

# The Record

Volume 121, Issue 17

Horace Mann's Weekly Newspaper Since 1903

February 2nd, 2024

## Alvin Ailey Dance Company performs with students at Black History Month assembly

GILLIAN GO  
Staff Writer

From banging drums and clapping, to singing and dancing, the Upper Division (UD) embraced the start of Black History Month with an assembly on Tuesday. The Union, a club that celebrates Black voices and culture through projects, panels, and student discussions, hosted the assembly that featured performers from the Alvin Ailey Dance Company in Midtown Manhattan.

The assembly began with the Union's president, Nia Huff (12), introducing Alvin Ailey dancers and

performers Amos Machanic, Gabriel Roxbury, Matthew Hill, and Sherece Donalds before Machanic shared the history of the Alvin Ailey Dance Company.

Alvin Ailey, a dancer, director, and choreographer, born in 1931, drew inspiration for many of his dances from his upbringing in Texas. After being introduced to dance in Los Angeles and training with Lester Horton, Ailey became director of the Lester Horton Dance Theater and later founded the Alvin Ailey American Dance Theater in 1958. Ailey's contributions to American culture were widely recognized, including

establishing the Alvin Ailey American Dance Center, a place for Black artists to express their experiences through dance. Additionally, Ailey received various posthumous honors, such as the Presidential Medal of Freedom in 2014 for his commitment to civil rights and dance, according to the Alvin Ailey Dance Company website.

After a short drum demonstration, the group invited members of the student body on stage to sing, drum, and dance with the Alvin Ailey dancers, uniting the student body through call and responses, clapping, and dancing.

Samantha Fullerton (10) and

Erianne Flores (10) took to the stage to lead a call and response while Sam Stern (12) and Michael Oyaniyi (9) played the drums, while the audience clapped along. Afterward, the dancers invited students and teachers on stage to learn a dance together. While the students and teachers danced on stage, audience members contributed dance moves from their seats.

"I felt very happy and excited because this was the second Black History Month assembly that I've been to, and I was excited to go up on stage and also see other students and teachers go up on stage," Fullerton said.

Zach Denbo (10), one of the students who participated in the dance demonstration, appreciated how lively the assembly was because it brought together the school community, he said. "I really enjoyed how interactive it was since students could go up and stage and dance with peers and teachers as well," Denbo said.

The assembly taught Denbo more about the importance of dance in Black culture, he said. "In this assembly, I learned how dance can help express your emotions and how dance has helped the lives of African Americans throughout history."

Jared Margulis (11), who participated in the dance demonstration, enjoyed the interactive aspect of the assembly. "I thought it was really interesting to learn about

a culture through dance since I didn't know a lot about the dance we learned on stage beforehand," Margulis said. "It was a really fun activity, I felt like I was part of something bigger than myself."

While last year's Black History Month assembly was focused on student and faculty performances, this year, the Union wanted to educate the student body on a part of Black history by inviting the Alvin Ailey dancers, Huff said. "I used to do Alvin Ailey classes when I was younger, so Alvin Ailey Dance Company was always something super important to who I was," she said.

Dance is a crucial part of Black culture, the Union's advisor and English Department Chair Vernon Wilson said. "Historically, dance has been one of the arts that has been deeply meaningful to the Black American community," he said. Along with performances and demonstrations, the percussionists inserted bits of history into the assembly, explaining the history of Djembe drums to West Africa, Wilson said.

Huff believes it is important to celebrate Black History Month because of the crucial contributions of Black people throughout history, she said. "I think Black people in America have changed the country and have had a huge impact on who we are as a nation," Huff said.



HANDS IN THE AIR

Photo by Ari Palla

## MLB stars Harrison Bader '12 and Pedro Alvarez '05 visit school

DIYA CHAWLA  
Staff Writer

Yesterday, the school welcomed back alumni Harrison Bader '12 and Pedro Alvarez '05 for a Q&A session, commemorating their journeys as MLB players and as Horace Mann students.

Alvarez, a standout athlete during his time at the school, gained recognition as a top baseball prospect. After graduating from Vanderbilt University in 2008, he was drafted by the Pittsburgh Pirates, eventually becoming an MLB All-Star, and now serves as a Special Assistant in Performance Psychology for the Milwaukee Brewers.

After graduating, Bader played baseball at the University of Florida, earning a spot in the Cape Cod Summer League, before being drafted by the St. Louis Cardinals in 2015. After a successful stint with the Cardinals and Yankees, Bader recently signed with the Mets, continuing his professional baseball career.

The school decided to host the

players in hopes that students would benefit from hearing about their stories and experiences as professional athletes, Athletics Director Matthew Russo said. "We are excited and proud of our alums and are excited to celebrate them as a community," he said.

Additionally, having Alvarez and Bader come back to campus allows students to see the players in a different light beyond their roles as players on the field, Russo said. "They show the value of athletics not just from a playing point of view, but from the discipline, commitment, and resilience it takes to make it to the level they achieved."

Boys Varsity Baseball player Sam Spector (12) thought that the Q&A was a great opportunity to interact with the players on a personal level, he said. "I really liked when Pedro talked about the adversity he faced in his freshman year at Vanderbilt, and how despite the fact that he felt like quitting then, he pushed through and kept his eyes set on his future goals," he said.

Similarly, Baseball Coach Doug McDonald believes that students can find inspiration in the players knowing

that they also went to the school and were able to achieve notable success in athletic fields, he said. "They can show that if you work hard and stay focused you can achieve your goals regardless of where you're at," he said.

Both players were also able to demonstrate their talent and fierce athleticism during their time in the school's baseball program, Russo said. "It's extremely rare that we have two athletes who made it to the MLB," he said.

Vivian Coraci (12) was excited to see Bader because she is a New York Yankees fan and knew that he was a graduate of the school, she said. "They talked about little things like body language in maintaining a good team culture, and it encouraged me about what I can do as a captain on my sports teams," she said.

"It was encouraging to hear about how Horace Mann served as an incredible foundation for their lives after high school and on the field," Karolina Fic (12) said.

During the Middle Division (MD) assembly, Bader and Alvarez shared

how some of the most valuable lessons they learned from school helped them in their athletic endeavors, McDonald said. "I think the main point is that the academics here can get you prepared for any institution or career that a student may decide to pursue," he said.

At the Q&A, both baseball players emphasized the importance of using the school's resources, such as teacher advice. "It's important that you can use your resources effectively to become a better version of yourself, whether it's in the classroom or on the field," Bader said.

Both players also discussed the mental side of sports and how it impacted them. "You're never really allowed to deal with adversities and emotions when you're on the team so that's definitely a tough aspect of the sport," Alvarez said.

