

The Record

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Model Congress excels at Columbia Conference

CLAIRE GOLDBERG
Staff Writer

The Model Congress team showcased debate skills and political knowledge at the Columbia Model Congress Conference last weekend, earning honorable mentions for members Owen Heidings (10), Malcolm Furman (10), and Co-President Adam Frommer (12).

At the conference, all participants chose to debate in either the Senate or the House. Within those divisions, members participated in individual committees in which they proposed and debated bills on various political issues.

All students who attended were experienced debaters, which helped the team excel in the conference, Frommer said.

The team also held weekly meetings prior to the conference to practice different debate techniques, Frommer said. In particular, the team practiced how to weigh arguments and approach reading other people's bills. "We also practiced the theatrical element of a speech and the importance of acting your way through it to prevent your chair and other delegates in the committee from tuning out."

Heidings, who wrote a bill that argued for subsidizing nuclear energy, won an honorable mention in the Energy and Natural Resources Senate committee. "I did a chemistry project on nuclear energy earlier this year about the pros and cons of nuclear

see **MODEL CONGRESS** on pg. 3



BRAVE NEW WORLD NBC Weathercaster Dave Price hosts benefit auction.

HM Parents Association benefit raises over one million dollars

LAUREN HO AND JADE CIRIELLO
Staff Writers

The Horace Mann Parents Association (HMPA) benefit, "A Brave New World," raised over \$1 million, breaking records in terms of funds raised,

the general appeal, in which the HMPA asked attendees for donations, and a live auction. During the general appeal, which raised \$376,950, the school encouraged families to donate money towards the Annual Fund. In the auction, families bid on prizes.

Prizes included a Tiffany's

private performance and dinner, and \$17,500 for the barbeque at Kelly's house.

The HMPA benefit committee worried engagement would decrease in a virtual environment, benefit Co-Chair Anne Hyun P'29 '32 said. "We're all burned out by so many Zooms, [and nobody] wants

"We were pleasantly surprised by the outpouring of support, enabling us to surpass all previous benefits in total funds raised"
-Benefit Co-chair Anne Hyun P'29 '32

underwriters secured, and event attendees. Approximately 1,600 people attended the benefit over Zoom last Friday and donated through the general appeal and live auction for scholarships and financial aid.

The auction benefit was broadcasted live from NBC Studios and hosted by NBC Weathercaster Dave Price. The auction consisted of two parts:

private salon tour and petals key pendant, a trip to Puerto Rico, a private performance by violinist Gil Shaham P '21 '24 with a dinner by Chef James Eu, and a barbeque at Head of School Dr. Tom Kelly's house. All of the auction items were quickly bid on, and the final prices were \$7,500 for the luxury trip to Puerto Rico, \$10,000 for the

to be in front of another Zoom meeting on the camera."

This year, the ticket prices were lowered to \$200 to encourage participation from families across the school community. Benefit Co-Chair Sonal Pande P'25 '28 said. "Unlike previous years, we knew that we could not count on rallying for support on

see **PA BENEFIT** on pg. 3

FSA invites Justice Toko Serita to discuss human trafficking

HANNA HORNFELD AND SEAN LEE
Staff Writers

At yesterday's Feminist Student Association (FSA) meeting, Acting New York State Supreme Court Justice Toko Serita discussed reimagining the prosecution of women arrested for sex work "Within my role as a judge I have been incredibly lucky to be able to really develop and fashion innovative responses to many of the problems in the criminal justice system," she said.

Serita presides over the internationally acclaimed Queens Human Trafficking Intervention Court (QHTIC), where lawyers and judges help arrested sex workers — mostly women, and often Asian and undocumented — instead of treating them as criminals.

During the meeting, FSA leaders asked questions they had prepared for Serita after watching *Blowin' Up*, a documentary that dives into her work at QHTIC. Afterwards, they opened the meeting to questions from other attendees.

Serita spoke about the lack of change she has seen in political discussions surrounding sex trafficking over the course of her career. "The debates around trafficking and sex work in the 80s and 90s have not changed at all," she said. "As a feminist, I wonder, 'where are we that we can't move this conversation forward?' That causes me some amount of concern and disappointment."

Tomoko Hida (11) particularly appreciated Serita's discussion of Tuesday's Atlanta spa shooting. "We were all able to understand how the hypersexualization of Asian women is racism as well, and how this is really harmful news to our community as women and as Asian Americans," she said.

The shooting was "astoundingly tragic" for both women and the Asian-American community, Serita said. "One of the things it speaks to is how often the experiences of Asians in American society have been rendered invisible. You don't often hear about the discrimination or the microaggressions that Asian women face."

Member of East Wind West Wind (EWWW) Hida invited Serita to speak to FSA after meeting her at a gala in 2019. Hida had always wanted to combine her work with FSA and EWWW by inviting women of color to speak to students and was excited to learn about Serita and her work. "This event is really important to me because I'm both focused on the woman who is fighting for those vulnerable women and I'm concerned with the vulnerable women struggling with matters of sexual violence as well," she said.

FSA Co-President Tess Abraham (12) hopes that students came away from the meeting with a greater understanding of how Serita's court supports women involved with sex work. "There are a lot of misconceptions about sex work as it is considered a taboo subject," she said. "Her words were so impactful because she spoke about people who go to the intervention court with honesty and compassion, without any judgement."

The meeting inspired Mekhala Mantravadi (11). "Open and important conversations like these create empathy and a sense of urgency to learn more and become involved," she said. "I was very inspired by Serita's passion for a marginalized, misunderstood, and underrepresented population that ultimately deserves equal dignity, resources, and respect."

Raymond Bernard shares his memories of the Algerian Revolution with French Seminar class

LILIANA GREYF
Staff Writer

Raymond Bernard Zoomed into French teacher Caroline Dolan's French Seminar class to speak about his experience growing up during the Algerian Revolution, a war which ultimately led to the nation's independence from France. Bernard is a "Pied-Noir," a term which refers to a person of European origin who was born in Algeria during the period of French colonization.

During yesterday's C-period discussion, the students took turns asking Bernard about his childhood, his political beliefs, and his life in France today. The event took place entirely in French.

In an attempt to create a more welcoming space, Bernard asked that students refer to him by his first name and address him using *tutoiement*, the informal French tense, Dolan wrote in an email. "He says it makes things more comfortable from the jump and he doesn't care for the hierarchy imposed by *vouvoiement*."

Bernard's visit was timely — the class has been studying Algerian history for some time, Rachel Zhu (12) said. To prepare for his visit, students watched "La Bataille D'Alger," or "The Battle of the Algiers," a movie based on the Algerian rebels fighting against France in Algeria's war for independence.

The movie provided context for the event, but Bernard's experiences centered around a different part of the narrative of this history, Zhu said. A lot of the movie focused on the perspective of the Algerian soldiers fighting for liberation, so the class was able to understand this perspective before the meeting. "What we didn't get to see as much was the perspective of the Pied-Noirs who were often depicted in the movie as those with power," Zhu said.

"That war has left a stain of racism in the country and tension that still exists, even after everything has ended."

-Rachel Zhu (12)

In addition to watching the movie, the class also read a book titled "Kiffe Kiffe Demain," which is about a family of Algerian immigrants living in France. "[The book] doesn't really focus specifically on the Algerian War, but you can feel the racial tension that happens between survivors of the Algerian War — especially French soldiers who were fighting in Algeria — and people of color in France," Zhu said. "That war has left a stain of racism in the country and tension that still exists, even after everything has

ended."

Although the movie and book were important in understanding the facts of the Algerian war, Pascale Zissu (12) was excited to hear a firsthand experience of the history. "We can learn about the emotions behind this [history], because I think sometimes that gets lost."

The visit added a more complex layer to the understanding that students already had of this historical event, Dolan wrote. "This speaker visit hopefully allows students to add yet another dimension to a complex historical moment and the invaluable experience of exchanging with someone who lived through the event."

Zissu asked Bernard about his strongest memories from the war. Bernard cannot remember the military aspects of the war itself, but he remembers the police officers and protests that took place in the town where he was growing up, he said.

Although the event was held entirely in French, its purpose was not necessarily to aid students with the learning of the language, Zhu said. "We have been learning the language for so long — most of us have gone through the AP in French Sem — so this will be a really good chance to learn more about the culture."

After the success of Thursday's event, Bernard agreed to join the class for another discussion on Friday, Dolan wrote.

Help your community: Why you should join a food pantry



Hannah Moss

Food pantries serve as an essential resource for many families in and around New York City, and they provide numerous opportunities for volunteers. Throughout the pandemic, the United States not only saw a rise in COVID-19 cases, but also a dramatic increase in food insecurity. When New York entered its “New York on Pause” to stop the virus’s spread, many businesses were forced to close. Many people who lost their jobs had difficulty feeding their families due to recent unemployment. According to Feeding America, 80% of food pantries are serving more people now than they did a year ago, and there has been about a 50% increase in demand for food pantry items in America.

In and around my hometown, various food pantries needed supplies. Seeing the newscasts of

people waiting in food lines that went on for blocks just to be turned down as a result of the lack of food shattered my heart. After I saw these upsetting stories, I researched how I could support my community, and I found the Fran Boylan Pantry, which needed volunteers. I worked at the pantry throughout the summer and into this year. My role at the pantry is to fill bags with food, unload deliveries, and distribute food to the families in need. The time commitment was flexible so I could fit it with my schedule.

