

The Horace Mann Record

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School closes due to sickness for first time in eight years

SAM HELLER
Staff Writer

The school instituted its first day off in the last eight years on Friday, January 13th due to sickness, with more than 100 students at home ill and an estimated 100 sick students continuing to show up to school.

"The primary reason for closing school was to give students and employees the chance to rest for four consecutive days," Head of School Dr. Tom Kelly said.

The two main illnesses that had been infecting the school seemed to be a stomach virus and a flu-like virus, Head of Upper Division Jessica Levenstein said.

This is the only sick day the school will be having this year, and if people continue showing up to school sick, "we'd be greeting students at the door and sending them home. The same process would apply to employees, too," Kelly said.

Sick students, like Noah Shapiro (12), continued to come to school because making up all missed assessments is more difficult for students than pushing through a difficult day, Shapiro said.

"This pattern of coming to school



Spyri Potamopolou/Staff Artist

when ill guarantees a season-long cycle of large numbers of people (children and employees) out sick, again and again," Kelly wrote in an email sent out to parents.

Although the entire school was wiped down with disinfectant spray, this is a daily procedure, Head of Maintenance Gordon Jensen said. "We cleaned a little bit better than they normally would and wiped everything down. We did a much more thorough job, but used no different chemicals than we normally would," he said.

The primary reasons that the administrative council had been hesitant in wanting Kelly to give the day off were the extracurricular activities that were scheduled on Friday and, more importantly, missing the final day in Unity Week, Levenstein said.

Although Unity Week was left without a sense of closure and some workshops were canceled, people's health and wellness is far more important, Diversity Associate John Gentile said.

"If people aren't present because they are sick, that impacts Unity Week just as much, so it was important to have the day off.

Hopefully we can continue to build on the momentum of unity week in the upcoming weeks," Gentile said.

Ultimately, the council and Kelly decided it was more important to address the problem of numerous students and faculty continuing to attend school, even though they were sick, Kelly said.

Unlike in the Upper Division, students in the Middle Division were not showing up sick and knew when to go home, Head of the Middle Division Robin Ingram said. The illness also did not hit them nearly as hard, and the division was only missing a few more students than usual, she said.

Teachers in both divisions had been getting sick with a bad stomach virus, and many of them felt the need to stay in school, Levenstein said. Although she was strongly opposed to showing up sick and infecting others, art history teacher Dr. Anna Hetherington felt pressure to show up to teach her AP Art History class as there was a lot of material necessary for her to cover, she said.

"If you have multiple faculty members in one department absent, covering those classes becomes a greater challenge," Levenstein said.

For the students though, while it may seem stressful to miss school, it is far more important to stay home, Levenstein said.

"If there is a lesson to be learned, it is please stay home if you are sick and rely on us to help you get back up to speed. Nobody is going to punish you for having caught a virus," she said.

Robotics team compete in first tournament of the year

SARAH SHIN & SOLOMON KATZ
Staff Writers

Last Saturday, the Basement Lions teams 4326, 7890, and 9681 participated in the First Tech Challenge (FTC) at Francis Lewis High School for their first competition of the year. This tournament was a states qualifier, with 19 teams in total participating in the tournament.

Though the 4326 team is the only one with students who have been on an FTC team before, as the 7890 and 9681 teams had new students who had never tried robotics before, computer science teacher Danah Screen said.

The tournament consisted first of a 12-minute judging interview where contestants gave a presentation about their robots explaining the building process, the software programs, and outreach. Participating teams proceed to do challenges and compete against each other. Each team had two drivers and a coach responsible for controlling the robot.

The game this year was called Velocity Vortex. Judges placed beacons with a color that is chosen randomly, and students shoot particles to capture specified beacons and earn the team points.

In the tournament, teams 4326 and 9681 both advanced to the states

competition and won their semi-final matches after meeting in finals for a Lions vs. Lions match. 9681 received an award for being part of the winning alliance. 4326, on the other hand, received second place alliance and the Inspire Award, an award dedicated to a team that reaches out to communities inspiring STEM fields.

For the tournament, the robotics team had to prepare three committees dedicated to software, hardware, and public relations, Silvia Wang (10) said.

To prepare for the tournament, the team practiced driving and strategies for the best ways to pick up the greatest number of particles and shoot them in the shortest amount of time, Yasmin McLamb (10) said.

Because the FTC team usually practices driving the night before a competition, the sick day prevented practice. Head of School Dr. Tom Kelly let the teams come in on Saturday morning, McLamb said.

During the tournament, the teams

Even though during the competition we were rivals, we really tried to act as a family and support each other. We are really proud that the rookie team won, but we will also try our best to beat them next time.

- Yasmin McLamb (10)

had different strategies to help them earn points in the competition.

"What set our robot apart from the rest was that we had the ability to cap the ball, which no other team was able to do. That was one of the main reasons we were chosen as an alliance partner," McLamb said.

One of the tasks that the team will work on improving is speaking at a slower pace and emphasizing the most important parts during the interview, Wang said. They will also try to improve the mechanisms of the robot and to tackle challenges that they were not able to complete last tournament.

One task that the team is hoping to complete is the building of a u t o n o m o u s beacons, Han said.

"Even though during the competition we were rivals, we really tried to act as a family and support each other. We are really proud that the rookie team won, but we will also try our best to beat them next time," McLamb said.

Students, faculty to participate in protests this weekend



Kat Snoddy/Art Director

MAHIKA HARI
Staff Writer

According to a poll conducted by The Record, 74 students and 36 faculty are participating in some form of protest this weekend as a response to the Presidential Inauguration occurring Friday.

"The March is meant for everyone. To march in New York City or Washington, D.C. or wherever is an expression of support for all people," theatre arts teacher Alexis Dahl said.

Dahl and Middle Division English teacher Morgan Yarosh were the main organizers for the faculty trip to Washington for teachers to attend the Women's March.

According to their website, The Women's March on Washington is comprised of a march of thousands of participants throughout a predetermined street path in Washington, D.C. and an accompanying rally featuring advocates, artists, entertainers, and thought leaders.

"I'd like to come back to HM and say this march is evidence of how intersecting communities can unite to aid humanity," Dahl said.

"Learning how to speak truth to power is a valuable exercise, and doing it on the ground as opposed to learning about it through a reading are two very different things," Head of School Dr. Tom Kelly said. "I'm proud of the fact that some of our students, faculty, and staff have a desire to attend this event."

As soon as Director of Diversity Initiatives Patricia Zuroski spoke to Kelly about supporting a bus for interested faculty members, Dahl and Yarosh began to plan by looking into available buses, reaching out to faculty and staff, and getting a parking location for the bus.

Though Yarosh decided to attend the March in New York City in order to be with her family, Dahl and the other faculty members using the school's transportation will be meeting at school at 3:45 a.m. Saturday morning and then returning to campus by 10 p.m., she said.

"I want the misogynists to know that we are watching, organizing, and will take action. We will value our differences and draw strength from each other," arts teacher Karen Johnson, one of the other faculty members travelling to D.C. with the school, said. "I'm standing up for a different vision of the future."

Dahl belongs to an artists' collective that will be travelling with her on the bus. They plan to develop work from what

inspires them during the day. "Honestly, I'm looking for what my next actions will be. Where is the greatest need? What can I do to be a force for positive change?" she said.

Sofia Gonzalez (11) spearheaded a group of students' traveling to Washington as well. "I was really frustrated that I couldn't vote or be super involved in the election, so now I believe it is our job to fight back against bigotry and injustice," she said.

The March will be held in a public space, and so law enforcement cannot stop any groups from participating, Kelly said. "I want everyone to be mindful of some of the violence that has presented around this particular election."

The group of Horace Mann students had planned to be marching amongst hundreds of thousands of other women and allies, Mimi Morris (11) said. "I think it's going to be powerful to see the country, and especially the country's women, join together in unity and in outrage," she said.

Gonzalez said that her group planned to go to the March in NYC if the transportation to Washington did not work out. "I think symbolically it's really important for me to go to D.C. I think New York would be such a different experience, since it's a liberal state."

Skylar Rosen (12) is going to the march with a group from Planned Parenthood. She will be marching with her mom, who is very involved in Planned Parenthood, along with Audrey Shapiro (12), Jojo Levy (12), and their mothers, she said.

"I think, especially as a woman, this was something I wanted to be a part of because of the principle of the March and the historical significance," Rosen said. "I've never participated in any kind of protest, so I'm eager to experience that type of atmosphere with an organization that has so much significance in politics at the moment."

Emily Bleiberg (11) will also be attending the Women's March in New York.

"There is something really powerful about walking down the streets I walk down every day, surrounded by my friends and fellow New Yorkers, to actively support a cause I deeply believe in, as a network of likeminded people across the country and entire world march as well," Bleiberg said.

"It's going to be historic and I feel so lucky to be able to be a part of it," Morris said.

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Inauguration reactions

Reactions to the president-elect's policies and how they affect the school community

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All in this together

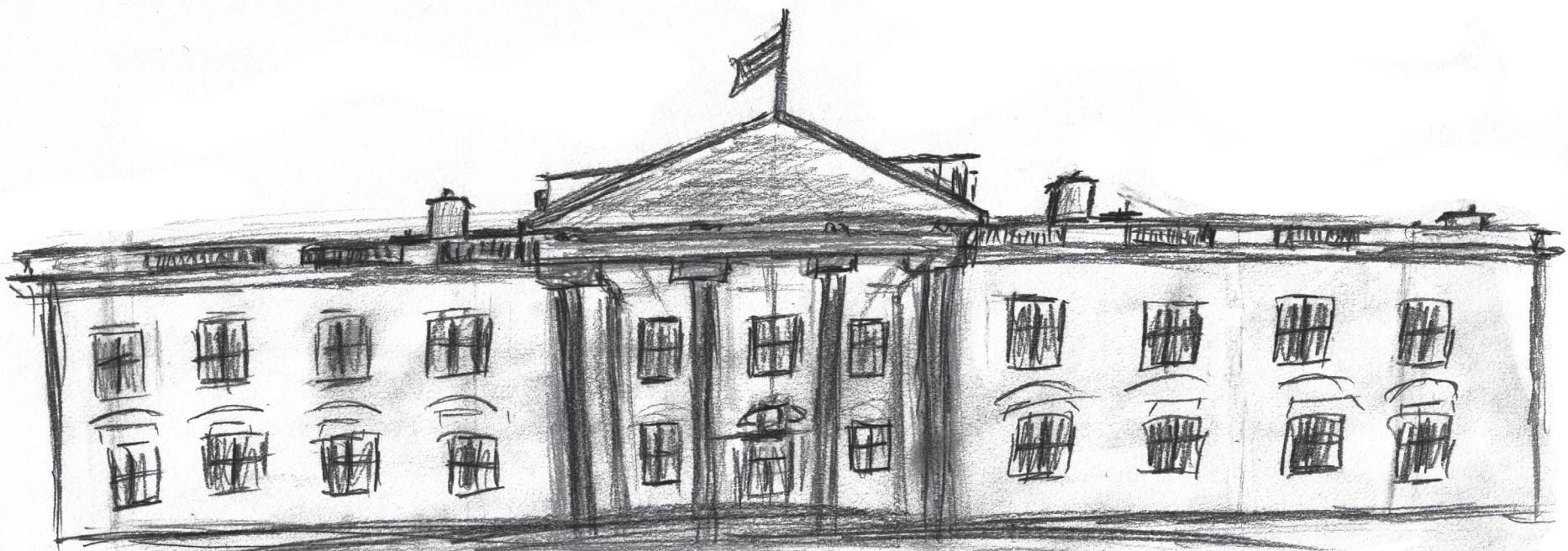
Coverage on Unity Week, HMs week dedicated to discussing issues of diversity

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Questioning identity

Female faculty members of diverse ethnic backgrounds talk to The Record about their identity

Opinions, Page 3



Damali O'Keefe/Staff Artist

COMMUNITY REACTS TO TRUMP'S POLICIES

ENVIRONMENT

ELLA FEINER & JONATHAN KATZ
Staff Writers

Though many members of the school community are concerned about President-elect Donald Trump's plans to weaken the Environmental Protection Agency and back out of the recent Paris climate change agreements, students and faculty are still working to promote sustainability at the school.

Despite Trump's election, the science department's approach to sustainability will not be impacted, biology teacher Michelle Lee said.

"Horace Mann and the Sustainability Committee will continue our efforts with as much rigor as we have prior to Trump. After all, our mission is about nurturing the future," Head of the Sustainability Committee Karen Johnson said.

"Being part of an environmental awareness club at HM, it is really upsetting that we have a president elect who doesn't support the use of renewable energy," Green HM co-president Rachel Okin (11) said.