Spector also enjoyed that Bader spoke about how everyone struggles with something and should openly seek help, especially with the resources available at the school, he said. "Overall, they were both really engaging and humble guys and I'm glad they came back to share their wisdom."



ANSWERING QUESTIONS WITH COACH RUSSO

Photo by Ben Rafal



# East Wind West Wind prepares for another spectacular Asia Night

JAMES ZAIDMAN  
Staff Writer

“In middle school, I wasn’t really comfortable with my Asian identity, but [Asia] night was the first night that I saw such an open celebration of Asian culture at Horace Mann,” East Wind West Wind (EWWW) President Daphne Tsai (12) said. “It opened a whole new world of Asian [culture] that I had never experienced before, and it felt cool to be Asian. I hope that Asia Night will provide that feeling for other people watching it, too,” she said.

Tonight from 6:30 to 9:00 p.m. the annual celebration of Asian culture will take place at Asia Night. Students across all

grades will perform in acts ranging from traditional dances to martial arts to K-pop medleys, EWWW Board Member Elizabeth Lam (10) said. “Asia Night spreads the joy of Asian culture to everyone who attends,” she said. “We are sharing our own culture through fun performances and food.”

Anna Cho (11), is excited to show off her Korean heritage, she said. Cho is performing a taekwondo demonstration of a poomsae, or choreographed form, and board breaking, in addition to participating in a traditional Korean drum dance. “Both of my very different acts are from my Korean culture, and in the drums, I will be wearing a traditional Korean dress [as opposed to a taekwondo uniform], so I want to demonstrate the duality and variety of culture in Korea,” she said.

As a member of the K-pop medley New Jeans, Jah’si Eyre (12) is excited to participate in Asia Night for the second year in a row, he said. He is especially excited about his part in the choreography for the band’s hit Super Shy. “Asia Night is one of the nights where you can have a break from

the typical HM academic work—it’s a place to have fun, enjoy, sing, and embrace the various Asian cultures,” Eyre said.

Lam was excited to find out during the summer that she would be on the planning board for this year’s Asia Night as a board member of EWWW, whose mission is to promote Asian American culture and identity within the school community, she said. Lam had a great time performing in the event last year and hoped to contribute more on the planning side this year.

Since Asia Night does not occur until the

leaders initially struggled to get signups, they had to cut down on the amount of time that people were allowed to perform due

to a large number of signups, Tsai said. “Usually we’d be struggling to fill up the schedule that we have for the two-hour show,” Tsai said, “But this year, we had too many people signing up, so we had to tell people, ‘you have a maximum of seven minutes to perform this.’”

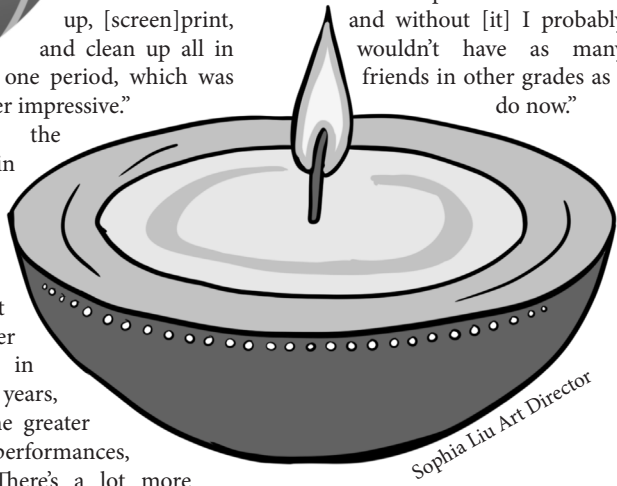
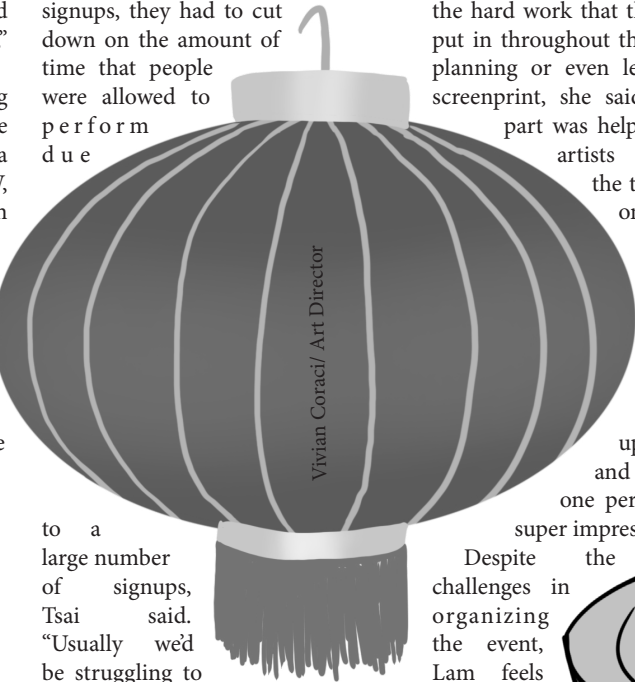
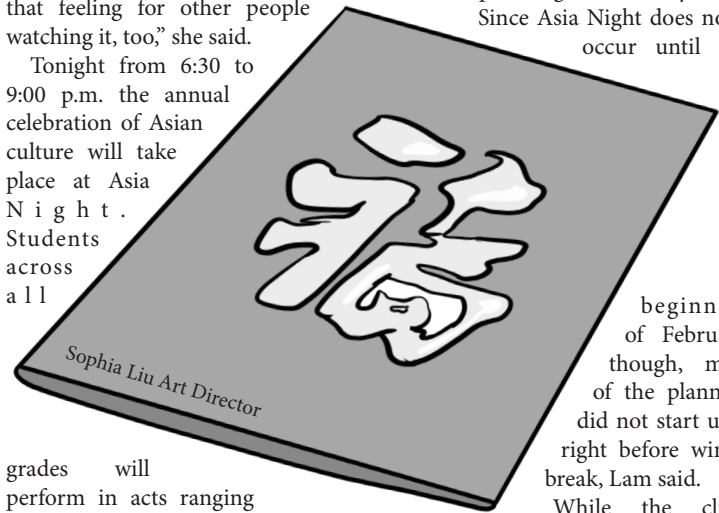
Club advisor and visual arts teacher Mirrie Choi was happy to see the

event come together as a payoff for the hard work that the students had put in throughout the year, whether planning or even learning how to screenprint, she said. “My favorite part was helping the student artists who designed the tote bags to take on a completely new art form that they had never tried before,” Choi said. “After a while, they were able to set up, [screen]print, and clean up all in one period, which was super impressive.”

