One hundred and forty students joined tens of thousands of other young people last Friday in downtown Manhattan for the largest environmental strike in history to protest the lack of action taken to address the increasingly alarming state of the planet.

The activists assembled in Foley Square at noon, where speakers such as Chief Sachem Hawk Storm of the Schaghticoke First Nations spoke about the importance of resisting climate change in indigenous communities. The march to Battery Park officially began at 1:15 P.M., and the strikers arrived at the park at 3 P.M., where Jaden and Willow Smith, climate change activists, performed.

Estimates of the number of protesters ranged from 60,000, according to the mayor’s office, to more than 250,000, according to the march organizers.

“The purpose of the climate strike [was] to create a disruption and show our leaders that we [would] not be standing by conspicuously anymore,” Natalie Sweet (11), a member of the New York City Core Organizers team, said. “We can now see world leaders, including the ten major Democratic presidential candidates, speaking out about [climate-related] issues they haven’t before, which is really empowering.”

The New York City Core Organizers team had been planning the strike since August and had a concrete list of demands in mind, including a halt to all leasing and permitting fossil fuel extraction and the transformation of the economy to 100 percent clean, renewable energy by 2030, according to strikethrough.org.

“I think that climate change is one of the biggest issues that our world is facing right now, because regardless of where you live and who you are, the destruction of our world poses a threat to you,” Dalia Pustilnik (10) said. “When I had the chance to participate in a student-led strike, it seemed like the perfect opportunity to take a stand.”

Greta Thunberg, the co-founder of FridaysForFuture, and Varshini Prakash, the co-founder of the Sunrise Movement, also spoke at Battery Park about the importance of raising awareness about the declining environment. Both of their organizations are dedicated to resisting climate change through political and social activism, and Thunberg is credited as one of the first youth activists to spread international awareness about the dire global environmental situation.

At the end of the rally, the fifteen members of the core team sang the strike song, which they wrote with an organization called Peace Port, to the tens of thousands of people in attendance. “It was nice to celebrate all that we’ve done,” Sweet said. “It felt like a culmination of all of our work, even though we know this isn’t the last step we’re going to take.” The ceremony closed with a speech by the local indigenous delegation around 5 P.M.

Sonja Cooper (11) attended the strike to connect with people with similar ideologies and priorities as her, she said. “This [fled] like a great way for me to meet people who are energized and inspired by the idea that we can cause tangible change and improve the world.”

Pustilnik said it felt incredible to be surrounded by such deeply passionate people. “Even just taking the subway, every stop we’d see more and more students pile on the trains. It was obvious that we weren’t alone,” she said.

Other attendees, including Eliza Bender (12), were drawn to the strike in part because of the health complications brought forth by climate change. Bender, who is more prone to heart palpitations during hot weather, said that she has become increasingly worried because of the recent rise in global temperature.

“Obviously, the ramifications of climate change are much more massive than me feeling uncomfortable when I walk around the city,” Bender said. “But [the strike] really made me think about how many people our age have developed asthma, or had some part of their life inhibited, by the physical effects of climate change.”

Samantha Tsai (11) said she felt inspired by the sheer number of people gathered in one place. Tsai was most impacted by hearing young people, specifically Isabella Fallahi and Kevin J. Patel, members of the environmental organization This Is Zero Hour, discuss their personal experiences with the lack of climate-oriented action from the government, she said. “They spoke really well—even better than some of the adults.”

Head of Upper Division Dr. Jessica Levenstein thought students could learn an enormous amount from attending, she said. Bender, for example, said that she left the strike with a newfound understanding about how climate change affects indigenous communities most severely, and the importance of identifying their land as native territory. “I feel pretty clearly that our generation has failed to solve this problem, so it’s on this generation to shout the loudest,” Levenstein said. “Attending can help our students understand that even if they don’t have the right to vote, they have the right to express what they believe in.”

If the school received confirmation from a parent or guardian that their child would be attending the rally, the school granted them an excused absence, Levenstein said. This policy, though, is not different from any other day, as a parent or guardian can always call in an excused absence, all the administration did was ensure that the parent knew that the school would be understanding if their children decided to miss school, she said.

When students come to the administration expressing an interest in attending a march or a rally, the school wants to meet that need, Levenstein said. “Our students were clearly motivated to get involved in this, and we support their right to express their opinions.”

Horace Mann students weren’t the only ones with official support. Due to persistent demands from four members of the core team, the Department of Education decided to grant an excused absence to any New York City student who wished to attend and had parental consent, Sweet said.

Though excited about the event, Levenstein did have concerns about potential chaos, as she knew some students would not be comfortable in a situation as overwhelming as this one, she said. She predicted that many students, even if they support the cause, would not go, a choice the school also understands, she said.

Alex Nagan (10) was embarrassed by the lack of the school’s students who attended the march, he said. “When I asked my friends if they were going, they said, ‘Oh, I have a test, et cetera,’” he said. “The fact that climate change isn’t a bigger issue to the student body is alarming.”

Pustilnik said that she was surprised by the low turnout from the school’s students. To her, the turnout personally felt disappointing, but she understood that many students had assessments or parents who did not sign off on the strike, she said. “It was a viable option for me, and for that I’m grateful,” she said.

English teacher Jacob Kaplan also recognized the difficulty of leaving school to go to the strike, he said. However, Kaplan, who has previously attended climate awareness events, was surprised when only one of his students went to the strike.

