

# the GLOBE

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PHOTO COURTESY OF MAMARONECK SCHOOLS

The five students named National Merit Semifinalists. Left to right: Conrad Runte ('22), Arturo Paras ('22), Francis Conway ('22), Fatimah Khan ('22), and Henry Douglass ('22).

## Five MHS Seniors Named National Merit Semifinalists

By REBECCA HERZBERG

This year, five Mamaroneck High School students were named National Merit Semifinalists by the National Merit Scholarship Corporation (NMSC) on September 15th. They were among the 16,000 students selected from 50,000 “high scorers.” There were roughly 1.5 million students in total who applied for this scholarship program through the 2020 PSAT administration. Mamaroneck Seniors Francis Conway, Henry Douglass, Fatimah Khan, Arturo Paras, and Conrad Runte were among the

highest-scoring entrants in New York.

Paras learned of his achievement, like almost all of the other Mamaroneck Semifinalists, through an article on a local news media outlet called the Larchmont-Mamaroneck Patch. “I felt really surprised because it had been such a long time since I took the test that I had forgotten all about it,” he explains. Almost a year after the qualifying test’s administration, this information felt both sudden and exciting for these seniors. “I definitely felt a sense of pride to be included in the list with the other MHS recipients,” Douglass reflects.

Preparation for this exam looked different for each of these students. While some took a handful of practice PSATs, others like Conway had a different approach. “I didn’t prepare at all for the PSAT, outside of taking the PSAT before in 10th grade,” he recalls. Math courses, specifically algebra, as well as reading both in and out of class are what he believes helped him succeed on the test. Algebra II Honors was also very advantageous to Paras on the two math sections of the test because “most of those questions were [directly] related to that class.” Runte found that his preparation for the...

SEE “Seniors Achieve” PAGE 3

## Zoom Still Lingers Even After Hybrid Learning

By TISTA GOSWAMI

After the past year and a half of hybrid and remote learning, Zoom has been a fixture in the lives of all students, teachers, and staff at Mamaroneck High School. Whether it be for class, office hours, or a club meeting, students have relied on Zoom for a semblance of social interaction with their fellow students and teachers.

Over the summer, New York State announced that they will not be requiring schools to offer a fully-remote option to students and their families. Thus, the Mamaroneck School District has decided against providing a fully-remote option in an effort to maximize in-

person learning. Hence, many are wondering: are we saying goodbye to Zoom?

The answer is: mostly. This year, teachers will not be logging into Zoom at all except in the case that one of their students is quarantined. However, the process of getting quarantined is far less frequent and more complex than it was last year. Principal Elizabeth Clain says, “If a student needs to quarantine, they will be required to show evidence of their exposure to COVID-19. After confirmation, a Zoom link will be provided for that student only.” The revised quarantining policy states if a student exposed to COVID-19 is fully vaccinated, they will...

SEE “How MHS” PAGE 7

## CHECK OUT MHS’ STUDENT MAGAZINE STRIPED BY SCANNING BELOW



School is back and so is *Striped*! After a strong start this fall, *Striped* covers how to make the most of the rest of this year and increase productivity. Don’t miss it!



## Toner Shortage Tests Teachers

By CAITLYN CARPENTER

The MHS faculty is currently facing what is a nightmare scenario for many teachers: a shortage of toner, a material required for printing copies. According to Lauren Leone, the District’s purchasing agent, “the toner shortage is not dissimilar to what is going on with many materials, supplies and equipment that are produced overseas.” She explains how “[overseas] ports are simply overwhelmed with containers. Between owners not claiming or taking much longer to claim their containers and a steady stream of incoming ships packed with

new containers, there is simply no more room and it is becoming increasingly more difficult to manage.”

Another source of the issue for teachers stems from the District copier fleet itself, which was set to be upgraded and replaced with new equipment this past August. However, according to Leone, “due to the back up at the ports on the West Coast, only approximately half of the copiers have been replaced with new equipment to date.” The remaining half of the fleet is set to be delivered and installed in early November, three months after the original date.

Teachers are certainly feeling the effect of limited printing,

with some reporting having to get into the building over an hour in advance of first period in order to make copies. Therese Valdez, the AP BC Calculus teacher, commented how “math is all paper and pencil. [The shortage] is inconvenient right now but if it continues, it will severely impact how I teach.” Other teachers, like AP Bio teacher Carmen Yonkler echoed similar sentiments, and expressed worry for future testing.

Leone cannot promise a resolution to the shortage anytime soon, but says that “our copier vendor is working every day to source the toner elsewhere or find a domestically manufactured version.”

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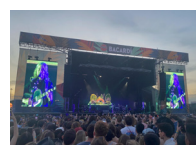
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# News

## Hunger Task Force Combats Food Insecurity

*When the pandemic exacerbated already-present food insecurity, the Hunger Task Force rose to the occasion.*

By MICHAELA LOUGHRAN

There's no denying the negative impacts that COVID-19 has had and will continue to have on the Larchmont-Mamaroneck community. An issue that's been one of the most pressing since the very beginning of the pandemic is food insecurity. The fact that the Larchmont-Mamaroneck Hunger Task Force's food pantry was supporting around 800 families in the early weeks of the pandemic in April and May of 2020 says it all. This sudden increase of families that needed support was something that the food pantry, to no fault of their own, seemed to be ill-equipped to deal with. Lisa Chase, a Larchmont resident and one of the owners of beloved local restaurant The Grange, was not ready to accept such a hopeless fate.

Chase had been brainstorming potential solutions to the extensive food insecurity in her community when she landed on one that she was particularly excited about: local backyard gardens with all of the vegetables grown donated to the food pantry. She knew that those who relied on the food pantry for meals had access to some vegetables, but that it was rare for them to obtain the type of high-quality but pricey vegetables that can be purchased at farmer's markets. To her, this would not only be an effective, hands-on way



Victory Farms collects vegetables and herbs outside of Larchmont's The Grange. FATIMAH KHAN/THE GLOBE

to assist those hit worst by the pandemic, but it would also get people outdoors and add structure to their formerly structureless days. She started out by contacting about 50 local families she knew, asking if they wanted to get involved, and soon the project, given the triumphant name of Victory Farms, was in action.

Throughout last summer, the gardens involved in the project raised 300 pounds of herbs and vegetables. The whole of this impressive harvest went to the Larchmont-Mamaroneck Hunger Task Force. Chase was thrilled with the success of this first growing season, but a year later, it's not the

numbers that have stuck with her so much—it's the responses of the people on the receiving end of the harvest.

She recalls having a conversation with someone who recently moved to Larchmont from another country and was being assisted by the food pantry, where they remarked "I used to have a garden where I came from," and expressed true gratitude for the effort Chase had initiated. The words of her neighbor represent one of the main goals of the project: to foster an immediate connection to the food the people of Larchmont and Mamaroneck consume, a connection that Chase believes is ex-

tremely valuable. Hearing through their feedback that her neighbors agreed, Chase felt energized and ambitious to shoot even higher for the next season.

Victory Farms entered its 2021 summer growing season with a couple of beneficial changes. The amount of families involved had nearly tripled since the previous summer and was sitting at around 140. They had also begun enlisting volunteers to help with the picking process at public gardens, many of whom are students at Mamaroneck High School. One of such students is Ellie Schwab ('22), who first got involved a few months ago, at the beginning of the summer of 2021.

During Schwab's time as a volunteer, she has handed out seeds and seedlings to participants and also gone to the Murray Avenue School garden weekly to help pick the vegetables growing there.

Schwab commented that through her work with Victory Farms, she's been able to "[see our] community come together to garden," which she says has been "wonderful to [watch]."

She also reflected on how volunteering at the Larchmont-Mamaroneck Food Pantry in addition to her work with Victory Farms has given her a unique perspective. "I get to see the food go from the ground to people's shopping bags." Schwab's had quite a remarkable experience in her work with Victory Farms, something that everyone involved can likely relate to.

The commitment that Victory Farms has made to serving the communities of Larchmont and Mamaroneck reminds us of the importance of supporting our communities, especially during hard times like these. Lisa Chase likes to describe their work as "neighbors feeding neighbors," a phrase that highlights the dedication to collaboration and community that is at the heart of their work. Such dedication is a frequent characteristic among Larchmont and Mamaroneck residents, and for so many, living through a pandemic has only strengthened it.

## MHS Returns to Drop Schedule with Advisory Addition

*After a year with eight periods a day, MHS returns back to its normal drop schedule while adding a new advisory period.*

By JADE DECKER

It has been 18 months since COVID-19 shut down Mamaroneck High School and completely changed the way students would attend and learn at school. However, as a vaccine worked its way through the globe, 169,592,873 Americans—or 51.1% of the total population—have gotten vaccinated. As could be expected, pre-pandemic life started slowly returning. MHS started reevaluating its future as the new school year approached, and changes were made to the temporary schedule of the 2020-2021 school year.

The ultimate decision, reached by the head of MHS, Principal Clain, was to return to the drop schedule where students would have longer but fewer classes. "Last year, when we had 8 periods a day, there was a universal feeling that it was unsustainable," noted Ms. Clain. 40 minutes was, for many

classes, not enough time for learning and getting into deep conversations. At the end of last year, a survey was sent out to all students of the school to get feedback on which schedule they felt was the better choice. Although the survey did incorporate all student opinions, the schedule was largely dependent on current juniors and seniors, as they had been the only ones to witness both schedules in action. The results were clear - MHS students were overwhelmingly in support of moving back to the drop schedule. Lauren Rayner ('23) noted, "I personally really enjoyed the drop schedule (as a freshman) as I felt it gave me the opportunity to keep up with my work more proactively." She believed that having six periods in the day was easier to manage than eight periods, adding that "having to maintain eight classes every day made it feel as though there was more work to be done every day with less time to do so."

This seemed to be the school-wide consensus, not only among the students that had already experienced both schedules, but also the underclassmen. Juliette Patricot ('24) remarked, "I prefer the drop schedule because it allows a non-repetitive schedule that changes each day. It is less boring and allows time to finish work and complete projects. The 8-period

**"When we had eight periods a day, there was a universal feeling that it was unsustainable."  
- Principal Clain**

schedule was nice but I believe the 55-minute classes give more time to get the lesson done. I also like

to finish at 2:40 because I can get ready and prepared for sports." While the 8-period schedule was efficient in allowing students to see all of their teachers in one day, it also had substantial implications on the workload for students along with how much time students had to prepare for extracurriculars.

Another large change to the MHS Schedule for the 2020-2021 School Year was the addition of Focus Friday, a bi-weekly day where students would only attend an advisory class, office hours, club meetings, and use any additional time they may have had to catch up on work. Taking into consideration the 75% of students that agreed that advisory was a positive addition to the schedule, administrators concluded that advisory was crucial for students to continue. Ms. Clain commented, "Advisory plays a hand for students to get academic support, helps in social-emotional support, and mostly serves to build a community." In

addition to this, advisory is meant to help communicate information in a more efficient and effective manner, like a homeroom class. Having seen the benefits of having this class added to schedules, advisory will now be occurring every Thursday, between the 2nd and 3rd periods. The addition of an advisory class on a Thursday schedule means that all classes will now be slightly shorter—49 minutes. Although Focus Friday is being left behind for the new year, it did open a new idea to be incorporated into the schedule for the years to come.

COVID-19 has taken its toll on the school but also allowed new systems to be tested and integrated. With the addition of advisory, the high school is forever changed by the virus. But the return of the traditional MHS schedule indicates that despite all the challenges of the past year and a half, Mamaroneck High School has begun its return to normalcy.

