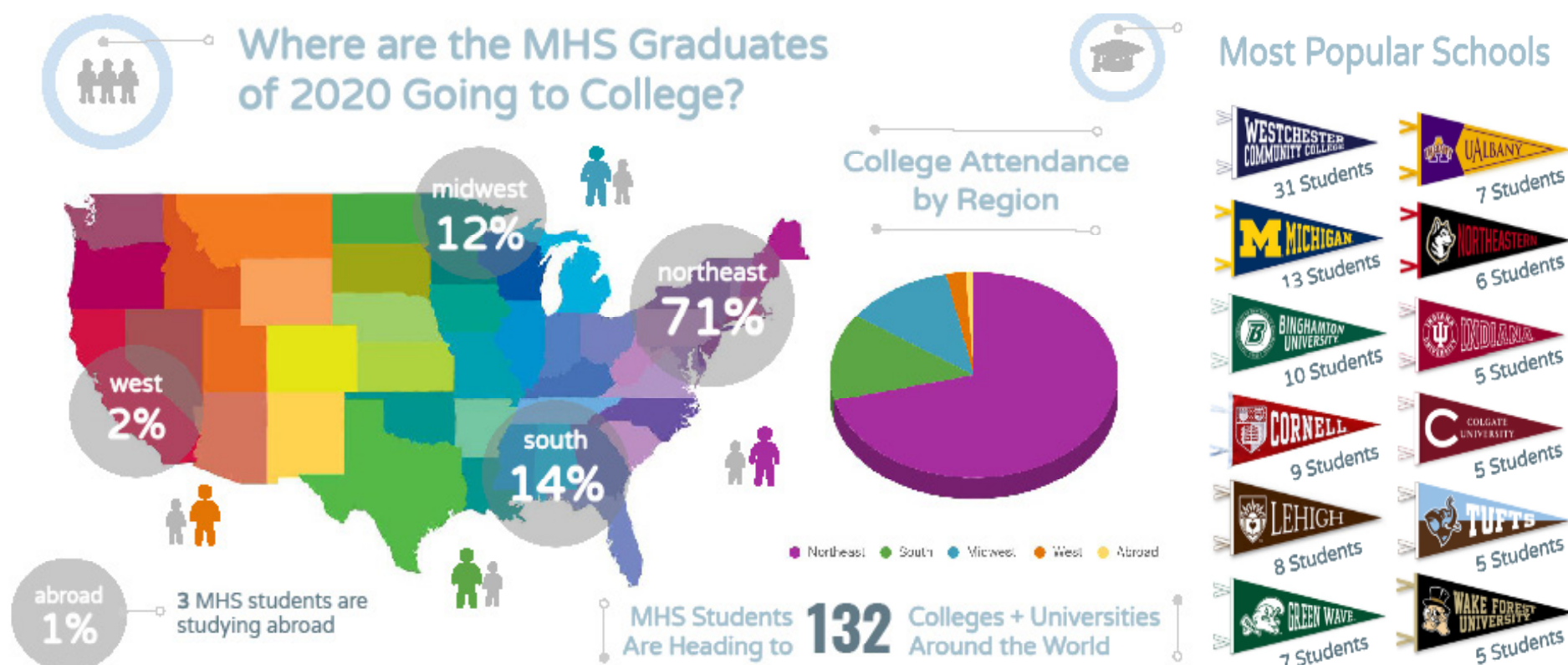


the GLOBE

Mamaroneck High School • Mamaroneck, NY • Volume XXXVIII, Number 1 • June 2020

A Look into the Class of 2020's Future



Valedictorian Dobkin and Salutatorian Spiridellis Excel in Graduating Class

By MARK YUKELIS & CAITLYN CARPENTER

With 65 MHS Seniors graduating this year with a GPA of 95 or higher, the MHS Class of 2020 has proven to be an exceptionally impressive group of students. At the top of this incredible class stand Gaby Dobkin and Kaitlin Spiridellis, this year's Valedictorian and Salutatorian, respectively.

The Valedictorian, Gaby Dobkin, excelled in the pool, behind the computer, and of course, in the classroom. Dobkin's guidance counselor, Mr. Cuddy, describes her as "one of those rare students who is able to do it all without seeming to break a sweat." This is certainly true when it came to her course load, which included a total of nine AP classes spanning her Junior and Senior years. Dobkin took AP Physics 1, Physics C, Language and Composition, Literature, US History, Macroeconomics, BC Calculus, Biology, and Computer Science.

Out of all her classes, she



PHOTOS COURTESY OF THE MAHISCAN
Valedictorian Gaby Dobkin (left) and Salutatorian Kaitlin Spiridellis (right)

found AP Physics C to prove the most challenging, but also the most rewarding. She says "there is no better feeling than when you finally understand a concept after putting in the work." Both of her physics classes, along with Regents Chemistry, AP US History, and AP Language and Composition, rank as Dobkin's favorite classes from her time at MHS.

Dr. Filippova, her AP Physics 1 teacher her Junior year, describes Dobkin as "one of the

brightest and most hard-working students [she] has ever taught. She is a student who knows what she wants and will not stop until she reaches her goals." This sentiment is echoed by Mr. Porzio, Dobkin's Regents Chemistry teacher her Sophomore year. He found Dobkin to be "one of the kindest, most hardworking students [he] has ever had the pleasure of teaching. She was a positive influence in the classroom - she would

SEE "VALEDICTORIAN" PAGE 3

MHS STUDENTS INVOLVED IN LOCAL PROTEST AGAINST POLICE BRUTALITY



PHOTO COURTESY OF MERAL KATHWARI

By SELA BREEN

On Friday afternoon, June 5th, a peaceful protest was organized in the Larchmont-Mamaroneck community to stand up against the police brutality and racism that has killed so many Black Americans. Organized by Mamaroneck High School students and spearheaded by Kayla Yan ('21) and alumna Dalia Yan, protesters marched from

Mamaroneck Harbor Park to Flint Park where attendees listened to speeches in the pouring rain and kneeled for eight minutes and 46 seconds in honor of Minneapolis resident George Floyd who was shown dying in the video that sparked the string of protests.

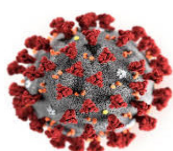
Speakers included Dr. Martin and Dianne Lovett of OneMamaroneck, MHS student Jacinta Smith ('21), MHS alumna Y'Mani Pettiford, community

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News

Local Organizations Persevere Through Pandemic

By SPENCER WOLFF

Coronavirus, officially known as COVID-19, has disrupted the world in ways it has never been disrupted before. Schools have closed, sports leagues have paused, and, most significantly, the closures of businesses and the decline of demand has put many business owners and workers in a dire financial situation.

In Larchmont-Mamaroneck, the schools have been closed for three months, which has forced students across the six schools to power up their computers and other devices and join online classes. While online classes are simple to provide, there are many other services that the school district must maintain for students and parents who rely on them. These programs include meals, therapies, and language studies. For some students, the services that the district provides improve their wellbeing as many parents need to keep working to provide for their families.

The Mamaroneck Union Free School District has risen to the challenge posed by the coronavirus. About the district’s response, Debbie Manetta, the district’s Director of Public Information, says, “Across the system during these past couple months of challenging times filled with uncertainties, our

teachers, faculty, and administrators have dedicated themselves to ensuring the well-being of their students and engaging students in continued learning. At all levels -- elementary, middle school, and high school -- teachers have maintained the daily balance of juggling their own families with remote learning instruction and communication with students; they have used a range of technologies to provide both synchronous and asynchronous lessons.” The district is making sure that there are no holes in education and that the students are still connected and taught by their teachers.

Manetta also addressed the ways that the district is helping families struggling during this time. “The district has continued to provide meals for students in need (breakfasts and lunches) at multiple area locations and provided childcare for first responders and medical professionals. Our social workers, as well as our Student Support Services staff, have made themselves readily available to families and served as valuable resources in helping families navigate distance learning.” She also said that “health and safety, of students and staff, as always, remains the District’s top priority.” Students and families rely on the programs that the district offers



PHOTO COURTESY OF THE LARCHMONT LOOP

The Larchmont-Mamaroneck Hunger Task Force saw record need in response to COVID-19.

them on a daily basis, and during the pandemic, the administration has made it a goal to continue to offer these beneficial services.

The school district is not the only organization helping families of our community in need. The Larchmont-Mamaroneck Hunger Task Force has been serving record amounts of food. According to the Larchmont Loop, on April 21, the Hunger Task Force

packed food for 600 families, 67% higher than what they normally serve to the residents of the two towns. Additionally, the Community Resource Center has set up an Emergency Assistance Fund to help those that are most vulnerable during the pandemic, medically and financially.

The outbreak of COVID-19 in the United States has changed all of our lives, but different orga-

nizations around the community are helping us through it. While demand for their services has most certainly increased, MUFSD, the Hunger Task Force, and the Community Resource Center’s actions in response to this crisis have reinforced the most important lesson that people can take from this pandemic: we are not alone and we will get through this together.

MHS Students Help Organize Black Lives Matter Protests

By SELA BREEN

“PROTEST”, FROM FRONT

... member Kim Travezano, MHS Vice Principal Jenny Rodriguez, local business owner Maya Faye, and protest organizer Kayla Yan. Hundreds attended the protests, including families, county and town executives, and passionate high school students. Everyone wore masks due to the continued threat of Covid-19, but this did not damper the enthusiasm protesters had for the Black Lives Matter movement. Many could be spotted with supportive signs and chanting could be heard throughout the march, including phrases such as “hands up, don’t shoot” and “no justice, no peace.” Many were very moved by the event, including MHS student Grace Holzman-Hansen (’22). She felt that “seeing everyone come together for change was really inspiring” and that this string of protests is “the beginning of a radical change.”

Although it may seem like the stem problem of racism is not present in Larchmont-Mamaroneck, Yan believes it is. She says,



PHOTO COURTESY OF MERAL KATHWARI

Kayla Yan (’21, left) and Natalie Manley (’20, right) both worked to organize the protest.