Before my volunteer work, my only experience with groceries was shopping at the supermarket. While I am mindful of money, I know that food and meals will always be available to me. The thought of going hungry had never occurred to me. On food distribution days, I saw what bags filled with food meant to people who were not as lucky. In June, I was distributing bags, and one Spanish-speaking family needed certain foods for their children. The other volunteers were unable to translate and get the family what they needed, so when I was able to step in and help; the immense gratitude that the family displayed truly warmed my heart and felt extremely rewarding. The way their faces lit up left me with a sense of gratitude that I was able to help feed them. But the long line of cars opened my eyes to how many people in my community still

needed food.

It felt very satisfying seeing the food I helped collect fill the empty shelves that would provide for families in need. I also met a lot of other nice people who were also volunteering. It was spiritually rewarding and I learned how small organizations function. Along with this sense of gratitude, I gained communication skills, improved



HELPING OUT Hannah Moss (10) packs food at pantry.

my time management, learned how to best pack and distribute bags, and expanded my understanding of how food pantries work. It taught me not only how to recognize which foods are higher in demand, but inspired me to organize a drive in my

neighborhood.

While volunteering at the Fran Boylan pantry, I had noticed that on food distribution days there were multiple requests for baby diapers. During our Thanksgiving drive, when we gave out turkeys, many families asked to trade them for diapers.

It was a fairly simple process. I started by printing out flyers

diapers, and encouraged their friends to donate as well. Getting the food from my neighbors to the local pantry took less than a week.

Horace Mann students are extremely fortunate in many ways, in part because we have access to food whenever we need it. We are in a position where we can give back to the community that provides so much for us. There are about 500 pantries within the City’s five boroughs. There are new initiatives such as Pop Up Refrigerators and community fridges that provide free food for families in need to take with no questions asked. Moreover, food pantries are a great way to avoid wasting unused food. According to Feeding America, every year, donations to food pantries save approximately 2.68 million tons of safe, edible surplus food from being thrown out.

Organizing community food drives is a simple yet extremely effective way to make an impact on your community. I plan on expanding these food drives to other neighborhoods around me to further connect with the people in my town and encourage others to participate in donating. Many pantries often have flexible schedules and many needs, so you can choose when and how you want to volunteer. A small amount of effort can lead to a big change.

Springtime Crossword

By Features Editor Henry Owens

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69					70					71				

Across

- 1. What flowers do in spring
- 6. Masculine “mama”
- 10. Burn, as in food
- 14. Exit
- 15. Object
- 16. Stringed instrument
- 17. How many students feel
- 18. Written materials
- 20. 80’s slang for “cool”
- 22. Treat from last Friday
- 23. Jewish bread
- 27. Snake-like water creature
- 28. “Founded” shorthand
- 29. Depend on
- 30. Silent performer
- 32. Pages 6 & 7 of this issue
- 33. Web address
- 34. Repeated part of book
- 35. Hair styling product
- 37. Why we lost an hour of sleep last weekend
- 43. Solid water
- 44. Towel alternative
- 45. Time period
- 46. Small amount, “Just ____”
- 49. Survey
- 50. Winter layer
- 51. Man cave
- 52. Car commercial phrase, “0% ____”
- 54. Assertive requests
- 56. What we’re all looking

forward to tomorrow

- 59. Uncle ____, American personification
 - 60. Mysterious
 - 62. Evening coffee (usually)
 - 66. ____ of passage
 - 67. Opposite of some
 - 68. Largest ethnic group in middle east
 - 69. Honey makers
 - 70. Dollar bills, informally
 - 71. Month beginning spring
- Down
- 1. Popular sandwich
 - 2. Polynesian flower necklace
 - 3. Row boat necessity
 - 4. Excessively
 - 5. Gold, silver, or bronze
 - 6. Interrogative prompting yes or no
 - 7. Smallest elemental particle
 - 8. Official order
 - 9. Entertain
 - 10. Bass or treble in sheet music
 - 11. Animal killer
 - 12. Certify, corroborate
 - 13. Starts over
 - 19. Symbol denoting 6.022×10^23 particles
 - 21. Break
 - 23. “Gunk” alternative
 - 24. Queen of the Greek

gods

- 25. Supporter of a marginalized group
- 26. Not low
- 31. Train system, as known as in some cities
- 32. Boxer Muhammad
- 34. Photograph, informally
- 35. Anne of Green ____
- 36. Night before
- 38. Set on fire
- 39. “Bought” counterpart
- 40. Glowing sign
- 41. Senior after June 16th, for short
- 42. ACTs alternative
- 46. Can modify adjective or verb
- 47. Popular winter hat
- 48. Stir up
- 49. Positive component of
- 7 Down
- 50. Image capturer
- 52. Money machine
- 53. The ____ Man (Billy Joel)
- 55. ____ Vice President
- 57. Grows old
- 58. Cat lives
- 61. Annual tech convention
- 63. Mode of transportation
- 64. Alphabet beginning
- 65. What do you call a fish with no eyes?

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Contact For all tips, comments, queries, story suggestions, complaints and corrections, please contact us by email at record@horacemann.org.

from PARENT ASSOCIATION BENEFIT page 1

the benefit is in person,” Pande said. “Our strategy was to focus on maximizing underwriting support in the run up to the event, giving us a strong head start towards our million dollar goal.”

Nevertheless, the committee was nervous that donations would be low as a result of low participation, but they gained confidence throughout the night. “We were pleasantly surprised by the outpouring of support enabling us to surpass all previous benefits in total funds raised,” Hyun said.

Before this year’s benefit began, Kelly hosted a pre-show mixology lesson with a mixologist. The benefit also consisted of a pre-auction video that featured the course of the school year so far, a message from the benefit Co-Chairs, a speech from Kelly, and the live auction. While the benefit in past years has lasted four to five hours, this year, the program was condensed to fit within an hour and a half, Hyun said.

The video featured seniors answering Lower Division students’ questions, the Poetry Out Loud club reading “Ars Poetica” by Archibald Macleish, ensembles such as Sinfonietta and chorus performing “Sinfonietta No. 1 for Strings” by Coleridge-Taylor and Oiwi E respectively, and teachers discussing their struggles and triumphs throughout the year.

Additionally, to help make the benefit feel as “normal” as possible, the HMPA sent gala boxes to everyone who purchased a ticket. The gala boxes contained various ingredients for the mixology lesson, snacks, and the school’s merchandise, Hyun said.

“The parent community is very grateful for all that the school has done this year to enable the students to have a sense of normalcy, so the benefit was particularly important this year because it was a way for us as parents to show our thanks to the school,” Pande said.

Allison Lutnick P’14 ’16 ’19 ’24, one of the many parents who attended the benefit, was impressed by the event. “The Benefit Committee and everyone involved at [the school] did a wonderful job of adapting the event to the current circumstances,” she said. “It’s tricky to gather together such a large group online, but it was clear the HM community showed up like they always do.”

Although the event was virtual and parents could not celebrate together in person, Jennifer Ocean P ’24 ’30 enjoyed the program and the video production that gave her a glimpse into everything the faculty and staff have done this year to ensure her children had the best in-school experience possible. “I enjoyed that there were opportunities for everyone to participate in the event, whether through the silent auction, through underwriting, through sponsoring a teacher, through volunteering on a benefit committee, through the live auction.”

from MODEL CONGRESS page 1

argument because I already knew a lot on the subject,” he said. Heidings’ bill passed with the narrow margin of six to four, he said.

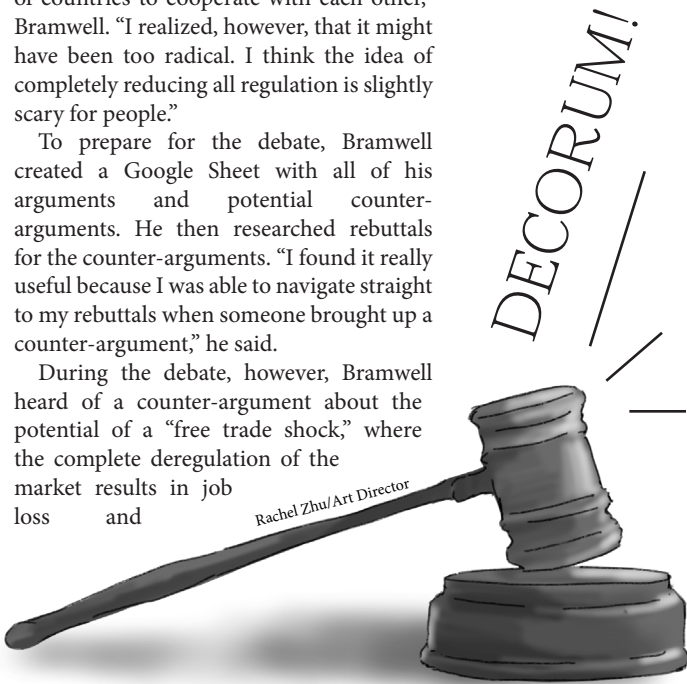
While Heidings argued for the usage of nuclear energy when proposing his own bill, he had argued against nuclear energy on another bill earlier on at the conference, he said. “I really liked getting to play devil’s advocate, because one minute I gave a con speech vehemently against [nuclear energy], and the next minute I was pushing for it,” he said. “It’s really good practice having to think about the other side to your opinions.”

Furman also won an honorable mention in his delegate, he said. Furman wrote and passed a bill on restricting airspace above private property. In particular, he focused on protecting property from drones. In addition to focusing on questions of regulating drone usage, the debate surrounding his bill centered around means of enforcing such regulation.

