

The Horace Mann Record

VOLUME 114, ISSUE 5

PUBLISHED SINCE 1903

OCTOBER 7, 2016

Basker links American history and literature in workshops

KATIE GOLDENBERG
Staff Writer

Professor of literary history at Barnard College and Columbia Graduate School Dr. James Basker visited the school this past Friday to host workshops for Upper Division students on the intersection of history and literature, including discussions about influential works of poetry and the methods authors employ to incorporate both subjects.

Basker teaches courses on literary texts and their historical impacts, and the founder and president of Oxbridge Academic Programs, which provides high school students a chance to study abroad over the summer.

In addition, Basker is the president of the Gilder Lehrman Institute of American History, which works to design a curriculum that immerses students in the founding era and allows them to create their own forms of creative literature. The institute is currently working as an educational partner with the Broadway musical "Hamilton" to allow 100,000 intercity kids within disadvantaged schools in New York and Chicago to see the show, he said.

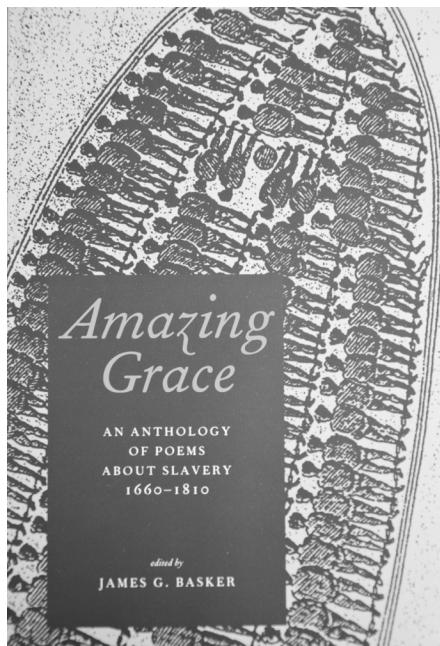
"I've always been interested in how literature matters to people and how it functions in society," Basker said.

"I'm especially interested in how it shapes lives, our imaginations, and how it connects us to each other."

In his workshops, Basker began by discussing the importance of literature, specifically from the 1700s-1800s, as a medium to display historical progress and foster change. With the workshop groups, he then dissected specific texts, specifically poems, and examined how they demonstrate this idea.

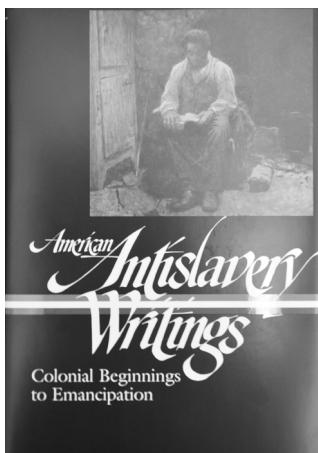
Some texts Basker discussed in the workshops include Robert Southey's "The Sailor, Who Had Served in the Slave-Trade," Hannah and Mary Townsend's "The Anti-Slavery Alphabet," and Emily Dickinson's "Color-Caste-Denomination."

"I particularly enjoyed Dr. Basker's insights into the precision of the language poets choose to use when addressing issues of social change,"



Covers photographed by Sarafina Oh/Photography Editor. "Amazing Grace" cover copyright Yale University Press. "American Antislavery Writings" cover copyright Literary Classics of the United States and The Library of America.

"Amazing Grace: An Anthology of Poems about Slavery, 1660-1810" (left) and "American Antislavery Writings: Colonial Beginnings to Emancipation" (right), two anthologies edited by Basker. Selected works from both anthologies were read in Basker's workshops.



English Department Chair Vernon Wilson said.

"The workshop was interesting because the work he discussed with us was distinct; each piece used different mechanisms to advance the same goal," Honor McCarthy (11) said.

In addition to analysis of written works, Basker also discussed authors and the methods they employed to incorporate history and race, with a focus on Shakespeare.

"I was very interested in Dr. Basker's explanation of the way some of the most genius writers and poets incorporated issues of racism into their works," Abigail Kraus (10) said.

Basker visited the school last spring at the invitation of English teacher Dr. Deborah Kassel. The two met at an Oxbridge Teacher Seminar at Cambridge University, Basker said.

"I was so moved and impressed by Dr. Basker's lecture that I introduced myself afterwards, realizing what a wonderful opportunity it would be for our students to hear him speak," Kassel said.

In his workshops, Basker also compared Lin-Manuel Miranda, the writer of "Hamilton," to Shakespeare

and discussed how both used writing to incorporate and preserve history as well as celebrate language.

"I thought the comparison was interesting; they were both literary geniuses, especially because of their use of different registers of language," Dana Jacoby (10) said.

Out of the many literary texts discussed, one of Basker's favorite works is the poem "Amazing Grace," a hymn written by John Newton in 1779.

"He was a former slave trader, and in the poem, he's expressing his repentance," Basker said. "It's such a compelling voice that's been adopted into a song about being delivered from misery."

Basker hopes that students and teachers learn that literature is never separated from history, and is an extremely significant form of media, he said.

"It's not some little side category of self-indulgence," Basker said. "It tells stories that help us to imagine how other people live and what they care about and teaches us to be empathetic with other people."

Copyright lawyer educates publication editors on infringement

JOANNE WANG
Staff Writer

For the second year in a row, Upper Division publication editors and advisors gathered in the Faculty Dining Room to learn about copyright law at a meeting led by copyright attorney Scott Kareff yesterday.

Kareff works for Schulte Roth & Zabel LLP, the primary law firm that handles the school-related legal issues. This meeting is now an annual requirement due to the importance of understanding copyright law and the Fair Use Notice, Dean of Student Life Dr. Susan Delanty said.

The main message that Kareff wanted to deliver is the distinction between plagiarism and copyright infringement, he said. As long as students state their source and does not pass the work as their own, it is not plagiarism; however, attributing copyrighted material to the copyright owner is not sufficient, he said.

As mentioned in The Record's article "Copyright lawyer tackled plagiarism in student publications" from Volume 113, Issue 2, the event was organized by Delanty to address past incidents of plagiarism and copyright infringement where publications used copyrighted images and layouts without permission.

According to Mannikin, the school year book, co-Editor-in-Chief Kalli Feinberg had some trouble in the past with using emojis and using others' images. From a particular experience with attempting to use one of Hasbro's photos, Feinberg, learned that copyright laws "can be very complicated, especially with certain companies that you're using the images from," she said.

The meeting is necessary for the editorial board of Review, the school's political magazine, along with those of other publications to fully understand copyright laws in order to fully communicate these rules to their writers and editors. Review Editor-in-Chief Lexi Kanter (12) said.

"The integrity of this publication is centered around the fact that we don't plagiarize or take copyrighted material," Kanter said.

For all the school's publications, the Fair Use Notice is now required to be printed at the beginning of all future issues. This legal doctrine states

that material that may or may not be copyrighted is being used in a fair, nonprofit, and educational manner.

The Fair Use Notice allows "wiggle room" for school publications, Delanty said. However, editors and faculty advisors must understand what is and what isn't allowed, she said.

"I find myself very confused about copyright law," Feinberg said. "I don't really know exactly how we fall as a school and a nonprofit publication. The yearbook is only distributed within the school, and the school is paying for it, so I don't understand where that falls within copyright. I feel like it's a very special circumstance."

In addition to the Fair Use Notice, there are also other pre-existing methods that publications use to prevent plagiarism and copyright infringement.

Both Spectrum, the school's science publication, and The Review run writers' articles through plagiarism checkers and require that they list all their sources, Spectrum co-Editor-in-Chief Christie Du and Kanter said. However, Review only lists the source of the images while Spectrum solely uses photos labeled for reuse, they said.

Since Mannikin mostly uses photos taken by student photographers or Mannikin staff photographers, they run into less trouble with copyrighted images, Feinberg said. The company that publishes the yearbook, Jostens, does most of the copyright-checking for them, she said.

Though these measures are already put in place, the meeting is very important in clearing up the confusion around various aspects of copyright rules, Feinberg said.

Prior to the meeting, Kanter was confused about the vagueness of the Fair Use Notice, she said. After Thursday, she attained a better understanding of the statement and knows that although the disclaimer is vague in some aspects, it is always better to err on the side of caution, she said.

Kareff acknowledged this ambiguousness in the meeting by describing the usage of third party content as "squishy," he said. "It is very difficult to tell if what you're doing is fair use in advance."

