**Science Olympiad advances to State Tournament**

**Rachel Baez and Clio Rao**

Staff Writers

15 members of the school’s Science Olympiad team competed in the Science Olympiad State Tournament against more than 40 other teams on Saturday, April 10. Although scoring has not yet been finalized, the team performed well, faculty advisor Oleg Zverdin said.

The team finished in the top four in the regional competition at the beginning of Spring break, which allowed them to proceed to States. There are two teams within the larger group: the A and B team. The majority of the A-team competed in the State Tournament, but the teams were repeatedly altered prior to the tournament to ensure that the most skilled students were taken, club co-leader Gaby Fischberg (12) said.

The team has qualified for States multiple times in the past, Fischberg said. “It was great to qualify again this year, because States last year was unfortunately cancelled,” co-leader Catherine Mignon (11) said. Usually, a Science Olympiad tournament includes build events, test events, and a lab event that is completed in pairs. This helped the team since they usually excel in the testing events, Mignon said.

The top two teams from the State Tournament will move forward to nationals, Mignon said. The National competition takes place on the weekend of May 21st.

Unlike last year, the team began in a group Zoom, where partners were put into specific breakout rooms according to their events. They retrieved their test and corresponding answer sheets through a Dropbox link, and they proceeded to complete their events throughout the day.

The team receives the event list at the beginning of the year, and one topic that made numerous appearances at tournaments was Ornithology or the study of birds, Fischberg said. “Ornithology has been a staple over the last two years,” Zverdin said. The team, especially Mignon, excelled in this particular event this year, Fischberg said.

In the regional competition, the team received first place awards in the Disease Detectives (focuses on diseases and how they are spread), and in the Chemistry Lab and Water Quality events. The team received second place in the Machines event, and third place in the Chemistry Lab and Water Quality events. The team also scored third in over half of the events they participated in.

**Students ages 16 and older receive COVID-19 vaccine**

**Emma Colacino and Jiva Chatterjee**

Staff Writers

Many Upper Division (UD) students receive doses of coronavirus vaccines since April 6, when residents of New York ages 16 and older became eligible to receive the Pfizer-BioNTech COVID-19 vaccine. According to New York State’s official COVID-19 vaccine website, 25.5% of all New York residents are fully vaccinated, while 38.6% have received one dose.

Students ages 16 and older receive COVID-19 vaccine

Any student or employee can do to minimize time out or minimize the severity of the virus makes the school a safer place for everyone, Head of school Dr. Tom Kelly wrote. Students are allowed to “Zoom in” to school if their vaccine appointment confirms they got their shot. “And while we encourage those eligible to get vaccinated, I ask that we remain respectful to one another and members of our family who, for good reason, are not being vaccinated,” he wrote.

With the exception of being reintroduced into the music program, many of the school’s COVID safety protocols will not change as students become vaccinated, Kelly wrote. However, the school now will have at least one athletic competition for most varsity athletic teams as possible and the school will be decreasing restrictions, either ones that were based on after school activities in an attempt to encourage students to spend more time outdoors.

Chloe T rentaliana (10), who received the Pfizer vaccine, said, “I think the experience was smooth and effortless.” The vaccine itself took one second to get,” she said. Once T rentaliana was vaccinated, she was asked to sit in the waiting room for a 15 minute risk because the vaccine is not 100% effective at stopping the spread, she said. “I’m not planning to go to any large events.”

Even though more students are getting vaccinated, teacher Adam Casdin hopes that people will continue to be careful. “Social distancing at school has been a challenge for students, but my takeaway from the last six months is that music work,” he said. “As long as we all keep wearing our masks, we’ll be okay.”

Students ages 16 and older receive COVID-19 vaccine

It’s my responsibility to my peers at Horace Mann, my teachers, and everyone I interact with on a daily basis, to keep them as safe as possible.”

-Ahaina Shivastava (12)

**Shuchman (10) wins Langfan American Constitutional Oratorical Competition**

**Jade Ciriello**

Staff Writer

Ariela Shuchman (10) won the school’s annual Langfan American Constitutional Oratorical Competition for a speech proposing a Constitutional amendment that would ban automatic and semi-automatic assault weapons. In total, 21 sophomore contestants competed, addressing the prompt: “What right (or other content, argument structure, and other criteria included voice, presentation, delivery, and persuasion.