Green HM hopes to host discussions about Trump's policy and "possibly do a little bit of letter writing" to local politicians about climate policy, club co-president Rachel Lee (12) said.

"I know a lot of people are affected by Trump's presidency and the environmental aspects get pushed to the back burner because he blatantly attacks people of certain identity groups, but cancelling the Paris agreement is going to have very negative ramifications," Rachel Lee said.

In the next four years, it is more important than ever that Green HM spreads awareness about

climate change through events that include the entire Upper Division, Okin said.

In classes like AP Environmental Science and Biotech, teachers hope to focus on the scientific knowledge that leads to policymaking. The science department has always focused on providing students with data and teaching them to draw conclusions based on fact, science teacher Michelle Lee said.

"I don't think the curriculum the next four years will have a huge difference; we are going to teach it how we always taught it. I think at Horace Mann we are taking steps to make the campus greener and being more cognizant of what we are doing in classrooms across divisions," Lee said. However, the department will definitely talk about the environment more and emphasize its importance, Michelle Lee said.

Biology teacher Dr. Lisa Rosenblum thinks that it is important for students to be able to understand science both in the news and in the classroom, she said. "Students are becoming a lot more aware of the environment than in the past. Lots of cultural shifts are taking place," she said.

With Trump as president, it is even more important to learn about sustainability, AP Environmental Science student Sam Harris (11) said.

The student body has been working toward sustainability through initiatives like implementing solar panels above Fisher Hall, Community Council Chair Gabi Sheybani (12) said. It is pertinent to explore renewable energy as 2016 was the hottest year in our calculated history, she said.

"I think that renewable energy and technology go hand-in-hand, and I think that if technology is our future we have the opportunity that we didn't have before to make reusable energy part of our future," Sheybani said.

IMMIGRATION

NATALIA POSTER
Staff Writer

Despite President-elect Donald Trump's recent statements planning to modify his drastic claims of mass deportations of undocumented immigrants, his policies have caused concern within the student body about how it will affect their lives and American society.

The Muslim Students Association recently held a forum to discuss Trump's presidency and the concerns that students had about his potential policies, president of the Muslim Student Union Zarina Iman (11) said.

The Muslim Students Association was formed in response to Trump's rhetoric as well as discrimination that Muslim people face, Iman said. All students are welcome to join a forum to discuss issues involving religion and everyday life, she said.

On his campaign website, Trump states that he will prioritize American jobs by creating new immigration policies to "ensure that open jobs are open to American workers first," and that "anyone who illegally crosses the border will be detained until they are removed out of our country."

"I am all for boosting the American economy, but I think that the way to do that is to better invest in education so that people can get the skills to compete in a global market that is newly emerging, not the global market that we were competing with 60 years ago," Josh Benson (10) said.

Many undocumented immigrants come to the country at a young age, so they are essentially citizens, President of the Immigration Reform Club Daniel Lee (12) said. However, there is a disparity between their rights and the rights of natural-born citizens, such as access to

healthcare and government funding, he said.

If Trump does everything he says he is going to do regarding immigration, the majority of students here would not be directly affected, but there could be students whose parents or grandparents would not be able to stay in this country, Sofia Gonzalez (11) said.

"I have family members who are immigrants and I think his policies will change the way that immigrants are viewed because there is a rhetoric that immigrants are terrible people," Iman said.

While it may not necessarily affect the legal statuses of students at the school, Trump's policies may hurt peoples' sense of "American-ness" due to the fact that the school has such a diverse community made up of immigrants and families of immigrants, Benson said.

It is scary to think that even if you are not personally in imminent danger, someone you know could be, Gonzalez said.

Trump's rhetoric has turned the narrative into something very polarized and divisive, Gonzalez said. "The fact that so many people agree with him is scary to me as someone who is first-generation American on one side of my family, and thinking about the fact that outside of liberal New York, so many people would not necessarily want me here," she said.

Trump usually refers to Muslims as a racial group rather than a religious one, thereby discriminating against people of Middle Eastern and South Asian descent, Iman said.

While they do not necessarily agree with his methods, some students support Trump's idea to prioritize American jobs.

"I agree with the premise of supporting American jobs, but I do not agree with the routes that Trump is taking," James Chang (11) said.

HEALTHCARE

GUSTIE OWENS
Staff Writer

The school community anticipates the health care policy changes that Donald Trump's inauguration and the Republican majority will bring: fearing or celebrating the repeal of the Affordable Care Act (ACA), considering the replacements, and considering the potential impact of proposed plans.

Richard He's (10) concerns about the uncertainty of incoming health care policy represent the views of many members of the community, he said.

"Currently, there aren't actual policies we know will be enacted, it's all speculation. The speculation about policies comes from both people who generally favored Hillary Clinton in the election and from people who generally favored Donald Trump, from both Republicans and Democrats," history teacher Gregory Donadio said.

Freya Lindvall (11) finds that a lot of students are immediately opposed to any of Donald Trump's health care proposals because of who proposed them. "I think people should take it as a completely separate issue from Donald Trump rather than automatically slamming because it's Donald Trump's idea," she said.

A recent report by the Congressional Budget Office and the Joint Committee on Taxation reported that "the number of people who are uninsured would increase by 18 million in the first new plan year following enactment of the bill" to repeal the ACA.

After seeing the report, He also worries that losing health coverage would lead to the death of

many Americans, he said.

In addition to many Americans losing coverage, George Loewenson (11) fears that people with diseases or sicknesses will lose the current protection they have against discrimination from insurance companies through the pre-existing conditions provision.

Loewenson is also concerned that the repeal of the ACA and changing healthcare would cause a disruption to the healthcare landscape overall that would cause the cost of premiums to increase for everyone, he said.

Lindvall found that a lot of her friends' parents who were doctors voted for Trump solely based on his promise to dismantle the ACA because they found that it hurt their practice, she said.

Similarly, according to Lindvall, her family anticipates that the prices Lindvall's doctor will charge for medication and appointments for her migraines will decrease if Obamacare is repealed. This is because Lindvall's doctor gets compensated less under Obamacare, and therefore chooses to drive up prices for other patients, she said.

According to Lindvall, one of the main issues she sees with maintaining Obamacare is the money. "It makes the cost of medical treatment for some a lot more expensive for people, and really hurts healthcare and medical companies," she said.

"The current system is imploding, and it has to be replaced or dramatically revised, that would've been true despite the result of the election," Donadio said. However, what goes into the final bill will come after compromises and tradeoffs.

"The idea that whoever is president can dictate the bill and the provisions is just not true," he said.

ADDRESSING THE COMPLEXITY OF IDENTITY:

The Record sat down with three faculty members during Unity Week.

Staff writer Joanne Wang discussed identity and culture with school faculty members Beth Pili, Danah Screen, and Kimi Traube. The Record has excerpted their conversation below.

How do you identify, ethnicity-wise?

Beth Pili: I identify as Asian-American, Filipina.

Danah Screen: I identify as black.

Kimi Traube: I don't have a succinct answer to this question. My family is mixed in many ways; my cultural identity is mixed. My brother and I identify differently from my parents due to the place and way we grew up and the languages we grew up speaking. Our identities are complicated, messy. But it's funny, there are some who would be very angry to hear you refer to me as a woman of color. I find I don't fit into any of our culture's available categories without erasing or misrepresenting part of myself, so I would rather not categorize myself.

What has been your experience with appropriate identifiers?

BP: My identity is mistaken often, especially in New York. When someone asks me "where I am from," I would probably say New Yorker - Brooklynite first, before anything else and they probe because they are really asking about ethnicity. So I just find it fascinating when I have been mistaken for Dominican, Sicilian, or Mexican. I feel like people may identify me one way, but I identify myself the way I feel empowered to do so. If I feel up to correcting and teaching, I do, and sometimes... it may not be the time to get into it.

KT: Taiye Selasi has a TED Talk in which she describes her own difficulty with this question - where are you from? Or its more dehumanizing cousin, what are you? And I identify with a lot of what she says about the complicated, lengthy and dissatisfying way I must answer that question if I'm being truthful. She emphasizes, in a way that I find very useful, the nuance and the multiplicity of identity that so many of us, especially the children of immigrants, in various directions, have at the core of our identities. But it makes people very uncomfortable when you don't fit into categories that they are comfortable with. And I heard in our student speakers [at the assembly], a lot of the pain that having a categorization forced upon you brings, and that is something that resonated quite deeply with my experience.

DS: I think for me, because of my skin tone, most people will just lump me into the larger group of "African-American" without realizing how subdivided that group truly is. And it's not until I start talking about my activities at home or the islands that they're like, "Oh, what island are you from?"

Being of mixed identity: where do I fit in?



Lexi Kanter

When I was five or six years old, a little boy came up to me on the playground, pulled his eyes back, and told me, matter-of-factly, that I was Chinese. Today, as a senior, some of my Chinese friends have a running joke that I'm "too white" for them.

What I continue to hear the most though is "What are you?" In a society that has made a habit of defining people with clear-cut labels, it can be difficult to find your place when you don't fit into one of its boxes.

I've come to realize that, for better or for worse, there is a certain sense of sharing in a common experience that comes from

Physically I'm not from an island; I was born in Queens, but my mother is Haitian, so the culture of our household is predominantly Haitian. And although the islands all have different cultures, you all borrow from this idea of a sense of a common central culture.

There's this pocket of us within "African-American," but most people will just assume African-American from somewhere...probably the Bronx, probably the not-as-trendy parts of Brooklyn, but when I talk a certain way and I say "intelligent-sounding" words, they think, oh! Maybe Queens. And never Manhattan, because...that's a little too affluent. And there's also this obvious divide within the group of people who identify with Caribbean and/or African heritage, of those that came from Ghana, Nigeria, Kenya, Haiti, Jamaica (meaning they are immigrants or in a common case, studying abroad) and those who were born and raised in America and whose parents were possibly born and raised here.

BP: My parents immigrated to the United States 1964. Around that time, they

suppressed their culture; for example my sister and I do not know how to speak Tagalog. I can understand it; I can respond in English - but they never taught us.

I regret it, but I also don't blame them because they were new to the United States, arrived during the Civil Rights Movement, and shaping their own racial identity as immigrants in a new country is obviously so complicated, especially when you just want to survive, do well, live a full life, and give your children a full life in the United States. My father finds it interesting and he's happy that my sister and I love cooking Filipino food, want to go to Filipino restaurants, and enjoy learning about our family history. We very much support multiculturalism and want to keep our Filipino traditions alive because it is part of our heritage and who we are.



Kat Snoddy/Art Director

being the same race as someone else. This statement is in no way to say that everyone of a certain race or religion or sexual identity for that matter has or will have the same reality.

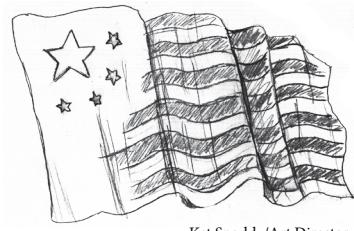
However, society has in many ways exacerbated the divisions between people of different identities. As a result, individuals often do share in experiences that individuals outside the group, a racial group in this particular case, never could. An obvious example of this is that I will never understand what it means to live the experience of being black in America. In class discussions or workshops focused on race, race relations, and the experiences and oppression of a certain racial group, I've come to notice that it is the members of these typically well-defined groups: Black, White, Latino, Asian, etc. that participate as only they can.

Naturally, individuals who have not and cannot share those particular experiences tend to step back, letting others share their stories and opinions. For example, when the Fox News segment came out with Jesse Watters making jokes stereotypical statements about Asians, I was not

surprised to hear many Asian classmates speaking out about the offense they took while other students remained silent.

But what is your place in conversations like these when you do not fully live the experience of one racial group or another? As someone who is half Asian and half white, or a "halfie" as other half Asians and I endearingly call ourselves - biracial always sounded so clinical - this question is something that I've struggled with.

When Asian students speak about their realities or the stereotypes and oppression they face, is my participation welcome? Or would it be interpreted as an imposition on those who have had a more "legitimate" experience than I have had? In fact, how "legitimate" is my experience in the first place? Am I sheltered from certain



Kat Snoddy/Art Director

stereotypes because I don't look fully Asian? Does this give me less of a right to contribute in a conversation? These are questions I continue to ask myself. However, any confusion I have has

certainly not stopped me from embracing both sides of my identity, and those who know me know that I take pride in the difference of being multiracial (although I won't be unique for long I suppose, as the multiracial population is one of the fastest growing demographics).

Unity Week gave the unique opportunity to consider our identity within not only the school community but also all communities of which we are a part. It provided us with space to engage in important and often uncomfortable conversations and, perhaps more importantly, to learn how to participate in them meaningfully and respectfully. It

CORRECTIONS - ISSUE 14
The caption for the photo on the bottom left corner of "FLIK: Behind the Scenes" misspelled the Cohen Dining Commons as the Cohn Dining Commons.

