

The Record

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Letter to the Editor: Dr. Deborah Kassel on using our shared experiences to build bridges

In a New York City public school at the prelapsarian age of six, I found myself in a most embarrassing predicament. It was our first grade class trip, and I still didn't know how to tie my own shoes. Sensing my panic, the silent, new girl from an ancient land rescued me with one deft knot--like a Deus ex Machina of unlaced soles. Although she did not speak a word of English and had no good reason to help me, in that moment, Najwa and I became life-long friends.

We tried to better the world in our own small way by taking sponges and soap to our apartment building's graffiti-ridden facade, marching with fellow third graders against Board of Education budget cuts, along with a 9-year old Cynthia Nixon who would later run for Mayor.

One day our favorite show 70s rom-com Love American Style (arguably an ancestor of Sex and the City) was preempted when a broadcast from the Middle East broke across

the screen. That day we watched history being made as Egypt became the first Arab country to recognize Israel's right to exist.

It was then that I learned that Najwa's father was also a first--the first Arab to represent Israel to the United Nations, appointed by Prime Minister Golda Meir herself.

A decade later we are stretched out on the cool marble floor of her living room in her village of Isifiya, Israel, listening to the hauntingly inspiring words of John Lennon. The sun sets with graceful tranquility as her mother packs chopped meat into freshly picked grape leaves and recounts real-life tales of reincarnation--a fundamental tenet of the Druze religion.

It is a secret faith that dates back to the early years of Islam, around 632 AD when the prophet Mohammad inspired the birth of the world's fourth oldest monotheistic religion. Neither Shia nor Sunni, the Arabic-speaking Druze subscribe to the ideas of many faiths. Their secret books feature the teachings of Plato

and Socrates, the Old and New Testaments, Buddhist ideas, and the Koran. Those who have not been born into the faith cannot enter their houses of worship. Yet every Druze who is alive today has lived before. To leave this world as one person means coming back as another. Persecuted for generations, they are keenly aware of their responsibility to the future. It was no accident that Najwa's house was perched in the high hills of Haifa. Since the centuries'-long reign of the Ottoman Empire and European colonization, the Druze have historically found refuge in the mountainous regions of the Levant. As Israelis with full civil liberties, they practice their religion proudly and openly, speaking both Arabic and Hebrew, and serving in the Israeli Parliament since 1949.

I had the unique honor of learning all of this the summer of my junior year, watching my friend's father, who would soon be voted into the Knesset by his Arabic constituents, charting a route to peaceful and respectful coexistence.

On any given day, I was greeted with overflowing platters of pistachios, dried fruits and sweet tea in Muslim, Bedouin, and Christian Arab homes, as Najwa's father presented his own reality as a Druze living harmoniously and prosperously with his family as full citizens of Israel.

It was the most inspiring experience of my life, planting in me the tiny hope that I might play some small role in contributing to peace. As a teacher, it is my enduring responsibility--to help my students achieve mutual empathy through the ongoing acquisition of knowledge and personal experience in combating ignorant, ahistorical, hate-fomenting narratives. I hope you will join me.

Sincerely,
Deborah Kassel, Ph.D. '84

Congratulations to the senior class on graduating!



All photos courtesy of Barry Mason

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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.

Andrea De Jesus becomes Dean of the Class of 2031 after one year at the school

RENA SALSBERG
Staff Writer

Middle Division (MD) English teacher Andrea De Jesus will assume the role of Grade Dean of the Class of 2031 next year in addition to continuing to teach one section of English classes.

Although balancing the role of both Grade Dean and English teacher will be difficult at times, DeJesus believes she will be able to juggle both roles

successfully. "My plan is to listen, ask a lot of questions, and approach the year with curiosity and strong organizational skills," she said.

This year was De Jesus' second year teaching at the school, but she has extensive experience working with students at other independent schools, she said. She has worked with sixth-grade students for over 25 years, so becoming a dean felt like a natural next step to her, De Jesus said. "Helping to support and guide students and families through middle

school has always been an essential part of my professional career," she said. "I believe nurturing the whole child helps students reach their fullest potential, and this position will allow me to do just that."

The other grade deans and Head of MD Javaid Khan have supported De Jesus through this transition and answered her questions, she said. "They are present, willing to help, and answer any and all questions that I have. They are an outstanding group of professionals."

Transitioning into the MD can be difficult for many students, so it is essential students feel a sense of belonging and comfort at school, De Jesus said. "My goal is to create a strong sense of community that meets the mission of our school, to create a sense of accountability and support for our students, and to set a strong tone around empathy," she said.



NEW DEAN Courtesy of Ben Rafal

TEACHERS LEAVING

Mr. Gruen

MINZ VORA
Staff Writer

"I want to give [my children] the best version of myself," Engineering Teacher Sam Gruen said. After four years at the school, Gruen will be leaving to spend more time with his family, he said.

A former student at the school, Gruen returned to the school during COVID-19, serving as an engineering teacher, while also taking on other roles, such as department chair. He currently teaches three classes: Introduction to Engineering, Production Engineering Workshop, and the new full-credit Challenges in Engineering class.

Kaavya Girdhar (12) appreciates Gruen's dedication to his students, she said. When Girdhar was online during her freshman year, Gruen made sure that she received all the necessary materials, from screwdrivers, to goggles and calipers, she said. "Those small things really made a difference in me wanting to continue doing engineering," she said. "I was like, 'Okay, even though I'm

not there, this teacher really, really wants to support me."

Gruen has also encouraged Girdhar to learn new skills and pursue her interests. "[Gruen] says to do the things that you're good at, but also do the things that you really, really enjoy," she said.

Lauren Schessel (11) believes that Gruen played a large role in facilitating her love of engineering. She enjoys Gruen's music choices (referred to as "truck tunes") and sense of humor, such as when Gruen tells his students to "RTFM," which stands for 'read the fudging manual.' "I'll definitely miss having him in the basement," Schessel said.

Gruen loves seeing students succeed at something they previously struggled with, even if it was something seemingly small. He believes that his main focus is to influence the student body that he was once a part of. "I'll put it this way," he said, "I don't know that anybody has sent more students to the dean's office than I have since I started. But the students that I did send to the dean's office are the ones that reminded me



POSING TOGETHER

Photo by James Moore

of me."

Gruen is considering returning to the school in a couple years. He believes that spending more time with his children will help him to

further develop his teaching skills, he said. "If I were to come back, I'm confident I'd be a better version of what you see today."

Mr. Deards

MINZ VORA
Staff Writer

After one year at the school, mathematics teacher Gabriel Deards will be leaving the community. Deards joined the school in an unconventional way. After Physics Teacher Jane Wesely was summoned for a four-week-long grand jury trial earlier this school year, Physics Teacher Oleg Zvedin submitted Deards' resume on his behalf. Upon returning from a conference, Deards learned that he had been hired as her replacement. Then, soon after Wesely's return, there was an opening in the math department, and Deards was hired.

Although Deards' position was

never planned to be permanent, he has enjoyed his time at the school and is considering pursuing teaching in the future, Deards said.

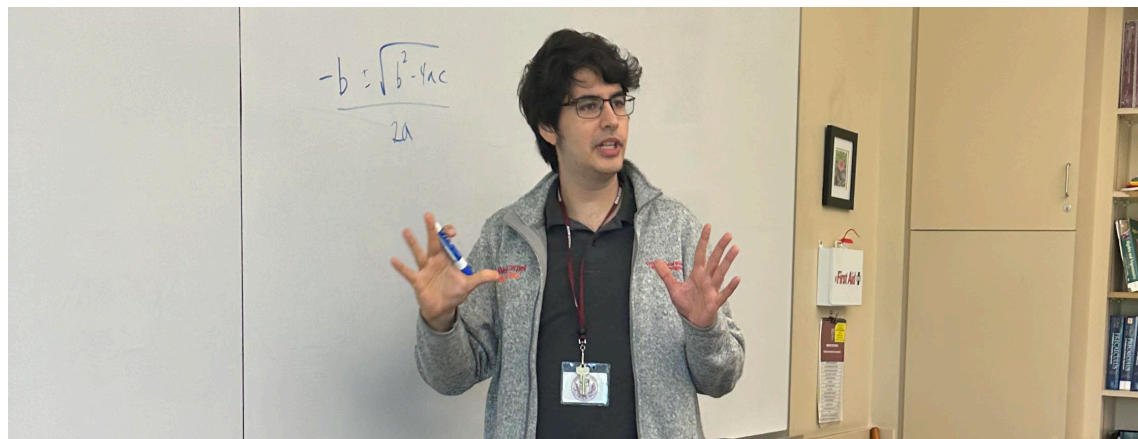
Prior to his time at the school, Deards researched at Weill Cornell Medicine and worked on obtaining a PhD, he said. At the moment,

he is unsure if he will return to this research or if he will continue teaching elsewhere.

Deards' students enjoyed his

teaching method. "He's very interactive with the class. He always tried to make sure everyone understood the content," said Amaris Christian (11).

Deards has enjoyed his time with his students, though he was only here for a short time. "I came to really respect every student here deeply," he said.



QUADRATIC FORMULA FUN

Photo by Lexi Lawsky

Dr. Ladd

MAYA RANGARAJAN
Staff Writer

Passion for languages is what springs to mind when students reminisce about Latin teacher Dr. Cornelie Ladd, who will be leaving the faculty at the end of the school year, Julia Bouchut (11) said. Bouchut has taken Ladd's Latin classes since freshman year. "She's a truly wonderful and extremely knowledgeable teacher who creates a special environment in class," she said.

In 2007, Ladd joined the faculty when she moved to New York after instructing at a university in Holland. Since then, Ladd has instructed students in various levels of German, Latin, and Ancient Greek classes at the school.

Ladd's favorite teaching memory is of an interdisciplinary class called the Origin of Species, which she taught

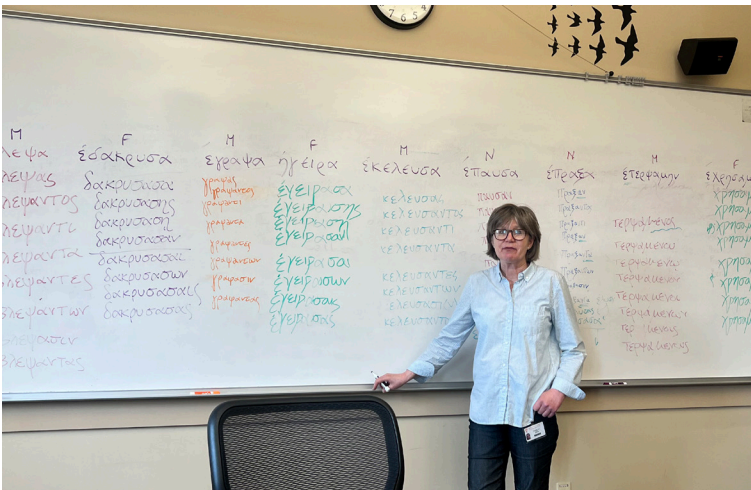
in 2009. She developed and taught this unique class in collaboration with history professor Dr. Barbara Tischler and science teacher Dr. Kathleen Howard. Ladd particularly enjoyed collaborating with teachers from other disciplines and seeing the material through different lenses, she said. "It became clear to me how constructive it is to also understand one's own subject from other disciplinary points of view," she said.

Together with math teacher Charles Worrall, Ladd assisted Karolina Fic (12) with an independent study on Archimedes, a famous Greek mathematician, this year. Ladd was an integral part of the project, without whose guidance Fic would not have been able to successfully complete her project, Fic said. "Every single meeting, we're laughing, smiling, learning, and being productive, so I think she's unbelievable both as a

teacher and a mentor," she said. Ladd's teaching method is captivating, Kaitlyn Fan (9) said. "Those of us who do take her Latin and Greek classes have learned things that are far beyond the curriculum offered in the textbook from her."

Ladd admires the student body's commitment to excel in both classes and extracurricular activities, she said. "Students understand that they are here to become independent thinkers, and that happens also beyond our classroom walls, in the many different extracurriculars Horace Mann offers," Ladd said.

Beyond the classroom, Ladd has influenced the community by serving on many committees, including the Grading Committee and the Schedule Committee. In the latter, she helped push for the fifteen-minute break between B and C periods. Ladd's devotion to improving both student



LEARNING LATIN Photo by Julia Bouchut

and faculty life is inspirational, Worrall said. "She thinks deeply about how we interact with each other and with our students, and always speaks up about it," he said.

Ladd is not entirely sure of her

future plans, but she aims to continue her involvement with education in new roles and pursue some of her hobbies, she said. "My garden is quite neglected, so that could be somewhere to start," she said.

Ms. Fergusson

MAYA RANGARAJAN
Staff Writer

Math teacher Meghan Fergusson will be leaving at the end of the

school year after 13 years as a teacher and four years as the Department Chair. Throughout her time at the school, Fergusson taught every class in the math department, with the exception of

Statistics, Honors Geometry, and Honors Algebra. Fergusson loved every math class equally, she said. "Every class brings its own really fun, exciting thing, and I find a lot of joy teaching each grade," she said.

Fergusson created a comfortable environment in Rose Korff's (11) challenging Calculus with Theory Honors course. "Our class as a whole has developed a close bond with Ms. Fergusson, which we will all remember," she said.

Gabe Jaffe (12) will miss Fergusson's light-hearted demeanor and ability to simplify challenging concepts without compromising deep understanding. Fergusson connects with students, and cares deeply about them learning and succeeding, he said. "She's always able to adapt to the mood of the class and the feeling, which we all find very helpful," he said.

Korff also loved Fergusson's ability to add levity to each class and reduce students' stress, she said. "She sometimes throws markers at the board when we're doing a hard problem together, which we all quite enjoy," she said.

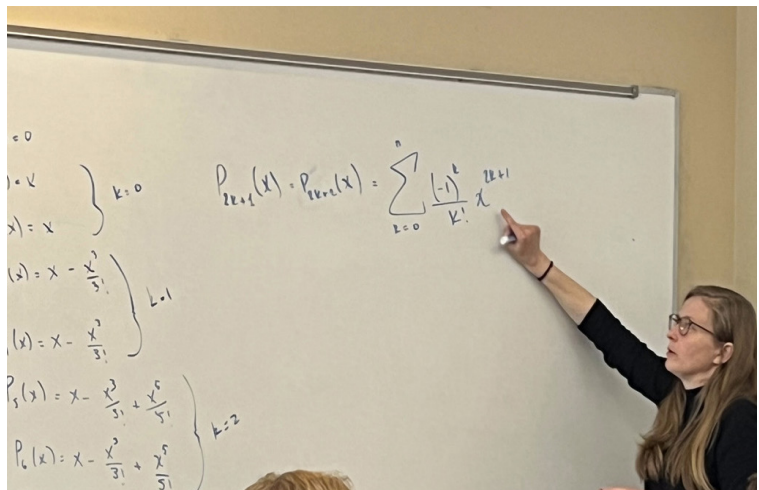
Students of Fergusson's find themselves reflecting on conceptual learning in advanced study. The methods Fergusson taught them will stay with them throughout their future careers, Korff said. "I'm going to use calculus in the future, so I'm definitely going to think about the way Ms. Fergusson taught certain concepts," she said.