# The MUFSD Pursues Equity Goals in 2021-22

*With the creation of the District Equity Team, the MUFSD works to achieve equity within its six schools.*

By **JOE ROBB O'HAGAN**

In response to the murder of George Floyd, an unarmed Black American, on May 25th, 2020, the United States of America and its internal societal structures entered into a period of reflection, acknowledgment, and action to fight existing systemic racism that has long infected the roots of American society.

The Mamaroneck Union Free School District (MUFSD) has responded to NYS' recent legislative mandates by forming the District Equity Team (DET), a group of teachers, administration, parents, and community members who have been tasked with developing and implementing the District's Equity Plan (DEP) and its related equity initiatives.

The DET dates back to the spring of 2019, when the district engaged in professional development, following the four Principles of the New York State Education Department's Culturally Responsive-Sustaining Education (CR-SE) framework. In the months following, the MUFSD's Program Alignment Team for Hispanic Students (PATHS) committee met to redefine their goals and form the DET, at the direction of Superintendent Dr. Robert Shaps, bring-



**The Mamaroneck Board of Education.** From left to right: Ariana Cohen (vice president), Andrene Smith, Christian Zambrano, Rina Beder (president), Rob Weissstuch, Sam Orans (secretary), and Sally Cantwell.

cultural Student Union (MSU) to participate in DET meetings.

One of the DET's many members is Leon Whyte, the Hommocks Middle School Choral Director, who leads the DET along with Jenny Rodriguez, Assistant Principal at Mamaroneck High School. Whyte, who joined the DET at its founding and who will become the MUFSD District Eq-

uity Coordinator in 2021, said he wanted to make an impact in diversity and equity past just his choral classroom by, "working alongside a team to make a difference in the wider community."

According to Whyte, over 50 interested candidates submitted applications to be on the team. He said that whether or not they were offered a seat depended on "their previous or current involvement in DEI (Diversity, Equity, and Inclusivity) work, the possible contribu-

tions they could make to the DET, and statements describing "WHY" they wanted to make a difference." The full list of advisory committee and DET members, excluding parents, community organizations, and other community members, can be found on [mamkschools.org](http://mamkschools.org).

So far, the DET has made several advancements following their three priority areas originally outlined in their first community meeting and has achieved many of the goals outlined within. These include a curriculum audit currently underway, the hiring of a District Equity Coordinator (Whyte), and Mamaroneck Equity in Education Leaders (MEELs) for each district school, all of which will be accounted for in the 2021-2022 budget. Other goals include initiating an external equity audit to assess the various needs throughout the district as it pertains to DEI work, and to help the DET focus its resources on these select needs.

According to Whyte, an auditor has been selected by the Board of Education. In addition, continuing student advisory programs in an effort to "foster an affirming school environment" as well as updating the code of conduct to focus on "restorative practices that

are more equitable" are important short-term goals for the DET, according to Shaps.

In June and July of 2020, over 50 current and previous MUFSD students submitted testimonials to the Instagram account [@sheddinglightmamk](https://www.instagram.com/sheddinglightmamk), detailing incidents of alleged racial bullying in the MUFSD. When asked directly about how the DEP plans to address these incidents, Whyte commented, "the District Code of Conduct is being reviewed to clearly reflect zero-tolerance for racial bullying and harassment. Hommocks MEELs and administrators, for example, are revising the school's student handbook to clearly outline measures that will be taken

urged teachers to focus on the welfare of [all students protected by the law]." DASA training is critical to maintaining students rights, specifically at Hommocks Middle School, which was cited by the New York State Comptroller for under-reporting DASA incidents over the 5 year period between 2012-2017.

Whyte also referenced priority area number three, goal number two, of the DEP when asked about [@sheddinglightmamk](https://www.instagram.com/sheddinglightmamk) testimonials, which outlines the DET's intent to "work in collaboration with the Board Policy Committee, community members, and District Equity Team to review and redefine policies based on antiracist mindsets and viewed through an equity lens. (e.g., District Code of Conduct, transportation policy, professional Code of Conduct, school safety code, attendance policy, job postings/recruitment of staff/hiring/interview procedures, new staff mentoring, new teacher orientation, and professional programs.)" Diversity in teaching staff, in theory, should create more comfortable and affirming classroom environments for students of color. When asked about staff recruitment, Dr. Shaps mentioned that the district has "done a lot of work to hire diverse staff," citing that although the MUFSD administrative team is more diverse than ever, hiring teaching staff is an evolving process.

All in all, the District's equity initiatives reference intent towards important programs, which, will be implemented into district policy, codes, and programs over the up-

**The District Equity Team is has been "tasked with developing and implementing the District's Equity Plan and its related equity initiatives."**

ing in an additional advisory committee. The advisory committee, the group tasked with developing the District Equity Plan, was co-chaired by Shaps, and included various teachers and staff members from throughout the district. In October of 2020, after a community presentation detailing the district's new equity plan, the DET began accepting applications from parents and community organizations, and included student representation by inviting MHS's Multi-

coming school years. Students can see evidence of action in Advisory programs, MEELs at each Mamaroneck school, and changes in district-wide and school-specific codes of conduct.

should such incidents occur. It is also important to note that during the middle school's first faculty meeting, teachers were engaged in an in-depth DASA (Dignity for All Students Act) presentation that

**"The District Code of Conduct is being reviewed to clearly reflect the zero-tolerance for racial bullying and harassment."**

**- Leon Whyte**

to me to win scholarship money through this," Paras says.

to the next stage of the competition as Finalists in February 2022. From there, the NMSC will notify the smaller group of scholarship winners.

The *Globe* along with the whole of MHS congratulates these academically-talented Mamaroneck National Merit Semifinalists and wishes them the best of luck as the competition advances to the next round!

## Seniors Achieve National Merit Semifinalist Status

*Five MHS seniors who scored exceptionally well on last year's PSAT were deemed National Merit Semifinalists.*

By **REBECCA HERZBERG**

*"FIVE", FROM FRONT*

...ACT "cover[ed] most of the PSAT" content, which was convenient for him, considering he had already begun prepping for the ACT at the time of the test.

About 94% of the NMSC Semifinalists will go on to achieve Finalist status. From this pool,

around 50% of applicants will be awarded scholarships. Some universities award students significant sums of money based on their NMSC status. Conway has considered this fact as he continues to look at different colleges. While there are a few different types of scholarships, the primary one for which every Finalist is considered is worth \$2,500. Winning this scholarship money is an excit-

ing prospect for the Semifinalists. "Any amount of money towards

paying for college would be amazing, so it would really mean a lot

to me to win scholarship money through this," Paras says.

National Merit Semifinalists will learn if they have progressed

**Of the National Merit Finalists, around 50% will be awarded scholarships.**

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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

## What do MHS Students Think About Albany's Universal Mask Mandate?

In late August, Mamaroneck Union Free School District's superintendent Dr. Robert Shaps released district COVID-19 protocols for the upcoming school year. Among these guidelines came the news that, in compliance with NYSDOH guidelines, masks would continue to be required inside all school building. Though Americans are divided on mask mandates in schools overall—an August Gallup poll found that 48% of parents want all students masked in school, whereas 41% believe that no students should wear masks in school—*Globe* staff members overwhelmingly agree with the MUFSD's universal masking policy.

Despite Mamaroneck schools' high vaccination rates among vaccine-eligible students and staff members, many students continue to fear for their health and the health of their families amidst the ongoing pandemic. The recently emerged Delta variant, which now accounts for nearly every COVID-19 case in the United States, has proven far more transmissible and potentially dangerous than previous virus strains. Currently available vaccines are highly effective at preventing serious illness, but an increased chance of contracting the virus has made even vaccinated people anxious about stripping back restrictions too quickly.

Several *Globe* staff members pointed out the fact that most diseases can only be eradicated through mass vaccination on a scale that vaccination against COVID-19 is presently nowhere close to. Until further immunization against this virus is achieved, these students argued, walking about school

buildings without the protection of masks could put all students and school staff at significantly increased risk of infection and could endanger unvaccinated members of the school community and their families. In spite of massive strides forward in COVID-19 vaccination in the past few months, most *Globe* staff members felt that continuing to wear face coverings in school buildings was a small sacrifice to make to stay healthy and reduce cases.

However, *Globe* members' near-unanimous agreement with NYSOH's current masking policy did not translate to when masks should be removed. Some students felt that the current mask requirement is so little of a burden that there would be no issue with continuing to wear masks in school indefinitely. Others pointed to the adverse social impacts of COVID-19 restrictions and the fact that the virus is continuously mutating, so it will simply be necessary for Mamaroneck students and school faculty to accept some minute degree of risk of catching COVID-19 in exchange for a more "normal" school experience. The relatively slim chance of getting sick could be frightening, these students acknowledged, but the world cannot be kept on hold forever.

This issue holds a particular significance as a number of parents spoke out against the district's universal mask mandate at the Board of Education meeting on September 14. After loudly interrupting the BOE meeting a number of times, six parents and community members expressed a range of concerns regarding masks during the public

comment portion. These concerns included the effectiveness of masks, whether COVID-19 remains a threat, the harmful ramifications of outdoor masking at elementary schools, and the inadequate health curriculum taught in the district, which they claimed would be a more effective way to combat COVID-19 than masks.

*Globe* members who attended this meeting believe that the concerns of these community members are entirely baseless considering the plethora of scientific data, as well as the district's successful COVID-19 track record, to suggest that wearing masks indoors is one of the most effective strategies to combat the disease. Additionally, *Globe* staff members feel that parents' assertions that COVID-19 only impacts those who are weak, unfit, elderly, or at risk due to health conditions are scientifically incorrect, as well as extremely callous, irresponsible, and unempathetic. Finally, accusations that the district's mask policy was an effort to "hide behind the children," protect the adult administration, and create an "oppressive regime" are unjustified and unfounded.

Most students at MHS have now had the majority of their high school experience impacted by the pandemic. The prospect of a third consecutive year of school altered by this global crisis may not be exciting, but the ability to safely attend school in person even in the midst of chaos is an extraordinary blessing. Though uncertainty lies ahead, the *Globe* staff takes comfort in the knowledge that the MUFSD is prioritizing safety in their protocols as a new school year begins.

## What is the Best Way to Determine Club Leadership?

Clubs at Mamaroneck High School are an integral part of student life because they shape what many students do for fun during lunch and in their free time, serve as a great way to meet other students, and often lead to students discovering new passions. What a club does is determined by the leaders, as they organize meetings and determine what specific activities to do. Every year or every few years, a club needs new leadership, which raises the question of how this choice should be made. Should all club members elect new leadership, or should there be an application process?

At a glance, elections seem better since they represent the voice of the members. However, as one *Globe* staff member said, "I don't want to say club elections are rigged, but honestly they are just popularity contests." This opinion is shared by many students, and ties into how in general, a given candidate will not know everyone in the club; therefore how well known a person is is more important for elections than what they will actually contribute as a leader. Another problem with elections is that not everyone knows who does the most work to keep it running. As a result, elections have the potential to elect someone who won't lead well and who has not contributed to the

club thus far, leading to the decline of club activity and quality.

Determining leadership via applications is a different process where students have to answer questions posed by the outgoing club leaders and advisors. Applicants give their credentials and what they plan to do as a leader. This is arguably better because a student is evaluated based on credentials and intentions, not their popularity, and the experienced, outgoing leader can put the future of the club into good hands. As these outgoing leaders understand what qualities are most necessary in a leader for that club, some argue that they are in a prime position to choose the next leaders. One drawback of this system is that outgoing club leaders can choose their friends, ignoring any credentials, which makes this process potentially undemocratic. But overall, this method is often done with more forethought because instead of many students choosing someone based on friendship, a few experienced club leaders can choose someone based on merit.

