

# The Record

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## Behind the screens: A look into the school's online surveillance

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"Nothing you do on any of these devices is private, anytime, anywhere," Director of Technology Adam Kenner said.

The school's Information Technology (IT) Department reserves the right to look at students' online activity both on their HM Google accounts and when they are using the school's Wi-Fi. However, the extent to which the IT Department uses their access remains a source of confusion for most students, sparking concerns about their online privacy.

The fear of constant online monitoring by the school is an irrational perspective since it assumes that the staff in the school have nothing to do but watch students' Google searches, Head of Upper Division Dr.

*"When issues or problems occur, there is a good deal of things we can look back at to see what they're doing, but it's not like we're sitting in a room watching what is happening in real-time."*

- Director of Technology Adam Kenner

Jessica Levenstein said. "It seems like a dystopian vision of what the school does, imagining that we are more interested in these things than we are, but I understand why students believe it."

Several students, including Gabrielle Hayden (12), believe that the school can access your online activity and browser history but will only do so if given a reason. "If you give the school a reason to look into your browsing history because perhaps you are a dishonest student or committed academic dishonesty, then they will," she said.

Similarly, Rain Li (12) believes that

the school monitors students online for safety rather than for checking everyday assignments, homework, and tests. "Their access is just limited to what is on your school Google account which is a standard prerequisite for all of these workspace accounts, so I don't think this is anything too out of the ordinary," he said.

While the IT Department has the potential to access any saved content in a student's school Google account, they will not closely or constantly examine this information unless another student or faculty member raises specific concerns, Kenner said. "When issues or problems occur, there is a good deal of things we can look back at to see what they're doing, but it's not like we're sitting in a room watching what is happening in real-time."

Sebastian Baxter (11) believes that the school has access to most of the information saved under a student's Google account, including services like YouTube and its watch history, he

there," he said. However, he believes that many students do not know they are being monitored and will use these applications, possibly being flagged for a potential case of academic dishonesty, Baxter said.

The prospect of the IT Department observing students' online activity when they are connected to the school's Wi-Fi is a misconception, Kenner said. "As the people responsible for managing all access to resources here on campus and to the internet entirely, that just automatically gives us visibility into a lot of what people are doing, because we're in control of the pathway."

While the school can watch the activity occurring through the Wi-Fi, they are not specifically looking at what students are searching. Other online platforms, on the other hand, do constantly collect data on users' activity, Kenner said. "TikTok and Instagram are watching everything you're doing and using that to decide what to show you next, they're surveilling you constantly," he said "We're not watching in that way."

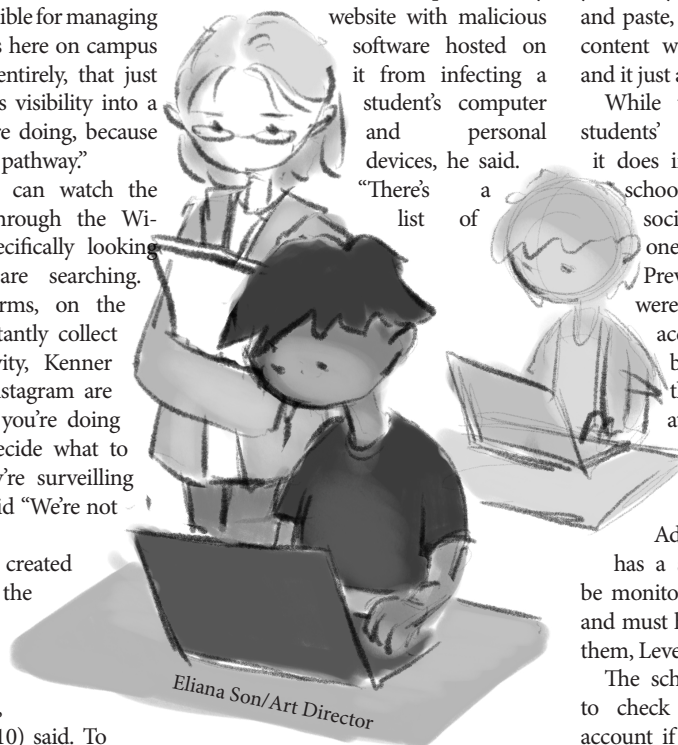
This confusion has created concerns about the privacy a student sacrifices when using their school Google account, Vivienne Kwarteng (10) said. To preserve her privacy, she often feels the need to use her personal email for matters unrelated to school, such as subscriptions to shopping sites or Duolingo, she said. "My mom doesn't really want me to use my school account for sending private emails or signing up for social media," she said. "She thinks that it's only appropriate to use my school account for school."

Baxter, on the other hand, has never felt particularly concerned about the school's monitoring since almost everything he does online is related to academics, he said. Given the unique privilege the school offers in allowing access to services like YouTube and posting on social media, Baxter makes

sure not to abuse his online usage. "There's so much to lose by violating academic integrity, so I try to just do it authentically," he said.

School Google accounts allow students to access the majority of online content, with the exception of websites known to be illegal or malicious, Kenner said. In this case, all school accounts are filtered to prevent any website with malicious software hosted on it from infecting a student's computer and personal devices, he said.

"There's a list of



[malicious websites] that is constantly being updated because those kinds of things are newly arriving all the time, being created all the time."

Out of fear of being monitored, many have taken drastic measures to try to avoid platforms the school may have access to, Baxter said. Some students switch to their personal email to go on websites such as Chat GPT, or connect to their personal hotspot instead of the school Wi-Fi, he said. "A couple more techie students will set up VPNs to access the internet on their own," Baxter said.

In her time at the school, Kwarteng has witnessed students face serious consequences for online academic dishonesty, she said. "I know [a classmate] who got in trouble for using ChatGPT - I don't know if it was through AI detectors, but they got in trouble, I don't know the full story," she said.

Although infrequent, there have been situations when the IT Department has intervened for the purposes of investigating cases that violate academic integrity, Kenner said. For instance, a teacher may bring their suspicions of a student cheating on an assessment to the tech office for further examination. To demonstrate how this may have occurred, the IT Department can uncover certain kinds of activity

to help build a compelling story, he said. "We can show if a student is using their school accounts to transfer stuff back and forth to each other," he said. "Google can also show the teacher how a student created an essay in a Google Doc," Kenner said. "It can actually recreate the pattern of you typing, editing, and changing your essay. So if your essay comes in with one big copy and paste, that's a sign that maybe the content was created somewhere else and it just appeared in Google Doc."

While the school rarely watches students' school Google accounts, it does insist on adult oversight of school-related but nonaffiliated social media accounts, including ones for clubs, Levenstein said. Previously, athletics teams were allowed to have their own accounts, but a new rule has been implemented banning them from doing so. Now, all athletics' social media news is covered by the school's @horacemannlions account on Instagram.

Additionally, every club that has a social media account must be monitored by their faculty advisor and must have every post approved by them, Levenstein said.

The school also may be provoked to check a student's social media account if a student or parent, at the school or elsewhere, reports it to the administration, Levenstein said. "We respond if something has offended somebody or hurt them, and they have brought it to our attention," she said.

