

The Horace Mann Record

VOLUME 114, ISSUE 18

PUBLISHED SINCE 1903

FEBRUARY 17, 2017

Student lounge closed to ninth grade due to insensitive language and behavior

SEIJI MURAKAMI & RICARDO PINNOCK
Staff Writer

Earlier this week, the Upper Division administration banned all ninth graders from the newly-constructed student lounge due to inappropriate behavior exhibited by a few students.

Despite reminders to clean up after themselves, students often leave the lounge in poor condition on a daily basis, Head of Upper Division Dr. Jessica Levenstein said. The decision to prohibit the ninth graders from using the lounge was a combination of their violation of the physical space, as well as the core value of mutual respect, she said.

Since the opening of the student lounge in the fall, the administration has been hearing about instances of offensive and hurtful language that reportedly comes from the lounge, Levenstein said.

There were reports of students misusing the furniture, breaking parts of the wall, writing on the wall, and using offensive language aimed at other students, Dean of Student Life Dr. Susan Delanty said. Classrooms in the area were able to hear the noise coming from the room, she said.

Sofia Gonzalez (11) said she overheard freshmen boys in the lounge who were making offensive jokes and using homophobic slurs towards each other. "These boys were laughing about the rape joke, which made me very uncomfortable. I think it would make anyone uncomfortable," she said.

After these instances, rules and norms were set for the space and posted clearly in the lounge but were repeatedly ignored, Delanty said.

In response to these repeated offenses, the administration decided to close the lounge to all students last week from Tuesday to Friday.

After a unanimous decision among members of the entire administration, Delanty announced that the lounge would be closed to ninth graders until further notice, she said. "We kept on trying to do things to help people to remember that mature behavior and all core values still existed in this space," she said.

"I have seen really respectful ninth graders using the space appropriately, so we get that it is unfair to restrict the entire grade. We get how those students feel," Delanty said.

"It's unfortunate that ninth graders who are genuinely doing work and treating the space with respect will be negatively affected," Levenstein said.

"It is great to see students use it productively, but there is concern when the rules and administration become too relaxed on students. We need to find a balance," Upper Division Dean of Faculty Dr. Matthew Wallenfang said.

"I really liked the lounge, I was able
see LOUNGE on pg. 5

Administration responds to swastikas carved into school property

YEEQIN NEW
Staff Writer

Last Wednesday, Head of Upper Division Dr. Jessica Levenstein sent out a school wide email notifying the community of the discovery of two swastikas carved into the surface of a table located in Tillinghast Hall.

"I wanted to make sure that the people who saw it already knew how seriously we were taking the incident," Levenstein said. The two carvings have since been sanded away.

While this incident was addressed in a faculty meeting, teachers were not given instructions on how to discuss the issue in their classrooms other than to notify Levenstein if they discovered other instances of offensive graffiti in classrooms, Levenstein said.

The English faculty, who had been aware all week that this graffiti had appeared, were already very involved and felt a strong sense of urgency to getting on top of this situation," Levenstein said.

English Department Chair Vernon Wilson spoke with his classes briefly about the incident, he said.

"I was shocked, disappointed, and I was a little angry that someone had put that kind of symbol with the weight that it carries in the middle of an environment of learning and a safe space," Wilson said.

His main message to his students was that the issue "wasn't so much defacement of property, although that is an issue, but it was really about core values and more importantly basic human values of respect and empathy for our peers and the people we share the space with," Wilson said.

Wilson has heard mildly offensive language used between students in his classroom and always takes the time to address the issue in class, he said.

"I think that we as teachers have a really important role to play in trying to create an environment with our students in which they feel comfortable talking to us," Wilson said. "We can't

solve the situation by ourselves, but the work we can do is keeping kids' minds open and seeing each other as equals."

The usage of symbols of hate, including the swastika, are discussed in a historical context in history classrooms, Chair of the History Department Dr. Daniel Link said. When discussing current events, the usage of these symbols in a contemporary setting are also brought up in the classroom, Link said.

Dean of the Class of 2020 Stephanie Feigin did not address this recent incident in her Biology class, she said.

"It just didn't occur to me to address it," Feigin said. "When I walk into the classroom, I think of myself as just a Biology teacher, but if a student had brought it up I would have been more than happy to discuss it."

While Lou Katz (12) was not necessarily surprised when they found the swastika carved into the table, they "didn't expect it to be that blatant," Katz said.

Katz posted a picture of one of the swastikas carved into the table on Facebook in order to spread awareness about the issue and start a conversation, Katz said.

People have claimed that complaints about an uptick in this sort of behavior are exaggerations, but Katz wanted to show that "it exists in our space, and we need to talk about it," Katz said.

The post was met with shock and comments suggesting ways to transform the carving into other images, such as a peace sign or the flag of Jainism.

Katz expected less shock than they received, but "that may be because of my own cynicism," Katz said.

Katz has felt a shift in the school community regarding the usage of offensive rhetoric over the last two years, they said.

"Now it's just become popularized to sort of not care about what you're saying," they said.

Naomi Cebula (11) has heard students use homophobic slurs, make jokes about gas chambers, play Nazi



Courtesy of Lou Katz

SYMBOL OF HATRED Two swastikas, one shown above, were drawn onto one of the school's tables. The swastikas were quickly removed by the Maintenance Department.

propaganda on school property, and she discovered a swastika drawn on a window earlier this year, she said.

"It got a lot worse around the time of the election and specifically in the student lounge and from the same group of students," Cebula said.

She tries to "call people out" as often as she can, but "I can't get involved in everything involved in everything I hear, so I try to stay quiet, write down who it was, and report it," Cebula said.

Katz was not sure how the administration would react, they said.

"While they often do a lot of good, I have also been let down by the way the administration handles stuff like this," Katz said. "I just brought it to them so they could get it removed, if I'm being honest."

While Levenstein has heard general anecdotes from teachers and students about offensive language used in school, the school cannot act on incidents it does not have details on, Levenstein said. The school has responded to any specific incidents that they have been notified about, she said.

"I have dealt with these issues this

year and not in the past, but I can't say that there has definitely been an uptick in this sort of behavior recently," Feigin said.

Because there has been a recent increase in these sorts of offensive acts in the country, Levenstein would not be surprised if these sentiments existed in students as well, Levenstein said.

Katz believes catching these offensive acts will be easier after Levenstein's email was sent out because the whole school is now aware of the existence of this hateful mentality, Katz said.

"We're only aware of what's been told to us, so it's important to know there's always a place to go and let us know these things happen so we can address them," Feigin said.

"This school community has been unbelievably mature and thoughtful and sensitive this year around really difficult issues," Levenstein said. "It's not without hiccups, but I see us making steady progress toward a space of open dialogue and inclusion."

LGBTQ+ summit at school inspires advocacy, allyship, awareness



LGBTQ+ Members of the school that attended the LGBTQ+ summit this past weekend pose in Olshan Lobby, along with activist and guest speaker Janet Mock.

GUSTIE OWENS
Staff Writer

Last Saturday, students and allies from 25 schools came from as far as Maryland to attend the school's first LGBTQ+ conference. The attendees heard from writer, TV host, and transgender rights activist Janet Mock and attended an array of workshops and affinity group sessions.

"Being of an LGBTQ+ identity in high school is something that can be really overwhelming if you have no support network and even more so if you get stuck in the mindset that no one else out there is like you," co-Student Body President (SBP) Noah Shapiro (12) said.

Shapiro was initially inspired to

create the conference when he attended the Diversity Awareness Initiative for Students last year, and felt that LGBTQ+ issues were not granted a lot of attention, he said. "Rather than forcing a whole new agenda onto one event, I thought it would be great to have an entirely new one for LGBTQ+ high schoolers."

Shapiro and co-SBP Zack Gaynor (12) began discussing the need for an LGBTQ+ summit when they were running for office in the spring of last year. "It's definitely an underserved group at city schools, and we wanted to address that," Gaynor said.

The day began with a panel discussion featuring Mock and four of the school's students. When summit faculty

see SUMMIT on pg. 5

INSIDE

NEWS	1, 3, 4	ARTS	6, 7, 8
OPINIONS	2	LIONS' DEN	9, 11
MIDDLE DIVISION	5	BUZZELL COVERAGE	10, 12

Rethinking illiteracy

Civil Rights activist and former school mathematics teacher Bob Moses visits school.

News, Page 3

Rare vision of the future

The cast of "A Midsummer Night's Dream" explores Shakespeare in a futuristic setting.

Arts, Pages 6-7

The Buzzell Games

Boys and Girls Varsity Basketball will compete against Riverdale on Friday.

Lions' Den, Pages 10 & 12

The injustice of Trump's immigration policy



Gabi Sheybani

"immigrant" seem distant and intangible to members of our liberal, shielded community. I ask all members of our community to recognize the very real impact that President Trump's administration has on the rights and livelihoods of minority groups who are an integral part of the student body.

I'm not going to romanticize Iran and the other banned countries. I'm aware that Iran has sponsored terrorism through the Hezbollah, a Shiite Islamist militant and political group, and that Iraq is a hotbed of ISIS activity, but there are still millions of innocent people who are being denied the chance to flee the horrors of war and oppression under dictatorial rule.

In fact, the countries that have caused real harm to Americans, most notably Saudi Arabia and Egypt, were not included in the ban, most likely to preserve oil and arms trading, not to mention how President Trump has personal investments in both countries. Thus, it seems that Trump's ban is not about politics, safety, or ethics but rather about fear mongering and bolstering his nationalist appeal. Ultimately, the ban will do little to protect our nation from perceived terrorist threats, as it seems organized around a commercial, populist agenda.

The worst part of this ban, in my opinion, is the ambiguity. My sister and I both have dual-citizenship to

Oftentimes, abstract political issues such as the "Muslim Ban" that affect refugees or the nondescript

Iran; my parents were born in Iran, my father's Iranian name is Hossein, and we have traveled to Iran in the past four years.

I doubt we will be able travel back to Iran in the next four years to see friends and family, and I am uncertain if family members with French or German dual-citizenship, as opposed to American, British, or Canadian citizenship, will be able to visit us in America.

I say "doubt" and "uncertain" because the executive order was so quickly and so poorly implemented it lacks any semblance of logistical clarity, thus leaving many families like mine suspended in a state of unsettling uncertainty. There are no guidelines and there is no precedent.

In light of the executive order, I implore everyone to remember the poem "First They Came" that Mr. Werner Reich read to us at an assembly last year. Obviously, it is harder to extend oneself to sympathize with and to stand up for someone else's struggle than it is to stand up for your own.

Many people believe that the fight for rights is a zero-sum game, that there are a finite number of rights available. But the truth is that gestures of love, support, and acceptance will carry us. We must all step up and extend ourselves to those in need, and it starts in our hallways.

Students in Drawing and Painting 3 and Photo 3 classes created portraits of refugees which they sent to the refugees themselves. Below is a rendering by Damali O'Keefe (11) of a young refugee girl.