THE CLASS OF 2020 COMMUNITY COUNCIL REPRESENTATIVES

The Class of 2020's Class Presidents and Community Council (CC) representatives were appointed last weekend. Their one-sentence platforms and goals for the year are here. Reporting by Connor Morris, staff writer. Statements edited for style, length, and clarity.

KELVIN SMITH
CLASS PRESIDENT

I ran for class president with Remy to implement fun activities including spike ball tournaments, cooking contests, and a grade-wide talent show!

CAROLINE SCHERR
CC REPRESENTATIVE

I am really passionate about bettering

my community and wanted the chance to represent my grade and their great ideas.

REMY WU
CLASS PRESIDENT

Having been at the school since kindergarten, Kelvin and I decided to run for class president because we felt that we could create fun activities throughout the year and improve student life by holding a spikeball

tournament and adding more vending machines around the school.

ISHA AGARWAL
CC REPRESENTATIVE

As great as the school community is, I believe that there is still room for change and growth, which I hope to accomplish during my time in office.

JUDE HERWITZ
CC REPRESENTATIVE

I ran for CC because I've seen opportunities for improvements around the school that can be easily implemented, such as putting more benches on the field by the gym.

CHARLES SIMMONS
CC REPRESENTATIVE

What motivated me to run was the opportunity to have a hand in what goes on at our school. Some plans I have for this year include grade-wide

spirit activities and delicious home baked treats. I can't wait for what we come up with.

AMMAN KEJELA
CC REPRESENTATIVE

Considering how many people ran for positions this year, I think that our grade is really interested in student government and needs people who are going to take an active role in student life. I ran to be that voice for our grade.

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Seniors change Facebook names to disguise themselves from colleges.

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A blast from the past

Spotlight on Tony-Award Winning Alumni Ted Sperling '79.

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Shooting and scoring

All about Boys Varsity, Boys Junior Varsity, and Girls Varsity Soccer's recent results.

Lions' Den, Page 8

Did you do the reading?



Jackie Lee

At every level of English class, students are required to read a selection of books compiled by their teacher. Those books then facilitate class discussions, activities, and individually-written papers based on extensive analysis of the passages within the book. Unfortunately, students are increasingly disinclined to read assigned books, and they rely on sites such as SparkNotes and Shmoop for plot summaries and analyses instead.

Not only do such sites leave students reluctant to read books in their entirities, but they also limit the originality of book analyses. Students regurgitate material written by another individual, as opposed to inventing their own interpretations.

A variety of intricacies present in books are lost when students turn to plot summaries.

Firstly, plots tend to dumb down book material to a level that is easy to digest, while leaving out certain details that might have been ambiguous or interesting to a reader; those very ambiguities are what establish a productive discussion, for it is when readers have genuine questions about the material that new meaning is discovered.

Secondly, readers become accustomed to a certain voice, and they are prevented from developing an ability to discern meaning from original texts on their own.

Thirdly, plots and basic analyses by third-party writers may provide just enough substance to sustain a superficial class discussion, but that would suggest that the student is only there to check the participation box on a report card, rather than to grapple with complex material for the purpose of genuinely improving their minds.

Students are increasingly focused on purely the grading aspect of school; the acquisition of knowledge is merely a secondary concern. Due to the competitive playing field for entrance into prestigious

prestigious colleges, students are getting caught up in appearing to be qualified for entry, rather than honestly preparing themselves for college-level education post-entry.

Regarding this dilemma, English teacher Harry Bauld said, "While I understand that the pragmatic realities of student life sometimes may push them to sources like SparkNotes in order to feel successful in class, I reject that definition of success as hollow and empty. Even while I recognize the grade pressures and the achievement pressures that students feel they are under... actually reading a work has real benefits, [such as the] long-term improvement of one's mind and one's humanity."

Students are assigned a sizeable amount of homework each night, and reading is often prematurely crossed off a student's list of things to do because of its reputation

as a time-consuming and pointless task. I often hear my peers complaining about English class in general: "We already speak the language, so why do we have to take English class in the first place?"

Much to the chagrin of my peers, reading and writing are the foremost method used by individuals to develop and exchange ideas, which is why English is such an important course. Therefore, while some students might not want to devote additional time to reading books, I think it is important that we read, because, as Bauld said, "If you are not running the sprints or doing the drills, you're only hurting yourself." Although the challenge of balancing time for both school and other facets of adolescent life is a tough one, reading is the basis for understanding human nature. Sometimes, the drills are worth it.

CAPTION CONTEST



The senior fall predicament



Noah Berman

Earlier this month, I missed school to tour a college I'm considering applying to early. A Saturday visit proved impossible to coordinate with my parents' schedules, and the college did not offer tours on Sundays.

I was left with three options: apply to the school early without touring, don't apply early, or miss a day of school to visit during the week. The first choice, while technically possible, was not an appealing option; applying early decision to a school I hadn't seen in person posed a serious risk. However, not applying to a school solely because I didn't have time to tour seemed equally preposterous.

I wanted to see the school before it was too late, so picking a day of school to miss became a strategic decision as I tried to work around tests and assignments.

Despite ultimately not missing any assessments, missing just one day of school damaged my understanding of the material. As a senior, the majority of my classes move quickly, and missing one day left me considerably confused.

In the week following the day of school I missed, I was up late for nights, religiously studying the textbooks of the classes I missed in an attempt to catch up.

My struggle to find a time to tour is not unique; many of my classmates have or

will miss a day of school this year to visit a college. Touring a school itself, especially when considering early decision, is invaluable. Simply doing research online or going to a school's information session is not sufficient when it comes to deciding where you'd like to spend the next four years of your life. Furthermore, visiting certain schools can sometimes provide a significant advantage in the admissions process if that admissions office tracks demonstrated interest.

The solution to this problem is an easy one and has been adopted by many competitive NYC private schools, including The Spencer School and Columbia Prep: provide a senior college visiting day, a Friday when seniors do not have school so they can tour without missing material the way I did.

While the college tour that the College Counseling Department offers during Spring Break of junior year is a good start to remedying this issue, the tour was too early in the college process for students like me, who weren't at the touring stage yet. Come September, the majority of seniors make their decisions about where to apply early.

For this first round of applications, most schools either restrict where else applicants can apply or enforce binding admission, so it's crucial that students make informed decisions about where they submit early. Often campus visits aren't simply helpful but actually necessary to gain the needed information to make these choices.

By designating a day in September for seniors to finalize their early decision schools, the school would eliminate the problem of seniors sacrificing class time in order to tour and help students make the



Gustie Owens/Staff Artist

EDITORIAL

Deciding our own futures: the importance of college information sessions

Junior and senior year are undeniably difficult because of the college process. In addition to taking the most challenging courses offered at the school, writing impressive college essays, and getting high standardized test scores, upperclassmen are expected to tour a diverse set of colleges to get a feel for the campuses, learn about different types of schools, and demonstrate interest.

Trips to colleges, especially to those that are international or across the country, are both costly and inconvenient during the school year. To save a trip and to get a better sense of a school that they are interested in, seniors attend in-school information sessions to learn about the schools from admissions officers who work at universities from across the country.

College counselors recommend that students who are not "comfortably knowledgeable" about a college, regardless of whether it tracks interest or not, attend information sessions. Seniors can attend these meetings either if they have a free period or if they receive permission from a teacher to be excused from class. However, in certain cases, teachers have questioned the necessity of attending these meetings and have refused to let students be excused from class.

We encourage teachers to understand that students have legitimate reasons for attending these meetings, whether it be because of the prohibitive cost of travel or for informational purposes. Learning as much as possible about the places you may spend the next four years of your life seems more valuable than missing one class.

While the Editorial Board understands that these information sessions can affect class attendance and therefore the progress of the group as a whole, we encourage teachers to empathize with students experiencing the challenging college admissions process. If students believe it is important enough for them to miss class to attend an information session, the faculty should let them. It is on us to deal with the consequences if we fall behind in our classwork.

The college process is stressful enough as is, and we hope that teachers can help alleviate some of our anxiety by making it easy for us to attend 45 minute meetings that could define the next four years of our lives.

The Horace Mann Record

231 West 246 Street | Bronx, NY 10471 | record@horacemann.org | Volume 114, Issue 5

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

Klinsky '15 founds company dedicated to healthcare software

MAHIKA HARI
Staff Writer

Cavan Klinsky '15 co-founded Healthie, an online healthcare software for dietitians and nutritionists, during his first year at the University of Pennsylvania. Healthie allows for its users to run their entire businesses on the platform by putting scheduling, billing, insurance reimbursement, food logging, and telehealth all in one place, Klinsky said.