McCarthy was looking for a speech that made him think. “You’re right, this is really important, we need to see this change, this is what we need to do right now,” he said. McCarthy was “emotionally compelled” by Shuchman’s speech, he said.

In her speech, Shuchman argued for the removal of a part of the Second Amendment that discusses forming militias. She also said that the Second Amendment should be revised because people have the right to bear non-automatic and non-mandatory weapons.

“All of the articles are about the three branches of government — the president, the Congress, and the Supreme Court,” she said. “The second amendment, I feel, is sort of inclusive to really dangerous types of guns.”

Nagin was impressed by Shuchman’s speech. “She really just spoke very passionately, quite loudly and clearly, and passionately, and really she really created an emotional connection with everyone,” she said. “She also talked about the issue of gun violence to the Horace Mann community by saying ‘What if we are next?’”

After the initial round of the competition on March 3, the finalists were given about a month to revise their speech. In Schuchman’s final delivery of her speech, she mentioned that her speech had been, 16 mass shootings in the time since she delivered the first draft of her speech, a statistic that stuck out to all of the judges, Mantavadi said.

“Everyone who attended the event, especially the judges and teachers were all amazed by the delivery, content, and quality of all of the contestants’ speeches,” Link said.

**It’s my responsibility to my peers at Horace Mann, my teachers, and everyone I interact with on a daily basis, to keep them as safe as possible.”**

-Ahaina Shivastava (12)
We must support trans youth

A conversation that begins with, “If something happens to me, these are the arrangements I want you to make” is never a pleasant one. A year ago, we had it in the pandemic was quickly spreading throughout the world. We had this conversation again at 8:33 p.m. on March 17, 2021, except it was in reaction to the increasing number of attacks on the Asian, Asian-American, and Pacific Islander (AAPI) community. The fight against COVID-19 was not over, and deepened wounds we both have felt for our own people were still just beginning to pierce the air. Despite both of us being American-born and raised in the United States, and any platitude about overcoming differences or categorizing people between us, we are still asking, “Where are you from originally?” What continues to be most helpful in this endeavor is knowing that the word “Asian-American” is being used to describe the Asian-American Pacific Islander existence and experience, as though we were never really American, to begin with. The shootings in Atlanta further stressed the point that too many of us are still not seen as American, or even, as human.

Anti-Asian racism isn’t new, and it didn’t come out of nowhere in the COVID era. There is a long history of racism and violence towards the AAPI community that existed well before the Chinese Exclusion Act of 1882 and Japanese imprisonment camps of World War II. 

Actor Steven Yeun, star of the film Minari, described the American experience for AAPI youth in a recent feature in the New York Times: “Sometimes I wonder if the Asian-American story is the story of my heritage, or whether it’s more about everyone else, but nobody else is thinking about it.”

Violent attacks against AAPI and Asian-American communities continue to escalate, especially against those who appear to be Asian-American, while remaining stagnant, making few visible efforts to aid the trans community. We can wear the facade of support by believing that our anti-discrimination stance is strong enough. But due to the lack of desire to seek out trans visibility in our community, it is unlikely that we are providing any actual assistance.

While the school may admit and accept trans students, students and faculty could be making more of a concerted effort to uplift these students and the trans community as a whole. Using people with correct pronouns can be a good starting place, but doing more than that does not stop us from calling ourselves trans allies.

We must understand how we are, students, using our wealth to support trans people in the city around us, notably Black trans sex workers who bear the brunt of discriminatory violence? Are we engaged with content about the trans community in a way that challenges our own biases? Do we question our immediate and innate responses and don’t depend on others to hand you all the answers. We are encouraged by people like Xiao Zhen Xie. Not only is she an Asian-ethnic student who fought off her attacker in San Francisco, she also donated all the money raised by a GoFundMe to AAPI causes. She represents what can happen when we fight against the McDade in a way that placed on the AAPI community. It perpetuates the idea that Asian-Americans and Pacific Islanders are targets of violence and discrimination.

Keep up to date with events that impact the trans community takes no more than five minutes each day. We must begin to discuss the deaths of discrimination against trans people, both in our classrooms and amongst ourselves.

