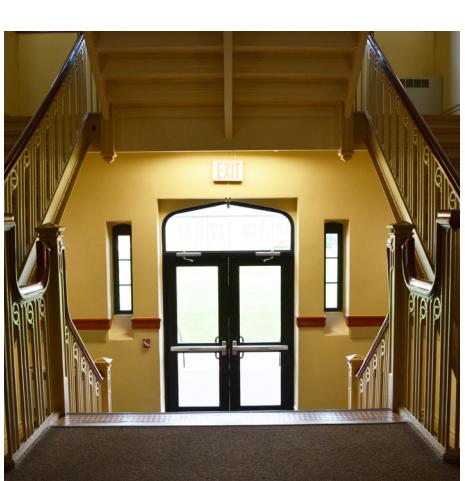
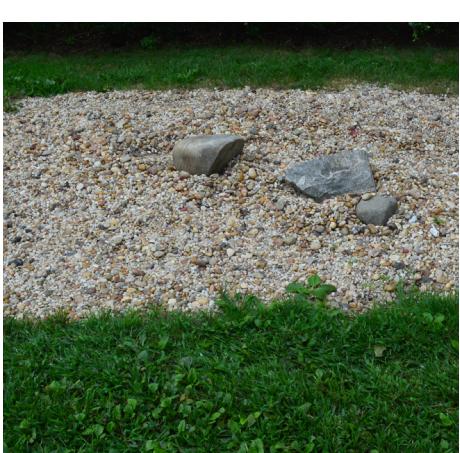
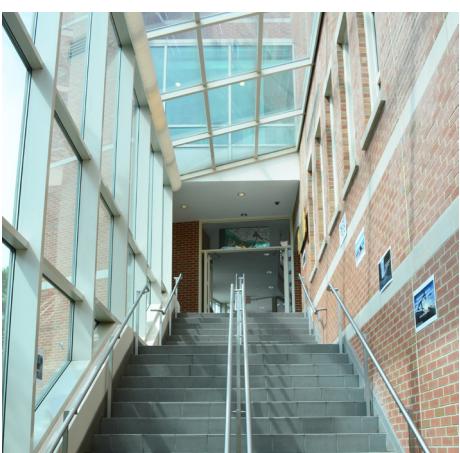


The Horace Mann Record

VOLUME 114, ISSUE 1

PUBLISHED WEEKLY SINCE 1903

SEPTEMBER 6, 2016



The Record

231 West 246 Street | Bronx, NY 10471 | record@horacemann.org

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EDITORIAL

Last school year, a student made a suicide gesture on campus, prompting the community to direct more attention towards the mental health and safety of its students. In this week's issue, Upper Division Head Dr. Jessica Levenstein emphasizes the limitless supply of assistance made available to students by the administration. As seniors, we want to make sure that every student knows they are not alone in having feelings of stress or anxiety, nor have they been left alone to deal with those feelings by themselves.

Support in our community can, of course, be found through the Department of Counseling and Guidance, but we also need to rely on other sources of help to make it through the year. Depression, anxiety, or long-term unhappiness usually do not suddenly appear after just one bad experience. A single sleepless night, bad grade, hard class, or fight with a friend is rarely the sole cause of a serious shift in mental state. However, when these bad experiences pile up, a snowball effect can occur, and students can suddenly find themselves in dark places. More of us than you might think have been there.

Remember to take care of yourself. School psychologists are certainly available, and we encourage students to take advantage of their availability, but there are many other forms of help too; asking for an extension, checking in with your advisor, or calling a friend can sometimes be just as helpful as meeting with a professional. It is important to work hard at this school, but it's equally, if not more, important to set aside the time you need to stay well, both physically and mentally.

We encourage students and faculty alike to approach stress not as something to internalize but rather as something to healthily manage. Nobody should shy away from taking a mental health day, requesting an extension on a paper, or sitting with a friend for a period to cry it out. It is okay to not be okay.

With a school as demanding and inspiring as ours is, it is essential that we resist the urge to run from and deny the stress created by our schoolwork, extracurriculars, and home-lives. We should take more pride in managing our stresses and anxieties than stretching ourselves to hide them in the first place.

**THE RECORD IS LOOKING FOR
NEW WRITERS, PHOTOGRAPHERS
AND ARTISTS! EMAIL
RECORD@HORACEMANN.ORG
TO GET INVOLVED.**

OPINIONS

Welcome Back, From Your SBPs



Zack Gaynor
& Noah Shapiro

Dear HM Community,

As your Student Body Presidents, we hope you enjoyed your summer and would like to welcome you back for a very exciting school year! While you have been interning, going to camp, and working, we have been at school getting ready to begin this year with a bang.

To help underclassmen start the year on the right foot, we've arranged for upperclassmen wearing school apparel to be available to answer questions in the lobby several periods a day for the first two weeks of school. One of our main goals this year is to foster inclusivity and interdependence within the student body; we want all underclassmen to feel comfortable introducing themselves to our upperclassmen volunteers and asking for advice. They are some of our most

accomplished students, leading many clubs and sports teams, so this is a great chance for younger students to start building relationships with people who share their interests.

Along that same vein of interdependence, we have worked hard over the summer, studying everyone's names and pictures, so if we don't yet know you yet, please come up to us and test us! We are incredibly approachable and always love to meet new people- in fact, we will be having a competition the first week between the two of us to see who can remember more people's names in the hallway. We also organized a baking event for student government so that the whole student body can have free treats tomorrow. We will be manning the stations (the library, the lobby, and outside Tillinghast if it is not raining), so that might be a great opportunity to introduce yourselves.

This winter we have also been working diligently on Horace Mann's first ever LGBTQ summit. It will service all of the Manhattan private schools, and will have a separate track for allies. We will be announcing further details as the year progresses, but our goal is to learn together about the experience of others.

Additionally, we have planned some initiatives for community building. We hope to bring back the

school wide game of ProjectX and the Horace Mann Football League during I period as well as introduce an SBP-sponsored intramural current events debate tournament. We are also happy to announce that after an incredible amount of work, construction on the student lounge is now complete!

Finally, we are organizing night games under the lights for several of our fall teams and are very excited to offer dodgeball, basketball, football, and spikeball tournaments before each game.

Last year was a year of huge growth for the Horace Mann community in terms of addressing mental health and diversity issues that will only become more pressing as time goes on; while we hope to focus a great deal of attention on these more serious topics we are also going to try helping the student body on a smaller scale by introducing more cheerful initiatives that will allow students to let off some steam.

We are so excited to get to know you, and we encourage you to email us if you have any questions about high school, ideas for initiatives, or would like to introduce yourselves.

Sincerely,
Your SBPs
Zack and Noah



Ariella Greenburg/Staff Artist

Volume 114 Editorial Policy

The editorial policy and letters policy of Volume 114 follow below. The editorial policy and letters policy will be printed in condensed form in every subsequent issue of Volume 114.

The Record, the weekly student newspaper of Horace Mann School, has been established as a public forum to provide the community with information and entertainment as well as various viewpoints in the forms of editorials and columns. The Record aims to bridge and explore a diverse range of perspectives in order to capture the current state of the school community.

The staff editorial represents the opinion of a majority of the senior editorial board. Opinion columns are the expressed opinion of the author and not of The Record or the senior editorial board.

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

The staff of The Record will strive to be responsible, fair, honest, accurate, independent, and accountable, and minimize harm.

The Record welcomes letters from its readers as part of its commitment to creating an open forum. Letters can be submitted by mail (Letters to the Editor, The Record, Horace Mann School, 231 W 246th Street, Bronx, NY, 10471), email (record@horacemann.org), or by hand (to the Record mailbox in the Deans' office in Tillinghast Hall).

The Record encourages letter writers to emphasize constructive points and avoid personal attacks. All content of the paper, letters notwithstanding, must be supported by facts. All submissions must contain the author's name and grade or graduation year, if applicable, to verify authenticity. Letters should be brief and to the point.

Rights are reserved to postpone, edit, or withhold from publication anything submitted which does not meet these specifications. The meaning of any submission will not be altered, but we reserve the right to correct spelling, grammar, and punctuation when necessary.

All decisions regarding libel, anonymity, obscenity, length, and clarity are subject to editorial discretion. To be considered for publication in the next issue, letters should be submitted by 6 p.m. on Wednesday evening. All letters will be printed on a first-come, first-serve basis, space permitting.

In the case of the death or deaths of current or recently graduated students or current staff, The Record will cover the death with an obituary. This article will be journalistically written with an emphasis on the person's life and, if timely, give details about the funeral service and/or contribution details.

The senior editorial board makes all editorial decisions regarding content, grammar, and layout.

All queries, complaints, or corrections should be directed to the editor-in-chief. Please address these comments by email to record@horacemann.org.

The Record is critiqued by national scholastic journalism organizations, participates in workshops on writing, editing, and leadership, and consults regularly with its faculty adviser to ensure that it meets the highest standards for reporting ethics. For information about subscribing to The Record, please contact us at record@horacemann.org.

#RIPHarambe: A Mockery of Activism



Zachary Troyanovsky

On May 28, 2016, Harambe, a 17-year-old Western lowland gorilla, was shot dead at the Cincinnati Zoo and Botanical Garden after a three-year-old boy fell into his enclosure.

Immediately after the incident, debate flooded social media. Some people said that the zoo had no choice but to put down Harambe, some said the zoo could have used tranquilizers instead of live ammunition, and still others said that having such an intense debate over a gorilla is ridiculous. And then, for a while, it seemed like the world forgot Harambe.

However, two months ago, he re-emerged, not as the tragedy he once was but as the most influential meme of the past year: a joke. I believe that the online community's obsession with Harambe is a mockery of social media activism.

Social media activism is a relatively new form of activism that consists of Facebook groups, profile picture filters, Change.org petitions and movements and posts on other platforms, all aiming to address issues both locally and globally. With the advent of social media activism, there has also been a dramatic increase in the number of causes that are able to

garner incredible amounts of public support, which include ridiculous ones as well.

For example, in 2008, PETA gained large amounts of online support for the creation of a "Lobster Empathy Center." Causes like this one are able to gain such support because it requires no effort to click "like" or "sign," and many activists see no harm in becoming supporters. Still, others merely support the humor of the idea.



Kat Snoddy/Art Director

But in reality, major coverage of minor issues ultimately detracts from the success important activism platforms could potentially achieve. The system becomes clogged with ridiculous proposals, and the real ones get lost on dashboards and feeds as the public rallies around the idea of a dead gorilla for President.

The Harambe meme is so widely enjoyed because it pokes fun at and parallels an outrageous social media activist cause. There are a large number of change.org petitions calling for various things, such as renaming the Cincinnati Bengals to the Cincinnati Harambes, putting Harambe on the dollar bill, and making Harambe an

official Pokémon.

All of these petitions about Harambe mirror those proposed in conjunction with real activist causes. This similarity is fundamentally a mockery and stands as a clear indication that the online community has developed a distaste for these sorts of ridiculous rallies so prevalent on social media platforms.

Many of the petitions tied to Harambe have well over 100,000 signatories, a fact that further proves that people's willingness to mock online activism is, by no means, a small-scale or isolated issue.

The frustration with social media activism is understandable- today, anyone at all can speak to hundreds, even thousands of people with the click of a button, and it seems that every post is created equal. But they shouldn't be.

Important causes get lost in a smorgasbord of minor activist noise. So much of what's posted diverts attention away from the messages that deserve the spotlight the most. The danger of this system is that if the online community is already frustrated with minor instances of activism, in a few years, that frustration could become the standard reaction to all sorts of activism.

The Harambe meme is important in how it draws attention to the way people have begun to disregard causes pursued on social media platforms. We cannot continue to laugh at the thousands of Harambe memes if we fail to understand the deeper ridicule they represent.

jokes about hypothetically pranking me with a peanut or tree nut. However, the EpiPen has seen a 600% price hike since 2009- a modern-day Martin Shkreli debacle in Mylan Pharmaceuticals' price gouging of an product that is a necessity for many.

After coming under fire in late August, Mylan has announced efforts to market a generic epinephrine injector at 300% of the EpiPen's market price seven years ago. The issue here is that this "game" the company is playing shouldn't be a game at all.

Millions of lives depend on the affordability of this drug, and some of those lives roam our very own halls.

The only way we can influence this issue is to change the way we view food allergies; we need to set the precedent by making it clear that food allergies are not to be taken lightly. It starts with educating ourselves and making sure ingredient labels are present for all foods in the cafeteria, regardless of whether they were made in our kitchen or purchased from another.

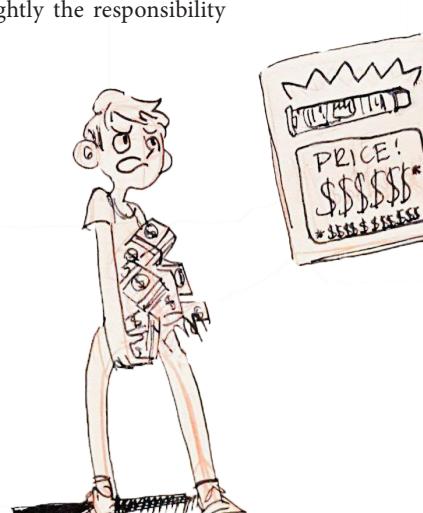
I know from experience that many people take lightly the responsibility

of making their food allergies known due to embarrassment or other circumstances. However, speaking from experience, the students and teachers who have made the biggest difference have been the ones who made an active effort to understand the situation and help to the best of their ability, even if it is simply just checking in to see if they should wash their hands after eating a certain food item.

Despite what you may think, the little things make a world of difference and cement Horace Mann as the incredibly inclusive community it truly is.

Having entered Horace Mann last year as a new student, adapting to the new school environment while making the severity of my food allergies known was a daunting task. Food allergies are a critical part of who I am, but they do not define me.

Let us view food allergies as not an individual hindrance, but as a burden we all bear, tackling it together as a community with a clear understanding of what they truly are and how they affect those around us.



Anne Shi/Staff Artist

It was right after my first birthday when my parents discovered the severity of my food allergies. We were flying home from a stay in India, visiting family and friends, the routine check-in. 13 hours of flying had taken a toll on the family, leaving us sleep deprived, with a starving baby doing nothing to ease my parents' minds.

Rice, with a cute cashew sitting atop the white bed of cereal grains, was being served as a light snack. At the time, my parents were aware of my allergy to peanuts and tree nuts, but they were far from understanding the true danger of a single cashew.

They couldn't imagine their son's airway slowly closing up after eating one spoonful of rice served to them by the affable air hostesses, especially after they had taken the precautionary measure of brushing away all the grains that they had believed to be touching the nut. Yet, the grave reality of the situation had yet to become apparent to them.

It was from that day onward that baseball stadiums became minefields, and the first day of school turned into a race to brief all my teachers on my vast number of allergies.

Since I can remember, I have always walked my friends through how to use an EpiPen, answered questions about the severity of my allergies, and sat through my friends' harmless

Q&A with Upper Division Head Dr. Jessica Levenstein

*Interview has been edited for length and clarity.
Interview conducted by Yeeqin New/Staff Writer.*

TR: What are three words that describe your vision for the Upper Division?

JL: I would say intellectual-adventure, compassion, and community.

TR: What do you imagine the school will be like in 30 years?

