

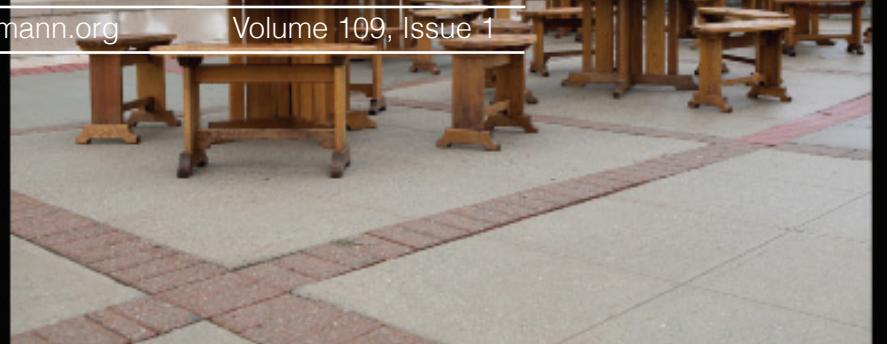
HORACE MANN SCHOOL | WEEKLY SINCE 1913

The Horace Mann Record

September 8, 2011

<http://record.horacemann.org>

Volume 109, Issue 1



The Record
231 West 246th Street
Bronx, NY 10471

FIRST-CLASS MAIL
US Postage PAID
Bronx, NY
Permit #185

The Horace Mann Record

Editorial Board

Volume 109

Editor in Chief
Sarah PyunProduction Manager
Baci WeilerManaging Editor
Christine KimSenior Photographer
Kimberley SarnoffSenior Editor
Eden SungNews
Jenna Spitzer
Elizabeth WeingoldLions Den
Matthew Cott
Thomas KimFeatures
Ambika AcharyaOpinions & Editorials
Courtney HodrickArts & Entertainment
Hillary WinnickMiddle Division
Olivia El-Sadr DavisMultimedia
Aramael Peña-AlcántaraPhotography Editors
Rachel Essner, Laurence Ge, Justin GilstonFaculty Advisor
Dr. Glenn WallachFor a complete listing of our staff, please visit:
record.horacemann.org/masthead

Letters Policy: *The Record* welcomes letters from its readers as part of its commitment to an open forum. Letters can be submitted by mail (Letters to the Editor, *The Record*, Horace Mann School, 231 West 246 Street, Bronx, NY 10471), e-mail (record@horacemann.org), or can be left in the *Record* mailbox in the Deans' office. All decisions regarding libel, anonymity, length, and clarity are subject to editorial discretion. All submissions must contain the writer's name to verify authenticity and should be limited to 250 words. All letters will be printed on a first-come, first serve basis, space permitting. To be considered for publication in the next issue, letters should be submitted by 4:00 on Wednesday afternoon.

The Record is published weekly by the students of the Horace Mann School during the academic year. As a student publication, its contents are the views and work of the students and do not necessarily represent those of the faculty or administration of the Horace Mann School. The Horace Mann School is not responsible for the accuracy and contents of *The Record*, and is not liable for any claims based on the contents or view expressed therein. The opinions represented in the Op-Ed section are those of the writers and do not necessarily represent those of the editorial board. The editorial represents the opinion of the majority of the Editorial Board. All editorial decisions regarding grammar, content, and layout are made by the Editorial Board. All queries and complaints should be directed to the editor in chief. Please address these comments by e-mail, to record@horacemann.org. For information about subscribing to *The Record*, please visit record.horacemann.org/subscribe.

Brave New Board

Our Commitment to the Community

Thanks for picking up *The Record* today. Your doing so means that our predecessors succeeded in making this paper something you find relevant, interesting, or maybe even necessary to read every week, and on behalf of them, we're grateful for that respect. We plan to immerse ourselves even more deeply in the HM community this year, because there's always more we can do. We have some lofty goals, but they're all driven by the simple desire to be your paper, whoever you are. We want to represent the breadth of interests and voices that makes Horace Mann such a magical place to go to school.

We have a responsibility to do more than just report on the issues; we also must reach out to every corner of the community. Through the News section, we will make a concerted effort to report on clubs and events that in the past have been given less publicity. We aspire to use the Arts and Lions Den sections to help build interest in athletic games and artistic showings, bringing students together both in and out of the classroom. The Middle Division section will honor the accomplishments of HM's future movers and shakers in addition to helping younger writers find a passion in journalism.

We plan to run Features on aspects of school life that affect HMers deeply and personally, and we hope you'll think of the Op-Ed section as a forum where anyone with an opinion can share. The paper should be an opportunity for students to shine light on issues they find unaddressed.

Finally, we are excited for opportunities to reach past the newsprint, interacting with you in person at events like last year's forum on student government.

Our school community is at a crossroads with regards to a number of issues: gender and sexual orientation, racial and socioeconomic diversity, the role of student government, and the relations between students and faculty are only some of the big topics that will influence the events of this coming year. Through it all, we'll report honestly and fairly, and do our best to make this paper a source of inspiration and representation for each and everyone of you.

Welcome Back from the Head of School

**Dr. David Schiller**

I'd rather do almost anything than go on the ropes course at Dorr, so I have what is probably an exaggerated admiration for those to whom the ropes course comes as naturally as breathing. Heights scare me half to death; my games were tennis and basketball, not climbing or ski-jumping, which is what my wife did for fun. Various members of the Dorr staff have tried to cajole me into trying the ropes course, all to no avail. I smile nervously and make a joke. I'm in awe of Jesse Caro (he's going into his last year of college now; he was my student) who, legend has it, did the ropes course blindfolded, and at night. That's probably illegal, so don't try it.

So last Saturday I stayed on the ground and looked while the peer leaders at Dorr were negotiating the perilous passage from one end of the ropes course to the other. Elizabeth

Stam and I commiserated and took pictures; Dr. Kelly recounted his single humiliating experience with the ropes course; and I was blown away by the daring, the agility, and the poise of the peer leaders and the Dorr staff as they climbed the webbing of ropes leading to the lines, left the relative safety of the platforms, and, intrepidly and self-confidently, sallied forth.

Of course, when you do the ropes course you are tied in. You've got a harness and you're attached to the line by an apparatus of some sort (don't ask me what sort, I'm too freaked out even to get that close). So the risk you're taking is controlled. You aren't actually going to injure yourself, at least not badly – though come to think of it, Dr. Kelly does bear a scar from grabbing onto the line. Apparently Mr. Caldwell, who has returned to HM as Director of Admissions, fell on top of him. But that's another story. Perhaps when you do the ropes course, what you're mainly risking is looking clumsy, being embarrassed by your own crazy fear, looking silly in front of your friends. Which is embarrassment enough. Despite

all possible safeguards, I'm still frightened out of my mind by the thought of being that high up and that exposed.

The thing about the group of friends up on the ropes course on Saturday, though, was that they were all so helpful! Nobody was making fun of anybody else, except in the kindest and most supportive way. The peer leaders were actually helping each other get across the hard spots. On the highest part, there's a place where it's helpful to use a swing rope that's just out of reach and requires co-operation. And in the best possible spirit, our kids co-operated. There was even laughter. There was good-will. There was challenge. There was – yes – love.

You know where I'm going with this. I'm going to use the ropes course as a metaphor for doing Horace Mann. Use me as your negative example: take sensible risks. Be daring. Rely on each other and on the adults when you need to get through the difficult spots. If you fail, get up and fight again. You'll get to the zip line at the end of the ropes course, and it's all downhill from there.

Record Editorial Policy: Volume 109

The editorial policy of Volume 109 and the letters policy follow below. The letters policy will be printed in condensed form in every issue.

The Record, the weekly student newspaper of Horace Mann School, has been established as a public forum which provides information and entertainment in addition to various viewpoints in the forms of editorials and columns.

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

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

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

The Record welcomes letters from its readers as part of its commitment to an open forum. Letters can be submitted by mail (Letters to the Editor, *The Record*, Horace Mann School, 231 West 246th Street, Bronx, NY, 10471), e-mail (record@horacemann.org), or by hand (to the *Record* mailbox in the Deans' Office). All decisions regarding libel, anonymity, length and clarity are subject to editorial discretion. All submissions must contain the author's name to verify authenticity and should be brief and to the point.

The Record encourages letter writers to emphasize constructive points and avoid personal attacks. All content of the paper, letters notwithstanding, must be supported by facts.

All letters will be printed on a first-come, first-serve basis, space permitting. Rights are reserved to postpone, edit or withhold from publication anything submitted which does not meet the specifications. The meaning of any submission will not be altered, but we reserve the right to correct spelling, grammar and punctuation when necessary.

To be considered for publication in the next issue, letters should be submitted by 6:00pm on Wednesday evening. In the case of the death or deaths of current or recently graduated students or current staff, *The Record* will cover the death with at least an obituary. The obituary will be journalistically written with an emphasis on the person's life and, if timely, give details of the funeral service and/or contribution details.

All editorial decisions regarding content, grammar and layout are made by the senior editorial board. All queries, complaints or corrections should be directed to the Editor in Chief. Please address these comments by email to record@horacemann.org.

The Record is critiqued by national scholastic journalism organizations, participates in workshops on writing, editing, and leadership, and consults regularly with its faculty advisor to ensure that it meets the highest standards for reporting and ethics.

For information about subscribing to *The Record*, please contact us at our email address.

LETTER POLICY: *The Record* welcomes letters from its readers as part of its commitment to an open forum. Letters can be submitted by mail (Letters to the Editor, *The Record*, Horace Mann School, 231 West 246th Street, Bronx, NY, 10471), e-mail (record@horacemann.org), or in person (in the *Record* mailbox in the Deans' Office).

All decisions regarding libel, anonymity, length and clarity are subject to editorial discretion. All submissions must contain the author's name to verify authenticity and should be limited to 250 words. All letters will be printed on a first-come, first-serve basis, space permitting. The board reserves the right to postpone, edit or withhold from publication any submissions. *The Record* encourages letter writers to emphasize constructive points and avoid personal attacks. All content of the paper, letters notwithstanding must be supported by facts. To be considered for publication in the next issue, letters should be submitted by 6:00pm on Wednesday afternoon.

The Record is published weekly by the students of Horace Mann School during the academic year. As a student publication, its content are the views and work of the students and do not necessarily represent those of the faculty or administration of the Horace Mann School. The Horace Mann School is not responsible for the accuracy and contents of *The Record*, and is not liable for any claims based on the contents or views expressed therein. The staff editorial represents the opinion of the majority of the senior editorial board. Opinion columns are the expressed opinion of the author and not of *The Record* or the senior editorial board. All editorial decisions regarding content, grammar and layout are made by the senior editorial board. All queries, complaints or corrections should be directed to the Editor in Chief. Please address these by email, to record@horacemann.org. For information about subscribing, please contact us at our email address or at <http://record.horacemann.org/>.

Our Responsibility to Criticize



Asher Baumrin

After a summer of unstructured days and little work, I can honestly say I'm looking forward to a school year in which I will make countless mistakes, receive criticism, and reach success. In my experience, the negative feedback I receive from others has developed me more than anything else. Criticism is an often misunderstood topic, though, for we either demonize it or over-indulge, and forget that it is our right and responsibility to criticize appropriately.

The only kind of criticism I respect is that which helps the recipient become a better person somehow. I learned that from a rather common experience I had this summer during a car ride with my grandfather. One evening in July we were pulling out of a parking lot, and another car pulled in and started to park in an impedimentary fashion. My grandfather yelled out the window, "Watch where you're driving you idiot!" Later in the car ride I asked why he wasted his breath yelling at the driver. He responded by saying, "If he knows that another person, a stranger, saw him as a fool, then he'll be embarrassed. It'll make him a more aware driver." While my grandfather was not "nice", and indeed should have made his point more respectfully, he hopefully embarrassed the driver so thoroughly that it would inspire him to be more aware and safer on the road.

So think about this: is it better to be nice all the time or to fulfill our responsibility to criticize fools? That's right, it is our duty to criticize when it is appropriate and yields minimal conflict. After all, the true crime would be to maintain another person's ignorance regarding their flaws.

9/11/2001

The Birth of American Islamophobia?



Elliott Weinstein

This August, a woman spending her Saturday afternoon at an amusement park in Westchester was politely asked to remove her headscarf before boarding a popular theme park ride. Instead of thanking park managers for looking out for her safety, she refused to remove the scarf, citing Islamophobia, or a distrust and dislike of Islam and Muslims, and a growing anti-Muslim sentiment as the reason why she had been singled out. As we approach the 10th anniversary of the September 11th attacks, this story, along with others like it, raises the issue of whether or not America has become less tolerant because of the war on terror.

