

The Horace Mann Record

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UNITY WEEK PREVIEWS

Next week, the school will host its second annual Unity Week, a time for the community to come together to discuss issues of identity. Students and faculty will gather at assemblies, workshops, and after-school events surrounding themes of race, gender, sexuality, and class. The Office of Diversity hosts the week with hopes that students will gain perspective about their own identities and the experiences of others.

ELLA FEINER
Staff Writer

TUESDAY

ASSEMBLY

Next Tuesday, the Office of Diversity will host the third annual Unity Assembly as a part of Unity Week, which will offer numerous workshops, performances, and discussions surrounding unity and identity.

“The assembly gives students the chance to see their fellow peers in different ways,” Diversity Associate John Gentile said.

The assembly is a crucial point in the week because it enables the entire school community to be together, Diversity Associate Naomi Enright said. “The whole purpose of the week is for people to think about who they are, what they bring to the community, and what they’re gaining from it, and the assembly

feels like the one moment we can all be together and have that unity,” she said.

Most of the week’s program is concentrated in the classroom, so the assembly gives students the chance to come together, Director of Diversity Initiatives Patricia Zuroski said.

The assembly will consist of student readings, performances from student groups and a video featuring different members of the student body. Though the format of the assembly has remained largely the same since Unity Week’s inception, the content changes based on what issues are currently relevant and who is speaking, Enright said.

For example, this year’s video will focus on the community’s feelings about the future of our country under the Trump administration, she said.

Additionally, numerous students

will speak about their own personal experiences, Zuroski said.

“Much of it has to do with their identities that have had a big impact on how they’ve seen the world,” she said.

HM Stomp, a new club this year, will also be performing at the assembly. Co-founded by Tishiya Carey (12) and Jeph Prempeh (12), the group practices a form of traditional African-American dance known as “stepping” in which the participant’s entire body is used to create rhythm through stomping, clapping, snapping, or slapping a body part.

“The assemblies have been so well received in previous years, and we’re looking forward to another,” Enright said. “It felt like they came together really nicely and served as a moment to allow people to connect what happened in that space to the rest of the week.”

WEDNESDAY - FRIDAY

ROSETTA LEE

Nationally renowned diversity practitioner and facilitator Rosetta Lee will be visiting the school for Unity Week to work with members of different divisions. Lee’s work focuses primarily on issues of identity in different realms, such as ethnicity, gender, and sexuality, Diversity Associate Naomi Enright said.

Since Lee has visited the school in the past, Director of Diversity Initiatives Patricia Zuroski hopes that she will be able to come in with a basic understanding of how the community works, she said.

“I think when you get a consultant that comes back a few times to the school, they have a little more comfort when they come in, but they are also more prepared because they can anticipate a little better,” she said.

Enright hopes that Lee’s presentations will help students gain a further understanding of the complexities of identity. “Sometimes, we narrow down or distill down who people represent and what they are, but the way that she thinks about people really illustrates how complex each one of us is,” Enright said.

“Students in high school are very much about labeling each other, and being in a presentation with her allows one to realize that labeling is not only unfair, but often incorrect,” she said.

Lee will be speaking at a parents’ event at the Nursery Division to focus on identity formation in children, an assembly for the Middle Division, and a community forum after school on Thursday for the Upper Division.

Lee, who visited last year, is a fantastic presenter, Enright said. “She was a really big hit last year, and she’s very personable,” she said. “There’s been a lot

of requests to bring her back.”

“It’s very unusual to have someone who actually resonates and is well received by everybody,” Zuroski said. “Last year, parents, students, and teachers were excited to meet her, so I think it’s really important for HM to build a relationship around that.”

Lee’s focus on intersectional identities, including her own identity as a Korean-American woman, helps her work resonate with many different people, Enright said. “There could be someone in the room who is gender non-conforming and relates to that aspect of her work, or someone who is an immigrant, or someone who is multilingual.”

“She has these ways to tap into different aspects of who people are and make people feel like she’s talking directly to them, no matter the size of the group,” Enright said.

TUESDAY

13TH SCREENING

Ava DuVernay’s documentary “13th,” titled after the Thirteenth Amendment to the Constitution, which outlawed slavery, will be screened after school next Tuesday as a part of Unity Week. The film focuses on the legacy that slavery has left in our society in the form of mass incarceration and the criminal justice system, Enright said.

“It’s very powerful, - it’s not an easy watch, but we’re really glad that we were able to include it for Unity Week because it just feels so appropriate for the discussions that come out of this week,”

she said.

“The documentary does an impressive job in weaving together the testimony of former prisoners, the interpretations of historians, and the work of activists inside and outside the government in raising awareness around the topic of mass incarceration,” History Department Chair Dr. Daniel Link said. “It’s powerful intellectually, but also emotionally.”

Many faculty members saw the movie and realized that it shared many themes with “Between the World and Me” by Ta-Nehisi Coates, this year’s Book Day selection, and they thought it would be

very relevant for students, she said.

After the movie, Link will facilitate a group discussion about racism and slavery.

He hopes that the film will help students “pull together the different threads to grasp the powerful institutional forces at work that have led to the U.S. having a prison population of over two million, of whom a disproportionate number are African American,” he said.

“The root of systemic racism in our society is slavery,” Enright said. “Slavery was one of the official ways

see 13th on pg. 5

French teacher combines class with English elective, presents on Vichy France

YEEQIN NEW & REBECCA

SALZHAUER

Staff Writers

Yesterday, French teacher Micheal Dale presented a historical lecture on Vichy France to English teacher Dr. Deborah Kassel’s 12th grade English elective “Man’s Search for Meaning.”

The presentation focused on propaganda, concentration camps, and resistance in Vichy France and

concluded with Dale’s performance of a song written from the perspective of a man who refused to comply with Nazi Germany.

Kassel’s class is currently reading Arthur Miller’s “Incident at Vichy,” a historical fiction play that takes place in Vichy France. Kassel reached out to Dale when she discovered that he had previously given a presentation on that time period at Spuyten Duyvil’s New York Public Library in 2014, she said.

“I look for all sorts of opportunities within the school to both bring in new perspectives and deepen our level of discussion and appreciation of both the writing and the period that it is examining,” Kassel said.