On the other hand, Fieldston’s students had the option of either going to the strike or participating in the day of climate education on campus on Friday, member of Fieldston’s environmental club Sophie David (10) said. Moreover, all of the high school students were assigned articles concerning climate change to read and respond to on Wednesday night, and they discussed their reactions to the articles on Thursday during their science classes. “There’s no end to how much you can learn about climate change,” Turner said.

At Horace Mann, certain classes also incorporated discussions about the climate. Frankie Dogmarni (9) said that in her biology class, she learned about how too many greenhouse gases in the see ARTICLE on Pg. 3
Although data collection can be considered an infringement on people’s privacy, sharing data can help society create better modeling tools and algorithms to identify early warning signs of major issues such as poverty, homelessness, and cancer.

Data collection has been around for centuries and can be more than just sending cookies from your phone or laptop. In 1790, when the US Census was first implemented, census takers walked from house to house to survey and collect data. Since then, American households have filled out the census every decade and also have taken part in the American Community Survey (ACS) every year. Given its frequency, the ACS helps determine how the US government distributes $675 billion in funds.

The importance of the Decennial US Census cannot be overstated. The census allows the government to collect important demographic data, which is then used by lawmakers to aptly target reforms and appropriation packages.

Many people, however, do not realize that census data is quite comprehensive and easily accessible by the public. Websites offer interactive and simple ways to visualize the data and offer users the opportunity to view over 500,000 data points from all Decennial Censuses, American Community Surveys, and other datasets such as the annual FBI Crime Data report and tallied votes from American Presidential Elections.

Honesty, the specificity of the data can be simultaneously quite fascinating and terrifying. Using SocialExplorer.com, I searched for my home address on the 2010 Census and found the specific data set for my family. I was able to check my family’s race and my parents’ marital status, employment status, and income bracket.

Perhaps most importantly, census takers know exactly what is asked of them and what information will be collected by the government. However, the online collection of data tends to be sneaky and privacy policies more ambiguous. Real dangers exist, and it’s often young internet users who are more transparent to build greater trust.

As programs go through different variations of prediction and testing sets, more repetitions increase precision in algorithms. When data scientists create models, they must break their data into parts. One part, which tends to be larger, is used as a test set, where the model learns what responses to associate with certain inputs. After running through numerous variations of the training set, the model is then trained against the second test set. The test set inputs feeds into the model and receives an output, which is then checked to determine the accuracy of the model.

With a larger amount of data to train on, the model should theoretically be able to make more accurate predictions. As programs continue to become more advanced, we will likely see an increase in the use of data, and companies will be more transparent to build greater trust.

My Hispanic heritage’s influence on my daily life

Hispanic Heritage Month means feeling comfortable and familiar in a space where I usually the person coming from an unfamiliar background compared to the majority of people in a room. I’m half Puerto Rican and half Irish, and have lived in the South Bronx my whole life. My family made sure that I grew up connected to my Hispanic heritage through everything from the music we played to our food, our clothes, and our conversations. This is why I am beyond excited that we are finally celebrating Hispanic Heritage Month and planning meaningful events for this month at our school, and truly hope we continue this new tradition and continue our engagement with this topic. Recognizing and celebrating the individuality of people’s identities is a powerful, beautiful thing.

My Hispanic heritage bleeds into so many aspects of who I am, in part because my mom has tried to instill her hispanic values within me, which has given me incredible perseverance and allows me to connect with my culture through my identity. I have a lot of pride in my Hispanic identity, and I always try to break down the negative stereotypes that come with my background. Stereotypes like Latinos being ghetto, lazy, uneducated, and overly sexual. I’m inspired by how hard my family has worked to give me the opportunities that I have, and how they’ve kept me close to them. I believe that grit is a common characteristic of Latinx people, which is why I’m constantly committed to making people proud. I’ll be one of the first people in my family to go to college; the fact that I’m at Horace Mann shows how far we’ve come in my family and in the Latinx community. Whenever I go on a school trip, my family is always so surprised and impressed that I’m going to an institution with such good funding, as it’s so different from their high school and middle school experiences. Nevertheless, their ambition for me — my mom especially — is why I’m here today.

I am one of the leaders of the new club, Latinx Influencers of Tomorrow, or L.I.T. We have been planning Hispanic Heritage Month and many other events coming up this year. We are the only Latinx club at Horace Mann, and we have been having meetings every Thursday this month, and put on movie screenings, dance workshops, open classrooms, discussions, and much more. This is the first year at our school that we are celebrating Hispanic Heritage Month and that we have a club for Latinx students and allies. This club and this month are other ways my mom is proud. It’s crucial that non-Latino people participate in this month. At our school, we haven’t had a lot of opportunities to learn and appreciate Latinx culture; now is our time. In the Bronx, our community is 53.6% Hispanic, but at Horace Mann School, roughly 3.4% of the students are Hispanic. We are the minority of the minorities. If you aren’t a part of that demographic, please come at least one of the events happening this month.

We go to a school in the Bronx, you might as well learn a little bit more about the majority of people in our surrounding community. Try to put yourself in our shoes for a moment this month.

My Hispanic heritage’s influence on my daily life

Visa Developer Program
atmosphere can cause heat to be trapped, and Hannah Mosi’s (9) biology class talked about the strike and why she and her peers did not attend the march.

My impression is that the faculty at [the school] are acutely aware of and concerned about the climate crisis. It’s certainly something that is talked about and worried about among the faculty,” Kaplan said. “How could it not be?”

Nagin believes that the school still has a lot of progress to make to understand the urgency of the issue and the importance of pursuing solutions, such as reusable items and environmental education, within the school, but he said, “I want to be able to tell my little brother that I did everything that I could to stop the climate change emergency.”

What do in case of a lockdown emergency.