In the aftermath of 9/11, I, along with other Americans, had trouble placing blame for the attacks on the correct people. Instead of focusing our attention on a select group of Islamist extremists, two broad attitudes towards

Muslims in the United States started to form. I could understand how much easier it was to blame all Muslims than to distinguish between those who hate America and those who love and cherish the U.S as their home, but I knew that just placing blame wasn't going to help improve the situation. Instead, I concluded that Americans and Muslims didn't understand each other, and that to move forward, it was essential for Americans to learn about Islamic culture to foster tolerance—a conclusion I know others reached as well.

By reading the New York Times and listening to the news periodically, I've read and heard about various events over the last decade that indicate, on the surface, an increase in anti-Muslim sentiment. In reality, though, I find it hard to discern whether discrimination is on the rise or if people are too quick to see Islamophobia where it doesn't truly exist. For example, when Congress, under Bush's leadership, enacted the Patriot Act that allowed the government to suspend the rights of terror suspects, critics of this act accused the government of using the Patriot Act as a disguise to persecute Muslims. In a country founded on

freedom, many think the Patriot Act is unpatriotic. Isn't this criticism in and of itself evidence that many Americans condemn Islamophobia?

Events I've observed firsthand, though, give me the sense that the policies enacted after 9/11 have created a hostile environment for Muslims. Just last year, I was walking down a street in Queens with a Pakistani friend when he was stopped by police and questioned about a shoplifting incident that had occurred at an Indian deli a few blocks away. It was clear that my friend was stopped because they thought he "looked" like a threat because of his skin color, and not because he had done anything suspicious. How can we call America "the land of the free" when we automatically suspect all Muslims—or those who appear Muslim—to be criminals because of the actions of a select few?

Nevertheless, I do believe that people are too quick to cite anti-Muslim sentiment whenever actions are taken against Muslims. Last winter, a woman in Florida refused to remove her burka when taking a photo for her driver's license. When she was refused a license, she sued the DMV stating that Islamophobia was the reason behind her license denial. Similarly,

What I have in mind is an anonymous end-of-year evaluation to be given online through the Moodle. I'm not talking about the makeshift evaluations that already exist. They are given on the last day (or near the last day of class), always during bright and sunny weather, and the sooner we finish them, the sooner we are let out of class. Often, students worry that their teachers will recognize their handwriting after three trimesters of hard work in a small class, and are reluctant to share honestly on "anonymous" evaluations. However, with a Moodle-based evaluation, all of these problems could be solved.

I do understand that many teachers may not want to be looked at under a critical light, especially by a bunch of teenagers. But I beg all of you to try, at least for a bit. I hope that students will keep their comments free of rudeness or dirty language, and accordingly, I hope teachers will respect the maturity of those that include constructive criticism and compliments. You are teachers, but that does not mean you cannot be students again.

Student Body President Says, Teachers Need Feedback Too



Thomas Foster

Hello, Horace Mann! First of all, SBVP Antonio Irizarry and I would like to wish everybody the best of luck for the upcoming year; we hope all of you have had a wonderful summer.

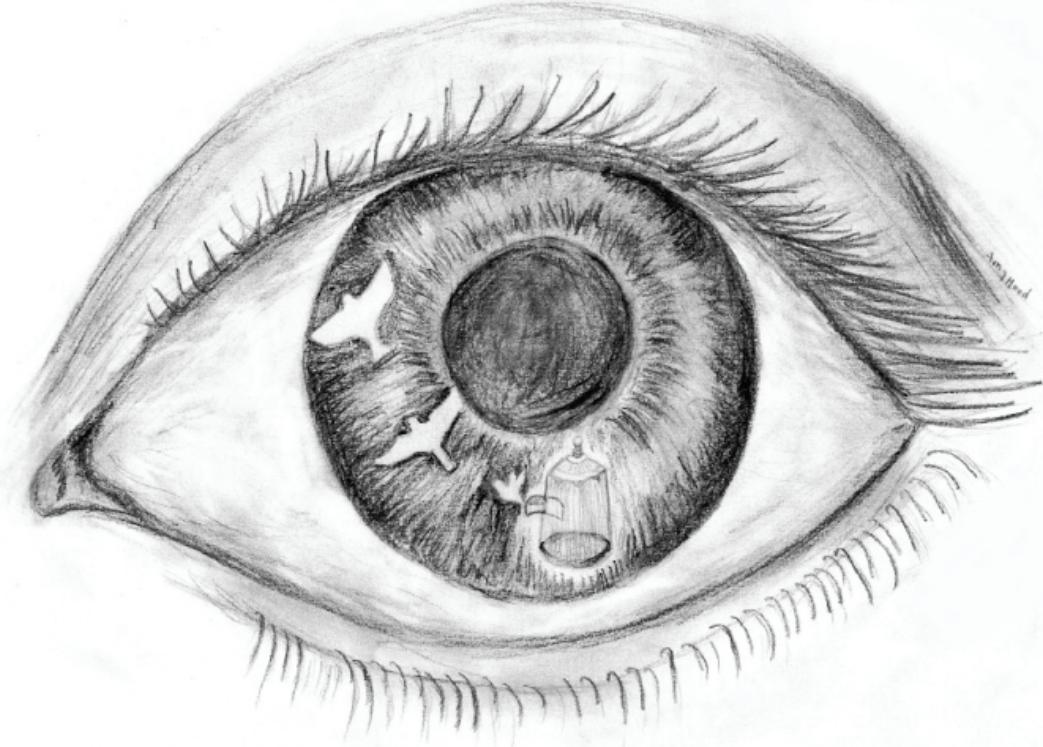
I'd like to start the year off by outlining my feelings on what I think are important issues at Horace Mann. I'll do my best to not reiterate my platform, though it is tough to write an op-ed as SBP without coming back to my ideas from last spring. To be brutally honest, there aren't many major problems here at Horace Mann, though there is one area in which I see potential for change.

I believe that people learn through making mistakes and receiving constructive criticism. Through the process of attempt, fail, correct, attempt again, and succeed, students

and teachers alike become better at what they do. We go to school, in many ways, to be corrected by our teachers. They comment on almost everything we do, from our work ethics to our problem solving skills. By the end of the year, each and every one of us has learned new techniques and skills that have helped us to succeed and will continue to help us succeed. And we are all better people as a result.

Nobody has a better idea of how teachers teach than their students. However, we currently have no designated channel through which to give feedback to our teachers. Of course, we can't just go up to them and start lecturing on their abilities as educators. However, nobody is perfect: not even our instructors. Students whose learning styles don't mesh with their instructors' teaching styles, or who feel the need to spend an extra day on a particular topic, should be able to comment on their teachers' abilities without risk of upsetting them. If it can be done correctly, not only will our teachers become better at what they love to do, but we students will be able to learn more material with better knowledge.

"Who Sees the Caged Bird?"



Op-Art by Staff Artist Amy Hood (11) exploring the blind eye society turns to oppression

a man stopped for a routine speeding violation complained of anti-Muslim sentiment as the reason for his being pulled over. In both cases, I find accusations of Islamophobia unfounded. Should we believe that every time a Muslim is stopped by the police, or asked to remove her headscarf for personal safety, Islam is under attack?

Ten years after 9/11, I find myself asking if the United States has become a less tolerant place. In a recent Los Angeles Times survey, the majority of Muslims polled stated that the United States was a more tolerant and beneficial place to live than their countries of origin. I wonder if this explains why the Muslim population of the United States has, in fact, grown in the aftermath of 9/11. Nevertheless, we are still a country divided in our perceptions on Islam and the beliefs associated with the world's fastest growing religion. It's clear that for tolerance to increase, Americans must continue to make an effort to understand Islamic culture, and Muslims must remain open to communication. Only then may we come to be a less prejudiced and an even more tolerant society.

New and Improved Summer Changes At School

Call Boxes Offer Extra Security on Campus

Emergency call boxes, as part of the blue light alarm system, were installed across Horace Mann this summer, positioning three alarm booths throughout the campus to provide help in emergency situations. Located outside of Pfotzheimer, on the bottom of the stairs going down to Broadway, and on Four Acres, the lights send an alert to the security desk in Olshan Lobby when they are activated, Director of Facilities Management and Security John Yeager said.

The installations stem from the school's response to a tragedy at the Virginia Tech Institute three years ago, which highlighted the need for call stations throughout the school, Yeager said. In addition to the call stations on each floor of school buildings, the blue lights will increase communication and security throughout the school, he said. Head of School Dr. Tom Kelly and Yeager made the joint decision to add the blue lights this past summer so there would be a way to contact security from outside during an emergency, in the case doors into the buildings are locked.

There has been a range of reactions to the blue light system by students. Some view it as unnecessary, and have doubts of its value. "I don't know a single upper or middle division student who doesn't carry a cell phone so if there was a real emergency people would just call 911," said Matthew Meltzer (11), who worked at HM over the summer and

helped to install the system. "There have just been such few instances of any sort of problems that would need that blue light," Stuart Wyrough (12) said.

Other students view the system as a positive addition to our school. "I don't think it can hurt - better safe than sorry. I'm sure there's a possibility that it could come in handy; whether it's a large possibility or a small possibility I don't know. I haven't seen any occasion where it might be useful but I guess the point is it's for when people aren't around," Nathan Raab (11) said.

"It may not be necessary exactly but you can never be too safe and I think it's admirable of the school to do whatever they can to keep us as safe as possible. It can only make HM safer than it already is." Lizzy Rosenblatt (11) said.

~ Molly Wharton



iPads Enter Fifteen Classrooms

Introducing a new level of technology to Horace Mann, an iPioneer program will provide the students of fifteen different classes throughout the Middle and Upper Divisions a school-issued iPad for one trimester. The teachers of these classes will decide how to best use the iPads both inside and outside of the classroom in order to enhance the students' experiences in the respective subjects, coordinators of the program said.

This year, a total of 350-400 students will participate in the program. Approximately 35 teachers applied to participate, but in its first year, the program could only accommodate 15 classes. Coordinator Sam Schalman-Bergen, who works in Academic Technology Development, expects the iPads to bring an "incredible transformative value to today's education," he said. It "speaks to the creative element of the student's learning," he said, and can also help reading comprehension.

Jeff Weitz, who is participating in the program with his Topics in Physics class during the first trimester, applied because he thinks he needs to keep up with the times, he said. One of the aspects of the iPad that attracted him to the program is that it is much smaller than the average notebook, which can help students who have overstuffed backpacks.

Middle Division history teacher Emily Dutton, who is also participating in the first trimester, took note of the program's ability to help the school become greener. "If teachers ask students to access handouts 100% digitally, I believe we should encourage

using the technology that helps support our request," she said.

In the second trimester, English Department Chair Adam Casdin is participating with his English 11 class, and hopes that instead of replacing typical assignments, the iPads will be "enhancing, complementing, and deepening the students' engagement with the text" by "capturing and recording things that go beyond the written essay," he said.

Weitz related the program to the origin of its name—the original pioneers. "Pioneers left having no idea what they were going to get into really; they were just expecting that they would make their situation better and solve whatever problems came up," he said.

The coordinators of the iPioneer program are already looking to expand, with the hope that by the fall of 2012 every student will have access to an iPad, Schalman-Bergen said. "At the very least, we're looking to expand to more grades and classes," he said.

~ Molly Wharton



Dr. Adam Casdin is one of 15 teachers who will experiment with iPads in the classroom.

Kim Sarnoff/Photography Editor

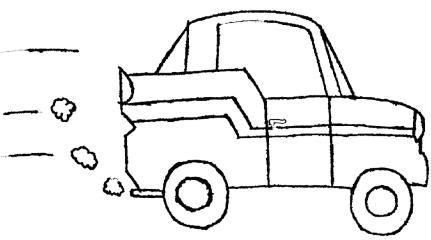
Parking Lot Becomes Patio

Among other summer projects was the faculty parking lot behind the Business Office. The concrete was torn up on one side and a layer of brick tiling was put down in its place; benches and tables are also in the process of being added.

John Yeager, the Director of Facilities Management and Security, presided over the project. According to Yeager, Head of School Dr. Tom Kelly and several administrators expressed concerns about the students who walked through the parking lot daily in order to get to and from the subway. "It was clear that the parking lot was in need of renovation, and it presented us with the perfect opportunity to construct an outdoor student-area," Yeager said.

This area will be open to faculty, and both upper and middle division students. Dr. Ingram, head of the Middle Division, is "excited about the new brick patio near the Shakespeare Garden because it will provide one more place for students to hang out together during frees or for teachers to use for an outdoor class."

~ Sarah Heintz



Prettyman Gym Gets Pretty

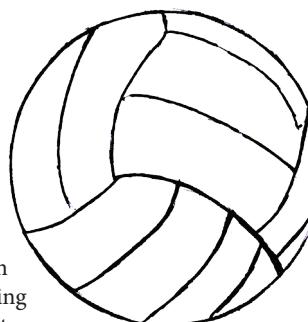
Over the summer, the Prettyman Gym went through more than annual touchups and repairs, instead receiving a full renovation including the installation of light-diffusing windows, new doors, eco-friendly light fixtures, a fresh layer of paint, new mats, and a new ventilation system with three times the power as the old one, Director of Facilities Management and Security, John Yeager, said.