"I've been interested in business and technology for as long as I can remember," Klinsky said. "Startups are a great mix of the two, and require you to get experience in a wide range of disciplines from programming to sales and management."

Klinsky's long-standing interest in health and wellness coupled with his recognition of a lack of nutritional care in the country and the help of his co-founder resulted in Healthie. "We called up hundreds of dietitians and realized there were no good tools for dietitians and nutritionists. That's where Healthie comes in," he said.

"Healthie does not just help people, but is also becoming a sustainable money-making business," Klinsky said. "I'm most proud when I see our customers grow their private practices and help more people using Healthie. Testimonials and success stories make my day!"

At first, finding and keeping clients was difficult as an unknown startup, but the company spoke to hundreds of dietitians to learn about their dissatisfaction in order to improve on their product, Klinsky said. "It's been great seeing a large increase in both the number and retention rate of users."

Klinsky found himself spending the majority of his time working on Healthie at the end of his freshman year at Penn, causing him to take indefinite time off from his education to grow the company. He works full-time on the day-to-day operations involving technology, product, and the business aspects to a lesser extent, Klinsky said. "It's a lot of work, but it's always varied and interesting."

Rachel Lee (12), who interned at Healthie over the summer, said that Klinsky reached out to her AP Computer Science teacher to find students with technology experience

to help out with Healthie.

Her main role was interacting with clients to educate them about Healthie's benefits and advertising on social media, Lee said. Since the company was relatively small with about 10 staff members during the summer, she helped out in multiple areas. Lee worked with the company's CEO, who also "put on many hats and did things CEOs don't normally do," she said.

Healthie was accepted into the startup accelerator Techstars, and Klinsky was able to meet many other founders through the program, he said. Techstars assists in funding and helping startups reach their highest potential by bringing in successful entrepreneurial mentors, Lee said.

Klinsky hired staff for Healthie through referrals from friends, developer boot camps, and job websites, he said. From the interviews and prior experience, he tried to choose the people with the "best mix of experience, aptitude, and passion for nutrition and health."

Although the company has a small staff right now, Lee sees the company growing and becoming more successful and accessible, she said.

"Having a small staff was really nice because we all bonded a lot and went out for lunches. I got to know my co-workers more than I thought I would, which was really cool," Lee said.

Klinsky encourages budding entrepreneurs to "get your hands dirty," he said. "Books and talks about startups are great, but they don't come close to the experience and knowledge you gain from actually creating something, no matter how small it ends up being." Klinsky had started an unsuccessful company with two other classmates at school during his time here, and he applies things he learned from it every day, he said.

Learning programming is key as well, Klinsky said.

"Whether or not you end up really using it or getting good at it, it helps with problem solving and can make your ideas realities."

"The best part about starting Healthie has been seeing something that I built in a dorm room grow into a platform that is used by thousands across the country and even internationally," Klinsky said.

Sustainability Committee holds first meeting of the year Members tackle range of issues surrounding use of plastic at school

ELLA FEINER
Staff Writer

This past Thursday, the Sustainability Committee held its first meeting of the school year to discuss school-wide green initiatives, such as reducing the use of plastic water bottles and encouraging students to be aware of their ecological footprints.

The committee hopes to focus on "winning the hearts and minds of the faculty and the students," committee co-founder Karen Johnson said. Though the school has a comprehensive sustainability policy that was drafted by former teacher Woody Howard and Johnson, there has been inconsistency in the student body's focus on the environment, Johnson said.

The committee meets once per trimester to discuss new initiatives and objectives. "It's smaller this year and there is some new membership," Head

NOT EASY BEING GREEN This week, the Sustainability Committee met for the first time to discuss a range of school-wide initiatives.

of the Middle Division Robin Ingram said.

This year, the committee hopes to focus on getting students involved in sustainability, Ingram said.

Middle Division science teacher Rosie Leone, who is new at the school this year, hopes to "improve the culture of sustainability and awareness of the many issues we face as a school," she said.

Leone, who served on the sustainability committees of both her college and graduate school, hopes to draw on this knowledge to improve the

AP Environmental Science takes curriculum outside at Van Cortlandt Park

HANNAH LONG
Staff Writer

C through E periods this past Wednesday, the AP Environmental Science class visited Van Cortlandt Park to learn more about the history of the park and its wildlife, including plants, seeds, flowers, and birds.

The students were led on a nature walk by Gabe Willow, a representative

how they live and the reasons for types of behavior," AP Environmental Science Teacher Dora Barlaz said.

"In class, we are learning about ecosystems and the relationship between abiotic and biotic organisms, and this trip gave us context for how the ecosystem works hand in hand with all of its components," Jacob Chae (12) said.

The trip was very detailed and descriptive, Chae said. The class was

"More than ever, nature is under assault. Being with a group of young people who are trying to understand these changes means I have a big responsibility to expose them to more than just book and classroom learning."

- AP Environmental Science teacher Dora Barlaz

able to learn many facts about specific species and plants.

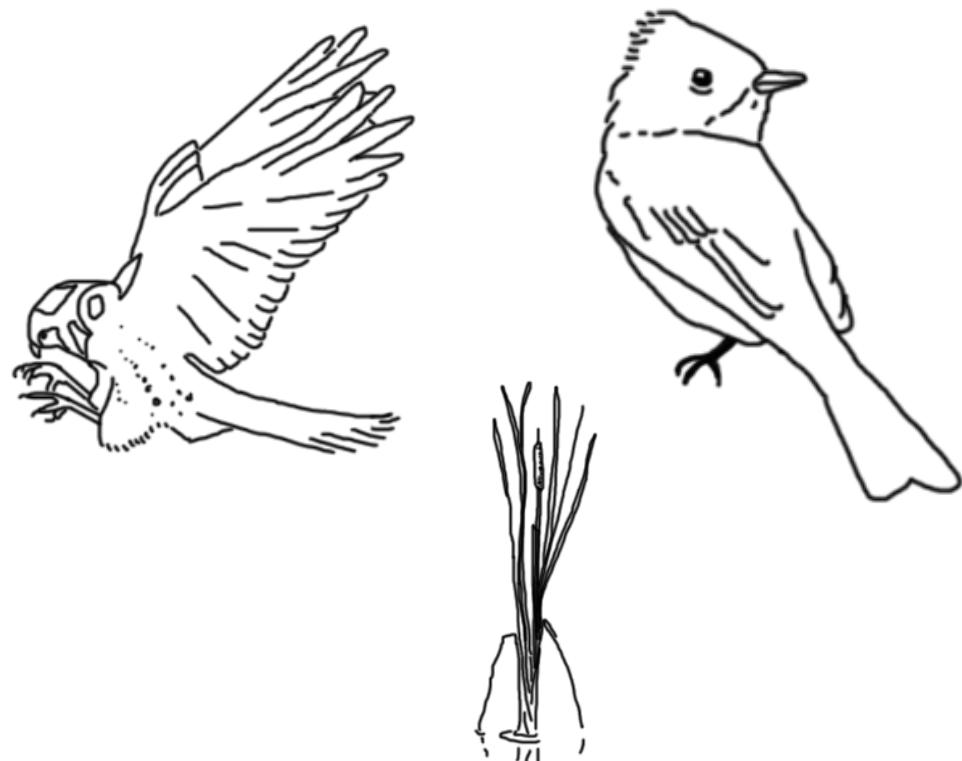
"My favorite part of the trip was learning about the various ways plants disperse their seeds. Specifically with this one plant that when touched, pops open like a spring and flings its seeds to the ground," Jane Frankel (11) said.

It was fascinating that some berries that are poisonous to humans are actually an important source of

nutrients to birds, Zaie Nursey (11) said.

"More than ever, nature is under assault. Being with a group of young people who are trying to understand these changes means I have a big responsibility to expose them to more than just book and classroom learning," Barlaz said.

"To actually see what's going on in a hands-on experience is very rewarding and important when trying to understand the environment," Frankel



Kat Snoddy/Art Director

SOARING, FLYING Clockwise from top: American kestrel, eastern phoebe, cattail plant.



Kat Snoddy/Art Director

such as The Lawrenceville School and Milton Academy, to draw inspiration from their sustainability programs, she said.