Despite the challenges in organizing the event, Lam feels as though the event came together better than in previous years, thanks to the greater variety of performances, she said. “There’s a lot more

fun and exciting performances this year, like karate and taekwondo demonstrations and a traditional drum dance,” Lam said.

For Max Feng (12), Asia Night serves as an opportunity to embrace his Asian culture, especially considering that, at times, he feels disconnected from his culture due to his fairly americanized upbringing, he said. “Having Asia Night helps us stay connected to our culture and learn more about other Asian cultures,” Feng said. “Asia Night helps the Asian community create new friendships with one another, and without [it] I probably wouldn’t have as many friends in other grades as I do now.”



MOVING WITH THE BEAT

Courtesy of Daphne Tsai

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**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.



# School should implement scientific media literacy projects



Oliver Konopko

Horace Mann aims to prepare its students to lead “great and giving lives” centered around the “life of the mind.” While the school largely succeeds in this mission, it notably falls short in one important way: preparing students to engage thoughtfully with scientific information as it is presented by the media.

In my experience, students who are not particularly interested in science as a subject or potential career do not see much value in understanding the applications of the science they are learning, both in research and in their day-to-day lives. While they are correct that remembering the qualities of the fish they studied in a ninth-grade biology lab will probably

not affect their future careers or lives, students are mistaken in believing that their science classes are irrelevant. Rather, science classes are an essential part of learning because they allow us to engage critically with the scientific news that shapes public policy, in turn dictating our lives. However, just knowing the science is not enough. So, I propose that the school should make a scientific media literacy project that is a required part of the biology, chemistry, and physics curriculums. This project would serve as an equivalent to current events in history class.

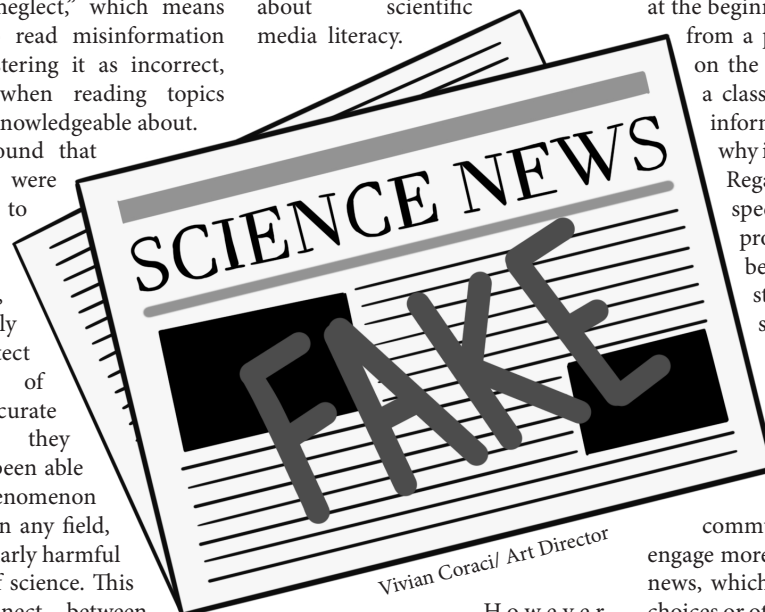
When looking at recent events, the need for a scientific media literacy project is evident. Take the COVID-19 pandemic, for example. In the early months of the pandemic, many stayed inside, wore masks, and took necessary precautions to prevent the spread of COVID-19. However, as the pandemic continued and people grew restless, many politicians pandered to the restless population by spreading misinformation about the virus and the vaccine. As a result, many Americans falsely believed that the vaccine was ineffective or outright dangerous, which prolonged the pandemic and took the lives of many Americans. Had the public been taught to engage more thoughtfully with scientific news, many of these negative effects could have been reduced.

Another reason we need scientific media literacy education is people's

inability to catch false information in news articles. According to Lisa Fazio, a psychologist at Vanderbilt University, people often suffer from “knowledge neglect,” which means they tend to read misinformation without registering it as incorrect, particularly when reading topics they are not knowledgeable about. Fazio also found that when readers were instructed to actively look for errors in news articles, they were only able to detect about 30% of the inaccurate information they should have been able to. This phenomenon can be seen in any field, but is particularly harmful in the field of science. This clear disconnect between a person's knowledge and their ability to spot misinformation highlights why scientific education alone is not enough to prevent the accumulation and spread of scientific misinformation.

Currently, the school does not emphasize limiting the consumption of misinformation in science classes. It would be remiss of me not to mention the ways the school has worked to educate its students on this issue, though. Starting just this year, science teacher Lauren

McGinty began teaching a class titled “Chemistry, Consumerism, and Citizenship,” which began with a project dedicated to learning about scientific media literacy.



However, this topic is not emphasized in any required science class; students in chemistry or physics do have two research projects each year, but they are instructed to get this information from government websites or other similar informational websites. There is no requirement to even read a primary research paper or discern the validity of a news article.

A scientific media literacy project could be as simple as reading a handful of news sources about a given topic, identifying how the information

differs, and then discerning what is factually correct. Or, the project could be to read a news article and then read the abstract (the summary at the beginning of a research paper) from a primary research source on the same topic, followed by a class discussion on how the information is presented and why it differs between articles. Regardless of how the school specifically implements this project, similar work has been shown to increase students' ability to identify scientific misinformation on news sites, social media pages, and even company websites by two to six times.

Having a scientifically literate community allows students to engage more critically with scientific news, which often influences policy choices or other important decisions. There are, of course, the obvious and very important examples of the COVID-19 vaccine or climate change deniers, but even less well-known topics, such as the safety of nuclear power plants or our country's ability to explore space, are subject to misinformation. So, in pursuit of its core values, the school must make a greater effort to educate its students on how to engage with scientific information in and out of the classroom.

## Confident articulation: The unparalleled benefits of debate clubs



Hannah Becker & Avery Vukhac

As Eminem once said, “His palms are sweaty, knees weak, arms are heavy.” With this quippy line, Eminem accurately described the fright and panic we used to feel when teachers cold-called on us or when it was time to give a presentation. Yet, with our persistent engagement in Model Congress, our palms are now dry, our knees are strong, and our arms are as light as feathers when speaking to an audience. As such, it is imperative that all students join speech and debate clubs.

Public speaking is a lifelong skill that we use in various situations, whether we are arguing with NFL fans about Travis Kelce and Taylor

Swift's relationship or presenting our current events projects in history class. Indeed, public speaking improves our argumentative skills, critical thinking tactics, and self-confidence.