In addition to the efficiency of the system, the lights will also be fiscally beneficial, Yeager said. "The overall cost of electricity in the gym will be cut by 50%, and a \$3000 rebate from ConEd is in progress due to the purchase and use of clean energy," he said.

Through the purchase of Kalwall Windows and LED Lights, Horace Mann took another step in the green direction Athletic Director Bob Annunziatta said. "The great thing about the new LED lights, which are sensitive to motion, is that they will turn on when the gym is used, but if the sensors detect little to no activity in another part of the room, the lights above that space will power down automatically."

The Kalwall Windows that surround all four walls of the gym are "the most advanced system currently used in contemporary construction projects," because the glass has filtering and insulating effects that allow for the maximum amount of natural light to enter the room, while preventing the gym from overheating, Annunziatta said. "We've had heating problems in the past, and the windows in concert with the LED lights provide an eco-friendly solution, and gives the gym an updated, clean look," he said

~ Sarah Heintz



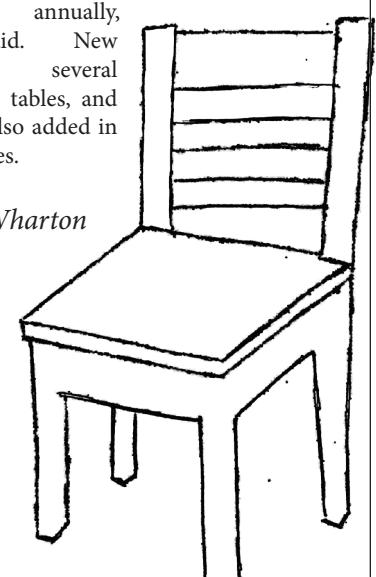
Classrooms Change

Classrooms across campus got a new coat of paint and new equipment this summer, according to maintenance staff.

Every classroom in the Middle Division was repainted and had new air conditioners installed, Director of Facilities Management and Security John Yeager said. "The old air conditioners were an interruption to the classes." He pointed to the efficiency of the replacements.

Ten classrooms in the Upper Division were re-carpeted, several were repainted, in addition to touch-ups and minor repairs that every room experiences annually, Yeager said. New computers, several SmartBoards, tables, and chairs were also added in some instances.

~ Molly Wharton



Illustrations by Chloe Tsang/Staff Artist



Victoria McKaba/ Staff Photographer

Students work together to conquer the Odyssey at the John Dorr Nature Lab

New Students Get Dorriented

DIANA LI
Staff Writer

Over the course of Labor Day weekend, returning Horace Mann students ventured to the John Dorr Nature Laboratory to welcome new and rising students into the Upper Division. The largest Dorrientation in the history of the program hosted 156 new and returning students, Director Glenn Sherratt said.

By playing different "ice-breaker games," students were able to interact with one another in a playful environment. Some "ice-breakers" divided the students into different categories by favorite color and middle names in order to establish common ground between the new and old students, Cara Annunziata (12) said. "It was a great way to allow new students from both HM and other schools to integrate into our

communities by playing Dorr classics such as Birdie on a Perch, Giants, Wizards and Elves, and kickball," Carly Amon (11) said.

In addition to games, the students had an opportunity to climb Dorr's ropes course, The Odyssey, and dance at Disco Dorr. The free time and activities, "really allowed us to get to know one another and have fun," Emily Perleman (11) said.

Freshmen such as Julia Mark "enjoyed Disco Dorr, making new friends and feeling welcomed into the school." During Dorrientation, freshmen who had not known what to expect from Horace Mann received a better understanding of the school and had "a great experience" with the multiple activities that took place, she said.

Seniors also celebrated their time at Dorr by participating in long-awaited Senior traditions, like certain

skits and pranks, aimed at welcoming incoming freshmen and creating an energetic environment. "It was great because now we're seniors so we got to do all the traditions we've been watching since our very first Dorrientation," Chloe Albanese (12), who attended Dorr as a new sophomore, said.

The seniors performed in skits such as "Mommy, Mommy" and "Morning At Dorr," collectively sang 'Lucky' by Britney Spears during Disco Dorr, and pulled pranks on the Juniors and Sophomores. However, with this senior fun comes more responsibility. "As you get older, you become more of a leader at Dorrientation. As much as we had fun as seniors, our priority was always trying to welcome new students into Horace Mann and make it memorable for them," James Ruben (12) said.

According to Yeager, the rainfall this August represented the most rain

hey freshmen!

here are some tips on starting high school from upperclassmen...

Come to school in a helmet and hope for the best.
Kim Sarnoff (12)

Remember to smile and have a really positive attitude; the first few days will be a lot easier that way.
Asher Baumrin (11)

Get the eggwhite omelettes in the cafeteria.
Alex Min (12)

There is coffee and hot chocolate in the library... an HM essential!
Sam Rahmin (11)

Leave your rolling backpack at home...
Rachel Lander (11)



Photos by Rachel Essner/Photography Editor

Summer on the Hill Welcomes Area Students

MADDIE PENN

Staff Writer

For six weeks this summer, bright, underprivileged students ages 8 to 13 participated in Summer on the Hill, a mentoring program held at Horace Mann each summer. The students came to Horace Mann to take classes and engage in activities ranging from swimming to sports games in the afternoon, mentor Ben Shelly (11) said.

With the help of student mentors, the kids took summer classes in science, math, language arts and music. "It was not just day camp for these kids, it was an intense educational experience with classes in the morning with just teachers and classes in the afternoon with teachers and mentors," Shelly said.

Most of the students came from public schools that are far less rigorous than Horace Mann, so the Summer on the Hill program offered them an intellectually stimulating curriculum, Shelly said. "The kids were all very intelligent, but were

mostly just breezing by at their own schools," said Shelly. "Summer on the Hill gave them the opportunity for academic reinforcements. High school mentors acted as tutors and as teachers' assistants, Victoria de Paula (12) said. Apart from their teaching responsibilities, the mentors provided encouragement to the students and assisted them with their everyday undertakings, she said.

According to Shelly, "After the students started opening up to us, the mentors became friends and confidants. I enjoyed working with the kids and I loved getting so close to them individually," he said.

The success of the program arose from not only the academic motivation and enrichment they were looking for, but also peer support and inspiration, Roger Golub (11) said. "The kids talked about their lives and their problems. We listened and could then help with both their spirits and their education," Golub said. "It was really fulfilling knowing that I made a difference and helped these kids," he said.

Irene Storms Campus

ALEX FINE

Staff Writer

Hurricane Irene left the campus with a knocked down tree and "some of the worst flooding in the history of HM," Head of School Dr. Tom Kelly said.

At 2:00 AM Sunday, August 28th, when many members of the community were either sleeping or preparing for the coming storm, Kelly made the decision to close all campuses the following Monday.

"I closed in consultation with Mr. Yeager and after having spoken with the police department and Con Ed," said Kelly

For the two days before the storm struck New York City, Director of Facilities Management and Security John Yeager, called his staff onto school grounds to prepare for possible damage. "We began by cleaning out all of the drains on campus, whether they be in buildings, under roads, or under the fields," Yeager said.

According to Yeager, the rainfall this August represented the most rain

the school has ever seen, even before Irene struck. "It swamped all of the fields, and several of the drains were already clogged."

At 2:00 AM Sunday, the maintenance staff drove up to school for one last time to check and make sure everything was secure Yeager said. "We felt adequately prepared with what we were dealing with," he said. "At that point, all that was left to do was wait for the storm to do its worst."

Although Hurricane Irene did far less damage to New York City than expected, "Clark Field was still a swamp," Kelly said.

Having students and faculty on campus Monday would have hindered cleanup operations, Yeager said. "It would be far better to close school for a day, and finish maintenance work, rather than have branches and trees sprawled over campus for a week," he said.

"We felt confident in ourselves to prepare the school to the best of our ability," Yeager said.

Remembering

9/11

TEO ARMUS-LASKI
Staff Writer

Nearly a decade after 9/11 and days away from the opening of the World Trade Center Memorial, students, faculty, and administrators say that the terrorist attacks on the Twin Towers still hold a great significance in their lives, as the school plans to commemorate the tenth anniversary of the disaster.

As in past years, the HM community will come together to hold "small, respectful moments" in all three divisions to observe the anniversary, Head of School Dr. Tom Kelly said.

While UD remembrances have been moved to today's assembly, they will follow a schedule similar to that of previous years, with "a moment of silence, a reading of the poem 'When Lilacs Last in the Dooryard Bloom'd,' and a performance of a musical piece written by Mr. Lewis in honor of 9/11," Head of Upper Division Dr. David Schiller wrote in an email to The Record.

Individually, students and faculty plan to remember the disaster through a variety of means, whether actively participating in services or simply keeping the disaster in their minds.

In honor of his late uncle, Kyle Lutnick (10) will continue his family's tradition of visiting Ground Zero on the anniversary by attending Sunday's dedication of the World Trade Center Memorial, set to be a tree-filled plaza with two large fountains standing on the former site of the Twin Towers.

"Every year we try and remember what we can about our uncle, and we try to share in our loved ones' memories with other families," Lutnick said.

For Rachel Buissereth (11), Sunday will be a reminder of what could have happened.

Buissereth recalled that she and her sister "were scared for my mom because we knew she worked in the area." Their

mother had been a block away from the Twin Towers when they were hit and returned home "covered in dust and debris."

Current students recall the disaster with a feeling of confusion and chaos, they said.

"It was all one big blur," Emma Maltby (10) said. "I just remember my mom picking me up early from school and trying to tell me what was going on. I was only five years old; the only thing I was able to grasp was that my favorite Krispy Kreme store was gone."

Jessica Azerad (11) recalls being told "some mean people had driven a plane into these two big buildings."

"It wasn't until later that night when I learned that my dad worked in the building right by the Twin Towers," Azerad said, referring to Three World Trade Center.

Faculty members have a more vivid picture of the day in their minds, having felt a mix of urgency, fear, and a desire to help, they said.

"I walked home and then went right on down to the hospital to give blood, but they already had so many donors that I was not needed," Theater Department Chair Woody Howard said.

The ensuing days were filled with acquaintances "calling in droves" to make sure he was OK, matched by an equal worry at school over parents and alumni that worked in law and finance, he said.

But regardless of their experiences on 9/11, many community members agreed on one thing. As Maltby put it, "The most important thing of all is really just to never forget the events of September 11th and how they have affected us today."

Would you characterize your memory of 9/11/2001 as:

strong	3	4	5	21
moderate	16	20	22	9
i don't remember	14	6	3	1
grade:	9	10	11	12

Your memory in one word:

hectic
frightening
confusion
shock
terrifying
confusing
shocking
scary
confused
indelible
traumatic
surreal
strange
meaningless
sad
angry
tragedy

Would you be interested in going to the new memorial in the city that is opening this month?

yes	25	7	8	28
no	5	23	22	2
grade:	9	10	11	12

121 students polled

Lessons For Leaders

VIVIEN IKWUAZOM
Staff Writer

Thirty-one Upper Division student leaders and faculty convened to discuss the role of leadership in the Horace Mann community at the first annual Pre-Season Leadership Training this summer. "I wanted to offer some skills training and lots of opportunities for conversation about the nature of leadership and some practical ideas about how to be a leader," Director of Curriculum and Professional Development, Dr. Barbara L. Tischler said.

Dean of Student Life, Susan Delanty, a participant in the event wanted students to understand the importance of being a leader and what it really means to lead, she said. "We use the word so frequently and its not just a word; it is how you present yourself, handle your responsibilities, speak in public and listen to other people," Delanty said. "It's not just about the individual; it is also about the people around them," she said.

For the past three years Tischler has organized leadership, creativity and community programs that bring students together to study leadership and plan creative projects to help HM. "We expect them to rise above their peers and serve as leaders, but we don't tell them what our expectations are or how to be a leader," Tischler said.

With the help of Head of Upper Division, Dr. David Schiller, Tischler created the leadership preseason forum from August 23rd -24th. "A program designed to focus on the aspects of leaders at Horace Mann School is important,"



Students identify leadership skills from one another.



Courtesy of Dr. Tischler

Schiller said. "It should train student leaders to fulfill expectations of what a Horace Mann leader should be and what it means to be the head of any student organization at HM," he said.

Students and faculty met from 11:30 AM to 3:00 PM each day, participating in workshops created by Tischler, Schiller, Head of School Dr. Tom Kelly and other faculty members. Each session allowed students to learn about their responsibilities as a leader and the "leadership's relationship to the core Values," Tischler said.

Each day, students participated in small

group activities and discussions that would help in training them to effectively lead, said Ambika Acharya (12). One activity was a "fun exercise with Dr. Tischler where we had to give her extremely specific directions to make a jelly and cream cheese sandwich, which helped us with direction and specificity," Rachel Buissereth (11) said.

