

The Horace Mann Record

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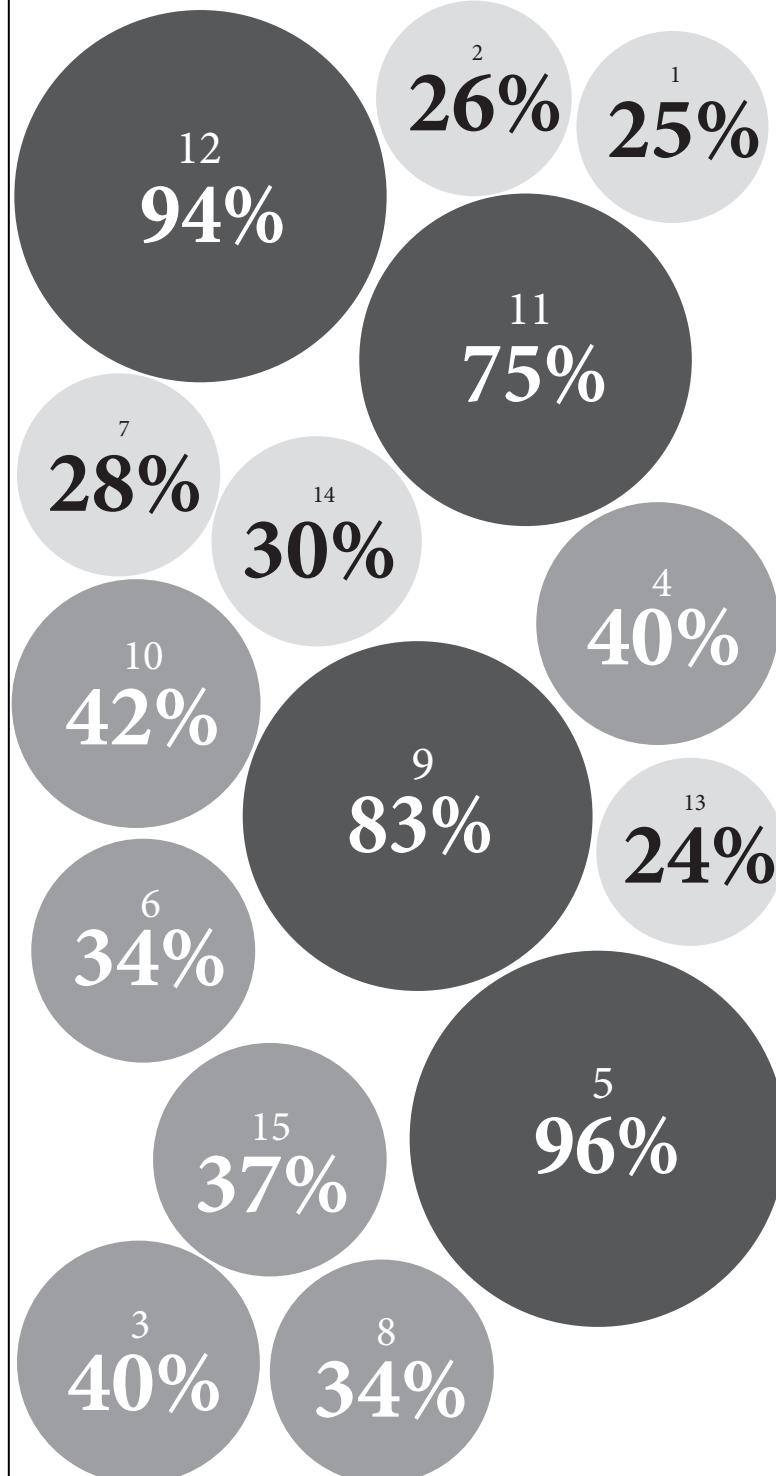
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COMMUNITY COUNCIL CONDUCTS SURVEY TO CONCLUDE UNITY WEEK

STAFF WRITER
Sadie Schwartz

On Monday, the Student Body Presidents (SBPs) and members of the Community Council (CC) distributed surveys on race, socioeconomic status, gender, sexual orientation, religion, culture, family background, and ability to around 90 students in Olshan Lobby. Because school closing abruptly due to the sick day ended Unity Week, the activity served as a formal end to the week of diversity-focused discussions. "The fact that the survey results were more surprising than we expected means we have a more diverse community than we realized, whether it's from racial, socioeconomic, or religious difference," CC Chair Gabi Sheybani (12) said. Circles are proportional to the percent of students who responded "yes."



1. I have to think about how much money I'm using when I check out in the cafeteria
2. I have had to correct someone for wrongly assuming my sexual orientation.
3. I feel inhibited talking about issues pertaining to race in any of my classes.
4. I feel pressure to answer correctly in any of my classes to prove that people of my gender/race are capable.
5. Both of my parents attended college.
6. I have seen someone wear apparel from my culture as a costume.
7. I regularly visit a therapist to cope with a mental disability.
8. I feel it is hard to join certain social groups because of my racial identity.
9. I can participate in extracurriculars at HM without worrying about costs.
10. I see repeated instances of hate crimes against people of my religion appear in the news.
11. I don't expect police to be especially suspicious of my behavior
12. I know when I go somewhere I can feel comfortable using the bathroom there.
13. I feel powerless when someone uses homophobic insults/slurs because I don't want to draw attention to my own sexual identity.
14. I still don't really know what the word "privilege" means
15. I have felt vulnerable or uncomfortable when talking/opening up about a facet of my identity.

Students and faculty react to inauguration at protests in Washington, New York



Courtesy of Ben Parker, Karen Johnson

Left: protesters at the NYC march; right: theatre & arts teacher Alexis Dahl at the Washington march

MAHIKA HARI
Staff Writer

Last Saturday, students and faculty members took part in the Women's Marches, both in Washington D.C. and New York City.

Photography teacher Karen Johnson attended the March in D.C. with other school faculty. "I knew the March would include a broad coalition, but the diversity of participants still exceeded my expectations," she said.

"We were in human gridlock," theatre arts teacher Alexis Dahl, who also marched in D.C., said. The marchers could barely move because the entire route they were supposed to walk was packed with people, she said.

Middle Division English teacher Morgan Yarosh said the March in New York was well organized, especially since they weren't sure how many people would show up and there were so many that did.

"The energy was infectious – everyone was excited and feeling great," Yarosh said of her walk from Grand Central to Dag Hammarskjold Plaza, the starting point of the March. "As we walked, I began to feel like I was a part of something big, positive, and effective."

The most powerful moment for Ethan

Matt (11) was when he and Charlie Wallach (11) climbed a traffic pole and joined in with a call and response chant in which hundreds of women would shout "my body, my choice" and hundreds of men would shout back "their body, their choice," Matt said.

The sheer size of the crowd and breadth of issues represented were shocking, Walker McCarthy (7) said. He carried a sign with a photo of Trump as a marionette being controlled by Putin as the puppet master, referencing the issue of Trump and his cabinet's relationship with Russia that is concerning to him, he said.

Zarina Iman (11) had been planning to go to D.C. with the school, but made other arrangements easily, she said. She attended the March in New York with her neighbor, and her train from Westchester was packed with women going to the March, she said.

"Seeing so many men at the March reminded me how important it is to fight for equality even if you don't feel like the specific case directly affects you, because in the end, inequality hurts everyone, not just the oppressed," Aidan Futterman (12) said.

Nikki Sheybani (11) was involved both as a marcher and volunteer, directing marchers around barricades

and helping as needed.

"Being a woman fortunate enough to have grown up under the Obama administration and in the diverse area that is New York City, I feel that it is not just my privilege, but my responsibility to fight for the rights of largely marginalized groups in any way that I can," she said.

"It was so indescribably empowering to stand in a sea of people, working towards the same goal," Sheybani said.

Skylar Rosen (12) took a bus to the D.C. March with Planned Parenthood and held a sign with Audrey Shapiro (12) saying "Girls just wanna have fun(damental rights)."

Nicole Warszawski (10) went to a protest right outside the inauguration in D.C. "When standing in the crowd and just looking at the people around me, I felt so in place," she said. "We may not be swaying the president, but we are getting our voices heard."

Attending the March allowed Rosen to think seriously about women's health and inspired her to get more involved with organizations like Planned Parenthood, she said.