Math Department Chair Brianne Gzik will remember Fergusson's encouragement and support as both a colleague and a teacher, she said. "She makes really strong relationships with the kids, and she shares our love of math. We are

going to miss her tremendously," she said.

Aside from teaching math, Fergusson also instructed a course called Philosophy and Identity, which was a half-credit focused on gender and sexuality. She appreciates this class as it allowed her to connect with students in a different setting, she said. "It was really fun because it was something different, and it really forced me to grow as a teacher," she said. She was also the club advisor for the Gender and Sexuality Alliance.

In the future, Fergusson plans to continue exploring math, she said. "While I'm really sad to leave, I'm interested in seeing math in different contexts and I want to try to explore that," she said.



MS. FERGUSSON TEACHES SOME SUMS Photo by Ella Shaham

MAYA RANGARAJAN
Staff Writer

After five years working in both the Middle and Upper Divisions, art teacher Mirrie Choi is leaving the school to pursue new artistic endeavors.

The entire school community will miss Choi, including sculpture student Wendi Zhong (10), she said. "It is a bittersweet moment for us. While I'm glad she's going to get well-deserved rest, I was hoping to spend the rest of my high school years as her student."

Choi devoted a tremendous amount of time to designing and setting up a new studio for her various sculpture and printmaking classes, Visual Arts teacher Emily Lombardo said. "She introduced students to numerous materials and processes which expanded their definition of what 'art' is," they said.

Choi's passion for sculpture and creativity is inspiring, Zhong said. "Every week, I look forward to sculpture. It's the highlight of my day," she said.

Students have benefited from Choi's kind and patient approach to teaching, Raghav Poddar (12) said. Choi provided both students and colleagues with kindness, positivity, generosity, and encouragement. "Even though I'm not in her classes, she lets me use anything and gives me great guidance," he said.

One of Choi's favorite memories at the school was taking about 46 of her students to Storm King, a giant outdoor sculpture park. While the weather had been nice the entire week, the day of

the trip was freezing and rainy, she said. "They were such troopers and we genuinely had so much fun," she said.

Along with her work in the Visual Arts department, Choi played a pivotal role in representing the Asian Community at the school. "Her involvement and contribution to East Wind West Wind and Asia Night leave a huge void that will be hard to fill," Ciana Tzuo (9) said.

Through school events like Asia Night, Choi found a stronger appreciation for her identity, she said. "While I have always been very proud of being Korean American, HM allowed me to feel even more joy & security in who I am," she said.

Inspired by Choi, Zhong has grown to appreciate her culture more as well. "As an Asian-American, having her as a role model helped me feel more comfortable with her and confident about my identity," Zhong

said.

Choi finds the culture and relationships she found at the school incredibly special, she said. "It takes people who are open, vulnerable, and willing to be themselves to form relationships that are so deep and meaningful, and I will definitely miss that when I leave," she said.

Lombardo will miss Choi next year. "Ms. Choi has been an inspiration to me as a teacher and an artist," they said. While they will miss seeing Choi at the beginning and the end of every school day, they wish Choi success in her future endeavors.



PRESENTING STUDENT SCULPTURE Photo by Ms. Choi

Photo by Ms. Choi

Sensei Matsuyama

CIANA TZUO
Staff Writer

"As a teacher, I really look up to [Matsuyama] because she is really good with students and has creative ideas," Japanese teacher Reiko Kawahara said. After three years at the school, Atsuko Matsuyama will leave to teach exclusively at the college level.

While Matsuyama is retiring from teaching high school students full-time, she will be teaching college students part-time. "Full-time work is challenging and taxing both physically and mentally. I miss teaching students, but it's a good time to slow down," Matsuyama said. "Next fall will be my 10th year at Pace University," she said.

Matsuyama is grateful for the appreciation that many students have shown her throughout the years, she said. The biggest positive impact she felt from the school was the teaching experience she gained from interacting with students, Matsuyama said. "They are so sweet! I love them! I will miss teaching them," she said.

From her time at the school, Matsuyama is most proud of Japan Day, she said. "It usually takes two or three weeks to prepare and for

students to choose what they want to perform," Matsuyama said. "All the students put in a lot of effort and I am proud of their hard work."

Kawahara, who is also involved in organizing Japan Day, commends Matsuyama's ability to organize the event. "Japan Day organization is a really big job for any Japanese teacher. It's a huge project," she said. It is a lot of work, but Matsuyama really enjoys interacting with the students. "We always have to create a new project for every individual class, but she always has very good ideas. She is also an opera singer and loves to teach songs to her classes," Kawahara said.

Kawahara believes her relationship with Matsuyama is that of a mentee and mentor. "People love her because she is a really thoughtful and kind person. I've never seen someone so kind and moral. I wish I could be like that."

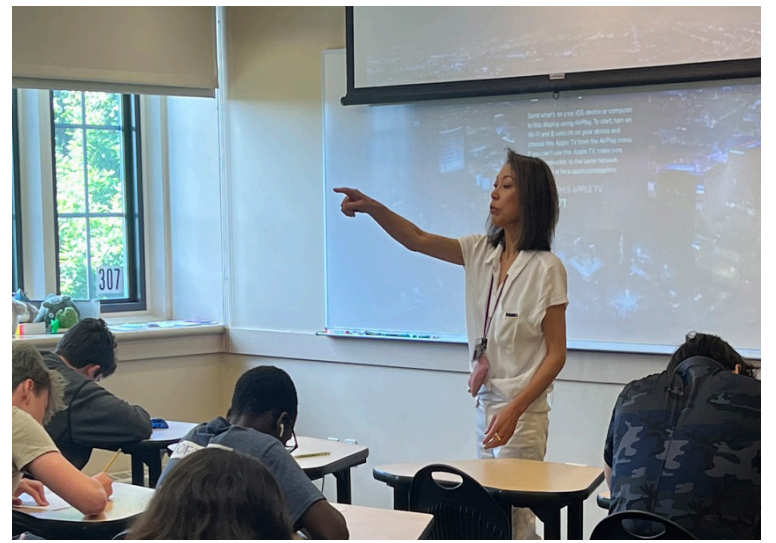
The onigiri workshop is also a yearly highlight, Kawahara said. "Matsuyama sensei is a really good cook, but I am not, so I was really shaky even though it wasn't the first time I hosted the workshop," she said. "I was freaking out to her about the workshop and she was very straightforward and calm."

Lily Sussman (10), a student

in Matsuyama's Japanese 2 class this year, appreciates her teaching style. "Matsuyama sensei really made Japanese fun and engaging, or as she would say, *tanoshi*," she said. Matsuyama makes learning Japanese clear and concise, making the material feel easy even when it is hard, she said. "She really fostered my learning in Japanese and made me want to integrate myself more into Japanese culture. I will really miss her kind sentiment. She's always been very nurturing and always makes sure we all do our best," Sussman said.

During preparation for Japan Day, Matsuyama made videos for her students to help their pronunciation when memorizing their scripts, she said. "I really appreciated it because no other teacher would volunteer to do that," Sussman said. "Another thing she did is she really commanded the Japan Day assignment almost like we were running a pirate ship," she said. Matsuyama had her students run around school gathering materials and making arrangements. "I think a bunch of my friends and I in the class and other fellow students really enjoyed being able to help her," Sussman said.

Maxwell Taylor (12) had Matsuyama as a teacher for the first



INSTRUCTING CLASS

Photo by Hannah Becker

time this year in Japanese Seminar. "We have a really small class so we were able to learn topics in the textbook in a way that interested us," Taylor said. In preparation for Asian Night, Taylor's class watched a movie called Little Miss Sumo that described the story of a Japanese woman sumo wrestler advocating for women's sumo in a culture where women were forced to retire early because of the male dominance of the sport, Taylor said. They wrote and presented their essays at Asian Night. "It was a very interesting way to learn

about Japanese culture," Taylor said.

"Matsuyama's class has definitely been a great wrap-up to my past five years learning Japanese," Taylor said. He appreciates the freedom he has had in the class to learn new things in different ways and ask questions that interest him, he said. "Matsuyama sensei has always had very good insight. Even when she doesn't know something, she often comes into class later that week with an answer, and she's just been very helpful and flexible," Taylor said.

Mr. Worrall

CIANA TZUO
Staff Writer

"I am very sad the school is losing a legendary teacher, but I am happy for Mr. Worrall because I know he is excited to take on new challenges," math teacher Chris Jones said.

When math teacher Charles Worrall first started at the school in 1996, he was unsure about pursuing a career in teaching, thinking he would move on after a couple of years, he said. From his experiences in his first few years at the school, he realized that he loved teaching and wanted to make a career out of it. After teaching at Horace Mann for 28 years, he will move on to teach at a different school.

During his time at the school, Worrall has taught many courses in the math department, including Geometry, Math Seminar, and Advanced Euclidean Geometry. Out of the classes he taught in the beginning, Worrall believes that it was his geometry class that helped

him realize his love of teaching. "There was a spirit of discovery, enthusiasm, and wonder that the kids and I shared when figuring out how geometry really worked. I was shocked at how easy it was to catch kids' interest, and at times it felt like we were on fire with how much we loved math," Worrall said.

When Worrall first entered the school, he was given the opportunity to teach Geometry Honors, a course that the department felt needed new energy, Jones said. "He was just incredible in how he rebuilt that course," Jones said.

Because Geometry is the first math course that students take in high school, it is often the moment that students realize mathematics is about many different types of thinking, Jones said. "He created a rich intellectual play space for students where they can grow as thinkers and have transformative moments as opposed to just following the textbook," he said.

One of Worrall's most impressive changes in the department was the

Geometry Honors presentations at the end of the course, Jones said. "There were many students that I'll have after they've had Mr. Worrall who remember the Honors Geometry project and how it was a really amazing moment in their high school career," Jones said.

Inspired by his time in college where he delivered a colloquium – a 45-minute talk – about a mathematics topic to the entire faculty, Worrall chose to implement the geometry presentations, Worrall said. "I wanted them to have a project where they could become experts in some small branch of mathematics in the process of preparing for their talks," Worrall said.

Liam Kisling (12), who took Worrall's Honors Geometry class and Euclidean Geometry class and is his advisee, thought the presentation played a huge part in developing his organizational skills and his passion for math, he said. "It was the first time I had a big long major project. It was nice that Mr. Worrall had many checkpoints during the process, like meeting with him the week after it was assigned to discuss preliminary ideas, two weeks after to check in, and a dress rehearsal in the same week," Kisling said.

Kisling's UD experience would not be the same without Worrall, he said. After coming to the school in 9th grade, he felt really connected to Worrall's Honors Geometry class. "I was not necessarily the best student at all in that class, but I came in ready to learn every day. Part of that was because Mr. Worrall just had the energy and enthusiasm that made me excited to learn instead of feeling like it was work," Kisling said. It also helped him build his

passion for math which has extended throughout his entire high school career, prompting him to take two math classes during senior year and consider pursuing math in the future, he said.

Worrall's Advanced Euclidean Geometry class wrapped up Kisling's math career at the school and influenced him to pursue math in college, "It was really exciting to be part of Mr. Worrall figuring out how he wanted to teach the class. It was Mr. Worrall's passion project and he was always so excited about learning along with us."

For Sophie Pietrzak (12), math classes with Worrall were always the highlight of her day. "He was really passionate about math and took the time to meet with me, even though I was sort of a lost cause," Pietrzak said. "He comes to class every day and is excited to teach, and most importantly, he kept class interesting."

To Pietrzak, Worrall is more than just a teacher, she said. "He's the most caring, nice, and passionate teacher. When I wasn't in his class sophomore year, I would go hang out with him every day."

Worrall's enthusiasm for math is contagious, making everyone excited to engage and learn, Kisling said. "His teaching extends to every student that he's ever taught. I don't think you can ever walk out of a Mr. Worrall class and not be smiling," he said.

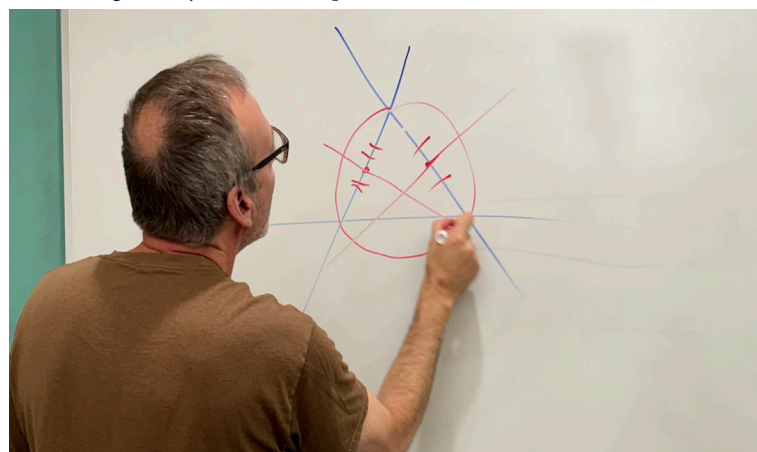
Worrall will leave a strong legacy on the math department and his colleagues, Jones said. "His work and his energy and his dedication to doing exploration in his teaching is a real driver of the vibe and culture of our math department," he said.

Jones will always appreciate his close friendship with Worrall, he said. "We get really interested in problems," Jones said. Just last week, Jones was looking at how to compute lengths of a pair of SSA triangles embedded in a circle and shared it with Worrall, he said. After an hour, Worrall came back to Jones with a beautiful proof, Jones said. "That's just a little story, but that story played itself out for the past 20 years. My go-to guy was Mr. Worrall, and I think I have been that for him as well," Jones said.

Overall, Jones is happy for Worrall and confident he will continue doing amazing things in the future. "While I will miss the ease of throwing an idea at him by yapping over our shared cubicle partition, it's nice to know we can pick up the phone and text or call to share a thought," Jones said.

Worrall will miss all of the students he has taught over the years. "It's hard to overstate how thrilling it was when I first started as a teacher, and it has been continuously since then," Worrall said. "I just am in awe of how the kids at this school are excited about intellectual discovery."

Looking to the future, Worrall is sad to leave the school but excited for future possibilities, he said. "I'm going to be going to a new school with a math department that is trying to work on things that I think are just really exciting projects for me to help out with. I have a hope and expectation that I'm going to be a great service at that school. But I'm gonna miss this school a lot."



GEOMETRIC SOLUTION

Photo by Jake Goodman

Mr. Ron Logan retires after 36 years as art teacher

ANYA MIRZA
Staff Writer

"I have known Mr. Logan for 25 years and during that time, he has not only been a pillar of the arts program, but he was also a great colleague to all of us in the art studio," Visual Arts teacher Natasha Rubirosa said. "In every meeting he would sit in he would always impart words of advice and share kindness. He has been a mentor and advisor to us all, not just students," she said.