"We have an amazing sustainability policy as a school," Johnson said. "The objectives have set a high bar. They're really comprehensive, covering everything from administrative efforts and maintenance efforts to faculty and student efforts."

The school's current sustainability problems are not due to lack of infrastructure, but rather lack of student and faculty commitment to the cause, Johnson said. To correct this problem, she hopes to expand the influence and recognition of the committee.

"I would like us to have the sustainability objectives be a part of each division's faculty meeting," Johnson said, "because we have a lot of faculty whose life habits do not include using the least wasteful option."

school community, she said.

One of these very behaviors is the use of disposable plastic water bottles, Leone said.

The water bottle problem has been at the attention of the school for many years, Johnson said.

"The school has given away free water bottles to students many times, but it's never really stuck," she said.

This year, Leone and Ingram hope to tackle this problem, particularly in the Middle Division. They plan to focus on encouraging students to both use environmentally friendly bottles when

possible and to recycle the bottles that they do use, Leone said.

"To think that as a school we consumed 118,218 one-use water bottles in the 2014-2015 school year is astonishing," Johnson said. "We're talking about the sustainability of our earth."

In addition to working on the water bottle initiative, the committee will work on making the construction of the new building as green as possible, Ingram said.

Ingram and her colleagues have toured other independent schools,

Debunking the myth: Senior Facebook names

Editors' Picks

NATASHA POSTER
Staff Writer

You may have been perplexed by Alexander Hamilton appearing as one of your Facebook friends; don't be, it's just Sam Solomons (12), whose senior name, Alexander Samilton, bears a striking resemblance to the founding father.

With the lack of privacy on social media, it has become a growing trend among high school seniors to change their Facebook names as a way to avoid detection from college admission officers. The new names that they create are usually plays on the words in their names, in reference to pop culture, movies, celebrities, or even names of peers.

However, during the application phase, college admissions officers are not actually searching on social media for the students who apply, Associate Director of College Counseling Elizabeth Pili said. In addition, the information portrayed by social media would not be useful, and it is out of context, she said.

There are so many entry points to find information from social media, whether by name or email or cell phone number, so changing your name would not be effective anyway, Pili said.

According to a poll of the senior class, approximately 30% of seniors believe colleges are monitoring the Facebook accounts of applicants, but many seniors choose to change their names anyway.

Changing your Facebook name is part of being a senior, Ailee Mendoza (12) said. Mendoza's senior name, Mailee Stewart, is a pun on the Miley Cyrus show "Hannah Montana."

"I still can't believe that I'm in my final year of high school, and I want to enjoy it as much as I can and do all of the fun things that only seniors get to do," Mendoza said.

Similarly, Eric Schwartz (12) changed his Facebook name to be a part of the senior tradition more than because of a fear that colleges will see his page, he said. Schwartz's senior name is EatMy Schwartz, a pun on a line from "The Simpsons."

"I honestly don't think I have

anything inappropriate on my Facebook that I need to hide from colleges, so I just changed it as taking part in the fun of being a senior," Mendoza said.

Another aspect of senior Facebook names is changing your cover photo. Many students choose to change these pictures, which serve as a background photo on your profile, to go along with the theme of their new name.

Melissa Sweetwood (12) has made cover photos for many students in her grade using the PhotoCut application on her phone. Sweetwood also made the cover photo for her own senior name, Melle Woods.

The cover photo gives your senior name an extra dimension, Mendoza said. People photoshop their faces onto characters or famous photos that have to do with their names, she said.

"The cover photo is a fun idea because it's usually a funny picture of yourself, and the photoshopped picture helps people understand the significance of your senior name if it's not quite clear," Emily Weinstein (12), whose senior name is EMeLi Ardit, said.

However, 40% of seniors this year chose not to change their Facebook names at all.

Sophia Miller (12) does not have

a senior Facebook name because she has not put thought into changing it, and because she has many friends on the West Coast, where changing your name as a senior is less of a trend, she said.

Lexi Kanter (12) did not change her Facebook name because she has not had time to make a cover photo yet, she said.

Kanter is also friends with many parents of friends and family friends, so she chooses not to post anything that could be inappropriate regardless of if colleges are looking, she said.

According to the poll, over half of the seniors who chose to change their names said that they do somewhat regulate what they are uploading to Facebook because of the fact that colleges may see it.

The College Counseling Office emphasizes being careful on social media, because seniors are also beginning to apply for internships and jobs, so they need to make sure that their online footprint is not doing harm to themselves as they pursue their interests, Pili said.

When Pili worked in admissions, there was an office policy not to search for people on Facebook or social media unless the student's application required it. They may have had online

music or arts supplements or wanted admissions to look at work of theirs on the internet, she said. In that sense, if a college admissions officer is looking at an applicant's website or YouTube, it is easy to stumble upon other forms of their social media, she said.

While student profiles are usually not looked at before acceptance, colleges have Facebook groups that a person in the admissions office creates for accepted students to communicate, and they are monitored by the university officials in admissions and student life, Pili said.

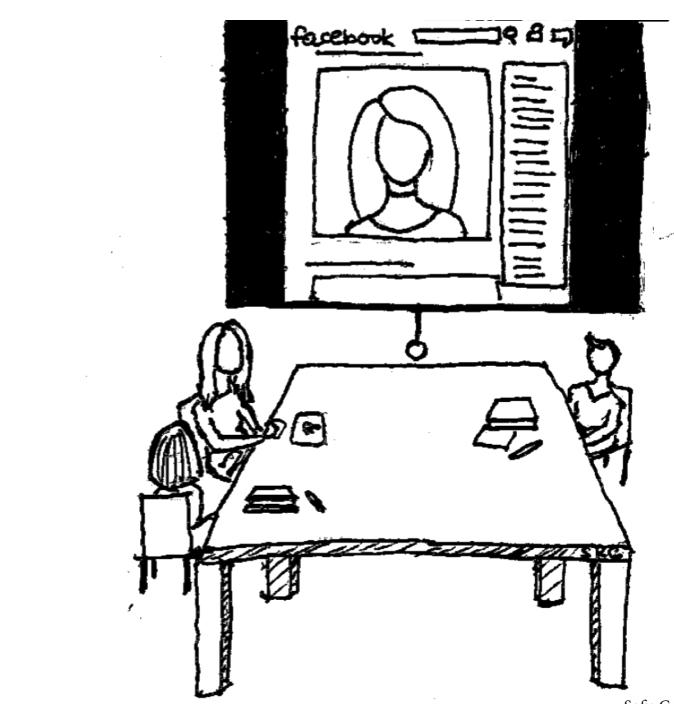
If you follow a university on Instagram or hashtag a picture of it, your account will be seen by someone monitoring the school's social media, Pili said. This person is usually a designated official in the admissions office who sees any time someone posts at the school, follows the school's account, or uses a hashtag relating to the school, regardless of if they are a potential applicant or not, Pili said.

"Within the admissions office there have been new positions developed over the years to monitor social media," Pili said. "They are not only doing this for the marketing side, but they also have access to a number of profiles for prospective and accepted students."

There has also been an increase in social media regulation being a part of the disciplinary committee at many colleges, Pili said. There have been instances of online bullying, misrepresenting the community, and posting inappropriate pictures of others that have required disciplinary action, she said.

"No matter what, you have to be cautious and responsible," Pili said. If a student is interacting with a school on social media, whether in a Facebook group or through a hashtag on Instagram, they have to be careful that their profile is appropriate, she said.

"In so many ways the internet is amazing in terms of what it gives us access to, but at the same time it is frightening that you really don't know who is monitoring it," Pili said.



FACE-OFF Admissions officers review applicants' Facebook pages

Sofia Gonzalez/Staff Artist



Mehr Suri
"IWhip Mehr BackAndForth"



Dahlia Krutkovich
"MatzohDahl Soup"



Matthew Bach
"Dwayne TheBach Johnson"



Caitlyn Tien
"InTentialo Otra Vez"

Headshots courtesy of Mannikin, Caitlyn Tien, and Sarafina Oh/Photography Editor

Dr. Linda Brown cracks code: summers in the NSA

ABBY KANTOR
Staff Writer

While a college student in the 1990s, Dr. Linda Brown worked as a cryptologic mathematician during her summers, making and breaking codes for the National Security Agency (NSA).

The NSA gave Brown top-secret clearance to work on classified projects. Because information is classified according to its sensitivity, the more sensitive the information, the higher the clearance level an individual needs to access the information, Brown said.

