

The Horace Mann Record

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Leonhardt '90 and Zelizer talk politics and culture, promote student discourse



Freya Lindvall/Staff Photographer

LET'S GET POLITICAL New York Times journalist David Leonhardt '90 and Princeton professor Julian Zelizer visited the school Tuesday to speak about the historical and cultural aspects of the upcoming presidential election.

SAM HELLER & NATASHA POSTER
Staff Writers

Last Tuesday, Julian Zelizer, a Professor of History and Public Affairs at Princeton University, and David Leonhardt '90, a writer and editor for The New York Times, led the Upper Division in an assembly in discussing the upcoming election.

"I think students are really interested in hearing how the media covers politics, particularly The New York Times, which can be sometimes controversial in the sense that some people say it's very liberal and biased," History Department Chair Dr. Daniel Link said.

It is important for students to understand that their involvement with politics begins at the moment when they can listen to the candidates and figure out what makes sense – not just when they can vote, Director of Student Activities Caroline Bartels said.

For history teacher Barry Bienstock, it is important to have both a historian and journalist present in order to discuss and clarify the issues surrounding the election, as "it's unlike any election we have had in the past," he said.

During B period, students in Bienstock's Advanced Placement United States History class welcomed Leonhardt and Zelizer into their classroom for a discussion before the assembly.

Both speakers compared current politics to politics of the past century, Sam Stein (11) said, specifically comparing Donald Trump to candidates in the past such as Barry Goldwater, a former presidential candidate whose candidacy led to the reformation of the Republican Party, Stein said.

During the assembly, Leonhardt first discussed this year's presidential election, specifically discussing Trump's voters and flaws.

"He is the single most dangerous nominee in my lifetime, in our lifetime, and probably in our nation's history," he said in the assembly.

Leonhardt sympathized with Trump

Students "were thinking about the election in ways that resonated with what I was trying to talk about and it went beyond some of the familiar ways in which we have been talking about the Trump-Clinton clash in the last few months."

- Julian Zelizer

supporters and saw many of them as middle Americans in need for radical changes in their qualities of life. Although he continued by acknowledging Hillary Clinton's flaws as well, he concluded that the nation must not elect Trump. He then answered questions ranging from his experience as an opinion journalist to predicting the future of American politics.

Zelizer began his talk by addressing

the fact that complaints about elections are "as old as apple pie." He explained the historical side of the election, focusing on how our nation's past has caused such a polarized election.

The issue in elections generally is that many Americans feel fragile in the middle class because they do not feel the benefit of the country's economic growth, so candidates who speak more to this issue tend to have more appeal, Zelizer said.

Due to the extreme polarization within the government, discussions about politics have changed, and it allows for unusual candidates like Trump to run because people will vote for their party regardless of who is running, Zelizer said.

"One of the phenomena that you will see even in an election with someone who is an outlier like Donald Trump is that people will still tend to vote the way they voted in the last election and the election before that," he said.

For this assembly, Leonhardt talked to three-quarters of the student body and faculty in Gross Theater, while Zelizer spoke to the remaining quarter in the Recital Hall.

Bartels believed that it was important to have a live body in front of people in Gross Theater as well as the Recital Hall to get the conversation going and ensure that nobody was bored, she said.

However, only one quarter of the community heard Zelizer in the Recital Hall, which meant that while having a class discussion about the assembly, a student may have been the only person in the class to hear Zelizer and not Leonhardt, Bartels said.

Zaie Nursey (11) was in the Recital

see POLITICS on pg. 4

Former Yankee, Grammy-nominated musician Bernie Williams visits school for assembly



Bernie Williams, Yankee player turned professional guitarist, speaks at an assembly.

ELIZABETH FORTUNATO
Staff Writer

Former New York Yankees player and Latin Grammy-nominated guitarist and composer Bernie Williams visited the school Tuesday to speak and perform in an assembly on baseball and music.

The idea to invite Williams to host an assembly came from music teacher Doug Epstein, who had been pursuing him to come since last December.

When self-professed Yankee fanatic Mark Fernandez (9) heard his all-time favorite player would be coming

NYSPCC tackles sexual abuse recognition with freshmen

BETSEY BENNETT
Staff Writer

"Our students' safety is a primary concern for us," Head of Upper Division Dr. Jessica Levenstein said regarding the ninth graders' meeting with the New York Society for the Prevention of Cruelty to Children (NYSPCC) today.

Each year since 2012, the school has partnered with the NYSPCC to educate incoming kindergartners, sixth graders, and ninth graders about child sexual abuse. In the Upper Division, any sophomores, juniors, or seniors who did not attend the school their freshman year must attend the meeting as well.

"Given the severity of what took place at HM decades ago, it's important that we continue to involve an outside agency both as a partner in the process of insuring a safe school and as a means of external monitoring," Head

the facilitator will lead an interactive activity and discuss what precautions the school has already taken to ensure the safety of students.

The group format allows for students to both participate and be heard, Kelly said. "These discussion groups also introduce students to one or more clinicians who are available for any follow up questions or conversations beyond the training," he said.

This year's presentation will feature several changes, according to NYSPCC Director of Government Relations and Administration Stephen Forrester. A video entitled "Consent: It's as Simple as Tea" will be shown for the first time at the assembly, and a new case scenario activity will be added to the breakout sessions. Forrester believes that these updates will create a more effective and thought-provoking program overall.

Natalie Baer (9) recognizes that the meeting discusses topics that are a

"We're confident that the experts at the NYSPCC provide crucial information to our students in effective and age-appropriate ways."

- Head of Upper Division Dr. Jessica Levenstein

of School Dr. Tom Kelly said.

According to Kelly, the school chose to work with the NYSPCC due to its reputation as a highly informed and respected organization on education about child abuse. In addition, the organization's longstanding relationship with the school brings familiarity and confidence to the training, Kelly said.

The program will take place during D, E, and F periods. It consists of an information session in the Recital Hall followed by smaller group discussions about the topics discussed.

"NYSPCC clinicians will provide an overview of the problem, define what constitutes abuse, describe the tactics used by perpetrators to identify victims and lower their defenses, and help students understand why young people often do not disclose sexual abuse," Dean of Student Life Dr. Susan Delanty said.

During the workshops, groups of 20 to 25 students will meet with a facilitator from the NYSPCC to process the issues covered during the assembly. According to Levenstein, the students will first comment on and ask questions about what they heard. Then,

central part of many people's lives. "I think it's a good thing that the school talks about these issues with us and assures us that we have a support system if any of us are going through this."

For Reina McNutt (9), the assembly will raise awareness about the sensitive topic and provide people with the right information. McNutt feels more comfortable knowing that the answers she receives are coming from such a reputable organization, she said.

This presentation is not the only way that students are informed about abuse. Different types of abuse are highlighted in the school's Health curriculum, Levenstein said. In addition, the Family Handbook details the critical care policies of the school regarding this issue, which have been created with the NYSPCC as well, Kelly said.

"We're confident that the experts at the NYSPCC provide crucial information to our students in effective and age-appropriate ways," Levenstein said. "We don't want any students in the Upper Division to go through their time at the school without this training."

Former Yankee, Grammy-nominated musician Bernie Williams

to school, he immediately requested if he could participate in some way. Fernandez introduced Williams to begin the assembly and recited many of his accomplishments on the baseball field, including being among the Yankees' all-time leaders in almost every batting category.

Epstein asked Williams a series of questions related to his careers in baseball and music. Williams spoke of the influence that his parents had on him while growing up in Puerto Rico, stressing a well-rounded education that was filled with arts, music, and athletics to complement his core

academic curriculum.

Williams also spoke about dealing with failure and focusing on preparation rather than results.

"Factors may come into play that you can't control, and your performance may not always be what you hoped, but you can't dwell on results, good or bad. Just continue to prepare for the next challenge," Williams said.

"As a first trimester senior in the middle of the college application process, I was really inspired when he said that we shouldn't worry about the result and instead focus on the process.

see WILLIAMS on pg. 4

The homecoming party's harmful effects on women



Elizabeth Raab

During my freshman year, one of the main discussion points of Horace Mann Orientation (HMO) classes was the "homecoming" party, an annual upperclassman-organized social event in Manhattan around Halloween.

This party symbolized my social transition from middle school to high school. The upperclassmen who mentored my HMO class, representing an attempt by the school to deter attendance, spoke out against attending the party (which, as they emphasized repeatedly, was officially unaffiliated with the school).

If we were to attend, we were told, we ought to be safe and responsible and know that we could reach out to our mentors whenever we felt the need. Regardless of my mentors' advice, outside of the structured anti-homecoming lesson, my grade and others buzzed with excitement: my peers planned costumes, found friends to go with, and scheduled pregames, which are preparties that often involve drinking.

Homecoming seemed to me the quintessential high school experience: it represented upperclassmen boys, revealing costumes, and intoxication. I had been excited, however, about a party I never planned to attend; my parents discouraged my attendance and my friends were not going. But many of my peers decided to go, and over time I have observed harmful effects of the party on our female community.

