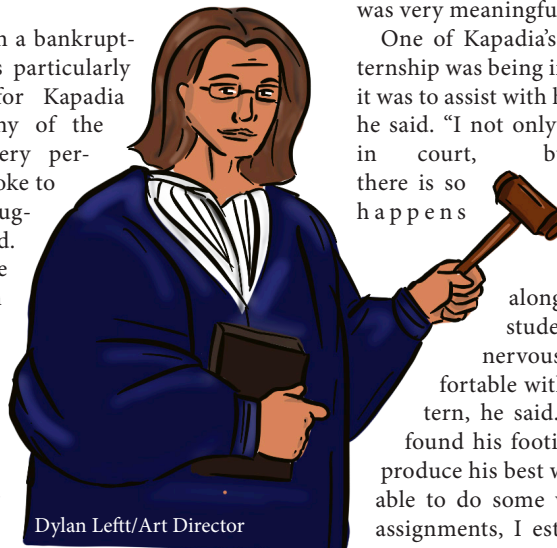
James Kapadia

Inspired by his interest in the law, James Kapadia (12) spent this July as a judicial intern in the Sonia & Celina Sotomayor Judicial Internship program, where he clerked for Judge John P. Mastando in the United States Bankruptcy Court for the Southern District of New York. In his time at the bankruptcy court, Kapadia conducted legal research, wrote research memos, and drafted briefs specific to different court cases about how the judge should preside, he said. "Researching and being in the courtroom was really interesting, and gave me a lot of insight both into bankruptcy law and how the court system works."

Kapadia worked on about four cases throughout his time as an intern. Each case demanded hours of research, where he focused on the basics of bankruptcy law and how that law applied to each case, he said. "I prepared for each case with many hours of

research so that I could have a strong understanding of where the Judge should rule."

Working in a bankruptcy court was particularly interesting for Kapadia because many of the cases felt very personal and spoke to people's struggles, he said. One case dealt with credit card companies that were putting people in debt even though they had filed for



Dylan Leftt/Art Director

bankruptcy, he said. "Working on a case specific to people going through difficult times was very meaningful."

One of Kapadia's favorite parts of his internship was being in the courtroom, whether it was to assist with hearings or sit in on trials, he said. "I not only got to see what happens in court, but also got to learn that there is so much preparation that happens behind the scenes."

As the only high school student working alongside several law school students, Kapadia initially felt nervous and had to grow comfortable with his role as a judicial intern, he said. Nonetheless, he quickly found his footing after working hard to produce his best work, he said. "Once I was able to do some work and finish my first assignments, I established myself and had

more opportunities to work on a wide variety of tasks, which was really special."

As a judicial intern, Kapadia developed several skills, including legal researching and a higher level of analytical thinking, he said. "I got a lot of exposure to bankruptcy law and am walking away with a lot of knowledge about that, but more widely, there is so much analytical thinking that goes into coming up with rulings, and that level of thinking was something that I really got out of this experience."

Kapadia's experience as a judicial intern was both enjoyable and impactful, he said. "I have always been interested in the law, but working as a judicial intern and getting to experience court this summer cemented that interest, and pointed me toward a litigation forward future."

Bea Monti

Bea Monti (11) stayed with a host family in Cuenca, Ecuador, to experience a new culture through a Youth Ambassadors program. This program partners with the United States Department of State to fully fund a fifteen-day cultural immersion trip, where students stay with a host family and leave their phones at home. "I have been studying Spanish for so many years, so staying with a host family was an amazing opportunity to experience Latin culture and practice with native speakers," Monti said.

During her stay, Monti bonded with her host family, she said. The host family taught Monti how to cook Ecuadorian dishes, told her their family stories, and showed her the Ecuadorian sights, she said. "My host family welcomed me with open arms and really made me feel

at home by including me in their traditional practices and family activities."

At first, the host family showed Monti the touristy parts of Ecuador, like the waterfalls and botanical gardens. One of Monti's favorite sites was Turi, a place in Cuenca that lets you see the whole city, including the mountains, she said. "After seeing the typical sights in the beginning, I got to experience what day-to-day life was like in Ecuador, and did activities like hiking, playing bingo, and exploring nature."

Staying in Cuenca and conversing with native Spanish speakers improved Monti's conversational Spanish and helped her feel more comfortable with the language, she said. "Being in Ecuador and speaking Spanish 100 percent of the time really brought me out of the text-

book, and helped me pick up on day-to-day language. I even came back with a little bit of an Ecuadorian accent and new slang."

While Monti's Spanish is not perfect, she learned that being able to connect with someone is much more than just being able to speak with them, she said. "I felt that I was able to really have a deep connection with my host family, even at times if it wasn't through words," Monti said. "I was able to truly connect with my host family by doing my best to practice and respect Ecuadorian traditions, and listening to their family history," she said.

Going to a foreign country alone was challenging at first, but it made Monti more independent, she said. "I really learned how to navigate things on my own, especially because the program took away my



Dylan Leftt/Art Director

phone, and even though I was uncomfortable at first, by the end of the trip, I felt really secure with just myself."

Monti experienced a new culture, learned about Ecuadorian traditions, and connected with the Ecua-

dorian community by staying with a host family, she said. "After the trip, I will do my best to keep the traditions that I learned alive and stay curious. I would've never known about the beauty of Ecuadorian culture if it wasn't for the trip."

Exclusive look into teachers' summer breaks

ZACH HORNFIELD
Staff Writer

"Even as the time goes by, as long as you keep learning, you're still active, you're still young, and you're still humble towards your practice, towards nature, and towards the world," Foreign Languages Department Chair Maria del Pilar Valencia said. For many teachers, summer is a time for professional and personal growth. This summer, faculty members traveled across the world, whether to learn, to support their children's pursuit of baseball, or to carry on a retired colleague's legacy.

Over the summer, teachers prepare for the school year, Valencia said. These preparations can entail weeks of traveling abroad with colleagues. The week following graduation, Valencia left for Stratford upon Avon, England, with 16 colleagues from the Foreign Language, English, History, Theater, and Dance departments for a Royal Shakespeare Company (RSC) workshop.

For nearly a decade, the school partners with RSC to bring Shakespeare's works to the classroom, Valencia said. The partnership includes exploring creative approaches to the plays with teachers in ways connected to their departments. For example, Theater

of former Visual Arts Teacher Mirrie Choi, Lee will take over the school's sculpture classes this year. In preparation, he met with Choi over Zoom to learn the basics of teaching the class. "She definitely left a legacy, so I wanted to make sure I could carry that on for her," Lee said. Lee has also been working with plasticine, a type of oil-based clay, to bring it into the advanced-level sculpture classes' curriculums.

UD English teacher Vernon Wilson is preparing to teach 10th grade English. Over the summer, he read all the books in the curriculum, including *The Great Gatsby*, the *Odyssey*, *Song of Solomon*, and *Othello*, he said. Though he has read them all before, he is excited to teach them for the first time.

Lee, like Valencia, traveled abroad over the summer on a school-related trip. Alongside Visual Arts Teacher Keith Renner and the graduating members of his directed studies class, he boarded a plane the day after UD graduation and journeyed all the way to the village of Mashiko, Japan, a site famous for its history of ceramics. "We explored other nearby villages and different ceramic styles, too. It was a fantastic trip," Lee said.

Head of Library Circulation Stiffany Aponte had a mellow summer plan in mind, she said. A schedule change this year, however,

you're not necessarily required to have stuff going on." Wilson considers himself lucky to have that time baked into his schedule.

Valencia has found that the summer leaves ample time for rest—so much so that by the time school preparations begin in August, she often looks forward to them, she said. "I always remember a colleague, now retired, who used to say that August felt like a Sunday," she said. "School's coming right around the corner. You have to start prepping for classes early, even ones that you've taught so many times before."

Lee also spent time in the rural Korean village of Yeosu to learn more about the sculpture class he would soon be teaching. In Yeosu, he completed an intensive ceramics program where he learned traditional techniques, including how to throw a Korean ceramic jar called a hangahri, he said. The entire time, he worked under a local master potter, who perfected his skills over the course of 40 years. "It definitely was hands-on," Lee said. "Anything that's hands-on art-related is only going to help enhance my skills and teaching."

Any lesson learned over the summer can be valuable, Lee said. During his intensive ceramics program, he would sometimes find that his clay form was not consistent with his intention—reflecting his



MR. LEE SHOWCASES CERAMIC SKILLS

Photo by James Moore

"We as teachers have the chance to feed our souls in some way. Doing something immersive artistically is almost a necessity for me to be able to prepare for the year."

- Visual Arts Teacher Brian Lee

and Dance teachers might take a rehearsal room-based approach to analyzing the plays, while English and History teachers might focus more on applying the texts to the classroom, she said.