On May 25th, trans activist and ACLU lawyer Chase Strangio, was won a Supreme Court case in June that ruled it illegal for an employer to discriminate on the basis of sexual orientation or transgender identity, will talk at the school. I implore students and faculty alike to pay careful attention to his words and learn from his experiences. The school must continue to promote events that include trans speakers. We must use our privilege as cis people and as a community with mostly upper class families to increase our awareness of support for the around us that identify as trans or gender nonconformers.
Taylor and Pellow explained how racism is often used to justify pollution and the dumping of toxic waste in marginalized communities. POC are often associated with dirt and filth, and the perception of pollution is that it is a problem specific to those communities. POC have had, as inaccuracy and reductive stereotypes have rendered them invisible, she said. "Inaccurate data have been reported about communities of color, and the dumping of toxic waste in marginalized communities. POC are targeted as places to dispose of toxic waste," Pellow said. "We need to recognize that these places are under attack because they are perceived as being dirty, and the communities themselves are stigmatized as dirty."

"It was shocking to hear that communities of color, although they pay the most in energy and other resources, are living among the worst pollution in the country," said Walker. "In the Environmental Justice Project at Yale, we've found that POC have been subjected to disproportionate exposure to pollution," Pellow said. "The Environmental Justice Project at Yale, in addition to publishing an array of research, has been working with communities to protect their rights and advocate for environmental justice."

"When you, as a student at HM, hear the words "Dorr Nature Lab" what do you think of?" Taylor and Pellow asked. "To some, it may mean a place to learn about nature and do great work in recapturing the racist, sexist, and elitist roots of that movement, and the legacy left by that history," said Walker. "In my view, Dorr Nature Lab is a place to do environmental justice. I thought it was too difficult of a subject to do in class," said Walker. "But I've never given up on the mission," said Walker. "I've been working with environmental justice for over 20 years, and I believe that it is important to have this conversation because of the impact it has on the communities."}

"We need to recognize the importance of grassroots organizations and local activists in order to create meaningful change. No politicians have any environmental platforms or policies until environmentalists start pressuring the Democratic party to take environmental issues seriously," Walker said. "I have met with the Environmental Justice Project at Yale, and we have been working with them to develop a program to bring Earth Day to HM."

"When I think of the environmental justice movement, I think of the connection to the communities of color in Georgia and mobilizing people to vote," said Walker. "Professors Taylor and Pellow used their personal experiences as a foundation for their work, and that is why they are so important in our current moment. The complexity and with which they approach historical questions of environmental justice, national, and international," said Walker. "It is a tremendously valuable contribution."
Molecular Genetics, Evolution and Ecology
Allison Markson
Staff Writer
The school's newest biology course, Molecular Genetics, Evolution and Ecology, is an advanced science class that will focus on modern molecular genetics and the variability of organisms within a species. Students will be studying processes and evidence of evolution as a means to understand biological diversity. To create the course, the biology teacher first developed the framework for a 400-level biology curriculum. This involved breaking up the current AP Biology course into two courses, one of which is the Molecular Genetics, Evolution and Ecology course, Upper Division Science Department Chair Dr. Lisa Rosenblum said.

In the AP Biology curriculum, evolution and ecology are often not covered in depth in relation to the AP test, science teacher Camilla Niven said. “We really wanted to explore those topics more and create a class where we could go deeper into those topics.”

The creation and design of the class requires significant organizational skills. “I think, as the Science Department searched for interesting activities and new labs to engage students, that’s the backbone of the course,” Niven said. “It involved a lot of bouncing around of ideas, and things we considered the skills we would like students to learn.”

The class overlaps with an existing course, “This course sprouted from a structure and a class that was developed in the first semester of the year, but the second half of the new course focuses on how the processes of evolution drive ecological interactions, which is a completely new curriculum, Rosenblum said.”

We are really excited about getting to share them with our students,” English teacher Jennifer Little said. While there are units she plans on using as the backbone of the course, she wants the students to study what interests them most and wants to give them the opportunity to explore their own interests.

“The variables of logistics and funding notwithstanding, Kassel would like to bring in guest speakers to discuss cinema, fiction, and their mutually enriching relationship. One of the course’s goals is to examine what is happening in filmmaking today. As an English teacher who considers herself a perpetual student, Kassel is driven by her passion for the viability of film throughout the years. Her goal is to invite filmmakers and screenwriters from both within and outside of the school’s community to discuss the role of cinema, literature, and other interdisciplines.”