According to a *Globe* staff member, "A club leader needs three things: the ability to present and lead other people, the ability to communicate and reach out to all members of the club, and their past experience in the club." Another staff member explained that

"[Being a good leader is] a matter of being willing to step up and contribute." In other words, what matters most for a leader is communicating their ideas and taking action. In applications or elections, a club member can communicate what they plan to do, and if they do this well, they will likely get the position.

Unfortunately, whether or not people like to admit it, college applications play a role in some students' decisions to join a club and run for a leadership position. While these cases are not ideal, there are still many clubs whose leaders genuinely care and are committed to the club's success. Employing fair practices for determining club leadership is a necessary step towards ensuring club leaders will be effective rather than just resume building.

In sum, the three systems of elections, applications, and handing the position down for club leadership all have flaws and advantages. If anything can be improved, club leaders who use the application process should be impartial and not choose their friends over more accredited members, and students who vote for their leader should not vote by popularity. Also, club leaders should shape a club they enjoy, rather than just doing it for college.

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Your letter could be published in the the *Globe*'s next issue!

# Op-Ed

## The Multicultural Student Union is a Positive Force for Change at Mamaroneck High School

By THOMAS GELLES

The Multicultural Student Union is anticipating another productive year in which it will remain a positive force for change at Mamaroneck High School. Most students know MSU by its role in putting together the Dr. Martin Luther King Jr. Assembly every January. This event honors the life and work of Dr. Martin Luther King, Jr. and other activists who devoted themselves to fighting for civil rights. But as current members of the MSU recognize, the club is one that is an important source of support and inspiration year-round.

Students join MSU both because of what it stands for and how accepting it is. MSU Director Melanie Huang ('23) says, "I initially joined MSU because it seemed like a welcoming and friendly community as well as an interesting and important club, and that is exactly what MSU is. I also joined because I saw that MSU supports many of the ideals I believe in, and also strives to create change that I love to see and be a part of." Similarly, Miyuki Oblitas ('23), also an MSU Director, explains, "I was happy to have a space where I could let out my feelings about different topics and a place where I could learn about other people's cultures." An inextricable part of the club's mission is to provide a forum in which students can learn from and support one another.

The MSU's work on the MLK Assembly celebrates the vital contributions of civil rights activists. But, it also inspires our own community to think more about what each of us as individu-



PHOTO COURTESY OF @MAMKMSU ON INSTAGRAM

Members of MSU work to create posters for Hispanic Heritage Month.

als can do to address persistent societal problems. Sofia Martinez ('23), another MSU Director, recounts, "I remember seeing the MLK Assembly my freshman year and being blown away by all the

**"I was happy to have a space where I could let out my feelings about different topics and a place where I could learn about other people's cultures."**

**- Miyuki Oblitas ('23)**

beautiful performances and videos that were created to honor Martin Luther King, Jr. and the civil rights he stood for. ... I decided that I

wanted to sign up and be a part of this club, not only because of the great work that they do for the community and what they stand for, but so that I could encourage myself to reflect on what steps I can take as an individual to begin standing up for what I believe in, which is equal treatment for all, regardless of race or background." The conversations and reflections that MSU prompts, through the MLK Assembly and through its club meetings, can become the engine that drives positive social change.

A fourth MSU Director, Kailley Ayala ('23) thinks that having a club such as MSU is especially important at MHS. She explains, "One goal for MSU is to bring cultural awareness to the social scene here. The club provides a

safe space for all students to learn about each other's cultures, experiences, and struggles with their ethnicity. We help MSU students to feel a part of something, to meet new friends, and enjoy all the educational resources that MSU has to offer. I think that in a predominantly white school/area like this one, it's important to have a MSU." Among the school's clubs, MSU offers the unique opportunity to promote the kinds of conversations that might not otherwise happen with the same depth or frequency in the community.

MSU intends to continue its growth as an essential part of the MHS community. Oblitas says, "My goals for MSU are for us to continue spreading our message of inclusivity and for us to reach

the entire district with our mission!" The club tries to remind everyone that they can make a difference. Martinez explains, "As students, it's easy to think that what we do doesn't have much of an effect on the world around us. In reality, coming together like we do in MSU and actively sharing what we believe in encourages others to listen and little by little we can shape our environment to be more positive. By expanding and bringing more opinions and views to light, we can figure out what MHS and the community really need and continue to grow from there."

Students who are not yet MSU members should consider joining it, says Huang. She points out, "I want everyone at MHS to know that MSU is a club anyone can join, even if you aren't looking to become a director (although we are looking for some!). MSU can be a friendly space for you to come to, a place to learn, a club in which you can blossom as a member and/or leader, a place for you to make friends, or all of the above!" Martinez adds, "Although some topics can be heavy, we have lighthearted moments and we invite you to share them with us!" Ayala sums up the club's ethos, saying, "We try our best and care so much that this club makes a difference, and if you'd like to be a part of making that difference, then don't be afraid to join! We'd love to have you." As club activities begin to get underway, students who join the MSU can look forward to a meaningful experience in which they challenge themselves, make friends, and truly be the change that we must see in the world.

## Our Overuse of Cars is Hurting Us

*The driving culture in Mamaroneck and Larchmont causes congestion and must be curbed.*

By SARAH COLBERT

In an area which is remarkably walkable for a suburban community, Larchmont-Mamaroneck is, nonetheless, plagued with traffic congestion. Although many students could easily walk to school or take public transportation, the majority of students either drive their own car or are driven, resulting in significant traffic surrounding the school. For those upperclassmen who have access to a car, parking quickly becomes an issue. Most students are concerned with their individual schedules, so abstract ideas about carbon footprints fade into the background in favor of more immediate concerns like get-

ting to soccer practice on time.

Chemistry teacher Sandra Mistic weighed in on this issue, agreeing that individual car use by students is often unnecessary and has negative impacts on the environment, as well as traffic congestion. "Cars were, are, and will be a great pollution source for us today and tomorrow," Mistic noted. Compounding the negative environmental impacts of individual student drivers is the fact that many families in this area have large SUVs, which have even higher carbon emissions.

The parking congestion in the afternoon, when all students are trying to leave at the same time, is particularly problematic. As Mistic explained, "If I am in a hurry to

leave the school, I oftentimes cannot leave right away and this may be inconvenient." In fact, one must either avoid dismissal time or leave plenty of extra time to contend with the congestion. Although mornings are a little less crowded, one nonetheless needs to leave extra time in order not to be late.

Mistic additionally commented on how students bringing individual cars to school lessens their opportunity to socialize. Students who walk or carpool have valuable unstructured time with peers, which individual student drivers miss out on.

If we can't curb the overuse of single-occupant vehicles in a school district like Mamaroneck, how can we hope to do so in other



FATIMAH KHAN/THE GLOBE

Senior lot is packed, as usual, before the start of the school day.

areas of New York State, where options to avoid driving are limited? Mamaroneck is a walkable

community where so many could live without a car, but almost nobody does.

# Should MHS Reform Students' Indoor Options?

*As the colder months approach, students long for more indoor seating within the school during free periods.*

By SCARLETT KURTIS

Life has changed in many ways since the start of the COVID-19 pandemic. Masks, social distancing, and regular tests were suddenly thrown into our daily routines, and we were forced to adapt accordingly. Now that we're starting to have a better handle on the pandemic, though, how will we return to normalcy?

There is no better example of this dilemma than at Mamaroneck High School. During the thick of the pandemic, students were encouraged by MHS Principal Elizabeth Clain to spend free periods and lunchtime outside, rather than in the hallways or the library, and to wear a mask when indoors in an attempt to prevent the spread of the virus. These measures have worked as effectively as the science predicted they would have; MHS has only seen one potential case of in-school transmission of COVID-19 since the start of the pandemic.

The efforts made by MHS over the past two school years have resulted in the ability to open the building to all students, which we are all grateful for. But with

the massive amounts of progress we've made, one question remains: how do we move forward? How do we continue to make strides to return to the life we once knew?

One change that has yet to be resolved is the issue of free-period seating. In the spring, sitting outside is a joy for many. After all, warm breezes and clear blue skies are enough to draw anyone to the outdoors! However, as fall approaches and the weather turns colder, some may have a different opinion. Emmie Smith ('22), explains how she thinks that "stu-

**"Students should be allowed to sit in the hallways because it's extremely difficult to find dry areas outside of school when weather is bad."**  
- Emmie Smith ('22)

dents should be allowed to sit in the hallways because it's extremely difficult to find dry areas outside

of school when weather is bad." Rainy, cold, or unbearably humid weather tends to force students indoors, where they're sent to the library, or, if that's full, specially designated classrooms. While practical, this is hardly preferable for most students at MHS.

Students don't fare much better when the weather allows for outdoor seating, though. Wifi issues make it hard to complete work outside, and it can be difficult to find a comfortable place to get settled. Sure, some students have the option of spending free periods in their cars or in restaurants, but many students don't. Many students don't have cars and some don't feel comfortable sitting indoors at restaurants, so they have no choice but to try and make do with the seating outside. The difficulties of trying to work outside are much more prominent nowadays since more and more students are finding themselves outdoors.

Regardless, there are very good reasons for maintaining these regulations. Contact tracing is important for ensuring the safety of students, and allowing people to sit in the hallway would prevent contact tracing of any sort from taking



FATIMAH KHAN/THE GLOBE

The once-crowded hallways of the Science wing remain empty.

place. Plus, removing masks to eat indoors without social distancing continues to be very risky. Regardless of how far we've come during this pandemic, we still have a long way to go before we can be as care-free as we once were.

With all of the steps taken to ensure the safety of MHS students, the time has come to begin to fade out some of our COVID-19 modifications. Sitting in the hallway for

free periods is a small freedom that we can give students, which signals how much closer we are to overcoming this pandemic. We're not quite in a place where we can forget about contact tracing and social distancing altogether, but we as a community can take baby steps. Each decision our school makes to move us closer to normalcy is a positive, especially when the student-body is so ready for change.

## Application is Everything. Why We Must Start Learning Beyond Our Classroom Walls

*In our grade-obsessed student culture, MHS students must take traditional learning and realize its applications to the real world.*

By CAITLYN CARPENTER

According to the district website, the mission of the Mamaroneck School District is "to promote an appreciation of learning as an inherently rewarding activity and to prepare students to function as responsible citizens in a multicultural world." It's a worthy goal to transform children into curious individuals ready to enter broader society. Yet, many students will tell you that on a typical day, they find that their classes fall far short of intellectually engaging.

The idealized notion that education, especially high school, is a transformative experience meant to develop a budding mind is blurred by the restrictions of the monotonous classroom setting and the grade-centered culture amongst students. It is essential that students begin to recognize the application of content to the real world to reach the ultimate mission of Mamaroneck education.

On the surface, school appears largely disconnected from the world beyond campus. We ingest formulas, memorize vocab, and spit out recollections of historical events, not because we

believe it is an "inherently rewarding activity," but because we want rewards. We want good grades and, in turn, happy parents, admission to a good college, and a 'successful' life. "When the students are focused more on grades than on learning," remarks Regents and AP Physics teacher Dr. Elena Filippova, "it definitely shifts their priorities and goals." Filippova teaches what is widely regarded as one of the most difficult subjects at MHS, but also one of the most fundamental subjects for understanding the mechanics of our world.

As a former physics student, I never really enjoyed the subject. In fact, I found it to be difficult, frustrating, and unnecessarily nuanced. That is, until I noticed that physics can explain how bridges don't collapse or explain why music appeals to our ears. The most valuable part of physics did not come from taking detailed notes but from the application of those notes to outside observations. For Filippova, "real-life applications make everything more meaningful," and so she tries to discuss them as much as possible within her class. Memorizing formulas may get her students the grades but Filippova's application of those formulas aims to give her

students reason to learn those formulas. Even so, however, it is ultimately in the students' hands to use digest those reasons.