"We are not alone. Kindness can prevail," Johnson said. "Let's roll up our sleeves and get to work to build the possible future."

A LOSS IN OUR COMMUNITY

EVE KAZARIAN
Staff Writer

On Jan. 14, 2017, former Board of Trustees Member Neil Underberg passed away.

Underberg graduated from Syracuse University and Cornell Law School to become a prominent real estate attorney in New York. When not at work, Underberg enjoyed boating.

At the school, Underberg served as a legal advisor and made donations to various causes. He was elected to the Board of Trustees in 1977, served as an Emeritus Trustee from 1998 to 2013, and did pro bono real estate tax work for the school until his passing.

"While Mr. Underberg wasn't keen about taking a bow, we have generations of HMers who had new soccer uniforms, calculators, textbooks, bus money and the like without ever knowing that it came from Mr. and Mrs. Underberg," Head

of School Dr. Tom Kelly said.

Underberg was always passionate about the school and doing what was right.

"He brought about the best in others and never hesitated to speak his mind or speak truth to power. He read The Record cover to cover, and he was forever proud of the students' accomplishments from year to year," Kelly said.

In his household, Underberg perpetuated the message of "always doing the right thing,"

even though it was not the easiest path to take, his son Dr. James Underberg '79 said.

This mentality carried over to Underberg's relationships with clients and has become something Underberg passes on to his children, Dr. Underberg said.

The Underbergs remain connected to the school; two generations have attended the school: James '78, his children Joshua '21 and



Courtesy of Tom Kelly, Head of School
Neil Underberg, former Board of Trustees Member, passed away Jan. 14.

Samantha '25, and Amy (Underberg) Applebaum '82 and her children Carolyn '16 and Julia '21.

"We'll miss seeing him on campus," Kelly said.

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A look into the intersection of the HM admissions process and diversity.

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During I periods, high school mentors are available to tutor middle division students

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The bipartisan system: an impediment to communication



Jamie Berg

In the Federalist Papers, when asked why a nation-wide democracy was superior to one centered in the states, James Madison responded with the argument that the larger the democracy, the more democratic it must be. His claim revolved around the assumption that there are more "factions" in a nation, as opposed to a state, that can support or reject movements with great fluidity.

A faction, per Madison, is an association of people bound either by ideological stance or passion, like a political party. This condition would, in turn, allow for the constant development of the democracy and ensure that no one majority group would be able to consistently oppress or silence another.

However, due to the entrenchment of the current bipartisan political system and such widespread obsession with partisan loyalty, our country is limited to only two main "factions," preventing

fluidity and political development. The proceedings of the 2016 Presidential Election have made this fact clear.

Horace Mann students, who, like the rest of the country, largely subscribe to the bipartisan system and operate within it, overwhelmingly identify as "Democrats." The presence of such a large majority at a school whose true diversity of opinion I've seen firsthand perfectly demonstrates the heart of the issue that this rigid bipartisan system creates. This phenomenon ultimately impairs our discussion-focused community from reaching our goal of truly listening to each other and

learning about the experiences of the people who surround us.

The Electoral College was created with the goal of balancing elitism and populism in the American democracy; it would limit the ability of unqualified or immoral populist candidates from achieving executive power while simultaneously ensuring that power is not held at too great a distance from the people.

The Electoral College may have functioned in the years following America's inception, but due to the entrenched nature of two-party politics in the United States, the institution

has ceased to perform its envisioned function.

In our current system, people choose to see only Democrats and Republicans and demand that everyone not only associate with, but identify as one of these two dominant factions. The conflation of the terms "liberal" and "democrat" is just one example of how the bipartisan system glosses over the nuance of political opinion.

Regardless of the presence of Libertarian and Green Party candidates in the 2016 election, there is no middle ground in the eyes of most Americans.

Electors' obsession with partisan

loyalty has led to the issues at the core of the failure of the Electoral College. Electors are chosen by political parties in each state, and since modern political parties engage in self-interested and often petty opposition to one another, prioritizing the good of the party over that of the nation, it is impossible for electors to be anything but puppets of their political affiliations.

Although the Electoral College undeniably requires reform, its flaws are a result of a greater system-spanning problem that is certainly prevalent in the HM community too. I have had the opportunity to observe the stigma at Horace Mann against identifying politically as anything other than a "Democrat," which severely limits the opportunities to engage in meaningful discourse at our school.

The majority of the student body responds to admissions of divergent politics with aggression or derision, and this extends beyond political discussion, since, as a community, we often fail to distinguish between political affiliation and personal identity. The HM community must attempt to overcome our partisan divisions and confront the fact that political associations cannot interfere with our basic morality. Only then will our conversations and understandings of each other flourish.

EDITORIAL

Extending our voices, post-protest

There is no way to change the results of this election, but that does not mean those of us who disagree with the president's policies and values are powerless.

Voting is only part of what gives the people power in the United States. We get the rest of our power from our right to free speech, our right to assemble, our ability to express what we think should happen in this nation. We are afforded the luxury of having a voice. We should use it.

How can we make our voices heard?

Primarily, we need to stay informed. Pay attention to where your news comes from. Be aware that everyone is biased. Try to counter this. We need to avoid falling prey to hate-mongering or falsehoods. Go to Feminist Students Association, Gender-Sexuality Alliance, and Union meetings and listen as hard as you can. Take others' opinions and experiences seriously.

Armed with your knowledge, defend your peers. Do not let the United States revert to a place where marginalization of women, people of color, and religious minorities is commonplace or acceptable.

If you want to march, the next peaceful protest is taking place in many cities on April 15. If you have the funds, donate to public media. National Public Radio and Public Broadcasting Service are losing funds. Do what you can to help them. If you don't have the funds but you do have the time, organizations like Planned Parenthood are in need of volunteers now more than ever.

When you've done what you can within your own community, reach out. Call or write to your senator and house representative (scan the QR code to find their address and number). The website womensmarch.support even has postcards that you can print and send. Midterm elections are in two years, and many members of our community will be able to vote—make sure you participate.

As President Barack Obama said, "If you're disappointed by your elected officials, grab a clipboard, get some signatures, and run for office yourself. Show up. Dive in. Persevere."

Don't give up hope.



Spyri Potamopoulou/Staff Artist

Contact Your Senator:

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(202) 244-4451
www.gillibrand.senate.gov/contact/

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www.schumer.senate.gov/contact/email-chuck

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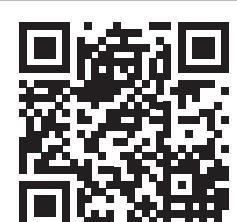


Damali O'Keefe/Contributing Artist

Find and Contact Your Local Representative

Scan the code to visit

<http://www.house.gov/representatives/find/>



CORRECTIONS - ISSUE 15

In "Second Annual Unity Week Helps Upper Division Explore Various Community Identities," Dr. Kalil Oldham's name was misspelled as Dr. Khalil Oldham.

In "UD gets first look at premiere of Marsha Hunt '34's career," it was inaccurately reported that Marsha Hunt contacted the school and asked that the film be shown at the school. The film has been written about in "Horace Mann Magazine" over the past few years. Several faculty members considered the film a worthwhile presentation during Unity Week.

The Horace Mann Record

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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.

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

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

Students and faculty celebrate Japanese culture through food, performances, workshops on Japan Day



TO THE BEAT OF THE DRUM Alex Cohen (12), Grace Sander (11), and Japanese teacher Mami Fujisaki play taiko drums in a rehearsal for the annual Japan Day on Friday.

GABBY KEPNES
Contributing Writer

On Friday, the annual Japan Day will occur with different performances, plays, and speeches, followed by food and workshops all arranged by teachers and students studying Japanese.

The students in Japanese classes have been preparing for the day for the past month and a half, Charlie Wallach (11) said.

"We often go down to the Recital Hall and use the stage; we've also had help from many different outside-of-school and in-school mentors, such as a Japanese actor from the Japan society in New York, as well as Mr. Timko, who has come to give us critiques on our play," Gabi Rahmin (11) said.

From B to mid-C period, students will put on Japanese plays, followed by a Japanese drum presentation from the Advanced Placement and honors classes.

