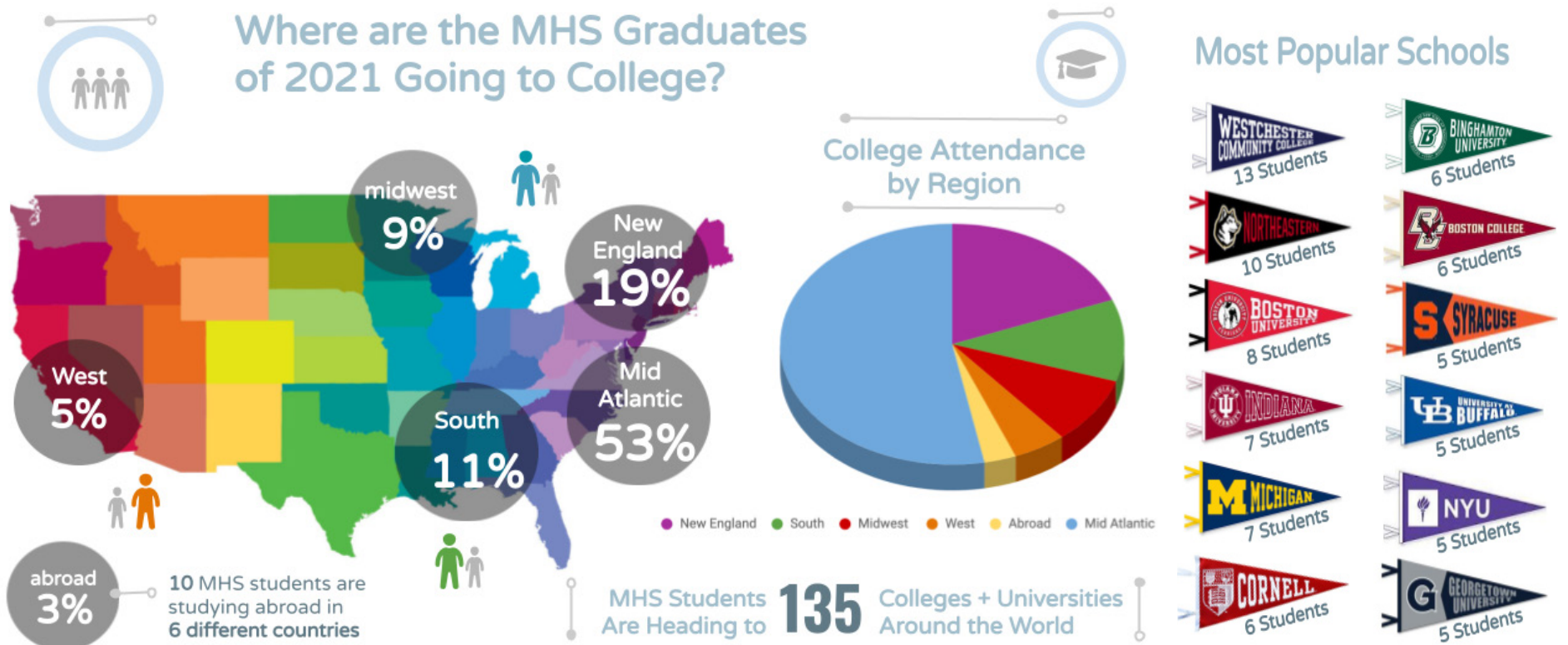


the GLOBE

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A Look into the Class of 2021's Future



Valedictorian Tucker and Salutatorian Howse Shine in Graduating Class

By REBECCA HERZBERG & FATIMAH KHAN

With 24 students with GPAs of 97 or above, the MHS class of 2021 is an extraordinarily gifted group. Two of these exceptional students stand out: Abby Tucker, the valedictorian, and Gabriella “Gabi” Howse, the salutatorian.

Abby Tucker was the ultimate team player within her academic courses, music ensembles and varsity softball team. Whether it be collaborating with any student on a project, providing extra help to students in her music ensembles, or cheering on her teammates from the bench when she had to break from pitching, Tucker’s compassionate and thoughtful personality allowed her to excel in everything she set out to do.

Described by her guidance counselor, Helaine Lichtenstein, as a student who is “always looking to do more,” Tucker was unphased by her difficult course load junior and senior year, which included Precalculus Honors and



As they complete their time at MHS, Valedictorian Abby Tucker (left) and Salutatorian Gabi Howse (right) happily look forward to the bright futures ahead of them.

six AP courses: US History, English Language, Physics 1, Biology, Government and Politics, and BC Calculus. She also took Chinese for four years and privately studied AP Music Theory her sophomore year.

Tucker found Chinese to be the most challenging, but also her favorite, course at MHS. “It’s a whole new skill set: writing the characters, making sure you’re doing all of the different pronunciations, and, of course, gram-

mar and sentence structure,” she explained. The course’s difficult reputation has led fewer students to take it, but Tucker was able to find light in this, noting that the small class size makes “it a really tight-knit group.” After teaching Tucker Chinese for four years, Michelle Liu describes her as consistently “work[ing] very hard, never giv[ing] up, [and] always participat[ing] in class.” Tucker’s work was often used as...

SEE “THE VALEDICTORIAN” PAGE 3

CHECK OUT MHS’ STUDENT MAGAZINE STRIPED BY SCANNING BELOW



Striped has arrived, the new MHS lifestyle magazine. Don’t miss out on our first ever edition where we talk all things college--scan the code above to check it out!



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News

MHS Considers All Options for Reopening

By JOE ROBB O'HAGAN & JADE DECKER

With the number of Americans getting vaccinated on the rise - 50.5% have received their first dose as of May 31 - many expect that most aspects of life will return to pre-pandemic normalcy in the coming months. What does this mean for MHS students?

As of now, nothing is set in stone when it comes to plans being made for the upcoming school year. For Elizabeth Clain, the principal of Mamaroneck High School, many factors are influencing her decisions regarding the upcoming school year. She has assembled the Faculty Planning Committee that is made up of teachers at MHS who will help decide plans for the school in the fall. The committee will be taking into account results from a student reflection survey distributed to all MHS students in their English classes. Along with students' opinions on schedule changes, Focus Fridays, class distribution, and lunch, the survey gives much-needed insight into the effect of COVID-19 on students' mental health and academics.

As fall approaches, Clain hopes to continue listening to students' needs through Student Council by regularly communicating with student representatives to get a sense of students' opinions regarding the return to a more normal school environment.

It is expected that the school will be open full time in the fall and according to the aforementioned school survey that was sent out in late May, 70 percent of students (along with a major-



Masked students work diligently in the socially-distanced library unique to this year. How will the library look in the fall?

ity of teachers) hope to return to the drop schedule where students' schedules contain six classes per day, rather than eight. As mentioned by Clain in an interview, "My thought is that we probably will be moving back to a schedule with a little more breathing room." Other schools face similar challenges, with the majority choosing to step away from 40-minute periods in an effort to increase class time.

New York State is currently mandating that all public school districts provide online learning options this school year. However, the school is awaiting state guidance to determine whether online will be an option next year. Either way, students are strongly encouraged to return to school as the number of MHS students vaccinated continues to rise. Vaccina-

tions will not be a requirement for students attending MHS in the fall, although most are getting their shots.

As of June 13th, over 85 percent of seniors, 74 percent of juniors, and 60 percent of sophomores and freshmen have been vaccinated. With these high numbers, Clain is hopeful that many of the COVID-19 safety policies currently in place throughout MHS will be repealed for the upcoming school year; however, she stresses the fact that things can change quickly, and nothing will be confirmed until mid-August.

One of the largest changes to the MHS Schedule for the 2020-2021 School Year was the addition of Focus Friday, a bi-weekly day where students only attend an advisory class, office hours, club meetings and use any additional

time they may have to catch up on work. Unfortunately, Focus Friday did not work as many wanted it to. Student attendance to advisory was low, office hours were too infrequent, and clubs had trouble operating in modified Zoom environments. For these reasons,

"We probably will be moving back to a schedule with a little more breathing room." - MHS Principal Elizabeth Clain

among others, Clain said, "I do not believe we will have a Focus Friday schedule" in the upcoming

school year. However, Clain was able to see the value in advisory this year and said, "We are looking into incorporating advisory into a schedule at Mamaroneck High School," taking into account the 75 percent of students who indicated on the survey that advisory was a positive addition to the MHS schedule.

With the potential return of advisory in a pre-pandemic MHS schedule, many students wonder if MHS will return to video announcements. This year, Student Council aimed to use Focus Friday to launch MHS Focus, a new video announcement series to share updates on Student Council activities and provide a platform for students to get messages out to their peers. However, MHS Focus never officially launched, with most citing that creating and publishing the series was too big of a time commitment. When asked about the popular video broadcast MHS Info, the pre-pandemic announcement series that MHS Focus replaced, Clain said that MHS Info will not be returning to Mamaroneck High School next year as it was no longer beneficial in developing the skills of MHS video students, who took a class dedicated to developing the series.

Although this has been a school year like no other, Mamaroneck High School's faculty and students are determined to bring the school environment back to its previous state. It is still very much uncertain what the next school year will look like at MHS, but there is good reason to believe that actions will be taken to help ease MHS into a more 'normal' high school experience.

White Plains Hospital Opens Vaccine Clinic at MHS

The high school and the district make an effort to ensure that all eligible students are vaccinated by offering in-school vaccinations.

By LEAH BRODY

The COVID-19 vaccine roll-out has been slowly creeping forward in the US, with the current rate of vaccinated adults, as of early June, being around 50 percent. However, accessing the vaccine can prove to be difficult for some. Whether it be transportation, appointment availability, or access to technology, getting the COVID-19 vaccine is not always an easy task. Thankfully for many students, Mamaroneck High School had a successful vaccine pop-up clinic located in the Palmer Gym on May 20th. According to Elizabeth Clain, approximately 370 students signed up to receive their vaccine at this clinic.

Juliette Patricot ('24) recalls a positive experience of getting

her vaccine at the clinic. When entering the Palmer gym for her first vaccine shot, Patricot was greeted by warm and professional representatives of White Plains Hospital. She was shown to a seat, where a friendly nurse

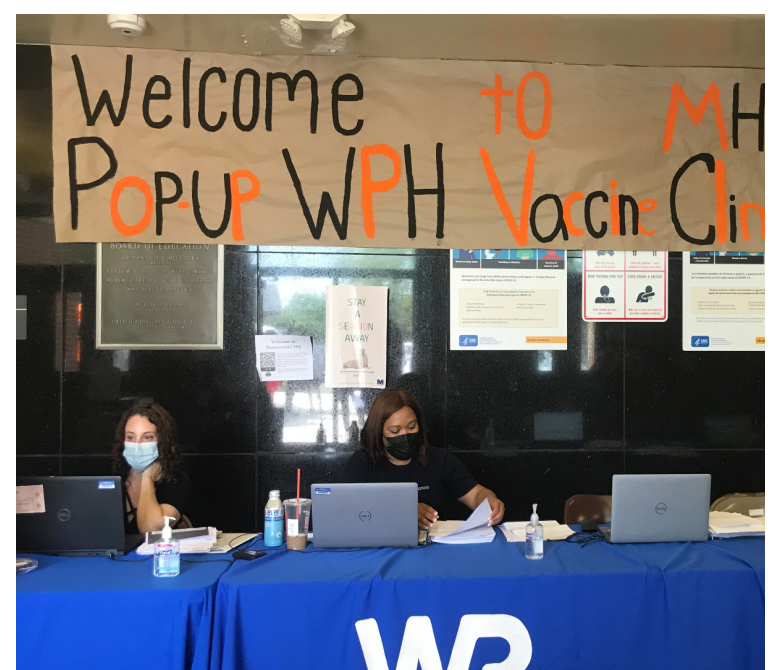
370
students registered to be vaccinated at the MHS clinic.

administered the shot. Due to allergies, she had to stay an extra 15 minutes afterwards to confirm she did not experience a reaction to the vaccine. Despite that wait time, she described the overall clinic as a "quick, in and out experience" and she only had to miss one class period. Mya Hagar ('24)

had nearly the exact same process, with the slight difference being that she only missed 20 minutes of class overall.

This pop-up seemed exceptionally accessible compared to other sites, such as Westchester County Center, where wait times were upwards of two hours despite an appointment.

By encouraging the vaccine, Mamaroneck High School has enabled students to have more options for their summer plans and beneficially changed what the next school year will look like. Doing their part to keep everyone safe should help prepare MHS for an amazing next school year. Anyone who attended this vaccine pop-up clinic received their second shot on June 10th, when the pop-up clinic returned to Mamaroneck High School.



FATIMAH KHAN/THE GLOBE
Nurses from the White Plains Hospital welcome and work to organize students entering the vaccine clinic.

MHS Graduate Lina Khan Sworn in as New FTC Commissioner

By **FATIMAH KHAN***

As the class of 2021 leaves Mamaroneck High School and moves on to pursue their dreams in college and beyond, they can be inspired by the accomplishments of past graduates such as Lina Khan. Khan, now 32, the daughter of Pakistani immigrants, graduated MHS in 2006 and wrote for the *Globe* newspaper during her time in high school. As a sophomore in 2004, she wrote an article on the Starbucks store located directly adjacent to MHS regarding their policy that banned students from sitting, studying, or socializing at indoor tables during, before, and after school. Khan interviewed store employees when she did not get a reply from Starbucks' district manager and found that the policy was a result of some students' tendency to be loud and disruptive in the store without making a purchase. The *New York Times* took notice of her investigative

reporting and covered the issue in an article entitled "A Tempest In a Coffee Shop" in October 2004. As evidenced by her later achievements, this was only the start of Khan's passion for and continuing pursuit of truth and accountability regarding corporations.