Allison Hecht ('22), another former student of Filippova's, comments how "the best teachers try

**"You wouldn't expect soccer players to play the game well by keeping them in a classroom for 12 years. Thus, why would you expect students to be fluent in the skills and knowledge of civic life without real practice?"**

- Joe Liberti

to make the content feel applicable, but it's also partly the student's role to be open to learning new things and making connections." For example, Hannah Clark ('23) made use of similar real-life hard-science examples in her chemistry class when her teacher, Carmen Yonkler, assigned her a project in the kitchen. After completing the project, applying her knowledge of basic compounds to cooking, she became "much more interested in the subject, and was able to 'absorb the information [she] learned better.'"

The idea of applying class

content extends beyond the sciences as well. Joe Liberti, the AP Government & Politics teacher and founder of the Original Civics Research and Action Program (OCRA), similarly encourages the application of his civic content to

make it hold weight. "I don't think it's possible to become an engaged citizen solely within a traditional classroom setting," he explains. "You wouldn't expect soccer players to play the game well by keeping them in a classroom for 12 years. Thus, why would you expect students to be fluent in the skills and knowledge of civic life without real-life practice?" His 'real-life' practice comes in the form of community-based projects conducted by students in his OCRA program, which aim to address local issues through local solutions.

Frances McDowell ('22), a stu-

dent in both Liberti's AP Government and OCRA classes, explains how her engagement in OCRA has taught her that "making progress is not a glamorous thing" like it is sometimes portrayed to be in textbooks and movies. "It's less about having something great to say or a cohesive plan, and more about getting on calls, responding to emails and letting people know that you're present and that you're listening," she explains. Her involvement in OCRA has given her a fundamental understanding of why the broader topics that she learns about in AP Gov are so important, and how to use her understanding of those topics to become an engaged citizen.

Without understanding application, the material taught in classrooms can never fully "prepare students to function as responsible citizens in a multicultural world." While teachers continue to ensure that their classrooms are constantly engaging with the world beyond their walls, students must reframe their minds to make connections extending beyond class material. It is time to recognize the value of education beyond a numerical average and re-center our focus around actual learning.

# Features

## Students Receive Discounts at These Locations with an MHS ID

*How the MHS student ID card can help students to save money when shopping at local businesses.*

By KIM WEI

The open campus of Mamaroneck High School is a freedom valued by the student body, especially during lunch. Eating lunch is the time to slow down, laugh, and tell stories while eating good food. Making independent decisions, such as selecting food from a menu allows you and your friends to enjoy a new experience together. Although eating with friends is a great way to relieve stress and to catch up on each other's lives. Eating at local establishments with friends is a fun practice, it can also become very costly. Some local businesses offer student discounts to high school students showing



NATALIA KAM/THE GLOBE

Students can receive a 10% discount at Village Square Bagels located down the street on Boston Post Road.

**“Some local businesses offer student discounts to high school students showing ID, which can save students plenty of money.”**

ID, which can save students plenty

of money when eating off-campus. Buying lunch from small businesses is also convenient given that the COVID-19 restrictions at MHS restrict students from eating indoors. Kids have the opportunity to get fresh air and quality food while staying safe.

Village Square Bagels is a quick walk away from Mamaroneck High School and serves fresh-baked bagels with homemade cream cheese. The breakfast burrito is a go-to comfort food along with their fresh fruit cup and greek yogurt parfait.

The gourmet sandwiches and paninis served during lunch are diverse and flavorful, containing unique ingredients such as their Signature Sandwich with hand-sliced Nova Scotia salmon, homemade cream cheese, cucumbers, onions, capers, and olives. Village Square Bagels also offers salads and soups that go perfectly with the rest of the menu. On Tuesdays, Mamaroneck High School students get a 10% discount with a student ID present. Village Square Bagels has something for everyone and is a

reliable food joint that maintains quality meals.

Mixed Enerjy, located in Larchmont on Boston Post Road, offers trendy food that instantly catches your eye. Mamaroneck High School students are eligible for 10% off when they present their student ID. This is the place to be after acing a test, winning a sports match, or anything that deserves a celebration. Mixed Enerjy's Milkshake Specialties and Supreme Milkshakes, such as the Cookie Monster Milkshake, taste

as good as they look. When in need of a “pick me up”, Mixed Enerjy has grilled cheese and waffles. For a healthier option, they also serve protein shakes containing fresh fruit that, flavor-wise, competes with their amazing milkshakes. Through the window of the shop, many unique treats (like the exclusive rainbow bagel) are displayed, unlocking your inner child. No matter the day, the service goes above and beyond with efficient, friendly, and upbeat staff.

Green Life on Mamaroneck Avenue has been voted “Best of Westchester” by Westchester Magazine for being the best health food cafe and having the best fresh juice. Green Life has a customizable salad or wrap that has a wide range of toppings and dressings. In addition, there is a customizable cauliflower crust pizza that is perfect for sharing with friends. Green Life's breakfast menu is served all day which includes a customizable omelet, breakfast burrito, and avocado toast. Green Life serves acai bowls, such as the dragon bowl, that provide a new flavor to any fruit lover's palette. Green Life also offers vegetarian options such as the veggie burger. This is an amazing place to get quality food with healthy ingredients. Mamaroneck students are eligible for 10% off at Green Life with a student ID present at check-out.

## How MHS Will Use Zoom in the 2021-22 School Year

*Even though there are no longer hybrid classes, Zoom continues to be incorporated into MHS.*

By TISTA GOSWAMI

**“ZOOM”, FROM FRONT**

...not be required by the school to quarantine. According to recent numbers, the majority of MHS students are fully vaccinated, so quarantining and remote learning will hopefully not be a widespread issue.

Students will only log into a Zoom class if they are quarantined. However, if a student is absent on vacation or has a minor cold, such accommodations will not be provided. “Logging onto Zoom every day and juggling an online and in-person class is a burden to teachers that we don't want to put on them again this year,” Clain explains.

Outside of the classroom, many meetings were held in a through Zoom. These virtual meetings, which included faculty meetings and counselor meetings, had certain conveniences. In particular, the Committee on Special Education (CSE) meetings

have seen the benefits of working through Zoom. Students with an Individualized Education Plan (IEP) are required to have a meeting in the spring with the CSE to plan out their goals for the following school year. The CSE meetings

person events were also converted to a virtual format because of the pandemic. Parent events, such as Back to School Night or PTA presentations, had significantly more people logging on. “At my in-person PTA presentations, I

**“Logging onto Zoom every day and juggling an online and in-person class is a burden to teachers that we don't want to put on them again this year.”**

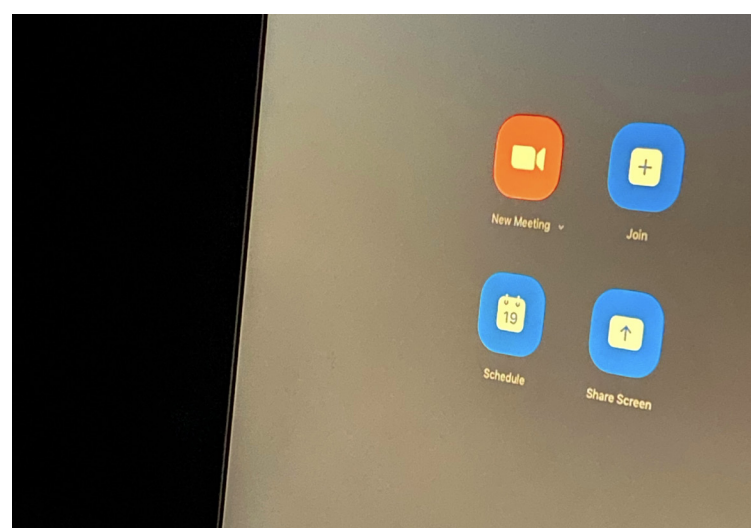
**- Principal Clain**

require a general education teacher, a special education teacher, a counselor, a psychologist, a parent, and the student to attend and are a big time commitment for all parties. After holding these meetings on Zoom, Clain noticed that there were far fewer cancellations. Clain attributes this change to Zoom's “amenability with parent schedules.”

Similar to meetings, many in-

would have around 20 people in attendance. That number greatly increased when held on Zoom,” Clain adds. Yet, despite the seemingly increased attendance in the virtual format, engagement is not as easily quantifiable. Clain says, “It's really important to see people and build relationships. It's very important to meet and know our families.”

In the next few years, Zoom



KIERA BUTLER/THE GLOBE

The all-too-familiar Zoom homescreen users see before logging in to a meeting.

won't be a fixed institution in the school. However, if there are special cases, such as students in long-term hospitalization that want to participate in that way, accommodations can be made.

Clain remarks on the changes we've seen over the past year, “I remember walking around the school at this time last year, when

we had this fear of gathering, and now walking and seeing a class of 25 sitting together and engaging. It's amazing.” Clain is excited for the Mamaroneck community to return to the play, the musical, sporting events, among in-person other events as we embark on a school year where “virtual” is no longer the norm.

# Club Q&A: Calliope and Design Gives Back

By PENELOPE HALL

As MHS begins another busy school year, the *Globe* asked Sydney Ruthazer ('24), President of Design Gives Back, and Ashleigh Elden ('22), Co-president of Calliope, about their clubs to learn what they have in store for this school year. While Calliope has been a creative writing club for years, Design Gives Back was founded much more recently in 2020. These two clubs are eager to grow and expand their clubs this school year. Both clubs were represented at the club fair on October 13, and they are excited to welcome new members of different interests and backgrounds to their respective groups.

**Q. Give us some background on Calliope, what are the goals of the club and its members?**

Ashleigh: Calliope produces the school's literary magazine, which is entirely composed of writing and artwork by students. We generally produce two issues of the magazine per year. The club's goal is to provide an outlet for student creativity, as well as a collaborative environment for students to discuss and improve their writing. During meetings, we read submissions, then give praise and suggestions as a group.

**Q. What was the inspiration for Design Gives Back, and what will members be doing this year?**

Sydney: The goal of Design Gives Back is to raise money for the mentally ill while helping the community and pushing the group members to be their most creative! For example, we will be holding a

MHS thrift shop this fall during lunch periods to raise money.

**Q. How did COVID-19 impact Calliope last year, and what were some of the adjustments that had to be made?**

Ashleigh: Normally, we meet once a week for lunch and gather in a classroom. Obviously, it wasn't possible to do this while safely following COVID regulations, so last year we resorted to Zoom meetings on Focus Fridays. Though in-person club meetings are preferable, it was relatively easy for us to adjust. The real difficulty was trying to get submissions of writing and artwork. We had a handful of people already devoted to the club who were more than willing to submit, but we typically want a wide variety of student works in the magazine. It was very hard to spread the word about Calliope when everything was online and social interaction was so different. We ended up producing only one issue of Calliope last year, as opposed to our usual winter and spring issues.

**Q. What problems arose last year, in starting your own club during an unprecedented school year when many clubs were forced to meet virtually?**

Sydney: There were a lot less meetings than I would have liked and they were all virtual. We should be starting to have more in-person meetings now.

**Q. How did you get involved in Calliope?**

Ashleigh: I've wanted to be a writer my entire life, and I've always enjoyed being a part of groups that celebrated creative writing. In middle school, I was an

editor for the Hommocks Writer. During freshman year, I saw Calliope at the club fair and immediately knew this was my chance to continue pursuing my passion within a network of writers!

