

# The Horace Mann Record

VOLUME 114, ISSUE 8

PUBLISHED SINCE 1903

NOVEMBER 4, 2016

## Year's first SBP assembly showcases student talent

PETER BORINI  
*Staff Writer*

co-Student Body Presidents (SBP) Noah Shapiro (12) and Zack Gaynor (12) designed the first SBP Assembly of the year to be fun and inclusive of the whole student body, Gaynor said, with student performances ranging from standup to singing.

To plan the assembly, Shapiro and Gaynor worked extensively with Director of Student Activities Caroline Bartels and the rest of the assembly committee to ensure that the assembly was fully inclusive of the student body, fun, and meaningful.

The SBPs originally planned to hold an assembly about the upcoming presidential election, but at the last minute decided to move the assembly about the election to a later date. Originally the SBPs believed the assembly would take place on election day, but on Wednesday Bartels sent out a poll to gauge student interest in an assembly about the election. She sent out an email the following day stating that the majority of the students preferred to attend advisory next week instead of an assembly.

To kick off the assembly, Gaynor gave the year's first senior reflection, which is an initiative designed to allow seniors to reflect on their time at the school.

"It is important that we explore



Concert Glee students sang a traditional Hawaiian song during the SBP assembly.

the world through stories," English teacher and Senior Reflection Program leader Dr. Adam Casdin said.

Gaynor described how he used to be a very timid child, but his time at the school gave him confidence, and now he is able to stand up and speak in front of the Upper Division in his role as SBP.

The reflection was followed by a series of student performances and announcements, including a standup

comedy routine by Spencer Kahn (9); a skit about the importance of the Thanksgiving Food Drive; a skit by the HMTG about proper dining hall behavior; performances by the Jazz Band and the Concert Glee Club; an announcement from the Cancer Awareness Club about some of its upcoming events; and a speech given by Jeph Prempeh (12) about the Book Day book, "Between the World and Me," followed by a video of a reading of the book done by

author Ta-Nehisi Coates.

Shapiro and Gaynor both said they were very happy with the way the assembly went. Gaynor felt comfortable speaking and the audience was engaged, he said. Shapiro felt the performers all did a great job, and that ultimately the first SBP Assembly of the year was a success, he said.

Chidi Nwankpa (11) enjoyed the assembly, he said.

"I liked the Jazz Band, Spencer did a great job, and I think everything regarding the Book Day book was really important for everyone. It gave everyone insight into the difficulties of being a minority," Nwankpa said.

Coates appeared to do a good job of articulating his point in an assertive but non-aggressive way, Nwankpa said.

Oliver Aaron (11) enjoyed the assembly as well, but thought it seemed as if it were mainly composed of time-filers and "full of fluff," he said.

Nwankpa likes the idea of a video, like previous years' SBPs have produced, because it gives people something to look forward to, he said. If the SBPs did decide to bring back the video, however, they would have to work very hard to ensure that the video would not offend anyone as some felt last year's video did, he said.

## Musing at museums: students enrich curriculum with field trips

SURYA GOWDA  
*Contributing Writer*

### AP ART HISTORY

32 students from art history teacher Dr. Anna Hetherington's AP Art History class took eighth graders to the Metropolitan Museum of Art this past Wednesday. Hetherington and art history teacher Avram Schlesinger have been organizing these trips for multiple years. This is the first explanatory trip of the year for the class, and they will be going again next Thursday.

AP students were divided into groups of two or three and were responsible for explaining a piece of art from either a Hindu or Buddhist culture to eighth graders. The students created a presentation for their object, prepared a set of questions, a script, and a docent question.

Two of Hetherington's main objectives were to see her students learn how to teach others and to see how hard it is to keep someone's attention.

Hetherington wanted students to show off all of their hard work and learn that "there is a lot more to say about an object," she said.

"I think the commemoration of the AP Art History kids working together, presenting, and engaging with the eighth grade is a wonderful thing," Will Scherr (12) said. "This

trip made me want to take art history in high school when I was in eighth grade because I saw how energetic the high school students were and wanted to be a part of that."

"It's a fun activity, as a lot of the AP students went on the trip as eighth graders. It's a great kind of continuity," Hetherington said.

### AP ENVIRONMENTAL SCIENCE

Science teacher Dora Barlaz's AP Environmental Science classes attended a field trip to the New York Botanical Gardens last Wednesday. The class went through an area of forest that has not been cut down to analyze plants growing in two separate areas and then compare them. This trip was meant to "enhance



Courtesy of Anna Hetherington

their appreciation for diversity and ecological relationships," Barlaz said.

This is the class' second trip of the year, as the class went to Van Cortland Park with a bird expert to learn about the local birds.

"The trip was a good way to visualize some of the things we were learning in class, making it more applicable to fieldwork," Blythe Logan (12) said.

"I enjoy learning about the correlation between urban development and environmental sustainability. I think having that first-hand experience would be crucial to understanding environmental science," John Eng (12) said.

### ENGLISH 12

English teacher Dr. Adam Casdin's



Courtesy of Dora Barlaz



Courtesy of Adam Casdin

Left to right: Ben Shapiro (12) and Grant Kaufman (11) present at the Met to eighth graders; The AP Environmental Science class visited the New York Botanical Gardens (pictured) this past Wednesday; English 12 elective poses after visiting the MoMa.

## CC uses new initiatives to unify student body

CAROLINE GOLDENBERG  
*Contributing Writer*

The Community Council (CC) has been working towards initiatives to unify the student body, hold more ongoing discussions regarding diversity, and reflect upon division-wide needs.

The council is working towards bringing forth measures to connect the school in order to "bring together the community," CC Secretary Daniel Lee (12) said.

The CC aims to hold more discussion-based meetings this year and maintain a sense of unity among students, especially following the backlash the controversial video released by the Student Body Presidents (SBPs) last year, CC Chair Gabi Sheybani (12) said.

The CC hopes to involve more club representatives and students from outside the council in order to gain suggestions for what the student body would like to see, CC representative Janvi Kukreja (10) said.

"In past years, the CC hasn't always been looked at as a really active body, as something that's really useful to the student body, and I think that Gabi really has worked hard to change that narrative and change the ideals behind that," co-SBP Zachary Gaynor (12) said.

The CC is also organizing a system in which council representatives from each grade randomly survey twenty people from that grade to receive ideas for initiatives, Sheybani said. CC representative Jeren Wei (10) has already begun to work on this new system.

One improvement the CC has already put into effect this year is providing free tampons and pads for female students in restrooms.

"It was something that came to the attention of the community towards the end of last year through Record editorials," Sheybani said, "so the CC decided to approach Mr. Jensen and Dr. Kelly and discuss this topic."

The school community often has a "short term memory" when it comes to remembering what the CC has done for the school, as they've achieved many things the school has become accustomed to, co-CC faculty adviser Maria del Pilar Valencia, said.

The CC wants to keep conversations running for longer periods of time after these events, she said. The council will be holding an open meeting with the Office of Diversity next week to discuss plans for Unity Week.

CC representative Jude Herwitz (9) is working on an initiative to put printers on each floor of Tillinghast.

Other upcoming projects for include obtaining discounts on dining areas down the hill, improving the affordability of senior prom, and increasing the accessibility of Ask-a-Grad, a program allowing upperclassmen to get in touch with the school's alumni who now attend universities students may have interest in.