The IT Department also does not actively monitor students' personal social media platforms and online activity without reason, Operations Manager Sheryl Baker said. "We're not looking at what students are doing when they're on Instagram or on Facebook, that's not the purpose of the software we have in place," she said. "We see this as a partnership between adults and students on this campus, learning how to navigate social media, learning how to keep our devices safe and virus free."

Rather than monitoring the students' online presence, the school focuses on instilling values of academic integrity by teaching students how to make good use of their resources and responding when they learn a student may have broken a rule, Levenstein said. However, these lessons will not be taught from monitoring students' Google accounts or scaring them into practicing academic honesty, she said. "None of us are here as detectives, our relationship with the students is not based on us trying to catch them doing 'bad things,'" Levenstein said. "We trust students to do the right thing, and we help them learn what that is."



STUDENTS TYPE AWAY

Photo by James Moore

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# Parliamentary Debate takes a trip to New Haven

JULIA LOURENCO  
*Staff Writer*

"There were a few moments where we got to come together and watch our own teams debate, and it was really exciting to see everyone supporting one another," history teacher and Upper Division (UD) Parliamentary Debate (Parli) faculty advisor Melissa Morales said. Last weekend, the Parli team competed in its first tournament of the year in New Haven, Connecticut, at the 32nd Annual Yale Invitational High School Tournament. The team returned with two individual awards in ninth and tenth place.

Six students represented the school at the tournament, facing about 50 other teams from over 15 schools nationwide, more than double the amount at typical competitions. "What is most exciting about Yale is that it's one of the biggest tournaments of the year, even though it's one of the first," Morales said. Most team members had the chance to debate students from the broader tri-state area and California, she said.

While the debaters enjoyed interacting with students from many different schools, having a wider variety of teams made the tournament more difficult than usual, junior president Zoe Manges (11) said. "There

were some really good teams, so it was a learning moment for us, especially because we were so early into the year."

In addition to facing the challenge of an increased number of teams, the team also had to adapt to the judging criteria at Yale, which differs from usual tournaments, Manges said. The tournament hired many college students as judges, some of whom had no debate experience and were unfamiliar with parliamentary procedure and style. At most other tournaments, the judging pool includes students or parents who are more familiar with Parli rules and guidelines. "I don't think you can blame the judges for some of our losses," Manges said. "Debate is ultimately about persuasion, and if you didn't persuade the judges, you didn't do your job."

To persuade the judges, students must prepare a strong argument in a short amount of time. When competing, speakers do not get their debate topics until only 15 minutes before the 40-minute round begins, Henry Sweeney (11) said. Then, opposing teams flip a coin to determine who gets to choose one of the three available topics. During his rounds, Sweeney debated topics ranging from sovereign wealth funds to biometric IDs.

Despite the fast-paced nature of Parli, students at the tournament still enjoyed their free time. The tournament also included a branch for Public Forum (PF) debate, so both teams traveled together and shared rooms, Ian Allard-Neptune (11) said. "The PF team was about double our size, but we got to see them a few times and had the chance to bond with one another."

However, two large debate tournaments simultaneously posed challenges, such as double lighting and more debaters than available rooms. To combat this issue, the debater pool splits in half—while some teams are still debating in rounds, the others begin their fifteen minutes of prep to cycle through rooms more efficiently and get through debates faster—Manges said. "This basically means they're now running ten rounds a day instead of the usual five, which is an insane amount and got pretty tiring."

After three long days of debate, the team ended the tournament with two individual awards: Manges placed ninth, and president Asha Tandon (12) placed tenth, with the pair placing in second place before elimination rounds. Two rounds into eliminations, Manges and Tandon lost to a team from Dalton.

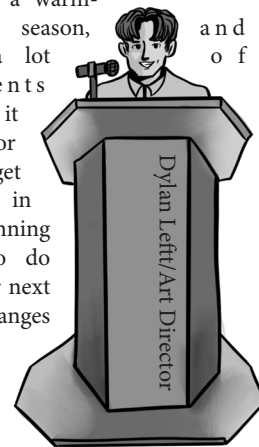
The team's supportive dynamic

made it a memorable experience, Morales said. "Everyone was there for their own debates, of course, but they were also all in strong support of one another, which was great to see so early into the year."

The team is also grateful for Morales' active role as an advisor, Sweeney said. "The real MVP at the tournament was Ms. Morales," he said. "She paid for our slightly expensive pizza, and made sure we weren't getting in any trouble."

To strengthen the team's performance for upcoming tournaments, Manges plans to run more mock rounds during meetings and work on teaching debaters how to adapt arguments and speaking styles based on different types of judges.

"We're in a warm-up to the season, and we have a lot of tournaments ahead, so it was good for us to just get some losses in the beginning in order to do better in our next rounds," Manges said.



## Letter to the Editor: Ethan Bennun (9) responds to Vol. 122 Editorial

In the last issue of The Record, there was a call for conservative or Republican students to "speak up." While I understand the intention of promoting open dialogue, this message overlooks students' daily complexities. For many of us, politics is not just a matter of classroom debate or intellectual exercise – it's a deeply personal subject that impacts our daily lives in profound ways. While it's possible to align with a party on specific issues, it's also important to recognize that supporting and voting for a political party generally means engaging with the entire ecosystem of policies, principles, and actions it represents.

Conservative students, like others, may support their chosen party for various reasons. For example, some may align with the Republican Party for its economic policies, such as supporting lower taxes, deregulation, or fiscal conservatism. These are valid and legitimate reasons for political support, and it's important to acknowledge that political affiliation is often more nuanced than a simple endorsement of all aspects of a party's platform.

Politics is rarely compartmentalized, and it isn't due to the two-party system. Unfortunately, the United States political system makes it this way, and in practice, a party's policy positions are interconnected, forming a broader ideological framework. For instance, economic policies are often accompanied by social policies that reflect a particular worldview, and supporting one part of a platform can sometimes mean tacit approval, or at least collaboration, with the party's stance on other issues. That doesn't mean that conservative students who support lower taxes advocate for policies restricting reproductive rights or healthcare. However, it does mean that political

choices carry broader implications; members of our democracy are responsible for acknowledging how their support may contribute to policies that affect the lives of others, especially those from marginalized groups.

The challenge lies in that political parties naturally offer bundled ideologies. You may not agree with everything a party stands for, but the collective direction a party takes when in power affects everyone, especially in a political climate where certain rights and protections are under fire. This doesn't mean that one can't be selective about which elements of a party they endorse, but it does require an awareness of how those choices influence the larger political and social landscape.

With this in mind, it's essential to recognize that some of these broader policies have significant real-world impacts. For instance, current Republican initiatives like Project 2025 and Agenda47 include provisions that directly threaten the rights and lives of our classmates – including queer people, women and immigrants. These policies are not just abstract concepts; they propose actions that could harm people in tangible ways.