After MHS, Khan attended Williams College, where she served as the editor of the *Williams Record*, the student newspaper. Khan's passion for writing and journalism continued throughout her time at Yale Law School as submissions editor for *Yale Law Journal* on Regulation. In 2017, when she earned a doctorate in law from Yale Law, her article titled "Amazon's Antitrust Paradox" garnered widespread attention in the legal and business worlds. Described by the *New York Times* as a "breakthrough legal text" which "reframes decades of monopoly law," one can see similarities in the intent if not content between the article and her writing regarding

Starbucks from 2004. The 2017 article criticized antitrust laws as too weak and concluded that the best interests of consumers are undermined by monopolistic companies, such as Amazon.

Since the success of her article, Khan has worked as a Legal Fellow at the Federal Trade Commission (FTC), legal director at the Open Markets Institute, and counsel to the House Judiciary Committee's Subcommittee on Antitrust, Commercial, and Administrative Law. She was an associate professor at Columbia Law School from 2020 to 2021. Due to Khan's examination of large technology companies such as Amazon, Google, Apple, and Facebook, news of her nomination has been met with positive reactions from both political parties. Khan was confirmed as a member of the FTC on June 15 and was elevated to chair the Commission by President Biden.

Described as "soft spoken" by *The Wall Street Journal*, a



PHOTO COURTESY OF @GOLDENNOTEBOOKSTORE ON INSTAGRAM
Lina Khan appears on the front page of the *NY Times* Business Section for her work.

"legal prodigy" by Rohit Chopra, a commissioner of the FTC, and a "New Brandeisian" in reference to Supreme Court Justice Louis Brandeis' relentless pursuit of big business, Khan is clearly a passionate and impactful woman with a bright future ahead of her. Her story is an example of how hard work, passion, and bravery

have the ability to transform a high school hobby into a lifelong pursuit of justice. This year's graduates should rest assured knowing that their time and effort at MHS also sets them up for a bright future with an abundance of opportunities.

**The author of this article has no relation to Lina Khan.*

The Valedictorian & Salutatorian Left their Marks on MHS

Abby Tucker and Gabi Howse are graduating Mamaroneck, but the high school will never forget them.

By **REBECCA HERZBERG & FATIMAH KHAN**

"VALEDICTORIAN", FROM FRONT

...an example for other students. "She truly is a student role model," recalls Liu.

Her leadership did not stop in the Chinese classroom. In orchestra and chorus, she served as a section leader for almost every ensemble she was in — Jazz band, Symphony Orchestra, String Quartet, Chamber Orchestra, Swing Choir, Concert Choir, and Pit Orchestra for musicals. "She's here every morning at 7 AM, five days a week," Elyse Gellert reports. This early start to her day was never a source of complaint for Tucker, though, because she had access to prime parking. "Abby is the kind of leader that other kids trust," explains her chorus teacher, Amanda Gundling. "She makes them feel comfortable when sharing their voice." Her appreciation and drive for music allowed her to shine on the violin, viola, piano, and chorus. Tucker rose to every single musical opportunity accessible to her. She served as the recording secretary for the Tri-M Music Honor Society; she was recognized on the state level in both the string and symphony 2020 All-State orchestras; she played in Carnegie Hall on multiple occasions; she performed a major piano concerto (Saint-Saëns Concerto No 2 in G Minor). All of her musical instructors will remember her for her bubbly and enthusiastic personality. "I don't know if there's anyone in our orchestra that has as much fun as Abby Tucker," reflects

Gellert.

When she was not busy practicing her endless sheets of music, Tucker was outside on the softball field, a sport she has played since third grade, leading her team as a captain and pitcher this past season. "Going into this season, she was our only seasoned pitcher which came with a lot of responsibility," remarks softball Coach, Susan Hannon. As with all of her other challenges in life, Tucker rose to the occasion and successfully pitched seven consecutive games in less than two weeks. When she needed to step back and rehabilitate, her enthusiasm for her team was unphased. "She is a huge supporter on the bench

"I don't know if there's anyone in our orchestra that has as much fun as Abby Tucker."
- Elyse Gellert

and tries to help out in any way she can," Hannon remarks. Her "hysterical and humorous sense of humor" will be greatly missed by her coach and team.

This fall, Tucker will attend Georgetown University where she plans to study political science and potentially minor in music. Once there, she hopes to continue playing music and join the orchestra. Her advice to younger MHS students is to "recognize when

you know your material and can just go to sleep," and, most importantly, "have fun in high school!"

This year's salutatorian, Gabi Howse, was also a remarkable student and member of the MHS community. Her academic excellence is clear in her rigorous coursework, which included classes such as AP French, AP Physics C, AP BC Calculus, AP Macroeconomics, and AP Literature during senior year, and Honors Precalculus, AP Language, AP United States History, AP Physics 1, and Honors French during junior year.

Howse also took AP Computer Science in her junior year and looks back on the computer science electives as some of her favorite classes, as she found them to be very engaging and watching her programs succeed to be rewarding. Robert Hohn, her computer science teacher, describes her as a "very curious and studious" student who "strives to know the why behind a concept, not just the what and how." Outside of the classroom, Howse pursued her passion for computer science by assisting Hohn in teaching middle schoolers in the Excel through Math Club. She was also the co-president of the Computer Science Club.

Howse played violin and viola in MHS's orchestral ensemble for all four years of high school. Outside of the classroom, she participated in the Pops Orchestra, Chamber Ensemble, Symphony Orchestra and played in the Pit Orchestra for musicals. Throughout her career in music, which began in third grade, Howse has been selected for multiple County

and Statewide festivals, including the 2020 NYSSMA All State Conference. This spring, she played the second movement of

"Gabi strives to know the why behind a concept, not just the what and how."
- Robert Hohn

the Mozart Violin Concerto No. 5 in A Major as a soloist. Elyse Gellert, her orchestra teacher, describes her as a "multi-talented, passionate, and well-rounded student" who "is always inquisitive in rehearsals, responsible about her part and takes her music education seriously." Additionally, Howse went above and beyond to teach and mentor her peers in orchestra as a section leader and the Senior Vice President of the Tri-M Music Honors Society. "Gabi is not only a terrific student, but she is a teacher as well. She is passionate about helping others and supporting those who need it," explains Gellert.

Outside of MHS, Howse continued her passion for aiding others through her year-round job at the New Rochelle Rock Club teaching younger students how to climb. She also climbs competitively at the club, which she says, "taught me how to get out of my comfort zone."

Howse also co-led the Midnight Run Club, and enjoyed going on runs prior to the pandemic

because "it's amazing to be able to put the work in to gather donations, put together bags of toiletries, and make food, and then be able to personally hand it to someone who really needs it." Other fond MHS memories include eating with her friends in senior lot over the past year, spending time with those not in her cohort, and celebrating the graduating class' accomplishments on Decision Day.

Howse was not only a high achieving student, musician, and athlete, but a cheerful and positive role model for her peers. "Whether it was a difficult exercise that she had to develop a program for, a bug in her program that was difficult to find, or just managing the sheer amount of work that she took on, Gabi always did so with a smile," says Hohn. Her humility and kindness were also extraordinary. Gellert characterizes her as "always approachable and so kind to anyone who interacts with her" and "exuding such positive energy and spirit." Between her academic aptitude, wide array of talents, and friendly demeanor, Howse is sure to "continue to climb that rock wall and will certainly reach the top," in the words of Gellert.

Howse will attend Carnegie Mellon University in the fall of 2021 and plans to major in computer science. She advises MHS students to "choose courses that actually work for you and fit your schedule and learning style" and not to hesitate to reach out to teachers if help is needed because "no one ever gets yelled at for asking for help!"

THE GLOBE

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The *Globe* strives to bring interesting and informative journalism to the Mamaroneck student body and community at large.

We work to highlight the intricacies of our school and residential communities through meticulous reporting. The members of the *Globe* staff are a dedicated and passionate group of journalists who love to showcase their community in the form of writing, photography, and illustrations. We maintain a professional and supportive environment that allows our staff and writers with all levels of experience to learn and improve their work.

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Editorial

Is Test-Option the Future for College Admissions?

By NADIA SUBEN

The COVID-19 pandemic resulted in many changes to the college admissions process for the 2020-2021 cycle. Because the pandemic interfered with many students' ability to take the SAT or ACT in time to present their scores on their college applications, one such change was the increased prevalence of colleges dropping the requirement of these standardized test scores to be considered for admission. However, now that the pandemic is winding down and the next application cycle rapidly approaches, *Globe* staff members are torn over whether this move to test-optional or test-blind admissions should remain.

Some staff members worry over the ramifications on schools' acceptance rates as a result of releasing students from the obligation to present SAT or ACT scores. Dropping this requirement for the 2020-2021 admissions cycle resulted in astronomical increases in the number of students applying to more competitive schools. However, colleges generally don't adapt their admitted class sizes year to year. So although more students applied, the number of students accepted remained unchanged, meaning that acceptance rates became frac-

tions of what they typically were. Harvard's *The Crimson* reported that "the number of [early] applicants [to Harvard] increased by 57%, while the college admitted 148 fewer students." This trend would likely continue if schools were to keep this change to the admissions process, exacerbating the already-monumental challenge of trying to gain acceptance into "elite" institutions.

Test proponents on staff also assert that these tests are an effective way to compare students to each other "apples-to-apples." Every student taking the SAT is being scored on a scale out of 1600; every student taking the ACT is being scored on a scale out of 36. While GPAs can be relative by school, the exams are, of course, standardized. In a reality where high schools' resources vary dramatically on a school-by-school basis and lower-income students might have decreased access to "impressive" extracurriculars to bejewel their applications, doesn't this universal benchmark level the playing field of the often-brutal college admissions process?

Many *Globe* staff members don't believe so. In fact, they argue that the requirement of submitting standardized test scores for college applications tilts the process in favor of students from more affluent backgrounds. Certain staff members believe

that these tests measure overall academic aptitude less and students' development of strategies to meet these exams' specific demands more. As a result, access to tutors and preparation materials specifically oriented towards these tests is imperative to success, yet these resources often prove prohibitively expensive. The financial investment into preparation for the SAT or ACT can be thousands upon thousands of dollars. Students whose families can make this investment, of course, have an increased chance of performing well. Some students struggle to afford to take one of the exams at all, let alone thoroughly prepare and sit for multiple retakes. On-staff opponents of these exams not only believe that there is a correlation between greater wealth and higher scores, they declare that these tests are not a measure of academic ability but exclusively a measure of affluence.

There is no question that the COVID-19 pandemic substantially altered the college admissions process. The question that persists, however, is how many of the alterations will remain for admissions cycles to come. For the *Globe* staff, one thing is clear: colleges deciding whether to remain test-optional have many considerations to take into account.

Should MHS Return to the Drop Schedule in the Fall?

By WILLIAM ANDERSON

Mamaroneck High School's current schedule was created because of COVID-19 when the school year began, mainly because the requirements of hybrid learning forced students and teachers to have a confusing cycle of being in-person and remote. Instead of a rotating four-day schedule where two of eight periods are dropped each day, the new schedule is simpler since it is always all eight periods in the same order every day. This is more practical since the hybrid model is inherently complex. But now that MHS will likely be fully in-person next year, an important question arises: should MHS keep the new schedule or return to the drop schedule?

Many students, including those on the *Globe* Staff, agree that MHS should return to the drop schedule. While some students like seeing each teacher every day and enjoy the shorter periods, others disagree. One student said that "52 minutes per class under the drop schedule is more total instructional time than the current 40 minutes per class." Also, shorter periods force teachers to cram more information into their les-

sons and rush more, so it is logical that one teacher, when asked about what to do, said "I hope we do [return to the drop schedule]." Another student, when asked, said that "the current schedule lacks a lab class for whatever science class students take," so science classes are also hurt. Finally, attending each class every day in the same order (except P.E., every other day) is much more monotonous than a rotating schedule.

The current schedule also puts additional academic stress on students as they have less time for extra help. This is because office hours don't occur at lunch (as they normally do) but instead occur once every other Friday, so students have less time to get extra help from their teachers and understand the learning material better. According to an 11th grader, "the office hours currently aren't enough for AP courses." Not only is lunch missing office hours, it also lacks club meetings. Since both these things are packed into Focus Friday, the time is much more limited, so it is harder to see teachers or to go to clubs as students usually would.

A final problem with the current schedule is timing: school currently ends at 3:00 PM, later than the former 2:36 PM. It

is naturally more annoying to be dismissed later, but it also hurts students doing athletics after school as they are more rushed to prepare for their sport. In the wider community, 3:00 PM dismissal is worse because students being picked up after school have to experience the irritating traffic that comes from students being picked up from other schools in the district at the same time, but ending at 2:36 PM improves after-school traffic in the town. Another current time problem is that lunch is 64 minutes, significantly longer than the normal 48 minutes, because under the hybrid model, students needed additional time to get to and from school (depending on when they were remote and in-school). Now, students have an extra-long lunch, and this extra time could be used for more class time, clubs, or an earlier dismissal.