JL: I think we're going to see that we have a more flexible idea about what kind of assessments are best for our students. I think we're going to find ourselves doing much more collaborative and interdisciplinary work at this school. I think we're going to think more cross-departmentally and more experientially, but I think all of that has already begun at this school, and has, in my time at the school, really flowered. One example is the growth of the Independent Study program, which has really become a more prominent part of our students' lives.

TR: What medal or title would you like Horace Mann to eventually earn?

JL: Well, I would really like Horace Mann to think a little bit less about titles and medals, but I think we really have the academic thing down. I'd like us to be known outside of Horace Mann as a school that produces good kids— kind kids who are helpful and community oriented.

TR: If you had to choose a different motto and mascot for the school, what would you pick?

JL: The lion is pretty boring. Let's think of something more interesting as a mascot. Something a little outside the box. I think a unicorn would turn people off, but some kind of fantastical creature, I think. We could do a little better. Phoenixes are a nice idea. Ever-renewing. Yeah, I like that. There's one motto that's been on my mind since college- it's the motto of my alma mater: "Terras Irradiant," or "Let them Give Light to the World." I appreciate the way these words urge students to improve their communities, in school and after they graduate, and I like the metaphor of enlightenment.

TR: If you could screen one Disney animated film for the whole school, which one would you choose and why?

JL: I really love the movie Inside Out. I don't know if that's a Disney movie. [It's Disney Pixar.] It's a really, really profound movie and has a lot to teach us about how we think and how we feel, so I love that movie, and it's hilarious.

TR: Have you ever watched Zootopia?

JL: I love Zootopia! That was really good, yeah. And then...oh The Secret Life of Pets. That was just fluffy and cute, but I don't need to screen that.

TR: If you had the opportunity to get anyone, alive or dead, to speak at a school assembly, who would it be and why?

JL: I would really like to invite Barack Obama to come speak at an assembly. I think he's the most intellectual President we've had in my lifetime, and he's a great speaker. I actually think he's very good at speaking with teenagers.

TR: What is one piece of literature you would like the entire school to read?

JL: My must read book is of course the Book Day book: Between the World and Me, by Ta-Nehisi Coates. I hope the entire community reads the book, so we can spend Book Day 2017 in thoughtful conversations about this important work.

TR: If you could give students only one piece of advice, what would it be?

JL: The biggest piece of advice I would tell students at this school is that there is an inexhaustible supply of help and assistance available to them, so they should never feel like they're without choice and without support. I don't think they all understand how much the adults at this school are willing to help them.

TR: What is a sixth core value you would implement at the school?

JL: I don't have a sixth core value. We could have a sixth core value that explicitly addresses recognizing and celebrating difference, but mutual respect already covers that, so I'm really happy with our five core values, but I think we need to live by them, and I think we need to be more conscious of them in our daily lives. If I had to pick a sixth core value I might say something about celebrating difference, but I don't think we're actually missing that.

TR: You create an alternate universe, and you can only save one thing from the school as we know it. What do you save?

JL: In my alternate universe, I would keep the energy of our students and faculty. I think that is the thing that I prize the most and that gives me the most pleasure on a daily basis- seeing how energetically our students and faculty approach the work that they do. It's astounding to me how after a full day of really intense academic work, students then just turn it on for their clubs or for their sports. Our students seem to have no end of energy and dedication, and I would say the same for our faculty, so in any universe that I'm in, I want that in here.



Sarafina Oh/Photography Editor

Summer Internships

When school breaks for the summer, some students use the time to pursue their interests through summer internships.

Jordan Figdor (12), who wanted to see what a business setting was like, worked at Harvest Management, a hedge fund. He learned how to read a merger agreement during his first day on the job and was taught about business models, which went on to make himself.

Since Figdor started with no prior work experience and little knowledge of hedge funds, the beginning of his internship was mostly learning, he said. Once he understood what was happening in the company, he was assigned projects and allowed to do "real" work, he said.

Figdor spent only one day filing papers, he said. "They didn't make me do any stereotypical intern work like getting coffee, and making copies."

Honor McCarthy (11) was surprised by how little stereotypical intern work she did during her internship with a New York City judge, she said. Although she did do some filing, and getting coffee, she "actually had a lot of freedom," she said. McCarthy had her own desk and computer and spent about half of each day working on her own project, a paper about mitigation.

McCarthy also worked as an intern at a risk analytics tech startup in London. Her dual interest in becoming a lawyer and starting her own company in the future led her to

the internships.

"I thought an internship with a judge would be a really good opportunity to get a more hands-on sense of what it's like to be in the legal field," McCarthy said. "Law is something that I'm really interested in so I wanted to take what I've been talking theoretically about in debate and see it applied in a real world context."

Through McCarthy's internship, she uncovered how human the legal process is, she said. "I think, especially as a debater, it's really easy for things to become obscured behind numbers and articles in the New York Times."

Leonora Gogos (9) spent her summer as an intern at a high-end hair salon on Madison Avenue, pursuing an interest in the fashion industry.

Gogos was able to witness how an expensive salon operates, and the internship exposed her to the fashion companies that the salon styled models for, she said.

"I'm interested in both parts of the industry, business and fashion, so the behind-the-scenes look at how the business truly operates mixed with the runway part of it makes it perfect for my interests," Gogos said.

Emma Forman (12), who worked at an advocacy organization called the Arkansas Hunger Relief Alliance, was the youngest person at the organization - both other interns were college-level students.

"I just kind of showed up as an

intern, and I think people were surprised at how well-spoken I was. It made people respect me more," she said. Forman credits the school's education for her ability to articulate herself well, she said.

Although he was working with only adults, Figdor's co-workers were accommodating and encouraged him to ask questions, he said. "They made sure that we understood what we were doing, and it's a small company, so every time I came into work they would say 'good morning' and 'hi' in the hallways."

While both Figdor and Forman got their internships through family connections, Zahra Thiam (11) applied for three business internships through the Horace Mann Alumni Summer Job/Internship Program, a collection of internships and jobs offered to students by school alumni.

After being turned down by a company called Lyst, Thiam realized that it can be harder to get internships at bigger companies, she said.

Sheybani had been taking her dog to a veterinarian for a while when she decided to ask the doctor if he accepted interns, she said. "I think you just have to put yourself out there and don't be afraid of rejection."

~Tiffany Liu/Staff Writer

Summer Jobs

but also rewarding, he said.

Like Toberisky and Adler, Jahmire Cassanova (11) worked mainly with children, as an advisor at Prep for Prep, a program which prepares promising students of color for placement in various New York private schools. Cassanova attended prep for prep when he was younger, he said.

"My advisors had a massively positive influence on me and never gave up on me, so at the beginning of the summer I felt responsible to try to do the same for those going through the program right now," Cassanova said.

"Everyday was split between office time and active interaction with the students in the program," Cassanova said. The purpose of his job was not only to monitor Prep's students, but to help give them the tools they need in order to succeed academically and socially, he said.

"Over the summer I have learned more about the type of person I am

Summer Service

Students spent the summer working on various service projects both locally and abroad.

Sophia Miller (12) spent time abroad, traveling to Southeast Asia with Rustic Pathways, a group travel organization. Miller did service in Laos and Myanmar that included pumping water, delivering water to people's homes, and interacting with a group of Laotian children and Myanmarese high school students.

"I learned that the definition of success could change. In the US, we define it as financial gain; in Southeast Asia, success is really defined by how happy you are," Miller said. "Though there is a small correlation between happiness and money, it's still very important to recognize that happiness is a big contributor to success."

On Miller's trip, she had a chance to connect with people very different from herself, an opportunity that "makes you a more understanding person," she said.

Through the travel program West Coast Connections, Jenna Freidus (11) taught English in a Thai elementary school and "definitely learned a lot about different cultures," she said. However different, Freidus found that "kids everywhere are pretty much the same. It doesn't really matter where you live, all kids just want to play and learn," she said.

Community service over the summer allowed students to dedicate a longer period of time to volunteering.

For Nikki Sheybani (11), it can be difficult to find time to perform community service during the school year, she said. Sheybani volunteered at animal shelters with the Westchester Humane Society.

Lou Alvarez (12) enjoyed that they were able to devote themselves to their projects over longer periods of time

without the burden of schoolwork, they said. Alvarez travelled to Peru with Putney Student Travel to help build a community center for an Andean village.

For Alvarez, the Diversity Office's fishbowl activities prepared them for the culture shock of Peru, they said. "It taught a lot of people, including me, by bringing different perspectives," Alvarez said.

Both Miller and Freidus used skills from the Service Learning Team to work with kids during their service abroad, they said.

"I was confident working with the kids in Laos because of the Service Learning Team and the work I've done on the team," Miller said.

Although Rishi Krishnan (12) is not on the Service Learning Team, he felt that his education at the school helped prepare him for his service, he said.

On a Global Glimpse trip, Krishnan travelled to Ecuador to repair the bicycles of minors who work 12-hour days. The minors don't have much free time, so Wambra Bici, an organization that supports working kids, ensures that they take Saturdays off to relax and bike around the city.

Krishnan benefitted from his Spanish classes' in-depth grammar lessons and the understanding of Ecuadorian culture and politics that his history classes provided, he said. "I think the education we get at Horace Mann is different from

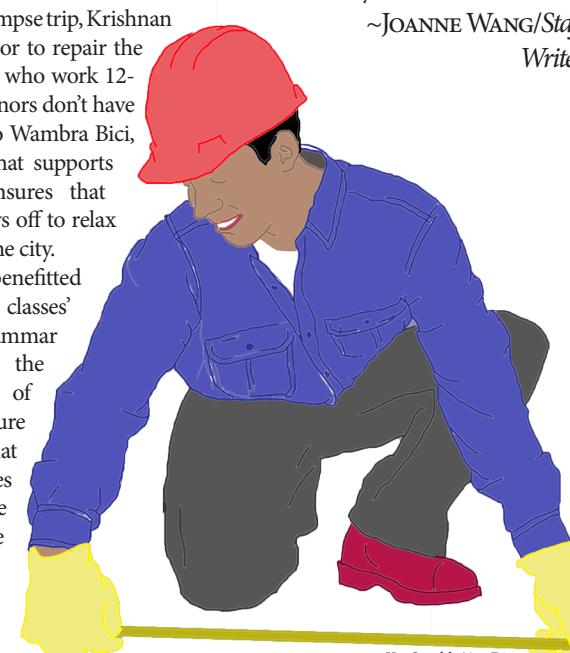
a lot of other places because of the breadth of what we learn."

Rather than just serving locally, Krishnan felt that the summer presented the chance to impact lives of people in another country, he said.

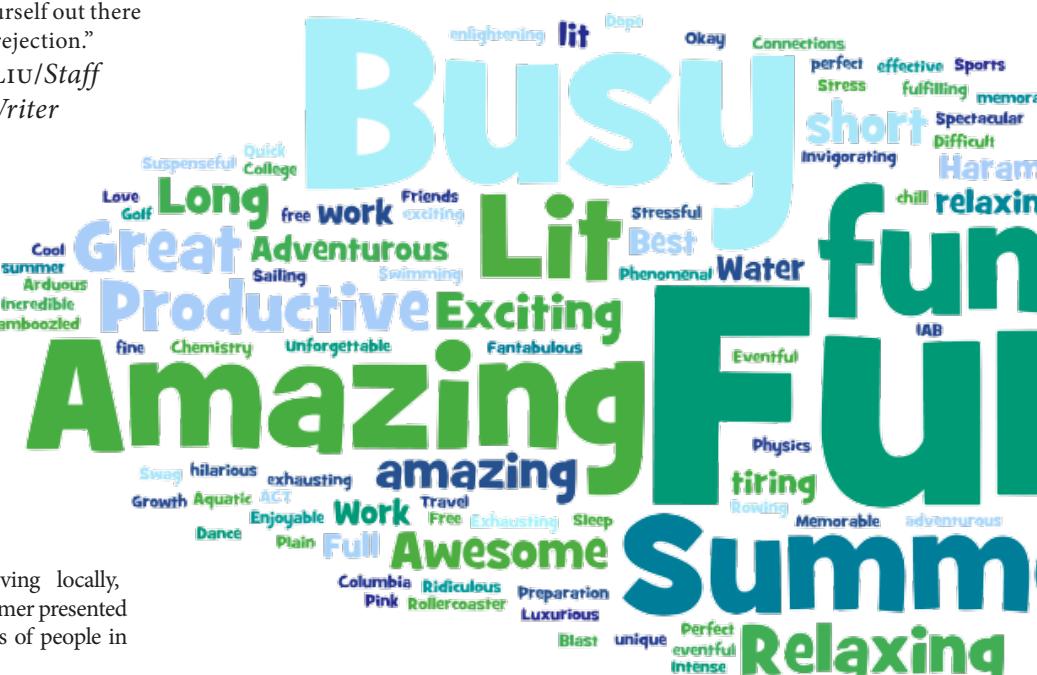
"I'd rather go somewhere different and gain a new perspective," Alvarez said. "Though it is still important to do local community service and get some perspective on the less-fortunate on our own turf, going to a different country gives you some cultural perspectives."

Sheybani, on the other hand, prefers to do service closer to home, she said. "I feel like so many students go abroad over the summer for projects, but there is so much work to do at home. I just don't see the point of traveling somewhere and helping out there when much improvement is necessary in our own community," she said.

~Joanne Wang/Staff Writer



Kat Snoddy/Art Director



Summer Camp

If not for his time at Camp Greylock, a sleepaway camp in Massachusetts, Billy Lehrman (11) would be the person he is today, he said. Lehrman is one of many students involved in sleepaway camp culture, whose summers are filled with sounds of cheer and spirit.

"A good amount of my friends went to sleepaway camp, and now some of my closest friends are from my camp," Ben Heller (11) said.

Heller was a Counselor in Training (CIT) at Camp Takajo in Maine for two weeks this summer. He lived in a bunk with younger kids, but also worked with kids who were eight, nine, and ten.

"You have the responsibilities of a counselor, but at heart you're just a camper, and all of the other campers treat you like one of them," Billy Lehrman (11) said.

Lehrman spent his summer as a CIT at Camp Greylock in Massachusetts. He lived in a bunk with other CIT's, but acted as a counselor for younger campers during the day.

"You need to be a role model for the younger kids and show them what

camp is about and teach them about camp traditions," Ella Ronen (10) said of her experience as a part of the oldest age group at Kenwood Camp in Connecticut.

When Ronen first heard about the experiences that some of her friends had at camp, she decided that she wanted to go, and had to convince her parents to send her.

"My mom went to sleepaway camp when she was younger and wanted me to have that experience because she liked it so much," Emily Zappieri (10) said. She spent her summer at Camp Laurel in Maine, leading the younger campers in cheer and activities.

Neither of Lehrman's parents went to camp and they initially did not want him to attend. However, Lehrman's older brother convinced their parents to let him go to Greylock, and loved it so much that he encouraged his younger brothers to attend.

"My cousin went to Takajo before I did and I visited him a few times, so I got to see camp and it got me excited that I would be with him," Heller said.

most comfortable and confident being," Cassanova said.

Ashley Codner's (12) job also required interaction with children, as she worked as a lifeguard at a day camp in Roslyn, New York.

Each day, Codner lifeguarded over the same handful of children and became friendly with them over the course of the summer, she said.

Like Toberisky, she also learned the importance of communicating with children and was also responsible for these children's lives, she said.

"I definitely learned that being kind to somebody who's serving you goes a long way and is really appreciated. I also learned much more discipline and respect," Ferdman said.