After proposing a bill that eliminated all tariffs and quotas, member Will Bramwell (10) realized that he should have introduced a more moderate bill to the Finance committee, he said. “I’ve always been a believer in free trade and the ability of countries to cooperate with each other,” Bramwell. “I realized, however, that it might have been too radical. I think the idea of completely reducing all regulation is slightly scary for people.”

To prepare for the debate, Bramwell created a Google Sheet with all of his arguments and potential counter-arguments. He then researched rebuttals for the counter-arguments. “I found it really useful because I was able to navigate straight to my rebuttals when someone brought up a counter-argument,” he said.

During the debate, however, Bramwell heard of a counter-argument about the potential of a “free trade shock,” where the complete deregulation of the market results in job loss and



inflation. “It was a really great point and after the debate I’m willing to concede that a trade shock is possible,” he said. “I definitely need to do more research on that.”

Frommer debated in the Energy and Commerce Committee, in which he passed a bill on Cap and Trade, which is a climate plan that works to limit carbon emissions. “I took Global Environmental History (GEH), which really helped me a lot in terms of how to frame arguments,” he said. “I think one of the factors that helped me do well was my ability to zoom out a little more and speak more philosophically about people’s responsibility to nature, which is also something I’ve learned from GEH.”

Instead of debating in a normal committee, Alexa Turteltaub (10) debated on the Supreme Court, where she and her partner acted as attorneys, she said. During the event, the court debated Sullivan v. New York Times, a 1964 Supreme Court case in which a segregationist police commissioner sued the New York Times for publishing a fund-raising advertisement for Dr. Martin Luther King Jr. The advertisement allegedly contained false information, so the officer sued the newspaper for libel.

All members of the committee had to

prepare both sides of the cases and give a ten-minute speech at the beginning of the session, Turteltaub said. “It was really interesting to hear the case in a modern context, where today we are also going through another social reckoning,” she said.

Turteltaub’s favorite part of the conference was when the chair opened up the floor for more free discussion, she said. “When you get past the legalities of the case, we found that the case was really about why Sullivan brought the case to court: was it because he felt like those trivial errors were defaming him, or was he actually just a raging racist?”

Although the online-format prevented travel, which Heidings finds tedious, it also created unanticipated difficulties during the tournament, he said. “When I was giving my speech my WiFi cut up, so I had to reconnect and get my bearings right,” he said. However, the online format let him look online for facts to support his argument, which he cannot normally do during a conference, he said.

Ultimately, the conference went smoothly, Frommer said. “With such experienced debaters, this conference felt less stressful and more fun,” he said. “We did a good job debating and refining our skills.”

CROSSWORD ANSWERS

1	B	L	O	O	M		6	D	A	D	A		11	C	H	A	R
14	L	E	A	V	E		15	I	T	E	M		16	L	U	T	E
17	T	I	R	E	D		18	D	O	C	U	M	E	N	T	S	
						20	R	A	D		22	M	R	S	O	F	T
23	C	H	A	L	L	A	H		26		27	E	E	L		28	E
29	R	E	L	Y		30	M	I	M	E		32				33	A
34	U	R	L		34	P	A	G	E		36	G	E	L			
37	D	A	Y	L	I	G	H	T	S	39	S	A	V	I	N	G	S
						43	I	C	E		44	R	O	B	E		45
46	A	B	I	T			49	P	O	L	L			50	C	O	A
51	D	E	N		52	A	P	R		54	D	E	M	A	N	D	S
56	V	A	C	A	T	I	O	N		58		59	S	A	M		
60	E	N	I	G	M	A	T	I	C		62		63	D	E	C	A
64	R	I	T	E		67	N	O	N	E		68		69	A	R	A
69	B	E	E	S		70	O	N	E		71		72	M	A	R	C

A CHORUS LINE: SINGERS RECORD THEIR PARTS

PURVI JONNALAGADDA
Staff Writer

Dance teacher and the show’s director Denise DiRenzo and Theatre, Dance & Film Studies Department Chair Alison Kolinski have always wanted to produce A Chorus Line together before leaving the school — and this year, in the last production before they both retire, they’re developing a pre-recorded version.

Because of COVID-19 restrictions, performances will be pre-recorded, stage manager Sarah Sun (12) said. The recordings are organized into two categories — individual and full cast — which videographer Mike Flanagan will compile into one performance, Sun said. Videos of the full cast are taken in Gross Theatre, while everyone is masked, resembling the traditional show with in-person acting, Sun said.

After recording the audio, Music Teacher Douglas Epstein will send the final takes to Flanagan, who will sync the voices and music with the video before Epstein compresses and re-balances the audio one final time, he

Actors performed their individual recordings in the school’s recording studio, where they had the opportunity to sing without their masks on, Eden Plepler (12) said. Plepler, who plays Maggie Winslow, had to record four songs and one scene of dialogue last Saturday, all of which took two hours, she said.

One benefit of pre-recording Plepler’s part was that she could perform multiple takes of her songs, so she was able to feel confident with the final take, she said. “The studio



TAKE 1 Sophia Liu (9) mics up.

The individual recordings were set up like a small, socially distant soundproof room, Epstein said. The video camera, boom microphone, plain black background, and performers were in the main room while Epstein recorded audio and played music cues into the student’s earbuds from the control room, he said. Meanwhile, the videographer was in an isolated booth controlling the camera as DiRenzo fed lines and directions into the actor’s earbuds, Epstein said.

Mikayla Benson (12) was worried it would be challenging to get into character since there was no real thrill of an audience, she said. However, having five people there to help with the recording made the performance feel realistic.

The most enjoyable part of individual recordings was seeing actors have the opportunity to finally sing in person, Sun said.

Given COVID-19 protocols, students cannot sing together during rehearsals; instead, they either hum along to the music or do not sing at all, Oscar Shah (9) said. To practice singing together, the cast met over Zoom.

Cast members have had difficulties in managing the recordings, Sun said. “Individual recordings are difficult because the sheer number of them means each person never gets the time they truly deserve and we’re always rushing to finish as much as we can during a session,” she said.

Because COVID-19 precautions were the main priority, earbuds used in the recording studio needed to be disinfected after each use,



IN THE STUDIO Janet Christian (12) records her song “Nothing.”

Epstein said. Moreover, while under other circumstances cues would be communicated through a head nod, this year, they needed to be conveyed through headphones, he said.

Still, Plepler thinks that the crew made the best of the circumstances and that Zoom rehearsals were as engaging and productive as possible, she said.

The whole process was unlike that of any other production that DiRenzo

has been involved in, she said. “The process has been fascinating though, because I am forced to view the show through a completely different lens, literally and figuratively,” she said.

“I’m personally thrilled to see this come out because we’ve put in a lot of work trying to design a completely new format of theater, and hopefully it will feel a lot more refreshing than traditional Zoom productions,” Sun said.

said. “This is how movies are made,” he said. “One shot at a time. Magic happens in post-production. It’s going to be a really interesting process as the team works its way through all the performances.”

added a new layer of excitement and professionalism that made the whole process exciting,” she said.

At the same time, it is difficult for actors to engage in dialogue with a recording of someone else, Sun said.

“The process has been fascinating though, because I am forced to view the show through a completely different lens, literally and figuratively.”
-Denise DiRenzo

Institutional Hooks

Exploring the college process

HANNA HORNFIELD AND KATYA
TOLUNSKY
Staff Writers

Institutional hooks — including legacy, donations, and having parents who work as faculty or serve on the board of a collegiate institution — have long played a role in the college process. Speculations about the weight of these connections and debates over their ethics often dominate conversations at the school about college admissions.

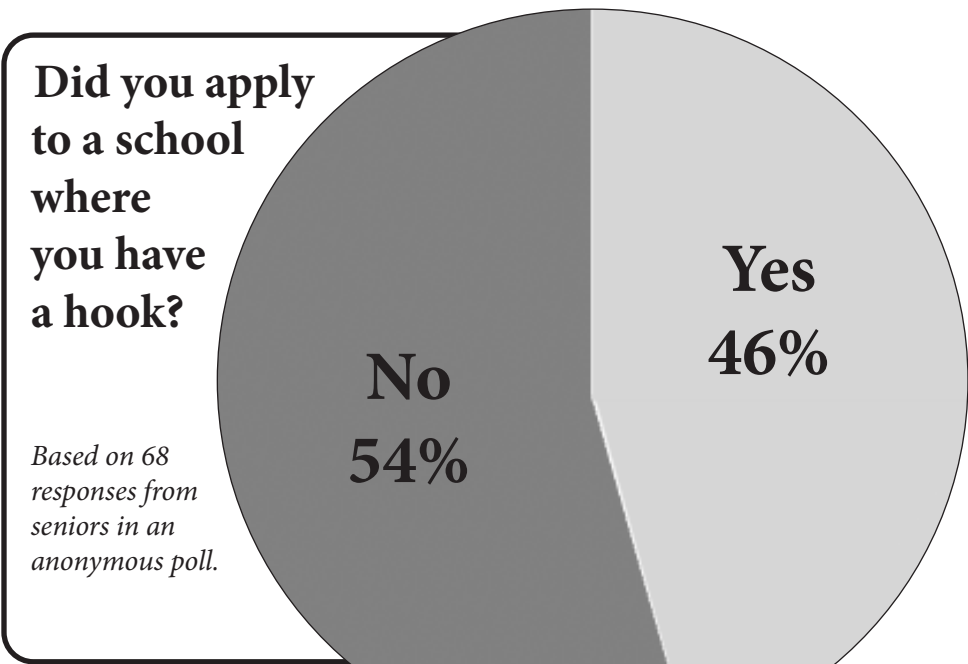
Executive Director of College Counseling Canh Oxelson said these conversations among students are mostly unproductive. Because students have limited information on the nuance and context of ways institutional hooks play out in the college admissions process, they often cannot have reasonable and thoughtful conversations about college connections, he said. “It plays out in a much more layered and nuanced way than students think.”