“Mamaroneck and Larchmont pride themselves and advertise their diversity,” but that kids within the district “struggle to accept the differences that make others

unique” due to the separation of students in the elementary schools where many grow up with those who share similar socioeconomic backgrounds. She urges members

of the Larchmont-Mamaroneck community to push for change and continue the fight past the protest, “We were able to organize the protest using two cellphones

and a laptop. We have the tools needed to create change. Anyone can do it.”

MUFSD Explores Options for How to Reopen

By ABBY TUCKER

In light of the coronavirus pandemic, reopening schools this fall could pose unique challenges. According to New York Governor Andrew Cuomo, school districts “should start preparing their plans now, because this is going to be a real exercise.” In a letter to the community, Superintendent of the Mamaroneck School District Dr. Shaps wrote, “The pandemic will likely influence how we teach, learn, and interact in the future, so reimagining school and considering how we return to on-site instruction (social distancing, masks, monitoring the spread of the virus, preparing for a potential hybrid learning environment that includes distance learning, etc.) will be key.” While the thought of continuing any form of modified instruction in September sickens MHS students, the reality of staying safe and social distancing both in the classroom and the overpass means that the school district must prepare for all scenarios.

The Mamaroneck School District will be partnering with Stanford University’s Design School Lab to plan for reopening school this fall. Plans will be formulated for three scenarios: open campus, remote learning, and hybrid learning (a mixture of in-person and online classes). A team consisting of administrators, teachers, parents, and students will work together this summer to create reopening plans for all of



PHOTO COURTESY OF THE LARCHMONT LOOP

the schools in the Mamaroneck district. Beyond the workshops with the Design School, webinars, surveys, and focus groups are being planned to ensure that all who want to participate in the planning process are included.

Ideas for reopening discussed by other school districts provide insight into what MHS may look like in the fall. Increased sanitation measures will be critical to keeping schools safe, and, in order to properly clean school buildings, they will likely have to be closed

after school hours as MHS did prior to shutting down. To maintain social distancing protocol, class sizes would have to be reduced to ensure students and teachers can stay six feet apart. This drastic reduction in how many students can be in the building would likely translate to schools adopting staggered schedules, where students only come into school every other day or only in the mornings or afternoons. The D.C. area is discussing a modified, extended academic calendar to account for limits

in how often students can be in school. Governor Cuomo also alluded to changes in how New York public schools function. He said at a press conference, “The old model of everybody goes and sits in a classroom and the teacher is in front of that classroom, and teaches that class, and you do that all across the city, all across the state, all these buildings, all these physical classrooms—why with all the technology [we] have?” Cuomo has continually emphasized that student safety is the

primary concern in designing how MHS reopens.

The coronavirus has additionally put strains on New York’s funds and will likely impact how much aid the school district receives from New York State. According to the Mamaroneck Board of Education, “The Governor indicated that schools should be prepared for potential cuts of 20% in the coming year. This would amount to a loss of \$1,530,977 in State aid for our District.” The Mamaroneck Board of Education asks community members to write to federal representative Eliot Engel in the House of Representatives and to New York Senators Chuck Schumer and Kirsten Gillibrand to urge them “to fight for additional Federal funding in support of K-12 public education in New York State.” On May 5, the school board adopted a “flexible” and “responsive” budget for the 2020-2021 school year, but acknowledged that “to adjust for revenue loss (State Aid, county sales tax, interest income), the District could potentially face difficult decisions around mid-year cuts.” The Board emphasizes that “maintaining the quality of teaching and learning and preserving the classroom experience would continue to be prioritized.” The coronavirus will likely continue to have an impact on the MHS community looking forward to the next school year.

Valedictorian Dobkin and Salutatorian Spiridellis Succeed Both Within and Beyond the Classroom

By MARK YUKELIS & CAITLYN CARPENTER

“VALEDICTORIAN”, FROM FRONT

...finish her work quickly and would then assist her classmates if they were struggling” Dobkin’s positivity was felt by all of her instructors, who emphasized not only her intelligence but kindness and unique sense of humor.

Beyond the classroom, Dobkin spent much of her time in the pool, swimming for Mamaroneck since the eighth grade and serving as captain of the girls’ swimming team both her Junior and Senior years. “Gaby has been an essential team member since the day she tried out for the team,” remarks Coach Ferguson. In addition to her time with Mamaroneck, Gaby also swam club for several years, worked as a lifeguard, and taught swim lessons.

On land, Dobkin ran the computer science club at Hommocks for two years, participated in Quiz Bowl her Senior year, and was a staff member of the Globe since the end of Freshman year, most recently serving as Co-Editorial Director.

Next year, Dobkin will attend the University of Pennsylvania where she plans on studying chemical and biomolecular engineering. After four years at MHS, Dobkin encourages students to take advantage of their time at the high school. “High school is the

**“Gaby has been an essential team member since the day she tried out for the team.”
-Coach Ferguson**

best time to pursue anything you find interesting or fun,” she says, “because you may never get the chance again.”

This year’s Salutatorian, Kaitlin Spiridellis, has not only excelled academically, but has also established herself as one of the most caring students in this graduating class. Spiridellis’s compassion and cheerfulness has allowed her to establish herself as a leader among her peers both inside the classroom and on the soccer field. Her counselor, Ms. Genwright, describes Spiridellis as “one of those people you want to spend time with” and

“a young woman of impact who is going to make a difference wherever she goes.”

In her years at MHS, Spiridellis was able to maintain this positive attitude while also taking on a rigorous course load, taking various AP classes including AP U.S. History, Physics 1, Language & Composition, BC Calculus, Literature, Spanish, Biology, and Macroeconomics.

While Spiridellis enjoyed almost all of her classes at MHS, the two that really stood out for her were Spanish and AP Physics. Spiridellis enjoyed taking Spanish for all four years in high school, each year continuing to grow and learn with a relatively constant group of people. What sets Spanish apart for Spiridellis is how it allows her to communicate and understand others who speak fluent Spanish. Taking four years of honors/AP Spanish is often seen as one of the greatest challenges a student can face at MHS, but Spiridellis feels that in the end, her hard work paid off.

AP Physics A is another class at MHS that is seen as one of the most difficult, with the test having the lowest percentage of fives among all AP tests nationwide.

For Spiridellis, AP Physics A was yet another challenge she was encouraged to face. Her teacher, Dr. Filipova, stated that Spiridellis always came to class “prepared, determined, willing to work hard and do well.”

Many of Spiridellis’s other teachers feel similarly. Ms. Albert, Spiridellis’s AP Macroeconomics teacher, stated that, “You never hear Kaitlin complain, but she is always working hard behind the scenes and editing her work to make it stronger. Because of that, no matter how many edits you throw her way, her finished project is always extraordinary.”

Outside of school, Spiridellis played Varsity Soccer all four years in high school, eventually serving

**“No matter how many edits you throw her way, her finished project is always extraordinary.”
-Ms. Albert**

as one of the team’s captains. When reflecting on her time on the team, Spiridellis looks fondly on how her

experiences taught her about leadership and allowed her to grow as a person. In her four years on the team, Spiridellis served almost every role there is, starting as a bench player her freshman year and eventually becoming one of the team’s most important players. As a captain, Spiridellis sought success not only on the field, but off the field, stating that, “One of the things I love about soccer is that we work hard and push ourselves but also have a very supportive culture off the field.” Her coach, Mr. Blain, described Spiridellis as “the catalyst of the team” and continued by stating “Kaitlin knows what needs to get done and just makes it happen.” Kaitlin was rewarded for her efforts by being named All-League her Junior and Senior years and being named team MVP of the MHS squad this year.

This fall, Spiridellis will attend Vanderbilt University and is planning to major in human and organizational economics. She hopes to play club soccer there as well. She advises MHS students to, “find your people within the high school, because you remember your relationships way more than anything you can learn.”

Features

Farewell to Globe Senior Staff Members

By THE *GLOBE* STAFF

Audrey Williamson:



Audrey Williamson has been a member of the *Globe* staff since her sophomore year. In her time on staff, she has served as Assistant Arts and Leisure Editor, Assistant Social Media Manager, and the Arts and Leisure Page Manager. Her favorite part about being on the *Globe* staff was reading over and editing her section’s pieces, which she said was “very therapeutic.” Audrey’s advice to future staff members is to write as many articles as possible, and to not feel a need to conform to their section. Audrey will be attending Drexel University this fall where she will be majoring in fashion merchandising and design.

Thalia Ierodionou:



Thalia Ierodionou has been a part of the *Globe* staff for three years and has held the positions of Assistant News Editor, Health and Wellness Page Director and Managing Editor. Her favorite part of being on staff was attending the annual trip to Columbia University. She will also miss the Editorial meetings which she explains were “really interesting” and allowed for staff members to “discuss a wide variety of topics and hear different perspectives.” She is grateful to have learned how to work on a team and to have enhanced her problem solving skills while on the *Globe* staff. Ierodionou will be attending Cornell University in the fall,

where she plans to major in either government or economics. She is excited to explore new things in college and encourages all future staff members to write articles about topics that truly interest them.

Scott Morris:



Scott Morris has been a member of the *Globe* staff since his sophomore year when he joined as an Assistant Sports Editor. As his time on the *Globe* passed, Morris took increased responsibility as the Op-Ed Page Director his junior year, and as one of the Managing Editors his senior year. When asked about his favorite memory throughout his time on staff, Morris shared that his favorite experience was the annual staff trip to Columbia University, where he was able to take journalism classes and hang out with other staff members. In the fall, Morris will be attending Tufts University in Massachusetts. While he is undecided on his major, he plans to continue writing for the school paper and also pursue his involvement in the performing arts.