In the last five to 10 years, Kassel has been making a more conscious effort to invite both in and out of school speakers to come speak in her classes, she said.

“The division we create between

Summer on the Hill creates curriculum changes



JONATHAN KATZ

Staff Writer

With Markell Parker as the new Executive Director of Summer on the Hill (SOH), the program has implemented major changes to the curriculum to include a restructured English program and more project-based activities in science and math.

SOH provides over 200 students from public schools with challenging classes during the weekend and the summer to help them transition into independent schools.

SOH wants to offer public school students the rigor behind an independent school education, Curriculum Coordinator Deanna Hernandez said.

With Head of School Dr. Tom Kelly’s support, SOH is trying to have a greater presence at the school, Parker said.

The program aims to create a stronger alumni network, Mabel Rodriguez, Director of High School programs and an alumna of the program, said. “My main aspiration is building a strong alumni network to help out in ways like fundraising and networking,” Rodriguez said.

The program has already started to build this network, using alumni to offer support and guidance to high school students, Parker said.

Because of Common Core, a federal program implemented to standardize



OPENING DOORS Students take a class at Summer on the Hill. Photos courtesy of Markell Parker.

public school curricula, the SOH curriculum was recently revised, Hernandez said.

In the summer of 2015, the SOH Program began to redesign the curriculum, but they are trying to implement it this year, Hernandez said. There were several small committees broken up by subject and grade. Each group of three or four teachers focused on either English, math, or science, fifth grade Teacher and SOH English Teacher Kristin Schmid said.

SOH administrators hope to maintain the old curriculum’s strengths as they transition to the new one, Rodriguez said. The program will continue helping 8th graders with the Independent School Entrance Exam as well as the lab-based science curriculum, she said.

SOH program directors realized that the area where students were most struggling was in English, Director of High School Programs Mabel Rodriguez said. “Public schools are infamous for not teaching creative writing and a lot of our students struggle with creative writing,” Rodriguez said.

In the first trimester, SOH English classes focused on poetry, with each successive grade exploring more complex themes and gaining a global perspective, Schmid said.

The hardest part of creating the curriculum was keeping in mind that *see SUMMER on pg. 5*



Artist’s statement:
As soon as I received the task, I immediately thought about the extension of hands and how I could possibly draw them. In literature, or just conceptually, hands often represent “reaching out” compassionately to others. They represent symbols of peace, the action of blessing, and the literal transfer of knowledge from one person to another with a simple touch.

Graphically, they’ve often depicted as raised fists (solidarity) or handshakes, symbolizing established contact with another person, but I wanted the pairs of fingers to belong to one person reaching out to the unknown. Because that’s what diversity is - reaching out to others. Into discomfort and countless questions - and what better way to depict that than with the universal symbol of compassion?

The background has strong hints towards the bisexual pride flag.
Yasmin McLamb

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Taking advantage of hidden opportunities



Christina Cho

Like almost every other student at this school, I have made the unconscious assumption since my freshman year that I knew all of the opportunities our school offered. The Buzzell Games, Asia Night, FAD Fashion Show, theater and dance performances, affinity group meetings, Book Day, Music Week... I never stopped to think that there may be options beyond what mass emails and the legendary green sheets told me. I was wrong. There's more; I just didn't know it.

The plethora of opportunities that are waiting to be taken advantage of lie hidden in a map that doesn't exist. In my own spontaneous exploration of Horace Mann, I have found the X-mark, but navigating without a guide to find these treasures has not been easy. The solution for the rest of the HM community is

simple: each department can write up a cheat sheet on the programs and resources it offers. For many students and faculty who love exploring new areas and learning new skills like I do, cheat sheets will make all the difference.

To start off, the Athletic Department offers a variety of facilities that are accessible to all students, athletes and non-athletes alike. For example, the Athletic Department's fitness center, which is open every weekday during and after school, has a strength and conditioning coach, Mr. Kevin Valluzzi. He will not only design a personal workout plan with you, but will help you work toward your goals, whether your objective is to train for West Point's fitness test or simply start living a more active lifestyle.

Additionally, the Athletic Department offers a sports medicine room, where all members of the community are welcome to roll out their pains, enjoy a heat pad on their aching shoulders, and finally do the physical rehab they have been meaning to do. It is such a waste that these resources are largely unknown. In fact, in Mr. Donadio's words of economic reasoning, it's a deadweight loss.

The Athletic Department is not the

only department with unsung resources. At the top of the stairs that lead to the rotunda awaits the Visual Arts Department's diverse array of artistic resources. As I have found, art teachers not only welcome but encourage students who do not take their classes to pick up a brush and put color to canvas.

Getting started is as easy as walking into the studio, introducing yourself to the teacher, and letting them know about your interest in drawing, painting, or making a ceramic. Before you know it, you'll find yourself in the art studios during all of your frees, calling a rack of paintings or a pottery wheel your own. But as glad as I am to introduce you to your next favorite obsession, it's a shame that this opportunity has been sitting, undiscovered, within arm's reach.

Another unknown opportunity is the Computer Science Department's two 3D printers that are available for all students to use. According to Mr. Torres, "As long as you have a school-related print in mind and ask for permission from me or Mr. Levy, you are good to go. And the Robotics Lab is not just for robotics; anyone with engineering projects can come by to use the facilities." I know what you're thinking by now: I cannot believe I didn't know about any of these

opportunities. I'm right with ya.

Hopefully, as you have read this opinion piece, you are not only more aware of the opportunities around you, but inspired to search for the many opportunities beyond these. Why? Because you will have to explore on your

own until each department unearths the programs and resources it offers in cheat sheets. But when they do, we will see the innumerable opportunities in store for us in every Department. And as we all strike gold, I can guarantee that the cheat sheets will be worth it.



Jackson Roberts/Contributing

LETTER TO THE EDITOR

To the Student Body,

Late afternoon on Dec. 14, 2016, my mother sent me an email, asking if I'd like to join her in attending the Horace Mann Glee Club and Orchestra holiday concert. I had not seen her in a while, so mostly to humor her, I agreed and hopped on the 1,2,3 to Van Cortlandt Park - 242nd Street. As I write this letter on December 15, I am still shocked by the quality of last night's performance.