Methods they used to keep the school safe, such as laminated plastics last year, were reprinted in this year.

Additionally, safety plaques, which were made so we’re staying the same, have a more personal connection to the people who people in the department was very important. “I particularly with school shootings. “

One of these new publications is the Culture magazine, created to showcase the school’s diverse backgrounds through culture and arts, Editor-in-Chief Gabby Fischberg, (11) said.

The publication started in the winter of 2019 and printed its first issue last spring.

“A lot of publications are centered around white Eurocentric culture,” Fischberg said. “It’s so important to highlight the lifestyles and experiences of people of color, which are so beautiful and amazing,” she said.

Nagin said, “I think it’s really interesting to see Mexico’s shift to liberalism through native art pieces of the time,” Jacob Schorsch (12) said.

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Fischberg said. “I thought it was reassuring to know that we

If you’re looking for different sources to view LatinX culture, you can turn to the month of October, which is the month where the school has a week-long celebration called Hispanic Heritage month. This month is important for Horace Mann because “the school always wants its students to have a positive image when they think of LatinX people. We also always want to show that the school is very well prepared,” Zack Fischberg (11) said.

The department added numbers to the school’s diversity in the high school, and because of that Hispanic students might not feel as included as they are in the school, she said.

Alvarez enjoys seeing the leaders of LIT organizing and leading these initiatives. “It’s rewarding just to see them coming into their own and harnessing their own skills and voices to make change happen,” he said. “Faculty and colleagues also have been nothing but supportive of the new Latin American history class and students are hungry for the new clubs and activities,” he said.

The leaders also appreciate the commitment that Alvarez has put into the club, Hernandez said. “In my experience teachers are there as secondary help but Alvarez is really there for us and active, helping us plan and create the ideas for the month,” she said.

Alvarez held an open classroom workshop called “Indigenous Peoples, Whiteness, and the Challenges of Modernity” on Tuesday.

The goal was to do what we’ve been doing, so we’re teaching the current course we’ve been taking,” Assistant Director of Public Safety Peter Clancy said.

The department added numbers to windows in the school to assist police officers in case of an emergency.

The numbers allow officers to quickly identify a location of a room when it is in, Director of Public Safety Mike McCaw said.

Additionally, safety plaques, which were made of laminated plastics last year, were reprinted in this year.

“I thought it was reassuring to know that we own the safety of the students, that our security team is very well prepared,” Zack Kurtz (9) said.

The department also hired six part time staff members, increased in house training, and conducted additional research on relevant topics, McCaw said.

“We review campus safety newsletters, current events, NYPD, and Federal and State Law Enforcement research articles and studies. In addition, we receive

HISPANIC HERITAGE MONTH

SHEDS LIGHT ON LATINX CULTURE

Represent. LIT. Promotes at clubs’ fair.

Oliver Steinmann and Claire Goldberg

Staff Writers

I hope Hispanic Heritage Month gives people a positive image when they think of LatinX people and that they realize that if I hope it increases our visibility and unity,” Jayla Thomas (12) said. The school is currently holding its first ever celebration of Hispanic Heritage Month from September 15th to October 15th. Since

The school’s annual safety assembly on Tuesday outlined safety procedures and student vigilance while introducing the student body to the Public Safety Department.

The Public Safety Department discussed the methods they used to keep the school safe, such as cameras and patrol cars. They also discussed what to do in case of a lockdown emergency.

It’s important that we have the safety assembly every year, and we practice safety procedures every year that could save lives,” English teacher Andrew Pippinger said. “I think we live in a very I live in a very I live in a very unstable climate with the level of gun violence in the country, particularly with school shootings.”

Eli Scher (11) said that the names of the people in the department was very important. “I have a personal connection to the people who work behind the scenes to protect us,” he said.

Many of the department’s policies remained the same this year. On Tuesday. “The goal was to do what we’ve been doing, so we’re teaching the current course we’ve been taking,” Assistant Director of Public Safety Peter Clancy said.

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extracurricular options students can explore. Though Dean of Students Michael Dao has not made any changes to the way the fair runs in his first year in the position, he is excited to see all of the new clubs and publications at their booths, he said. “Anytime students propose new clubs, there are exciting new opportunities for the community.”

One of these new publications is the Culture magazine, created to showcase the school’s diverse backgrounds through culture and arts, Editor-in-Chief Gabby Fischberg, (11) said. The publication started in the winter of 2019 and printed its first issue last spring.

“One of the goals of the month is to educate students about the histories of Latin American cultures,” said.

“I thought it was really important to hear Mr. Alvarez’s presentation on Indigenous Peoples, and it really helped me patch a lot of the holes in my knowledge on hispanic culture,” Brian Wu (12) said.

It was interesting to see Mexico’s shift to liberalism through native art pieces of the time,” Jacob Schorsch (12) said.

On Wednesday LIT held dance workshop called “Indigenous dance from the Dominican Republic which was brought to the US in 1960. It was just another way to expose kids to a fun aspect of the culture. The workshop included a little history of the dance too so the people who attended could understand the culture behind the dance moves they were doing,” Hernandez said.

Sofia Subramaniam (11) attended the workshop and learned that the form is influenced by jazz, African, and European styles, she said. “It was really easy opening to learn a new form of dance that I was not familiar with,” she said.

An important part of the month will be screenings of movies, because they do a good job displaying the subject authentically, said Moreno. Last Friday, LIT held a screening of the movie “Real Women have Curves.”