### Election 2016

A closer look at the school's take on the Presidential Election.

See *Election Insert*, Page 3-6

### Bring honor (band) to us all

Students perform in the first Independent School Honor Band Concert.

Arts, Page 2

### How to react to sexism

Honor McCarthy (11) discusses how society forces women to change the way they act when faced with sexism.

Opinions, Page 6

### Shootin' and scorin'

Girls Varsity Soccer was named Ivy League champions and are advancing to NYSAIS semifinals.

Lions' Den, Page 7

# Students perform in interschool honor band

LYNNE SIPPRELLE  
Staff Writer

The first annual Independent School Honor Band Concert, featuring a variety of pieces performed by private school students from throughout the city, was held in Alfred Gross Theater last Saturday.

The concert was organized through the Independent Schools Music Association (ISMA) by a band director from the Berkeley Carroll School, music teacher Michael Bomwell said.

Its purpose was twofold, as an opportunity for dedicated student musicians to play in a selective ensemble at a high level with their peers at other schools, and as a way for music teachers at these schools to combine their resources, strengthen their music programs, and learn from each other, Bomwell said.

The band directors in the ISMA invited John Mitchell from DeMatha Catholic High School to conduct the honor band because he had taught several of them when they were students, Lorenzo Hess (10) said.

In total there were around 60 participants selected by the band directors of their schools, Bomwell said. Mitchell chose seven pieces written by a variety of composers for them to play.

"Minuteman" was Cindy Kaiser's (10) favorite. "It was just a fun, happy little piece," she said. Kaiser played piccolo on Minuteman, although she played flute for the majority of the other pieces in the concert.

"I really enjoyed my experience," Kaiser said. "I think it was a really great way to meet new people who share the same hobbies as you."

Nick Kierstead's (12) favorite piece was "Procession of the Sardar" because he remembered playing it in eighth grade. "It was interesting coming back and seeing things from another perspective as a senior in high school with a different set of people," Kierstead said.

"Procession of the Sardar" had a catchy melody and a Middle Eastern modal sound that set it apart from the more traditionally arranged pieces the band played, Kierstead said.



Abigail Kraus/Staff Photographer

**ALL TOGETHER NOW** Students from several schools perform in the Honor Band Concert.

said.

"It had an interesting set of percussion instruments that set the pulse throughout the piece, but also provided a certain exotic flavor that you don't traditionally find in a March. There were some nice, light woodwind interludes in the middle section, as well other moments where brass just got to belt out the melody in unison and momentarily overpower everyone else."

The students playing in the band all traveled to Packer Collegiate in

Brooklyn to rehearse with the rest of the honor band for two and a half hours on Friday night and six hours on Saturday, Kierstead said.

At the first rehearsal, the band started to get to know each other and hear each other's sounds, but by the second rehearsal they had a better grasp on the music, and it started sounding more cohesive, Heath Bleustein (11) said.

The school sent about eight or nine students to contribute to the honor band, Bomwell said.

"I thought about who I would want to represent Horace Mann as musical leaders of our ensemble," Bomwell said. "They're students that I really feel have all of the good qualities that I'm trying to cultivate in our program—students that I knew would put the time in to prepare the parts."

"I had a very positive experience because I was able to witness for myself the power of an amazing conductor and so many talented performers," Edward Ahn (10) said.

For Hess, it was the largest band he had ever played in. The band's size meant that multiple students were playing each type of instrument, allowing the band directors to assign different parts to students and the audience to hear each of the instruments if they listened closely, he said.

"I hope the students were inspired by being a part of the honor band and that they can bring some of that back into our ensembles at Horace Mann," Bomwell said.

## Middle Division assembly teaches students about the adolescent brain



Abigail Kraus/Staff Photographer

**ARE YOU SMARTER THAN AN EIGHTH GRADER?** Students test their memory in an assembly on Thursday

JUDE HERWITZ  
Contributing Writer

Middle Division students attended an assembly on Thursday about the teenage brain hosted by Middle Division history teacher Eva Abbamonte, and Head of the Middle Division Robin Ingram.

Abbamonte started the assembly by quoting Albert Einstein: "The world we have created is a product of our thinking. It cannot be changed

without changing our thinking."

Abbamonte proceeded to give the attendees three "brain challenges," to assure that the audience remained engaged, she said.

From there, the assembly was divided into three major parts: how the brain works, what is special about adolescent brains, and how students can maximize the performance of their brains.

Abbamonte focused on the tips section and explained how eating

well, drinking a lot of water, and managing stress levels help to maintain a healthy brain. Ingram followed with a basic lesson about brains, and the two then spoke together about the specifics of the adolescent brain.

Sullivan Smith (8) found the assembly, specifically learning about how his own brain works, very informative and helpful, he said.

I can now make sure that my work habits, sleep, and nutrition help the

health of my brain, Smith said.

Both Abbamonte and Ingram have long been interested in neuroscience and they both want to inform students about their brains so that they can recognize the importance of mental health, specifically in school.

I have always been fascinated with how neuroscience informs our understanding of learning and thinking, Ingram said.

Ingram supported educators'

attending various conferences and workshops focused on brain development and encouraged Middle Division teachers to go. These events gave her and Abbamonte the chance to begin talking about hosting an assembly.

Abbamonte believes that different students learn and synthesize information in different ways, and having the students understand that fact was one of her motivations behind this assembly, she said.

"I have always felt that as an educator, I am really an information processing specialist," Abbamonte said.

Abbamonte first learned about the brain and brain development while obtaining her education certification, where she was required to take a certain number of psychology courses.

When Ingram became the Head of the Middle Division, she immediately began to focus on the brain through a broader initiative on what makes adolescents different from adults and from younger children.

"Kids' understanding how their brains work just makes their brains so much more powerful," Abbamonte said.

# 2016

*Which candidate do you support in the 2016 presidential election?*

## PRESIDENTIAL ELECTION

*Confessions of a first-time voter: Trump, Johnson, and Clinton supporters share their perspectives*



"I think he clearly has passion," Robert\* (12), who will be voting for Donald Trump in next week's election, said of his chosen candidate. "You need to want to win. Hillary's such a monotone, scripted politician, but Trump's not fake – he actually wants to help America."

Robert, who is a registered Republican, agrees with most of the party's economic and social platform, he said. "I'm voting Republican all the way down the ballot - I feel like the political party is a community, and I'm supporting that."

Robert is voting Trump for three main reasons: his views on Israel, his economic policy, and the fact that he is not Clinton.

As both Jewish and Republican, US support for Israel is crucial to Robert. "Israel is a democracy surrounded by

a bunch of non-democratic countries, which makes it important, but also it's the home of the Jews." Being Jewish gives Robert a special connection to Israel, he said, and he strongly believes that the land should be its own nation.

Robert also supports Trump's plan to lower taxes.

Finally, Robert's dislike of Hillary Clinton has pushed him to stand with Trump. Clinton's past experience in office "has led to cheating, deception, and corruption," he said.

However, Robert doesn't deny that Trump has said some "bad stuff," he said.

"If there were a better Republican candidate, I'd be supporting him more; I liked Rubio better than Trump, but I'm going to support my guy," Robert said.

"Sometimes you've just got to take a risk."