Valencia's work with RSC involved communicating language in a high school classroom, she said. "Since it feels as natural as breathing, we can easily overlook language. But when you take the time to observe how it works and think about how words affect our relationships and our understanding of the world, language often opens up unexpected possibilities," she said. "The work with the RSC helped us do precisely that: embody the texts and play with them. And so it reminded us of the power of reading and using language with intention," she said.

After the RSC workshop, Valencia stayed in Europe to see family, she said. She traveled with her sister for two weeks in Italy, then to Spain to meet up with her husband and old friends. Due to the global IT malfunction at the end of July, her flight back to the US was canceled, she said. She opted instead to spend two weeks in Colombia.

Visual Arts Teacher Brian Lee also spent time this summer preparing for the school year. In the absence

made that difficult. Her free time was dedicated to her two sons, aged 10 and 14, who are both on travel baseball teams. That often meant driving out of state for days at a time to compete in tournaments. It was difficult to balance leisurely activities with continuous summer responsibilities, she said. "It's really those trips when it's pouring rain or we're driving through a storm when I wish we could just be at home chilling or watching movies," Aponte said. "Those are the few moments where I feel like it's a lot."

Despite the challenges of running an intense home schedule, Aponte enjoyed herself over the summer, she said. Watching her sons compete and grow makes it worth her while. "This past Sunday, my little one actually won the greater Hudson Valley baseball league championship for 10-year-olds," Aponte said. "It was a big deal, and I'm really proud of him."

To have time during the year dedicated to leisure is a comfort many can overlook, Wilson said. Every year, as the seniors graduate, Wilson asks them what their summer plans are. "Some will say they're not doing anything, others will say they have things lined up," Wilson said. "But it's a finite period of time in life when one just has this summer break where

state of mind and body. Lee would often try to solve the issues by brute force or repetition—a strategy that brought him the same results, if not worse ones, he said. "Because of my will and my eagerness to learn, I ended up taking on more than I was able to handle." Eventually, Lee's teacher had to force him to stop. "He poured me some tea and told me to breathe, to relax and take a break,"

"During the meat of the summer, I'll be totally disconnected—no emails, nothing really work-related. Just pleasure reading, writing, and doing nothing."

- UD English Teacher Vernon Wilson

unaligned, take a break. Enjoy your tea. Then get back to work."

While taking such breaks, Wilson can sometimes come up with new ideas for his classes, he said. While reading over the summer, some works may inspire him to teach that book or author in the future, he said. This holds true especially when it comes to senior electives. "I was thinking of an elective a couple of summers ago based on some reading I was doing that would have been about American novels of the 1980s, for example," he said. "I was reading two or three of them, and I by chance realized there was some correspondence thematically between those books."

Although Wilson lacked the time to create any such course before the school year started, that spontaneity has sourced new classes in the past, he said. After reading works by Joan Didion and Bret Easton Ellis one summer, he put together his SLS class—the very first at the school—on the literature of Los Angeles, which

Nearly every year, Lee tries to base his plans around a learning experience, he said. As a result, most summers of his 12 year teaching career have been similar, he said. "The tremendous luxury in what I teach is that at any given time, I'll probably be doing something art-related—even over the summer, even somewhere as far as East Asia." That ability to pursue one's passion over the summer is something all teachers can take advantage of, he said. "We as teachers have the chance to feed our souls in some way. Doing something immersive artistically is almost a necessity for me to be able to prepare for the year."

Wilson engages in soul-nourishing passion projects of his own over the summer. Especially in July and early August, he gets to write his own creative fiction and read to his heart's content. "Last summer, I went on an Agatha Christie kick and read seven of her books," he said. "During the meat of the summer, I'll be totally

ran from the fall of 2019 to the spring of 2022.

Valencia believes those spontaneous moments can be valuable learning experiences, she said. After her flight from Madrid was delayed, she bought tickets for a play that night. The play discussed the work of Spanish poet Miguel Hernández, which pertained to her junior elective, *Studies in Spanish*. Because of a simple flight delay, Hernández's poetry will become a part of Valencia's curriculum, she said.

disconnected—no emails, nothing really work-related. Just pleasure reading, writing, and doing nothing." The positive effects of this period of 'true' vacation more than balance out any summer work, Wilson said.

When compared to the benefits summer has to offer, forfeiting a week or two of the entire season is an acceptable sacrifice, Wilson said. "Even if I have to do junior comments or write college recommendations, I can never complain about being able to stay at home or sit on the beach somewhere abroad."

We need Noah Lyles



Keagan Morrison

The 2024 Paris Olympics paid homage to modern athletics and the evolution of sports as a whole. This year, we saw the addition of new sports, the victories of some of the most talented teams in history, and outstanding achievements from countless athletes. Of these talents was the polarizing Noah Lyles.

Lyles, an American professional sprinter, won the United States both a gold and a bronze medal in the men's 100-meter and 200-meter dash this year. Additionally, Lyles has collected numerous gold and silver medals in the World Athletics Championships. Most importantly, Lyles is currently considered the fastest man in the sport and the third fastest man in

recorded history, behind the likes of Jamaican sprinters Tyson Blake and Usain Bolt. From all angles, it is undeniable that Noah Lyles is a formidable athlete worthy of his accolades.

Despite this, sports fans and media outlets alike have vilified the sprinter for his arrogant attitude and outspokenness. However, Lyles hasn't been involved in any serious controversies or career-threatening stories; naturally, this begs the question, "why don't people like Noah Lyles?"

One explanation could be traced back to Lyles's past statements. Lyles is most known for his overt criticism of the National Basketball Association and the title, "World Champions," that the league adorns to its winning team. Last year, succeeding his victory in the 200-meter dash in the Budapest World Athletics Championship, Lyles spoke on a panel where, in reference to the NBA championships, he sarcastically stated, "World Champions of what?... The United States?"

This slight at the NBA was seen at best as a snarky comment, but at worst an unpatriotic jab at the ego of the United States. Many were amused, but at the same time, many were offended. For example, American sports commentator and journalist Stephen A. Smith stated that Lyles

came across as "flagrantly ignorant," posing the argument that the NBA features the best talents from across the world, justifying the "World Champions" title. To Lyles's point, it would be a presumptive statement to state that the NBA houses all of the definitive best players in the world. While the US may be the highest-grossing league that houses the highest scorers in basketball history, that is still not the only indicator of raw

talent. Even player statistics must be taken within the context of American basketball and how the game differs around the world. Overall, Lyles's statement did not discredit the league more than criticize the gall of the NBA and the United States by extension.

Lyles, as a character, also challenges the long-accepted status quo of what an athlete "should be." For example, one of Lyles's trademark

quirks is his admiration of anime and manga. He even went so far as to cite the long-running anime and manga series Dragon Ball Z as one of his inspirations, stating that, "the reason athletes like anime is we all have

main character syndrome, and that's what anime provides to us very easily." Actions speak louder than words, however. This is best shown in Lyles bringing Yugioh cards to his 200-meter race this year. Moreover, it was not uncommon to see his many iconic anime poses at the Paris Olympics from shows like the aforementioned Dragon Ball Z, or other shows like Jujutsu Kaisen. Here is an athlete who is unashamed in his hobbies, despite how antithetical they may be to his profession. Lyles's admiration of anime and manga culture has actually garnered Lyles an audience abroad: Japanese sports magazine Daily Sports dubbed Lyles "humanity's fastest otaku," which is a term used to describe enthusiasts of Japanese pop culture.

Now understanding the kind of person Noah Lyles is, we can return to the original question of why

many people don't like Noah Lyles. Put simply, what Noah represents is not synonymous, or at all in tune, with the idea of athletics. His over-the-top, outspoken personality and relatively unusual hobbies make him an easy target for public scrutiny.

This phenomenon is not at all new, however. Dennis Rodman, one of the greatest defensive players in basketball history, faced similar treatment. Rodman was a transformative figure and the epitome of a free spirit. His career was effectively run completely on his own accord, without care of public opinion. While Rodman's and Lyles's situations are vastly different and shouldn't be conflated, there is still a very important comparison to be made and a point that connects their stories: sports favor tradition.

On and off the court, field, or track, athletes are expected to act a certain way. People like Lyles, who dare to be different, often receive flack from the media because they contradict the preconceived idea of an athlete. To be an athlete is to be popular, and to be popular and go against the status quo oftentimes leads to problems. I believe, however, that Lyles's outspokenness is exactly what the athletic community needs. Athletes should feel comfortable challenging the popular opinion, be nerdy, and, most importantly, be themselves. This is the only way we can foster a positive, constructive, and fun environment for everyone.



Why we need to appreciate the NYC subway system



Noah Castillo

For many New Yorkers (including myself), the subway and train systems are the primary sources of transportation around the city and tri-state area. I take the subway and Metro-North seven days a week, and I have no clue what I would do without them.

Whenever I discuss the subway with any of my peers, however, they seldom have anything positive to say. Many HM students who live in the city don't even bother to pick up their free student Metrocards, opting instead to take the school bus, an Uber, or to drive home from school. Most Horace Mann students—

and New Yorkers at large—lack an appreciation and understanding of the NYC subway.