Of 62 seniors who responded to an anonymous survey for The Record, 27, or nearly half, applied early decision or early action to a school at which they had legacy. Often, when students know only that a peer has a connection, they assume that connection

Roughly 40 percent of private institutions across the country consider legacy in their admissions processes, according to a 2019 article published in “The Atlantic”. At the most selective institutions in the United States, around 10 to 15 percent of students have a parent who also attended, according to the same article.

The percentage of legacy students at top schools has decreased over the last few decades, but admissions rates at those institutions have dropped faster, Daniel Golden, author of “The Price of Admission: How America’s Ruling Class Buys its Way into Elite Colleges— and Who Gets Left Outside the Gates,” told the “New Yorker”. “If you take a typical Ivy League school, maybe 20 or 30 years ago, they might admit two-thirds of legacy applicants. Now they might admit one-third of legacy applicants. But, at the same time, their overall acceptance rate has probably gone down from between 20 and 25 percent to between 5 and 10 percent. So, proportionally, being a legacy is even more of an advantage,” Golden said.

Dartmouth views legacy as one of many factors in an application, Dean of Admissions and Financial Aid Lee Coffin said in an article published in the college’s student newspaper, “The Dartmouth.” Coffin also said the school has maintained the same policy on legacy



“I have told kids applying to Caltech, ‘I know you’re legacy there, but they don’t care,’ but they still do it because they think it gives them an advantage. It’s heartbreaking as a college counselor because I understand the logic behind that. We are conditioned to believe that connections help a lot and provide some level of predictability.”

-Canh Oxelson

played a major role in that student’s acceptance, Oxelson said. However, most candidates would have been admitted, deferred, or denied regardless of whether they had a connection. “The bottom line is, the university isn’t going to say yes to a student, regardless of the

admission over the past ten years. According to the same article, legacy applicants in 2011 received “at least one additional review in this process” and had over two times the overall admissions rate.

An op-ed written by “The New York Times” editorial board calling for the end of legacy preferences suggested that the government mandate colleges to publicly share statistics on their students’ legacy status, test scores, and class. Although Harvard was forced to become more transparent when it was sued for allegedly discriminating against Asian applicants, many schools do not currently disclose this data.

The importance of donations to an admissions decision depends on the college and the amount of money given, Oxelson said. While some colleges rely on alumni to bolster their endowment or their financial aid budget, others do not. Although many families donate to universities, it usually is not enough money to impact the admissions office’s decision, he said.

For example, giving to a school such as Harvard, which has a \$41.9 billion endowment, is not nearly as influential as giving the same amount of money to a smaller university, he said. “Your \$250,000 would go further at my alma mater, the University of San Francisco, which has an endowment of \$900 million, than at Harvard.”

relies on that endowment will certainly benefit other people in the long run,” he said. “It’s just hard to criticize schools for wanting to take advantage of that.”

However, Abigail Morse (12), who applied to a school where she has legacy and where her family has donated, said donations should not matter to admissions offices. “I understand it’s a nice thing to do, but it does seem a lot like buying your way into college,” she said. “Alumni will still be donating if they do it out of gratitude, pride in the school, and a desire to make their home-base a better place. Colleges shouldn’t worry about losing donations. They should instead focus on having a student body which is highly devoted to the school itself.”

By not giving legacy preferences, MIT is able to focus on admitting as strong a student body as possible, Assistant Director at MIT Admissions Christ Peterson wrote in a 2012 blog post on the MIT admissions website.

Some college admissions officers, including Peterson, do not support legacy admissions. According to a 2018 survey conducted by Inside Higher Ed, only 32 percent of private admissions directors supported taking an applicant’s legacy status into consideration, although 42 percent of private institutions do so.

Peterson would not work for an institution if it gave preferences to legacy students, he wrote. “I am not interested in simply reproducing a multigenerational lineage of educated elite,” he wrote. “And if anyone in our office ever advocated for a mediocre applicant on the basis of their ‘excellent pedigree’ they would be kicked out of the committee room.”

Some schools, including MIT, have never considered legacy status in admissions. Others, such as Texas A&M University, Johns Hopkins, and the University of Georgia have transitioned away from giving legacy preferences over the past 20 years. More institutions and lawmakers moved to reform admissions policies after the college admissions scandal in 2019.

accelerated our work of recruiting and matriculating students from all walks of life who demonstrate the academic rigor and talent we expect of all Hopkins students,” Johns Hopkins Vice Provost of Admissions and Financial Aid David Phillips said in “The Dartmouth.” Giving an advantage to students with legacy connections hindered Johns Hopkins from admitting more qualified applicants of a lower socioeconomic class, he said.

Giving preference to students with hooks has impacted Harvard’s racial diversity, according to a 2019 study published by the National Bureau of Economic Research titled “Legacy and athlete preferences at Harvard.” That year, 43 percent of white students at Harvard, but only 16 percent of students of color, had hooks including legacy, parents as faculty and staff, parents as major donors, or athletic recruitment. The study concluded that if the school stopped taking those hooks into consideration, its admission of white students would decrease.

Jacob Schorsch (12) finds it problematic that hooks play a role in college admissions, he said. “If I was an admissions officer and knew

Family

Are any siblings also applying for undergraduate admission to Dartmouth College this year?*

☐ Yes

☐ No

Clear answer

Have any relatives ever attended Dartmouth College?

☐ Yes

☐ No

Clear answer

Do any relatives work for Dartmouth College?*

☐ Yes

☐ No

Clear answer

Continue

COMMON APP Many colleges include similar questions about family connections.

development, legacy, or athletic tag, unless they feel the student is prepared academically,” he said.

Legacy can still have an impact on a student’s acceptance, although the level of impact varies depending on the institution. Some schools, such as Dartmouth, have given legacy preferences since the 1920s; others, such as Caltech and MIT, have never allowed legacy to affect their admissions decisions, according to a CNBC article published in 2019.

“Ending the practice of legacy admissions has

How legacy, donations, and family affect college admissions

that I was robbing a kid with potential — but maybe not the resources or connections — of a spot for someone who would financially benefit the school, I would not be able to sleep at night.”

In a July 2018 interview with NPR, Harvard president Lawrence Bacow said that a large number of legacy applicants stand out as strong candidates in general. “Their applications tend to be well put-together,” he said. “They have deep knowledge of the institution. So it’s a self-selected pool, which, as a group, by almost any metric, looks very, very good relative to the broader applicant pool.”

Even if admissions committees did not consider institutional hooks, legacy applicants would still have an advantage, Ana Maria

“If I was an admissions officer and knew that I was robbing a kid with potential — but maybe not the resources or connections — of a spot for someone who would financially benefit the school, I would not be able to sleep at night.”

-Jacob Schorsch

Melián (12) said. “It inevitably has an impact on college acceptance because having well-educated parents affects what kind of high school education you can get, what your financial situation is, what kind of academic and extracurricular opportunities you have had,” she said.

Because legacy students already have privileges, Melián does not believe colleges should place a stronger emphasis on

connections. “Your parents’ success or tenure at a school has very little to do with who you are or what your personality is,” Melián said.

A legacy connection does not give colleges any information about an applicant, as students do not have control over where their parents went to school, Aaron Shuchman (12) said. “I’m surprised that colleges still consider it, because ultimately it’s not an indicator of anything about the student,” he said. “The parents aren’t applying to college.”

For Morse, legacy creates a feeling of unified pride and shared memories between parents and their children, so it should be factored into a student’s application, she said. “If the parent thinks the child will love the school, then the child applying as a legacy will probably be choosing that school because they know they will be a good fit. Legacies, if they decide to apply to their parents’ college, are more likely to have a great time there.”

Jolie Nelsen (12), who does not have a connection to the school she applied to for early decision, said institutional hooks should not play any role in college admissions. “I don’t think it’s wrong at all to want to go to a school that your family went to as part of traditions, but I also don’t think that’s necessarily grounds for acceptance,” she said.

Although Schorsch recognizes that many students at the school benefit from institutional hooks, he thinks the main issue is not students capitalizing on the system, but rather the system itself that promotes the economic aspects of colleges, he said.