Some of these effects are positive. Attending homecoming in costumes that show off their bodies makes certain girls feel confident. Those who choose costumes based on what makes them feel

empowered maintain that their outfits do them no harm.

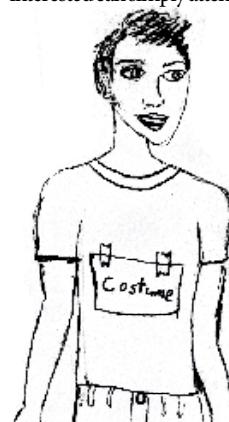
Certainly, the party has potential to be a liberating experience, as it is designed with the good intention of providing kids with time to de-stress and have fun. Supposedly an inclusive party, homecoming is an essential aspect of many students' views of a conventional high school experience.

Despite the appeal of a festive evening, the flashy veneer of homecoming is at odds with certain unpleasant realities. Homecoming results in significant amounts of pressure on students to spend money, drink alcohol, and cooperate with "hookup culture."

First, the cost of tickets runs up to \$60; the costly entry fee excludes students from lower-income families, some of whom may already feel uncomfortable at a school with so many wealthy students. The financial burden turns what is designed to be an inclusive event into one of exclusion.

Moreover, costumes can also be expensive, resulting in significantly more spending. Unlike school-sanctioned events like club trips, financial aid resources, notably the Student Assistance Fund, are not available for students to use in this instance.

The homecoming event page on Facebook asserts that "NOBODY wants to miss this." This statement, however, fails to take some students' financial constraints into account, assuming that all who are interested can simply attend. Some students,



like Emma Jones (11), say the party feels "elitist" given its financial demands. The homecoming party comes to represent a failure of the student body to recognize the heterogeneity of socioeconomic status at the school.

Second, the expectation that girls wear specific types of costumes to the event puts even more pressure on female members of our community. Costumes are expected to be "sexy," which translates to "revealing." Girls who are uncomfortable exposing their bodies feel pressure to suffer through a night in one of these outfits, or they simply decide not to attend in order to avoid such exposure.

Beyond costumes, girls face a myriad of other unjust expectations. Our culture already places significant emphasis on girls' being "popular" having lots of friends and fitting in. The homecoming party only intensifies this gendered expectation.

Isabella Zhang (9) explained that she had been planning to attend homecoming, but decided not to because her friends aren't going and she did not feel comfortable attending without a group. Another pressure on girls who go to homecoming is moderate intoxication: though not required, most people choose to show up under the influence, which is not only illegal but also dangerous. In years past, intoxication has resulted in numerous safety concerns and trips to the emergency room.

The pressure on girls, however, does



Gustie Owens/Staff Artist and Jonathan Katz/Contributing Artist

CAPTION CONTEST



Spyri Potamopoulou/Contributing Artist

"They should've just left a bowl of candy outside." - Charlie Silberstein (10)

not end when the night is over. In the days succeeding the party, social media is overrun with pictures.

Those who did not go to the party or do not even go to the school can see and judge girls on their costumes, friends, and behavior at the party. The knowledge that everyone, not only those who go to the party, will know what occurred at the event puts additional pressure on girls to make choices about costumes, friends, and who they hook up with based on how they may appear online.

However, the problem that is arguably the most troubling is the aforementioned "hookup culture," a trend that tends to specifically encourage younger female students to engage in intimacies with older male students, sometimes beyond their own comfort levels and often while intoxicated and suffering from impaired judgement.

This pressure contributes to the stress that students may already be feeling in school and, worse, perpetuates female objectification.

The harms of Homecoming have clear connections to sexism in our community and, on a larger scale, society. In particular, homecoming inflames fault lines along issues regarding the sexualization of women through their outfits and behavior and unfounded judgment based on those with whom women choose to associate.

The party is probably going to happen no matter what, especially because it is unaffiliated with the school. This reality means that the responsibility lies with students to be safe and responsible, attend with supportive, trustworthy friends, and keep pressures associated with the party in perspective.

I am choosing not to attend Homecoming, but that is my personal choice. I encourage the student body to use Homecoming as an opportunity to reinforce our commitment to fostering a secure community in which people, especially women, can make choices they feel comfortable with, rather than worrying about societal expectations and how others will view their decisions.

LETTER TO THE EDITOR

Dear Editors:

Thank you for the wonderful article about the Sustainability Committee in the October 7th issue of The Record.

However, it is important to correct one error in the reporting. Although Woody Howard and I were the catalysts for forming the Sustainability Committee, the policy was written by a schoolwide committee that included all five Division Heads and two faculty representatives from each Division. The scope and depth of the policy depended on the commitment and insight of each member of the Committee. Hopefully, we as a school and certainly I personally will always be grateful to the dedication of each of those contributors.

I believe that the original committee members were:

[Co-Chairs] Woody Howard & Karen Johnson; Members: Dr. Tom Kelly (Head of School), John Yeager (Director of Maintenance), Brenda Cohn (Director of FLIK Food Service), Barbara Tischler (Administration), [Dorr Nature Lab] Glenn Sherratt, Casey Sukeforth, Bill Hamilton, Rebecca DeSciaccia, [Upper Division] David Schiller, Jessica Levenstein, Dominique Padurano, [Middle Division] Robin Ingram, Isaac Brooks, Dan Rufer, [Lower Division] Wendy Steinthal, Louise Parms, Christina Fuller, [Nursery Division] Patricia Zurowski, Sara Hardin, Julie Pughem.

Respectfully submitted,
Ms. Johnson
MD & UD Photography Teacher

EDITORIAL

Why Columbus Day is incongruous with our values

On the second Monday of every October, the school has a day off to commemorate Columbus Day, the anniversary of Christopher Columbus' arrival to the Americas.

As all students in the Upper Division learn through Atlantic World History, Columbus' arrival to the New World was marred with violence and oppression. Columbus and other colonizers decimated the indigenous population, abused Native American women, and exploited indigenous people for free labor. Columbus clearly should not be a figure we should glorify - the violence he perpetrated is inexcusable, and his role in "discovering" America is not nearly enough to justify his actions.

In recent years, many have recognized Columbus' wrongdoings and denounced the holiday, and our school acknowledges the holiday's oppressive origins through a commitment to educating students about the damaging effects of colonialism in America. However, we continue to have the day off in order to celebrate this holiday, which is inconsistent with the values and practices of our school.

Because independent schools generally follow the federal holiday schedule public schools use, the administration maintains Columbus Day as an annual holiday. States such as Alaska, Hawaii, and Oregon have been celebrating Indigenous People's Day in place of Columbus Day, and the editorial board proposes that the administration do the same.

Having Indigenous People's Day would mean more than renaming a day off; making a change like this would ideally spur our community as a whole to discuss not only the history of indigenous peoples in this country, but also the struggles they face in modern American society. Denouncing the oppressors and empowering marginalized groups in ways like this would be symbolic of the capacity for understanding and change the school prides itself on.

CORRECTIONS - ISSUE 5

In "Dr. Linda Brown cracks code: summers in the NSA," Staff Writer Abby Kanter's name was misspelled.

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Editorial Policy

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

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

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

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

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

Pulitzer Prize winner T.J. Stiles visits AP US History class

SEIJI MURAKAMI
Staff Writer

Last Thursday, T.J. Stiles, author and recipient of the 2016 Pulitzer Prize for History, visited history teacher Barry Bienstock's AP U.S. History class to talk about his work as a historian and author.

Stiles is the author of "The First Tycoon: The Epic Life of Cornelius Vanderbilt," the 2010 Pulitzer Prize-winning "Jesse James: Last Rebel of the Civil War," and "Custer's Trials: A Life on the Frontier of New America," the winner of the 2016 Pulitzer Prize for History and finalist for the Pulitzer Prize for Biography.

Bienstock contacted Stiles this spring to arrange a visit during Stiles' trip from San Francisco to New York for the Pulitzer Prize ceremony.

Bienstock wanted Stiles to visit his class to help his students with their year-long research projects. Bienstock likes to invite speakers to his class throughout the year, he said. He has already invited two speakers to class this year, Blythe Logan (12) said.

Stiles' passion for writing biographies came from his dissatisfaction from his training as an academic historian, he said. He wanted to integrate his love for narrative with his prior knowledge.

He talked about the transition from the Industrial Revolution to the Civil War, and then the Reconstruction period

which created the current corporate culture we have in our modern society.

Stiles' presentation was "less of a lecture, but rather more of a conversation," English teacher Deborah Stanford said. "Stiles wove a narrative that connected the three texts very fluidly," she said.

Stiles merges his own narrative and training as a historian to create a comprehensive biography. While he focuses on how the individual is a product of his or her time period, he also manages to "provide insight into how the individual interacted with the political or economic trends of the time," Bienstock said.