In "MD Student Spending Habits," 2.4 percent of eighth grade students are not allowed to spend any money outside of the school. For "Does the amount you can spend limit your social interactions?" 10 percent of seventh grade students polled responded yes, 90 percent of seventh graders responded no, 12 percent of eighth graders responded yes, and 88 percent of eighth graders responded no.

The graphics for "Community Reacts to Opening of Second Avenue Subway" and "MD Student Spending Habits" should have been credited to Chase Kauder/Design Editor.



KT: I have something that is a kind of parallel that I've experienced as well. English is my father's fifth language. He did not teach me any of the other four, and in fact he insists on pretending that he does not speak the other four until there's a moment when he actually really has to. And I think the common thread that I've been hearing and that I hope to hear more of as Unity Week proceeds, is how much all of our identities are complex, and how much pressure is put upon us to flatten our identities. Or simplify ourselves in order to make someone else comfortable.

I do think at a certain point, it is a radical act to insist that an exterior imposition of identity cannot and does not override your own genuine and authentic sense of who you are. But there are also the shared rituals. So in SEED (Seeking Educational Equity

For students to have the guts to share their stories is very courageous and brave. They should be honored for being able to put themselves out there like that because I don't think I could have done it at 17. Unity Week has created the space where hopefully it goes beyond this one week and we engage with on another throughout our entire lives.

As a person of color, do you feel any particular responsibility to students of color, or to the student body in general?

DS: I'm going to backtrack to my first year, last year, when the SBP video came out. A lot of students of color - not just the black students, not just the Latino students, but also a few Asian students - came to me expressing their concerns, to cry in my office, get a hug. I remember in that faculty meeting - we were all at a round table, and a lot of people were saying, "Well I'm not really hearing them talk about it" and things like that.

A part of myself was like, "Alright, you're new here; don't shatter ceilings." But someone's gotta talk for them, so I said, "Listen, it's not that they aren't talking, they just don't feel comfortable talking to you. Even though you are an ally, you don't truly understand the deeper wounds that come with being of this ethnicity. Yes, there are students of several ethnicities who are coming to me, but there's this whole alliance between people of color that we just come together at times, because we get it - because systematically we are called the minority, so the minority gathers together in a defense mechanism to support each other."

BP: I would hope that most teachers would fight for the underdog when they need it. Being at Horace Mann, attending conferences like POCC, and being in a very different dynamic compared to working in higher education has opened this side of my identity that just never had the time or space to come about and that's why I was interested in being a facilitator for GenerAsian. In general that's what life and identity development are about; it takes times and it evolves. Being a woman of color in the United States is layered and complicated, but I think there's also some privilege with being an Asian woman who attended an amazing high school and who has been schooled at a top college and graduate school in the United States. So how do I use that privilege to help others who don't have that voice and make sure that all of my students use the education they've had access to do what is best for the community at large and the immediate micro-community that they're a part of?

is with this in mind that I encourage the school community in future discussions about race and identity, to consider how students who are mixed race fit into the conversation.

Whether you are mixed race, a student in a household that practices two religions, or a white first generation immigrant, having multiple and sometimes clashing aspects of your identity very much complicates the way you see yourself and the way in which you participate in conversations about diversity. In thinking about the Unity Week theme of today, intersectionality, I hope the community continues to think about ways to incorporate the voices of students who are really "mixed-anything" into the conversation in our efforts to create a more inclusive and engaged Horace Mann.

SECOND ANNUAL UNITY WEEK HELPS UPPER DIVISION EXPLORE VARIOUS COMMUNITY IDENTITIES

Student- and faculty-led workshops and events spark conversation surrounding diversity and inclusion



History teacher Dr. Khalil Oldham held large roundtables about what inequality looks like in the 21st century, in which he hoped to "provide some information, provide some context, and pose some questions to see what students and other teachers think about some of the social science research around inequality that has been done in the last few years," he said. Math teacher Edmonda Simixhiu also held a roundtable with discussion based on the movie *13th*, a format which she felt was the best way to have a conversation, she said. The beauty of a roundtable format is that it has a more equitable framework, which coincides with what Unity Week's values, former Diversity Associate Naomi Enright said. "It is important for people to feel like they have the opportunity to be heard, to have their beliefs aired, and also to ask questions," Oldham said.

- Natasha Poster/Staff Writer



Courtesy of HM Flickr
Last Tuesday, 13 students shared their personal stories with the entire Upper Division at the Unity Week assembly during C period. Topics spanned ethnicity, socioeconomic status, life as a first-generation American, and learning differences. "Unity Week is a time dedicated to people growing closer together as they realize more about themselves and others," Yasmin McLamb (10) said. The impact of these speakers has resonated throughout the Upper Division, Director of Diversity Initiatives Patricia Zuroski said. "The feedback has been so positive and affirming and respectful of the students," she said. - Connor Morris/Staff Writer



Amrita Acharya/Staff Photographer
"The beginning of Unity Week is an important time to self-reflect," The Union co-President Zarina Iman (11) said. The Union ran a privilege walk during C period on Monday, where students were given prompts that called attention to privileges related to identifiers such as gender, race, sexuality, and socioeconomic status. Every time the prompt applied to a student, they would take a step forward, and by the end of the activity, there were large gaps between where people were standing. "It made me aware of certain privileges I have that I usually don't think about and take for granted, but also made me think about how intersectionality affects our privilege," Sofia Gonzalez (11) said. - Solomon Katz/Staff Writer

Q&A with Rosetta Lee

This week, educator Rosetta Lee visited school for Unity Week and held a series of workshops. The Record got the chance to sit down with Lee and ask her some questions on her background and the work that she does as an educator and a diversity specialist. Q&A has been edited for length and clarity. Interview conducted by Seiji Murakami/Staff Writer.

The Record: How did you get invited to HM for our Unity Week? Can you tell me a little bit about yourself?

Rosetta Lee: I'm an educator based out of the Seattle Girls School in Seattle, Washington. I also do work regionally and nationally around diversity, inclusion, equity, identity development, you name it. Folks from Horace Mann saw me at another conference, so they invited me two or three years ago for a unity week workshop. I guess it went over well, so I have been invited back. I am a big fan of gathering research from different schools and sharing it in a way that is appropriate to pre-K through 12 settings, so I have just come back to do different aspects of that work.

TR: What does the career of a diversity speaker and outreach specialist entail? What are the fields of social learning that you are sure to cover when working with a group?

RL: When I do a workshop, I will often talk to folks who are working in the school who invite me out, because some communities learn a lot and are really excited and want to know what the next step is. Some schools are inspired and motivated and are searching for the "So now what?" so I can offer some practical strategies for that. For me, it's a lot about finding out more of the community to see what content and approach is going to be most relevant.

TR: What do you hope students and adults take away from your workshops and speeches? What are your ultimate goals when you present, and what do you want them to walk away with?

RL: I guess my hope is that folks start to see a greater sense of urgency and importance around connecting with one another, and that they see that inclusion does not occur because you have numerical diversity; it's something you need to work at and create every single day and actively protect if they are any sort of fuzzy or unclear or danger zones.

TR: What did you take away from working with our HM community over these past two days and in past years?

RL: What I see in many schools is "We believe in diversity, inclusion, and cultural competence, and we care for everybody" and stuff like that, but when I watch the daily interactions or what happens in the curriculum or the practice or the kinds of conversations that are happening, I'm like "wow," there is a distance between what you profess you value and what you do. What I see at Horace Mann is that it says something that the school will commit a whole week to have conversations and that it is not a one-and-done, bring in the speaker and have them talk to everyone at assembly, and now we're going to go back to our everyday business at school. I think that the desire and effort to make this work more explicit, more daily, part of the school life, I see a much closer distance between professed values and lived experiences. I think there is still work to do, I'm going to be real about that too, but this is not a surprise. So to a certain degree I find that until we either learn to give more leadership or voice or control to young people, sometimes the most important work that adults need to do is to get out of the way. For me, this generational cusp invention where adults feel they have to be the experts or leaders of this work but not having had a lot of lived experience or practice, and then young people who are thinking and feeling and experiencing a whole lot, sometimes they feel like they need a more liberated space to engage with one another. And at the same time, they need to get some guidance about, "How do I talk to somebody when I don't agree with their values or opinions?" or "What does it look like to disagree with every bone in their body and still respect that?"

ELLA FEINER
Staff Writer

This week, the school hosted its second annual Unity Week, a time intended for students and faculty to reflect upon and share their identities. The week explored five different themes: honoring gender, gender identity, and sexuality; engaging with socioeconomic status; revealing religion, ethnicity, and culture; embRACEing a new starting line; and intersecting identities.

Though the themes are meant to guide and inspire discussion, they are not meant to confine conversations had during the week, Diversity Associate John Gentile said. "They allow us to speak to the multiple identities that flow in and out of us, culminating in intersectionality," he said.

Students who "really wanted a chance to get the community together" conceived the idea of Unity Day two years ago, Director of Diversity Initiatives Patricia Zuroski said. Last year, Head of Upper Division Jessica Levenstein suggested that the day expand into a week in order to engage with more people, Zuroski said.

Since its conception, Unity Week "has been very successful," Zuroski said. "The most important thing is that the faculty have engaged with the idea, and they see it as an opportunity during their year to plan something different or to take time for a topic they feel is relevant," she said.

On Tuesday, a division-wide assembly featured a performance by HM Stomp, a new student dance group that practices a form of traditional African-American dance known as stepping, and personal narratives from a wide range of students, including Tenzin Sherpa (10), Annie Liu (11), Ananya Kumar-Banerjee (12), and many more.

Liu spoke about labeling during the assembly, with a focus on her personal experience as a member of several marginalized groups.

"I wanted people to understand labeling sucks," Liu said. "It's something everyone does, so I just wanted to put it out there and wanted people going through similar situations to feel less alone."

Sherpa, who spoke about her mother's experience growing up in Nepal and immigrating to the US, hopes that her unique story helped the community to learn something new, she said.

"As someone who doesn't really have the same circumstances as everyone else here, Unity Week is a nice week for

me to share how I experience things and for me to hear about other people's experiences," Sherpa said.

"I think the fact that many of the students who spoke at the assembly weren't as known to the community as some others is really hopeful for us," Zuroski said. "They came forward and had a message that they felt was important enough for 750 people to listen to, and they trusted that we would listen to it. That's extraordinary," she said.

Jeren Wei (10) enjoyed the assembly because many of the speeches were relatable. "Because I'm a second generation Asian American, I could definitely relate to some of the immigrant stories and conflicting cultural identities between the American and Asian culture."

In addition to the assembly, students and faculty members hosted a diverse range of workshops throughout the week, including "The Power of Language," "Witnessing Whiteness," and "Socio-Economic Status: Its Influence on the College Search and Decisions."

The workshops allowed students to discuss important issues in a smaller setting, Karen Jang (10) said.

"My English class held a workshop where we talked about the controversial issue of political correctness," she said.

Before the discussion, Jang "thought that HM couldn't really have a conversation where the conservative and

the liberal side both had voices," she said. However, the workshop helped her to realize that "people are willing to listen to the other side," she said.

Jazmine Smith (11) attended a workshop about how machine learning and artificial intelligence impact our society, she said.

"It was really interesting since this was a topic I had never really thought about before," Smith said.

"Sometimes, we simply don't have the time and energy and space to really get to know other people," former Diversity Associate Naomi Enright said.

However, the open conversation in one of the workshops she attended, "Being Jewish, Being White," allowed people to share their religions and personal experiences, she said.

"I felt like everyone in that room was impacted by what they heard, and it was a powerful moment for people to be able to share their identities through their own voices," she said.

"Unity Week is important because it's a celebration of our differences," Wei said. Unity is not about being the same, but rather about appreciating what makes us unique, he said.

Unity Week debuts in the Middle Division

BETSEY BENNETT
Staff Writer

This week, Middle Division students celebrated their first Unity Week by creating an identity poster, committing to deliberate acts of kindness, participating in meditation activities, and hearing from renowned diversity trainer Rosetta Lee.

MD History teacher Caitlin Hickerson initially came up with the idea for the Middle Division to participate in Unity Week, an event that the Upper Division began last year. This year, a small committee of HM Lead students collaborated with MD History teacher John McNally as well as UD students and teachers to plan the schedule of the week.

"We heard from high schoolers that they have been working on Unity Week for the past few years, but it was never a big thing in the MD," Mandy Liu (8), a student on the HM Lead Unity Week committee, said. This year, Liu and other students organized activities for every day of the week.