The media's treatment of Trump throughout the election cycle has frustrated Robert. "Pretty much every source is totally biased against Trump."

Robert requested anonymity for this article "not because I'm scared of being judged by my peers, because my friends know that I support Trump, but more my teachers. I don't want to receive all the backlash," he said.

"The community prides itself on being open and inclusive, so why shouldn't they extend their diversity and tolerance from social, economic, and ethnic differences to political ones?" Robert said.

"Once he wins, then I'll wear a Trump shirt to school," Robert said.

~ELLA FEINER/Staff Writer



John Huddleston  
**GARY JOHNSON**

John Huddleston (12) will be voting for Libertarian nominee Gary Johnson as the next president of the United States. Although Huddleston is a registered Republican, he will not be voting for the Republican nominee Donald Trump due to Trump's poor temperament, he said.

"I do not believe he would have the self control to handle tense situations," Huddleston said.

Huddleston originally supported Florida Senator Marco Rubio whom he saw as being a "modern republican candidate" who "embraced conservative economic values."

However, when Trump won the Republican nomination, Huddleston began supporting Johnson because he

found that he agreed with most of his stances on non-interventionist foreign policy, marijuana legalization, and preservation of civil liberties, he said.

From first hand experience Huddleston has had with the government, he began to support a platform that advocates for a smaller government.

"One of the most recurrent patterns I have seen is the inefficiency and wastefulness in our government... A smaller government as suggested by the libertarian platform seems more reasonable to me," Huddleston said.

Huddleston never supported Democratic nominee Hillary Clinton during the election cycle. Along with disagreeing with most of Clinton's

platform, her "untrustworthiness" is one of the key reasons why he cannot vote for her, he said.

It's important that people understand that there are conservatives voting for a third party candidate because they are upset about the two choices they currently have, he said.

Huddleston believes that by voting for a third party candidate, he is not buying into a system that he does not agree with. "I think it is apparent that we need to break this two party system so that we aren't brought to situations like these. I am hoping that voting for a third party candidate will help to break this system and lead to a more prosperous America."

~SARAH SHIN/Staff Writer



Ananya Kumar-Banerjee  
**HILLARY CLINTON**

"I think coming from an immigrant background definitely influences my political views," Ananya Kumar-Banerjee (12), who will be voting for the first time next week, said. "My parents didn't start out rich. I can go to Horace Mann now, but my parents couldn't always afford this, so my parents are very much the personification of the American success story. Immigration is something that's really important to me," she said.

Kumar-Banerjee, who will be voting for Democratic candidate Hillary Clinton, has volunteered at Clinton's campaign headquarters and supported Clinton throughout the primaries, she said. "Pretty much as soon as I knew she was running, even before that, I knew I was voting for her," she said.

"Having gone through several different spheres of economic class in my lifetime, I understand the importance of access to resources, a living minimum wage, and adequate health care," Kumar-Banerjee said.

Clinton's gender and response to sexism have also influenced Kumar-Banerjee's perception of her.

"She's been attacked by Trump supporters who don't trust her, but as someone who did Model UN and has done a lot of public speaking, I have experienced the idea that you have to act a certain way and present yourself a certain way as a woman," Kumar-Banerjee said. "When people say that they don't trust her, it's because that's the message they've been fed – and being a woman plays a big part

in that."

However, Clinton's gender is "not a tipping point issue" for Kumar-Banerjee.

Immigration, trade, climate change, and

military policies played major roles in her decision, she said.

"As one of the largest and most developed countries, we have a responsibility to help during large crises."

Though Kumar-Banerjee does not agree with all of Clinton's policies, she still supports the candidate. "I think what's important to remember is that a candidate is not supposed to be perfect. You need to be with the person who represents the majority of your views, and that's a compromise you have to make," she said.

~ELLA FEINER/Staff Writer

# LOWER DIVISION

MAHIKA HARI & NATASHA POSTER  
Staff Writers

The Lower Division has the difficult task of educating their students as much as possible about current events in a developmentally appropriate way, Head of the Lower Division Deena Neuwirth said.

"We have students between the ages of five and 11," she said. "Therefore, we always keep in mind what makes sense for our youngest students, our oldest students, and the ones in between."

This particular election "is difficult for children of this age to understand, so what we are really focusing on is the process of election and what that means," Fifth Grade Team Leader Sandra Rubenstein said.

"It is very important to give our students a foundation to build their political opinions upon," fifth grade teacher Nancy Morell said.

The main areas of focus are steps of the US election process like declaring intention to run, primaries and caucuses, political party nominations, presidential debates, and the election, she said.

"I don't think any discussions at school should be about the candidates or take any partisan sides, of course," Annie Wells P'25 said.

The school should certainly explain the primary process, the difference between a popular vote and an electoral vote, and why it is such an important right to be able to

cast a vote, she said.

"Like any topic we study, in any grade at HM, it is important to give our students all the tools they need to thoughtfully digest and interpret the information at hand," Morell said. "However, it is important to respect that not every student is developmentally ready to interpret the complexities of the current election."

"In all of the classes, the teachers are speaking to the children about the power that each vote holds," Neuwirth said. "We want to make this idea tangible and real to them by holding our own election here at the Lower Division, complete with a voting booth which is housed in our dining hall."

Each student will receive a ballot



LD students vote for their favorite pet at a voting booth set up in the cafeteria

to vote for the animal they want to adopt, and the fifth grade math class will then tally all of the votes, Rubenstein said.

"In the process, the students are learning that each of us has a voice, and each of us has a choice based on the information we are getting," Rubenstein said.

"Our students are aware of the world around them, and it is our goal to help them sort through the material they are presented with," Morell said.

"I think if the election is discussed in factual terms, it is an acceptable subject for children to learn about in grades three and up," Alyssa Au P'25 said.

The Lower Division was warier of approaching the specifics of the election with their students because of some inappropriate content but is actively engaging the students in current events. Rather than focusing on this year's actual candidates, the faculty is providing the students with a knowledge of the US election process as a whole, Neuwirth said.

"In general, a lot of what has been happening during this particular campaign may not be appropriate to have discussions about with this age group, and we have to be sensitive to that," Rubenstein said.

Although students may want to discuss the election, classes do acknowledge and validate opinions and talk about being respectful of one another's views, she said.

"We want to empower our students to understand their voices and opinions matter and that every vote really does count," Neuwirth said.

# ACROSS THE DIVISIONS: NAVIGATING ELECTION DISCOURSE

## MIDDLE DIVISION

MAHIKA HARI & NATASHA POSTER  
Staff Writers

While political discussion is central to student life in the Upper Division, the Middle Division takes a more cautious approach so no students are left out.

The History Department "certainly feels an obligation to discuss the election, but we have been waiting for what we thought was an appropriate way to do it," Middle Division History Department Chair Eva Abbamonte said. The department's policy is that if a student brings the election up, teachers will talk about it, she said.

"The way we are covering this election is very different than what we have done in the past, and because of some of the issues having to do with the character of the candidates, we have been reluctant to do some things that have been done automatically in the past," Abbamonte said.

"We didn't feel that some of the language was appropriate, and we didn't know how some of our students would process it if they were not watching with their parents, so this was tricky for teachers," she said.

However, many students were assigned to watch the debates as homework, Abbamonte said.