In addition to discussing history, Stiles talked about his experience as an author. "One of the most interesting parts of the presentation for me was when he discussed how he had to edit out a section of one of his biographies that personally fascinated him as it interfered with the broader narrative—an especially helpful anecdote as we begin our yearlong research papers and for the writing process in general," Emily Bleiberg (11) said. "Even if it was an interesting tangent, Stiles stressed the importance of brevity in the presentation of the information," Logan said.

"This yearlong research paper is definitely one of the longest papers most of us will be writing so far in our academic careers, so it was truly

invaluable to hear from someone who has mastered blending a massive amount of historical research with an immersive, engaging experience for the reader," Bleiberg said.

Stiles' writing allows his readers to "suspend our judgement and experience the reality of the character," which is "the essence of literature," Stanford said.

"Mr. Stiles is pioneering a new type of history," Zack Gaynor (12) said. "It is a hybrid between traditional research work often written for the use of historians and fiction work made for the purpose of reading. He uses the facts, but writes in such a compelling manner that it is easy to read his books for pleasure," he said.

General George Armstrong Custer,

the focus of Stiles' most recent book, had reactionary views about civil rights, Bienstock said. What Stiles was able to demonstrate in his writing was how the "transfer of values of Reconstruction then became used in negative way but rather the subjugation of native populations," Stanford said.

Stiles' talk focused on how to write about American history and the way that we look at history. He studies how attitudes transform over time in the making of modern America.

"Hearing him discuss the content of his books and how deeply he delved into the lives of each individual was inspiring," Bleiberg said.

"His goal is not to create a monograph where you are bored while sitting in an

armchair reading a book, nor does he need his writing to be earth shattering and changing to popular view of a character - he knows the value of being fully immersed in a story," Stanford said.

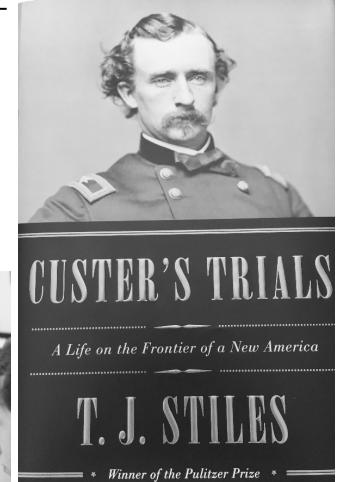
"I was able to see how he started developing ideas and had a writing process," Jonathan Katz (11) said.

"Stiles' presentation made me aware of how much I want to read and process in my lifetime because he made me question what it means to be a human being in our world as well as what it means to be American," Stanford said.

*Additional reporting by Amir Moazami,
Staff Writer*



From left to right: Stiles talking to Bienstock's AP US History class; students and faculty listening to the presentation; "Custer's Trials: A Life on the Frontier of a New America", Stiles' Pulitzer Prize-winning book. Book title copyright Knopf Doubleday; photos taken by Tali Benchimol, photography editor.



Debate dominates at JV, Varsity conferences

LUTIE BROWN
Staff Writer

The Upper Division Debate team started off the season at Junior Varsity (JV) and novice tournaments at Regis High School last week and a Varsity tournament at the Bronx High School of Science over the weekend.

Two novice teams received merits and six teams advanced past preliminary rounds at Regis, three varsity teams made it to elimination rounds and three members received speaker awards at Bronx Science.

The Regis tournament was the first novice and JV debate of the season, giving newcomers an opportunity to try the activity, Honor McCarthy (11) said. The tournament allowed for a more relaxed setting, where club co-Presidents Alex Karpf (12) and Asher Spector (12) along with other UD students judged the event.

The tournament also provided an opportunity for freshmen and sophomores to delve into the speaking aspect of debate and focus less on research. The September and October JV debate topic is whether probable cause should be implemented in searching students of public schools. Many upperclassmen had already researched the topic at debate camp at Emerson

College in July, McCarthy said.

Upperclassmen on the team provided 170 pages of research from camp to the JV and novice debaters, and club upperclassmen used I period meetings to teach them the basic structure of debate, how to take notes, how to construct arguments, and how to speak effectively, Elizabeth Raab (11) said.

"Not having to research allowed me to focus more on the speaking and be more confident when debating," novice debater Julia Robbins (9) said. "I also learned to effectively look up and use evidence from the research we were given to strengthen my arguments."

The freshmen novice team also consists of students who participated in Debate in the Middle Division. "They worked hard the last few years in the MD Debate Club and are in good shape, but they do need experience at tournaments so we are trying to find local tournaments available for them to improve and gain experience," Upper Division Debate Team faculty advisor Jonathan Nye said.

Six teams advanced past preliminary rounds, and two teams received merits and bids for the New York State Forensic League (NYSFL) State Championship Tournament. Laura Bae (9) and Ben Lee (9) finished second in the Novice Division at their first high school tournament, and Robbins and Mayanka Dhingra (9) placed in the top five, Spector said.

This was Robbins' first time debating, and the experience helped her better her speaking skills, she said. "I worked on sounding persuasive, constructing arguments, speaking concisely, and responding to my opponents."

The Varsity team kicked off their season with a tournament at Bronx Science last Friday, Saturday, and Sunday. Karpf and Spector participated in a Round Robin first on Thursday, debating six of the top ten teams going to the tournament over six rounds to prepare better for the event, Spector said.

"We usually debate all levels of teams during preliminary rounds for major tournaments, but only debate the top

Kelly and McCaw implement Safe Ride program for UD

EVE KAZARIAN
Staff Writer

The Safe Ride program, piloted by Director of Security Mike McCaw and Head of School Dr. Tom Kelly, was launched this Monday.

Students staying at school late can now request rides to locations close to campus, such as the 1 Train subway station, Fieldston Terrace, or the Manhattan College parking lot. The rides are available for anyone at the school who needs transportation, and they can be requested from 4:15 p.m. to 5:40 p.m. or from 6:30 p.m. to 10:30 p.m.

Kelly implemented the program to deal with safety concerns, he said. "It's one more practice intended to make certain aspects of life at HM a little more manageable and a lot less stressful," he said.

McCaw had established a similar program at New York University when he worked there as the Assistant Director of Security Operations.

"We were trying to devise a way to get students safely from one building to another or from one dorm to another late at night from midnight until six in the morning. We brainstormed and started this Safe Ride program, and it worked out beautifully," McCaw said of his experience at NYU.

McCaw thought it would be

NEWS IN BRIEF

Kelly and McCaw implement Safe Ride program for UD



The new Safe Ride vans will be used to drive students around campus after school.

Futterman, who normally stays after school for play rehearsal or to do schoolwork, does not think she will use the Safe Ride program. "I haven't needed a ride to the train before Safe Ride, so I don't see why I would need it now," she said.

Similarly, athletes like Justin Burton (12) do not believe they will use the program regularly. After Boys Varsity Cross Country practice, Burton likes to walk to the train with friends. "It makes me feel more comfortable; plus there's just something to do and people to talk to," he said.

Dylan Margolis (12), who is also on the Cross Country team, similarly chose not to use the program because of the difficulty in organizing a car for all team members to take after practice, he said. However, Margolis would take the Safe Ride in poor weather conditions, he said.

"I guess I would use it if it were really cold out, but other than that, I don't see

see SAFE RIDE on pg. 6

Speakers visit Service Learning Team, discuss college education

SOLOMON KATZ
Staff Writer

Guest speakers Joshua Steckel and Beth Zasloff, co-authors of the book "Hold Fast to Dreams," talked with the Service Learning Team (SLT) to raise awareness of the effect poverty has on one's college process last Thursday.

The speakers read an excerpt about a student named Mike from their book who lived in the Brooklyn, discussing the personal and academic struggles he endured during his teenage years, including his house burning down, which forced his family to live in a homeless shelter.

"It reminded me how important it is for us to be cognizant of what the kids we work with might be dealing with outside of school and how those issues may affect their time with us," SLT coordinator Abby Weber (12) said.

"There are many things that we are powerless to change in the college process, but one thing that we can do is offer meaningful relationships full of support," Steckel said.

"Mike's story was a powerful one, and it demonstrated to me that with support and encouragement, the dream of a college education can be attained for anyone," SLT member Tyler Jonas (10) said.

Steckel and Zasloff then asked the SLT members to reflect on how Mike's story would impact their future interactions with the children they work with.

"I hope sharing Mike's hardship with the college process will help SLT members feel an emotional connection to the work they're doing," Zasloff said.

"The talk made me want to see the kids I'm working with more. We don't know if they are going through a hard time, but if they are, it's important to add a little bit of fun and happiness in their everyday lives," Mari Nakagawa (11) said.

see SPEAKERS on pg. 6



Courtesy of Honor McCarthy
Sajan Mehrotra (10) prepares before a tournament.

Horace Mann Model Congress hosts teams from around the city at school

SADIE SCHWARTZ
Staff Writer

Last Saturday, the school's Model Congress team hosted the sixth annual Horace Mann Model Congress Conference (HMMC). This year's conference was larger than previous years and had more underclassmen involvement, from Middle Division delegates to junior moderators.