For instance, Agenda 47, as outlined by former President Donald Trump's campaign, suggests terminating Medicaid and Medicare providers who offer gender-affirming care to transgender youth. It also pushes Congress to pass legislation that only recognizes binary genders assigned at birth. It seeks to defund schools that teach "critical race theory" or "gender ideology." Project 2025 aims to severely restrict abortion access, including bans on mailing safe medication and surgical instruments, and seeks to extend executive powers. These policies are very harmful and are direct threats that don't exist in a bubble. They outline

what a platform plans to do once it is in power.

My intention here is not to silence anyone or discourage healthy debate—dialogue is fundamental to democracy, and educational institutions should be spaces where diverse viewpoints can flourish. However, we must also recognize that political views have far-reaching consequences, especially when those policies directly threaten the safety and rights of others. It's important to engage in open dialogue with an awareness of how policies might affect those around us. A viewpoint expressed in a classroom or discussion can inadvertently contribute to a climate in which some students feel unsafe because their rights are constantly threatened.

As we approach a critical moment in our political landscape, it's important to remember those whose lives have already been lost to hateful rhetoric and policies. Trans Day of Remembrance on November 20 and White Ribbon Day on December 6 serve as solemn reminders of those lost to hateful rhetoric, violence, and harmful policies. The story of Brianna Ghey, a 16-year-old transgender girl murdered simply for being herself, is an agonizing example of this reality. May her memory – and the memories of others lost – be a blessing and serve as a call for action for us to stand up against hatred and violence.

Our goal should be to foster an environment where open dialogue is balanced with empathy and an awareness of our political decisions' real-world impact on others. By doing so, we can create a space of meaningful conversation while acknowledging the profound effects that political policies can have on people's lives.



# Dorr family picnic: A tradition of fun and connection

EVIE STEINMAN  
Staff Writer

"The Dorr Family Picnic is a great way to utilize both campuses that we are lucky enough to have and be a part of a community with a change of scenery," Bella Sepulveda (12) said. Last Saturday, over 1,000 members of the school community gathered in Washington, Connecticut, at the John Dorr Nature Laboratory (Dorr) for the biannual Dorr Family Picnic.

The Dorr staff spent almost a year planning the picnic to ensure the event ran smoothly, Dorr Administrative Assistant Amy Moisan said. The staff had to find a date that worked in the school's schedule and book the band, tents, photo booth, pygmy goats, and

curious creatures tent, which tend to book up quickly, she said.

The Dorr Family Picnic one requires lots of behind-the-scenes workers, and the school's Public Safety, Maintenance, and Flik Teams are essential to making the event a success. "It's different from having an event in the Bronx where these teams already work," Moisan said. "Instead, we ask them to come to Connecticut for a Saturday, 90 minutes away, sometimes longer, and spend the whole day working really hard."

The picnic included various activities, mostly aimed towards younger kids, Moisan said. There event featured a climbing wall, an adventure treehouse, face painters, circus performers, a photo booth, pygmy goats, a bluegrass band, and a

bubble show.

While the picnic's activities were mainly family-focused, they were enjoyable for people of all ages, Coates said. "We were thinking about how we could keep our younger kids engaged while having things for parents, Alumni, and upperclassmen to enjoy, like the bluegrass band, so there could be a fun several hours for everyone to enjoy," he said.

A highlight of the picnic for Assistant Director of Dorr Kate Kerrick was seeing older students attend. "They were just wandering around as a group of friends," Kerrick said. "It's easy for adolescents to say they are too cool for face paint or little goats, but who's too cool for little goats?"

The picnic also created a sense of community that was different than if it took place at the HM campus, Damian Mojica (10) said. "I think having the picnic on the Dorr campus brings together many different people of different ages and backgrounds to be together and have a good time in a place with different scenery than most of us are used to."

The picnic has been a long tradition of the school and an enjoyable event for many of the school's students, faculty, families, and alumni. Sepulveda attended the picnic nearly every year since she and her older sister entered the school community. "I love that I am able to share these moments with my family so they can have an opportunity to enjoy a tradition that



**DORR FESTIVITIES**

*Photo by Barry Mason*

my sister and I have been a part of," she said.

Sepulveda's favorite aspect of the picnic was how it brought together the larger school community, which is rare due to the distance between each division. "It was great to see old teachers that I had in the Lower Division and just connect with them again, as well as seeing my parents interact with my old teachers," she said.

A special memory from the picnic for Coates was the scavenger hunt for little silhouette metal birds that the Dorr staff organized. "One kid was very determined to find them all, so he came to me several times asking for clues; it was really cute that he was really into it," Coates said.

To ensure the day ran smoothly, the school hired more faculty to assist at the picnic this year. "We hired more people to handle the high ropes so I was able to move around a bit more instead of hanging out at the climbing structures," Kerrick said. "It was nice to see people, faculty and friends, enjoying the picnic."

There have been numerous small logistical changes throughout the many years that the Dorr Family Picnic has been occurring, but the idea behind the picnic has stayed the same, Coates said. "There are always changes, but the essence and the theme of bringing the community together as a bigger HM organization at Dorr has stayed the same."



**HM FAMILY BONDING**

*Photo by Barry Mason*

## Public Forum debate competes at Yale

HELENA ZHANG  
Staff Writer

"Since it was our first in-person tournament this year, we were mainly focused on getting a nice start to the season, and I think we accomplished that," Public Forum (PF) co-president Emma Chang (12) said. Last weekend, eight members of the PF debate team participated in the Yale Invitational competition among a total of 240 teams. In the Varsity Division, where more experienced debaters compete, one team advanced into the triple-octafinals round, where the top 64 teams compete. In the Junior Varsity (JV) division, one team entered the octafinals round as one of the top sixteen teams of their division.

At the tournament, all teams debated whether the United States federal government should increase surveillance on the southern border. Since it was the team's first competition of the year, they maintained confidence but had realistic expectations for their performance. "I'm not usually partners with Michael, and it isn't very common to do extremely well on your first tournament of the season so I didn't have very high personal expectations," Kevin Cheng (11) said.

Leading up to the competition, PF co-presidents Chang, James Kapadia

(12), and Emily Park (11) met with University of Chicago student Brendon Chen, who the team recently hired as their debate coach, to receive feedback on areas that the team could improve on. During the tournament, Chang and Park led the group, answering their teammates' questions or concerns. "What I learned as a leader of the team is always to make sure that everyone's okay and constantly check in on them," Park said. "I think putting the team first, instead of yourself, is important."

In the Varsity Division, where more experienced debaters compete, Chang, Park, Cheng, and Ji debated amongst 160 teams from various schools across the nation. Cheng and Ji advanced into the triple Octafinals eliminations round. A highlight from the tournament for Cheng was his and Ji's performance in the last three preliminary rounds. "At some point, we were one-to-two, and we knew that if we lost one more round, we would not make it to elimination rounds," Cheng said. Each round increased in difficulty, so the pair was proud of their victory against tough competition in round six, he said.

In the JV Division, Cary Wang (10), Caroline Au (10), Kamran Paksima (10), and Matthew Wu (10) competed among 80 teams. Paksima and Wu entered the octafinals eliminations

round. To enter the elimination rounds, a team must win at least four out of the six preliminary rounds. "I expected to hopefully break [into elimination rounds] and maybe win one elimination, maybe two," Wu said.