Visual arts teacher Ron Logan has been teaching at the school for 36 years. Logan joined the school in 1988 after seeing an advertisement for a job opening in the arts department in a newspaper, he said. "I looked through the Times one Sunday, and they had a section in the back of the paper for employment. I saw a little tiny

director of mentors at Summer on the Hill for two summers, and I've been an advisor every year in every iteration of the program, from MD to Upper Division (UD)," Logan said. In 2001, Logan joined the UD Dean's office as a grade dean, where he stayed for seven years. In recent years, the number of bridge teachers has been reduced, and Logan has switched to teaching only middle school classes, he said.

Logan's teaching has had lasting impacts on many of his former students as they continue their journey in art. Logan was Raghav Poddar's (12) first art teacher at the school. "I had just moved to New York and I was just getting into art. In Mr. Logan's class I was able to start experimenting with art and using different mediums," Poddar said.

Like Poddar, Logan's drawing and painting class played an important role in Emily Wang's (11) approach to art. Wang remembers being a

freedom to create whatever they wanted," she said.

In his classes, Logan emphasized the freedom and endless possibilities of art in the projects he assigned to students, Rubirosa said. One lesson that stood out to Rubirosa was when Logan had students cover all the tables in his art studio in paper, gave them paint, and asked them to create prints using nothing but their hands, she

said. "He encouraged students to find things in the art studio to create stamps out of, in that puddled mess of paint. Students were loving it," Rubirosa said. "He created a place where art was celebrated and he taught us that art lessons don't have to be complicated, anything can be art."

A highlight from Logan's time at the school was a class that he ran with Campus Photographer Barry Mason to teach art to a group of students with learning disabilities from Westchester, New York. "They came up to my studio, the old studio I had on the third floor of Fisher. They loved every square inch of this place when they were on campus, and it gave me a new appreciation for what I take for granted," Logan said. Logan also loved taking classes outside to sketch to appreciate the campus and teach them about the history of the school, he said.

Logan has also inspired students outside the art studio and helped them navigate their academic lives, Dylan Montbach (11) said. Montbach was in Logan's MD advisory and over three years, Montbach learned many important life lessons from Logan, he said. One of Logan's lessons that stood out to Montbach was his teachings on self-reflection and self-actualization, Montbach said. "At the end of each year, he would take us on something called a constitutional, which is a long walk around campus, when we would just reflect on each moment from the past year and express gratitude for what has happened and what is to come."

Similar to Wang, when Montbach passes by Logan's art studio on his way to MD mentoring every Wednesday, he stops by to talk to Logan and get his advice on how to find balance in his

life, he said. "One big piece of advice he gave me was that it's important to not get lost within the sense of academic achievement and needing to prove yourself, and to just remember that you

are who you are and you are an amazing person at heart," Montbach said.

Logan made the decision to retire this year for several reasons, he said. "I've been thinking about it for a while, but I've had commitments up here that I wanted to finish like seeing

my advisees through middle memories," he said. Logan also decided to retire this year for family reasons, such as his daughter recently moving to New York and his wife's, who is also an artist, plans to retire from her job and paint independently.

When he leaves the school, Rubirosa will miss Logan's sense of humor the most, she said. "He always jokes about himself and getting old and I'm going to miss that sense of humor. I'm also going to miss being able to walk into the studio and have a quick conversation," Rubirosa said.

In addition to his sense of humor, students remember Logan for his sentimentality. Wang remembers her MD advisory as a crazy group, she said. "We were a babysitter's nightmare, but even then, it was clear that Mr. Logan cared about us a lot," Wang said. Wang remembers the last day of advisory fondly, she said. Logan gave them a goodbye speech and he, as well as many of the students, started tearing up, she said. "He gave each of us a glass maple syrup bottle he had brought from his trip to Vermont, and I still carry it, and will continue to after he retires, as a physical memento," Wang said.

While Logan might be wrapping up his time at the school, he will continue his work as an artist, Rubirosa said. "When art teachers retire, we don't just retire and go home, we retire to art," she said. Logan has discussed plans with his colleagues to start his own art studio, Rubirosa said. "I'm really excited for him to begin the next phase of his life, which is becoming a full-time artist."



IN THE STUDIO

Photo by Evan Contant

ad for a school called Horace Mann," Logan said. He had never heard of the school before, but decided to answer the ad and apply for the job, he said.

Before joining the school, Logan had been teaching art for years at multiple different institutions, including Bronx Community College and the Brooklyn Children's Museum, in addition to guest lecturing at the School of Visual Arts. Although Logan ended up teaching art for most of his adult life, Logan did not always plan to pursue a career in teaching, he said. "I come from a family of teachers, so of course I wanted to avoid it like the plague." Despite his initial hesitance, Logan soon realized that teaching art was not as bad as he initially believed. "I love reading, I love history, and so I would read a lot about artists' lives and realized that many artists have teaching as a part of their careers."

Logan's current position as a Middle Division (MD) art teacher is just one of many positions he has taken on

during his time at the school. When Logan first came to the school, he was a 'bridge' art teacher, meaning he taught in both the high school and the middle school, he said. Logan has also taken on administrative positions. "I was the

perfectionist going into Logan's class, struggling to finish art projects and to feel satisfied with the paintings she did, she said. "I still am a bit of a perfectionist, but I think Mr. Logan helped me with that because he would tell me that even if I did not think my art was perfect, it still had a purpose."

Logan has taught many art classes, ranging from intro-level studio art classes in the MD to AP art classes in the UD. "I've taught all of the various studio-based art classes with the exception of ceramics and photography," Logan said. Logan does not have a preference in what level of art he teaches, whether it is intro or advanced, or MD students or UD students, he said. "At Horace Mann I've had middle school classes that feel like I'm in college. In a way, when you teach any kind of art form, it doesn't matter the age level of the students if they are engaged," Logan said.

Logan encourages creativity through his unique teaching style, Rubirosa said.

"He would take a good 20 minutes to create the most elaborate, beautiful images to inspire students to create beautiful work and then he would tell students 'but you can do whatever you want.' He always gave them the comfort and



INSTRUCTING CLASS

Photo by Evan Contant

Administrative changes for the 2024-2025 school year

JULIA LOURENCO
Staff Writer

MR. ASOLUKA LEAVES THE DEAN'S OFFICE TO RUN NEWCOMM

"I love being a dean, but this is an opportunity for me to do what I was designed to do, which is to impact a lot of students, especially those who are not privileged or lucky enough to go to a school like ours." Next year, English teacher Chidi Asoluka will be stepping down as Dean of the Class of 2027 in order to further develop his nonprofit organization beyond the school, NewComm. Asoluka will continue teaching English at the school.

Asoluka founded NewComm in 2021, with the goal of reimagining the purpose and value of education for those who have come from historically marginalized communities, Asoluka said. "I started with a summer program that had students managing \$10,000 to create a social impact project using literature, which later turned into a full year program."

Resigning as dean will allow Asoluka to achieve his goal of expanding the program beyond the school into the rest of New York City, he said. "For a while, I've been focused on just being the program's teacher, but now I have an opportunity to be the program's operator by cultivating new funders and building the nuts and bolts of our organization."

Although Asoluka is bittersweet about no longer being a dean, he hopes his decision will teach students a lesson about pursuing their own passions. "I've always felt like my mission as a teacher was to give students the permission to be their authentic selves so I hope my transition provides a concrete example of what it means to truly live in your purpose."

MS. FEIGIN TAKES OVER FOR MR. ASOLUKA AS DEAN OF THE CLASS OF 2027

"I love being a teacher in the classroom and I love my colleagues, but I really love working one-on-one with a student and watching them grow into young adults who are ready for their next step." Next year, science teacher and Dean of the Class of 2024 Stephanie Feigin will be replacing Asoluka as Dean of the Class of 2027.

Because her new class will be rising sophomores instead of freshmen, Feigin looks forward to adjusting her mentoring style as dean, she said. "I am going to work really hard to get to know each of the students, but it's going to be a busy fall trying to connect with as many people as fast as possible."

Feigin is already transitioning into her role as dean, by taking over scheduling for her new students, she said. "[Asoluka] continues to be their dean in the day-to-day, but I have been getting to know a few of them just by talking to them about their scheduling plans for next year."

MS. GOLDSTEIN BECOMES DIRECTOR OF INDEPENDENT STUDY

Librarian Susannah Goldstein will replace Science Teacher Dr. Matthew Wallenfang as Director of Independent Study (IS) in the Upper Division (UD). Goldstein hopes to bring her own research skills to the program, she said.

Goldstein has a history of working with similar programs at other schools, but her interest in the Independent Study course at the school began while working to support students with their IS project research as a librarian, she said. "Independent Study is interdisciplinary, so each student is pursuing several different types of research at the same time, and that's exactly what we do in the library."

As director, Goldstein hopes to build on Wallenfang's legacy and be inspired by the creative direction her students take with the program through their projects. "Each year, the program looks totally different because members of the cohort bring their own exciting and unique research interests, and I look forward to seeing how this cohort creates their own distinct learning community."

MS. MCINTYRE BECOMES ENGLISH DEPARTMENT CHAIR

"I want to help support our department's efforts to build an increasingly vibrant culture of reading and writing," English teacher Sarah McIntyre said. Next year, McIntyre will replace English teacher Vernon Wilson as English Department Chair.

In the upcoming school year, McIntyre hopes to support the ongoing work of the department, including building new Seminar in Literary Studies (SLS) classes, she said. "I'm most excited about organizing more time for the English department to be artists, writers, and scholars together in support of our teaching and of curricular development," McIntyre said. McIntyre also looks forward to working with student projects such as Olivia Coward's (11) hallway installations about what students are reading in class, and Elana Frank's (10) new fiction publication, she said.

MS. SHOHFI BECOMES FULL-TIME ENGLISH TEACHER

"Within my first day of being here, I knew I'd love to stay here," English teacher Jessie Shohfi said. Shohfi will be joining the English department full-time, after substituting the ninth and tenth grade section of English teacher Stef Hernandez earlier this year.

Shohfi was immediately interested in pursuing a full-time teaching job because of the school's learning environment, she said. "The students here are so brilliant, and I am always in awe of the phenomenal English teachers, especially their collaboration and creativity regarding ways to get their students excited about books."

Shohfi feels prepared to go into next year

because she was able to use Hernandez's classes and plans as a way to ease into her new role, she said. "I'm so excited about writing my own syllabus and picking my own books next year, and even designing my own Google Classroom page."

DR. STRAUS BECOMES HISTORY DEPARTMENT CHAIR

History teacher Dr. Emily Straus looks forward to taking on a new challenge next year as History Department Chair, she said. As chair, she will lead the department and its different initiatives, including switching ninth graders' mandatory history class from Atlantic World to Modern World.

Straus is looking forward to creating new spaces for communications between departments and grade levels, she said. "We're going to have a new committee with the Middle Division History department to increase conversations across divisions, and strengthen our curriculum overall."

Straus started shadowing current History Department Chair Dr. Daniel Link after she was appointed for the position so that she could get acquainted with the role before the fall semester. "[Link] is very open to talking through future plans and showing me the behind-the-scenes of what he's doing, some of which I didn't have any idea about."

MS. SCOTT-PERKINS BECOMES DEAN OF THE CLASS OF 2028

"My heart was actually racing when I saw the Gmail notification from Dr. Levenstein. I was so grateful for the privilege and excited that I would have a new challenge," science teacher Lisa Scott-Perkins said. Next year, Scott-Perkins will join the dean's suite as Dean of the Class of 2028.

As a dean, Scott-Perkins hopes to be able to help students in their academic journey beyond the science classroom, she said. "As a teacher, I only see students in science class, but as a dean, I would hopefully get to know them in a more well-rounded sense."

Scott-Perkins wants her students to feel comfortable visiting her office to talk about their struggles and victories, she said. "During the first half of the year, I hope to have small group lunches to help everyone feel more acclimated, and in the later half of the year, set up a drop-in period where students can come in unscheduled to talk."

Scott-Perkins will only be teaching one science section to fully focus her time on her responsibilities as dean, she said. "I'll definitely have to spend a lot of time getting to know students in the beginning," she said. "My very first ambitious goal is to learn everyone's names by the end of October."



Middle Division hosts first Pride parade

ADEN NATHOO
Staff Writer

"This is joy, this is a right, this is humanity, and this is self-love. Let's make this the norm all the time, every single day—not just one day, not just one month," Middle Division Mathematics Teacher Ofelia Marquez, a co-organizer of the first ever Pride Celebration on Friday, May 24th, on Fisher Patio along with Ethan Bennun (8), said. The celebration featured events such as dancing, giveaways, face painting, music, and a selfie station, all while the organizers passed out ice pops, candy, and flags for the attendees.

The event was originally planned to be a Parade, but since this was the first pride celebration at the school, Marquez and Bennun wanted the event to be less intense, Marquez said. "I think this was a chill thing—it was in and out; people could stop by and stay as long as they wanted or just pick up something to go."

During the celebration, Marquez and Bennun rallied passers-by to enjoy the music and food on Fisher Patio, Marquez said. "Ethan was handing out pins and stickers, and I was telling people, 'hey, we have face painting here,' and just letting them know what was going on," she said.

Visual Arts Department Chair Dr. Anna Hetherington attended the celebration for 40 minutes and how important to the school, she said. "I think since one of the themes of our school is belonging, it is amazing to have a moment where students feel like an event is an opportunity for belonging, togetherness, and

community," Hetherington said. "The event was awesome...it was just a super joyful celebration."

Bennun organized the event so that students could express themselves freely and openly at school, they said. "I wanted kids to feel seen, especially if their parents or classmates were not allowing them to do so." Bennun's planning process really began this year, although they came up with the idea for the event in sixth grade, they said. Head of Middle Division Javid Khan has been a huge help in organizing this event, Bennun said. "I just stopped by Mr. Khan's office one day and presented the idea. He is always open to new and exciting ideas and very welcoming."

Marquez has attended multiple pride parades in the past, including one in Madrid in 2005, when gay rights marriage was legalized in Spain, as well as here in New York City two years ago, both of which resonated with her because they were celebrating not only rights and humanity, but also self love and body positivity, she said.

Bennun is not surprised that the school had not yet organized a pride celebration in the past, they said. "Pride parades are rare even in big cities, let alone a private school," Bennun said. Despite the lack of a pride



SHOWING PRIDE

Courtesy of Barry Mason

the school would have hosted a pride celebration, she said. "There is a saying in Mexico, 'Lo que se ve, no se pregunta,' meaning 'Whatever you see, you don't ask questions about.' I feel

LGBTQ+, but one thing is to create a space, and another is to celebrate identity. It's been a long time coming that we needed to celebrate our LGBTQ+ community members."