Director of Diversity Initiatives, Patricia Zuroski and Diversity Associate, Markell Parker, led one workshop focusing on meeting facilitation. Zuroski and Parker discussed the benefits of good decision-making and discussed

their concerns with the little time given to the club periods.

"A clearly articulated plan and process for the meeting can help to support everyone to be an active participant and provide some structure for discussion and decision making," Zuroski said. "We hope we gave them a new way to think about their role as facilitators of discussions and decision-making," she said.

"The program really helped many students learn skills and techniques necessary for leading a large array of events and meetings in the future," Tyler Bleuel (9) said. "It also informed students about available resources for assistance and the go-to faculty," Bleuel said. Although Bleuel is not the president of any UD clubs, he has been captain and president of some MD teams and clubs and participated in some MD and UD clubs last year and thought that attending the program would allow him to effectively lead in the future, he said.

From the positive feedback that Tischler received from faculty and students, she hopes to offer more leadership training and extend the training to other students beyond the Upper Division at Horace Mann School.

"Horace Mann's student leaders were really acknowledged for being student leaders and were brought together on the grounds that they are students leaders," Colin Mark (11) said. "To work with other leaders in the community was the most rewarding part of the experience," he said.



Rachel Essner/Photography Editor

In 2002, trees were planted in memory of 9/11 on Clark Field.

Hip Trips and Internships: Students Seize Summer

CHLOE TSANG &
MELISSA RODMAN FRIEDMAN
Staff Writers

Is there such a thing as too much summer vacation?

When students sprinted out of the Old Gym after finals last June, all thoughts of homework, projects, and tests flew out the window - but leave it to HMers to ditch typical, lazy summer days by the pool for an array of fast-paced internships, culturally diverse study programs, and for some like James Ruben (12), unique adventures abroad.

Ruben was ready for a change after seven years of camp, and wanted to travel, he said. He knew that volunteering at the Maru-a-Pula school, whose principal is former MD history teacher Andy Taylor, was the perfect place for him, after having organized donation drives for the school with the Tennis team.

"I had never done something that wasn't with an organized program, so being able to carve my own path and have greater independence was important to me and pushed me towards the school," Ruben said.

At the school, Ruben was responsible for teaching some of the 87 7th-12th grade students computer literacy, math, and tennis; he lived with the students in the boys' boarding house.

"The entire community at the school was incredibly welcoming and everybody that you pass says hello," which makes for an unmatched convivial atmosphere, Ruben said.

This "open friendliness" is an aspect of his trip that Ruben hopes to bring back to enhance the HM community, he said. As a co-president of the Middle School Mentoring Program, Ruben is eager to share the teaching skills and hospitable decorum of the students and faculty in Botswana with the other mentors, he said.

Even without western luxuries, resources, and educational funding, the students at Maru-a-Pula see themselves as "the next citizens of the world," Ruben said. The drive they have makes him want to push "for education projects that will help build families and futures."

"Five of the best weeks of my life were spent at the school," Ruben said. "My time there was both refreshing and challenging; the friends I made and the experiences I had - I will never forget."

Only a few days before, Director of Curriculum and Professional Development and history teacher Dr. Barbara Tischler, along with Director of Dorr Glenn Sherratt, journeyed to South Africa with a group of about one hundred school leaders to participate in a nine-day Global Connections program and visited various schools including the

Maru-a-Pula school and the Oprah Winfrey Leadership Academy for Girls.

Hailing from all over the world, the educators came together to develop leadership strategies, broaden education efforts, and study the successes and strengths of a new South Africa, Tischler said. In addition to visiting schools, soup kitchens, and the Constitutional Court, the group also enjoyed being on safari, learning about elephants and other wildlife on a game preserve.

"One of the most impressive aspects of our trip was the optimism of all the young people we met," Tischler said. "They are energized about their mission to be the new generation of leaders in South Africa." This "infectious enthusiasm" is a spirit Tischler will try to replicate in her classes this year, she said. Additionally, Tischler's deeper "understanding of South Africa will help with my teaching" of geography and politics, she said.

Emma Maltby (10), who went on a month-long community service trip with Global Works, spent her summer with a family in a 200-person village in Fiji, she said. While building a gathering hall and greenhouse, managing a community-wide trash pick-up, teaching at a local school, and participating in family chores accounted for full and strenuous days, Maltby "really did gain a whole new perspective and outlook on life" by the end of the program, she said.

"Every night at seven, I prayed with the family. The last day in the village was a special 'family day' where we all went swimming in the waterfall," Maltby said. "It was so much fun and it was one of the times I really got to know my family and I really became close with my siblings," she said.

On the last night of her trip, Maltby attended the village's all night dance party and stayed up dancing and drinking kava, a Fijian drink, she said.

"When we said goodbye we lined up and every single person in the village said goodbye to each and every one of us and kissed us," Maltby said. Even for families that didn't host kids, "it was a truly special moment," she

said.

Maltby regrets "not getting to know my family earlier on in the trip," she said. "I wish I had skipped the awkward beginning and just gotten to know them right away because every single person in my family was truly a great human being," she said. Her host Nao, which means mother in Fijian, "was the sweetest woman I have ever met," she said. "Knowing your family and neighbors were values emphasized during my trip that really made an impact on me."

Traveling to a foreign country is not necessarily the only prerequisite for having a productive summer. Some students gained "valuable and real world experience" in work environments, said Mathieu Rolfo (12), who interned at the Anita Saltz Institute for Anxiety and Mood Disorders. Rolfo spent

eight weeks in the summer interning and surrounding himself with working people in facilities such as the NYU Child Studies Center, he said. Acting as a research assistant to Medical Director Dr. Vilma Gabbay, Rolfo began his days by organizing patient files, collecting grant applications, and updating the center's digital database, he said.

"Dr. Gabbay is a psychiatrist as well as a researcher and would see adolescents," Rolfo said. "I would work on their files to update their information on the database in addition to spending a lot of time working on papers and grant applications."

Rolfo, who is interested in psychology and neuroscience, then began conducting scientific research in the lab for his paper on suicide risks and predictors of suicidal behavior in depressed adolescents, he said.

In working on his paper, Rolfo went through patient files at the center, studied factors such as "age, sex, ethnicity, and severity of depression," and also met with a biostatistician to find the best ways to analyze his data, he said.

Rolfo said that doing research for school papers helped him to write his current research paper at NYU and taught him that scientific work is an "interdisciplinary process."

"You have to be able to write cogently and understand and apply math in addition to understanding the science of what you're doing to conduct research," he said. "It'll make science class this year a little more interesting than it would have been otherwise." To continue his summer's efforts throughout the school year, Rolfo said he and Physics teacher Dr. Jeffrey Weitz will compile supplementary research, which will culminate in the formal publishing of Rolfo's paper.



Courtesy of James Ruben

Above, James Ruben(12) eats breakfast with students at the Maru-a-Pula School. Right, Dr. Barbara Tischler poses with her student tour guide at the Oprah Winfrey Leadership Academy for Girls. Bottom Left, Emma Maltby(10) works in a Fiji village. Bottom right, Mathieu Rolfo(12) analyzes data for his research paper on depressed adolescents.



Courtesy of Dr. Barbara Tischler



Courtesy of Emma Maltby



Courtesy of Mathieu Rolfo

Please welcome...

english



vernon wilson

Vernon Wilson, a former teacher at the Manhattan based non-profit organization Prep for Prep, will be joining the UD English department teaching 9th and 11th grade this year. Using the knowledge and the experiences he gained from working at Prep for Prep, Vernon hopes to "cultivate abiding interests" and help HM students form various opinions on the texts they will read this year. "I am anticipating enriching exchanges of ideas that are certain to transpire at a place like Horace Mann," he said. While studying at Columbia, "three of my good friends and I spent our free time free-styling for the college radio station," he said. "The funny thing is that now the three of us are currently English teachers in NYC independent schools." This year, Wilson hopes to share his passion for literature with his students and discuss ideas that "we might possibly disagree over!"

foreign language



julie jamieson

After spending five years travelling around Europe and teaching at the International School of Brussels, Julie Jamieson has joined the Upper Division Foreign Language Department to teach Spanish I, II and III. Having "moved from the United States, to Spain, to Belgium, and then back home, I am proud to report that my experiences have made my dog trilingual," she said.

Jamieson wishes to bring fun into teaching Spanish and has a theory that, "people who speak more than one language have 50% more fun than their monolingual counterparts," she said. Through a joyous learning process, "I also hope to teach my students to become proficient Spanish speakers," she said. Her favorite part about being back in the United States is that she can look forward to seeing "a few good American football games, finally!"

Features

math



meghan fergusson

Music lover and guitar player Meghan Fergusson will be teaching Algebra II & Trigonometry and Algebra I this year. Also a biker, Fergusson rode 192 miles in two days in a bike-a-thon for cancer this past summer.

Fergusson said she wants to bond with all her students saying, "I would like to build a strong foundation for each student...while cultivating an aptitude for abstraction." She wants her students to be able to "apply the concepts covered to any situation and recognize those ideas in various manifestation." Fergusson earned her masters degree in mathematics at NYU and briefly worked in investment, until she realized she preferred teaching math, she said.



chance nalley

A dedicated outdoor enthusiast with a passion for teaching field study, Chance Nalley, will be joining the UD Mathematics Department teaching Geometry and Algebra II with Trigonometry.

Before coming to HM, Nalley worked for the NYCDOE at the Manhattan Middle School for Scientific Inquiry, Columbia Secondary School for Math, Science and Engineering, and The David A. Stein Riverdale/Kingsbridge Academy. Nalley says his goal is "to share an appreciation of an application for mathematics while preparing students for their education and career objectives."

Nalley says he has "an understated infatuation with Cookie Monster."



atsuko matsuyama

A former teacher at the Oregon Episcopal School in Portland, Oregon, Atsuko Matsuyama has moved across the country and will join the Upper Division Foreign Language Department to teach Japanese III and Japanese III Honors this year.

Matsuyama is also a Classical music singer. "I studied voice, so I have trained vocal chords for Classical music," she said.

In addition to teaching language and culture in her classes, Matsuyama will incorporate her "love for the language by being who I am in class." By being herself, she hopes that her love for the language will translate through to the students because the Japanese language, unlike the English language, can "translate care, modesty and humbleness in one word," she said. Through this manner of teaching, she believes that students will be touched and understand Japanese on an emotional level, she said.

science



rachel mohammed

Dr. Rachel Mohammed, a former teacher at the Yeshiva University High School for Boys, will be joining the Upper Division Science Department to teach Chemistry and AP Chemistry this year. Mohammed is eager to become "a part of the diverse Horace Mann community," she said. Throughout her life and teaching career Mohammed has been exposed to a number of different cultures: "I was raised Catholic, and I have frequently taken part in Hindu and Muslim traditions."

Teaching at a non-denominational school is a new chapter for Mohammed as "Horace Mann is the first non-Jewish High School where I will hold a teaching position," she said.

Mohammed says she hopes that her "students will feel that Chemistry is not as difficult as they thought it would be. I hope to teach them about not only how the world around them works, but how we can use this knowledge to make our world a better and safer place."

...our new faculty!



canh oxelson

Canh Oxelson, an All-American swimmer in high school, an NCAA champion in college, and a contender for the U.S. Olympic Trials in swimming, will be the new Director of College Counseling.

Before coming to HM, Oxelson was the department chair for Deans and College Counselors at the Harvard-Westlake School in Los Angeles and worked in undergraduate admission at the University of Pennsylvania prior to that.

Oxelson's main goal is to help "students and their families better understand and navigate the college search and application processes," he said.

He wants students to know "that doing well in the college search process means knowing as much as they can about themselves and the colleges which are good fits for their needs and talents."

college

Articles by Diana Li, Colin Mark, and Samantha Sheldon.
Photos by Kim Sarnoff.



matthew wallenfang

Former Barnard professor Dr. Matthew Wallenfang will be teaching three sections of 9th grade biology and one section of AP Biology this year. At Barnard, Wallenfang taught cell biology and researched the affects of aging on stem cell function in fruit flies.

Wallenfang enjoys running around his neighborhood, playing X-Box and is currently reading *The Age of Innocence* and *The Hunger Games*. A videogame enthusiast, Wallenfang has been mastering "Rock Band," hoping to improve his guitar and vocal skills while he awaits the release of "Gears of War 3." He also enjoys knitting, and has been focusing on finishing a scarf he's been working on for two years now.

In the classroom he "hopes to convey that learning biology isn't just about learning a list of facts in a textbook, but that biology is a dynamic science in which we're discovering more every day."



jason caldwell

Jason Caldwell '97 will be returning to the community this year as the Director of Admissions for the Nursery through 12th grade. Caldwell was previously the Assistant Director of Admissions and Coordinator of Diversity Programs at HM. He then went on to become the Director of Middle and Upper School Admissions at the Packer Collegiate Institute in Brooklyn Heights. Caldwell is a "huge fan" of politics and also an avid X-Men comic book collector.