The tournament was a valuable experience, as it allowed the team to identify areas for improvement. One lesson that Paksima took away was the importance of appealing to both types of judges, debate coaches, college students who had debated previously, and parents without debate experience, he said. "As a team, we definitely need to put a lot more focus on being more accessible to judges of all different backgrounds who haven't necessarily done debate because the definition of public forum is that anyone in the general public should be able to understand it."

During downtime between rounds, the team was able to bond over delicious food and long hours together. "Since it's the first in-person tournament of the season, we were able to spend a lot of time together as a team. We ate a lot of New Haven pizza, which the city is known for," Chang said. "I think the experience got us excited to go to more tournaments as the year goes on."

PF faculty advisor and math teacher Dr. Avner Halevy believes the team

will continue improving throughout the season. "Every time you compete, you get better at it and you learn something," Halevy said. "Even after the competition, on the bus back, for example, the team was still discussing how they could have done things

better. Maybe they did not perform up to their own expectations, but they were all very professional, very dedicated, and enthusiastic about it. I think they had fun; in that sense, I think it was a success."



**DEBATE PREPARES FOR TOURNAMENT**

*Courtesy of Emma Chang*



# Money matters: The need for economics and business courses at school



Will Chasin

In today's rapidly evolving world, the importance of economics and business cannot be overstated. Yet, at our school, no formal economics, or econ, classes are offered in these areas anymore. As students prepare to enter an increasingly competitive global economy, this gap in our curriculum leaves us poorly equipped to navigate the complexities of financial decision-making, market

trends, and entrepreneurship. It is time for our school to re-introduce econ courses to provide us with the necessary knowledge and skills to succeed in modern society.

Understanding econ fundamentals is critical for students based in New York City, a hub for finance, media, and innovation. We live in a city that houses Wall Street, start-ups, and some of the most significant organizations in the world. Yet, our school does not provide the education necessary to fully understand or take advantage of these opportunities.

Our school's lack of econ also leaves us less prepared than students at other schools, where it is a core part of their curriculum. For example, according to a College Board study in 2021, 4661 schools teach macroeconomics and 5617 schools teach microeconomics.

Providing econ classes would provide us with real-world applications for our learning. In most high school curriculums, subjects like math, history, and science are taught without any connection to

the world beyond the classroom. Econ, on the other hand, directly ties into how the world works outside of school. By integrating econ into our curriculum, we can see the real-world relevance of our learning. For example, studying supply and demand could lead to discussions on the latest technology trends, while learning about fiscal policy could help us better understand the impact of government decisions on our future.

There should be a macroeconomics class and a microeconomics class that alternates between a 300-level and a 400-level class every year. I would also add one business class that alternates between a 300-level and a 400-level every year that teaches you about accounting, finance, project management, information technology, human resources, marketing, international business, and more. These classes would be full credit for upperclassmen as the material covered is just as important as subjects like math, science, and English in preparing students for real-world decision-making and

future careers. These classes would be classified as a "flex" credit, meaning that they could fulfill either a math or history credit in order to graduate.

In fact, the school did offer a 300-level economics course last year that is not being offered this year and might not be offered next year. Even if this 300-level course does return sometime in the future, it would not be enough to provide students with a comprehensive understanding of the business world. A single course barely scratches the surface of what students need to know about econ; it doesn't allow for in-depth exploration of key concepts like supply and demand, market structures, economic policy, or global economics. Also, with only one 300-level economics class, there weren't any business classes being offered. With my proposal, where there would be 300-level and 400-level macroeconomics, microeconomics, and business classes, the course load of economics would be split up, therefore allowing teachers to dive deeper into the

specifics of economics and business.

Until 2019, a former history and economics teacher, Mr. Donadio, taught AP Economics, preparing students for both the micro and macroeconomics AP tests. For several decades, he taught two sections that were always completely full. The class was once hugely popular, so the student desire is clear.

The absence of business and econ courses at our school is a missed opportunity to prepare students for the realities of the modern world. By offering these subjects, the school can ensure that students are equipped with the knowledge and skills necessary to thrive in an increasingly complex economy. Implementing a structured program that includes macroeconomics, microeconomics, and business fundamentals would not only enhance our academic offerings but also provide us with valuable insights into the industries that shape our city and the world. It's time for our school to take a proactive step toward preparing us for the future.

## Confronting antisemitism: Max Meyer's '23 fight at Princeton

ZACH HORNFIELD  
Staff Writer

On the 18th of June, the Princeton Israeli Apartheid Divest (PIAD) group, a pro-Palestinian organization on the Princeton University campus, submitted a 66-page proposal for the university to divest its endowment in Israel, claiming that "the campus community has developed a collective position that the University should divest." In response, Max Meyer '23 and a group of five other Princeton professors, students, faculty and staff wrote a letter in opposition.

Currently a Political Science major, Meyer was no stranger to politics and debate throughout his high school career, he said. In addition to being president of the Model Congress team, Meyer has long been involved in local politics, including recently being appointed to his community board by the Manhattan borough president last spring. "Combined with the argumentative and public speaking skills I honed in Model Congress, taking Mr. Berenson's Voices of Protest displayed to me the great power that each of us has when we use our voices for causes about which we feel strongly," Meyer said.

Motivated by the PIAD's unbacked claims of consensus and emboldened by his past public speaking experience, Meyer stepped up to represent the opposing position, he said. "It's very, very clear to those of us who actually engage with or are members of the Jewish community that no such consensus exists," he said. "And with the antisemitism that's been thrown around here in Princeton and on campuses around the nation, it's all the more important to stand up to these sorts of egregious proposals."

Incidents of antisemitism at Princeton began following the October 7th attack last year that sparked the Israel-Hamas conflict, Meyer said. Since then, there have been chants to globalize the intifada, a protester waved a Hezbollah flag

on campus, and a professor taught his final class in the encampment, among other events. "To compel any student to go somewhere where they or their friends might be hearing calls for their people's genocide if they simply want to obtain the education to which they are entitled is an abomination," Meyer said.

Towards the end of last year, being a Jewish student at Princeton was extremely difficult, Meyer said. "The protests were all-encompassing. Not just for me as a sort of public leader in opposition to them, but also for so many Jewish students," he said. "A lot of students would come to me and tell me about the hate and fear they [were] feeling as they walked by central areas of our campus and heard abhorrent chants emanating from their classmates and professors each day." While overt expressions of antisemitism on campus, like public protests, have quieted down, much of it continues behind closed doors or through administrative or bureaucratic means, which have ultimately culminated in documents like the PIAD proposal, Meyer said.

As president of Tigers for Israel (TFI), a prominent pro-Israel organization on the Princeton campus, Meyer has heard about and witnessed no shortage of antisemitic instances, he said. Nor is this his first time combating them. Because TFI was an inactive group last year, Meyer and other future members unofficially planned rallies on campus whenever they could to express their disapproval of pro-Palestinian activities, he said. "It was something of a rogue operation. We would organize random group chats or text our friends if we had a rally that we needed to attend. We organized without an organization."