"We were told very clearly that we took a lifetime oath to not discuss

the classified material that we were working on," Brown said. "If I were to go back to the NSA and talk to people that I worked with then, we could talk about our projects, but other than that we weren't and aren't allowed to tell anyone about them."

To enforce the secrecy policy, all NSA employees were required to take a polygraph every few years while working at the organization, Brown said.

Applying into the NSA required a rigorous application process including psychological testing as well as interviews with some of its mathematicians, she said.

Brown also went through several multiple-choice questionnaires and background checks in which the

FBI asked Brown's friends and family questions about her.

"I think my friends and family were excited to help, but I was not present when the FBI interviewed them, so I'm not exactly sure what they asked," Brown said. "I think they were primarily interested in determining whether or not you were going to be trustworthy, because you have to keep secrets, and whether or not you had any problems with drugs, alcohol, money, or mental health."

At the agency, Brown worked in a team and programmed for one project each summer.

"The NSA was filled with smart

people working on hard problems," she said.

Brown was able to learn about math and the field of cryptography, and she was impressed by how smart and dedicated all the employees were. "I was also surprised by the renewed sense of patriotism I felt, working for the U.S., but keep in mind, this was in the 90s before the

<HTML> Brown deciphered code for the NSA </HTML>

NSA started doing things that people have gotten upset about," she said, referring to the NSA overstepping its legal bounds of surveillance authority.

Brown had already known students and professors who had worked at the NSA, one of the biggest employers of mathematicians in Maryland, where she lived at the

time. The NSA had a paid program for college students who were math majors, and Brown applied for the opportunity to gain real-world experience, Brow said.

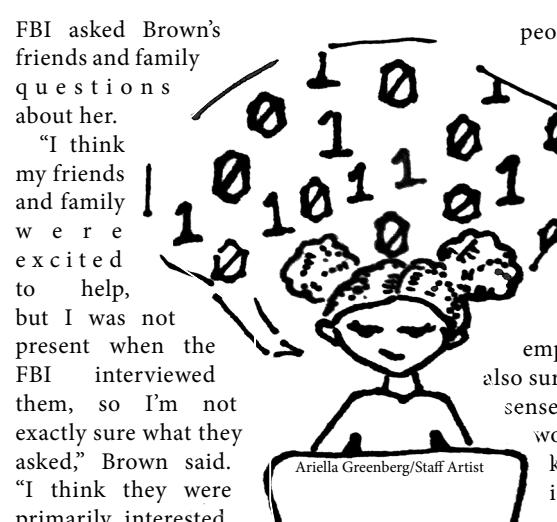
Prior to working at the NSA, Brown had applied to graduate schools in math and philosophy, and after being accepted to both programs, she decided to pursue graduate school in philosophy, ending her career at the NSA.

Although Brown's work at the NSA didn't directly impact her teaching skills, the experience enriched her life, she said. "I would definitely advise students to keep an open mind about career paths that might be unusual and experimental because there are really interesting jobs out there like this one."

National Security Agency

The National Security Agency (NSA) was founded on November 4th, 1952 and since then has worked to stop threats to America through monitoring, collecting, and processing cyber data. They use this data in order to outmaneuver cyber terrorists and anticipate their attacks as well as to make sure that the United States' communication with its allies remains secure.

Adapted from nsa.gov by Samuel Heller, Staff Writer



Ariella Greenberg/Staff Artist

Spotlight: artists over the years

REBECCA SALZHAUER

Staff Writer

A bearded man in an iridescent purple overcoat perches on a horse as the first meek, melodic notes of "Fiddler on the Roof" slide out of his violin. As the steady, confident, lower fiddle joins in, playing the counterpart, Ted Sperling '79, seen from the audience as a bobbing head with a thin, illuminated baton, conducts an upbeat tune.

The score of "Fiddle on the Roof" is particularly important to Sperling, as he saw the original Broadway production as a child and played Perchik, the revolutionary, at summer camp, and later played the Fiddler in a production at the school.

Sperling has performed in the original Broadway cast of "Titanic" and served as the musical director and conductor for numerous Broadway musicals including revivals of "Fiddler on the Roof," "The King and I," "Guys and Dolls," and "The Light in the Piazza," for which he also won a Tony Award in 2005.

"In both jobs, I'm trying to realize the dreams and desires of the composer, as well as serve the vision of the director and choreographer. We're all working together to make something unique and exciting," he said.

When orchestrating, he gets to know the material and learns the direction of the show from the rest of the creative team. He then determines

the scale of the orchestra and begins.

"I like to orchestrate by hand, with pencil and paper, which is considered very 'old school' at this point. But I love to spread out lots of pages, which you can't do on a computer screen. And I like the handmade quality of the work," Sperling said.

"I was immediately impressed with the accuracy of Ted's conducting, and with the way that he was able to show not only the timing of things, but the expression and emotion in each phrase," clarinet teacher Nuno Antunes, who has played in the orchestra pits of multiple shows conducted by Sperling, said.

Before deciding to work on Broadway,

Ted Sperling '79

with him while at the school, said.

Sperling hoped to pursue a career in music, a decision he made in college.

"I always heard music in my head, and it sounded like it would be too contrary to ignore that," he said.

After college, Sperling began to work in both music and theater, but gravitated towards musical theater after playing rehearsal piano and synthesizer in the orchestra pit of "Sunday in the Park with George."

"I loved working in an area where there was excitement and new work, and people were well taken care of. I loved working on something that had more than music involved. It had

acting, design, and choreography," Sperling said.

Sperling developed his passion for music while at the school through extracurricular activities.

He performed with and conducted for both Glee Club and Orchestra. He also performed in the pit and onstage for school musicals, playing roles like Schroeder in "You're a Good Man, Charlie Brown."

Schroeder was the perfect part for him because Sperling was always at the piano, focused on his music, Holly Thomas '80, who performed



Courtesy of Ted Sperling

NAME THAT TUNE Sperling pursued his passion for music through conducting.

in college, Sperling grew up loving musical theatre.

"I grew up listening to all those recordings and singing along to them at home and in the car, and I even saw some of those seminal performances like Rex Harris in "My Fair Lady" and Yul Brenner in 'The King and I,'" Sperling said. This exposure to theatre at a young age helped develop his passion for music and theatre, he said.

With the help of his teachers, who recognized his talent and gave him many opportunities, Sperling was able to further explore his passion for music, he said.

"I had a real fascination with baroque music when I was a teenager. For a bar mitzvah gift I asked my parents to buy me a harpsichord kit," Sperling said.

With the harpsichord kit, Sperling built his own harpsichord, as it was not uncommon to build an instrument, he said.

Since Sperling wanted to practice at

school, his music teacher arranged for the school to buy a harpsichord.

When Sperling was in eighth grade, a school concert planned to feature the orchestra playing "Bach Brandenburg Concerto No. 5," which includes a harpsichord solo. Sperling auditioned for the solo in com

petition against an 11th grader. The music department decided to schedule the concert twice, so each of them could play one night.

"[Playing the piece] was a dream come true for me, and a big confidence builder," Sperling, who still has the recording of the 1975 concert, said.

At the school, Sperling also ran cross country, wrestled, and co-founded the East Wind West Wind club "to bring some of this cultural exchange to the school at large," Sperling said.

"We had no expectation that the club would survive our graduation, but I'm very pleased that it has!"



Courtesy of Benjamin Ades

ON SET Stills from Ades' documentaries on a horse tamer and a taxi driver.

BETSEY BENNETT

Staff Writer

Sweeping views of the Uruguayan countryside and majestic images of sunlit horses draw viewers into the most recent documentary created by Benjamin Ades (12), "Domar: To Tame."

During winter break of his ninth grade year, Ades began his filmmaking career with a study on a Uruguayan architect and designer. Now, he has been featured in 45 film festivals and won seven awards for his three documentaries.

Each of his three films highlights a particular person that Ades finds interesting and lasts about six to seven minutes.

"It's mostly about telling a story visually and in a captivating way about someone who most people would usually not have the chance to meet," Ades said.

He often finds the people that star in his documentaries through his parents' connections in South America.

His first documentary, "Recycled Design," featured a Uruguayan artist who uses recycled materials to make furniture that he then uses in a hotel that he owns.

Next, Ades highlighted a taxi driver in New York City.

Ades' most recent film, "Domar: To

Tame," is a portrait of a Uruguayan horse tamer.

"At the time of the film, I was reading Grapes of Wrath, and I became obsessed with farm life," Ades said. "I really wanted to make a documentary about either a farmer or someone who works with animals."