Most of our generation has struggled to develop their public speaking skills. Two years disrupted by online school, combined with our extreme screen time, has stunted our social engagement and reduced our opportunities to learn this form of communication. Social anxiety, mixed with disengagement, leads us to ask: why give a presentation from knowledge and memory when we could simply read off of a script from behind our screens? Why argue or debate with someone when we could send them a quick text instead? However, we must focus on the future and invest in retraining ourselves to be powerful, confident

speakers.

Luckily, our school offers countless speech-based clubs—Model UN, Model Congress, Parliamentary Debate, Public Forum Debate, Mock Trial, etc.—that help students improve their public speaking skills. As students, taking advantage of these plentiful resources will benefit us in both the short- and long-term.

The two of us have participated in Model Congress for multiple years. Throughout our Model Congress journeys, we have seen a significant improvement in our public speaking skills. Speaking in committees ranging in size from 20 to 50 strangers has forced us to engage confidently with other students. While we initially hesitated to argue about topics ranging from annexing Canada to vocational education, attending multiple conferences has exponentially improved our confidence.

Speaking in front of strangers can be more difficult than speaking to your peers and teachers due to the fear of embarrassment.

Model Congress conferences—especially those hosted by large universities such as Harvard and Yale—consist of students from around the world, leaving you unfamiliar with most, if not all, of the people on your committee. Being exposed and encouraged to speak publicly in front of an entirely new audience puts speaking in class into perspective. Surely, the prospect of participating in English with familiar classmates becomes less daunting.

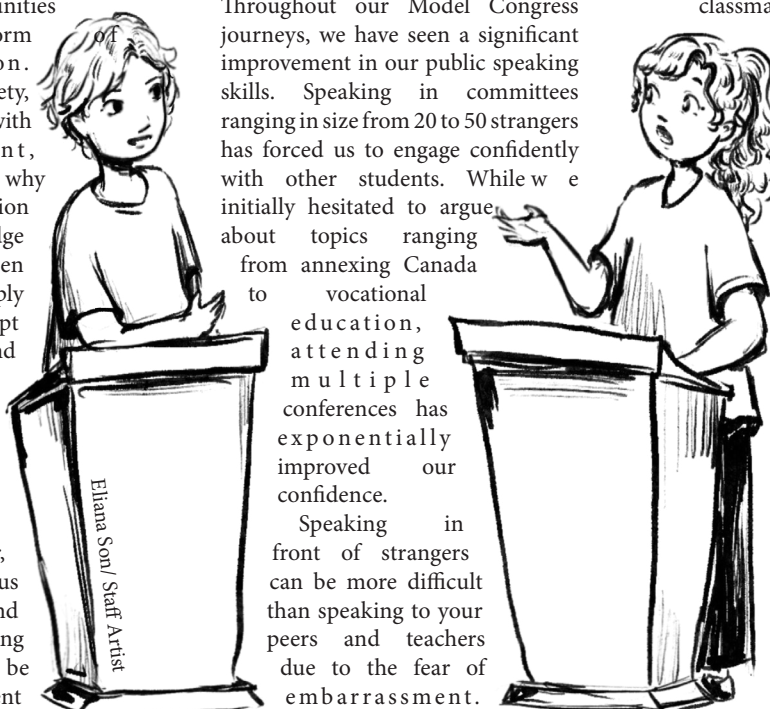
It is clear that testing and adopting various strategies has been paramount to our success in becoming strong public speakers; gaining confidence is another crucial benefit. Instead of letting anxious thoughts consume our minds right before participating in class or elsewhere, we can more actively listen to the current speaker and organize more thoughtful

responses.

Learning to articulate your thoughts efficiently is a critical tool beyond high school. In the future, mere knowledge will not ensure success; you must also be able to interact with others in an emotionally intelligent manner. Whether it is obvious or not, public speaking is present in every social interaction. Debate clubs teach the foundations for this skill.

We have undoubtedly reaped the benefits of joining a debate club in both the social and academic realms. The results of attending and participating in conferences gradually appeared in our daily conversations with friends and family, in interviews and meetings, and in our English and history classes. The club has taught us to convey our thoughts assertively without letting our nerves hold us back, while also providing a safe environment to experiment in and learn from other students.

Public speaking and debate clubs are more than platforms for honing communication skills; they are communities of like-minded individuals bonded by a shared passion for expression and discourse. As Horace Mann students, we can teach and learn from each other, sharing unique and impressive skills to build confidence and speak persuasively.





# Black Student Union and Alvin Ailey host dance workshops

ANYA MIRZA  
Staff Writer

"I was completely blown away by how amazingly the workshops went," Horace Mann Dance Company (HMDC) co-president Bethany Jarrett (12) said. "We had over 100 students attend our E and G period workshops in total, and everyone really participated enthusiastically and put their all into the dances and music that we learned."

To celebrate the start of Black History Month, the Union partnered with the HMDC to organize four West African and Horton-based modern dance workshops taught by guests from the Alvin Ailey Dance Company. The workshops were open to all students and took place on Tuesday.

The Union President Nia Huff (12) came up with the idea to hold these workshops and worked with dance teacher Angela Patmon and the HMDC to make them into a reality, she said. "As we began to develop the framework for the assembly, we thought having dance workshops would be a great way for the student body to interact with Alvin Ailey on a more personal level," Huff said.

As a member of the HMDC and the Union, Jarrett was involved in several logistical Zoom calls, including one with the Alvin Ailey Events and Programming staff. "I appreciated being able to give student input on the assembly to make sure that Alvin Ailey's would be interesting and engaging even to people who might not know a lot about dance," Jarrett said.

One reason that Huff chose to invite the Alvin Ailey Dance

Company to the school is because of the historical significance of dance in African American culture. "Alvin Ailey is such an important symbol of black culture within America," Huff said. "Alvin Ailey Dance Company represents resistance and creativity and how Black people have created their own forms of joy, resilience, and movement."

The workshop taught the importance of dance in the African American community in a way that was not feasible for an assembly, workshop attendee Charles Chaitman (11) said. This is in part because the workshop groups were small, providing a more personalized learning experience and the knowledge that comes from being able to participate in the dance itself, he said. "I think it's important that we're not just passive viewers of dance, but that we try to experience it for ourselves because it helps understanding and learning," Chaitman said.

The historical and cultural significance of the Alvin Ailey Dance Company is evident in the style of dance that they specialize in and taught during the workshops, Jarrett said. The dance style combines modern techniques such as Horton with traditional West African movements, she said. "Alvin Ailey is really notable in that their dancing is not just focused on the movements, but also the community outreach." The company provides free dance classes throughout New York City and performs a great deal of educational work, she said.