"In planning Unity Week in the MD with Mr. McNally and students, we chose to do activities that would reflect what is happening in the Upper Division in a way that is accessible and of interest to Middle Division students," former Diversity Associate Naomi Enright said. "Activities emphasize the diversity of identities within the community, ranging from interests to ethnicity, language, and more," she said.

On Monday, the Unity Week committee set up a wall of kindness near the entrance of Pforzheimer on the third floor. The wall of kindness is a poster with an outline of a human body where students and teachers can write a few words describing how they identify themselves on sticky notes. Then, these sticky notes are placed onto the body.

"The point of the identity poster is to give students a chance to reflect upon who they are and then publicly share their individual characteristics with the school," McNally said. "The HM Lead committee thought it would be



Sarafina Oh/Photography Editor

RELAX Two students engage in peaceful meditation during Unity Week

interesting to provide a public space to share who we are, and eventually pool them together as one HM community."

According to Liu, the wall of kindness was already filled with sticky notes by the end of the school day on Monday.

On Tuesday and Wednesday, the Unity Week committee hosted mindfulness and meditation activities during D and E period. "It really helps people feel focused on how even though we are different, we also relate to each other," Liu said. "We can calm ourselves down and get together with other students."

Throughout the week, advisors held homeroom sessions that were centered on Unity Week topics.

"In my homeroom on Tuesday, each of us made identity charts expressing who we are," Jerry Lascher (6) said. "We wrote down things like places and things we love, and what adjectives describe us. We were able to express who we each are in a safe, comfortable environment, and we could see the similarities and differences among us."

On Wednesday, homeroom teachers challenged students to perform one deliberate act of kindness, an activity

inspired by Shawn Achor's TED Talk: The Happy Secret to Better Work. Students could commit to really listening to someone, talking through a problem instead of arguing, or writing an encouraging note to a friend, for example.

"The idea behind Deliberate Acts of Kindness is to encourage students to do something simple for someone else and reflect upon how it made them feel," McNally said. During Friday's advisory, students reported back to their homerooms about the success of their deliberate acts of kindness.

"I think the addition of Unity Week raises awareness of the similarities and differences within our community," Leyli Granmayeh (8) said. "It highlights that we are all part of a larger whole and even though we are all unique, we also have many connections."

Granmayeh participated in Unity Week by posting sticky notes on the wall of kindness and creating a map of different parts of her identity in homeroom. "The map showed us that we have more things in common with people than we might have expected," Granmayeh said. "It showed us that we all can relate in some ways, and that

people can have more to them than they seem."

One of the culminating activities of the week was the division-wide assembly's optional follow-up discussion with Rosetta Lee on Thursday. Lee is a middle school science educator at the Seattle Girls' School who also travels around the country to speak at assemblies and workshops as a diversity trainer.

"Middle school is a time when young people are thinking about their identity a lot as they transition to young adults," Lee said. "I want to create an environment where people, no matter how they identify, feel a sense of inclusion in the room."

Lee used a variety of different techniques to engage with the audience at the assembly. She briefly used presentation slides to talk about vocabulary, but spent most of the time interacting with students about identity.

At one point, students in the assembly participated in a stand-up, sit-down activity to explore racial, cultural, and ethnic identities and socioeconomic status. "Everyone who wasn't standing got to applaud and

cheer on the classmates that were," Lara Jones (7) said. "It was a great part to add to Unity Week because everybody got to learn new things that defined their classmates, and I think many people were surprised at what they learned."

"Sometimes we get caught up in the fray of what tests are coming up, or sports engagements, or a big project that is due," Lee said. "It is hard to find times where the entire community is thinking on similar notes. I find that the best schools are where people feel that it is not just a great learning opportunity, but also a place where people feel safe: physically, emotionally and psychologically."

This year marked Lee's third visit to the school. During her three-day stay, Lee worked with students, teachers, and parents across all four divisions.

"We hope having a Unity Week presence in the MD will encourage students to think and discuss what it means to co-exist in a diverse community and what it takes to make that community inclusive," Enright said. "In time, we hope Unity Week will reach across all divisions so that it will become very much a part of the Horace Mann culture and experience."

Amrita Acharya/Staff Photographer
A student writes a note for the wall of kindness.

MD students explore identity in affinity groups

TIFFANY LIU AND RICARDO PINNOCK
Staff Writers

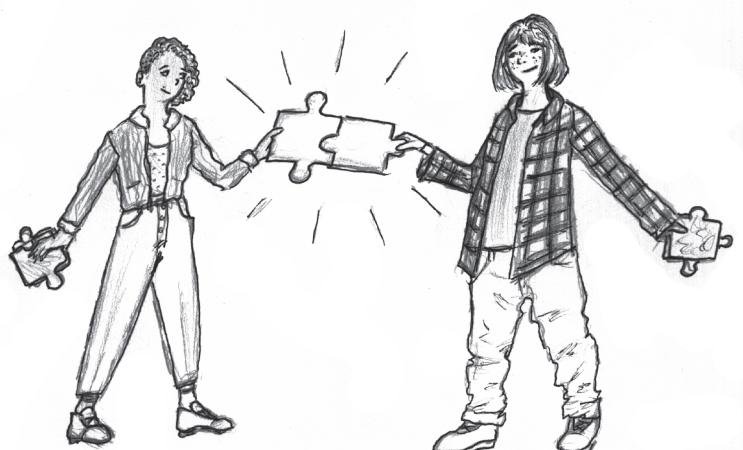
Every Monday, Rainbows and Friends meets to discuss allyship with regards to the LGBTQ+ community. This group, the Middle Division's recently-started Gender Sexuality Alliance (GSA), is part of a new wave of groups which allow students to reflect on their identity.

Other affinity spaces in the MD include: "Banana Splits," which is for students with divorced parents, "Aware," which is a space for students who identify as white, "Students of Color," which is a group for MD students of color, and "PRIDE," which is a closed affinity group for student who identify with LGBT community, Diversity Associate John Gentile said.

"[The affinity groups] were started this year as sort of the framework around the mutual respect theme in the Middle Division," Gentile said.

"Creating affinity spaces, even if no one comes, is making a statement. It signals to the students that the topics are important and creates awareness," psychologist Dr. Christina Nichols, one of the co-facilitators of Rainbows and Friends, said.

Though not all the new spaces experience the same popularity, several of them are growing rapidly. Rainbows and Friends used to meet in Nichols' office but had to find a larger



Damali O'Keefe/Staff Artist

PUTTING THE PIECES TOGETHER MD students work together to have meaningful discussions in new affinity groups

space because of a cascading effect in which a member would bring a friend who would later decide to become a member.

On the other hand, no students have attended Aware yet, Gentile said. Nevertheless, the Office of Diversity continues to hold space for it because they believe it is valuable and important to have, he said.

It doesn't matter how many people show up, even if it is only one person, Gentile said.

PRIDE is still finding its identity as a group as the number of members who come to each meeting is different each time. The discussions stem from what is on the students' minds, English teacher

James Brink, one of the facilitators of the affinity group, said.

Based on research, identity work begins at a really young age, Gentile said. "Three year olds are noticing difference and talking about self and who I am and 'what does it mean?'"

As kids get older, they continue having those conversations, he said, but "the world is inundating us with lots of information about who we are and how we should be, and so the necessity and importance of having conversations about identity earlier are really important."

"As someone in guidance who cares about adolescent development, [I think] it's always a good thing to sensitize and

positively affect the environment," Director of Middle Division Guidance Wendy Reiter said. Providing forums for students to process new information is part of what a student's education should be about, she said.

The start of the new affinity groups was in part a reaction to the already established affinity groups in the Upper Division, Gentile said.

Overall, the goal is to make the work of the Office of Diversity cross-divisional, he said. "It's the matter of saying that we're all a part of it, and it just looks differently in different spaces." The consistency of having affinity spaces throughout the Lower, Middle, and Upper Divisions allows people to build a "common language," he said.

By giving students the language, "we can begin to process some of the things that happen every day that impact their understanding of who they are and how they interact with the world," Gentile said.

"I went to several of the UD LGBT+ affinity spaces last year, and many UD students brought up how helpful it would have been to have an affinity space in the MD," Brink said.

In a recent meeting, one of the members of PRIDE brought in an article to discuss as a group. "The article was a learning experience for all of us. The terms relating to sexuality and gender were new to me," Middle Division Foreign Language Department Chair and co-facilitator of the group Carlos

Aguilar said.

The members of Rainbows and Friends spend their 45-minute sessions doing team building exercises, hanging out, writing responses to questions, and learning how to be mindful of the way their speech affects one another, Nichols said. These discussion-based groups are all about the student-driven and student-centered experience, Gentile said.

The MD students are becoming "fierce advocates," Nichols said. In a recent meeting, one student suggested that they go around the room declaring their pronouns before they proceed with the agenda of the meeting, she said.

In the next month or two, Gentile plans to invite Upper Division students to the Middle Division affinity group discussions, he said. "I think some of the students who've presented in the Middle Division diversity assembly were really moved by the experience of hearing that there are spaces available for students now in the Middle Division." He also plans to possibly invite an outside speaker.

Rainbows and Friends has heard from a few guest faculty speakers, and some students recently approached Nichols about hearing a transgender individual, Nichols said.

All of these new affinity spaces are meant to be safe spaces for students to grow and face whoever they are, Aguilar said.

Stephanie Chou '05 explores Chinese heritage through music

GUSTIE OWENS & REBECCA SALZHAUER
Staff Writers

Stephanie Chou's '05 clear and soothing voice echoes and reverberates, reciting Li Bai's most famous poem, first in English, then in Chinese, as spoken syllables melt into pitches. Then, Chou's alto voice lifts an ominous melody over soft percussion.

"Quiet Night Thought" is one of many songs that combines classical and Chinese influences with jazz and pop harmony and rhythm in her newest album, *Asymptote*.

Chou performed in front of a full house at the album's CD release performance on Jan. 14th at Joe's Pub in Noho, Manhattan.

Chou's infusion of traditional Chinese music into jazz comes from her heritage and experiences as a child, she said. *Asymptote* is "an exploration of my roots and a musical combination of the things that make up who I am," she said.

Additionally, her music is inspired by mathematical concepts, Chou said. Her first album, *Tying Knots*, was based on Knot Theory. As opposed to using algorithms to compose her music as some other composers do, Chou has produced a number of the songs on the album that relate the shapes of mathematical objects to musical ideas, she said.

The album features math as a metaphor for people. According to Chou's website, *Asymptote*, the album's title song, is "a love song and metaphor between asymptotic functions - two curves that get infinitely close to each other but never touch - and people," she said.

Also featured on the album are "Penelope," a love song from the perspective of Odysseus, reflecting Chou's love of literature, "General's Command," an arrangement of a Wang Chang Yuan piece that Chou remembers listening to as a child in her mother's car, and "In the Forest," a song inspired by the woods in Chou's hometown, her website says.

"I knew she was a mathematician, so I was impressed that she was also passionate about English. It's more rare than you would think," English teacher Dr. Deborah Kassel, who taught Chou in 10th grade, said.

"She's really a cerebral rockstar," Kassel said.

Chou hopes that for people who are familiar with Chinese language and culture, the album is a fresh and modern take on something they already know, and for those who are not, she hopes that it is a gateway for them to learn more about Chinese culture, she said.

Chou's father is Chinese-American and her mother grew up in Taiwan. In *Asymptote*, Chou explored her

roots and heritage to put together "a musical combo of things that make up who I am," she said.

"I thought about all my early memories: Chinese tongue-twisters, traditional melodies and recordings of guzheng pieces that my mother used to play for me," according to her press release for the album.

"I think what stands out for me about Stephanie was that, in addition to being very responsible, she was genuinely curious. This comes across in her album, as she is willing to push the boundaries to explore in different ways," history teacher Dr. Elisa Milkes, Chou's U.S. History teacher, said.

During Unity Week, Chou, along with one of her band members, Andy Lin, was a guest in Chinese teacher Frances Fu's Chinese 4/5 class. Chou sang several English adaptations of famous Chinese songs, a few original songs in both English and Chinese, and a friend of Chou's played the erhu, a two-stringed bowed musical instrument popularly known as the Chinese violin.

"The amount of sounds the erhu can produce with only two strings is amazing," Radhika Mehta (11) said.

Later in the week, Chou went to a seventh grade chorus class. The lesson was very similar to the Chinese class, but Chou spoke less about Chinese culture and focused more on the

musical aspects of her work, she said.

Lara Jones (7) especially loved a song called "Eating Grapes." The song is in Mandarin, and about a tongue twister that translates to: "If you eat grapes, you spit out the peels. If you don't eat grapes, you don't spit out the peels."

Jones is fluent in Mandarin, so it was really fun for her to understand the "rap-like" song, she said. However, Jones's English-speaking friends also loved the song due to

Chou will also be returning to the school to perform at East Wind West Wind's Asia Night and possibly at Music Week, she said.