MHS should return to the drop schedule because students will have more instructional learning, extra help, time for clubs, and an earlier dismissal. Teachers also have fewer classes to teach per day, more time to teach and an earlier time to end work. By returning to the pre-pandemic schedule, the MHS community can come closer to better times.

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Op-Ed

Are Combined Junior-Senior English Classes a Good Idea?

Seniors object to sharing a classroom with juniors who they claim are inexperienced and unqualified to be in advanced English classrooms.

By JULIET ZUCKER

Next year marks the beginning of a new chapter in the English Department. For the 2021-2022 school year, juniors and seniors will be offered the same English elective classes for the first time. While it has been talked about for a few years, it has finally become reality. All English classes are to be integrated with both junior and senior students, no matter what class they took the previous year. By opening up all the English courses for juniors and seniors, students are given an opportunity that they never had before.

James Short, the head of the Department of English and an English teacher of upperclassmen, feels that “kids are responding positively, particularly next year’s juniors.” A junior that once had the option of Junior Composition and Literature, AP Language and Composition, or English 11 Honors, may now choose from among ten plus courses. Classes like Art of Film, Creative Writing, or College Composition, which were once just offered to the seniors, have now opened up to the juniors as well. Short sees first hand that kids who research a certain topic or pick up a particular book are “more engaged” in their work. The decision to open up the courses was even under consideration for the 2020-2021 school year. However, “COVID got in the way, so we had to reschedule



CAITLYN CARPENTER/THE GLOBE

In an MHS English classroom, a bookshelf with several fictional reads features a sign reading “blessed are the curious, for they shall have adventures.” But are juniors’ adventures in senior English classes really blessed?

and regroup,” says Short. As the head of the English Department, he believes that it was “the

“I feel like my experience isn’t respected or valued.”

- Jen Novick (‘22)

best decision” and will ultimately “benefit the students.” While the English Department has made this decision, some of the rising juniors and seniors have their own opinion.

When understanding how some of the rising juniors feel,

there was an overall consensus—excitement. A rising junior, Sophie Brause (‘23), thinks that it is “nice because people have more options that they are interested in.” Brause noted that the “social aspect” of being mixed with seniors, with whom she has never been in a class environment, is something to look forward to. Another rising junior, Anna Sewell (‘23), is planning on taking AP English Literature and Composition, a class known to be a more difficult AP course. Knowing this, Sewell mentions that she is “a little nervous to be surrounded by a senior-heavy class,” but “looking forward to the challenge.”

When taking a look through the lens of a rising senior, the feelings are not mutual. At first glance, Ava Samson (‘22) was not

so pleased, as she “wish[ed she] had those opportunities for [her] junior year.” Seeing past the initial irritation, she feels that it is “ultimately a good plan of action” and hopes it “will work out.” However, Samson noted, while she doesn’t personally feel this way, “some seniors might feel slighted” because the level of study might feel less complex, and create a less challenging environment. When you compare eleven years to ten of English study, it is possible that some of the rising juniors are not as prepared to take classes as rigorous as the rising seniors are. The question is how many and how much of an issue this can become.

Junior year is the introduction to AP and college level courses, so being thrown into a class with

seniors, who are a whole level of education ahead of them, does not feel like it would create the most balanced environment. Jen Novick (‘22), a rising senior, feels similarly. “If the administration truly believes that someone with zero years of experience in advanced classes [compared to] someone who has [already completed] one year [of them are on equal levels and can be] grouped into one [class], then what worth does my year of experience have? What was the point?” Novick feels let down that she, and her fellow classmates, had no say in the new proposal: “I feel like my experience isn’t respected or valued.”

While the decision was made with good intentions, it feels as though it lacked consideration to how it would make some students feel. After taking a closer look at what next year’s English classes will hold, there are still lingering questions. Will seniors get priority on the English courses they want to take during scheduling? Will there be an intimidating environment when it comes to participation from a junior in a class of seniors? How rich will classroom discussions be now that there are kids with different stages of English experience? Amidst the undiscovered, there is excitement for the new opportunities and engagement to come from both juniors and seniors. For while the students and the English Department are left with some unknowns, the only way to find out is to try it.

Should Students be able to Zoom in when they are Sick Next Year?

After a year of the virtual option, MHS should consider whether it is best to keep it moving forward.

By SCARLETT KURTIS

Over the course of this year, Zoom has become a huge part of the lives of MHS students. Interacting through a screen was a difficult adjustment for many, but as time went on, they learned to adapt to this new way of life. As the months passed, students got more used to their online classes.

Simultaneously, the COVID-19 crisis started to get under better control. Gradually, more and more students were introduced back into the building until most students began attending full-time. With the progress that has been made, one can only hope that MHS is in the same place, if not a better one, by September. However, if MHS continues to have a mostly in-person learning

model for the 2021-2022 school year, does this mean the end of Zoom as a way of learning after several months of usage at MHS? This concept is not well-liked by the student body, especially when considering how helpful Zoom can be on sick days.

“I think that [a sick day Zoom is] a great idea. It’s not the best idea to go into school when you’re sick, especially in times like this, but sometimes students need to attend a certain class so they don’t miss information,” says MHS student Briana Lopez (‘22). With the continued use of Zoom at MHS, students would have the option to tune in and follow along from home if they felt up to it. Without the option of Zoom, though, these students would go back to the pre-COVID reality where many end up being

left behind due to the difficulty of catching up on missed work.

There are some downsides to this idea, though. Giving students the capability to participate in class when they’re sick may pressure them to join even though they’re not well enough. When students stay home from school due to illness, they’re meant to rest and try to feel better. Attempting to focus on schoolwork while sick gets in the way of this much-needed rest and could possibly cause kids to do poorly on the assignments they attempt to complete at home.

This isn’t the only issue with the notion of the sick-day Zoom, either. Although the concern about the pressure that students may feel to participate despite their sickness is very prominent in this discussion, there is an-

other problem that is even more pressing: having a Zoom option for kids that are sick would risk encouraging students to fake

“It’s not the best idea to go into school when you’re sick, especially in times like this, but sometimes students need to attend a certain class so they don’t miss information.”

- Briana Lopez

illness in order to avoid going to school in person. According to CBS news, up to 10% of kids try to trick their parents into letting

them stay home by feigning illness. This statistic could potentially increase if students are able to use the argument that they can still access their classes from bed. Nevertheless, the number of students that would genuinely gain from this tool would likely far outweigh the number of students that take advantage of it.

This year has been challenging in many ways for all of us, but there are silver linings that none of us can ignore. The accessibility and convenience made possible by Zoom is one of these silver linings, and is something that we shouldn’t discard just because it’s no longer a necessity. Zoom has improved the way things work here at MHS, and it would benefit students to make it a permanent part of the school even after the pandemic ends.

Features

Farewell to Senior 2020-21 Globe Editors-in-Chief

By CAITLYN CARPENTER

Sela Breen and Mark Yukelis have led the *Globe* through what has quite possibly been the most challenging year to produce the paper yet. Working almost entirely remotely, they were able to successfully maintain the normal year publishing schedule and release physical, as well as online, issues. To do this they held almost all staff and writers meetings via Zoom, edited and formatted articles at home rather than in the typical *Globe* room, and figured out how to distribute the paper in a hybrid model—all of which had never been done before. They have not only ensured that the paper survived this year, but that the paper grew because of it.

Sela Breen had never intended to be a part of the *Globe*, but

things every day, tell stories, and create real change.” Breen is also drawn to the questioning aspect of the field, saying that she’s “always been a curious person—much to [her] teachers’ dismay.” As such, one of Breen’s favorite memories on the *Globe* have been the regular interviews with MHS Principal Elizabeth Clain throughout the 2020-2021 school year. These bi-weekly conversations helped to collect quotes and answer questions for articles, and also stay updated on what the administration was doing during the rapidly changing pandemic. She felt that these conversations with Clain helped her to get to know the school and the administration on a different level.

This year, Breen is most proud of the fact that the *Globe* was able to regularly published printed issues. She explains how

look up to.

Yukelis’s favorite memory of the paper was putting out the 2020 Graduation Issue—the first printed issue to be released since the start of the pandemic. He recalls attending the graduation ceremonies to distribute the paper and seeing teachers he hadn’t seen in months, all while being able to show them and the graduating class that he and the rest of staff was able to put together the Graduation issue after all. It provided a sense of normalcy in a time when nothing was really normal, and it showed that life could still move on through the pandemic.

In addition to the 2020 Graduation Issue, Yukelis is also most proud of this final issue on staff, the 2021 April Fools paper, where his article on Gent Malushaga’s faked deep voice became infamous around the school.



PHOTOS COURTESY OF THE MAHISCAN

2020-2021 Editors-in-Chief Sela Breen (left) and Mark Yukelis (right) smile as they reflect back on the accomplishments of the *Globe* this past year and look forward to using the skills they’ve learned on staff in their future endeavors.

a failed shot at a position in the yearbook staff landed her on the paper and introduced her to the world of journalism. Breen began by writing for the Features section her freshman year, then joined staff as an Arts and Leisure Assistant Editor sophomore year. For her junior year, she applied and got an interview for the Editor-in-Chief of the paper—a bold move for a rising junior. While she didn’t get the EIC position, she instead worked as a Managing Editor, directly below the EICs, and left a serious impression on the paper, leading her work as Editor-in-Chief her senior year.

During Breen’s time on the *Globe* she “fell in love” with reporting, which she had never anticipated, and now plans to pursue it as a career. She describes how she likes “the creative aspect of journalism because [she] thinks that it allows you to do different

the pandemic gave the *Globe* an excuse to let issues slide, but the staff never did. Breen will begin school at Northwestern University’s Medill School of Journalism in September where she plans to double major in journalism and political science. She advises future *Globe* editors to “follow your questions. If you have a question,” she says, “go explore it.”

Mark Yukelis began writing for the *Globe* during his sophomore year and later joined staff as Arts and Leisure page director his junior year, before serving as an Editor-in-Chief as a senior. He describes how he was originally drawn to the paper after seeing the community atmosphere present at writers’ meetings and within the *Globe* room as a sophomore. As an underclassman, he looked up to the juniors and seniors who led the student-run publication, and throughout the past year he himself has become a person to

He received compliments within MHS as well as outside, with his friends’ moms being particularly amused by the article. This finale to his time on staff was fitting for Yukelis, as he has never ceased to provide a sense of humor to the paper and has always prioritized making *Globe* articles entertaining to Mamaroneck students.

In the fall, Yukelis will begin his time at Duke University, likely majoring in computer science. Although it will never live up to the *Globe*, he really admires Duke’s student newspaper, the Duke Chronicle—especially their emphasis on news relating to the student body, as opposed to general news. In leaving MHS, he advises future *Globe* editors to utilize their time on the paper as best they can by connecting with the administration and the community through their articles, getting to know the underclassmen, and, of course, cherishing the *Globe* room.

Hybrid Memories

Snapshots from a unique year on the *Globe* staff.

MAY 2020



THE GLOBE

Sela Breen (left), Mark Yukelis (center), and Caitlyn Carpenter (right)—the 2020-21 Editors-in-Chief—meet via Zoom to plan out the next year.



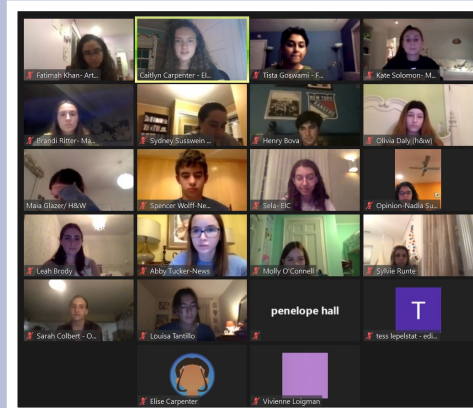
JUNE 2020

PHOTO COURTESY OF LMC MEDIA PRODUCTIONS ON YOUTUBE

The 2020 graduation ceremony, broadcasted via Youtube, where the *Globe* was still able to distribute its Graduation issue despite social distancing protocols.

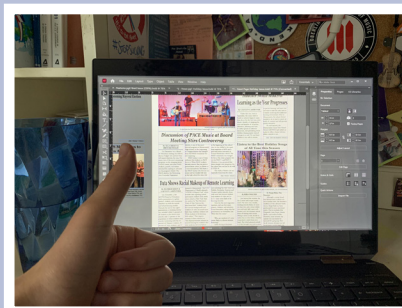


SEPTEMBER 2020



THE GLOBE

The second editorial meeting of the year, held via Zoom, kicking off a year of primarily “Zoomed” staff meetings. Yet, despite the odd circumstances, the *Globe* saw some of our highest rates for writers’ meetings ever, with the Zoom link put out to all MHS students.



THE GLOBE

Editing from home (in this case, a desk) became the normal this year, as opposed to editing in the beloved *Globe* room. Here, a *Globe* staffer edits the Holiday Issue on InDesign.

DECEMBER 2020



Farewell to *Globe* Senior Staff Members



Current *Globe* staff writers highlight their senior peers as they graduate.

Kate Solomon:



Kate Solomon started writing for the *Globe* her freshman year. Since officially joining staff her sophomore year, she has worked as the Assistant Health & Wellness Director, the Features Director, and the Spotlight and Features Managing Editor. Solomo's favorite thing about the *Globe* was the "community within it." She started writing for the *Globe* not only because she loved writing, but also because it supported her creativity. Solomon advises future members to look at the positive side in every situation and to try new things. She reminds us that in the end it doesn't matter if you don't get the article or position you want; it's about having fun and discovering new passions. Next year Kate will be majoring in sociology at the University of Pennsylvania.