“The movie disproves the myth that LatinX people can’t be racist because they’re other people of color. It’s really an unassailable topic that if you’re not LatinX you don’t talk about it,” Moreno said. “This movie just hits at some of the stuff that’s part of our reality as a LatinX people, a reality that we want to expose to the larger school.”

In addition, LIT has incorporated traditional Hispanic foods and music into their coming of age story break on Thursdays. “The food and music have been the only things that people have seen, but I hope that’s just the gateway to digging deeper into LatinX history. It should grab their attention, get people talking about LIT, and bring people to the events,” Moreno said. “It’s just the sauce-coated-literally-version of who we are in total.”

The school really makes an effort to appreciate minorities. Jaden Picarrello (10) said. “When I first found out that HM was having Hispanic Heritage Month I was excited to see how the community will react to all that Latin culture has to offer.”

Chandler Reyes (11) feels like the lack of diversity in our community, since we have such a mixed population we have a wide variety of perspectives and it helps us learn about new ideas,” Alvarez said. “This definitely is an asset and something that is really cool about our community. “

I hope that more people will want to join and know about LIT club because it is the only way we can continue the tradition of celebrating Hispanic Heritage Month and preparing for emergencies, McCaw said. “We’re never going to stop planning.”
Julia Goldberg and Hanna Hornfeld
Staff Writers

While the average student might spend a free period studying for a biology quiz or enjoying a patio in the cafeteria, a small group of students spend their free time ensuring that every book in the library is safe, sound, and easily found.

When Library Department Chair Caroline Bartels began working at the school 23 years ago, there was no protocol for returning books to shelves. “I think it was expected of the librarians, but we were doing another million things,” she said.

During Bartels’ first year, she pushed for students to work in the library, and those hours would count either for service learning hours or for a paycheck. Thus, the library intern program was born.

“When I started in this library, we circulated about 4,000 books a year, but now we circulate around 30,000,” Bartels said. The library would be piled over with unorganized stacks of books without the interns. Head of Library Circulation Stiffany Aponte, who runs the intern program, said currently, the library is paying nine students minimum wage to assist with various tasks in the library. They've also hired two college students, Muhaiminul Ashraf ’19 and Gabriel Hernandez ’19, who come in for a full day a few days a week. On top of that, there are five more students on a waitlist to join the program, Bartels said.

Interns this year, there are five more students on a waitlist to join the program, Bartels said. Over the summer, when they're not busy organizing the textbooks, interns will dedicate themselves to conducting their longest-term project: taking inventory.

“During days where faculty have meetings, we babysit their kids, and that's my favorite,” Jolie Nelsen (11) said. “We make snacks, watch movies, and hang out in the library, but we also play games that I played in the Lower Division, which feels very full circle.”

This upcoming summer, the intern's responsibilities will expand to encompass a new project. At the end of this school year, history, science, and language department chairs will bring the library their classroom sets of textbooks. Bartels said. The intern will then catalog each set and number and label each copy, so when the school starts back up in the fall, students can check out classroom copies of the textbooks on their ID cards. “This will allow departments, and the library, to keep better track of where each book is, to charge for lost copies, and to see what needs to be re-ordered,” Bartels said.

Currently, the library is paying nine students minimum wage to assist with various tasks in the library. They've also hired two college students, Muhaiminul Ashraf ’19 and Gabriel Hernandez ’19, who come in for a full day a few days a week. On top of that, there are five more students on a waitlist to join the program, Bartels said.

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One of the nine current interns, Mekhala Mantravadi (10), has worked in the library since November of last year, including over the summer. Mantravadi, like most of the interns, found out about the program through word of mouth. “I wanted to have job experience early on and make my own money, and I really like books, so I thought the internship would be perfect for me,” she said. “There's also a lot of books and resources that people don't know about. Sometimes I just sit in the back and look at all the poetry we have.”

There is no application process for prior qualifications necessary for the job other than a minimum wage to assist with various tasks in the library. They've also hired two college students, Muhaiminul Ashraf ’19 and Gabriel Hernandez ’19, who come in for a full day a few days a week. On top of that, there are five more students on a waitlist to join the program, Bartels said.

Mantravadi simply spoke to Bartels and explained why she wanted the job and started working shortly after, she said.

Before the interns begin, Aponte leads the students through a 45 minute orientation in which she walks them through the library and explains their tasks. Regardless, Mantravadi still took about a month to learn and master all of her responsibilities at the library, she said. These duties include shelving books, helping organize the archives, and occasionally babysitting faculty members’ children, Aponte said.

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ALL RISE FOR STANDING DESKS

SAM SINGER
Staff Writer

At the beginning of this year, the school offered Dean of Students Michael Dalo a standing desk, after his doctor recommended a device to help alleviate Dalo’s back pain.

Dalo is one of a number of other faculty members to use standing desks for productivity and health reasons.

Before the start of this school year, Registrar Chris Garrison ’04 renovated his office by incorporating a standing desk with a variable height so he could both sit and stand. “Sitting for hours on end left me with much less energy and has been condemned as unnatural for years,” he said. “As someone who uses a computer for most of my day, I have to make choices to avoid that.”

In addition to several faculty members switching to standing desks, many members of the school community have begun incorporating physical activity into their working regimens. The motivations for this switch, which are health reasons, productivity, and avoiding the monotony of traditional “desk jobs,” are reflective of a nationwide fast-growing trend for standing desks, Senior News Editor for the American Cancer Society Stacy Simon wrote.