There are certain films that speak to me in a way that I feel they enhance learning,” Rosenblum said. “The making of art is certainly enhanced by intellect, it is the visceral, spiritually inspiring experience that I want you to learn how to break beyond the stereotypes of how Africa is portrayed as a very unstable place in Western media, and to walk away with a deeper understanding of how these crises happened,” Fabian said. “I don’t want them to see these crises as African problems, but as global problems.”

APRIL 16TH, 2021
Vivian Coraci/Staff Artist

Atomic Structure, Reactivity, and Applications of Chemistry
Allison Markson
Staff Writer
When I first learned about the concept of higher-order thinking, I was amazed. It was like when, as an English teacher, Jennifer Little said, “I don’t want them to see these crises as African problems, but as global problems.”

This course evolved out of what my own professors taught me, in addition to my own research for an African history class,” Rosenblum said. “I want them to see these crises as African problems, but as global problems.”

The vast majority of the course has already been developed, but since the course was created four days a week rather than five, there may need to be some additional tweaks to the pacing of the class if any. “What we’ve done is that we’ve planned out the activities, and we’ve planned out how many weeks we’re going to spend on each topic,” Rosenblum said.

Members of the class can look forward to the unique ecology labs that Niven planned, as well as the opportunity to real in time using bacteria to look at antibiotic resistance. In ecology labs, the Science Department would bring in volunteer students from local field work, she said.
Author and editor Nicole Chung shares her experiences with anti-Asian racism at MD assembly

ROWAN MALLY and AUDREY CARBONELL Staff Writers

At last week’s Middle Division (MD) assembly, writer Nicole Chung shared her experiences with anti-Asian racism and discussed the struggles of not fitting in. Chung, whose biological family originated from Korea, was adopted by white parents, an identity that became a key theme in her 2018 book “All You Can Ever Know: A Memoir.” At the MD assembly, Chung shared personal stories as examples of how to react in the face of racial prejudice.

“I always wanted to be an artist,” Rowan said. “My mom was an artist, and she passed that love on to me.”

As a child, Chung was encouraged by her parents and friends to pursue her artistic passions. However, Chung faced challenges when entering the art world as a cross-cultural adoptee raised in Oregon, where she felt prejudice from others.

Chung pointed out that her experiences as an Asian-American differ from those of her white adoptive parents, and her story is not unique. “Microaggressions are also considered as anti-Asian violence, and that is so much more insidious and prejudice than physical violence.”

During the assembly, Chung discussed her childhood as a cross-cultural adoptee and the importance of speaking up against prejudice.

Chung shared excerpts from her book and discussed anti-Asian racism. She encouraged students to write about their experiences with anti-Asian racism, and she discussed the struggles of not fitting in. “I learned that anti-Asian violence is not necessarily physical violence but also verbal — other aspects such as verbal violence,” she said. “Microaggressions are also considered as anti-Asian violence. Instead of punch, there is a wake-up call, Shah said. “I learned that in order to stop these biases against certain Asian Americans, the best thing to do is speak up for yourself,” she said. “The worst thing that you can do is just be a bystander to the person who is experiencing these discriminatory policies.”

Chung’s message on how to combat instances of racism was informative and clear to Angel Zhao (8), she said. “Students can join rallies or affinity groups to raise awareness and find community,” she said. “The bottom line is simple: if you see something, say something.”

Chung’s message challenged students to act on the biases and prejudices they have observed. While upsetting, these stories served as a wake-up call for students to consider their actions and make a difference in their communities.

Hetherington suggested Chung’s anecdotes about getting into a fight with a peer on the playground who pinched his eyes together to mock her race. “It’s really hard to come to terms with the fact that a boy so young could act on the biases and prejudices he had inside of him.”