The New York City (NYC) subway is over 120 years old and services 472 stations over 247 miles of track 24/7. Nowhere else in the world will you find a subway system this old and extensive that runs all day and night. As you might expect, the hundred-year-old equipment that is perpetually left on is fragile. But the fact that this infrastructure even operates at all is a testament to the work of over 52,000 Metropolitan Transportation Authority (MTA) employees.

You might ask why 100-year-old equipment is still in use. Why can't the MTA replace all of this ancient equipment in one large operation? The answer to this question comes in two parts: cost and the consequences such an operation would have on the city.

The 52,000-person workforce is already spread thin across so vast a system. All of these people need to be paid and if you add a couple thousand more people to a workforce the size of a small city, the MTA would need to allocate millions of dollars toward wages, excluding the cost of new equipment.

Secondly, shutting down every train line simultaneously would close

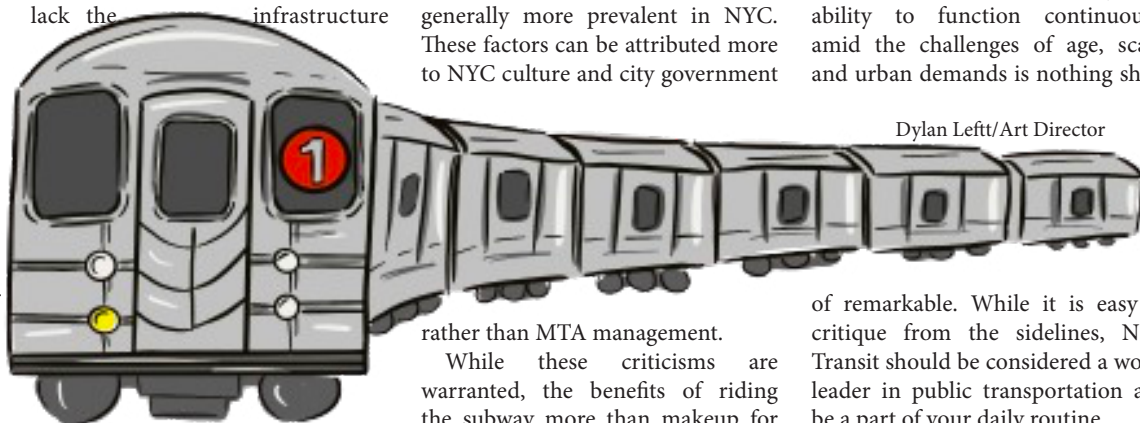
the entire subway system for months. The 3.6 million daily subway users would have no way to commute to and from work for most of the year. The city would come to a literally stand still. The only way to avoid these problems is for NYC transit to continue to fix issues as they appear, despite the unfortunate byproduct of minor delays every so often.

Another common argument I hear is that the subway is just too dirty and too dangerous to ride. Many compare the metros in ultramodern Tokyo or Seoul, which operate in pristine and safe conditions, to the subway system in NYC. However, the reality is that these subway systems are different from the NYC subway. NYC subway stations are smaller than their international counterparts and lack the infrastructure

necessary to add modern safety technology, like barrier doors. The NYC subway makes less money than the international subways, which charge based on distance traveled on the train rather than a flat \$2.90 fare (remember the outrage from raising fare prices from \$2.75 earlier this year?). Some New Yorkers may point to crime rates when referring to subway safety, but the NYC subway is not far off from the rest of the world in that aspect. As of mid-2022, there is one violent crime recorded every one million rides. Most importantly, the cultural difference between NYC and other cities is too large. Crimes against fare evasion are strongly enforced and highly frowned upon in modern East Asian subway systems, while litter and homelessness are generally more prevalent in NYC. These factors can be attributed more to NYC culture and city government

these few shortcomings. Starting this school year, student MetroCards will be valid for four free rides a day, seven days a week, while the previous year allowed for three rides a day, five days a week. You will have nine months of free access to anywhere in the five Boroughs as long as you live in the city. Many of the beneficiaries of these MetroCards live on the Upper West Side near the one line and would rather Uber to school than take the train. Does it make sense to pay 40 dollars per day to pollute the air and travel to the school instead of taking a free, 30-minute train ride?

In light of these considerations, it becomes clear that the NYC subway system is not just a means of transportation but a marvel of endurance and adaptability. Its ability to function continuously amid the challenges of age, scale, and urban demands is nothing short



rather than MTA management.

While these criticisms are warranted, the benefits of riding the subway more than makeup for

of remarkable. While it is easy to critique from the sidelines, NYC Transit should be considered a world leader in public transportation and be a part of your daily routine.

Trump's assassination attempt calls for change in politicians campaigns this election



Ahana Gadiyaram

The recent assassination attempt made on former President Donald J. Trump has evoked fear, outrage, and chaos across America. Most of all, it has evoked shock – but how did we get to this point? The polarization within America's political landscape has led to this assassination attempt, and the only way to mitigate this is to rethink how we consume information.

The upcoming election is one of the most significant in history. When the shooting occurred, Trump's main competition was President Joseph R. Biden. Trump and Biden differed on almost every key voter issue, including climate change, and reproductive and LGBTQ+ rights. Additionally, the past four years have been filled with change. For instance,

high inflation rates have led to Americans struggling to make ends meet: a 2023 survey by Payroll.org revealed that 78 percent of Americans live paycheck to paycheck. Moreover, the overturning of *Roe v. Wade* has led to many women feeling like their rights are being stripped away. The climate crisis is getting worse, with most countries, including the U.S., being unable to reduce carbon pollution by the required amount. This era of immense change, coupled with policies by the two extremes, has led to immense polarization. This polarization has manifested itself through one channel – hate.

Hate is mainly spread through social media. After the assassination attempt, social media was flooded with hateful comments, with some even wishing that Trump had died. Such intense hate is dangerous– in a country where guns can be bought freely, hate can quickly turn into violence, which can lead to an event like this happening again.

Both parties have also been spreading hateful rhetoric: instead of proving why they would help the country, the majority of campaigns in this election have been focused on why the other candidate is worse, seeming like we must choose between the lesser of two evils.

The reason for this rhetoric was that neither candidate was very well-liked. Former President Trump is a convicted felon with a reputation

for unreliability. President Biden is the oldest president in history, and concerns were raised about his age and ability to do his job. Therefore, neither candidate could prove why they would be a good president.

“Such intense hate is dangerous– in a country where guns can be bought freely, hate can quickly turn into violence, which can lead to an event like this happening again.”

Hence, they resorted to tearing each other down. The presidential debate on June 27 was a great example of this: Instead of receiving clarity on Biden and Trump's policies, we watched two men vying for the highest office in the nation throw childish insults at each other.

“[Biden] is the worst president in the history of our country,” Trump said during the debate. Similarly, Biden said that Trump had the “morals of an alley cat.” These comments clearly illustrate that this race is not about who is best fit to run this country, but about who is hated the least.

With Biden's resignation and the appointment of Vice President Kamala Harris as the new Democratic presidential nominee, circumstances have changed. However, this rhetoric still remains: most of the posts on Harris's campaign's Instagram account, @kamalahq, are about Trump rather than Harris's policies.

This strategy is most likely a response to Trump's several hateful comments about Harris. For example, in an interview at the National Association of Black Journalists, Trump accused Harris of exploiting her identity as a

Black woman for political gain.

Such rhetoric is harmful because it asserts that to support one of the candidates– you must hate the other one, which leads to increased hate for both candidates and violence. This also impacts the future– when the new president is elected, the country will be divided into people who either love or intensely hate them, which will lead to an extremely polarized atmosphere throughout the next presidential term. A large portion of the country will be left extremely unsatisfied, which can lead to political unrest and violence.

For these reasons, it is imperative to change how we approach this election. Starting with the candidates – they must stop spreading hateful comments about one another, and focus on their policies and vision for the future instead. Nonetheless, expecting the candidates to change their campaign strategy is optimistic and impractical, and hence, we

should focus on what we can do as the general public.

Firstly, we should always remember to fact-check both candidates' claims, and make sure they are not exaggerating. Secondly, we must be aware of what we post on social media. Posting a comment wishing that Trump had been assassinated might be a joke to you, but could appear differently to others and incite more hate. Lastly, we must be respectful of people with different political views. The country needs less polarization, and being open to new perspectives can help effectuate the change we need.

While each candidate is entitled to their own campaign strategies, I strongly believe that the hateful rhetoric being spread by them is detrimental to the nation's future. To combat this hate, we can try to fact-check what we see, be aware of what we post, and be tolerant of people with different political views. If we fail to do so, we risk the outpouring of even more hate and violence in the future.

Why Tim Walz is the perfect VP pick for Kamala Harris



Peter Benson

When Democratic nominee Kamala Harris announced her choice for Vice President, Minnesota Governor Tim Walz was not a name many people were considering. While Walz may have been relatively unknown before this pick, this choice will appeal to undecided voters while also amplifying all of Harris' key goals.