The students and faculty so astounded me with their level of skill, preparation, and professionalism, that I couldn't help but to reflect on the unique nature of Horace Mann as an institution and a community. At the risk of sounding preachy or patronizing, I would like to share some perspective, which I hope you will take to heart.

At Horace Mann, you are surrounded by a higher density of talent, passion, energy, and support than you may ever experience again. Most of you will enroll in top universities, and you may even participate at an elite level in sports, performing arts, or academic research. Still, it is very unlikely that any of these institutions or communities will measure up to HM in terms of creative mass squeezed onto such a small parcel of land and distributed so evenly across 800 people. You owe it to yourself to take advantage of that today.

Sometimes, you'll need to be practical, and "work smart, not hard," but looking back at my tenure at HM, I often took that strategy too far. I urge you not to do the same. As a New Year's resolution, choose a class, a sport, a club, in which you may be cutting corners, and re-commit yourself to it. Don't read the CliffsNotes. Don't regurgitate your teacher's opinions. Don't outsmart Coach Bernie by going on a 'Riverdale Run' only to walk once you're out of sight.

Based on the Glee Club and Orchestra's holiday performance, my advice may not be needed. But I'm sending this dispatch in case there's a 15 year-old Me, sitting in the cafeteria on a Friday morning in January, reading 'The Record'.

Best wishes for an excellent 2017.

PJ Heyer
Class of 2007



Jake Sanders/Contributing Artist

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Destruction of Fitness Center and repurposing of Multipurpose Room presents challenges to sports practices and gym classes

RICARDO PINNOCK

Staff Writer

Over Winter Recess the Fitness Center was torn down as a continuation of the HM in Motion construction project; however, the equipment from the Fitness Center's moving to the Multipurpose Room has disrupted some sports team practices and gym classes.

"We knew beforehand that we would lose the Fitness Center. We created the plan to change to the location from the previous room to the multipurpose room, and thanks to our amazing maintenance team, the transition was smooth," Director of Athletics, Health & Physical Education Robert Annunziata said.

On the Friday preceding Winter Break, the school's maintenance crew emptied out the room which previously housed the Fitness Center and placed the weights, ellipticals, treadmills, and other machines into the Multipurpose Room.

"The old room was more narrow and quite long, while the new space is wider and not as long. It actually makes it easier for me help the kids



REBUILDING ATHLETICS Left to right: The Fitness Center is torn down in the next step of construction for the HM in Motion project; The Multipurpose Room is inhabited with the Fitness Center's equipment while the Fitness Center is being rebuilt.



Nikki Sheybani/Staff Photographer

after practice, and the wrestling and fencing teams often use the fitness center as well, Valluzzi said. "However I think the space that we have now could be more conducive to having more people in the room because it is wider," he said.

The Varsity and Middle Division Wrestling teams have been affected greatly by the shift in rooms. The Varsity team's small number of players is beneficial because they still fit

comfortably in the reduced space. However, the Middle Division team is too large for the space and has enacted a rotation in which different sets of wrestlers practice at a time, Varsity and Middle Division Wrestling Coach Gregg Quilty said.

Annie Liu (11) likes the new space more because it feels bigger, she said.

Instead of devoting the entire Multipurpose Room to the Fitness Center, the Fitness Center occupies

two-thirds of the total space, and the other one-third was kept as it was before and has many purposes, including being turned into a makeshift athletic training room at a future point in time, Annunziata said.

Quilty finds it more challenging to teach with the new circumstances in place because the noise from the Fitness Center right next door can be overwhelming, he said. The wrestlers have an emotional connection to the room as well, so it's sad to go, he said.

The current athletic training room will stay as is until a later date, but it too will eventually be displaced. The offices of Associate Director for Middle Division Athletics RJ Harmon, Associate Athletic Director for Business and Community Affairs Rawlins Troop, and Upper Division Physical Education Department Chair Ray Barile will later be relocated and the current entrance to Prettyman Gymnasium will close down in the future as well.

The school is moving forward step-by-step, but the school is aware of most of the impending challenges and have constructed plans for accommodation, Annunziata said.

COMMUNITY REACTS TO OPENING OF SECOND AVENUE SUBWAY

On Jan. 1, the Q subway opened on Second Avenue after decades of construction. The Record reached out to members of the school community to reflect on their experiences with the construction and the new line. Reporting done by Tiffany Liu/Staff Writer.

"It's been under construction for over 10 years and it was right under my building, so it's been loud and inconvenient, but I think that it's really useful. They were blasting with explosives right under our building. Our building would shake. Some of the walls cracked."

- Ben Parker (11)

"I've been around for the construction all along. They made so much noise and the stores were losing all their customers because people didn't have access to the stores, and you got the feeling that it would never be finished."

- Florence Greenberger
GP'18

"I just think it's cool that the subway was announced 100 years ago - even before my grandparents were born- and I'm alive to see it happen. And I could show my kids or grandkids that I was there."

- Grace Hill (11)

"I think the new subway is great, and it will definitely be useful for going downtown, especially because it's so close to my house. Before, I'd have to walk to 68th and Lex to get the subway, so this is really convenient."

- Lauren Simpson (12)

"With all the construction work gone and all the lanes available to cars, traffic has improved tremendously. Now, I am getting home at 4:10 instead of 5:10."

- Hannah Long (10)

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CONTACT For all comments, queries, story suggestions, complaints or corrections, or for information about subscribing, please contact us by email at record@horacemann.org.



Courtesy of Bill O'Sullivan

COMMEMORATION Left to right: Tommy Nolan and Bill O'Sullivan stand aboard the U.S.S. Missouri after playing in the New York City Police Department Emerald Society Pipes and Drums Band; The U.S.S. Missouri houses a Pearl Harbor commemoration.

Security guards perform at Pearl Harbor 75th Anniversary commemoration

REBECCA SALZHAUER

Staff Writer

When they aren't working at the school, Senior Security Supervisor Bill O'Sullivan, Security Specialist Thomas Nolan, and Assistant Manager of Security Peter Clancy can be found flag-waving, playing the pipes and playing the drums in the New York City Police Department Emerald Society Pipes and Drums Band, a band of active and retired police officers of Irish descent.

On December 7, the 75th anniversary of the attack on Pearl Harbor, Clancy, Nolan, and O'Sullivan played with the band on the U.S.S. Missouri and represented the State of New York in 75th Anniversary Pearl Harbor Commemoration Parade.

