

The Record

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Dr. Mijal Bitton hosts workshop on Jewish history

EVELYN GROSS
Staff Writer

"Our job is to teach history and ensure that faculty and students have what they need to draw their own opinions and engage in their dialogue," Scholar-in-residence Dr. Noam Weissman said. This past Wednesday, as part of his series of workshops on campus, Weissman moderated a workshop led by Dr. Mijal Bitton, a visiting researcher at NYU Wagner. During the workshop, Bitton shared her perspective as an Argentinian and Middle Eastern Jewish woman.

Since Jewish history is characterized by migration and diaspora, all Jewish people do not belong to the same ethnic or racial group, Bitton said. "I've had so many conversations with people about being Jewish, and they always ask, 'How can you be Hispanic and Jewish at the same time?' They fail to understand that Judaism transcends race as it's about a common history and ancestry, dating back to when we lived in Egypt thousands of years ago," she said.

Bitton began the workshop by sharing a story about her visit to the

oldest functioning synagogue in the Western Hemisphere, in Curacao, a Dutch Caribbean island. There, Bitton met and formed connections with other Jewish people who had come from all corners of the globe to visit this historic site, she said. "Even though the visitors to the synagogue came from diverse backgrounds, I still felt a strong connection to them while I was there," Bitton said. "The Jewish community transcends mere faith or ancestry. Rather, it is rooted in the connection of an extended family."

During the workshop, Bitton challenged the narrow definitions regarding the Jewish identity, such as the stereotype that all Jews are white Europeans. "When people refer to Jews as European colonialists, it's concerning that prominent voices fail to acknowledge that half of the Jews in Israel have ancestral roots in the Middle East, never having lived in Europe," Bitton said.

The Office for Identity, Culture, and Institutional Equity (ICIE) organized this series of workshops to address students' and families' concerns regarding the conflict in the Middle East and to provide support for students in understanding more about Jewish identity, Director of

the ICIE Office Christine Moloney said. When setting up this workshop, members of the Deans' Office and ICIE Office asked Weissman to recommend a set of topics and speakers, and he recommended Bitton, she said.

Weissman chose to host this workshop with Bitton due to her profound understanding and experience in the field, he said. Weissman and Bitton currently co-host a podcast titled "Wandering Jews," which explores topics surrounding Jewish history, culture, and identity. "After learning about [Bitton's] scholarly expertise, I told her that she needed to co-host this workshop with me at Horace Mann," he said.

In addition to providing insight into the multifaceted Jewish identity, these workshops also strive to include students in conversations about political matters concerning Jewish identity in the Middle East, especially the current Israel-Palestine conflict, Weissman said.

Bitton and Weissman taught students that, before the Holocaust, Germany held the Évian Conference in 1938 with several developed Western nations, including the U.S., where Germany expressed its desire



DR. MIJAL BITTON

Courtesy of the Sacks Scholar

to expel all Jews. Yet, no other country agreed to accept them as refugees. "This ties into the significance of Israel for Jews after the Holocaust because no nations were willing to provide refuge for them; there was simply nowhere else for them to go," Naomi Yaeger (12) said.

These workshops encourage students to openly express their opinions on events in the world that involve the Jewish identity, Josh Shuster (12) said. However, Shuster believes that discussions should not be held exclusively during after-school speaker-series events. "I believe it's

important for open discussions to be held in classes and forums despite potential tensions," he said.

Incorporating subjects such as the Israel-Palestine conflict into the school's curriculum would not detract from classes, Shuster said. Instead, it could contribute to the learning experience by providing valuable insights into modern, relevant issues, he said. "I trust that people at this school can engage in meaningful conversations respecting diverse viewpoints without causing unnecessary disruption, as often seen on college campuses."

Spoons on the loose: Seniors bond over Project X

WILL CHASIN AND SARINA SHAH
Staff & Contributing Writers

"Be sure to keep your head on a swivel," Jack Yoon (12) said. This week, the senior class was on high alert as they competed in the first-ever senior-only Project X, modeled after the Upper Division's (UD) annual Project X, or spoon tag.

After organizing this year's Project X, Carmen Zhang (11) had the idea to create a senior Project X, she said. In collaboration with CC co-chairs Erica Jiang (12) and Jorge Orvañanos (12), Zhang arranged the competition for the second week of May and reached out to UD Dean of Students Michael Dalo and Dean of the Class of 2024 Stephanie Feigin to organize the game.

Unlike the division-wide Project X, senior Project X allowed participants to eliminate their targets outside of school, spurring lots of friendly competition within the grade, even

more than in the annual edition, Nate Chiang (12) said. "When you're playing with just the senior class, it's harder to avoid being tagged because everyone knows everyone and their schedule. I've seen people hiding in the library or being escorted to class by a teacher," he said.

Senior Project X week has been filled with many fun and memorable experiences, Wyatt Silverman (12) said. "On Monday, Liam [Kisling (12)] chased Tyler [Rosenberg (12)] across the whole field, and Liam didn't catch her. Tyler, while running, turned around and stunned Liam with her spoon and got away," Silverman said.

While senior Project X is more tense than the division-wide competition, it has fostered a tight-knit community, as participants can become more familiar with each other, Gabe Jaffe (12) said. "The person who got me out in [division-wide] Project X was a junior I didn't really know. But if I see a senior walking down the hallway, I'm more excited because I know there's a higher chance that they have me," he

said.

Seniors enjoyed this year's senior Project X and took it more seriously, Feigin said. "The requests for spoons are quite funny. They come in like covert spies and ask for more spoons. I have also seen students walking sideways, constantly on edge," she said. "It is really funny to see seniors focus on their surroundings in such a different way"

To avoid elimination, Yoon had many strategies to stay in the game, he said. "Be athletic, be an athlete, be aware, be ready, and be sure to keep your head on a swivel at all times," he said.

Despite not being able to eliminate anyone before he was eliminated, Silverman advised his peers to ask other students about their target's schedule in order to get them out, he said. That way, they can wait outside of their target's class to get them out, just like the way he got out. "Be a predator on the hunt," he said.

Vivian Coraci (12), on the other hand, tricked her friend in order to get her own elimination, she said. Coraci convinced her friend that she had already been eliminated, walked with her out of the library, and tagged her with her spoon. "It was kind of mean but it was in the spirit of the game so it was fun," she said.

Throughout the week, seniors spent a lot of time conversing about Senior Project X in the Katz Library, Kayla Choi (12) said. "I heard that Jojo [Mignone (12)] tackled Josh [Schuster (12)] in Lutnick a couple of days ago!" After further investigation, however, Mignone and Shuster denied this allegation.

Senior Project X participants also have the

option to tag each other outside of school, an option not available during the UD-wide game. This made the game more intense, Choi said. "A lot of my friends have senior parking, and so they're all running up and down to get their cars after school and stay safe."

For instance, when Choi was assigned Jack Silberstein (12), her close friend, as her senior Project X target, she drove him to and from a nearby restaurant during a free period to get lunch together, plotting a scheme to tag him, she said. "All my friends knew about it but him," she said. "As we were getting back to campus, everyone was videotaping me, and I tagged him out."

Silverman also had a memorable and disappointing moment when he was quickly eliminated early on in the week, he said. "Ari Palla (12) was lurking outside of my class and tagged me right when I walked out," Silverman said. "Someone leaked my location!"

Ultimately, it was an amazing way to conclude the school year for seniors, especially because they only have a limited amount of time left, Feigin said. "I hope that Senior Project X gave seniors a moment to take their foot off the gas a little bit."



Ever wonder why students skip school? See pages 4 & 5 to find out!

Why we should reconsider how we teach languages



James Rukin

When was the last time someone randomly asked if you could provide an example of the subjunctive mood in your following sentence? Probably never. Yet, here we are, sticking to the old-school grammar lessons and worksheets in foreign language classes that miss the whole point of linguistics: to connect with others. It is like reading about the mechanics behind running in order to train for a marathon but never actually running. Thus, we need to rethink our approach to teaching and languages.