Later in the day, special lunches, workshops, and food tastings will take place in Fisher Hall, including free mochi, yakisoba, "and the other stuff for the younger kids like yo-yo fishing," Japanese teacher Mami Fujisaki said.

"Every year it's a little bit different based on what the group of students bring to the day and the different energy levels and the different attitudes that each student brings from him or herself," Rahmin said.

"Ms. Fujisaki shakes up the plays every year and as you get older, you get more freedom in the plays and you get more freedom with what you want to do with it; like the characters that you do, sometimes she lets you write your own play," Wallach said.

While hoping every student leaves Japan Day with more thoughts and questions, Fujisaki also wants students, parents, and teachers to know that "the more languages you know, the more experiences you will enjoy, the more

people you will meet, and the more food you can try," she said,

"When I started taking Japanese and then experienced Japan Day, I've noticed that it really takes you into a glimpse of what Japanese culture is and how broad it is because it has something for everyone," Wallach said. From a Japanese tea ceremony to Japanese calligraphy, you really get a cool perspective, he said.

This day is not just for people who have studied Japanese or who think they want to study Japanese, Rahmin said. "Japan Day really teaches everyone about all different aspects of Japanese culture and aside from all the different learning opportunities available throughout the day, it's just purely fun," she said.

To any students, teachers, and parents who are thinking of coming and participating in the different activities involved in Japan Day, "the world is yours, so explore the world," Fujisaki said.

Advocacy group for learning differences holds first meeting

TIFFANY LIU
Staff Writer

Students' Learning Style Advocates & Mentors' (S.L.A.M.) first meeting last Monday during I period gathered over 30 students. The new club strives to empower students at the school to be advocates for others and themselves by raising awareness for learning differences and mentoring younger students with different learning styles, President Audrey Shapiro (12) said.



Jackson Roberts/Contributing Artist

During the meeting, Shapiro gave an introductory presentation which included information on the two branches of the club, the mentorship program and the advocacy program.

Shapiro stressed that the club is not just for people with diagnosed learning differences, but also for those who have different learning styles, which is one of the most important aspects of the program, she said.

"I know that I have a different learning style from other people; it's not that I have a disability, but it's just that everyone

shows interest after originally thinking that only six people would show up, she said.

Aigail Salzhauer (9), who has several learning disorders,

found that "even in the world of educators, there is 100 percent a stigma still around learning differently," she said, so she plans on participating in both the mentorship and advocacy programs.

Shapiro started the club due to her personal experience of struggling with ADHD in sixth grade, she said. At first, she did not seek help, dismissing the problem by saying, "You know what, I must just be stupid or something." It was not until her mother brought her to a specialist, got her diagnosed with ADHD, and started to get her help, that she was really able to start doing well in school,

As of right now, SLAM is still finding mentors for the mentorship program, and the advocacy branch is planning a workshop for Wellness Week, Shapiro said. In the future, they hope to hold assemblies about personal experiences with learning differences and accommodations and hold forums for questions regarding learning styles and differences, she said.

Service Learning Team celebrates its 10th year in seventh annual dinner



#HMSLEARN Members of the Service Learning team celebrate their achievements at their seventh annual team dinner.

KATIE GOLDENBERG
Contributing Writer

Students, faculty, and alumni gathered in the Cohen Dining Commons Tuesday to celebrate the 10th anniversary of the Service Learning team at its seventh annual dinner. With parents, partner organizations, and broader members of the Community Values and Action (CCVA) also in attendance, the team discussed and celebrated its initiatives, collaborating sites, and support from the community.

The dinner commenced with a speech by Dr. Jeremy Leeds, Director of the CCVA, regarding the history,

mission, and development of the team. Following Leeds, a group of students on the team spoke about their experiences with service learning and personal connections to the program.

"The original idea was to speak to parents of team members about the work their kids were doing, and to recognize what we do as a part of a larger family," Leeds said. "Over time, we started to invite more members, the agencies that we work with, and the parties that we connect with all year, so it's a much larger group with the same feeling."

"The original idea was to speak to parents of team members about the work their kids were doing, and to recognize what we do as a part of a larger family," Leeds said. "Over time, we started to invite more members, the agencies that we work with, and the parties that we connect with all year, so it's a much larger group with the same feeling."

"It's amazing to go back week after week and have them know your name and be excited about what you're doing."

- Sadie Lye (12)

example."

In addition to its recent progress, the team still looks to grow and improve. "We want to accommodate all the students we're working with since we've expanded," Administrative Assistant for the CCVA Walter Kosel said.

Sadie Lye (12), a member of the Service Learning Team's leadership, originally joined to fulfill her community service requirement, but "fell in love with working with the kids," she said. "It's amazing to go back week after week and have them know your name and be excited about what you're doing; they've taught me so much about myself and what I value."

ADMISSIONS

A look into diversity across divisions, the admissions process that chooses the student body, and the admissions criteria for prospective students.

YEEQIN NEW & JOANNE WANG
Staff Writers

THE INTERSECTION OF ADMISSIONS AND DIVERSITY IN ND & LD

According to data from the 2016-2017 school year, the school's student body is composed of approximately 40 percent students of color.

While the Nursery and Lower Divisions are more racially diverse now than in previous years, there is still a disparity in the population of people of color in these divisions in comparison to the Middle and Upper Divisions, Director of Admissions Jason Caldwell '97 said.

Looking at the pool of applicants that apply to the school, the Middle and Upper Divisions are certainly more diverse - socioeconomically, racially, among other ways, Caldwell said.

Geography plays a role in this disparity, Caldwell said. Although the majority of applicants to the school are from Manhattan, this margin is particularly evident in the Nursery Division, he said. Coming to

school, Caldwell said.

In addition, the school holds an annual LGBTQ Parents Admissions Reception, which began two years ago, and the Office of Diversity Fall Family Gathering at the beginning of the school year.

These two gatherings are "part of the organic growth of our admissions practices," Kelly said.

Not only have events like the Fall Gathering become a diversity gathering for current students, but also they act as informal open houses for families, Caldwell said. "It's very down to earth, very low key, and I think that this has really helped with the rise with the applicants of color and also increasing enrollments."

The school also works with different organizations that help to prepare students of color to attend independent schools, such as Prep For Prep, Breakthrough New York, and Early Steps.

Admissions aims to make each class "the most diverse and capable, intelligent, active student body possible," Caldwell said.

A diversity of race, ethnicity, socioeconomic class, geographic

"If we seek to put a number on [diversity], it makes it kind of a... checked box."

-Director of Admissions Jason Caldwell '97

the school would be a hard commute for younger children who live farther away, Director of Institutional Research & Enrollment Management Lisa Moreira said.

Another potential source of this imbalance could be the large financial commitment that the school requires, Moreira said.

"For families for whom it will be a challenge or a struggle to pay the tuition, it is an easier commitment to make for four years or for seven years than it is for 13 or for 15 years," she said.

According to the 2015-2016 Financial Aid Distribution table on the Institutional Research page of horacemann.org, while the tuition is constant from Pre-K to 12th grade, the average amount of aid provided to a single family on financial aid increases through the divisions.

In the 2015-2016 school year, students on financial aid in the Nursery Division were provided an average of \$27,650 while Upper Division students on financial aid were provided an average of \$34,737.

1.4 percent of students in the Nursery Division from the 2015-2016 school year were awarded financial aid while 20.1 percent of Upper Division students from that year were awarded financial aid.

The Admissions Office is always looking to improve its outreach, Head of School Dr. Tom Kelly said.

The Admissions Office reaches out to several groups including religious and community organizations, the Office of Diversity, and in-school parent affinity groups to encourage more students of color to apply to the

a diverse community during the application process, the school never seeks to fill a certain quota, Moreira said. "We don't admit anybody we don't think is qualified and isn't going to be a good fit for the school," she said.

"If we seek to put a number on it, it makes it kind of a... checked box," Caldwell said. Accepting students solely with the goal of reaching a certain amount of students of color would make the diverse population of the school 'artificial,' he said.

SCHOOL ADMISSIONS CRITERIA

Instead of setting quotas, Admissions searches for particular qualities in prospective students. "We are looking for kids ... who are excited about learning" and "ready to be in our program," Moreira said. Some other important traits include being intellectually curious, having good study skills, and willing to engage with the community, Caldwell said.