The History Department developed a lesson for the seventh and eighth grades where students were given a random issue from the debate, and their homework was to summarize the issue in three sentences being as unbiased as possible, Abbamonte said.

"I think that it is important for kids our age to get to learn about politics because for me, I am going to be able to vote in the next election and I bet a lot of other kids around my age will too," Ben Chasin (8) said.

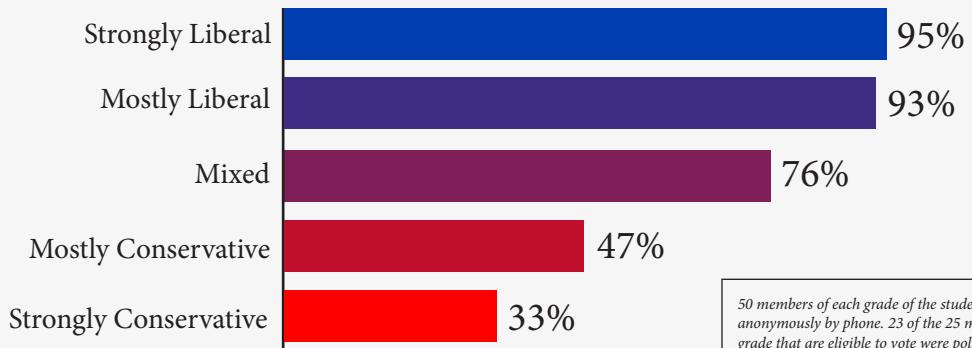
We are trying to avoid students' being "trampled" for having differing opinions or lack of knowledge on



Which candidate do you support? (faculty)

█ Poll conducted in April, 2016  
█ Poll conducted between November 2-3, 2016

Do you feel that your political viewpoints are welcome at the school?  
(student body)



50 members of each grade of the student body were polled anonymously by phone. 23 of the 25 members of the senior grade that are eligible to vote were polled anonymously by phone. A faculty poll was sent out via Google Forms; 68 faculty members responded.

## From across the pond: reflections of a British student

A question & answer session with Thea Godding, a secondary school student at Malborough College

Have you ever discussed the 2016 US election during an academic class? How was the election brought up? Where did the discussion lead?

The US election was brought up a couple of times during my philosophy class last academic year. I'm not entirely sure how it came up, but the conversation was mostly focused on the absurd things Donald Trump was saying. At that point, Trump seemed to be doing well - it was June/July, and I think that we were all a bit concerned. This, combined with the fact that we had recently left the EU, caused us all to worry about what was happening to the world. We thought that the people voting for Trump in the US seemed to be feeling the same sort of anger and desire for change as those who had voted 'leave' during Brexit.

How have discussions you've had about the US elections differed from discussions about British elections?

The discussions have had both

similarities and differences. Firstly, people knew a lot more about the British election than they know about the American election: there are plenty of people at my school that know close to nothing about the American election. That being said, in both elections there was clearly a more mainstream candidate - in the British election it was David Cameron and in the American election it is Hilary Clinton. However, due to the fact that there are more parties in the UK, there were more debates among a wider range of perspectives: strong conservatives, liberal democrats, and the occasional labour party supporter, as well.

Have you ever discussed a US election in school prior to this presidential election?

When I was 8 or 9 years old, I remember having an assembly where we learned about Republicans and Democrats by watching our teachers

dress up as elephants and donkeys.

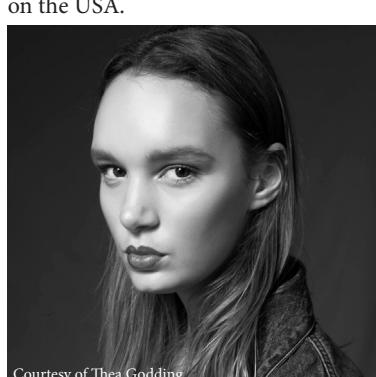
How do you perceive the candidates in the election?

Hillary seems to be discussed a lot less than Trump; she seems to be the clear choice simply because she isn't Trump. Unfortunately, however, it seems as if her policies are lost because everyone just focuses on something unbelievable that Trump has said. I don't think people trust Hillary, but they don't dislike her. Many people here are excited at the prospect of having a woman in charge in both the UK and the USA at the same time. There are almost no Trump supporters that I know of at my school, and no one says much about him other than that he, and everything he says, is crazy.

Do you feel that your perception of the candidates and election as a whole has altered your perception of the US? How?

I find it slightly concerning that the US elective system could result

in someone like Trump having the opportunity to be president of such an influential nation. That being said, the UK just went through something similarly crazy - leaving the EU - so these things can happen. With the context of a similar event happening here in Britain, the election hasn't particularly changed my perspective on the USA.



Courtesy of Thea Godding  
Godding reflects on her perception and experience with the US election system

## Elections through the eyes of a British student

REBECCA SALZHAUER  
Staff Writer

No other election year in her personal memory and experience at the school has been like this one, history teacher Dr. Elisa Milkes said.

The election, coupled with its media coverage, has drawn the undivided attention of students at the school, eliciting different responses.

It is clear that the election is on students' minds, and they are looking to have discussions about it, US history teacher and Dean of the Class of 2018 Dr. Glenn Wallach said.

"Some students feel bitter due to the particular divisiveness of this election. Some pay more attention because of that. Some feel exhausted by what has become a very long campaign; they are sometimes pessimistic and worried,"

political issues, Abbamonte said.

The History Department has subscribed to New York Times Upfront, a children's magazine including many articles about the election, which became the basis for discussion in sixth grade history classes, Abbamonte said.

Matthew Aponte (7) has touched on the election during history classes in varying degrees.

"The candidates are setting an example for children, and we should be able to express our thoughts about all the things said," Aponte said.

Many middle schoolers have a lot of information about the election but may lack the maturity to listen to each other respectfully, Abbamonte said.

There are kids who already have their own opinions, while others are very uninformed about current political issues but are starting to develop their own opinions, she said.

"I do wish we spoke more about it in school because it's interesting, and I like hearing about current events," Kate Bown (8) said. An advisory period or assembly would provide good opportunities to focus in on the election, she said.

Samantha Blackman (7) reiterated this idea of utilizing homeroom time, as there are fewer people in the room.

"This would help us become more involved, and it would be beneficial to hear other students' points of view," she said.

On Election Day itself, Middle Division history classes are going to focus on the actual process by which a president is elected, Abbamonte said.

As for the results of the election, Abbamonte plans to discuss the outcome with her class but is reluctant to open up the discussion to allow for disagreement, she said.

# UPPER DIVISION

YEEQIN NEW  
Staff Writer

Over the course of this election season, teachers and students have engaged in discussions about the presidential election in the classroom environment.

For many history teachers, the presidential election relates to their course material and is often discussed in comparison to the regular curriculum.

Andrew Newcombe's Political Philosophy classes discuss current events every week and frequently explore the election.

Discussing the election in Political Philosophy is beneficial to the course because the class is currently focusing on Plato's Republic and the formation

of government, Cameron Chavers (11) said.

Newcombe actively tries to incorporate discussion of the election into all of his classes, including Atlantic World History (AWH), because "every presidential election is important, but this one is particularly unique," he said.

In his United States History (USH) and Advanced Placement United States History (APUSH) courses, discussion about the presidential election is a valuable part of the course, history teacher Barry Bienstock said.