With TFI now an established entity, it is easier to coordinate with willing students and faculty members, Meyer said. And while the PIAD proposal may shift the area of anti-Israeli rhetoric on campus towards the online sphere, his goal remains the same. "At the end of the day, the mission is to combat antisemitism and stand up to extremism on all sides," he said.



VOICE OF PROTEST

Courtesy of Max Meyer

"Whether that has to be done in an in-person setting or a virtual one, our mission remains the same."

Being able to officially organize has paid off, Meyer said. A report from the Princeton Alumni Weekly magazine announced that Meyer's letter had just surpassed 1,000 signatories, on par with the PIAD proposal. When submitting the letter to Princeton's resources committee later, Meyer had a total of 1,279 signatures, a figure that today lies well north of 1,300, he said. Meaning that although PIAD never released their exact numbers, Meyer could have potentially amassed more signatures than the proposal itself, he said. "The way I see it, there's absolutely no semblance of consensus remaining at this point." In Princeton's student, faculty, and alumni network of over 100,000 members, PIAD is far from reaching a

consensus, he said.

Meyer has received an outpouring of support from many in the university community for writing the letter, particularly among alumni eager to take action and join the cause, he said. On campus, new students can expect an environment unlike that which Meyer faced last year, he said. "So many students—especially new freshmen—have arrived on campus ready to fight antisemitism and stand against that which disgusted them from afar last year."

While Meyer represents just one university, he believes Jewish students at Horace Mann can find support wherever they go, he said. "There's a strong community supporting you no matter where you go. That includes Jewish students, non-Jewish students, Jewish faculty, and non-Jewish faculty. You'll always be able to find your people."

# Fall Fashion Trends

ADEN NATHOO AND RACHEL LAN  
Staff and Contributing Writers

## WHOOOP BRACELET

“Owning a WHOOP has completely changed how I play tennis,” Boys Varsity Tennis Player Lukas Frangenberg (12) said. Thanks to his WHOOP fitness band, Frangenberg now knows how much strain he puts on his body when working out and how he needs to recover in order to perform on the court and in the classroom each day. The band has become an everyday staple in the fashion of student-athletes at the school. In addition to tracking your physical strain and recovery, the band tracks your sleep and stress, along with other metrics like heart rate and calories burnt that are essential for keeping up with school and sports. Embedded in a sleek solid-colored waterproof elastic band, the band can be discreetly paired with any outfit, whether it be a suit and tie or simple athleisure.



## BIRKENSTOCKS

A recently-popular shoe, the Birkenstock Boston Clogs and Arizonas offer comfortable and good-looking alternatives to sandals. Featuring a suede upper and soft cork sole that molds to your footbed, Birkenstocks reduce pressure put on your feet, ankles, knees, hips, and back, and are known to reduce body pain. Having grown in popularity over the summer, Birkenstocks have become a fashion staple, typically worn with breathable light-colored pants and plain t-shirts. As we transition into cooler weather, they are paired most frequently with heavier pants and a sweater or hoodie.

## ALOHAS SNEAKER

Alohas sneakers are gaining major popularity this fall, combining sustainable fashion with bold, colorful designs that elevate outfits. Although we’ve seen outfits paired with Adidas sambas throughout the past year, Alohas have risen in popularity as a statement sneaker. Aloha sneakers offer many fashion-forward styles ranging from beige and cream to leopard print and



lavender, allowing the shoe to be paired with many outfits. Made with eco-friendly materials to reduce waste, their sneakers appeal to those who value both the aesthetics and ethics of their outfits.



## SUEDE SHOES

Suede is making a stylish comeback, adding a soft, luxe touch to seasonal wardrobes. From jackets to shoes, this material elevates many classic looks with a classy touch. Earthy tones like caramel, olive, and coffee dominate, blending into fall’s aesthetic. Particularly oversized suede jackets, structured shoulder bags, and suede knee-high boots are being incorporated into many stylish outfits this fall. Whether dressed up or down, suede effortlessly elevates a look with its rich, velvety feel.

All art by Dylan Leftt/Art director

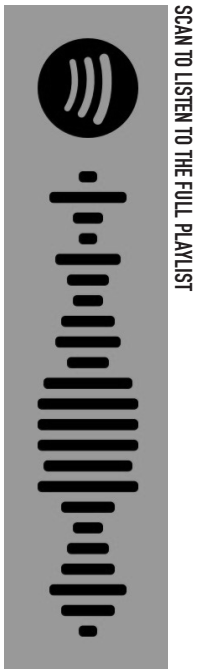
## Check out Volume 122’s fall playlist!

Forest Gump by Frank Ocean  
This Is Me Trying by Taylor Swift  
Give Me One Reason by Tracy Chapman  
Sunday Morning by Maroon 5  
There She Goes by The La’s  
Sweet Creature by Harry Styles  
You’re Gonna Go Far by Noah Kahan  
Somebody Else by ROLE MODEL  
The Man Who Can’t Be Moved by The Script  
Brandy (You’re a Fine Girl) by Looking Glass  
The Adults are Talking by The Strokes  
Mirrors by Justin Timberlake  
El Dorado by Zach Bryan  
Slow Dancing in a Burning Room by John Mayer  
Pluto Projector by Rex Orange County  
Oklahoma Smokeshow by Zach Bryan  
Chasin’ You by Morgan Wallen

Everywhere, Everything (with Gracie Abrams) by Noah Kahan  
Feel Good Inc. by Gorillaz  
Champagne Problems by Taylor Swift  
Linger by The Cranberries  
Unwritten by Natasha Bedingfield  
Be My Baby by The Ronettes  
Willow by Taylor Swift  
All Too Well (10 Minute Version) by Taylor Swift  
Yellow by Coldplay  
She Will Be Loved by Maroon 5  
Kiss Me by Sixpence None The Richer  
Iris by The Goo Goo Dolls  
Vienna by Billy Joel  
Cigarette Daydreams by Cage The Elephant  
Someone New by Hozier  
Sparks by Coldplay  
Juna by Clairo  
Harness Your Hopes - B-side by Pavement  
Real Love Baby by Father John Misty

Where’d All the Time Go? by Dr. Dog  
Orange Juice by Noah Kahan  
Motion Sickness by Pheobe Bridgers  
Ophelia by The Lumineers  
Out of My League by Fitz and The Tantrums  
Sweet Nothing by Taylor Swift  
Matilda by Harry Styles  
Nothing New (feat. Pheobe Bridgers) by Taylor Swift  
Friday I’m in Love by The Cure  
Lay, Lady, Lay by Bob Dylan  
Flake by Jack Johnson  
Sedona by Hound Mouth  
For What It’s Worth by Buffalo Springfield  
Eventually by Tame Impala  
Dark Red by Steve Lacy  
The Blonde by TV Girl  
I Love You So by The Walters  
Scott Street by Phoebe Bridgers  
Fade Into You by Mazzy Star  
Sunday by The Cranberries  
Northern Attitude by Noah Kahan

A.M. Radio by The Lumineers  
Jersey Giant by Josiah and the Bonnevilles  
Flowers In Your Hair by The Lumineers  
The A Team by Ed Sheeran





# From valedictorian to math teacher: Adam Resheff '15

ADEN NATHOO  
Staff Writer

"Horace Mann is an environment in which everyone is really engaged and wants to be here, which makes both being a student and a teacher here really enjoyable," math teacher Adam Resheff '15 said. As a student at the school, Resheff was elected by his classmates as valedictorian, served as the Chair of the Community Council (CC) and was known as a musician with a wicked sense of humor. He graduated from Columbia University, then he returned to teach math during the 2020 online school period and has loved being back ever since, he said.