Have you ever been in Spanish

class when your teacher pulls out an audio recording for some extra practice, but when they press play, you comprehend practically nothing, forcing you to just nod to make it seem like you understand? I have, and despite having studied Spanish for over seven years, I find it challenging to comprehend even a single sentence from a native speaker. My aunt's experience is a stark contrast: fluent in both Spanish and English before she even started high school, her fluency came not from formal lessons but from being immersed in conversations with Spanish-speaking family and friends. This daily conversational immersion, where language was a part of her actual life rather than just a subject to study, underscores that genuine fluency emerges not from relentless drills, but from living the language.

While some may argue that more than a 45-minute foreign language class is needed to achieve fluency, we manage to tackle complex subjects like physics and history within the same timeframe, encouraging students to understand and creatively apply challenging concepts. Why should language learning be any different? This suggests that the issue lies not in the

time we have but in how we use it. By centering our language classes around discussion, we can create an involved classroom atmosphere that helps students develop the ability to think and express themselves clearly in a new language, just as they do in their native one.

By revising teaching methods, students can learn languages through engaging interactions rather than pure memorization. Language classes should simulate real-life situations, with students actively participating and not just observing. Yet, often, it is the teacher who dominates the conversation, turning vibrant exchanges into one-sided lectures. We need to transform these environments, so that students become the main speakers, engaging deeply through role-playing and discussing current events. By creating realistic scenarios, we are not just teaching students to memorize rules, conjugations, and tenses; we are helping them turn their language skills into something they can use every day.

Thoroughly practicing tenses and moods through grammar drills often restrains incorporating them naturally in dialogue. True fluent speakers do not mechanically

conjugate or use different moods when speaking; they do it seamlessly. For example, while preparing for the ACT, I discovered I had been using the imperfect subjunctive tense in conversations without knowing what it was called. This revelation made me question: If I could grasp such a complex grammatical form through everyday use, why do schools focus so heavily on teaching grammar rules before practical use? This approach seems backward. We learn to speak long before we study grammar rules, so why not apply this natural progression to learning new languages in school? We need a shift in our classrooms to prioritize communication, with grammar picked up along the way, much like how we absorb phrases from our favorite songs and movies. This method is not only more natural but also more engaging, making every conversation a step towards fluency.

While a conversational approach in the classroom is key, immediate feedback is equally vital. Think about learning to play the guitar—you wouldn't want to find out a week later that you've been playing the wrong notes. The same goes for learning languages. If you take a grammar quiz and only find out weeks

later which verbs you conjugated incorrectly, your progress stalls. Real-time corrections, like those in conversation, enable learners to adjust their speech instantly, mirroring natural language acquisition. In an environment that encourages experimentation and refining skills, students start to think in the new language, not just translate from their native one, unlocking true fluency.

Language classes should shift from grammar-focused learning to methods that emphasize real-world communication. This new approach to languages allows students not just to pass their exams, but to live, work, and engage meaningfully in new languages. Language is not just a subject to learn; it is a life to be lived. Is the ultimate goal of learning a language not to use it in ways that expand our perspectives and deepen our connections? Let's reshape language education to focus on living the language, ensuring it prepares the students to engage in interactions with native speakers. This shift will not only enhance our students' learning experiences but also better prepare our students for a world where effective communication is crucial.

Record Games

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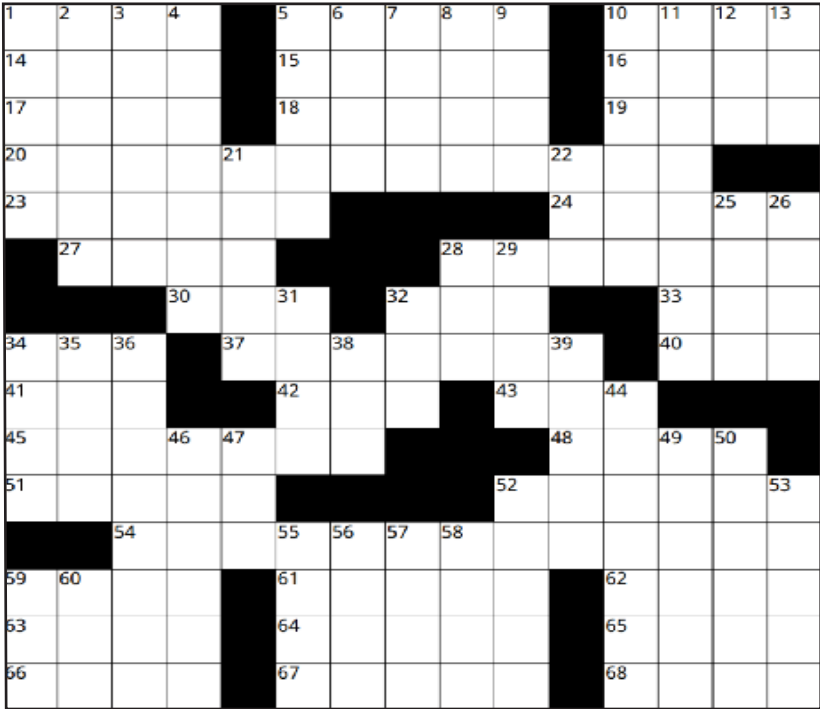
- Major in astronomy?
- Pesto ingredient
- Alternative to tampons
- Tournament ranking
- Actress Witherspoon
- Sound from a pen
- Jack of "Rio Lobo"
- Basketball stadium
- Cafeteria food carrier
- Julie Andrews' "The Sound of Music" role
- Timeless, in poems
- What the Leaning Tower of Pisa does
- Biblical garden
- Candy Crush, for one
- Insult
- Sped
- New, prefix
- Clean Air Act org.
- Goes through
- New York summer hours
- ___-tac-toe
- Vampire Diaries actor Somerh-alder
- Road goo
- to haul

- Workout repetitions/Reps
- Toys with ups and downs
- Hakuna ___
- Inseparable, or a punny hint to the ends of the starred clues*
- Soothing gel
- He puts bananas on his PB&Js
- Prefix with legal
- "The Simpsons" bar
- Portents
- Hurricane centers
- Where to leave a comment on social media
- Invasively curious : Var.
- Window frame

<DOWN>

- 1972 Bill Withers hit
- Make a connection between
- Lightly charred
- Looked up to
- 2012 Pixar film
- Prefix with dynamic
- Viewed
- "___ She Lovely"
- Shakespearean king
- Crusted entree
- Runway model

- Trait carrier
- Wild blue yonder
- "Tomorrow" musical
- Dough dispenser
- Adorned in a prankish way
- Jupiter has a Great Red one
- Needlefish
- Work without ___
- Scissor sound
- Sprint
- Online crafts marketplace
- ___ de gallo
- Bunions symptom
- Fist bump
- It's a wrap
- Shoots over
- Like the best golf scores
- That, in Toledo
- Tropical fruit
- Stashes
- Grammy winner Elliott
- Very little, in recipes
- Laborer
- Ticklish Muppet
- St. crossers
- Cosecant's reciprocal
- Rock blaster
- London lav



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News in Brief: Students venture beyond the classroom

JULIA LOURENCO AND
ANNIKA BHANDARI
Staff Writers

Science Research 2 collect data on their trip to Dorr

"What I hope my students can take away is that the skills they've gained through Science Research can not only be used in a laboratory, but also to give back to their community," Biology Lab Manager and Science Research teacher Dr. Alyssa Shearer said. Last Friday, Science Research 2 visited the John Dorr Nature Laboratory in Washington, Connecticut, to collect data on tree diversity and invasive species.

The first part of the visit included documenting different tree species, Dylan Montbach (11) said. Students collected data on factors related to tree growth, like soil health and access to light. "It was a fun adventure trying to tell the species of a tree just by looking at bark texture and a few other features," he said.

However, the main focus of the trip was to study the Woolly Adelgid, or *Adelges tsugae*—an invasive insect species that feeds on Hemlock trees—as part of a larger research project that the students will continue in the classroom, Montbach said. "We took soil samples of the Hemlock trees to look at their nutrient concentrations, to try to figure out how much this species has actually impacted Dorr's trees," he said.