"US History, in part, is an effort to make students good citizens and learning about the electoral process is a vital part of what we do here," he said.

History Department Chair Dr. Daniel

Link's USH and APUSH classes "relate what we're studying in the present back to the past as a way to talk about the presidency, federal government, and society," Link said.

Newcombe's students are eager to discuss the presidential debates and election, but "I don't want the conversation to become about bashing Trump or Clinton," he said. "It's more about the issues and the two candidates."

"There has been a lot of language in this election that has been highly problematic, and while it's important to talk about the issues, discussion has to be done civilly and in a respectful manner," Link said.

In history teacher Dr. Glenn Wallach's USH class, he scheduled four days at the start of the year to discuss the election. The class covered topics such as the presidential debates, the electoral college versus the popular vote, and gerrymandering.

History teacher Gregory Donadio has a policy to never discuss politics in his classroom.

"I don't think it's the role of the faculty to take political positions," Donadio said. "My job is to encourage students to think for themselves and weigh both sides of an issue with an open mind."

If an economics-related issue comes up in the election, "we will look at those problems objectively as ideas," Donadio said.

Compared to history teachers, some teachers in other departments tend to stay away from regular discussion about the presidential election.

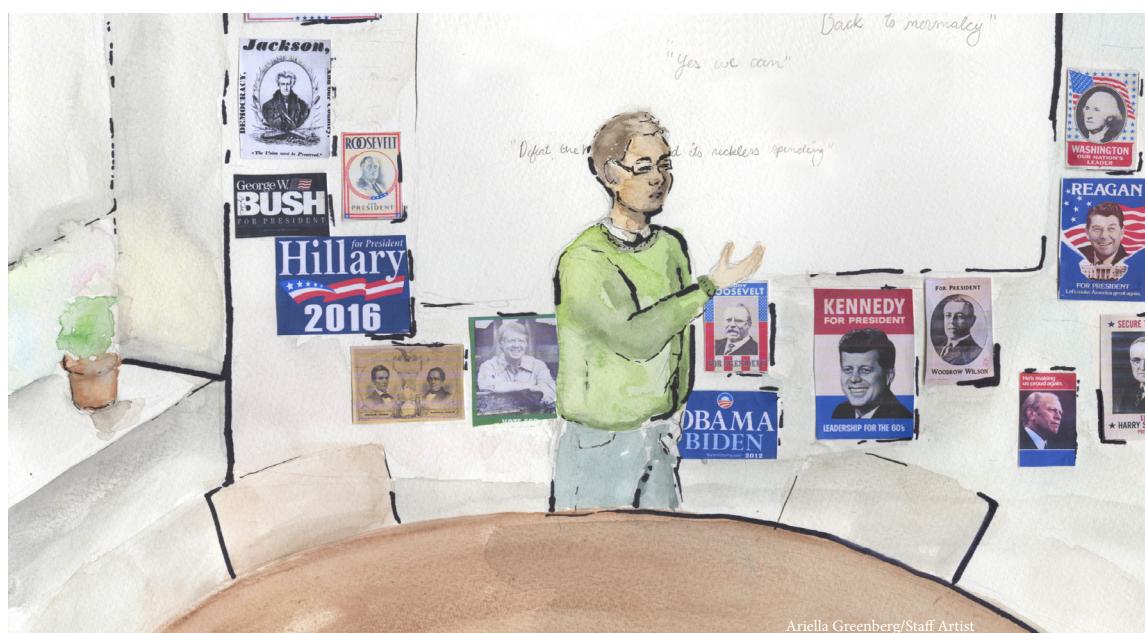
"I don't use literature as a vehicle to talk about politics, but when I see a connection that will help us understand the text, then I will go for it," English teacher Dr. Deborah Kassel said.

For example, Kassel's 10th grade English class discussed the presidential debates in relation to the power of language and rhetoric, Kassel said.

While Kassel is open to discussion about the election in class, she "would be very careful to orchestrate the discussion because there are a lot of personal feelings involved. My goal would be to engage on an analytical basis," she said.

On the other hand, science teacher Michelle Lee has not spoken about the election in any of her classes because it is hard to fit it into her lessons due to the lack of connectivity with material, she said.

The goal of spending class time on the election was "making sense of a confusing situation," Wallach said, and to "provide context for chaotic language and chaotic rhetoric."



*Who are you voting for on November 8th?  
(student voters)*



*Who are you voting for on November 8th?  
(faculty voters)*



*Graphics courtesy of Rachel Lee, News Editor*

## the years: faculty compare

Milkes said, "It's a campaign where a number of lines have been crossed, but it's still possible to see and explain where we are now; this didn't come out of nowhere."

Certain members of the History Department credit Republican Presidential Nominee Donald Trump, as well as the unprecedented rhetoric of these political campaigns, with the differences from previous election years to this year.

"There's been a lot of language in this election that's been highly problematic, and while it's important to talk about the issues, discussion has to be done civilly and in a respectful manner," Chair of the History Department Dr. Daniel Link said.

"What I've found challenging about this election is that Donald Trump is a candidate unlike any other major party nominee in modern history," Link said.

The specific characteristics of this year's election and the ways in

which it has affected the political climate of the school have inspired the History Department to devote class time to facilitated discussion about the Presidential Election, Milkes said.

For Wallach, class discussions similar to those taking place this year occurred after the results of the presidential election in 2000. The election that year was particularly contested, especially once the results of Florida were released.

The upcoming feast of democracy is a great opportunity to talk about the political process and bring the Constitution into the classroom, and to teach about the history of political parties; if people complain about the excesses of rhetoric in today's politics, in the 18th century, politicians were having physical fights," history teacher Barry Bienstock said.

## ELECTORAL COLLEGE

The Electoral College consists of 538 electors. A majority of 270 electoral votes is required to elect the President. Your state's entitled allotment of electors equals the number of members in its Congressional delegation: one for each member in the House of Representatives plus two for your Senators.

Each candidate running for President in your state has his or her own group of electors. The electors are generally chosen by the candidate's political party, but state laws vary on how the electors are selected—and what their responsibilities are.

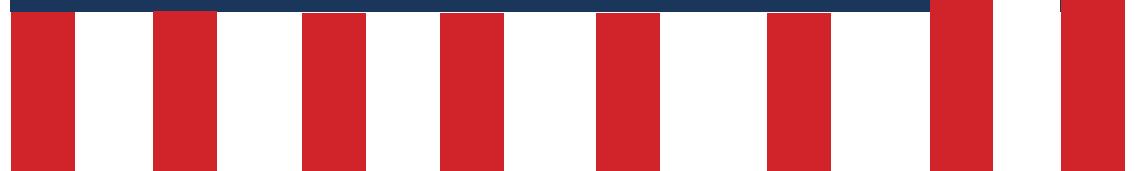
Most states have a "winner-take-all" system that awards all electors to

the winning presidential candidate. However, Maine and Nebraska each have a variation of "proportional representation".

Each state's electoral votes are counted in a joint session of Congress on the 6th of January in the year following the meeting of the electors. Members of the House and Senate meet in the House chamber to conduct the official tally of electoral votes.

If the result of the election is a tie or neither candidate has obtained a majority, the winner is determined by the House of Representatives. Each state has one vote, and the representatives must determine between themselves to whom this vote is cast.