Caldwell is thrilled to bring new students into every division of the school saying, "I am looking to bring in a community of active and engaged learners." Even though Caldwell will not be teaching any courses, he still hopes to educate students. "I hope to teach the students that are members of the Student Ambassador Program how to represent their academic community."

admissions



sarah bench

Psychologist Dr. Sarah Bench will be counseling students, using her experience with learning-disabilities, teaching HMO and Quest, and providing "a safe space... space for students who want to talk about anything on their minds," she said.

Bench worked previously at The Mary McDowell Friends School, a school for students with learning disabilities. She will also be involved with stress management, teaching students and faculty about meditation and yoga, she said. Her personal favorite relaxation activity is knitting, she said.

guidance

Out of the Classroom, Into the... Classroom?

MELISSA RODMAN FRIEDMAN
Staff Writer

Learning a traditional art form in an authentic setting, building international relationships for an iconic French museum, and dazzling television viewers with spectacular magic tricks were among some of the activities pursued by HM students this summer.

Traveling across the Atlantic for a one-month stay in Paris, Edgar Legaspi (12) was able to explore his interests in art history and cultural studies by working in the International Relations department in the Centre Pompidou, a well-known contemporary art museum.

Legaspi was responsible for research and communication work that aimed to "create a liaison between France's museums and the emerging arts in Latin America," the region of his heritage, he said.

He was given the opportunity to tour the Centre to the Vice President of the Shanghai Cultural Development Foundation, an organization that strives to "raise funds for cultural development, grant public culture, promote cultural innovation, foster cultural talents and facilitate culture exchanges, so as to prosper cultural undertaking in Shanghai," their website said. Their organization brought photographers, and the event was featured in a local newspaper.

Having a passion for the art world, Legaspi said that his summer experience offered "valuable connections that might point me towards future career possibilities."

For Lia Ehrlich (12), who spent four weeks in Sikkim, a state in Northeast India, with the Where There Be Dragons organization, the summer allowed for a unique exchange of cultures, as she explored the traditional practices and customs of northeast Indian families, she said.

"I didn't just watch things from the outside like a regular American tourist; I was doing the same chores and going to the same places as the families we stayed with," she said.

Ehrlich also organized an independent project in which she studied Thangka painting, an authentic Tibetan Buddhist art form, she said. As a third-year art history student, "I thought it would be interesting to learn about the symbolism and specific painting techniques that were used."

Stamped passports and plane tickets to far-off countries are not the only markings of students' academic, intellectual summer plans though. With both a radio show internship and a coveted spot in a prestigious acting program, Katie Birenboim (12) completely immersed herself

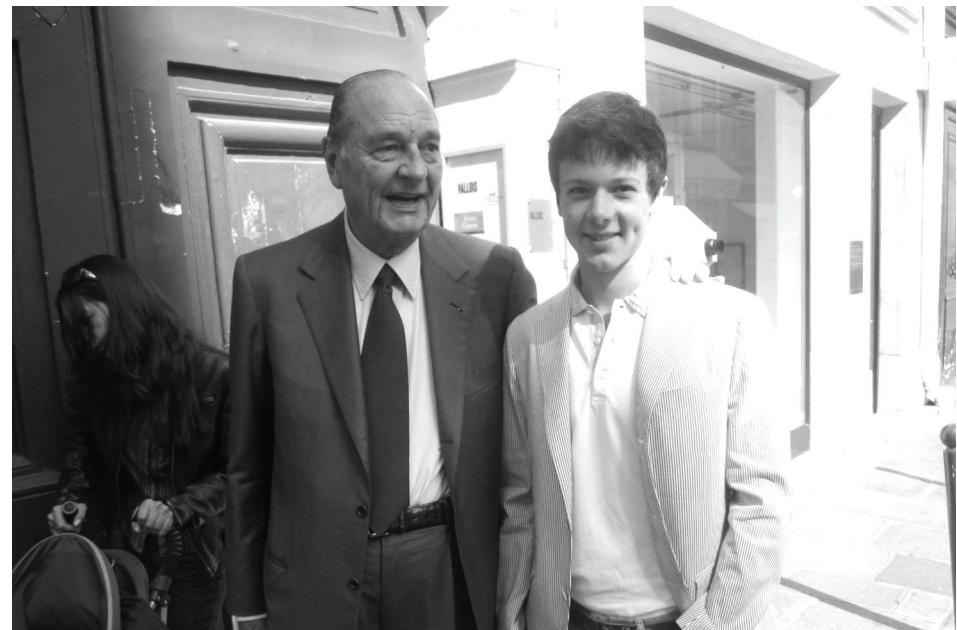


Courtesy of Lia Ehrlich
ABOVE: Lia Ehrlich (12) produces a Thangka painting as part of her independent study project in India. RIGHT: Edgar Legaspi (12) gives Vice President of the Shanghai Cultural Development Foundation a tour of Centre Pompidou.

in musical theatre and culture this summer without having to leave the United States.

By serving as an intern for NPR's show Studio 360, Birenboim was "able to be involved in culture and theatre without performing," which allowed her to focus on her interests in writing and journalism with a slant towards music and art, she said. Birenboim spent another portion of her summer following her passion for the performing arts, and, therefore, the "two different aspects were really interesting to have," she said.

After sending in an audition tape to the pre-



Courtesy of Edgar Legaspi
true sorting hat experience, he said.

The stage magicians studied the art of creating grand illusions for crowds of people, Posner, who participated in the most advanced level of the stage course, said. "We talked about crafting a successful presentation, why the lighting matters, where you should be looking, and how you should deal with certain scenarios," he said.

"You start building the show up to a final climax; there needs to be emotional highs and lows so that the presentation is gripping, enthralling, and enjoyable."

Additionally, attendees of Magic Camp were filmed for a broadcast television segment, which was a major highlight of Posner's summer, he said. "As magicians, we all came in with the age-old rule that you never share your tricks, but everyone was able to unite around this medium and learn from one another," he said. "Magic touches on a lot of skills that have universal application and truly transcends demographic divides."

One goal for Birenboim's summer was to solidify her interest in acting in the hopes of deciding whether a career in the field was something that she would benefit from in the future. "Being at Michigan with other actors made me think about how much I really do love theatre – but I love everything else, too," she said. "Academics have always been important for me, but I still want to leave the door open for performing."

Luckily, like for Birenboim, we have time to follow where our passions will lead us – after all, who knows what we will learn to love this year.

I didn't just watch things from the outside like a regular American tourist; I was doing the same chores and going to the same places as the families we stayed with.

professional performing arts program at the University of Michigan, Birenboim was selected along with other rising seniors to engage in intensive dance, vocal, and acting seminars and attended master classes led by actors and composers, some of who were alumni of the program, Birenboim said. Casting agents and the Chair of Michigan's Musical Theatre Department also worked with the students individually and gave "brilliant critiques," which were invaluable to the up-and-coming performers, she added.

"One of the most helpful exercises was with songs. Before we started working, we wrote out the lyrics on a separate sheet of paper,"

With everyone scrambling to the movie theatres to see the last installment of Harry Potter, this summer has been flooded with wizardry from the get-go. But for a talented group of young magicians, Alex Posner (11) included, a professional one-week Magic Camp at Bryn Mawr College in Philadelphia enabled them to take magic into their own muggle hands.

Having participated in the camp last summer, Posner said that he was eager to return and pick up some new tricks and techniques. After the preliminary auditions, participants were placed into stage magic classes based on skill levels, a



Courtesy of Andrew Demas
Glee Club performs for Vatican audience during mass.

Glorchestra Takes Italia

ASHER BAUMRIN
Staff Writer

This past June, 50 members of Glee Club and Orchestra travelled to Florence, Sienna, Rome, and Tivoli together, where they performed five concerts.

"We only meet every other day during the school year, so musically the trip was very satisfying because we're spending seven or nine days together making music," Music Department Chair, Mr. Lewis said. "It was like a sacred music time" Glee Club Director, Mr. Ho added.

Many of the concerts were performed in churches where the "spaces are just infinitely better" than those at Horace Mann, Glee Club member, Sam Bauman (12) said. "The best space we sang was not a church at all but rather an old villa-turned-museum. In general, the spaces we sang in had amazing sound quality."

After the groups left Florence, they stayed in Rome where Glee Club sang Mendelssohn's "Lift Thine Eyes" and Moses Hogan's "We Shall Walk Down the Valley in Peace" during mass at a

Vatican church. They have visiting choirs all the time, so the question was getting in on the rotation, Lewis said. "Once we knew we wanted to go, the travel company we were using submitted our material." "It was pretty surreal to be singing in that amazing space" Glee Club Treasurer and Chamber Choir member Noah Margulis (11) said.

"The nice thing about this trip was that we had really enthusiastic audiences everywhere we went," Lewis said. "We could really tell that the people there were sincerely appreciative of what we were performing."

During their free time, students went to visit the Spanish Steps, Uffizi Gallery, The Vatican Museum, and Michelangelo's "David." "There was some shopping, but most of our

time was spent exploring the cities," Orchestra and String Sinfonietta member Roya Moussapour (11) said.

The trip was also an opportunity to strengthen bonds between the members of both music groups. "People on the trip, regardless of friend group, came back with a sense of camaraderie, social responsibility, and interconnectedness," Ho said.

"Glee Club and Orchestra are communities," Katie Cacouris '10 said. "It was the perfect way to end my experience at Horace Mann."

String Sinfonietta Steals 2nd

TEO ARMUS-LASKI
Staff Writer

The String Sinfonietta, a small group of the school's best violinists, cellists and violists, topped high school orchestral groups throughout the nation to take second place in a nationwide contest.

This competition was part of an annual series hosted by the American Prize, a nonprofit organization dedicated to recognizing musical talent of all levels and styles from around the country. As a reward for placing in the competition, the nonprofit sent press releases to local media outlets of the group's choice.

Music Department Chair and Sinfonietta Conductor Darin Lewis submitted a recording of the ensemble's rendition of Arensky's Variation on a Theme by Tchaikovsky, from an in-school concert last December, as part of the group's application.

Apart from meeting the contest's specific time and style requirements, the work's difficulty is what compelled Lewis to choose it, he said.

Despite "trouble with the technical demands of the piece" in earlier stages of rehearsal, "we eventually were able to pull it together," violinist and Orchestra President Jacob Bass (12) said.

"I am very proud of the group," Lewis said. "They should be happy with the work they did – now we just have to win first!"

With only 12 members, the Sinfonietta's "size allows us to play a more diverse and challenging repertoire," violinist Roya Moussapour (11) said.

In recent years, the ensemble has performed at events around New York City, among them a concert for visiting European musicians and a youth music festival at Wave Hill, group members said.

"You don't realize how great you are until something like this happens without your knowing," Moussapour, who was new to the Sinfonietta and placed – in the American Prize competition, said. "When we can get recognized like this, it's just really rewarding."

Long Live McQueen

RACHEL SCHEINFELD Contributing Writer The runways halted on February 11th, 2010 as the fashion world mourned the loss of esteemed designer Lee Alexander McQueen. Although his pieces are dark and intense, each one carries an elegance and beauty that not many other fashion designers have the ability to capture.

While many grieved his death, McQueen's life was one to be celebrated. There is no better way to commemorate the life of this genius than through an elaborate exhibition at one of the world's top museums and Costume Institute's: The Metropolitan Museum of Art. From its opening on May 4th until it's extended end time of August 7th, "Alexander McQueen: Savage Beauty" has become the eighth most visited show in the Met's history with 661,509 visitors, according to its website. The number itself (and the lines wrapping around the 2nd floor of the museum for months) show McQueen's influence on the world beyond Fashion Design.

Although the rooms made me feel claustrophobic due to the amount of people packed in at once, this show was worth every second of waiting time. The exhibition was split into six different themes, each with its own room.

It began with "The Romantic Mind. Beside the displays of the garments were small quotes by McQueen and his close friends. In one, McQueen remarked, "You've got to know the rules to break them. That's what I'm here for, to demolish the rules but to keep the tradition."



Alexander McQueen dresses featured in Savage Beauty Exhibit.

Metropolitan Museum of Art

While he certainly broke the rules, his exquisite tailoring of pieces such as the "Jack the Ripper Stalks his Victims" coat and the "Dante" coat reveal that he had the ability to completely understand and construct perfect garments, allowing his deconstructive process to set the tone for future collections. On the audio guide, Sarah Burton, the new head designer for the house of McQueen, explained that sometimes the staff would watch him in awe as he would fearlessly cut right into a garment on a dress form and create something new right in front

of their eyes.

Next, visitors entered the "Romantic Gothic" and "Cabinet of Curiosities." This room framed McQueen's brilliance beyond the fabric. The walls were lined with cabinets filled with metal corsets, enormous headpieces, and out-of-this-world creations. Everything McQueen produced was directly inspired by the world that surrounded him.

Other highlights from the exhibition included extravagant accessories, an abstract hologram of Kate Moss from one of McQueen's shows, and a

dress that was spray painted by robots, all part of his "Romantic Nationalism" collection. These pieces called back to his roots and brought out a Scottish flair with bold plaids and graceful designs.