Chris Ciulla:



Chris Ciulla has been an integral part of the opinion section of the *Globe* for the past three years. He started out as an Assistant Page Editor for the OpEd section his sophomore year, before moving to the OpEd Page Director and finally Editorial Director in his junior and senior years, respectively. Ciulla says that his favorite part of his time on staff was, naturally, the "lively *Globe* room debates about hot-button issues." Ciulla continued these debates in the editorial meetings, where he frequently played 'devil's advocate' when speaking with the Staff about questions relevant to the student body. Next year, Ciulla will attend Cornell University. While he is undecided on his major, he hopes to continue his student journalism.

Lulu Tantillo:



Lulu Tantillo joined the *Globe* staff her senior year, serving as an Arts & Leisure Page Editor and a Multimedia Director. Her favorite part about being on the *Globe* was her ability to pursue her interests in writing and video—she also found being surrounded by other strong writers was "really great and motivating." Tantillo's biggest takeaway from writing for a school newspaper was getting the opportunity to "interact with the community you're in." She advises future staff members to "use the *Globe* as a way to become more involved with the school" by learning from others you wouldn't normally engage with in the MHS community. In the fall, Tantillo will be attending New York University's Tisch School of the Arts, majoring in film and TV.

Sydney Girvin:



Sydney Girvin has been a member of the *Globe* since her freshman year. In her time on staff, Sydney served as Spotlight Editor, Op-Ed Page Editor, and most recently, Editorial Managing Editor. Girvin's favorite part about being on the *Globe* staff were the lively and exciting editorial meetings for each issue as they brought the staff together to discuss important topics. She also recalls how her variety of positions on the paper opened her eyes to different types of writing and different student-oriented topics that she otherwise may have not explored. In the fall, Girvin will be attending Duke University. She plans to major in public policy while also exploring journalism and media studies in her other classes.

Maia Glazer:



Maia Glazer joined the *Globe* staff her junior year as an Assistant Health & Wellness Page Editor and co-led the H&W section her senior year as H&W Page Director. Her favorite memory from being on the *Globe* staff was eating snacks in the *Globe* room (before COVID-19) with the staff as they worked each issue. When she was not writing or editing articles for the *Globe*, Glazer was involved with the volleyball team her freshman through junior year and was an active member of the computer science club. She will be attending Duke University in the fall and is currently undecided on what she will major in. Glazer advises future *Globe* staff to "write about what you're interested in [because] it's such a great way to find a passion!"

Sydney Susswein:



Sydney Susswein has been writing for the *Globe* since her freshman year, but began to work as an official member her sophomore year. Throughout that time she held the positions of Assistant News Editor, Editorial Director, and Sports Page Director. Susswein suggests that future members of the *Globe* should work in a section that they care about, because it will end up being a much more interesting experience when researching and doing interviews for the article. She also really enjoyed the friendships she made while on staff. In the fall, Susswein will be attending Georgetown University. She plans on studying business administration and will also explore their student journalism.

Simon Worth:



Simon Worth has been a member of the *Globe* staff since freshman year. In his time on staff he served as Assistant Op-Ed Director, Assistant Sports Editor, and Sports Page Director. His favorite part about being on the *Globe* staff were the writers' and editorial meetings, which he exclaims had "very insightful conversations." His parting advice for any future staff members and writers is to be proactive about putting in work with editing and formatting, even if you are not writing. He explains how "the *Globe* staff is a team, everyone has to do their part." Worth will be attending Boston College in the school of Arts and Sciences in the fall where he plans to major in history.

Abby Tucker:



Abby Tucker has really enjoyed her experience on the *Globe*, serving as the News Page Assistant Director and Copy Editor her junior year and the News Page Director her senior year. "I loved reporting news and trying to determine which issues would interest students," she explained when asked what she liked about the *Globe*. She has written beautifully honest pieces about MHS, and events occurring in the background of our adolescence. Tucker advises future staff to "write about topics you're interested in because it makes the articles more interesting." In the fall, Tucker will attend Georgetown in Washington D.C. where she will major in political science with a minor in music.

Jamie Soropoulos:



Jamie Soropoulos became a member of the *Globe* staff her senior year and served as the Op-Ed Page Director. Her favorite part about being on staff was being able to see her articles published in the physical paper and then sharing it with her classmates. "Nothing beats the feeling of opening an issue and finding your name in the byline," reflects Soropoulos. When asked for her advice to future *Globe* staff, Soropoulos shared, "I would simply tell them to write! Find something that interests you and run with it." In the fall, Soropoulos will be attending Syracuse University in the Newhouse School of Public Communications, where she will be majoring in magazine, news, and digital journalism.

Brandi Ritter:



Brandi Ritter joined the *Globe* during her sophomore year. Her first position on staff was Assistant Editor for the Features section, and in her junior year, she was a Health & Wellness Page Director. For her last year on the *Globe*, Ritter was the Managing Editor for Health & Wellness, Sports, and Arts & Leisure. Her favorite part of being on staff was staying after school for editing and formatting and spending time with the other members. Her parting advice for future staff members is to make sure you get to know your fellow staff members! This fall, Ritter will begin her time at Binghamton University where she plans to study psychology.

ALL PHOTOS COURTESY OF THE MAHSICAN

Spotlight

Teachers Make Accommodations During Difficult Year

Everything about the classroom changed with the COVID-19 pandemic--how did teachers learn to adapt?

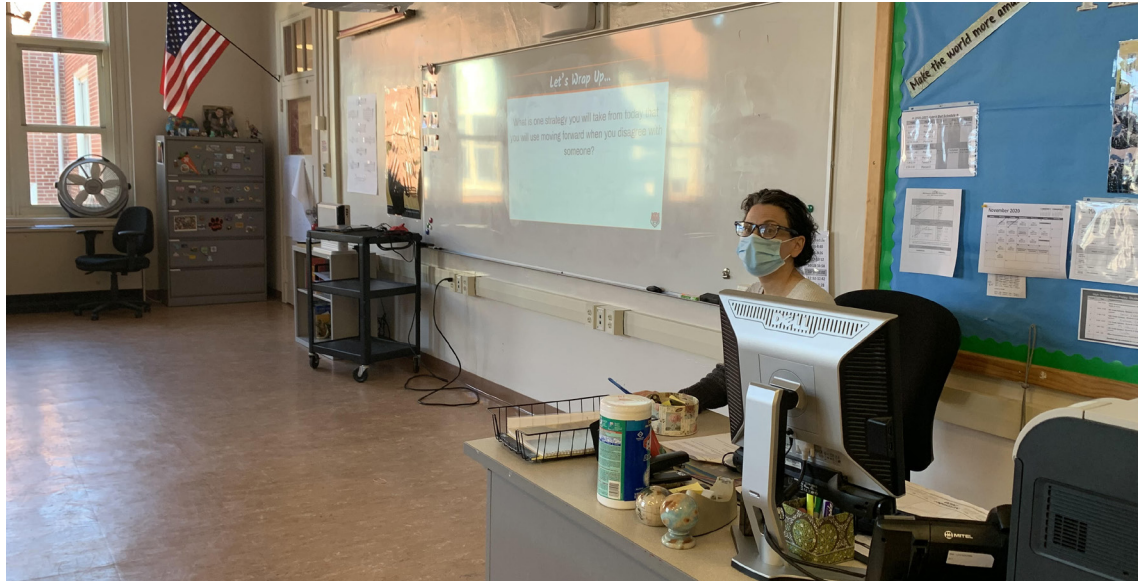
By KAYA ALPER-NOCERA

This school year, teachers at MHS have had to overcome many challenges. Be it the frustrations of Zoom or the exhaustion of students, teachers have had to adapt their teaching methods to accommodate many new circumstances. Mamaroneck High School approached learning during COVID-19 with a unique concept: synchronous learning. Other high schools in the area used a similar hybrid learning model to the one MHS used in the earlier portion of this year, except that they gave asynchronous work to kids who were at home. The combination of synchronous learning with COVID-19 restrictions made it hard for educators to be able to adapt their usual teaching methods, especially with student relationships.

"I have students' [whose] faces...I've never seen," said English teacher Juliana Zalon. Zalon teaches English, and noticed that she lost the ability to bond with her students this year. However, although she was not able to develop strong relationships with her students, Zalon was able to strengthen her already solid colleague relationships. Zalon talked about how she and her colleagues

**"I have students' [whose] faces...I've never seen."
- Juliana Zalon**

all collaborated on units by sharing slideshows and lessons with each other. She spoke about how the best aspect of the English department at MHS is "discussion, specifically sparking debate



Melissa Katz, a Global and Psychology teacher at MHS, conducts a hybrid class by maintaining balance between the students in-person as well as the students on Zoom.

and creating a journey to understanding." When prompted on her thoughts on the hybrid learning system from earlier in the year, she said, "Everything about it was flawed, but there was no better way of doing it."

Other teachers agreed with her in that the school had done everything in its power to make learning during this difficult time as easy as possible. However, there were just too many variables that could not be controlled. Robert Hohn, a Computer Science and Algebra 2H teacher, noticed this issue with the in-person and at-home groups of students during the hybrid model. He talked about how the biggest struggle of hybrid learning was trying to keep the remote students interested in the lesson at hand. "I liked being able to engage people here and at home, but at the same time, there was a lot of feedback that students were not paying attention and were not focused when they were at home," said Hohn. "I wonder if we could have done a better job at keeping kids

engaged." On the other hand, he also noticed a lot of upsides to the school's new learning model right now. "Compared to the beginning of the school year, we are pretty much back to normal. I've been much more intentional about what I am teaching on a given day due to the 40 minute classes compared to the 50 minute classes. It has allowed me to have more practice days and to slow down because we're seeing each other everyday." He went on to say how he appreciated the ability to take an extra day or two to solidify a topic that his students were not fully confident in.

Peter Greene, a Global 10 and AP Euro teacher, was not such a lucky teacher. "I have had to make a lot of changes to how I normally run my class," explained Greene. "I had to shift to all-digital assignments, which was not that ideal." However, after trying out this new way of teaching, Greene has decided that this is a method he may keep in the future. "I might keep certain group tasks digital, because it is a

lot easier for everyone to add to a document than for everyone to physically write on the same document. There were certain aspects of some lessons that were actually done faster than they would have

**"There was a lot of feedback that students were not paying attention and were not focused when they were at home."
- Robert Hohn**

been done if they were on paper."

Greene also spoke about how he will be keeping away from formal exams. This year, he gave virtually no exams to his students. Due to the level of micromanaging that would have to be put in place for a test, he decided to shift over to alternate forms of assessment. These assessments included projects, maps, and essays,

all of which he will be sticking with in the future as evaluations of understanding. When asked about one of the biggest struggles of teaching during COVID-19, Greene brought up an interesting point. "One of the things that I think a lot of people outside the profession don't realize is the problems that Zoom creates with sound. Hearing your students, your students hearing each other, audio feedback, ambient noise, all of these things created enormous difficulties just even communicating with your class." He also touched on how, specifically during the hybrid learning plan, the amount of students in front of a teacher varied. It was hard to make a cohesive class because of the amount of variation in the student groups. It was even harder to teach due to the eight-period day. Greene noticed that the longer days combined with the computer screens created a teaching environment that was a lot harder for students to pay attention in. This made it a rarer occurrence for students to participate, and a somewhat dull class environment.

Overall, this year was a struggle for students and teachers alike. Teachers like Greene, Zalon, and Hohn all had to adapt their teaching methods to make sure that students were getting the most out of this school year. Mamaroneck School District administrators did a phenomenal job at trying to give students an experience as close to a pre-COVID-19 schooling experience as possible, and although it came with some barriers, MHS managed to rise to the occasion and get through it. While it may have been a tough year for many members of the school community, teachers at MHS went above and beyond to make sure students had as great of a school year as possible.

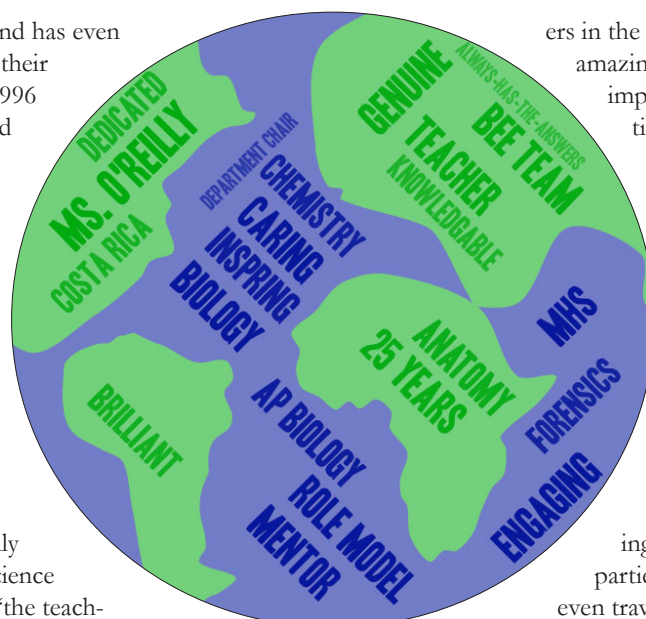
Farewell to MHS Science Teacher Cathy O'Reilly

By BEN KULISH

Cathy O'Reilly has been an integral part of MHS students' lives for 25 years. During her time here, she has taught a variety of courses: Anatomy, Forensics, Chemistry, Biology, and AP Biology. She has touched the student body in a unique way and will be remembered fondly by MHS students. Many know her for her role in our thriving bee team, the first of its kind in New York State. She recalls the first honey harvest as one of her best memories of her time at the high school. O'Reilly genuinely enjoys getting

to know her students and has even accompanied some on their trips to Costa Rica in 1996 and 1998. She explained that "the students at MHS are truly a joy to work with. Every class is slightly different from the others, and that is what keeps the job so interesting and rewarding."