Although the commemoration ceremony itself was reserved for military personnel, they took part in

other ceremonial events throughout the commemoration.

The Band has over 100 members, making it the largest police band in the country, Nolan said.

Clancy and Nolan have played in the band for 22 years. They previously played in the NYPD Transit Department Band, before all of the different police departments were consolidated into the NYPD. "The atmosphere was extremely patriotic," O'Sullivan said. "Anywhere you went, you would encounter different survivors of the Pearl Harbor attack. Everyone would salute, clap, and thank them for their service."

The performance was touching; I was filled with emotion, especially as a Navy veteran, Nolan said. "It was most moving seeing survivors of the Pearl Harbor attack being wheeled in wheelchairs by volunteers or family members. I loved spending time with

them in the hotels, playing for them and entertaining them," he said.

"I would like each member of the HM community to understand the sacrifices that our military, both past and present, make in order to give us our freedom. We should all honor and appreciate their service to our country," O'Sullivan said.

For O'Sullivan, an emotional moment was visiting the U.S.S. Arizona, a ship that lost 1,177 of her 1,532 officers and crewmen in the bombing of Pearl Harbor. The remains of the Arizona now act as a commemoration of those who died, as well as an active military cemetery.

"When we arrived at the memorial we learned that the five remaining survivors of the attack on the USS Arizona had been on the ferry before us visiting the memorial. Visiting at the same time as the only remaining survivors truly put our visit into perspective," O'Sullivan said.

FLIK: BEHIND THE SCENES

MAHIKA HARI
Staff Writer

“Usually most people work from 7 a.m. to 3:30 p.m., but not me. Like today, I got here at 7 a.m., and I will be leaving at 10:30 p.m.” FLIK employee Jefferson Reyna said.

In order to make more money, Reyna has taken on more responsibilities that require him to work longer overtime hours, he said.

In the past, Reyna attended night school after work, but he is currently taking the semester off. “There is a lot of work right now, and I want to make the most money I can. This job is something stable in my life for now that I can have to pay bills and stuff,” he said.

The FLIK staff typically works five days a week from 7 a.m. to 3:30 P.M., an eight-hour shift with a half hour lunch break built in, FLIK Director of Food Services Brenda Cohn said. Working overtime or on the weekends is always optional, but someone usually volunteers in order to make the extra overtime money, she said.

Many of the staff live close to the school and have short commutes to work.

FLIK Cashier Rosanna Lajara drives about 20 minutes to get to work each morning, she said.

Lajara wakes up at 5:30 a.m. every weekday and begins her workday by checking in with her coworkers about what needs to be done and what she can do. She works as a cashier for the entirety of her

shift, but helps out wherever she is needed.

When the day is over, Lajara takes English classes at her local college. A nonnative English speaker, she wants to make sure that she solidifies her understanding of the English language for the future, she said.

“Knowing English really well will make it easier if I want to get a degree later on.”

In the past, Head Cashier Adriana De La Rosa worked weekends and overtime, but no longer does. Her shorter work schedule provides her more time to tend to her children, which is a welcome change, she said. “I have to get home and take care of my kids. I have three girls, so I have to go home and cook, do laundry, the cleaning.... You know how it is.”

FLIK COMMUNITY

There isn't much turnover of staff, so the FLIK workers have formed a tight-knit community, Reyna said. “The guys are like the brotherhood and the ladies as well. When other people come in to work here, they always say that this is the closest kitchen they have ever been in. We just really legitimately love each other.”

“Sometimes my coworkers and I go out and just talk about how we are,” De La Rosa said. “We work as a team.”

Some workers have been employed at the school for around



WRAP BATTLE Left to right: Ronald Montes and Jefferson Reyna pose behind the sandwich counter.

30 years, Lajara said. Lajara enjoys being around people who have had experience at the school because they know how everything works, she said.

Students often ask questions, and Reyna takes those opportunities to interact with them as best he can, he said. “I try to be open-minded and speak a lot.” Whenever students

give him an opening to make conversation, he'll jump in and joke with them, he said.

“I love the community a lot, and the teachers are nice – everyone is nice! If you are nice to them, they are nice to you too,” Reyna said.

“I love the kids,” De La Rosa said. “I love everybody here, and I'm comfortable. When you're comfortable, you just don't want to go anywhere.”

FLIK EMPLOYMENT

FLIK is part of the larger organization Compass Group North America, a food services and support services company, Cohn said. The division of the company that the staff at the school falls under is FLIK Independent School Dining.

The Compass Group is one of the best known and respected food service companies and offers a lot of flexibility for employees, Cohn said. Workers can move through different divisions or sectors of the company to best fit their needs, she said.

Working at FLIK was Reyna's first official job after college, he said. His dad works as a night cleaner and helped him find a job at the school, Reyna said. Due to his lack of experience in both the food industry and the workforce, Reyna started off working in the deli.

Reyna is a great example of someone who has had the chance



CHECKOUT Students pay for salads in the Cohn Dining Commons

Nikki Sheybani / Staff Photographer

MDSTUDENTSPENDINGHABITS

HANNAH LONG & LYNNE SIPPRELLE
Staff Writer

Although most students in the Middle Division use cash and have spending limits set by their parents for out of school purchases, students vary widely in terms of financial restrictions and decision-making.

Depending on the student, middle schoolers have debit cards, credit cards, or cash that they use for spending.

However, many are confused about what debit cards and credit cards actually are, and some of those who have credit and debit cards use cash more often. “I use it once in a blue moon,” Eva Campbell (6), whose parents gave her a debit card for her birthday, said.

Many parents worry about teaching their children the proper value of money in the real world.

“I think that students are aware of money, I'm not sure that they think of it as spending,” Charles Stewart P'21 said.

“I want to teach my son not to take money for granted and to teach him good morals and values about money,” Suzanne Golten P'23 said. “I want him to appreciate how much things cost and to not just spend money freely.”

Sucheta Ponda, P'23 tries to do this by not giving her children a specific allowance, but rather a limit if they need something or want to go out with friends. Her children then have to bring the receipts back, so Ponda can see what they bought and how much it cost.

Parents' approaches toward giving spending money to their children vary widely, but many middle schoolers receive an allowance.