Hip-hop dancer Elizabeth Lam (10) felt more familiar with the West African dance style she learned during

the West African dance workshop, Lam said. "It's the basis of hip-hop. It's a lot of jumping, bouncing back and forth and strong hand movements," she said.

HMDC co-president Kristy Xie (12) enjoyed both workshops and also noticed the stark difference between the two dance styles taught, Horton and West African, she said. "For the West African, two dance styles were taught. They were makuru and kuku, and students got to experience two dance styles in one period, which I thought was quite amazing," Xie said. These two dance styles were centered around full-body movements, Xie said. In the Horton workshop, on the other hand, students focused more on techniques such as foot positioning and balance, she said.

In addition to the dances themselves, students learned about the percussion that accompanied the dancers in the West African dance workshop, Jarrett said. "We were taught a short combination of popular traditional West African steps, while learning about the specific djembe [drum] rhythms that accompany them." Students then learned how to dance to the rhythms of the djembe for their final dance piece, Jarrett said.

A highlight for Huff from the West African dance workshop was seeing students perform the choreography they learned at the end, she said. "Everyone supported one another when we broke up into two groups and watched each other do the choreography."

In addition to its world-renowned fame, the Alvin Ailey Dance Company holds personal significance for those who identify as African American at the school, Huff said.



STUDENTS DANCE ON STAGE

Photo by Elizabeth Lam

"I used to do Alvin Ailey myself, I danced there for seven years and I used to go to the shows, so it is very personal to me since I spent so many years there," Huff wanted to share this part of her identity with the school community through the assembly and workshops, she said.

Similarly, Patmon had extensive personal experience with Alvin Ailey, she said. Growing up, Patmon went to a predominantly white institution and often wasn't surrounded by biracial people and people of color, particularly within dance, she said. When Patmon was in her college dance history class, she was first introduced to Alvin Ailey, she said. "I didn't know something like this existed. I feel like I'm seeing my culture on stage. I'm seeing people that look like my family look like me

on stage," Patmon said.

The addition of the Alvin Ailey dance workshop allows students to learn about African American culture in a unique and engaging way, Xie said. "I hope students have fun and learn something new. I've never tried African dance, so it's a new style for me and a new experience and if I end up liking it, it could become a new hobby."

Similarly, Jarrett hopes that students enjoy themselves and learn something new from these workshops that they cannot learn in a traditional classroom environment, she said. "I hope that it really inspires students to go into Black History Month saying they can try something new and have respect and understanding of this dance company they might not have known about before," Jarrett said.

## Students decompress at Wellness Wednesday workshops

CLARA MEDEIROS  
Staff Writer

"While we were playing with the dogs, everyone was talking about their problems, almost as if they were letting them go through petting them, and I think that is what this day is all about -letting go of problems through doing simple activities like petting a dog," Kayla Choi (12) said.

This week, the Counseling and Guidance Office alongside students

from the Wellness Initiative Club (WIC) hosted Wellness Wednesday. This year, the WIC aimed to have interactive workshops like yoga, skateboarding, mindfulness, knitting, and quiet drawing, Psychologist Dr. Liz Westphal said.

A few years ago, instead of Wellness Wednesday, a whole week was devoted to wellness, Upper Division Director of Counseling and Guidance Dr. Daniel Rothstein said. "Having a full Wellness Week was

important at an earlier stage with the goal of raising awareness about the importance of mental health issues and wellness in general, but we found that having one day of wellness is more effective, particularly this year where we plan to have a second day in the Spring."

Presidents of the Crafts for Comfort club Leah Marquardt (11) and Leila Dossani (11) responded to the interest from the WIC sent out on the last day of the first semester, hoping to lead a workshop in knitting and crocheting, Marquardt said. "We wanted to provide a comfortable and peaceful environment because I think that by doing crafts, like knitting and crocheting," she said. "You can relieve your stress and disconnect from school or life in general."

Sammy Underberg (11) went to the Therapy Dog workshop with her psychology class during D period, she said. "The atmosphere was relaxing because everyone in there was distracted by the cute dogs, and you could feel the stress going away."

With her English class, Choi attended arts teacher Ron Logan's

Mindscape Landscapes workshop, where students painted landscapes using oil paints and listened to calming music, she said. "This day was a great way to show students how they can relieve stress, however, it was only helpful for the people who could attend workshops, so it could have been more effective if more teachers took their students or more awareness about the day."

English teacher Rebecca Bahr

believes that Wellness Wednesday is especially important because it gives students the opportunity to take a break from their routine in the middle of winter, a time when everyone is feeling particularly drained and stressed, she said. "I really appreciate the fact that this was a student-led initiative because when it comes from the students, it is usually more powerful."



FINDING BALANCE ON BOARDS

Courtesy of Chloe Ludwig

*Congratulations to Science Olympiad for qualifying for States in the Regional Science Olympiad Competition by placing in the top four schools!*



# Lombardo's photographs featured at Bronx Museum gallery

CIANA TZUO  
Staff Writer

Visual Arts teacher Emily Lombardo presented their art in the exhibition, "Bronx Calling: The Sixth Aim Biennial" at the Bronx Museum last Friday. Lombardo's work was showcased along with other recipients of the Artist in Marketplace fellowship, which is a group of emerging artists involved in a nine-month-long program that guides

and provides artists with resources. At the end of the program, fellows received the chance to display their artwork in the gallery, Lombardo said.

Participating artists submitted either a collection or a single piece to the gallery. The gallery revolved primarily around themes of capitalism, colonialism, and global social issues, though Lombardo submitted seven copper etchings inspired by the work of Francis Goya focusing on the harms of climate change.



MODERN SOCIETY

Courtesy of Emily Lombardo

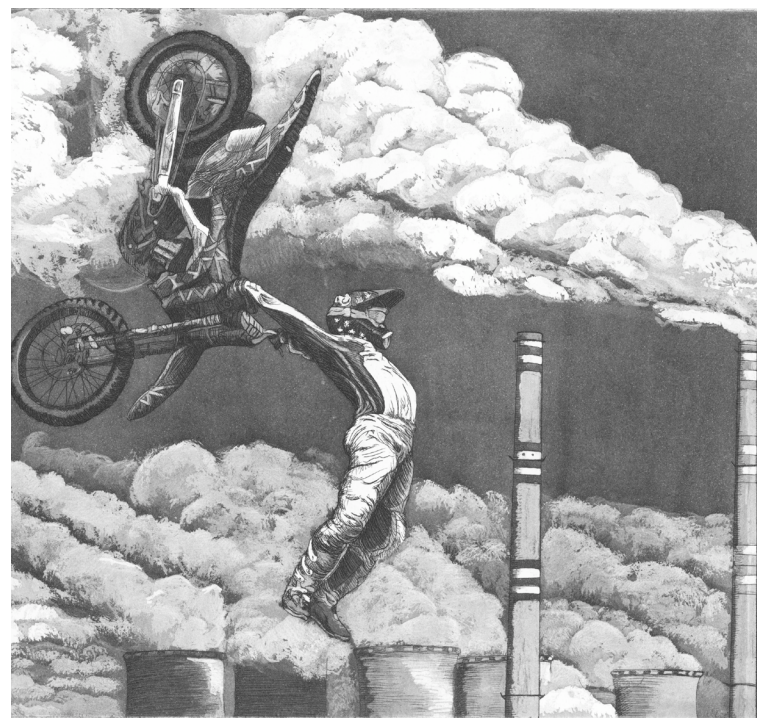
Their submission reimagined and rethought Goya's work in a modern framework, Lombardo said.