The trip offered students a change of pace from the typical Science Research curriculum, which often involves writing and creating presentations in the classroom, Oliver Aizer (11) said. "Having the chance to take our research and connect it to nature was really exciting for me."

The most exciting moment for Shearer during the trip was seeing one of her students, Bethany Jarret (12), teach her classmates about ecology, which Jarret had been studying all year, Shearer said. "It was really fun to see her in her element, showing the students how to assess tree health and take samples, since she already knew what she was doing," Shearer said.

Studies in Spanish explore Bethel Woods Center for the Arts

"Walking on the grass where 450,000 people were and being able to see where everything happened was poignant, and my favorite part of the trip," Pietro Arcoria (11) said. On Monday, the two sections of Studies in Spanish: Canciones, Poetas y Revoluciones visited the Bethel Woods Center for the Arts, a museum located at the original site of the 1969 Woodstock Music Festival.

The trip allowed students who studied the evolution of the political and musical climate of Spanish-speaking countries to draw similarities between the activism in Latin America and the United States, Spanish Teacher Dr. Osdany Morales said. "Going to the museum [was] a great opportunity to show the students the connections between activism and the role of music in social change in a way that is much closer to them than when we learn about it in other countries," he said.

During the trip, students participated in group-wide discussions about key social movements in the United States, visited the Woodstock Museum, watched a documentary on music played during the festival, walked the venue grounds, and made their own pins as part of an artful activism project, Morales said.

Logan Scharlatt (11) enjoyed hearing material from his Spanish class in a modern context, he said. "We learn a lot about the connection between music and poetry, which is something we were able to see very clearly through the impact of the songs they played in Woodstock, which I realized when we watched the documentary at the museum," Scharlatt said.

Aside from learning about the history of Woodstock, Scharlatt enjoyed spending the day with his friends, such as Arcoria, who are not in his section, he said.



PEACE SIGNS UP

Courtesy of Pilar Valencia

Voices of Protest visits the U.S. Attorneys office and courts in Brooklyn

"Being able to speak with the judge and a prosecutor and seeing the emotion in a sentencing isn't something you can get from a book," Sophia Paley (12) said. On Tuesday, Voices of Protest (VOP) classes visited the U.S. Attorney's Office, the Federal Courthouse for the Eastern District and the Kings County Criminal Court.

Before the trip, the class spent time learning about policing, prosecutorial power, and mass incarceration, History teacher David Berenson said. "The trip is eye-opening for students," he said. "It's intense and even unsettling to see a defendant sentenced to prison time."

The students began their morning with a conversation with Marissa Sherman, a Federal Defense attorney, and Berenson's wife, Nomi Berenson, an Assistant U.S. Attorney, Naina Mehrotra (11) said. Berenson and Sherman talked about their jobs, and students asked them questions about plea deals, resources between the offices, and how she would change the criminal justice system.

The main part of the trip, though, was listening to Federal Judge DeArcy Hall sentence a man who had been in and out of jail multiple times and repeatedly violated his supervised release, Paley said. "We've learned about reasons for recidivism, whether it be because someone is poor, or have never gotten the help that they needed, but it was so interesting to see this up close," Paley said.

Finally, the class watched arraignments at the Kings County Criminal Court, where they heard from state court judges, Berenson said. "It wasn't planned, but both judges we observed saw a large group of students and were curious as to why they were there, so they ended up speaking with us briefly," he said.

Judge DeArcy Hall told the class about her background, how she chose a career in law, and explained specifics about the trial, Mehrotra said. "She seemed very invested in the defendant, she treated him like she was her child—it was interesting to see her



SAY CHEESE!

Courtesy of Ari Palla

Seminar and Directed Study in Art History travel to the Whitney Museum

"I'm really excited to see the works that we researched in class in real life," Gisella Fischeberg (12) said. On Thursday, Seminar in Art History and Directed Study in Art History visited the Biennial Exhibit, Even Better Than the Real Thing at the Whitney Museum.

The Biennial Exhibit is a collection of art based on the permeability of relations between the mind and body and the growing precariousness of the world, Visual Arts Department Chair Anna Hethrington said. "It is important for art history students to see art in person as the experience can not be replicated on screens in the classroom," she said.

Prior to the field trip, students in both classes were assigned different artists to research in the exhibit. Afterward, each student gave a short presentation to their peers, Story Sossen (12) said. That way, all students familiarized themselves with 14-17 pieces in advance of their field trip. This prior research led to a rich viewing of works in the museum, Sossen said. "It's a really cool experience to see a piece that you studied, researched, and learned about in class."

Seeing pieces beyond a classroom screen made Kayla Choi (12) more appreciative of the work she was studying, she said. "Especially when we stopped by the interactive artwork or 3D sculptures, I was able to really see the different perspectives of the pieces, which isn't something I couldn't have gotten in class."

The movies playing in the background of the museum also added to the ambiance of the experience, Choi said. "Walking around and taking notes on what stands out to us, while listening to these great documentaries in the background made me feel immersed in the art," Choi said.

Like Fischberg, Choi, and Sossen, Alex Ben-Yishai (11) enjoyed the opportunity to learn outside of the classroom, she said. "I think field trips are a great way to learn, especially when they tie directly to class material."

Photography's field trip to Fotografiska, Union Square & Washington Square Park

On Wednesday, the Directed Study in Photography and Photography: Fine Art + Commerce classes visited Fotografiska, Washington Square Park, and Union Square.

Fotografiska is a photography museum located in Manhattan's Flatiron District. The class visited the exhibit: Human/Nature - Encountering Ourselves in the Natural World, Visual Arts Teacher Aaron Taylor said. "The collection is about how we interact with the Earth at the moment," he said. "It is different to look at photos in person, as the traditional way of looking at photographs is more dynamic and it's just different, which I enjoy and I appreciate, and hopefully the students will appreciate that as well," Taylor said.

David Aaron (12) enjoyed the trip and believes that field trips can be especially beneficial for classes such as photography, where students can learn through the physical experience of shooting photos. "It was a unique experience to actively take pictures with my class as typically everyone shoots their photos individually," Aaron said.

Throughout the year, the students on the trip have been learning how to create and compile a series of photographs, he said. Through these books and the exhibit, students could see the process a photographer takes to create a story, Taylor said.

Afterward, the class visited Washington Square Park and Union Square to take photos for their final projects focused on street photography, Taylor said. "We live in a beautiful and wonderful city where you never know what's going to happen."

The trip provided students with an opportunity to take photos with their class. "We all see differently, so how does one student see differently than the other student?" Taylor said.

Understanding student absenteeism: Is it necessary for r

ZACH HORNFIELD AND
ANOUSHKA PARAKH
Staff Writers

“Ultimately, students and colleges don’t value attendance as much as grades,” Shai Kraut (9) said. “So if you’re missing an extra day or two but keeping your grades up, it’s much more beneficial for you in the long run.” Like many other students, Kraut has noticed a culture of regularly skipping school resulting from students prioritizing grades, he said.

According to an anonymous Record poll with 205 responses, 79% of students believe that students value performing well at school over good attendance, and 73% of students have skipped school for reasons unrelated to illness or prior commitment. Of these students, 62% did so to get ahead on work, and 33% skipped school to avoid an assessment. Among those who admitted to skipping an assessment, 58% did so on multiple occasions. Based on these results, it is clear that many students feel that the workload and pressure has caused them to skip school.

Page 70 of the Family Handbook establishes that a student can miss a maximum of 14 days in any class. If their absences in any course are

days would cause drops in a student’s grade point average (GPA), she said. “If you start to miss school that frequently, you miss a lot of content in school that is then later on assessments and thus it affects how well you do in your work and assessments,” Wells said.

Like Wells, Jordan Capla-Wasserman (11) does not believe missing school to avoid assessments is an effective strategy if done routinely, he said. On top of having to catch up on schoolwork, students who miss school will also have to complete homework at a different pace, schedule meetings with their teachers, and make up missed assessments. For Capla-Wasserman, these drawbacks outweigh the potential benefits, he said.