According to Ades, a striking aspect of the documentary is its visual effect.

Ades filmed most of the scenes during "golden hour," at sunrise or sunset.

"The colors during those times are gorgeous; everything has a warm and inviting glow to it," Ades said. "I also attempted to bring out that warmth in the color grading that I do in post production."

His works have been celebrated in many film festivals, such as the Cannes Short Film Corner 2016, the Seattle International Film Festival 2016, the San Francisco International Film Festival 2016, and many more. In addition, Ades has won seven awards for his cinematography, editing, and documentaries.

Ades submitted his works online to websites such as FilmFreeway and Withoutabox, which allowed him to be considered for film festivals and awards. In some cases, individuals from specific festivals would request that Ades submit his film after seeing it online or at another festival.

Ades believes that he has grown significantly as a filmmaker from his first work to his most recent.

"I think that my visuals improved," Ades said. "My final film was much more poetic than the first one and neater all around."

To begin the filmmaking process, Ades meets with the featured person in his film for a day.

"I usually just talk to them, and do not do any filming," Ades said. "I try to find the story that I can tell, asking them questions and watching them do whatever they do."

Then, Ades forms questions for his subjects and conducts interviews with them, recording with both audio and video.

"I listen to it a couple of times, and try to find a story," Ades said. "I also make a long list of shots that I should get." At this point, Ades films for one to two days and then spends about six months editing his work.

At times, it was difficult for Ades to form a relationship with his subjects. For example, Ades had trouble gathering enough information from the horse tamer in his documentary "Domar: To Tame."

"In my first interview he gave very brief answers," Ades said. "A couple months later, I asked him for another interview, and that time I got much

more passionate answers. You develop a relationship with your subject, and in some cases it takes more work to cultivate than others."

Ades began

showing his work to English teacher Andrew Fippinger as a freshman. "Even at such a young age, Ben made great choices about framing and had a keen eye for color," Fippinger said.

Ades has had an interest in films since he was a child. He watched a variety of movies with his parents and completed a few programs during elementary school.

"The last course I have taken regarding filmmaking was in fifth grade," Ades said. "I mostly learned about filmmaking by myself, from reading about film and cinematography and watching tutorials online," Ades said.

At the school, Ades completed the Art of Film and Film Studies classes to expand his knowledge of the medium.

Ades watches many films to enhance his knowledge of the art. His favorite cinematographers include Roger Deakins, Emmanuel Lubezki, and Sven Nykvist. "I use them to learn more about color and composition," Ades said. "I am always trying to

improve my eye."

Ades is also the editor of Cinemann, a publication at the school dedicated to the cinema. "I think it has been a complement to my love for film," Ades said. "I can express that love through writing."

Over the

Benjamin Ades (12)

summer, Ades began working on a fourth documentary about a female motorcyclist, scientist, and artist who lives in Brooklyn.

"I do not think I will go to film school for college, but I will definitely be taking film classes and continue to make documentaries and meet people that have the same interests," Ades said.

Ades reveals little through the audio in his films and tries instead to embody the emotion of his subjects by using images.

"I don't want to objectively capture what they do, but rather how they feel while doing it and convey it through light, composition, coloring, and of course editing," Ades said.

"I always look forward to seeing more from Ben, and I think he'll be an outstanding professional cinematographer or director some day soon," Fippinger said.

MD learns about climate change through rap at assembly



Baba Brinkman raps about climate change during Thursday's assembly

JANVI KUKREJA
Staff Writer

BaBa Brinkman, best known for his raps on climate change and global warming, taught the Middle Division students about the changes in our environment while spitting beats in an assembly on Thursday.

Brinkman has performed for the school in the past. This time, he presented his album *The Rap Guide to Climate Chaos* at the assembly.

Although the assembly wasn't its typical set up, many students found it more engaging than a normal lecture. "The rapping made it more interesting and fun to listen to, so people paid attention," Haley Watson (8) said.

Brinkman's raps also engaged many students, which encouraged them to participate even more. For one rap about pollution, he called out to the audience to repeat after him, wave their hands in the air, and nod their heads.

Theater teacher Benjamin Posner

invited Brinkmann after seeing his performance of *A Rap Guide to Religion off-broadway* and believed he would be great for the middle school, he said.

"I was stunned at his ability to synthesize so much information into an easily digestible pill," Posner said.

"I also thought his approach to theater and research was so fresh and engaging," he said.

"I learned more about climate change and pollution and in a fun way that I will be able to remember better," Sarah Taub (7) said.

Posner believes it may be more engaging for students to learn about these topics through rap "because it is an art form that is not as entirely foreign to them," he said.

Although Mr. Brinkman is a rap artist, he was invited primarily because he had something important to say and he was inventive in his approach, Posner said.

In addition to performing his previously written raps, Brinkmann

invited students to give him topics to freestyle about, which was one of Taub's favorite parts, she said.

"His approach and ability to rap about the topics of global warming made it more interactive and interesting," Taub said.

One of Watson's favorites was also the freestyle portion. In addition, she felt she learned a lot about what she can do to leave less of a carbon footprint through Mr. Brinkman's raps, she said.

"It was more effective to learn about climate change in this way rather than having a normal lecture because we were all constantly engaged," Damian Stellings (7) said.

Brinkman raps about various topics that have made him recognized worldwide. He has performed his raps at many conferences, assemblies, and festivals around the world. At the moment, he is on tour performing his raps around the country.

A pool of knowledge: 7th graders explore stream at Dorr

LYNNE SIPPRELLE
Staff Writer



During the seventh grade Dorr trip, students got hands-on experience learning about streams and rock types.

After donning waders, the seventh graders broke up into groups of four and spent about an hour and a half making observations of the stream, Myra Singh (7) said.

Shown bottom left, they took water chemistry samples to observe what materials made up the streambed and perform experiments.

"We did a bunch of different measurements like water quality, acidity, and pH," Singh said.

Shown top, students measured the distance across the stream from different locations and its depth, as well as the current's speed in a section of the river.

They even discovered the variety of animals living in the stream's ecosystem, including crayfish and water spiders.

Shown top right, after conducting all of their experiments, the seventh graders drew a sketch of the stream.

"I really learned what makes up a stream," Singh said.



MD Service Learning plans trips for the year

TENZIN SHERPA
Staff Writer

Service Learning Coordinator Caitlin Hickerson is providing opportunities for sixth graders to go to the Kingsbridge Heights Community Center, seventh graders to visit the New York Common Pantry, and eighth graders to help at the Bronx Mercy Center as part of this year's initiatives.

The purpose of these trips is to take what the students learn at school and "provide that service to somebody," Hickerson added.

At the Mercy Center, students help children of grades ranging from kindergarten to fifth grade with homework and at the Kingsbridge Heights Community Center, students help with gardening and the After Care program for children as young as three or four, she said.

However, on Thursday, the Mercy Center trip was cancelled due to a last-minute mix up with the buses.

This year, Hickerson decided to visit the Mercy Center because these eighth graders have not been there before, she said.

Hickerson decided to implement this trip into the Service Learning program because the school has had a long-standing relationship with the Mercy Center and the students enjoy working and helping children, she said.

These trips allow students to spend an afternoon with other students that are younger than them and use the knowledge they have gained through the program to contribute to the Bronx community, Hickerson said.

Hickerson has scheduled events within the school itself, such as book drives, coat drives, and the annual "Souperbowl." "There are a lot of opportunities for students to get involved with service," Hickerson said.

"I think the Service Learning Team wants our grade to understand why service learning is important, and wants our grade to participate in as much as we can," Julia Goldberg (8), said.

"Service learning is what connects what the ideas we learn in school to the needs of the community near Horace Mann," Goldberg said.



MD students help the community at the Bronx Mercy Center

Kat Snoddy/Art Director

Courtesy of Nick DePreter

Girls and Boys Cross Country excel at Mayor's Cup and prepare for the Ivy Championship

Girls XC

SARAH SHIN
Staff Writer

The Girls Cross Country team participated in the Mayor's Cup last Sunday and two Ivy Developmental meets in the past two weeks.

There are four Ivy Developmental meets throughout a cross-country season. These meets consist of teams from the same league and they lead up to the Ivy Championships. During the meet last Wednesday at Van Cortlandt Park, notable runners from the team included co-Captain Blythe Logan (12), Freya Lindvall (11), and Aurora Grutman (11), who placed fifth, 12th, and 20th respectively.