One of Lombardo's etchings depicts a group of people building a beautiful sculpture in an area experiencing a drought. Another work shows people in a rodeo calf roping, a mirror to Goya's "Goya and the Bullfight," they said. Lombardo's last image depicts a motorcyclist jumping with smoke coming out from the factory chimneys behind him.

Society's constant need for entertainment gives Lombardo the impression that people are running away from their problems and ignoring the harm they are doing to the world, Lombardo said. "My work aims to show the idea that we are so distracted by our grandness and distractions in life that we don't realize we are destroying the planet as we are going along our everyday life."

Having the opportunity to display their artwork in the Bronx, a community they call home, allowed Lombardo to develop as an artist and give back to their community, they said. "[My family and I] live in the Bronx, raise our kid in the Bronx, and my dad was born in the Bronx and I've moved around a lot, but the Bronx has always been a part of my narrative," they said.

Seeing their work in the gallery with their family and friends was also very fulfilling for Lombardo.



CYCLIST SORES

Courtesy of Emily Lombardo

"Visual arts is a slow build, but eventually you get to put it out there and people see it." However, having your work publicly displayed can also be nerve wracking, they said. "I definitely get nervous before a show, because all of a sudden your babies are out in the world and everyone is looking at them."

Despite the nerves, Lombardo received a lot of positive feedback from the school community. "Many HM faculty members were there at the opening," Visual arts teacher

Mirrie Choi. "It has been amazing to have the honor of seeing their prints in progress and hearing about their process."

Through the fellowship, Lombardo has met new people and found more opportunities, they said. "I have formed some really nice relationships with people I have met in the cohort and I am working on another show in the Bronx with another one of the people from the cohort," Lombardo said.

## UD photographer Barry Mason displays new paintings at two exhibitions

MALACHAI ABBOTT  
Staff Writer

Throughout this month, Upper Division (UD) and Middle Division (MD) photographer Barry Mason will display his oil paintings on non-conventionally shaped canvases at two New York exhibitions. The first of his exhibits will be at the Pelham Art Center Faculty Exhibition, which runs from January 20th to February 25th. The second is displayed at the "Black Artist in the Spotlight" show at the Rye Art Center from January 25th to February 29th.

The paintings are a series of conjoined canvases, featuring an array of colors, symbols, lines, mediums, and letters. One of the paintings features the word "change" spelled backward, a common but powerful theme in Mason's work, he said. "We as people, we change, we adapt to whatever situations," Mason said. Mason drew inspiration from many of the great abstract expressionists of the '40s and '50s, including Jackson Pollock, Frank Stella, Sam Gilliam, and Robert Motherwell. The artists' influences can be seen in Mason's pieces through Mason's experimentation with color, line, shape, and medium.

Mason's artistic journey began in childhood with a passion for drawing and assembling visual pieces, he said. "Basically all my life since I was a little boy I was always drawing and putting things together," he said. By high school, Mason's focus shifted towards painting, an art form he

pursued further during his college years at Indiana State University and at the Corcoran School of Art, where he also developed his passion for photography.

Mason also draws inspiration from his upbringing in the rural landscapes of Snow Hill, Maryland.

"Besides various artists, as well as art movements, I think a lot of my influences were looking at nature, looking at the forests and the trees and how twigs and vines weave in and out to make this beautiful artistic landscape amongst the backdrop of the sun and clouds," he said.

Another one of Mason's influences is popular culture, such as modern music and poetry. He views his paintings as "lyrical abstractions," highlighting the messages of these forms of expression. "I may have some words of peace or hope or sayings of a poem from Langston Hughes."

The paintings displayed in the exhibits were created through the medium of oil on canvas. Mason, like Gilliam or Motherwell, experimented with shaped canvases in these works, he said. "My paintings are very sculptural, they're not a normal rectangular shape," he said.

Because of his use of oil, the creation of Mason's paintings was a slow process. "It's a process that takes place over days, weeks, or months," he said. During this time, Mason was able to fully express himself through his work. "I work on two or three paintings at one time, since I'm working out the process and taking in the details," he said.

Mason finds that his art means more than what is simply on the canvas. "I feel that the message in my paintings that I hope to convey are of positivity, hope, peace, equality, etc. The power of art overall which speaks to us all through words, colors, lines, forms, and shapes."



MASON'S SCULPTURE

Courtesy of Barry Mason





Headshots by Evan Contant



## Girls Starting Lineup



Caroline Eizenstat



Tyler Rosenberg



Audrey Goldberg



Ava Parento



Anoushka Parakh

## GVB seeks revenge against Riverdale at Buzzell

ADEN NATHOO  
Staff Writer

Despite recent losses, the Girls Varsity Basketball Team (GVB) hopes to win this year's Buzzell game against the Riverdale Falcons. This is the team's first matchup against Riverdale this season, and they are excited for a close contest, captain Tyler Rosenberg (12) said.

GVB coach Andrea Garcia hopes to rectify some of the team's issues with scoring and confidence, she said. "I think the biggest thing we need is confidence in ourselves," Garcia said. This Saturday will mark Garcia's first time coaching the Buzzell game. "I am really excited to see what it's all about," she said. "Every player is a scorer and has the

opportunity to be the team scorer at any given moment," she said.

Although she has a positive attitude about the game, Garcia expects Buzzell to be a tight game for GVB, she said. To prepare for the game, the team watched Riverdale's performance videos to analyze their strengths and weaknesses. "We were able to watch them on film to learn how to attack their weaknesses," she said.

Although GVB suffered recent losses to Fieldston and Dalton, the team hopes to learn from their mistakes and strategize ahead of Saturday's game. As a more defensively-oriented team, the Lions look to improve their offensive play, Ava Parento (10) said. "This week at practice, we're really focusing on

offense because it has been a weak spot of ours," she said.