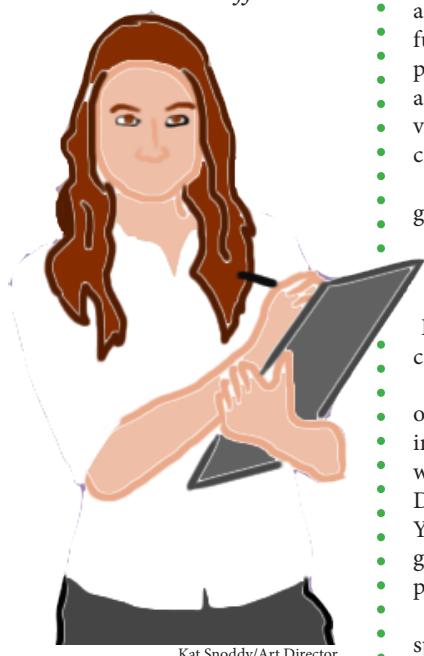
Natalie Raum (11) worked as the head of social media at Untold News, a pro-Israel news organization. Her job entitled seven to eight hours a week working on Untold News' various social media accounts.

"They put so much trust and responsibility into me, which was awesome," Raum said. She never found the job stressful, except for when she had

trouble phrasing captions for photos in a way that the news account's thousands of followers would understand, Raum said.

"I learned how to be more professional and how to work under a boss," she said. She also learned responsibility and maturity, as her boss left the decisions of what to post almost completely up to her, Raum said.

~SAM HELLER/Staff Writer



Kat Snoddy/Art Director

Summer 2016

What is the first word that comes to mind when you think of this past summer?

His parents and older sister also went to sleepaway camp as children.

"Both of my older brothers left camp after five years, but I just fell in love with the atmosphere, the counselors, and the friends I made at camp," Lehrman said. This was his eighth summer at Greylock.

"At camp, you're in this community of people you get to know really well, and it's a really nice experience to be away from home and learn how to be away from home," Heller said. "You get to build such strong bonds with the other kids in your age group, and being able to share this place with them is really nice. It becomes a home to you."

"You really get to bond with people at camp in a way that you don't get to anywhere else. It's a special place that is full of tradition, and you learn how to be more independent while also learning to live with others," Ronen said.

For some, the most exciting aspect of camp is meeting new people.

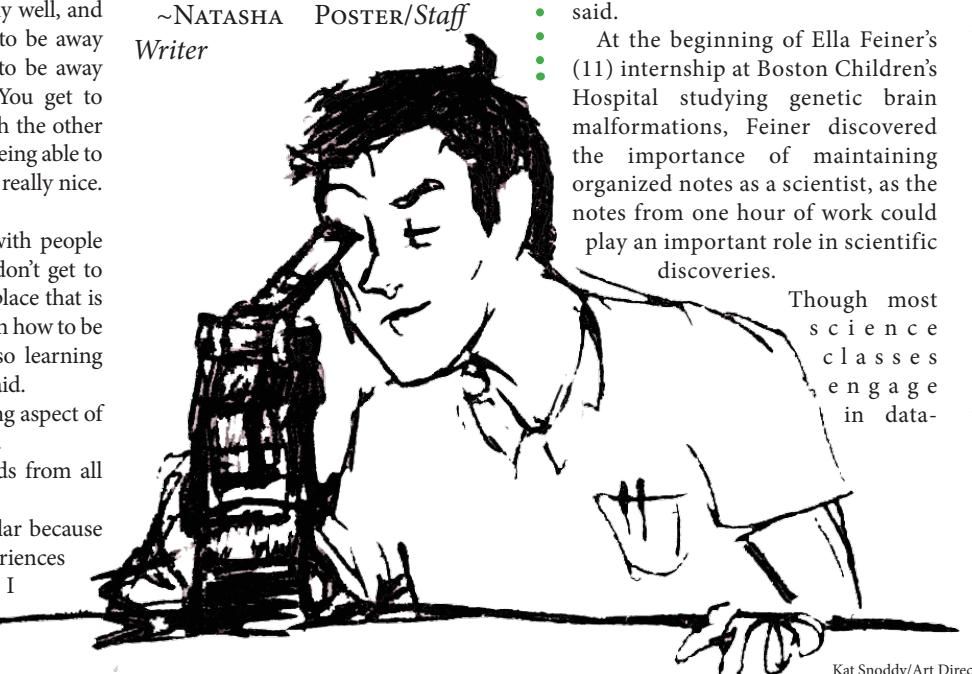
Zeppieri met many friends from all over the country, she said.

"I think camp is so popular because you get so many positive experiences and friendships out of it. I like disconnecting from the rest of the

world, and I love the spirit of camp," Ronen said.

"Being at camp is a completely different experience from being at home, and it really gave me a new perspective on life. Had it not been for the bonds that I formed with people at camp, I would be a different person," Lehrman said.

~NATASHA POSTER/Staff Writer



Kat Snoddy/Art Director

Summer Political Work

made working on the campaign a no-brainer," she said.

For both Owens and Loewenson, their support of Clinton was one of the primary factors in their decisions to work for her this summer.

"I think Hillary is for sure the most qualified candidate, and of course it would be important to elect the first female president of the United States," Loewenson said. "Britain and Germany and other nations are way ahead of us in breaking the glass ceiling."

"There isn't really a better way to get involved than to go to the heart of our democracy," George Loewenson (11), who interned for a congressman in Washington, D.C. before working on the Clinton campaign in Virginia.

•

Loewenson, who is a member

of the Model Congress team and

interested in politics, spent six weeks

working for Sean Maloney, the

Democratic representative for New

York's 18th district. The experience

gave him an insider's view of the

political process, he said.

Gustie Owens (11) chose to

spend her summer working on

the Clinton campaign because of

her interest in the candidate and

the job's convenience. She was

able to commute independently to

Brooklyn, where the headquarters

are located, and live at home, she

said.

•

It's such an important election

year, and the combination of

convenience and importance really

Owens also felt that making personal phone calls to voters in swing states served to "humanize both the candidate and the election process," she said. "We could frequently cold call swing states, and

when I was talking to people that were totally undecided I really do think that hearing another person talk about why they support a candidate can really make a difference in the way they vote."

Being surrounded by political figures and motivated volunteers left an impression on Owens. "One day Mayor Dinkins came to HQ with about six other mayors from around the country to talk to everyone," she said. "It was really great that so many mayors were validating the work we were doing at the volunteer center."

For Loewenson, the simple act of commuting to work was inspirational. "I rode the DC metro to work every day, and when you're on the train you see all different types of people, lobbyists, reporters, senators, and their staffers," he said. "If I pursue a career in politics, there are a lot of paths to go down."

"Although being a congressman is a glamorous job, they're more relaxed than you think," Loewenson said. "It's not like The West Wing or House of Cards."

~ELLA FEINER/Staff Writer

Summer Science Research

oriented labs, "the trial and error aspect of research is hard to replicate in a classroom," Upper Division Dean of Faculty and science teacher Dr. Matthew Wallenfang said.

"You don't have the same luxury of having a 30 to 40-hour week to conduct your experiment - you just have a lab period."

Grutman, however, felt that her in-school science courses - biology, chemistry, and physics - prepared her well for her research in a liver and digestive medicine lab at the Columbia University Medical School, she said.

Grutman found that the school's emphasis on lab techniques, logical sequencing, and communicating results and findings were beneficial to her work this summer, she said.

For example, she prepared agarose gels in her lab for DNA analysis, a task she had learned in biology class.

Because the work that Feiner did was hyper-specialized, she found that school courses did not fully prepare her, she said. Instead, Feiner spent time preparing for her research by reading scientific literature.

In his AP Biology class, Wallenfang likes to give the students challenging research papers that reflect the research projects that are going on right now in the science world, he said.

Jiang, who took AP Biology this past year, found that the course was particularly helpful to her work this summer because it provided a good foundational understanding of biology, she said.

In her Advanced Topics in Biology course, science teacher

Michelle Lee incorporates her own research from a previous summer in Costa Rica into her curriculum, she said.

"We did a lot of research studying ants and ant behavior, so a big part of the first chunk of the class is playing with ants," Lee said.

Feiner, who is considering a career in science research, found that one of the highlights of working at Boston Children's Hospital was being surrounded by great researchers and being able to attend the lectures of people at the top of their fields, she said.

"It was inspiring to realize that the people standing at the front of the room lecturing about types of muscular dystrophy and brain malformations had actually discovered these diseases," Feiner said.

This year, three students had the opportunity to work in chemical engineering labs at Columbia. The chair of the Chemical Engineering department approached the science department at the school and offered the positions to students at the school, Wallenfang said.

In addition to building relationships with more labs and universities, the science department is open to expanding summer research opportunities within the school when the new science facility opens, Wallenfang said.

~GUSTIE OWENS/Staff Writer

WELCOME, NEW FACULTY



MEGAN REESBECK, SCIENCE DEPARTMENT

Megan Reesbeck will be joining the school's faculty this year as a chemistry teacher.

Having recently finished her graduate studies in organic chemistry at Yale, Reesbeck is excited to begin teaching and to get to know her students, Reesbeck said. "I've only taught college before but am excited for the challenge of high school," she said.

She was greatly inspired by her high school chemistry teacher whom she still communicates with today, Reesbeck said. Reesbeck decided to teach chemistry at the school because "it stood out as a fantastic place to

teach engaging students and work with other educators who care deeply for teaching and fostering a community of learning," she said.

Reesbeck believes that when encountering tricky concepts in class, students should "chew through it," she said. Talking a concept through, even if just to yourself, is important and helpful, she said.

She wants her students to know that things are ever-changing, so they shouldn't get caught up in little details.

"You can always improve and you must also continue to do your best," Reesbeck said.

~MAHIKA HARI/Staff Writer



JESSICA EMORY, MATH DEPARTMENT

"My passion is getting folks excited about math," incoming mathematics teacher Jessica Emory said. Emory will be teaching Algebra II & Trigonometry and Precalculus in the Upper Division this year.

"Whether it's looking at real world applications or appreciating theoretical or abstract concepts, I hope to share my enthusiasm for the subject with my students and colleagues," Emory said.

"I think that math often becomes disconnected from the big picture, so my goals for this year center around connecting the content in the classroom to a wider frame of reference," she said.

Emory believes students usually see only how the humanities influence their lives, and she aims to bring that same real world connection to her math classes.

Last year Emory worked at the Royal Thimphu College in Bhutan, in addition to spending a semester in India traveling and working on educational projects.

She planned on returning to the US this year, where she wanted to teach at a bigger school.

"I knew of HM and was very excited when I learned of the opportunity to be part of the Math Department," Emory said.

~LYNNE SIPRELLE/Contributing Writer



JONATHAN KOTCHIAN, ENGLISH DEPARTMENT

This year, Dr. Jonathan Kotchian will join the Horace Mann Upper Division as a teacher of English 9 and English 11. He will be teaching two sections of each course.

Kotchian previously taught English at the University of Connecticut, Georgia Tech, and most recently for a year at Florida International University in Miami, he said. In addition to teaching, Kotchian earned his MA and PhD from the University of Connecticut in English, as well as his BA in Theater from Yale.

Kotchian attended graduate school with Horace Mann English teacher Sarah McIntyre, who informed him of the teaching opportunity. "I was especially

thrilled to learn about Horace Mann's small class sizes, which will allow me to devote more time to each of my students," Kotchian said.

In the upcoming school year, Kotchian looks forward to learning from colleagues, as well as working and collaborating with other teachers to create new approaches and assignments, he said. "Theater and performance are central to how I teach English, so showing my students the value of interdisciplinary work is another major goal," Kotchian said.

Kotchian hopes to impress on his students the values of generosity, appreciation for the complexity of truth, and empathy, he said.

~KATIE GOLDENBERG/Contributing Writer



BENJAMIN KAFOGLIS, MATH DEPARTMENT

This year, Benjamin Kafoglis will be joining the math department to teach AP Calculus, Algebra II & Trigonometry, and Geometry.

Previously, Kafoglis worked at Trinity-Pawling, an all-boys boarding school where he taught Precalculus and Calculus.

Kafoglis majored in math in college and finds works of art that "make math into art" appealing, he said. He was inspired to become a math teacher after his father was his calculus teacher in high school, he said.

When he is not doing math, Kafoglis enjoys looking at contemporary works of art and playing the piano.

Kafoglis likes teaching relaxed and discussion-based classes; he appreciates questions that don't necessarily have an answer, but spark dialogue, he said.

"Those have been the moments that I've really liked in class - when it actually becomes a real discussion because maybe there's something that's nuanced and you have to look towards larger mathematical worlds," he said. "Sometimes you can come across things that mathematicians disagree on, and those can be really fun moments."

~EVE KAZARIAN/Staff Writer



BENJAMIN POSNER, THEATRE DEPARTMENT

"Everytime I meet someone at HM and they find out that I am teaching theater, their response is usually along the lines of 'Oh! You're the new Woody,' Benjamin Posner said. "I would like to be considered the original Ben!"

Posner will be joining the school to teach the sixth, seventh, and eighth grade Theatre Performance class, the seventh grade Public Speaking class, and the Upper Division Principles of Acting class, as well as to direct the spring musical.

Posner received a BFA in Theatre Studies from Boston University and an MS in Education Theatre from City College in New York. Prior to turning

his energy to teaching in 2009, he had a short-lived comedy show that ran on MTV, and he toured nationally and internationally as a musical theatre performer.

"When I started acting, I found an outlet for my interest and an undiscovered talent that made me feel invincible," he said.

Posner decided to become a teacher at the school because he was looking for a place to call home, and that was how he felt about the school when he visited, he said. The faculty were dedicated, supportive, and energetic, and the students whom he was able to meet were fun, cultured, and bright, he said.

~SADIE SCHWARTZ/Staff Writer



ABBEY MOORE

Abbey Moore will be joining the school as a member of the John Dorr Nature Laboratory (Dorr) staff.

Moore graduated from Natural Resources (Forestry & Geology) at Sewanee: The University of the South in Tennessee. Since then, she has worked with a camp in Nauvoo, Alabama as a summer camp counselor and a summer activities director.

She has also worked with Moondance Adventures, a company based in Asheville, North Carolina. Through the program, she took two different groups of high school students on backpacking, climbing,

FACULTY 2016-17!



FRANK CABRERA, COLLEGE COUNSELING

Frank Cabrera is one of two college counselors that the school is welcoming to the faculty this year. Previously an Assistant Director for Undergraduate Admissions at the University of Pennsylvania, he will be taking on both the rising juniors and the rising seniors who were originally assigned Amber Long as a counselor.

Cabrera majored in Sociology at Skidmore College as an undergraduate before receiving a Masters of Science in Education, Culture, and Society at the University of Pennsylvania.

While working on the other side of the undergraduate admission process for four years, Cabrera enjoyed learning

and cultivating his skills, but had limited exposure to working directly with students, he said.

College counseling seemed like the perfect combination of working with students and expanding his constantly changing understanding of the college admissions process, Cabrera said. He is looking forward to watching and appreciating "the evolution and growth of a student's understanding of themselves and the world around them," he said.

Coincidentally, when Cabrera was in high school, he was rejected from Horace Mann as an incoming freshman. "I joke around and say that the school couldn't get rid of me that easily!"

~MAHIKA HARI/Staff Writer



KAITLIN HOWRIGAN, COLLEGE COUNSELING

Kaitlin Howrigan will be joining the school this year as a college counselor.