In the Mayor's Cup, which is a citywide event, seven Lions competed. The Varsity team placed fourth out of 21 teams. Logan placed seventh overall with a time of 17:52 minutes for the 2.5 mile race.

Many runners also performed well in the Ivy Developmental meet this past Wednesday, Logan said. Logan placed second in the race, while Grutman and Alexis Bolner (11) also placed within the top 10.

"I wasn't used to the distance because we ran a 5k instead of the usual 4k," Logan said. "I slowed down during the last stretch of the race."

This year, the team grew in size, making it the largest cross country team the school has had in a while, Amrita Acharya (11) said.

"We have strength in numbers because we have one of the biggest teams we've had in probably five years or so. We have so many underclassmen that we didn't have before. We always have enough people to run seven in varsity and seven in junior varsity as well," Logan said.

Some strong underclassmen include Dora Woodruff (9) and Julia Robbins (9), Logan said.

"A lot of the upperclassmen really motivate me to try harder in running because they give it their all whenever we practice or have meets," Robbins said.

In order to prepare for the meets, the team usually does interval training, along with hill training in order to simulate race days so that when the team is well prepared for meets, Grutman said.

The team also focuses on speed, hills, long distance stamina, and switching from high speed to low speed during their practices, Acharya said.

The team can work on stamina during long distances or hills, Lindvall said. However, one of the strengths of the team is that most of the members tend to end their races strong, she said.

Looking ahead, the Lions are hoping to place in top half at the Ivy Championships, Girls Cross Country Coach Meredith Cullen said.

A big strength of the team is the great sense of camaraderie and the team spirit, Cullen said. The team fosters a great sense of unity, Acharya said.

"Honestly, I think we have a very strong team this year. Everyone is very supportive; we're all looking out for each other and everyone is interested in the sport. That in itself makes our team look really good," Acharya said.

"I think some of our overall strengths are that we are like a family. We work really well together, we're constantly there for each other, cheering each other in. We have a lot of great runners this year. All the girls are really great and they give it their all," Grutman said.



Courtesy of Freya Lindvall
Aurora Grutman (11) competes in the Mayor's Cup



Sarafina Oh/Photography Editor
Juniors practice at Van Cortlandt Park

Boys XC

PETER BORINI
Staff Writer

Despite having three meets in a single week, the Boys Varsity Cross Country team maintained its composure and excelled at its meets.

The most intense of the three meets was the Mayors Cup, which the Lions participated in on Sunday. The Mayor's Cup is a competition between students in the Public Schools Athletic League (PSAL), the Catholic High School Athletic Association (CHSAA), and the New York Association of Independent Schools (NYS AIS).

This year, there were 187 boys competing in the varsity race. The Lions performed exceptionally well with co-Captain Justin Burton (12) finishing fifth overall, co-Captain Dylan Margolis (12) said. Burton completed the 2.5 mile race with a time of 14:15. Josh Doolan (11) finished 44th overall with a time of 16:02 and Margolis finished 49th overall with a time of 16:14.

Collectively, the team finished sixth in the varsity race with an average time of 16 minutes.

The team's two star freshmen, Eddie Jin (9) and Masa Shiiki (9), finished first and second overall in the 1.5-mile freshmen race. Jin and Shiiki are tremendously talented and have been fundamental to the team's success this year, Margolis said.

In the Ivy Developmental meet last Wednesday, the Lions ran well, and the whole team showed improvement, Margolis said. Burton finished first overall.

Although the Developmental meets are used for training, the Lions always run as hard as they can,

Margolis said.

"We always run the meets with 100% effort level, which we believe is the best way to improve our times," Margolis said.

To prepare for their season, the Lions initially focused mostly on conditioning. During practices, they completed long runs and hill workouts to get in shape, Doolan said. As the season has progressed, the Lions have focused less on conditioning and more on raw speed. They spent last Thursday's practice at the track doing intense speed drills.

This past Wednesday, the Lions competed in their final Developmental meet of the season at Hackley. The race was one of two 5-kilometer races the Lions participate in, the other being the NYS AIS Championship.

The race at Hackley prepared the team for the NYS AIS Championship with practice on a different terrain and at a longer distance. The team is hoping to improve upon last year's result and finish in the top four at the Ivy Championship.

The team has really come together, Margolis said. "Everyone works hard, participates in practice, and performs well at meets," he said.

"Everyone has a great mindset when it comes to training. Whether it's back hill repeats or a long run, everyone is excited and wants to work hard. Also, the team in general comes to practice everyday, and demonstrates a tremendous amount of dedication," Margolis said.

With only two more races before the Ivy Championship, the team is working hard to shore up any weaknesses they might have and get into peak form, Margolis said.

Water Polo falls to St. Benedict's, dominates Fieldston

SADIE SCHWARTZ
Staff Writer

After a 13-8 win against Fieldston last Friday, the Varsity Water Polo team took a 2-15 loss this past Wednesday against St. Benedict's Prep.

"We were not at our best because we had not been able to practice for over a week," co-Captain Noah Shapiro said. "St. Benedict's Prep was very aggressive, and we underestimated how much of a fight they would put up," he said.

In the game against Fieldston, the Lions came out on top after being down 3-7 at halftime. They scored ten goals in the second half, whereas Fieldston only scored one.

Throughout the game, Honor McCarthy (11) scored four goals, co-Captain Chris Shaari (12) and Lorenzo Hess (10) each scored three goals, Shapiro scored two goals, and William Han (10) scored one goal.

Additionally, Shapiro had eight steals and McCarthy had five.

The Lions had not had a practice since the Friday before Homecoming, so they were out of shape and nervous for the game, Parul Sharma (11) said.

The atmosphere of the game started off weak, but after a mid-game pep-talk, the team was motivated to beat



Lorenzo Hess (10) prepares to pass the ball

Fieldston, Shapiro said.

"Hopefully in the future, we won't get off to slow starts," Head Coach Michael Duffy said. "I think we came in a lot less focused than we should've been after a long week, and the players were very tired."

Despite the slow start, the team played very well defensively, Sharma said.

Offensively, during the first two quarters, "we were not as strong as we could've been," Sharma said.

"Noah, our best shooter, wasn't in hole as much as we would've liked. However, he improved at getting into the hole during the second half of the game."

Donny Howard (9), one of the team's goalies, played very well in

the shallow end and saved most of the goals that were shot at him, McCarthy said.

"Each member of the team contributed to this victory. Whether it was a scoring a goal, making an assist, or cheering from the bench, a real sense of teamwork came through in the second half," McCarthy said.

In the first, second, and third

quarters of the game, Honor got two kickouts. But she bounced back and ramped up her offense. She got many fast breaks and scored four goals.

"The third quarter was really crucial for us because we were behind by a few points during the second quarter and Honor and Lorenzo really did a good job on offense, so it was extremely exciting to have made such a comeback throughout the game," Sharma said.

From a technical standpoint, the team needs to work on shooting — the team's defense is formidable and they are able to set up plays efficiently, but struggle to bring it home with the goal, McCarthy said.

In order to improve in future games, "we need to focus on our ability to swim back fast, so in practice we are going to work on our swimming speed," Sharma said. "Also we want to come up with more plays that we can work on during a game situation, as well as switch between Will, who is the fastest swimmer on the team, and Noah."

"I am confident we will be the dominant team in the league this year if we step up our mental game and hone our technical skills," McCarthy said. "The team needs to capitalize on this motivation from the second the game starts. We need to go in hungry."



Record Sports

LIONS' DEN

October 7, 2016

SCORES

- 10/05 Varsity Water Polo 2 - 15 St. Benedict's Prep
- 10/05 Varsity Field Hockey 8 - 1 Marymount
- 10/05 JV Water Polo 2 - 20 St. Benedict's Prep
- 10/01 Varsity Football 10 - 26 Hopkins
- 9/30 JV Water Polo 6 - 6 Fieldston
- 9/30 Varsity Water Polo 13 - 8 Fieldston
- 9/30 Varsity Field Hockey 1 - 2 Fieldston

8

Girls Varsity Soccer defeats Trinity, Fieldston, remains undefeated

LUTIE BROWN

Staff Writer

The Girls Varsity Soccer team remains undefeated with wins against Trinity and Fieldston last week. The team beat Trinity 1-0 and Fieldston 2-0, making the team's record 6-0 this season.