Technically, skipping school to gain more time to study or work on assessments is not a direct violation of any rules defined under academic integrity in the family handbook, Head of Upper Division (UD) Dr. Jessica Levenstein said. However, Levenstein also does not condone this practice, she said. “I do not think that is an ethical choice or one that has integrity in my mind, but it is not a violation of our discipline.”

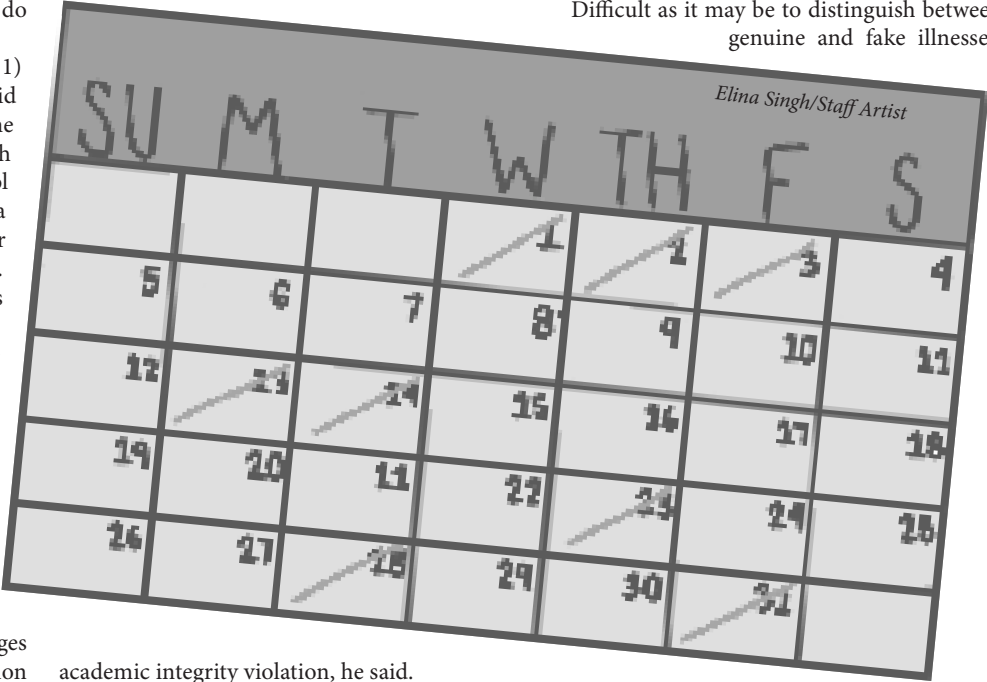
Similarly, Lizzie Strasser (10) acknowledges that missing school to study is not a violation of academic integrity but is a matter of personal

advantage over one’s peers, Dalo said. “In a way, it allows a student to manipulate a system so that it can be more to their advantage.”

For that reason, it could be considered an

pressure the student about the instance, she said. “We do not question the reason or pry. The decision about what constitutes a good reason to stay home is up to the parent,” she said.

Difficult as it may be to distinguish between genuine and fake illnesses,



“Your brain creates this mindset where you feel like you have to drop everything to study for the exam.”

- Annaleise*

15 days or greater, the school will organize a meeting with the student’s teacher, advisor, and grade dean to determine whether they should receive credit for that course. The school then calls a subsequent meeting with the student and their family to discuss the number of absences and potential solutions. Before the student can receive credit, the school must evaluate the reason for each absence, as well as whether or not the student’s work that they missed has been completed.

Briana Wells (11) feels that using all the 14

responsibility, she said. “Although it can be frustrating for classmates, it is ultimately the person’s decision.” By studying far enough in advance, Strasser avoids reaching the point where it is necessary to skip a day, she said. While there might not be official repercussions for skipping school, students who skip frequently may face other consequences, she said. “Even if that’s what works for them, there’s still the possibility that teachers might be mad at them for skipping.”

Skipping school often creates an unfair

academic integrity violation, he said.

Although there are many reasons why a student may miss school, the most common is due to reported illness or a scheduled doctor’s appointment, Administrative Assistant for Data Management Laura Cassino said. During testing weeks, the administration sometimes sees a slight uptick in absences. While some students may miss school due to high workloads and need extra time to catch up, the vast majority do so when they are genuinely unwell, she said. In addition to testing days, most absences occur during the winter, when students are more likely to be sick due to the cold weather, she said.

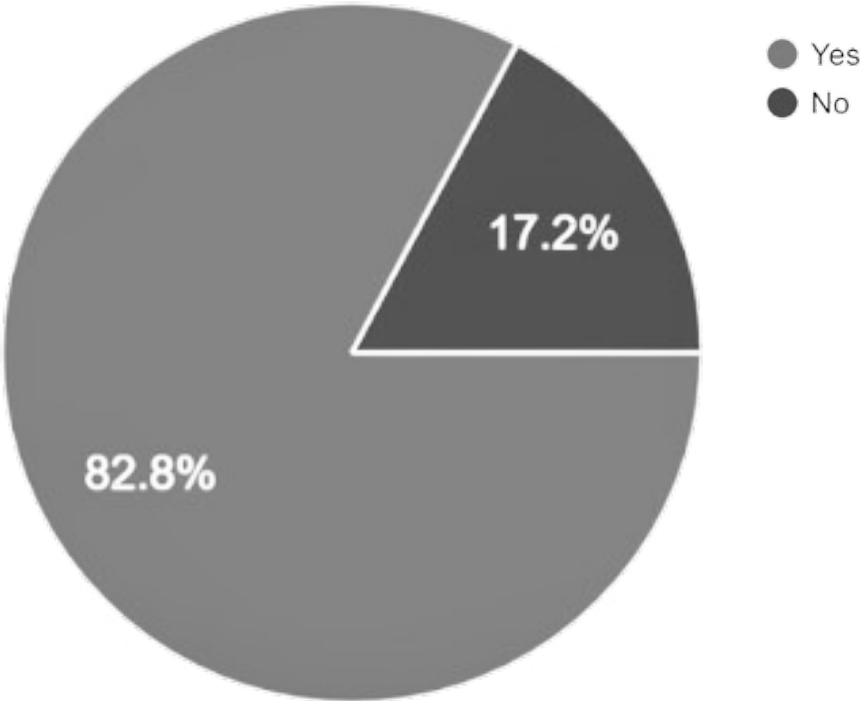
Because parents are the ones who report absences, it is often difficult for the administration to know whether these illnesses are legitimate. As long as a parent has informed the school of their child’s absence, that student is not considered to be cutting class, Levenstein said. Therefore, the school has no reason to

the school has implemented a program to identify patterns in a student’s absences related to assessments, Levenstein said. The school’s attendance reporting software has a specified code to mark when a student has missed a class in which there was an assessment, she said. “We have that data, and if there is a pattern, we have spoken to students about no longer using that [skipping school] as a tool.”

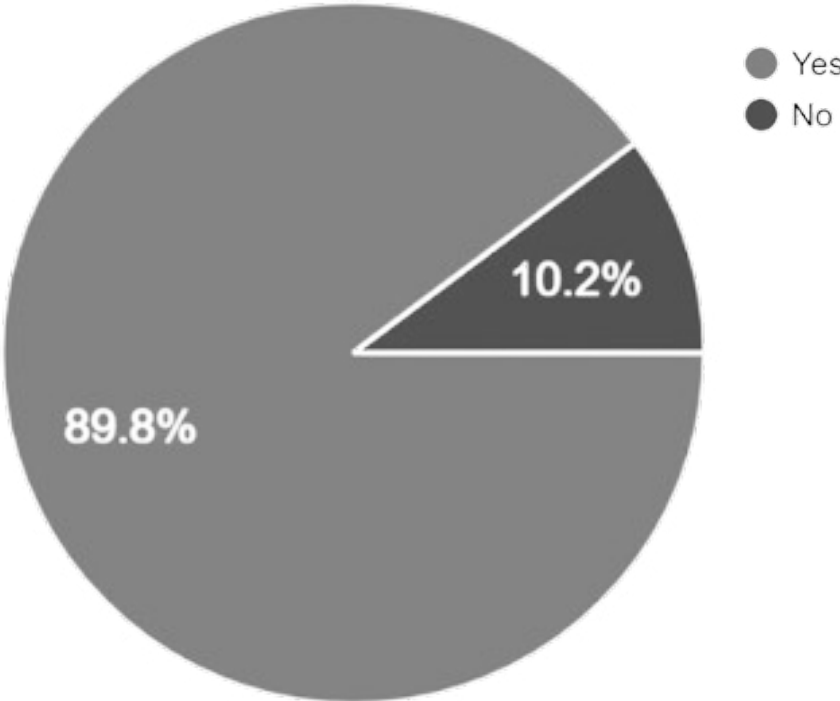
Archibald* (9), who chose to remain anonymous to avoid getting in trouble for academic dishonesty, believes students often perform better on tests when they take an extra day to study, he said. When dedicating more time to studying for any one subject, Archibald finds that he performs better, he said. Faced with less stress, Archibald can work at his own pace and take the necessary time to comprehend the material.