Damali O'Keefe/Staff Artist

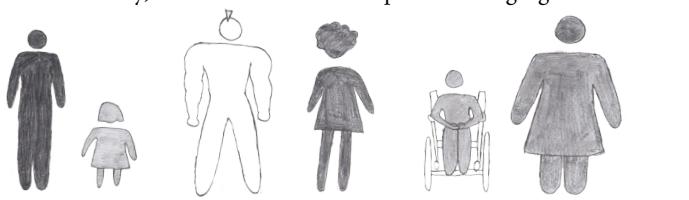
EDITORIAL

Responding to The Body Project and harmful body image ideals

As recipients of a grant from the Capelluto Foundation, Marissa Parks (12) and Joanna Kuang (12) brought The Body Project to the school last week. The Body Project is a discussion-based course in which a group of girls and faculty facilitators discuss and reflect on body image and appearance ideals. For one of the course's assignments, students were asked to write a letter to a "younger girl who is struggling with body image concerns" about the costs of trying to pursue society's ideal standard of beauty. In response, the Editorial Board decided to write the following, addressed to any individual in the school community who is in a similar situation.

To anyone who feels the weight of an unattainable standard of perfection on your shoulders,

The costs of these body image pressures are incalculable. They exceed the thousands of dollars you could spend on weight loss pills and regimens, cosmetic procedures, and workout classes in order to achieve society's beauty ideals. The costs include not only the physical toll that unhealthy eating and exercise habits have on your body, but also the mental toll of never feeling good enough, convincing yourself that this unhealthy behavior is justified by the pounds that slip off the scale. Holding yourself to this unachievable standard of perfection is harmful because you should feel less worthy simply because you do not conform to society's expectations. Conversations about dieting and insecurities about physical appearances are commonplace, but we should not continue to normalize them. It's your responsibility to speak out against these conversations when they happen. If you feel pressured by these ideals, know that you're not alone - they are widespread and deeply entrenched in society, and we should all take part in changing them.



Yeeqin New/Contributing Artist

LETTER TO THE EDITOR

In last week's assembly, Jonny Mansbach (12) read his senior reflection, which focused on his growth as an English student over the course of the three years he has spent as one of English teacher Rebecca Bahr's pupils. In his speech, Mansbach recalled the moment during his junior year when Bahr remembered the specifics of one of Mansbach's compositions from his freshman year. Mansbach expressed his gratitude for the opportunity to learn in Bahr's classes for so many years and thanked Bahr for her years of instruction.

I felt so honored listening to Jonny's reflection a few weeks ago at our assembly. I remember the moment exactly - the JRP discussion - when Jonny told our class of his subject, Uncle Steve. I did have a flashback to ninth grade when Jonny had written about another uncle, and then the shock on Jonny's face as he realized I remembered writing of his from two and half years previous.

But that is the magic of teaching students more than once in high school. You can witness a mind unfold and grow. This is the long term thrill of being a teacher, what we live for, the continuous growth and expansion of the mind and heart we try to cultivate in the young people we see around our tables, in our labs, and on the fields. I was lucky with Jonny because we had three years together, so I could see clearly the leaps and bounds as Jonny's gifts as an English student developed from ninth to eleventh grade.

And of course, Neruda fan-girl that I am, I was particularly thrilled and moved that Jonny knows the opening to "The Word" by heart:

*The word
was born in the blood,
grew in the dark body, beating,
and took flight through the lips and the mouth.*

I feel fulfilled since I know Jonny will forever walk around with a little bit of Neruda woven inside of him.

It is a rare gift for a teacher to be honored, to be really seen and appreciated by a student within the years of high school and so publicly. And I want to thank all my colleagues who were moved by Jonny's reflection. I feel Jonny's words reflect on all of us, on the culture of this school, where dedicated and passionate teachers keep the light of learning alive. I am inspired by my students and fellow teachers all the time to keep learning, and I do indeed love what I do.

Thank you Jonny, and thank you to the community of Horace Mann.

Sincerely,
Rebecca Bahr

CORRECTIONS - ISSUE 1

The writer for "Boys, Girls Coaches vs. Cancer Classics Raises Over \$50,000 This Year" was Staff Writer Lynne Sippelle. Staff Writer Ella Feiner was mistakenly credited as the writer for the article.

The Record regrets these errors. Please report any corrections to record@horacemann.org.

The Horace Mann Record

231 West 246 Street | Bronx, NY 10471 | record@horacemann.org | Volume 114, Issue 18

Volume 114 Editorial Board

Editor in Chief
Dayle Chung

Design Editors
Chase Kauder
Alexis Megibow

Opinions
Emily Spector

Photography
Tali Benchimol
Hunter Kim
Sarafina Oh

News

Cole Land
Rachel Lee

Middle Division

Ben Harpe

MD Club Director

Amory Tillinghast-Raby

Features

Noah Berman
Kalli Feinberg

Lions' Den

Alex Cohen
Sadiba Hasan

Online Editor

Joshua Gruenstein

Arts & Entertainment

Azure Gao
Joanna Kuang

Art Director

Katherine Snoddy

Faculty Adviser

David Berenson

Staff

Staff Writers Betsey Bennett, Peter Borini, Lutie Brown, Curtis Chung, Ella Feiner, Elizabeth Fortunato, Katie Goldenberg, Mahika Hari, Sam Heller, Abby Kanter, Jonathan Katz, Solomon Katz, Eve Kazarian, Janvi Kukreja, Tiffany Liu, Hannah Long, Gustie Owens, Ricardo Pinnock, Natasha Poster, Amir Moazami, Seiji Murakami, Yeeqin New, Rebecca Salzhauer, Sadie Schwartz, Sarah Shin, Sandhya Shyam, Charles Silberstein, Lynne Sippelle, Joanne Wang

Staff Photographers Abigail Kraus, Amrita Acharya, Daniel H. Lee, Freya Lindvall, Joanne Wang, Nikki Sheybani

Staff Artists Ariella Greenberg, Damali O'Keefe, Spyri Potamopoulou

Editorial Policy

ABOUT The Record is published weekly by the students of Horace Mann School to provide the community with information and entertainment, as well as various viewpoints in the forms of editorials and opinion columns. All editorial decisions regarding content, grammar and layout are made by the editorial board. The Record maintains membership in the Columbia Scholastic Press Association and National Scholastic Press Association.

EDITORIALS & OPINIONS Unsigned editorials represent the opinion of the majority of the senior editorial board. Opinion columns are the sole opinion of the author and not of The Record or the editorial board.

NOTE As a student publication, the contents of The Record are the views and work of the students and do not necessarily represent those of the faculty or administration of the Horace Mann School. The Horace Mann School is not responsible for the accuracy and content of The Record, and is not liable for any claims based on the contents or views expressed therein.

LETTERS To be considered for publication in the next issue, letters to the editor should be submitted by mail (The Record, 231 West 246th Street, Bronx, NY 10471) or e-mail (record@horacemann.org) before 6 p.m. on Wednesday evening. All submissions must be signed and should refer to a Record article. Letters may be edited for grammar, style, length and clarity.

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

CIVIL RIGHTS ACTIVIST AND FORMER MATH TEACHER BOB MOSES SPEAKS AT ASSEMBLY



Courtesy of Jasmine Ortiz
CONTEXTUALIZING MATHEMATICAL ILLITERACY Civil rights activist and former school mathematics teacher Dr. Robert Moses sits in on Dr. Daniel Link's Advanced Placement US History class.

JUDE HERWITZ
Contributing Writer

Civil rights activist and former mathematics teacher Dr. Robert Moses visited the school last Tuesday. While speaking at an assembly and running two classes, he described his experiences during the civil rights struggle and drew comparisons to modern day activism.

A Harlem native and MacArthur Genius Grant recipient, Dr. Moses was critical in organizing Freedom Summer, a program in which volunteers from all over the country, predominantly white college students, went to heavily segregated Mississippi towns during the summer of 1964 to help African Americans register to vote. Moses also founded the Algebra Project, which helps teach Algebra in underprivileged schools.

Moses explained the importance of the Algebra Project by remembering when a federal district court judge in Mississippi asked him why he wanted to register illiterates to vote, which fostered his belief that Algebra and mathematics are part of today's literacy.

Moses started off his portion of the assembly by asking the audience to recite the preamble of the Constitution, which he later described as "a tool, but you have to decide to open it up to make it your own."

One of the two classes Moses attended was History Department Chair Dr. Daniel Link's Advanced Placement (AP) United States History course, in which Moses challenged students to define a movement and the internet's role in activism. Moses stressed that while there are indeed protests and marches planned via the

"I think it is critical to hear from someone so important in shaping our country's history."

- Dahlia Krutkovich

(12)

"Something else that made the assembly so interesting was the fact that he was from Horace Mann and part of our community," Smith said.

Diversity Associate John Gentile also found Moses's history at Horace Mann to be "something incredibly powerful" that shows "the incredible legacy of Horace Mann educators," he said.

"I think it is critical to hear from someone so important in shaping our country's history," Dahlia Krutkovich (12) said. Krutkovich, as one of Dr. Link's AP US History students, attended both the assembly and subsequent class taught by Moses, and was "really appreciative of the school for organizing such experiences that really impact how students view the world."

MAHIKA HARI
Contributing Writer

Over the past few weeks, members of the College Counseling Office have been visiting Upper Division classes in the five core subject areas, as well as arts courses, to get a better sense of what students experience in school every day. Director of College Counseling Canh Oxelson said,

This idea was proposed several years ago, but members of the Office struggled

Kuang (12) and Parks (12) bring The Body Project to the school to help girls with issues of body image



Courtesy of Marissa Parks

BREAKING DOWN THE APPEARANCE IDEAL Several female teachers, including Dean of Student Life Dr. Susan Delanty, history teacher Dr. Ellen Bales, and Associate College Counselor Elizabeth Pili train to lead classes of The Body Project, an initiative aiming to educate girls on issues of body image.

ELLA FEINER
Staff Writer

The Body Project, a discussion-based course aimed at improving high school girls' body image, launched at the school this week.

The initiative's coordinators, Joanna Kuang (12) and Marissa Parks (12), brought the program to the school through the Alexander Capelluto Foundation Award. By reaching out to a contact at the National Eating Disorders Association (NEDA), Parks found out about The Body Project, a course designed by researchers to help high school and college aged girls deconstruct beauty ideals.

"The great thing about the project is that it's a prevention program, not a recovery program," Parks said. "It targets any teenage girl, and the things that it targets can really be applicable

and meaningful to anyone, whether or not they struggle with food issues."

Several years ago, Kuang and Parks realized that they both had experienced similar disordered eating behaviors and body image issues, Kuang said.

"Although we have a good health curriculum, it didn't really cover body image and eating disorders," she said. "It was very scientific - there were a lot of facts thrown at us, but we thought it would benefit people to have a way to talk about it from a more emotional standpoint."