This was the first conference of the school year for New York City private schools, and six schools from the Tri-State area attended, including the Brearley School, the Dalton School, Eastchester High School, the Great Neck South School, the Spence School, and the Trinity School.

According to co-President Sophie Maltby (12), the upperclassmen have been preparing to host the conference since July. Each of the team's juniors had 10 different schools to reach out to and incentivize them to attend the conference. Club seniors prepared the school for the conference by setting up classrooms and organizing students into committees over the past week.

According to club co-faculty advisers **redacted** and Dr. Ellen Bales, the success of the conference was ultimately due to the organization and hard work of the upperclassmen, Bales said.

Something new that Model Congress upperclassmen have undertaken this year is creating a bill database to give

underclassmen an idea of bills that are typically run in committee. Participants did not use this database in HMMC, but it will be used in future conferences.

"In the past, students were unfamiliar and not politically oriented, but if we have a database, this allows them the opportunity to look deeper into the bills and do more extensive research on things that they wouldn't even imagine appearing in committee," Model Congress co-President Mehr Suri (12) said.

Students participated in many mock Model Congress sessions prior to HMMC, so that they were not out of practice and were able to get into the right mindset to do as well as their potential allows them to during real conferences, Suri said.

Additionally, this was the first time Middle Division students were given the opportunity to participate; though they did not participate in the Upper Division conference, they had their own committee that emulated the high school committee.

"This was the first time we decided to involve so many middle schoolers because we have devoted so much time and so many resources to the middle school program," Maltby said. "We had enough kids who were dedicated to the club and interested in attending the conference to be able to see this fruition."

Walker McCarthy (7), Zoe Swift (8), Malhaar Agrawal (9), Malcolm

Furman (6), Charles Gay (12), and Evan Buonagurio (10) won several awards for the school team.

HMMC was also the first time juniors served as both delegates and moderators at a conference.

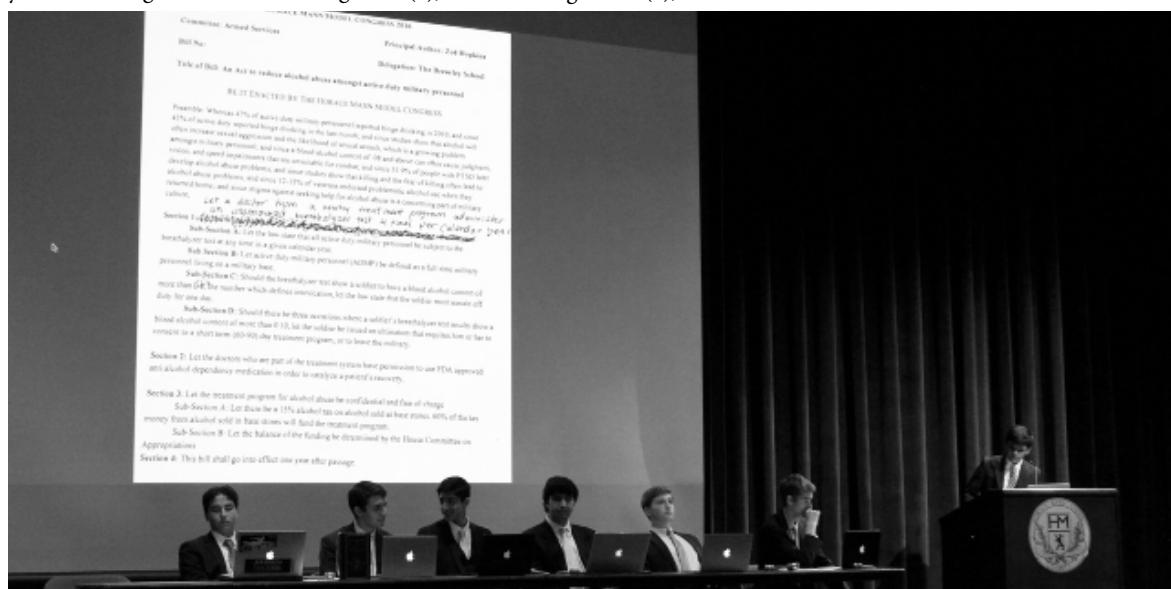
For George Loewenson (11), who acted as both a chair and a delegate, spending time on both roles allowed for him to be "more involved in the committee and listening to other's points so I could rebut them, ask good questions and make speeches", and his role as a chair helped him feel "more in control and ... relaxed" throughout the event, he said.

For Upper Division students like Solomon Katz (10), HMMC was their first time debating in a conference.

In preparation for HMMC, Katz was assigned to the Foreign Affairs Committee and wrote his own bill about creating a safe haven for the refugees of the Boko Haram Base.

"It is important to know a lot of statistics and specific details about your bill have and a general knowledge about the committee you're in," Katz said.

"We plan to improve by having more mock committee sessions, employing debate drills, and encourage everyone to do research on contemporary issues and issues that arise in committee," Maltby said. "The conference was a success in its size, its execution, and the engagement from students at our school and all the other schools."



Participants at the annual Horace Mann Model Congress Conference debate in committee this past Saturday.

from POLITICS on page 1

Hall and would have liked to have seen both of them speak in order to hear both of their opinions, she said.

While Leonhardt was very interesting, it would have been interesting to have heard from Zelizer as well, Silvia Wang (10) said.

During D period, students and faculty were invited to a Q&A session with Leonhardt and Zelizer.

It was interesting to hear the speakers having a dialogue and see how extensive their knowledge was, Oliver Chonoles (11) said. However, Leonhardt seemed to be more dismissive of the Republican side, he said.

The D period discussion gave Chonoles, who otherwise would not have asked questions, the opportunity to speak because it was less intimidating than being in front of the entire school, he said.

"I felt good about the kinds of issues that the students were raising," Zelizer said. "They were thinking about the election in ways that resonated with what I was trying to talk about and it went beyond some of the familiar ways in which we have been talking about the Trump-Clinton clash in the last few months."

Students really do know the issues surrounding the election, Bartels said.

"The fact that they were able to speak to specific issues and people made their questions that much more important to have answered," she said.

"We are at that age where many younger people are either tuned out of the political process or they know all about it," Zelizer said. It is important for everyone involved in politics to engage students, and to foster dialogues about the importance of politics and how it can improve, he said.

Helena Kopans-Johnson (9) and Kiara Royer (9) found Leonhardt thought-provoking, and agreed with his opinions.

Leonhardt "was well spoken, delved into the whole topic from new angles, and made really interesting points about the election," Jake Sanders (11) said.

"I found it interesting how he tried to give the pro-Trump perspective and tried to humanize it," Natalie Raum (11) said.

However, other students disliked the strong democratic bias they perceived to be present in the assembly.

There should have been someone from the other side of the political spectrum, Chonoles said.

"It is the school's right to inform us of both sides and then let students make their own informed decisions," he said.

Raum was concerned with the fact that Leonhardt only presented the pro-

Hillary perspective, she said.

Unlike what Nursey heard of Leonhardt, Zelizer did not seem to impose his opinion on the students, she said.

"I agreed with what Leonhardt was saying, but I could see how someone with very different political opinions could feel that their opinions were not recognized or accepted in the school because he was very clearly promoting one side of the argument," Ruthie Yankwitt (11) said.

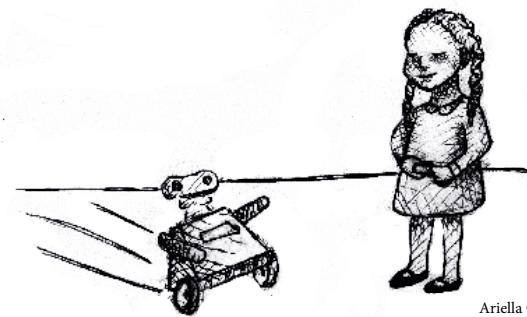
"If you are liberal, your views ultimately are never going to be tested and you are never going to be forced to think through your assumptions unless conservatives are there with you challenging you, asking you the basic questions, and raising disagreement about what you think and vice versa," Zelizer said.

"A broader problem in our society is that we no longer listen to one another," Link said.

Because of this, the school tries to encourage a flow of conversation from both sides of the political spectrum and for people to challenge one another's views, he said.

Regardless of the outcome of the election, it will be important to continue to have conversations about the current state of politics and its effect on the public, Bartels said.

Lower and Nursery Divisions hold Women in Science and Engineering workshops



Ariella Greenberg/Staff Writer

HANNAH LONG
Staff Writer

This past Saturday, Women in Science and Engineering (WISE) workshops took place for second, third, and sixth grade girls with various activities from building cars to identifying fingerprints.

"The goal is to develop a love of science in girls early on with the hopes that more girls will ultimately choose college majors and career paths in science and engineering," K-5 Science Specialist Katie Diaz said.

For the second and third graders, forensics served as the theme of the day. The main activities were pumpkin painting, plaster animal cast making, chromatography artwork using markers and water, and learning about fingerprints.