Large differences in allowances are common, but few students believe that these disparities impact their social lives.

According to a poll conducted by



Spyri Potamopoulou/Staff Artist

LIMITLESS “I want to teach my son not to take money for granted and to teach him good morals and values about money,” Suzanne Golten P'23 said.

The Record, most middle schoolers said cost is not a major factor for them and their friends when doing activities outside of school because it is usually mutually agreed when something is too expensive.

Sophia Brothers (8) said that she and her friends pay individually when getting together outside of school, so there is usually a group decision about whether or not something is too expensive.

However, when Amanda Wein (7)

and her friends go to expensive shops like Sephora, Wein said it can be difficult because people have different spending limits.

Dr. Reem Renno P'21 said she doesn't think that spending limits affect the social lives of students in the Middle Division. “It shouldn't, since ideally you would like your children to hang out with kids having the same economic guidance principles and discipline,” Renno said.

“I don't see kids, at least in sixth

grade, really being aware of differences in how much they spend,” Ponda said.

Benjamin Wu (6) doesn't see money currently playing a large role in who his friends are, but believes that it will become a conern, he said.

A handful of students in all three grades do feel that the amount of spending money affects their social interactions.

“I think that students are increasingly aware of things that they have and things that they might want, and what their peer groups have, and so they think about that,” Stewart said.

According to the same poll, the average Middle Division student who has an allowance receives roughly \$20 in cash.

Additionally, the breakdown in spending money between grades is also very different. Many sixth graders are prohibited from spending money outside of school at all, while most seventh graders can spend a maximum of \$40 or \$60 per week. Eighth graders such as Nicholas Moreira (8) normally can spend \$60 per week or potentially more.

Moreira does chores such as walking his family's dog or helping take out garbage to earn money from his parents, and what he earns is his to spend or save as he wants.

Wein is the unusual seventh grader without a formal strict cash restriction or allowance, but her unspoken rule is to avoid buying anything expensive that isn't useful.

The majority of middle schoolers spend their money outside of school on food, especially at Starbucks. Other than food, most sixth graders spend their money on games, seventh graders on movies, and eighth graders on clothing, a Record poll found.

Students ranged widely in their suggestions for the ideal amount of spending money outside of school, from Harry Lowy (6) and Luke Millowitz (6), who said \$15 per week, to Moreira and Wein, who said at most

\$100 per day.

However, the majority of students interviewed all recommended students' spending should be at a maximum of around fifty dollars per week outside of school.

“I think it varies,” Renno said. “It would be nice to account for a social outing on a weekly basis and a beverage once or twice a week, and to allow for some personal discretionary spending on things such as makeup products, tickets, or friends' birthday presents.”

Most students do not have a limit on their school ID card, but a few students per grade do have a restriction on how much they can buy in school

Diane Kim (7) doesn't, but she likes to ask the cashier how much the food she's buying costs. “I just don't want to spend so much money where I blow all of the money off my ID card at once,” Kim said.

Wein's parents do keep an eye on her ID card purchases, but for the purpose of checking her food choices rather than how much she's spending. “I always try to eat healthy-ish,” Wein said.

“You have to be able to eat healthily because your parents do see what you eat,” Saira Babbar (6) said. Moreira is only allowed to buy candy twice a week, and Millowitz only once.

“I spend a lot more outside of school,” Chloe Choi (7) said. Choi said this is because she sometimes pays for her friends when they go out to eat, but everyone pays for themselves in school with their own ID card.

“Inside of school spending is definitely a little more lenient because it's not like you're being hustled or pressured into making deals,” Jared Contant (6) said. “But it is harder to gauge costs in school because they're less visible than out of school.”

Wein agreed there's a big difference between spending on an ID card in school and spending outside of school. “In school it's just for food, but at home it's buy, buy, buy, buy,” Wein said.

DOESTHEAMOUNTYOUCANSPEND LIMITYOURSOCIALINTERACTIONS?

6TH GRADE YES: 12% NO: 88%

7TH GRADE YES: 16% NO: 84%

8TH GRADE YES: 28% NO: 72%

DOYOUHAVEALIMITONYOUR SCHOOLIDCARDSPENDING?

6TH GRADE YES: 12% NO: 88%

7TH GRADE YES: 16% NO: 84%

8TH GRADE YES: 28% NO: 72%

from 13th, page 1 ----

in which racism was legalized. Even though it ended generations ago, this documentary shows very vividly that the way our prison system works looks a lot like slavery even though it's 2017.”

Understanding the link between our history and our present is complicated, and Enright hopes that students and

faculty alike will be able to see it clearly after watching the film, she said.

The Office of Diversity has screened films in the past, including “The Mask You Live In,” which focuses on masculinity and emotions, but never as a part of a larger event, Enright said. “This feels like a more global effort, since it's not just the diversity office,

but us in conjunction with others,” she said.

Link hopes that students will “take away a sense of hope that the documentary itself and activists depicted within the film are determined to address this reality and change it, and that they can inspire other to join the effort,” he said.

from SUMMER, page 1 ---- curriculum was keeping in mind that everyone was coming from a different school, with over 200 kids in the middle and lower school and 40 in the high school, Hernandez said.

SOH also wants to engage more students by dealing with social issues in humanity classes Rodriguez said. “We need to make sure it applied to social issues and poetry and we were hopeful the language would help them move through the process,” she said.

Older students are reading articles on current events, such as police brutality, Parker said.

Horace Mann English Department Chair Vernon Wilson, who taught for two years at SOH, thinks bringing

in social issues is important. “In the future, I see our department continuing to expand not only the variety of authors whose work we teach, but also the genres we teach,” he said.

The curriculum also aims to create a more hands-on philosophy in the STEM fields, Rodriguez said. They are continuing to encourage labs in science, start projects in the math department, and try to incorporate technology, like coding and robotics, into lessons, she said.

Wilson is very excited about the new curriculum and hopes the SOH program continues to thrive. “They were energetic, funny, imaginative kids who, I believe, really benefited from their exposure both to the school and to SOH.”

HMDC dances with DNCE at Orange Bowl

JOANNE WANG
Staff Writer

In front of an audience of over 67,000, members of the Horace Mann Dance Company (HMDC) performed along with 318 other dancers at the Orange Bowl halftime show in Miami, Florida over winter break. They danced to songs by the band DNCE as a fireworks display lit up the sky.