O'Reilly also spoke very highly of our teachers and administrators, especially her coworkers in the science department. She said, "the teach-



ers in the science department are amazing" and explained how important they were to her time teaching. She spent a lot of time becoming good friends with teachers. At school in normal years, she would eat lunch every day with the other science teachers. Outside of school, O'Reilly visited the Body Exhibit in Manhattan, took a flower decorating class, and had holiday parties with teachers. She was even travel buddies with MHS

Principal Elizabeth Clain for a couple years.

While she is sad to leave, O'Reilly has a lot of exciting plans for her retirement. She has taken environmental trips throughout her career and plans to return to her regular travel habits after a year of being unable. She also plans to dedicate time to volunteering for New York Cares, which connects volunteers to a variety of community service opportunities in New York. She is also looking forward to seeing her grandchildren more and playing bridge. O'Reilly will be missed by all, but her mark on MHS will last for years to come.

EARTH GRAPHIC BY CAITLYN CARPENTER/THE GLOBE

Hommocks Persists through National Chlorine Shortage

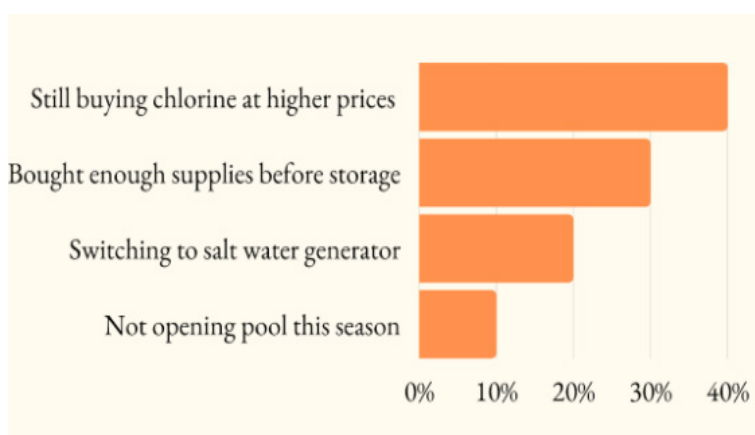
With a nation-wide chlorine shortage, how is Hommocks Pool continuing to operate?



*Did you hear about the chlorine shortage?
Guess I'm working from home then.*

KIM WEI/THE GLOBE

CC: Did you hear about the chlorine shortage? Guess I'm working from home.



KIM WEI/THE GLOBE

Local survey results from Mamaronck and Larchmont local pool owners show that almost half are still buying chlorine at higher prices.

By KIM WEI

Memorial Day often marks the beginning of the outdoor swimming season in Mamaronck and Larchmont, but due to an incident at a chlorine plant in Louisiana last year, some pool owners are scrambling to deal with a potential shortage of chlorine powder and tablets this year. Liquid chlorine also faces limitations due to a national shortage of plastic used to make the containers, and the global plastic shortage may spread to affect more industries.

In August 2020, Hurricane Laura hit the South causing a fire to break out in a chlorine plant in Lake Charles, Louisiana. According to local news sources at the time, the chemical fire was finally extinguished at the Biolab chlorine plant after three days. Bio-Lab Inc., the manufacturer, has applied to rebuild the plant, but construction has not yet begun. This has led to an ongoing shortage of certain swimming pool chlorine products.

Many residential pool owners and operators use specific types of chlorine to sanitize their pools, while larger facilities use different types. According to Jennifer Pollak, the Town of Mamaronck Recreation Supervisor and Aquat-

ics Director, the town thankfully does not face any shortages of chlorine for its two outdoor pools at the Hommocks Pool complex. The indoor and outdoor pools both rely on chlorine tablets, which are used in other large pools such as the Rye YMCA. The tablets were chosen over liquid chlorine because the supervisors wanted to maintain a safe environment, and “liquid chlorine is basically bleach, so if it were to spill or not properly handled, it could be dangerous, whereas the tablets are more stable and easier to control/maintain. As well, the system that was set up when I started here also used the briquettes (chlorine tablets),” said Pollak.

The entirety of the Hommocks pool is run as two separate entities: the school district oversees the indoor pool, while the town runs the outdoor pool. According to Pollak, the indoor and outdoor pools order from the same companies and function under the same operating system. Therefore, chlorine briquettes are also used to maintain the sterility of the indoor pool. The Hommocks pool complex will be open for the hot summer ahead, and will be in good shape for the MHS girls and boys varsity swim teams, which take place during the fall and winter, respectively.

The national pool chlorine

shortage has had a significant effect on chlorine tablet accessibility and prices. Prices for chlorine tablets have jumped as much as four or five times their usual amount due to the fear of shortage. A 40-pound container of a popular brand on Amazon.com had cost roughly \$100 since 2016 until July of last year, when the price was raised to \$314.

Generally, for larger pool facilities, the more familiar liquid chlorine is most often used. Similar to household liquid bleach, liquid chlorine is actually a solution of sodium hypochlorite. While household bleach comes in smaller, portable containers, the supplies for large swimming pools often come in large 55-gallon drums.

Unfortunately, according to Bel Aqua pool supply in New Rochelle, a plastic shortage is now causing more issues, such as a liquid chlorine shortage. The plastic shortage stems from a lack of the base chemicals ethylene and propylene, the basic components of plastic. Not only are chemical containers affected, but also other industries that rely on plastics, such as the auto industry and medical industry. Despite these shortages, the swimming season will not be interrupted, thanks to careful planning by the town.

Food Truck Fridays Make a Return to MHS

By CHARLIE DIRS

At Mamaronck High School, there has been a long-lasting tradition where every Friday through the end of May to the end of the school year, Student Council has organized for multiple food trucks to come offer their goods to the students at Mamaronck High School. These food trucks were a big hit, providing students the opportunity to explore new foods and expand their palates.

Unfortunately, because of the pandemic, MHS wasn't able to bring in food trucks at the end of the school last year, and many students missed this MHS tradition. Many freshman students had never even heard of “Food Truck Fridays.” This year, with school slowly returning to normal, the Student Council thought it would be a good idea to reignite this beloved MHS tradition.

Many MHS students consider the food trucks to be a success. One MHS Student, Alex McMillan ('23) describes these food trucks as “a fun addition where he can grab different quality food options that are easily accessible.”

Students are not the only ones who love the reinstatement of Food Truck Fridays. Many faculty members love them, too. The Culinary Arts teacher, Bryan Luff, loves these food trucks as well. He believes that these food trucks provide a perfect cultural experience and restaurant-quality food at the school's front door.

These experiences and amazing food trucks would have never been possible without the tireless efforts made by the tenth grade Student Council alongside the tenth grade Student Council Advisor, Robert Hohn. Magda Martinez ('23), a Student Council member, describes the process in reinstating Food Truck Fridays. She says the Student Council brainstormed with Robert Hohn about various events they could add to the MHS community. They decided to bring back Food Truck Fridays. She adds that Student Council had many meetings communicating with various food trucks to get them to come to MHS.

These Food Truck Fridays are a great final experience for the Class of 2021 and a positive end to their high school career.

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SeneGALA is Successful After a Year of Challenges

The club's largest fundraiser returns in-person and as popular as ever this year, raising money for their important work.

By KATE BOSWELL

Students For Senegal has been an influential club for the Mamaroneck community for over ten years. The club is devoted to helping expand access to education, empowering women and girls, and creating more opportunities for those in Senegal. Each year, the club holds a gala, titled the SeneGALA, to celebrate their progress and to fundraise for future events and projects to help those in Senegal.

Just over a year ago, the Learning Center in Senegal, which the club helped to fund through events such as the gala, was opened. Despite the pandemic, the club has continued their work and pushed through the obstacles to have a successful year. They were able to start the Lambaye Innovation Challenge which helped to connect those in Lambaye to those at Mamaroneck High School and raised over \$14,000 with an event called Strides for Senegal in the fall. The money raised helped the club to continue their work with those in Senegal over the past year. The SeneGALA is their spring event and the club was hoping to make around \$20,000 in donations to help them continue their work.

The SeneGALA is a club favorite and has been very successful in years past. In 2020, because of the pandemic, the gala was unable to happen and the club had to work hard in order to find



Club advisor Amary Seck speaks at the annual SeneGALA to a crowd of students and families about the work the club has done overseas.

a safer way to celebrate and fundraise. One of the club presidents, Alex Boswell ('21) described what he missed from the club last year. Boswell says, "I missed coming together and seeing all the great people and families involved in the club and the impact the club has on the community." This year, the club presidents, members of the adult board, and faculty advisor, Amary Seck, worked together

**"I missed coming together and seeing... the impact the club has on the community."
- Alex Boswell ('21)**

to create a COVID-19-safe gala. The gala took place on June 2nd,

outside at the Town Annex field. "We wanted to create an event for people to celebrate after what has been a hard year and to have people come together to some degree," says Boswell.

The gala was an overall success. The weather held out and the club's hard work paid off. They were able to host an exciting evening full of delicious food, fun prizes, and an intense live auction. The field was adorned with lights and other decorations and the students who were able to travel to Senegal in 2020 wore their traditional Senegalese clothing, which added a genuine and heart-felt ambiance to the night. Katie Rotherham ('21) explained how "everyone enjoyed the picnic-like theme with boxed dinners on their Students for Senegal blankets."

Once the event started and

people had settled down, the club presidents, Alex Boswell ('21), Riley McMullen ('21), Calle Harwin ('21), and Katie Rotherham ('21) all spoke about their experiences as presidents and the accomplishments they made this past year. Amary Seck and Lauren Levinson, devoted leaders of the club, also gave speeches and spoke about their roles and experiences in the club. Rotherham also explained how "the evening's highlight was watching a video encompassing our trip to Senegal in February of 2020 and the opening of the Lambaye Learning Center and the Lambaye Innovation Challenge and all that we have accomplished in the past year."

According to the presidents, the gala went smoothly and everyone was very happy since they surpassed their fundraising goal

of \$20,000. The money raised is going to help the new preschool in Lambaye at the Learning Center; it will help fund any needed equipment and pay the teachers. Alex Boswell looked back on the event explaining how "it was nice to see the amount of people that turned up and to see how happy Mr. Seck was. It made me happy to see everyone, especially him, having a good time."

The gala did not only offer a fun experience for community members, but had a major impact for the learning center in Lambaye as well. As the club's largest fundraiser, a significant amount of funding for the club and Learning Center comes from the gala. It is

**"The evening's highlight was watching a video encompassing our trip to Senegal... and the opening of the Lambaye Learning Center."
- Katie Rotherham ('21)**

an important way for people in the community to see the great work that is being done for Senegal and it helps people to stay in-the-loop about the club. Though the SeneGALA is the club's last event of the school year, Students for Senegal is excited and looking forward to a new school year that will hold a lot of opportunity and, hopefully, more in-person events.

Girls Volleyball Team Wins Historic Season Finale

For the first time in four decades, this unique team wins the Southern Westchester large schools crown.



PHOTO COURTESY OF CATHERIN GELBER ('22)

The Mamaroneck Girls Volleyball team celebrates winning the league championship in a huddle.



PHOTO COURTESY OF CATHERINE GELBER ('22)

The Girls Volleyball team poses for a photo after winning Southern Westchester Sectionals, pointing to show how they are number one.

By SAM ROSUCK

This spring, the Mamaroneck Varsity Volleyball team won the Southern Westchester large schools crown, winning their first postseason title in 40 years. After the season was postponed in the fall, many members of the team questioned if they would even have a season by the end of the school year, or if they did, what it would look like. Despite this, the Mamaroneck varsity girls walked out of the season with a championship title.

Coming into the season, there was a large group of upperclassmen, including seniors Emilia Pantigoso, Elissa Berger, Brynn Bizzard, Kaitlyn Chun, Grace Murphy, Ella McLoughlin, Ashley Robalino, and Kayla Cruz who all began the spring "focused and prepared to play," according to Coach of the Year Stacy Riter. Riter also said that those seniors came to the team with excellent leadership and welcoming arms to the several underclassmen on the

team. This helped for everyone to be very comfortable with one another. Coach Riter states that she's "never had a team with such a special connection and chemistry."

Although the season was shortened, this did not stop the Tigers from greatness, where they ended the season with a

**"I have never had a team with such a special connection and chemistry."
- Coach Riter**

15-2 record, heading directly into the playoffs. At the start of the postseason, they faced Sleepy Hollow, sweeping them in 3 sets and sending themselves off to the semifinals against Eastchester. In the semifinals, they beat Eastchester in 5 sets, moving on to the finals, in which they won the title of Southern Westchester large school champs. This is due to the

fact that their "biggest strengths were grit and determination," according to Riter. Without the girls' hard work, they would never have come this far.