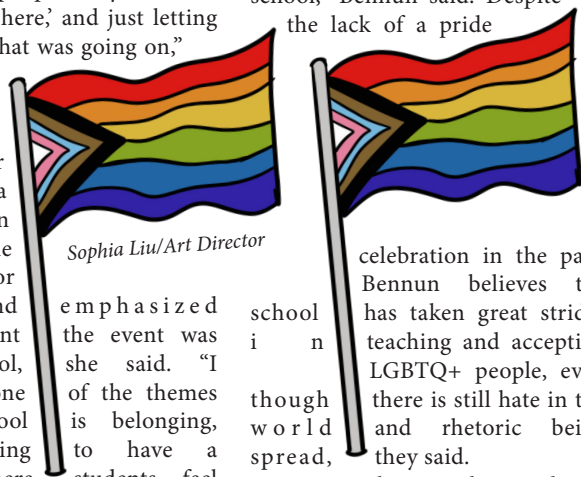
Bennun believes the school was in need of a pride celebration because of the large number of LGBTQ+

community members at the school, they said, "It is important that their voices and identities are uplifted in our community," they said. Bennun also believes that the school could organize bake sales for LGBTQ+ charities like Trans Lifeline in order to raise more awareness for the community. Bennun hopes that members of the LGBTQ+ community feel more comfortable being themselves at school because of this event and hopes to grow the

celebration into a full parade in upcoming years.

Marquez enjoyed seeing Bennun proud of their achievements, she said. "Ethan was the person who brought the idea to us, and we just nurtured that idea," she said, "For Ethan, just to be able to see the pride flag being flown on campus is huge, but I think that that is just the first step."

Marquez's fellow faculty were impressed with the celebration and thankful that the event finally took place, she said. "Some of my colleagues who were also alumni here or who have been working here for a long time came up to me and said 'this is the first time that anything like this has happened before. Thank you so much for organizing this. This is so cool and I really loved it.'"



Sophia Liu/Art Director

emphasized the event was important to the school, she said. "I think since one of the themes of our school is belonging, it is amazing to have a moment where students feel like an event is an opportunity for belonging, togetherness, and

celebration in the past, Bennun believes the school has taken great strides in teaching and accepting LGBTQ+ people, even though there is still hate in the world and rhetoric being spread, they said.

On the other hand, Marquez felt that given the school's emphasis on universal acceptance,

this saying is reflected in the actions of the community. So, how we expect students to be their authentic selves if their identity is something that isn't even spoken about?"

Marquez also emphasized the difference between an affinity space and celebrations. "We have affinity spaces for students who identify as

like in H M d o b e i f i s

MD plans to continue no-phones-in-school policy after first successful year

HENRY PECK
Staff Writer

"Families have heard me say that all of these goals have been met and have been even better than we could have anticipated," Head of Middle Division (MD) Javid Khan said.

Starting this school year, MD students are no longer permitted to carry their cell phones around with them throughout the school day. Each morning, sixth graders must place their phones on shelves in the Atrium, while seventh and eighth graders leave them in Pforzheimer lobby, Khan said. At the end of the school day, students may retrieve their phones.

By implementing the policy

and eliminating the distraction of cell phones during the school day, the MD administration hoped to increase face-to-face interactions among students, Khan said. Additionally, the policy aimed to prevent students from making poor online choices at school. Finally, the MD hoped to encourage students to look for support at school when facing adversity, rather than calling their family from school via their cell phones, he said.

Khan found that ever since the policy was implemented, students have been staying in the classrooms for longer periods of time because they can no longer go to the bathroom to use their phones, prompting increased class participation, he said. Students

are also now talking and laughing while playing on the field rather than constantly glimpsing at their phones, Khan said.

Most MD students comply with the policy and put their phones in their assigned slots, Khan said. "As with any policy like this one, there are plenty of students who would love to have their phones during the day, and plenty of students who have accepted the policy and feel fine about it," he said.

"For me, the ban is inconvenient because I have to walk to the other side of school each morning just to turn in my phone," Rhea Brand (7) said. This act is another chore in addition to signing in, she said. Brand would not use her phone even if she had access to it, so the ban seems pointless, she said. "As a seventh grader, I don't have a lot of free time besides lunch, so I would not use my phone anyway," Brand said. "However, the teachers definitely got what they wanted

when it came to students sneaking their phones into the bathroom during class periods."

The downsides of the policy are mainly logistical, such as how to give back phones to students with xaeary dismissal, Khan said. Also, students may struggle with the transition after being accustomed to frequently checking their phones, he said. "I imagine that any other negative impact is probably more a result of losing something you were used to having, but may not be really impacting you negatively; it is just different," Khan said. The MD plans to continue this policy in coming years after witnessing its remarkable success thus far, he said.



Dylan Leftt/Art Director

Liu (12) wins Robert Caro '53 Prize for paper about Church of Satan

HANNAH BECKER
Staff Writer

"Ever since I heard of the Caro Prize as a freshman, I knew I really wanted to win it. It is so exciting just knowing that the amount of work I put into this paper paid off," Sophia Liu (12) said.

Liu received the 2024 Robert Caro '53 Prize for Literary Excellence in the Writing of History for her research paper about the Church of Satan and the Satanic panic period during the 1980s in the U.S., Liu said. "During this period, there was widespread fear of Satanic abuse and ritualistic murder in the Midwest and on the West Coast, so I focused on what this Satanic panic really said about the state of right-wing religious conservatism during that time."

Each year, juniors and seniors may submit one research paper from a current or former history elective course for the award, which is dedicated in the name of Robert Caro '53, the Pulitzer Prize-winning historian and biographer. A committee composed of Caro and Upper Division (UD) history teacher Dr. Emily Straus, Dr. Lauren Meyer, and Head of UD Dr. Jessica Levenstein selects one winning essay from these sub-

missions.

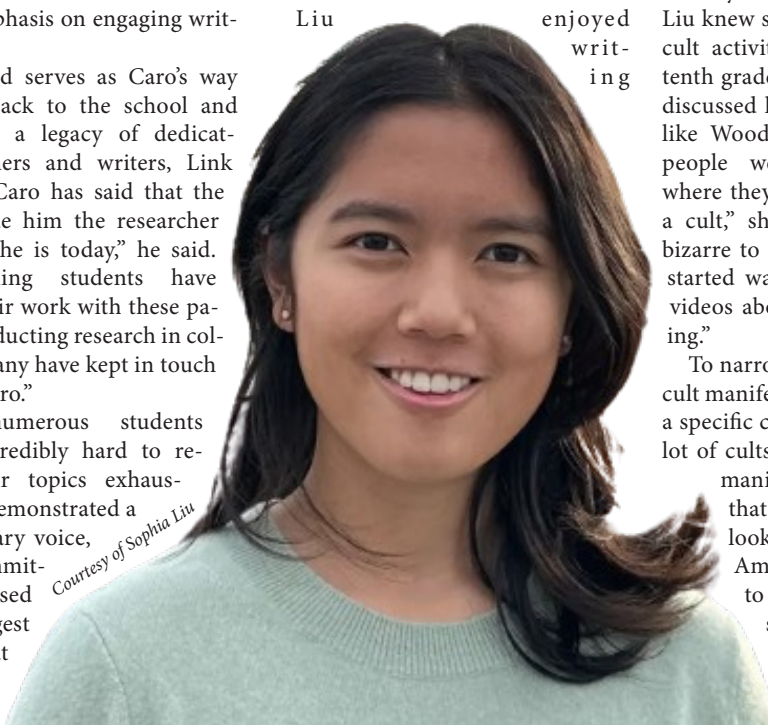
Former history teacher Barry Bienstock helped organize the award—a luncheon with Caro and a signed set of Caro's *The Years of Lyndon Johnson* books, History Department Chair Dr. Daniel Link said. "The final decision is based on the criteria set out by Mr. Caro and the History Department: outstanding work that combines research with an emphasis on engaging writing."

The award serves as Caro's way of giving back to the school and establishing a legacy of dedicated researchers and writers, Link said. "Mr. Caro has said that the school made him the researcher and writer he is today," he said. "Prize-winning students have built on their work with these papers by conducting research in college, and many have kept in touch with Mr. Caro."

Since numerous students worked incredibly hard to research their topics exhaustively and demonstrated a strong literary voice, the committee discussed the strongest papers at length to determine

the winning essay, ultimately landing on Liu's, Link said. The committee selected Liu's paper because of its engaging telling of an expansive history, he said. "To support her central argument, she elegantly wove several themes using a wide variety of sources," Link said. "Throughout the paper, Sophia never lost the people in the story, and the reader gets to hear their voices."

Liu enjoyed writing



Courtesy of Sophia Liu

the 42-page paper more than any she had written in previous years, she said. "I like devoting myself to one topic, learning a lot about it, and looking at what other people thought about it at the time," Liu said.

When brainstorming potential topics for her year-long research paper in Straus' Contemporary U.S. History, 1945 to the Present course, Liu knew she wanted to write about cult activity. "Towards the end of tenth grade, my [U.S.] history class discussed hippie culture and events like Woodstock and how a lot of people were joining communes where they would live together like a cult," she said. "This was really bizarre to me, and from then on, I started watching a lot of YouTube videos about cults and brainwashing."

To narrow her topic, Liu browsed cult manifestos online, searching for a specific cult that interested her. "A lot of cults at the time were selling manifestos, and I bought one that was the most egregious looking and the cheapest on Amazon, which happened to be the Satanic Bible," Liu said.

Straus' guidance helped Liu discover her love for historical

research, she said. "In Dr. Straus's class, we had one project where we went to The Record archives in the library and found some really funny and crazy stories," Liu said. "Looking at newspapers in particular really showed me why I liked history so much, as I found it really interesting to see how people talked and what they reported in the past."

This year, as the deadline for the Caro prize approached, Liu realized she could not finish her current year-long paper for East Asian History in time to submit it, she said. "Instead, I went back through the comments that Dr. Straus left me at the end of last year, and edited that paper to clarify certain parts and add more imagery before submitting it for the Caro prize," she said.

Liu submitted the same paper for the Caro prize last year, and although she did not win, various teachers on the Caro committee complimented her writing, she said. "When I submitted it this year, I felt like it was a really good paper, but I knew that there were some other people who were submitting papers that they seemed really excited about, so I wasn't expecting to win it at all," Liu said. "I was really excited to win because I love history so much that I even took two classes this year!"

Let's go green: School should reduce paper waste and embrace technology



Evelyn Gross

I looked through my bag Sunday night, determined to figure out what was causing my back pain. Was it my laptop, notebooks, or pencil case? Nope, it's my folders, full of packets, worksheets, and quizzes.

When I clean out my school folders, which I do once a month, my bag always seems to weigh two pounds less. Despite the presence of clubs like Green HM, ECO2, Environmental Science, and Engineering Clubs, the administration appears to ignore the problem of excessive paper waste. The everyday practice of handing out paper packets in the classroom sends a different message than the environmental sustainability we celebrate via assemblies and

clubs.

The impact on the environment and students' inefficiency should be enough to persuade the school to move to digital alternatives like iPads or computers. Most papers used in classrooms are used just once before they are thrown away or recycled. Every week, I receive a new packet for my history class that is eight to twelve pages long. After that week is complete, I store the packet in my backpack just to discard it a couple of weeks later, where it will end up in a landfill contributing to pollution.

If students do not organize their backpacks on a weekly basis, clutter builds up and causes disorganization, making it challenging to locate the right papers at home or in class. I have also found that carrying around a heavy bag full of paper is painful and makes my everyday life more difficult.

Switching to digital alternatives would reduce clutter and protect the environment. Unlike paper, digital devices can store thousands of documents, saving millions of trees and reducing landfill waste created by single-use assignments. Since computers and iPads are often used over extended periods of time, there is less need for continuous disposal.

Students would no longer need to go through their backpacks to find materials such as folders, notebooks, packets, and pencils since ev-

everything would be kept on a single screen. All of the assessments, worksheets, and readings would be available within a few taps for students who have trouble staying organized. Students would spend more time interacting with the course material and less time getting organized, extending class time. Furthermore, if students just had to bring a bag containing their computer to class, they would not have to carry around heavy backpacks, improving posture and comfort.

Digital devices can also give students access to the most accurate and latest information that their textbook from twenty years ago could never provide. For example, imagine that new information on a fossil is discovered in a biology classroom. Teachers can provide students with the most up-to-date knowledge by incorporating the most recent articles and videos on the subject into their lesson plans through digital resources.

Considering students have access to either their own laptops or the ones available in the library and classrooms, they are already accustomed to using technology for learning. Using digital technology in the classroom will prepare students for success in the world of the future by improving their ability to navigate digital platforms, comprehend and analyze data, and even create digital content.

Of course, there is a serious issue with students using technology carelessly. While some students may use computers in class for other purposes, such as playing games or texting friends, the school can add regulations to the Honor Code that students use technology for educational purposes only and consequences for misuse. These repercussions might include going to study halls, having a conversation with a dean or teacher, or even getting a progress report.

The school can also offer digital citizenship education, teaching students how to critically assess online data, separate credible from questionable sources, and recognize how digital media can shape their opinions. This education can be covered in advisory, assemblies, or included in classes like Horace Mann Orientation.

To prevent cheating, teachers can

monitor students' screens and enforce academic integrity by turning on Apple Classroom. This platform allows students to utilize digital technologies responsibly and ethically and fosters a positive learning environment.

Notability is another useful software that I have used and that the school should utilize. With the help of this software, students may work together on projects and take digital notes, and teachers can grade and annotate student work within the app. Given that students can load PDF worksheets and textbooks into

Notability and annotate them directly, it's also ideal for math assignments. This app proves that making the switch to digital resources in the classroom is a useful strategy to improve student organization and learning as well as lessen the environmental impact.



Dylan Leftt/Art Director

Procrastination nation: HM students procrastinate too much



Jem Klancnik

Horace Mann has a problem: students take too many extensions. I would bet that if I were to ask you, you could name at least one friend who took an extension on an assignment in the past week. Now yes, we are approaching a testing week, but my point still stands even for non-testing weeks. I have noticed that throughout my four years here, people use a lot of extensions on assignments. But why do some students feel the need to do this when a large portion of the class can complete their assignments on time? While sometimes the issue is due to

extracurricular activities, the more common reason is that HM students have a problem with procrastination.

We are not the only school with this problem. While there has not been much extensive data collected, some independent sources such as Psychology Today estimate that 50% of United States' high schoolers procrastinate; other sources like Very Well Mind have found that roughly 85% claim that they regularly procrastinate. Based on what I have witnessed at HM, the same applies to our student body. But what makes procrastination such a bad thing? Besides making you a little stressed that you will not be able to finish an assignment on time, it can not really hurt, can it? Actually, it can.