Ryan Rosenblatt:



Ryan Rosenblatt began his career writing for the *Globe* as a senior. He was a Sports Assistant Page Editor and wrote mainly for the Sports section. When asked what was his favorite part about being on the *Globe*, he shared that it was the ability to connect real world issues to the school and the

surrounding community. If he had to give one piece of advice to a new *Globe* staff member, it would be to stay ambitious and to think outside the box. In addition, he said, “There is always so much happening around us, so be creative!” Next fall, Rosenblatt will be attending Colgate University.

Josh Abraham:



Josh Abraham began writing for the *Globe* his junior year and joined the staff his senior year as the Features Page Editor. His favorite part about being on staff was planning out each issue with other members of his section and collaborating on new ideas. Abraham’s advice to future staff is to “work with everyone in your section to make sure that you are all on the same page. Also, stay up to date on deadlines so that you don’t need to write an article last minute!” In the fall, Abraham will be attending the University of Michigan where he will be majoring in business management and economics.

Gaby Dobkin:



Gaby Dobkin has served on the *Globe* since the end of her freshman year at Mamaroneck High School. In her senior year, she served as Co-Editorial Director. Dobkin’s favorite part about being on staff was “attending the Editorial meetings,” which is eventually what persuaded her to apply for Editorial Director. Dobkin’s one piece of advice to future

staff members is to “write down all sorts of article ideas throughout the month, so when it’s time to start planning for the next issue you have a lot of potential articles.” This fall, Dobkin will be attending the University of Pennsylvania where she is planning to major in chemical and biomolecular engineering.

Cristina Costin:



Cristina Costin has been a member of The *Globe* since her sophomore year. In her first year, she held the position of Assistant News Editor and this past year she was one of the News Page Directors. Costin’s favorite part about being on staff was the Editorial meetings because the discussions were interesting and she loved being a part of them. She recommends to all current and incoming *Globe* staff members that they always write about something they are interested in. In the fall, Costin will attend the University of Michigan where she will be studying data science.

Emma Sullivan:



Emma Sullivan joined the *Globe* her junior year. She began as an Assistant Sports Page Editor, and this past year she moved up to Sports Page Director. Sullivan’s favorite aspect of her role on staff was the ability to tell the student body about all the different and amazing things students did throughout the year. Her advice to future staff members is

to stay in contact as much as possible with everyone and just have fun with the process. She believes that “your personality can really shine through what you write, and as long as you’re able to have fun with the story you’re writing, then the readers will definitely be able to tell from what you’ve said.” Next fall, Sullivan is off to Northeastern University, where she’ll be dual majoring in journalism and English.

Nataly Winter:

Nataly Winter has been attending *Globe* meetings since her Freshman year at MHS and finally decided to join the team her Junior year. She worked as Assistant Page Editor for Arts and Leisure, and also managed photos and artwork. Winter always stayed late debating topics for articles and coming up with new ideas. Her favorite part about the *Globe* is the ability for anyone to add in any new ideas that they’d like to see. Winter’s advice for any new *Globe* member is to go to all the meetings, and she feels that staying on top of everything is crucial when work starts to pile up. In the fall, Winter will be attending Boston University where she plans to major in biomedical sciences as well as minor in marketing.

Anna Broaddus:



Anna Broaddus has been writing for the *Globe* since her junior year; this past year, she served as Assistant Sports Editor. One thing Broaddus loved about the *Globe* was the ability to work with others as the paper came together. When asked what advice she would give to future staff members, she encouraged them to get involved as early as possible. In the fall, Broaddus will be attending Wake Forest University where she plans on studying psychology and business.

ALL PHOTOS COURTESY OF THE MAHISCAN

Farewell to Retiring MHS Staff Members

By SELA BREEN,
MARK YUKELIS &
CAITLYN CARPENTER

Shannon Turner-Porter:

This year, Ms. Shannon Turner-Porter is concluding her 50 years of teaching at Mamaroneck High School. She came to MHS in 1970 as a Social Studies teacher and since then has taught every grade level in classes such as African Asian history, European history, US History and Government, Sociology, and Current Issues in Government and Law. In addition to those courses, she has also organized and taught Senior electives such as Facing

France, Spain, Italy and Germany.

Her colleague, Mr. Greene, describes Ms. Turner-Porter as “the most dedicated educator [he] knows. But the thing that always amazes [him] is her expertise.” He praised how “she knows her stuff, and that was always palpable in every conversation [he] had with her about teaching, history, politics, and culture.”

After 50 years working as a part of the MHS community, Ms. Turner-Porter will miss many things, but most of all will be her daily interactions with her students. She says how she “always looked forward to September when [she] would see new faces and some old returning for a dif-

ferent course that [she] taught.” She “really enjoyed coming to work because there was always something different going on.” As one lasting piece of advice, Ms. Turner advises her students to not “stop learning and be curious, be accepting of differences and be kind.” Mamaroneck will miss Ms. Turner-Porter dearly and thanks her for the time and the care she has dedicated to her students and to the school at large.

Mercedes Samoya-Rodriguez:

Mercedes Samoya-Rodriguez has been working as a teacher with the Transition Academy at Mamaroneck High School for the past 24 years. She has worked to develop vocational skills and generally support her Transition Academy academy students and has enjoyed this immensely. She will miss coming to MHS every day and is grateful for “the opportunity and the privilege to work with an amazing, very special group of students and wonderful staff.” She is grateful to the entire MHS community, but specifically thanks the entire Transition Academy Team and all of the students, parents, and staff “for making [her] job rewarding every day.” Although she is sad to be ending her time at the high school, she knows her “heart will always be at MHS.”

Craig Romanek:

Craig Romanek has been an integral part of the MHS community for the past four decades. During his 41 years in the district, Mr. Romanek taught Woodshop, Auto Mechanics, Electronics, a year of Physics, and most recently, Architecture. MHS student Briana Lopez (’22) describes him as “one of the few educators [she’s] had that treats students as equals.” She says how “Every day he teaches with enthusiasm and shows us how to build architectural creations, and creativity and innovation.” This enthusiasm was not only limited to his classroom. Serving as Auditorium Manager for McClain Auditorium for over thirty years and working to build sets for the school musical from 1978-2008, Mr. Romanek’s presence was a vital part of Mamaroneck performances. Upon the conclusion of his time at the MHS, Mr. Romanek advises students to “Be kind, do your best work. Be ready for things that

come up, that you have no control over.”

Jolita Guidaitis-Haigis:

School psychologist Jolita Guidaitis-Haigis has been in the Mamaroneck district for the past 16 years, spending eight years at Hommocks Middle School and then moving to Mamaroneck High School for the last eight years.

Caterina DiBenedetto:

Caterina DiBenedetto first started working in the district in 2000, and at that time only worked part time. However, DiBenedetto soon fell in love with the place that she worked, eventually deciding to start working full time. Since then, she has worked in the Special Education Department, developing positive relationships



PHOTO COURTESY OF THE LOCAL LIVE
Shannon Turner-Porter speaks at an MLK Assembly.

History & Ourselves, Basic Law, The Holocaust Years, Current Events, African American History class. She served as the chairperson of Social Studies during the 1980s and as a class advisor for classes of all grades. Beyond the classroom, she has worked as club advisor for several clubs including American Field Service, Red Cross, and the Multicultural Club.

Ms. Turner-Porter has always had a love for travel so she started the Porter travel group and, as a

result, has taken over 200 students and teachers on her trips. Her first trip was in the 1980s to Israel as part of an exchange program. From there she took students to countries such as Ghana, Senegal, Côte d’Ivoire, Japan, England,

Maria Siciliano:

Special Education Teaching Assistant and Future Business Leaders of America Club Advisor Maria Siciliano has been working in the district since 2005, first working

“I will always cherish and remember all the colleagues and friends and administrators I have met during my years at MHS, and all the support I have received along the way. I will always have that in my heart.”

-Caterina DiBenedetto

Receiving the opportunity to work at both schools is something Mrs. Haigis has appreciated and she has loved and cherished her time at each location. Over the years she has spent in the district, Mrs. Haigis has helped countless students, all of whom are extremely grateful for her support. She describes working with MHS students as “an honor” and “hope[s] she has been a positive part of their experience” at MHS. She will miss her relationships with her students and colleagues, but is thankful for the MHS community and will treasure it forever.

with both teachers and students. Now that her time in the district is over, DiBenedetto states that she is “going to miss the relationships and the friendships she was able to nurture with other secretaries, teachers, students, and administrators.” As for the future, DiBenedetto states, “I will always cherish and remember all the colleagues and friends and administrators I have met during my years at MHS, and all the support I have received along the way. I will always have that in my heart.”



PHOTO COURTESY OF MARIA SICILIANO
Maria Siciliano hugs a student at a national conference.

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Editorials**Quarantine Grading Policy Yields Mixed Results**

By TESS LEPELSTAT

Mamaroneck High School has made significant changes during this stressful and scary time. As students and teachers adjusted to their new learning environments, they also adapted to a reformed grading system. With the new policy, students performed in their classes as usual, and if they did better in certain classes, those grades would be counted. In classes they did worse, the grades would not count. Some concerns among teachers and the *Globe* Staff were that this may have resulted in less motivation, but, after further discussion, there was a clear consensus that this new grading system was only designed to help the students.

Many *Globe* members felt that the third quarter, when no one knew what was going to happen with the grading system, was extremely stressful. Juniors were worried that the “cushion quarter,” when APs are over and the college process is beginning, was going to disappear and they wouldn’t be able to boost their grades. The students felt that this policy was a good compromise.

It decreased the stress of testing and gave students the flexibility to take on other responsibilities. One of the major concerns before this policy was implemented was that students wouldn’t have time to help their family or care for a loved one if they were at risk of jeopardizing their grades. Now, they had the choice to work hard in one class to get a grade boost and then focus on other things.

The biggest fear from most schools was that students would stop trying as hard in their classes. Although many *Globe* students felt that they were still incentivized to do their work, others noticed that they rushed through all of their classes. Since everyone works at a different pace, it was hard for teachers to know the “right” amount of work to give out. While some students complained that their work took them four hours, others complained that it took them only 30 minutes. According to some students, teachers resorted to giving “busy work”: review practice problems, extra homework sheets, unnecessary presentations, etc. to give all the students something

to do. Many felt that this type of work caused them to rush even more because it was not new material and just review.