Although it has been some time since the finals, the volleyball team has still gotten unconditional support from parents, former players, and many other fans in our community. Along with this, Riter says, "It's been a lot of years of hard work to get back to being a top program and I couldn't be happier that this group in particular won a title." This especially stands true, since this team worked through the hardships of the COVID-19 protocols and the postponing of their initial season in the fall.

All in all, despite the team's minor setbacks due to the pandemic-like limited fans, shorter season, and playing with masks, they were able to strive above all other teams in the league. Volleyball came home with a championship title for the first time in 40 years.

The Rise and Fall of the Plexiglass Dividers

Upon going to full-capacity, the school implemented plexiglass dividers, but they didn't last long. This left many students asking: what happened?

By THOMAS GELLES

One day they rose, and one day they fell. The mighty plexiglass dividers once stood sentry on the desks at MHS, guarding against the transmission of COVID-19. But just as mountains form and then tumble earthward, and just as the flightless dodo lurks no more, Mamaroneck High School's plexiglass dividers have become extinct.

Were the dinosaurs despised by other species? Such a feeling seems to have been what caused the fate of the plexiglass barriers. In a recent poll, most members of the Mamaroneck Teachers Association voted against their use. Students, too, did not like them. As one tenth-grade student explained, "They were wobbly, so any slight movement [made] the whole thing shake. If you look up plexiglass, obviously it's clear. But this was some temporary, low-quality plexiglass that made it so you had to look above the glass or



Plexiglass shields encase row upon row of desks in an MHS science classroom. FATIMAH KHAN/THE GLOBE

No one seems to be mourning their loss.

At a time when infection rates are dropping precipitously, and vaccines are readily available even for teenagers, it is easy to wonder why the barriers were installed in the first place. But the answer to that lies in the Centers for Disease Control's (CDC)

Schools COVID-19 Mitigation Toolkit." Among the dozens of recommended strategies the CDC included on its checklist was the following: "[...] physical barriers, such as sneeze guards and partitions, [should be] installed in areas where it is difficult for people to maintain a 6-foot distance from each other." The implication was that the reasonable approach was to install such barriers in classrooms.

Indeed, in their February guidelines for reopening schools, the CDC noted that "All mitigation strategies provide some level of protection, and layered strategies implemented concurrently provide the greatest level of protection." This perspective encourages schools to try everything possible to minimize the risk of

infection to students and staff.

After infection rates peaked in January and began to fall, though, some experts reconsidered the need for physical barriers in classrooms. In mid-February, the New York Times published the results of a survey of 175 pediatric disease experts who were asked to rank potential mitigation strategies in schools. Out of ten different strategies, masking, social distancing, and proper ventilation constituted the top three. Physical barriers were ranked as being of the least importance. Experts' gradual de-emphasis on plexiglass as a mitigation strategy may be why, once installed at MHS, plexiglass was nonetheless quickly found to be inessential.

Still, the CDC has not completely walked away from

touting the usefulness of dividers. Even now, its website states that plexiglass dividers between teachers and students remain useful in cases where those individuals cannot maintain social distancing. Mary Crean, the MHS school nurse, is in accord with the CDC's perspective, as she recognizes that barriers may serve a purpose in certain situations. Crean says, "The plexiglass divider may serve as an extra layer of protection. If someone is sneezing or coughing, it may be helpful. However, it is most important that everyone continue to wear a mask, wash their hands, and maintain social distancing."

The pandemic is not over, but it seems that the glory days of the plexiglass dividers have come to an end. Perhaps they will be succeeded by other mitigation strategies that scientists have not even invented yet. Maybe some of those strategies will be longer lasting, or maybe not. Ideally, unlike the plexiglass, newer mitigation strategies will be neither despised, nor largely unnecessary. It may also be that the school's experience with the short-lived plexiglass will make it more skeptical of implementing measures that go beyond masking, social distancing, and proper ventilation. The only certainty we have is that we are living through strange times, when what is new is not only a novel virus, but also the particular means used to fight it.

"This was some temporary, low-quality plexiglass that made it so you had to look above the glass or around it to see what was written on the board."

- Tenth-grade student

around it to see what was written on the board. This defeated the whole purpose of the plexiglass." Not long after being installed, the barriers started being removed.

guidance for schools on how to safely reopen. As far back as last December, the CDC issued a set of guidelines called "K-12

A Bitter-Sweet Graduation for the Class of 2021

How seniors are feeling as they depart MHS.

By SARAH COLBERT

High school graduation is always a momentous transition. For some, it's a time of excitement; for others, it's a time of apprehension. Many seniors go on to college, often living away from home for the first time ever. Others might take a gap year, which could encompass work, travel, or other adventures. Still others may go right into the workforce. Regardless, most seniors have one thing in common, and that is that the comfort and stability of the past years in high school is coming to an end. As exciting as future prospects may be, the unknown can also be anxiety provoking.

Add to this a global pandemic. This year has been a year unlike any other. In some ways, perhaps the tumultuous and restrictive nature of this senior experience may be making it easier for seniors to close this chapter and look ahead to the next stage of life. For others, it no doubt has been harder because they missed out on certain senior rituals and traditions, such as homecoming and traditional

prom, which were cancelled due to COVID.

For most, though, graduation is bringing a combination of feelings. This is best summed up by Amelia Silvestro ('21) who explains, "Overall it's kind of bittersweet since I am excited for what comes next but sad to move on too." Of course, there are positive emotions that a senior feels during this time. "I'm excited to move on and go to college. I'm also excited to go to graduation, and celebrate with my whole grade that we made it to this milestone together," articulates Silvestro.

The unique challenges faced by MHS seniors this year will no doubt create a special bond among them which will be remembered for years to come. The class of 2021 - a senior class like no other - braved hybrid school, Zoom classes, rotating schedules, face masks, quarantines, and many other adaptations necessitated by COVID. Now, upon graduation, MHS celebrates not only the completion of high school for these seniors, but the resilience and grit which they showed by completing high school in 2021.

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Arts & Leisure

The 2021 Senior PACE Show in Review

By KIRA WALTER

For many at Mamaroneck High School, the end of senior year is a time for conclusionary projects. It is a period in which students with a multitude of different interests work to summarize their learning or make one final statement through presentations, internships, programs, and more. Hence, within our performing arts program, twelfth grade students prepare each year to put together an annual Senior Show.

Aspiring actors and directors working in the PACE program for four years created a series of six individual pieces, all featuring different students playing unique roles. The first of these pieces, Letters to Caroline, was directed by Ava Delaney, featuring Ashe, a seemingly isolated character writing to a beloved friend during a hard period in life. This short performance was later contrasted as actors moved off stage and into Zoom; Breakout Rooms by Sarah Anna Jonas and Dimitrios Repoulis shined a light on virtual school conflicts and teacher-student relationships continued over technology. While this part of the show demonstrated a more comical aspect of COVID-19, Seasoned Fatigue written by Arden McHugh displayed some of the darker effects of the pandemic as one student reminisced over times with her friends. Scaredy Cat created by Mackenzie Minguillo focused on friendships and young relations



PHOTO COURTESY OF LUISA NAHR ('21)
PACE Seniors pose after concluding their production of 'The Little Mermaid.'
 From left to right: Mackenzie Minguillo, Ava Delaney, Arden McHugh, Jordan Reilly, Jess Kaplan, and Luisa Nahr

as well when leading character Timmy frightened his friends with a story after being teased for his own fears. Courtney Ross's Last Night's Dream brought romance into the production as two protagonists grappled with feelings they'd had for each other over the years. Lastly, You've Got To Be Kitten Me! A Tail Of Cats: The Musical by Luisa Nahr portrayed the escalation of a debate between two friends over musicals they appreciated. It seemed, in the end, that each skit in Senior New Plays had a meaningful lesson to it, offering insight into life now.

In Dance, students collaborated to create eleven different pieces, almost all of them examples of original choreography. Dance night began with The World We Had by Izzy Halperin and Vanessa Parra, a dramatic and beautiful introduction. It was soon

followed with the colorful and lively debut of It's Not Unusual, choreographed by Jenny Anthony, Caitlin Ausili, and Molly Kiernan. Waving Through A Window, a tap dancing solo to a Dear Evan Hansen classic song by Trudy Marszalek added to the diversity in pieces throughout while Super-cut created by Sela Breen, Jenna Feldman, Calle Harwin, Maya Kennedy, and Kate Solomon displayed an impressive use of synchronization. Daydreams made by Olivia Gargiulo and Amanda Mann included a fantastic amount of interaction between dances and illusory imagery. Both Babooshka choreographed by Delaney, McHugh, Jess Kaplan, and Jordan Reilly in addition to Wuthering Heights created by Courtney Ross seemed to have an eerie and electric feeling to them. Meanwhile, End Credits produced by

Reilly and Luisa Nahr was highly rhythm-oriented with a modern feel. Ready For It by Grace Dillon, Kiely Fleming, Mikayla Keane, and Claire Whitaker had similar rhythmic focuses while The Feeling choreographed by Luisa Nahr was one of those dances that could make anyone happy. The dance night concluded with Parson's Etude, a popular piece choreographed by David Parsons with a lot of coordination and staccato music. Each number seemed to bring something different to the performance as a whole.

The music students of PACE 4 have done an incredible job with resources this year, especially as they lack a formal classroom. Thus, it is incredibly unique to see their collective works come together.

Music Night opened up with Sweet Creature performed by

Halle Hart, a Harry Styles song with incredible vocals. Molly by Kayla Yan was a unique piece with an indie rock feel, and I've Got A Feeling I'm Falling by Andrew Sacks brought jazz into the production with his phenomenal piano skills. The Lana Del Rey classic Mariners Apartment Complex was reinvented by Dillon, Keane, Casey Gomes, and Amy Liverzani in a fun music video which featured the students around town. Meanwhile, Desconocidos by Denis Castro Mancía incorporated Spanish lyrics, ukulele and guitar into Music Night with Mr. Derby's help.

Solo vocal performances such as If I Could Tell Her by Caitlin McCauley, a Dear Evan Hansen classic, and Karteshistan by Zack Breault, a creative rendering of the nation's national anthem, really contributed to the performance. La Valse D'Amélie Poulain, played by Josephina Kaminski, added a gracious touch of classical music just before the entire class participated in Queen favorite Somebody To Love. During the music video for this finale, we are able to see footage of the PACE 4 Music class's experience during COVID-19.

It is heartwarming to see how important this show has been to many seniors, especially as a lot of them go on to pursue performing arts or participate in it during college. MHS can't wait to see what this incredible group does in the future.

MHS Seniors Pursue the Arts in College

How students' passions for music, dance, and theater are following them into their post-graduate pursuits.

By ELLIE GUERREIRO

The performing arts have always been a major part of the culture here at Mamaroneck High School. From plays to musicals to recitals, performers seem to do it all. Thus, even though this year has been particularly challenging, the students here at Mamaroneck High School have prevailed. This year, many gifted musicians and artists involved in the performing arts will follow their dreams, bringing their notable talents to college. Jordan Reilly ('21), Mackenzie Minguillo ('21), and Vanessa Parra ('21) are just three of the many accomplished graduating seniors who will continue to go on and pursue their love for the performing arts in college.

Jordan Reilly has been an avid participant in many different performing arts electives and clubs during her time here at Mamaroneck High School. Since her freshman year, Reilly has been a part of the MHS Choir; she has been involved in PACE for three years, the acapella group, Treble for two years, and the Swing Choir

for one year. She will be attending The Tisch School of Drama at NYU and plans on studying to get her BFA in theater and drama.

In college, Reilly is looking forward to learning and growing more as an artist and making connections with other people involved in the performing arts industry. Reilly highlighted that making the most out of even the smallest of roles and not comparing yourself to others were some of the most significant things that she's been able to grasp from her time at MHS. She says, "I learned a lot about myself. You can't constantly compare yourself to others because, in reality, everyone has their own story and their art." In terms of advice, Reilly recommends that "You should try to do everything you want to do, try not to have regrets, and if something isn't making you happy, then don't do it."

Mackenzie Minguillo has always been a standout student in the music department at Mamaroneck High School. She participated in PACE and Choir all four years of high school and was also

involved in the acapella group, Treble, for one year and the Swing Choir for three years.

Come fall, Minguillo will be attending the Eastman School of Performance at Rochester University, and will be majoring in environmental studies and vocal performance. She is eager to grow and learn more as a student in college and expand her knowledge not only in music but also in other subjects. When asked how she will use what she learned from her high school experiences in the future, Minguillo states, "I've learned that if you put your mind to anything, you can do it. Hard work does pay off in the end, and if you want to get better at something, then go for it and keep working at it." In terms of advice to younger performing arts students, Minguillo says, "Have fun, [and] don't take stuff too seriously. Just knowing that something brings you joy is enough and always make sure to remember to keep music in your life somehow."

Vanessa Parra has been involved in PACE and Choir all four years of high school and has

been a devoted participant in the countless PACE student dance shows done here at MHS. Parra will be bringing her dancing skills to Nazareth college next school year and will be majoring in Early Childhood Development with a minor in dance. While studying,

"You can't constantly compare yourself to others because, in reality, everyone has their own story and their art."

- Jordan Reilly ('21)

she hopes to join either one of Nazareth's dance clubs or be on the dance team.