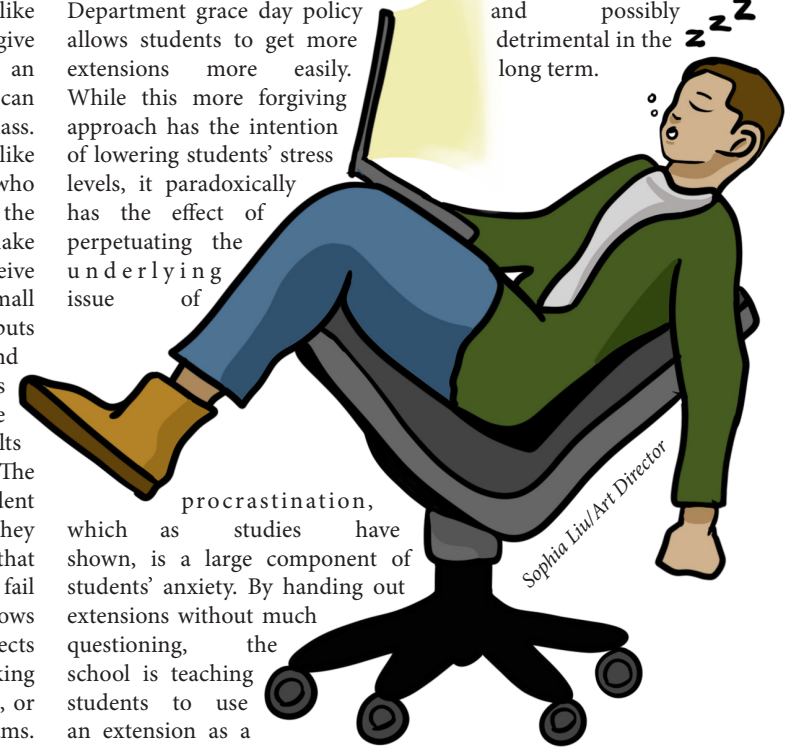
According to a study from the National Institutes of Health, procrastination has been associated with a variety of negative effects, including "poor academic performance, emotional distress, and physical health deterioration." For all our complaints that we are always stressed, we may be part of the problem. It is important to note that while the action of procrastinating carries with it a stigma of laziness or disorganization, in most cases, that is not the truth. The vast majority of procrastination actually occurs when

a person has a desire to complete something but struggles to translate that intention into action.

Procrastination has adverse effects outside of mental and physical health; it is also detrimental to education. Around 80% of college students procrastinate, but unlike HM, colleges don't usually give students the option of taking an extension. Instead, students can get an "incomplete" for a class. Receiving an "incomplete" is like one big extension, as students who receive an incomplete have the ability to use the full year to make up all their missing work and receive a grade for that class (with a small late penalty). The professor inputs an "I" into their grade book and once the work is completed, it is changed to a letter grade. If the work is not completed, it results in an "F." Sounds great, right? The problem is, in cases where a student takes a class as an incomplete, they are more likely to never finish that work, leading them to receive a fail in that class. This not only slows them down, but also adversely affects their grade point average, making it harder to get internships, jobs, or acceptances to graduate programs. Needless to say, you do not want that to happen to you.

For these reasons, I think that HM needs to be stricter about handing out extensions. In recent years, teachers have become more lenient and even entire departments have created looser extension policies. For instance, the History Department grace day policy allows students to get more extensions more easily. While this more forgiving approach has the intention of lowering students' stress levels, it paradoxically has the effect of perpetuating the underlying issue of

students are more likely to receive incompletes and "F"s in the future. We as a community need to rethink the way we approach assignment deadlines because what we have right now is both negatively impactful in the short term and possibly detrimental in the long term.



Slam dunk! Women's basketball is more interesting than Men's



Anoushka Parakh

By now, everyone has probably heard the name Caitlin Clark. In Clark's four years playing Division 1 (D1) women's college basketball at Iowa University, she has shattered several records. She became Iowa's all-time leader in points and assists, the Big Ten all-time scoring leader, the leader in the National Collegiate Athletics Association (NCAA) single-season record of 3-pointers, and D1 women's basketball all-time scoring leader. Arguably most importantly, Clark became the NCAA D1 men's and women's scoring leader. Clark has grabbed the attention of millions of fans

wide, creating an unprecedented buzz around women's college basketball.

Last month, I attended Iowa's 20-point victory against Colorado in the Sweet 16 of March Madness in Albany. Historically, sports fans have overlooked women's sports -- women's teams receive less support and lower game attendance compared to men's. But that day, the 15,300-seat stadium was jam-packed. Almost everyone had Clark's name on their backs, wearing her 'Iowa 22' jersey or shirt. However, Clark's games are not the only ones that gather a large audience. The previous showdown between LSU and UCLA garnered a similarly large turnout as people filled in the stadium to see the Angel Reese vs. Kiki Rice showdown. Women's college basketball has quickly become a fan favorite with everyone wanting to

see these incredible women battle it out on the court. Fans realized that women's college basketball was a lot more interesting than it may have seemed, and in fact even more interesting than men's. I may have just thrown out a bold statement: women's college basketball is more interesting than men's. Men's basketball is often seen as more appealing because of the fast-paced gameplay and crazy dunks. Yet, that is all men's basketball is: a bunch of tall players tling it out in the and other players trying to show off their skills and dunk. On almost every NCAA D1 men's team, there is at least one player who is close to or over seven feet tall, like Zach Edey on Purdue, Donovan Clingan on UConn, Kyle Filipowski on Duke, and Ryan Kalkbrenner on Creighton. The strategy for these teams is to engineer their offense around these tall players. Teams create plays that rely on feeding the ball to their tallest player who then scores a basket, which they make look fairly easy with their height. The

teams that do not have tall centers are typically the ones that do not make it very far in men's NCAA tournaments and thus are the less watched teams. Overall, men's basketball features far less strategy and decision-making because there is simply only one play: feed it to the big.

Of course there are many female basketball players who are tall, like Kamila Cardoso who is 6' 7". However, even with taller players, there is still more shotmaking as the strategy in women's basketball is to spread the ball around the court, creating opportunities for all players rather than just feeding the tallest player.

Women's basketball has more creative offensive-style plays. Talented players, such as Clark, have allowed women's coaches to open up the game and create a variety of plays, generating more shot-making and creation, and overall a more free-flowing game because of the decreased number of free throws compared to men's basketball.

Men's basketball often gets flooded with free throws because of the players' reliance on post-play, which slows down the pace of the game. Watching free throws happen every single minute of the game is simply boring and predictable. Men's basketball is split into two halves while women's basketball is split into four quarters. In both games, once a team reaches five fouls per half/quarter,

all later fouls result in free throw shots. Since halves are longer than quarters, men's basketball has more free throws, making the game slower-paced.

To put into perspective, 18.9 million people watched the NCAA Women's Basketball Championship between Iowa and the undefeated South Carolina compared to the 14.8 million who watched the Men's Championship with UConn vs Purdue.

The reason Caitlin Clark has gained millions of new fans for herself and women's basketball more broadly is because she is one of the most entertaining players to watch. Clark's coach at Iowa, Lisa Bluder, gave her the freedom to shoot from anywhere on the court she wanted—whether that means shooting a three from the logo or pulling up for a mid-range jump shot, she let Clark be Clark. Clark's abilities allow her to shoot consistently from a far distance and her unpredictability about where she will shoot from has made her a phenomenal player to watch. Although Clark now has elapsed her college career, she has helped make a lasting legacy on the game and alongside Paige Beuckers, Cameron Brink, Kamila Cardoso, Angel Reese, and others, has molded the game of women's college basketball into a game that is far more entertaining to watch than men's.



WELCOME VOLUME 122!



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HM graduates reflect on campus encampments and protests

OLIVER KONOPKO
Staff Writer

Coco Trentalancia '23 was attending Shabbos services at Brandeis University when protesters from the Students for Justice in Palestine (SJP) group tried to break in. Campus police were forced to surround the buildings to prevent SJP students from destroying windows to enter the building, she said. "Hearing fellow students chant 'Intifada' during Shabbat was the

Keffiyehs (a traditional Middle Eastern scarf) and Palestinian flags on campus. Shortly thereafter, Moussazadeh realized how polarized her campus was. "I was walking to the library late at night and saw people putting up posters demanding that the hostages be set free, and by the time I left the library that night, all 300 posters had been torn down," she said. "It was more a feeling of sadness for me because demanding the release of innocent civilians is not a political statement. These hostages are being raped and

at the station, he said. "There were a couple times in the evenings where going to the subway was a little sketchy, just because you have all these protesters and you don't know who people are outside the gates."

On the other hand, UCLA is a public university, meaning anyone can be on campus regardless of their affiliation with the school. As a result, adults who are not students would go to UCLA to protest. "There was a group of adults who came to campus every day screaming at students and the school," Moussazadeh said. "They were intimidating students and eventually, one of my friends had to speak to the head of school about how unsafe she felt."

The impact of the protests has been pervasive in Moussazadeh's life, she said. One impact is that the protests on campus have forced Moussazadeh to take different routes to her classes, she said. "I often take a 10 to 15 [minute] longer walk to class to avoid the protests because the campus was so crazy," she said. "Even worse is that protesters would stand in front of buildings and not let people in unless someone in the encampment could vouch for them."

better job handling this."

Justin Gurvitch '22, a student at the University of Chicago (UChicago),

the list, so clearly they were having a good time," he said. "It's sort of a very lame Woodstock, minus the

"When they sent out a request for supplies they needed, they asked for Narcan and condoms at the top of the list, so clearly they were having a good time. It's sort of a very lame Woodstock, minus the calls for the dissolution of the state of Israel."

- Justin Gurvitch '22

most shocking and scarring thing I've seen at college."

Trentalancia is one of many young alumni grappling with the tense climate on college campuses. Following Hamas' attack on Israel on October 7, 2023, protests have consumed college campuses across the United States. Students have built encampments, destroyed their diplomas at graduation, occupied campus buildings, and demanded their universities divest from the state of Israel. The protests emerged as a result of frustration regarding the ongoing conflict between Israel and Hamas.

One of the first campuses with demonstrations was Columbia University, Sean Lee '23, a student at Columbia, said. At first, protesters marched on campus and sent the administration petitions to divest from Israel. Then, protesters set up an encampment on Columbia's main lawn and the administration immediately sent police to shut down the protestors, he said. "One night, there was a lawn party and the next morning, there was an encampment," he said. "Almost immediately, the school called the police, and a bunch of people were arrested, which caused a whole new wave of protests."

Columbia was far from the only university experiencing protests. At the University of California, Los Angeles (UCLA), students began waving large Palestinian flags as early as October 8, UCLA student Audrey Moussazadeh '23 said. From there, students began selling

tortured, so it was disheartening to see how inhumane people in my student body were."

As the protests

Sophia Liu/Art Director

While



grew,

Columbia occasionally closed its gates to prevent the public from entering campus, Lee said. However, as the student protests grew, other groups began protesting on the Columbia campus. This created an unsafe learning environment for students, Lee said. "There was a bunch of protests happening on and off campus and Columbia became a hotspot," he said. "As the protests grew, people felt unsafe off campus because you never knew who was there."

Moe Lawsky '23, a Columbia student, also felt safe on campus, but not off campus. Lawsky's family lives in New York City, and he often went home during the school year. At this time, he found his walk to the subway was when he felt most unsafe as he had to walk through crowds of protesters before arriving

Max

Meyer '23, a student at Princeton University, did not feel particularly threatened by the protesters themselves, the protests have had a profound impact on his life, he said. Since the beginning of the protests, Meyer has vocalized his pro-Israel views as well as challenged the protesters. Oftentimes, he was the only pro-Israel student standing amid an encampment of protesters.

As a Jewish student, Moussazadeh has felt particularly unsafe on the UCLA campus, she said. "I know a lot of my friends who wear a Star of David have gotten disgusted looks and people have even tried to spit on them," she said. "I heard one day there were even people walking around the dorms with knives and the school didn't do anything. I think the school could have done a

than protesting, he said. "When they sent out a request for

weren't making excessive noise, and if they were, there is nothing in the handbook that involves bringing the police

"It felt like antisemitism and Jewishness was being weaponized for a cause that so many Jewish students didn't believe in," she said. "I was one of many Jewish students who was arrested for sitting in the sort of main administrative hall on my campus."

- Susan*, Anonymous Student

supplies they needed, they asked for Narcan and condoms at the top of into the situation."

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Juniors consider campus protests when applying to college

ZACH HORNFIELD
Staff Writer

"At college, you're trying to learn and trying to meet new people. If your ability to do that is being inhibited, that could make a difference between whether or not you go there," Charlie

"To go into a school that I agree with politically and allows freedom of speech, like protests, without sending riot-gear police to them, is very important for me."

Davis (11) said.

When Hamas attacked Israel last fall, seniors were in the middle of the college application process, Executive Director of College Counseling (CoCo) Canh Oxelson said. "There were just so many unknowns at that point," he said. "We had lots of conversations with seniors and parents as they tried to figure out if this would affect their college choices." While some families had come to Oxelson anticipating unrest on college campuses, he never expected the situation to morph into widespread protests, he said.

The colleges under most scrutiny from the public eye are among the most popular for the school's students, Oxelson said. To balance that, college counselors have pointed students in the right direction for more information, as they would with other questions and concerns that CoCo might not know the answer to.

Though Jeffrey Dai (12) had already made a binding commitment to a college by the time protests began, he encourages current

juniors to consider the protests' potential impact on their daily experiences while building college lists, he said. "Physical safety is a big factor, but ultimately, it's up to you to decide where you go."

When creating his list, Dai considered schools' politics as much as any other factor, he said. Many of his schools that were similar in program

ranking differed politically and guided him in his decisions throughout the college process, from applications to enrollment. When closely debating between two schools, politics would guide him to choose one over the other, he said. "To go into a school that I agree with politically and allows freedom of speech, like protests, without sending riot-gear police to them, is very important for me."

Juniors beginning to build their lists have a considerable amount of time until they apply, are admitted, and decide where to go, Oxelson said.

"We're talking about more than a year between what we're seeing now and what they will eventually see on college campuses," he said. "There's just no way to predict what these campuses are going

to look like or how they will have dealt with antisemitism by the time our juniors land on campus 15 months from now."

Still, in the early phases of her application process, Niki Pande (11) does not expect college protests to last until the fall of 2025 when she will begin her freshman year of college, she said. For that reason, the protests have not

influenced her search or caused her to exclude any schools from her list. "There's still a lot of time between now and then. In over a year's time, colleges will probably have figured this

"Everyone should be able to exercise their First Amendment right to protest and free speech, but when it comes to the point where they're threatening the safety and well-being of other students, they should stop."

out," she said. When in college, Pande hopes to be near a city and have access to a strong curriculum, she said. She considers size, academics, and the student-to-faculty ratio before protests.

Similar to Pande, Karla Moreira (11) considers

college protests after a series of other factors, she said. Most importantly, she looks for colleges that offer her preferred major, then ones that meet her personal "vibe check." After that, she considers location and size. Since protests are something students can opt to take part in or simply avoid, they do not play an important role in her decisions, she said. "Having protests on college campuses isn't necessarily a bad thing either. They can sometimes show a glimpse of student life," Moreira said. "I'm not sure if I personally would protest, but it's nice for students to have the option to do so if they choose to."

Come next fall, Dai will be attending Emerson College, a small liberal arts college in Boston. While he looks forward to this next chapter of his life, he is concerned for his safety, he said. "The Emerson College Administration allowed the Boston police to

come in late April and arrest 118 students. That's essentially two-thirds of [HM's] current senior class arrested and put in jail overnight." Despite the incident, Dai is proud the administration successfully managed to release all students without any academic or disciplinary probation, he said.