Walz's main competitors for the VP position were Pennsylvania Governor Josh Shapiro, Arizona Senator Mark Kelly, and Kentucky Governor Andy Beshear. While I

think they all would have made good candidates, Walz surpassed them in either relatability or experience. While Shapiro could help Harris win in Pennsylvania, his home state and a crucial swing state, voters could see Shapiro as more distant and perhaps less understanding of his constituents because he has spent his whole career in politics. Kelly presented an appealing background as a veteran and former astronaut, and although his economic goals align with Harris', his website leaves out a main priority for Harris's campaign: abortion rights. Finally, Beshear lacked focus on education, while Walz set large funding goals.

As Harris' VP pick, Walz will be crucial in helping win the election. In order to win, Harris will need 270 electoral votes. Traditionally, red or blue states are unlikely to change their vote, so in order to reach that number, she will have to appeal to the undecided “swing states” and their 130 votes. Tim Walz could help do this, as he is very appealing to undecided voters because of his 20 years in the National Guard prior to his career in politics. In fact, during his first campaign for the House of Representatives, he was still serving in the National Guard.

During part of his service, he was also a high school teacher and coach in Minnesota. Since Walz's background extends beyond politics, swing voters might believe he could understand them better than other candidates. Beyond his respectable career, his midwestern identity could also assist in widening the scope of Harris's campaign by appealing to the country's more rural and traditionally conservative areas. Swing states might be more likely to vote for Harris if they felt her VP could understand their region. Further, Walz's website highlights his support of the Second Amendment,

“His outspoken support for reproductive rights could also strengthen one of the campaign's core points”

which could help minimize conservative attacks on gun rights and appeal to conservative-leaning voters. Walz also has a history of being popular: as a Democrat, he was able to win and hold his House seat in Minnesota's conservative first congressional district in 2006, until becoming the swing state's governor in 2019. However, whether or not that appeal will be enough to sway the broader electorate is uncertain.

However, the VP's job is not just to be popular; fortunately, Walz fulfills Harris's political mandates as well. Walz provides an ideological consistency on issues such as the economy, abortion, and education that could help amplify her message on multiple fronts.

Under Harris's recently announced economic goals, she plans to enact a child tax credit of up to \$6,000 for families with newborn children. Harris also aims to cut drug prices on expensive yet vital compounds, like insulin. Walz has experience in both goals. In the past, he put in place similar tax breaks, showing his

right to get an abortion in Minnesota. He also furthered his pro-choice support by preventing local law enforcement from cooperating with outside-of-state cases against women who broke their home state's laws by traveling to get an abortion. Since the Supreme Court's 2022 *Dobbs v. Jackson* decision, which overturned *Roe v. Wade*, reinstating federal abortion protections has been a priority for the Democratic Party, and for Harris.

Harris has also repeatedly made education an important issue, advocating for more student loan forgiveness and free community

college. Walz agrees, having aimed to “fully fund” education in his home state with up to seven billion dollars.

Harris chose Walz not only because he makes winning the election more likely, but also because of the wealth of experience he would bring to her administration. Overall, an unexpected, yet very sound choice.

support and experience with cuts, and signed the Alec Smith Insulin Affordability Act, allowing eligible Minnesotans to obtain insulin costing only \$35 for a month's supply. These economic successes mean Walz could bring experience in legislating exactly what Harris aims to achieve.

His outspoken support for reproductive rights could also strengthen one of the campaign's core points. In 2023, Walz codified the

hm's songs of the summer

Sophie Liu



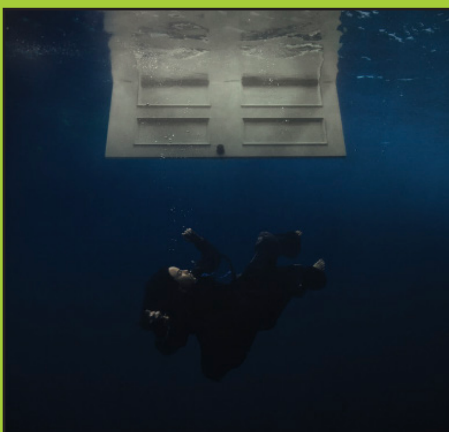
Not Like Us (K. Lamar) - 21.1%



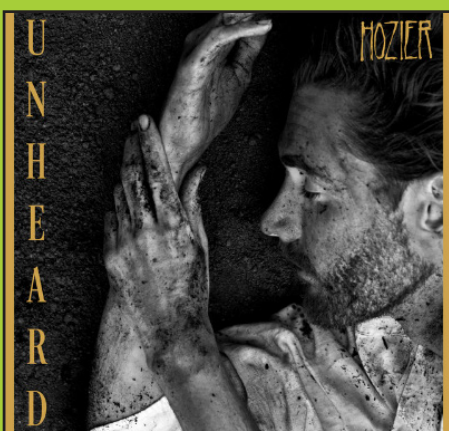
Good Luck, Babe! (C. Roan) - 15.8%



Please, Please, Please (S. Carpenter) - 7.4%



Birds of a Feather (B. Eilish) - 6.3%



Too Sweet (Hozier) - 5.3%

Matthew Brand releases his first EP

ANNIKA BHANDARI
Staff Writer

"This album, it's been a dream of mine for so long," Matthew Brand (11) said. On July 26th, Brand released a self-titled Extended Play (EP) containing five tracks on all streaming platforms. Brand wrote, composed, and produced the entire EP.

Between 2020 and last February, Brand wrote about 30 songs. However, he did not share them until the 2023-2024 school year when English teachers Dr. Wendy Steiner and Dr. Adam Casdin encouraged him to play his song, Shell of a Hero (which he wrote for an English project on the Odyssey) at the Poetry Assembly assembly, Brand said.

"I was blown away by Matthew's song, both in terms of the music and the lyrics. He expressed a nuanced view of the nature of the hero in The Odyssey," Steiner said.

After the assembly, Brand felt encouraged to continue playing his own music live. "After I performed, I got some good feedback that brought me out musically," Brand said. Brand has practiced and played the piano, his main instrument, since he was four. Over the pandemic, Brand taught himself how to sing, play the bass, and play the guitar. Brand learned the bass in order to perform at the school's Jazz Combo, and the guitar became a way to get through writer's block when songwriting, he said. "Once you learn music theory, you can really teach yourself anything because the same theory applies to every instrument."

Music teacher Michael Bomwell taught Brand's jazz combo class the last two years and observed how Brand has grown very quickly in his awareness and breadth as a player. "Matthew is a very curious and versatile kind of musician. He hears a lot of things and has a pretty wide range of skills," Bomwell said.

In search of a studio to record the album in, Brand found out that his neighbor's friend

owns a studio in midtown called Smash Studios. "We were having lunch with our neighbors and I brought up that I had some songs I was looking to record. He said he was great friends with Clay Sheff, the founder of Smash Studios in midtown NY and he put us in contact," he said.

Brand got into Smash Studios and learned from Sheff, who taught him about the three stage recording process. "First is rehearsal, where musicians come into the studio to play the songs live together for the first time, and tighten up their parts. The second stage is recording, where individual musicians come in for recording sessions, one instrument at a time." The final stage is mixing: balancing and automating all song elements (the guitar, the bass piano vocals etc.) to improve its quality. "Mixing and mastering is like the final polish on a song."

Drums teacher Rohin Kemani served as a performer and mentor during the album's production, Brand said. "He played drums, helping bring the songs to life. He heard a song and knew exactly what drum groove to play on it."

While creating the album, Brand was surprised by the logistical challenges on the business end, he said. Brand had to email studios to book session times, manage a budget, and schedule interviews and calls with other musicians. His recording sessions would start at 2 pm and end at 10 pm which made it difficult for him to keep up in school, Brand said.

Brand is still figuring out how to promote his album. "In 2024, all artists need to double as influencers if they want to succeed, and that's something I still need to learn how to do," he said. While Brand has considered posting covers online, his main goal moving forward is to book more live shows. Brand is now in the process of booking shows to perform songs from his EP, more original and unreleased songs, and covers.

In addition to his solo career, Brand plays synth for an 80s cover band called the Cherry Bombs, he said. The band plays in large venues like festivals and nightclubs where crowds are dancing and singing along, he said. "When the audience is into it, they help the performers



EP COVER Courtesy of Matthew Brand

so much."

For Brand, performing live is the most thrilling part of being a musician. Brand enjoys playing jazz, pop, and rock shows. "Jazz and Pop shows are a lot easier than classical because I play completely on improv and feel, with no right or wrong notes," Brand said. "Also, they're a lot more fun for me because there are bigger crowds."

Brand's key focus as an artist is to create a memorable melody. "My goal in every song I write is to create something catchy; to create something that people can sing along to," Brand said.