The stadium buzzed with energy as DNCE performed their upbeat songs “Body Moves,” “Toothbrush,” and “Cake by the Ocean.”

Their light-up wristbands flashed as the dancers’ arms windmilled towards the stage. With powerful arm movements, they seemed to move as one body in neat arrays and other formations, such as pinwheels.

“They had white fringed tops, so as they moved, all of the fringe moved in the same direction,” Theatre, Dance & Film Studies Department Chair and HMDC Faculty Adviser Alison Kolinski said. “It looked like their costumes were choreographed too because of the movement.”

Though the routine was eight minutes long, Giramnah Peña-Alcantara (12) felt as though it was only two, she said.

“It was very surreal,” HMDC co-President Lauren Smith (11) said. “We were performing with Joe Jonas, who for many was a childhood love. I think that it didn’t really hit us until we stepped on the field, and all of us had a moment of ‘this is actually happening.’”

“We did a lot of the organizing and planning for the Orange Bowl,” HMDC co-President Karen Jiang (12) said. “This was an incredible leadership experience for both of us. I think leading a company and being

able to foster that environment for bonding is really great.”

Usually the company does not get to see the band perform, as they do not rehearse together prior to the show, and the dancers cannot look at them while performing, Kolinski said.

“This time, we were waiting in the tunnel at the Miami Dolphins stadium, and in their big golf cart comes Joe Jonas and the rest of DNCE, and the girls went wild. It was really thrilling to see how excited they were to see them. I had to hold the crowd back,” she said.

“I felt like we were really prepared for it, and all I needed to do was smile and do what we had been practicing for hours and hours,” HMDC member Emily Yu (10) said.

The video that contained the choreography they had to learn was sent out late, only allowing one week of rehearsals, Cameron Chavers (11) said. After school each day, they would figure the routine out together and many would often try running it at home before bed, Smith said.

Since the girls only found out their

actual formation for the routine once they arrived in Miami, they switched up everyone’s placement during practice so they wouldn’t get used to staying in one spot, Yu said.

Once in Miami, they rehearsed for many hours to learn their specific placements on the field and work on staying together, executing the steps in the same style, Kolinski said.

In addition to the rehearsals, there was a dance convention, a day filled with dance workshops led by top choreographers including Dustin Phillip, the choreographer of the halftime show and dancer for Janet Jackson and others, and Bonnie Story, well known for her role in choreographing “High School Musical.”

“Having the chance to work with such highly esteemed choreographers was a lot of fun,” Jiang said.

Performing at the Orange Bowl is a biennial tradition that began in 2010 when HMDC was recommended to student travel organization WorldStrides, Kolinski said.



Courtesy of Alison Kolinski

STRIKE A POSE Dancers pose in Miami before performing at the Orange Bowl.

“Blorchestra” to travel to San Francisco with aid of new funding

NATASHA POSTER
Staff Writer

In June, a greater number of band, orchestra, and glee club members will be able to attend the ensembles’ first domestic trip all together after the administration allocated more funds to make the trip more accessible.

The school will allocate money within the budget, separate from the Student Assistance Fund (SAF), to help students who have difficulty affording these trips.

“We are going to make sure that the money is there for anybody in performance groups to participate in the music trips,” Head of Upper Division Jessica Levenstein said.

Earlier this year, Music Department Chair Timothy Ho and the music department had proposed for the orchestra and glee club to travel to Scandinavia and band members had proposed a trip to Memphis, which led them discuss if they should travel together, he said. They eventually changed the destination to San Francisco.

While the school offers money for domestic trips through the Student Assistance Fund, aid does not extend to international travel, Ho said.

Because of this, students who needed financial assistance from all three groups were not able to attend, he said.

The administration saw that there was an inequity in terms of how the SAF was being applied and wanted to make sure that the trips were open to all families, which led them to ask the music department to search for a domestic trip for all ensembles, Ho said.

Students can apply to receive \$700 per event and \$1000 per year from the SAF, which serves to help students

cover the cost of expenses that are separate from tuition but are related to student life, Director of Institutional Research & Enrollment Management Lisa Moreira said. These funds would not be able to cover all of the trip, which costs well over this, she said.

“We decided to have only domestic trips for all of our groups that can be thrilling and interesting, and that we would be able to feel comfortable about covering the cost of,” Levenstein said.

Levenstein is aware that there are many moments in students’ lives when they become aware of financial differences and wants to minimize this as much as she can, she said. She hopes that the new financial aid will allow for more student participation and for a more cohesive group feeling.

San Francisco will be an exciting destination because there are many alumni in the Bay Area, and the music department has connections to Stanford to possibly do some work with the faculty, Ho said.

Liza Berg (12) is excited to see if traveling all together will change the energy of the group, she said.

The trips help ensembles perform better because they know they are performing for an outside audience, band member Rish Sinha (9) said.



Paul Jang/Contributing Artist

Faculty arts exhibitions

KATIE GOLDENBERG
Staff Writer

Mountains in wistful shades of pink stretch like open arms just beyond a river that curves lazily around the canvas, its edges embraced by half-melted snow. Branches erupt from the corners of the painting, their wispy tips tracing back to a tree centered in the foreground—pale brown and shivering, it extends its arms towards a soft blue sky.

Since December, this painting and six others by Visual Arts Department Chair Kim Do, have been on display at the Windham Fine Arts gallery, located in Windham, New York. Do, who is affiliated with the gallery, has previously displayed paintings in small and large group showings at the same location.

Each of the seven pieces is painted from the same vantage point, but depicts different times of the day, including the morning and evening. The works depict the view from a window in the Catskill Mountains cabin owned by Do’s family since the 1980’s.

“What was fun about these paintings was that the snow was never pure white; it’s always got some kind of color to it, which is especially apparent when you’re painting snow at dusk or dawn,” Do said.



Courtesy of Kim Do

SOLOMON KATZ
Staff Writer

Silver wire contorts, twists, and intertwines to form the shape of a rack of tools hanging from a wall in Lower Division art teacher Sheila Ferri’s wire sculpture “Grandfather Knolls Best.”

This sculpture will be featured in a juried small works exhibition opening this weekend at Upstream Gallery, a local gallery in Hastings-On-Hudson.