The intensity of protests varies from campus to campus. What the vast majority have in common, though, is an unsafe environment for Jewish students, Pande said. Coupled with the fact that many protests involve hate speech, many colleges have not sufficiently ensured the safety of all their students, she said.

Since many colleges enforce strict anti-bullying and anti-harassment laws, Pande sees no reason why violent protestors should be exempt from those regulations, she said. "Colleges have the responsibility to discern hate speech from regular speech," she said. "Everyone should be able to exercise their First Amendment right to protest and free speech, but when it comes to the point where they're threatening the safety and well-being of other students, they should stop."

Having spoken to students currently on campuses, Rose Korff (11) has seen the effects of protests firsthand, she said. Korff's family hosts an Israeli student at Columbia on the holidays and sometimes learns glimpses of her situation in conversation. "Facing constant, indiscriminate antisemitism makes it very scary for her on campus, not only as a Jewish student, but as a student whose family is still in Israel," Korff said. The student has avoided being on campus as much as possible, to the point where all her current classes

are virtual.

Though Logan Scharlatt (11) has yet to see the Columbia demonstrations for himself, he has spoken to people who have been directly impacted by it, he said. A friend of his, a junior at the school, lives nearby Columbia, and has seen the implications firsthand. "There were times when he wasn't even allowed to go out to grab dinner just because of the protests. There's been a lot of police on his block," he said. Scharlatt finds it less likely he would apply to such a school, as he would not feel as safe going there.

As a Jewish student, Scharlatt wants to ensure he ends up somewhere he feels safe to learn, he said. As he sees it, even if by the fall protests will have died down, they can still say a lot about a school's culture, students' opinions and beliefs, professors, and the school's administration, he said.

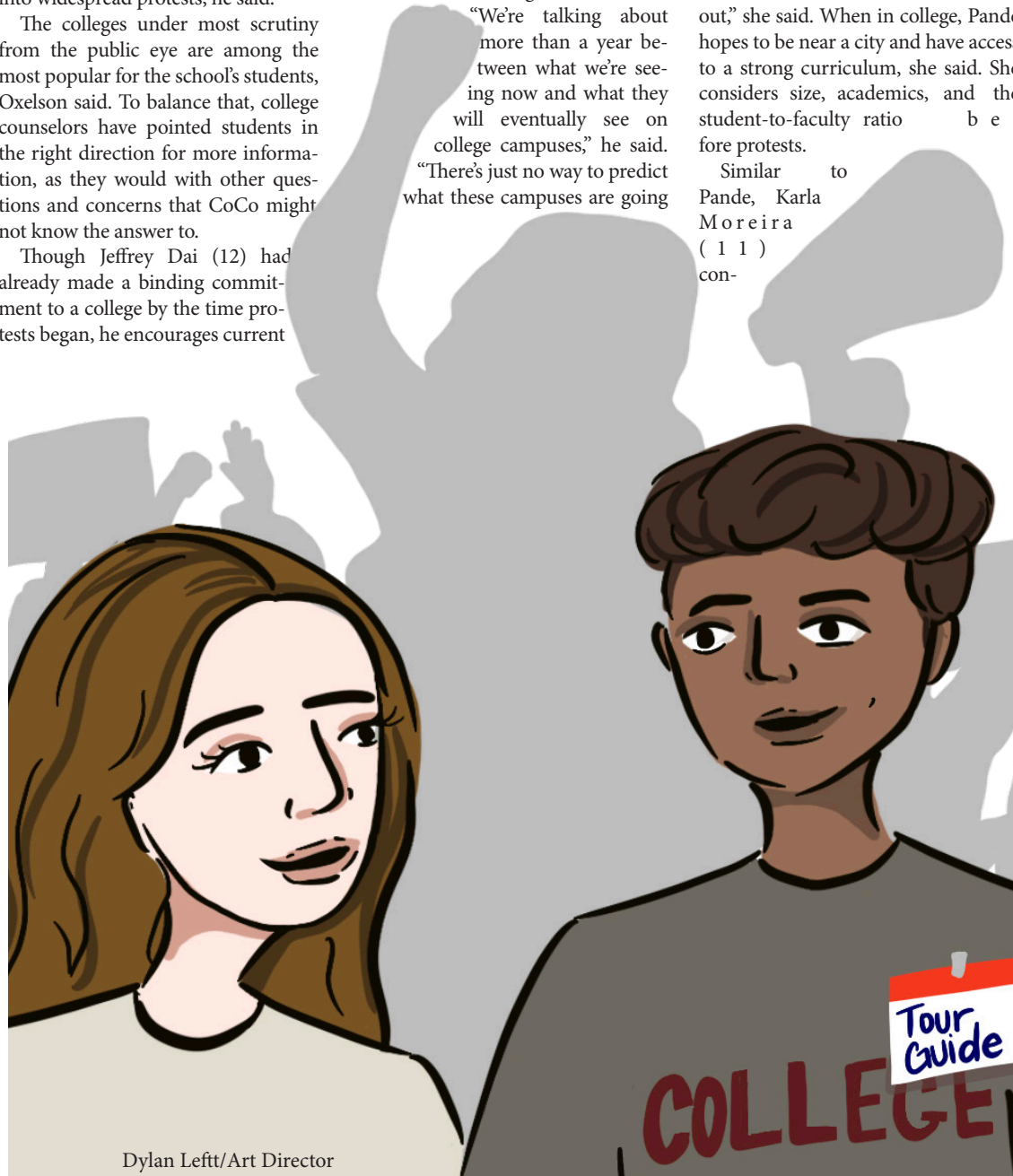
Addressing such concerns, the An-

- Niki Pande (11)

ti-Defamation League (ADL) grades different schools' levels of antisemitism, Korff said. Though their report has yet to account for campus protests, Columbia had a D at the time Korff spoke with the student, a grade which does not adequately represent the severity of the situation, she said. "She told me she believed they deserve an F, because it is not a safe experience at all for Jewish students on campus."

While media coverage often captures the worst aspects of the protests, those Moreira has seen usually refrain from painting the schools themselves in a negative light, she said. When watching a report not long ago, she recalls hearing most protesters were not students, rather individuals unaffiliated with the schools. "I think most media stations are still trying to maintain the schools' reputations for the most part," she said. "In some respects, though, they are still showing prospective students some really unattractive aspects."

The media's power to selectively share information can drastically alter student perceptions of certain schools, Korff said. "Because we don't get much information about the schools from other sources, we're hearing only what the news decides to share." Considering this, Korff has turned to alternative information sources, she said. Much of what she learns comes from eyewitness accounts from her older brother, a current college student. "I only hear from him and the occasional faculty member, though. I'm not receiving emails or content from the school itself," she said.



Dylan Leftt/Art Director

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from ALUMNI REFLECT ON PROTESTS page 12

Khorana believes USC has been hypocritical as they brought in police to quell protests but refused to add security to ensure the safety of their valedictorian, she said. The valedictorian's speech was canceled over concerns for her safety after alleged threats were made against her due to her pro-Palestinian views.

"I think that the widespread popularity of these encampments as becoming something of a fad is reflective of a moral rot that has taken hold on our college campuses."

- Max Meyer '23

According to the valedictorian, the administration acknowledged that they could provide additional security for the speaker during graduation, but refused to do so. "It was very disheartening to me because they claim their goal is to protect students, but it doesn't feel like they were doing that at all," Khorana said.

Susan*, an HM alum, agreed with Khorana that universities' use of force was unjustified and incendiary, she said. Susan* chose to keep her identity and the college she attends anonymous out of fear of retribution from those who know her. Susan* was appalled by the speed at which the university responded. "An impactful experience was the university calling the police on student protesters, which was a really unprecedented act," she said. "I think it woke up a huge amount of the student body to the antagonism between students and the administration and the lengths to which these administrators would go—putting their own students in

danger, even in jail—because of differences in belief."

Conversely, Trentalancia applauds Brandeis' use of campus police to keep its students safe. After seeing videos from other college campuses, Trentalancia is particularly grateful for Brandeis' response, she said. "Brandeis has done a pretty good job

there wasn't a huge pertinent threat on campus," he said. "Most students didn't feel unsafe at all, rather, they just felt somewhat tense."

The tension on Columbia's campus was, however, enough to make Lawskey go home early. Due to the small size of Columbia's campus, Lawskey found the campus was consumed by the protests, he said. "You couldn't go anywhere without hearing [the protests] and eventually, people stopped going to class," he said. "I had one of my classes where we had to practically yell to hear each other because the protesters were so loud."

The main component that makes productive discussions difficult is how personal the conflict is to many students, Lee said. "I have friends who are Palestinian and I don't think I'm in the position to tell them what is correct or what they should feel," he said. "On the flip side, I don't think I'm in a position to tell my Jewish friends what they should or shouldn't feel offended by. Because it's also so polarizing and personal, it's hard to have meaningful conversations without emotion getting involved."

Susan* believes claims of antisemitism by counter-protesters are unjustified, she said. To combat these unjust claims, Susan* and several other classmates staged a sit-in on campus. "It felt like antisemitism and Jewishness was being weaponized for a cause that so many Jewish students didn't believe in," she said. "I was one of many Jewish students who was arrested for sitting in the sort of main administrative hall on my campus."

Meyer believes the protests do not just reflect anti-semitism, but also a lack of critical thinking on college campuses, he said. As a result, he does not believe the protests are productive. "I think that the widespread popularity of these encampments as

becoming something of a fad is reflective of a moral rot that has taken hold on our college campuses."

Meyer has also found the protests have prevented productive conversations from happening, he said. He believes the many teachers and teachers assistants (TAs) protesting discouraged people from joining demonstrations. "They don't want their TAs to see that they stand expressly against what their TAs stand for since the TAs do most of the grading," he said. "It's not just the antisemitism, but it's also the fear of calling out that antisemitism that has become pervasive on campus."

The very nature of the protests prevents open debate and discussions, Gurvitch said. "Even the word 'encampment' has a military connotation to it. These are not organizations, both in the physical and social sense, that are designed around vulnerable, honest, and constructive conversation."

"It felt like antisemitism and Jewishness was being weaponized for a cause that so many Jewish students didn't believe in," she said. "I was one of many Jewish students who was arrested for sitting in the sort of main administrative hall on my campus."

- *Susan

Conversely, Susan* found that the protesters caused many students to join the protests against the administration and its investments in Israel, she said. "Before we only had rallies of 20 to 50 students, but now, we have 60 to 100 at any given time. The attention I helped draw to these issues

has really shifted the amount of people giving their time and livelihood to the cause."

Compared to her time at the school, Khorana has found USC students are more open to hearing a wide variety of viewpoints. In fact, the school's advertised diversity and range of political diversity was one of the reasons she chose to attend, she said. Within Khorana's school for Communication and Journalism at USC, they created a forum for students to discuss their feelings and thoughts on the protests, which allowed for productive conversations despite the emotional nature of the subject, she said. "I've had Horace Mann students reply to things I've said on social media and start a debate without always being open to hearing the other side. At Horace Mann, people have certain ties and ideologies that they're brought up in and it's hard to have a conversation," she said. "I completely understand that everyone has different connec-

tions to the issue which is what makes it such a sensitive topic, but I think as long as people are willing to have the conversation and truly listen to each others' viewpoints then that's really the goal and the way we can make actual progress."

from JUNIORS CONSIDER PROTESTS page 13

When reading about different schools, it is necessary to take into account the biases of each source in their portrayals, Korff said. By consulting trustworthy references like the ADL, students can create more well-rounded conclusions on each school's individual situation, she said.

For all the media's coverage of protests, Moreira, like Korff, has yet to hear much about protests during her college application process, she said. Some schools have avoided discussing them altogether. "When I was touring Tufts, they had a few encampment tents set up, but the tour guides mainly just said to disregard them," Moreira said. "It's not something they're trying to highlight in their tours or website."

Pande, too, has noticed schools failing to share information about their campus demonstrations, she said. At a Columbia University virtual information session last week, Pande noticed the school's representatives did not mention the protests. "It was interesting because a lot of people wanted to hear what they thought about it," she said. "The admissions people were

instructed to not bring it up, probably because it reflects badly on their school."

Between managing protests and trying to attract prospective students, college administrators are in a difficult position, Korff said. "These administrators are juggling a lot," she said.

"When I was touring Tufts, they had a few encampment tents set up, but the tour guides mainly just said to disregard them. It's not something they're trying to highlight in their tours or website."

- Karla Moreira (11)

"They're trying to make everyone on different sides happy, keep everyone safe, and manage their appearance in the media."

While some current demonstrations may be violent, Pande believes protests in general can be valuable in-

struments of student expression, she said. "There are some campuses with more controlled protests, which I believe are totally fine." The issue arises when protests escalate and begin to threaten the lives of students, Pande said. "If protests are so out of hand that they impede someone's ability to get

to class every day, that's a bigger issue. That's when the college should be able to put a rein on it."

Davis agrees that while freedom of expression is crucial to any university, there comes a point when it can interfere with other students' learning, he

said. "If it's hurting students' quality of life, the quality of education, and even student safety, that's going to damage the university's reputation. That's when it should stop."

As campus protests unfolded earlier this year, Oxelson wondered how it could affect students' decision-making, he said. Yet, despite any uneasiness, students' perceptions of their colleges stayed consistent. "I've yet to see any students—juniors or seniors—tell me they were planning on applying to one particular school but decide against it because of what they'd seen this spring," Oxelson said. "Instead, they investigate. They ask questions and speak to current students or even faculty to get a sense of what it's like right now on campus." By asking those questions, students can imagine what their experience might be like when they arrive on campus in the fall, he said.

Each student has strong opinions on different aspects of their college, whether that be the climate, academics, or their comfort level with the way a school has dealt with protests, Ox-

elson said. "The college-going culture here is so strong, though, that I do believe many students might be willing to overlook a concern like bad weather or distance from home," he said. "The reality is, if a bunch of our kids are admitted to a highly selective college, say, Duke or Harvard, and they have some concerns about how those universities handle all of these protests, chances are they might still be willing to go."

However violent protests might be, Moreira doesn't believe they will affect where she applies, she said. "At the end of the day, Columbia is still Columbia. And I don't think that violent protests accurately represent the school's values as a whole, especially since in most cases, it's a lot of people unaffiliated with the school." If Moreira were to apply and be admitted to Columbia and the protests were still happening by her first year, they would not impact her decision to go there, she said. "When considering whether or not to go, I don't think protests would be a deal breaker for me not to apply there."

Community reflects on school spirit after Russo's first year as Director of Athletics

JULIA BOUCHUT
Staff Writer

"I want to just bring positive energy around athletics," Director of Athletics, Health & Physical Education Matthew Russo said. "It should be fun and educational and there should be a fun competitive nature."