"It's always very special to see students come back and be involved with events at the school," Milkes said.

"I had never met someone from HM who had done something like she did. Once I graduate, it would be cool to pursue something that unique," Jones said.



Stephanie Chou '05, who recently released an album combining Chinese and jazz influences, performs alongside Andy Lin, who plays the erhu.

Dance company president previews concert

TENZIN SHERPA
Staff Writer

Can you elaborate on the theme of the dance concert?

HMDC Co-President Karen Jiang (12): The title of this year's dance concert is "Oh, The Places You'll Go!" (which is a poem by Dr. Seuss), so every single dance is inspired by a place around the world, throughout history, or a fictional or imaginary place. The goal of the concert is to transport the audience through time and space and take them through different places.

What can the audience expect to see?

Karen Jiang (12): There are so many different styles that are represented in this concert because we have such an array of talent among the choreographers and dancers. We have tap pieces, swing pieces, that are inspired by the '20s (so a flapper piece), but we also have traditional ballet pieces that utilize both lighting and color. All of the dances utilize lighting and the color of costumes to evoke a certain image or evoke a certain time period or place.

How long is each dance? What kind of music are they set to?

Karen Jiang (12): Each dance is around three minutes, but that ranges based on the choreographer. Because they have such a wide range of styles, the music is up to the choreographers, so there is also a huge array of music that is represented based on the theme and the energy of the piece. Certain pieces will be inspired by a time period and the music will have come from the time period or reflect that time period. Others are more classical. There are some instrumental pieces. There are some that are written by the choreographers' friends. There are a lot of personal stories that are intertwined with the concert.

Were there any challenges that you encountered along the way?

Karen Jiang (12): The concert came together beautifully this year. My co-president, Lauren Smith and I are so happy with what has been rehearsed and what has come into fruition so far. We really could not have imagined such a wonderful concert from the very first rehearsals. We are so happy with what has already

been finished, and we are so excited for everyone to see it. I think there have been scheduling challenges because A Midsummer's Night Dream is also rehearsing, but it has not been too hectic, and all of the choreographers have managed their time pretty well.

What are you most proud of?

Karen Jiang (12): The huge range of styles that are represented in the dance concert. This was also a lot of people's first time choreographing; they really stepped up out of their comfort zones and took risks with choreography. They were able to share a part of themselves through dance. I am very proud of the whole company. Rehearsing and learning dances, but also learning how to perform a piece has really helped a lot of the

dancers develop throughout this.

How accurately does the final project reflect your original vision?

Karen Jiang (12): It definitely reflects the vision that Lauren and I had at the beginning of the year, to do a dance concert with the places as a theme. I think that it has fulfilled and even gone beyond the vision.

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HM Stomp: bringing black culture to the stage

LYNNE SIPPRELLE
Staff Writer

"Who are you? Horace Mann! Who are we? HM Stomp!" The shouts reverberated through Gross Theatre during Tuesday's assembly as hushed students leaned forward in their seats to catch the rhythms created by intricate clapping, slapping, and stomping.

Co-presidents of HM Stomp, Tishiya Carey (12) and Jeph Prempeh (12), wanted to showcase their culture during Unity Week through step, a dance form new to the school, they said.

Prempeh described step as the steppers using their bodies to create an elaborate rhythm that then translates into dance. "So, it's about making the music yourself and leading the charge in both the dance you make and the music it produces," Prempeh said.

"I think for me, starting step was about bringing together community, but also raising awareness and letting people know that there are other different forms of dance out there that they may not have seen," Carey said.

Step is historically a big part of black fraternities and sororities as well as the military, Carey said. "There's a history there that we really wanted to tap into because of the themes of Unity Week like culture and heritage. There's this togetherness and community and



Courtesy of HM Flickr

LET'S GET IN FORMATION From left to right: Ricardo Pinnock (11), Jeph Prempeh (12), Tishiya Carey (12), Akida Joseph (10), Cara Hernandez (12).

being proud of where you came from," she said.

"Bringing step to the Horace Mann stage, for me, was my chance to share a little bit of myself and my culture with the Horace Mann community, and I also think it signified representation for people like me," Prempeh said.

HM Stomp's performance in the assembly, which included steppers marching, forming tight formations, and shouting commands was inspired

by rigidity and discipline of the military, HM Stomp member Akida Joseph (10) said.

"We incorporated calls and marching because step dance is very popular on military bases, especially in the south in places like Atlanta," HM Stomp member Cara Hernandez (12) said. "The army even has performing and competing step teams."

Prempeh enjoyed the call-and-response shouting because one of HM

Stomp's goals for the performance was to interact with the audience, he said.

The most fun moment for Carey personally was when she said, "Okay ladies, now let's get in formation," a line from Beyoncé's song Formation from her album "Lemonade."

"My favorite part of the piece is the personal touches that everyone adds to the choreography," Joseph (10) said.

Hernandez had a solo section in front where she improvised a catchy rhythm while being backed up by the beat and the rest of HM Stomp. "She's having this time to shine and we're just there to support her as a community," Carey said.

"I change my part every time I do it, and make it up as I go," Hernandez said. "It's fun to come up with new combinations that sound fun and sophisticated when layered on top of each other."

Hernandez had done step in elementary school and was very excited when Carey approached her about joining the step team. She hadn't realized how much she missed step, Hernandez said.

Joseph was also a founding member of HM Stomp. "I love dancing and this is a fun workout," Joseph said. "Being part of Stomp is so much fun. It's like hanging out with my family."

Since the club was founded this year, it began with Prempeh and Carey watching YouTube videos of steppers,

figuring out steps they liked, and choosing ones they thought would be an appropriate level of difficulty for HM Stomp.

"It gets difficult at times because we're not really trained leaders at all," Prempeh said. "Like me, for example, I don't really dance that much. So, choreographing and bringing it together as a group was very difficult, it being student-led."

Carey said the unexpected snowstorm last Saturday was the biggest problem, as it cut down the number of people able to make it to rehearsal and therefore the number of steppers who felt comfortable enough to perform in the assembly, she said.

"Only five people performed in the assembly, but HM Stomp has over 10 members," Ricardo Pinnock (11) said. "I was scared we would look scarce."

In spite of these worries, Pinnock said the performance went relatively smoothly. "I got butterflies minutes before we went on, but that is natural," he said.

"Once we go onto the stage we just have to trust each other that we're all going to pick up where we need to and remember the parts that were difficult for us," Prempeh said. "I think we're putting up a good representation of step dancing and a good representation of what culture we want to bring to the stage."

Singer Ling Ke provides insight into Beijing opera, Chinese culture

AMIR MOAZAMI
Staff Writer

Last Wednesday, Chinese 4 and Chinese 5 classes hosted notable singer Ling Ke, who gave students an inside look into the world of Beijing opera.

In Ke's workshop, entirely spoken in Chinese and translated by Chinese teacher Frances Fu, he explained the tenets of Beijing opera, including role playing with minimal props and traditional

Beijing opera phonetic characters.

"I wanted to convey the beauty of the arts to the American students watching and transfer parts of our culture," Ke said.

The event was part of a Unity week effort led by Fu to highlight the different facets of Chinese culture.

She wanted to bring something she personally enjoys to the broader school community, she said. "I wanted to help bridge understanding between both students of Chinese and American heritage," she said.

The students experienced a form

of Chinese opera, also known as Beijing opera or Peking opera, an art form popularized in the mid-19th century that is now a distinctive feature of Chinese culture. It combines miming, dancing acrobatic work along with traditional Chinese musical instrumentation.

His presentation included an interactive acting session where students could mime riding a horse and performing sword tricks.

"I got up to try spinning the

swords—it was difficult, but I enjoyed it," said Merrick Gilston (12).

"The translations made you think about what was going on in the martial arts sequences, and getting to play a horse rider made the overall experience fun," Siddharth Tripathi (11) said.

"Although it was a unique experience to hear Chinese music live, the Chinese 4 and 5 classes have incorporated music and cultural elements, such as popular Chinese films into their classes

throughout the year," Tripathi said.

"You can gain a superficial sense of language through tests and quizzes, but experiencing aspects of any culture shines a richer light on that culture," he said.

Ke has trained in Beijing opera for 22 years, ever since he enrolled in a professional school at the age of 15. "To be a good student of anything requires discipline and focus," Ke said.

UD gets first look at premiere of Marsha Hunt '34's career

SANDHYA SHYAM
Staff Writer

As a part of Unity Week, Art of Film teacher Joseph Timko gave his Advanced Film studies class a glance into the life of actress and activist Marsha Hunt '34 with a special screening last Tuesday and Thursday and this week Wednesday G period.

The documentary, directed by Roger Memos, was "a wonderful portrait of Hollywood from the inside," Timko said.

The documentary has not yet been released and has mainly been shown in a few select film festivals. The school received special permission to show the documentary through Alumni Magazine editor Ruth Seligman.

Hunt, who is currently 99 years old, contacted Seligman and asked if the school would like to see it first. Memos, the director, wanted student feedback before releasing it, she said.

Seligman forwarded the information to Director of Diversity Patricia Zuroski, Zuroski said. Zuroski then decided to fit the documentary into Unity Week and asked Timko if he would show it to his film class, she said. "I thought the documentary was

fascinating after watching it," Zuroski. "Before even tying it into Unity Week I just thought it was a great film that the students and faculty needed to see."

While the documentary was shown to Timko's film class specifically, the screening was open to everyone.

English teacher Deborah Kassel brought her English 11 class, many members of which had studied "The Crucible" last year. Since the book is essentially an allegory of McCarthyism in the 50's, she thought taking the class to the documentary would be a great reference to that, she said.

"I wanted my students to meet her because I think history becomes real when we're closer to it," Kassel said.

The first half of the documentary focused on Hunt's early life and how she worked her way up in Hollywood. A good part of the documentary consisted of Hunt herself talking about her life story.

While not much about Hunt's time at the school was featured in the documentary, Hunt referred to the school as "that wonderful, wonderful school, that school that focused more on scholastics, not arts."

Hunt talked about how she had a passion for the arts since she was young, but her parents, both academically focused people, decided to send her to the school.

Hunt was one of the only people in her class who ended up not going to college, she said, dropping out



Ariella Greenberg / Staff Artist

Marsha Hunt '34, an actress and activist, gave students a look into her life through a screening of her documentary.

in favor of focusing on her career as a small-time model in NYC, then an actress in Hollywood.

According to the documentary, Hunt first worked with Paramount, who gave her the role as the female lead in a number of B-films.

She eventually left Paramount for fear that they were limiting her by only allowing her as the female lead. Hunt wanted more interesting and risky roles that would allow her to expand as an actress, she said in the documentary.

The second half of the documentary focused on how Hunt became a blacklisted actress during the 50's, accused of being a Communist after flying to Hollywood to protest the actions of the House Un-American Committee, mainly censorship within the entertainment industry. She was prohibited from doing any radio or televised work and eventually, being in movies. Before Hunt was blacklisted, she had appeared in over fifty films.

"I think the important theme of political intolerance displayed in the documentary went well with Unity Week," Timko said.

Next Hunt discussed what

she did after being blacklisted, mainly supporting the UN and doing lots of other humanitarian work, such as being the founder of San Fernando Valley Mayor's Fund for the Homeless opening up the area's first homeless shelter.

Hunt also fundraised for a day care center for homeless children continually advocated for individuals affected by homelessness and mental health issues.

"I wish the documentary focused more on her humanitarian work," Amrita Acharya (11), a student in Kassel's class, said. "It was only talked about for a couple of minutes while the topic of her marriages received so much more time."

"Hunt showed us, during Unity Week, that unity can be dangerous without diversity," Kassel said.

"I think she's a wonderful role model: she upheld her humanity and personal views when being blacklisted. Not to mention that she was a pioneer in the young and emerging film industry, and female at that, and a humanitarian as well," Kassel said.

The director did an exceptional job showing how amazing of a beautiful and talented person Hunt is, Timko said.

26*

NEW ACCOMMODATIONS
IN THE 2015-2016 SCHOOL
YEAR

45

TOTAL
ACCOMMODATIONS IN
THE 2014-2015 SCHOOL
YEAR

65

TOTAL
ACCOMMODATIONS IN
THE 2015-2016 SCHOOL
YEAR

70

TOTAL
ACCOMMODATIONS IN
THE 2016-2017 SCHOOL
YEAR

*Due to privacy concerns, the numbers are rounded, include students with temporary accommodations, and only relate to Upper Division students.

LEARNING ACCOMMODATIONS: EXAMINED

Uncovering the evaluation process, socioeconomic considerations, and student experiences in an academically rigorous environment.