Previously, Howrigan served as the Associate Director of Recruitment, Senior Admissions Officer, and Resident Fellowships and Sexual Assault and Sexual Health Tutor at Harvard University, where she earned a B.A. in Economics.

She decided to move from admissions to college counseling after identifying her passion for conversing with college students about their aspirations for the future, she said.

College counseling will give her the chance to learn about students as they start the process of thinking about who

they want to be and what they want to study, Howrigan said. "I think it's a really special time in your life when you get to mold your adult identity away from those who have supported you and watched you grow."

Howrigan wants students in the college process to know that admissions officers really just want to get to know who they are, beyond their scores and grades, she said. "They want to be able to bring you to life for their committees and colleagues, so try to help them do that by opening up about who you are, what gets you excited, and why you think their college is the best place for you to grow over the next four years."

~MAHIKA HARI/Staff Writer



MATTHEW BOLLER, SCIENCE DEPARTMENT

The answer to every 'why' question in biology is 'because it evolved that way,' new biology teacher Matthew Boller said.

This phrase is one that all of Matthew Boller's students will hear in their biology classes next year - whether it is on a test or quiz, "because it evolved that way" is an acceptable answer to any "why" question, Boller said.

The logical nature of science was Boller's main motivation for going into the field, he said.

"With science, I was able to understand the process and understand sort of how everything was related," Boller said.

Boller has been teaching for seven years; he previously taught biology, anatomy, physiology, and physics at Choate Rosemary Hall in Connecticut as well as biology and chemistry at St. Mark's School in Massachusetts.

He took a break from teaching this past year to earn a master's in Education from Harvard University.

Boller's primary reason for becoming a teacher at the school was the close proximity to his family and the school's academic reputation, he said.

During his free time, Boller enjoys skiing, basketball, and running. He has traveled to 49 out of the 50 states and has hiked Mount Washington.

~EVE KAZARIAN/Staff Writer



BRIANNE GZIK, MATH DEPARTMENT

Brianne Gzik will be joining the school this year to teach Algebra II and Precalculus AB classes.

Gzik majored in math at Bucknell College, and has taught eleven years of math, serving as the high school department chair and Dean of Teachers at various schools in New Jersey.

"I decided to come to the school because I tutored some students who went to here and was very impressed with them," Gzik said. "I also just had a baby and I wanted to be closer to my home in Queens."

When Gzik was younger she always liked math and the subject

always came naturally to her, she said. As she grew older, it did not come as easily, and she loved being able to work through problems to reach solutions, she said.

"My favorite type of math are things that come back to algebraic thinking and inquiry to get to solutions," Gzik said. "I also like throwing proofs into everything."

Outside of the classroom, Gzik enjoys playing sports - especially floor hockey, football, and ultimate frisbee, she said.

~SADIE SCHWARTZ/Staff Writer



FUMIKO NISHINO, FOREIGN LANGUAGE DEPARTMENT

Sensei Fumiko Nishino will be joining the Upper Division Foreign Language department to teach Japanese. She received degrees in education from Soka University and Manhattanville College and has taught students of all ages as a private Japanese instructor. She has also worked as a translator for students who recently emigrated from Japan, helping them prepare for Regents exams.

Nishino grew up in the suburbs of Tokyo, and spent her summers driving around northern Japan. "I love travelling. Everywhere I go, I learn something new. It refreshes me," she said.

Nishino also maintains a garden, which she attributes to her childhood on

a farm, she said. "The experience of being on a farm helped me a lot. I naturally inherited a love for nature," she said.

Nishino has two sons who are identical twins and decided to get a master's degree and become a teacher when they went off to college. "I really devoted myself to raising my kids, and children have always been a part of my life," Nishino said.

She considers herself an "extreme optimist," and is excited for what the future has in store. "Live each moment as your last moment. Put effort into all your actions - you don't want to have anything to regret," Nishino said. "Don't be afraid of making mistakes; they make you stronger!"

~LUTIE BROWN/Contributing Writer

E, DORR

rafting and fishing trips throughout Wyoming and Idaho.

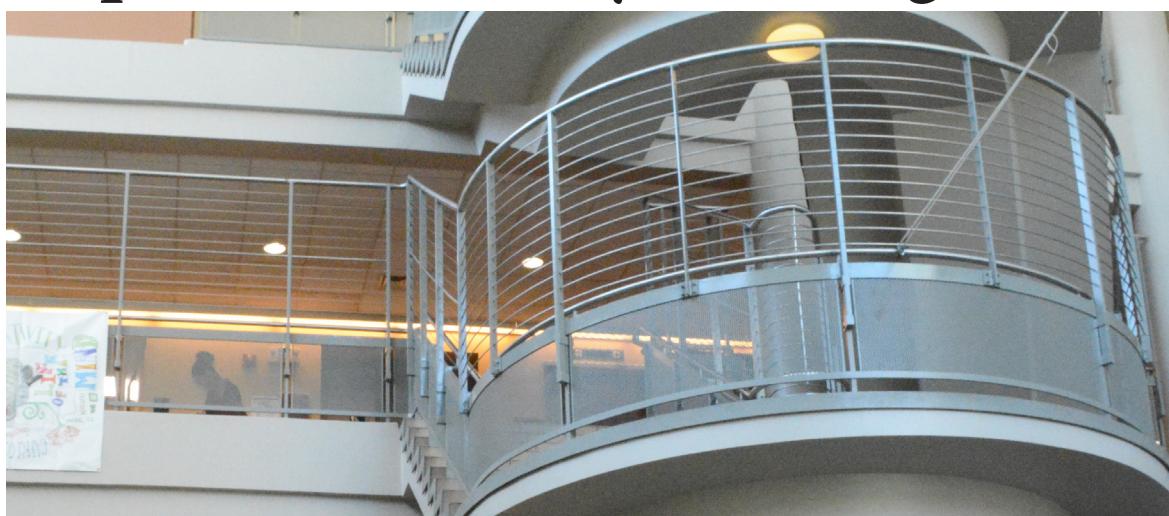
During her free time, Moore likes to play the banjo and the guitar, sing, paint, and rock climb.

At Dorr, she is looking forward to being outside exploring and forming relationships with students, she said.

"Working with students who are eager to learn about the outdoors and about working together as a cohesive unit is so exciting to me!" she said. "I'm incredibly happy to find a place where my passion for outdoor education can be utilized."

~EVE KAZARIAN/Staff Writer

Bars installed in Rose Hall in response to January suicide gesture



The transparent bars in Rose Hall, pictured above, were installed with safety in mind, following a suicide gesture last winter.

JONATHAN KATZ
Staff Writer

Over the past several weeks, the school installed metal bars along the bannisters of the Rose Hall atrium stairway as a way to improve the safety of students following the suicide gesture that occurred last January, Head of the Middle Division Robin Ingram said.

"Following last year's suicide gesture, it was clear to the administration that the area in question needed to be enclosed," Head of School Dr. Tom Kelly said.

The bars serve many purposes, all of which promote safety, including reducing the likelihood of injuries from dropping items like water bottles over the railings, Ingram said.

The construction took only one month and started shortly after the school's summer programs ended. While the physical installation was short, the bars had been designed and engineered well in advance to be cost effective, so everything ran smoothly, Director of Facilities Management Gordon Jensen said.

The cost of the project was not disclosed to The Record. "When it comes to the safety of our students, cost is rarely a factor in our decision making," Kelly said.

Abigail Kraus (10) believes that the school's effort does not go unnoticed or unappreciated. While Kraus thinks there will be some controversy among students, this is definitely a start in continuing conversations on mental health, she said.

Ingram said that because the bars look transparent, they will become fairly invisible. However, the physical

appearance of the bars has elicited a wide range of opinions.

"It feels like students are trapped because of the appearance of the bars and it further isolates them. It seems like the school is now dangerous. The bars are a sad reminder," Kraus said.

The bars give the appearance of prison, Lou Alvarez-Katz (12) said. "It looks like the students are trapped," Alvarez-Katz said.

Ethan Matt (11) said that while the bars are not the most visually appealing, they are there for a practical reason. "I think that on a practical level, it is smart because as a middle schooler, I was scared of those stairs, and now it's a lot safer."

The bars are also a message to the faculty, Kelly said. "For me, and for many others, the newly installed rails and screens also serve as a daily reminder

safety, mental and physical."

Apart from the bars, the administration and the Department of Counseling & Guidance will be circulating a publication dedicated to students' mental health as both a resource and a way to continue conversations surrounding mental health.

"This new publication will serve as both a resource and a policy guide," Kelly said.

Other schools have also taken measures to secure areas considered unsafe for students. New York University (NYU) had three suicides in Elmer Holmes Bobst library and chose to add a barrier to the stairs in 2012.

However, the structure sparked controversy among students. One student, Emma Dolhai, wrote for the school's newspaper that "screens simply do not prevent self-destruction, in the same way that building prisons does not lower crime rates. The root of the problem is what needs to be addressed, not its ugly aftermath."

The Washington Post wrote that suicide barriers are actually effective, in an article titled "Why suicide barriers work, especially at magnets like the Golden Gate Bridge." The article cited a 2011 study in The British Journal of Psychiatry stating that suicide barriers do decrease the total suicides in an area.

For Hill, the bars go hand in hand with the recent decision to eliminate finals in helping toward creating a better environment for students. "With the elimination of finals and focus on the mental wellbeing of students, I feel this is the most important step to preventing another incident in the future," she said.

"The bars are a good physical and solid emphasis of this step toward student safety, mental and physical."

- Kyra Hill (11)

that nothing is more important than the health and safety of our students," Kelly said.

For Matt, the bars will help de-stigmatize mental health and foster conversation. "Having middle schoolers and high schoolers see the bars everyday will put a focus on mental health," he said.

Alvarez-Katz believes that they will have the opposite effect. For Alvarez-Katz, the bars are not a solution and will not stop people from feeling depression or anxiety, nor will they take away the stigma behind the attempt.

Kyra Hill (11) thinks that while it is still important to talk about these issues, "the bars are a good physical and solid emphasis of this step toward student

were leading, Gentile said.

The Institute took place on June 15 and 16, with an additional session offered on Aug. 26 for students that could not attend the June session. While covering the same topics, the June and August sessions were similar, but the August date had fewer activities due to the lack of time.

Students participated in activities that emphasized the importance of working as a group, embracing our individuality, and discussing the qualities of a leader, participant Kyra Hill (11) said.

In one of the activities, student leaders were tasked with writing a meaningful word or quote on a balloon and then keeping their balloon from touching the ground for one minute. The same students then had to keep up everyone else's balloons for one minute.

"It may seem like a rather simple exercise, but it was very helpful to see how working as a team versus working as an individual affects your goals and

your mindset," Hill said.

In another exercise, the organizers gave small breakout groups a quote from a famous leader. Each group was asked to analyze the meaning of the quotations and how they applied to their given leadership roles.

Participant Brian Song (11) and a small group were given a saying about leadership and learning being intertwined. "My group then determined that leaders learn from the groups they lead," Song said.

One of the main goals of the day was to think about leadership as an inclusive process, so many of the activities focused on the idea of facilitation, Gentile said.

"The work of a leader needs to be focused on assuming that anyone, with any story, any experience is in the room. The institute is geared towards having that awareness and inclusiveness in any leadership role," ISL organizer and Diversity Associate Naomi Enright said.

While participant Asher Spector (12)

Leadership conference promotes student facilitation

GUSTIE OWENS
Staff Writer

In both mid-June and late August, students occupying an array of leadership positions throughout the school participated in activities with the intention of cultivating a more aware, effective, and inclusive group of student leaders through the Institute for Student Leadership (ISL), organized by the Office of Diversity, the Dean's Office, and the Head of the Upper Division.

"Throughout the year, we were thinking about ways in which to cultivate and develop student leadership in ways that push students to think about leadership in the 21st century and engaging them beyond just the bubbles and norms of the groups they are leading," Diversity Associate and ISL organizer John Gentile said.

Throughout the year, the organizers considered ways to engage students in a leadership training that pushed them to think beyond just the organizations they

thought many of the activities did not apply to his specific leadership roles, all of the school's clubs have issues with inclusivity, so they were still helpful, he said.

On the other hand, Song felt that many of the activities were very related to his co-Presidency of Science Olympiad, as the team benefits when everyone feels comfortable contributing their ideas.

ISL is not the first leadership training



Sarafina Oh/Photography Editor
Students participated in a range of facilitation activities at the first annual ISL.

Yale professors visit ND and LD faculty, teach about emotional intelligence

JOANNE WANG
Staff Writer

The Nursery and Lower Division faculty attended training sessions led by educators from the Yale Center for Emotional Intelligence in order to bring related skills into the classroom.

The full-day trainings on Aug. 30 were led by Dr. Craig Bailey for the Nursery Division and Dr. Dena Simmons for the Lower Division.

Skills of emotional intelligence include emotional awareness and the ability to identify emotions based on facial expressions and body language, Head of the Nursery Division Marcia Levy said. The training allows teachers to help children identify their own emotions as well as those of other people such as their classmates, she said.

A main reason the school wanted to help develop skills of emotional intelligence is that according to the professors, research shows how much emotions influence students' daily lives, affecting things like learning, relationships, and health.

One tactic taught was RULER skills, a set of tools based on recognizing,

knowing the effect of, labeling, and expressing emotions.

According to Levy, Head of Lower Division Deena Neuwirth was a major advocate for the emotional intelligence training session after investigating Yale's program once her interests were sparked by Dr. Marc Brackett's talks at the school, Levy said.

"The faculty and staff walked away feeling inspired, connected, and ready to bring this work into their classrooms," Neuwirth said.

Before the session, all the faculty in the Nursery, Lower Division, and Administrative Council took an online two-hour course provided by Yale, Neuwirth said.

According to Neuwirth, the school is introducing these concepts slowly by division, starting now with the school's youngest students.

For additional training and support for teachers, there will be four other afternoon sessions throughout the year in order for teachers to reflect on their experience of teaching emotional intelligence skills, Levy said.

Additionally, Robin Stern from the Yale Center of Emotional Intelligence is scheduled to come to campus in October for a parent evening.

Between the World and Me chosen as Book Day book with hopes of more classroom integration

SANDHYA SHYAM
Staff Writer

Ta-Nehisi Coates' Between the World and Me has been chosen as this year's Book Day book through a process that differs from that of years past. In previous years, the Book Day Committee narrowed down finalists and chose the book from there. This year, a smaller and more concentrated group of 24 faculty members from a range of departments made the final decision after the Committee had chosen three finalists.

According to Book Day Coordinator Caroline Bartels, the faculty wanted more discussion amongst themselves in order to find a book they might actually assign in classes and work into their curricula.

"For the past six to seven years, very few teachers wanted to incorporate the books into their classes," Bartels said, and without the faculty's support, fewer students were motivated to read the books each year. In giving the faculty a larger say, Bartels hopes it will increase the effort faculty will make to integrate the book into class, she said.

Between the World and Me is a letter

from the author to his son about racism and how it impacts modern day society and people. Diversity Associate Naomi Enright and English Department Chair Vernon Wilson originally proposed the book.

"One of the main reasons I thought it would be a good candidate is because it is a deeply personal account about systemic racism and its impact on black men and women, but also how systemic racism robs everyone of their humanity. This book is an excellent catalyst for necessary dialogue about this country's history and practices," Enright said.

Wilson wants students to learn to embrace their own identities as well as those of their peers. "I hope they'll learn to appreciate each other and learn to question all they've been taught about our country, our world, particularly in matters of race. I hope students and faculty will learn to see race as a construct, which is not to say that it isn't real," he said.