After receiving Capelluto funding, Kuang and Parks met with members of the administration to find a way to work the project into the school curriculum. Ultimately, they decided to allow students to sign up for the program during their gym classes, since there was no room in the academic curriculum, Kuang said.

Two weeks ago, NEDA representative Chelsea Kronengold trained 12 teachers, including Head of Student Activities Caroline Bartels and physical education teacher Meredith Cullen, in the Body Project curriculum, Kuang said. Almost 60 students will take part in the program this trimester, with more opportunities to sign up later in the year, Parks said.

As the Girls Cross Country coach, Cullen has helped multiple girls through their own body image issues, she said. She thinks the program has the potential to help students change their mindsets about appearance ideals, she said.

At the training session on Saturday, Bartels found that the questions asked in the curriculum "really made you think," she said. "It made us think about our own issues when we were younger and our own issues that stick with us as adults," she said.

Water bottle embargo campaign led by Sustainability Committee begins in effort to conserve plastic use at school

WHITNEY DAWSON
Contributing Writer

The school's sustainability committee put Embargo, a ban on plastic water bottles, into action on Tuesday. The initiative will continue every subsequent Friday.

The initiative started on Valentine's Day because it symbolizes loving the earth by using reusable water bottles. Arts teacher and Head of the Sustainability Committee Karen Johnson sent out multiple emails leading up to Valentine's Day to build interest in the campaign.

According to Brenda Cohn, Head of Flik and a member of the committee, the Flik staff made the cafeteria available for the committee to set up their posters and stopped selling bottled water to support the initiative.

"I think it was quite successful for the most part. I saw students who were very much engaged in not buying the bottled water, I saw them filling their reusable

vessels that they had with them," Cohn said.

"118,000 water bottles were sold at HM last year. That's a lot of plastic. It gets into the ocean supply, there's bioaccumulation. It gets into the animals' systems and can kill them," Nick DePreter, the co-chair of the sustainability committee, said.

DePreter said that one way students can get involved in the embargo initiative and help the environment is to join the Green HM club, make posters for the poster contest, and remind their families to use reusable water bottles.

"A general attitude of not wasting, a general attitude of caring will help the environment, and with that attitude, we can all become water protectors," Johnson said.

Another goal of the campaign is to bring awareness to the lack of clean water on a global scale.

"Clean water should be a human right, not a privilege. There are places



Courtesy of Karen Johnson

that don't even have clean water, and that's why Flint was such a big deal," DePreter said.

There is also a poster contest involved in the embargo initiative; students will be creating posters to put up over the water bottle display in the cafeteria on Fridays, Johnson said. Johnson plans to hang posters showing the earth inside of a heart will also be posted around the school.

The sustainability committee has plans to continue the initiative and take part in the upcoming climate march in Washington, D.C.

College counselors visit Upper Division classes in hopes of seeing student experience

MAHIKA HARI
Contributing Writer

in finding the right time of the year to do it, Oxelson said. The best time is now, between January and just before Spring Break, because the counselors haven't started meeting with juniors yet and are winding down their meetings with seniors, he said.

One of the counselors reached out to all teachers and asked if any were interested and willing to have a college counselor come and sit in on their classes, Oxelson said. They heard back from many welcoming teachers, he said.

This idea was proposed several years ago, but members of the Office struggled

The Office visited math teacher Linda Itani's F period Advanced Placement Statistics. "I don't mind if anyone wants to come visit, learn more about the course, and see their students in class. It didn't bother me at all," she said.

Math teacher Chris Jones' E period Math Seminar class had four visitors, he said. Jones has been asking each of the visiting counselors about the last math class they took. "It's a fun question so that they can share what the varieties of their math backgrounds are. They've

been totally forthcoming about it, and it's been good for their students to hear that they are real people too," Jones said.

Bella Muti (12) had two classes sat in on by college counselors, Seminar of the Hispanic World and Math Seminar. "When Mr. Jones asked about the last math class they were in, I remember some of them said Calculus and another said Precalculus. It was funny to see how different our interests were from the college counselors," she said.

"The goal is for us to have a better

sense of what the interactions are like between students in classes, between students and teachers, and between students and the material," Oxelson said.

The counselors learned a great deal from the visits, Oxelson said. "First of all, you guys work really hard. Also, we were amazed at the amount of collaboration there is in classes."

Associate Director of College Counseling Toni Miranda agreed with the impressive amounts of collaboration

see CoCo on pg. 4

English elective invites speakers to discuss the Holocaust

JOANNE WANG
Staff Writer

Additional reporting by Jonathan Katz & Sam Heller, Staff Writers

Guest speakers Dr. Eva Fogelman, Bernhard Schlink, and Werner Reich provided insight into the Holocaust in "Man's Search for Meaning," English teacher Dr. Deborah Kassel's English elective exploring multiple genocides.

Psychologist and activist Fogelman shared her research regarding Holocaust rescuers, professor and author Schlink discussed how he envisioned The Reader's narrative, and Holocaust survivor Reich shared his experiences during the war.

Their visits tied into themes from movies "Hotel Rwanda," "The Stanford Experiment," "12 Years a Slave," and the Holocaust-related "Incident at Vichy" and "Night," Matthew Zeitlin (12) said.

A major theme they have discussed is how everyone may make a difference and prevent evil by not being a bystander, Sophia Friedman (12) said.

Fogelman addresses how qualities such as tolerance, resourcefulness, and stoicism have more weight compared to being of a certain class, religion, political party, or gender.

"In times of strife... there's always going to be an excuse to not help people," Aidan Futterman (12) said.

"There really isn't a right thing to do," Rachel Cheng (12) said. "You're judging what lives matter more to you: your family's or the lives of strangers."

Though a horrific scene was laid out, Reich details how "humor was the only thing that truly took us away from reality," he said. "It kept our sanity."

Reich "helped bring a historical event to life and helped us understand a horror that isn't easily communicable in text," Krystian Loetscher (12) said.

Studying these genocides "shows how people... have a tendency to create an 'other,' a person of a different religion or complexion who somehow doesn't deserve to have the right to the same quality of life," she said.

The conversation with Schlink about "guilt, the struggle of reconciliation with the actions of a loved one, and the participation in something terrible was interesting because it's relevant regardless of the time period," Lexi Kanter (12) said.

Reich encourages the use of the Holocaust "as a lesson to try to avoid something bad from happening," he said.

With these discussions, Kassel aimed to enrich her students' experiences and "remind them of their responsibility to the larger world beyond Horace Mann's walls," she said.

"In today's political climate the question is if you feel strongly about something, what are you going to do about it?" Kassel said. "A moral dilemma, as Dr. Fogelman pointed out, involves two arguably moral options. Are you going to protect your family? Your job? Your reputation? Or are you going to uphold another moral principle, which is your duty to history, duty to the world at large, duty to the next generation?"

from CoCo on page 3
in classrooms. Miranda had wanted to visit classes since she first started working at the school, she said.

In classes of all different subjects, Oxelson saw the expression of ideas being encouraged, regardless of whether they were right or wrong, he said. "It was all about pushing the conversation forward so that everyone

School's two Science Olympiad Teams rank 6th in Naussau West Region Competition

REBECCA SALZHAUER
Staff Writer

The school's two Science Olympiad Teams earned sixth place in the Nassau West Regional Science Olympiad Competition on Saturday, Feb. 4. The school's A team won medals in 11 out of the competition's 25 events, and the B team medalled in several events.

The team's ranking barely missed qualification for the next round of competition, as the top five advance to the state level, President of Fusion Karen Jiang (12) said.

This was the team's first year competing in the Nassau West region, as opposed to the less competitive New York Metropolitan region, President of Science Olympiad Ella Feiner (11) said.

In preparation for the competition, which included challenges ranging from Disease Detectives to Remote Sensing to Ecology, the team met weekly for two months prior and took practice tests and worked in the robotics lab, Feiner said.

"Every single year, the competition is a great learning experience for the leadership to see what worked and what didn't," Jiang, who was the Science Olympiad

President last year, said.

"We'll work off of what happened this year and we can pinpoint what areas need work," Jiang said.

Although there was an increase in interest for the team this year—60 people competed for 30 competition spots—the leaders struggled to find students who were eager to compete in the building events over biology and chemistry-based events, Feiner said.

In order to combat that challenge, the team focused on the technique and strategy involved in building events this year more than they had in previous years.

One of this year's leadership goals was to increase each team member's skill in all areas, not just their specialized area, Jiang said.

"The actual competition day is such an amazing bonding experience for us as a whole: we stay in a team room and prepare but also joke around and tell stories. It's a great way for the under-classmen to feel integrated," Jiang said.

Next year, the team hopes to continue to grow their building program and learn from their past challenges, Jiang said.

"The underclassmen are paving the way to leading the club to great things in the future."



Courtesy of Brian Song

SCIENTIFIC ADVANCEMENTS The school's two Science Olympiad teams participated in the Nassau West Regional Science Olympiad Competition on Saturday, Feb. 4, taking home several medals and earning sixth place overall. The team just missed qualification to compete at state level.

Renowned historian James Oakes visits AP US History classes

NATASHA POSTER
Staff Writer

Renowned historian and professor James Oakes visited two Advanced Placement U.S. History classes last Thursday.

AP U.S. students have read parts of Oakes' books "Slavery and Freedom," "The Scorpion's Sting," and "Freedom National," so they are very familiar with his arguments, History Department Chair Dr. Daniel Link said.

Oakes is a colleague of history teacher Barry Bienstock's wife, historian Jan Ellen Lewis, and has visited the school multiple times.

"We wanted to have him at this

specific time of the year because the students are now very familiar with his work at a deep level," Link said.

It is a great opportunity for students to meet a professional historian who has published work so that they can get a sense of what it is like to write a history monograph and also interact with him, he said.

He spoke to the classes about his books and his present project, which is about the history of the Civil War. The book claims that slavery was the driving cause, as opposed to the popular belief that the war did not initially revolve around the issue of slavery, he said.

It was surprising to hear that the North

could be a part of it. It was amazing to see that."

"Kids are always talking about how the school is very competitive, and I get what they are saying, but I think that they are only talking about grades and not what actually takes place in class," Oxelson said. "I think that there is a level of collegiality that exists in the classroom between students and

teachers that you don't really see in other places."

Miranda had heard a lot about the school before she started her job, but said it was different to see the students in their classes in person. One of the classes she visited was science teacher Dr. Jane Wesely's Physics class.

Wesely had asked her and Associate Director of College Counseling Frank

East Wind West Wind hosts Asia Night



Courtesy of Jasmin Ortiz

CULTURAL IMMERSION Top: professional Korean fan dancers from the Woorigarak Korean Cultural Art Center perform a traditional Korean fan dance. Bottom: From left to right, Sarah Shin, Maria Nakagawa, Carolyn Chun, and Kaileen Germain sing "Stay" by Blackpink.