This year, Russo replaced Robert Annunziata as Director of Athletics, Health & Physical Education at the school. Since the beginning of the school year, Russo has greatly influenced the school's athletics, from changes to the PE curriculum to the implementation of new traditions such as winter and spring Mane Events, during which members of the community are invited to special games to celebrate the different sports teams, Head of School Dr. Thomas Kelly said. Despite the challenges faced throughout the year, including the heat in the fall and flooding during the winter season, Russo has adapted to these obstacles and improved the athletic experience at the school, Kelly said.

During the first few weeks of the school year when teams could not hold afternoon practices due to extreme heat, Russo implemented early morning practices in which students would come to school at 6am,

practice, and eat breakfast before the school day began, Girls Varsity Soccer (GVS) member Hannah Bodner (11) said. The opportunity to practice despite the weather setbacks was crucial to building team chemistry and preparing for early season games, she said. "It made us want to put in that extra effort of waking up because he made this a really big deal, which is something that we've never really had before," Bodner said. "It pushed us to be our best."

Despite homecoming's cancellation because of flooding, Russo ensured the teams still felt valued, Captain of GVS Kayla Choi (12) said. During the fall and winter, members of the community were invited to Mane Events. "Having a designated day for each team was really incredible," she said. "There was a shared com-



ble because of Russo."

Russo also allowed eighth graders to join varsity teams, member of Girls Varsity Swimming Rose Korff (11) said. This decision contributed to the competitive success of teams such as Boys Varsity Swimming, which three eighth graders joined, she said. "They ended up being three of the fastest people on the team."

Russo's hands-on approach has helped him improve the experience of the school's athletic community more effectively, Kelly said. "Mr. Russo is all about building healthy transitions thoughtfully grounded in one's pride to be a Lion."

Before the GVS New York State Association of Independent Schools (NYSAIS) final, Russo spread the word to students and faculty about the game through various email reminders, Choi said.

"There were so many teachers, faculty, and students at the game and I was actually shocked that the bleachers were filled with all of these Horace Mann supporters," she said. "He brought his family there too, which I think shows how much he cares about the team."

Not only has Russo made an effort to attend important games, but he also checked in on teams during practices and regular seasonal ones, Korff said. "He would come to some of our practices and talk with our coaches," she said. "Russo had a lot of enthusiasm for learning more about the sport which was special because you wouldn't necessarily expect a head of athletics to be involved individually in each sport."

One of Choi's favorite aspects about Russo's leadership has been his receptiveness to student feedback, she said. Last year, Choi approached Russo about scheduling the GVS and

Boys Varsity Soccer (BVS) homecoming games during different times, she said. Since the games previously always took place at the same time on different fields, fans were forced to choose between the teams which led to unequal representation of support, she said. "Even though we didn't have homecoming, he changed the schedule so that the girls could have representation," Choi said. "He listened to us and respected our decisions and what we had to say."

Through all of Russo's initiatives, he has succeeded in creating a supportive and encouraging environment throughout the school for sports teams, Bodner said. This support from the community is crucial for athletes given the highly academic nature of the school, she said. "My English teacher Mr. Wilson came to one of my games in the fall and my physics teacher Mr. Epstein walked by some of my games, showing that not only students, but also teachers, care."

Russo cares deeply about all of the students involved in athletics, Bodner said. For example, he has also gotten to know each of the individual players on BVS and GVS, she said. "Russo says 'hi' to each of us whenever we walk past him like it's made his day."

Investigating the impacts of affirmative action on HM college admissions cycle

CLARA MEDEIROS
Staff Writer

"Going to a private feeder school in New York City is, in its own way, affirmative action for Horace Mann students," Christine Tao (12) said. While she heard students at the school celebrate the U.S. Supreme Court's (SCOTUS) recent overruling of affirmative action, she doesn't believe the decision impacted her college admissions experience. "I don't think the ruling affected me personally, and I don't think affirmative action has ever greatly affected anyone at this school."

Last summer, in the two cases *Students for Fair Admissions v. President and Fellows of Harvard College* and *Students for Fair Admissions v. University of North Carolina*, the SCOTUS ruled affirmative action in college admissions to be unconstitutional on the grounds of the Fourteenth Amendment. The ruling led most colleges across the country that previously considered race in the admissions process to revise their practices to comply with the decision.

The SCOTUS ruling on affirmative action in June 2023 changed the landscape of college admissions. After the decision, Executive Director of College Counseling (CoCo) Canh Oxelson sent an email explaining the ruling's implications. In the email,

Oxelson explained how the decision would change the college application process and how college admissions would now consider race and identity. "Colleges continue to view diversity of background and experience as still very much an institutional priority; the desire to enroll a very diverse class continues to be important," Oxelson said. He also believes that the way colleges encourage students to apply and attend their institution will continue to change in reaction to this new reality, he said.

The CoCo office observed the ruling's impact on how applicants' profiles are reviewed during the college process, Oxelson said. "Colleges could no longer view the race and ethnicity of their applicants during the decision-making process," he said. However, the ruling did not mean that colleges could not collect data or alter what colleges could or could not do in the post-admissions process, Oxelson said. "It doesn't mean that that information wasn't collected, it was collected, but they could not view it during the decision-making process."

Colleges may still value each applicant's lived experience, Oxelson said. "Ultimately, no matter what, a student's background does affect how they move through the world [and] how they move through Horace Mann," he said. Given that, the CoCo has tried to encourage applicants to

reflect upon how race and ethnicity have affected their lives. "This year we tried to really push students to really sit and think about their lived experiences and how it has changed their moving through the world to help them showcase this through their supplemental essays," Oxelson said.

Gabe Jaffe (12) noticed some discussions on campuses throughout the year about the ruling regarding whether it was a good or bad decision or the thought process behind it, he said. "I think it's a very controversial topic and, like many political issues, it gets very heated very quickly," Jaffe said. "So it's not easy to have those kinds of conversations in a meaningful and productive manner."

The CoCo has also attempted to explain the implications of the ruling to the class of 2025, Rhea Singh (11) said. "In my CoCo workshop classes, our counselor explained that [colleges] are no longer allowed to explicitly ask about our race and ethnicity, yet we are still allowed to express our identity in supplemental essays," Singh said. "They provided us with examples of essay prompts targeted to ask us such questions."

Because of the new supplemental essay questions, Raghav Poddar (12) does not think the ruling had any effect on his admission process, he said. "Despite the decision, many colleges still have essay questions asking stu-

dents to consider how their race or identity has affected their life," Poddar said. "Since you can write about it in your college essays, I found that I could still express my identity."

Ovie Ayanruoh (12) agrees that the ruling did not alter his chances of being accepted into a college, he said. "Colleges are still asking a lot of questions; they still want to know and consider your cultural background in the decision process," Ayanruoh said.

Oxelson believes that everyone is still learning how the SCOTUS decision will and has affected the application process, he said. "Anytime you have a monumental change in policy and procedure, it is going to take a while to see how it all plays out and what the fallout is, whether positive or negative," Oxelson said. Through Oxelson's conversations with admissions officers at different colleges, he has heard they are seeing a range of outcomes, he said. "Some would say they're probably going to see a dip in the numbers of students who are coming from particular backgrounds and experiences and others would say they saw more than they had seen in previous years," Oxelson said.

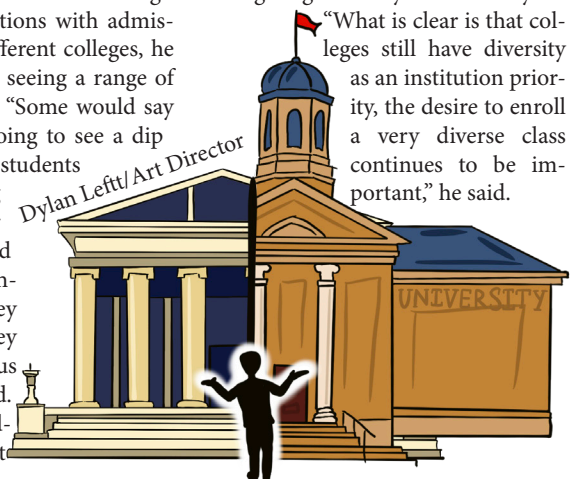
Similarly to Poddar, Jaffe found that

the ruling did not affect his personal experience as an applicant, he said. "There are so many factors that go into everyone's application, whether it be an acceptance or not, and I don't think it's possible to isolate this decision as a factor," he said.

According to Sofia Filardo (12), students at the school should focus less on the impacts of affirmative action and more on legacy admissions. "If you're going to criticize affirmative action, you should be equally critical of legacy," she said. "I also think it's ironic that a lot of legacy kids are celebrating the abolishment of affirmative action. Seems like pulling the ladder up behind you."

For the upcoming classes, Oxelson believes students' results will not change significantly from this year.

"What is clear is that colleges still have diversity as an institution priority, the desire to enroll a very diverse class continues to be important," he said.



SONG MOVIE REVIEWS

Sophia Liu/Art Director

Song: Noah Kahan's *All My Love*

DIYA CHAWLA
Staff Writer

Noah Kahan's 'All My Love' is the perfect song for watching a summer sunset with your friends. From its opening guitar riff, the song pulls you into a laid-back vibe that makes you crave the company of your loved ones.

The song shows exactly why Kahan has gained so much attention recently. His talent for blending catchy melodies with meaningful lyrics sets him apart in today's music scene. There's an authenticity to his music that resonates deeply with listeners, making his songs feel like

they were written specifically for each listener.

Kahan's voice in the song is distinct and full of raw emotion, adding an authentic and heartfelt layer and allowing us to feel the sincerity of each word. In the song, Kahan sings about an ex-lover who has moved on with her life while he has remained the same since their break-up. He sings, "If you need me, dear, I'm the same as I was," demonstrating Kahan's vulnerability to his partner. I also felt Kahan explores themes of connection and the magic of sharing simple, beautiful moments with the people you care about most. As Kahan expresses his sadness, the song

reminds me about the importance of bonds with your loved ones.

"All My Love" is polished but maintains an acoustic charm that keeps it feeling down-to-earth and real. It's not overproduced, allowing the song's natural warmth and Kahan's delivery to shine through.

If you haven't had the chance to listen to Kahan yet, 'All My Love' is a great place to start. It's heartfelt, calming, and captures the spirit of summer. As Kahan continues to rise, songs like this prove he has what it takes to make a lasting impact. It's sure to become a favorite on your playlist, bringing a bit of summer, magic, and love every time you hit play.



Sophia Liu/Art Director

Album: Sabrina Carpenter's *Emails I Can't Send*



Vivian Coraci/Art Director

ISABELLA CIRIELLO
Staff Writer

Looking for an upbeat album for this summer? Look no further - Sabrina Carpenter's "Emails I Can't Send" should be your next listen! Released in July 2022, this album is full of catchy tunes accompanied by a snappy synth and loud bass.

A mix of acoustic songs and upbeat pop hits, "Emails I Can't Send" describes Carpenter's experiences with undefined relationships and the pressure of the media's scrutiny. My favorite song is also her most popular - "Because I Liked a Boy." Rumored to be about her alleged love triangle with fellow songwriters Joshua Bassett

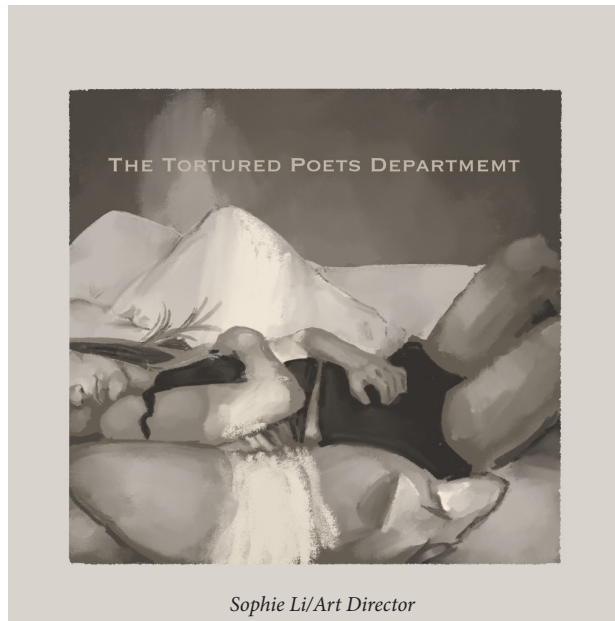
and Olivia Rodrigo, the song goes "And all of this for what? / When everything went down, we'd already broken up / Please, tell me who I am, guess I don't have a choice / All because I liked a boy." Although this is her most popular song, I love listening to it because the production is so catchy and the melody is upbeat and easy to sing along to!

The first song released for the album, "Skinny Dipping," is about the nostalgia she feels when running into a past love. My favorite lyric from this song is "We've been swimming on the edge of a cliff / I'm resistant, but going down with the ship / It'd be so nice, right? Right? / If we could take it all off and just exist / And skinny dip in water under the bridge" because it captures her feelings about what she wishes she could do

if she were to rekindle this romance.

My last recommendation on the album is "Nonsense." The song has enticing vocals and a catchy chorus that goes "I'll be honest / Lookin' at you got me thinkin' nonsense / Cartwheels in my stomach when you walk in." While on tour, Carpenter changed the outro to rhyme with the city in which she performed, creating a sense of community and constantly giving audiences new music. While the lyrics may be about heartbreak, the catchy beat will make you want to dance! At 13 tracks long, "Emails I Can't Send" is the perfect album to listen to while hanging out with friends, alone in your room having some me time, or on a road trip!

Album: Taylor Swift's *The Tortured Poets Department*



Sophie Li/Art Director

SCHUYLER LEVIN
Contributing Writer

Taylor Swift's new album, *The Tortured Poets Department*, is overrated. I flew through it in twenty-four hours, added two or three songs to my favorite playlist, and moved on. While the songs are more engaging than those in Swift's 2022 album *Midnights*, they are nowhere near as outstanding as her earlier albums, such as *Lover*, *Folklore*, and *1989*.

Fans have heard about Swift's ex-boyfriends time and time again. There are

only so many renditions of "This guy made me cry" and "This guy broke my heart." Now, I am not saying that Swift does not have good songs, rather, that she needs something fresh to write about. We have all grown up listening to her hits, and there is a reason why she is arguably the most popular pop artist of today, but we keep listening to Swift sing about the same ex-boyfriend from 2008.

Maybe in a few years, we will fall in love with *The Tortured Poets Department*, or maybe as Taylor integrates her new album into her concert setlists, she will make the album seem breathtaking through her eye-catching performances.

At the moment, though, Taylor's recent albums lack truly engaging songs and lyrics. Some of my favorite songs from previous albums are *Cruel Summer*, from her album *Lover*, and *All Too Well*, from her album *Red*. Fans have described the album as "flat," "devoid of stylistic evolution," and having "too many references to previous albums." *I Look In People's Windows* from *The Tortured Poets Department*, lacks a bridge to the rest of the album and feels like an unnecessary two-minute addition. The big question is, is her new album properly rated, or repetitive and dull?

Movie: *The Truman Show*

OLIVER KONOPKO
Staff Writer

Stunning blue skies, sprawling blue oceans, and never getting stuck in traffic. Imagine this was your life all day, every day. Sounds like the perfect summer, no? This is the life of Truman Burbank, the leading character of the movie *The Truman Show*. Luckily for Truman, this is how every summer of his life has been. One catch: none of it is real.