Additionally, Diaz challenged the students to find a missing pumpkin. For the sixth graders, the workshop consisted of peppermint car building and racing, creating Morse code circuits, and solar race car building. The girls made cars using popsicle sticks, rubber bands, tape, other arts supplies, and peppermints as wheels; built telegraphs; learned how to use Morse Code to communicate with each other; and built cars powered by solar energy.

65 Lower Division (LD) and 25 Middle Division (MD) girls attended the event.

from WILLIAMS on page 1

I really took those words to heart, not only because he is one of my heroes, but because I think it's a lesson that can really be applied to any situation in our lives," Ailee Mendoza (12) said.

Williams always believed he was destined for a career in music, but after graduating from a performing arts high school in Puerto Rico, this goal was interrupted by his career with the Yankees, he said.

"I loved playing baseball, but never expected it would lead to the Yankees scouting me and signing me right out of high school. With a chance to play professional baseball, well, I just could not pass it up. My mom, who was a school teacher and principal, wanted me to continue onto college, but I told her that I would one day complete my education."

Adam Fife (10) also enjoyed the assembly. "I was actually at Yankee Stadium in 2015 when his jersey number was retired and he was inducted into Monument Park. I wish he could've talked a little more about his years in baseball, but it was dare-I-say kinda cute how excited he was to tell us about his life after baseball," Fife said.

After his career with the Yankees, Williams filled the void of not playing baseball by putting all his energy and focus into music. He began writing songs, released an album, performed concerts at venues throughout the tri-state area as well as around the country and internationally, but knew he wanted to return to school.

Three years ago he auditioned for and was accepted into the Manhattan School of Music as a full-time student. "Most of the students I was in class with were music prodigies

less than half my age from around the world, and here, at this school, I couldn't rely on my past, he said. "Virtually none of the students even knew I was a Yankee, and I liked it that way. I had to show I could hang with these phenomenal young talents and earn their respect. It was a very challenging, and rewarding experience for me."

The assembly concluded with Williams, joined by a four-man rhythm section, performing two original songs, African Blues and Go For It, both composed by him from his CD Moving Forward, which was nominated for a Latin Grammy Award for Best Instrumental Album.

"The music aspect of his life really caught me off guard, because I don't really know that many athletes that are also proficient in music," Craig Murray (10) said. "He is a very nice person, and the duality between his music and baseball, and how amazing he is at both, is extremely illustrative of his success."

"I was quite surprised he was really, really good on the guitar. I was also surprised that after retiring from baseball, a very physically strenuous sport, he had the motivation to get up early and stay up late while in school to perfect his playing," Fife said.

Next up for Williams is recording a new album in the next year, performing concerts, and continuing his music education advocacy around the country. "I feel like my heart is calling me to go back and get my master's degree in music education, so that I can continue to share my music and experiences with the world," he said. "I look forward to the next chapters of my life."

FAKE IDs

A look into the culture of fake IDs and the HM students who make, sell, and own them.

JONATHAN KATZ
Staff Writer

I'm scared when I use my fake ID. It makes me feel older, but also nervous and it gives me a rush of adrenaline. It's more scary than fun, but it's exciting," Greg* (11), who has owned a fake ID for two years, said. Greg finds that using his fake ID is an exciting way to spend time with friends, but he realizes that it can lead to serious consequences, he said.

In a poll by conducted by *The Record*, 0% of 9th grade, 5% of 10th grade, 26% of the 11th grade, and 29% of the twelfth grade possessed fake identification cards.

"We're aware of the dangers that using fake IDs can lead to, and we want our students to be safe and to use their best judgment," Head of Upper Division Dr. Jessica Levenstein said. "At the same time, if students use fake IDs, they do so outside of school hours and away from school property, so we consider their use more of a family issue than a school issue."

The school will confiscate fake IDs when found in lost wallets or purses on campus, and the student's parents will be notified, Head of School Dr. Tom Kelly said. "Being caught with a fake ID on campus will lead to a conversation with one's parents and the possibility of disciplinary action," Kelly said.

In New York State, the possession of a fake ID is deemed criminal possession of a forged instrument in the third degree, a misdemeanor with the maximum sentence of one year in prison, according to new-york-lawyers.org.

Although there is a threat of a criminal record, Linda* (11), who has owned two fake IDs over the span of three years, does not worry about the potential consequences, she said.

"The first time I used mine, I got my zip code wrong, but they didn't take it away - they just said 'I'm sorry I can't serve you, so I left,'" Linda said.

Even though she does not believe that she will get into any legal trouble, Sabrina* (11) still feels anxious about engaging in illegal activity, she said.

"The people don't care enough to tear [the ID] up or call the cops. Even though I know this logically, I get nervous - even at places I've been before," she said.

When she first got a fake ID, Sabrina used the app "Bar and Club Stats," which tests ID card barcodes, to make sure her ID would scan when she went to her first bar, she said.

Concert venues like Terminal 5 or bars downtown like Vandal often confiscate fake IDs, Robert, a fake ID owner, said. Students can avoid confiscation by slipping bouncers money at the front door, he said.

Penelope* (11) has seen boys giving bouncers hundreds of dollars to be accepted to clubs, she said.

Socioeconomics

A fake ID, and the lifestyle that accompanies it, does not come cheap.

"I usually sell to kids of higher socioeconomic class," Arnold* (12), who has been selling fake IDs for two years, said.

Sandra (11)*, an ID dealer, finds that significantly fewer public school students buy IDs, and when they do, they mainly use them at liquor stores.

"Public school students, and even many low-income private school students just can't afford the expensive club and restaurant culture some students at the school maintain," she said.

While some students say they spend little when they go out, a night at a club, using a fake ID, can cost Robert hundreds of dollars, he said.

"I sometimes feel left out and isolated from my friends without a fake ID," Allison (11), who does not have an ID, said.

"IDs are really expensive and I don't have a hundred dollars in cash to spend," she said. "Additionally, there are so many cases of people losing their IDs through confiscation, so chances are I would have to get it replaced, which is an added cost."

However, not all friend groups spend a fortune every weekend, Cindy* (12) said.

"I don't think there is a huge culture of clubbing, but there are certain friend groups that do that. I go to bars or restaurants in the East Village with my friends, so even if a friend doesn't have a fake, they won't be left out most of the time," she said.

She never spends a huge amount of money in one weekend because many of her friends have neither the interest nor the budget for it, Cindy said.

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Percent of students with fake IDs

9th

10th

11th

12th

29%

5%

0%

26%

11th

Monk Lama Tenzin crafts sand mandala, preaches compassion

SAM HELLER
Staff Writer

The heavy scent of incense and the rhythmic noise of metal scraping metal fill Fisher Hall as Lama Tenzin, a monk who studied directly under the Dalai Lama, creates an intricate, colorful sand mandala.

This sand mandala is a piece of traditional Buddhist art that he makes using two funnels. He puts colored sand into one funnel and uses the other to vibrate the first one in order to disperse the sand and guide it onto a flat surface, Visual Arts Department Chair Kim Do said.

The mandala itself contains an array of geometric designs, each one with its own metaphorical meaning, arts teacher Ron Logan said.

"The mandala is the representation of the cosmos and the universe. It's incredibly significant," art history teacher Anna Hetherington said.

Each color represents an important aspect of the cosmos and symbolizes order and balance, Tenzin said.

This specific mandala is meant to signify compassion, with each geometric pattern feeding into this meaning, Tenzin said. The designs on the mandala reveal the answers to questions such as what



Freya Lindvall/Staff Photographer

The sand mandala, crafted by Lama Tenzin Yignyen, is composed of intricate geometric designs formed by loose sand. The mandala includes representations of the five different elements: space, air, earth, fire, and water and is meant to signify compassion and peace.

compassion are, and how an individual can become more compassionate.

Mandalas of compassion are Tenzin's standard creation when he visits schools, which he does frequently in addition to teaching Tibetan painting at Hobart College.

Over the course of the week, he

worked on this singular piece, and today he will dismantle it and pour the sand into a body of water as a blessing.

"This speaks to our temporary existence in life and how everything is temporary, and that is something Buddhism constantly reminds us of," Do said.

The fact that he does all of this not for the outcome but for the experience of doing it is contrary to the way many students at the school think, as a lot of them are more focused on the grade than the knowledge, Zoe Vogelsang (11) said.

This was his fourth time visiting the school, after Do's sister, a teacher at The Dalton School, introduced Lama Tenzin to the school. She met him through her research in Tibetan Buddhism, Do said.

The last time he visited the school was six years ago, Haylen Rosberger (11), who was in the Lower Division at the time, said.

"At the time, I thought it was really cool to be a part of this tradition and to see somebody else's culture. I'm excited to see it again from a different perspective than I did when I was in fifth grade," she said before viewing the mandala. After having seen it, Rosberger



Freya Lindvall/Staff Photographer

and other students enjoyed it immensely, she said.

"I thought it was really cool how much attention to detail there is, especially because of the peculiar medium," Caroline Kaplan (10) said. The mandala is composed of many complex designs, each formed by lines and small mounds of loose sand.