Upstream Gallery is an intimate, close quarters venue with judges who choose an array of art works in a variety of media within 18 inches of size.

Ferri also submitted her wire sculpture “Family Notions,” a vibrant colorful piece that was inspired by her godmother and her aunt, Ferri said.

“My pieces are inspired by people who are close to me, and most often have passed away. The sculptures are a way to honor their memory,” Ferri said.

Academic support resource teacher Louise Parmis also submitted two pieces to the gallery.

Parmis created digital works on Plexiglas using painting programs on her iPad to produce still lifes. Her inspiration stems from everyday objects because of how ubiquitous and important they are to our lives, she said.

Her first piece contains a vase of blooming white flowers, the lining of the plant done with meticulous detail.



Still Life with Red Pears, courtesy of Louise Parmis

Kim Do

Do painted the landscapes using gouache paint - a highly refined tempera paint - so that changes could be made to the paintings, he said. He applied the paint to Arches watercolor paper, each canvas reaching only about 12 inches wide.

“They’re all one-sitting paintings, so I started and completed them in three to five hours the same day,” Do said. “There’s always the challenge of painting fast enough to capture a particular time.”

Do discovered an interest in art after sustaining an injury during the process of applying to a specialized high school to play tennis, he said.

“I prefer painting landscapes, because there is a freer sense when creating them,” Do said. “I’m not so tied down to make them exact; portraits are harder in that way.”

The works can be viewed both separately or together, although “when you see pieces together, it gives a greater effect,” he said.

“Since I’ve been painting for many years, I have an idea of how things will look, but an artist’s vision is never fully realized,” Do said. “You have to learn to accept your current stage, which helps you to reach your vision.”

Indoor Track looks for success in the Ivies

Girls seniors earn top places in Ivy Meet

SURAJ KHAKEE
Contributing Writer

The Girls Varsity Indoor Track team is primed to breakout this season with the combination of young and experienced talent. The team is up and running this winter season with two meets having already taken place before break, and another coming up this Wednesday.

The first two meets were to “establish ourselves” and “see what we’re up against,” Girls Varsity Indoor Track Head Coach RJ Harmon said. Our goal is to improve upon the baseline times we set for ourselves in the first couple meets, he said.

“Dana Jacoby (10) has been doing very well at the hurdles and the long jump, and Madison Li (9) has been good at distance,” co-Captain Blythe Logan (12) said.

“We have five seniors, so we have the leadership, but we also have 10 new runners, seven of whom are freshman,” Harmon said.

“It’s important that we nurture the younger girls into becoming better runners,” Logan said.

Even though the first meet was cut short because of the Holiday Chorus Concert, co-Captains Sophia Friedman (12) and Logan, along with fellow senior Ashley Codner (12), have all placed in the top four in their respective events already.

Meanwhile, Jacoby placed first in the 55m hurdles in the second meet, improving from her second place finish in the first meet.

The practices for the team occur in the Armory, which is located between 168th and 169th streets on Fort Washington Avenue.

“The Armory is super cool. We get to practice there on Tuesdays and Thursdays,” Logan said. “We normally have meets on Wednesdays, so we have our days of hard workouts on the days surrounding the meets.”

“We know where we stand right now. All you can do is try to set a personal best, and that’s all the results we’re looking for,” Harmon said.



Freya Lindvall/Staff Photographer

ZOOM Jeph Prempeh (12) and Chidi Nwankpa (11) race to the finish with intense concentration. The Track Team will compete in the Ivy Developmental Meet III at the Ocean Breeze Athletics



Freya Lindvall/Staff Photographer

MAD DASH Sophia Friedman (12) competes in an Ivy Developmental Meet in the Armory.

Boys Track hopes to continue success at Ivy Developmental Meet III

WILLIAM HAN
Contributing Writer

The Boys Varsity Track team looks to regain momentum as it returns from winter break to training and preparing for the upcoming Ivy Developmental Meet.

So far this season, the team participated in two Ivy Developmental Meets. Both meets were a success, but the team feels that it has much to improve, Chidi Nwankpa (11) said.

“As a whole, our team placed fairly high in every event, but there is definitely room for improvement as we get closer to Ivies in February,” Nwankpa said.

Boys Varsity Track Coach Jon Eshoo is optimistic about the upcoming meets.

“In our two meets thus far, there were some quality performances that we can hopefully build on going forward,” Eshoo said. Nwankpa achieved a personal record in all of his events.

The team plans on improving and building on their performances through hard practice and continued training. They practice at the Armory, where their meets are usually held, every Tuesday and Thursday.

“We look like we are getting faster overall. Everytime I look at the freshmen, they seem to be faster and have more potential than last year,” Alec Choi (12) said.

The team hopes that their hard work will pay off in dropped times, and a good placing at the upcoming Ivy Developmental meet. The ultimate goal is to place well at the Ivy Championships, Choi said.

“The goal never changes,” Choi said. “Everyone’s working hard. All the meets are part of the process into the final meet.”

“Our goal is to be dedicated teammates, train hard, and give our best effort in our meets,” Eshoo said.

Boys Fencing excels in the foil division against Rye, Avenues, Hackley

EVE KAZARIAN
Staff Writer

saber division 3-6 and in the épée division 2-7.

“Our first meet we lost on the saber side and last year it was actually one of our stronger weapons. I’m certain we can rebound because we made mistakes getting back into things and being a little over-confident,” Spencer said.

The foil fencers defeated Avenues by a close margin; there was a nail-biting foil victory of 5-4, Chae said. Some of the new members on the team earned their first school career individual wins, he said.

At the Hackley match, the team won saber and foil and lost épée.

“We could have prepared better for the meet. We had just come back from the winter break, and we had only had one practice over break,” Chae said. Overall, the team tied with Hackley 3-3.

In preparation for their meets, the Lions beat their opponents in the foil and participates in practice matches.

Their training consists of running,

footwork exercises, and then individual matches based on the weapon each fencer uses.

“Our returning and new fencers alike have shown consistent progress in their footwork and bladework, but we could improve on getting more accurate and cleaner touches,” Daniel Lee (12) said.

Chae said that maintaining focus, finishing strong, and having good footwork contributed to victories in the past matches; however, fencers could work on keeping the proper distance and speed.