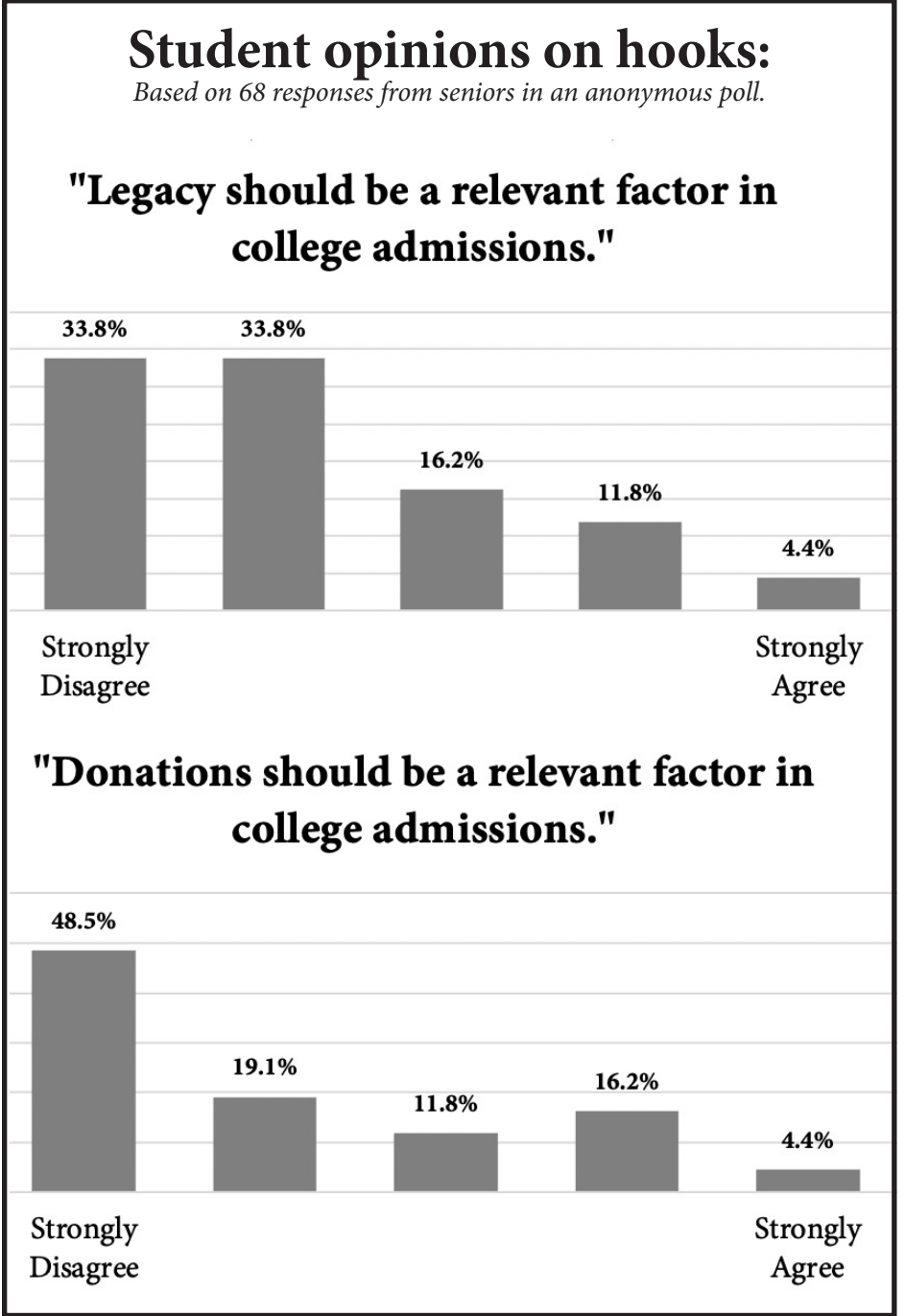
Some schools consider legacy preferences as a way to boost alumni donations. A 2018 report from the Harvard Committee to Study Race-Neutral Alternatives stated that eliminating legacy considerations would lower alumni’s willingness to donate to the school. However, a separate study by Tara O’Neill and Chad Coffman published in a book titled “Affirmative Action for the Rich” found that legacy preferences and alumni donations are not as closely connected after statistically adjusting for wealth. According to this study, colleges admit more of their wealthier legacy students whose families tend to donate more because they have the money to do so — not because of legacy preferences.

Beyond encouraging alumni to donate, Scher believes that legacy admissions help families maintain relationships with schools. “If an alumnus has a good relationship with the school and feels very positively about it, then maybe in the future they’ll go on to be very involved with the community,” he said.

Ultimately, students seem to exaggerate the importance of institutional hooks in the college admissions process, Oxelson said. Although a significant connection could be a factor taken into consideration, they rarely play as big a role as students generally believe they do, he said. As such, he is sometimes frustrated when he hears students talk about whether hooks played a role in their peers’ admission.

Oxelson has often found that students will choose not to apply to schools that would be better suited for them because they have connections at other schools. “I have told kids applying to Caltech, ‘I know you’re legacy there, but they don’t care,’ but they still do it because they think it gives them an advantage,” he said. “It’s heartbreaking as a college counselor because I understand the logic behind that. We are conditioned to believe that connections help a lot and provide some level of predictability.”

Melián said the rhetoric surrounding institutional hooks at the school is harmful to both students who do and do not have connections. “Those who are rejected from schools



may wonder if legacy applicants were selected over them, and people who are accepted may worry that they were not chosen based on their own merit,” she said.

Students often tend to use hooks to justify why students got into colleges in order to make themselves feel better about their own results in the process, Senior Associate Director of College Counseling Chris Farmer said. “No matter how resilient you are, if your plan A doesn’t work out perfectly, it stings,” Farmer said. “It is normal human behavior to try to find a reason for that sting, but the person who is a legacy should not feel guilty about that.”

When students are told they were admitted to certain schools because of their connections, they are experiencing a form of verbal harassment, Oxelson said. “It is totally invalidating whatever hard work the student did, which may or may not be known to that student’s peers,” he said. “That is heartbreaking because some [students] are doing phenomenal stuff. To have all of that reduced because it’s known that a student has some kind of connection to a college is unfair and offensive.”

Shuchman has heard other people speculating about how legacy may have influenced students’ college acceptances. Although his friends do not speculate in this way, Shuchman did not tell them that he had a legacy connection at the college he will attend. “It would be damaging to me if I saw

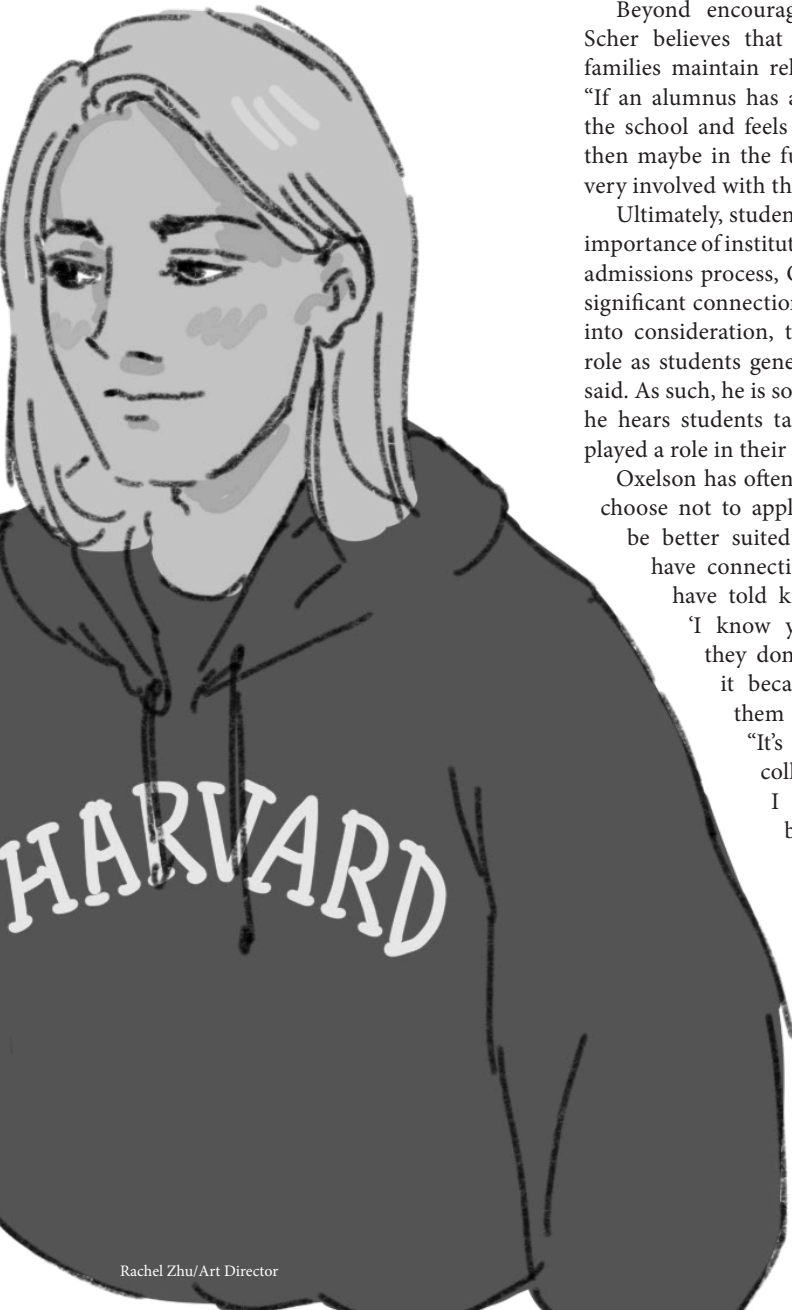
people saying, ‘You only got in somewhere because your parent went there,’” he said. “It’s still a big accomplishment, and you should try to be happy for them instead of bitter about whatever the reason you think it is.”

Oxelson hopes to reduce misconceptions around hooks by having open conversations about the subject in smaller groups with students rather than lecturing in a Zoom call with 180 students during College Counseling workshops. “You’re probably never going to understand it perfectly, and that’s partially because you’re not in the room when these decisions are being made by colleges,” he said.

No matter what, the college process is not fair to everybody, Oxelson said. “You’re not all in the same kind of high school, you’re not all using the same curriculum, you don’t all have access to the same kinds of opportunities,” he said.

“The next time that an admissions officer talks about the process being ‘fair’ will be the first time. Applications get a fair evaluation, but college counselors and admissions officers don’t describe the process of applying to college as ‘fair.’”

Look out for part two of our college series, which explores affirmative action, after spring break.