According to the Harvard Health Blog, standing desks are custom-built or converted desks that allow employees to work either while standing or sitting, either through mechanical levers, buttons, and fixed presets. Setting up a standing desk can range in scope from placing a simple stack of books below a computer to ordering and assembling a $1000+ product, a simple stack of books below a computer to

Standing desks provide a helpful solution for back pain caused by scoliosis, a bulging

disk, poor posture, or swelling, Dr. Carlos Bagley, Vice Chair of Neurological Surgery at The University of Texas Southwestern Medical Center, wrote. Standing desks also improve productivity, making employees in one study “45 percent more productive on a daily basis than their seated colleagues,” Bagley wrote.

Even though he did not request the standing desk himself, Pervil said it improves his work efficiency. “I inherited my standing desks from the person who had my job before me, but I do find that by changing positions every so often, I am better able to stay productive,” Pervil said.

All faculty at the school who have private offices are able to request a standing desk from Director of Facilities Management Gordon Jensen, Garrison said. “There is enough space for standing desks only in private offices, but it is simple to request one from facilities and they are easy to set up and use,” he said.

English teacher Rebecca Bahr believes that a standing desk would improve her productivity, but she is frustrated she cannot get one due to space constraints, she said. “While I wish I had a standing desk, I know I won’t get one. It would require massive reconfiguration, and only teachers with private offices can have them anyway.”

While World Languages teacher Dr. Cornelle Ladd does not have her own office and thus cannot use a standing desk at school, she recognizes their immense benefits for many people, she said.

“Standing desks provide the desk bound with effective and more healthful alternatives to sitting down at work.”

However, according to an anonymous poll conducted by The Record, most students do not use standing desks, primarily because of the price. Apart from financial reasons, the poll showed that many students and faculty did not use standing desks out of habit, comfort, skepticism, or space limitations. Of 128 students and faculty members surveyed, only five use a standing desk on a regular basis.

English teacher Sarah McIntyre works exclusively sitting, mostly out of habit, she said. “I do all my work sitting, and I’m productive that way,” she said.

Whitney Dawson (12), on the other hand, does not use a standing desk simply out of convenience, she said in her response to the digital poll. “I like to lay down in my bed or sit on the floor; it’s just much more comfortable.”

Likewise, Euvann Brown (11) said that standing desks were inconvenient and uncomfortable. “Standing desks are one of my worst enemies,” she said. “Why would you trade comfort for misery?”

Other students shared a similar sentiment, like Divya Ponda (9), who almost always works in her bed, she said. “You can never get something for nothing,” Feldman said. “You can never get something for nothing, so save money and spare the painful swelling to come to your feet and ankles.”

While most students and faculty do not have standing desks and have no plans of getting one, more than half (70 out of 128) students and faculty were able to incorporate exercise in some way either into their breaks or daily routine.

“It’s very important to take even a brief break, get some air, and to walk or run around,” Pervil said. “In the long run, it has been proven to be productive and relaxing.”

Pascale Zissu (11) embodies this principle by walking her dog during her breaks from work, which occur every 45 minutes. “Exercise is my favorite thing to do during breaks; it clears my head and leaves me refreshed.”

Exercise also helps Brian Wu (12) remain in the right mental state and get his work done efficiently, he said. “I like to listen to a to-fi playlist while going on a short one mile run, even after sports, so that I can remain productive and in the right mindset.”

Nye, who does use a standing desk, is able to exercise by deliberately “walking down three flights to Olshan or five flights to the Theatre basement” when he needs to work with his colleagues, he said.

Garrison employs a similar technique. “Whenever I need to talk to another faculty member, I try to walk to their office instead of just calling them on the phone,” he said. “It’s just about what’s easiest and healthiest for you based on your work schedule and daily habits.”
sometimes to make a song it could take me a day, and other times he said. I could work in the studio for a few hours straight corresponding lyrics, he said. It's much harder than it may produce a song you have to add a drumline, a melody, and write he said.

Arjun Swarup '18, and Kyle Gaillard '19 helped O'Reilly start out, said. A few upperclassmen at the time, including Ethan Matt '18, and I ended up going back again and again, Dylan O'Reilly (10) said. A few upperclassmen at the time, including Ethan Matt '18, Arjun Swarup '18, and Kyle Gaillard '19 helped O'Reilly start out, he said.

There are many layers to the production process. "To fully produce a song you have to add a drumline, a melody, and write corresponding lyrics," Sinha said. "It's much harder than it may seem," he said. "I could work in the studio for a few hours straight without taking a break sometimes." Despite the steep learning curve, Sinha taught himself how to produce music.

Although music production is often an independent process, there are collaborative efforts. "I love working with other people," Sinha said. "I'm currently working on a project with another artist, and it gets a lot easier to bounce ideas off each other. It's almost like a friendly competition. We always strive to make each other better."

Rohan Bhatia (12) has produced five to six songs with a close group of friends, including Sinha, he said. Sinha has posted a few of them on platforms like Apple Music, Spotify, YouTube, and Tidal. Epstein acts as a safety net for any student producers when they are stuck and need help or have any questions about production. "I work a lot on my own, but Mr. Epstein has helped out a lot when I have a specific question," Sinha said.

Epstein is working on expanding the number of opportunities to use the recording studio. While in previous years the studio was essentially exclusive to the Upper Division (UD), this year it has extended into the Middle Division (MD). The school is now offering an eighth grade studio technology course.

Henry Harris (12) is taking the UD advanced studio course, offered for the first time this year. "I've been learning a lot of technology through that," Harris said. "I feel like the class helps me get a grip on what I'm doing.

Epstein has been running studio classes for the past eight years, he said. "Some feedback I've gotten from graduates who went through the program is that the ability to think technically and aesthetically using both your left and your right brains at the exact same time is very empowering," he said.