Starting at the school when he was only three years old, Resheff attended the school in every division, and he noted the difference in responsibility from the Middle Division (MD) to the Upper Division (UD), he said. "I didn't feel like I was quite on my own starting my freshman year, but I felt that everything was more in my own hands to do whatever I wanted to do when I wanted to do it," he said.

Many of Resheff's teachers still teach today, and as a teacher himself, seeing them almost every day feels like a full-circle moment, he said. These teachers include history teacher Dr. Daniel Link, Dean of the Class of 2025 and history teacher Dr. Susan Groppi, science teacher Dr. Jane Wesley, science teacher Oleg Zvezdin, and Spanish teacher Ana Mercedes, he said. Outside of the classroom, Resheff was not only CC chair, but also Managing Editor of The Review and an MD Mentor.

Resheff felt the independence granted to

students in the UD taught him how to use his time wisely and stay ahead of tasks. "I didn't really have that sense in middle school, so I think I got kind of lucky that I developed the sense when high school started," Resheff said. This independence improved Resheff's academic performance, as he spent a majority of his free time in the library working and staying ahead of his classes.

Similar to many current students at the school, Resheff found the curriculum intense, challenging, and informative. "I really enjoyed all my classes all across the board," he said. "It's impossible for me to think of a bad class." Resheff developed a strong bond with Link, however, after taking Link's U.S. History and A.P. U.S. History classes in 10th and 11th grade.

A leader in the classroom, Resheff was always willing to help other students and contribute thoughtfully to discussions, and his intelligence and good-nature were infectious, Link said. "Resheff was a very dedicated student who worked incredibly hard and contributed quite a lot to class discussion, all while having a great sense of humor." Resheff also embodied the core values of the school, especially Life of the Mind, as he was an ever-curious and well rounded student throughout high school who always worked to fix any mistakes he made, Link said. "He never seemed to be oblivious or confused, and he always recognized: 'Okay, this is something I need to fix or something that I need to work on,'" he said.

Attending the school taught Resheff multiple valuable lessons which aided him throughout college and in his professional career. "Coming from HM, I always had an expectation that things are going to be rigorous, and I have

to stay on top of everything, and because of this expectation, there were no unexpected curveballs in college," Resheff said.

Following his dedication to the school for 15 years, Resheff's valedictorian selection was a huge honor to him, especially because it is appointed to a student by their peers, he said. "I felt like my time at the school kept going on and on since I was three years old, finally culminating in this huge moment, and I felt pretty honored that my classmates gave me the opportunity to speak at graduation."

Delivering the speech was a life-altering moment for Resheff, teaching him how to not be nervous or struggle to communicate his ideas when teaching in the future, he said. "Without that moment, I don't know if I could teach, because I learned probably 90 percent of what I know about public speaking from the speech." In order to prepare for the speech, Resheff, who had little experience with public speaking, worked with his sister's acting coach, who coached his sister through five Broadway shows. He also worked with Manager of the Department of Theater and Dance Companies Jonathan Nye, who gave Resheff extensive feedback during practice speeches.

Resheff went into college as a history major never expecting he would later go into math, he said. "I ended up taking a Computer Science class intended for Humanities majors, which I loved, so much so that it led to a career in Mathematics," he said.

After graduation, Resheff originally planned to go to law school, but found himself tutoring in math, which led to his hiring by the school in 2020, he said. "There was a teacher who quit a month in, and the administration reached out



Adam Resheff 2024

to me and offered me a spot to finish the year," Resheff said. "The plan was mutually that I'd teach for a few months and go to law school, but I ended up just sticking around," he said. "Math almost fell into my lap accidentally after I graduated."

Resheff loves teaching because he gets to do what he loves - learning - without the existential threat of an assessment on the way, which is hard to fathom as a student with college on the horizon, he said. "You get to just think about things, learn things, and teach things; you get to experience the idea of life of the mind without the fear of what's going to happen next."

Though Resheff had tutored students in math extensively, Resheff benefited greatly from all his Math Department colleagues' experience, particularly Math Department Chair Brianne Gzik, Christopher Jones, and former math teachers and Department Heads Meghan Fergusson, and Charles Worrall, Resheff said. "Especially coming in, everyone's always willing to help you out, which makes life a lot easier."

A surreal feeling came over Link when Resheff came back to the school, Link said. "I was thrilled to have him join the faculty because he definitely is somebody who embodies the spirit of Horace Mann," he said.

Resheff is elated that he ended up teaching at the school, and appreciates the energy that students bring to a classroom. Starting his teaching tenure at the school online during COVID was challenging for Resheff, but teaching in-person has made him truly love his job, he said. "My goal of teaching, especially in person is, 'can I get people to want to listen, learn, and be inspired to pursue the things I am teaching them?'"



Valedictorian Adam Resheff at graduation in 2015

## To all MD students/faculty:

The Record wants to hear what you are interested in. We want to hear your voices, your interests, your passions, your creating and learning journeys and achievements. We aim to have the Middle Division section shine a spotlight because you are

as much a part of this community as we are. If you have any article ideas or know of any events happening that you believe should be covered, feel free to feel free to submit article ideas to [record@horacemann.org](mailto:record@horacemann.org).



# GVS remains optimistic despite tough loss

MERIT REMZI  
Staff Writer

“Overall, we felt prepared and knew we were going to give it our all. Whether we won or lost, it was about how well we performed as a team,” Sienna Correia (11) said.

Last Friday, GVS fought hard in a narrow 1-2 defeat versus Hackley. Despite the difficult loss, the team was able to bounce back with a dominant 3-0 win against Marymount on Monday. However, they fell to Dalton in a 4-0 loss on Wednesday.

In preparation for these matchups, GVS followed a structured warm-up routine, beginning with a two-lap jog to loosen up before breaking into small groups to sharpen their skills. “We split into midfield, forwards, and defense,” Correia said. “The defense practices long balls, while the forwards and midfielders work on one- or two-touch shots on goal, which also helps get our goalies warmed up.”

The team has not only been focused

on improving their skills but also their chemistry, especially with the departure of crucial players Kayla Choi '24 and Jane Offit '24, team captain Alexis Gordon (12) said. “We’ve been really coming together as a team in practice, attacking up the field in formation, using short passes, and dribbling less.”

Heading into the Hackley match, GVS knew they were facing a tough opponent. “We went into it knowing they were competitive, and we felt we were neck and neck with them the whole game,” Gordon said.

Despite Hackley’s two goals, GVS created their own opportunities but struggled to put the ball in the back of the net. “We had the chances, and it was frustrating because we knew we were capable of more,” Correia said.