Throughout the week, Tenzin talked to students about the process of making the mandala and about compassion in general. He discussed how the mandala represents the concept of process over product, and how compassion is necessary to be truly happy.

His complete concentration and lack of distraction was amazing and shocking, Noah Simon (11) said.

For Vogelsang, the entire experience of smelling the candle and seeing the Buddhist altar next to Tenzin was mesmerizing, as everyone who passed through felt much calmer, she said.

Once, when Tenzin visited the school, he performed a blessing for Gross Theater. The school will be asking Tenzin to do a similar blessing in order to cleanse the land over the new science building the school is planning on building, Do said.

from SPEAKERS page 3

Steckel and Zasloff's talk shed light on the college process and education in America in general, Weber said.

"I learned just how many public schools don't have nearly the same availability of college counselors guiding them every step of the way," Megha Nelivigi (10) said.

"Most of the students I work with are the first in their families to go to college. It's an incredibly rewarding and difficult undertaking to make sure that all young people have a sense of possibility for their future," Steckel said.

Director of the Center for Community Values & Action Dr. Jeremy Leeds first reached out to Steckel and Zasloff at New Press Publishing after reading "Hold Fast to Dreams."

"I knew Steckel and Zasloff would give our students a better understanding of our wider city full of students, many of which have very different lives than some students here," Leeds said.



Courtesy of Kathan Mally

THE SANDMAN(DALA) From left: Pranav Srinivasan (12), Noah Berman (12), Lama Tenzin Yignyen, and Kathan Mally (12) in Fisher with the sand mandala.

Theater students interpret performances of "Old Times"

JOANNE WANG
Staff Writer

Last Thursday, three theatre classes visited The Actors Studio to see the play "Old Times" come alive.

The play centers around a couple, Kate and Deeley, who is visited by Kate's old friend, Anna.

As they reminisce, layers of their intertwining past are called into question, including whether or not each of their memories of the past are as they seem.

Principles of Acting, Playwriting and Production, and Acting Seminar classes all read "Old Times" by Harold Pinter, prior to the class trip.

The play was followed by a talkback with the director, Beau Gravite, to further their understanding of the play's different aspects and Gravite's reading of the play.

"We like to bring students to see a work where there can be a dialogue with someone on the production team, ideally," theatre teacher Alexis Dahl said.

Pinter's writing is a great tool for teaching the basics of playwriting and demonstrating the many possible interpretations of a play, she said.

"When you read the play, it is very up to interpretation; it's kind of hard to understand," Cameron Chavers (11) said.

Hearing why the director chose certain interpretations was eye opening for the students, especially those in Acting Seminar, who are performing some of the scenes for a showcase, she said.



Theater students visited The Actors Studio, a non-profit organization for professional actors, located in Manhattan, New York.

entire play while Eenkema van Dijk decided to only turn away when she thinks Kate is annoyed, she said.

It is very important for student actors to understand that different approaches and interpretations can be equally truthful, Dahl said.

"The director said that a quality of a good play is that no matter how deep you go, the playwright is always there for you," Michael Caosun (11) said.

A good playwright fills the play with enough richness so that there's enough substance to support many interpretations, allowing elements

of the play and characters to be complex and open to change, he said.

One notable choice that Gravite made that was fascinating was his usage of the silences and pauses written into the play, Dahl said.

"The silences were incredibly filled. They weren't just two people staring at each other on stage; you could see whether it was the calculation of what the next move might be, whether the actor was ingesting before they could respond."

"I think that every one of our actors now know that the story of the silence is just as important as the dialogue," she said.

Lauren Smith (11) learned that she should go into anything with an open mind, she said.

"In particular with 'Old Times,' you may come with an initial thought, but it becomes morphed throughout the process," Smith said.

She came into the production with her own interpretation only for it to be completely "twisted."

"I felt inspired and extremely excited from the clarity I felt when everything finally clicked," she said.

"It's very difficult for students at Horace Mann to carve out time together to do a project like this, going to see a show, because you have so much on your plate," Dahl said.

"When we are able to extend the classroom beyond the borders of a period during the school day, I think everyone benefits."

from SAFE RIDE page 3

myself using it because I would rather just leave right away," Nathalie Eid (12), who parks at Manhattan College, said.

"I can understand the use of a Safe Ride program because at a certain point, I think when it becomes very dark, you are less aware of your surroundings," Burton said.

For Jojo Levy (12) and Dillon Holder (12), the Safe Ride saves time to travel to their parking lot at Manhattan College.

Levy has H period free every day and spends the entire period going back and forth to re-park her car before soccer practice. She re-parks the car closer to school to not have to walk far in the dark after practice and hopes to eliminate this process with the arrival of the Safe Ride program, she said.

Holder's walk to his car from the school is approximately 10 minutes long; as a result, he has been late to school several times and thinks that the Safe Ride will save him time after football practice, he said.

Kelly hopes the program will continue into the future, even after the two years of construction have ended.

JV Volleyball starts strong

CHARLIE SILBERSTEIN
Staff Writer

Although JV Girls Volleyball started the season with a five game winning-streak, the Lions seemed to lose their touch, dropping three out of their last four contests. However, Head Coach Michelle Amilicia was still more than satisfied with their record.

"Our record is just one of the things that shows us that we are doing so well," she said. The Lions had their first tough competition against Fieldston last Wednesday, getting shut out two sets to none.

"It was a really tough loss to a good team, but it also served as a great learning experience for us," Tiger Moreno (9) said. "Fieldston looked good in the warm-ups, so we may have been a little intimidated, which affected our aggressive gameplay, serving, and our communication," Moreno said.

Their loss exposed some of the team's weaknesses, which helped them learn and get better, Amilicia said.

Leading up to its match last Friday against Trinity, the team worked on its communication skills, pressure serves, and setting of the ball, Amilicia said.

"Putting the girls under pressure in serving situations and critical situations really allow them to thrive in the game because those are the moments that decide whether you win or lose in a game," she said.

The practice paid off as the Lions rolled through Trinity two sets to none, putting them back on the path to success and asserting their dominance as the better team.

"Although they managed to score some points off of small mistakes and a couple of good serves, we were clearly the better team and it showed," Amilicia said.

The Lions played a third set against Trinity for practice that did not count, and they dominated that as well.

"I have a set of starters that I can rely on all the time," Amilicia said. "But we have great depth" and "this match allowed the bench players to get a lot of in-game experience."

"They gel together no matter who is on the floor and everyone is good."

The Lions had no time to practice or rest before their next game against Trinity on Monday, so they were not as prepared going into the game.

The team still managed to come out strong, barely squeaking out the first set out of three in a tight contest, Sasha Matt (10) said. The next two sets, however, did not go in the Lions' favor as the team lost both.

"They were a really good team," Charlotte Knopko (9) said, "And I think we did a good job of playing up to their level without being intimidated, and we fought as hard as we could."

There were some mistakes made in pressure moments on serves and in other situations, and it eventually came down to things like communication in the match, Matt said.

On Wednesday, the Lions fell in another tight contest against Marymount, losing two sets to one, Nicole Warszawski (10) said.