TENZIN SHERPA
Staff Writer

On Friday, Feb. 3, East Wind West Wind's (EWWW) annual Asia Night displayed an array of culture and talent of the school's East Asian community.

Included in the performances were students' playing taiko, a type of Japanese drum; the Woorigarak Korean Cultural Art Center's performing traditional Korean sword dancing and fan dancing; Stephanie Choi's '05, performing jazz saxophone; and students' modeling in a fashion show displaying traditional Asian clothing.

"We wanted to show the audience that East Asian cultures are evident in the Horace Mann community, so we asked EWWW members to showcase some of their talents. We also looked for students that may be currently working on a school project relating to East Asian cultures," EWWW co-President Grace Sander (11) said.

visits AP US History classes

including marches and protests cannot be considered a political movement in the same way that the abolition movement was.

The abolition movement was "aimed at the political system with a specific agenda and a constitutional justification," and while he believes in everything that the marches today stand for, it is not structured enough to be considered a political movement, he said.

"It is really incredible to hear from the person that you have been reading works from for the past months or even years," Annabel Kady (11) said. "He's a brilliant writer, and hearing from him was inspiring."

academic culture here. I can now write with certainty that the amount of collaboration we see in classrooms here is more than we would expect to see."

Next year, the Office plans to shadow a handful students for a day. "That would really open my eyes and show me what students go through every day to get from class to class," Oxelson said.

Q&A with Mr. Aguilar, new seventh grade dean



Sarafina Oh/Photo Editor

Interview conducted by Seiji Murakami, Staff Writer

The Record: How did you become the Dean of the Seventh Grade class?

Carlos Aguilar: I was asked by Mrs. Ingram, the Middle Division head, if I was interested in becoming the dean for the seventh grade. She told me that based on my experience of more than 17 years teaching here that she and Dr. Tom Kelly felt that I would be a good fit. I met with Mrs. Ingram, and she explained the job description and what my responsibilities would be like.

TR: Why do you think you were chosen to become the new dean?

CA: I think there are different layers, based on my résumé and my experience. Before I came to the school, I worked as a counselor in Costa Rica and I studied psychology on top of teaching Spanish. Being able to work with teenagers for more than six years gave me a better understanding of the emotional and cognitive minds that teenagers have. I think that also made my experience as a classroom teacher more fruitful because I was able to understand what was going on mentally and all the physical changes that all teenagers experience. My position here is not just working with the kids, it is also working within the community with all of my colleagues, whom I respect highly, working with the administration, and working with parents, which is an important piece of the puzzle.

TR: How will this affect your teaching schedule?

CA: At this point, I'm the Head of the Language Department, and I'm still teaching my full load of three classes while Mrs. Valerie Mate-Hunt transitions into my position. I would say for the last two weeks, we have been doing both. It's been very hectic because unlike the other deans who only teach one other class, I am teaching all of my classes, but I will eventually transition into having one class in the third trimester. That departure from being in the classroom has certainly been hard because I love my students, and I connect very well with all of them.

TR: What do you hope to accomplish as the new dean? What changes, if any, do you want to implement as a dean?

CA: I think that with any new position, I'm going to be observing a lot and learning a lot from the other deans and my colleagues, so I don't anticipate changes right away. Being new to the position, I believe that I need to be humble, observe my surroundings, and certainly be there for my students as their dean to help them to be ready for the Upper Division by the end of next year. My goal is to make that transition as smooth as possible for them and make sure that they can thrive in an environment of respect, which is a main personal goal for me.

TR: What are you most excited for as the new dean?

CA: I love their energy. I love how I started to see signs of being more connected, more responsible, and more aware of their surroundings and how their decisions affect others. I start teaching them in September, and there is an evolution and growth along the way that perhaps they do not see, but as a teacher and adult I get to experience it. So all of that is exciting and an inspiration for me because I do believe that kids are our future, so we should support them in anyway.

This interview has been edited for length and clarity.

Dylan Rem (6) wins GeoBee

GEORGI VERDELIS
Contributing Writer

On Feb 2, the Blue Team watched as its competitor, Dylan Rem (6), won the Middle Mania Geography Bee. Even though he was the sole contender from the Blue Team and the youngest student in the entire competition, he prevailed in a final tie-breaker round.

Rem's victory reflects seven years of profound passion for geography, he said. Since Rem was four he has studied geography due to his own

personal interest in the subject.

Rem initially developed an interest in geography from reading various atlases and has recently continued his study with a YouTube channel, "Geography Now," he said.

In addition, Rem began exploring Google Earth in his free time to study for the Geography Bee.

After winning, Rem took a qualifier test on Feb 3, which will give him the chance to move on to the state competition in Albany and possibly the national competition.

MD Robotics teams compete in Bronx qualifiers

LUTIE BROWN AND JONATHAN KATZ
Staff Writers

16 robotics teams from the Bronx, Westchester County, and Queens competed at the school on Saturday, Feb 4 at the Bronx Qualifier for the First Lego League (FLL). Two teams from the school participated; one consisting only of sixth graders and the other with members from both the seventh and eighth grades.

Each team had around 15 students who worked together "to build and program a fully autonomous robot that completes a number of challenges relating to the year's theme, and also prepare a research project where they must identify a problem relating to the theme and come up with a solution using engineering," MD Robotics mentor and the event's head referee Will Golub (10) said.

The sixth grade team won the Champion's Award, given to the team with both a strong robot and project, and the seventh and eighth grade team won the 2nd Place Award for Core Values, which focuses on teamwork.

This year's FLL theme is "Animal Allies," and the sixth grade team worked on combatting roadkill

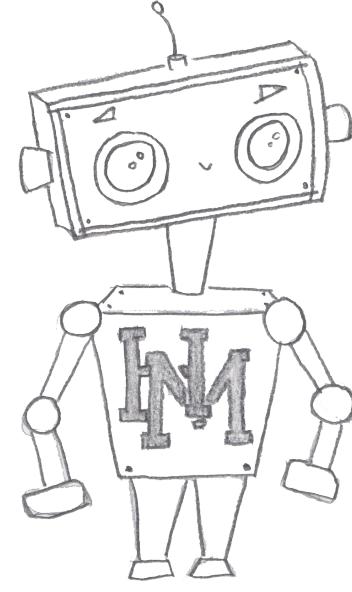
by building natural habitats that stretched over highways, Robotics Coach Jason Torres said. The overpass would save deer and other woodland creatures from harm, Torres said.

The project helped sixth graders develop their problem solving and public speaking skills, team member Avi Kumar (6) said. "We knew everything we were going to say, were able to answer all their questions, and there was nothing they asked about our project that we didn't know," Kumar said.

The teams practiced after school on Tuesdays and Wednesdays, beginning in September. "We spent the early part of the year getting accustomed to building and programming robots, and started focusing on the competition in January," Torres said.

UD Robotics students came in and mentored during practices, and "because we have experience judging, we were able to run through mock judging with them to help them improve before competition," Golub said.

Torres split the MD Robotics team into two sections because "the sixth graders were enthusiastic and worked hard, which clearly showed in the competition," he said.



Seiji Murakami/Staff Artist

"I was excited to help create something that a lot of people would remember, since we are the first sixth grade team. I was originally afraid that not many people would join, but then was happy to see so many people at the first meeting," Luke Harris (6) said.

"We worked really well as a team and it's cool to program your own machine," Kumar said.

of many.

"We would love to revisit the opening of the student lounge to ninth graders, but until then, we think this closing will give them time to reflect and understand why the school made this decision," Delanty said.

"People should be able to police themselves and know what they are doing. Students should not have to police each other and nor does the administration," Kejela said.

"It's disheartening to me to think that kids can't walk around school without the fear of hearing a slur," Levenstein said. The administration can not catch all of the instances, so it must be a communal responsibility to call each out on hurtful speech, she said.

to better support students, reflected on the first moment they realized that they had a sexual orientation, and thought about a moment they wished they could have a redo. "It's important to recognize these 'redo moments' later and process them because that's how we change our actions in the future," Gentile said.

In the affinity spaces, which were divided into LGBTQ+ and allies, students discussed issues corresponding with their identities. Faculty advisor and science teacher Michelle Lee found that the affinity spaces helped her spend time processing the information she heard at the panel and in workshops, she said.

In the affinity group Shapiro was in, "one kid said that he was really happy because he was so thankful to get the opportunity to just sit in a room and talk about issues with people who were also LGBTQ+, and at that point I really felt like we had succeeded. The fact that I made that kind of difference in even just one person's life because of that summit made me feel like all of the hard work we put in as a team of student leaders and advisors had really paid off."

5

from LOUNGE on page 1
to put my bag down there and easily get settled in to do work, but other students were being very disruptive, and so I stopped going," Amman Kejela (9) said. "But I am happy that they closed it, I applaud their decision," he said.

"It is definitely hard to selectively ban students so I'm not surprised that it was closed, but I don't think it will make a significant change in the kids in our grade," Irati Egorho Diez (9) said.

Students have come into the dean's suite complaining about what they have heard from the student lounge, and there have been disciplinary actions taken against specific ninth graders. "We know, in fact, that the ninth graders make most of the offensive comments," Levenstein said.

Despite the warnings and the assemblies, the students made no behavioral changes. The prohibition on the student lounge was not the first punishment dealt out and is one attempt to fix the problem out

from SUMMIT on page 1
advisor and Diversity Associate John Gentile invited Mock, she accepted the invitation because of the event's focus on intersectionality and under the condition that she would be engaging in a discussion with students, not just talking at them, Gentile said.

During the panel, Mock asked the students questions about their own identities, their experiences "coming out" – which she prefers to call "inviting in" – and the role that greater access to information and the internet have played in discussions of identity.

Mock also answered questions from the audience that addressed issues of being consumed by one's identity and using it as a crutch, how to engage in conversations with those that have radically different views, and how to address the exclusions of LGBTQ+ people from the Women's March and similar movements.

Following the panel discussion, students attended one workshop in the morning and one in the afternoon, broken up by lunch and meeting in an affinity group.

The workshops included

discussions of allyship, LGBTQ+ in the media and music industries, the LGBTQ+ community, heteronormativity, and the idea of coming out.

Ashley Dai (9), who identifies as a member of and activist for the LGBTQ+ community, led a workshop on LGBTQ+ inclusivity and representation in the media. "Focusing on the music industry allowed us to discuss music as genres which haven't always been LGBTQ-friendly, like country and hip-hop, while highlighting the role of music in the normalization of queer culture in mainstream media," she said.

Shapiro initially expected around 300 attendees, but 150-200 persons ended up attending, he said. "I think it was better in the end to have a smaller number to start out with, because the workshops felt comfortable and not overcrowded with around 10-20 students rather than 20-30."

Dai found the smaller groups beneficial, as they were able to conduct productive discussions, she said.

Gentile led a workshop for the adults attending. They discussed how



GUSTIE OWENS
Staff Writer

Unlike the trash that formed the set and costumes, the Horace Mann Theater Company's (HMTC) production of "A Midsummer Night's Dream" was the opposite of garbage.