Rachel Zhu/Art Director

Music ensembles to perform in virtual spring concert

EMILY SALZHAUER AND ALEX LAUTIN
Staff Writers

In a 300-person video performance of “Beautiful City,” choir performers’ virtual boxes stack themselves to form a virtual city skyline — and clouds of orchestra members float by on screen above. As the song hits its climax, the performers are washed with colors, and the city skyline fades into a rainbow.

All of the MD and UD choirs and orchestras performed “Beautiful City,” written by Stephen Schwartz from the musical Godspell. Head of School Dr. Tom Kelly will release the performance, as well as videos from Jazz Band, and Steel Drums, to the community.

The orchestras and choruses do not perform together every concert, which makes performances like this more special, Lowell Finster (12), who plays bass in Orchestra, said.

The original lyrics to “Beautiful City” were rewritten after the 1992 Los Angeles Riots, Steve Yang (10), who plays cello, said.

Orchestra conductor Nathan Hetherington spent a class period reviewing the lyrics with the ensemble, Finster said. During the class, Hetherington emphasized certain parts of the music that corresponded with important lyrics, he said.

N-12 Music Director Timothy Ho chose this piece because of its hopeful message, Music Department and Glee Club teacher Dr. Amir Khosrowpour said. “It is uplifting, it is beautiful, and hopefully it helps us for a moment remember all the beauty around us.”

“This song is especially relevant and hopeful as we begin to recover from COVID,” Zach Goodman (10) said. “The main message of the song is about rebuilding after destruction, so it’s very meaningful now as we try to rebuild NYC.”

The Jazz Band played two pieces: “Au Privave” by Charlie Parker and “Footprints” by Wayne Shorter, drummer Alex Rosenblatt

(11) said. “The take of Au Privave that we recorded as a group was one of the best we’ve ever played.”

While the majority of the band was able to occupy the same room for the recording, Abigail Morse (12) had to play her saxophone in a separate room because she was unmasked, and her recording was subsequently added electronically, Rosenblatt said.

one, Freidus said. The final version was one of the later takes, when the ensemble was completely warmed-up, she said.

H Period Steel drums rehearsed their song for three months and recorded it in class, Allison Markman (10) said. Remote learners played their parts on iPads, which made it easier to perform because the group could hear each other as they played. Their song has

find the filming process too difficult, but she took her time to ensure that the recording she submitted was the best one, she said.

Both Glee Club and Orchestra recorded their individual parts with backing tracks. Members of the Glee Club recorded on computers or iPads while listening to Khosrowpour and music teacher Carmen Keels sing their voice parts with headphones, Ho said. Meanwhile, the Orchestra recorded to the counting of Khosrowpour, a piano track, and an electronic instrument part, Finster said.

It was difficult to record the Orchestra pieces alone, Yang said. “It was more challenging because, if you make errors when you’re in a group, other people will be there to more or less mask them, but you can’t have that when you’re recording alone,” he said. The syncopation — or lining up with the beat and the recorded track — was difficult because the members of the Orchestra had to listen carefully and be cognizant of the intonation, he said.

Members of Sinfonietta had to record their performance of “Sinfonietta No.1 for Strings” by Coleridge-Taylor virtually, Alex Oh (12) said. The piece was different from the normal style that the ensemble plays because of the rhythms and the way the parts came together, Oh said.

Similarly, it was hard for Ho to conduct his choir virtually, so the students made notes in their sheet music of what he would have said had they been performing live, he said.

Music has been an escape for many in the school’s community, including Khosrowpour, he said. “Music gives us a chance to reflect on what is going on in our lives or what has gone on in the past,” Khosrowpour said. “I hope that the HM community experiences something similar, whether it be exhilaration from a Steel Band video, or pastoral beauty from the choral video.”

Lauren Kim/Art Director



BUILDING A BEAUTIFUL CITY HM Orchestras perform the intro to Beautiful City.

The three steel drums classes each played separate songs: D period played “Cherry Oh Baby” by Eric Donaldson, F period played “Africa” by Toto, and H period played “Havana” by Camila Cabello.

The D period Steel Drums class had been rehearsing their song for over a month, Sabrina Freidus (12) said. “It’s pretty upbeat and has a lot of melodies that were fun to listen to,” she said. “There are cool parts where all of the instruments come together to play the same rhythm with different notes.”

Khosrowpour filmed multiple takes of the class performing so they could pick the best

an upbeat message and strong melody, which made it fun to play on the drums, she said.

Unlike the steel drums classes and Jazz Band, the Glee Club and Orchestras were unable to record their performances in-person due to COVID-19 restrictions, Laine Goldmacher (9), a member of Glee Club, said. “It was slightly more difficult to perform alone,” she said. “It is easier to blend your voice and work with others to create a more cohesive performance.”

Still, Goldmacher said it was easier to focus on her part in a recording because other people were not singing the rest of the parts, which could have confused her. Goldmacher did not

“Complaints the Musical”: *HM students lament first-world struggles*

EMMA COLACINO
Staff Writer

Combining complaints of homework, stress, love lives, and the pandemic with classic music theater songs, the Horace Mann Theater Company (HMTc) presented Complaints the Musical yesterday. The musical consists of 55 different complaints turned into monologues, song performances, and a final group choral performance of a rendition of the Broadway hit “Seasons of Love.”

Co-President of the HMTc Henry Owens (12) has been a fan of the complaints choir performances ever since he first saw them in elementary school, and he always thought it would be interesting to be a part of one, he said. “[The show] combines my love of complaints choirs, doing small theater events, and making parody music videos,” he said.

Owens began planning the event in

October and sent out multiple grade-wide emails gathering complaints, he said. “Whenever we were publicizing another event, we included the link to the complaint survey at the end of the email, slowly gathering complaints,” he said. “And then by December, we had over 100 of them.”

After receiving all the complaints, Owens began incorporating them into popular musical theater songs such as Tomorrow from Annie and Supercalafragalistic from Mary Poppins, while performer Jacob Shaw (11) wrote an original song using the complaints Owens sent him. After Owens and Shaw finished creating the song parodies, the HMTc sent out a sign up form to get other members involved, Owens said.

When working on the production, HMTc members could act, direct, or edit different sections of the performance, Dalia Pustilnik (11) said. Pustilnik directed the

performance, and was paired with actors Athena Spencer (10) and Bailey Hecht (10). “We just kind of went through, one-on-one, their lyrics, the vision for what we thought the scenes would look like, what each line would look like, how they could film it at home alone.” Filming the scene was a quick process that consisted of Pustilnik calling the actors discussing what scenes they were able to create from home, she said.

In Complaints the Musical, one director and one actor collaborate on one scene, as opposed to a traditional show where a director gives instructions to an entire group, Hecht said. “The actor and director work as a team to come up with what they want to do for the scene, so there was a lot more control of how I wanted my scene to be performed.”

Administrative Assistant to the Grade Deans Ennis Smith had worked with Owens several times before



COUNTRY ROADS Jacob Shaw (11) performs in the show.

Complaints the Musical, specifically on iterations of the Shakespeare Video Project. “This was a nice quid pro quo, [Owens] directing me instead of the opposite.”

Like Pustilnik, Abigail Morse (12) also directed a scene. “We were kind of pressed for time and so we filmed it during two break periods, and there was a lot of improvisation where we did it in one take,” she said. “It was just really hilarious to watch people walk by as I gave them some instructions.”

Willa Davis’s (10) favorite part of the musical production was watching other performers on the roof during the Fiddler on the Roof section that took place on top of the Lutnick Hall roof, she said.

Whereas past Complaints Choir performances grouped all the complaints together, the complaints musical separated the complaints into different sections such as complaints about homework, stress, and love life, Pustilnik said. “The majority of them probably had to do with school,” she said. “Some of them are about the struggles of working online, and some of them are just about workload.”

Pustilnik’s favorite complaint was about liking someone who doesn’t have the same feelings, she said. “That obviously has nothing to do with school, but they were definitely all relatable,” she said. “Like in the spirit of the original complaints choir, it’s just supposed to be a fun way to make grievances that everyone experiences

fun.”

Work-related complaints included that “Classroom is way worse than Haiku,” “All of my clubs meet at the same time,” “I hate firstclass,” “This paper is due tomorrow and I have been awake for 30 hours,” and “Teachers tell you to take time for your mental health and then assign three hours of reading.”

Other complaints included that “My crush friend zoned me,” “All my friends live five hours away,” and “Middle schoolers are too loud in the morning on my school bus.”

Davis enjoyed the new format of the Complaints Choir as a musical because it gave individuals an opportunity to showcase their talents and have their own parts rather than just the group song, she said.

Being a part of the production was some of the most fun Smith has had all year, he said. “Between juggling my duties as both film studies instructor and administrative assistant this year, working on Complaints was a welcome break.”

The wide variety of musical performances made Complaints the Musical especially interesting, Owens said. “You have so many different styles of music, you have so many different stories being told in each different song, and you have different directors and different actors, each bringing their own sort of style and their own flair to the show,” he said.



PHANTOM OF GROSS THEATRE Smith belts an aria to vaccines, masks, and silent lunches.

From beginners to winners: MD Debate Team takes second place

YIN FEI AND JAYDEN SIEGEL
Staff and Contributing Writers

The Middle Division (MD) Debate team won second place in the Cities Tournament out of 40 teams this past weekend. After debating the pros and cons of U.S. sanctions against China, each member of the team placed in either the novice or intermediate division at the competition.

In the novice division, seven students won gold awards, three students won silver, and two students won bronze. In the intermediate division, two debaters won gold and four won silver.