Whether it was a dress completely constructed of flowers, futuristic heels towering over one foot high, or a decked out football helmet used in a human game of chess, this exhibit captured the beauty and talent of Alexander McQueen. Not only did it celebrate his accomplishments, but the show, through the organization of curator Andrew Bolton, demonstrated the painful process and hard times that McQueen went through in order to become the legend that we all now know him to be.

Some may question why this show was such a big deal or why people should care about McQueen at all. Of course the fact that Sarah Burton designed Duchess Kate Middleton's wedding gown under McQueen's name added to the awareness of the show, but it was much more than that. People have come to realize that there is a true mystery and magic behind his creations and having this once in a lifetime opportunity to view his archives was not something to miss.

Lee Alexander McQueen is the epitome of someone who was extremely dedicated to what he loved and worked extremely hard to succeed. As the exhibition clearly displayed, he was a designer that could do anything and has transformed many people (that's 661,509 people) into fashion lovers. But what McQueen created was not just fashion; it was art.

Ready, Set, FNO!

VIVIEN IKWUAZOM
Staff Writer

For the third year in a row, New York City welcomes the biggest international fashion party of the year, Fashions Night Out (FNO). Tonight's FNO 2011 is expected to be bigger and better than ever. NYC residents will once again swarm the city streets from 6 to 11 pm, eager not only for discounted designer clothing but also the opportunity to hang out with friends while communing with internationally known fashion icons, designers, and bloggers such as Philip Lim, Ralph Lauren and Diane Von Furstenberg.

Fashions Night Out was an original idea sparked from the mind of Vogue Editor-in-Chief, Anna Wintour, held during the recession in September of 2009, a partnership between Vogue Magazine, the council of Fashion Designers of America, NYC and Company and the City of New York. Due to the economic turmoil, the creators thought that this event would not only help honor and celebrate fashion, but also help raise fashion to a more cultural level. "It's really fun to be in a store or at an event where everyone appreciates fashion as much as you do," third year attendee Julia Hirschberg (11) said.

Wintour also wanted to devote one night a year to raise money for a charitable cause, co-editor in chief of the FAD magazine, Rachel Scheinfeld (12) said. During the event, "different stores and companies host different events which can include shopping deals, fashion shows, exhibitions, celebrity and designer appearances, and food," Noah Margulis (11) said. Stores will be staying open past their usual hours and offer special endorsements and events that the shoppers could engage in. Some stores and designers donate some of the proceeds from their sales. Last year, Hirschberg met Deborah Lippman, a celebrity manicurist who "donated all her proceeds from her nail polish sales," she said. Tonight,



Fashionsnightout.com

Barney's plans to donate ten percent of proceeds from the Madison Avenue store to the National September 11 Memorial and Museum. Eileen Fisher, partnered with Women Thrive this year, a program designed to adjust the U.S. policy to help women suffering from poverty in developing countries. The stores plan to donate three percent of the total proceeds from their sales to the program.

Over the past three years, FNO has become a global event and is now an event held annually both in the U.S. and abroad in countries such as Australia and Italy. It's the "kickoff to New York Fashion Week," giving shoppers a sneak peak at various fall trends, Scheinfeld said. "Teen Vogue always holds a block party off of Bleecker Street, and this year they are teaming up with Vans and Essie for the event."

The block party is not the only tradition that FNO will be bringing back this year; back by popular demand, the FNO merchandise collection, stocked with FNO designed T-shirts, long sleeves shirts, tote bags and hats will be available for retail at La Brea, 7 For All Mankind, Aldo's, Alice Blue, and American Eagle Outfitters, just to name a few. Forty percent of the proceeds from the FNO collection will be donated to the NYC AIDS Fund in the New York City Community Trust.

FNO's being on the first school night of the year will not stop students from attending the biggest fashion event of the year. Last year marked Scheinfeld's second year at the fashion event. Although she

"definitely covered a lot of FNO territory last year," with her friends, she is not planning on doing as much as she did last year, but rather plans on going because FNO is "a great opportunity for a lot of people that cannot be passed up," she said. Maia Landesberg (10) plans on attending again this year with her friends to "hang out and see what the hype is all about," she said.

After a night of shopping at Bergdorf Goodman and Barney's, Jessica Heller (10) is looking forward to stopping by The Ace Hotel for the vintage French Flea Market and to meet American fashion stylist Rachel Zoe. Shakea Alston (11) plans on using tonight as a way to "blow off some steam before the school year starts." She is most excited for the "Barbie Loves FNO" bus which will be making stops throughout the city and hold a scavenger hunt throughout the city's grounds, she said.

Several residents can barely wait to hit the streets and the stores for tonight's fashion frenzy. "FNO is the perfect way to expose people to the dedication and creativity of the fashion world, bringing the city of New York together via fashion after dark," second year attendee Claudia Lichtenberg (12) said.

Foreign Tunes Top US Charts

CATHERINE LEE
Staff Writer

Pop singers from the United States have always been at the top of the music charts, but this summer, with new talents rising from abroad, the musicians of the U.S. no longer stand at the peak of the pyramid alone. International singers have always had recognition, but during the summer months, they were able to shine especially brightly.

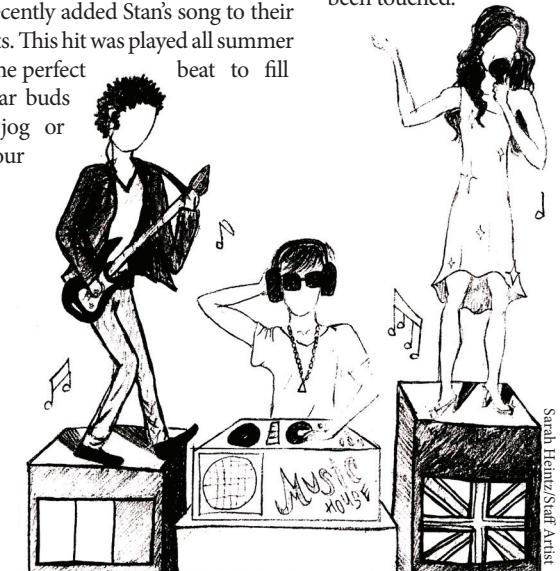
Edward Marian Ilie, better known as Edward Maya, released an upbeat song, Stereo Love, in 2009. It did not take long for this hit to become a sensation in several nations including the U.S. - the song placed in the top twenty for the Billboard Digital Songs and Billboard Hot 100 Singles in early 2011. Although it took almost two years for the song to be fully recognized in the states, Stereo Love was only the start of Romanian music's popularity.

In 2010, Romanian singer Alexandra Stan released her first official single, Mr. Saxobeat, which reached the top spot on the Romanian Airplay Chart and Romanian Top 100 shortly after its release. The song then continued to spread internationally and receive acclaim from numerous countries, peaking at number one in several European and American charts, just like Maya's hit. Music stations, at least in the New York metropolitan area, have only recently added Stan's song to their playlists. This hit was played all summer long; the perfect beat to fill your ear buds on a jog or on your

lounge chair poolside.

House music seems to be spreading as rapidly as viruses; driving down the highway, you can be certain to hear several cars blasting these addictive beats. Lyrics neither have to make sense nor be meaningful for listeners to enjoy. In fact, there are only about 40 different words in Mr. Saxobeat, but Stan still managed to get over twenty-five million views on YouTube alone.

Type the letter A into your browser and half of the results will give you the British sensational singer Adele. This talented artist released her breakthrough song in the fall of 2007; a successful career in the music industry was imminent even then, as Adele was named the Number One Predicted Breakthrough Act of 2008 in a BBC poll of music critics. On top of dominating countless charts in the UK, this gifted musician maximized her career in late 2008 with an all-kill viewing rate on Saturday Night Live and then went on to win awards for 'Best New Artist' and 'Best Female Pop Vocal Performance' the following year at the Grammys. Her single Rolling in the Deep reached number one in eight different countries, selling nearly five million copies in the United States alone by late August of 2011. Whether rocking out to Romanian house music or humming along to Adele's soulful album these past few months, you've been touched.



Sarah Heinz/Staff Artist

Welcome to the Middle Division



Rachel Essner/Photography Editor

Dear Middle Division Students,
Welcome to the 2011-2012 school year. I am excited to welcome new students in all three grades as well as six new faculty and staff members.

This will be a good year in the Middle School. Over the summer the Maintenance Department and outside contractors revamped the HVAC systems in every Rose Hall classroom. Everything has been painted, the sixth grade floor got new desks, and many rooms got new Smart Boards. Rose Hall looks like a brand new building.

We are also starting a new program for student leadership called HM Lead. Students may apply for a position on one of several committees that will form a larger leadership

group. This year we will focus on service learning, peer mentoring student activities and student concerns. We have adjusted our morning schedule a bit to make it possible for these committees to regularly meet, and we will provide some leadership training in October.

Our core value emphasis for this year is Mutual Respect. We will look at how we treat each other in our daily interactions as well as enjoy some special assemblies that reflect our diversity.

We'll continue to have clubs during lunch periods. We know we'll have Science Club, Reader's Forum, HM Mock Newbery and Reflections and hope you will start some new clubs related to activities that interest you. And within a week auditions will start for the MD musical, "Once Upon a Mattress." Please consider trying out for the show!

Some of you may get to experience ipads in your classroom during one trimester. Your teachers will be thinking about and planning for how to incorporate this technology into our program and your experiences and ideas will be very helpful.

Again, welcome to a new year in the Middle Division.

Sincerely,

Mrs. Ingram



Rachel Essner/Photography Editor

Middle Division Theme: Mutual Respect

CHLOE TSANG

Staff Writer

Five phrases are displayed on the walls of the walkway between the cafeteria and Rose Hall: "Balancing Individual Achievement with a Caring Community," "Safe and Secure Environment," "Life of the Mind," "Mature Behavior," and finally, "Mutual Respect." These are the school's core values.

This year, the theme of the Middle Division will be Mutual Respect, and students will be participating in activities based around this theme, Middle Division Head Robin Ingram said.

According to Ms. Ingram, the Middle Division will kick off the Mutual Respect promotion by hosting the Nametags education program featuring Chris Waddell, Executive Director of

the One Revolution Program, in late September. The Nametags education program is designed to "challenge students to think about the assumptions" made about labels, according to Waddell's website.

In December, psychologist and actor Michael Fowlin will lead an assembly on reaching out to others.

Fowlin will be posing as various characters such as a man with cerebral palsy and a hyperactive girl. Adopting such characters allows him to "talk about how it feels to be treated differently by others. Students who attended the conference last year felt that it was a really important message for the MD to hear."

According to his website, Fowlin's mission is to "create an atmosphere of worldwide inclusion, not just tolerance, towards all people."

Middle Division Welcomes New Faculty

susan fanelli

Susan Fanelli, the new learning specialist for the MD, has always enjoyed educating and working with children. Before coming to Horace Mann, she worked as a learning specialist at the Tuckahoe public schools in Westchester. She chose to be a learning specialist because her son had "severe learning disabilities," and she wanted to have a job "that would help other kids like him."

Later, Fanelli decided she wanted to become a classroom teacher, and applied for a job at Riverdale Country Day School, where she taught 5th grade. After twelve years, Fanelli went back to working with children with special learning needs and decided that she wanted to "go back to working as a full time learning specialist."



learning specialist

kathy constan

Kathy Constan will join the Middle Division History Department this year as an 8th grade history teacher. She will be teaching two sections of 8th graders and will work part-time in the mornings.

"My first career was as a lawyer but I like this so much more!" She graduated with a Masters in Education from Teachers College Columbia University, practiced law, and earned her bachelor's degree from Brown University. She then taught 9th grade Global History and 12th grade Business Law for two years at Ardsley High School in Westchester NY.

history



meridith mcglynn

Meridith McGlynn is a new sixth grade science teacher at Horace Mann. She formerly worked as a lacrosse coach and seventh grade earth science teacher in Miami, Florida.

Her love for science sparked when she was in middle school herself; after that McGlynn knew that she wanted to pursue a career dealing with science. Having majored in science in college, McGlynn decided to teach science because of her love for kids and science. "I want to share my excitement for science and learning about the world with my students. A lot of students are usually afraid of science or they were never interested in what they were learning; my goal is to get as many students as possible excited about science."



science

amanda briggs

Now a sixth grade English teacher at Horace Mann School, Amanda Briggs worked as a financial journalist in New York, and a writer for Thompson Media.

"It's really important to me that all the students in my class grow academically and as writers over the course of the year, and that they find out something about themselves, either through a book they read, a comment that one of their classmates make during class, or through a piece of writing that they work on."