Brand hopes to pursue his passion for music further after he graduates. "I want to keep working as a songwriter, whether it's me performing my own music or writing songs in collaboration with other artists," Brand said. "I want those songs to be heard and sung along to. That's my ultimate goal."

This week in history

"Competitive Reputation Not a Deterrent for New Students"
(2001/2002)

"You don't have to be crazy to work here, but it helps!"
(2001/2002)

"Condoms to be available on campus"
(1995/1996)

"Sick of OJ? Then just declare him guilty"
(1994/1995)

"Study hall tells problems to returning H. M. Boys"
(1963/1964)

Summer Movie Reviews!

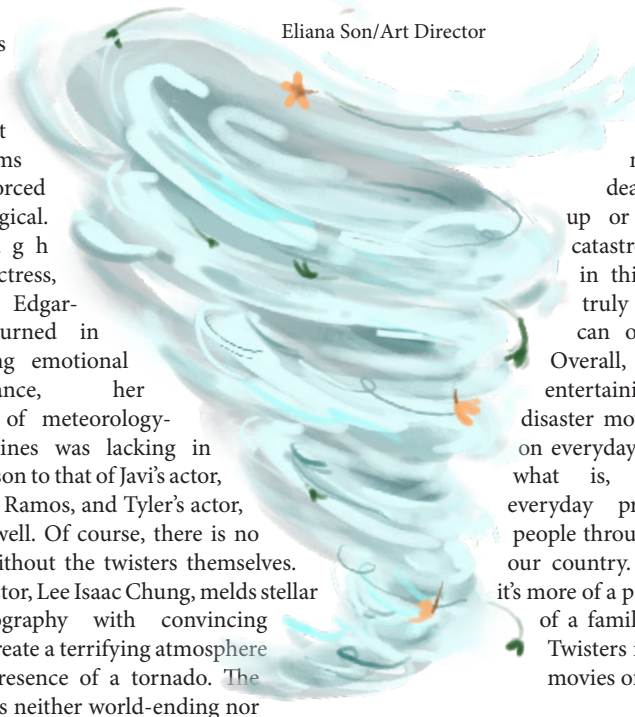
“Twisters”: A Different Kind of Disaster Movie

SHAI KRAUT
Staff Writer

Having never seen the 1996 film *Twister*, I was expecting a traditional disaster movie when I walked into the theater. However, the familiar threat to humankind's existence found in movies like *Geostorm* and 2012 *Twisters* had a different format. This characteristic was substituted with a monster movie format in which the main characters try to prevent tornadoes from causing mass destruction. Set in Oklahoma City and Tulsa, Oklahoma, the film features Kate Carter, a gifted meteorologist, Javi, Kate's old friend and an upcoming businessman, and Tyler Owens, a tornado-chasing YouTuber. In addition to the tornado plotline, the movie also focuses on the relationship between Storm Par, the business that Kate and Javi work with, and Tyler's band of YouTubers. An aspect that I thoroughly enjoyed about *Twisters* was the clever crossover of scientific problem-solving with physical trials and tribulations. It employs both wittiness and

grittiness in order to create a plot that seems neither forced nor illogical. Though Kate's actress, Daisy Edgar-Jones, turned in a striking emotional performance, her delivery of meteorology-related lines was lacking in comparison to that of Javi's actor, Anthony Ramos, and Tyler's actor, Glen Powell. Of course, there is no movie without the twisters themselves. The director, Lee Isaac Chung, melds stellar cinematography with convincing CGI to create a terrifying atmosphere in the presence of a tornado. The disaster is neither world-ending nor

Eliana Son/Art Director



preventable - two hallmarks of disaster movies that often deal with the build-up or aftermath of one catastrophe. The “monster” in this movie will never truly go away, its impact can only be minimized.

Overall, *Twisters* was an entertaining spin on the disaster movie genre that takes on everyday heroes confronting what is, unfortunately, an everyday problem for many people throughout the middle of our country. Although I believe it's more of a popcorn flick and less of a family movie night film, *Twisters* is one of my favorite movies of 2024 so far.

“It Ends With Us”: My Favorite Movie of the Summer

ARIA PLATT
Staff Writer

It Ends With Us, a film adapted from Colleen Hoover's best-selling novel, is filled with both heartwarming moments and compelling plot twists, tackling issues of relationship abuse. *It Ends With Us* was a film that not only showed the characters' best moments, but also their worst, making each scene both interesting and captivating. Not only were the actors well-suited for their parts, but the writing and direction were also high-quality.

Florist Lily Bloom, played by Blake Lively, and training neurosurgeon Ryle Kincaid, played by Justin Baldoni, meet one night,

sparking a tumultuous relationship with many ups and downs due to the appearance of Lily's ex-boyfriend. Atlas Corrigan, played by Brendan Sklenar, comes back into her life more than five years later, owning a restaurant near her flower shop in Boston. Throughout the film, there are flashbacks to the high school romance between young Atlas, played by Alex Noustaedter, and Lily, played by Isabella Ferrer. The soundtrack, featuring songs by well-known artists like Post Malone and Lana Del Rey, encapsulated the film's emotions while adding to the beauty of many scenes.

Each actor's performance contributed to the film's success. Despite Lively's significant age difference from her character, she played the part with ease. Justin Baldoni, who also directed the film, had to act as

the antagonist, while playing his character with realistic action and emotion. As Atlas, he still needed some form of closure with Lily due to their relationship's abrupt ending. Despite playing younger roles with complicated pasts, Noustaedter and Ferrer both flawlessly executed their performances. Though their lives were different, they were able to bond over similar issues they shared with their parents, including violence and emotional trauma. Their emotions always seemed raw and their feelings for each other seemed authentic.

Important parts of the novel were excluded from the film. For example, there were many journal entries that Lily wrote to her idol, Ellen DeGeneres, which were not depicted in the film. Nevertheless, the movie's overall production outshined the exclusion of the journal entries. Overall, taking pieces of moviemaking into account, the casting, filming tactics, wardrobe, directing, and scene choices to create *It Ends With Us* were all of great quality.

Inside of “Inside Out 2”

JULIA BOUCHUT & ANYA MIRZA
Staff Writer

Unlike most other sequels, *Inside Out 2* manages to live up to and arguably surpass our childhood's beloved *Inside Out*. It expands the franchise's core crew of iconic emotions, featuring fun, new characters including the completely unbothered and slightly French Ennui, the starry-eyed Envy, and last but not certainly not least, the forever-spiraling Anxiety.

The movie picks up from Riley's emotional state after the last film—a healthy combination of Sadness, Anger, Fear, and Disgust, with Joy running the show as usual. While Riley is driving to hockey camp with her best friends, she learns that this will be their last moment together before the school year, when they will be attending different schools. Attached to her friends, Joy is determined to make this final weekend a last hurrah. However, a new set of emotions steps

onto the scene, disrupting the established order. Anxiety, the leader of the new pack, identifies a different priority for Riley: to be with the Fire Hawks, the super exclusive hockey team at her new high school.

The rest of the story follows the clash between Anxiety and Joy as Riley navigates these conflicting interests. Like in the previous movie, Joy takes a journey through Riley's brain, exploring places including the vault where her deepest darkest secret is locked (spoiler so that you don't waste time waiting for the after-credits scene: she burned a hole in a rug) and the back of the mind with

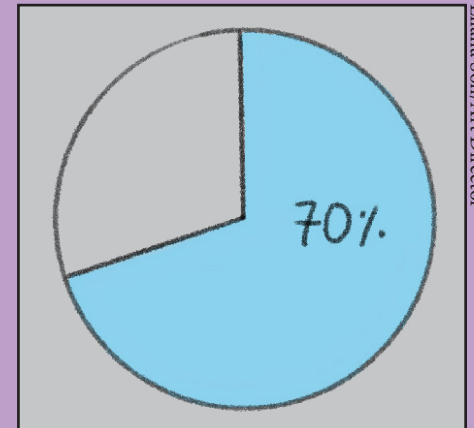
her forgotten memories.

In this movie, we are not only introduced to new characters, but the original emotions begin to express a broader range of feelings themselves. For example, we see Joy break down and feel anxiety because she no longer gets to control the console, portraying the nuances of Riley's emotions.

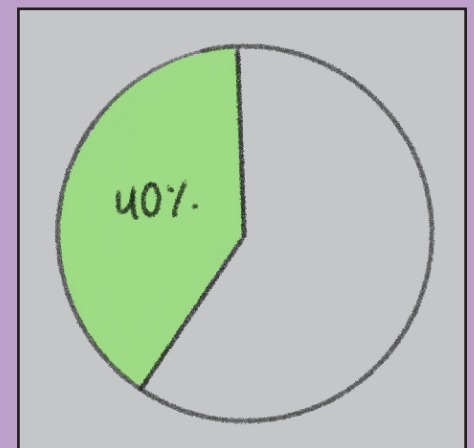
The climax of the movie occurs when Riley is overcome with anxiety and experiences her first panic attack. While the first movie was targeted at young children, this movie does a phenomenal job of depicting anxiety-riddled years and the difficult decisions that adolescents are faced with. I recommend that everybody - whether you are an adolescent or a parent of an adolescent - watch this movie.