GVS head coach Tim Sullivan’s guidance, as always, was crucial in helping the team navigate the flow of the games. “He helps us figure out the lineup, which changes depending on the team we’re playing or the field size. He always encourages us to adapt and use our strengths,” Correia said. Though GVS

could not get the result they had hoped for against Hackley, they left the field knowing they had more to work on.

GVS took on Marymount on a much smaller field at Randall’s Island that required a different approach, Correia said. While the first half ended 0-0, GVS found their rhythm in the second, with Lila Kleinhandler (9) leading the charge with a hat-trick.

The game against Marymount was not just about the win, but also about applying lessons learned from previous games. “After Hackley, we worked making simple, short passes to connect through the midfield,” Sullivan said. This adjustment was key to their success at Marymount as the smaller field demanded more precision and teamwork.

While the game against Marymount boosted team morale, GVS lost 4-0 against a tough opponent in Dalton. Despite the setback, GVS remains focused on their collective improvement. “Dalton is a strong team, and we knew it was going to be a challenge,” Gordon said. Although the GVS team didn’t get their desired outcome, there were still some crucial positive takeaways. “Until the second half, we played really well,” Gordon said. “We went into the game as underdogs, and they had no shots on goal in the first half.”

While the team continues to evolve and adapt, Sullivan remains optimistic. “While the results against Hackley and Dalton were not what we wanted, I was excited about how well the team played,” Sullivan said. “While we always aim to win, the team performed incredibly and their effort was something to be proud of.”

GVS looks to rebound in their game against Riverdale this Saturday on their Homecoming. “We’re focused on staying sharp and playing our game,” Gordon said. “We know we can beat them, we did it earlier this season, but we can’t take anything for granted. We want to come out strong from the start, stay organized, and capitalize on every opportunity we get.”



MADDIE OFFIT (12) MAKES A MOVE

Courtesy of Barry Mason

## SPORTS COLUMN

### From laughing stock to contender: the New York Jets’ journey

By Siddhant Jain

2010. It’s been 14 years since the New York Jets have made a National Football League (NFL) playoff game. Virtually nobody from our current student body has ever experienced the thrill of Jets postseason football. For a team whose history is marred with a lack of postseason success, this dry run has left even the most optimistic Jets fans without hope for their franchise.

The worst part is the Jets’ continuous poor choices in quarterbacks (QBs) in the annual NFL drafts. In 2018, they chose QB Sam Darnold over future NFL Pro-Bowler Josh Allen and NFL 2019 and 2023 Most Valuable Player (MVP) Lamar Jackson. In 2021, they picked Zach Wilson, an eventual disappointment. In 2017, they took Jamaal Adams—an all-pro safety instead of future 3x Super Bowl MVP Patrick Mahomes or future NFL Pro Bowler Deshaun Watson. Adams was great, but the QB is king in the NFL.

The Jets’ last solid QBs were Chad Pennington (2000-07) and Vinny Testaverde (1998-03, 2005). Since 2000, a Jets QB has had 3,000 passing yards just nine times. For context, 3,000 yards are 176.5 yards (17-game season) and under 190 yards (16-game season) per game. The last time the NFL averaged less than 200 yards per game as a league was in 1992.

When the Jets traded for Aaron Rodgers in 2023, hope surged through the fanbase. The Jets, whose last All-Pro QB was Joe Namath in 1972, were finally getting an all-time great. Rodgers is a 4x MVP, 1x Super Bowl Champion, 5x All-Pro, and 10x Pro-Bowler—career accomplishments that eclipse all other Jets QBs combined. He averages just 0.47 interceptions per game in his career, while the Jets have averaged nearly one per game over the last six years.

However, everything came crashing down just four snaps into the 2023 season, where Rodgers tore his achilles’ heel, ushering in the Jets worst nightmare. What was supposed to be the most exciting season in nearly two decades never got off the ground, despite having an elite defense that kept them in most games. In spite of his injury, Rodgers hinted at a return if the Jets stayed in playoff contention. But, without a consistent offense, the season ended in familiar disappointment at 7-10.

This past offseason, the Jets focused on fixing their biggest weakness: the offensive line. They signed future Hall of Famer Tyron Smith and added veterans John Simpson and Morgan Moses from the Ravens for a much-needed boost. In the draft, the Jets prioritized long-term stability, selecting Offensive Lineman (OL) Olu Fashanu with the 11th overall pick instead of flashy play-makers like Brock Bowers or Xavier Worthy.

Yet, year two of the Rodgers era could not have started worse. In Week 1, the Jets lost 32-19 to the San Francisco 49ers, signaling Rodgers’ possible decline. The offense struggled, and the once-reliable defense vanished. After a solid run defense last season, they allowed 49ers backup running back Jordan Mason to run for nearly 150 yards on 28 attempts. The Jets, once known for shutting teams down, looked lost. As one fan eloquently put it, “they can’t tackle - can’t get pressure on [49ers QB Brock Purdy] - the secondary is collapsing every play.”

Week two against the Tennessee Titans was not much better. The Jets won, mainly due to Titans QB Will Levis’ mistakes. Despite the Titans having more yards than the Jets, Levis’ interception and fumble sealed the Jets’ win. Rodgers had a subpar game, throwing only 176 yards on 30 attempts, numbers more fitting for a backup. Levis even had a chance to tie it on the final drive, but was not successful.

Week three. September 19. New York Jets vs New England Patriots. This rivalry has not been kind to the Jets, dropping 15 of the last 16 meetings. The Patriots entered with a top-five defense in points allowed and top-ten in yards. Hope was low at MetLife Stadium, and after a first-drive punt, it felt like the Jets were headed for another loss to their Patriots.

Suddenly, the light bulb flickered on. The Jets dominated the Patriots in a commanding 24-3 win, led by a vintage Rodgers performance. He delivered all his trademark moves: side-arm lasers, pinpoint throws on the run, no-look passes, deep bombs, and sharp audibles at the line. For the first time since last season, Jets fans saw the QB they had dreamed of finally delivering on the hype. But it was not just Rodgers; the defense played its part too, locking down the Patriots’ offense and reminding fans of their elite play. The game offered a glimmer of hope that had felt distant in recent weeks.

The Jets face the Denver Broncos this week after their surprising win over the Tampa Bay Buccaneers. Jets fans should not worry— Broncos QB Bo Nix has not thrown a touchdown yet; the Jets defense should dominate. Jets Wide Receiver (WR) Garrett Wilson will match up against Broncos Pro Bowl Cornerback (CB) Pat Surtain, so Jets WR Allen Lazard will be a big feature. Nevertheless, a big win is expected; anything less would disappoint.

As for the foreseeable future, the Jets have a tough schedule ahead. Surprise teams like the Minnesota Vikings and Pittsburgh Steelers are on the Jets radar, and they still play their fair share of established contenders. Nevertheless, Rodgers has shown his ability to turn back time and unleash his vintage self. The only question is, how often can he play like this? If he can do it on a week-to-week basis, with that defense, the sky’s the limit for the Jets.