In planning Book Day, Bartels is currently working on having Coates as the keynote speaker, she said, and will be planning more speakers and workshops as the year goes on.

Math teacher Nicholas Perry named Dean of Class of 2019



KEEPING UP WITH THE DEANS Deans Michael Dalo (Class of 2017), Glenn Wallach (2018), Nicholas Perry (2019), Stephanie Feigin (2020), from left to right.

SEIJI MURAKAMI
Staff Writer

Mathematics teacher Nicholas Perry was named Dean of the Class of 2019, replacing former English teacher Alicia Hines. Hines will be pursuing other opportunities, Head of Upper Division (UD) Dr. Jessica Levenstein said.

Towards the end of the last school year, a group of school administrators sent an email encouraging Upper Division faculty to apply for the Dean of the Class of 2019. Dean of Student Life Dr. Susan Delanty, UD Dean of Faculty Dr. Matthew Wallenfang, Levenstein, and current grade deans aided in the interviewing process of each candidate, Levenstein said.

The interviewers asked questions regarding interest in becoming a dean and the qualities that one possesses that would make them a viable candidate. "We were looking for someone who first and foremost has the best interest of students at heart," Wallenfang said.

"The best thing about the

interview process for me was hearing from the other folks who work in or with the Deans' Office, and starting to think through with them how best to approach the job," Perry said.

One of the main reasons that Perry was chosen as the dean was for his "terrific rapport and important

better touch with each other about what's going on," Perry said.

Perry was motivated to apply for the position due to his experience with the Class of 2019 and a profound connection he created with a few students. "Having already taught two sections of the class of 2019, and having met a few others

Fortunato (10) said.

Due to the demanding responsibilities as dean, Perry will be able to teach only one section of Algebra 1 this year. Despite the fact that Perry will not be able to teach as many classes as he has in the past, the new position will open a new perspective of the school to him, he said. "I'm looking forward to getting a richer view of how our students experience the school, in particular, getting to work collaboratively with the other deans, teachers, and families is going to be great," he said.

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"After the shock, I was angry and confused, as anyone would be. And after reading more about it, I didn't know how to feel except angry. The victims were part of the LGBTQIAP+ community, and so am I. They are people of color, and so am I. Realizing that made me uneasy and unsafe in some way... Seeing how it was talked about on some news outlets, sometimes problematically, made me realize how important it was to talk about issues that made people somewhat uncomfortable because that means we, as a community, can progress."

-Ricardo Pinnock (11)

NICE TERROR ATTACK, FRANCE



On July 14 in Nice, France, Mohamed Lahouaiej-Bouhlel drove a 19-ton cargo truck through a crowd celebrating Bastille Day in an act of terror, killing 86 people and injuring 307.

"I didn't see the truck, I didn't see the bullets, but I heard them. I heard and saw stampedes of people sprinting through the street past my first floor window. We were a block back from the beach where it happened, and you could almost feel the fear. As I left Nice a few days later, as I checked in at the airport, a hush fell over the crowds in each line. What I didn't realize until moments later was that everyone was silent... We listened to the national anthem, and La Marseillaise had never sounded so poignant nor beautiful. I don't think it's sunk in for me yet, nor do I want it to... I don't want to accept that there's nothing I could have done."

-Philip Deutsch '16

POLICE-PUBLIC RELATIONS, USA



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"The shooting of Police officers in Dallas is a terrible tragedy. The killings of Philando Castile and Alton Sterling are terrible tragedies. We can be outraged by both of these events, and still understand that the police force needs reform. All of us, including myself, can do more to address the institutional racism and violence in our country... We are all responsible for the violence of the officers and of terrorism. By doing nothing we allow death and injustice to continue. Are those the values that you want America to have?"

- Matt Parker '16

Upper Division set to undergo administrative changes aimed to relieve stress

KATIE GOLDENBERG
Contributing Writer

Dean of the Upper Division Dr. Jessica Levenstein recently announced new administrative changes to be implemented in the 2016 – 2017 school year. These adjustments include a different scheduling of advisory and assembly periods, a replacement of finals with an alternative testing system, and new times for activities and clubs to take place.

ADVISORY AND ASSEMBLY CHANGES

In a newsletter sent prior to the start of school, Levenstein notified students, parents, and faculty of the less frequent scheduling of assembly periods and added advisory sessions.

"We heard a lot of feedback last year that both students and faculty felt there wasn't enough time to form a strong connection with their advisory groups," she said. "Additional time in Advisory will let groups get to know each other better."

Depending on what's going on at the school, we can make use of the time either as individual groups or in combined advisory groups."

"Having more advisory sessions will allow students to bolster their relationships with their advisor, as

well as provide an opportunity for more in-depth discussions," Tyler Jonas (10) said.

Scheduling for students and faculty will not be altered as a result of the new system, and assemblies and advisories will be held at the same time, Levenstein said. Students will be notified of the purpose of the week's C period in a Sunday email sent by Dean of Student Life Dr. Susan Delanty.

Director of Student Activities Caroline Bartels will help run and coordinate assemblies this year. "I like the idea that we aren't locked into assemblies on certain Tuesdays," she said. "This method will give us more flexibility to work with guests and provide dates."

TRIMESTER TESTING SCHEDULE

A second redesign to the upcoming school year is the replacement of finals with an alternate testing schedule towards the end of each trimester.

"At the end of the trimester, students might have two or three tests in a given day, and it has felt to us like a punishing schedule and one that doesn't elicit our students' best work," Levenstein said.

The new system involves a seven-day rotation at the end of each trimester with each subject assigned a different day, Delanty said. Days

off for recovery in between testing will also be incorporated.

With student wellness widely discussed last year, Levenstein and other faculty have worked to bring the theme into consideration when cancelling finals and creating an alternate testing system. "We have to allow the thing we're asking our students to do, which is live a balanced life," Levenstein said.

The purpose of the new trimester testing system is to reduce stress and ensure that assessments remain valuable, she said.

"It's my hope that we can ask students to retain knowledge in a way that doesn't force them to hang so much of their grade on an hour long moment," Levenstein said.

Faculty may benefit from the testing changes as they will be pushed to communicate more to ensure uniformity in the curriculum and class experience and to encourage collaboration, Dean of the Class of 2017 Michael Dalo said.

Many students feel the switch in testing systems is a positive change because trimester tests "are less stressful and shorter," Leonard Song (10) said.

However, some students have expressed concern with the new testing system. "We always have 'hell weeks' before the end of the trimester, and even with a new trimester testing schedule, I think we will end up having the same kind of stress as finals, but three times a year," Mahika Hari (11) said.

CLUBS AND ACTIVITIES SCHEDULING

The newly implemented end of trimester testing may have an impact on club and activity scheduling as well as student stress levels.

Dr. Susan Bales, co-advisor of Model Congress, described how "the end-of-trimester cycle might put too much academic pressure on students because of missed assessments." The club may travel to different conferences throughout the school year as a result, she said.

Each year, Model Congress attends conferences at Yale, Harvard, and the University of Pennsylvania, Model Congress co-leader Mehr Suri said. These conferences typically occur in December, February, and the weekend before spring break, respectively.

The new trimester scheduling system will interfere with Model Congress by preventing the club from attending the Harvard conference due to its close proximity to the testing week, he said. As a result, the club leadership will look to attend other conferences that will occur during less congested weeks.

"We would not want students to have to sacrifice their academic achievement in order to engage in an extracurricular activity," Suri said.

Reactions to Summer Tragedies

REBECCA SALZHAUER
Staff Writer

PULSE SHOOTING, ORLANDO, FL



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BETSEY BENNETT
Staff Writer

This year, the school will be implementing a variety of new requirements, curricular changes, and class offerings across departments.

ARTS REQUIREMENT

Beginning with the Class of 2020, students will be required to complete two arts credits instead of the previous one and a half arts credit requirement. All students will still need to take at least one performance or studio course and at least one appreciation course.

According to Visual Arts Department Chair Kim Do, about 75% of students already take more than the required number of arts courses. Arts courses break up heavy workloads, he said, by helping "reduce stress, and allowing students to focus, center, and recharge themselves for a healthier day."

"It just puts the arts on an equal footing with the other subjects," Do said. "One hopes that taking the arts across more years of one's high school career allows for a deeper understanding and experience for each student."

ATHLETICS, HEALTH, AND PHYSICAL EDUCATION

Assistant Director of Athletics, Health, and Physical Education Amy Mojica is now the UD health teacher, following the retirement of health teacher Peggy Hartmann.

Mojica is making several changes to the health curriculum this year. She will spend more time focusing on mental health issues, consent, nutrition, sleep, and stress.

In addition, Mojica is altering the testing system. "I am working with Haiku to have some quizzes and activities with responses to buy back class time for more interactive activities," Mojica said.

"I have big shoes to fill with Ms. Hartmann retiring and I am excited for the new year," Mojica said.

COMPUTER SCIENCE AND ROBOTICS

This year, the Computer Science and Robotics Department has added a new AP course, Computer Science and Principles, which is being offered by the College Board for the first time. The course will explore computational thinking and the use of technology to solve problems, and will be taught by Computing and Communications Department Chair Jason Torres.

"This course addresses the interests of students who don't necessarily want to learn just how to program, but want to learn more about the broader field of computer science," Torres said.

For students like Rachel Okin (11), the new AP course will show how computer science can be applied outside of the classroom. "After taking the Introduction to Computer Science course during my freshman year, I found myself wanting to learn more about the role technology plays in our world today and what that means for the future," Okin said.

According to Torres, the class will take a field trip in the fall to Yahoo!

The Computer Science Department has expanded to include the Nursery and Lower Divisions, Torres said. Specifically, the LD will develop its own robotics team this year and will compete in the First Lego League Junior Challenge, where children ages six to ten will build a motorized Lego model.

FOREIGN LANGUAGES

Graphics by Joanne Wang, Yeeqin New, Gustie Owens/
Staff and Contributing Artists

The Foreign Languages Department has new iPad carts for use in speaking and listening activities, Foreign Languages Department Chair Susan Carnochan said. The former language lab will no longer be used by the language department and houses the new MD robotics lab.

"Next week, the language faculty will be embarking on a preview and training of the software that is quite easy to use," Carnochan said. "We expect that this addition to our toolbox will allow us to be even more creative in our classroom activities and assessments."

For Katie Goldenberg (10) and Hannah Long (10), the switch to iPads will help save class time. "Visiting the language lab often took time away from the actual class, and sometimes collecting our recordings from the computers was difficult," Goldenberg said. "iPads will be more portable and easier to use."

According to Long, scheduling a session in the language lab was often a challenge. "Having iPads for every class eliminates the problem of multiple foreign language classes having to use only one lab," Long said. With the new iPad system, teachers can schedule testing dates without relying on the availability of the language lab.

THEATRE, DANCE, AND FILM STUDIES

The Theatre Department eliminated two courses, Intermediate Acting and Directing A and B, replacing them with Principles of Acting and the New Performance Workshop.

Principles of Acting, which will focus on stage presence, vocal articulation, and character development, will be taught by a new faculty member, Ben Posner. "This is for the intermediate actor who wants to further their theatrical chops," Theatre, Dance, & Film Studies Department Chair Alison Kolinski said.

The New Performance Workshop, exploring the elements of live theater and culminating in a final performance, will be co-taught by Theatre, Dance, and Film Studies teachers Joel Sherry and Alexis Dahl. "This is geared toward the student who has always wanted to be in a mainstage production but couldn't commit to after school rehearsals," Kolinski said. "The entire process will take place during their class time."

Lastly, the Theatre Department has changed Acting Seminar from a full credit course to a half credit course. With the retirement of former Theatre Department Chair Woody Howard, Dahl will be teaching the class. According to Kolinski, the course had low enrollment in the past, as students found it hard to fit a full credit acting class into their schedules.

For students like Rebecca Salzhauer (11), the switch will make Acting Seminar much more accessible. "The class as a half credit is much easier to fit into my schedule, and I don't have to make the decision between taking the class and taking another full credit class that I'm interested in," Salzhauer said.

VISUAL ARTS

The Visual Arts Department plans to host several guest artists throughout the year.

Carter Jones, the artist who created the bronze lion sculpture outside of Fisher Hall, will visit sculpture classes and teach students about casting techniques while he makes a casting of the John Dorr portrait bust, Do said.

Lama Tenzin Yignyen, a Tibetan Buddhist monk, will build a sand mandala in the Fisher Rotunda this October. A mandala is a geometric design that symbolizes the universe in Hinduism and Buddhism. "Students will be learning about mandalas, and making their own versions," Do said.

News in Brief

CCVA expands with addition of faculty members, speaker series

HANNAH LONG
Contributing Writer

After ten years of rapid development, the Center for Community Values and Actions (CCVA) is adding two new staff members and a speaker series to its program this year.

According to Director of the CCVA, Dr. Jeremy Leeds '72, Associate Director of the CCVA Kim Bernard and Administrative Assistant Walter Koschel '09 will work with both the school community and its service learning partners to manage the CCVA, broaden its service-learning opportunities, and plan the future of the program.

"We are building a new, innovative program, becoming increasingly a part of each student's educational experience," Leeds said. "The goal is to incorporate the best of current service-learning practice, and to create new ways for our community members to have an impact on the wider world, their own education, and their lives

beyond the school."

Additionally, the CCVA is planning a speaker series in which authors, representatives from outside organizations, and members of the school community will lead discussions focused on service-learning, education, and public engagement, Leeds said.

"The Service Learning Team is becoming the toast of the Bronx for all

of the right reasons, and I couldn't be prouder of the students' effort and Dr. Leeds' leadership," Head of School Dr. Tom Kelly said.

"I hope the service learning experience is helping young minds and bodies to sharpen their moral compasses and recognize the importance of equity and justice looming large in our work-a-day world," Kelly said.

Kat Snoddy/Art Director



Sassower (10) creates Health Club, partners with FLIK for healthy eating initiative

JAMES ARCIERI
Contributing Writer

Making its debut among the school's clubs this year is the Health Club. Founded by William Sassower (10), the club is dedicated to the improvement of health knowledge and ultimately to the formation of healthy eating habits, among other forms of wellness.

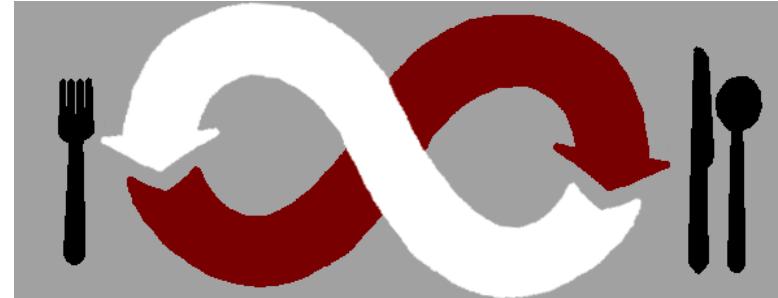
Of the three main components of wellness – exercise, sleep, and nutrition – Sassower said that the largest amount of misinformation in the public comes from the last aspect, nutrition.

"People want to be healthy," Sassower said, "and some just don't

know how." For this reason, to make a difference in the community, Sassower has made it the club's goal to inform students about healthy eating and to introduce new varieties of food to the cafeteria in order to make eating healthily easier.