The usage of technology in the course also allows one to focus more mentally on the music as opposed to having to put physical effort as violinists do, he said. "For me, producing music has always been a lingering aspiration and suddenly when I got the opportunity to pursue it, it became a creative outlet," Sinha said. "I have always been interested in music and music is a good way to express yourself.

"All in all, the school is really helpful in facilitating this form of student expression and we are really lucky to be in that position," Bhatia said.

Nathan Zellerz
Contributing Writer

Vibrant colors and captivating artwork surround the walls of the Fisher gallery, which has been showcasing student projects from the school's various summer programs. The exhibit features artwork from the Summer Film Institute (HMSFI), Summer on the Hill, the previous school year's Global Architecture course, and this summer's Street Photography class. In a small part of the wall next to the entrance, a television shows a full rotation of the films made during HMSFI. The films are the only animated work within the gallery and add an element of sound to the otherwise silent exhibit.

Sam Siegel (9) participated in the institute this year and enjoyed it, he said. "HMSFI was a great experience and was a lot of fun," Siegel acted in several movies filmed throughout the four-week course and wrote one as well.

The exhibit also featured work from Street Photography. "The three weeks at the class were so much fun and I really learned a lot about both photography and New York City culture as a whole," Liam Futterman (11) said. Futterman and his peers shared a mutual love for the class, he said.

Across from the entrance of the exhibit, at least one of each students' pictures is displayed along a wall. The photos include portraits of individual people and of different buildings and artistic structures. A photo taken by Ailil Walsh (10) depicts a side profile of a man wearing sunglasses in front of a solid blue wall. Another set of images capture people in motion, including one image of a young girl enthusiastically raising her arms in the air in front of doors.

Adjacent to the row of pictures is a larger collage of various photos taken throughout the course, created by Art technician Emily Lombardo. Lombardo, who organized the exhibit, wanted to show student work and simultaneously create an interesting group college, she said.

The third wall of the exhibit was dedicated to artwork from Summer on the Hill, whose participants were younger kids from all across the Bronx. While art was not the program's primary focus, students worked on a banner filled with flowers, each one drawn using different construction paper and signed individually. "The center of the gallery features last year's Global Architecture's class' models of houses and larger-scale buildings, individually placed on white podiums. One model is a large flower-like structure, which has future petals. These petals vary in size and are scattered around the object. While the body of the structure is entirely white, the petals are painted brown along the edges.

Each class added a lot to the exhibit, Lombardo said. "All of the classes work harmoniously to create a beautiful installation.

The next exhibit, called "Ways of Seeing," opens on October 16, and will feature work from the different art courses.

Lombardo hopes that she can continue to work with students to create the gallery and is particularly excited for the HMSFI Gallery at the end of February, she said.

Yotam Hahn & Patrick Stinebaugh
Staff Writers

Ever hear a crisp bass drop while walking through the Music Department? It's probably coming from the recording studio, he said. Sinha has posted a few of them.

The room is in the basement of Fisher Hall, containing "six workstation, the capacity to record sixteen separate microphones, a piano, drums, and an isolation booth for singers," to help students with their music, music teacher Doug Epstein, who also supervises the recording studio, said.

"It's like a professional recording studio; the software and hardware are both extremely high end," Rish Sinha (12) said. "The HM studio is actually better than many real studios, " Epstein said. "Try hard live sessions in here with Jeff Sitzin.

Students are permitted to come into the studio at any point during the day as long as there's an adult supervisor.

"Back in middle school I was not very serious about the studio and I ended up going back again and again," Dylan O'Reilly (10) said. A few upperclassmen at the time, including Ethan Matt '18, Arjun Swarup '18, and Kyle Gaillard '19 helped O'Reilly start out, he said.

"The room where it happens..."
Girls JV Tennis roars to undefeated start

Rowan Mally
Staff Writer

The long awaited tennis courts adjacent to Lutnick Hall made their grand opening last week. The freshly painted lines and bright colors provide a state of the art home court for the Lions. However, while the courts may be new, the culture and success of the Girls’ Junior Varsity Tennis team is not, as the Lions have won all six of their matches thus far.

The team’s recent success has clearly translated to the confidence of the players themselves. “We are very consistent and all around players who understand the game, and know how to win,” co-Captain Jude Ciriello (10) said. Similarly, when asked how she thought the team could build on its past performances, Purvi Jonnalagadda (10) said, “I’m honestly not sure what we have to improve on, we have some really good servers and just overall good players.”

While their confidence may be running high, the team has not let it get in the way of their ambition to constantly improve. “I think we see a very strong team all around, but I think we can always improve on our game,” Ciriello said.

It’s important for players to have a calm mindset during the matches, Ciriello said. Staying calm helps her play better, and she thinks other players think the same about themselves.

In order to maximize the potential of his team, Coach Olufemi Salako ensures that the players are frequently playing in high intensity matches and are being exposed to different positions.

“During practice, the team mostly plays matches to determine our lineup,” co-Captain Amanda Mark (10) said.

As with any team, chemistry has been a significant factor in the team’s success. “In practice we’ve been working on playing together and learning one another’s play styles,” Jonnalagadda said.

Jonnalagadda credited Mark and Ciriello, as well as co-Captains Jadie Warshaw (10) and Sammy Blackman (10) for being impactful and spirited leaders. Effective leadership on the Junior Varsity team is especially important, as they are not frequently able to receive advice from some more experienced players on the Varsity team. “The Varsity and JV teams have separate practices, so they don’t mix often,” Mark said.