While some were worried about the quality of work, sophomore *Globe* members had found a silver lining to online schooling. They believed that, by creating a dichotomy between work and grades, it enabled the student to focus more on the work itself. Many sophomores realized that online schooling gave them the opportunity to step back and focus on education. This experience allowed them to think about choosing their junior classes and what they might want to do in the future through this type of learning.

Although the changes have fostered some debate, the *Globe* staff felt that this new policy was good for the students. This leniency and openness gave them the chance to figure out what they wanted to study and also to destress. While there are more changes to come, students and teachers are continuing to do their best to adapt to this new form of education.

Coronavirus Shakes Students’ Trust in Authority

By CHRIS CIULLA

On the first day of February, 2020, the Washington Post published an article, written by Health and Medicine reporter, Lenny Bernstein. Entitled “Get a Grippe America,” the article made the case that “The flu is a much bigger threat than the Coronavirus, for now.” This article perfectly exemplifies how the mainstream media’s tenor has altered sharply in the past few months. A few days earlier, Health and Human Services Secretary Alex Azar said that the Coronavirus epidemic should “not impact the day to day lives of Americans.” Less than six weeks later, the United States entered the most severe lockdown and restriction of day to day life that it has ever seen. On February 17, Dr. Anthony Fauci, head of NIAD, said the risk of Coronavirus infection in the US was “minuscule,” and that wearing a mask was “not helpful.” Two months later, wearing a mask in public was stated as mandatory by threat of imprisonment in more than a dozen states. What is the importance of these anecdotes? They highlight one, extremely troublesome fact; not one single media, health, or governmental organization got it right. That’s not necessarily indicative of gross incompetence, rather it’s part and parcel of a novel virus outbreak. It cannot, and will not be predictable. The scary truth is that it is very difficult to be proactive in dealing with an unknown novel virus, especially such a devastating one like COVID -19.

This reality puts health and governmental officials in an uncomfortable situation. By speaking confidently, citizens are

reassured that competent organizations are in control of the situation, and that the media and government have excellent foresight and perspective on the virus and its impacts. Unfortunately, every single contradiction, retraction, and modification of guidelines deeply damages the credibility of every institution that the American people are supposed to trust. Why did Dr. Fauci do a 180 on masks? How did Health and Human Services not foresee this problem? Why did Cuomo say New York needed 40,000 ventilators, when less than half of those were actually needed?

As the *Globe* staff pointed out, a time like this has no givens, and no guarantees. “The situation around the virus is always changing,” is clearly the prevailing sentiment amongst staff, and that should warrant some leeway in their eyes. “Though a response was late, media and health organizations are providing the right guidance.” The truth is, most people agree that the severe actions taken by most global health organizations were completely warranted.

Additionally, it is becoming decidedly harder to differentiate between genuine health interest, and political tactics, said the *Globe* Staff. “This is a public health issue, not politics.” The fact that different political orientations have come to different conclusions on scientific realities is a startling reality. If medical policy can’t be “non-political,” can anything be? With different medical communities advocating for different policies, it has become harder to sense the political interests and incentives behind certain policy decisions. That is ultimately very destructive.

Across the nation, from Huntington Beach, to Lansing, even to Long Island, thousands of protestors have been taking to the streets, urging an easing of lockdown restrictions. These individuals do not trust the judgement of state and federal health authorities. Why should they? Reopening strategies seem to be divided strictly upon party lines, and global medical authorities have significantly differing opinions on what policy is best. Trust in authority has been fundamentally undermined by a situation like this. This crisis has forced Americans to differentiate between “hysterical clickbait,” and “urgent news,” and between “practical measures,” and “draconian lockdowns.” The lines have been blurred, with every individual forming different opinions. Every day we see new headlines. “Coronavirus lockdown will kill more than actual virus,” followed by “Coronavirus lockdown could last up to 2 years, expert says.” Numerous theories, like a definitively causal connection between strokes and the Coronavirus, and a possible connection between Kawasaki disease, a youthful rare inflammatory condition and the Coronavirus, have been suspected, but not yet medically confirmed. This hysterical conjecture is at best unhelpful, and at worst, extraordinarily dangerous. According to the Pew Research center, only 46 percent of Americans believe that the media is “helping the country” during this situation. This crisis has indisputably shaken the trust in mainstream media and government. This environment of mistrust, perhaps, could turn out to be just as dangerous as the virus.

Send a Letter to the Editor to The *Globe*!

Share your thoughts about recent *Globe* articles by sending a note to mamaroneckglobe@gmail.com
Your letter could be published in The Globe’s next issue!

Op-Ed

Coronavirus Proves Technology Does Not Connect Us

By NADIA SUBEN

It was only going to be two weeks. Two weeks turned into four, four turned into six, six to eight, eight to indefinite. As the COVID-19 pandemic has raged across the world, especially in this corner of southern New York, most have been encouraged to socially distance themselves from others for months in an attempt to mitigate the spread of the virus. The thought of being unable to see friends for a few weeks was manageable for many, but it eventually became clear that this new reality could last for months or more. This difficult realization caused many to console themselves by reminding themselves that they could still contact their friends through texting, calling, or social media. Keeping in touch this way was good enough for a little while, but to these students, undeniably, there was no comparison between sporadically texting their friends and getting to see them every day at school. Ultimately, the longer the coronavirus pandemic lasts, the more it will become necessary to understand that technology does not truly

connect people. “Connection is at a premium right now, but technology is

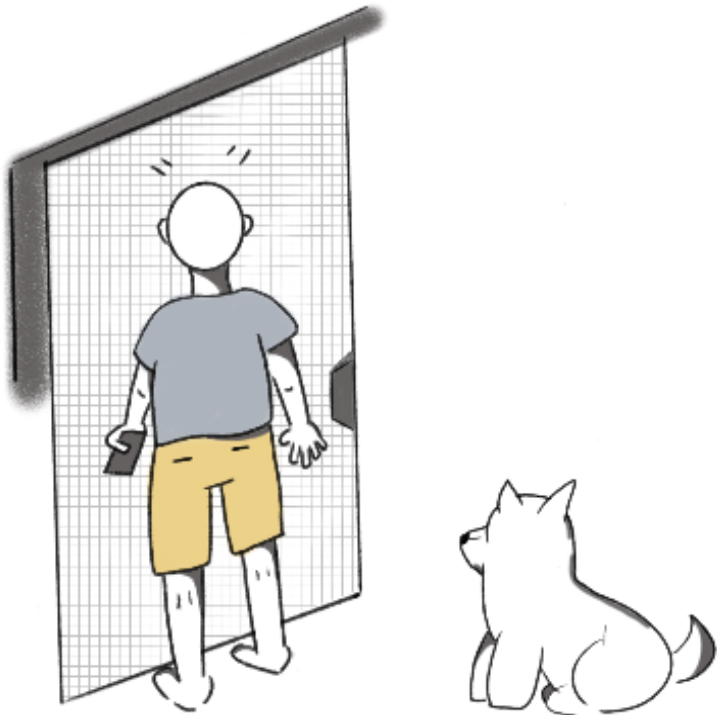
real connections and now that’s not a possibility.” This is especially devastating

with friends they have known since elementary school. The inability to make these connections and memories is often frustrating and only intensifies students’ feelings of isolation. “Everyone is really lonely,” continues Suben. “Texting someone isn’t the same as talking to them in person...you can’t express the same emotion as you would normally. I call my friends a lot, but it’s still not the same as sitting with them. I like going places with my friends and I always have. I miss it a lot, and I think I want to do it more. I also want to talk to more different people.” Freshman Anna Sewell feels similarly. “I’ll probably appreciate real life contact more after this because of how much I miss my friends right now,” says Sewell. Suben and Sewell believe that members of Generation Z will become more likely to take advantage of social opportunities, such as invitations to parties they previously would have refused to attend, because they will be more appreciative of the ability to enjoy themselves with others and the ability to expand their social circles. They both also agree that the COVID-19 pandemic will likely

change the roles social media and technology play in their lives. “I think this will permanently alter the way we use technology,” says Suben, but acknowledges her uncertainty about the way that this alteration will take form.

“You can’t express the same emotion as you would normally.”

Sewell has a clearer image of what the technological future might look like, seeing this crisis as an opportunity to lessen the toxicity of social media. “I think this could improve social media,” she says, “because all we see on social media right now are jokes about what it’s like right now, which we can all relate to. This shows us that we’re all in the same boat, which could connect us better in the future and make social media a more positive place.” Hopefully she’s right.



“I guess that’s what they meant by screen time.”

KIM WEI, THE GLOBE

alienating,” says Sonia Suben (’21). “We’ve been told our whole lives that we should spend less time on technology and more time making for teenagers. They are supposedly at a prime time in their lives for making new friends and connections, as well as special memories

Amidst the Pandemic, the College Board Shows That Its Priority is Money, Not Students

By MARK YUKELIS

On every test the College Board offers, they give students the option to check a box to take part in their “Student Search Service,” a program that they claim “connects students with information about educational and financial aid opportunities from nearly 1,900 eligible colleges and universities, and scholarship and other educational programs.” On the same page, the College Board states that it does not sell the data it acquires through this service. However, on a second page, the organization publicly displays that colleges can pay licensing fees for the same exact data that they explicitly stated is not sold.

during these unprecedented times, as can be seen with this year’s AP exams. AP tests are inherently stressful experiences for students, and instead of attempting to lessen this stress in the midst of a pandemic by creating a platform that caters to students’ needs, the College Board took a more simplistic, inexpensive route and created a platform that was not only non-intuitive, but dysfunctional. Thousands upon thousands of students were unable to submit their exams due to glitches in the College Board’s platform and forced to take their AP exams again, at a later date. For students with disabilities, the College Board provided little support. Many blind students reported that

certain topic should take the test at the same time, forcing foreign students to take exams either extremely late or incredibly early.

is nothing new and is something that has been criticized before. Still, what makes the College Board’s recent actions somehow

being filed against the College Board, this statistic seems to be inaccurate. The College Board perpetuates narratives that make them seem like heroes, all the while ignoring the needs of the students they profit off of. For students, this lack of transparency is a slap in the face. After a year of stress, late nights up studying, and countless hours of work poured into AP classes, the College Board provided a 50-minute test that covered one to two topics in a subject’s curriculum, while at the same time still charging the full exam fee. AP exams play a large role in the college admissions process, and even if that role may be smaller in this upcoming admissions cycle, students’ scores on the 2020 AP exams will have a direct effect on their futures. What hurts most about the 2020 AP exams is that countless hours of work and stress preparing for a test can be invalidated by the College Board’s unwillingness to create a functional platform. In a time where students were in their most desperate, most stressful state, the College Board chose to capitalize on students’ desperation.