Being willing to engage with others does not necessarily mean being an extrovert, he said, but rather, it is about having the willingness to communicate on some level with classmates and to connect with the faculty.

Additionally, Admissions receives yearly updates from Division Heads about the makeup of each class and tries to create classes made up of students with a diverse range of interests, Caldwell said.

For example, if a class lacks athletes or musicians, that fact will be taken into account during the admissions process, Caldwell said.

Admissions learns about not only potential students, but also their families. "We're looking for families that understand that being in a school community like this one really does require a real commitment to education and the life of the mind" due to the academic rigor, Moreira said.

Through a variety of sources including the parent interview, parents' feedback on the child's current school, and the information that the current school provides on the applicant and their family, the admissions office searches for



Sarafina Oh/Photography Editor

ADMIT ONE Admissions looks for students who are "excited about learning," Director of Institutional Research & Enrollment Management Lisa Moreira said.

indications that the parent of an applicant supports the school's values, Moreira said.

Interviewers usually ask parents what qualities they look for in a school environment. "Most parents are going to say things like 'We want them to love learning,' 'We want them to be excited about coming to school,' 'We want it to be a challenging environment,' all of which are good answers," she said.

Furthermore, the admissions office takes into account whether or not an applicant has a sibling at the school, Moreira said. An applicant who has a sibling who attends the school is "likely to come whereas another student who maybe has applied to five or six great schools and is admitted to three or four schools might make a different choice," Moreira said.

We do give some preference in the process to siblings and legacies but never at the expense of our core values or our commitment to growing an increasingly diverse student body," she said.

Although parents are asked about their educational background in the application, whether or not a parent attended college is not a factor in the admissions process, Moreira said. "If they didn't attend college, that isn't a negative, but instead can be one of those examples of how a family is making education a priority for their children even if opportunities weren't available to them," she said.

Admissions evaluates each applicant by piecing together a student's overall profile, Moreira said. This includes the essay, teacher recommendations, standardized test scores, transcripts, and interviews, among others. "I don't think there's one particular piece that carries the most weight—it's a combination of all of those things," she said. "99th percentile scores are not the be-all and the end-all."

Developing a comprehensive picture of a student requires taking into account how an applicant's background may affect their

application: some applicants may have had the opportunity to accomplish more than others, and applicants from more rigorous schools may have higher standardized test scores but lower grades in school.

The aim of the interviews is to attain some sense of who the applicant is: what their interests might be or might be turning into over time, what they would bring to the community, if they are engaged, and if they give an indication that they are excited about learning, Moreira said.

A typical interviewer would ask an applicant for Middle or Upper Division about their favorite activities inside and outside of the classroom, Caldwell said.

At the Nursery and Kindergarten level, applicants are brought into a playgroup with three or four other students in order for admissions officers to observe how the applicant interacts with other students. The committees at those levels review the information from the playgroups, school reports, parent interviews, and, in Kindergarten, scores from the Admission Assessment for Beginning Learners, Moreira said.

"At the kindergarten process... we're also interested in hearing a little bit about parenting styles and the kinds of things that parents find challenging or particularly rewarding," Moreira said.

Interviews for the Middle and Upper Divisions are more flexible. They usually start with relaxing the applicant with broad questions in order to coax "nervous wrecks" into comfortably speaking about what they enjoy doing, she said.

A Middle Division applicant answering truthfully with the comical response of "I don't really like to read.... Don't tell my mom I said that," does not mean they are not qualified for the school. In fact, it just simply indicates that "they're 10 years old, and 10 year olds are not so polished and poised, and that could turn into a really great conversation," Moreira said.

NURSERY DIVISION | UPPER DIVISION

Average financial aid award

\$27,650 | \$34,737

Percent of students awarded financial aid

1.4% | 20.1%

NURSERY DIVISION | UPPER DIVISION

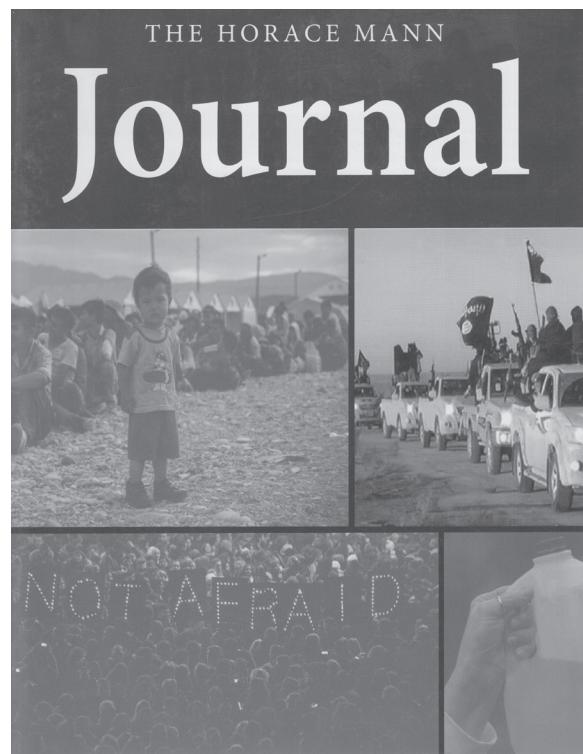
A look into two MD publications: students explore self expression through the written word

JANVI KUKREJA
Staff Writer

Two Middle Division (MD) publications, the HM Journal and Muse, modeled on Upper Division publications have made an impact on the MD.

The Journal features articles about current events, and Muse allows students to share their creativity through poetry and prose.

This publication "is completely student-based, just like the high school," English teacher Morgan Yarosh, HM Journal's faculty advisor, said. The team of Upper



Pictured above: a recent cover of The HM Journal, a current events opinions magazine run by high school editors.

Division student editors, led by Elizabeth Raab (11), edit the MD students' writing and keep the publication on track. Yarosh only proofreads articles before they go into the magazine and arranges for the funding and the physical publication.

"Sophomores and freshmen edit the articles that are sent in, and the MD students email me if they are interested in writing, and we work together to find a topic they'd like to write about," said Raab.

On Muse, teachers have a larger involvement in the production of the publication. "There were attempts to have an advisory committee of peer students to handle preparing the work for print, but that was tough to sustain in the Middle Division," faculty advisor Isaac Brooks said. "In response, we've deputized the English Department faculty to act as editors."

While several students have topics in mind, other students that know they want to be involved have a conversation with Raab to find something they feel comfortable writing about. "It's actually a very interactive process," she said.

"Because the students are still new to writing in general, we try to stay relaxed regarding deadlines on when we receive the articles," Raab said.

There is only one edition of the Journal printed every year, which ensures that the editing process goes smoothly, and the students are able to take their time when writing their pieces. The hope is that this lengthy writing and revising process will benefit students' quality of writing in their classes, Yarosh said.

As a teacher, Brooks views writing for a publication as an important addition to the usual classwork. "Writing for a larger community is a wonderful challenge and an amazing validation of our students' communication skills beyond the classroom," he said.

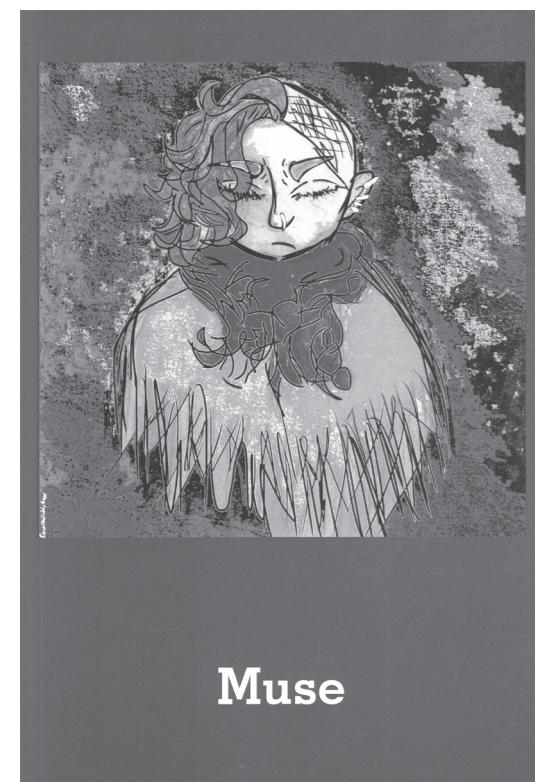
As a writer of the HM Journal in middle school, Raab sees her participation in the publication as beneficial to her writing. It not only prepared her to write longer articles, but to think about pertinent issues that are happening around the world.