SEIJI MURAKAMI

Staff Writer

Over the past few years, there has been a clear increase in number of student requests for academic accommodations, school psychologists Dr. Christina Nichols and Dr. Liz Westphal said.

Approximately 70 students in the Upper Division currently have academic accommodations.* In the 2015-2016 school year, approximately 65 students were accommodated. In the 2014-2015 school year, approximately 45 students were accommodated.

These numbers include students that have extra time accommodations for temporary physical injuries over a limited period of time. Over the last five years, the school has maintained a running average of students that have academic accommodations for learning disabilities, Head of School Dr. Tom Kelly said.

During the 2015-2016 year, 26 students requested accommodations. These requests are processed by a school committee of psychologists and administrators who assess the psychological report to determine whether or not the student is eligible for accommodations. At each committee meeting, there were about an even number of approvals and refusals of extra-time requests, Westphal said.

The school psychologists recently attended a meeting about accommodations with Hackley, Masters, Rye Country Day, Greenwich Academy, Fieldston, and Riverdale to share knowledge about academic disabilities and their appropriate accommodations.

A common trend across almost all private schools was a drastic increase in requests for accommodations; at one school there was an 83 percent increase.

The increased availability of accommodations is a possible factor for the increased number of students with accommodations in independent schools, Kelly said.

Another factor is the discovery of new conditions that are able to be accommodated by the school, he said. For example, generalized anxiety disorders are more commonly accommodated now than they were in the past, he said.

THE SOCIOECONOMICS OF LEARNING DISABILITIES

The Family Handbook states, "Financial need should not interfere with the ability of a student to receive a high quality evaluation for learning disabilities."

In order to be approved for extra

time accommodations, students must undergo outside psychological evaluations that are separate from the school.

Despite the possible complications, there has "never been a time where the socioeconomic disparity didn't allow students to be tested," Nichols said.

Agencies like Prep for Prep sponsor pro-bono psychological tests and psychology interns and the local board of education also offer low-cost options.

Westphal maintains a list of individual practitioners that offer evaluations at a range of prices, as well as university clinical services through which services are offered at substantially reduced costs.

In the past, the school has provided the necessary funds for students who could not afford outside evaluations.

"If the school finds that a student requires an evaluation and cannot afford one, the appropriate arrangements are made by the school, and occasionally at the school's expense," Kelly said. "This is where the sound judgement and good work of our Board of Trustees kicks in. It's quite humbling to see the extent to which the Board charges the administration to "take care" of the school's kids."

The more expensive evaluations are not always better, Nichols said. "I had people who paid \$10,000 for the psychologist but show me an evaluation that is not acceptable," she said.

Psychologists who perform the evaluations could be paid upwards of \$6000, so they can be "liberal" with their diagnoses, she said.

"I don't want to discredit psychologists, because they are not making things up. They are reporting and interpreting data," Westphal said. However, when families enter the evaluation process with the explicit goal of securing extended time for their child, the psychologists they hire know this, Westphal said.

For this reason, the school rarely looks at the diagnoses, but rather at the raw data of the evaluation, Westphal said.

"More money gets you more testing, but lower-cost reports can tell the same story. A more expensive evaluator may administer multiple reading measures rather than just one, so the final report may be more fine-tuned," Westphal said. The more nuanced reports can be helpful, but they are not more likely to help a student receive extra time accommodations, she said.



Students with academic accommodations for learning disabilities and temporary physical inj

GENDER & LEARNING DISABILITIES

Lou Katz (12), who was diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) when they were twelve, struggled with the pre-existing cultural norms surrounding their disability.

According to Chadd.org, women with ADHD are more likely to experience distress and have lower self-image than men with ADHD.

Dr. Jane Adelizzi, an educational therapist, theorizes that "females with ADHD have been largely neglected by researchers because hyperactivity is usually missing in girls, who typically have attention deficit disorder (ADD), the inattentive type of ADHD," according to APA.org. Untreated for ADHD, women are at risk for other anxiety and depression disorders.

Katz herself has been diagnosed with general anxiety. "When I was diagnosed with a general anxiety it became clearer to me that it was definitely brought on by the ADHD, specifically because my anxiety revolves primarily around schoolwork, asking for help," they said.

MAINTAINING ACADEMIC RIGOR

"HM isn't the right place for some students, regardless of whether or not a disability presents," Kelly said.

The academic rigor of the school is part of what makes it appealing for high-achieving students to attend,

Westphal said.

"Horace Mann is a challenging school with an academic focus because our classes are ambitious and pitched at a high level," Levenstein said. "We are a college preparatory school so students are prepared for college-level work when they leave."

Teachers accommodate all students, which is not equivalent to lowered academic standards, Westphal said. "All students at HM are expected to do a lot of reading, writing, critical thinking, and to spend hours studying in order to get the most out of their education," Westphal said.

"Learning-disabled students do not affect the way I teach," science teacher Michelle Lee said. Students and faculty don't always fully understand that there are a lot of different disorders that are slightly different from each other and need different kinds of attention, she said.

According to the Family Handbook, "The School's Policy is predicated on the notion that our community should be sensitive to disability issues while maintaining the School's high standards."

"Part of our school's identity is that of an intellectually challenging school, which is always going to be the case at HM," Levenstein said.

THE EVALUATION PROCESS

The first step in discovering a student's learning disorder or disability is detection. While parents usually first detect any learning



Hunter Kim/Photography Editor

Students can take exams in the testing center

disabilities, teachers and school administrators watch over students who present early indicators of a learning disorder, which can only benefit the student in the long run, Nichols said.

Lower Division students have unlimited time for testing, but at around fourth or fifth grade, teachers will begin to make recommendations for evaluations in preparation for the transition from the Lower Division to the Middle Division, Nichols said.

The extra time accommodation is transferred from the Middle Division to the Upper Division, but is not necessarily transferred from the Lower Division to the Middle Division due to the lesser academic demands in the Lower Division, Nichols said.

After detection, a student moves through a series of interviews, and, if there are sufficient grounds for extra time, an outside evaluation test. The only accommodations available at the school are time and a half and use of a computer for graphomotor disabilities, a handwriting disability, Westphal said.

After students and parents are notified of the school's request to have the student tested, Westphal or Nichols meets with students and their parents individually to discuss their candidacy for receiving extra time.

Westphal looks for certain indications in the report that "suggest long-term history" she said. The meeting with the student is not meant to be "formal" but rather just to "meet them and get to know them," Westphal said.

In order to understand the student's academic history to prepare for the approval of extra-time requests, Westphal looks through several sources including grades, teacher narratives, and ERB (Educational Records Bureau, a standardized academic assessment administered in Middle Division) scores that span as far back as possible.

Westphal also contacts current and former teachers to see if timing or other skills involved in the student's learning have been challenging.

Families are not required to come forward with learning disabilities, but, if they do decide to pursue extra time, the student must undergo an outside evaluation to receive a diagnosis.

The school Family Handbook states that, "the School evaluates each student's situation and all requests for accommodation on a case-by-case basis, using a deliberative and collaborative process that is responsive to the unique experiences of each student."

In order to best uphold this mission, Director of the Center for Community Values & Action Dr. Jeremy Leeds created an official school policy and committee to evaluate students' needs for accommodations, Kelly said. Nichols currently chairs the committee.

The members of the committee are Westphal, Nichols, Head of Upper Division Dr. Jessica Levenstein, Head of Middle Division Robin Ingram, Head of Lower Division Deena Neuwirth, Upper Division Director of Counseling and Guidance Dr. Daniel Rothstein,

school psychologist Dr. Nicole Zissu, and Learning Specialist Sandra Seo.

Having a large body of psychologists and educators in the committee allows for perspectives that have not been presented earlier to be voiced. A committee member may find that a certain area of the student's psychologist evaluation was abbreviated, while other times, some sections of the evaluation may be "exaggerated," and require multiple committee member opinions, Nichols said.

"What is important to have here is a team of psychologists qualified in education law," Nichols said.

Westphal has simplified the committee's process of granting extra time to two checkpoints. First, evidence of a documented disorder, and second, if that documented disorder rises to a disability that substantially limits a student's ability at HM, Westphal said.

The committee exists for the well-being of the student body, Westphal said. When teachers make recommendations for students, the committee's diverse range of experts from all three divisions carefully watch students through their academic career.

The committee has watched students who have had some early difficulties in their education catch up with their class and end up needing no academic accommodations.

Similarly to Dr. Levenstein, Kelly occasionally participates as a member of the committee, he said.

"As a special education teacher and former director of special education, I have a great deal of experience

with testing accommodations. As Head of School at Horace Mann, it's only appropriate that I've played a consistent role in the shaping of how testing accommodations are awarded and the logistical manner in which we do so," he said. "During my first few years at HM, I was fortunate to be able to work with all the divisions on refining how the school assessed eligibility for the accommodations recognized by HM."

STUDENT STORIES

Lou Katz was diagnosed with ADHD when they were 12, two years before they came to the school.

"I was pretty late to find out, usually there is a diagnosis within the first five years of a child's life," Katz said.

In the years leading to their diagnosis, Katz thought they could handle the disability because "many people are able to overcome the AD/HD," they said. However, they were not able to do so, they said. "I was barely getting through - I didn't know how to study or organize myself."

After their diagnosis, Katz tried out various medications to find what would work best for regaining their studying skills and concentration, they said. "I was very transparent about it; my entry essay [to the school] was about it - where I talked about my first time taking the medication and actually knowing what focus felt like," they said.

After being accepted to the school in the Upper Division, Katz had some trouble with transferring their public school accommodations to the private school system because of the different criteria for receiving extra time; The Board of Education is more lenient in extra-time approvals than the school is.

Katz did not realize that their family needed to contact the school, "I just assumed that the extra time I had at my old school would transfer over here, but I later realized I needed extensive evaluations," they said.

As a result, Katz had to wait for an evaluator availability in September, which meant that their evaluation would not be ready until February of their freshman year. Katz went to a neuropsychologist that required nine hours of testing.

"The tests were mentally taxing," they said. "[The tests] were helpful but they were also expensive; I was lucky that my family could afford it," they said.

Their main difficulty was having to focus in class, rather than in the testing center, during exams. Katz was doing poorly in their classes before their accommodations were approved in February.

Katz received a letter of warning about their grades because of their struggles freshman year, they said.

After being transparent with their teachers about not having formal accommodations, Katz' progress reports and report cards contained comments telling them to "make more of an effort to pay attention in class," Katz said.

Since their experience in freshman year, Katz's teachers have been helpful, they said.

"For a disorder so common, there are so many misconceptions about it," Katz said. "A lot of people joke about it, but extra time is not stigmatized among students," they said.

In their freshman year, Katz was hesitant about walking into the testing center because they didn't want people to think that they weren't smart. But now, there are a lot of people who get extra time and students are fine with it, they said.

"It's not something to be ashamed of," they said.

Abigail Salzhauer (10) has had time and a half since middle school. After fifth grade at the Lower Division, she realized that she was struggling to finish her math tests on time. After a three hour evaluation with an out-of-school psychologist, the school approved her for an accommodation.

In middle school, Salzhauer would begin taking her tests in class and then complete them in the testing center. Salzhauer found that some teachers fully understood the way that she processed information and would find a way to set up a testing schedule that suited her, while other teachers "did not even acknowledge it," she said.

Salzhauer found that she was having difficulty taking the information that she learned in class and actually writing it on the exams, she said. Salzhauer "second-guessed" her abilities because of her struggles, she said.

"There are a variety of extra-time stigmas depending on who you talk to," Salzhauer said. Salzhauer received "varied responses from friends," she said.

In some instances, friends made derogatory comments, "I feel like sometimes there is a bit of a stigma in the way that someone will say to me, 'you aren't stupid so why do you have extra time?'" she said.

"As a community, I think if more people knew that any student could be a student with extra time it would really help destigmatize the idea of people's learning disabilities," she said. "They do not know that anyone could have extra time, not just someone who they might view as less intelligent," she said.



Kat Snoddy/Art Director

Cinemann, Review, and Record win first place, honors in American Scholastic Press Association awards

JONATHAN KATZ
Staff Writer

The Review, Cinemann, and The Horace Mann Record all won First Place in The 2016 American Scholastic Press Association (ASPA) Awards for excellence in journalism. The Review also won Special Merit and the Most Outstanding Private High School Art/Literary Magazine Award, the highest subset of first place winners.

The competitive First Place awards are given to over 100 publications across the country each year in three categories: yearbooks, magazines, and newspapers. The three publications were scored and given critiques on "page design, story layout, graphics, headlining, cover design, advertising placement, photography and a variety of other useful items," according to the ASPA website.