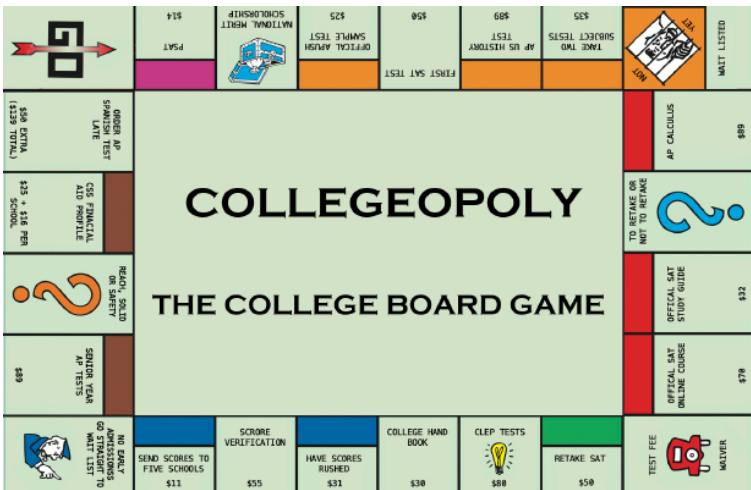


PHOTO COURTESY OF THE STUDENT POST

“All of these injustices could have been avoided if the College Board, a company with profits of almost 1 billion dollars a year from AP exams, had poured more resources into their platform.”

The College Board’s greed in charging for student data is only a small example of the organization’s complete apathy towards students, an apathy that has only become more and more clear

the braille given on the test was insufficient and that students were forced to listen to slow audio files that did not keep up with the pace of the test. To prevent cheating, the College Board saw it fit that all students taking a test in a

When faced with criticism, the College Board repeatedly stated that it was doing its best to help students given the circumstances, but was it? All of these injustices could have been avoided if the College Board, a company with profits of almost 1 billion dollars a year from AP exams, had poured more resources into their platform. Instead, the College Board left students to fend for themselves, using the coronavirus as an excuse for their blatant greed. The College Board’s outsized influence on education in the U.S.

even worse than usual is their complete disregard for accountability. Look at the College Board’s Instagram and you’ll see a comments section filled with positive comments, because the College Board only responds to these positive comments, allowing for them to be brought to the top of the section. Look at the College Board’s Twitter account and you’ll see a post after post about how great the new AP exams are, how “99 percent of students” were able to take their tests successfully. With multiple class action lawsuits

Spotlight

Farwell to Globe Editors-in-Chief

**By SELA BREEN,
MARK YUKELIS
& CAITLYN CARPENTER**

Kendall Psaila applied for the *Globe* at the end of her freshman year because of her absolute love for writing. She became an Op-Ed Assistant Page Editor for the duration of her sophomore year, continued to be the first ever Spotlight Page Editor her junior year, and has just finished her year as a *Globe* Editor-In-Chief. Psaila has definitely enjoyed her time on the *Globe* and considers it “one of, if not the, most rewarding experiences of [her] high school career.” She has learned a lot about writing an article, formatting, and interviewing - skills she will use for years to come. She loved many things about being Editor-in-Chief, but some of her favorite experiences were getting the opportunities to teach new skills to younger staff members, seeing the process she and the other Editors-in-Chief created in action,

**“It was one of, if not the, most rewarding experiences of my high school career.”
-Kendall Psaila**

working with some of her favorite teachers in a different capacity as advisors, and handing out the paper to her peers and seeing how much people enjoyed it.

Throughout her time at MHS, Psaila has participated in many other activities outside of the *Globe* as well. She played two years of Varsity soccer, was a member of Model Congress and the Squash Club, of which she was

president both Junior and Senior year, and founded and became President of the MHS chapter of Room to Read her freshman year. She took journalism her senior year, acting as a producer for MPR (Mamaroneck Public Radio), and OSR (Original Science Research), spending her summers researching neurology to work on her project. She is attending Barnard College of Columbia University in the fall and plans to major in political science and possibly add a history minor. Although she does not plan to pursue journalism as a career, she wants to find a way to continue to explore her passion for writing as an extracurricular, possibly by joining the staff of the



Carol Scheffler, who could immediately tell that she had a strong talent for writing, suggested that instead, Manley join the *Globe*. Since then, Manley has served as a writer, the Assistant Arts & Leisure Page Director, the Formatting Managing Editor, and one of the Editor-in-Chief of the *Globe*. Manley looks fondly back upon her time on the *Globe*, stating that she really enjoyed how even though it is a school newspaper, the *Globe* functions somewhat like a professional newspaper.

One of her favorite memories from her time on staff is when Mr. Madin, one of the *Globe's* advisors, called her to tell her that the wrong issue was sent



part of MHS's concert band, jazz band, chamber orchestra, and pit orchestra. Manley also served as

**“The *Globe* runs like a newspaper, but is still a learning experience.”
-Natalie Manley**

president of the Chinese Club and captain of the sailing team. As a senior, Manley took journalism, and she hopes to use the skills she learned in journalism in the fall,



PHOTOS COURTESY OF MAHISCAN
From left to right, Natalie Manley, Kendall Psaila, and Noah Freedman

Columbia Spectator or a magazine at Barnard.

As Psaila concludes her time on the *Globe*, she expresses hopes that the paper will continue to produce quality content and to expand. But, most importantly she says, is that the *Globe* staff continues to have fun, enjoys writing, and pursues topics that the school will enjoy.

At the end of eighth grade, Natalie Manley applied to be on the yearbook staff as a freshman.

to the printers, and told her that Manley must come back to the school and fix it. Manley, who was at a doctor's appointment, immediately left her appointment, rushed back to school, and ended up sending the correct issue to the printers. “It goes to show how the *Globe* runs like a newspaper but is still a learning experience,” stated Manley.

Outside of the *Globe*, Manley was heavily involved in MHS's PACE program, while also being

when she will be attending the University of Chicago. Manley plans to major in public policy, while also writing for UChicago's newspaper, The Maroon, and hopefully participate in some journalism pre-professional tracks as well.

Manley's proudest accomplishment while being on the *Globe* was “changing the way the *Globe* looks and increasing the writing quality, distinguishing it from other school newspapers,”

while at the same time, “preparing and training great writers.”

Noah Freedman knew he wanted to be a part of the *Globe* since the first time he stepped through Mamaroneck's glass doors. He joined the staff sophomore year as an Assistant Sports Editor, later becoming the Sports Managing Editor in his Junior year and has now concluded his senior year as Editor-In-Chief. He's not sure why he gravitated towards the paper originally, but he says he has “always liked to tell stories and write about sports,” so he thought the paper fit him well.

Freedman is extremely proud of the time he has dedicated to the *Globe* over the past four years and has had many memorable moments throughout his time on staff. In particular, he looks fondly upon his first time attending the Columbia Scholastic Press Association Journalism Conference his sophomore year. At the conference, he “became much better friends with other people on staff and was introduced to the ins and outs of journalism.” He says that “being a student-journalist has been such a big part of [his] life” and that he hopes to continue writing “in some capacity” beyond MHS.

Over the past four years, Freedman was also heavily involved with the music program and was captain of the school's drumline, *The Force*. He was also president of the Chinese Club and a member of the Varsity baseball team. In the fall, Freedman will be attending the University of Texas at Austin where he will be studying Business and likely joining their jazz band and combos. He will also be a part of the Naval ROTC Battalion where he will be “training to one day become a Surface Warfare Officer on a U.S. navy destroyer or aircraft carrier.”

Mamaroneck Masks Make a Difference

By MICHAELA LOUGHRAN

During a period of isolation and social distancing, members of the Larchmont and Mamaroneck communities have still come together to form an organization whose determination has touched countless front line workers in Westchester and beyond. This group, founded by Lisa Boillot, a Mamaroneck Village resident, is known as Masks for NY. They work to deliver DIY masks, cut and sewn by community residents, to hospitals, care centers, food pantries— any facilities that they can find that are still required to be open but don't have an adequate amount of protective equipment.

When asked what inspired her to start the organization,

Boillot said, “It all began when she saw an article and a Facebook post on March 23rd [that read] ‘Hospitals desperately need masks.’” Upon seeing this, Boillot, a lover of sewing with experience in brand management and consumer marketing, felt inspired to take action. She made a post of her own, asking if members of the Larchmont-Mamaroneck community would be interested in the idea of forming a community-based group that could sew and deliver masks to places in need to combat the issue. Within days, more than 250 local residents had responded to the post, volunteering to help, and Masks for NY was born.

The team's work started as just a local Larchmont and Mamaroneck-based effort, but expanded

very quickly. Boillot shared that this was due to “people in different towns stepping up and starting new hubs.” With eight total hubs throughout Westchester, compared to the original two, their endeavor now has much more support to keep it going.

Boillot described the organization as a sort of “relay team,” which gives an idea of the planning and collaboration involved in their work. They have volunteers who donate fabrics and other mask-making materials to wherever their local hub may be, volunteers who then cut and sew these donated materials into masks and drop them back off at a central hub, and volunteers who pick up the finished products and deliver them to establishments that have requested them. Only seven weeks

after the establishment of Masks for NY, they had successfully delivered over 15,000 masks.