With so many “all around players” on the team, tryouts were highly competitive, Ciriello said. “During tryouts, we played many singles matches to determine the best players,” Mark said. “Tryouts were with both JV and Varsity, and we would play singles matches against a lot of different people,” Jonnalagadda said.

Each individual team member contributes to the Lions’ recent success. “I think, just, everyone has stepped up to be a part of the team, no one person in particular,” Jonnalagadda also acknowledged that the goal of the team is two-fold. “Our goal for this season is to play well and have fun.”

5-1 JV Girls Volleyball has strong beginning

Jack Crovitz
Staff Writer

The Girls’ Junior Varsity Volleyball team has had a fruitful start to the season, with a 5-1 record.

The team’s record showed that the team was working well together, and was improving as they played. “The Hackley game was definitely a tough one, but when we scored, there was a lot of good energy between us and it made everyone more determined to work even harder in practice so that we win our next game against Fieldston,” Hannah Katzke (9) said.

The team still has some aspects of their game to improve, Torres said. “We’re working out the kinks in our rotation and getting the whole team up to speed on it.” Specifically, the team is working on passing and digging. Chang said.

“We need more communication, but other than that we’re good,” Lamoni said.

In addition, there are “more freshmen than sophomores on the team, so most of the team is making the adjustment from playing on the Eighth Grade Volleyball team to the more advanced and faster game at the JV level,” Torres said.

They work through these difficulties by recording their games, identifying weaknesses, and trying to improve them during practices, Torres said. “We do a lot of work with Coach Torres, but we always make it fun,” Lamoni said.

The Junior Varsity team is also a tight-knit and supportive community. “We are great at being supportive of one another,” Chang said.

“We always support each other and cheer after every goal,” Lamoni added.

Tryouts helped to forge team relationships, Lamoni said. “There were a bunch of new freshmen, and we had fun bonding with them.”

However, the Varsity team “doesn’t really have a strong relationship with the JV team,” Chang said. “We don’t mix much,” Lamoni said.

Although “we need to improve on some small aspects of the game..we have the talent on the team to make that happen,” Torres said.

(JACK CROVITZ/STAFF PHOTOGRAPHER)

(Field)ing Optimistic: JV Field Hockey Looks to Improve on Slow Start

Lauren Ho
Staff Writer

Despite losing 1-5 to Hackley in their second game of the season on Monday, the Junior Varsity Field Hockey team is determined to overcome their small numbers and limited experience.

Last Tuesday, the team defeated Riverdale 2-1 in their first game of the season with a second half goal scored by Maya Westra (9) in the second half. The team only has four games this season, depriving the team of much-needed experience in competitive and the practices are much harder, Coach Jozann Westra (9) said.

The Girls’ Junior Varsity Field Hockey team is especially important, as they are not frequently able to receive advice from some more experienced players on the Varsity team. “The girls haven’t played field hockey for very long,” Jackson said.

Since the team has 10 players, nobody gets a break during games, and everyone is constantly moving. “The Hackley game was particularly challenging due to their large bench and the 90-degree heat that day, which made playing a full game even tougher,” Katzke said.

The team also hopes to improve on their stamina. It’s hard to play since the team is so small, and players are unable to sub and tire quickly, Salzhauser said. “I think that if we work on our stamina, we will be much more prepared in games against other teams that have many players, and can win more games,” she said.

Tess Goldberg (9) and Maddie Yoon (9), two Varsity Field Hockey players, have practiced with the JV team to help them gain more experience. “The Varsity and Junior Varsity teams practice together, allowing less experienced players to learn from Goldberg, Yoon, and other players on the Varsity team.”

“we are really emphasizing the basics, because many of the girls haven’t played field hockey for very long,” Jackson said. “They have a lot of room for improvement, so currently their goals are to pass more and get their stick down more, two fundamental aspects of good playing,” Team Manager Amelia Resnick (9) said.

“one of the team’s strengths is its aggressiveness,” Salzhauser said. “Westra, who scored against Riverdale, always runs back and fights for the ball, even if she missed it” Salzhauser said.

Resnick also identified Riya Daga (9) as a strong player on defense who always fought to steal the ball from opponents.” Daga always pushed really hard in games, and afterwards, she always asked Jackson for advice on how to improve in the future, which I think is a really good thing that everyone should do,”

Coach Jackson hopes that the girls are all going to be able to see their work come to fruition next year. “I’m hoping for us to just finish off the last two games with great technique, and I’m really proud of how the girls have played thus far this season,” she said.

The team still has some aspects of their game to improve, Torres said. “We’re working out the kinks in our rotation and getting the whole team up to speed on it.” Specifically, the team is working on passing and digging. Chang said.

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Talia Winiarsky  
Staff Writer

Frisbee was more intense than other teams can play. “That we might as well play the best teams that we can play against Dobbs Ferry High School was like a friendship with Dobbs Ferry because they did not seem to want to interact with the Lions, Thomas said. “Dobbs Ferry was very, very competitive.”

Even though Dobbs Ferry is an intimidating opponent, playing better teams is important for improvement, Potash said. “The coaches decided that we might as well play the best teams that we can play.”

James (JT) Thomas (10) also said that Dobbs Ferry was more intense than other teams that the school usually plays against, such as Potash.

“Dobbs Ferry plays a particularly difficult offense to defend,” Potash said. “Their offense has a lot of misdirection. You never know where the ball is, so as a defense, it’s really tough to learn how to stop that.”

To prepare for each of their games, the team watches films of their opponents’ past games to learn their tactics, Potash said. However, the team also decide to change their strategies at the game to gain the advantage of making their opponents unaware of their plays.