Each publication goes about submitting their volume in a different way. The Review's current staff was responsible for the submission this year, Editor-in-Chief (EIC) of The Review Lexi Kanter (12) said. Last year's EIC, Anna Kuritzkes '16, told the current editorial board to submit the publication but was not part of the process, Kanter said.

The Review did not need to spend a significant amount of time on the submissions, as the most work went into editing and checking for typos before the issues went to print, Executive Editor Daniel Lee (12) said.

The Review did not have to select issues as the magazine guidelines for the awards allow the entire volume to be sent in. The Record, however, needed to choose two issues that best represent the volume. While the entire board works on selecting the issues, the EIC makes the final decision on which issues are going to be submitted, Record Volume 113 EIC Isabelle Devereaux '16 said.

"When I send the issues in this coming year, I want to choose the stories that are the most relevant at the time they were covered. They should be as comprehensive and meaningful as possible and show the diverse school community," Record Volume 114 EIC Dayle Chung (12) said.



Issues from the most recent volumes of the Cinemann, The Review, and The Record. Each publication were awarded first place in the 2016 ASPA Awards for excellence in journalism. Covers photographed by Kat Snoddy/Art Director.



For both the Record and the Review, students take charge of the submissions, faculty adviser of The Record David Berenson said.

Cinemann usually submits the issue discussing the Academy Awards but first consults the staff and the advisor, faculty advisor Dr. Deborah Kassel said.

"We look for a combination of aesthetic flair and well-written content," last year's Cinemann EIC Kenneth Shinozuka '16 said.

Cinemann submits to the awards as a way to self-assess and reflect, Kassel said. Last year, the ASPA only gave minor suggestions like spelling or formatting mistakes, Shinozuka said.

This year, the comments were very helpful in improving the design and content of the magazine, current EIC of Cinemann Benjamin Ades (12) said.

The Association also gives feedback on the issue, which is central to The Record's reason for submitting, Devereaux said. "The main reason the Record submits is for the critiques; they are really

helpful and are a great way of showing you your own blind spots. It's important to have an outsider's perspective," she said.

"We realized two of our weaknesses are breaking up stories into smaller pieces and integrating visual elements into the articles. We have been trying to do that this year," Chung said.

The Review has not looked at the critiques yet, but they have recognized problems in their publication on their own, Kanter said. The Review has found it hard this year to discuss the election as many students are afraid of voicing Republican support. "We tried to do a pro-con of Hillary Clinton, and no one will write about Trump for fear of backlash from the school or speak out publicly. It's hard to get that balanced perspective that I really want," Kanter said.

The previous editors have set a high standard, and the current board will try to maintain an equally strong legacy, Chung said.

Black Parents Union, South Asian Family Network to host movie nights, discuss culture and identity

SADIE SCHWARTZ
Staff Writer

In celebration of Black History Month and the school's Unity Week, the Black Parents Union (BPU) will host a viewing of a symbolic and culturally significant movie on Saturday, January 22nd at 1:30 p.m., and the South Asian Family Network (SAFN) will host a movie presentation in the coming weeks.

The BPU plans to show the movie "Hidden Figures" at the AMC Magic Johnson theater in Harlem, while the SAFN canceled its presentation of "Gandhi" due to the snowstorm on January 7th and plans to reschedule the event soon.

According to Director of Diversity Initiatives Patricia Zuroski, this will be the first year the SAFN will show

a movie on the school campus.

"Gandhi" is "supposed to be an opportunity to reflect on his legacy and his impact on Martin Luther King as well," Diversity Associate John Gentile said. "This is supposed to help students think about the legacy of movements and how each person flows from the next in terms of what we're influenced by, how we take different modes of action and what we're trying to influence in the world," he said.

"Hidden Figures" tells the story of three female African American mathematicians who shaped the NASA program, helping to send off the first man ever to orbit the planet.

According to BPU movie organizer Domingo Neris P'19, "Hidden Figures" is similar to other movies the BPU have shown in the past, such as "Jackie Robinson," "Race,"

"Selma," and "Redtails."

"In all of these movies, there is a consistent story of perseverance and sacrifice to make sure that the world would be a better place, even though they knew it may not impact their generation, but future generations," Neris said. "They made sure our world would be a better place to live and grow up in and their sacrifice was huge."

"It is our tradition to play the movie at the Harlem theater because Harlem stands as the epicenter of black culture," Neris said. "Magic Johnson opened up theaters in impoverished neighborhoods so that kids could socialize and not have to travel very far to see movies and learn about stories like this."

Each year, the BPU brings in a guest speaker who generates discussion with the viewers regarding

English, math Departments revise curricula on off-campus retreats

SARAH SHIN
Staff Writer

The Math and English Departments went on retreats this week and last week to discuss ideas concerning their respective curricula. While the Math Department worked on changes to the end of their first year without finals, the English Department is looking at possible ways to change their approach to teaching grammar.

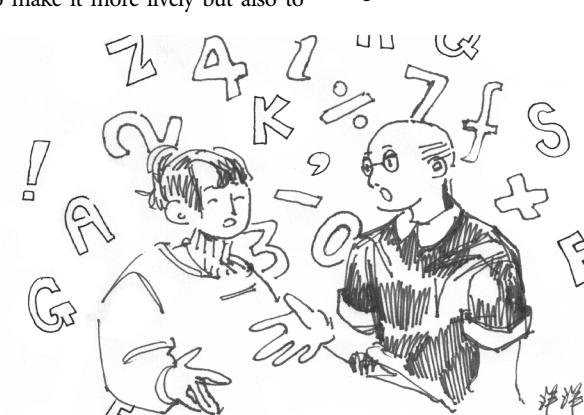
All math and English classes were cancelled on the days of the off-campus retreats, and the Math Department went to Columbia University and the English Department to Wave Hill. This was the first retreat for the Math Department, while the English Department typically goes on a retreat once a year.

The retreat served as additional time, apart from regular department meetings, for the faculty as a whole to come together during a set time to discuss issues regarding the year as a whole, mathematics teacher Chris Jones said.

This retreat allowed the Math Department the opportunity to talk to each other outside of department meetings and have in-depth discussions about the curriculum, mathematics teacher Dr. Linda Brown said.

The Math Department had a retreat for two main reasons: to have a fruitful discussion on concepts of teaching and to specifically engage in a discussion about how to end the year in replacement of finals and the new trimester endings, Mathematics Department Chair Charles Worrall said.

On the other hand, the English Department retreat will focus on discussing the topic of grammar, including changes to the way it is taught and presented; author and grammarian Roy Peter Clark will present at the retreat via Skype to discuss effective ways to teach grammar with English Department staff. The department discussing how to diversify approaches to grammar, not only to make it more lively but also to



Anne Shi/Staff Artist

the movies; this year, engineer April Erickson will be speaking following the movie.

Erickson was the first African-American female to receive a Ph.D. in Engineering at the NASA space flight center and the first African-American female to receive a Ph.D. at Howard University. She also won an award as the Best Female Engineer in the government.

"It is a great opportunity to pull the community together and open it up to parents, alumni, faculty and staff as an experience to sit and experience something together," Gentile said. "Some people can speak to the eye about this while others do not know much about the topic. Then the speaker sheds more light on the topic for greater depth. It is an opportunity for scholarship, opportunity, and growth."

"With the Office of Diversity, we've had the opportunity to develop a six-year relationship and give back to the theater because they give back to the black community. It's our way of connecting dots," Neris said.

Organizers hope that viewers will expand their awareness, understand complexities that happened in history, and are reminded that "you can't understand the future until you can understand the past," Gentile said.

The BPU plans to host an international multicultural evening on campus later this year.

"It is about a cultural exchange of art, music, fashion, food, as a celebration of the multiple identities, histories, and cultures that we're all living with," Gentile said.

emphasize the usefulness of grammar, English Department Chair Vernon Wilson said.

During the retreat, there were numerous activities that the Math Department participated in to act as a springboard to talk about courses. One of the exercises that they participated in was a post-it note exercise in which teachers wrote down what was on their mind and put the note on the wall, mathematics teacher Richard Somma said.

In addition, the department also gathered in small groups to share important moments and highlights in their own careers as teachers, Brown said.

Another activity that the English Department will participate in is analyzing newspaper articles. During the retreat, the faculty will examine the art of rhetoric as students, as experiencing life as a student aids their teaching, English teacher Dr. Deborah Kassel said.

The Math Department had conversations about possible changes to specific courses. Two courses that the department discussed in length were Algebra 2 & Trigonometry and Pre-Calculus AB, where a two-year plan to teach both courses was proposed, Jones said.

Another topic of discussion that was included was the role of projects in math courses. Projects give students an opportunity to practice public speaking, which is a skill that is beneficial outside the math classroom, Jones said.

"During the retreat, our goals were articulated really well, and we came out with a better sense on how to achieve some of the goals in the remainder of this year," Worrall said.

By the end of the retreat, the English Department aims to reach a consensus on how to revise the old system and develop a new plan going forward, English teacher Sarah McIntyre said.

Ski places in top three of 44 for boys, girls



DOWNSHILL Ski starts off season strong in first two meets. From left to right: Isabel Kronenberg (12), Ryan Leung (10), Noah Berman (12), and Sajan Mehrota (10) pose at Campgaw Mountain.

MARK FERNANDEZ
Staff Writer

The only school sports team that wants to be outside during the Winter is finally back in boots and bindings after a long, warm fall and it's ready to have a strong season. As the only 'hill school' and the only Ivy Prep League private school with a ski team, the school looks to prove exactly why it is the school that skis. Up and skiing with two meets under their belt, the Varsity Ski team is feeling confident that it showed their skills.

With the season starting and Coach Rawlins Troop out for the first meet, the team was already thrown a curveball before the race. Coach Morgan Yarosh stepped up to fill the void.

"Yarosh did a great job keeping us in check and keeping us organized, and Yarosh did a great job filling in," co-Captain Noah Berman (12) said. "Yarosh helped us out and was trying to keep the race running smoothly," Jackson Stinebaugh (10) said.

Yarosh, the unforeseen hero for the ski team, feels that she is "connected to the team" and thinks the "kids are great and they really hung in there" during the race, she said.

Berman, who has been skiing

for the school since 10th grade, has really seen a difference in the quality of practices; the team didn't get to go skiing as much and would ski on another hill, Berman said.

Last year was a rough year for the team because it was nearly snowless. The snowless winter led to having only having one meet the entire season.

The team is set to have a total of four meets this year, which can give the younger talent experience with races on the slope.

We have one freshman on the team, Nelson Gaillard (9). He's really dedicated and it's great to see him out there every day," Berman said. "This is my first time racing", Gaillard said.

According to Berman, the sophomores show tremendous improvement from last year. One of the team's biggest strengths is "how hard we work," Berman said.

A typical practice for the team is split into two types depending on the day, either off-mountain or on-mountain.

During off-mountain practices, the team goes up to Four Acres and warms up with two laps and dynamic stretches. Then the Lions run for 15 more minutes and finish with another round of dynamic stretches.

During on-mountain practices, the

Lions do as many runs as possible and if gates are up, they use them. On the mental side, "We learn a lot about racing which is a very different style and that's what being on the team for a long time helps with," Sophie Maltby (12) said.

"We have a bunch of Seniors who are collectively helping and encouraging. I would say our seniors have stepped up in a lot of ways," Yarosh said. "The captains have been doing a lot to build team moral," Maltby said.

Isabel Kronenberg (12), Charlie Hayman (11), and Sam Harris (11) really help out the non-racers and guide them on what to do," Stinebaugh said.

At the first meet, "Kronenberg on the girls side was hands down the best skier of all the girls and all the schools there. I'm sure she came in first place," Berman said.

At Wednesday's meet, the school placed in the top three for both the boys and the girls. "It is always a good sign to see anyone from your school in the top 5", Stinebaugh said.

"Charlie really pulled through because we were missing Sam," Stinebaugh said. Yarosh stepped in again for Troop as he was still out.

Wrestling wins at Ardsley Tournament, struggles with small team

SAM HELLER
Staff Writer

Over the course of the past three weeks, the Varsity Wrestling team has competed in three duals, winning one. The team also participated in two tournaments and placed first in one.

The Wrestling team had no chance of winning its duel against Trinity Wednesday, Jan. 11 even if every wrestler won his match, which they almost did. For every bout the team forfeited because it does not have somebody in the weight class to compete, Trinity got six points.

Trinity had "so many guys so even if we won all the matches, we were almost mathematically eliminated before we started," Head Coach Gregg Quilty said.

The team won six out of the seven matches, and yet still had multiple forfeits, causing Trinity to win. On a team of eight, mostly lightweight players, going against teams of more than a dozen wrestlers varying in size, this has been a common occurrence, Quilty said. In the end, the team lost 27-39.