"Especially in the middle school, I think it's very important for students to know that they can write about

things that matter and things that they care about. It also lets them know that they can end up writing very eloquent, interesting articles," Raab said.

"Because these publications have one issue every year, it's hard for Middle Division students to maintain their motivation," Yarosh said. "They usually need immediate responses and gratification."

"As long as we're mindful of a balance between artist and audience by making the medium available and beholden to both sides of that equation, we should succeed," Brooks said.



Kat Snoddy/Art Director

Pictured above: a recent cover of Muse, the Middle Division literary magazine.

MIDDLE DIVISION MENTORING BEGINS TUTORING INITIATIVE

BESTEY BENNET
Staff Writer

The Middle Division Mentoring Program began a new tutoring initiative after winter break to assist MD students with schoolwork during I period every Monday.

Each Monday, MD mentors, led by Tutoring Coordinators Sophia Fikke (11) and Lily Kessler (12), provide extra help with subject-specific material, study skills, and organization.

"High school mentors are perfect to provide this service, because they have an established relationship with the students in their homeroom and they have been through middle school recently," Fikke said. "We also know that sometimes it is difficult to give up free periods, so the after-school time slot is ideal."

The mentors are stationed in rooms in Rose Hall to assist students during the I period program. They also stop into the Academic Center to provide help for those who have unanticipated trouble with homework or do not know about the tutoring services.

Emily Salzhauer (6) recently met with a MD tutor during the I period program. "My friend and I went right before we had a Spanish test that we didn't understand the material for," Salzhauer said. "I liked that when we showed up, we asked who of the mentors could help us in Spanish and we went in a room and started working and understanding the material within the next 5 minutes."

"I feel that many middle schoolers

want or need help on studying for tests, homework, and many other aspects of HM life, but their parents cannot really help with some of the stuff because they haven't learned it the way that we do at HM, for every school is different," Lara Jones (7) said. "I think that it is good to have fellow HM students who understand the struggles that some of the kids go through."

According to Bella Colacino (7), high schoolers offer a non-intimidating tutoring presence. "I think that having a tutor from the high school would be easier to connect with, and therefore you would feel more comfortable," Colacino said.

In addition, UD mentors can be an especially useful resource for those who would like extra help but do not have a tutor outside of school, Emma Colacino (7) said.

"I also think it is really good for the high schoolers to have the opportunity to work with a younger student," Maria Weaver Watson P '19 '21 said. "That is just another form of volunteering and giving back."

There is no dedicated tutoring office in the MD like there is in the Upper Division.

"The UD tutoring office seems like an amazing place to go if you are struggling with anything," Madison Wu (7) said. "In the MD there is the Academic Center, which is not that similar. I have only seen students get help if they are really struggling, otherwise people just go there for a quiet place to do homework or study."

The Middle Division Mentoring

Program, along with Director of Middle Division Guidance Wendy Reiter and Administrative Assistant Claudia Gomez, have worked to provide a large network of academic support for students, Fikke said.

In the past, Fikke and Kessler have worked with Reiter and Gomez to pair MD students who would like to be tutored with mentors in one-on-one sessions. This new I period initiative will allow for students to receive help in a group setting, which may be more inviting, Fikke said.

"I think it is a really great initiative because I period is a convenient time for both middle schoolers and high schoolers to get together," MD Mentor Hannah Long (10) said. "It is a solid forty-five minute period dedicated just for mentors to help tutor middle schoolers with anything from test preparation to organization, and there is a four o'clock bus to take you home afterwards."

One potential problem that Jones foresees with the program is that it may conflict with some other clubs and activities in the MD.

"I have HM Lead on Monday afternoons, and therefore am not able to attend the high-school mentor program," Jones said. "However, I think it would be great if I could."

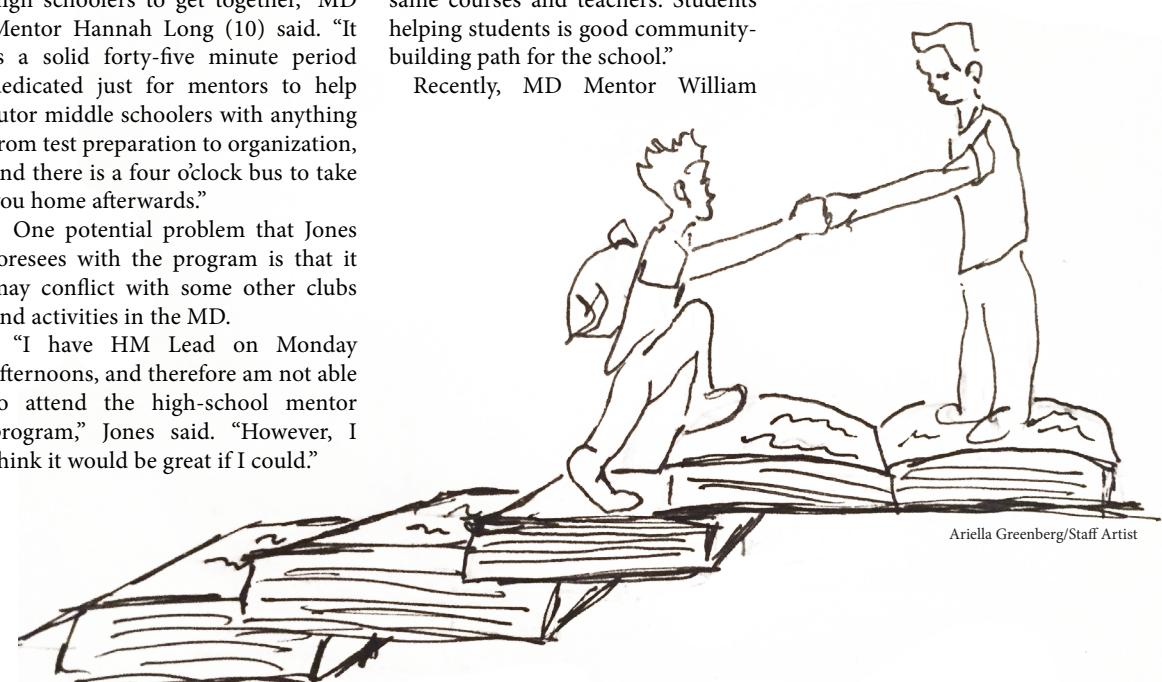
"I am really excited about the new Monday tutoring option, as it is a great chance for mentees to see and connect with their mentors, and benefit from the older students' advice and experience," MD Mentor Katie Goldenberg (10) said. "I am planning to encourage all of my mentees to attend if they need any help, and to take advantage of the amazing services the program provides."

"We think the idea of an in-school program is terrific," Michael Salzhauer P '18 '20 '23. "It is a particularly great spot for help understanding specific topics, and that this help comes from folks that might have experienced the same courses and teachers. Students helping students is good community-building path for the school."

Recently, MD Mentor William

Golub (10) created a tutoring survey for every MD student to complete and distributed it to homeroom advisors. "We wanted students to think about their academic performance and where they needed support," Golub said. "We also wanted to remind them that after school tutoring is available, and that we are able to help with almost all academic issues that arise."

Tutoring options in the MD are still being explored. "We plan to keep promoting and expanding our I period tutoring initiative and the tutoring program as a whole as we see fit based on the needs of the Middle Division students," Fikke said.



Ariella Greenberg/Staff Artist

Students and faculty showcase talents to raise funds for charity

REBECCA SALZHAUER
Staff Writer

Drums crashed and electric guitars wailed, reverberating off the walls of the Cohen Dining Commons, as an audience of over 100 students, parents, and faculty members cheered and clapped, adding to the pulsing, energetic finale.

This past Friday, community members gathered to share their talents and watch each other at the second annual The Show, a talent show featuring a variety of student and faculty performances.

The \$2735 raised through the night's ticket sales, food sales, merchandise sales, and raffle ticket sales were donated to the Joyful Heart Foundation, a charity founded by Law and Order: Special Victims Unit actor



Ben Rosenbaum (10) performs.
Amrita Acharya/Staff Photographer

Mariska Hargitay to aid victims of domestic violence, child abuse, and sexual assault.