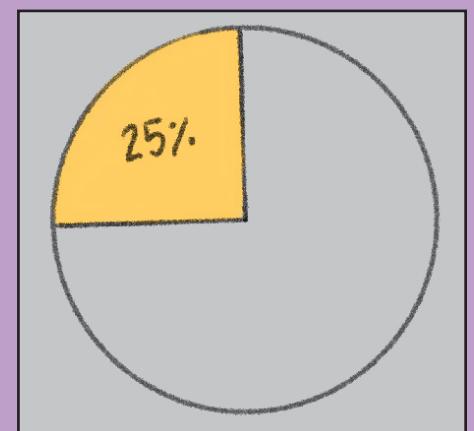
What was HM watching this summer?



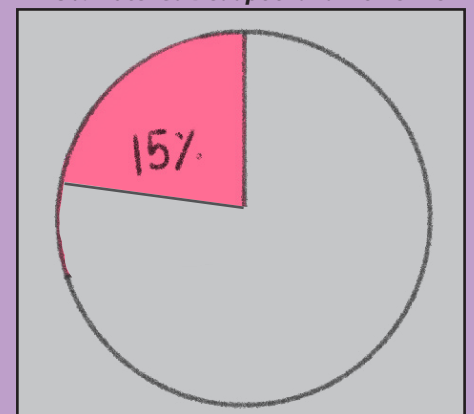
70% watched *Inside Out 2*



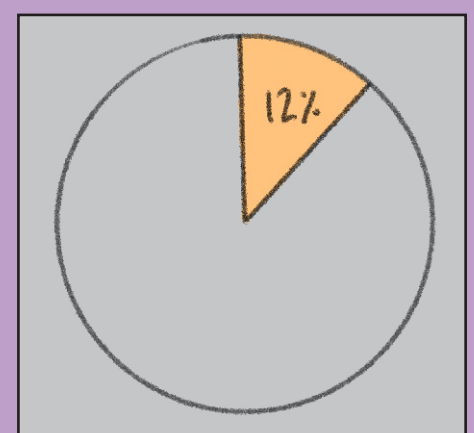
40% watched *Despicable Me 4*



25% watched *Deadpool and Wolverine*



15% watched *Twisters*



12% watched *It Ends With Us* or *Hit Man*

Early decisions: Are MD students worried about college?

HENRY PECK
Staff Writer

"The best way to prepare to be a successful college applicant is to be a fully engaged and present student and community member, taking advantage of the opportunities in front of you first," Head of College Counseling Kaitlin Howrigan said. As college admissions have become more competitive, some students, teachers, and administrators, have observed that the age for starting college preparation has lowered. However, others believe that younger students' focus on college has not dramatically increased.

Students as young as seventh grade have begun discussing which colleges they hope to attend and their future majors, Nina Mamik (7) said. However, this talk stems from excitement rather than stress, she said. College seems like a new and exciting prospect for MD students, promising independence and freedom, she said. Consequently, some MD students have started partaking in extracurriculars to bolster their applications. "In most cases, that's because their parents made them do those activities," Mamik said.

Furthermore, Tess Chasen (8) notes a significant number of MD students bring up college, even though MD doesn't impact the college process, she said. When you get a bad grade, it can feel that you are going to do terribly when it comes to high school and college." Even though college is years away, early preparation provides a sense of reassurance that students have something to build on for the rest of their lives, Chasen said.

Additionally, MD students have been discussing and debating which colleges are preferable for certain fields, Liam Kojuharov (8) said. They are also ranking colleges across the country from best to worst and selecting their dream schools, he said.

On the other hand, Melody Tang (8) observes that MD students usually do not stress about college because admissions officers do not consider grades prior to the Upper Division (UD), she said. Some MD students already have plans for where they want to attend college,

though it is possible to balance those plans with passion and development, Tang said. "For me, I keep up a healthy amount of summer activities and extracurriculars that I care about and make me who I am for both myself and college," she said.

MD French Teacher Olivier Bakowicz has noticed his advisory fretting over college, he said. "We had to try to have them relax and to have them understand that they still have a lot of time before they need to take care of college." However, even though early college thinking may foster a stressful environment for MD students, getting a jumpstart on the college research and application process can still be beneficial for some students.

In MD English Teacher Nora Engelman's advisory, college has become an increasingly hot topic of conversation, she said. Engelman encourages her advisees to be present and enjoy the moment in the MD, as it's a time they won't be able to get back, she said.

MD history teacher John Eckels also does not recommend early college preparation to his students. "Middle school is a time to make mistakes, face consequences, and learn from the experience while the impact is relatively isolated and there are opportunities to come back from errors," he said.

However, talk about college amongst MD students has not drastically increased in recent years, Eckels said. "Some students have preconceived notions about what constitutes a 'good' college, where they think they need to go, or just curiosity," he said. "But as a conscious source of pressure, I think it is relatively rare."

Similarly, Physical Education Teacher Coach

Gregg Quilty believes that college is a rare topic of conversation among MD students. "I have not noticed any talk amongst my advisees regarding college over the past few years," he said. Furthermore, thinking about college in the MD only adds unnecessary stress, Quilty said. MD students should prioritize developing strong work habits and time management skills, he said.

"There is more than enough time in

students, he encourages them to focus on growth and development, like trying new clubs, experimenting with various study skills, and learning new sleep habits. "While it isn't prep for the college admissions process, these are the approaches that lead to success in the UD, college, and life regardless of grades," he said.

It is not healthy to approach MD activities with a direct eye on future college applications, Howrigan said. "It's a time to refine your academic interests, explore your passions, develop strong friendships, build study skills and discipline, discover the ways you want to engage with your peers and community at large and explore your talents." In reality, though, many students do not discover their passions until they are further along their academic path and presented with new opportunities and resources in the UD, she said.

That being said, parents always want to feel that they are best supporting their kids and maximizing their potential, Howrigan said. As a result, they may promote a college-oriented outlook for their kids, she said. This hyper-focus on college is not new, nor does she believe that the age when students begin college preparation has dropped significantly over her eight-year tenure at the school, Howrigan said.

Thinking about college in the MD is sometimes beneficial and sometimes counterproductive, Head of Middle Division Javid Khan said. For some students, the prospect of college can be motivating, whereas for others, the thought induces stress, he said. "I think we all, as educators, want kids to try things that push them and ultimately, that make them happy," Khan said. "Sometimes, being consumed with the idea of getting into college can affect students negatively, which feels less productive."

The MD administration avoids focusing on high school until 8th grade, Khan said. Instead, conversations in the MD are centered on the stressors frequently discussed among the student body, such as grades and social media. "[I]f they tell us college is one of those [stressors], we will support them through that, as well," Khan said.



Eliana Son/ Staff Artist

their UD years to take care of anything college-related."

For some MD students, though, anxiety about college can impact their classroom experience, Eckels said. "On occasion,

when a student gets a grade that is less than what they hoped for, the 'I'm not getting into Harvard now' kind of comment can come out," he said. "Perhaps these students feel external or internal pressure, or they simply do not know that MD grades do not appear on their college transcript."

While Eckels is always happy to discuss the college application process with MD

MD students bond at MD Dorrientation

HENRY PECK
Staff Writer

"All of their [the students'] unique personalities and talents [were] shown, yet they were able to work together and teach each other their respective skills in a way that I think most adults struggle to do," Middle Division Mentor (MDM) Sarah Korff (10) said. At the end of August, every new and returning sixth grader attended Middle Division (MD) orientation at Dorr, meeting their advisors, advisees, and mentors.

All of the students appeared nervous, MDM leader Nikita Pande (12) said. "Entering an unknown environment with unfamiliar faces would be frightening to any pre-teen, which is why mentors are crucial in aiding with this transition: they're knowledgeable, welcoming, friendly 'older siblings' who 6th graders generally feel more comfortable around than an adult."

Because of these mentors, even the most shy and reserved MD students came out of their shells after the first day and a half at Dorr, Pande said.

Christopher Chen (6), for example, was apprehensive because he had never slept away from home before, he said. However, he soon felt at home at Dorr, especially during the memorable raft-building and community time. All of the students were able to get along with their mentors and with other students, Chen said.

In addition to the MD students, the mentors appeared nervous for orientation, Rhea Goradia (6) said. However, they still focused their time and effort on bonding with each student in their advisory.

For Korff, the challenge of building a raft with her advisory was the highlight of her trip. Each advisory was tasked with constructing an original raft out of barrels, inflatable tubes, sticks, and ropes. Everyone in the advisory then got on the raft and paddled from the starting

sand to a bridge on the pond and back.