Masks for NY has over 300 members now, but they are still

looking for help wherever they can get it. They encourage anyone interested in supporting the cause to donate funds, fabrics, or their time to cutting, sewing, or driving!



FATIMAH KHAN/THE GLOBE

Art Students Continue to Create in Quarantine

By KIRA WALTER

As students have now concluded their first experience with online learning, it has become clear that the arts department was greatly impacted by the alterations in class setting. Having to cope with the limited materials existing at home, many found it difficult to continue creating. However, art teachers worked hard for the past several months to ensure the continuation of their students' education. From realistic rendering assignments in Drawing and Painting to pitch presentations in Design Studio 1, this crucial branch of MHS found its way around challenges throughout the seemingly never-ending quarantine. Nonetheless, despite all efforts to construct an easy and efficient experience for art students, there were certain aspects of online art classes that made them more challenging than traditional ones. Adversities presented with virtual communication such as the lack of direct assistance from teachers and at home distractions were issues undeniably difficult to deal with and most onerous to solve. The wonderful setting of in-school courses and the memories many have there could not be replaced, but in studying the arts from home, students still could find joy in them while practicing their passion for the subject.

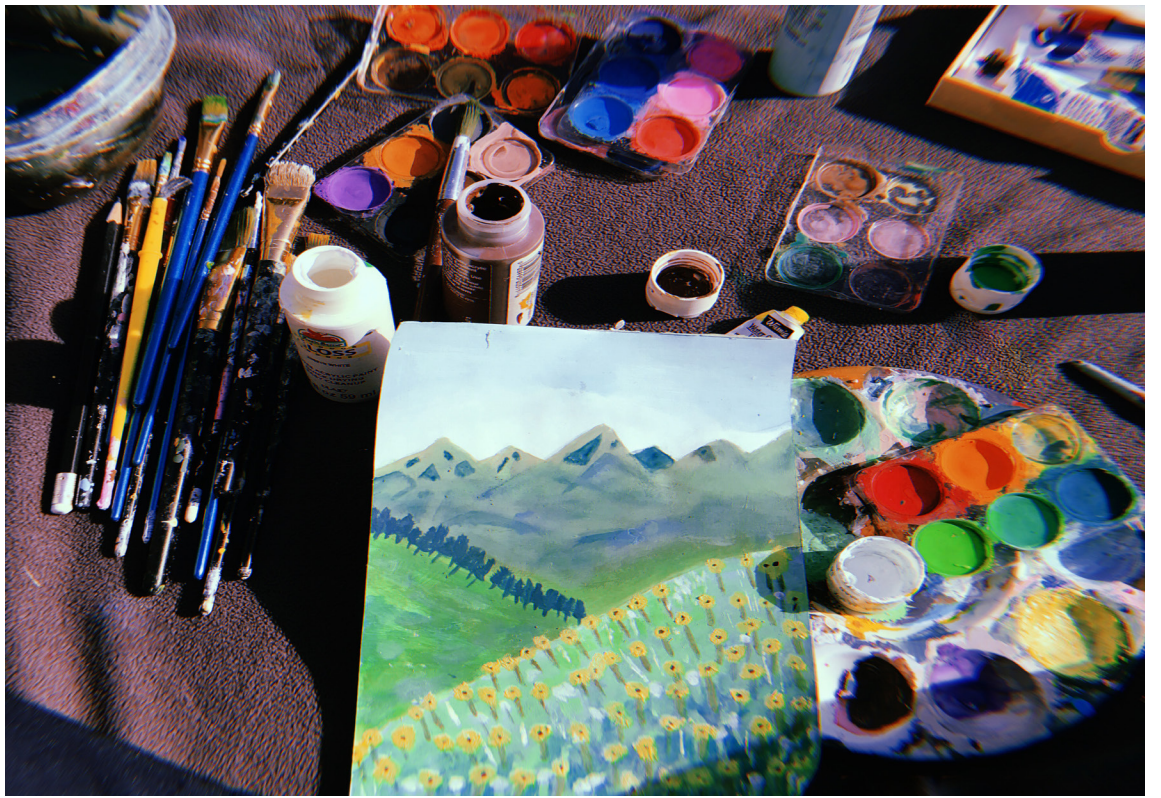
There is no arguing about it; online classes certainly have their faults. In interviewing students, it became clear that students didn't struggle to list the many inferiorities of virtual courses in comparison with conventional ones, but those that flourished in these sessions typically ascribed their success to two factors, the first being a loose work schedule. With separation, teachers were naturally inclined to offer more freedom to their students. For some, this slight lack of restraint led to disorganization but for artists like Anna McDonald ('22), fewer restrictions

allowed her to further explore herself in this field. She claims her relaxed agenda let her put more effort into her projects stating, "I liked working from home because I had more time to work on the type of art that I am more skilled at." Another common ingredient to at home artistic achievement was the comfort of a domestic working place. Though classroom environments provide many with a sense of amenity and warmth, some students prefer working at home while others do not. Several of those interviewed reported few distractions and better progress from a desk in their room, music playing and focus solely directed on the project at hand. With the gloom of quarantine pervading the air, little blessings like a less rigid itinerary and the ability to take art into households provided hope to students facing depression or boredom during this period. Small advantages of online classes were important to recognize in a time where many questioned what was left to appreciate.

While the shift to virtual learning created controversy over whether art students have the materials necessary to carry out projects at home, it also allowed

"I feel like there is a certain energy that's in the building when everyone is working."

for them to have a taste of online courses, a trend growing more and more popular amongst various universities. Students interviewed provided several examples of inadequate resources, some young artists left to use computer paper for their sketches, to dance in confined spaces, or to make due with common, uninteresting subjects for photography. Some found that what they missed most about their



FATIMAH KHAN/THE GLOBE

in-school electives were the acrylic paints, the dance studio, and the camera equipment.

On the other hand, junior design student Matt Friedman ('21) found his new set of supplies even more advantageous than those he worked with previously, claiming his personal computer served him best. Others like photographer Jillian Abramson ('22) embraced the challenge. "It helped me get more creative when I had sketchbook work and I had to make an original layout with the resources I had at home," she says. Those who coped with a standard set of tools at home found solutions as well, clay students brought home different apparatuses with the permission of a teacher. Complications like these forced students to find creative solutions to creating. Having learned how to deal with them now may even have prepared them for future virtual learning during college years. These lessons are growing more prevalent especially among non-selective higher education organizations. Thus, online classes

have in many ways set students up for success. Sorting through a new challenge, the student body will be ready to face it again later in life.

In spite of all other cons that occur with online classes, it appears, though cliché, that the greatest loss suffered was the pleasure of being united within one classroom together. The presence of teachers and peers students experienced before quarantine is something many realized they once took for granted. In the art department where the help of teachers in painting the perfect landscape or molding the perfect pot is crucial, its students were forced to create without assistance. Whereas peers can often be a distraction in other classes, they are monumental in the arts, offering ideas and inspiration to each other, sparking projects or building on the projects of others. Pace 2 student Ari Kass-Amsterdam ('22) wisely put it, "what I missed the most was definitely just the atmosphere. I feel like there is a certain energy that's in a building where everyone is working."

School just wasn't the same when we're apart.

Still, artists persisted, pursuing their assignments while discovering new parts of their artistic identity as well. Beyond PACE assignments, Kass-Amsterdam began to learn Latin. McDonald made progress on her realistic rendering projects in Drawing and Painting while exploring the part of herself that has a passion for abstract art. In the past few weeks, she has produced several watercolor collages based off music album Electra Heart by MARINA. Besides working on her photography, Abramson redecorated her room. Friedman listened to podcasts often during his work and many like him enjoyed the privilege of turning up their music when completing responsibilities. It may have seemed like a dark time and between the major life changes students had to make and the many casualties of the coronavirus, it most certainly was. However, life goes on. School continued. And artists never stopped creating.

MHS Students Help During a Time of Crisis

By SELA BREEN

In response to Covid-19, many students have stepped up to help the Larchmont-Mamaroneck community. Three students in particular, Kate Metzendorf ('21), Max Nodiff ('21), and Jerry Orans ('22), have been especially active in this and have even spearheaded the creation of their own community projects and charitable organizations.

Within weeks of the Mamaroneck district schools shutting down, Metzendorf mobilized to create a virtual talent show for students at Chatsworth Elementary School. She did this to "connect all of the students" and "provide everyone 15 minutes to laugh, smile, and distract themselves from the craziness" that was the world. Metzendorf came up with the project to give back to the

Chatsworth community, a community she grew up in as an elementary student. She recognized the optimism that children can bring during such unprecedented, seemingly helpless times, and wanted to utilize that to create something to give back to the Chatsworth community, a community she grew up in as an elementary student. Metzendorf said that, although it felt easy to be overwhelmed by the world, "through this project [she] was able to give back and witness the happiness and creativity of Chatsworth students."

Max Nodiff and his sister Molly Nodiff, an MHS alumna and junior at Ithaca College, created a charitable organization called Hungry Heroes Larchmont Mamaroneck amidst the craziness of Covid-19. The organization works to gather donations to provide meals to local emergency service teams, including VAC depart-

ments, EMS services, and both the Larchmont and Mamaroneck police and fire departments. Not only does this show appreciation for local first responders, but it supports local restaurants as well. When the Nodiffs began Hungry Heroes Larchmont Mamaroneck, their goal was to "show our first responders we care about them and appreciate their service" as well as "provide needed business for our local restaurants," many of which have struggled throughout this crisis. By starting this organization and watching it grow, Nodiff has learned that "a little bit goes a long way" and has recognized that providing for those who take care of the community during a challenging time has been very rewarding.