The event was organized by Lauren Simpson (12), Michael Wang (12), and Nikolas Elrifi (12), assisted by volunteers throughout the planning process.

In creating The Show, Simpson wanted to "bring light to unknown talents and create an intimate, fun environment for people to perform and have a good time," she said.

The performers ranged in style and experience from ninth graders to French teacher Micheal Dale, who has been performing for over 45 years, and from magic to stand-up comedy.

Some performers, like Abigail Kraus (10), were inspired to perform after having seen The Show last year.

"It was my first time performing solo since sixth grade, so it was good experience to start performing again; I'm looking forward to more performances, both in groups and ensembles," Kraus said.

Others like Ben Rosenbaum (10) had performed at The Show last year and wanted to continue to gain experience and confidence. Rosenbaum began performing in the audience, making his way to the stage with a microphone held close to his face amplifying his explosive beat-box sounds.

"I really like to perform, but I get nervous beat boxing in front of other people, so this was a good opportunity



BANG BANG Students and faculty put on a show to support the Joyful Heart Foundation. Nyle Hutchinson (10)
Amrita Acharya/Staff Photographer

for me to get experience for a good cause," he said.

The playful and upbeat mood of the evening was set by Elrifi and Wang as the emcees. The two exchanged banter between acts, introducing performers by their "spirit animal" or what ice cream flavor best represents their personalities.

In addition to celebrating the talents of the community, the theme of awareness dominated the event. Before the first performance, a video was shown to introduce the Joyful Heart Foundation and the significance of its work, along with its two joint campaigns, End the Backlog, which ensures that manufactured rape kits do not go unused, and the We Say No More social media campaign created to raise awareness about domestic violence and sexual assault.

The crowd was engaged in the

performances, waving their hands in time with Dale's guitar strumming his original song, clapping during Kraus and Craig Murray's (10) rendition of "Love Song" by Sara Bareilles and laughing during Spencer Kahn's (9) stand-up comedy routine.

"I loved being backstage and seeing all the performers freak out and then own the stage," Giramnah Peña-Alcantara, who volunteered at The Show, said.

English teacher Harry Bauld confounded the audience with a magic trick involving "thought-reading."

He chose two students to read the first sentences of a randomly chosen page of a book he had provided. While the students read the passages silently, Bauld wrote elements of the passage on a white board. When the passages were read out loud and Bauld's predictions proved to be accurate, there was a

collective murmur of bewilderment and amazement among audience members.

The night was concluded with a performance from the band, Spectrum, which consisted of Eunice Bae (10), James Gluck (10), Olivia Kester (10), Allen Park (10), and Niall Hutchinson (10). Bae's powerful vocals combined with Gluck's full piano, Kester and Park's formidable bass and guitar skills, and Hutchinson's show-stopping drum solo drew loud cheers from the audience.

After Spectrum's performance, Simpson, Wang, and Elrifi announced the band members as the organizers of next year's The Show.

"They're all very interested, passionate, and great musicians; I have no doubt that they will do a great job," Simpson said.



Micheal Dale sings with guitar accompaniment.
Amrita Acharya/Staff Photographer



NATASHA POSTER
Staff Writer

Imagine being transported from Chicago to Salem to a place within your own mind all while sitting in your seat. In pastel leotards, metallic wrap tops, and jeans, dancers in the student-choreographed dance concert on Thursday carried audience members to places all around the world and beyond.

The concert featured a wide variety of styles, such as modern, ballet, and tap, that conveyed the essence of a place the choreographer had in mind. Horace Mann Dance Company (HMDC) Co-Presidents Lauren Smith (11) and Karen Jiang (12) came up with the theme of places because they thought it was a unique concept, Smith said.

"Dances can really change where you are in a moment, and they can make you feel different things and put you in different places in a sense," Smith said. "This way, choreographers

SHOW EDITION:

Dancers present student-choreographed concert

do not have to form a dance around a certain idea, they can choreograph and showcase their own individual place."

The show began in Atlanta, Georgia with HM Stomp, the school's step team, performing a song in camouflage shirts. They made their own beat by clapping and stomping and added spoken lyrics from Beyoncé's song "Formation."

Aided by lighting that shifted from magenta to white to blue, dancers in themed costumes twirled, jumped and ran around the dance studio to communicate the feeling of being in New York, in Orlando, and in Washington Square Park.

It was a good theme because everyone got to do something that meant something to them, dancer Arriana Serrano (11) said.

Smith played a witch in a production of "Macbeth" over the summer, an experience that inspired her to choreograph a dance based on the Salem witch trials, she said. The dance involved three witches casting a curse before they fell to their deaths, she said.

Cara Hernandez (12) had a great experience choreographing her dance, especially because her dancers had previous experience, she said.

Her dance was an energetic tap number performed by a group of girls channeling dancers at the Cotton Club in glittery flapper-esque dresses and headbands.

As presidents, Smith and Jiang each choreographed and performed her own dance solo.

Smith performed a song taking place in Neverland, while Jiang performed one that evoked home, each incorporating graceful contemporary and ballet moves and telling a story through motion.

Jiang also choreographed a dance taking place in a supernova, in which dancers dressed in black robes and eventually took them off to reveal colorful leotards and skirts as they performed graceful kicks and elegant twirls.

Cameron Chavers (11) choreographed a dance taking place in purgatory, where she and two other dancers were angels judging the other dancers at the gates to heaven, she said.

The dancers wore light and airy dresses and moved gracefully and effortlessly across the floor.

Choreography of the dances began in November, and there were showcases throughout the year to check on the

progress that the choreographers and dancers were making, Smith said.

Because the show was entirely student-run, dancers were able to express exactly what they wanted without being influenced by anyone else, Serrano said.

Manager of Theater Department Jonathan Nye and Theater, Dance & Film Studies Department Chair and HMDC faculty advisor Alison Kolinski were always available to help if needed, but they never inserted themselves, Grace Hill (11) said.

The students found time on their own to rehearse and worked through a few difficulties to make sure the show ran smoothly. Chavers held rehearsals for her dance during free time and after school and showed her dancers the steps she choreographed by demonstrating them herself first, she said. Because there were nine people in her dance, she had many one-on-one practices to ensure that

everyone was on the same page with the choreography, she said.

Due to her dancers' different levels of experience, Chavers had to spend more time teaching the dance than she would have expected, which made it more difficult to learn other peoples' dances due to scheduling, she said.

"This was my first time choreographing, so finding the courage and the creativity to put together a piece was my biggest challenge," Stephanie Carrero (12) said.

It was hard to organize everything so that everybody learned a certain amount at the right time, but the end result was amazing, Smith said.

"I've become friends with a lot of people and become close with a lot of people that I hadn't known before," Hill said.

"Dancing in and of itself is always great, and dancing with your friends and doing something together is even more fun," Chavers said.



Daniel H. Lee/Contributing Photographer

OH! THE PLACES YOU'LL GO Through a variety of styles, dancers transported audience members to places both real and imagined in the student-choreographed dance concert.

Takin' out the trash: Trashketball team profiles

STAFF WRITERS Connor Morris and Charlie Silberstein

UNICEF

The UNICEF team hopes it can make up for what it lacks in physical skills with enough bombastic trash talk to bounce back from an 0-1 start. "Team UNICEF has a lot of chemistry and is filled with a bunch of guys who just get hype. We smack talk, we throw hands, but we absolutely can't back it up with our play on the court," Pranav Srinivasan (12) said. The team's co-captains are

Aaron Montgomery (12) and Dr. Rachel Mohammed, but due to Montgomery's absence, Srinivasan has stepped up as acting captain. The team is short on girls, and as a result had to play down a player at times in its first game. Other active players include Jacob Chae (12), who is always willing to engage in a little trash talk, and Jack Vahradian (12), whose unconventional underhanded free-throws have

been an inspiration, Srinivasan and Chae said. But "the star on our team has been Dr. Mo so far," Srinivasan said, noting her unique ability to play defense while the rest of the team is on offense. While UNICEF talks a big game, its playoff hopes are currently dim. "As much as we love to trash talk our opponents, I think that's all our team really has going for us," Srinivasan said.