In preparation, the team has been running to build up their stamina before the match, she said. Standout players to look out for at Buzzell include Caroline Eizenstat (8), the youngest member of the team, Parento said. Parento is excited to see Eizenstat grow as a player at the upcoming game, she said. Another standout player is Audrey Goldberg (12) who has been a great senior captain, and players who have improved the most this season are Ellie Romero (11) and Malina Patel (10), Parento said.

The team played two games the week before Buzzell to help them prepare. During the game on Tuesday, GVB lost by 19 to

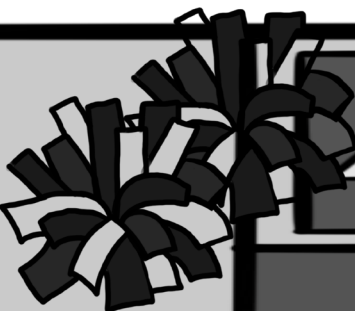
the Loyola School and won 44-14 against the Heschel School on Wednesday. "We used these games to focus on what we haven't been strong with previously in the season, like rotating the ball efficiently or having a stronger defense," Romero said.

While the team has great ball handling and skilled shooters, they still need to improve on driving more and being more aggressive as a team, Romero said. Romero looks forward to becoming an even stronger player, she said. "I want to get better, and since [the team] is fun, it doesn't feel like a chore to me, so I put in a lot of effort and the effort is helping me improve," Romero said.

Patel's improvement as an

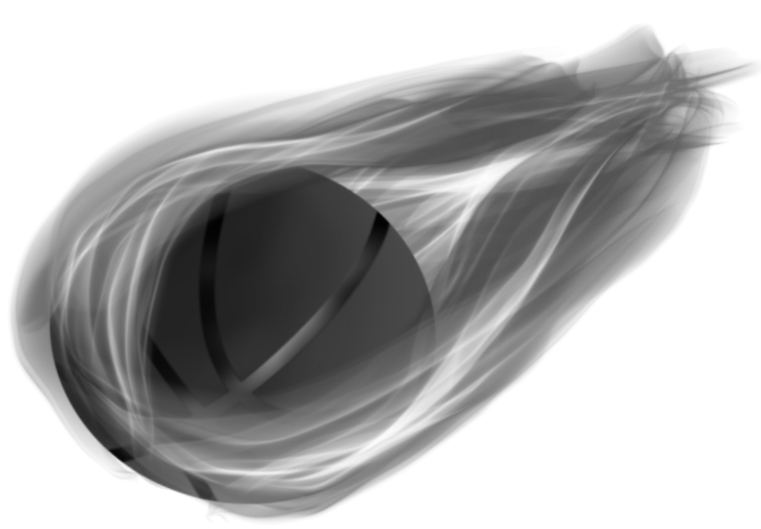
offensive basketball player has allowed her to reach her goals as an athlete this season, and her confidence, comfort on the court, and shooting have all improved over the course of the year, she said.

Saturday's game will be Rosenberg's last Buzzell and she looks forward to the school support at the game. "It is kind of bittersweet because it's my last Buzzell, but I really enjoy it and I know the other girls on the team enjoy it as well," Rosenberg said.



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*Boys Starting Lineup*



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**Boys Varsity Basketball plans to defend Buzzell trophy**

MINZ VORA  
Staff Writer

Boys Varsity Basketball (BVB) will face off against Riverdale tomorrow at Manhattan College for the annual Buzzell Games, and the team has been working hard to prepare. “I’m looking forward to defending the trophy,” shooting guard Andrew Phillips (12) said.

The team has had an up-and-down season, BVB Coach Harry Bauld said. “We have, of late, started to play well together. It took a while to establish the chemistry in the team with a mix of players young and old.”

Having seen Buzzell Games going back to the 1980s, Bauld consistently noticed intensity of the competition,

he said. “We’re preparing for some intense competition because it’s something that both sides gear up to win hard.”

Jack Mogelof (12) is also looking forward to facing Riverdale again after a loss earlier in the season. “Our first game against Riverdale this season came down to the wire, and we ended up losing,” Mogelof said. “Getting a chance to play them again at Buzzell has been on our minds since then.” The team has been watching replays of their own games as well as Riverdale’s in order to improve on weak points and strategize, he said.

The Lions have also been working on improving critical skills in their game, such as free throws, preventing turnovers, team defense,

and rebounding, Bauld said. Their most recent game was a close loss to the Columbia Grammar and Preparatory School because of failed free throws and rebounding, he said.

Ryan Lutnick (12) said the team has also been adding some new plays in preparation for Buzzell, he said. BVB did not have a game this week, so the team has been able to focus and prepare for Buzzell.

The team will also have to adjust to Manhattan College’s larger, college-sized court, Bauld said. Being wider and longer than its high-school-level counterparts, the Buzzell court allows the team to run different plays and defenses. “The three-point circle is the college three-point circle, which is a little

further away than our three-point shots,” he said. Bauld is having players prepare by standing further back from the line when making three-point shots, but hopes the team will be able to practice on the larger court before the game, he said.

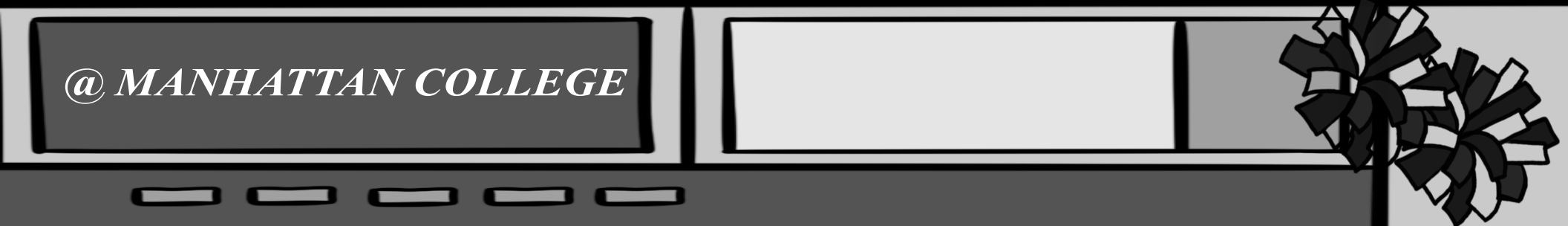
Mogelof is also excited for the return of “star player” Gray Pasmore (11) after his hamstring injury last week, he said. “He really meshes well with the team and brings much-needed energy,” Mogelof said. “I am so excited to watch him dunk at Buzzell. The crowd will go crazy.”