Mentor Vivienne Kwarteng (10) loved the raft building, she said. "It was very fun to see [the kids] work together and brainstorm ideas to build something." Even though the activity was chaotic, Kwarteng and her co-mentor developed friendships with each mentee, she said.

One highlight for Director of Dorr Elliot Coates was the initiative circuit, where the Dorr faculty led the students through team-building challenges, he said. "The initiative circuit allowed the advisors to observe the group dynamic in their advisory, which was really nice and powerful." The circuit tested the students' collaboration with their mentors and fellow peers, Coates said.

During these team-building activities, everyone was required to work together, and no single person could lead the group or carry out one specific task alone, Jacob Brown (6) said. Consequently, the initial cliques meshed into one, and everyone became close with people they hadn't met before, he said.

The MD students bonded with both mentors and each other at Dorr, Korff said. "While the returning HM students were a little cliquey with each other, many of them still made an effort to reach out

to and get to know the new students," she said. "New bonds were formed between old and new students, and pre-existing bonds were strengthened."



CIRCLE UP

Courtesy of Elliot Coates

Lawyer and Innocence-Project co-founder Barry Scheck reflects on his time at HM

JULIA LOURENCO
Staff Writer

Over the course of Barry Scheck's '67 tumultuous life, he founded the Innocence Project, aided with the introduction of DNA evidence in criminal cases and the exoneration of many wrongly convicted individuals who were on death row or serving lengthy prison terms and litigated many high-profile criminal and civil cases, including OJ Simpson's murder trial. Recently, Scheck litigated the exoneration of two men wrongly convicted of assassinating Malcolm

X. Scheck became editor of The Forum, the school's political newspaper, which he recalls as his greatest achievement at the school, he said. Scheck often wrote about the Vietnam War, the draft, and the civil rights movement, he said. "The Forum was always writing about very current and pressing issues at the time, and we weren't afraid to share our opinions."

Scheck's highlights as a writer for The Forum included interviewing head of the socialist party Norman Thomas, celebrated criminal defense attorney F. Lee Bailey, and Housing Commissioner of New York Fred Berman. These interviews helped

believed was wrong."

After completing high school, Scheck attended Yale University, graduating in 1971. As an undergrad, he studied Economics and American Studies.

Before applying to Yale, Scheck visited the headquarters of the school's newspaper, the Yale Daily News, led by his close family friend, Lanny Davis, he said. "The first thing that Lanny pointed out was a bulletin board of all of the articles I had written for The Forum about the [Vietnam] war and in favor of the civil rights movement," Scheck said. Immediately, Yale became his first choice.

In addition to writing for the Daily News, Scheck was President of the Yale Young Democrats, campaigned for Eugene McCarthy and Robert Kennedy, and attended the Democratic Convention in 1968. Scheck went to the Woodstock Music and Art Fair in 1969 while working as a student intern in the Lindsay administration, and participated in the Chicago Seven protests at Yale, he said. "In those days we were essentially trying to transform the university, stop the Bobby Seale trial, and stop the war," Scheck said. "There were student demonstrations everywhere."

After his time at Yale, Scheck pursued a law degree from the University of California Berkeley, graduating in 1974. "Truth be told, I didn't even want to go to law school," Scheck said. "I'm the first college graduate in my family, and my father said: 'First get a [law] license and then you can do whatever.'"

Two years after graduating from law school, Scheck left his job as a Legal Aid lawyer in the South Bronx to become a professor and director of clinical education for Yeshiva University's Benjamin N. Cardozo School of Law's first graduating class. "With clinical education, we were teaching law the way medicine was taught: by doing the work and thinking about institutions critically," he said. Scheck's clinic started with supervising students working on misdemeanor cases in the Bronx and special litigation cases that involved homicides and federal appointments.

Working with his students at the clinic, Scheck was involved in a series of high profile cases, including defending women such as Hedda Nussbaum, whose live-in companion, Joel Steinberg, not only battered her but killed their daughter, Lisa Steinberg. Additionally, Scheck worked on the successful representation of Irish nationalists who were accused of running guns to the Irish Republican Army.

When working on the exoneration of Muhammad Aziz and Kahlil Islam, who were wrongfully convicted for the assassination of Malcolm X, Scheck and his colleagues focused on finding information about the case that had been suppressed by the government, in an attempt to prove

the FBI's negligence in presenting all the information the agency had on hand during the original 1966 trial, Scheck said. "We got to look through all the documents, some of which had never been seen before," he said. "They detailed that the FBI had informants in the audience when Malcolm X was assassinated, and that they had undisclosed exculpatory

people was a technological change and a transformative moment - we realized DNA could catch the guilty, but also prove people innocent who were wrongfully convicted."

By 1992, the Innocence Project was started as a clinic at Cardozo focusing on the use of DNA testing to exonerate the innocent and to reform the criminal justice system.

"With clinical education, we were teaching law the way medicine was taught: by doing the work and thinking about institutions critically"

- Barry Scheck

X. Notably, Scheck is a distinguished alumni of the school.

Diving headfirst into his passion for politics, Scheck felt strongly about speaking against the Vietnam War during his high school career. His stance often led to debates with his more conservative classmates, including William P. Barr '67, the 77th and 85th U.S. Attorney General. "[Barr], by no surprise, was for the [Vietnam War], and many of the faculty members were very much on his side when it came to these things, and not on the side of myself and others who were against the war," Scheck said.

expose Scheck to the legal and municipal systems in New York City, both of which he later pursued careers in, he said.

As a teenager surrounded by sentiment about the Vietnam War, Scheck observed a wave of cultural change that swept across all age groups at the same time, he said. "People were smoking marijuana, using hallucinogens, and listening to rock and roll music whether you were a junior in high school or late into graduate school," Scheck said. "I'm sure a lot of it had to do with the draft and being faced with going to fight in a war that people increasingly



NEWSPAPER DISCUSSION

Courtesy of Lexi Lawsky

evidence about exactly who did it for years."

Because of his expertise in DNA testing, Scheck was involved as a private attorney in the murder trial of NFL player and actor OJ Simpson, who was accused of murdering his ex-wife. Scheck was able to bring

As co-founder and special counsel at the Innocence Project, Scheck has transformed the criminal justice system through legislative changes, he said. "We've managed to pass many laws in Congress, but more importantly, we've passed over 250 state statutes that reform areas which

"Using DNA to exonerate people was a technological change and a transformative moment - we realized DNA could catch the guilty, but also prove people innocent who were wrongfully convicted"

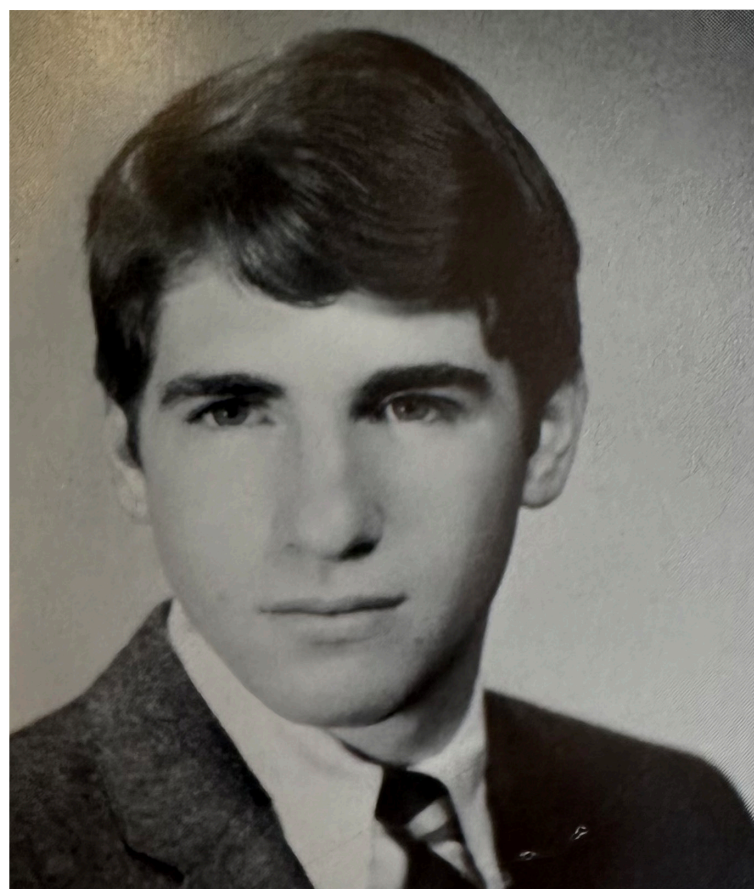
- Barry Scheck

attention to how poorly gathered evidence can have a huge impact on a case, especially one as high-profile as Simpson's, he said.

"I can't say the case did much for race relations in this country, nor the criminal legal system, but we were able to critique the way biological evidence was gathered, and inspired the Justice Department to form a National Commission on the Future of DNA Evidence," Scheck is also proud of his work at the forefront of using DNA technology in the forensic arena and court system, he said. "Using DNA to exonerate

we know bring about wrongful conviction," Scheck said. Since its founding in 1992, the Innocence Project has helped overturn over 260 convictions.