The Lions played an away game against Trinity last Wednesday and scored one goal against the Tigers in the second half. The players had to steer away from their usual long passes due to the turf field at this game, co-Captain Ashley Codner (12) said. "The ball moves much faster on turf, so instead of sending long passes, we played a more possession-based style where we got a few more touches in," she said.

The Lions' defense kept Trinity from coming close to the net. "As a goalie, I always want to walk away from a game having one or two awesome saves, but in reality, stepping off the field not having touched the ball is the best case scenario," Jane Frankel (11) said.



Ashley Codner(12) helps the Lions keep a perfect record Abigail Kraus/Staff Photographer

The team also implemented a new rule this season, called the "10 Second Rule," where each time a Lion loses possession of a ball or turns it over, her teammates shout out the rule to remind them all to work their hardest for ten seconds and try to take the ball back, she said.

"The team is working to mount

more of an offensive attack. We know the defense can slow down any offense, but the key for us is to possess the ball more and create more chances," Head Coach Tim Sullivan said.

The team played a home game against Fieldston on Friday, and scored a goal in each half, defeating the Eagles 2-0. The Lions had to adjust to the wet

grass on Alumni Field during the first half, due to rain throughout the day.

However, that didn't stop co-Captain Caitlyn Tien (12) from scoring off a header in the first half after a center midfield pass from Sophia Fikke (11). "It was probably one of the most beautiful goals I have ever seen, and it goes to show what can happen with a couple touches and good communication," Codner said.

"I am very happy with the way the team played against Fieldston. Every player on the team was able to contribute to the win," Sullivan said.

The team scored again in the second half with a goal from Maya Scholnick (11), and kept a strong defensive line throughout the game, preventing the Eagles from scoring. "Jane and I are very good at communicating with one another. She had to change her strategy and style of play because of the slippery field, and I made sure to have her back," Codner said.

The team has also adjusted its lineup by playing three players on defense as opposed to the traditional four, which

allows for a stronger offense, Tien said.

"For the first five minutes of halftime, Coach Sullivan stands to the side as we each offer our thoughts on the first half, and ideas on how we can improve," Codner said.

During the halftime of their game against Fieldston, the players discussed ways to not be as overly aggressive as their opponents, and how to play a fair and focused game. The Eagles put up a fight with a center midfielder who handled the ball well, and played a hard game, Codner said. However, she couldn't score on the Lions as they maintained a strong wall of defense throughout the game.

"The team has improved immensely during the season and I hope we can continue to move in a positive direction," Sullivan said.

They are currently first in the Ivy Preparatory League, and are looking to win States this year, Tien said.



Boys JV Soccer trains, as they start off a strong season Abigail Kraus/Staff Photographer

Boys JV Soccer crushes Hackley and Riverdale, falls to Trinity

SANDHYA SHYAM
Staff Writer

The Boys Junior Varsity Soccer Team has had a relatively successful season so far, according to Head Coach Gregg Quilty. The season kicked off with the Lions winning 3-0 against Riverdale and 5-0 against Hackley.

However, the team experienced a disappointing loss on Wednesday at the hands of Trinity. Trinity won 4-0, but it wasn't clear cut match, with the Lions fighting as hard as they could throughout the entire match, according to Quilty.

The team played very well against Trinity, especially in terms of defense. "Trinity, being the best in the league, has a reputation for being pretty offensive," Quilty said. Quilty made some minor lineup changes. "I added an extra guy on defense," Quilty said, opting for a more defensive strategy to combat Trinity.

"Specifically, I sent Jack Harris (9) to guard one of their more outstanding players, and I was very proud of how persistent he was," Quilty said. "We tried, but after the second half when the subs went in everything just fell apart."

Panna Persianis (10) felt more negative about the team's performance on Wednesday. "I do not think the game went as well as it could've,"

Persianis said. "I think this was due to lapses of concentration during it. I've noticed that a lot of times during practice that the team tends to get distracted easily."

"I think a big problem is that there's lots of talent on the team but we can't get into the mentality of the game," Antonio Anaya (10) said.

"We still really fought for Wednesday, so I do not think the score was representative of the game or our performance," Persianis said.

A season highlight was a exciting game against Riverdale on the 23rd, where the teams tied 5-5. The Lions were down 5-0 in the first half in what seemed to be a hopeless game, but then came back aggressively and scored five goals, tying the game, Quilty said. "It was pretty awesome," Jeffrey Chen (9) said.

The team's game against Fieldston last Friday was rained out.

According to Quilty, he's pretty happy with the team this year and that it is lot better than last year's. "There's so much great talent that we may even have too many players; it's hard to let everyone play. Six kids in particular are very offensive," Quilty said. "We have three forwards this year instead of one or two like usual in years' past."

A lot of the players might even be good enough to get into Varsity and

some of the freshmen could potentially be starters next year, he said.

"I think we have a lot of great offense and team chemistry. Also, our midfielders pass really well and quickly," Allen Park (10) said.

Better finishing shots, outside shots, defense game, and just generally being more confident with the ball are some of things the team needs to work and improve on moving forward, Quilty said.

"Soccer is a game of intelligence, but is also physical. The guys need to be more confident when moving with the ball and not be afraid of getting a little physical," Anaya said.

He is still very pleased with the team's achievements so far this season, Quilty said. Especially with the progression of the Riverdale game as well as the Hackley game, which was one of the only times where he witnessed the Lions score five straight goals in a game.

He was also pleasantly surprised to see that the team was able to keep up with Trinity and even make the game difficult for them, showing improvement from last year and that the Lions could potentially reach Trinity's level someday.

"I'm curious to see how we progress as a team," Quilty said. "I hope the rest of the season goes well!"

Trinity, Fieldston defeats Boys Varsity Soccer

SOLOMON KATZ
Staff Writer

The Boys Varsity Soccer team competed against Trinity and Fieldston this past week: the team struggled against Trinity with a 0-8 loss, but gained some control back in the game against Fieldston with a less severe loss of 1-3 on Friday and a 2-1 victory on Wednesday in a rematch against Fieldston.

"It was difficult to keep our focus against Trinity after they scored their first goal early in the game. We started to underplay and eventually lost all our intensity," Daniel Frackman (12) said.

Due to an injury, Frackman couldn't play during the Trinity game.

"It was a big loss to lose Frackman because he is one of our key defenders," Gavin Delanty (10) said.

Trinity managed to control possession of the ball for the majority of the game with a strong offensive presence, co-Captain Merrick Gilston (12) said.

To compensate for their loss, the team made major changes to their formation. During the Trinity game, the team used a 4-4-2 formation. Since that formation didn't work, they tried a 4-2-3-1 formation for the first time in their game against Fieldston, Delanty said.

Players were moved to positions they were not completely familiar with. Gilston, who has played on defense for the whole season, moved up to the attacking midfield position for the first Fieldston game.

"The fact that we didn't get to practice the new formation before the game really shows the team's adaptability and our skill to play wherever and however the coaches want us to," Frackman said.

"The Lions fought with a valiant effort until the final whistle sounded. I'm very proud of their energy and

performance," Head Coach Neil Berniker said.

Like Trinity, Fieldston also scored early, but the lions received a penalty kick quickly after. Co-Captain Josh Newman (12) converted the penalty to tie the score at 1-1, Delanty said.

"Noah Simon (11), our goalkeeper, kept us in the game with some key saves of really tough shots. I'm always confident to have him behind our defense," Gilston said.

According to Frackman, during the second half when the lions were down 2-1, Newman got fouled inside the box. The referee called it outside the box, which lost the lions a penalty kick and in turn a point that would've shifted the team's momentum, he said.

Late into the second half, Fieldston scored another goal after a poorly cleared cross, Nick Silberman (12) said.

"The score line did not reflect our performance. We were the better team, but our weakness in dealing with crosses and balls in the air was exploited," Silberman said.

Fieldston didn't have as many opportunities as the lions because they were forced to be defensive for most of the game. Although the lions scored fewer goals in the end, they kept control due to success connecting passes to each other, Michael Davidoff (12) said.

The coaches want to build off of the game with Fieldston, and continue to play more and more aggressively, Silberman said.

"We will continue experimenting with play styles until we find the recipe for success," Berniker said.

On Wednesday, the Lions rallied after their loss to defeat Fieldston 2-1. For the second time, Gilston was moved up to attack and scored a long-range shot, co-Captain Ben Harpe (12) said.

"This was the game when our offense finally clicked. We were holding possession and generating chances," Harpe said.

The Lions play Collegiate on Friday, hoping to maintain their momentum, he said.