Even if students believe they are violating academic integrity, some skip school anyway

When taking mental health days, do you feel inclined to also do some of your work?



Do you know of classmates who have skipped school to avoid an assessment that day?



mental health or does it promote academic dishonesty?

because of an overwhelming workload, Archibald. Because there is often a lack of communication between the amount of work teachers are giving and when they are giving assessments, he finds that the work ultimately keeps building up, he said. "The number one thing teachers say is that you have to develop a better time management structure, but what they fail to understand is that every teacher is saying the same thing," he said.

It is common for students to take into account what classes and free periods they may have in a given day before deciding whether or not to skip, Kyra O'Brien (11) said. Due to the difficult content of her math class, O'Brien avoids staying home whenever she has math because it is harder for her to catch up with the more classes she misses, she said. "Something I learned this year was that it was a balance between getting work done, going to class, and getting enough sleep," she said.

The types of assessments that students tend to skip also vary, Cherry (10), who is anonymous as she is afraid of what her peers would think knowing that she skips school, said. In Cherry's case, chemistry exams are the most common reason for her absences. "It is the subject I least understand and struggle in the most and I usually feel the least prepared for," she said.

Parents will often support their child's decision to skip school if it is clearly justified, O'Brien said. If she can effectively explain to her parents why she wants to stay home from school—for example, if she is thoroughly overwhelmed with work—and make that sacrifice, O'Brien will usually get permission, she said. "At the end of the day, my parents want me to prioritize sleeping and mental health, and if that means that I need to stay home to work, they let me because they trust I know what I need," she said.

Others refrain from asking their parents to skip school. Facing an overwhelming amount of work, Kraut once considered skipping school to keep studying, Kraut said. He was considering telling his father he was sick to stay home for the day, though ultimately decided against it, he said. "When I went to school to take the test, my band teacher emailed us that we didn't have class that day. In the end, I had an extra free period before my class to work on the essay so everything worked out all right." While Kraut did end up going to school that day, he felt that he made the right decision not asking his father, he said. "If you're missing a day of school for work in the first semester of your freshman year, I don't personally think that's a valid reason to miss school, much less ask your parents to do so."

If not absent to study, students take days off to get more rest, Jude Nye-Wenner (10) said. When compared to the drawbacks of missing work, taking the day off gives students more time to actually make up their work and work more efficiently in the long run, he said. "My parents have made it clear that as long as I'm able to manage my work, it's going to be beneficial overall. That's totally okay."

Before opting to take a mental health day, students should talk to an adult, especially if they are feeling stressed or having trouble

managing their work, UD Dean of Students Michael Dalo said. Having a conversation with an adult in the community will prove helpful to students in helping them feel better and also, in the process, develop important skills for the future, he said. "In life, you cannot just continuously and perpetually postpone things until you are ready to do it," Dalo said.

"I would like parents to encourage students to just go to school and do the best

The stressful atmosphere of the school pushes students to skip as well, Annaliese* (9), who is anonymous because she admitted to skipping class and giving out answers to classmates, said. "Horace Mann creates this environment where, before a test, all you can think about is that assessment," she said. "Your brain creates this mindset where you feel like you have to drop

time I ask for answers they would give it to me. Something good comes out of it," she said.

Students also feel pressured by their classmates to give them answers, Nye-Wenner said. "There's a general consensus among students that not telling someone the answers is a snarky move. It's against some social norms." Though the majority of students do not blatantly encourage cheating, mutual help is an unspoken rule, he said. "If someone asks you for answers, it's kind of rude not to give them a general answer. That would almost be like saying 'you're not my friend.'"

Other students, like Wells, feel the exact opposite. In some cases it is less beneficial to share answers because of factors like an assessment's curve, she said. Due to the rigorous nature of many UD tests, many assessments are graded relative to other students' performance, Wells said. Therefore, especially when she studies a lot for a test, giving out answers to a test will ultimately devalue her own hard work by decreasing that curve's effects, she said.

"If students use an absence from school to find out the answers to an assessment, they are committing academic dishonesty and will face disciplinary action if they are caught," Dr. Levenstein said. "They are not only cheating their classmates, they are cheating themselves."

Levenstein recommended that teachers change assessment questions for make-up assignments whenever possible to avoid potential academic dishonesty, she said.

The administration is working to be more proactive about reaching out to students and establishing a time to make up their test as soon as possible, Dalo said. It is common for grade deans to personally email students to schedule a time based on their free periods, he said. "It's [the administration] doing as much as we can to avoid that the assessment is prolonged even further."

Still, students should by no means push themselves beyond their limits to stay in school, Levenstein said. When deciding whether or not to skip, students should consider their individual tolerances for stress, she said. "If coming to school would mean that students are crying in a bathroom stall during passing time or if they are so distressed that they're unable to concentrate in class, it would seem like they

they can on the assessment to help them gain perspective on the situation," he said.

While Cherry feels that she may be more mentally prepared for the exam after taking an extra day, her final grade does not usually reflect the extra time she spent studying, she said. "If I don't understand the content the day before

everything to study for the exam," Annaliese* said.

In addition to taking extra time to study, students who skip school to avoid assessments also have access to answers from classmates who have already taken the exam, Archibald said. Archibald has both given and received answers for assessments and believes that receiving them has allowed him to be better

"If students use an absence from school to find out the answers to an assessment, they are committing academic dishonesty and will face disciplinary action if they are caught,"

- Dr. Levenstein

the test, studying alone for another day won't actually improve my grade or understanding as the thing I benefit from most is meeting with my teacher, which she is often unavailable to do." However, Cherry still skips school the day of assessments as even if she may not understand the content, it makes her feel calmer going into the test knowing that she studied for that extra day, she said.

prepared going into the exam, he said. While this practice is a direct violation of academic integrity, Archibald sometimes feels it is necessary to cross the line for his friends, he said.

Annaliese also has given test answers to peers, but only in exchange for some benefit, she said. "If I give someone answers on the test, I can use it to my advantage as the next

need to attend to their mental health before coming to school," Levenstein said.

Ultimately, students are usually better off coming to school, Kraut said. "Rather than trying to teach yourself something, it has more value being taught in person," he said. "The whole point of going to school is that someone else can teach it to you better than you can teach yourself. That's the teacher's job—to teach you."



Eliana Son/Art Director

Changing seasons: What's on the horizon for spring fashion?

MARLOWE ROSS

Contributing Writer

"Spring trends always come back more colorful and [more] bold," Cal Spillane (9) said. Now that spring has sprung, the looks are changing with the weather, and many at the school are wondering what trends will be "in" next.

Similar to the vibrant blooms of spring flowers, Nicole Au (11) foresees a fresh pop of color in spring outfits. "I've definitely seen a lot of people wear orange and pink combinations in tube tops, jewelry, and accessories," Au said. "I feel it's really tropical

and will be super trendy."

Leah Marquardt (11) believes that new trends often come from other students. Friends influence friends from advising on outfits to shopping together, which becomes evident in how students dress at school, she said. "I would definitely wear [something] because [of a friend]. Sometimes you're kind of nervous to wear something for the first time that's new, but if you see your friend wearing it, you feel more comfortable," she said.