MODEL CONGRESS

The Model Congress team, led by co-Captains Sophie Maltby (12) and Ben Harpe (12), is high in confidence and playoff hopes. "Our strengths are scoring and preventing the other team from scoring," Maltby said, succinctly capturing the object of the game. Harpe and Mehr Suri (12), co-Presidents of Model Congress, are equally adept on the hardwood. Unfortunately Suri suffered a major



Hunter Kim/Photography Editor
Jonathan Katz (11), Sophie Maltby (12)

LIONS REPORT

Two games into the season, Lions Report holds a record of 1-1. Despite the team's mediocre record, Jackie Moon-esque Captain, player, and coach Teddy Kaplan (12) is very confident in his team's abilities. "We can go all the way as our team chemistry is second to none and we all put our best effort into the game each and every day," Trashketball benchwarmer Ben Heller (11) blamed the team's only loss

of the season on Kaplan. "I think he has great leadership skills and will learn from a few very small mistakes he made," Heller said. "Coach Kaplan struggled a bit making rapid substitutions and not getting a lot of up-and-coming stars such as Ben Heller a good chance to prove themselves." Kaplan, after hearing these comments, fired back. "Don't listen to Ben," Kaplan said. "Coach Teddy, a.k.a. me, has done a fantastic

job this season managing the substitutions and getting the players motivated and excited for each game." overshadowing the tension between Heller and Kaplan, a star has been born in Zachary Weiss (12). "Oh baby," Kaplan said. "Quite frankly, I was not expecting him to put on such a show this season. What an amazing job."

JSA

Currently undefeated, despite only having played one game, the top seed in the playoffs is Junior Statesmen of America's (JSA) to lose. Teddy Keegan (11) already has his eyes on the prize. "I'm pretty confident that we can go all the way in the playoffs and take home a championship." JSA is also drawing notable parallels to Gregg Popovich's 2014 championship-winning Spurs,

who, like JSA, also happened to be 1-0 after winning the team's first game of the season. "We are all very closely knit and we like to play unselfish basketball," Keegan said. "One might call it Spurs basketball." While the Spurs had future Hall of Famers Tim Duncan and Tony Parker on its roster, they did not have Isabela Watson (11). In JSA's only game, a star player has already

emerged in Watson, Keegan said. "She really shined in our first game, dropping four points. I don't think the other team saw that coming," he said. "She's our X factor." JSA hopes that Watson's emerging stardom will help them finish its undefeated season with a deep playoff run.

A letter from Commissioner David Berenson

Dear Trash Enthusiast,

It's an honor and privilege to be Commissioner of Trashketball. I try not let the power go to my head. I've heard accusations that as a Player and Captain, it's impossible to be an impartial Commissioner. Be aware these concerns are baseless and offensive. They are also true. Whenever faced with a morally vexing choice, I simply ask myself, what would Boss Tweed do? [On the bright side, this tendency has led me to secure sinecures for several loyal Irish-Democrats].

But I digress.

This year, I decided to mix it up and field teams based around student clubs and activities. I won't lie, it's been an epic failure. Most club leaders are,

how can I say this diplomatically... vocal. And by vocal, I mean loud and annoying. The MUN kids fielded a team of 107 students, claimed Best Large Delegation, and then dropped out entirely. I am proud to report that we have an exciting new fake club in our ranks: The HM Business League. As best I can tell, besides Trashketball, the club's only purpose is to swap tips on how to survive a future stint in minimum-security prison for insider trading.

The Record, to which I am the Advisor [another Trumpian conflict of interest] is represented by the Bad News Berensons, led by myself and the indomitable Dayle Chung (12). Dayle is a talented editor and cellist, but a god-awful trash player. Fortunately, we have Kalli Feinberg (12) to throw

some elbows and the big-man Amir Moazami (11) to dominate the boards. Then there's Alex Cohen (12), a force of nature, if nature were cursed with an eight-inch vertical. There are 18 other players, myself included, all of whom contributed in some small, but meaningful, way to our pathetic 11-6 loss to the Saturday Morning Tutoring Program [a motley, talentless crew, making our loss that much more bitter].

As for Trashketball, as a whole, you must see it to believe it. It's possibly the most nauseating display of athleticism you've ever seen. Embarrassing.

SATURDAY MORNING TUTORING PROGRAM

The Saturday Morning Tutoring Program team, led by co-Captains Ben Fink (12) and Emma Forman (12), is off to a strong 2-0 start. They attribute this to their deep line-up. "Our main strength is that every player on the court contributes to our team. Most other teams have one or two players who dominate most of their team's possession," Fink said. Pierce McMahon (12) and

Lily Essner (12) are the team's main scorers, Fink protects the rim, and Melissa Sweetwood (12) and Evan Woo (12) are the dark horses, according to Fink and McMahon. The team draws inspiration from Nicholas Silberman (12), a strong bounce passer who is always willing to sacrifice his body. "Nicholas 'The Human Meatball' Silberman is definitely our spiritual and emotional leader.

He never shies away from diving for balls or taking one on the chin for the team. He's a real inspiration," McMahon said. Following the strong start, the team's confidence is running high. "We are the only 2-0 team thus far, making us the team to beat. I think our dominance speaks for itself and we expect the trophy at the end of the season," Fink said.

COMIC BOOK CLUB

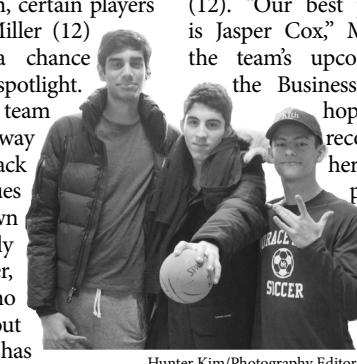
Winless thus far, the Comic Book Club currently holds the reins as the trashiest trashketball team.

statistically. Despite only having played one game, a tight loss in an 11-10 contest against HM Business League, the Comic Book Club is already establishing themselves as the worst team in the league. However captain, player, and former Buzzell dodgeball tournament winner Merrick Gilston (12) is confident. "Call us the '96 Bulls," he said. "I think we can run the table." The Comic Book Club hopes that behind the talents of Yarden Hahn (12), they

HM BUSINESS LEAGUE

After its second game, the HM Business League has shown signs of an incredibly mediocre season, after starting off 1-1. The Business League lost its first game against Lions Report 11-7, but bounced back strong in its most recent game, beating the Comic Book club 11-10. The team's first loss may have been due to the fact that there were devastating injuries, including a strained pinkie for co-Captain Sarah Zeng (12), Kathan Mally (12) said. However, from the

rubble and chaos caused by the loss of a captain, certain players such as Jack Miller (12) have gotten a chance to take the spotlight. "I think our team can go all the way as long as Jack Miller continues to play lockdown defense," Mally said. However, there is no question about who the team has



Hunter Kim/Photography Editor
Kathan Mally (12), Spencer Boglitz (12), Jack Miller (12)

REFEREES

Referees for trashketball are members of the Varsity Boys and Girls Basketball teams, "who are good enough to show up," Commissioner David Berenson said. The pay isn't much, but they get the unique opportunity to see amateurs in action. "I started refereeing last year and I can say the level of play is truly trashy," Jonny Mansbach (12) said. It's also a chance for the basketball

players to see what it's like to try to regulate the action. "Usually, as players, we find ourselves berating refs, so it's been a lot of fun to wield the whistle," referee Ben Metzner (10) said. The job isn't easy. Common elements of trashketball include hundreds of missed layups, Curtis Chung's (11) epic defense, Yarden Hahn's (12) beautiful jumpers, and plenty of trash talk that frankly isn't fit to print,

referee Skylar Rosen (12) said. Trashketball can also get very intense. "The games get super competitive which is awesome. I've had to eject people on a few occasions," Rosen said. Every once in a while the refs learn something useful. "I've picked up some moves from trashketball stars, most notably the eight-step Eurostep," Metzner said in reference to the rampant traveling.



(or look up on Wikipedia): If Allen Ginsberg, Emma Goldman, and Che Guevara decided to adopt a baby, I'm fairly certain they would encourage that glorious child to play Trashketball.

Let me leave you with the immortal words of Massachusetts educator, reformer, and all-around-baller, Horace Mann: "Be ashamed to die until you have won some victory for humanity (and a Trashketball Championship)."*

*Please note, this commentary may contain alternative facts.