*Courtesy of archives.gov*



# The power in a strategic response to sexism



Honor McCarthy

"Why are you fighting with the boys? You're a great player, but you're a girl. I don't want to see you getting hurt."

As the referee lectured me, I wanted nothing more than to put him in his place. But we had half of a close game left. I couldn't afford to get kicked out, and I didn't want my team to be penalized. So, shaking with anger, I gritted my teeth and replied, "I understand."

In the moment, I didn't combat the sexist remark, not because I didn't want to, but because I didn't think it would have done much good. When you encounter sexism, you need to be strategic in your response. You need to choose the best moment to strike and seek out the best people to engage with.

**EDITORIAL**

## How we silence conservative voices

Identifying oneself as proudly conservative in the school is taboo. Students often gossip about non-liberal political views, believing conservative students to be immoral and out of tune with social issues.

With Donald Trump as the Republican nominee, it seems that conservative students are even more concerned about voicing their political views for fear of association with the polarizing candidate.

Those who support Trump feel truly alienated. The Trump supporter in this issue's election feature chose to remain anonymous is out of fear he will be stigmatized - by his teachers especially - for his political views.

As stated in our Core Values, the school aims to promote and maintain "a secure and healthful environment;" if students do not feel secure in the validity of their political viewpoints among a mainly liberal student body, we fail to uphold the values by which we strive to live.

In classes, teachers sometimes contribute conservative opinions that are not necessarily their own in to stimulate conversation. Proposing alternate views is valuable in encouraging students to step out of their intellectual comfort zones and by acknowledging all perspectives.

A fundamental of democratic society is the acknowledgement of differing viewpoints. Disagreeing with someone's opinion is not an excuse to shut them down. Having uncomfortable discussions helps us develop our own opinions and empathize with other people's realities despite your personal views. We also encourage those with politically or socially conservative opinions to speak up next time - you may be the catalyst for an engaging dialogue.

Sometimes, that means gritting your teeth and waiting it out.

Until ninth grade, I naively believed that sexism didn't affect me. I thought refusing to acknowledge a problem would make it go away. I thought admitting its existence would be caving to it. I thought I should just be better; if I were good enough, I would be untouchable. I've learned that I was very, very wrong.

What happened with the ref wasn't an isolated incident. Another ref checked my nails before a game because "you always have to watch out for girls." Other teams make inappropriate comments in locker rooms. And sexism isn't limited to the pool. As a debater, judges have called me catty, opponents have asked me how I could know anything about sports, and someone said if I "opened my legs," I would win.

One challenge of speaking out against sexism is that women are often beholden to those who oppress them or risk reinforcing negative stereotypes. I sometimes fear being branded as the girl who "can't take a joke," who "hates guys," or who "makes excuses." I worry

that by showing passion, I'll conform to stereotypes of the overly emotional girl or the angry feminist. But I am a feminist! And I am angry!

I couldn't anger the ref, because he controlled the game. But if I played less aggressively to appease him, I would be complicit in legitimizing sexism. And if

*"I worry that by showing passion, I'll conform to stereotypes of the overly emotional girl or the angry feminist. But I am a feminist! And I am angry!"*

I continued to play aggressively, I'd be penalized. It was a lose-lose situation.

But there is a way to handle sexism.

After the incident with the ref, I decided to speak with those who had

power to address it in a meaningful way. I went to my coach and the other school's athletic director.

That referee is never going to ref another game for the Ivy League again, and we're filing a complaint with the collegiate board. More importantly, Coach Duffy led a discussion with the team about it.

Being discriminated against because of one's gender is outrage. It demands a strong response. What I'm learning is that when we encounter sexism, it's okay to throw a fit in private. But we need to channel this frustration into productive action, like starting conversations and preventing it from happening again.

We must carry on despite the sexism you encounter, conceding the battle to win the war. Shouting back stereotypes isn't productive, but working around them is. I think it was better to tone down my aggression in the game to stay in the pool and to change my tone in debate to win the round. If I got out of the water or lost a tournament, those who insist that girls shouldn't be there in the first place would win. Conforming to expectations momentarily allows you

to better address the situation later. One step back, two steps forward.

I'm not alone in this approach. In her interview with Humans of New York, Hillary Clinton articulated that she had "to learn as a young woman to control [her] emotions." She understands that you have to act within boundaries in the short term to break them in the long term, and she is about to be one of the most powerful people in the world.

That is a powerful blow against the glass ceiling. But we have to keep putting cracks in it. And to do that, sometimes you have to grit your teeth and wait for the most productive moment to act.



Kat Snoddy/Art Director

## Boxed in: the harm of premature political labeling



Jenna Freidus

At this school, political discussions are commonplace all over the campus. I am a very opinionated individual and am generally not afraid to speak up for what I believe in, but I do not like to get involved in the political discussions my classmates frequently have.

For the first time in my life, I am scared to voice my opinion on political issues. I'm only 16 years old and haven't had the time to form political opinions I am sure I can stand by. I am scared that if I am forthcoming about any of my political beliefs, I will be placed into a political group that I don't feel I belong in.

Some people might say that this labeling is inevitable. However, my synagogue, a place I always feel welcome, has united the community despite congregants' differences. Depending on their political affiliation, many members of my synagogue disagree widely on Israel's situation.

Since I don't consider myself particularly religious, my synagogue is, to me, simply a community rather than a place to worship and practice Judaism. My temple models how a community can be unified despite

political controversies. During a service over the recent Jewish holidays, my rabbi acknowledged that something that truly divides our temple is politics.

In order to unite the community, the temple has had speakers come to talk about Israel from a neutral standpoint, discussing the well-being of Israel without causing arguments among congregants. Thus, congregants are able to come together and unite over their shared love for Israel, despite their differing political opinions.

When I was a freshman, I would often express my full support for abortion rights. After getting into debates I felt I couldn't win, I started to avoid discussions on this topic. Regardless, my sophomore year, a friend of mine said something to me like "You're a super liberal, right?"

I responded, "Not really, why?"

He said, "I heard you were really into abortion rights."

A year later, I still don't think I would consider myself a liberal. Horace Mann students, and probably students everywhere, often label others for isolated political points they make, putting them into boxes riddled with stereotypes. On account of the negative discourse surrounding conservatives at our school, I've heard whispers from my friends as certain students pass in the hallway: "She's conservative. Did you know?"

Such remarks are met with shocked expressions, and the whispered-about "conservative" receives a new identity that may not be fully justified.

I would argue that almost all of us,

as teenagers, will change our political views in the next few years, and we'll probably keep adjusting our views for the rest of our lives. With that in mind, labeling people as "republican," "conservative," "liberal," or "democrat" based on so little information does nothing but separate and divide the community.

In my math class, following the political assembly a few weeks ago, I learned that many of my classmates feel the same way I do about politics at our school and believe that not everyone feels comfortable expressing their opinions.

After discussing this issue in class, I became convinced that Horace Mann

needs to make efforts, like my temple has, to unite our community despite our disagreements.

We need to learn to listen to everyone's perspective, and we need to stop prematurely labeling students based on individual political opinions they have expressed on a single issue.

We need to acknowledge that most students are still unsure about their political opinions and that making one conservative point does not necessarily mean that a student is conservative on all fronts.