During the interview process, she instantly knew that Horace Mann was the school she wanted to work with. The friendly atmosphere, the intelligent and engaged students, and the welcoming staff and faculty, were all qualities that attracted her to the school. "When I come to work I'm talking to people not just sitting behind a computer, my job now really has an impact, I enjoy forming relationships with people."

english



john mcnally

John McNally will be joining the Middle Division History Department as a 6th and 7th grade history teacher. He taught history for three years at the Harlem Children's Zone Promise Academy High School.

He attended the United States Military Academy at West Point where he received his B.A. in Political Science. Before he was a teacher, he was a Captain in the US Army and flew UH-60L Blackhawk helicopters. He enjoys travelling with his family, "hopelessly" following the NY Mets, reading about New York, and watching independent films. He looks forward to "working with Horace Mann students and teaching about something I love, New York City."



history

guidance

claudia gomez

Claudia Gomez is the new administrative assistant in the MD guidance office. Before working in counseling, Gomez worked as a financial analyst.

She plays squash during her spare time and loves to travel. Because she has a family, Gomez wanted a job "that would be more in line with my children, their lives and emotional development." Her love for children and families prompted her to apply for a job in counseling.

Living in Riverdale, she had always wanted to work here, because "Horace Mann is such a great and professional institution. I knew that I would love working at the school," said Gomez.

She looks forward to working with "all the amazing faculty, students and families at Horace Mann."

by Vivien Ikwuazom and Asher Baumrin
Photos by Kim Sarnoff



Amrita Acharya

It's really funny how fast everything goes. It seems like only yesterday I was in kindergarten or learning how to ride my bike, and now I'm going to the 6th grade orientation meeting for my grade, and there is only one week until 6th grade. A new school, new environment, new friends and teachers; everything is new. Two months ago I felt as if I was going to go to school on my first day and know only the kids I saw at the family orientation, but after Dorr I think I might just have a better year.

Last week, I went to the John Dorr Nature Laboratory to meet my homeroom and

three other homerooms. I went to Dorr not knowing anybody, and thinking that nobody would talk to me because I was new. I was worried.

That day I met so many people. Everybody accepted me and talked to me. I felt like I was a part of something. Though I was new everyone treated me like I had been in the Lower Division with them. It was great that I got to spend time with so many of my soon to be classmates.

Dorr was very helpful for me because I felt that it made it easier to get to know some class members and make new friends before we start school. Even though back in April there was an orientation for all the members of next year's 6th grade class, this was more helpful because we were away for a couple of days and got to get to know each other and bond with our homeroom and the other

homerooms there. That's how I feel is the best way to get to know people.

My favorite part of Dorr was the birthday celebration. Though I was away from my family, I still had lots of fun on my birthday. The Dorr staff surprised me with a cake and sang happy birthday to me not just once, but twice! It was very sweet of them to remember my birthday like that, it was definitely one of my favorite birthdays.

We also did a lot of team-building activities, like building a raft. When our homeroom was building ours, we all had different ideas about how to go about doing it, but everybody was pretty calm. We managed to incorporate all the ideas... which didn't turn out so well. Once we put our raft in the water, it just fell apart. It was a total disaster! We all had to sit back on top and everybody kept falling off. It was a fun disaster, though, because then

we all got a nice swim when it was sooo hot outside!

I think that this activity showed us how to work together as a homeroom. It showed that when we have a problem, we should talk with our homeroom and that we can rely on our homeroom for anything. This showed that we can work together to get things done anytime. Though we might disagree on some things, your homeroom is what you want to rely on in a situation.

I really loved the Dorr experience, and I was sad to leave but at the same time happy to have built so many friendships and spend time with fun and kind-hearted people. It was a great way to spend a birthday.



Photos courtesy of Robin Ingram

Students participate in team building activities at the John Dorr Nature Laboratory at Middle School orientation and take a swim in the lake on a hot summer day.



8th grade Honors French Class takes a trip to Versailles.

Courtesy of Philip Deutsch

Letters from Versailles: 8th Grade Trip

PHILIP DEUTSCH
Contributing Writer

On June 9, students from the 8th grade Honors French classes took a trip to Paris. Exhausted, we were the last to get out of New York before a thunderstorm closed down the airports, and after landing, went straight to the Île Saint Louis' venerated ice cream parlor, Berthillion. It is the best known glacier in Paris.

The trip was chaperoned by Jacqueline Friedman, Christina Nichols, and Cat Cooper. They put together an itinerary that kept us very busy, which included many fun and educational activities such as trips

to Versailles, the old Opera, and Giverny, Claude Monet's home. Things were made even more enjoyable by our affable guide, Thierry, who knows Paris 'like the back of his hand' and enjoyed sharing his knowledge with his clients.

We also climbed the Eiffel Tower, as well as l'Arc de Triomphe. They had pastries, hot chocolate, and iconic macarons in the world famous Ladurée, as well as a chance to shop in the Champs Elysées.

In some ways, the trip was exhausting, but it was a great experience for everyone, especially those who hadn't been to Paris before.

MD Science Club Builds Momentum through Student Interest

JESSICA AZERAD
Staff Writer

The Middle Division Science Club, one of the many active MD clubs, competed and won high honors in several competitions last year such as Science Olympiad and the Exploravision contest.

This past year MD students won second and third place in two activities at the Science Olympiad, a competition in which students participate in hands-on activities in many scientific fields. The team brought seven members, including James Savoldelli (8) and Hugh Savoldelli (8) who competed together in Sumo Bots, where they created a robot to try and push the other robot out of the arena, and won second place.

"When we got the final round, everyone was so excited, even the judges were sweating with anticipation," Hugh Savoldelli said.

The club also competed in the Exploravision Contest. Exploravision challenges students to study technology and envision what it might be like in the future. Students also explore what it would take to make their vision a reality. HMR's James Savoldelli, Hugh Savoldelli, Jeffery Weiner (8), James Hayman (8), along with Hill and Fabio Savoldelli created the Subway Smart System, which generates energy from the wind created in the subway and won first place.

Along with participating in competitions,

the Science Club also took a trip to Dorr where they learned and did experiments in swamping and rocketry.

"We study many aspects of science in the club, based solely on what the students are interested in," Faculty Advisor Jodi Hill said. "This past year we have watched old science fiction movies, studied crystals, taken apart a computer, done dissections, and constructed a building out of Popsicle sticks and tested it with shocks to simulate an earthquake. There are also a few students doing independent study, on things such as hermit crabs and plants."

"The club began on student request, and it has been that way for the past two years," Hill said. "The activities of the club are requested and chosen by the students. I think it's a really great opportunity for the students to get excited and learn more about the aspects of science that they are fascinated with."

The club was started two years ago when seven seventh graders asked Hill to head a club for them to explore parts of science that was not covered in the Middle Division science curriculum. Since then the club has grown in popularity; starting with only seven members, it now has 20 students from 6th, 7th, and 8th grades.

"I love the club because it gives you the chance to increase your knowledge of science in a fun way, without any worry of grades or mandatory homework," James Savoldelli said.

Summer Sports: Playing, Training, Working

ANDREW ARNABOLDI
Staff Writer

While most Horace Mann students were relaxing on the beach or hanging out with friends at summer camps, others were spending countless hours in the hot sun perfecting their forehands, dribbling, endurance, and various other aspects of the sports they love.

"It's incredibly important to work hard over the summer," Ian Antonoff (12) said, who trained for 7 weeks at the Johan Kriek Tennis Academy in Florida. "If you don't improve over the summer by working hard, people that you used to be better than will come back and beat you if they have been practicing a lot." Antonoff not only spent 6 or 7 hours a day on the court learning personally from Kriek, who won the Australian Open twice in the 1970's, but Antonoff also lived in the former champion's house with two other students. "He offered his advice about everything from my forehand technique to my mental game," Antonoff said. Antonoff also traveled with Kriek to the Wimbledon Tennis Championships in London over the summer, where he was able to witness some of the world's best tennis players compete up close. "It was really cool to see my favorite athletes play in person," Antonoff said. "It was interesting to see the reactions of the players

after every point, win or lose, and I think I learned from it."

Adam Mansfield (11), Andrew Schwartz (11), and many other members of the football team took time out of everyday during the summer to stay in top shape. "I lifted everyday this summer, which I didn't do last year, and jogged for two miles before I lifted," Mansfield said. With a new coaching staff this season, Mansfield believes that the team is "more committed" this year and the hard training over the offseason could lead to a more successful season. "I think the whole team will be in great shape by our first game," Mansfield said.

Dani Boris (12) spent lots of her summer practicing gymnastics with her coach. Even though there aren't any gymnastics competitions over the summer, Boris spent hours in the gym everyday improving her technique and moves, especially on the bars. "I want to get to the next level so I learned a lot of new skills over the summer," Boris said. The Horace Mann Gymnastics Team's season does not start until the winter, so Boris has to continue training on her own, while playing on the girls' tennis team. "In the fall, I don't get home until 9 PM, so when I do get home I need to focus on work," Boris said. "Time management is really tough but important."

Several members of the Water Polo Team

including Thomas Kim (12), Nic McCombe (11) and Quentin Montgomery (10) attended a water polo camp at the U.S. Naval Academy over the summer. The teachers at the camp were players on Navy's elite water polo team and Navy's head coach directed the camp. "We played with kids from all around the country and I definitely gained a lot of experience and learned a lot of new tactics," McCombe said. The camp lasted for only 5 days, but the players got to play as many games in those 5 days as they could play over the entire season for the HM team, McCombe said.

While the summer provides some athletes with lots of time to practice their sport, it can also be a time when many athletes go through long periods of time without practicing because of vacations, summer camps, and other activities. Without practicing their sports for long periods of time, even the best athletes can fall behind. Simone Aisiks (11) attended the Chris Evert Tennis Academy in June for a week, but then was not able to play for most of July when she was at Oxford studying. "Going a month without improving is not a good thing and it clearly affected my game," Aisiks said. To return to her level of play in June, Aisiks had to train twice as hard in August and address some footwork and timing problems she was having.

Vacations actually inspired some athletes like

Charles Scherr (11) to train even more. Scherr traveled to London, Paris, and Argentina over the summer, and still found away to go running everyday to stay in shape for the Horace Mann Cross Country season. "Running on vacation is really fun because it's a great way to see cities," Scherr said. "There is nothing better than waking up and going for a run to the Eiffel Tower and back." Scherr was able to cut his 5-kilometer time by 30 seconds from last year because of the hard training over the summer.

Jenna Spitzer (12), a three-sport athlete, didn't play sports herself over the summer, but she was involved with sports in a much bigger way. She was part of the Reclaim Childhood program over the summer, which organized sports camps for Iraqi refugee living in Jordan, particularly young girls. "The program seemed really unique to me because the kids were having so much fun and those girls don't usually have the chance to play sports," Spitzer said. Spitzer was in Jordan for a month, and the program set up a new camp each week in a different location. "At the end of the week the girls would be having so much fun and they were asking us to come back next year, which makes me want to help keep the program alive for next year," Spitzer said.

Lions' Baseball Players Declare for Collegiate Play

MICHAEL REISS
Staff Writer

After strong performances for their respective summer league baseball teams, top baseball players Harrison Bader (12) and Jesse Roth (11) each verbally committed to a major university with a strong baseball program.

Centerfielder and now senior, Bader committed to Big East school Pittsburgh and will play for the Panthers in 2013. Rising junior Jesse Roth committed to The University of Virginia (UVA), which finished the season ranked #3 in the country in 2011. Roth will play for the Cavaliers in 2014. Both players "wanted a college that could give them the best shot at succeeding in baseball and moving to the next level, while simultaneously receiving a strong academic degree," Roth said.

The two are the first since Pedro Alvarez, Class of '05, who went to Vanderbilt, to commit to a Division 1 baseball program. While a verbal commitment is not a guarantee, both should end up at their respective schools.

Harrison Bader, who won team MVP and was 1st team All-Ivy last year played competitively all summer on The New York Grays. Towards the end of the summer, Bader's prolific play won him an invite to play with the Bayside Scout Team. He played all summer against some of the



Jesse Roth (11) and Harrison Bader (12) playing their respective positions in the field.

Courtesy of Jesse Roth

best competition in the country and his performance on the fields helped boost his value for college recruitment. "Making a decision was a little stressful but what really influenced me was when I arrived at Pitt and met the coaches. They made me feel at home for every second I was there. They were really dedicated

to their players and I felt that was extremely important," Bader said.

The University of Pittsburgh had one of the strongest offenses in the country last year, hitting .369 as a team. They also had seven players drafted into the MLB from the 2011 roster. "The recent success

of Pittsburgh made me want to go there even more. With the beautiful facilities, and incredible program, I believe that they will provide me with the best opportunity to get drafted," Bader said. Bader impressed schools with his 6.85 60 yard dash time and strong hitting ability. "I have visited many colleges and once I arrived

at Pitt I knew I belonged there. The coaches seemed really excited about me playing for them and I was even more excited."