Jerry Orans is very active in the Larchmont-Mamaroneck STEM scene and, while sitting at home watching the news report

on PPE (Personal Protective Equipment) shortages in hospitals, saw an easy solution to the problem that he and other members of the STEM community could solve with their 3D printers. With the help of the Larchmont-Mamaroneck STEM Alliance and MacInspires, Orans launched Hack The Pandemic to mobilize the owners of 3D printers in Mamaroneck to help create the much needed medical supplies, specifically 3D printed face shields, cloth face masks, and ear savers, and acrylic intubation boxes. The organization has grown to include over 200 makers. From this experience, Orans has been further connected with his community and discovered skills he himself did not know he had, such as logistics management and factory design. Additionally, he has loved "[being] able to meet so many wonderful and talented individuals from

across the United States who have helped [him] to build Hack the Pandemic into what it is today."

There are many opportunities for community members to get involved in each of these projects. Although Metzendorf is not currently working on more virtual talent shows, she would love to create more and welcomes input, help, and ideas in her inbox at katiemetz0905@gmail.com. To get involved in Hungry Heroes, Nodiff urges community members to donate to the group, or visit their Instagram, @hungryheroeslm, Facebook Page, Hungry Heroes- Larchmont Mamaroneck, or website, hungryheroeslm.com, for more information. To help out with Hack the Pandemic, visit the website, hackthepandemic.org, to learn more about donating, making PPE, transporting PPE, assisting with marketing, or simply spreading the word.

Arts & Leisure

The Arts Programs had a (Shortened) Year to Remember



PHOTO COURTESY OF THE PACE PROGRAM
PACE Students perform The Crucible by Arthur Miller.



PHOTO COURTESY OF MRS. PARSLEY
The Cast of Singin' in the Rain pose at the end of a number.

By HENRY BOVA

Every year in the graduation issue, year-end pieces on various departments at Mamaroneck High School will often contain a descriptor saying the year was “unique” or “different.” This year, however, things were obviously very different for students and faculty members at Mamaroneck High School, with the school year being truncated in mid-March and Governor Cuomo later declaring schools would remain online for the remainder of the year. Thankfully, before this time, the many art and music departments at Mamaroneck High School were able to have a year worth celebrating, even if it ended on a disappointing note.

The 2019-2020 school year featured two major stage productions: The Crucible and Singing In The Rain. The Crucible, an Arthur Miller play about the Salem Witch Trials, ran in the beginning of the school year and featured a starkly minimal set design, with only a few props such as chairs and beds for the actors to work with. “This forced the cast to work even harder in order to create the world in which the story took place,” said Harry Dircks, one of two 12th graders who portrayed the main character John Proctor. While this lack of grand stage production posed a new challenge for many in the play, both casts put in heavily emotional performances that were received well by audiences. “I

remember seeing a full house for all of the performances,” added Dircks. “It seemed like everyone was really impressed because they only had nice things to say.”

Singing In The Rain was a vastly different production, being a musical featuring many complex technical features and a pit orchestra. Performed in late February, the musical “featured very difficult choreography and the largest number of location changes on stage that we have ever produced,” said Ms. Gellert, MHS orchestra teacher and director of the musical. Although the production was challenging to pull off, it proved to be a unique and rewarding experience for all involved. “I love that every year is a completely different show and experience for all involved,” Gellert added, “I love that we can look back on each production with great pride and reflect on what we learned as a company.” Just like The Crucible, Singing In The Rain was lauded by all who saw it.

Both the art and music departments at MHS also had years to remember. The art department saw a huge increase, with “a record 694 students enrolled in an art class,” according to art teacher Mr. Rizzuti. When asked about the two shows held in the beginning of the year, the fall art show and the AP show, he commended them both, saying, “the AP show was our biggest in the decade I’ve taught at MHS” with over 40 students involved. The music department also had a memo-

rable year, with the annual winter concert for orchestra, band, and choir, and an exchange concert featuring the orchestra and choir programs of both MHS and Elwood-John Glenn High School in Elwood, NY. Despite the many successes of the arts programs at the high school, the year ended on a less positive note. All spring events were either postponed or cancelled, including the annual music department trip, spring art show, and orchestra, band, and chorus spring concerts. “We were all sad—teachers, students, administration,” said Mr. Rizzuti. Despite how upsetting the abrupt end to the school year was, it was ultimately seen as necessary. “While being very disappointed that it was cancelled due to the pandemic, I support and understand the precautions needed to be taken,” said Ms. Gellert, with Greg Gold echoing similar sentiments, saying, “It was expected given the circumstances.” As of now, the music department trip to Philadelphia is set for this fall, as is the spring art show.

The 2019-2020 school year was memorable for both good and bad reasons, but ultimately, it should be looked back on with pride. In the abbreviated time at school, all of the arts programs were able to showcase what makes MHS great. While the world’s future seems to be up in the air at the moment, the future for art and music in Mamaroneck continues to shine bright.

Seniors to Pursue Performing Arts Come Fall

MHS students continue to follow their passions by studying the arts in college.

By KATE SOLOMON

The performing arts have always been a major aspect in the Mamaroneck High School culture. This year, many incredibly talented Seniors will be pursuing their dreams in many different performing arts at college. Katy Reilly (‘20), Eli Gottsegen (‘20) and Katie Broderick (‘20) are just three of several fantastic graduating Seniors who will be continuing their love for the arts in college.

Throughout high school, Katy Reilly has been a part of many performing arts electives in the school such as PACE and the annual school musicals. Bringing her incredible voice with her, Reilly will be attending Indiana University in the Jacobs School of Music, this fall, where she will be majoring in classical voice performance with a dual degree in communications. While studying, Reilly hopes to join the eleven different choirs offered at Indiana University, especially the opera

choir. She says, “I would love to participate in the six operas done at IU every year, and in the various acapella and performing arts groups on campus.” While she is excited about her future endeavours studying music at a world-class institution, Reilly looks forward to being a part of the Big 10 school atmosphere with great sports and many activities and organizations on campus. In terms of advice for current students, Reilly states, “If you’re really passionate about music, theater, art, whatever it may be, pursue it to the full extent. Don’t let fear, or self-doubt, or disappointment stop you from going for your dream! It sounds cheesy, but it’s worth it to live without regrets and know that, despite everything, you shot for the stars.”

Eli Gottsegen has participated in PACE and the school musicals for all four years of his high school experience. Being a musical theater prodigy since a young age, Gottsegen has decided

to bring his talents to Northwestern University this fall as a theater and political science major. While at Northwestern, Gottsegen hopes to participate in the theater, especially musical theater, and get involved in acapella. As time goes on, he hopes to possibly create his own musical group on campus as well. When asked what he was most excited for about the next four years, Gottsegen highlighted that he was eager to meet new people and share new experiences with them both inside and outside of the classroom. Gottsegen gives advice to current high schoolers and says, “If you love it, go for it. There will always be demand for the arts. It is our job to pursue and create.”

During her four years of high school, Katie Broderick has been involved in PACE and all of the annual school musicals. Being surrounded by the arts, Broderick decided to bring her talent on the stage to Emerson College where she will be getting her BFA in

Theater and Performance. As she works towards her degree, Broderick will be engaging in other art forms and she plans on auditioning for different theater groups as well as musicals and vocal ensembles. When asked what she was most excited about to start

arts. As advice to younger students Broderick gives a few words of guidance and says, “Honestly, as long as you have the drive and passion for whatever art form you want to pursue, you’re bound to be successful. There’s no right or wrong way to pursue a career in

“If you’re really passionate about music, theater, art, whatever it may be, pursue it to the full extent. Don’t let fear, or self-doubt, or disappointment stop you from going for your dream!” -Katy Reilly

her journey in college, Broderick highlights that she cannot wait to continue acting all day, every day instead of in an extracurricular outside of high school. She also explains that she cannot wait to meet new people throughout the next four years and be surrounded with so many people that share the same love for acting and the

arts. The process is long and hard, but being on the other side of it, I can tell you that it is 100 percent worth it.”

Mamaroneck High School will miss these seniors, and every senior graduating from the arts, dearly and cannot wait to see what they have in store in their upcoming endeavours in life.

Health & Wellness

At-Home Workouts: Healthy or Dangerous?

By OLIVIA DAILY

Quarantine has left everyone with an abundance of free time, which to many has appeared a golden opportunity for self improvement. With everything closed, at home workout trends have risen in popularity. Workout programs such as popular fitness influencer Chloe Ting’s “2 Week Shred Challenge” have blown up, and their influence can be seen all over social media. A rise in workout trends means a rise in people sharing their fitness goals, producing relatable workout content, and motivational posts, all of which can be very overwhelming. “I think we have all felt the pressure from social media lately,” says sophomore Madison Dircks. Staying active during this time is important, but workout trends can quickly turn unhealthy, by causing body image issues and, in extreme cases, eating disorders.

Seeing motivational pictures and body transformation videos all over social media does more harm than good to one’s mental health. A study led by Dr. Ivanka



FATIMAH KHAN/THE GLOBE

One of the thousands of Youtube video ab workouts now being obsessed over during quarantine.

Prichard of the Shape Research Centre at Flinders University in Australia showed that when young women viewed these posts it lowered their self esteem, and worsened their self-image. These fitness posts don’t even motivate people to work harder when exercising. The study went on to show how women who saw these posts

and thought they pushed harder than usual when they worked out, did not actually make better times on a treadmill than those who did not view these posts. The study stated, “Results demonstrated that exposure to fitspiration images led to significantly higher negative mood and body dissatisfaction.” Fitness posts on social media are

not encouraging, but instead make people feel bad about themselves.

When selecting a workout program, don’t just follow the trends. Fitness is not one size fits all. Different online workout programs may be more difficult for some people than others. According to Emily Slager, the program director of Walden eating

disorders clinic, “In many cases, proponents of a trend will connect compliance with the regimen to improved physical and emotional health, increased confidence and self-esteem, and improved body image.” These promises and goals are not as attainable as they are made to seem. When these unrealistic goals are not reached, it can lead to anxiety, depression, and obsession. During quarantine especially it can become even easier to become obsessed with working out due to all of the added free time. However, an exercise addiction is not healthy. When the thought of missing a workout is particularly dismaying, it’s time to take a step back.