Working closely with Head of School Dr. Tom Kelly, the club's faculty advisor, and FLIK, Sassower will aim to accomplish certain initiatives including talks given to the Nursery, Lower, and Middle Divisions, movie screenings, and yearly Upper Division talks by outside speakers.

Ultimately, Sassower hopes to influence other New York private



Kat Snoddy/Art Director

schools to establish clubs with similar initiatives and wants to work together with them in order to affect positive change to the wellness of New York's students, he said.

The first step of the Health Club's healthy eating initiative will be introducing fresh fruit and vegetable smoothies and juices into the cafeteria this fall. Sassower believes that the taste, convenience, and short time it takes to make smoothies will make the initiative successful, he said.

Following the introduction of smoothies into the cafeteria, the club will continue to promote unprocessed, nutrient-dense foods as well as continue presenting more options for healthy eating throughout the year. As a result of these initiatives, Sassower's hope is to promote the sound body in compliment to the sound mind already vital to the school's foundation.

"Our school has done a lot for wellness of the mind," Sassower said. "My club is about physical health. We want people to add physical health to a sound mind."

Bartels takes on new role as Director of Student Activities

REBECCA SALZHAUER
Staff Writer

Beginning this year, Chair of the Middle and Upper Division Library Departments Caroline Bartels will be giving students more memorable and fun opportunities to bond with one another as the first Director of Student Activities.

Bartels will be in charge of organizing all assemblies, the Homecoming pep rally, and events before the Buzzell Games, in addition to formally continuing her role as the Director of Summer School and her previously voluntary roles as Book Day Coordinator and Senior Events Coordinator.

"Beyond the fact that Ms. Bartels has a unique relationship with every student in the UD, given her position in the Katz library, Ms. Bartels has been doing much of this work, informally, for several years," Head of School Dr. Tom Kelly said.

Bartels plans to continue existing student activities, such as bonding events for seniors, and collaborate

with students and faculty to create more events.

In her new role, Bartels will be able to assist students, who often have great ideas for events but lack the time to bring them to fruition, by working with grade deans and faculty to plan more events, she said.

Bartels is looking to continue and grow the "tradition of caring" at school. Having heard from former students, she knows that they continue to look back fondly on events from their senior year at the school like movie nights, the Decades Dance, senior breakfasts, scavenger hunts and Senior Dorr, she said.

Bartels also hopes to give each grade, in addition to the seniors, at least one bonding event over the course of the school year.

"I'd like us not to wait just until senior year, but to find moments earlier in the UD experience for those memorable moments" while maintaining the special events for seniors that underclassmen can look forward to, Bartels said.

Having seen the improvements that Bartels has brought in her role as Director of Summer School, "I believe we can expect great things from her in this area of her professional duties, too," Kelly said.



Kat Snoddy/Art Director

Ma (12) questions culture and identity through art

ABBY KANTER
Staff Writer

Sheets of white linen embroidered with the words Peace Piece: A Guide to Constructing Identity hung on a gallery wall of the Yours Truly Art Show in Ottawa, Canada. Underneath the title, Devon Ma (12) listed abstract, conceptual "materials" like "a past, a present, and a future," followed by a list of instructions stitched in red on the work of art.

Miles away in Brooklyn, New York, a piece called Blue consisted of large, navy canvases covered in light blue clay figurines and photographs of Ma as a young child and was featured at a Queer Sentiments exhibition.

Ma knew the organizers of both shows beforehand, so after the directors asked them to submit their art, Ma emailed back pictures and descriptions of their art before being accepted.

Ma's embroidery piece for the Yours Truly show was originally created for a previous art show at MoMA PS1, a smaller, non-profit, contemporary art institution connected to MoMA. At the end of an internship program, Ma was part of a show at MoMA PS1 that encouraged viewers to "look at culture and identity in a new way" they said.

In the description for Piece Peace, Ma wrote, "Especially in minority groups, one's development of one's own identity can be a struggle, and may require breaking down and reassembling in order to be fully understood by the individual. Peace Piece attempts to display this

process, simplifying it to a short set of instructions. By embroidering sheets of linen, I try to convey the subject matter through a medium that is time consuming and difficult, mimicking the process by which we develop our own senses of selves."

"Peace Piece was broken down into a bunch of steps that people use to uncover their own identities while the process of embroidering also expressed that physical process," Ma said.

"I really love Devon's work, Peace Piece, because it uses a relatively old-school medium to convey a very fresh and relatable message," Elena Senechal-Becker, director of the Yours Truly show, said. "Overall, Devon's piece is conceptually fascinating and very different from most of the work I usually come across, so I definitely wanted it in my show."

The embroidery piece was the only work of Ma's that was inspired by a prompt, Ma said. Most of their pieces are inspired by the work of other artists, including Felix-Gonzales Torres, Yoko Ono, Jenny Holzer, and Chloe Wise.

"I like Yoko Ono and Jenny Holzer because they both use text in a lot of their work, and I'm interested in the role of text in art," Ma said. "I was very interested in poetry when I was younger, so I'm curious about the differences between poetry and text art, text art being art that predominantly consists of text."

"I really like Chloe Wise's work because I find a lot of it to be really fun and visually pleasing, and because she has a lot of technical skills that I would one day like to have," Ma said.

Ma's Peace Piece was inspired by Yoko Ono's book, *Grapefruit*, an early example of conceptual art. "*Grapefruit* is basically a compilation of short texts, which consist of instructions for the reader, many of them hypothetical," Ma said. "For example, one of the texts is Earth Piece: Listen to the Sound of the Earth Tuning. Peace Piece is modeled very closely after these pieces, with the format being very similar, and it also being somewhat metaphorical."

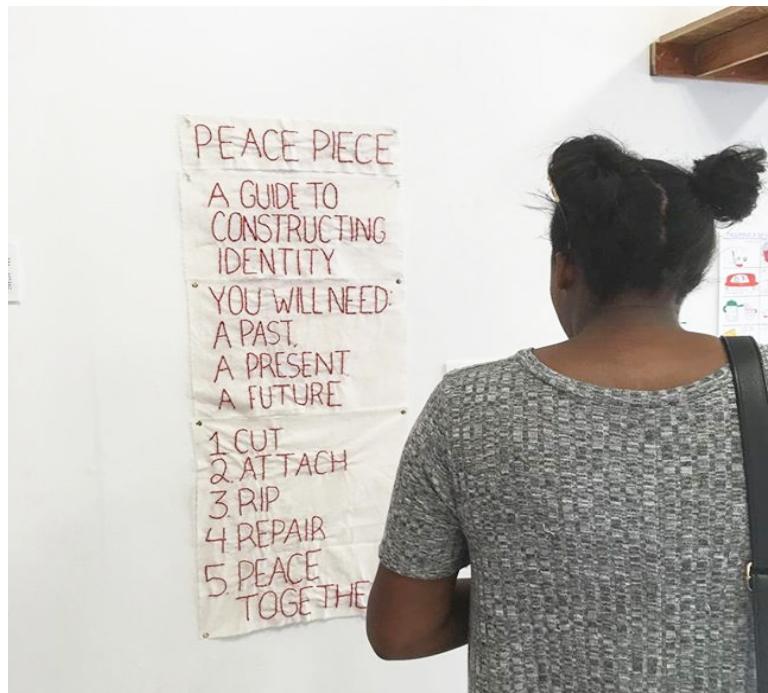
The Queer Sentiments show featured work by LGBTQ+ teen artists addressing queer issues, such as the Orlando shooting, transgender bathroom issues, and violence against queer individuals. Shanalda Shandii Johnson, the director of Queer Sentiments, said.

In Ma's Blue, the clay figurines represented childhood. "I feel like clay is a very 'childish' art material in a lot of senses. When I was little, I was obsessed with modeling clay," Ma said.

"I wanted the photos of me at a young age to express gender and how at a really young age we're forced into gender roles and gender stereotypes," Ma said. "Like how boys are encouraged to play with cars and girls should be dressed up."

Blue took Ma about five hours to create, they said. "I altered the composition of the piece numerous times before settling on the finished product."

Ma became interested in creating their own art after taking art history in ninth grade. "I was interested in how art could display ideas and concepts in new, unconventional ways, and how art plays a large part in history and



Courtesy of Devon Ma

'Peace Piece: A Guide to Constructing Identity' consists of a list of instructions in order to become at peace with one's identity.

culture as a whole," Ma said.

They also learned basic technical skills about how to analyze art from art classes at the school, Ma said.

Although most of Ma's works are abstract and emphasize political and social issues, culture, and identity, they hope to improve their drawing and painting skills this year in Drawing and Painting 4, they said.

Right now, Ma is working on a piece called Last Punch that is likely to be featured in a show in Brooklyn this October. Last Punch consists of

a punching bag embroidered with phrases of advice and tips on how to avoid getting attacked or assaulted, Ma said.

"Last Punch was originally about violence against women, but I think it can be interpreted as violence against minorities in general," Ma said. "When I show it, I'm going to allow people to physically punch the bag."

"Political art can be really powerful, because it can show experiences and issues in a new light and help foster understanding," Ma said.



Illustration by Yeeqin New/Contributing Artist

PLAYBILL



'The Phantom of the Opera' is a spectacular musical with both an intriguing premise and phenomenal music. I strongly recommend this musical for anyone who is interested in a story with mystery and music.
- Jeren Wei (10)

I actually love watching Adventure Time in my free time... I know it's a child's cartoon but the silliness makes it the perfect show to unwind to. And, the characters are hilarious!

- science teacher Michelle Lee

I'm absolutely in love with NBC's The Voice. The celebrity judges have their backs to the contestants, meaning they choose who they're interested in based on vocal ability alone. In a world where popularity and social media seem to be more focused on appearance more than anything, it's definitely nice to see people regardless of their identities and stories be recognized for their genuine talent.

- Cara Hernandez (12)

SUMMER FAVORITES



Movies

This summer, the movie 'Nerve,' which starred Emma Roberts, came out. It was action-packed, intense, and filled with plot twists. It represented a frightening take on how technology and peer pressure may influence today's society.

- Peri Brooks (10)

Museums

I would recommend MoMA PS1 not only because of the art but also because it's in an old school building and a lot of the original features of the school are still intact. I liked how there was art on the walls of the stairwells, so it was like there was no start or end to the exhibitions; it was kind of continuous.

- Grace Hill (11)

For the mind, I recommend picking up anything by Junot Diaz (especially 'The Brief Wondrous Life of Oscar Wao') or anything by Ta-Nehisi Coates (especially this year's Book Day selection, 'Between the World and Me!'). These books really made me think!

- history teacher Dr. Kalil Oldham



George Saunders' 'In Persuasion Nation' is a collection that deals largely with materialism in America. I really enjoyed it because it had a sharp and satirical take on perennially relevant issues.

- Lily Mayo (11)

Summer



Sophia Schein/Staff Artist

When asked what she did this summer, Sarafina Oh (12) might mention how she and her class-mates showed up to class in pajamas after long nights creating artwork, or how lugging around large canvases and art supply boxes left them covered in bruises resembling charcoal stains.

Oh spent six weeks of her summer studying film at the Rhode Island School of Design- a program that provides classes similar to those taught at art school. She spent half of each week was spent taking film classes and the other half taking foundation courses in drawing and design.

Oh had finals and received grades on projects, just as she would in a normal school year. Oh completed three small projects which each explored a different type of filmmaking: documentary, narrative, and experimental. At the end of the course, she screened an experimental movie she created.

"My film was on the concept of sleep, and how the body moves during sleep, but accentuating the concept of sleep through the visual aids of highlights and shadows," Oh said. She incorporated photography into her project by having the film look like moving photography stills.

Her design and drawing classes had projects due each week. Her drawing final consisted of six charcoal drawings relating to her final film idea. For her design final, she made a collage of herself using yarn and paint.

Anne Shi (12) also attended RISD last summer and majored in illustration. Her artwork was displayed in a gallery at the end of the summer program.

Shi feels she has a better work ethic after her time at RISD after working on projects through the night, she said.

Oh was motivated and inspired by the other artists around her while at the program.

She liked that RISD incorporated drawing and design into the course, instead of solely focusing on her major. The program taught her how to draw and the basics of fine arts, she said.

Oh decided to study film at RISD because of her appreciation for Wes Anderson's filmmaking and her past experience with photography-she has taken two years of photography at the school and attended a program at the International Center of Photography. She wrote her junior research paper on Wes Anderson and became interested in film, ultimately combining the two at RISD.

To pursue her passion for acting, Binah Schatsky (11) spent six weeks of her summer in a pre-college program at the Carnegie Mellon School of Drama taught by some of the top theater teachers in the country.

Schatsky chose to focus on musical theater this summer, from a variety of choices such as acting or design and production.

"My decision to study musical theater was more like a realization that not only do I live and breathe theater, but I also realize that art is the most powerful way to convey truth, and musical theater is an art that uses your voice and your body and your emotions," Schatsky said.

As part of her studies, she spent most of her time in classes composed of about six to eight students focused on improving singing and dancing skills.

The program was designed to help high school students familiarize themselves with the vigorous climate of a high ranked undergraduate conservatory.

Because the program was six weeks long, it gave her more time to delve deeper into musical theater, Schatsky said.

Schatsky is an active participant in Horace Mann Theatre Company and studies voice out of school. She regularly performs in music and theater productions at the school and plans to major in theater in college.

Besides new dancing techniques, the program taught her the value of academics, specifically literature, Schatsky said. "When you want to do theater, you also have to develop your brain and be able to recall some history," Schatsky said.

Intensives

Having always had an affinity for music, Jasper Cox (12) studied classical voice under Greg Zavacky at the Boston University Tanglewood Institute for six weeks this summer.

He performed in a chorus, did an opera scene, "Flee Flee Flee" from the Magic Flute, and sang solo. He also studied music history, theory, and diction.

The highlight of the program was his performance in front of hundreds on the Koussevitsky Shed Stage-a place where the Boston Symphony and other renowned orchestras have performed.

"Singing at the Shed was simultaneously terrifying and exhilarating. When you're up there and you see the hundreds and hundreds of seats, it's pretty intimidating," Cox said of his experience performing "The Heavens Are Telling" by Haydn.

"The program made sure that we were getting exactly what we needed in order to be successful as vocalists, teaching us about specific theory terms that consistently pop up in art songs and exposing us to both new and old operas," Cox said.

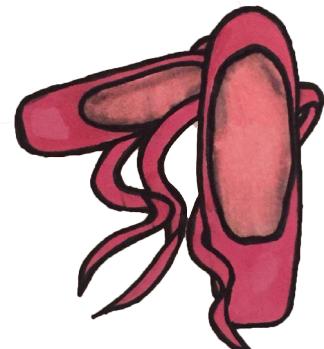
One skill they learned was serialism- interpreting notes as number and making and remaking lines of music based on these numbers, Cox said.

The program gave Cox a "taste of what it's like to be a professional vocalist in the real world."

Besides participating in the Concert Glee Club and Horace Mann Theatre Company at the school, Cox has been a member of the Metropolitan Opera Children's Chorus and continues to take vocal lessons.

Although Cox acknowledges that he may not pursue music as a career, he is glad to have had the opportunities to hone his singing skills and will continue with voice through college and beyond, he said.

EVE KAZARIAN
Staff Writer



Sophia Schein/Staff Artist

ARTS

RICARDO PINNOCK
Staff Writer

Liza Berg (12) has been performing grand jetés and arabesques in ballet classes for seven years, so it may not come as a surprise that she enrolled in not one but two dance intensives this summer.