As a lawyer, Scheck hoped to become an instrument of social change, and reveal inequalities in the criminal justice system, he said. "In law, if you don't understand that innocent people are convicted, and that race has everything to do with the fairness of the system, and that there is misconduct and unreliable forensic science, you just aren't paying attention."



YEARBOOK PHOTO

Courtesy of Lexi Lawsky

Varsity Waterpolo

“Our goal this season is to work hard together as a team. As long as everyone is giving their best effort and having fun, we hope the results will be wins,” Varsity Water Polo Coach Michael Duffy said.

Varsity Water Polo’s (VWP) preseason practices emphasized swimming and conditioning drills, given the physically demanding nature of water polo, Duffy said. Each practice began with players swimming a mile in the pool before they started training with the ball, he said.

During practices, the team completed multiple exercises, including treading water for five minutes, Noah Castillo (12) said. They started by lifting their hands out of the

water for 15 seconds, then their elbows, and finally their entire arms, repeating this in 15-second increments until time was up. “We also practiced a man-up offense called ‘push,’ taking advantage of opportunities when the other team has a player excluded, giving us a 6-on-5 advantage,” he said.

The team used preseason as an opportunity to prepare physically and mentally for the upcoming season, said Rose Korff (12). “Last year, emphasizing team spirit during preseason brought us closer and led to better performances in both practice and games, and I hope for the same results this season,” she said.

Varsity Cross Country

“The hope is for an overall positive season; this means everyone comes into the season with a positive attitude, trains/competes with effort, remains healthy, and is a friendly and supportive teammate,” Boys Varsity Cross Country (BVCC) Coach Jon Eshoo said. The team gathered each day at 8 a.m. and made their way down to VCP, where they started with dynamic stretching to prevent injuries while gradually building up their mileage, Mark Albrecht (10) said. After warming up, depending on the day’s plan, the team would go for runs of varying difficulty in the back hills of VCP, he said.

This year, the team hopes to expand their student participation instead of having only seven members last year. Fortunately, the team has seven new freshmen runners who have already shown real intensity during pre-season practices. “One of the biggest challenges we expect to face this year is a with a smaller team, so we’ll need

to concentrate on individual improvement to benefit the team in the long run.”

On the Girls Varsity Cross Country (GVCC) side, the practices focused on assessing the athletes’ fitness levels for the upcoming season rather than making cuts, Girls Varsity Cross Country (GVCC) Coach Meredith Cullen said. “We aimed to identify who’s ready for more intense workouts and who needs to focus on building their endurance and stamina.” If the team can work on getting a strong core through intense workouts, their running form will improve, their stability will increase, and their chances of injury will lessen, she said.

This season, the team’s primary goal is enjoyment and personal growth, though improving on last year’s performance would be great, Story Sossen (12) said. “Since we finished near the bottom of the league last season, it would be great to see the team progress in the rankings.”

Tennis

“This upcoming season looks promising as my teammates are truly passionate about the game, which I know will push us through intense practices and matches, hopefully translating to success in our league tournaments,” Maya Rangarajan (10) said.

The first week of preseason, Coach Patrick Westoo decided who would be on the Varsity and Junior Varsity (JV) teams, and who would be cut, Rangarajan said. “We started matches right away, with coaches sending out

four matches at a time. As soon as one finished, another immediately began, filling the entire day,” she said.

Once the Varsity team was formed by the second week, Coach Westoo focused on team-building exercises, skill drills, physical conditioning, and matches, Rangarajan said. “To build endurance, we did relay races, and to refine our technique, we hit balls fed by the coaches,” she said.

Last season, GVT made it to the Ivy League Tournament finals but lost to Hackley; this year, they look to rectify their

Boy’s Varsity Soccer

The Boys Varsity Soccer (BVS) team kicked off their preseason with tryouts, where 33 players competed for 20 spots on the Varsity team, BVS Head Coach Gregg Quilty said.

The players began each practice with possession and passing drills, followed by a session on set pieces, where they practiced corner kicks, direct kicks, and defensive strategies for those situations, Quilty said. “It’s so important for the team to practice game-like situations, which is why each practice concluded with a full field, 11 vs. 11 scrimmage,” he said.

Coming off a NYSAIS Championship win last season, the team is hungry

for a second trophy, Nigel Harris (12) said. Harris is eager to set an example for the underclassmen since a significant part of the team’s success lies in their chemistry, he said. “I hope that bringing a positive attitude and energy to practices and off the field will lead to better performance in both practices and games,” he said.

The outlook for this season is promising, with a strong group of returning players, including eight seniors, Quilty said. “Having them on the team is a huge asset; it gives us the confidence to start the season strong and continue building on that success throughout the season,” he said.



Dylan Leftt/Art Director

Field Hockey

“Field hockey is a really fun sport, and my love for the game and my teammates motivated me to push hard this preseason, which even allowed me to improve my speed and agility,” Ava Parento (11) said.

The team dedicated the first two hours of practice to running and agility drills, such as sprints, ladder exercises, and strength training, Parento said. “In the last hour, we focused on skill development, working on stick handling, shooting drills, and practicing set plays for penalty corners.” After completing the drills, the team transitioned to scrimmaging to determine everyone’s positions, especially with several new additions to the team, she

said.

This year, GVFH will look to find new ways to bolster their attack, Ellie Romero (12) said. “We’re a really strong team defensively, but I think we can improve offensively by scoring more goals, learning new plays, and being more aggressive in our attacks.”

With a new coach and the loss of several seniors who were key players and leaders last season, the team will face significant challenges in adjusting to the new team dynamic, Romero said. “I’m confident that with time and everyone’s effort, we’ll have things under control by the end of the season and be able to perform at our best,” she said.

Emma Chang (12)

said. “I also hope to maintain GVT’s culture of being friends first and teammates second, and I

especially want the new members to have fun and feel welcomed on the team,” she said.

Fall Sports Preview

ALL REPORTING BY
EVELYN GROSS
Staff Writer

Girl’s Varsity Soccer

“The strong bond among the girls inspires each player to push harder and perform at their best, all to make the team proud,” Olivia Choi (10) said.

The Girls Varsity Soccer (GVS) team began their preseason with practices on Alumni Field, eager to build off the momentum from their NYSAIS title win last season. “The team usually arrived ten minutes before practice started to put on their cleats, stretch, and start playing music before heading out on a 15-20-minute run,” Sienna Correria (11) said.

The team then moved on to drills, including a passing drill set up by GVS Coach Tim Sullivan using three cones,

with one player positioned at the middle cone and two players at the outer cones. “The player in the middle would move between the other two players to intercept the ball, while the outer players practiced passing and working on their turns before sending the ball to the opposite side.”

Looking ahead, the team recognizes the challenges they’ll face if they are to win NYSAIS for a second consecutive year, Correria said. “The team expects to face other teams with immense talent, but we believe that with continued hard work and dedication, we have what it takes to come out on top.”

Football

The Boys Varsity Football (BVF) team began their preseason on August 16, days before any other team started their preseason.

During the morning practice sessions, the team concentrated on-field work, with each player performing drills tailored to their specific position, Oliver Guyer (12) said. “Offensive linemen practiced their first step for run and pass plays, while defensive players, like linebackers, focused on pass and run defense by working on coverages, footwork with agility ladders, and reading the offense.” The team held indoor afternoon sessions every other day to escape the heat, where the players watched films to review strategies and did walk-throughs of critical

plays, he said.

Guyer hopes to mentor and push the underclassmen this season by making sure they are well-acquainted with the team’s playbook and techniques, he said. “In the past, the team has struggled with a negative mindset, so as a senior, I hope to improve communication and trust, helping the team enter games confidently,” Guyer said.

The team lost 18 seniors this year, many of whom were starters, so filling those spots will be the team’s biggest challenge, Grossman said. “Despite the challenge, I’m confident that the underclassmen and this year’s seniors have the talent and determination to step up and fill those roles,” he said.

Varsity Volleyball

“We began preseason with a determined goal: to qualify for the state tournament for the first time since 2018,” Coach Jason Torres said.

The team completed tryouts quickly to ensure they were prepared for their opening game of the season, Torres said. Once tryouts ended, the players immediately began to compete with one another for starting positions in the lineup. “I believe that having players compete for positions pushes them further in their development,” Torres said.

The team started their practices with a run around the court and dynamic

stretching, Nikita Pande (12) said. “We went into hitting drills for each position, practiced serving, and finished off with either a scrimmage or played a round of Queen of the Court,” she said.

Due to the number of solid teams in the NYSAIS league, the team knows that qualifying for the state tournament will be a challenge, Elana Frank (11) said. “However, the strong sense of team spirit motivates each player to improve, driven by that sense of accomplishment after achieving a mutual goal,” she said.