Record Sports

LIONS' DEN

January 27, 2017

UPCOMING GAMES

1/27

Girls V Swimming vs. Fieldston (away)
Boys V Swimming vs. Fieldston (away)
Varsity Squash vs. Poly Prep (away)
Girls JV, V Basketball vs. Poly Prep (home)
Boys JV, V Basketball vs. Poly Prep (away)

1/28

Wrestling V Edgemont Tournament (away)
Girls V Fencing ISFL Invitational (home)

8

INDOOR TRACK PROFILES

Sophia Friedman

ROBBIE WERDIGER
Contributing Writer

Sophia Friedman (12), co-Captain of Girls Indoor Track, joined the track team in middle school, but it was not until the end of her freshman year that she realized running is her passion.

"I started to run track in middle school with my friends, and I was obviously not one of the best. When I was a freshman, I did outdoor track and realized that I was pretty fast. My coach was surprised and I started to take track more seriously. It became less of a hobby and more of an activity I wanted to pursue," Friedman said.

Friedman joined indoor track as a short distance sprinter in her tenth grade. From sophomore to senior year, Friedman greatly improved.

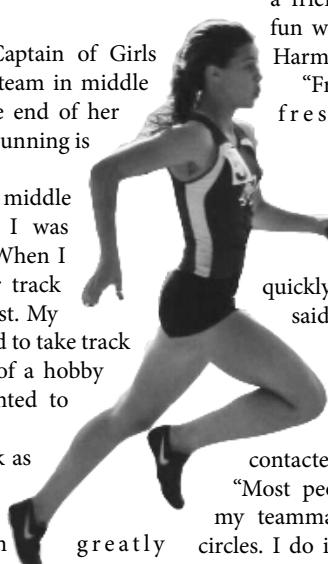
"I just changed the way I thought about practices," Friedman said. "In ninth grade I wouldn't do the last sprint and I would often make up injuries, but in eleventh grade I worked with Coach Russo and he explained to me that the tough workouts would pay off."

Sprints and ladders are still grueling for Friedman, but she has learned how to deal with the pain and make the best of her practices, she said. To help her with her diet, Friedman's dad bought her the book *Run Fast. Eat Slow.*

With new eating habits in mind, Friedman achieved some of her greatest accomplishments. Friedman medaled several times at the Ivy League Championships in the 100m and 200m dashes, received the MVP award last spring, and received the First Team All Ivy. She is most proud of coming in first place in the 300 yard dash at the Ridgewood Winter Games at Rockland Community College after falling in the event the year before.

This year, Friedman hopes to break eight seconds consistently in the 55 meter dash. Besides running in the 55 and 300 meter dashes, Friedman is the anchor of the 4x200 meter relay team.

As a co-Captain of the team, one of Friedman's biggest goals is to establish a family dynamic.



"Sophia is a leader with a great attitude who wishes the best for her teammates," Indoor Track Coach Robert Harmon said. Harmon has known Friedman since middle school. She has a friendly personality and it has been fun watching her grow up and mature, Harmon said.

"Friedman has really taken the new freshman under her wing. She is an enthusiastic and fun person to be around," Diya Mookim (9) said. Friedman taught her many skills, such as how to start quickly off the block in a sprint, Mookim said.

Friedman hopes to pursue track in college, she said. She is currently looking at Division III schools and has been contacted by coaches.

"Most people don't understand why I, or my teammates, willingly choose to run in circles. I do it because of the competition, the adrenaline, and the accomplishment. But most importantly I run because I get to do it alongside some pretty amazing people. Running track has given me a community of hardworking, loving, and inspiring people, and I wouldn't be the same without all of them," Friedman said.

Our practices can get physically and mentally tiring when you have to do the same kinds of workouts everyday. I try to let the younger kids know that it's okay to feel that tired, but the gratification is worth it," Prempeh said.

"Although training everyday is difficult and running a race is painful, after I sprint I feel amazing. Running is a game of willpower,

accomplished and in control," Prempeh said.

In past seasons, Prempeh has had specific time goals that he strives towards, but this season he is aiming to bring a different mentality to his running.

"In the past when I'd get overwhelmed by school, I use the track to work through the stress. But this year I have a little less responsibility and a little more freedom to make track focused about the run and not have me thinking about anything else that will just distract me," Prempeh said.

Over the course of high school, Prempeh's times have gotten faster, but he is most proud of his improvement with hurdles, he said.

"When hurdling, I used to have mistakes in technique that were glaring, but now I'm able to execute it without a second thought. Through years of practice and muscle memory, I don't have to think about my technique as much," Prempeh said.

In addition to hurdles, Prempeh sprints and long jumps.

"It's rare that a runner participates in such a wide range of events, but Jeph excels at them all," Boys Indoor Track Coach Jon Eshoo said.

Prempeh's teammates admire his dedication to the team and commitment to strength training in the weight room.

"Jeph taught me how to be so much faster. There is more than natural talent to running. There is also a lot of hard work and dieting you have to put in, which he really showed me how to do," Chidi Nwankpa (11) said.

"As coaches we preach that we want our athletes to use all possible resources at their disposal to improve themselves, and Jeph proves that can be done," Eshoo said.

"I love pushing myself hard. I love the sense of accomplishment. You need to have a tough resolve to run; it's a game of willpower, and it's cathartic to feel in control," Prempeh said.



Friedman and Prempeh pose before their meet at the Armory.

Courtesy of Sophia Friedman and Jeph Prempeh

Varsity Squash keeps spirits high, improves record to 5-7

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After a slow and difficult start to the season, the Varsity Squash team has overcome four tough losses with three recent wins against Riverdale, Fieldston and Fordham Prep.

"Now, we have the gears running and we have a lot more experience, so we have some momentum going into the latter half of the season," co-Captain Siddarth Tripathi (11) said.

The team had a strong 6-1 win against Fordham Prep this past Tuesday.

The team's number one seed co-Captain Aman Sanger (11) performed extremely well, with a 3-0 win, Peter Lehv (9) said.

The Lions enjoyed watching Aman play because it created an entertaining environment, with all of the players offering their support from the sidelines, Lehv said.

The team fell to Dalton 2-5 on Wednesday.

Against Dalton, Sanger, the #7 ranked squash player in the country, had a chance to play against the #1 squash player in the country, and regardless of the loss, it was a great learning experience for the younger players and an enjoyable match to watch due to the high level of intensity, Rhea Sanger (9) said.



co-Captain Siddarth Tripathi (11) squashes the ball in practice.

Courtesy of Siddarth Tripathi

The Lions have been training during practices by working on fitness and playing conditioning games, in which players focus on developing certain skillsets by only being allowed to score a point by hitting a certain shot, Tripathi said.

Not only is physical fitness an important aspect of the sport of squash, but mental toughness is equally important, Lehv said.

"We need to approach every match, every practice, every game with focus, with mental toughness, and a free flowing atmosphere,"

Varsity Squash Coach Ron Beller said.

The lack of seniors on the team has made it harder for some of the new talent to get comfortable in the setting due to the lack of experience, Beller said.

Regardless, some of the older members on the team have been offering advice and tips to the younger players on improving their game, Sanger said.

Even with the absence of seniors, many underclassmen have adapted, such as Connor

Morris (10), Ryan Hoang (10), Lily Seckendorf (9), and Lehv Seckendorf in particular has helped strengthen the middle of the line-up, following the well-rounded top three players, Tripathi said.

Some of this challenge was created deliberately while setting up the schedule, Beller said. He wanted to help introduce the competitive environment that came with the varsity level sport and help prepare them to deal with difficulty and adversity.

The team took a trip to the Tournament of Champions to watch professional squash players in action.

"Watching the pros taught us about the mental aspect of the game," Lehv said.

They were able to watch the comeback of a player who was down 0-2 in a match, and was able to win the match 3-2, which taught the team to persevere and showed them how difficult the game could prove itself to be, Lehv said.

With the second half of the season and Squash Nationals still on the calendar, the Lions look forward to more wins and personal development by closing out matches and focusing on their mental game, Sanger said.

"We just want to try our best and put our heart out on the court every single match, regardless of whether we win or lose," Tripathi said.