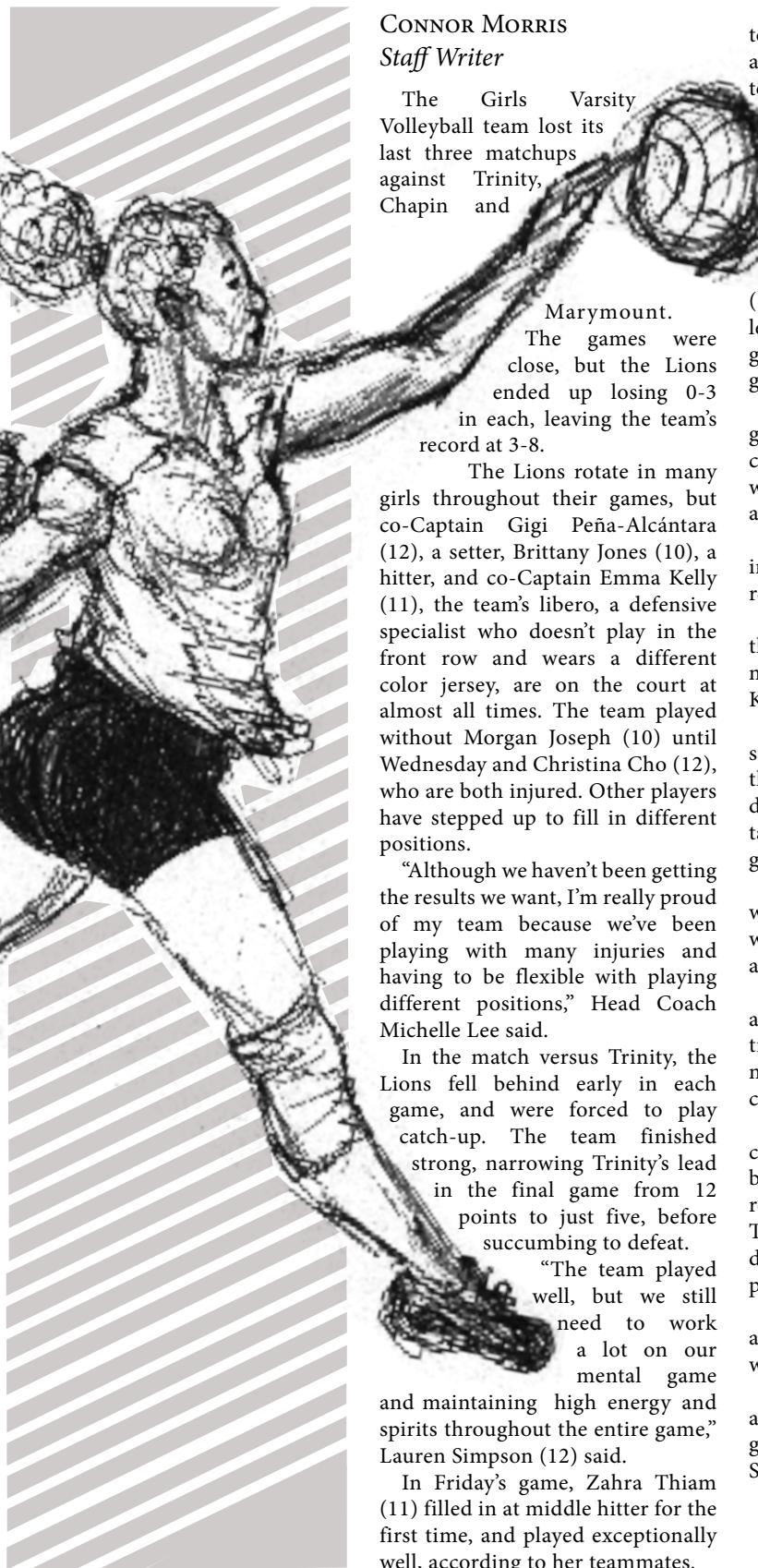
"We were doing really well in the first

set and the first half of the second set, but unfortunately we got ahead of ourselves," Warszawski said. "We ended up losing the second 25-23 and third in a close match, but we really lost due to the lack of communication and energy."

"It was a great competitive match, and I think it showed us we're a strong team but we need to work on focusing on our game and not letting emotions affect our performance," Warszawski said.

Although the girls have lost three out of their four matches, they don't care about the results in the long run.

"I love to win, and the girls love to win and I want to nurture that," Amilicia said. "But essentially, a junior varsity team is to develop the girls so that they can end up making an impact on Varsity and I think the girls have shown tremendous potential and will be able to take over next year."



Damali O'Keefe/Contributing Artist

Varsity Volleyball loses three in a row

CONNOR MORRIS
Staff Writer

The Girls Varsity Volleyball team lost its last three matchups against Trinity, Chapin and

Marymount.

The games were close, but the Lions ended up losing 0-3 in each, leaving the team's record at 3-8.

The Lions rotate in many girls throughout their games, but co-Captain Gigi Peña-Alcántara (12), a setter, Brittany Jones (10), a hitter, and co-Captain Emma Kelly (11), the team's libero, a defensive specialist who doesn't play in the front row and wears a different color jersey, are on the court at almost all times. The team played without Morgan Joseph (10) until Wednesday and Christina Cho (12), who are both injured. Other players have stepped up to fill in different positions.

"Although we haven't been getting the results we want, I'm really proud of my team because we've been playing with many injuries and having to be flexible with playing different positions," Head Coach Michelle Lee said.

In the match versus Trinity, the Lions fell behind early in each game, and were forced to play catch-up. The team finished strong, narrowing Trinity's lead in the final game from 12 points to just five, before succumbing to defeat.

"The team played well, but we still need to work a lot on our mental game and maintaining high energy and spirits throughout the entire game," Lauren Simpson (12) said.

In Friday's game, Zahra Thiam (11) filled in at middle hitter for the first time, and played exceptionally well, according to her teammates.

"Lots of people are stepping up to play new positions this season and that has allowed every player to strengthen their skills in every position, not just the one they're most comfortable playing," Kelly said.

In Monday's match versus Chapin, the Lions started strong behind powerful hitting from Jones and Dakota Stennet-Neris (10). But after getting off to an early lead, the team narrowly lost the first game 23-25. The second and third games were close as well.

"We worked really hard, getting touches on every ball and communicating really well. I think we all played really well, especially as a team," Anna Yarosh (11) said.

Although the game became intense at points, the Lions remained loose and focused.

"We stayed positive and focused throughout the entire game while managing to relax and have fun," Kelly said.

In Wednesday's match, the Lions started well, but struggled toward the end of each game; however, they did finish very strong, at one stage taking a five-point lead in the third game.

"Our best set was the third, we were ahead most of the time and were, maybe, the loudest we've been all season," Yarosh said.

Volleyball is a team game, and Girls Varsity Volleyball is a tight-knit group, as during the matches the team shouts rapid-fire communications during each point.

On the sidelines, teammates chant their encouragement, and blocks and spike winners warrant rehearsed team celebrations. The noise inside the gym can be deafening at times. After every point, the team gathers in a huddle.

"We all love the sport so much and we have such great relationships with each other," Yarosh said.

The Lions will play Riverdale in a rematch of their homecoming game, which the Lions won 3-1, this Saturday.

Varsity Tennis advances in Ivy League Tournament

SANDHYA SHYAM
Staff Writer

The Girls Varsity Tennis team, ranked as the first seed for the Ivy League Tournament, defeated Trinity 3-2 on Wednesday. Because of the team's ranking as first in the league, they were granted a bye for Monday's tournament matches.

Wednesday's matches were close, according to co-Captain Mei Ardit (12), with first and second singles winning while third singles and first doubles lost. Because a few players were not present, Ardit had to step in for third singles while Hannah Long (10) had to step in for first doubles, which posed difficulties for both players.

"Despite losing, I was proud of Mei stepping in and managing to play a very good match," Troop said.

Gibby Thomas (10) and Chidimma Okpara (10), first and third singles respectively, played solidly, Troop said. He was extremely proud of their performances and considers them exceptional players, he said.

Second doubles, played by Rachel Okin (11) and Isha Agarwal (9), ended up being the deciding match; the match lasted for over two hours. Okin and Agarwal went to tiebreak in the first set, which they won 8-6, and then proceeded to win the second set and the match overall.

"There was a lot of pressure because that match would have decided whether or not we proceed

to the next round of the tournament," Okin said. "Trinity's usually one of our toughest competitors, so it was really intense."

According to Long, the entire team cheered on the sidelines during the match. It was great to see the support the players had for one another, she said.

Next Wednesday, the team played for the championship against Poly Prep. Yesterday's match against Trinity was a little too close to comfort, and it did not turn out the way he expected it to, Troop said.

In response, Troop wants to remind the girls to stay focused and not let the victory go to their heads, even if they are winning. Judging by yesterday's tournament, that next

week will go similarly, he said.

Thomas wasn't very surprised at the team's first seed ranking, she said. "Of course, I don't mean to sound cocky, but we won the entire tournament last year as well as in years past. And we've been playing really well this season too, so we were expecting a high ranking."

Beyond the Ivy League Tournament, the team is looking forward to playing at the Mayor's Cup afterwards.

Meanwhile, the school's tennis courts are in the process of being destroyed due to construction.

"These courts hold a lot of memories for us and have united us," Thomas said.

"They've been a part of our lives

at HM and it's sad to see them go," Carolyn Chun (11) said.

The destruction of the courts has forced all the tennis teams to find a different place to practice. Girls Varsity Tennis currently shifts between practicing at the courts of Sarah Lawrence and Lehman College. The spaces are cramped and inconvenient, according to Chun, and the girls miss their old courts.

"One of the school's most competitive sports teams no longer has a place on campus," Ardit said. "As a senior who has been on the HM tennis team since Middle School, it's frustrating and sad to walk by it and see a huge hole of dirt."

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teams at quarter- or octa-finals where there are very high stakes to win. The Round Robin helped us practice making our arguments clear, and allowed us to advance to quarter-finals at this tournament," Spector said.

Ten teams from the school attended the Bronx Science conference, finishing with winning records. Members of the school's Debate team placed

seventh, 11th, and 15th overall out of 400 debaters total at the tournament. Spector and Karpf advanced to quarter-finals with their second qualification for the Tournament of Champions, with Spector also receiving a speaker award. The two placed sixth out of 200 teams at the tournament.

McCarthy and Siddharth Tripathi (11) also reached octa-finals, qualified

for the Tournament of Champions, and received speaker awards. "We went into the tournament focused, driven, and calm. We combined our traditional rhetorical strength with more technical skills we've been developing, focusing entirely on strategy in the days leading up to the tournament," McCarthy said.

Underclassmen Sajan Mehrotra (10) and Ethan Kim (10) also advanced

past preliminary rounds at their second varsity tournament. "We went in confident because the topic was the same as at Regis and at debate camp," Kim said. "We changed our cases a bit from comments Asher gave us from Regis, and worked on speaking better for our next competition."