Sienna Tolani (10) also predicts that there will be more colorful bottoms, shoes, and bold prints this season. "Last year, there was a really big emphasis on a 'clean girl,' [a] very minimalistic aesthetic, but this year, there's a

lot more color [to replace it]," she said.

Spillane expects new color trends to emerge this season, albeit more muted. Cool-toned yellows, lavender, and navy blue will become staple color combinations, providing a unique twist to some basic pieces or plain outfits this spring,

he said. Along with vivid colors, Spillane thinks students will continue to wear animal prints as they have done all year. "[The trend] will expand out of just leopard print and zebras, and other animal prints will be featured," he said.

Spillane predicts that these prints and styles will increase in popularity on campus, adding some flare to spring fashion.

Hoping for a retro spring, Ahaan Chabba (10) predicts baggy jean shorts, or jorts, will make a comeback, he said. "A lot of people hate on me when I say it, but I think jorts will be really big when [spring] hits."

Another item that the school can expect to see more of is chunky jewelry, Marquardt said. This spring, she expects charm bracelets and necklaces to become more popular jewelry pieces, she said. "It's kind of like a backdrop. Jewelry really helps you show and express yourself, and elevate [an] outfit," Marquardt

said.

To complement this jewelry trend, Tolani predicts colorful shoes will become a spring staple. Shoes with a fun pop of color are always a great way to add a unique or unexpected flare to a seemingly simple outfit, she said.

"I think accessories also are a big thing now. Very basic outfits, and then very chunky accessories, and very colorful shoes," she said.

While Spillane hopes for new fashion trends to bloom, he also hopes that certain trends will fade. For example,

Spillane dislikes the popular Adidas Sambas and is more than ready for the day that

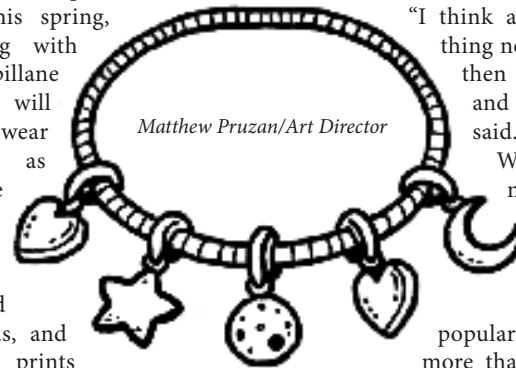
they head to the grave, he said. "I hope Sambas die down, because everybody wears them. I think once things get oversaturated, people no longer want them," Spillane said.

If these trends emerge, clothing brands like Edikted and other major fast fashion brands, which mass produce the trendiest items rapidly, will allow more students to join in on these trends because they sell easily accessible clothes online, Sarah Korff (9) said. However, there are more sustainable alternatives, she said. Due to the nicer weather in the spring, people are able to explore smaller businesses whilst shopping outside, she said. "Spring [is] where small businesses can thrive more, because [there's more] fashion diversity."



ANMY PAULINO (12) STRIKES A POSE

Photo By Nicole Au



Green Day inspires environmentalism through art, activism, and awareness

ADEN NATHOO

Staff Writer

"A lot of us are very artistic, so I think it's very natural for us to find ways that we can connect art and activism to environmental work," co-president of Green HM Nia Huff (12) said.

Every year, Green HM organizes Green Day, an event focused on increasing climate awareness through student-led workshops. This year, Green Day took place last Friday, and included workshops on sustainable art, bracelet making, sustainable plant pots, food waste, and reusing materials to make environmentally-conscious art.

Planning for this year's Green Day started after winter break. The co-presidents of Green HM Huff and Tyler Rosenberg (12) first considered how they could increase publicity around the school for the event, Rosenberg said. To raise awareness, the club sent out emails and presented at the Upper Division assembly held last Tuesday, she said.

After receiving submissions from students hoping to present, the Green HM co-presidents chose workshops. Although Green Day had many workshops centered on art, the day was not necessarily meant to be art-focused, Huff said. "We really just wanted to showcase whatever students were doing or wanted to discuss."

Ashley Kuo (10), Ella Dauer (10), and Aaron Saroken's (10) Sustainable Art workshop focused

on the meaning of sustainable art, its history, and examples of sustainable artists. After learning about sustainable art, attendees made their own pieces, using unique mediums such as watercolor paints made from passionfruit and hibiscus tea, Dauer said.

The goal of the Sustainable Art workshop was to demonstrate that art is not always made of single-use materials, such as paper and plastics, Saroken said. The group also wanted to emphasize that art could be used to raise awareness about the environment, he said. "Art is one of the best forms of media to spread any message because oftentimes people will be more willing to look at something than listen to something or read an article."

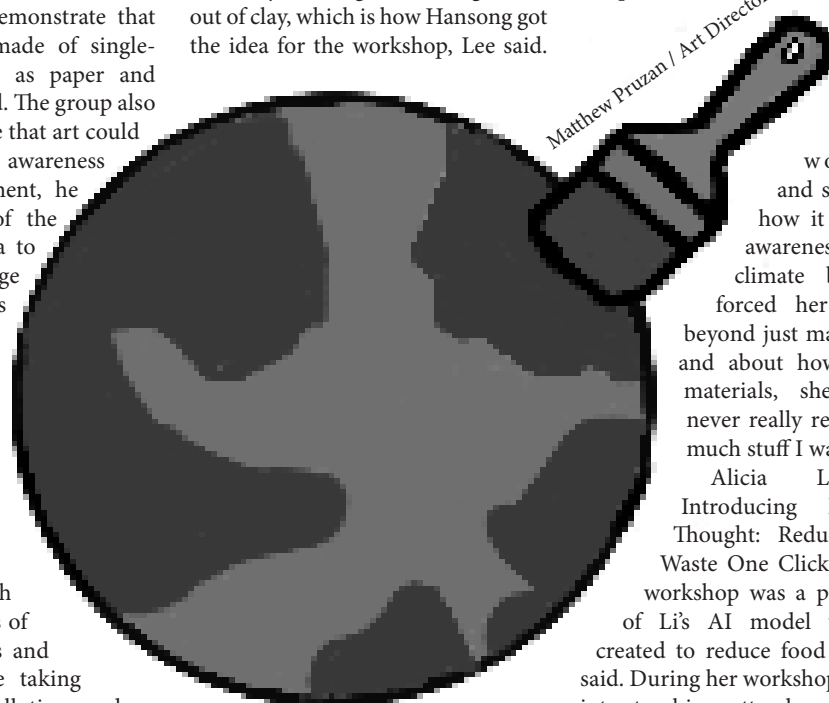
Lily Sussman (10) attended the Sustainable Art workshop, which raised her awareness of how different artists and different people are taking a stand against pollution and using recycled materials for their art, she said. Specifically, Sussman appreciated the use of art to send an environmentally positive message. "Art is a great medium in that sense because it allows you to express anything and be creative as you want, while still remaining integral

to different art practices," she said.

Kayden Hansong's (11) Making Ceramics for Urban Gardens or Sustainable Plant Pots had students mold sustainable potted plants using clay, Visual Arts Teacher Brian Lee said. Hansong is a student in Ceramics 2, where students are currently working on creating a vase out of clay, which is how Hansong got the idea for the workshop, Lee said.

is quite beautiful in that a lot of the materials we use are mud," Lee said. "It's from the earth. You take it from the earth so you can create another sort of vessel that can hold other Earth products like plants. Ceramics in itself is quite environmental."

Elina Singh (10) and her whole sculpture class attended



Hansong's workshop, and she enjoyed how it raised her awareness of the climate because it forced her to think beyond just making vases and about how to reuse materials, she said. "I never really realized how much stuff I was wasting."

Alicia Li's (10) Introducing Food for Thought: Reducing Food Waste One Click at a Time workshop was a presentation of Li's AI model which she created to reduce food waste, she said. During her workshop, Li delved into teaching attendees about the impacts of food waste and what they can do about it, like composting. "I got the idea at the start of the year, but I didn't actually start making it because I had to learn some code," Li said.

Li believes that it is important to raise awareness about topics that

people don't think about, such as food waste, she said. "A lot of resources go into food waste, and not only does it take up space in landfills, but it also causes social problems such as food insecurity."