## Varsity Roar Board

September 20	Girls Soccer vs. Hackley	1-2 L
September 20	Field Hockey vs. Hackley	0-2 L
September 20	Water Polo vs. Pingry	15-13 W
September 20	Boys Soccer vs. Hackley	1-1 Tie
September 20	Girls Volleyball vs. Riverdale	0-3 L
September 23	Boys Soccer vs. Avenues	2-0 W
September 23	Girls Tennis vs. Marymount	5-0 W
September 23	Girls Volleyball vs. Brooklyn Friends	3-0 W
September 23	Water Polo vs. St Peter’s Prep	16-4 W
September 23	Girls Soccer vs. Marymount	3-0 W
September 25	Girls Soccer vs. Dalton	0-4 L
September 25	Water Polo vs. Staples HS	14-20 L
September 25	Girls Volleyball vs. Dalton	1-3 L
September 25	Girls Tennis vs. Dalton	5-0 W
September 25	Boys Soccer vs. Dalton	6-2 W
September 28	Field Hockey vs. Riverdale	TBD
September 28	Girls Volleyball vs. Riverdale	TBD
September 28	Boys Soccer vs. Riverdale	TBD
September 28	Water Polo vs. Riverdale	TBD
September 28	Girls Soccer vs. Riverdale	TBD



# Record Sports LIONS' DEN

SEPTEMBER 27TH, 2024

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## International waters: Noah Castillo (12) selected to represent the Dominican Republic

AHANA GADIYARAM  
Staff Writer

"This tournament is the culmination of everything I have worked for. It's a really big honor to represent my country," Noah Castillo (12) said. Castillo will represent the Dominican Republic's water polo team at the 2026 Central American and Caribbean Games. "I've never

played at an international level, and I think it's a big milestone for me."

Castillo first contacted the team over spring break, he said. "Last spring break, I was going with my dad to the Dominican Republic, and we figured, since I was going there, we would try to communicate with the national team. We found a number on their website and texted them," Castillo said. "I practiced with them for two or three days, and fast forward to now—we've been

in contact. They told me they were looking for people for the upcoming games in 2026," Castillo said

Castillo's ties to the Dominican Republic make representing the country special for him. "Many of my family that are already living in the Dominican Republic will go to the capital to watch me," Castillo said. "I'm really excited about it."

Despite never playing at an international level, he has participated in several national tournaments

over the past few years. "I've played in the national Junior Olympics, where many club teams compete, and our team came 13th last year," Castillo said. "I've also participated in the Olympic Development Program, a pipeline to the Youth National Team, for the past few years."

Castillo's success in water polo is the result of years of hard work and training. "I started swimming when I was three years old, and after a while, I got bored of the repetitive nature of swimming. My parents found a water polo program, which I didn't like at first, but my parents kept me in it, and I learned to like it," Castillo said. "Currently, I play water polo at HM on the weekdays and then I go up to Connecticut to train at my club team on the weekends, practicing pretty much seven days a week."

On his water polo teams, Castillo plays multiple roles, he said. "At HM, I pretty much play everywhere in the pool," Castillo said. "At my club team, I play in the center, two meters in front of a goal. I have my back to my defender, and that's sort of the focal point of the offense."

A major part of what motivates Castillo is his community in the sport. "I've definitely received a lot

of support from coaches throughout the years, but also feel motivated by all the teammates and opponents that I've had," Castillo said. "The water polo community is very close-knit, so I know many people I've played and competed with."

Castillo strives to be a strong teammate and mentor while continuing to proudly represent the school. "I truly have a lot of school spirit and enjoy representing HM at tournaments," Castillo said. "I also try to support the team—sometimes, I'll stick around for JV games after practice, and I try not to be too ball-dominant."

Water Polo Head Coach Michael Duffy believes Castillo has significantly impacted the school's water polo team. "Noah leads by example and works really, really hard," Duffy said. "He's pretty much a coach in the water—he tells everybody where to go and what to do. I think the whole team looks up to him."

The school community will cheer Castillo on as he continues his water polo journey. "I wish Noah well wherever water polo takes him," Duffy said. "He's made a great impact on the program and I would just like to thank him for that."



WATERPOLO GOALS

Courtesy of Noah Castillo

## Cary Wang (10) sails from Newport to Bermuda in a 636-nautical-mile race

EVELYN GROSS  
Staff Writer

"It was the longest offshore experience I've ever had in my seven years of sailing," Cary Wang (10) said. "I didn't see land for three and a half days, and it was just the open ocean all around me." This summer, Wang competed in the 636-nautical-mile biennial race from Newport, Rhode Island to Bermuda. Invited by Captain Martin Van Breems to join a 12-person crew, Wang was the youngest member among a team of retired marines and coast guards from 30 to 60 years old.

Wang began sailing at eight years old, following in the footsteps of his parents, who were avid sailors themselves and introduced him to the sport. "I love team sailing because when you're working with others, you develop a sense of trust and dependency that makes completing a race so fulfilling, which is why I wanted to participate in this race," Wang said.

The race began in late June, but the physical modifications of the boat for the race began in early February, Wang said. The boat they used, a Monhegan J 44, was originally a cruising vessel, so several adjustments were required for it to be race standard, he said. "We adjusted the sails and added a bimini structure to support solar panels, which was necessary to generate the energy we needed for water, food, and refrigeration."

Navigation preparation began in May,

which concentrated on tracking currents and weather patterns, a difficult task due to the unpredictable tides and winds of the Gulf Stream ocean current, Wang said. "This year, it stretched to a record 100 miles, so we had to analyze a lot of data, closely monitor water movement, shifting currents, and emerging patterns."

Wang spent the entire race aboard the boat, working sailing shifts from 6 a.m. to 8 p.m. and 12 a.m. to 2 p.m. "I really enjoyed working the night shifts because it makes you feel so connected to everything around you, especially with the moonlight," Wang said. "Most nights, there were no clouds, and the boat would sail by the moon, which was so bright it reflected on the waves."

Another highlight was witnessing the water change color and seeing the cumulonimbus clouds as they entered and exited the Gulf Stream, Wang said. "The water starts as a deep blue, but once you hit the Gulf Stream, it turns into this vibrant sapphire color, and after you leave, it returns to that darker shade," he said.

Throughout the trip, Wang was constantly exhausted due to leaks on the boat that frequently dripped water onto his face and bed, while the rough waters made the boat unsteady and rocky, he said. "However, once I saw the Island of Bermuda, I felt like everything was worth it."

Sailors know they have reached Bermuda when the water turns a striking turquoise, the waves calm down, and they spot Gibbs Hill Lighthouse, the taller of Bermuda's two light-

houses, Wang said. "I was off shift, but I came up to join my crew, and we were right there," he said. "Seeing the Gibbs Hill Lighthouse, which the race trophy is named after, I felt an overwhelming sense of relief."

Wang can see himself participating in this race again in the future, he said. "This winter, I'll be frostbiting [sailing on dinghies], and

I plan to sail a lot next summer in hopes of competing in the 2026 race." After acquiring insights into the sport, along with overcoming many challenges, Wang looks forward to his sailing future, he said. "After navigating through unpredictable currents and rough waters, I feel much more confident in handling whatever the ocean throws at me."



SAILING ADVENTURES

Courtesy of Cary Wang