While the house lights were still lit, the core cast of 14 Upper Division students casually walked onto stage, as conversations in the audience teetered out.

The cast asked the audience who some of the characters were, prodding them with questions like, "Wait, so what was the name of that fairy queen?" The audience shouted back,

"Titania!" and set the tone for the high-energy and interactive show to come.

"This is really confusing, I still don't get it," Charlotte Pinney (10), who played Hippolyta, said in reference to the plot, as the actors began to file offstage. However, I felt the opposite; the casually-performed review of the characters and relationships in the show before the official start served as a great refresher on a familiar plot, and made it significantly easier to follow scenes with dozens of actors on stage.

Throughout the play, stage crew and cast members rolled on and lowered dark-colored set pieces, many of which were covered in plastic bags, wrappers, and other garbage. This

looming dark set and the implication of environmental destruction lent itself to create the futuristic feel that Director Alexis Dahl was aiming to achieve.

The costumes furthered the futuristic and otherworldly nature of the play. All of the female characters in the play wore pants or jumpsuits, while many male characters wore skirts. While men do not frequently wear skirts in the present day, in many societies, it was traditional for men to wear skirts and robes. The play's futuristic setting, combined with the historical costumes, suggests that history has a tendency to repeat itself.

One of the greatest feats of the play was the sheer size of the production. At the beginning of the performance, Dahl warned the audience to turn our phones on airplane-mode because Wi-Fi was necessary to communicate with the approximately 150 cast members performing that night.

Despite the child-wrangling and technical feat of creating an all-division performance, the show ran seamlessly, and the number and diversity of students involved added a unique energy to the show.

While the mechanics in the play within the play rehearsed their production in the woods, approximately 20 sixth graders poked and jeered the actors as they ran their

lines. In addition to the undeniable cuteness of the younger actors, adding many actors to the scenes that traditionally require only a few actors, contributed more dimensions, humor, and context to the scene.

Two of the older classes acted out select scenes in the play featuring the four lovers: Helena, Hermia, Lysander, and Demetrius. In these scenes, multiple actors played each role, "tapping out" mid-scene and being replaced by another actor. This added a unique depth to each of the characters. After one actor played Helena in a very submissive and shy manner, another would assume the role and become very sassy and confrontational.

The diversity and size of the cast combined with the multi-dimensional and historically rooted interpretation of a dystopian future created an engaging and thought-provoking performance. The play involves a lot of characters acting against others before evaluating the consequences of their actions.

Because the play also suggests the future destruction of the environment, it was difficult not to immediately think about the unintentional consequences our actions have on the environment.

However, the natural humor throughout the text of the play, in the play within a play, and in many of the scenes with younger students made

Review

the heavier ideas in this play easier to process.



Courtesy of Bruce Fuller



Courtesy of Bruce Fuller

YEEQIN NEW
Staff Writer

After months of coordinating storylines and working together, Lower, Middle, and Upper Division students and faculty showcased their efforts in "A Midsummer Night's Dream," an all-division play that opened last Friday.

Planning for the play began during the summer when a group of teachers from all divisions attended a teaching intensive hosted by the Royal Shakespeare Company (RSC), Director of "A Midsummer Night's Dream" and theatre arts teacher Alexis Dahl said.

The RSC planned the training intensive to introduce English teachers at the school to the methods that teachers in the United Kingdom use to teach Shakespeare, Chris White, a teaching artist from the RSC, said.

The teachers who attended the training sessions were invited to take part in the play with their individual classes.

"I thought it would be a great opportunity to practice what we've been learning, and bringing the community into what has been an engaging and exciting process," English teacher Dr. Adam Casdin said.

For second grade teacher Jena Costin, coordinating times to rehearse the play into the regular curriculum was difficult due to the amount of material she had to cover before the end of the trimester, Costin said.

However, other teachers found that

the play fit well with their classes.

According to English teacher James Brink, incorporating the play with his regular teaching schedule was relatively simple because the sixth grade curriculum already included "A Midsummer Night's Dream" during the year.

In Casdin's English 11 class, performing in the play "naturally fell into the drama unit," he said.

The group discussions and critical analyses of A Midsummer Night's Dream led to a very collaborative and student-driven environment, Casdin said. In rehearsing their lines, students would offer opinions and suggestions to one another, he said.

"Now that we're moving to talk about Hamlet, we're already seeing that our conversations are a lot more collaborative and intensive," Casdin said. "I don't think that would've happened without this experience."

Casdin's class performed a scene of the play that features a group of mechanicals in play within a play. Because this part of the play is a little isolated from the rest of the plot line, his class did not need to coordinate with the other casts of the play, Casdin said.

However, other classes had difficulty coordinating their scenes with one another due to scheduling conflicts between the divisions.

Dahl selected a committed Upper Division cast to act as the "thread" of the story in order to retain some stability for the audience, Dahl said. Throughout the play, that cast would return to the stage to remind the

audience of the continuity of each character.

Because casts in the Middle and Upper Division frequently rotated and played the same characters, different cast members playing the same role indicated their character by wearing the same costumes.

While organizing the play, she had make sure to "meet the needs of every student," Dahl said. For example, each Lower Division teacher originally was in charge of their own scenes of the play, but now each of their classes rotate to share one section of the play, she said.

"When you put on an all division play, you might want each of the little fairies in the Lower Division to perform every time, but they've never performed before, and it could be very tiring for them," Dahl said.

Costin's class was able to meet with members of the core Upper Division cast a few times over the rehearsing period, and her students "were definitely motivated by the presence of the older kids and soaked in every minute of it," Costin said.

Although Brink's class worked with Upper Division students only two or three times over the course of the rehearsal process, teachers across the divisions communicated to ensure that they were "on the same page," Brink said.

Teaching artists from the RSC also stopped by in each class and gave the performers advice on topics ranging from vocal work to understanding the heart of each scene.

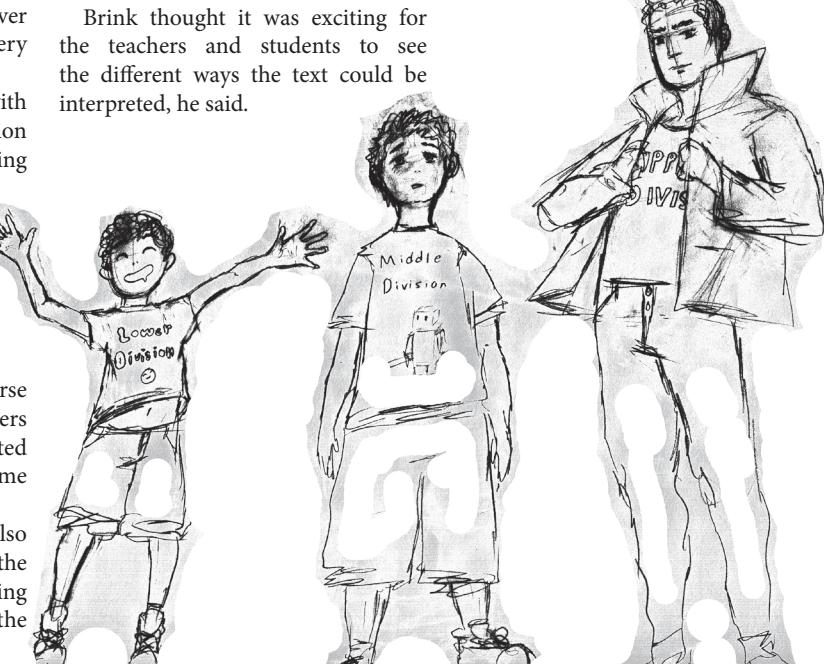
A Midsummer Night's Dream

A cross-division effort

"The idea was trying to get the group themselves to come up with ideas of the scenes instead of trying to fix an idea onto them," White said.

Because the teaching artists visited each class, they also provided the casts with a clearer understanding of the general vision of the play and how each scene connected, Casdin said.

Brink thought it was exciting for the teachers and students to see the different ways the text could be interpreted, he said.



Damai O'Keefe/Staff Artist

Futuristic costumes

CAROLINE GOLDENBERG
Contributing Writer

As all divisions of the school joined together to act in this year's one-of-a-kind, whimsical Shakespearian play, students combined forces to showcase the futuristic theme through movement and costume.

The Royal Shakespeare Company helped the students to focus on their voices, actions, and facial expressions, Isha Agarwal (9), who plays Helena, one of the four main lovers, said. In her scene, the actors played a game of tag, each one trying to mesmerize the people they are chasing into place.

"I don't have many specific actions except to try and avoid the boys, who are trying to grasp at my hands and follow me," she said.

The specific movements that they are acting in the scene are supposed to help the audience understand the relationship between characters, as the core cast chases them around, she said.

Students from kindergarten, first,

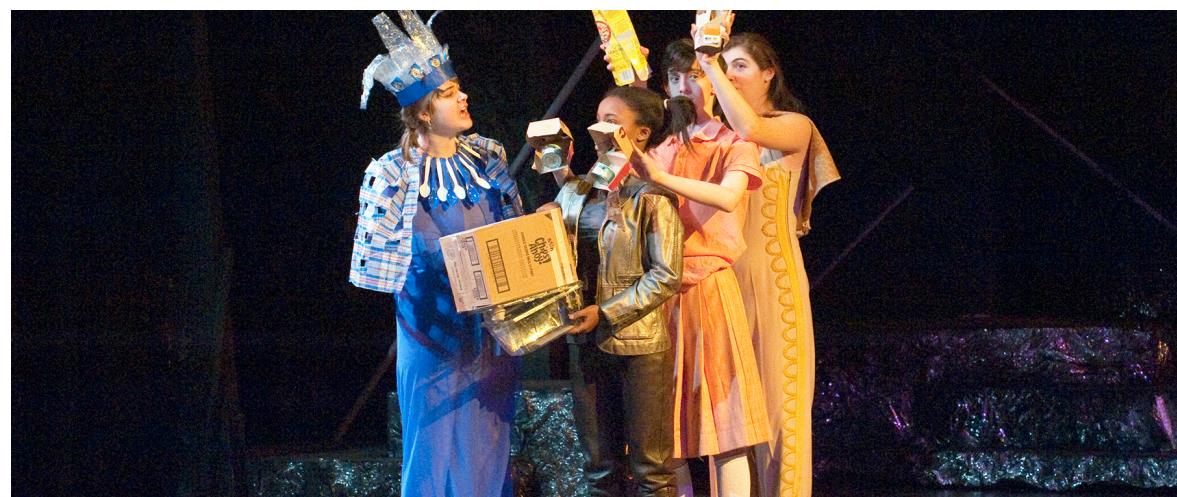
eighth, ninth, tenth, alongside the auditioned cast, rehearsed together on their specific scenes, divided by classes. They wore extravagant costumes, designed by costume designers Wendy Phillips Kahn and Stewart Lee.