English Teacher Rebecca Bahr oversaw a workshop that used newspaper to make beads for a bracelet, organized by Sahana Patel (9), Hannah Lin (9), and Shanaya Parikh (9), she said. The workshop emphasized using materials you already have without having to go out and buy more disposable art supplies, Bahr said. "It sets a viable lesson to avoid going out to buy things all the time and see what's around your house," she said. Bahr emphasized the idea of reducing, reusing, and recycling materials that are harmful for the environment, such as the newspapers which were used to create beads for this workshop, she said.

It is easy for modern-day students to become disheartened and lose track of our environmental impact because of their busy schedules and the endless stream of news, which makes Green Day more important now than ever, Huff said. "Green Day is a super important day because it really allows us to pause and understand how our actions, good or bad, are affecting the environment," she said. "Green Day offers the community feasible ways to interact with problems today and hopefully inspire one another to become more involved."

Middle schoolers explore journalism through the HM Post

CIANA TZUO AND
TESSA SIEGEL

Staff & Contributing Writers

"One notable piece that caught my interest was an article about combating climate change using an innovation that diverts sun rays- it described a creative solution by engineer Matthew Gallelli," editor for the HM Post's Pop Culture, History, Science and Sports Isabella Bartoletti (9) said. Started in 2019, The Post is a Middle Division (MD) publication published once per semester.

English teacher and The Post Faculty Advisor Morgan Yarosh, thought of the idea for the publication when setting up the MD Writing Center. There was an existing interest in journalism among students entering writing contests and doing creative work, so it made sense to bring it all together, she said. "It started as a very informal idea because there were no regular repeated publications for the middle division where kids were allowed to write about what they were interested in," Yarosh said. "I found a way to bring kids together to do academic and nonacademic writing."

The Post is composed of multiple sections, where students can write about a range of topics that pique their interest, Yarosh said. "The spirit of The Post is to allow students to write about what [they] want to write about." Students choose their topics

and work on them throughout the semester, writing multiple drafts and improving their work, she said. "You can write a story, you can do recipes, you can do an advice column, you could do an opinion piece, you could do a profile of somebody, you could even do an exploration of space," she said.

Every year, an Upper Division (UD) student is chosen to be Editor-in-Chief (EIC) of The Post, Yarosh said. This year's EIC, Julia Lourenco (10), works with the students when creating article ideas and helps organize revisions and edit drafts, Yarosh said.

Students sign up for The Post through an announcement at the beginning of each year and attend an orientation meeting to set parameters and due dates for each issue. Most of this work is done digitally, Yarosh said. "It has generally been a hands-off thing where once the kids connect with the editor, a lot of it is done through email," Yarosh said.

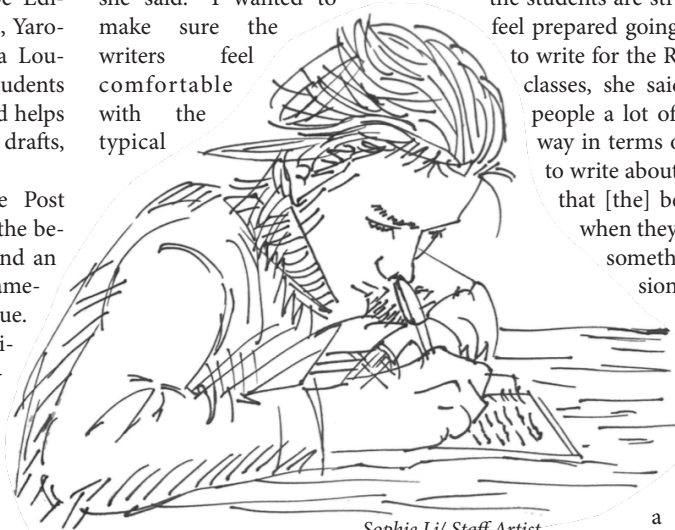
After orientation, students submit their first drafts, and the editors, Ann Karottu (10), Sarina Shah (10), and Bartoletti, make suggestions and provide feedback on structure and grammar in short paragraphs at the end of the document, Lourenco said. "When we do have meetings, I always try to leave a bit of extra time where writers can go up to me and

bounce ideas. Editing isn't just providing feedback, it's more of a conversation," she said.

Besides organizing an orientation and meetings, Lourenco has also hosted a writing workshop to help students learn more about journalism, creating a slideshow about basic styles of journalism, the structure, and how to get a good hook or lede, she said. "I wanted to make sure the writers feel comfortable with the typical

I was able to see how the styles differentiate, especially in the formatting and attributions," she said.

The Post has played a significant role in helping many young writers develop their writing skills, Lourenco said. "When I was in middle school, I was a writer for the HM Post and I loved it. It started my love for writing," Lourenco said. She wants to ensure the students are stronger writers and feel prepared going into high school to write for the Record or for their classes, she said. "I like to give people a lot of options and leeway in terms of what they want to write about because I believe that [the] best writing comes when they are writing about something they're passionate about."



Viola writes her articles based on her wide range of interests, she said. Currently, she is writing a solo story about

the Titanic while also collaborating with her sister Sofia about their grandmother's experiences in WWII. "I have always been interested in past stories and societies and wanted to bring that interest into the Post," Viola said. "The book series I Survived actually inspired me in third grade to continue my pursuit in historical fiction," she said.

journalistic writing style because it is usually different from what they write in English class," Lourenco said.

Sofia Cafagna (7) and Viola Cafagna (7) joined the publication to prepare themselves when they write for The Record, Viola said. "The workshop taught me more about journalism as I usually write short stories and

Similarly, Sofia also incorporates her love of science in her pieces, with her upcoming article about nanotechnology, she said. "I consider the topic I am interested in and want to research more about, sometimes getting inspiration from NYT articles and trying to form a question about the topic I am writing," she said.

Ann Karottu (10) reached out to Yarosh to become an editor for the Post in the 2022-2023 school year after writing for the publication in the MD. During that time, Yarosh did most of the editing. "[Yarosh's] editing really helped me learn to be a better writer and I thought it would be great for me to give back," Karottu said. "It makes me very happy that I can contribute a little bit to their improvement."

Olivia Ramos (6), has always had a deep passion for reading and uses her love for books in her pieces for The Post. The story she is writing reflects her love for wholesome classic books like Anne of Green Gables, Little Women, and Pride and Prejudice, Ramos said.

The editors of The Post have found that students' work has improved throughout each issue. "I worked on editing the creative pieces," Karottu said. "It blows my mind to read their pieces because I was not writing like that in middle school. They are really talented writers and focused on how to improve their writing."

Ending on the right note: MD Ensembles take the stage for spring concert

EVIE STEINMAN
Staff Writer

"It's really cool to hear all our voices together during the performance. You have so many different parts singing," said Hugo Ha (7), a member of the Middle Division (MD) choir, following Tuesday's MD Spring Music Concert.

The concert consisted of five ensembles including the MD choir, band, and orchestra. The concert kicked off with the Horizons ensemble who performed pieces by Bruce Pearson and Michael Sweeney. The MD Concert Band performed Midway March by John Williams. MD Chamber Orchestra played pieces by Edvard Grieg and Almon C. Bock II. HM Strings performed pieces by Igor Stravinsky, Johann Sebastian Bach, and Aaron Copland. Finally, MD Chorus performed The Ballad of Sweeney Todd,

Wade in the Water, Somewhere Only We Know, and We Belong.

The largest challenge for the choir in preparing for the concert was the last rehearsal before the show, Assistant Director of Choirs and Accompanist Dr. Amir Khosrowpour said. Although MD rehearsed since January, the three different grades performed together for the first time on the Tuesday rehearsal before the concert. "On the day of the concert, the challenge was making sure the 6th grade could blend with the 8th grade, who could blend with the 7th grade because they have not sung together all semester. We want all 85 of them to sound like one big voice," Khosrowpour said.

When choosing the pieces for the MD Orchestra, Director of MD Chamber Orchestra and HM Strings Nathan Hetherington considered many factors. "I'm always looking for pieces that will be fun to play, musically enjoyable

for the kids and the audience, and will also challenge the students in the right ways depending on what they need in their musical development," he said.