While in college, Parra explains that she is most excited about the student dance shows, since they are similar to PACE performances. She is equally excited to start to take classes that

apply to her major. Parra believes that her knowledge of collaboration and technical theater that she learned through PACE will be an asset to her in the future. Parra also said that the fundamental lessons of working your hardest and taking risks that she learned and experienced through the performing arts at MHS would help her in the future, especially in college.

Parra states, "All the art programs I've participated in have made me a better person, and I'm so grateful to have done them." When it comes to advice for current and future performing arts students, Parra says to "Take all the opportunities you can. My best MHS memories have been in PACE or the Music Dept. and it's definitely what I'll miss most about high school. My closest friends have come from PACE, and it's so much fun doing shows with everyone."

Even though it will be hard for MHS to say goodbye to these exceptionally talented seniors, the school wishes them well and cannot wait to see what life has in store for them.

Mamaroneck High School Makes Music from Afar

How the MHS Music Department melodically persevered--and succeeded--through the pandemic.

By JULIET ZUCKER

Whether for students, teachers, or musicians, the pandemic changed the lives of everyone at Mamaroneck High School. In an attempt to adjust to the new lifestyle, the music department was left in a difficult situation. Band students were asked to wear masks or bell covers while playing their instruments and standing 12 feet apart from one another. Chorus students had to use individual microphones so they could hear one another from across the room. Orchestra students had to work out difficult pieces on Zoom for half the year while not being able to hear the other half of the orchestra. Through all of the obstacles, the music department managed to persevere through a difficult time — learning and growing as musicians.

Coming into the school year, both teachers and students were aware that there would have to be adjustments. The 33 percent model in the first half of the year made teaching nearly impossible. As the band teacher, Timothy Hooker, described it, only a handful of musicians would be in class at once due to the ever changing schedule. Never knowing who would show up was like “Russian roulette.” Each period was different every day, all with different instruments, and all with different skill sets. Every student had to be 12 or more feet away from others. The flute players were boxed into shower curtain-covered cubes. Transitioning to the 50 percent model made teaching a little more normal, but there were still some difficulties. Amanda Gundling, a chorus teacher, described it as “teaching two classes at once — one group on Zoom and one in person.” When teaching a class one day, she might have had three

sopranos, two altos, and one bass, but a completely different lineup the next day. The “uneven voicing” made it challenging to “get down each part.” Gundling made it so that her students were only singing in 15 minute intervals to minimize exposure. Because of this, she found that she was able to focus on more music theory with her students, going over time signature, note names, etc. The chorus students also adapted to projecting their voices through their masks, as this was never an issue before. When the school opened up to 100 percent, the music started coming to life as there was finally something to strive for: a concert.

During a regular school year,

“When the school opened up to 100 percent, the music started coming to life as there was finally something to strive for: a concert.”

the music department has winter and spring concerts, but this year, the pandemic changed that. It was only a few months ago that the music department found out they could hold a concert by the end of the year, but only under certain guidelines. Elyse Gellert, the orchestra teacher, explained that her students would be “maintaining a 3-foot distance between string players, performing in masks and designating students one per stand.” As orchestra students, they are not “mandated to be six feet apart and are not at a high

risk when we perform,” unlike Gundling and her chorus students, who do have to be six feet apart. The choir performed on stage and on risers, something they had never done before. There were also new overhead microphones to help the sound be more even, an addition that will likely be used in the future. Hooker and his band students followed a similar distance of 6 feet, but made sure every player had some sort of protection — whether that be a face shield for the flutes, a mask cover for the clarinets, or a bell cover for the trumpets. The concerts took place on the 3rd and 9th of June, and each student was allowed two guests. This concert was no easy feat, however, it was extremely rewarding and monumental.

All year the teachers have worked tirelessly to keep the department up and running, and the students fought just as hard. A double bass player, Seth Julie (‘22), claimed that it was challenging to make music over Zoom and online in general. “It’s very hard to experience playing with others when you can’t hear, see, or even be in the same room as them.”

Sophie Brause (‘23), a flute player, noted that it was a struggle not playing as a band for the whole year and having to work around the schedule changes. Brause commented that it is “even more special to play with so many people that you wouldn’t have otherwise.”

For cellist Lulu Tantillo (‘21), the biggest challenge was staying organized. She noted that “everyone had to be responsible for their own sheet music which was a change I had to adjust to.” Tantillo also pointed out the “stress of having to quarantine. Fluctuating rules about COVID-19 regulations in school made any class a



PHOTO COURTESY OF JEFF CARPENTER
The MHS Chamber Orchestra, led by Elyse Gellert, performs at the first in-person concert of 2021.

lot less stable than it would have been in a normal year.” Being a senior, Tantillo was honest that she had “low expectations” going into the school year. She notes, however, that “it ended up being a great year all things considered.” Tantillo was excited for the concert as she had not “been able to play for a big audience in ages” and was happy “we were able to pull one [a concert] off before the end of our senior year.”

Being a musician in a pandemic has taught these students and teachers a lot of valuable lessons. Julie notes that it has taught him the “importance of being creative and always being willing to try new things.” While in quarantine, Julie tried to pick up the guitar and attempted new ways of performing using video recordings. He noted that he is looking forward to “making more music in person in large and small ensembles.” This year, he missed the “spontaneous moments in the orchestra and band rooms” where he could pick up an instrument and play with his peers.

Brause learned how important it is to stay motivated

as a musician. “Even though we didn’t have many opportunities to perform the music we learned, we found new ways to set goals for ourselves and grow our love for playing.” Gundling came to understand that “the community is more important than the music making — without a community, there is no music.” She is looking forward to being back in a classroom, and sharing “new experiences with my students.” Hooker noted that some things that are “bigger than all of us and all we can do is try to do our best with what we have.”

The music department overcame some of the most difficult challenges this year, and the effort from everyone does not go unnoticed. Even if it was one period a day, many students took it for granted in the past. This year opened their eyes to how crucial music is in their daily life, taking away a greater appreciation than they had before. Gellert claimed that “the importance of art and expression was never lost at MHS and this year, though different in many ways, still proved to be a musical and memorable one.”

The Future of MHS Info: Will the Show Ever Return?

The beloved student-run video news show faces a dark reality as its faculty supervisor turns a new leaf.

By GRIFFIN MCINTYRE

As we all know, this past year has been a very bumpy ride for everyone. We have had to endure the harsh consequences of the pandemic on our school without many of the fun and interactive activities that made MHS special. One very notable feature that was missing from this year was the beloved MHS Info. Due to COVID-19’s impact and our video teacher, Emily Dombroff, leaving our school, the tradition has come to a halt. But for how long?

MHS Info has been a classic school news source for years, and there have been many questions from concerned students as to whether it will be returning in the future. After speaking with

the school’s video teacher, Elena Elmoznino, it appears that the segment will not be returning in the fall. Nonetheless, there is a lot

ing what will be in store in the years to come, there is hope for a more beneficial program that video students will be able to gain

“I wouldn’t say that MHS Info will never return in the future...but it will likely look very different than it has in the past.”

- Elena Elmoznino

more to come for video students in the years ahead.

Initially, after finding out MHS Info would not be aired this year, students were disappointed, considering that many of them had chosen to take it as a class. However, after discover-

ing more from. Instead of a newscast, this year students explored longer forms of video such as documentaries, larger whole class productions, and even screenwriting.

The MHS video department will also work more with LMC Media on projects in the future,

and potentially have field trips to the LMC Media studio. While MHS Info once provided a custom for the student body to look forward to, this new program benefits video students much more and pushes them to the fullest of their capabilities. Marion Karp (‘23), a sophomore who planned on participating in MHS Info this year says, “I was definitely upset when I found out it wouldn’t be airing anymore, but over the course of this year we have completed various projects like self portraits, sound in motion, and documentaries that were lots of fun to create and have taught me a great deal about cinematography. The absence of the MHS Info program is definitely a loss, but I look forward to the new opportu-

nities that will arise in its place.”

With all this being said, there is still a lot up in the air regarding the future; nothing is finalized and much of it depends on what school will look like in the fall. “I wouldn’t say that MHS Info will never return in the future... but it will likely look very different than it has in the past,” said Elmoznino.

If you are interested in the future of MHS Info and have any potential ideas that you want to share with the video department, make sure to reach out to Elmoznino with your thoughts. MHS Info has left a positive impact on our school and although it is sad to potentially see it go, the new future of video is certainly something to look forward to.

Health & Wellness

OSR Students Pursue Projects in the Medical Field

In a world where medicine has become a top priority, these students have shown incredible dedication to medicine.

By MICHAELA LOUGHRAN

After months of weathering a global pandemic, the release of the COVID-19 vaccine was truly an indicator that things might be starting to turn around. One thing that most receivers of the vaccine acknowledge and appreciate, even months after its release, is that the vaccine is the product of several months of tireless work put in by unfaltering scientists. Out of a time of such distress and despair, at least one good thing has come - the renewed appreciation that not only Americans, but the human race now has for the invaluable field of health science. After all, it is hard to disregard a field whose work has recently influenced and will continue to affect the lives of millions across the world.

While this appreciation is new for many of us, Mamaroneck High School's Original Science Research (OSR) program includes a handful of students with a passion for health science that predates the pandemic. Although the work they did in this field during their summer internships might not have dynamically altered the world the way the COVID-19 vaccine did, their findings and their feats are still deserving of celebration.

One such student is Alex Tan ('21), whose main area of focus for his OSR project last summer was diet and its relationship to disease. More specifically, his study examined correlations between three different dietary indicators and a variety of cardiovascular illnesses, which are generally known for their association with diet and for being a leading cause of death in the US, on a countywide and statewide level. The first dietary indicator he looked at was food deserts, which are areas with a lack of food options. He also looked at food swamps, or areas with excessive amounts of unhealthy food options. Lastly, he looked at food insecurity rates, which are measurements of a population's ease of access to healthy dietary options.

His research was eventually able to confirm his hypothesis: the greatest correlation existed between food swamps and instances of cardiovascular disease across the country. His research further revealed that the correlative effects observed were much stronger on the statewide level than the countywide level. The findings of Tan's research have

huge implications for the dietary factors that local governments may choose to target.

Tan entered his project in the 2021 Westchester Science and



PHOTO COURTESY OF JARVIS SAVAGE ('22) Jarvis Savage ('22) displays his OSR project on the relationship between MDD and access to treatment.

Engineering Fair and won the third place prize for the Medicine

and Health category. He reflects on his work and explains why it was so interesting to him, saying, "it allowed me to explore my interests while examining a problem which not only affected just my community, but the rest of the country as well."

Jarvis Savage ('22), who is also in the OSR program, has an area of interest that is also in the broad category of health science, but is quite different from Tan's: mental health. Savage's summer research project was on the topic of mental health treatment. He says that it was his interest in neuroscience, which he's had "since as long as [he] can remember" that led him to the research he wound up doing in OSR on Major Depressive Disorder (also known as MDD or clinical depression). Savage comments that mental health is a topic he is interested in because he believes "it is an overlooked issue that is very prevalent and damaging to society [and that] more proactive steps need to be taken to address."

This past summer, Savage completed a data analysis project investigating the question of whether access to treatment had

any relationship to the prevalence of Major Depressive Disorder in a sample of British adults. Contrary to Savage's hypothesis that increased access to treatment would correlate to decreased prevalence of depression, the results of his analysis actually showed the opposite: that increased treatment was associated with increased depression prevalence. The significance of these findings, in Savage's words, is that they indicate that "more is needed than just a higher degree of treatment availability to reduce MDD."

In the future, Savage looks forward to the OSR work he plans to complete this summer which will still be related to health science but will also incorporate more of a neuroscience perspective. Specifically, he plans to look at micro-RNA within the scope of opioid use disorder.

Both Tan's and Savage's projects are examples of innovative health science projects that have come out of the OSR program. Health science may be known for creating the vaccine, which will hopefully end the pandemic, but it is clear that Mamaroneck High School's own students have been able to do their own noteworthy work within the field through the OSR program.

The Freshman Fifteen: Fact, Fiction, or Fatphobia?

The well-known weight-gain phenomena may be more harmful than helpful for new college students.

By OLIVIA DALY

The Freshman 15: fact or fiction? Online health articles, college newspapers, and blog posts use recycled content to look into the stereotype of the "freshman 15" year after year. Their findings are almost always identical. They start by explaining the freshman 15-- the rumored weight gain of fifteen pounds in one's first year of college-- and go on to say that while the freshman 15 is a myth, weight gain in college is not. These articles then explain ways students can make healthier choices in college and avoid weight gain. The freshman 15 is not a harmless stereotype. Heightened fears about weight gain and body image paired with the freedom to choose one's meal plan can cause unhealthy disturbances in eating behaviors.

WebMD's online piece titled, "Diet Myth or Truth: The Freshman 15," is a perfect example of the freshman 15 content that floods the internet each year. The article starts by presenting statistics with little context or explana-

tion, stating, "Typical weight gain ... is 4-10 pounds during the first year of college .. the average female freshman gains 5 pounds in her first year ... freshmen gained an average of 4.2 pounds during the first 12 weeks of school." These statistics are used to assert that "even 4 extra pounds can add up." Comments like these are detrimental to a student's mental health.