Emily Wang (8) said she and her partner received gold because of the amount of speaker points they gained. Most of the debaters also had winning records, which meant that they won two out of three rounds, Wang said.

Prior to the

event, the debaters engaged in one month of intense preparation, during which they carefully conducted research, generated crossfire questions, and formed rebuttals to potential counter arguments.

The team members prepare mostly independently, Carson Eisner (8) said. Outside of the 45 minute to hour-long sessions led by Upper Division (UD) students, the students conducted the bulk of the writing and research at home.

Eisner and his partner, Gillian Ho (8), spoke on the phone every Saturday leading up to the tournament to work on a case that would ensure victory, he said.

“This was probably the most prepared Gillian and I have actually been,” Eisner said. “We had written out a complete summary, numerous crossfire questions, and a ton of blocks.”

Blocks are premade sources and arguments that debaters use to respond to the rebuttal of the opposing team. Eisner and Ho ended the tournament with a winning record.

In school, the students’ preparation involved collaborating with other members of the team by reviewing their arguments and engaging in practice rounds, during which they debated against each other, faculty adviser John Eckels said.

“We worked on practicing our speeches by saying them out loud and giving each other comments,” Nikki Pande (8) said. “We also shared our documents so if one of us had really good pieces of evidence then we could take a look.”

In addition to individual and group work, students received instruction from Upper Division (UD) debate students who held working sessions every Wednesday. During these meetings, the high schoolers advised the MD students on building their cases, both in terms of content and structure, Eckels said.

The UD debaters spent their Wednesday meetings teaching the MD debaters how to improvise and analyze situations as they appear in rounds, said Co-Director of MD Debate Leyli Granmayeh (12).

“We mostly try to emphasize and teach them how to think on their feet and come up with arguments and feel comfortable with speaking without necessarily having a source that says exactly what they’re saying,” Granmayeh said.

With pre-written responses and rebuttals, the debaters did not have to improvise against some of the more unique arguments that opponents had, Pande said.

However, students experienced their fair share of challenges while preparing, Naina Mehrotra (8) said.

“I personally had a lot of trouble finding arguments for the pro side, just because there seem to be a lot of negative impacts,” she said.

To resolve this issue, Mehrotra said she spoke to other debaters who each found one or two contentions. “In the end, we were able to find ways to incorporate each others’ research.”

Another unexpected difficulty with this topic specifically was its racial underscore, given the current climate with anti-Asian hate crimes and violence, Eckels said.

“A large number of our middle school debaters are Asian, and with the announcement of the topic for city and state, there was a lot of potential there for things to go a little awry,” he said.

However, as far as Eckels is aware, no conflicts ensued, he said. “We did make sure to tell [the debaters] to let their judges know and us, as their coaches, know if something said seemed more like a stereotype, especially if it was targeted at them or attacking their identity.”

Granmayeh was ecstatic at hearing the results of the tournament, she said.

“I know how much time they put in, how much energy and how much research they do so I was not surprised with their results,” Granmayeh said. “I was super proud, especially because this is a difficult tournament where they are competing against other really qualified students.”

Throughout the tournament, Wang reflected on her improvement and the improvement of her fellow novice teammates who only started debating this year.

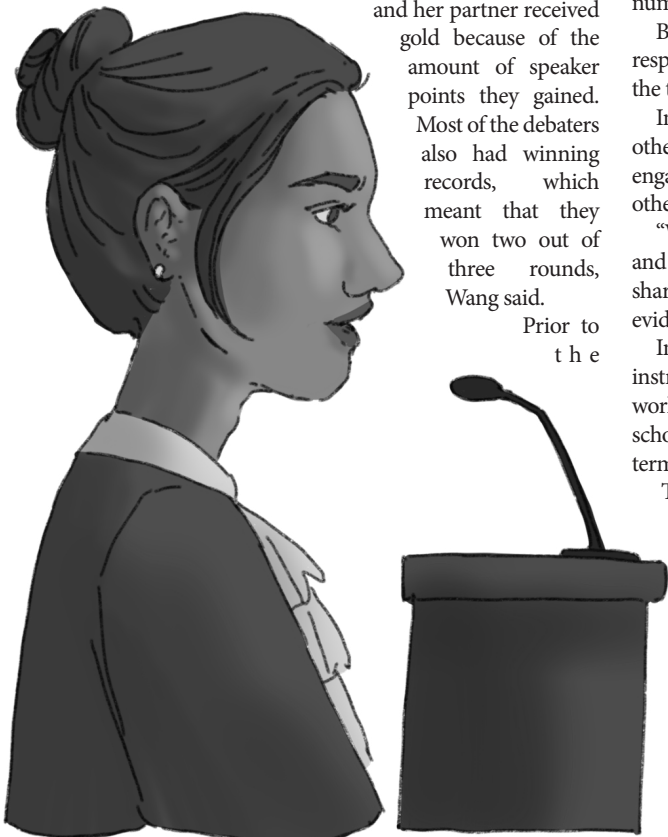
“I think I speak on behalf of most of the newcomers when we say, before we couldn’t we could barely do a speech properly, but now we can we can we can improvise pretty well and we can we can appear confident to the audience,” Wang said.

One highlight for Eckels was realizing that the students were focusing on why they received the results they did, he said.

“We’ve been working with the middle school debaters all year trying to focus on not just seeing the placement, but also the feedback,” Eckels said.

Currently, the middle schoolers are looking forward to the State Championships next month and are working hard to prepare for the two-day conference.

“The next tournament is going to be an even bigger deal,” Eisner said. “This time, as a school, we got second place, but hopefully in the next tournament we can win first place.”



Rachel Zhu/Art Director

Art gallery showcases MD talent

VIDHATRIE KEETHA
Staff Writer

Upon entering the Fisher Hall gallery, a viewer observes vibrant paintings and drawings of city and desert skylines at dusk lining the left wall. As a viewer gazes around, film reels showcasing silhouettes of pens, glasses, leaves, and hands catch their eye. In the center of the room sit

John Mauro/Design Editor

unglazed ceramic sculptures of animal heads on levelled white

stands throughout the room.

The sculpture display outside of Pforzheimer Hall consists of painted leaf collages hung on the walls. Students in art teacher Ron Logan’s first trimester Visual Arts classes created the collages by collecting leaves, drying, gluing, and painting them, Logan said.

“[Leaves] are very physical, they’re very simple, they’re tiny, they’re not imposing, but they’re kind of pretty to look at and have a nice kind of rhythm to them,” Logan said.

Although the collages were originally displayed around the studio, Logan thought relocating a few of them to Pforzheimer would encourage people to visit the gallery in Fisher Hall, he said.

Timothy Lipsey (6) contributed marbleized canvases and a sketch of a yacht sailing through the horizon to the show. To make the marbleized canvases, he mixed three different colors of paint together and let the paint drip

across three square canvases.

Of the two pieces he contributed to the gallery, Lipsey was most proud of the marbleized canvases, he said. “I think it is sort of nice to have that piece of work in there,” he said. “It is not like I’m proud, but it is a nice feeling,” he said.

Isabella Bartoletti’s (6) class focused on making sculptures of their spirit animals. The piece Bartoletti contributed to the show was a sculpture of a dog whose head could open in order to store small items inside, she said.

“This sculpture was inspired by my mini goldendoodle, who recently caught a disease that gave her difficulties to walk,” she said. “Though she isn’t my spirit animal, I wanted to have a piece of artwork that reminded me of her.”

Tea Lazri (6), who also had to make a sculpture of her spirit animal, made a storage container created in the shape of a silver fox’s head, she said. “I was

inspired by the fluffiness of the fox, and also the color of its eyes, which I had a hard time representing while painting

it,” she said.

Studio manager Lombardo said that she arranged the pieces in the gallery and that she was involved in planning out the gallery. Teachers pulled out their students’ work from the first and second trimesters to be displayed, she said.

A website created last March for the purpose of continuing to showcase students’ artwork during the pandemic also features photos of the art show. “We wanted to show

students who were remote what the gallery generally looks like,” Lombardo said.

Remote students were able to contribute to the gallery, Logan said. Because the process of adding a matte finish to the images takes time, some of the work will have to be displayed around the studios after the gallery has ended, Logan said.

While transitioning to online school meant that many ceramics students couldn’t glaze or paint their work, the unglazed sculptures ended up adding a sense of uniformity to the gallery, Lombardo said. “They are all just raw fireclay, which I think is actually a really nice look,” she said. “It’s a result of how we change things for the pandemic.”

Lipsey said that online school in general made it difficult to make artwork. “The vibe of the classroom [was] just never there during online [school], so it is a totally different experience,” he said.

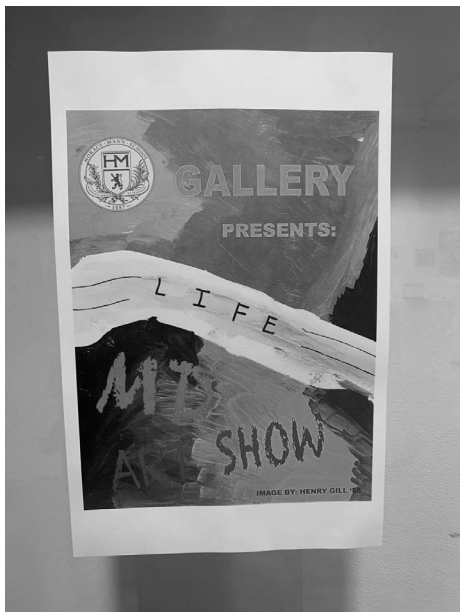
Overall, the transition to online instruction for a part of the year made this year’s art gallery especially meaningful, Logan said. “We’ve told all of our students that we’re all going through a historic time, and even if we just matte a photograph of what you sent, that’s great,” he said. “We all know we’re going through the pandemic, but life has to go on, and we have to show that we’re going to move ahead creatively and positively.”