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Lions’ Den
ON THE MAT
round-robin tournament and the winner
Thomas competed in, Thomas said.
advance. It was the first wrestling match
appeared in the championship round of 16,
with the top choices of college
is not fair. ”
expect to win a title about every 30
fair, then on average, you should
contention. “There’s 30 teams in
long-term hopes to compete for
which conveyed faith in the 76ers’
ability to wait it out, “ he said.
managers don’t have because he is
of patience that a lot of general
process was being carried out in
one pick, Coach Ron Beller said.
confronting the man behind the
say that with — that, to me, is like the
and that way you felt and who felt
that was so big, or that moment
friends at that game you went to
families or memories with their
creates moments people
in part because he believes
of super duper prospects, I don’t think
anyone will really miss Patrick
” The beauty of sports is that
creates moments people
remember on their deathbeds,”
Hinkle said. “Memories with their
in sports, as a whole, are a
bunch of luck, “ Hinkie said. “I
Hinkle became a general manager
in part because he believes that
sports, as a whole, are a
meaningful experience, he said.
“The beauty of sports is that
it creates moments people
remember on their deathbeds,”
Hinkle said. “Memories with their
family and their memories with their
friends at that game you went to
that was so big, or that moment
when you saw an amazing thing
happen in the chases to the title,
and that way you felt and who felt
that with — that, to me, is like the
greatest amount of fun.”

General Manager Sam Hinkie
speaks at Sports Business Forum
YIN FEI and OLIVER LEWIS
Staff Writers
During Wednesday’s remote Sports Business Forum, guest
speaker Sam Hinkie, General Manager (GM) of the Philadelphia
76ers from 2013-2016, spoke about the intricacies of sports
analytics and the role of statistics in basketball games.
As an American sports executive, Hinkie was a pioneer in the analytics
movement in the NBA and was responsible for building the current roster
of the team containing 76ers, Head of School Dr. Tom Kelly
wrote in an email. During his career, Hinkie attracted a devoted
following among fans who adopted the mantra “trust the process,”
which conveyed faith in the 76ers’
long-term hopes to compete for a
championship. “You’re trying to make better predictions than
other people, which is obviously quite challenging in a competitive
environment.”
He developed the “process”
to bring the 76ers back into contention. “There’s 30 teams in
the league. If everything is really fair, then on average, you should
expect to win a title about every 30 years,” he said. “The truth is that it
is not fair.”
The draft lottery gives incentive to the worst teams, granting them
with the top choices of college
players. This means that the team
has to choose between vying for
the championship or the number one pick, Coach Ron Beller said.
Despite feeling skeptical while the
process was being carried out in
2015 and 2016, Beller was surprised to realize how Hinkie actually
was with owning his “process” and following through with his plan.
Having known about “trust the process” beforehand, Jack
Chasen (9) said he was interested in meeting the man behind the
slogan. “[Hinkie] has a certain type of
patience that a lot of general
managers don’t have because he is
able to wait it out,” he said.
Hinkie also spoke about his
unorthodox path from Stanford
Business School and Bain Capital
to the NBA. “A lot of it was hard
work, trying to put yourself in the
right position, and then a whole
bunch of luck,” Hinkie said. “I
thought it would be worthy work,
and I famously told my parents,
there are 300 million Americans,
30 GM jobs, and I’m going to get
one.”
In response to the attendees’
questions, Hinkie gave his insight on topics ranging from strategies
when drafting to the effects of Data
Evolution on the evolution of sports.
“Everyone tells me that the game is different and somehow
worse, and I find that breaks down a little bit generational: my
uncles are quite frustrated with how the NBA’s game is played now,
my nephews are delighted,” Hinkie said. “I’m sort of on the side of
the youth in that if Steph Curry
making 14 threes in the same game
is super duper prospects, I don’t think
anyone will really miss Patrick
Ewing and a bunch of people sort
of with uncapped upside, “ he said.
Beller respects how, for Hinkie,
draft picks are a premium. “When
building a team, he doesn’t have the
next three months in mind, he
has the next 5, 6, 7 years in mind,”
he said.
Hinkie also talked about how
he looked for asymmetric bets in
prospective players. “In everything
I do, I look for capped investments
with uncapped upside,” he said.
With Joel Embiid, the likelihood
of him failing was massive, but
the likelihood of him succeeding
beyond was huge and relative to
other players was ginormous.”
Hinkle became a general manager
in part because he believes that
sports, as a whole, are a
meaningful experience, he said.
“The beauty of sports is that
it creates moments people
remember on their deathbeds,”
Hinkle said. “Memories with their
family and their memories with their
friends at that game you went to
that was so big, or that moment
when you saw an amazing thing
happen in the chases to the title,
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greatest amount of fun.”

Be sure to take part...