**Q. What was the most rewarding part of starting your own club, and what are some of the challenges you faced?**

Sydney: I would say the hardest thing about starting the club and almost anything is just getting the idea out there and turning the idea into reality. A lot of people have amazing ideas that would be life changing but either never follow through or are too afraid to fail. So to me, the most rewarding part of starting the club was the fact that it actually is a club and has the ability to change lives and make a real difference. I'm excited to see where it can go.

**Q. What's your favorite part of Calliope?**

Ashleigh: My favorite part of Calliope is, quite simply, the ability to share the love of writing with an understanding group of people. Although the idea of collaborative editing and submitting pieces to be appraised by a group can be quite scary, everyone in Calliope writes. Everyone is thoughtful, knows how you feel, and wants to help you improve.

**Q. What does the future look like for Design Gives Back?**

Sydney: I think we have really a bright future in front of us as long as we all stay on top of what needs to get done and keep the passion for helping the community. I am hoping to get the bulb represented in the club fair. The more members the better!

## Club Fair Returns to MHS

By TAYLOR FERRARONE

In the past, Club Fair has been the epitome of Mamaroneck High School's spirit. "It showcases the breadth of interests and passions of our students," said Carol Scheffler (Coordinator of Student Affairs). MHS boasts upwards of 60 clubs and is on track to add 15-20 new clubs this year. From cooking to community service, creative writing to music critique, crocheting to investment, the possibilities are endless; Club Fair is the primary introduction to this world of opportunity.

So what exactly is Club Fair? In previous years, Club Fair was a bi-annual event where all of MHS' clubs come together to show the student body what they have to offer. The sight was reminiscent of a street fair, with tables and booths lining the track, hoping to entice new members with colorful post-

ers and tasty snacks. It provided students with a way to reach out and ask questions, to sign up and see club leaders in action.

2021 saw a return back to the old Club Fair experience. An increased distance between booths enhanced the event, as the once crowded track was more spaced out, showcasing each club more uniquely and providing more chances to interact with club leaders. Despite these changes, students still packed the track to get a glimpse and interact with the many clubs showcased at the fair. Club presidents created intricate signs and, in some cases, displays to attract future members. Many clubs received a record number of sign-ups as the excited student body jumped on the chance to get involved with the school.

The club experience will be slowly returning to normal as well. While the term Focus Friday meetings may bring a shudder to some

club leaders, clubs will be welcomed to have in person meetings during the fall. Clubs can continue to meet at lunch or after school, with one caveat—clubs must meet outside, as students will not be allowed inside the school building during lunch. "Ms. Clain plans to review the policy as winter approaches, and will base further decisions on COVID-19 guidelines," said Scheffler.

This year, the school is no longer using ClubHub, the online database for club information used last year. In place of it, students can now find the MHS Club Brochure located conveniently on the MHS website. It includes a complete list of all of the clubs offered at MHS along with brief descriptions of each. If students are interested in joining a club they have not signed up for or need more information on, they can go to Scheffler, who will help connect them with the club president(s).

## Club Spotlight

Highlights from the many clubs at MHS.

STUDENTS  
FOR SENEGAL



FATIMAH KHAN/THE GLOBE

Members of Students for Senegal gather at the annual Sena-gala. From right to left: Louisa Showers ('22), Sydney Cooper ('22), Kate Ingles ('22), Hannah Rogoff ('22), Ariana Boes ('22).



PHOTO COURTESY OF THE MAMARONECK STUDENT UNION

Members of the Mamaroneck Multicultural Student Union hang posters for Asian Pacific American Heritage month in May 2021. Left to right: Sofia Martinez ('23), Miyuki Oblitas ('23), Kailey Ayala ('23), and Melanie Huang ('23).

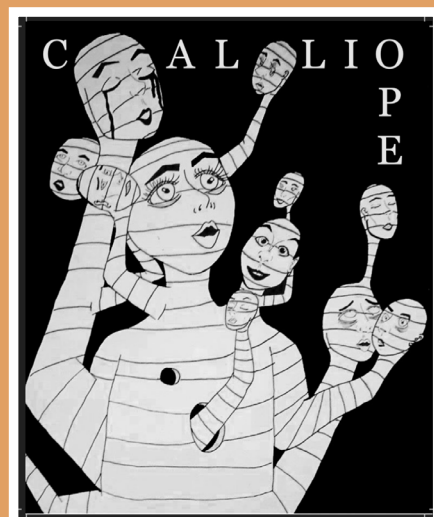
MULTICULTURAL  
STUDENT UNION

FULLER CENTER



PHOTO COURTESY OF JAMES WEILAND ('22)

The Fuller Center club, a student-led club that works in cooperation with the Fuller Center of New Rochelle, works to rebuild homes in Mamaroneck after the extreme flooding from Hurricane Ida in early September.



COVER OF CALLIOPE

The student-designed cover of *Calliope*, Mamaroneck High School's literary magazine. Their bi-annual magazines feature both written and visual artwork bi-annual editions.

CALLIOPE





# School Spirit Builds for the 2021-22 School Year

*After a year of school events adapting, many traditional events are making their way back to MHS.*

By ELLA SHAPIRO

As Mamaroneck High School starts the 2021-22 school year in-person, students are excited to show off MHS school spirit. “I think school spirit is essential,” exclaims Carol Scheffler, the Coordinator of Student Affairs. “You are there for academics but there is so much else that the high school experience encompasses.” Last year, the MHS Student Council, under the direction of Scheffler, was incredibly creative with fun and safe ways to show proud orange and black spirit in a hybrid world. One example was the teacher-student trivia competition, where the teachers created teams to compete against each other in an intense trivia tournament while students watched and cheered them on virtually. This was very popular among both students and faculty. Moving into the fall, Scheffler says to “keep your eyes open for more teacher-student competitions” this year.

Naturally, everyone is looking forward to more in-person activities this year. Magda Martinez (‘23), the Junior class presi-



FATIMAH KHAN/THE GLOBE

The MHS Varsity Cheer Team performs at the pep rally, helping to elevate that school spirit.

dent of Student Council, says, “We want school spirit in a safe and manageable way.” In the years before COVID-19, there have been multiple events to bring out the school spirit, including Battle of the Classes, Pep Rally, and Club Fair. One popular event, which was new as of last year, but that

the Student Council hopes to continue, is Field Day for the senior class at the end of the year. As Martinez says, “everyone thought [the field day] was an amazing thing to do and we are definitely going to continue to do it.”

As the guidelines the school has to follow in regards to

COVID-19 continue to change, Student Council currently has intentions of moving forward with Battle of the Classes, Pep Rally, and other events. The current plan for Pep Rally is to hold it outside on the football field. Outdoor events have been happening and they hope to continue that in a

safe manner. As for Battle of the Classes, as it is normally held indoors, the Student Council has

**“You are [in school] for academics but there is so much else that high school experience encompasses.”**  
- Carol Scheffler

to get creative with how they can make it happen safely this year. “Battle of the Classes will happen in some shape or form this year”, says Scheffler.

The Student Council is planning on keeping old traditions as well as creating new ones. They are always open to new ideas, so please feel free to reach out to Scheffler or anyone on the Student Council with input. School spirit is so important and Scheffler is working hard with the Student Council to create fun and exciting events for the 2021-22 school year!

## Teacher Q&A: A Unique Return to School

*What teachers are thinking upon returning to school after a year of hybrid teaching.*

By BEN KULISH

This year, more than in the past, back-to-school jitters ran high. After over a year of uncertain and unfamiliar schooling, the Mamaroneck High School community was eager to enter a school year feeling some sense of normality. No one understands this as intimately as MHS’ teachers, who have been at Mamaroneck High School since the summer preparing for their students’ arrival. The Globe asked four teachers about their feelings surrounding this momentous return.

Teachers first spoke about moving into their old classrooms, re-establishing Palmer as the humanities building and Post as the STEM building. For teachers, leaving familiar classrooms last year was a major change, and this year’s return represents a larger shift towards familiarity. Juliana Zalon, who teaches 10th grade English and Creative Writing, and Lauren Onorato, student support services teacher, described their experiences.

**Q: How does it feel to move back into your old classroom?**

Juliana Zalon: Amazing! I missed so many things about Palmer—the beautiful tree out

my window, all the books on my bookshelves, but mostly my hallway neighbors. I’ll miss Post too. The bustle of the busy street. The parking!

Lauren Onorato: I was one of the fortunate ones who did not have to move. I had a teacher “roommate” and she has gone back to her classroom- I miss her dearly already!

Like MHS students, teachers spent last year thinking about the aspects of “normal” school they missed most. This school year, the MHS community will appreciate the little things as we move closer to pre-COVID-19 high school life. Teachers have shown enthusiasm about using the drop schedule again, something we took advantage of in the past. The drop schedule allots more instructional time per class, allowing for teachers to use their creativity in lesson planning. Global history teacher Francesco Scioscia and chemistry teacher Sandra Mistic shared their sources of excitement about this year.

**Q: What shifts towards a normal school year are you most excited about?**

Francesco Scioscia: I’m excited to have students up and about in the classroom. I personally get antsy if I sit for too long,

so I try to incorporate movement into each class period. I’m also looking forward to the longer class periods, which provide more time for activities and allow for richer closing discussions.

Sandra Mistic: I love extended class times and the rotation schedule. This helps me work with students one on one in class and form stronger bonds. The rotation schedule ensures that students have enough time for hands-on activities.

Despite the widespread excitement about a closer-to-typical year, making adjustments from last year’s learning style will inevitably pose some challenges. Although hybrid learning was often mentally draining, the shift towards “regular” school will not be painless. Students and teachers grew accustomed to the norms of COVID-19 learning.

**Q: What do you see as potential challenges at Mamaroneck High School in a year without Zoom?**

Francesco Scioscia: I think it will take some time to adjust, and Zoom was obviously a necessary tool last year, but school feels more like school when everyone is in person. Early on, I think it could be challenging for teachers to plan lessons for 55 minutes

after planning 40 minute hybrid lessons the past year. I think it could be challenging for students to actively participate in all their classes, but hopefully, everyone will be excited to be together in person and participation will just come naturally.

Juliana Zalon: There may be some people with health conditions that require them to stay home and without Zoom, they won’t be able to access their courses in the same way.

It is no secret that almost every student and teacher prefers “normal, in-person” school to hybrid learning, but teachers did find pockets of efficiency and innovation in online platforms. Rather than putting hybrid learning entirely in the past, MHS teachers will use the insight they gained last year to provide the best experience for their students.

**Q: Will you continue to use any technology that you started using due to COVID-19?**

Lauren Onorato: Not Zoom! I am trying to make my classroom more earth-friendly, so digitizing everything was better on that front.

Sandra Mistic: I will still use google classroom and test wizard, but that is what I did pre-COVID. I have discovered EdPuzzle and

its usefulness during the pandemic and will continue to implement it in my lessons.

Pre-COVID-19 school offered more opportunities to come together as a school and simply have fun. Mamaroneck High School missed out on that once the pandemic hit.

**Q: What back-to-school traditions do you enjoy most at MHS?**

Juliana Zalon: Homecoming and Pep Rally. I imagine that this year we will also have some focus on community building and outreach. Our town is in the middle of a tragedy, and I expect to see our students and faculty coming together to help those in need. We will need to lean on each other in more ways than one this year.

Lauren Onorato: It’s not really a tradition, but meeting with all of my coworkers prior to the start of school. There is always a mingling of excitement and nervousness with all the teachers, no matter how long they have been teaching—the brink of a new school year brings us all together!

The MHS community has been incredibly resilient and willing to adapt during the pandemic. This school year will be a change from last year, but a welcome one.