Hard-throwing pitcher Jesse Roth verbally committed to UVA over the summer after a strong year with Team New York. Team New York is an elite baseball program on the East Coast and after a summer of competing against other elite programs in the country, Jesse's recruitment skyrocketed after many great pitching performances and topping out at 91 miles per hour, showing the potential college coaches look for. Roth went to some of the best showcases in the country, one of them being invite only in which only the top 100 rising Juniors were eligible to play in.

Roth was playing at the World Wood Bat Championship Tournament in Atlanta, Georgia when the UVA scout told him to contact the UVA baseball staff. "I was really excited. I called the coach and the following week my family and I went down to UVA to get a tour and to talk to the coaches about playing there," Roth said. UVA is one of the top Division 1 baseball teams in the country and won the ACC championship last year. "After speaking with the baseball staff and seeing the facilities, the coach asked me to commit. I talked about it with my family and decided it would be the best opportunity for me to get drafted as well as get a great education," Roth said.

<i>team</i>	Girls Soccer	Girls Tennis	Volleyball	Water Polo	Football	Field Hockey	XC	Boys' Soccer
<i>upcoming games...</i>	Trinity 9/14	Trinity 9/14	Hunter 9/12	Bruswick 9/10	Forman 9/24	Riverdale 9/16	Red Raiders 9/16	Columbia Prep 9/09

FALL SPORTS PREVIEW



In practice, Justin Bleuel (11) prepares to shoot on goalie Dan Henick (11).

Kimberley Sarnoff/ Senior Photographer

Boys' & Girls' XC

The boys' and girls' cross-country teams have started their training for the upcoming season. Under the guidance of Coach Jon Eshoo, the teams look forward to improve successes across the board. "Last year we didn't place in as many meets as we would have liked to, but this year looks very hopeful for us," said Anise Charles (11). Charles also said that both teams have a wide array of skilled runners in their lineups.

Led by seniors Cory Taibleson (12), Steven Weiner (12), and Justin Gilston (12), the boys' team is supplemented from their small amount of seniors, by a varied younger group of runners, some of whom race year round.

"Our seniors are pretty fast this year, but what's great is that we have a lot of younger guys who are really something," said Jay Moon (11). Moon later went on to say that Henry Warder (11), Charles Scherr (11),

Josh Coven (10), and Stephen Sim (10) would become huge assets to the team thanks to their endurance and stamina.

On the other side of the cross-country team, the girls are under seniors Audrey Miller (12) and Courtney Hodrick (12). Though smaller in numbers than the Boys' team, Charles said that Dana Bolster (11) will be the star runner on the team. "Dana and Audrey will definitely be key assets to our ranking this year. Everyone will be helpful, but Dana and Audrey will definitely be some of our better scorers," said Charles.

Captains were not named on the Boys' team, but the girls' side will be led by Hodrick, Bolster, and Samantha Rahmin (11).

~Alex Fine

Volleyball Preps for Season

ALEX FINE
Staff Writer

On Wednesday, the Girls Varsity Volleyball team hosted its first scrimmage against Rye's Blind Brook High School. Pulling through with the win, the Lions are off and ready to take on the Ivy League once again.

"It was a really good game to start our season with - we were a little rusty in the beginning, but were able to quickly get into our groove," said Olivia Chigas (12). The team won the first two games 25-16 and 25-20, before losing 20-25 in the third. Imani Moise (12) said, "The errors we made had to do with communication; however, once we get to know each other more as players, that shouldn't be a problem." After playing Blind Brook, the

girls and their coach, Jason Torres, agree that they have some work to do between now and their first league game.

The team has been practicing for a little over two weeks now in preparation for the fall season. "Our preseason has been great so far," Chigas (12) said, "even though our practice time has been cut in half - previously we have had both morning and afternoon sessions - our team remains dedicated and stays afterschool to get some extra practice in." The youngest player, Isa Moise (9) is the first freshman to make the varsity cut in quite some time. "The Juniors and Seniors were intimidating at first, but preseason has been a lot of fun," she said, "and they're all really supportive teammates."

Their journey for a state championship begins with their first game on Monday, September 12, in the Prettyman Gym.

It also set up a fun dynamic on the team between sisters Isa and Imani.

Coach Torres has some goals in mind for the girls: "Our goals are the same every year," Torres said, "to win the Ivy League and qualify for the state tournament." The team met those goals last year when they finished second in the state. "Last year we won the Ivy League and we had the #1 seed in the State Tournament. We went all the way to the championship game and did not win, and to go beyond that would be to win the state championship. We hope to be able to do that this season."



Olivia Rodriguez (11) digs the ball to the setter in preseason practice.

Kimberley Sarnoff/ Senior Photographer

Water Polo Trains for Greenwich YMCA

AMY HOOD

Staff Writer

The Junior Varsity Coach Matt Judge shocked players by announcing his imminent departure from Horace Mann. The two coaches had frequently worked together coaching, and now Coach Michael Duffy will have to be responsible for both the Varsity and Junior Varsity teams.

The team is in search of a new goalie after former captain Reuben Dizengoff (11) graduated. "Reuben was a huge loss for us;" Captain Thomas Kim (12) Said, "We didn't have anyone with Varsity goalie experience." Dan Henick (11) has been training to fill the role.

Quentin Montgomery (10), the team's starting whole set, said that the team has become more organized and has many strong swimmers. "We've become a speedy team and

this year there are more assigned positions which will help us in games," Montgomery said.

Preseason for the Water Polo team was short this year. With only three morning practices, the team had to fit a lot of training in a short amount of time. Luckily many returning players have been training over the summer.

Quentin Montgomery spent the entire summer playing for three nationally ranked NYAC water polo teams and competed in the Junior Olympics. "Quentin has been playing really well in the hole," Kim said, "He's going to be a big presence this year." Also, after swimming with the Y Flying Dolphins, Jeff Barg (11) hit an impressive sub minute 100-yard freestyle time within the first few days of practice.

The team will have its two games on Saturday at the Greenwich YMCA against the Brunswick School and the Greenwich Y team.

Field Hockey

The Field Hockey team has been working harder than ever before to take their play to the next level.

With an attack led by Gabi Lustig (11) and captain Rachel Scheinfeld (12), they return many of their top scorers from last season; however, the team has been adjusting to drastic changes. Last year, there was both a Varsity A and a Varsity B team. The goal was to train players on the B team to prepare them for the following year on the A team. This season, however, Coaches Keri Hall and Caroline Surhoff decided to make cuts and create one team. Hopeful that this will benefit the group, Veronica Williamson (11) said "We'll be stronger because it's a more competitive environment as a team."

In addition, the team graduated four skilled seniors. Fortunately, Edith Comas (10) said, "we have a lot of talent from the incoming freshmen." Comas said that younger

players may not get as much playing time but will work on learning the game so that when they are juniors and seniors, they can play at a high level. Williamson also praised the strong leadership from the current seniors.

Preseason was cut short due to Hurricane Irene but the girls did not waste any training time. Practices designed to reinforce the team's strengths of speed and endurance consisted of long morning runs, drill work and intense scrimmages. Coach Hall also borrowed agility ladders from the football team so the girls could improve their footwork. Coach Surhoff is encouraging players to train on their own in addition to team practices. The team has

high hopes for the coming year and will focus on building the skills of the underclassmen while also performing well in their league schedule.

~Amy Hood

Lions' Den

September 8, 2011

Volume 109, Issue 1

The Horace Mann Record

FALL SPORTS PREVIEW

Tennis Gears Up

CHRIS KIM
Contributing Writer

With a strong returning group of players, the girls' tennis team is looking good for the defense of their league title last season.

For the past two weeks the girls' varsity tennis team has hit the courts to prepare for the upcoming season. The tryout process went on for about a week leaving the tennis program with a Junior Varsity and a Varsity team each consisting of 13 players. "Tryouts were fairly competitive. We had a lot of girls—particularly freshman try out for the team, but Coach Troop and Coach Lacopo really did a great job to create the best Junior Varsity and Varsity teams possible," Allyson Kim (11) said.

"It's been really fun to get to know the underclassmen, and I'm confident we'll be a very strong team in the weeks to come," Gordon said. Coaches Troop and Lacopo mixed up the freshman and upperclassmen during tryout matches, so the newer players got the chance to interact with the former players on the team.

The team already has a tremendous record preceding them; winning the Ivy championship for the past three consecutive



Simone Aisiks (11) returns a serve in preseason. Kimberley Sarnoff/ Senior Photographer
years. "We have a lot of really strong tennis players, who play competitively in USC tournaments outside of school as well as on the team. We had a great season last year, and I just hope we'll be able to continue that this season as well," Gordon said. Maddy feels that spreading an altogether "positive attitude," between teammates is key to maintaining the level of success the team has had in the past.

The team's first match is scheduled for Wednesday, September 14th against Trinity, until then the girls will continue to hone their skills while also bonding with each other along the way.

Boys' Soccer Kicks Off Season

SARAH HEINTZ
Staff Writer

The Boys Varsity Soccer Team kicked off the season with a testy start after losing their first scrimmage to Edgemont High School 2-1 in the pouring rain Tuesday afternoon at Tibbetts Brook Park.

"The weather was absolutely a deciding factor in every aspect of the game," Defender Troy Sippelle (11) said. "It was almost funny at the beginning how the ball would only travel half the distance it normally would because of the wet turf, but as the game got going, both teams got really frustrated by the horrible conditions."

Despite Tuesday's result, Striker Toby Lee (12), a captain this season and three year member of the varsity team, thinks that the team has the ability and potential to strive for excellence. "By no means was that game a fair measure of our ability as a team," he said. "We have an especially close team this year. A lot of the guys play on club teams together, and

others have been playing with each other for so long that we've come to learn the ins and outs of each other's playing styles. I think being close on and off the field is going to provide us with a more focused, unified effort in striving to achieve our goals this season," Lee said.

The Lions finished third in the Ivy League last season, and are craving to finish on top this year. Striker Owen Elliott (12), also a three year varsity member, said, "With the talent we have this year, similar to what we've had the past 5 years, a championship and league title is definitely a priority this season."

Coach Neil Berniker said, "Same as every year, we want to play up to our abilities, up to our full potential, contend for league titles, and 'go to the dance' as I say, meaning the NYSAISAs tournament." According to Berniker, the team has excellent leadership and good returning players that can lead the way.

Their next game is against Trinity this Friday at Randall's Island at 4:15 pm.

Girls' Soccer Good to Go

ALEX FINE
Staff Writer

Despite an entirely restructured starting lineup, the Girls' Varsity Soccer team is looking forward to improving upon the successes of last season.

Freshmen Rachel Trebach, Ali Stier, and Ali Davis have joined the contingent of veteran upperclassmen, many of whom have already played on the varsity level for 2 or 3 seasons. "They give 110% every day at practice," said Cara Annunziata (12). "They're really a great addition to our team."

Led and motivated by captain Gillian Miller-Lewis (12) and Coach Tim Sullivan, the Lions have placed an emphasis on soccer-ball control skills "in order to improve both our defense and offense, which will show in our play" said Annunziata. Bearing the loss of last season's large senior class, this year the Lions are determined to place even higher in the league than last year's record of 6-5 with 4 ties.

Due in part to the fact that he

Football Program Revamped

CHLOE TSANG
Staff Writer

they'll be the backbone of HM football for years to come."

Russo said the team focused on taking advantage of its strengths such as its speed and has been working on its finesse during preseason. "Playing off on the kids' strengths will make them succeed more than anything. Because we're not a big football team where we can just power people out of our way," working on finesse will help the team "be in a better position to play off its strengths than a typical power system," he said.

This year, for the first time in four years, the football team will be divided into Varsity and Junior Varsity teams. The decision was made easy by the huge interest from the freshman class. "A major issue with getting kids to play was that their parents didn't want them getting hit by the bigger upperclassmen. With a JV team, we can get more players to develop for the future," Matt Cott (12) said.

The change has resulted in an impressive turnout, with an expected 43 man roster, compared to last year's roster of 24.

"Football is a sport where it's very tough to be thrown into the fire at the Varsity level and be able to succeed," Russo said. "You need a stepping stone for the kids to learn the game, learn the skills, and learn the fundamentals."

"The JV team is enthusiastic which is good," Captain Eddy Grafstein (12) said. "We're really trying to rebuild the program and it'll fall on their shoulders because

Everything in practices has been timed to enforce discipline, from drills and plays to water breaks, player Anthony Gagliardi (11) said. "We get into a tempo that is trying to make us into a real team for our no-huddle offense," he said.

"I'm looking forward to the moment when we're clicking and when I can say we're really playing as a team," Grafstein said. "The team has been picking up pretty quickly and it'll be a good year for us," he said.



Cara Annunziata (12) in a pre-season drill.

will be working with a group of players varied in both age and experience, the team is focusing on the basics. "Sully said we have to work at game speed to perfect our basic skills," said Heintz. "We have to work on moving to the ball, because the ball will not come to us." Throughout their preseason, the Lions have worked consistently on attaining a high level of fitness and increasing their passing and dribbling skills, which should lead to another successful season.

Kimberley Sarnoff/ Senior Photographer