While trying out a new routine can be fun, trendy workout challenges and programs can be too intense, and following a rigorous schedule may not be right for everyone. There’s no need to completely change up one’s exercise routine just because of the situation at hand, but when considering trying something new out, don’t do it just because of the pressure from social media.

Dreaming During a Global Pandemic

What happens to the mind with a little more sleep and a lot more stress?

By SASCHA MELAMED

Have you been having unusually vivid dreams during quarantine? Many people have been experiencing this phenomenon recently—including members of the MHS community. One anonymous student states, “I never used to remember my dreams, but now I wake up every morning remembering every dream I had the night before in detail.” MHS student Lulu Tantillo shares a similar experience: “One night I had a dream I was making homemade pasta. It was so vivid, I woke up and remembered the steps. I’ve never made pasta before but my dream made me want to try, so I made pasta that afternoon.” Although it may seem strange, there is a scientific explanation for it all.

Dreaming takes place during a stage of sleep known as R.E.M sleep (or rapid eye movement sleep). According to the New York Times, Periods of R.E.M sleep increase in length throughout the night, producing an increase in R.E.M density. This increased R.E.M density demonstrates a higher level of activity in the brain, which means that someone who sleeps longer is likely to have more vivid dreams. Researchers have also concluded that those who suffer from chronic sleep deprivation will experience vivid dreams more frequently when “catching up” on sleep .

Knowing this, it’s no surprise that MHS students are experi-



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encing vivid dreams. As a result of online learning, numerous students are waking up later and catching up on sleep lost during the school year. When asked if they felt well rested during school days pre-online learning, one MHS student responded, “Absolutely not.” They continued, saying, “before online school, I was definitely not getting the correct amount of sleep. It’s weird to think about how I used to get up at 6:30 in the morning every school day.” While learning at home, it seems that students are taking advantage of the change in schedules to bolster their sleep schedules. As a result, more students are experiencing increased R.E.M density, which influences much more vivid dreams.

On top of this, the stressful state of current events could also influence more vivid dreams. Across the globe and in the MHS community, The COVID-19 pandemic breeds collective stress. Studies have shown that increased

stress in one’s life could result in occasional nightmares or possibly idiopathic, or frequent, nightmares. Multiple students have mentioned experiencing nightmares over the last two months, with one student reporting nightmares “two to three times a week.” Clearly, these unusual external factors are impacting the MHS community on both a conscious and a subconscious level.

Although many students are finding it difficult to control the occurrence of these sometimes frightening dreams and nightmares, it’s important to remember steps can be made in daily life to prevent these. De-stressing throughout the day via walks, meditation or mindfulness practices, could help counteract stress and lessen the occurrence of stressful dreams. Creating a consistent sleep routine and a comfortable sleeping environment are also measures that might help.

Things to do During a Socially Distanced Summer

By REBECCA HERZBERG

With many camps now cancelled for the summer, many students have found themselves stuck at home for the upcoming months. Luckily, there are still plenty of healthy and fun activities you can do to keep you entertained.

If you would like to take a walk or jog away from the streets of town or around your neighborhood, there are quite a few nearby nature preserves.

Leatherstocking Trail
This trail stretches across New Rochelle through the Village of Mamaroneck. Despite a few street crossings along it, it is peaceful and quiet during the day.

Saxon Woods Park
Another hiking or running trail is Saxon Woods in White Plains on Mamaroneck Avenue.

Rye Marshland Conservancy
Located on Boston Post Road, this nearby nature preserve provides great views of the water and paths to explore.

Edith G. Read Natural Park and Wildlife Sanctuary
This park is directly off of Rye Playland Amusement Park along the water. It is close to the Playland boardwalk and beach.

Rockefeller State Preserve
This vast park can be found in Tarrytown, NY, about a half an

hour car ride from MHS. It’s expansive 1400 acres provide endless trails to explore.

In addition to these areas, there are many activities you can also try to fill your time.

Watch something with friends over Zoom or Netflix Party
Despite the need for social distancing, watching something together can still create a sense of closeness.

Bike Ride
Biking allows you to cover more ground and reach farther destinations while still getting exercise. On select Sundays in the spring and fall, the Bronx River Parkway is closed to traffic and open to cyclists from 10 a.m. to 2 p.m.

Picnic
As the weather gets warmer, now is the perfect time to grab a blanket and have lunch or a snack outside. This can be done anywhere from your lawn to a park.

Closet Cleanout
While this may not seem fun at first, finding clothes to donate and sell could be an effective use of your time. Organization can often be quite rewarding.

It is okay to feel a bit confined over the summer, but try your best to fill your time with something you enjoy. There are still so many places to visit and things to try!

SENIOR ATHLETE PROFILES

In this shortened school year, these athletes stood out as leaders for their respective teams.

JT Bierman and Alex Herzig

JT Bierman and Alex Herzig have served as the captains of the Boys Track and Field team, as well as the Boys' Cross Country team, for the last two years. In that time, they have faced many ups and downs, but eventually were able to lead the Cross Country team to placing second at the counties, leagues, and sectionals. The sectional placing was the highest the team has ever placed in school history, and would not be possible without the strong leadership of both Bierman and Herzig. In the fall, JT plans to run varsity at SUNY Oneonta, and Alex plans to run for the club team at the Washington University in St. Louis.

Jack Lauinger

In his time at MHS, Jack Lauinger has established himself as not only a dominant athlete, but a leader as well. Lauinger has played both varsity soccer and lacrosse since his sophomore year, starting on both teams from his junior year on. This year, Lauinger served as the sole captain of the boys varsity soccer team, leading the team to an 18-2 record, a #1 regular season ranking in New York State, and a #3 regular season ranking in the country from USA Today. Under his leadership, the boys soccer team would make it all the way to the section finals. During his junior year on the Boys Varsity Lacrosse team, Lauinger played a pivotal role at midfield, helping the team reach the state semifinals. In the fall, Lauinger will be attending Georgetown University, where he is considering walking onto the lacrosse team.

Cole Lovejoy

Cole Lovejoy has skied for the Mamaroneck High School team since his freshman year, qualifying for sectionals every year he made the team, qualifying for states as a sophomore, junior, and a senior, and qualifying for easterns as a sophomore, junior and a senior. This year, Lovejoy served as one of three captains of the boys team that won the state competition. At states, Lovejoy placed 3rd in the slalom competition, catapulting the team into first place. In the fall, Lovejoy plans to ski for Cornell University's club team.

Abby Troy and Sophie Showers

Abby Troy and Sophie Showers have been on the field together since kindergarten when they began playing lacrosse. In sixth grade, they began playing field hockey together and believe that playing sports together "has really brought [them] so much closer." Together, they were section champions in 2017, then sectional and regional champions as well as state semifinalists in 2018 for field hockey. For lacrosse, they were section finalists in both 2018 and 2019. They appreciate the incredible coaches and teammates they have had at MHS and are going to miss them. Troy and Showers are excited to be playing Division III lacrosse at Amherst College and Gettysburg College, respectively, in the spring. They are looking forward to seeing each other when their schools play against each other!

Katie Holton

In the fall, Katie Holton starred as one of the four captains of the Varsity Girls Soccer Team. In her 13 year soccer career, Holton excelled at the center midfield, winger and striker positions leading her to three incredible years on the school's varsity team. When asked what she would miss most about playing for the MHS Varsity Soccer Team, Holton shared that she would miss "the sense of team spirit and unity in-season and postseason as well." Describing the team as her second family, Holton explains that even with the changing dynamic that occurred each year, the team was able to grow extremely close. In both her Sophomore and Junior year, Holton was awarded the All League Honorable Mention and in her Senior year she earned both the All League and All Section Honorable Mentions. Attending the University of Pennsylvania this fall, Holton plans to try out for the club soccer team and possibly play other sports such as ultimate frisbee.

Cate Aversano

For the past two years, Cate Aversano has been a critical member of Mamaroneck High School's Girls Varsity Tennis Team. Starting as third doubles her Junior year, with teammate Cristina Costin, Aversano continued to succeed in her Senior year as the team's captain. Looking back on the past two seasons, Aversano shared that what she would miss most about the team would be the support system that the girls shared and the fun they had while playing alongside each other. This past season, Aversano received the Coach's Award from the tennis team's coach, Mr. Hooker. When getting this honor, she said, "It meant a lot because I really enjoyed working with him as a captain and doing anything I could to help him. He made the season significantly better." Aversano has been playing tennis from a young age and hopes to continue playing club tennis at William and Mary College this fall.

Samantha Schade

During her time at the high school, Samantha Schade was on varsity soccer for two years and varsity basketball for three years. This past year Sam was named captain of the basketball team. Sam says her favorite parts of the soccer season were the team dinners before games and practicing for pep rallies. Her best memories from basketball were of the games the team played on the bus rides to and from matches, in addition to getting close with her teammates by going to the Nautilus Diner after Saturday morning practices. Next year Sam will be attending Lafayette College and majoring in biology. In college, she is hoping to continue her athletics through club or intramural soccer and basketball. The high school will miss her talent and enthusiasm on both the soccer field and the basketball court, and wishes her the best of luck in her college career!

Patrick Healy

Playing this year as both an offense and defense starter for Mamaroneck football, Patrick Healy will surely be missed come the fall. Healy first stepped onto the field in kindergarten and began playing for Mamaroneck on the modified team in middle school. For the past two years he has been a varsity offense starter and this year, past year he started on both offense, playing offensive guard and tackle, and defense, rotating between defensive tackle and end. This past year, he was also the recipient of the Offensive Lineman of the Year award. Healy sees football as a sport that develops a sense of comradery between teammates unlike any other sport. In his opinion, "The amount of time you spend with one another, the difficulty of the tasks you are attempting to accomplish and the unity required to complete those tasks set football apart as the ultimate team sport." Next year, Healy will continue to play football as a Hobart Statesmen at Hobart and William Smith Colleges.