# Spotlight

## MHS Students are Ready for a Full in-Person Year

*Students at MHS get back into a normal year while adjusting from the previous year.*

By KATE BOSWELL

In September of 2020, the student population of Mamaroneck High School was returning to school in a way that was anything but normal. Many students were not even returning to the building for their first day of school. It was understandably very disorienting period of time for students. The fully-remote option that was offered at MHS was an opportunity that allowed many students to remain active in their day-to-day classes and activities without facing the risk of exposure to COVID-19. After a school year spent in their homes, the fully-remote students returned to MHS this fall with mixed emotions.

Margaux Cowles ('23) preferred in-school learning as opposed to the fully-remote schedule she followed last year. She had the "same routine - get up, get dressed, go through all your classes, do homework, go to sleep." Cowles explained that this was a hard schedule to follow and she felt incredibly isolated from her peers and teachers. The feeling of isolation was something that a lot of remote students could relate to, but it also gave some students a safe haven from the difficulty of socializing with others. An anonymous student ('23), explained that "socializing is a pretty definitive part of high school, but for many



FATIMAH KHAN/THE GLOBE

MHS Students walk to class, eagerly diving into the new year.

students, including myself, it can be a stressor." This student really enjoyed the simplification of remote learning. They were able to enjoy the year and had one of the best school years that they've had in a long time. Though these students had a very similar year of being on Zoom video conferences for a majority of their day, the experiences from student to student varied quite a bit.

All remote learners had positives and negatives to their experiences. For Cowles, she benefited from the flexibility of where she could be with remote learning, and

it saved her from the "worry about precautions in addition to the stress of school." The anonymous student explained that "having the plethora of anxiety-inducing factors I face during in-person learning truncated was quite welcome." It made their own experience with Zoom learning much better than dealing with being in-person.

Unfortunately, despite all the positives that students gained from remote learning, there were also a lot of drawbacks. Cowles explained that as the year went on, it became more of a challenge to stay focused on class with distractions

like her cell phone surrounding her. It was "easy to lose track and it was challenging and stressful to catch up" once you lost focus during a Zoom session. The anonymous student also had issues with being distracted from work and dealing with impulse control. This student explained that "it was hard to not drift off at points - more so than during in-person learning." Another issue that Cowles brought up was how different forming relationships with teachers was. She explained how it is much easier to talk to teachers in person and create a relationship face-to-face with-

out a screen acting as a barrier between them. Group projects were also a challenge and, according to Cowles, could be "tricky and a big pain." These problems are ones that Cowles is looking forward to leaving in the past.

As for the return to school, Cowles explained that she was "stoked to go back to school." Although remote learning worked out for her and was the best option for her during COVID-19, Cowles was eager to get back into the building. In-person is still her preference after a virtual year. Cowles is "excited to be getting dressed and ready for school and stoked to meet teachers and see people and have conversations." However, another student was unsure of how to feel about the return to school and planned to return with "cautious optimism." This student, like many of the returning remote students, expected a jarring initial return. The student is really looking forward to the opportunity to sharpen their social skills this year.

Students were able to successfully complete a year of school from their homes, but they would not necessarily do it again if it was an option this year. Both of the interviewed students explained that they would intend to return to in-person school even if remote learning was an option offered to students for this year school year.

## Mike Chiapparelli, Coach of the Year, Begins New Year

*On and off the field, Chiapparelli helps his community and team this school year.*

By SAM ROSUCK

Shortly after the baseball season ended, Mamaroneck High School's very own Coach Mike Chiapparelli, or "Chap," was named Coach of the Year by the National High School Baseball Coaches Association. This is a very special award to receive as a coach of high school sports. Coach Chiapparelli has spent countless years coaching for both the varsity baseball and hockey teams; he has led the teams to three New York State class AA baseball championships, an ice hockey Division I NY State Championship and an overall 12 Sectional Championships for both sports.

Along with his great success in coaching, he also helps the community in other ways by working with the special education students as a PE teacher. In regards to his service, Coach Chiapparelli says,

"The community has supported me year in and year out. I give their kids a full effort every day by making them fine young men using the sport they love: baseball."

The baseball team this past spring had an amazing season, going 17-2, with the only two games they lost being by one run and coming in as the number one seed of Class AA. While the players did a great amount of the work, Coach Chiapparelli was undoubtedly very deserving of his award, and it reminded members of the community about the importance of his role on the baseball team.

Oftentimes, viewers from the outside forget about the hard work that coaches put into the game, and this season Chiapparelli reminded the community of that. Although they had a strong season, the team felt very disappointed in their tough 1-0 loss in the section quarterfinals. Even though Chiap-

parelli had won such an important award after the season, the team was still grieving over their loss.

"We lost and my achievement was not important at that moment," said Chiapparelli. Clearly a selfless coach willing to do anything for his team, he also stated, "I was very humbled about the award, but would trade it for a section title for my players, coaches, and our community."

Chiapparelli gives great credit to his own coach, Ken Demas, and his assistant coaches, Joe Glaser, Matt Porchelli, Don Novick, Bob Lowman, Bart Dinardo, and Mikey Chiapparelli. All in all, it is amazing to see how much success and support Coach Chiapparelli has brought to the Larchmont-Mamaroneck community, and how he was able to translate this into such a prestigious award.

Now, Coach Chiapparelli is focused on this upcoming season,



PHOTO COURTESY OF PETER CARR FROM THE JOURNAL NEWS  
Coach Chiapparelli looks out onto the Hommocks hockey rink as he coaches.

where he is really looking forward to "traveling to the national tournament in Charleston, South Carolina and working with the 2022 baseball team in order to give them an opportunity to be section and

state champions." Hopefully, the baseball team will be even more successful this year and in the many years to come - MHS wishes the best of luck to them for this spring season!

# Twenty Years Later: The Legacy of Never Forget

*No student at MHS was alive on September 11, 2001. How do they remember that day through stories?*

By **FATIMAH KHAN**

Twenty years ago, on September 11, 2001, the United States witnessed the most horrific and tragic terrorist attacks in its history. On that day, an estimated 2,977 people died and over 25,000 were injured, while thousands of survivors have since suffered from Post Traumatic Stress Disorder and diseases from the toxic air at Ground Zero, the site of the first two attacks. In the aftermath, the phrase “Never Forget” was used to honor the pain of the tragedy, immortalize the sacrifice of many brave Americans, and remember its lasting impact on our nation and the world.

This year, as we reflect on the tragic event two decades later, “Never Forget” has taken on a new meaning. An entire generation of Americans has been born since 9/11 and all current MHS students fall into this unique group. Born from 2003 to 2007, these students have felt 9/11’s lasting impacts and have heard stories from teachers and parents. As such, some questions remain on the minds of many during this difficult anniversary—how can we “Never Forget” if some of us were not alive to remember?

How can we explain such a life-changing, paradigm-shifting event to future generations? Rosemary McManus (‘24) remembers hearing her parents’ personal stories of the day as a child, as well as learning about the attacks in 3rd grade. Ann Orans (‘25) and Jor-



PHOTO COURTESY OF @911MEMORIAL ON INSTAGRAM

Visitors gather around an art exhibit dedicated to those who died on September 11, 2001.

dan Davis (‘23) also say that they learned about 9/11 from their parents.

How do these students’ perspectives of 9/11 differ from those who lived through it? McManus explains that “I definitely feel that I can’t fully place myself in the aftermath—what people felt, smelled, heard in that situation. I can empathize with them, but I don’t know myself.” These sensory details are essential in relating to an experience, which is why learning the personal stories, complete with small details, of survivors can help this special generation better understand what their experience was like. Although it is undoubt-

edly difficult to grasp the entirety of the tragedy with only second-hand knowledge, Davis believes that “we’re able to comprehend a moment by listening and actively having open ears and hearts to stories.”

McManus describes the lasting impact of 9/11 on her life, saying, “I don’t know if it’s 9/11, but I’ve always kind of been scared of airplanes and just feeling trapped so high up. I remember hating going to New York City—seeing all the buildings and wondering if they were going to collapse on me.” Davis explains that, “I think the reason 9/11 touches so deeply for us at this school is that its so

close to home. A lot of my family lives in the city and watched in utter disbelief from their windows.”

When asked what “Never Forget” means to her as an American with only secondary knowledge of 9/11, Orans reflected that “Never Forget” “means that we will always pass along stories from that day so that future generations will know what happened so that history can never repeat itself.” McManus echoed this sentiment, saying “Never Forget” symbolizes “learning from these terrible things that happened and trying to make ourselves better so that we can move forward” and so that those who died “did not die in vain.” Da-

vis believes that future generations should “try to empathize with the difficult experiences and pain that people went through during that period” in order to best understand and honor their experience.

These students also shared meaningful perspectives on how to keep the spirit of “Never Forget” alive for future generations, who will be even farther removed from 9/11. Davis explains that, “As time goes on, events in history seem less tangible, as they didn’t happen in our lifetime,” but that “the shared experience of remembering” will help future generations to reflect on the events of 9/11.

McManus contemplated that “even if [future generations] don’t have a direct connection to someone who was alive on 9/11/01, it’s really important to share and document survivors’ stories.” By reflecting on the personal stories of those who lived through 9/11, we can better understand and humanize the impact of the attacks. Their stories can help us begin to grasp the monumental toll and legacy of that day.

Orans shared a similar thought: “We’ll keep telling [future generations] about that day every September, and take them to the museum in New York City. They’ll remember 9/11 by the stories they’re told from their parents and grandparents.” One day, the onus will be on our generation to tell the stories of September 11, 2001, and keep the memory of that fateful day alive.

## Hommocks Community Solar: A Community Saver

*Over the summer, Hommocks Middle School installed solar panels on the roof of its ice rink for community use.*

By **LEAH BRODY**

Solar is hot! Solar energy is an up-and-coming renewable energy source that has created over 242,000 jobs and is currently one of the fastest-growing industries in America, according to Solstice US. Solar power harnesses energy from the sun using solar panels and, unlike other forms of energy such as coal or oil, it does not release any carbon dioxide into the atmosphere. Excess carbon dioxide happens to be one of the main reasons for global warming as well. The push for “clean energy” - energy with zero emissions - is strong, and so, to incentivize the buildout of solar, the Solar Energy Technology Office of the United States Department of Energy has been funding community solar parks, including one at Mamaroneck’s own Hommocks Middle School.

Community solar parks have been popping up around the country as their popularity continues to increase. They let consumers buy solar power that comes from

**“The project is projected to generate 550,678 kWh annually, which translates to approximately 43,504 gallons of gas avoided.”**

a nearby solar project in the community for personal use (to power their home, their car, etc.). For any Larchmont or Mamaroneck resident, this nearby solar project would be the Hommocks solar project -a 484kW solar panel in-

stallation that was recently completed on top of the Hommocks Ice Rink. This project produces about 100x as much energy as an individual household’s solar panels. All residents who utilize this energy source will save 10% on their regular ConEd bills. The project is projected to generate 550,678 kWh annually, which translates to approximately 43,504 gallons of gas avoided as well as 482 acres of forest saved.

Hommocks Park Community Solar invites interested energy consumers to visit their website to see how they can save money on their electric bills. It is easy to navigate, with a sign-up and registration form readily available. Those who sign up will be granted access to a dashboard showing the overall energy production of the Hommocks park, as well as personal energy finances.

For now, there is a two-step



PHOTO COURTESY OF SUSTAINABLE WESTCHESTER

Solar panels on top of the Hommocks Ice Rink.

billing process where consumers get utility bills with renewable energy credits and then pay for those credits at a discount. This can be set up to pay automatically.

There is a larger significance to this project. President Biden’s administration has recently outlined how solar energy could be power-

ing half the country by 2050. As it currently provides only 4% of the United States’ consumed energy, this is an impressive goal. Through the Hommocks Park Community Solar project, the Larchmont-Mamaroneck community is doing its part to fight global warming and promote clean energy.