I first watched *The Truman Show* two months ago after seeing countless TikTok edits of the legendary final scene: "In case I don't see ya, good afternoon, good evening, and good night." I went in expecting a short

and sweet movie that I would forget about shortly. I was gravely mistaken.

The movie follows Truman, a 30-something-year-old man. Unbeknownst to him, Truman's entire life is actually a television show. He lives in a replica town in a massive dome with artificial lights, oceans, and buildings. His mother, father, wife, and friends are all paid actors. Every second of every day is filmed and broadcast to the world. All of the struggles he faced in life – not getting a promotion or getting stuck in traffic – are scripted. As the movie progresses, Truman realizes something is off – a giant industrial light falls from the sky; his car radio tunes into the microphones used by cast members; some buildings have doors and elevators that lead nowhere.

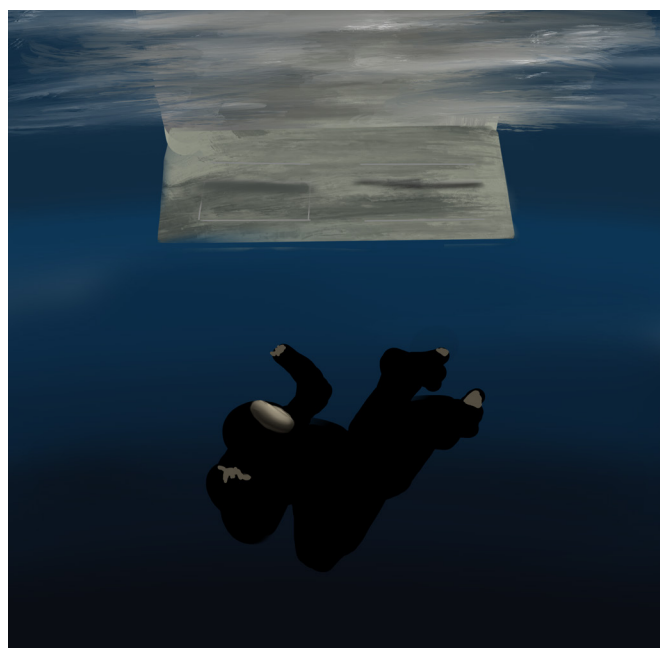
I found the movie both off-putting and thought-provoking. Most people want to believe they are important in the world, that they are the main characters of their lives. However, this movie prompts viewers to question this desire—do we really want everything to be about us?

My favorite part of the movie was Jim Carrey's performance as Truman. Throughout the movie, he does a fantastic job of showing Truman's slow descent into madness as he realizes that something about his life is off. Carrey was most successful in keeping the viewer asking if Truman knew he was being watched. The entire time I was on the edge of my seat trying to figure out the exact moment Truman realized he was in a show.



Sophia Liu/Art Director

Album: Billie Eilish's *Hit Me Hard and Soft*



Vivian Coraci/Art Director

NAYAN AIYAR
Contributing Writer

Imagine songs filled with beautiful melodies and powerful lyrics; that is what comes to mind while listening to Billie Eilish's latest album, *Hit Me Hard and Soft*, which represents a significant evolution in her musical journey. The central purpose of this album is to dig deep into who you are as a person and your evolution as you embrace meaningful change.

Many of the songs take you on a journey, and start with one beat and then travel to another. Two such examples are "Blue" and "The Greatest."

In "Blue," Eilish brings together two unreleased songs from her past, "True Blue" and "Born Blue." Although these two songs were never released, Eilish mentioned how she incorporated them to fit her current style of music. For "The Greatest," Eilish discussed how the song helped her understand the difference between living life and understanding it – a theme reflected in the simple yet profound lyrics. The subtle change in each song's mood represents the change we constantly face in our lives. The full embrace of this change gives the album a bold, refreshing character and reinforces the spirit of her message.

At the end of an interview with

DJ Zane Lowe, Eilish and her brother Finneas raised the idea that while making the album, they were stepping out of their comfort zone and were scared. Embracing this uncertainty allowed Eilish and Finneas to feel satisfied with the end result, which they described as a new feeling. For Eilish and Finneas, fear is a major player in their journey of making music. While it provides the stimulus for growth and learning, fear also makes for balancing comfort and discomfort simultaneously. I equate the fear within the album to the uncertainty that Billie and Finneas have acknowledged as an essential part of our ever-changing lives.



SUMMER GAMES

By Melissa Migdon

1	2	3	4		5	6	7	8		9	10	11	12	13
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17					18					19				
20				21					22			23		
			24						25		26			
27	28	29						30					31	32
33				34		35	36			37				
38			39		40				41		42			
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48					49				50		51			
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55	56			57		58						59	60	61
62			63			64					65			
66						67					68			
69						70					71			

- ACROSS
- 1 Split

5 Stated

9 Doctrine

14 "Milk's Favorite Cookie"

15 "Yeah ... I don't think so"

16 Actor Elba

17 Numerous

18 Forget-me-___

19 Georgia fruit

20 What June 3rd marks

23 Actress Sandra

24 Nevada lake

25 Upscale Asian fusion chain

27 Water brand

30 Puts down

33 College URL ending

34 Trap

37 ___ in the right direction

38 Summer getaway

40 Deadly virus

42 Internet sensation Jojo

43 Target

45 Summer tanning spot

47 Every, in an Rx

48 Less rotten

50 "Bette Davis Eyes" singer Kim

52 Fishing rod attachment

53 "Atlantic City" director Louis

55 Temperature in the summer

57 Beach formations

62 Farewell

64 ___-Free: contact lens solution

65 Stir up

66 Times New ___

67 Not us

68 ___ mater

69 Gown

70 Chances

71 Summer swim spot

- DOWN
- 1 It wasn't built in a day

2 Tehran's land

3 ___ for oneself

4 Prius carmaker

5 Ideal summer weather

6 It merged with BP in 1998

7 Words with clear or air

8 "I can only ___ much"

9 What the seniors will receive at graduation

10 "___ to Joy"

11 How seniors end their senior year

12 Mickey and Minnie

13 Tennis great Arthur

21 Supporters of a team

22 Small bill

26 "Porgy and ___"

27 Coffee that won't keep you up

28 Firefighter Red

29 What comes after spring

30 Crème ___ crème

31 "New year ___"

32 Stretches over

35 This ans. is one

36 Fish eggs

39 Matador maneuver

41 Praises

44 Phoenix team

46 Dutch artist Frans

49 She, in Lisbon

51 Capture again

53 Dual degree for physicians/scientists

54 Played a role

55 Difficult

56 Stench

58 Say ___ (refuse)

59 "___ & Stitch"

60 Muppet

61 Close tightly

63 ___ in elephant

Crossword Mini

1	2	3	4	
5				6
7				
8				
9				

- ACROSS
- 1 Summer getaway

5 British pop singer

7 Pave over

8 Actress Hannah

9 ___-mo replay
- DOWN
- 1 Game played at 1 across

2 "Let's Make ___"

3 Paris subway

4 Get in the game

6 Schubert's "The ___ King"

Recruited student athletes look toward the future

MADDIE OFFIT
Staff Writer



Courtesy of Julia Werdiger

Julia Werdiger - Yale Tennis

Julia Werdiger (12) will attend Yale University in the fall as a member of the Division I women's tennis team. Werdiger has been playing tennis since she was three years old. She knew that she wanted to attend college as a sports recruit because she has dedicated much time and effort to the sport over the years, she said. "I have always played tennis very competitively and traveled

to tournaments across the country, so I think I have always had the passion to continue to play in college," she said. Because of a new NCAA rule, colleges can only start contacting recruits in mid-June 15th after the athlete's sophomore year, Werdiger said. "We had nationals in the summer, coaches would come to watch me play, and that's kind of how it started," she said. "I visited a

few schools in the fall of my junior year and I committed in January of that year." Werdiger visited a few different schools but picked Yale because she thought it was the perfect fit, she said. "I absolutely loved it when I went for my official visit, which is a visit where you stay overnight, go to some classes, and meet the team," she said. "It just felt like a click when I was there, I knew it was

the school for me." Werdiger is most looking forward to being on an actual team, she said. "Tennis is such an individual sport, so just having a team aspect to it is going to be super new and exciting," she said.

John Hiller (12) will be attending Duke University in the fall as a Division I golf recruit. Hiller has been playing golf for 15 years and had always dreamed of playing at the collegiate level, he said. During his sophomore year of college, Hiller began emailing coaches

and heard from colleges immediately after they were allowed by the NCAA to contact him, he said. Hiller decided that he didn't want to commit to a school right away, since he wanted to weigh his options by visiting each school that he was interested in, he said. "The process

only allows you to officially visit 5 schools, and I planned to do all five, but once I saw Duke, I knew it was the place for me," he said. Since golf has been an individual sport for Hiller throughout his entire life, since he didn't play on the school's gold team, he is excited to see how

a team dynamic functions in golf, he said. "I think that not only being surrounded by the golf team, but also the prominent athlete community at Duke will help guide me throughout my time there."



Courtesy of John Hiller

John Hiller - Duke Golf



Courtesy of Mariel Ratner

Mariel Ratner - Brown Crew

Mariel Ratner (12) will attend Brown University in the fall as a Division I rowing recruit. Ratner has been rowing for six years with the Greenwich Crew team, fell in love with the sport the first year that she did it and has fully committed herself to the sport since then, she said.

"I knew very early on that I wanted to continue to row in college and pursued that goal," she said. Ratner began talking to schools in the fall of her junior year. She had an ongoing dialogue with a few schools, but committed to Brown by the end of that winter, she said. After several official visits and talking to many

programs, Ratner found that Brown had the perfect balance of an exceptional rowing program and top-tier academics, she said. "I loved the vibrant, friendly, and welcoming environment that the school created both on the team and as a whole. I felt more 'at home' at Brown than I did when visiting any other school,"

she said. Ratner is excited to continue to pursue her passion for rowing at a high level, and to be part of a competitive team, she said. "The rigor of the program will push me to be the absolute best I can in order to help the team succeed."

Jane Offit (12) will attend Cornell University in the fall as a member of the school's Division I women's soccer team. Offit has played soccer since she was four years old and has committed significant time to the sport over the years, she said. "Getting recruited was always a goal of mine because I have dedicat-

ed so much time and effort to soccer," she said.

Offit committed to Cornell the summer after her sophomore year of high school, only a few weeks after she was eligible, she said. "I went to an ID camp where I met all of the coaches and played in front of them, then I got a call a couple of hours later, and the coach of-

fered me a spot on the team," she said. Though she received interest from other schools, she committed to Cornell early on because as soon as she stepped on campus, she immediately knew it was the school for her, she said. "The campus was beautiful, and the people seemed amazing. I just got really excited." Offit has already met and befriended

many current members of the team through social media and during Media Day—when the team takes roster photos, she said. "I can't wait to begin playing with the team in the fall, I have worked really hard for this and it's a dream come true," she said.

ing a rigorous training schedule once he gets to Haverford, he said. "Once I'm there, the fall will consist of two months of practices and scrimmages, in addition to lifts almost every single day. In the spring, I'll have long practices and film every day—it's a lot of lacrosse."



Courtesy of Wyatt Silverman

Wyatt Silverman - Haverford Lacrosse

Wyatt Silverman (12) will attend Haverford College in the fall as a member of the Division III men's lacrosse team. Silverman has been playing lacrosse since he was five years old and joined a team when he was nine, he said. He decided to commit to the recruitment process because playing sports has been an important part of his life, he said. "I didn't want to give up sports once

I went to college and practice is something I look forward to every day after sitting through classes," he said.

During the summer after his sophomore year, Silverman started talking to some top-ranked Division III schools and began talking to Haverford's head coach at the end of last summer, he said. Ultimately, Silverman chose Haverford because

he liked the team, he said. "I really liked the intensity they brought to the field, and I could see it when I visited for games." Haverford is also in a very competitive conference, and Silverman believes that the school's coaches will lead the team to the top, he said. Silverman is looking forward to playing lacrosse at a high level with a tightly-knit team, he said. He is also expect-

ing a rigorous training schedule once he gets to Haverford, he said. "Once I'm there, the fall will consist of two months of practices and scrimmages, in addition to lifts almost every single day. In the spring, I'll have long practices and film every day—it's a lot of lacrosse."

Jane Offit - Cornell Soccer



Courtesy of Jane Offit

Luca Ruta - Williams Soccer

Luca Ruta (12) will attend Williams College in the fall as a member of the Division III men's soccer team. Ruta has been playing soccer since he was two years old and started playing club soccer at nine years old, he said. Ruta did not expect

to go to college as a recruit, he said. "I didn't even know I could get recruited, to be honest, but I guess it became apparent to me when I started going to tournaments with a bunch of college coaches watching," he said. Ruta started contacting

schools in December of his junior year, but regrets not starting the process sooner. "I got kind of a late start because I didn't really know much about the recruitment process, so I was lucky that I got emails from a bunch of coaches," he said.

Ruta looks forward to representing Williams, playing in matches, and scoring goals, he said.



Courtesy of Luca Ruta

Record Sports LIONS' DEN

JUNE 3RD, 2024

20

Spring Sports Awards

BASEBALL

MVP - MILLER SIEGEL

COACH'S AWARD - CHASE FORBES

STANLEY SHIRE AWARD - SAM SPECTOR

BOYS CREW

MVP - ALEC JACKSON

COACH'S AWARD - LOWEY MILLER

BOYS GOLF

MVP - WILLIAM DUNCAN

COACH'S AWARD - JERRY ZHOU

BOYS OUTDOOR TRACK & FIELD

MVP - IMRAN SIDDIQUI

COACH'S AWARD - OVIE AYANRUOH

BUZZER MEDAL - SPENCER KIM

GIRLS CREW

MVP - ELLA HECHT

COACH'S AWARD - ANNA GRUSON

VARSITY SOFTBALL

MVP - AVA LIPSKY

COACH'S AWARD - SOPHIA LIU

BOYS TENNIS

MVP - GREY GORDON

COACH'S AWARD - ADEN NATHOO

VARSITY GIRLS RUGBY

MVP - JOJO MIGNONE

COACH'S AWARD - ROSE KORFF

BOYS LACROSSE

MVP - WYATT SILVERMAN

COACH'S AWARD - EDWARD CHAN

BOYS VOLLEYBALL

MVP - ZAIN LAKHANEY

COACH'S AWARD - DAVID AARON

GIRLS LACROSSE

MVP - AVA PARENTO

COACH'S AWARD - VIVIAN CORACI

ULTIMATE FRISBEE

MVP - ANGUS JACKSON

COACH'S AWARD - BRADY BU

GIRLS OUTDOOR TRACK & FIELD

MVP - ELLIE CAMPBELL

COACH'S AWARD - MOLLY ZUKERMAN

GIRLS GOLF

MVP - CIANA TZUO

COACH'S AWARD - VICTORIA WOO