Phillips, who will play in his second Buzzell Game on Saturday, enjoys the audience support at Buzzell, he said. Phillips expects

a large turnout, particularly from the senior class. “The atmosphere is very energetic, and I enjoy the chants from the crowd,” he said.

Lutnick also looks forward to the crowd support at his last Buzzell Game. “Playing in front of a lot of people makes the game way more intense and gives it higher stakes,” Lutnick said.

All art by Vivian Coraci





# Looking back at the history of Buzzell in preparation for the 73rd Annual games

JULIA LOURENCO  
Staff Writer

Tomorrow, students and teachers at the school and Riverdale Country Day School are set to ignite Manhattan College's Draddy Gymnasium at the 73rd annual Buzzell Games in a rivalry that transcends sportsmanship. Continuing a long-standing history of hilltop competition involving flaming cars and graffiti, the evening will feature two electrifying matches with the Girls and Boys Varsity Basketball teams (GVB and BVB) competing against the Riverdale Falcons for the Buzzell Trophy.

The event is named for Robert "Bob" Buzzell, a student of the school and an avid athlete who died of polio in 1950 while he was a junior in the Upper Division. After he passed, a group of his friends created the Buzzell Game in his honor, using the game to collect funding for the March of Dimes Foundation, the leading polio research foundation of the 1950s. Today, MDF researches limiting preventable maternal and infant deaths and the causes of birth defects and preterm labor.

In honor of Buzzell, all Buzzell proceeds continue to be donated to the March of Dimes and the American Cancer Society, Athletic Director Matthew Russo said. The cost to attend the event is now five dollars, compared to the 50 cent cost in 1951.

While Buzzell has changed throughout the years, at its core, the event remains the same; it is a night to honor the senior players, donate to an important cause, and experience the excitement of a never-ending rivalry, BVB Coach Khiray Bautista said. The first ever Buzzell Game, held on February 12, 1951,

was also against Riverdale; however, it only featured the boys' team. The original Buzzell also included a post-competition faculty basketball game, which was later discontinued in 1986 and replaced with an alumni game until 1988.

Over 500 families and faculty from the school and Riverdale attended the first Buzzell, creating an intense and competitive atmosphere. Early Buzzells alternated between Friedman Gymnasium and Riverdale's Mark A. Zambetti '80 Varsity Gym. However, the event moved to Manhattan College in 1979 to accommodate the 1000-plus spectators who came to watch the game. In order to grow the number of spectators, the Athletic Department moved the games from the Friday before Presidents' Day weekend, to tomorrow, Russo said.

The original Bob Buzzell Memorial Trophy for BVB, donated by the Infantile Paralysis Foundation of New York, is still used today alongside the one later created for GVB. The winner of each Buzzell gets to keep the trophy at their school for the year, after which it is up for grabs at the next year's game. "The trophy solidifies our victory. With a rivalry like ours, it's not enough to just have the win on paper, we want proof of it," Anoushka Parakh (10) said. The BVB trophy spent the year at the school, and the Falcons took home the GVB trophy last year.

Competition between the two schools was so intense in 1989 that Buzzell was canceled and almost permanently suspended after spectators began throwing toilet paper at opposing players and using profanity in disrespectful chants about players. While the crowds are still wild today, they no longer use the opposing school's SAT average as a chant during halftime.

That same year, school pride was



SHOOTING HOOPS IN '89

Courtesy of Evan Contant

so high that a few Riverdale students drove a flaming car into the school's cafeteria a few days before the Buzzell. Students from the school also graffitied Riverdale's and Manhattan College's campuses with vulgar language about Riverdale's students. To convince administrators to continue with Buzzell in the future, students from both schools attempted to restrain their behavior and present themselves as civilized, according to a Record article from Volume 89's special Buzzell Issue.

Today, team spirit from the crowds matches energy from past Buzzells, with spectators holding large cutouts of the senior players' faces during the girls' and boys' games, Bautista said. "The seniors always like to see their faces in the crowds, the game is already so spe-

cial for them, and seeing them be recognized in that way is always exciting for them."

For BVB player Jack Mogelof (12), getting the chance to be surrounded by such a large audience during the game is even more special this year because of the cancellation of Homecoming in the fall, he said. "I was on the [Varsity] Football team and was disappointed when [Homecoming] was canceled, but that now makes me even more excited to get a chance to play in front of such a large crowd [tomorrow]."

Aside from remembering Robert Buzzell and donating to the March of Dimes, Buzzell also offers an opportunity to honor senior players on GVB and BVB. This year, the Lions will continue their long-standing tradition of starting the game with a lineup of all the seniors on the team and then rotating in players from other grades, Bautista said. "A lot of our seniors grew up in this culture, having started basketball with us in their freshman year, so we owe it to them to end on a high note and get to shine during the most important game of the year."

Much like the students and teams at both schools, the school's Spirit Squad holds a rivalry against Riverdale's dance team during halftime, Elizabeth Lam (10) said. The Spirit Squad will perform a three-song routine this Buzzell, which they have practiced since the cancellation of Homecoming in the fall. Because the event was canceled, the dancers used two of the three pieces they would have performed at Homecoming for Buzzell, in addition to a new dance choreographed by Gisella Fischberg (12), Lam said.

The group will perform 7/11 and ENERGY by Beyonce, and Beauty And A Beat by Justin Bieber and Nicki Minaj. "We wanted to perform some really high-energy pieces to keep the fun energy of the

game going," Lam said.

With a 54-36 win against the Falcons last year, BVB hopes to continue the team's year-long winning streak. "This week, we've had no games, so we've been watching Riverdale's films, doing heavier conditioning, and more drills to get ready for the [BG]," Mogelof said.

For GVB, Buzzell will serve as redemption for a tough season this winter and a loss against the Falcons at last year's game, Parakh said. GVB had two games this week prior to Buzzell, which were entirely devoted to testing different strategies in preparation for Saturday's game, she said. "We really want to bounce back against Riverdale, especially after the last few games we've had, so we're going to honor our seniors and bring on the heat against them on Saturday," Parakh said.

For new coaches, like GVB Coach Andrea Garcia, experiencing the magic of the BG for the first time is something she has been looking forward to all week, she said. "I've heard the name of Buzzell thrown around very often here, and since I got the chance to read about its history, I'm really excited to finally see what it's all about."

For previous GVB Captain Jennifer Capla '95, the connection between previous GVB Coach Ray Barile and the team made the event all the more special, she said. "In my last year, [Barile] came up to us seniors at the beginning of the game and said, Buzzell is a special game. This is your chance to show off all the hard work you've put in over the past four years to a crowd of over 600 people. This is a moment you won't forget for the rest of your life, so give it all you got."



SLAM DUNK!

Courtesy of Evan Contant