According to a 2008 study by clinical psychologist Dr. Sherrie

insecurities about physical appearance and encourage seventeen and eighteen year olds to "keep track of calories," and weigh themselves regularly. When it comes to one's weight, promoting obsessive behavior is a sure way to cause issues with body image and even lead to disordered eating. When a prominent website such as WebMD is putting out content that tells teenage girls and incoming freshmen gaining weight is "bad news," it raises concerns.

"Disordered eating increases during the first year of college and is predicted by prospective dietary restraint and concerns about weight gain."

- Dr. Sherrie Delinsky and Dr. G Terrence Wilson

Delinsky and Rutgers psychology professor Dr. G Terrence Wilson, "Disordered eating increases during the first year of college and is predicted by prospective dietary restraint and concerns about weight gain." Articles such as WebMD's directly target teenage girls. They prey on teenage girls'

College weight gain is not an abnormal phenomenon. The University of Texas at Austin's university health services explains that "moderate weight gain between the ages of 18-23 is quite normal since this is the time that the adult body develops and settles at its natural "set point" weight." They



PHOTO COURTESY OF @PREZZBOSTON ON INSTAGRAM Classic 'freshman-15-inducing' dining hall food displayed in a school kitchen.

go on to write that fighting against this natural weight gain is unhealthy and can lead to "unwanted health consequences," including disordered eating. In extreme cases, this can cause what online resource Eating Disorder Hope, is calling the "reverse freshman 15," where students become consumed by fear of gaining weight and, alarmingly, lose it instead.

Regardless of what one might hear on the internet, weight gained during freshman year is not

irregular. Starting college is a huge adjustment. Students are living on their own for the first time and have many new responsibilities. Eating healthy is one of these new responsibilities, and it's one of the most important. Obsession with weight gain and weight loss can quickly emerge from a fixation on avoiding the "freshman 15." An unhealthy relationship with food will ultimately be more damaging to one's health than gaining weight in college.

How Safe are Sleepaway Camps this Summer?

Many students had to miss sleepaway camp last summer, but will this summer be any better?



REBECCA HERZBERG/THE GLOBE

Campers at a pre-COVID-19 summer camp participate in time-old camp traditions.



REBECCA HERZBERG/THE GLOBE

Campers play a classic game of summer camp basketball, an activity that may be considered unsafe this summer due to COVID-19 fears.

By KATIE LOGA

For many children and teenagers, sleepaway camp is a rite of passage. However, due to the pandemic, many children had to miss a year of this fun summer tradition. Nonetheless, this year, these organizations in New York will be reopening. Given the unprecedented year we have just faced, this begs the question of whether or not we are truly ready to return to the normalcy of sleepaway camps.

According to a Centers for Disease Control (CDC) report from August 7, 2020, overnight camps in Georgia were allowed to function last year. Given that during the summer of 2020, the United States was in the midst of a dangerous pandemic, the CDC heavily advised that residential summer camps take thorough safety precautions. While one camp in Georgia adhered to many of the safety precautions, they still disregarded several essential guidelines put in place to limit the spread of COVID-19, such as requiring cloth face masks for campers and maintaining ventilation in buildings by leaving windows and doors open. As a result of this negligence, just under half of the 597 staff members, trainees, and campers at the Georgia-located camp received positive COVID-19

test results. The camp was forced to shut down immediately.

Conversely, four residential camps located in Maine all were successful in operating throughout the summer of 2020. Out of these four camps, the CDC reports that there were over 1,000 attendees from 41 different states, as well as international locations. These organizations only encountered three COVID-19 cases, all of which were asymptomatic. The camps were quick to spot these cases before the virus spread any further. Each one of them

“I...feel safe going back to camp this summer, as my friends and I will be fully vaccinated by the start date.”
- Vivi Loigman ('23)

adhered to proper quarantining, mask wearing, and ventilation guidelines, along with many other CDC protocols.

When considering the safety of sleepaway camps this summer, it is also vital to take into account that many campers, counselors, and other staff members have

received a COVID-19 vaccine. The vaccine has proven to be 94%-95% effective in preventing illnesses associated with the virus two weeks after recipients receive both doses.

Vivi Loigman ('23) has attended Camp Scatico in Elizaville, New York in past years, but was unfortunately not able to do so last summer per Governor Cuomo's ruling that in the summer of 2020, sleepaway camps would not operate in New York. Luckily, Loigman is able to return to her beloved camp this summer, and shared that “I am very excited and feel safe going back to camp this summer, as my friends and I will all be fully vaccinated by the start date.” The vaccine is providing many, including Loigman, with a sustainable layer of protection to the virus, along with a greater feeling of ease in regard to safety.

If you are heading off to a sleepaway camp this summer, whether you are part of the staff or will be attending as a camper, you should be able to have a safe and enjoyable summer, provided you adhere to the guidelines presented to your camp by the CDC. Vaccines are also available for many campers and counselors alike, and will likely play a big role in keeping people safe and healthy at overnight camps in the summer of 2021.

The Effect of Remote School on our Eyes

After a year of record screentime, have students' eyes been affected?

By SEBASTIAN GOLD

Since the beginning of the pandemic, we have had to change our lives in ways we never could have imagined. Among them was having to adjust to hybrid education. This new form of education required students to spend significantly more time on screens; but does this affect students' vision? Local pediatric ophthalmologist Dr. Carolyn Lederman has answers. According to Dr. Lederman, there has been a noticeable increase in myopia, or nearsightedness, among children over the past year. However, increased time spent on computers and television at least for the most part is not to blame. “Screen time has long been thought to be a culprit in eye problems, but the science is not conclusive,” she explains. Instead, Dr. Lederman points to a lesser-known issue: decrease in sun exposure. As students were forced to stay inside for a large part of the day for online classes and were unable to do group activities like sports, their eyes have suffered. While extended direct

sun exposure can be harmful to your eyes, you still need to spend time outside. Studies have shown that without sunlight, the eye can be reshaped and vision can be impaired.

But extended screen usage certainly has consequences. “There has been a clear increase in eye strain due to screen usage,” according to Dr. Lederman.

“Screen time has long been thought to be a culprit in eye problems, but the science is not conclusive.”
- Dr. Carolyn Lederman

When you are using one of these devices, your eyes focus on one specific point for an extended period of time. Because of this, you are likely to experience headaches and difficulty concentrating. The

dangers of our habits don't end there. People often blink less while using screens. This leads to dry eye, a condition where tear glands cannot successfully lubricate eyes. When dry, eyes tend to create a burning, stinging, or otherwise uncomfortable situation. So, while remote school might not make everybody need glasses, it affects our eyes and overall wellbeing in other ways.

Now, what can be done about these issues other than use screens less and spend more time outside? After all, despite the return of full time in-person school, the usage of computers, video games, and other screens is still very large. Dr. Lederman suggests following the 20/20/20 rule whenever you are using screens, and it is pretty simple. For every 20 minutes spent on a device, look 20 feet into the distance for 20 seconds. This way, there is enough time to relax after working so hard to focus on the screen. Other solutions Dr. Lederman suggests include decreasing the brightness setting on your devices and using artificial tears to counteract dry



PHOTO COURTESY OF @WAVYWINK ON INSTAGRAM
An eye looks into the other side of the screen: the camera.

eyes. In addition, consider using screens far away from windows or other sources of sunlight. Despite the fact that sunlight is necessary to maintain good vision, paired alongside screen usage it creates a tough glare that eyes have a difficult time seeing through.

Overall, spending hours on Zoom will not send you to the eye

doctor immediately. If you are still going outside regularly and using smart screen-time habits such as the 20/20/20 rule, your eyes will be just fine. But, like anything, it is not a completely one sided issue, and the increase in myopia and eye strain since the pandemic began is not something to ignore.

COMMITTED SENIOR ATHLETE PROFILES

These are seven of the 23 MHS graduates who will continue playing their sport in college.

Lizzie Coyne

Elizabeth "Lizzie" Coyne will be continuing her rowing career at Columbia University this fall. She began rowing the summer going into eighth grade with RowAmerica Rye and started competing her freshman year. "To this day, my best friends are on this team, and I've learned so much from them," explains Coyne. "[They have taught me] how to push myself past my limits and how hard work pays off." Coyne's greatest accomplishment of her high school rowing experience was winning the Women's Youth 4+ event in the 55th Head Of The Charles Regatta in 2019. Her favorite and usual seat in the boat is the stroke seat because she gets to "set the tone for the race and lead [her] teammates through the finish line." Although she will miss the supportive and tight-knit community of RowAmerica Rye, she is excited to "experience a new style of coaching" at Columbia University and continue to improve her rowing on a physical and mental level. She is currently undecided on her major but is leaning towards a STEM focus.

Joseph Kasper

Joseph Kasper has had a love of baseball for over a decade. He began playing the sport when he was around five or six and proceeded to play travel ball, far more competitive than his previous recreational league, when he was eight or nine. At MHS, he has been an integral part of the varsity team for three years, participating in the team's win at league championships and their second place win on their trip to Charleston, South Carolina. Kasper describes his time playing for Mamaroneck as purely "awesome." He says that he "couldn't have asked to be around better guys, not only on the field, but outside of school as well." Upon graduating, Kasper is not looking forward to "having to say goodbye to the same guys [he's] played with [his] whole life," but is also excited to meet new teammates and coaches, and to "learn things at the next level." Kasper plans to play Division I baseball at Iona College next year and is currently undecided in his major.

Samantha Maresca

Samantha Maresca is a well rounded athlete with a passion for health and exercise science. As a field hockey, lacrosse, and ice hockey player, Maresca believes that "each team is a family" and that the "dedication and heart" of MHS's athlete community made her experience with sports at MHS incredible. She has been an All-League and All-Section field hockey player since her freshman year, an All-State player since sophomore year, and All-Region player for the last two years. For both her junior and senior year, Maresca was a captain of MHS's field hockey team, and enjoyed the responsibilities of having a leadership role and being a goalie. During her senior year, Maresca was selected to play as part of the NFHCA inaugural High School Impact Senior Team and named Westchester/Putnam County's Field Hockey Player of the Year, which she describes as "an honor which my teammates and coaches had a huge part in." Maresca will be playing Division I field hockey at Sacred Heart University and looks forward to the new "level of play and competitiveness" that awaits her, but says that leaving the Mamaroneck field is sad and bittersweet.

Riley Moore

Riley Moore began playing lacrosse in second grade and has pursued her passion for the sport at every level. She played in the youth recreational league, served as the captain of MHS's junior varsity lacrosse team, and is now the captain of the varsity team. Moore also played field hockey for the first three years of high school. While Moore was part of the lacrosse team, the team made it all the way to the section 1 Class A finals in both 2019 and 2020. Moore says that sports were an essential part of her high school experience and explains that she was able to "grow so much not only as a player but as a person." The community that she found through MHS sports was also remarkable, as Moore will treasure the "friendships that will last a lifetime" even after she graduates. She looks forward to playing Division I lacrosse at Davidson College and is excited to "play with girls from around the country" and compete at a "higher level and faster pace."

Sebastian & Andre Cutler

Next season, the University of Wisconsin-Madison's and Marist College's men's soccer teams will include Sebastian and Andre Cutler, respectively. They both have been playing soccer since the age of six. In their high school years, the Cutlers played together year-round for Metropolitan "MetOval" Academy, an elite soccer club based in Queens, NY. Playing for this team allowed them to "travel and train at a professional Portuguese Club - Estoril Praia - [with the] U23 team [this past winter]" explains Andre. For the last three seasons, both athletes were voted co-captains of their team. Sebastian will miss the "hard-working and positive environment that surrounded MetOval" but is looking forward to "play[ing] at a very high level and experienc[ing] this next step" in his life. Andre is excited to be a part of Marist's program "which has goals to win right away" although he will miss "being a part of the MetOval family" and the "great view of the city that can be seen from [MetOval's] training ground." This fall, the brothers both plan to major in business as they work to give their best to their new teams.

Jesse Beers

Jesse Beers has been wrestling for a little over ten years and in that time has become a facet of the Mamaroneck team. He is a two-time All Section wrestler and has placed fourth in Greco Roman wrestling. During his time at Mamaroneck, the team placed second in their Tiger Tournament and made it the furthest they had ever gone in the sectional duals. Beers describes how wrestling has "taught [him] many skills [such as] time management, body control and how to work hard." In addition to wrestling, Beers also runs track, throwing the javelin and doing long jump, and also does gymnastics. In the fall, he is looking forward to continuing both wrestling as well as track at Worcester Polytechnic Institute where he plans to study biomedical engineering.

Some of the Additional MHS College Recruits...

Division I:

Ellie Bruce - Rowing - Georgetown University
Christopher Divito - Baseball - University of Richmond
Casey Gomes - Rowing - University of Texas at Austin
Grant Malas - Men's Lacrosse - Bucknell University

Division III:

Bijan Anvar - Baseball - Franklin & Marshall College
Jack Fried - Lacrosse - Hamilton College
Charles Kaldor - Soccer - Trinity College
Zachary Kringdon - Baseball - SUNY Cortland
Gent Malushaga - Cross Country/Track - Amherst College

Division II:

Joey Dos Santos - Soccer - Mercy College

Ryan McIntyre - Baseball - Amherst College
Max Nodiff - Lacrosse - Hamilton College
Alexander Verni - Football - Washington & Lee University
Benjamin Wechsler - Baseball - Washington & Lee University
Amanda Zerbib - Field Hockey - Bates University
Lucas Tucker - Swimming - Alfred University