Bartoletti said that she was thrilled to have her art displayed in the art show because of how hard she worked on the sculpture. “Even though it wasn’t finished, I hope people still enjoyed looking at the almost finished product,” she said.

The gallery is also important for showing students artwork is and should be with

that valuable treated respect, Lombardo said. “Visual art

is meant to be seen,” Lombardo said. “If you feel comfortable putting it on the wall and letting people see it, that’s the best way to let the work shine.”



Jackson Feigin/Photo Director

LIFE IMITATES ART It’s ruff.

“Developing excellence, inspiring success”: Coach Chadwick leads rugby team

Jiya Chatterjee
Staff Writer

In February of 2020, Coach Ryszard Chadwick looked forward to starting a new job with the school's relatively new rugby team, he said. However, within one month, the school had switched to remote learning. Nonetheless, according to Director of Athletics, Health and Physical Education Robert Annunziata, the new coach began to make an immediate impact on the school's rugby program.

“Since his arrival, Coach Chadwick has created an environment that connects with the student athlete on a level that supports their growth in learning and enjoying the sport of rugby,” Annunziata said.

Chadwick has been an active rugby player since the age of six. “The thing I love most about rugby is how it's an all inclusive, equal opportunity sport,” he said. “For me, it's also the most effective sport to teach life skills and values.”

When describing his coaching style, Chadwick provided the following phrase: “developing excellence, inspiring success.” He believes the best rugby teams show comradery, confidence, and effort, and he hopes these ideals translate into values that his players will carry with them into their day-to-day lives. “The most important part of coaching to me is building a relationship of trust and feeling safe and comfortable with the players,” Chadwick said.

Chadwick has been coaching for many years. He began his coaching career at the age of 14 and has worked across the world, coaching rugby players as well as supervising and assisting other coaches.

“Coach Chadwick is the quintessential factor of the team's cheerful and energetic dynamic,” Jhanae Ottey (11) said. “I am looking forward to learning how this sport works with him.”

Before coming to the school, Chadwick ran a NIKE rugby camp in Oregon. He learned about the school from rugby team captain, Catherine Mignone (11), who attended the training camp, said.

Clementine Bondor (10) was impressed by the depth of Chadwick's knowledge when he began coaching the team. “He has a great eye for identifying specific problems or hesitations and helping us overcome them.”

“He has a lot of love for the game, which carries over to us as players and gives motivation and a positive attitude going into every practice,” Josephine Mignone (9) said.

Along with holding many other rugby-related positions, Chadwick is the Junior National Team and Female Pathway Coach for the official U.S. governing body for rugby, USA Rugby, where one of his roles is helping develop female athletes who hope to have future careers in rugby. Thus, Chadwick was especially excited to work with an all girls rugby team. “This game is as much for women as it is for men,” he said. “It gives women a platform to be strong and [teaches them] how to lead without judgment from outside influences. I have coached a number of women's teams and it's amazing what they are achieving.”

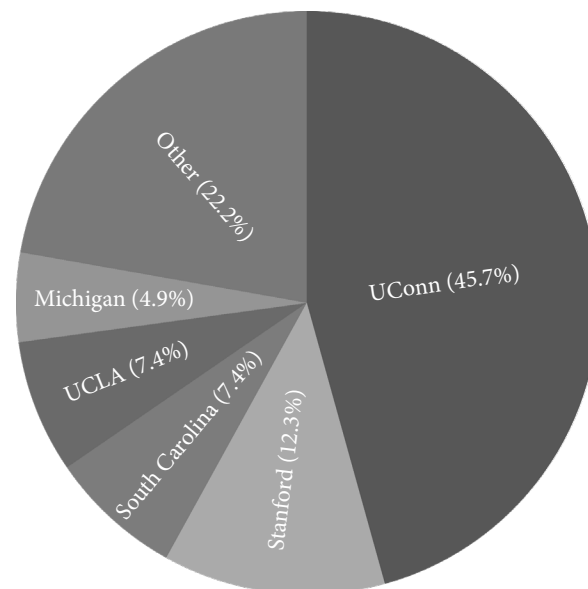
Despite the challenges that COVID-19 poses for this year's season, Chadwick still has several clear objectives in mind. He hopes to encourage more students to try rugby, as the sport not only has physical benefits, but is also an extremely enjoyable extracurricular once athletes master the rules of the game. Chadwick also wants the team to focus more on conditioning as well as the details of the sport. He compared rugby to a form of art and believes it requires the same level of fastidiousness as any creation of art.

“I have high hopes for the portion of the season we will be spending online,” Bondor said. “It's difficult to imagine playing rugby in a virtual sphere, but, somehow, Coach Chadwick found a way [last year]. I have an intricate understanding of the game — I could talk to you for an hour about the principles of play, both from offensive and defensive perspectives, because of how he taught us.”

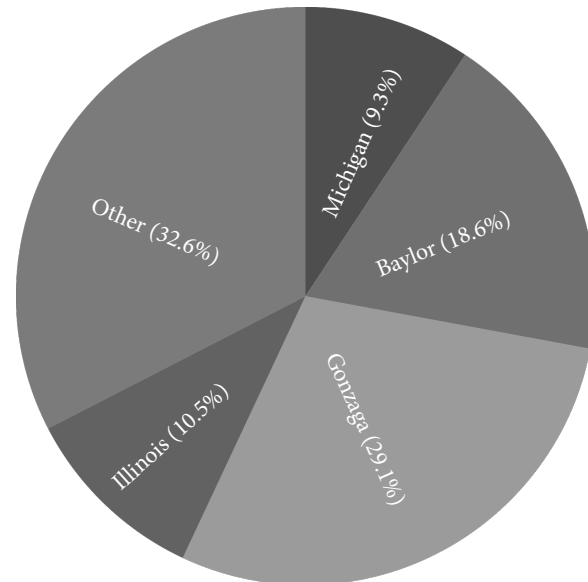
Despite knowing Chadwick for only a short amount of time, the players have felt the positive effects of their new coach's teaching and have seen vast improvements in their game.

“At the end of practice last week, we talked about setting high expectations for ourselves and then breaking through the ceiling,” Bondor said. “Even in only two weeks, the ceiling has been broken.”

Who do you think will win the Women's
NCAA basketball tournament?



Who do you think will win the Men's NCAA
basketball tournament?



Based on a poll of 86 UD students.

Federman (12), Mehre (12), and Resnicks (12) win the Diamond Dollars Case Competition

Oliver Lewis
Staff Writer

This past weekend, a four membered team from the school was announced as a winner of the Diamond Dollars Case Competition, designated for college level analytics majors. Jake Federman (12), Aidan Resnick (12), Maxwell Resnick (12), and Eshan Mehre (10) presented their analysis of a baseball operations decision to a panel of front office executives from 10 Major League Baseball teams.

The Diamond Dollars Case Competition, hosted by the Society for American Baseball Research, is the first national competition of its kind. On Wednesday, March 3rd, each team received the prompt and was given a week to form a response and presentation. On Friday, March 12th, each team presented in front of the panel of judges.

The goal of this year's competition was to create a more modern and refined version of the statistic Game Score, which is used to evaluate a pitcher's performance in a single game, Maxwell said.

“Game Score is severely flawed, as the way it works is it adds and subtracts a seemingly arbitrary number of points for different plate appearance outcomes,” Federman

said.

The team encountered obstacles while perfecting their new method of analysis. “We wanted to give pitchers more credit for pitching well against better opponents, and penalize them more for pitching badly against worse opponents,” Federman said. “While this was a great idea in theory, none of us knew how to actually implement it, and how to calculate the adjustment needed.”

The team researched ways statisticians use adjustments to allow comparisons between data points that fall under different categories and then created their own method of adjustment to fit their project.

Federman's interest in sports analytics was sparked the summer after his sophomore year when he and the Resnick twins attended Wharton Moneyball Academy, a sports-analytics program, he said. Federman and the Resnick twins have since co-founded the school's Sports Analytics Club.

Aidan is passionate about sports and quantitative analytics, he said. “When I was introduced to the intersection between the two fields, I knew that I wanted to pursue it.”

The team did not have much time to prepare for the Diamond Dollar Case Competition because



STATS SQUAD Maxwell Resnick, Jake Federman, Eshan Mehre, and Aidan Resnick celebrate their first grand slam.

they signed up the day before the deadline. On Friday, February 26th, Aidan and Maxwell did a radio interview with MLB Network's Sirius XM station to discuss the book that they co-authored, “The Stats Game.”

Afterwards, the host, Vince Gennaro, requested that they submit an entry into a competition he runs. “At first, I assumed the competition would be rather casual, but after doing more research, I realized that he runs the biggest

baseball analytics competition in the world,” Maxwell said.

“Max called me and asked me if I wanted to join them, and then after I said yes, we recruited Eshan to work with us as well,” Federman said.

The win was a team effort, as everyone contributed to all parts of the project, Mehre said. “This was the first time that our specific combinations of teammates worked together on something like this,” he said. “However, the team dynamic

was seamless.” Because all members were passionate about the topic, it was easy for them to work together efficiently and effectively, he said.

“To be selected as one of the winners was beyond amazing and far exceeded my expectations,” Federman said. “I will never forget the time I heard ‘Congratulations to University of Chicago Booth, Syracuse University, Cornell University, and Horace Mann.’”