The first of the two programs was the Summer Dance Intensive at Boston Conservatory (SDIBCB) at Berklee. The SDIBCB offered dancers a chance to learn from world renowned staff while developing technique, artistry and spirit.

Berg also attended Earl Mosley's Institute of the Arts Summer Intensive (EMIA), held at a dance-focused institute.

In addition to hours of ballet and modern technique classes each day, Berg completed projects such as a research presentation on Jawole Willa Jo Zollar, a choreographer and activist.

EMIA brought a team of nationally and internationally recognized teachers to guide the dancers through classes such as ballet, modern, tap, hip-hop, African, and theatre jazz.

The conservatory programs encouraged Berg to explore various types of dance. "I became a more well-rounded dancer. I was not only focusing on ballet, but I got a chance to experience other genres like African and contemporary," Berg said.

The programs also gave her the opportunity to meet influential figures in the dance industry, which could prove to be useful in the future, as Berg is contemplating studying dance in college, she said.

Besides Earl Mosley himself, Berg met and studied with the likes of Sidra Bell, Rennie Harris, Julian Barnett, and Heidi Cruz-Austin, renowned dancers and choreographers.

Chatterjee (6) wins TIME journalism contest

ABBY KANTER
Staff Writer

Out of the 300 students who applied to the Time for Kids Journalism Contest, Jiyon Chatterjee (6) and 14 others were accepted as kid reporters or reviewers. This year, Chatterjee will have the opportunity to report on current news stories and interview important figures for the weekly, kid-friendly version of Time Magazine.

Every year, Time for Kids gives students interested in writing and journalism the chance to write for the magazine as a kid reporter. This year, Chatterjee applied to become a kid reviewer with on camera opportunities in addition to written news reports.

Chatterjee has loved writing since a young age and recently became interested in journalism, he said. "I'm just so interested in current events and politics and what's going on in the world, so I wanted to become a journalist," Chatterjee said. "I think there's no better way of telling the world about things that are happening than writing about it and speaking about it."

The application process required two rounds, the first of which was to write a news article about any topic.

"I wrote about Horace Mann and their participation in a Robotics contest, so I interviewed Mr. Torres and some of the participants on the team," Chatterjee said. "I also talked about the Robotics contest itself, so I interviewed some people from the organization, too."

After writing the article, Chatterjee got through to the second round, which was narrowed down to 25 kids.

The next round was two separate projects. Chatterjee's first assignment

was to make a video in any form of the top five most interesting qualities about him that would make him a good journalist. "My video had the overarching theme that I was a good storyteller, and that you have to be a good storyteller to be a good journalist," Chatterjee said. "So, all the qualities that I listed were related to that theme."

Chatterjee first explained in his video that he is an avid reader and writer. "I talked about an article that I had written about a book that was eventually published in the Guardian newspaper," he said.

He also discussed his interest in traveling. "I collect maps of my journeys, so in the video, I showed one map of my journey to England, to a book village called Hay-on-Wye, which related to my interest in books," he said.

Chatterjee's third quality was his interest in global and local politics, which he conveyed through footage of himself inside the general assembly of the United Nations. For his fourth quality, he wrote about his dreams to become a writer, and for his fifth, he explained his skills for talking to people in everyday life, not just to famous people, whom he might interview.

His second assignment was to write an essay about a hometown hero. Because of his interest in science, Chatterjee chose to write about the famous cancer physician, Siddhartha Mukherjee, who has written three books about his medical research, including the Pulitzer Prize winner, *The Emperor of All Maladies*.

"Although I love writing a lot, I'm also very interested in science, so I've recently become very interested, because of this project, in medical research and genetics and cancer," Chatterjee said.



Courtesy of Jiyon Chatterjee

Now that Chatterjee is a kid reporter, he will be given projects throughout the year on a variety of topics, such as interviewing authors or national politicians involved with helping kids, he said.

"Whenever there's a person that they'd like me to interview, I'll do that either on live camera in their studio or other places on location, but there are probably also a few opportunities for me to write," he said.

"I think I'll definitely be able to incorporate my interest in science with my interest in journalism because they're both pretty hands-on experiences," Chatterjee said. "And, at Time for Kids, I'll get to interview some important people, so hopefully there will be some in the medical field."

"I definitely would pursue a career in journalism in the future," Chatterjee said. "Since a young age, I've wanted to be an author, but I'm also interested in journalism, and I have an interest in becoming a scientist, too, so those are the three things I want to be in the future."

Middle Division opinions: reflecting on sixth grade Dorr



Clementine Bondor

"All of life is an experiment. The more experiments you make, the better." -Ralph Waldo Emerson

That's a lesson to be learned from sixth grade "Dorriente," which my grade has experienced in the past couple of weeks.

Just getting on the bus to Dorr, I had conflicting thoughts about the next three days, and what they were going to be like. Almost all the members of my advisory was new to the school. Two of my best friends were in a different homeroom, and although I knew I'd still get to see them during the trip, I wished I were with them. Little did I know that I'd manage to meet so many great new people in such a short amount of time.

When each person in my homeroom group first introduced themselves, one of my first thoughts was, "wow, these kids seem really smart!" When I saw them for the first time, I walked into a conversation about the different languages they all spoke, and I was immediately impressed. I knew I would enjoy

spending time with this group of kids.

Meeting new people in my homeroom was definitely fun. I felt like I had made ten new best friends. Mealtimes were some of the highlights of my trip to Dorr as it meant I spent time with my homeroom. It was a bit awkward at first, because no one really knew what to say. However, in just a short amount of time, we "broke the ice." Suddenly, I was sitting at a table surrounded by five kids who were all shouting words in other languages, one who was proposing toasts every few minutes, and three others like me, who were sitting in awe at what a crazy, but fun, advisory we had!

Later that day, and that night in the cabin, I got the chance to meet even more amazing new friends, and that was one of the best parts of sixth grade Dorr. Although most of my friends from the Lower Division were in other groups for Dorr, I still felt like I was with my best friends. I became so close with my homeroom, which was great. I definitely wouldn't have said this before Dorr, but it was really nice to hang out with a different group of people than I normally would have. It was fun to branch out and make new friends, and now, as soon as school starts, I can bring these two amazing groups of people together.

Over the next few days, we took part in numerous activities to help us get to know each other. For example, we did a hand-shaking game, led by the mentors. Everyone in the entire advisory stood in a circle. Each person got the chance to shake hands, make eye contact, and learn the name of every other person in

the room. Although it took a while, I was able to name every single person that had come to Dorr with me, and even some of the teachers and Dorr staff that had participated. It was an amazing feeling.

All the activities definitely made an impact on our Dorr, and even our overall "beginning of sixth grade," impressions, because they helped us get to know each other and learn more about the middle division. Through teambuilding exercises and fun projects, we slowly but surely became more acclimated with each other, our mentors and advisory, and the overwhelming yet exciting thought of entering middle school.

The activities definitely went well, and our truly fantastic mentors, William and Surya, helped us through it all. They sang Hamilton with us on the bus rides, taught us games to play at mealtimes, and helped us out whenever we were confused. The Upper Division mentors definitely succeeded in helping us become familiar with each other, and the beginning of middle school. I think they absolutely made an impact on our Dorr experience, and I truly appreciate all that they have done for our grade so far.

Dorr undoubtedly positively affected how I felt about entering middle school. Now that I know more about what classes will be like, what I need to bring on the first day, and how I can manage my time, I'm definitely more confident about middle school. Thanks to sixth grade Dorr, I learned many new skills, met new friends, played fun games, gained two awesome high school mentors, and have tons to look forward to in the Middle Division!

Advisory program expands to include Social Emotional Learning

YEEQIN NEW AND REBECCA SALZHAUER
Staff Writers

This year, Middle Division advisories will be incorporating a new teaching method, Social Emotional Learning (SEL), in new full period sessions every day nine, in addition to the daily meetings during the 15 minute break.

The permanent period for advisory resulted from "a combination of both advisors asking for it, and also the administration certainly knowing that we needed to provide the time and the space for good advisory sessions to happen," seventh grade dean Christopher Lacopo said.

While the advisories met for entire periods last year, the meeting times were not consistent. "We wanted a predictable time in the schedule," Head of Middle Division Robin Ingram said.

The school administration wanted to include more time for students to strengthen their relationships with their advisors and with other members of their advisory, Director of Middle Division Guidance Wendy Reiter said.

Having an important relationship with an adult mentor who can serve as a guiding force is "what we see as critical in adolescent development," Reiter said.

"I hope that it's a time in which students can develop a stronger relationship with their advisors, but also with the other students in their advisory, so it becomes a more effective home base and a place for reflection—for taking a deep breath," Lacopo said.

"I'd say we're hoping to make the advisory experience more consistent and more effective for students throughout the Middle Division based on the work that we've been doing with the Institute for Social and Emotional Learning (IFSEL)," English teacher Jamie Brink said.

"With the training from IFSEL, all advisors have a toolkit of activities and readings to help develop their own programs depending on the grade level and how well the advisory knows each other," history teacher John McNally said.

A committee of advisors has been working with IFSEL to create a three-year-long outline of advisory meetings for each grade that builds upon skills learned in the previous year, Brink said.

Having a base structure for each grade's advisories "will enable much more collaboration and sharing of ideas and activities between advisories and make advisory more seamless as students move up through the grades," Brink said.

"We plan on continuing to work with IFSEL throughout the year and to work together to develop this program," McNally said. The Advisory Committee, along with Ingram and Reiter, will work on refining the program, which is a process that will take time, he said.

Brink attended the 2015 training session and incorporated SEL in his advisory last year. "SEL made my advisory feel more focused and purposeful.

Simple things like expressing appreciation became part of our common vocabulary and filtered through into the thoughtful way the kids spoke and listened to each other," Brink said.

Upper Division students in the Middle Division Mentor program were also trained in SEL at their training sessions both this year and last year.

Grace Hill (11) used the SEL activity of doing a check-in scale with her mentees at the beginning of each mentor advisory session. Instead of a number line, Hill had her mentees associate the number corresponding to how they were feeling with an animal or a food, she said.

"Implementing SEL during homeroom made it easier to connect with my mentees, and it built a stronger bond," Hill said. This year, using SEL "will solidify a bond between me and my mentees, and a bond between each individual student, meaning that our discussions throughout the year will be more meaningful."

In addition to advisories, all classes will incorporate teaching through the lens of SEL in an effort to teach the whole child in addition to the mere content of classroom material.

Brink has used the Inside Outside Circle activity in his English classes to foster class discussion in a dynamic way, similar to the techniques he has been able to use from training in the school's partnership with the Royal Shakespeare Company, he said.

"It's especially exciting for me to develop both a more active approach to literature along with SEL skills in collaboration and interpersonal awareness," Brink said.

"This type of approach to education is the idea that we teach the whole child, not just content. [It] will allow students to become more reflective and in tune with themselves and others," science teacher Michelle Amilicia said.

"I want to make sure they are kind, aware of others, and good people who know how to work together in a group," Amilicia said.

"It's not about changing up your curriculum or content, but a way you present the content," Reiter said. The program does not stand alone but uses the skills of empathy and focusing on the needs of the person with whom you are engaged to better relate to people in all aspects of life, she said.

"I see the application and the relevance of all of us at school being sensitized to approaching all of our work [through the SEL model]," Reiter said. There is direct application of these skills in all of my roles in the community, whether I am addressing a student in my life skills class, a parent during a family meeting, a student coming to me for guidance, or a colleague.

Brink believes that SEL can be successfully integrated into the Middle Division in the coming years. "The SEL approach just requires openness, open-mindedness, and mutual trust. I know that the MD faculty and the students are able to meet the challenge of further developing those qualities together."



Kat Snoddy/Art Director

Welcome to the Middle Division



Tali Benchimol/Photography Editor

ARNI ALVAREZ



SEIJI MURAKAMI

Staff Writer

The Middle Division welcomes Arni Alvarez to the language department to teach Spanish to the sixth and eighth grades this year.

Alvarez received his master's in Spanish Literature at the University of Illinois. He taught Spanish at the University of Oklahoma and most recently, the Education First (EF) Academy. He is earning his PhD in Spanish conversation, advanced composition, and culture, he said.

Alvarez wanted to teach at the school because of its reputation as a "well-established school," he said. "The faculty and staff members I met were nice, and when I came to teach two classes, I loved the students," he said. Alvarez also wanted to leave EF Academy because he was living on the campus, he said.

Alvarez shifted his interest to teaching younger students because "the energy in the classes is different than university," he said. "I no longer have to only teach by the books, I can now expand the information and incorporate other materials," he said. "Now I can also find a connection, have more intimate and personal classes, and get to know other students and teachers—become part of a family."

"I think what makes my teaching different from my colleagues is my approach to culture and literature," he said. Alvarez wants to include more books, articles, personal photos, and class trips. He had the opportunity to take a group of his university students to Mexico, which he hopes to accomplish at the school as well, he said.

ROSIE LEONE



JONATHAN KATZ

Staff Writer

This year, Rosie Leone will teach physical science in the Middle Division.

One of the key reasons Leone chose to teach at the school was how it encouraged learning both in and out of the classroom.

"I really like how Horace Mann takes into account people's various interests and offers opportunities for students to pursue things outside of academics. They really focus on creating a community," Leone said.

Leone is very interested in sustainability and the environment, which also drew her to the school. "One of my main interests throughout college and high school has been sustainability and Horace Mann leads the fight in this field," she said.

Leone's teaching style is very hands-on and she wants her students to feel excited about science.

"I love to do lab-based activities, and I think that science is exciting by nature, so I love incorporating that into my classroom," she said.

Leone wants to impart on her students the love of learning, she said.

"I want them to get excited about delving into things, and if we talk about a certain topic in science that sparks their interest, I want them to have the resources to learn about it for fun," she said.

MARYBETH DONNELLY



KATIE GOLDENBERG

Staff Writer

MaryBeth Donnelly will join the Middle Division to teach French to seventh and eighth grade students.

Prior to joining the school, Donnelly taught French to eighth grade students in a middle school in New Jersey.

Knowing she wanted to teach in New York, Donnelly discovered the school in her research of different schools in the state, she said.

"I was really impressed by the amount of languages offered at Horace Mann and to see the value placed on language education here."

In the upcoming school year, Donnelly hopes to inspire the values of courage, determination, and resilience in her students, she said.

"In order to make progress with a language, one must take risks," she said. "Taking risks entails the possibility of making errors from time to time, and these errors are really opportunities to grow and improve."

She also wants to assist her students in reaching a "higher level of proficiency" in French, she said.

"In the process, I hope to pass on my love of the language and culture," she said.

CAROLINE SHANNON



ELLA FEINER

Staff Writer

Caroline Shannon will begin her first year of teaching French this fall after obtaining her master's in education at Hunter College. Shannon attended the Hackley School growing up and was a student teacher at the Bronx High School of Science, so she was familiar with Horace Mann "as a rival," she said.

Shannon "grew up in a family of academics," so learning French "came naturally to me," she said. She visited her grandparents in France, where she had the opportunity to practice the language among native speakers, and was fluent in French by the age of ten.

Shannon attended college at Vassar and graduated with a degree in French and art history. She then spent a year teaching English to students in France before returning to the US for her master's degree.

She is most excited about meeting her new students and bringing her creativity and positive energy to the school. Shannon tries to blend the many teaching styles that she has been exposed to throughout her experiences as both a student and a teacher, she said.