The team suffered two injuries at the game, Potash said. Potash sprained his ankle during the first play of the game when an opposing player stepped on it. Andrew Cassino (12) also fractured his wrist during the game.

Despite the skilled opponent and multiple injuries, Harry Wison (11) managed to score a touchdown, he said. “I took a handoff and I ran it to the endzone. They tried to tackle me, of course, and I had to dive and stretch to get to the end zone, which was a tough play.”

To improve for the future games, including the game this Saturday against Valhalla High School, the team watched the films from the game to learn from their mistakes, Winter said.

Besides building their playing skills, the team needs to boost their morale, Winter said. “We’re kind of acting as individuals, when we need to start playing more as a team.”

The main goal that the team will focus on for the next few weeks is improving their technique and continuing to learn the fundamentals of the game, Belfer said. “Our team is getting better and better each week.”

Lights, camera, Lut-Knick

Emily Shi  
Staff Writer

Nhura Tutu (11) caught a glimpse of New York Knicks guard RJ Barrett strolling through Lutnick Hall and immediately decided that she had to try and meet him. The independent film company named “Lave, Homestay” filmed a diagnostic interview with Barrett and his father Rowan Barrett, the school’s business community and gym to advertise a financial literacy program at the Royal Canadian Bank this Monday afternoon.

The commercial director’s son graduated from the school and chose to use the school after visiting and being impressed by the newly renovated facilities, Director of Athletics Robert Amunzita said.

The director first contacted Coach Matthew Russo, who forwarded the email to Head of School Dr. Tom Kelly, who then passed it on to the gym staff to help organize the event, Amunzita said.

The administration decided to allow the filming company and Barrett to utilize the school’s facilities free of charge due to the director’s connection with the school.

Although planning had begun weeks before, the event was kept a secret, students did not find out until information began to spread on Monday afternoon. After finding out, a group of eight students decided to stay at the school to try and meet Barrett.

Zoe Swift (11), Captain of the Girls’ Varsity Volleyball team, found out about the event with Rosy Arora (11) on the way to an away game at The Nightingale Bamford School, she said. “A bunch of people started crying out of excitement, and we got to the game and decided to try and finish the game in three sets so we could get back to school and meet RJ,” Arora said.

After winning the game, members of the team stayed around the school and waited until around 8:30 to watch the event unfold and potentially meet Barrett. “There wasn't really a question of whether or not we should stay, we just knew we were going to because many of us were such big fans,” Swift said.

Swift decided to stay due to her love of Duke Basketball, Barrett’s college team, and Barrett herself, she said. “RJ Barrett was the first in his class rankings going into college, so I followed him from his high school basketball career at Montverde Academy until where he is now.”

Since Barrett was busy with filming for most of the time, the students who stayed mainly waited in Lutnick Hall and did homework.

Right when Swift settled into her car to leave the school at 8:30 PM, she saw Barrett’s manager whispering before he ran out to meet the group, she said. “It felt like a mosh pit; we all started screaming and yelling and jumping before finally settling down for the photo and talking a bit.”

“He was like ‘I can’t believe you guys stayed so late, that’s crazy,’” Arora said. “That just showed how nice and humble he was and made meeting him even more special.”

“You see famous athletes all the time in the media and think that they're so different or so much older, but RJ Barrett is only three years older than us and you could tell through our interactions,” Swift said. “It was so nice to meet him because he was basically a peer but also such a major role model.”

Written by: Staff Writer  
Edited by: Annabelle Chan  
Art Director: Annabelle Chan

The upperclassmen have enjoyed practicing and getting to know the freshman. “They're all very fun people who always make practice interesting,” Carmel Pérez (11) said. “They're all also very eager to work hard and get better which are great qualities and really help to make the team better,” she said.

The team has become a tighter knit group over the course of the season, which has helped the team’s performance on the field, captain Kiara Royer (12) said. “If we didn’t have for soccer, I probably wouldn’t have talked to or been friends with the girls on the soccer team,” Madiao said.

Pros and cons of not having a JV Girls Soccer team

Adrian Arnaoldi  
Staff Writer

Greener pastures are ahead for the up-and-coming girls’ soccer program. The program will be without a JV team for the second year in a row. With only 16 players trying out for the team, Coach Tim Sullivan was forced to create only one team. Almost half of the team’s 16 players are freshmen, and the team only has two seniors.

The lack of players has given some freshmen a unique opportunity to be part of a varsity team, and the freshmen relish the opportunity to play against better competition. “The other teams are generally more aggressive than in middle school, the ball is, so a defense, it makes it more fun,” Caroline Madaio (9) said.

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Royer has enjoyed mentoring younger players. “It’s fun because I’m the older one, and I get to help younger players and see them improve,” she said.

Sometimes coaches are hesitant to place freshmen players on varsity, because they fear the players won’t get valuable playing time; however, many of the freshmen players receive a lot of playing time, Royer said.

“Although I might have gotten more playing time on the JV team, the team aspects and the general vibe of the team is super good,” Madaio said. Madaio also has received a good chunk of playing time off the bench, she said.

Coach Sullivan has attempted to ease some of the younger players into the action. “Preseason was definitely easier than it has been previously, with less conditioning and more focus on skills,” Pérez said. “He also stresses the importance of improvement and effort rather than the score of a game.”

Some underclassmen players have had to adjust to playing a varsity sport, but others have been unflazed by the opportunity. “It didn’t feel weird at all if there was an adjustment because the team is so small and everyone is super nice,” Madaio said.

The team, currently sitting at 2-1-5 record, looks to continue improving and growing a successful program over the course of the season.