The fencing team is unique because of its good group dynamic. There are a lot more teammates teaching each other than in other sports, and there is such a variety of talent and experience, Khafif said.

In the future, the Lions hope to defeat Masters, their rival team, Lee said. The overall goal is to win the ISFL Tournament Cup for each weapon division, he said.



Hunter Kim/Photography Editor

EN GARDE The team congregates at practice.



SQUASH STARTS OFF ROUGH, LOOKS TOWARDS FUTURE

CHARLIE SILBERSTEIN
Staff Writer

After a successful 13-7 season that ended with a deep run in the National tournament last year, this year's squash team has not been able to match the large expectations set by their predecessors, starting the season at 2-4.

"We haven't won all of our matches but are certainly growing as a team and working hard to improve our skills so we can get better results," Lily Seckendorf (9) said.

After splitting the first two matchups against Saint Ann's and Portledge, the Lions suffered a close loss in their first Ivy league game to Dalton, who has the top ranked player in the country on their team, dropping four individual matches while only winning three.

"The Dalton match was good to get the gears grinding in Ivy League play," Siddharth Tripathi (11) said. "The matches were close and competitive."

Rebounding off the loss to Dalton, the Lions evened out its record against a competitive Masters team three days later, winning five matchups while only losing two, Tripathi said. "Their top three players were very talented, but there was a sharp drop



A BRIGHTER FUTURE Squash starts season off rocky with 4-2 record.

after that," he said.

However, the team's winning feeling was short lived as Hackley gave the Lions a tough time, beating the Lions in six matches while only giving up one win, Seckendorf said.

"The team had a tough time because of how deep Hackley's lineup was," Aman Sanger (11) said.

This losing streak kept into the next week, as the team got swept by Bronxville before leaving for winter break, losing all seven matches.

However, the team's tough time was due to the fact that the Lions' top

two players couldn't attend the meet because the US Open started the next day, Seckendorf said.

"Our top two players were missing," Head Coach Ron Beller said. "And it's really hard to win when you have everyone sliding up two spots and play out of position."

Despite what the 2-4 record looks like on paper, the goal of this season is not as much for success on the score sheet as it is for the future of the program, Beller said.

"After losing four out of our top seven starters last year, when the



Courtesy of Aman Sanger

team finished 13-7 and top 50 in the country, there were a lot of spots that needed to be filled this season," Beller said.

"It's a reloading year for the squash team," he said.

"We're going to have younger kids stepping up to fill those spots, and these younger kids have a whole lot of talent," Beller said.

In fact, out of the seven starters this year, four are underclassmen, Sanger said. Some of the younger players who have stepped up include Connor Morris (10), Peter Lehv (9),

Lily Seckendorf (9), and Ryan Hoang (9).

Another explanation of the team's rough first couple of games is due to the difficulty of the schedule, Beller said.

"Everyone has played good squash," he said. "It's just that I deliberately put together a hard schedule because it will benefit the younger players in the long run."

Additionally, becoming acclimated to the varsity environment takes some time, as the younger players are going against older players, which is clearly a huge adjustment, Beller said.

As for the near future, the Lions look to resume their play in the new year against Poly Prep on Friday, to whom they lost 4-3 last year.

In practice, the team will try and "get their feet wet" by doing some fitness and controlled games, Beller said.

As for the rest of the season, the Lions look to achieve something other than a perfect overall record.

"It's less about the wins and losses," Beller said. "It's more about approaching everything the right way, and we want to play our best squash as a team going into nationals."

GIRLS FENCING FALLS TO HACKLEY IN SABER, ÉPÉE



ÉPÉE Girls Fencing works on acclimating younger players to Varsity level, looks forward to a better future.



Sarafina Oh/Photography Editor

SAM HELLER
Staff Writer

In the team's third meet this season, Girls Fencing crushed The Avenue School on December 9th, with many of the fencers dominating in their bouts.

However, only a handful of the team had the ability to participate, as only one of the three fencing styles - saber, épée, and foil - competed.

In the Avenues tournament, only girls foil fencers Eunice Bae (10), Margot Rosenblatt (10), and Alexia Gilioli (10) competed.

It was in the fourth meet against Hackley this past Thursday that each blade had the chance to compete. Foil won 7-2, Saber lost 5-4, and Épée lost 3-6.

Compared to foil's domination

last competition, the players were relatively disappointed. However, they were still very happy to win, Gilioli said.

This year, the foil fencers have had some trouble training-wise as the longtime foil coach Zaddick Longenbach no longer coaches at the school, Bae said.

They are not as worried though, as almost all of the foil team members fence outside of school, and the saber coach has been helping them, she said.

The saber team, while upset after its loss, was happy to come close to winning, saber fencer Allison Lee (11) said.

"We got very close, which was a big improvement from last year," saber fencer Tasfiah Tabassum (11)

said. The saber team is a relatively new addition to the fencing team, and is currently in its second season.

"The last season, we were all new and inexperienced. Now we are more experienced and are just better with our forms and our stance. Our attacks are more clear, and it's easier for the refs to see what the point is," saber fencer Tenzin Sherpa (10) said.

During the practices leading up to the meet, the team had a very specific goal: stopping their opponent from striking their blades, which loses points, and for the team finish through with their attacks, Sherpa said.

Although the Lions did not completely succeed in these goals, they were able to earn points using a strategy that the coach had also

worked with them on recently: earn points by aiming for the opponent's wrists, Li said.

"I kind of expected for girls' épée to lose because Hackley is a really athletic based school and all the fencers are really experienced. we learned from the experience though," Captain and épée fencer Emma Jones (11) said.

Besides Jones and Lucinda Li (11), the épée team is made completely of new fencers.

"I want people to have realistic expectations but also be confident," Jones said. Coach Errol Spencer felt that the team may have some issues in terms of confidence.

"The team's main weakness this year is a hint of overconfidence which could lead to reckless decisions and

matches that become harder than they need to be," Spencer said before the meet on Thursday.

To counter all of these weakness and play into the team's strength, Spencer wanted the team to use this confidence in a constructive way during Thursday's match, he said.

"Our strategy is to be comfortable with aggression and focus on our strengths to pressure our opponents into bad situations," he said.

Although it is an individual sport, the team remains close and supportive of each other throughout the season, Coach Walter Koshel said.