Fall Sports Previews

Field Hockey

TIFFANY LIU
Staff Writer

With the addition of new assistant coach Jozann Jackson, the Girls Field Hockey team starts off the season aiming to build team unity and increase its goal count.

Alongside head coach Caroline Surhoff, Jackson reviewed the basics with the team and introduced new shooting techniques.

"She's super fun and brought a ton of energy along with her extensive experience in field hockey, so that has been a really good addition to this season," Emma Forman (12) said.

Last year, the team did not play aggressively enough, Ryan Platt (12) said. This year, the team is focusing on offensive work and training goalie Bliss Beyer (11).

Jackson, an experienced goalie,

has been working with Beyer and teaching her how to kick balls out of the goal with proper technique. In addition, the team is working on communication on the field, which has been a challenge for them in past years, Platt said.

This past summer, several underclassmen attended field hockey camps with coaches who played in international clubs in Europe. Julia Roth (10), who went with teammates Katie Goldenberg (10) and Juli Moreira (10), learned new techniques such as aerial passing and C-cuts. They brought those skills back to show the Lions, she said.

Many team members are worried about the absence of center midfilder Anya Swift (11) due to the ACL injury she sustained playing lacrosse last year. She was "essential to the team last year," Forman said, as she took a lot of corners and was a top scorer.

In hopes of boosting their performance on the field, the team is trying to bond more this year, Forman said. They are engaging in talk circles and plan on having team dinners.

The junior varsity (JV) and varsity teams have been connecting more as well. Coincidentally, the JV team may have to combine with the varsity team due to lacking numbers.

This year's senior leadership of four people has been the strongest that Forman has seen in a while, she said. "I want to create a really good environment that gets everyone really excited, because I think sometimes in field hockey that doesn't happen," Forman said. She hopes to bring the team together and push everyone to do the best they can.

"Hopefully we can win, but if we don't, then I just want to have fun at the practices and games," Forman said.

Water Polo

SAM HELLER
Staff Writer

are really like a new team," McCarthy said.

The team lost two of the team's most dominant players last year, Veer Sobi '16 and Max Spector '16, McCarthy said.

"It's going to be an extremely different game without them, and we are also a brand new team. We are working together differently and we have different strengths and weaknesses, but I don't think we will have any problems scoring goals and winning," Elrifi Said.

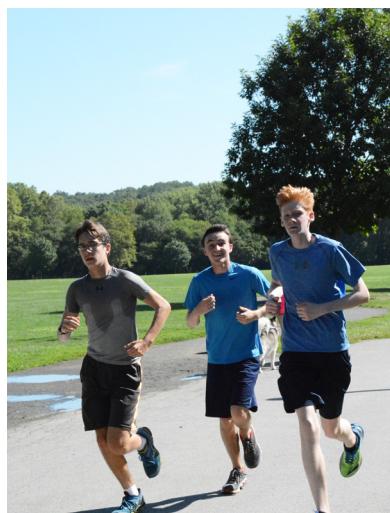
After last year's success, Wang is excited to win even more games this year and see everyone do well, he said.

He is especially excited to beat some of their rivals, such as St. Benedict's Prep in Newark and Staples High School, Mike Wang (12) said.

"The most important thing this season is just making sure that everyone is staying in shape and everyone gets playing time," Shaari said.

Girls XC

Boys XC



Students practice during preseas

Girls Tennis

RICARDO PINNOCK
Staff Writer

Following an undefeated season last year, the Girls Varsity Tennis team has its sight set on defending its Ivy League Champion title and establishing a strong group dynamic.

"Whether we were trying to score winners from the baseline or playing Queen of the Court in our free time, we are working hard in preseas to prepare for a promising season ahead," Gibby Thomas (10) said.

The team lost five seniors from last year, but the rising varsity athletes are "very talented and capable of success," Alexandra Mantz (12) said.

"I'm excited to have the new members on the team because it's clear from tryouts that there are some very good new players and I'm excited to see how we mesh as a group," Rachel Okin (11) said.

This year, the team will have the opportunity to play for the championship in the first ever Ivy Championship Tournament.

The girls are also looking forward to competing in the Mayor's Cup. They faced a surprise loss in the early rounds of last year's tournament, and they want to go farther into the bracket this year, Mei Ardit (12) said.

Girls Varsity Tennis has had major success in the past years. Following their perfect 12-0 record last year, the Lions are trying to surpass the standard they set last season by staying undefeated and winning the Ivy League, Mantz said.

The team has several strong returning players. Thomas, the team's number one singles player, is

returning as a sophomore and the number three singles player, Sarah Finley (11), is returning as a junior, Ardit said.

"We want our doubles lineup to be equally as strong as singles. We are counting on the talented new players to help strengthen our doubles lineup," Mantz said.

"We have a team that is just as strong if not stronger than the team we had last year," coach Rawlins Troop said.

"Tennis is very individualized, but we are a team. We want to make everyone on the team feel included," Ardit said.

The team will exercise their physical and mental game before their first match against Fieldston on September 9th.

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AMIR MOAZAMI

Contributing Writer

The Girls Varsity Cross Country team aspires to improve its performance in the Ivy League while also maintaining the "family like" atmosphere of the team.

Last year, low freshmen turnout resulted in a second to last place finish in the league, but also brought into question the future of the team, Freya Lindvall (11) said.

"We began to worry about how the team would ultimately evolve," Lily Mayo (11) said. However, this year the team has added several new members.

Many team members such as Bella Muti (12) have been doing intensive training over the summer with the goal of improving their performance in meets. Lindvall trained over the summer by running on the beach and in 10k races.

Others are using the sport and preseas as a way of maintaining their fitness.

For Alexis Bolner (11), preseas serves as a way to "work on endurance and strength and get the team back into their best running shape," she said.

Coach Meredith Cullen has been working on fitness by training the team to run more flats during preseas and to run the course as opposed to walking it, Lindvall said.

Lindvall, Muti, and Bolner's goal for the season is to increase their pace and performances in the meets, but many other members such as Mayo seek to "enjoy the pleasant atmosphere of the team."

During practices, girls are grouped into pairs based on ability. This system of pairing runners of similar strength is important because "your partner forces you to run faster," Lindvall said.

Mayo believes that running with her team members "inherently fosters close relationships because running long distances forces you to talk to the person next to you," she said.

"The team has a good dynamic and we are all very supportive of each other," Muti said.

JAMES ARCIERI

Contributing Writer

A primed and determined Boys Cross Country team is prepared for the tough but promising season that lies ahead.

Two years ago, the team finished 8th at the Ivy championships. Last year they moved up two spots to sixth. The team is determined to continue their progression upward and muscle themselves into the top four teams in the Ivy League, co-captain Justin Burton (12) said.

"We have a lot of serious runners on the team this year," Burton said. "This year's freshman class has some amazing runners to contribute to our varsity team."

Burton, the team's top runner, is looking to go to Footlocker Nationals, a race that requires running a near 15-minute 5k at the northeast finals.

In order to advance their position in the Ivy championships this year, the boys have been pushing themselves in long distance runs, tempo runs, and shorter hill sprint repeats over preseas to build up stamina and strength. They have also been diligent in adding abdominal workouts after practice to build extra core strength, Michael Truell (11) said.

The leadership this year, which consists of Burton, Dylan Margolis (12), Eric Schwartz (12), and Will Scherr (12), has worked hard this year to push the team to maintain this grueling regimen, Joshua Doolan (11) said.

"The seniors have been incredibly helpful in leading the team," Doolan said. "They have helped introduce new runners and have been invaluable in helping our team continue to grow and improve."

Coach Jon Eshoo has also been instrumental to this new focus and determination within the team.

"Coach Eshoo is keeping us super disciplined, reminding us to push hard when we are slowing a bit in practice," Truell said.

"I'm excited to see that some of our freshmen and sophomores arrived in good shape and ready to train and compete," Eshoo said. "Hopefully we will be able to use a few of them combined with our top returning runners and be able to field a competitive top seven."



Record Sports

LIONS' DEN

September 6, 2016

Football

JANVI KUKREJA
Staff Writer

Looking to protect its title as League Champions, the Football team has been working hard to strengthen its receiving core and adapt to a new defense formation. The team hopes to "win the championship for the fourth year in a row," co-Captain Dillon Holder (12) said.

One of the team's focuses for preseason is "making sure the younger kids, mostly incoming freshmen, know the systems better," Ethan Matt (11) said.

Although the graduated seniors will be missed, "there are so many athletic additions to the team this year and natural leaders who will fill their spots," Rae Rae Silverman (10) said. In addition, "this team is the strongest in numbers we've had. We're at 59 players, while Head Coach Matthew Russo's first football team consisted of only 18," he said.

According to Ben Parker (11), during preseason mornings, the team is on the field practicing new plays and formations. In the afternoon, the team spends time either in the fitness center training or reviewing plays in the media room.

Due to multiple injuries last season, younger players were required to step in and fill the gaps, giving them all "a year of experience under their belts which installs even more confidence," John Peter Cerini (12) said.

The team's work on receiving packages and added receivers will increase possibilities for a better pass game. Fast players such as Ben Metzner (10) and Michael Sun-Huang (10) are great supplements to the team's offense as well as Marc Murphy's (11) sharpened pass game,

which will enhance the offense's ability to utilize a more frequent deep ball, Silverman said.

Matt believes the team's chemistry is the key to another League championship trophy. "Because of how much we care about each other and how the whole team meshes well together, communication on the field is even stronger," Matt said.

The team is working hard to overcome its largest challenge—the first game of the season against its biggest rival Riverdale. Because of the coaches' planning and players' diligent efforts, the team "will be more than ready to ball out on September 10th," Jahmire Cassanova (11) said.



COURTESY OF DILLON HOLDER

After winning the league last year and finishing with an 11-2-2 record, the Girls Varsity Soccer team (GVS) is working hard to rebuild a strong team, Jane Frankel (11) said.

The team has been working on conditioning and basic skills to get everyone warmed up after the summer, Sophia Fikke (11) said. "We have

also been scrimmaging to figure out our team chemistry," she said.

The team hopes to fix mistakes from last year, Taylor Sanders (12) said. "This year, we are working on several things, including smart passing and play as well as finding new space on the field," she said.

"We did lose some pretty key players that graduated, so we will need to find ways to fill those holes," she said.

While the team is still working out some technical details, the team should be ready before the games because of a good preseason, Sanders said. "I think our biggest weakness is trying to finish the opportunities we have to score

in the attacking third," she said.

While the team does have further bonding activities planned, GVS is already extremely close even before the season has officially begun, Levy said. "The team already feels a lot like a family and is definitely very tightknit," Levy said.

Nikki Sheybani (11) said that this chemistry corresponds to strong communication; however, "we need to continue taking practice and drills seriously so we can put 100% into our games," she said.

The effort the seniors are making to create a team bond does not go unnoticed, Fikke said. "There is a really good energy at the start of every practice, and the seniors are doing a great job of getting everyone excited and pushing us through the more difficult parts of practice or fitness," Fikke said.

The team aims to go even further than last year, which was a record high in GVS history, Sheybani said. "This year our biggest goals are to win both the Ivy League and states," Sheybani said.



SARAFINA OH/PHOTOGRAPHY EDITOR



SARAFINA OH/PHOTOGRAPHY EDITOR

Upcoming Home Games

Girls JV Volleyball	TBD	V Field Hockey	4:15
Hunter	9/6	Fieldston	9/9
Girls V Volleyball	TBD	Girls JV Tennis	4:00
Hunter	9/6	Poly Prep	9/12
Boys V Soccer	4:15	V Field Hockey	4:30
Loyola	9/7	Rye Country Day	9/12
Girls JV Volleyball	4:00	Girls V Soccer	4:30
Fieldston	9/9	Sacred Heart	9/12
Girls V Volleyball	4:00	Boys V Soccer	4:00
Fieldston	9/9	Collegiate	9/14
Girls V Tennis	4:00	Boys V XC	4:15
Fieldston	9/9	Ivy Dev. Meet I	9/14
Boys JV Soccer	4:00	Girls V XC	4:25
Fieldston	9/9	Ivy Dev. Meet I	9/14
Girls V Soccer	4:00	Girls JV Volleyball	4:30
Fieldston	9/9	Sacred Heart	9/14

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Girls Volleyball

AMIR MOAZAMI
Staff Writer

With a deep sense of camaraderie for their teammates and a zeal for the game, the Girls Varsity Volleyball team envisions a season of redemption.

Although it is early in the season and there are differences amongst the players in ability, the bonds and friendships forged have been taking place for years.

"We all know each other and how we play because most of us played on JV and even middle school together," Lauren Simpson (12) said.

The team spirit held amongst the players will serve as a strength, Brittany Jones (10) said. "The strong friendships we have can keep us focused and optimistic during tough games," she said.

Last year "a lack of focus during critical points negatively impacted us, especially against Fieldston," Caroline Troop (11) said.

Ultimately the team lost a heartbreaking game to Fieldston in the playoffs, and while avenging the loss is not necessarily one of the goals, Simpson said. "We definitely want to advance far in the playoffs."

To prepare for the season, a number

of players attended camps in various parts of the country over the summer to improve their play. Dakota Stennett-Neris (10) went to a camp hosted by Hawaii University to improve her outside and libero play.

According to Troop, the camps have helped keep players in game shape, but Head Coach Michelle Lee has also emphasized drills to increase endurance and stamina for games.

In the early days of preseason, Stennett-Neris said that team Captain Giramnah Pena-Alcantara (12) helped her with hitting and volleys. Alcantara-Pena's leadership made her feel more welcomed, Stennett-Neris said.

Players such as Zahra Thiam (11), Morgan Joseph (10) and Stennett-Neris are newly minted Varsity players who will be integral for filling the gaps left by the departed class of 2015.

The most prominent loss is Chichi Ikwuazom '16, whose play as a middle hitter was "one of the strongest, if not the strongest in the league," Troop said.

However, the team is confident that Joseph will be a strong replacement.

CHARLIE SILBERSTEIN

Staff Writer

After a disappointing 6-12 season last year, the Boys Varsity Soccer team is confident that it will bounce back strong. "We're motivated and hungry as a result of last year's season," Merrick Gilston (12) said.

Although the Lions graduated a few seniors, Josh Newman (12) believes that their vacancy will not have a negative impact on the team. "We may have lost a lot of talented seniors," he said, "but it's also allowing a lot of talented younger players to take ownership of their position and raise the team's game as a whole."

The team only scored 18 goals while allowing 45, Head Coach Neil Berniker said. "We need to gear up the defense and get scoring from several players."

In preseason, the Lions showed improvement in these areas with Jack Miller (12) and Daniel Frackman (12) on the outside backs, Gilston said. Berniker is especially excited about Evan Buonagurio (10). "Evan is an exciting player to watch. He's a great player, and we're really expecting him to fill the net with goals this year." Additionally, the Lions have a "trifecta" of goalies including Noah Simon (11), James Baumann (11), and Nick Keirstead (12) who have been hard at work preparing for this season, Berniker said.

"I think we have a lot of great senior role models who can lead younger kids on the team and make them and feel more comfortable in their roles," Buonagurio said.

In preseason "we've been doing a lot of possession drills," Newman said. "The coaches are pushing us toward a more possession-oriented game," he said.

The Lions' goal for the season is to win their league and then make a run in states, Newman said.

RANDOM SPORTS BOX

What's sadder? The death of Harambe or the death of the Random Sports Box? Email your responses to record@horacemann.org #RIPbrojokes