# Arts & Leisure

## Big Music Festivals Return to New York

*Everyone is excited to bring back live music, but is it safe? What COVID-19 protocols are festivals putting in place?*



PHOTO COURTESY OF ANNA MCDONALD ('22)  
The main stage at GovBall NYC crowded with excited concert-goers watching Megan Thee Stallion.



PHOTO COURTESY OF JEN NOVICK ('22)  
Phoebe Bridgers performs at GovBall NYC to a sea of young fans.

By LARISSA BERTINI

Since COVID-19 has been in its decline, artists are getting back on stage to perform in front of live audiences again. The first official return of in-person concerts began back in June 2021, when The Foo Fighters performed for 15,000 people at Madison Square Garden. The venue had not seen a crowd this large in over 460 days and the start of the pandemic.

While throughout the pandemic there had been a push for virtual music performances, everyone can agree that the thrill of a concert cannot be replicated through a screen in your living room. Big-name artists such as Dua Lipa, Billie Eilish, BTS, Lil Nas X, and Justin Bieber took part and held online shows. Tickets for these events could be bought on the internet, and then you would watch a live stream through platforms such as MelodyVR, YouTube, Facebook Live, and Song Kick from home. While companies have invested in advancing the technology used in virtual concerts such as exclusive rooms and 360 views of the venue, it has not been enough to convince Mamaroneck High School students to attend.

Lea Barry-Thouez ('23) felt virtual performances had no real future. "You can't beat a real con-

cert - the experience of being with your friends and having an artist sing songs right in front of you. Zoom concerts don't retain that feeling." Todd Freifeld ('22) similarly stated, "They have no future because people pay for the experience of actually being at the concert and you can find live versions of songs on any streaming platform."

Neither Barry-Thouez nor Freifeld were surprised by how quickly live concerts made a return and acknowledged it was only a matter of time until the COVID-19 cases decreased. Freifeld bought tickets to see his favorite artists as soon as they announced their tours and he plans to attend The Rolling Loud Music Festival at Citi Field in late October. He felt that the past year and a half without concerts has been very tough and believes that since he is young, healthy, and vaccinated, he is ready to get back to live shows. Freifeld, like many others, feels much safer attending large in-person events since the requirements of a negative COVID-19 test or proof of vaccination have been instated. "I think the requirement of being vaccinated or having a negative COVID-19 test is necessary in order not to make it a super spreader event...with these precautions, it is safe to come back to large-scale concerts," he said.

Barry-Thouez is also completely ready to go back to live performances, explaining, "I am super excited for the feeling of joy being so close to an artist singing amazing songs in the moment, not through a phone." She has tickets to go to a Quinn XCII performance at Radio City Music Hall, Governors Ball at Citi Field, and a Lumineers Concert all between Fall 2021 and early 2022. Barry-Thouez believes that experiencing a concert is especially important for students our age, as it forms unique, once-in-a-lifetime memories. Nonetheless, she also realizes there are precautions we all must take, such as "wearing a mask properly and refraining from sharing personal space and objects."

Governors Ball on September 24-26 this year, had 150,000 people in attendance and over 60 artists performed. Rolling Loud had over 150 artists. Rolling Loud Miami, which took place in July 2021, had over 75,000 people in attendance and had similar restrictions in place, such as proof of vaccination or a negative COVID-19 test. These events were both Freifeld and Barry-Thouez's first large-scale festivals. Both feel confident that while following COVID-19 requirements, they were able to keep themselves and their families safe while doing what they love most: singing at the top of their lungs!

## How the Pandemic Threatens Essential Aspects of Art

*Local artist Maureen Meehan describes how COVID-19 impacted her creative process.*

By MAGDALENA MARTINEZ

Few people have said that the pandemic has made their jobs easier. Mamaroneck and Larchmont city commuters have retired their MetroCards and embraced online interaction. However, there were some exceptions to this general frustration and unfamiliarity. Local artist Maureen Meehan describes what a strange and, surprisingly, helpful time quarantine was for her. "The pandemic created isolation, which is perfect for artists," she explained. She described the outside world as a distraction, and cutting it off was the perfect way for her to spend more time creating and less time worrying about the attention-stealing activities of everyday life.

What wasn't ideal during this time was the way that Meehan and other artists had to adapt the ways they showcased and presented their art to the public. While attending

an art show, walking through a gallery, or going to a museum had been previously easy things to do, all of those resources were cut off. Meehan said that although she did use Instagram and other platforms to publicize her art, the internet was hard, and missed a vital aspect of public viewing spaces. Just the same way we need oxygen, she says that artists need the silent connection that comes from groups of strangers viewing the same piece or exhibition of art. "To view art together with other people is a very fulfilling thing to do," she said. During this time, there was none of that vital interaction.

In February 2021, Meehan and local photographer Sandra Wong Geroux booked a show at the Idea Kitchen, a new shared office space on Palmer Avenue. Together they had to determine whether the effort was going to be worth it, since they were unsure if people would be willing, or

even allowed, to come and gather to see the art. Unlike a normal setting, Meehan and Geroux had to factor in not only the interest of the public, but also their physical ability to actually attend the event. The two artists booked the show at a time when teachers had just begun to receive vaccinations and MHS, along with many other Westchester schools, was still engaging in hybrid learning. The pandemic required artists to bring something into consideration that they rarely had to before: the safety of their audience.

In Meehan's words, "On the night of the show, the stars aligned." On May 19, former New York Governor Andrew M. Cuomo announced that most New York business capacities would be raised to 100%. This was big news for Meehan, and it meant that she and Geroux no longer had to worry about most of the safety precautions that had pre-



PHOTO COURTESY OF @MAUREEN\_MEEHAN\_STUDIO ON INSTAGRAM  
One of Larchmont artist Maureen Meehan's beautiful pieces of artwork.

viously threatened the stability of their show. On May 20, 2021, friends and family of Meehan, as well as other community members, gathered safely at the Idea Kitchen and viewed the art displayed. They were also able to socialize outside in that fulfilling way Meehan and

other artists hadn't done in about a year and a half due to COVID-19. She, Geroux, and others were able to showcase the amazing art that the isolation of the pandemic inspired them to create, while simultaneously embracing the social aspects that keep art alive.

# In Defense of 'Solar Power' by Lorde

*Lorde's return to album-making does not disappoint, even though it has received some criticism.*

By **GRIFFIN MCINTYRE & JULIET ZUCKER**

After an extended hiatus of four years that was spent soaking in the sun and reconnecting with her roots, New Zealander singer-songwriter Lorde has finally made her big return to the indie pop music scene. Lorde's third full-length album "Solar Power" takes her listeners on a self-reflective nature walk through an enchanting world of her creation. While there are many heart-wrenching and dismal moments on the record, it is balanced out with splashes of fun and clever pop songs with the captivating hooks that Lorde is known for.

"Solar Power" adds variety to Lorde's catalog and shows that she can be versatile, experiment with different sounds, and still keep her lovable personality and charm. This album is sonically very different from her previous two. For instance, the light and breezy vibe of this record is greatly dissimilar to the intense, in-your-face sound of her sophomore album, "Melodrama." Although this new record has a different sound, Lorde's unique voice and her tongue-in-cheek lyrics remain potent. Solar Power is an important addition to Lorde's discography that is absolutely worth your time.

Almost every song on the album has a unique message — messages that are masked by swoony vocals, graceful percussion, and mellow guitar riffs. The fifth song on the album, "Fallen Fruit," takes a dig at the current global climate crisis. Lorde writes, "we had no

idea the dreams we had were far too big," alluding to the technology and capitalistic society people currently live in. Lorde believes that all of these ideas that seemed to promote the growth of humanity are now hurting the environment, making it nearly impossible to repair. She then goes on to sing "where the apple trees all grew, you'll leave us dancing on the fallen fruit," indicating that the beauty the earth once had, that past generations abused, will no longer grow in the future.

The sixth song on "Solar Power," "Secrets from a Girl (Who's Seen it All)," speaks to her younger, fifteen-year-old self. Writing in the third person, she exclaims, "Everybody wants the best for you, but you gotta want it for yourself," preaching what she wishes was told to her at a young age. The outro, however, is spoken by Robyn, a Swedish singer/songwriter, who mimics a metaphorical flight landing script as she recites, "Welcome to Sadness" and "Thank you for flying strange airlines."

Fast forward to the 11th track, "Mood Ring," where Lorde uses satire to critique the recent growth in popularity of pseudo-wellness and spirituality culture in wealthy white people. The line, "Take me to some kind of place, watch the sunset, look back on my life, I just wanna know will it be alright," shows her understanding and acknowledgment of desperately wanting an escape from life and to find peace and comfort. While she does recognize this desire, other lyrics such as "Let's fly somewhere

Eastern, they'll have what I need," mock people who steal from Eastern cultures and fail to understand the harm they are doing in the process, similarly to cultural appropriation.

Many fans of Lorde certainly had a lot to say about the album, whether they liked it or not. Chloe Rose (22) set pretty high expectations for the release of "Solar Power." Upon first listening to the album, Rose was "disappointed," as she claims to be a "huge Lorde fan." She says, "I wasn't as in love with it as I was hoping I would be." After listening to the few singles that dropped before the release of the whole album, she "had no idea what to expect." When asked if she had changed her tune after listening to it a few more times, Rose explained she now "loves it," as she raved about the song Fallen Fruit in particular.

Another Lorde fan did not feel the same way. Sara Chalice (22) had similar expectations as "her past two albums were very well received." Chalice explained, however, that after listening to the album in its entirety, it is "hard to tell when one song ends and another begins" making the album sound "repetitive." In comparison to Lorde's previous albums, she doesn't believe that "Solar Power" "pushed any boundaries" or proved anything "we didn't think she was capable of before." Chalice claims that the album is not for her, but is "not a bad album," rather a "departure from her previous two works."

Amidst some love for the al-



PHOTO COURTESY OF LORDE.STORE (COVER OF SOUNDBOX SET), An alternative album cover of Solar Power, by Lorde.

\*\*This is not the "racy" cover referenced in the article.

bum, the majority of Lorde fans were not too pleased. Reviews from "The Guardian" and "The New York Times" criticized the cover for being quite "racy." The cover depicts Lorde running over the camera from a low angle whilst wearing a bikini, showing enough skin to alarm critics. Perhaps a bit revealing, Lorde believed it was both "joyful" and "a little hardcore." Lorde's previous two albums were much different, creating raw and emotional music — songs that listeners could relate to. In the song "The Path," Lorde writes that "if you're looking for a savior, that's not me." Her cry to her fans is that she has moved on from that

role as a celebrity, and now wants so badly to be, for lack of a better word, normal.

Now that Lorde is trying to redefine herself and the power she once held, is it fair to be upset with her now that she is happy? Lorde is not the same person she was when she released her first two albums. She is growing and discovering herself just as her listeners are, and on "Solar Power" she is simply inviting them to join her on this difficult journey. This album's beauty lies in its simplicity. Appreciating it for what it is instead of what it was expected to be may help some of her fans change their mind on this painfully misinterpreted album.

## Tik Tok's Impact on the Music Industry

*How the popular social media platform is changing the way music is made and spread.*

By **ELLIE GUERREIRO**

From Doja Cat's 2019 sensation "Say So" to Fleetwood Mac's 1977 hit "Dreamers," Tiktok has acted as a catalyst for bringing all kinds of different tunes into the limelight, both new and old. Songs absent from the mainstream for years and even decades are now listened to every day by the millions of people who use the app. Many agree that Tiktok has become a much more practical way to find new music, making it a vital part of today's music industry. The app, which allows its users to create short videos ranging from 15 seconds to three minutes, has become a useful promotional tool for record labels and artists, as well as a convenient way to discover new tunes.