The theme and some costumes are somewhat inspired by Chris Jordan, an artist who visited the school last year who used recycled materials to raise environmental awareness through art.

"I am wearing all black and gray with a blue vest for Titania made out of recycled 'trash' made up of assorted blue cloths and spoons," Audrey Moussazadeh (6), who is playing one of Titania's goblins, said.

Along with the costumes of most sixth graders, many other actors are wearing costumes made from recycled materials.

"The 'emanations' of Puck, Titania, and Oberon needed to be represented by the dozen. The original concept was that they would be hiding in trash, but we discovered that those ubiquitous plaid laundry bags offered lots of design



Courtesy of Bruce Fuller

possibilities," Kahn and Lee said. In the process of making the costumes, many hands helped to cut them apart and adorn the bags, they said.

"Puck and Oberon actually have more of trash incorporated costumes because they're from the trash-filled forest, which is reflected in their costume," Agarwal said.

Another way the play incorporates themes of recycled materials is with the props, which help convey the message of how the forest is a wasteland and the palace is beautiful in the play. Surya Gowda (10), who plays a spirit in a

scene where Bottom, played by Alba Bryant (10), wakes up from a dream, said.

"I am an echo that is 'putting' ideas in Bottom's heads by whispering and circling around him," Gowda said. The echoes put newspapers on Bottom in the beginning of that scene, which, again, illustrates the recycled theme.

"One theme that Mrs. Dahl has really tried to incorporate is trash and [how people are] dirtying the city of Athens without realizing it. So, there's trash in the set, trash on the stage, things like that," Agarwal said.

Even the mechanicals got in on the theme. They wore a "motley collection of cast-off clothing" that is in coordinating colors, Kahn and Lee said.

"[The] colors suggest the earthiness that is missing from the well-off humans in the court," they said.

"The costumes guide the audience into the different realms of the play and help them follow the many representations of the characters," Kahn said.



Courtesy of Bruce Fuller



Courtesy of Bruce Fuller

Cast perspectives

LUTIE BROWN
Staff Writer

The lights are dimmed, and one heard shuffling and mumbled voices coming from the back and sides of Gross Theatre.

Glistening fairies floated onto stage, surrounding their respective leaders, Titania and Oberon. Lower Division students by day, they became enchanted fairies by night.

The play included 280 actors, whose ages ranged from five to 18. Theatre arts teacher and Director Alexis Dahl formed the notion of an all-division play over a year ago.

"I had a vision of connecting the whole school through an artistic endeavor that built off the professional development that teachers had with the Royal Shakespeare Company (RSC)," she said.

"It was wonderful being a part of a joint production. We are one school and collaborations like this one are very fulfilling. I've had a great time getting to know and work with teachers from all the divisions,"

Kindergarten teacher Nora Meredith said. "Working together

as teachers helps align our goals and broadens our perspective on how and what we teach. It is very rejuvenating and invigorating."

Teachers from all divisions have been working with the RSC since 2015 to help develop techniques for approaching texts, Dahl said.

RSC members dropped into classrooms to assist with acting choices, and to introduce acting exercises to aid students in better understanding characters, she said.

"When working on Shakespeare plays, there's a fear of sounding funny or incorrect when speaking the words aloud; but the RSC residency is all about how Shakespeare is meant to be spoken, and you cannot perform incorrectly," Dahl said.

Meredith began preparation with her class of fairies in January, when they worked several hours a week during class, she said. The students spoke the lines of fairies in unison, "so that they would see themselves as part of a group and so that they could be heard," she said.

They also made forest noises and sang a lullaby written by Music Department accompanist Dr. Amir Khosrowpour.

Middle Division students also took part in the play, acting in scenes that they worked on in their English classes.

Obstacles included casting and blocking the various scenes, English teacher Morgan Yarosh said. "It was difficult to figure out how to divide a six character scene between 25 students, to cast, which I had never done before, and to block the scene, when I had never directed a scene that would be seen by people outside of my class before."

Another obstacle was finding rehearsal time for the full cast, which

usually ended up being all day on Saturdays. However, many students had extra curricular conflicts on weekends and were not able to make every rehearsal.

"Initially, missing the majority of these rehearsals and performance times meant my students would be cut from the project. I felt that this ran contradictory to the spirit of RSC's productions in England," English teacher Isaac Brooks said.

Therefore, despite the shortage of full cast rehearsals, Brooks kept all his students in the production.

"These performers are students

first, and actors second—not the other way around. In the end, many more students could participate and benefit from the experience," he said. "I don't believe that production value was sacrificed despite my students' peripatetic of 'face time' in the production process."

"I think that every single person who had worked on this play could look at the final production and know that they owned some piece of it," Dahl said. "They know that the scene is happening because of a creative idea that they contributed."

The halls are alive with the sound of...



Brahms Piano Quartet performs in Olshan Lobby.

Abigail Kraus/Staff Photographer



Daniel H. Lee/Staff Photographer



Tali Benchimol/Photography Editor

Tishiya Carey (12) sang three songs Tuesday, H period, including "Chasing Pavements" by Adele, "What's Best For You" by Trey Songz, and ended with "The One That Got Away" by Katy Perry. "Chasing Pavements" was the first song she performed at Music Week when she was in the sixth grade. "I sing songs that connect to me and I think it is important to sing songs that you can connect to," Carey said. "Music Week is something I look forward to every year and it has given me the opportunity to perform in front of people that know and care," Carey said.

Music Week 2017



Daniel H. Lee/Staff Photographer

Led by the London Vocal Project, the Concert Glee Club participated in a sing-along of a vocalese piece.

Finding patterns: Platt (12) explores fashion through math

SPENCER KAHN
Contributing Writer

When Ryan Platt (12) has a free period, she can often be found on a school computer using Photoshop to draw patterns on articles of clothing as part of her independent study project, which centers around the mathematics behind fashion design.

Platt grew up surrounded by fashion, and her independent study offers her the opportunity to combine it with math, another one of her passions.

The city itself has long been a source of inspiration for her. "I started liking fashion when I was young, being in Manhattan and seeing different styles that were diverse and interesting," she said.

Platt said she draws inspiration from seeing other designers and trends and from locations around the city, like graffiti in the SoHo area of Manhattan. She keeps them in the

back of her head to use later, she said.

Last summer, Platt took the Fashion Design Journal, Sewing for Fashion Designers, and Designing with Pattern classes at Fashion Institute of Technology and learned how to sketch, sew, and design her very first piece of clothing. The classes were created for beginners but many students had prior experience. "I could learn from professors and my peers," Platt said.

She treasured the first piece of clothing that she made: a pair of cotton pajama pants, gray with little cloud designs on them.

Patterns and symmetry play a large role in her project, as Platt explores the way they are worked into pieces of clothing. Her independent study adviser, mathematics teacher Christopher Jones, prompts her to see how mathematical concepts are used in abstract patterns and graphic designs.

"Mr. Jones steers me in directions

I wouldn't know about, like if I show him an article of clothing or a specific pattern, he'll say, 'Oh, this reminds me of this mathematical concept,'" Platt said.

Although the connection between fashion and math may not be immediately obvious, "there's a lot more than you would suspect: patterns and platonic solids, vertices and darts," she said. She wants to emphasize patterns and silhouettes and explore what styles work best with which patterns and what styles are most flattering on different people. Her project involves designing and making dresses and other clothing and delving into physical math.

"I'm trying to help her see how we can dig deeper into mathematics," Jones said. "I see my role as helping her see the math she might not be aware of." He introduced Platt to a graphing software called Grapher, which he presented as "a sounding board," he said.

"Here are the tools, now you go play," Jones told Platt. A large part of this study is about the transformation matrix and pattern generation.

There is no final result that she is searching for; rather, the study is about the process. "The project is like problem solving—there are many solutions for one question," she said. "There's no clear cut answer. It's really complex yet also simple."

Platt first conducts research online, sifting through fashion blogs and runway shows to take note of common themes or patterns and people's responses to them. "A lot of it's me making my own conclusions" from what other people have written, she said.

She uses this preliminary research to go in "whatever direction the fashion takes [her]." She is using a very free-form game plan to organize her study.

"The first trimester I studied pattern making from the book



Courtesy of Ryan Platt

'Pattern Making for Fashion Design,' and second trimester I found different ways using Grapher to actually make these patterns," Platt said.

Now she takes images of clothing and inserts her own patterns, whose mathematical basis she has already examined, into them. She hopes to showcase a few garments of her own creation at the end of the year.

Girls Swimming finishes second in the Ivy Championship



BRACING FOR IMPACT Members of the Girls Varsity Swimming team take their marks.

JAMES ARCIERI
Staff Writer

The Girls Varsity Swimming team concluded its season last Tuesday with a second place finish at the Ivy Championship.

Almost all of the swimmers, including freshmen, qualified for the Championship the day before in the qualifier rounds, "which is rare and exciting to see and says a lot about our future as a team," Girls Varsity Swimming Coach Oleg Zvezdin said.

Individually, the team placed well. Nathalie Eid (12) broke several school records and an Ivy League record, swimming a 4:56:23 500 meter race, which is eight seconds faster than the previous Ivy record. Eid also placed first in two other events, swimming a 200 meter free in 1:52:67 and the 400 free relay in 2:42:24. Co-captain Ailee Mendoza (12) broke a school record swimming the 100 backstroke in 58:06, placing first in the event. Other members of the team including co-captain Sarah Derecktor (12) and Betsy Bennett (10) broke school records as well, and the majority of the team beat their personal records.

"I think the outcome was one

of the best we could hope for, and everyone ended on a strong note," Eve Kazarian (11) said.

"The team's success stemmed from its versatility and positive attitude," Honor McCarthy (11) said. McCarthy swam two events she does not normally swim: the 100 meter backstroke and the 100 meter fly, in which she placed eleventh.

"Each swimmer was flexible and willing to try out events they weren't used to swimming, making for a dynamic and innovative lineup each meet," McCarthy said.

After the Ivy Championships, the team attended a swim dinner with their parents and the coaches.

"The captains talked about the coaches, and the coaches shared their experiences with the seniors," Kazarian said. "It was a great way to end the season."

Earlier in the season the team focused on endurance swimming in practice but recently started sprinting more and resting in order to get the athletes to feel more comfortable swimming faster, Zvezdin said.

"A week before Ivies, we began doing sprints, starting with 200 meter sprints, and tapering before Ivy's to 50 and 25 meter sprints,"

Nikki Sheybani (11) said. Sheybani swam the 200 IM and also placed first in her heat in the 100 meter breaststroke, shedding two seconds from her qualifying time for that event.

The team divided themselves into different lanes by event so that they were able to train specifically for what they were swimming, Parul Sharma (11) said.

On Saturday the team had their last meet of the season at The Masters School where they placed first.

"Despite missing some of our top swimmers, we persevered and both the girls and boys teams won," Derecktor said. "Although there were no PR's, we had great team spirit and there was a lot of sport because it was an alumni event."