"I am proud of Sajan and Ethan for reaching triple-octa-finals. I didn't

make it that far until my junior year, and they're sophomores at their second varsity tournament," Spector said.

"From a debate standpoint, we're cementing our reputation as a school that is respected and regarded as successful," McCarthy said. "From a team perspective, we're all working together really well, and everyone was incredibly supportive of one another."

October 21, 2016

Upcoming Home Games:

- 10/21 Varsity Water Polo vs. Trinity
- 10/22 Varsity Field Hockey vs. Riverdale
- 10/22 Varsity Football vs. Harvey School
- 10/22 Boys Varsity Soccer vs. Riverdale
- 10/22 Girls Varsity Soccer vs. Riverdale
- 10/22 Girls Varsity Tennis vs. Riverdale
- 10/22 Girls Varsity Volleyball vs. Riverdale

8

Varsity Football falls to Fieldston 47-14



Nastasia Mason/Staff Photographer

Boys Varsity Football does drills in preparation for upcoming game

MEGHA NELIVIGI
Contributing Writer

The Varsity Football team took a 47-14 loss this past Saturday against Fieldston.

Despite the loss, the game was exciting and competitive, Ben Parker (11) said. The Lions went into the game eager and determined to win, he said.

The Lions did not score until the fourth quarter. Despite a slow start, the Lions executed some great plays at the end of the game, Varsity Football Coach Matthew Russo said. Louis Toberisky (11) caused a fumble on the opposing team and quickly recovered the ball. This led to the first touchdown of the game by Kyle Fernandez (10), followed by a touchdown from Jahmire Cassanova (11).

The team was aware that the game would be a challenge, Parker said. The Lions won against Fieldston by one point on overtime in their Homecoming game last year, so they came into the game hungry to take out the Lions and put up a great performance, he said.

In addition to Fieldston's strong performance, the Lions had limited practice time leading up to the game because the match followed two three day weeks, Russo said.

For this game, the team only had around four and half hours of practice, with an entirely new offense, lineup, and new plays, Parker said.

"We're using a new offensive system, and we didn't have much practice time, but I saw some really good plays even if the score doesn't show that," Russo said.

Due to quarterback Marc Murphy's (11) injury, co-Captain Dillon Holder (12) has taken over the position. As a result, the team had to change its offensive strategy, Alec Ginsberg (12) said.

"We needed to change the pace of the game as well as our go-to plays," Ginsberg said. As quarterback, Murphy was able to carry the ball throughout the game and recover quickly after taking multiple hits in a row. "It was easy to form the plays around him. When we lost Marc, we had to transition from a run game to a pass game, and the new

system fits Dillon's style of play like a key in a lock," Ginsberg said.

The new offensive system is much more pass reliant and requires tough blocking and effective movement of the defense in order to protect Holder, Jeph Prempeh (12) said.

"We need more than ever for our receivers and our linemen to create space so that the backfield has enough time to develop plays and run them successfully," Prempeh said. "I think that when we play with tenacity and persevere through every yard, we successfully achieve the goals of the new system, but it often takes too long for that spirit to wake up within us."

When preparing for games, the Lions typically watch films of the team that they will be playing against to determine what kind of plays they need to implement and whether they need to alter their offense and defense in any way, Parker said. If they spot a weakness in the opposing team's defense, they switch their offense so they have something to exploit it, and if the other team has some good players on offense, they have their

best players cover them, he said.

For the Fieldston game, the team watched a lot of film from both sides of the ball, Ginsberg said.

"We came in the game knowing that Fieldston would give the ball to #20, and we knew that in order to keep the game close we had to stop him," he said.

Even though Fieldston is a rival team, the game wasn't a league game, so "we knew we had nothing to lose," Cassanova said.

"Our main goal is to bring home the chip," Ginsberg said. "And since Fieldston doesn't matter in that aspect--they aren't in our league--we aren't so phased by that loss."

The team as a whole also has a lot of depth, Parker said. "We have many players that can play multiple positions--we're pretty flexible," he said. The team has a range of players from every grade as well.

"We have a lot of underclassmen players, which is sometimes a weakness," Holder said. "They don't have as much experience as the juniors and seniors, who have been playing on the team for a few years."

Russo, however, says this is also an advantage. "Having a lot of players from different grades gives us a chance to rise to the occasion and teaches the team how to come together-- they're a strong group of guys," Russo said.

"Our team is resilient, and we know how to bring up our energy when we need to," Cassanova said.

The Lions will have the opportunity to better their record and clinch a spot in the championships this Saturday against the Harvey school.

"This game really matters," Cassanova said. "We need to play to the best of our abilities."

The team has more time to prepare for this game and will build off of what they've done using the new offense, Russo said.

"We just need to do our best, use all that practice time and our loss at Fieldston to our advantage, and try as hard as we can," Parker said.

JV Football

AMIR MOAZAMI
Staff Writer

This past Monday, the Boys Junior Varsity Football team tied with a score of 18-18 against Dalton.

The Lions led 6-0 after the first quarter despite Dalton's pushing the ball to the goal line. After a stop, the team scored off of a pass to Kelvin Smith (9). Throughout the first quarter, the team displayed a potent passing game and resilient defense, Boys Varsity Football quarterback Marc Murphy (11) said.

Murphy, along with other varsity players, attended the game to support the JV players.

As the game progressed, Dalton's offense started to click, and the opposing team scored two touchdowns. The Lions struggled offensively because they were getting used to a new offensive strategy they learned last week, Nick Potash (9) said.

The new offense allowed the team more opportunities to run the ball and utilize two runningbacks instead of one.

After halftime, the team scored to tie the game 12-12. Dalton responded with an early fourth quarter touchdown. After crucial stops at the goal line, the team recovered the ball for a drive in the last couple minutes. Charlie Silberstein (10) scored a seventy yard touchdown to tie the game.

The team began the year with a 20-0 victory against Hackley. That match was eight versus eight because Hackley could not produce the requisite amount of players.

The next game beared a disappointing loss for the Lions against the more physical Rye Country Day School. The Lions were able to stop the traditionally ferocious Rye, holding the game to a 6-6 tie into the fourth, but the defense relented and conceded a touchdown to lose 14-6.

Over the course of the season the team has had "great chemistry," Taub said. "We seek to finish off the season carrying the momentum from the previous game," he said.

Field Hockey defeats Brearley at home game on Monday

LYNNE SIPRELLE
Staff Writer

Girls Varsity Field Hockey's home game this past Monday against Brearley was one of their best yet, Gigi Lee (11) said. The score was 1-0, with co-Captain Lily Kessler (12) scoring a goal off an assist from Mahika Hari (11).

"The goal scored by Lily Kessler was amazing," Ryan Platt (12) said. The team successfully moved the ball up the field and passed it in the circle until Kessler scored, she said.

"We played Brearley once before this season and they had poor sportsmanship, so we were definitely looking to beat them again," Lee said. "The whole team really wanted this win and we were really focused."

"We have a big rivalry with them, so it was exciting to have that showdown," Katie Goldenberg (10) said.

"Every time we got together as a team, there was a lot of energy and



Ryan Platt (12) passes to Devin Kleiner (11) in practice

eagerness to get back out on the field and prove we are better than Brearley," Julia Roth (10) said.

The team made sure to play hard and keep fouls to a minimum, Lee said. Before the game, the forwards

practiced taking corners, and the defense worked on their long hits.

"We played tough, we played together, and we played deep. We utilized a lot of different lines of attack," Girls Varsity Field Hockey

Coach Caroline Surhoff said. "Our defense was solid."

The Lions had possession of the ball for a large part of the game, and the forwards made excellent passes to each other, Roth said.

Roth made great stops as a midfielder and cleared the ball out of the circle many times and passed well, Surhoff said. Devin Kleiner (11) had intense face offs with Brearley girls and Platt had good blocks on the right side of the field, Roth said. Goldenberg played center midfielder and was a key factor in preventing Brearley from shooting on goal, she said.

The team has been working on trapping and executing their tackles, Surhoff said. The team also focused on using double team traps and having two people tackle the ball together.

The double team trap worked extremely well in the game, Platt said. "The ball barely got in our circle."

The team also played games

last Friday and Saturday against Chapin and Hackley. "I think those extra games Friday and Saturday were good because they put us in a competitive mode," Surhoff said. "We had a lot of momentum going into yesterday's game."

Co-Captains Sadie Lye (12), Kessler, and Platt all add more energy to the team as well through their leadership and encouragement of younger players, Lee said.

The team's communication and stick stiffs are also both strong this season, Platt said.

"We're definitely more competitive than in previous years with stronger passing," Goldenberg said. "We want to win."

The team has scored at least one goal in every game of their season so far. "We're proud of that," Surhoff said. "We can put the ball in the net."

The team has five games left in the regular season with a season record of 5-1-6 so far.

"We want to keep doing our best and finish strong," Lee said.