Music Department Chair and Choir Director Timothy Ho also based his song selection on what he thought students would enjoy, Khosrowpour said. "For the spring concerts we like to do pop or musical theater because it seems like in the second semester, it's nicer to do fun, uplifting music [since] everybody's pretty stressed out," he said.

The most important preparation for students for the concert is to take care of themselves, Khosrowpour said. "Stay hydrated, make sure you've eaten, and [slept] a lot the night before," he said. "We don't want anyone to faint on stage."

A highlight for Ha, was the 8th-grade performance of Somewhere Only We Know. "They picked a song that showed their talent. They did a really nice job," Ha said.

Another highlight for Ha was the choir's last performance, We Belong, by Pat Benatar. "It was our final piece and everyone was on point. It was pretty sharp."

Despite the thrill of performing, nervousness is an obstacle many students face in preparing to take the stage, Ha said. "Everyone was nervous because we were performing trickier songs than we had in the past. We messed up one part but we did a good job of keeping it subtle."

"I always get really nervous before a performance, but once we start performing it's really fun. I just push through the nerves. Once I start playing it's just another rehearsal," Declan Withers (6), a trumpet player in the band, said.

A large factor in the student's success in the concert is their hard work in rehearsals. "A while

before the concert when we get new music, we don't take things as seriously, but as we get closer and closer to the concert, we realize that we have to take rehearsals seriously," Withers said. "We stop engaging in side conversations and pay [more attention] to our music."

Preparation for the concert consisted of frequent rehearsals, Hetherington said. "Both ensembles performed pieces that had difficult transitions so we worked a lot on how to transition from one mood or speed to the next," Hetherington said.

Throughout the rehearsal and performance process, the MD musical groups gained a sense of camaraderie from practicing together, Hetherington said. Rehearsals taught them how to be patient, how to persevere through challenges, how to be resilient through difficult times, and show them that just because something is difficult and incomprehensible at the beginning, it doesn't mean that they won't figure it out, he said.

The musicians have a strong sense of trust in one another, Adam Hallak (6), a cellist in the Chamber Orchestra, said. "I don't really get nervous with school concerts because I know that if I make a mistake the other cellists are going to do fine so I can just come back from the mistake," Hallak said.

In addition to teaching middle schoolers how to work together, the concert also offered 8th graders experience in leadership roles and showed 6th and 7th graders what it means to be a good leader, Khosrowpour said. "The 8th graders prepare differently because they are the leaders of the group. We really impress upon them that it is important to know they are our helpers for the whole afternoon and concert."



MD WIND ENSEMBLE PERFORMS

Courtesy of Horace Mann

Record Sports LIONS' DEN

MAY 10TH, 2024

8

Varsity Softball fights hard despite three back-to-back losses

SOFIA SAHAI
Staff Writer

"Although we suffered tough losses this week, we stuck together as a team, improved each game, and persevered," Lily Sussman (10) said. This week, the Varsity Softball (VS) team played three back-to-back games, facing off against Riverdale, Fieldston, and Dalton. The team's 22-4 loss against Riverdale on Monday was followed by an 11-9 loss against Fieldston on Tuesday and a 7-4 loss against Dalton on Wednesday. Despite their losses, the team came into the week eager to play with a 3-2 win against the Harvey School last Friday and an 11-10 win against the Walton School last Saturday.

In anticipation of this week's games, the Lions dedicated time to practicing batting and pitching. "We have done lots of batting practice this season, which has helped us evolve into a hitting team in games," Ava Lipsky (12) said.

Leading up to Monday's game, the Lions felt both excited and prepared, as they won 10-3 against Riverdale when they played them earlier in the season, however, many team members were unable to attend the game, Sussman said. "We felt ready for the game, but many team members were sick, injured, or absent, which proved to be detrimental in the end."

During the game, Sophia Liu (12) had two standout catches in the outfield, Sammie Jackson (10) made great plays, Mara Silverstein (10) had a strong hit, and Lipsky had outstanding pitches, Sussman said. "We gave it our all and played hard until the last inning," she said.

However, Riverdale came out strong, and the Lions struggled with fielding - the defensive aspect of the game where players try to prevent the opposing team from scoring - and faced injuries that set them back in the game, Varsity Softball Coach Joe Kohler said.

After the Riverdale game, the Lions learned that they had to improve fielding and hitting skills for their games against Fieldston and Dalton. The team was ready to show off the skills that they had been practicing throughout the season, like infield and outfield drills, at both games. "The team is doing very well; they always give their best and improve each game," Kohler said.

Although the team was disappointed after their loss against Riverdale, all of the players had smiles on their faces at the end of the game, Kohler said. "We played hard, we did what we had to, and next time we know what we have to do to do better," he said.

Although the Lions lost in their hard-fought game against Riverdale, they still celebrated their efforts at the end of the game with some fun on the field. "We faced some challenges, but through it all we stuck together and had a water balloon fight at the end of our game" Sussman said.

After the game, team captains Silverstein and Zeba Packer (12) helped GVS regain confidence and prepare for the upcoming game against Fieldston, Malina Patel (10) said. "The captains gave us a pep talk and made sure we knew that we were capable of doing well and overcoming our challenges." The captains encouraged the team by making sure they knew that they could win the next game, especially



AVA LIPSKY (12) PITCHES

Photo by James Moore

because they beat Fieldston before, Patel said.

Before the game, the Lions practiced their typical routine of staying hydrated, getting a good night's sleep, stretching, doing dynamic warmups, and mentally getting in the zone, Silverstein said. "Before a game, we all do our best to put school aside, focus on softball, and be in the moment," she said.

On Tuesday, the Lions continued a game at Fieldston that was previously suspended due to lightning in the area, Kohler said. At the beginning of Tuesday's game, it was the bottom of the fifth inning and the score was 9-8, with the Lions down

by one run, he said.

The Lions put up a strong fight in the game, and the best moment was when Patel stole her way around the bases and scored, Silverstein said. "Malina scoring made us feel like we were back in the game and gave us momentum and excitement to keep playing well at bat and in the field," she said.

The atmosphere of the game was exhilarating. The first time the Lions were in the field, they didn't let any runs by, giving them a confidence boost, Patel said. "We started off strong in the first inning we played, which was exciting and made for a happy environment," she said.

During the game, the Lions lifted each other up by cheering and clapping, Silverstein said. "We always cheer for each other in the dugout, which leads to a great team dynamic," she said.

Before the game was suspended due to lightning, the team had great momentum against Fieldston and got four runs in one inning, Patel said. "We all felt confident to go out there and beat Fieldston because we were only down by one run, so it was difficult when the game got suspended because it felt like our momentum was cut off," she said. The Lions fought to regain their momentum, but struggled with hitting in the second part of the game, Patel said.

After a hard-fought game, the Lions ultimately lost to Fieldston 11-9. "We had some nice plays yesterday, but we really need to hit well

in our next game, stay calm on the field, and visualize where we need the ball to go," Silverstein said.

The Lions went on to play an away game against Dalton on Wednesday, where they lost with a final score of 7-4. The first time the Lions played against Dalton, they made some mistakes on the field, which cost them the game, Patel said. "In the next game, we need to work on knowing exactly where to get the ball, having good communication, and preventing Dalton from getting extra runs," she said.

After working on outfield drills, pitching, and batting skills during their practices, the Lions felt ready to take on Dalton and hoped to beat them, Patel said.

In Wednesday's game, the Lions kept the score tight throughout the majority of the game, but Dalton pulled away in the last inning, Sussman said. "In the game, we really improved our communication and fielding but fell short in our batting efforts." The highlight of the game was that almost everyone got time on the field and was able to showcase their skills, she said.

The Lions have been working all season to achieve their ultimate goal, which is to make it to the New York State Association of Independent Schools (NYS AIS) championship, Patel said. Teams qualify for NYS AIS by winning several games and ranking highly in their league, she said. "If we practice hard and bring it in the upcoming games, we can excel in our league and make it to NYS AIS," she said.



TEAM HUDDLE

Photo by James Moore