Eve Kazarian/Staff Artist

## The Horace Mann Record

231 West 246 Street | Bronx, NY 10471 | record@horacemann.org | Volume 114, Issue 6

### 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

**Features**

Noah Berman  
Kalli Feinberg

**Lions' Den**  
Alex Cohen  
Sadiba Hasan

**Arts & Entertainment**

Azure Gao  
Joanna Kuang

**Art Director**  
Katherine Snoddy

**Faculty Adviser**  
David Berenson

**MD Club Director**  
Amory Tillinghast-Raby

**Online Editor**  
Joshua Gruenstein

### 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 Sipprelle, Joanne Wang

**Staff Photographers** Amrita Acharya, Amanda Armstrong, Sasha Bader, Iliana Dezelic, Jonathan Edelstein, Eva Fortunato, Jonathan Katz, Abigail Kraus, Freya Lindvall, Tatiana Pavletich, Nikki Sheybani, Joanne Wang

**Staff Artists** Ariella Greenberg, Sofia Gonzalez, Anne Shi, Sophia Schein, Joanne Wang

### 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.

## Girls Varsity Tennis dominates Poly at Ivies



#1 The team poses after winning the League Championships.

JOANNE WANG  
Staff Writer

Girls Varsity Tennis won 5-0 against Poly Prep Country Day School at the Ivy Prepatory League Tournament Championship last Wednesday and ended its season with a 9-1 record.

"We just went out there and played really strong, united as a team," co-Captain Alexandra Mantz (12) said.

The Lions had a close match of 3-2 with Poly Prep earlier in the season, and they were aiming to win by a larger margin this time around, Sarah Finley (11) said.

The match ended with a thrilling tiebreaker between Finley and a girl to whom she lost previously in the season.

"The whole team was cheering her on and there was a lot of energy," co-Captain Mei Ardit (12) said. "Poly was on one side and Horace Mann was on the other. Every time someone scored a point, we would all scream."

The Lions have been playing strategically the whole season, Girls Varsity Tennis Coach Rawlins Troop said. "The girls play it out until they can make a good shot to get the point. They don't throw a lot of points away," he said.

In addition, they learned to play to their opponents' weaknesses, Mantz said. This strategy facilitated Finley's win, Troop said.

Girls Varsity Tennis Assistant Coach Patrick Westoo observed that Finley's opponent had trouble hitting higher balls, he said. Finley used this to her advantage, and that is what ultimately helped her win, he said.

Winning the tournament against Poly 5-0 demonstrates how the team improved during the season, Ardit said.

"We went in knowing that we were prepared as a team to play well," Elizabeth Raab (11) said. However, losing the courts, as a part of the school's major renovations, HM in Motion, and having to commute to Sarah Lawrence College for their practices was a big challenge, she said.

Having to go to Sarah Lawrence prohibited practices on Mondays and Thursdays, limited the time to play, and restricted them to drills rather than matches, Ardit said.

"It really cut down on the simplicity of the overall flow of practice," Mantz said.

Throughout the season, Girls Varsity Tennis Manager Yarden Hahn (12) would practice with the team, Ardit said.

Practicing with someone with Hahn's skill and power was very helpful, and he made practice fun with his humorous personality, she said.

"We really do appreciate him coming with us, especially since he came to our last match. I was very surprised that he would actually want to go because it

was cold, it was a school night, and it was in Queens," Ardit said.

"The season was very successful with a 9-1 record, which is even more satisfying because we had to get over the obstacle of losing our courts," Finley said.

Troop is very proud of the Lions for their flexibility and ability to play smart, he said.

Everyone was already individually strong, and the Lions were still able to improve during their season along with becoming closer as a team, Mantz said.

"Tennis isn't a team sport like soccer or field hockey, but this season has been very different from all the other ones that I've done," Ardit said. "We were able to come together as an actual team where everybody felt included and offered their unique quality."

Ardit will miss the banter that she, along with other girls, have with Troop, she said. "He cares so much about all of us: he's honestly such a dad," she said.

"The tennis program at Horace Mann is a very strong program, and the girls that I get are great players and great kids. I hope that tradition continues," Troop said.

"It's not over yet," Mantz said. Girls Varsity Tennis was invited to the Mayor's Cup Tournament and will be playing at the Cary Leeds Center on Saturday.

## Water Polo wins 8th consecutive League Championships

SAM HELLER  
Staff Writer

For the eighth season in a row, the Varsity Water Polo Team finished off the season as Ivy Prepatory League Champions with wins against Fieldston and Trinity. The Lions had an overall record of 3-6 and lost 6-7 to St. Benedict's Prep in the last game of their season.

"Going into the game, we were expecting a tough fight. The last game of every season is always bittersweet. It marks the end of a great season, but it also means saying goodbye to our seniors," Honor McCarthy (11) said.

Although the Lions ended with a loss, they were happy with their performance, Chris Shaari (12) said.

"We played much better than we had in our first game against St. Benedict's Prep," Shaari said.

In their first match against St. Benedict's Prep, the Lions lost by over 15 goals.

"We clearly showed a lot of improvement and the team as a whole played very well that game," Varsity Water Polo Coach Michael Duffy said.

Many players on the St. Benedict's team practice outside of school, making it a much tougher team to beat than those in the Ivy League Division, Shaari said.

The team has been able to accomplish most of the goals it set out to achieve in the beginning of the season, Duffy said.

"The team bonded, had good sportsmanship, and passed around the ball well," Duffy said.

"It was great to get to see every player have a chance to play and try hard," Shaari said.

The team also grew closer as the season progressed, McCarthy said.

"We started the season with a lot of new faces, and it was really fun getting to know everyone. The varsity team became really close and has felt like a big family," she said.

Nikolas Elrifi (12) and Shaari have both said that they will miss the family-like atmosphere of the team most when they graduate this year.

"I'm definitely going to miss the people. It's a great sport, and I always have a great time," Elrifi said.

"This year of seniors had a really strong presence on the team. We'll miss them as leaders and captains," McCarthy said.



The team congregates at practice.

Courtesy of Honor McCarthy

## Boys Varsity Soccer ends season with 3-2 loss against Poly

SOLOMON KATZ  
Staff Writer

Boys Varsity Soccer lost 3-2 against Poly Prep last Friday in the last game of its season.

The Lions started off strong with an early goal scored by co-Captain Josh Newman (12). co-Captain Merrick Gilston (12) passed Arjun Khorana (11) the ball on the right wing, who then crossed to find Newman near the post.

The Lions then had trouble keeping the ball out of their half of the field. Poly scored three consecutive goals with two in the last few minutes of the first half and one in the beginning of the second.

"We defended pretty well, but Poly was very aggressive and they had a lot of momentum," Nicky Silberman (12) said.

The Lions were able to cut Poly's lead to 3-2 after Michael Davidoff crossed the ball and a Poly defender kicked it into his own net.

The momentum was thrown back



The seniors in the Boys Varsity Soccer Team pose after their last match.

there is still so much to be proud of, Gilston said. Players like co-Captain Ben Harpe (12) showed incredible adaptability by playing completely new positions this season, Gilston said.

The team's greatest strengths were working hard every day and having a fantastic sense of camaraderie, Silberman said.

"I was a part of the Ivy League Championship team two years ago, but this team was still so much fun to be a part of because of how incredibly close we are," Newman said.