Looking back on the season, Zvezdin says that the team has achieved its goals.

"What is most important is having fun while working hard and seeing results. I was excited to see kids drop time and swim their best, whether winning or losing," Zvezdin said.

The team has also faced trials over the season, Zvezdin said.

"It has been hard for us with so many meets late in the season and not as many practices," he said. "Sickness has also been a big problem, but we are finishing the season at full strength."

The team ultimately posted new school records in the 500, 400, and 200 meter free, the 400 meter free relay, the 200 meter IM and IM relay, the 100 meter backstroke, and the 100 meter breaststroke.

"As a team, we worked hard and grew from our losses," Derecktor said. "Overall, we had a close knit group of athletes, continuing the legacy of our swim family."

"Our biggest success happened outside of the pool—the team bonded so much," McCarthy said. "We might overuse the words 'family' and 'cult' to describe the team dynamic, but nothing could be more accurate. I've never encountered a more supportive, enthusiastic, and inspiring group of friends at HM," McCarthy said.

Boys Swimming ends season with a 5-3 record



Ben Parker/Staff Photographer

FLYING Colin Mark (10) races in the Ivy Championship.

MARK FERNANDEZ
Contributing Writer

The Boys Varsity Swimming season came to a close this past Saturday with a 5-3 record. The Lions look back at their season with pride as they finished fourth place at the Ivy Championship.

The main goals of the team for Ivy's was "for everybody to get their best time and be the loudest team on the pool deck," Boys Varsity Swimming Coach Michael Duffy said.

With the seniors swimming their last races for Horace Mann, it was a day of glory for Noah Shapiro (12), who secured the third and seventh fastest times in the 50 and 100 freestyle races in the swim team's history.

The Lions put up a tough fight at the Ivy Championship, and they showed what they are made of.

"We had a really fast 100 freestyle with Chris Shaari (12), Will Han (10), and Noah Shapiro performing really strongly. Our performance was strong in the 50 free with Noah and Chris again," Christian Eid (12) said.

"Coach Duffy is a big part in how we do and how we perform," Allen Park (10) said.

"I think the freshman all gained a lot of valuable experience. They saw some really fast swimming, and I think that will definitely help them in the future," Duffy said. With many freshmen on the team, the future is vibrant with their young talent. An example of their young talent is Eddie Jin (9), who qualified for the Ivy's.

"I was just looking to make it to the top eight and score some points for the team," Jin said.

"The underclassmen stepped up this season. There's high praise from the older and more experienced people on the team," Eid said.

Among the team's accomplishments this season is its win against Riverdale.

"We were able to take down Riverdale, who in the previous years we haven't been able to beat," Eid said.

"One of our strengths is the bonding and teamwork aspect because we are all supporting each other," Jin said.

With the Lions already excited to return next year, they are ready to jump back into the pool to make a big splash.

The next chapter: Nathalie Eid (12) to take her talents to Yale

CAROLINE GOLDENBERG
Contributing Writer

Nathalie Eid (12) has seen momentous progress and achievements throughout her years swimming. She has qualified for high-level meets and always put in a high level of commitment to practices and races, but the most exciting of her achievements has been her recruitment to Yale University for this past October, Eid said.

Last Tuesday at the Ivy Championship, Eid impressively broke five swimming records: the 500 freestyle Ivy Record (456:23 seconds), the 100 (54:14 seconds) and 200 (152:67 seconds) freestyle school records, the 400 freestyle relay school record (342:28), and the 200 medley school record (158:82).

Eid began swimming at seven years old when an instructor for a sailing program recognized her skill in the sport after she took a swim test. One of Eid's earliest coaches in the sport from outside of school helped her develop a great passion for it.

"Nathalie is one of the most gifted

swimmers we've ever had at the school," Girls Varsity Swimming Coach Oleg Zvezdin said. "She has such a tremendous work ethic and love for the sport, which has been an inspiration for the efforts of the rest of the school's team," he said.

"She's a very modest person," teammate and co-Captain Ailee Mendoza (12) said. She works exceptionally hard and "leads by example," she said.

At the beginning of her high school experience, Eid started as a backstroke and IM swimmer. However, she soon transitioned to train for and participate in the distance freestyle event.

"Starting from a lower level, it was easier to push myself to get higher because I was seeing greater improvements," Eid said.

Eid has improved on completing shorter events with faster times as opposed to longer events with more pacing.

As a freshman, Eid participated on the school's swim team, and then took a break during her sophomore and junior years to focus on her team outside of school. Eid then rejoined

the school swim team for her senior year.

This year, however, she seems to be having more fun with swimming,

Zvezdin said, something he enjoys to see as a coach.

This past summer, Eid qualified for the Summer Juniors Meet for swimmers under 18-years-old, which is a more competitive event that many experienced and advanced swimmers attend. Eid also qualified for the US Open Meet in January.

Eid hopes to be able to contribute in all the ways she can to the Yale Swim Team, she said. Being recruited by Yale had been something she had strived for, as she had watched older students go through the process, Eid said.

Eid participates in both morning and afternoon practices, swimming a total of eight to nine times per week with dry land sessions three times per week.

This year especially, Eid has "made a huge impact" on the team, Mendoza said. Eid takes her commitment to swimming very seriously, "and I think a lot of kids really look up to her for that," she said.



Ben Parker/Staff Photographer

RECORD BREAKER Nathalie Eid (12) was recruited to Yale for her swimming achievements.

THE BUZZELL GAMES

GIRLS

KATIE GOLDENBERG
Staff Writer

With a 12-8 record and the Buzzell Games rapidly approaching, the Girls Varsity Basketball team has high hopes to replicate last year's win in the team's biggest game of the season.

With a string of wins in the past few weeks, the team has celebrated recent improvement and success, Head Coach Ray Barile said.

The girls started the season with a record of 4-0 against easier teams. Then, for a period of four weeks, the team "wasn't playing good basketball," Barile said.

"About three weeks ago, Friday, something clicked - we started sharing the basketball, everyone was scoring, and our plays looked really clean," Barile said.

Although the team has suffered recent losses to Dalton, Poly Prep, and Rye, schools with excellent records, the team "was playing the best schools very well," Barile said. As an example, the Lions lost to Rye in overtime by two points.



Courtesy of Lions Report

Since then, the team has embarked on a five-game winning streak, culminating in a victory against Holy Childs last Friday with a score of 44-32. Although the streak was recently broken by Wednesday's loss against Columbia Prep, the team continues to maintain a positive attitude with the long-awaited Buzzell Game just around the corner.

"We have a huge amount of talent on the team, especially among the freshmen," Olivia Kester (10) said.

The team starts three underclassmen on the court: Ella Anthony (9), Julia Robbins (9), and Halley Robbins (9). All three play offensive positions, and "can shoot inside and outside, as well as handle the ball very well," Barile said.

"It's been a blessing and a curse to have such a young team, because some of us have been playing together for three years in a row, and with new players you're still figuring out strengths and weaknesses," co-Captain Skylar Rosen (12) said.

The team also relies on upperclassmen for skill and guidance; Jane Frankel (11) is the team's "three-point specialist," and co-Captain Jojo Levy (12) "plays with lots of energy and passion," Barile said. "Each player does something very special for the team."

The girls also hope to capitalize on their team chemistry. "We don't play for the school as much as we play for our team," Kester said. "We're like a family: we love each other, and we're really close."

Heading into the Buzzell Games, the team hopes to use these strengths to their advantage to repeat last year's win. The game will be different from others in the season due to the larger Manhattan College court, typically low scoring game, and sizeable crowd.

"It's a lot of pressure to play in Buzzell, because you have a really big audience, but it's probably the most fun day of the year for us," Rosen said.

The Lions have already celebrated a victory against Riverdale earlier in the season with a score of 37-30, and will win if they "play under control," Barile said.

"The team is calm, cool, and collected, and get along very well," Barile said. "There's no ego on that court. They all play as one."

Following the Buzzell Games, the girls will compete in the New York State Association of Independent Schools (NYS AIS) tournament against New York's six other private school leagues. The games will begin next Wednesday and will be determined by the Lions' season record as compared to other schools' records. The team is excited to compete in states and optimistic about its success, Barile said.

"Our greatest strength is probably that we never give up," Kester said. "We can be down 20 and still have a fighting chance; we fight to the end."



KATE GOLUB #24 (10)



ELLA ANTHONY #4 (9)



TESS LEHRMAN #12 (9)



ZAIE NURSERY #14 (11)



SKYLAR ROSEN #33 (12)
JOJO LEVY #2 (12)

Player Photos taken by Nikki Sheybani/Staff Photographer

BOYS

JANVI KUKREJA
Staff Writer

Boys Varsity Basketball hopes to finish its season with another win at the Buzzell Games, one of the biggest events of the year, today against Riverdale.

With the buzzer beater win last year, the suspense and hype has been building for the last couple of weeks to make this Buzzell even more memorable, Noah Simon (11) said.

Depending on the outcome of the game on Friday, the team may secure a spot in the playoffs, so while it's going to be a fun game, it's also very important, Ben Metzner (10) said.

The team has a 4-9 record for the season, so its chance at making the playoffs can go either way, Simon said.

"The boys have been competitive in each game, and they're a really cohesive team," Boys Varsity Basketball Coach Tim Sullivan said.

As the season has progressed, the team has started to utilize each other's strengths more and more, Robert Mantz (9) said.

"We've been getting good at seeing which player is on fire and making it a priority that he gets the ball," Mantz said.

Due to their experience, the seniors serve as good examples for



Courtesy of Lions Report

the rest of the team and help facilitate communication on the court, Metzner said.

"Since the beginning of the season, the boys have been good at talking to each other inside the lines and out," Sullivan said.

Although the Lions have had their ups and downs throughout the season, they beat Riverdale earlier this month by 10 points, and they hope to do the same on Friday.

Riverdale has improved since last year and throughout this season, so it's going to be a close game, Sullivan said.

"They have a good shooting game,

but we've been working on our defenses so hopefully we'll be able to overcome that," Sullivan said.

"Compared to many other teams, we're considered small height-wise, which can be a disadvantage as well as an advantage to us," Simon said.

While Riverdale has some older players with more experience in their careers, the Lions have some new, young additions which will help during the game, Sullivan said.

"We have a new and improved team this year with two very good freshmen, so even though last year's game was very intense, Friday will be a close

game as well," Noah Simon (11) said. "We're a young team, with a lot of talented freshmen as well as great senior leadership, which is a big advantage," Metzner said.

Outside shooting is one of the team's biggest strengths, and that will help the team score more points, Mantz said.

One of the reasons Buzzell was so memorable last year is because of the number of people that came out to watch, and the more fans that come to watch the more entertaining it will be, Metzner said.

Horace Mann



JOHNNY MANSBACH (12)

isn't necessarily known for its team spirit, so this is really the time for the Lions to show their support," Simon said.

"Even though it'll be hard to follow up last year's game, I'm looking forward to being out there and feeding off of the crowd," Mantz said. As his first year on the team, Mantz said he is even more excited to play in this type of environment.