In its dual last Wednesday, January

18th, against Poly Prep, the team lost, even without counting the forfeits. The only players to win their matches were Michael Ortiz (10) and team captain Mason Roth (12), although Roth only won due to a forfeit, Quilty said.

On Saturday, January 7th at the Ardsley Tournament, the Lions were a powerhouse, Roth (12) said. Every wrestler placed within the top two spots in their divisions, and Jamie Berg (10) was awarded the Most Outstanding Sophomore Wrestler award.



GRAPPLE Mason Roth (12) faces off against an opponent.

"I felt like my hard work was really beginning to pay off when I got it. Wrestling is the kind of sport where you know exactly how much effort you need to put in in order to succeed, and

getting this award tells me that I'm on the right track," Berg said.

Besides Berg, Roth and Davis Parzick (10) won first place in their divisions.

"I'd competed in four of five tournaments, and the best I'd ever done before this was second so this was pretty exciting," Parzick said.

This past Saturday at the Hendrick Hudson Tournament, though, the Lions did not fair nearly as well. The team competed against 25 schools, making it the biggest tournament this



Courtesy of Mason Roth

year, Quilty said.

This time though, Berg, Roth, and Parzick were the only three players to place, each one in third or fourth place.

"It was a much bigger tournament,

Girls Swim falls to rival Trinity

LUTIE BROWN
Staff Writer

Girls Swim defeated Brearley 48-46 Monday January 9th, and lost 55-39 to Trinity Wednesday January 11th.

The Lions were tied with Brearley until the last event, when the Lions pulled ahead with a relay. "It was our first close meet of the year, and we were up against a very good team," Head Coach Oleg Zvezdin said.

Brearley is not in the same division as the Lions, and the meet served as a test run for Wednesday's meet against the team's biggest rival: Trinity.

"The Trinity meet is our biggest one of the season," Zvezdin said.

"We have people who can swim every event well, but we are limited in the number of events each person is allowed to swim. I was trying to move people to events where their times were competitive against Trinity's even though our swimmers weren't used to the events," Zvezdin said.

For instance, since the Lions' freestyle is strong compared to Trinity's, Zvezdin moved freestyle swimmer co-Captain Ailee Mendoza (12) out of the event and into the butterfly where she could

compete against Trinity's strong butterfly swimmers, and placed Jazmine Smith (11), who is also a top sprinter, in the freestyle event so the Lions could win both events as opposed to winning by a large margin in one event, he said.

Nikki Sheybani (11) swam the 200m Individual Medley for the first time and placed second in the event on Monday. Additionally, the team has co-Captain Natalie Eid (12), a top distance swimmer in the league, back this year for the distance events of 200m and 500m freestyles, allowing Zvezdin to place other swimmers in different events since Eid's events are covered.

On Wednesday's meet, the Lions underestimated the ability of the Tigers, Mendoza said. "The team as a whole swam really fast, but Trinity was just better. We were not expecting any of their freshmen to be as fast as they were—especially those who practice outside and swim in really competitive clubs," she said.

"Our strength rests in our depth. Our average swimmer is significantly faster than Trinity's, which means we will



RIVAL Girls Swimming motivated for Ivies

Wednesday's meet. "I hope we use the loss as motivation for Ivies next month, and it's the team goal to beat Trinity," Zvezdin said.

The team is also looking ahead to an away meet against Poly Prep today. Zvezdin will try new lineups and events for different swimmers to experiment, since Poly is a less competitive opponent, Mendoza said.

Furthermore, the lineup will be shifted and people will swim new events due to absences from sickness and out-of-school swim club meets for members such as Eid.

"I like the change in lineup because we can experiment and see how we do in different events that we might not have considered before," Betsey Bennett (10) said. Additionally, the practices have been getting harder to help them prepare for Ivies in the beginning of February, Bennett said.

"We're aware of the fact we only have seven practices left in the next few weeks before Ivies, so when we do have practices, we're going to give them our all," McCarthy said.

away placing first overall; everyone showed up.

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Record Sports

LIONS' DEN

January 20, 2017

Boys Varsity Basketball falls to Fieldston after a successful stretch



Abigail Kraus / Staff Photographer

Matthew Zeitlin (12) attempts a lay up.

PETER BORINI
Staff Writer

After three straight wins, Boys Varsity Basketball took a 48-81 loss this past Wednesday against Fieldston. The Lions have an overall record of 6-6 so far this season and a 2-5 Ivy League record.

The game tipped off and for the first couple seconds, the Lions had possession of the ball. However, Fieldston, the Ivy League's top team, quickly recovered, and the Lions ended up with an early turnover.

From that moment on, the Lions were off balance in their play. Fieldston employed a zone defense with a high press, which made it difficult for the Lions to easily move the ball from their half into their opponent's half. It also did not allow the Lions to drive towards the basket, forcing them to take hard shots either off the dribble or from behind the three point line, but the Lions were struggling with shooting.

Fieldston's size advantage also quickly became a problem for the Lions. On offense, they worked the ball inside and had a high shooting percentage from inside the paint, despite some tough defense implemented by the Lions.

With a little over a minute left in the first quarter, the Lions had yet to make a basket and Fieldston was already up by 20. By the end of the quarter, the score was 5-21 in favor of Fieldston.

To start the second quarter, the Lions came out strong, making a quick basket, but Fieldston responded quickly with a few shots of their own, and they tightened up on defense.

By the end of the second quarter, the Lions were still down by 20, and there was a number of fouls called against the Lions, which gave Fieldston multiple opportunities to turn layups into three point plays.

Despite a score of 17-43 to end the half, the Lions put up a good fight. Kelvin Smith (9) made a few blocks, which really got the crowd going, and a few of Robert Mantz's (9) shots started to fall, giving a little bit of life to the Lions offense.

By the second half, the team's level of play improved significantly. The Lions maintained control over the ball, took better quality shots, and tightened up on defense. Although their performance improved, Fieldston continued to dominate the game.

Prior to the tough loss against Fieldston, the Lions had a great run with wins against Browning, Riverdale, and Collegiate. Riverdale's game was the Lions' first Ivy League victory.

The game against Riverdale was the first time the two teams had faced off since last year's Buzzell Games, during which Alec Ginsberg (12) hit a game winning buzzer beater.

Immediately after tip-off, the Lions maintained possession of the ball and

applied pressure on Riverdale. The Lions were very aggressive, attacking the rim on offense, and were very diligent on defense. They were taking good shots, getting offensive rebounds, and only turned the ball over once in the first quarter.

The team as a whole put up a strong performance, but their success was due in no small part to Smith, who had 26 points in the game and currently leads the team in every statistic besides scoring.

The Lions faced Collegiate, another Ivy League opponent last Friday.

Leading up to the game, Noah Simon (11) was confident that the Lions could win considering how poorly Collegiate's season was going. The game ended up being close at the very end, but luckily the Lions were able to secure a narrow 56-51 victory.

The Lions are the smallest team in the league in terms of height, which has made it very difficult to stop teams from scoring inside the paint. However, on offense, the Lions have great shooters and are very cohesive, Boys Varsity Basketball Coach Tim Sullivan said.

To compensate for their size, the team has worked on boxing out to get rebounds and helping each other out on defense.

The Lions look to improve their league record to 3-5 against Trinity today, the only team who has beaten Fieldston all season.

Upcoming Home Games:

- 1/20 Girls Varsity Swimming vs. Poly Prep
- 1/20 Boys Varsity Swimming vs. Poly Prep
- 1/20 Boys Varsity Basketball vs. Trinity
- 1/20 Girls Varsity Basketball vs. Trinity
- 1/23 Girls Varsity Fencing vs. Hackley
- 1/23 Boys Varsity Fencing vs. Hackley

12 Girls Varsity Basketball demolishes Fieldston 52-19



Abigail Kraus / Staff Photographer

Members of the Girls Varsity Basketball team have a laugh with Coach Barile during practice

ABBY KANTER
Staff Writer

This past Wednesday, the Girls Varsity Basketball team dominated Fieldston with a score of 52-19.

The Lions used a lot of motion offense to create space for shots and penetrations, co-Captain Skylar Rosen (12) said.

"Going into the game, it was really important to get another win to help our standings in the Ivy League," Rosen said. "We had better communication this game than in the past and we hope to continue working cohesively and fine tuning our plays and looks," she said.

The Lions also picked up a 37-30 victory over Riverdale last week. They maintained a lead throughout the entire game. In the fourth quarter, the team was up by as much as 14, but Riverdale was able to come back and lose by only seven points, Anthony said.

"Our performance was good, but not great," Rosen said. "Our communication on the court lacked and allowed, at certain points, for Riverdale to catch up to our lead more than they should have been able to."

The team's defensive stops and quick buckets were what allowed them to get ahead and stop Riverdale from scoring, Ella Anthony (9) said. The team also focused on using their speed to push the ball up quickly on fast breaks, Rosen said.

"Our team has an incredible amount of potential just because of the variety of skill sets that make up the team," Rosen said. "Where some players have weaknesses, others have those strengths and vice versa. I think in the future we want to rise to our potential and become one of the most competitive teams in the league. That starts with improving our communication on the court and continuing to play with intensity and passion," she said.

Each of the team's 10 players contributed to the game. Anthony scored 15 points, Julia Robbins (12) scored 14, Halley Robbins (9) scored four, and Rosen and Zaie Nursey (11) both scored two points. Everyone had deflections, rebounds, and assists and helped force the other team to turn the ball over, Anthony said.

"We really wanted to play as strong as possible to set the stage for Buzzell in a few weeks," Rosen said.

Boys Varsity Swimming falls to Trinity after 3 consecutive wins

CURTIS CHUNG
Staff Writer

Boys Varsity Swimming has a 3-1 record so far with wins against St. Benedict's, Dalton, and Riverdale, and a loss to Trinity.

The team's rigorous practices have helped contribute to their overall success. Practices start out with working on stroke mechanics and then developing speed and stamina, Coach Michael Duffy said.

According to Duffy, the swim team starts the year by working on its stroke mechanics. The team focuses on drills including variations of freestyle such as fingertip freestyle and catch up freestyle.

The team does "power 50's," where they have to climb out of the water and do push ups. In addition, the team

uses fins and pool buoys during their workouts.

In addition to the team's dedicated practices, many swimmers have stepped up, and others continue their high level of performance.

"Ben Hu (10), Colin Mark (10) and Ben Wang (9) have stepped up a lot. They have done a lot of hard events and they have helped us win," Ben Parker (11) said.

Strong members of the team include Christian Eid (12) and co-Captain Noah Shapiro (12), Duffy said.

The team views its strengths as having talent across the board, team chemistry, and dedication.

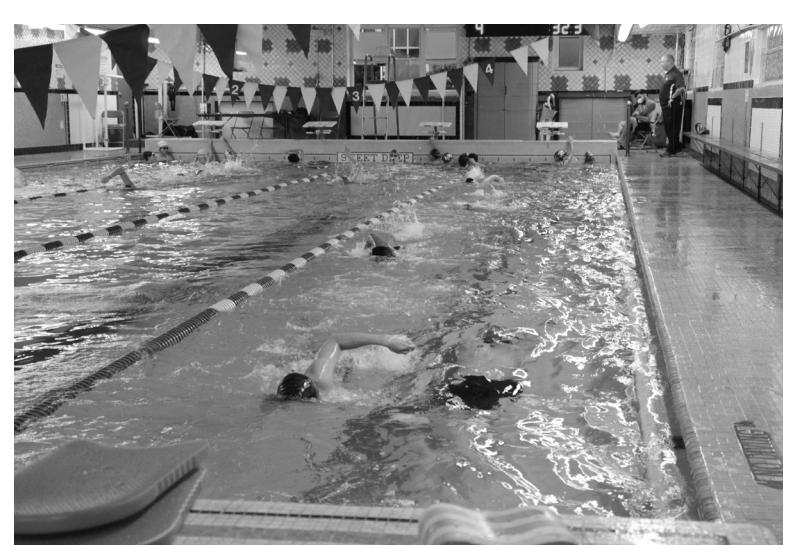
"Overall as a team, we are a pretty deep squad. The talent is spread out and everyone works hard," Jonny Cohen (11) said.

At their meet against Trinity last Wednesday, the Lions fought hard and lost 42-52.

"Although we did not win, a lot of the races were really close and with some hard work, we can pull a victory against Trinity in Ivy Championships," Shapiro said. "A lot of kids on the team swam their best times, and the races were really close-less than half a second apart, sometimes only by a margin of 4 milliseconds. It was much closer than we expected."

During the meet, the team witnessed many swimmers step up and push to the end.

Although the Lions lost, they hope that continuing their practice and forming a practice rhythm will help them push far ahead in the Ivy League Standings.



Abigail Kraus / Staff Photographer

The Swim team works on drills during practice. The team will compete against Poly Prep today.