The team lost eight players this year, twelve players the year before that, and is going to lose seven players next year. It will be a struggle to recover from that loss, Boys Varsity Soccer Coach Neil Berniker said.

"We lost more games than we won, but that doesn't accurately reflect our work as a team. We improved so much in terms of cohesion and skill," Berniker said.

team in good hands next year. It gave me as a senior a sense of closure," Newman said.

Regardless of the win to loss ratio,

said.

"At the Poly game, a lot of the younger players on the team showed that they are capable of keeping the



Record Sports

# LIONS' DEN

November 4, 2016

8

## Varsity Soccer advances to NYSAIS Semifinals

CURTIS CHUNG

Staff Writer

The Girls Varsity Soccer Team clinched the Ivy Preparatory Championships for the second year in a row and defeated The Packer Collegiate Institute 1-0 in the New York State Association of Independent Schools (NYSAIS) Quarterfinals. The team won every game during their season except for one loss against Dalton, which came after the team won the championships.

Coming into the game against Packer, the girls came "focused and ready to play," co-Captain Taylor Sanders (12) said.

For the first 80 minutes of the game, the Lions kept possession of the ball the majority of the time and dominated, yet struggled to make their shots go in. The team started with extremely high energy and was determined to win. "If anything, our energy increased as the game progressed, which put us in a really good mental state," Jane Frankel (11) said.

"The first 15 minutes of the game went pretty well. We showed we were the dominant team and we took possession of the ball," Sanders said. "We probably had 10 shots in the first half. After, we were frustrated because we were attacking but were not finishing."

With only four minutes of the game remaining, "Maya Scholnick (11)



Taylor Sanders (12) controls the ball past Packer in the NYSAIS Quarterfinals

### Scores

W	JV Girls Volleyball	2	Fieldston	1
L	JV Football	0	Poly Prep	26
L	Varsity Football	21	Dalton	27
W	Boys JV Soccer	1	Poly Prep	0
W	Girls JV Tennis	5	Poly Prep	0
L	Girls JV Volleyball	0	Poly Prep	2
L	Boys Varsity Soccer	0	Dalton	4

The Lions were able to prevent Fieldston from scoring for the rest of the game, keeping the score at 2-0.

While the Lions lost their one game against Dalton 2-0, "the game was a wakeup call," Levy said. The Lions had struggles adjusting their playing styles to match Dalton's style.

With their last game before the playoffs, the team pulled together for a 3-1 win.

Every game, "Jane Frankel had some great saves. The defense did a great job when the other team's offense was attacking us in all the games. Everyone's overall effort was tremendous," Sullivan said.

Over the course of the season, the team excelled at playing as a single unit.

"We have talent in every position. The entire team cares about the welfare of the team. Everyone is willing to sacrifice to help the team," Sullivan said.

The team implements an aggressive offensively-centered playing style with a 3-4-3 formation as the team can trust its three defenders to produce stellar defense.

"We do a lot of flag runs, long passes. Maya has really long runs and is able to run it in. It sets up Olivia and the strikers nicely," Beatrix Bondor (11) said.

The Lions play their next game Friday in the NYSAIS Semifinal game.

## Field Hockey wins Brearley and Chapin Invitational

JONATHAN KATZ

Staff Writer

"While we had a few losses and a few wins, last week was a great ending to our season as we had a chance to use many of the skills we had practiced in the last few months," Bliss Beyer (11) said. Last week, Girls Varsity Field Hockey won two games and lost two games, all by one point.

The Lions played a game against Fieldston that was tied 1-1 at the end of regulation. In overtime, Fieldston scored. On Tuesday and Wednesday, the girls won the Brearley and Chapin invitational. Varsity Field Hockey played a team composed of students from both Spence and Marymount, called Sparymount, and won 6-0 and then against Brearley, which they won 1-0. The season ended with a loss in the last four seconds of a game against Masters with the final score 2-1.

On Monday, the game against Fieldston was extremely close and was the first time all season that the team had played into overtime, Arianna Laufer (11) said. "It was tough because Fieldston played really well and we had a lot of scoring opportunities and didn't finish them as much as we could have," Laufer said.

The Lions scored first and with a strong offense, kept the ball on Fieldston's side of the field for the majority of the game, Devin Kleiner (11) said.

This was Reina McNutt's (9) first game as the starting goalie because the goalie, Bliss Beyer (11), was out sick. "Playing was stressful at first, but everyone really understood that I was nervous and cheered me on," McNutt said. McNutt had only played in one JV game before, she said.

On Tuesday, the second game of the week, against Spence and Marymount was a success with a final score of 6-0 that enabled the team to continue in the tournament, Kleiner said.

Caitlin Goldenberg (10) thought that



Girls Varsity Field Hockey defeats Brearley 1-0

AMIR MOAZAMI

Staff Writer

The long bus ride to Poly Prep this past Friday marked the end of a journey for five seniors on the Girls Varsity Volleyball team.

The game was the second game of the week against Poly Prep. In the first game on Monday, the potent Poly offense overpowered the Lions, winning 3-0. The Lions struggled maintaining defensive positions and rotating, Grace Hill (11) said.

Part of Poly's strength is their ability to find gaps in the defense and hit the ball hard, Lauren Simpson (12) said.

Usually the Lions can mitigate Poly's offensive power with tight defense, but as a result of injuries and absences throughout the season, the team has had to make constant adjustments with their defensive structure, Simpson said.

Dakota Stennett-Neris (10) tends to play on the left side where the strategy is to hit the ball to the players in front of the net. However, she has had to adjust to another position where the ball is hit shallower and higher.



Volleyball falls to the Dalton Tigers in their final home game

In the game on Friday each set was decided by only a couple of points. The team did a great job of moving and passing, Stennet-Neris said.

"It really was not about winning, but having fun in my last game," Simpson said.

One of the positive takeaways from the game was the team's ability to maintain positive energy and remain upbeat, Maggie Brill (11) said.

Negative energy, especially after difficult points, hurt the Lions throughout their 4-11 season. Often, a few mistakes would have a spiraling effect, Simpson said.

After each game this season the team has collectively discussed aspects of the last game that they thought they did well with, Brill said.

Prior to the game against Poly on Friday, the Lions faced the Dalton Tigers. Throughout the game the Lions had trouble with some of their fundamentals, such as serving and moving their feet to get into position for passes and volleys, Stennet-Neris said. The game ended in a 0-3 loss.

of the season.

"The hardest part for me was learning a new position and shifting from right-midfield to center-midfield," Goldenberg said.

The team's coaches, Caroline Surhoff and Jozann Jackson, were vital to the team's success, Beyer said. "Coach Jackson helped us improve on our stick skills and getting us off of the reverse stick and how to improve our defense and Coach Surhoff gave us pointers during halftime and after every game," Beyer said.

This season, the team was excellent at stepping up when other players were injured or unable to play, Surhoff said. "I credit everyone with fulfilling their roles at different times of the season. When others were down, the rest picked them up," Surhoff said.

The seniors were vital to creating a unified team, Beyer said. "In my experience, this was the closest a team has ever been and everyone really improved this season," Kessler said.

McNutt has high hopes for the next year. "I am really excited because we will get 15 new eighth graders and only four seniors are graduating so we will have a huge team with more subs, which will help in the second half of games," McNutt said.