As for the four graduating seniors, Coach Sullivan is looking forward to watching them give it their all and compete one last time in front of all their friends, he said.



SANGMIN LEE (9)

SKI WRAPS UP ITS FOUR-RACE SEASON, FACES TOUGH CONDITIONS



Courtesy of Noah berman

SEIJI MURAKAMI
Staff Writer

The Ski team competed in three races in the past weeks to complete their four-race season within the New York public school league.

The weather conditions made it difficult for the team to practice and complete the usual five-race

and makes it more difficult to remain in control, Coach Morgan Yarosh said.

"There are ruts, or hard packed ice, that are created when it is too warm out and can cause your ski to slide out if you panic," Nelson Gaillard (9) said.

Especially when the skiers all use the same slope, the snow becomes more packed and makes it more difficult as the competition progresses,



Jimmy Otsuni helps move drums, with a smile

Sarafina Oh/Photographry Editor

RUNNING THE SCHOOL: AN INSIDE LOOK AT MAINTENANCE

AMIR MOAZAMI
Staff Writer

It's 6:00 a.m. on a cool Tuesday morning in the midst of the fall foliage. The afternoon before, the Girls Varsity Soccer team played an intense match against the team's closest rival Riverdale, and the grass on the field is still suffering from the encounter.

That is until Dan Recco begins to, as he does every morning, water the field, draw the lines, mow the lawn, and rake any of the leaves that have found their way onto Alumni Field.

Dan knows that the foot traffic or potential vehicular traffic of the day will erode the top of the grass, or even that the spike ball nets, strategically placed in the shade, will mean the top of the grass will further be eroded, but he takes pride in the work that he does.

He is also confident that the roots of the sand-based field, one of the very few in New York City, will be okay because he checks the irrigation meticulously.

However, the effort also bears tremendous financial costs to ensure the more than 15 sprinklers are functional, but an effort that the school and the board of trustees emphasize as valuable, Director of Facilities Gordon Jensen said.

Neighboring hill schools such as Fieldston have transitioned from a grass-based field to artificial turf, which is significantly easier to take care of and can be cheaper.

Riverdale also recently announced plans to undertake the same transition because of similar concerns.

The result is not only an aesthetic difference and a change in the way

the space feels to athletes who use it, but also shifts the nature of athletic competition.

In soccer, on any given day the field can be bumpy or the grass can be coarse, making passing and dribbling harder, Boys Varsity Soccer co-Captain Josh Newman (12) said. Newman also said fellow students "disrespect" the field by leaving trash on it.

In lacrosse, there are similar tradeoffs- the turf heats up very quickly causing more rug burn-type injuries, but grass fields are inherently patchy and bumpy making fielding the ball difficult, Stephen Angelakos (11) said.

The main field also hosts different schools, such as La Salle, for their respective school events such as graduations. The grunt of the work in setting up is done by the school's maintenance staff to ensure the events run smoothly. "It's all part of being a good communal neighbor," Jensen said.

Aside from managing the main field, the maintenance staff also takes care of the pool and the tennis courts. The pool undergoes usage in the winter and requires laborious upkeep.

The 110,000-gallon pool is bromine-based and receives treatment three times a day. The pool, which was constructed several decades ago, is older and smaller than those of peer schools. "HM's pool has only four lanes where as schools like Trinity, Fieldston, Riverdale, and Hackley have six lanes. Practices are very crowded," Jonny Cohen (11) said.

"The defining aspect of keeping our school as pretty is the dedication and pride of work of the maintenance staff," Jensen said.

The result is not only an aesthetic difference and a change in the way

requirement for the league, which was a common problem for all of the schools in the league. When it is too warm, the snow can become icy and slushy which slows down racers

Sam Harris (11) said. "The key to being on this team is to be very flexible with timing because the commitments become difficult when there are constant cancellations and rescheduling," Yarosh said.

In addition to the weather, the mountain that the skiers used last season has recently closed which was a difficult adjustment for some of the skiers, Caroline Troop (11) said. When they had to compete, there was no order to the races, which was different from last year and made it difficult to adjust to the new mountain, Troop said.

In the races, the skiers have to compete against all of the schools to stay in the New York Public School League. "Due to the fact that we are not a public school team, we are not going to sectionals but the league allows us to compete with them," Morgan Yarosh said.

"Sophie Maltby (12) improved a lot from the beginning of the season; she almost got third in the race on Monday," Troop said.

"Sam really pushed himself to beat someone on the Clarkstown team and got first on Monday," Troop said.

Kai Galvan-Dubois (10) skis outside of school, which makes him a good addition to the boys, Harris said.

"Ryan Leung (10) had really improved his times this season," Yarosh said.

As the new and only freshman addition to the team, Gaillard has been doing very well, Troop said.

"He was scared at first because Wednesday was his first race but I just told him not to think about it and pretend like the race meant nothing," Troop said.

"In the races, you just have to figure it out on your own," Yarosh said.

"I was really nervous because in

practice we would slalom with cones down the slope but the race has real

gates which felt much more different

Gaillard said.

"It is scary to feel like you are

skiing right into a gate during the

race," Yarosh said. "We have students who have skied before but have never raced, so they make large sweeping turns rather than sharper turns around the gates." The way the skiers prepare for these obstacles is to address them verbally and condition for stamina and leg strength off-slope, Yarosh said.

"In practice there is a lot of running and dry-land training. Last week we did two laps around Van Cortlandt park," Troop said. At the races, the team works together to map out the course they will take down the mountain, which makes it easier to understand "the nooks and crannies" of the course, Gaillard said.

"I want the students to guide each other, especially those who are new to the team, and see the team as something meaningful," Yarosh said.

"The team is a really good group of kids. I have seen them work really hard and dedicate themselves to improving; of course, I want them to win races and be the fastest too," Yarosh said.

FENCING PROFILES

Jacob Chae

Written by Simon Yang/Contributing Writer

"My passion for Star Wars as a little kid and my advantage as a left hander really clicked together, and that's why I started to fence," co-Captain Jacob Chae (12) said.

Chae has been fencing foil locally and nationally since sixth grade, and joined the school's Boys Varsity Fencing team his sophomore year. Chae fences foil as his main event, and has won many awards in his weapon category.

Chae has won both the Individual School undefeated sophomore year won the ISFL Boys Foil Chae once again won ISFL men's foil season Individual year's ISFL, Chae won a silver medal for men's foil.

Out of school, Chae has competed at four consecutive attaining impressive rankings. A handful of colleges their schools, but Chae chose not to commit.

Chae currently co-Captains the fencing team, particularly with the foil coach gone. With is to not only organize the team, but to gain aims to help the freshmen on the team.

"Jacob is a passionate and bold fencer," fencer from the Serbian National Team in the ISFL finals, but he didn't back down and played an impressive game. He definitely is a positive influence for the foil fencers on the team."

Chae's teammates value his devotion to the team, and think highly of him both as a fencer and a captain.

"Jacob's captain style is definitely different from what people would normally expect. He contributes a lot, and is objectively a good fencer," Edward Ahn (10) said.



Daniel H. Lee/Staff Photographer

Phillip Chien (9) said. "He went against a

Fencing Junior Olympics and many other competitions, recognized Chae's talent and recruited him to fence for

contributing his knowledge to the boys foil team, 'three years of experience on the team, Chae's role momentum as well, he said. This year, Chae

Alexia Gilioli

"Alexia Gilioli is a force to fear definitely, she is one of the people that is spoken about by other teams out of sheer respect and sometimes fear of fencing her," Fencing Coach Errol Spencer '16 said.

In this year's ISFL (Independent School Fencing League) on January 28th, Gilioli won gold for the Girl's foil. Gilioli started to fence at 10, following her sister's steps and I wanted to try it too because it looked cool," she said. Now, she is a skilled player who thinks everything out, Phillip Chien (9) said.

"I am a pretty technical fencer, although sometimes if a low chance of landing," Gilioli said. "My strengths

Her school teammates praise Gilioli for her

"She is definitely one of the most sending out emails for the team. She is the

when some people don't," Edward

"I consider myself to just be any other member on the team, I try to support everyone

and I help out in coaching when I can since we don't have a foil coach,"

Gilioli said.



Daniel H. Lee/Staff Photographer

I am ahead I will try to make touches that I know have include my experience and technique in the sport.

commitment and passion for the game.

committed people on the team, always peppiest, always doing team spirit even

Ahn (10) said.

Daniel Lee

Daniel Lee (12), co-Captain of Varsity Fencing, won a gold medal in the ISFL Individual Tournament for Boys sabre on January 28th.

This is Lee's third time winning gold for Boys sabre, yet Lee was still thrilled to win the award. With other schools such as Hackley, Masters, and Riverdale competing, the ISFL tournaments are never easy, Lee said.

"The award really means something because I think that it's a culmination of the hard work that the HM team has collectively put in throughout the season," Lee said.

Lee believes that though the awards are given the advice and support from his teammates and

Lee started fencing in eighth grade at the Manhattan more accessible to practice regularly compared to

"Daniel is a sabre fencer, so his strength mostly Chae (12) said. "Daniel has been on the team for definitely helps him as a co-captain."

As co-Captain this year, Lee aims to teach strategies. Lee also devoted time encouraging

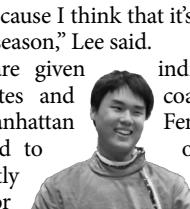
"Daniel is a good captain. He tells us to do he's still fast and agile with huge lunges, so it's hard for opponents to go against him," Phillip Chien (9) said.

Fencing in his last season for the school, Lee wishes to keep training with the fencers in lower grades.

The team has shown significant improvement across the three weapon categories, Lee said. Lee is confident that the current juniors will do a great job next year when he's gone.

"Daniel definitely cemented a legacy and now has a record that I hope someone someday at HM can break. As for the team, it gives them something to strive for and to surpass," Fencing Coach Errol

Spencer '16 said.



Daniel H. Lee/Staff Photographer

the underclassmen more advanced skills and a stronger sense of team spirit.

footwork and what not. He is a tall fencer, but

lies in his fast speed and good blade work," Jacob

three years, so he definitely has experience, and that

he gives them something to strive for and to surpass," Fencing Coach Errol

Spencer '16 said.



Record Sports

LIONS' DEN

-BUZZELL-
GAMES-

February 17, 2017

12

GIRLS GAME 6:30 P.M. AT MANHATTAN COLLEGE



HALLEY ROBBINS (9)



JANE FRANKEL (11)



JOJO LEVY (12)



JULIA ROBBINS (9)



SKYLAR ROSEN (12)

THE STARTING FIVE



NOAH SIMON (11)



ALEC GINSBERG (12)



KELVIN SMITH (9)



ROBERT MANTZ (9)



MATTHEW ZEITLIN (12)

BOYS GAME 8:15 P.M. AT MANHATTAN COLLEGE