TikTok's algorithm has been highly successful in helping its us-

ers discover all kinds of different sounds. Music lover Isabella Agurto (24) comments, "I find Tiktok to be a source to find artists from all different genres, but also different decades." Agurto goes on to mention, "I feel like the way we listen to music has changed since Tiktok has made people more open to trying new genres and having more diverse music taste."

Tiktok has opened people's eyes to a world filled with a variety of different music. People seem to be more open to the idea of listening to various genres as well as artists from different eras. As a result, you can find many of today's teenagers and young adults jamming out to the same tunes people their age listened to 30 or 40 years ago. It seems that through decades of changes in the music industry, good songs have always managed to stay good.

The app has also been of great use to new artists by providing them with a popular platform to release their music. Avid Tiktok user Penelope Markopoulos (24) says, "Tiktok has left a positive effect on the music industry by giving smaller artists a voice." Markopoulos also shares, "It has introduced me to many small artists who went viral on the app, artists who would not have gotten much attention if it weren't for Tiktok." Popular artists such as Megan Thee Stallion, Conan Gray, PinkPantheress, and Lil Nas X are just a few of talented musicians who were able to find their fame through Tiktok. The app has given fresh artists, many of whom may not have the necessary connections or resources in the traditional music industry, a chance to make a name for themselves. However, the app has not only been of aid to the

artists but also to the given genre of music itself. These newer artists don't just bring new music to the table but also novel ideas and techniques that go towards helping the given genre further evolve.

Nevertheless, people tend to have mixed emotions when it comes to Tiktok and the music industry. While the app has left a multitude of positive impacts on the industry, many could argue that the negatives are strong enough to outweigh them. Paisley Flamenbaum (24) says, "I find that a negative thing we see with Tiktok is when songs solely get popular through the app and are then labeled "tik tok songs" and are either tied to a dance or a trend that has gone viral. The meaning behind the artists or music goes away and is taken over by what people connect to it with Tiktok."

Many users argue that a num-

ber of the songs that go viral from Tiktok tend to be solely associated with the app. And as Flamenbaum mentioned, that results in the true message of the song being taken away. Sure, Tiktok may get your favorite song "hype," or more attention, but it may not be the kind of hype a budding artist who plans to have some longevity in the industry may want. As an artist, you want your listeners to feel something when they hear your music, but if all their feeling goes back to Tik Tok and a recent trend, then is the hype worth it?

While Tiktok does have its faults, it should not be ignored that its algorithm has been substantially effective in exposing its users to new music. The impact that the app has made for fresh artists in the industry, many of whom could be the stars of tomorrow, cannot be overlooked.

# Health & Wellness

## 'Pandemic Puppies' Face Life Beyond Quarantine

*Many puppies were given homes during the global lockdown; now those puppies are integrating into the real world.*

By OLIVIA DALY

COVID-19 isolated and bored millions. The remedy? A puppy. This past year, people adopted dogs to pass the time, entertain themselves, and have a companion while isolated from the rest of the world. Puppies found families in record numbers. According to the Washington Post, it was to the point where shelters were running out of dogs. Pandemic circumstances changed pet ownership, new puppies were never left alone, and they rarely ventured far from their homes. Now that the world is reopening and people are returning to work and school full time, pandemic puppies do not know how to adjust and their owners are learning how big a commitment owning a dog is.

While these dogs were often adopted to help owners cope with COVID-19, the dogs are now the ones who need help coping. They have never been on their own, so many are experiencing extreme anxiety and have begun to act out because they don't know what else to do. This is the aftermath of the pandemic puppy.

Before life returned to normalcy, pandemic puppies had already begun to exhibit signs of the behavioral issues to come. Since the dogs rarely left their homes or saw others, they did not get properly socialized. This led to an extremely reactive generation of dogs. Reactive behavior is barking or growling at people, lunging at other dogs, and jumping on people, says the Washington Post. Dog



PHOTO COURTESY OF SMLP.CO.UK ON CREATIVE COMMONS

A young child cuddles with her new 'pandemic puppy.'

trainer Cat Clutton explains that the earlier dogs get help for these problems, the better. "Waiting until behavior becomes unmanageable does not leave owners or trainers with much flexibility," she explains. "The longer bad habits are in place, the harder it is to change them." Many owners don't realize this, and when the behavior gets out of control, they don't want to work to resolve it. US Today reports that owner surrenders in 2021 are up 82.6% from 2020. Dogs are getting returned and placed back into shelters with issues that will make it more difficult for them to be re-adopted.

Not only were pandemic puppies not properly socialized, they also never learned how to be by

themselves. This has contributed to the development of separation anxiety on a large scale. Los Angeles based dog trainer, Elisha Stynchula reveals, "I've never in my life spoken to a client, until the last few months, where they've literally never left the dog alone... now these very attached pandemic puppies will have to deal with being alone—and not just alone-in-the-other-room alone or alone-for-five-minutes alone."

As this has started to happen, many dogs have had trouble adjusting. "The second anyone would leave the room, Potato would start crying," Daisy Burckin ('22) says about her Moyen poodle Potato. "He couldn't be left alone for a minute, let alone an entire school

day."

According to The Atlantic, pandemic puppies are reacting to these changes in one of two ways: upset at first but eventually adapting, or with genuine separation anxiety. "They are terrified... they're not just upset about being alone," explains dog trainer Malena DeMartini, a specialist in canine separation anxiety. The dogs are scared to be on their own and often react in ways such as destroying furniture and barking nonstop. But there is hope.

Although trainers are booked solid and training classes are full, there are steps that owners can take at home that will help make a difference in their dog's behavior. Dogs take separation harder if it

is an immediate change. To make the transition easier, "a couple weeks, or months even, of getting the dog accustomed to being alone for gradually increasing periods of time" can help, states the Washington Post. In addition to this, getting one's puppy on a regular routine can help them acclimate to being alone.

In terms of aggressive dogs, or dogs that are lashing out by barking, growling, or biting, training is often necessary. But at home, owners can start by using positive reinforcement instead of negative. The common response of telling a dog "no" or disciplining it for these actions negatively reinforces the action, meaning the dog will believe they were right to react. Instead, positive reinforcement should be used to reward dogs for behaving well. US Today explains that positive reinforcement is more effective and takes less time to see results. In addition to this, owners should search for the root cause of their dogs' issues and work from there.

Pandemic puppies are a generation of dogs with more collective problems than any generation before due to their lack of socialization and alone time. Clutton adds that "owners need to realize that their choice to take on a puppy as a source of companionship and entertainment while stuck at home should not become the dog's life-long problem." Instead of giving up on these dogs and rehoming them, owners need to commit to the time and energy it is going to take to help them adjust.

## How to Find Time for Exercise in a Busy Schedule

*With school starting to get overwhelming, students can (and should) still find time to fit physical activity into their day.*

By KATIE LOGA

With the 2021-2022 school year off to a start, there's no question that the schedules of many Mamaroneck High School students and staff members are filling up. With these full schedules, finding time to exercise might not be a priority. However, even though attempting to get an hour-long workout may be out of the question on some days, squeezing in 20 minutes at home to be active is much more beneficial to your body than totally opting out of physical activity.

According to Healthline, exercise has numerous benefits to your overall health. For example, exercise boosts your mood and reduces feelings of depression, anxiety, and stress. Furthermore,

fitting in a good workout can help your brain function better; when you work out, your heart rate goes up, furthering the flow of blood and oxygen to your brain. Getting exercise has also been proven to have several benefits pertaining to sleep, including helping people fall asleep faster. Lastly, the more you move, the less likely you are to be at risk for chronic disease. It is vital to ensure that physical activity is incorporated into your daily life for these reasons, along with many others.

Joanna French, a Certified Fitness Trainer at SET Fitness in Mamaroneck, recommended that if you only have 10-20 minutes to fit in exercise, then "finding something you enjoy and fitting that activity into your time frame" is key.

Whether that means going for a jog or doing some sit-ups at home, planning to do a workout that you're excited about will give you more of an incentive to get moving when you find that you can take a quick break from your homework or other after school activities.

According to French, "bodyweight exercises [...] are a great way to fit in a quick workout at home, especially if you don't have equipment or belong to a gym." Some examples of various bodyweight exercises are push-ups, pull-ups, and squats. For more workouts, French recommends checking out Nike Training Club (NTC) and Peloton, as they include "a variety of workouts and programs from beginner to advanced."

While French also shared

that teenagers should "get at least 60 minutes of exercise/activity

**"Finding something you enjoy and fitting that activity into your timeframe is key."  
- Joanna French**

per day," it is understandable that some might not always have that amount of time to spare. How-

ever, researchers at Science Daily still support the idea that getting a little bit of exercise is more beneficial than getting none. The benefits of getting exercise will still affect you, just to a slightly lesser extent. Though it's important to strive to get a full hour of exercise each day, it's also important to recognize that fitting in 20 minutes of exercise is ultimately better than zero.

When a lack of both time and gym equipment seem like an incentive enough to blow off a workout, think again. While cramming in a 20 minute bodyweight workout at home may not seem like the most conventional way to get physical activity, studies have shown that doing so is still effective. No matter how busy you get, know that there is always room for exercise.

# Normal School Year? Not So Fast, Says the COVID-19 Delta Variant

*How MHS has adapted to the highly transmissible Delta Variant.*

By SEBASTIAN GOLD

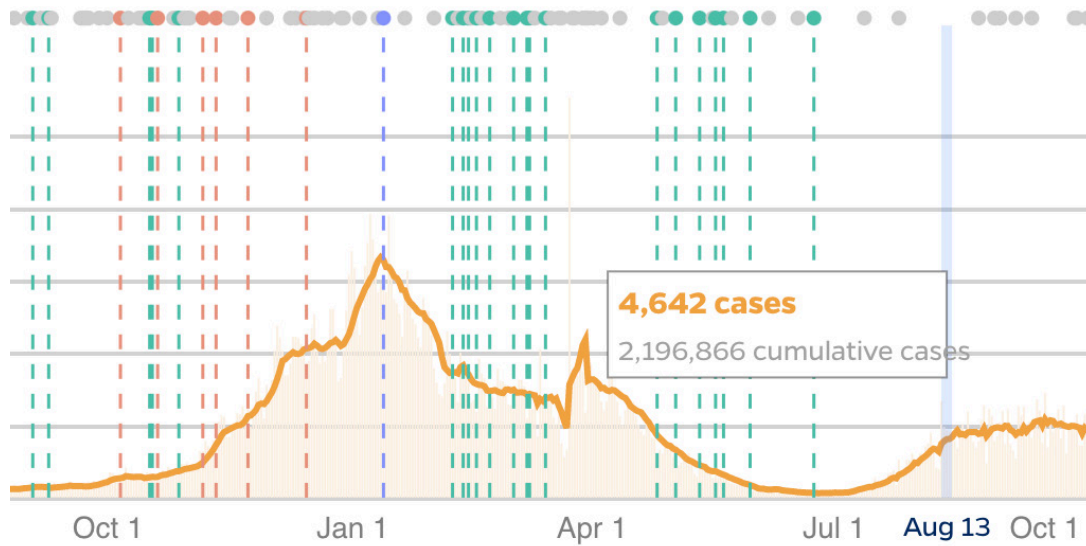
After a long and sometimes demoralizing year, the world seemed to have finally begun to move on from COVID-19. According to data from the CDC early this summer, the United States was averaging around 12,000 COVID-19 daily during late June, the lowest since March 2020. However, by the end of August, that number had ballooned to nearly 200,000 daily cases, largely because of the vicious Delta Variant.

Of course, while more peo-

**“We have seen that masks work. I don’t anticipate a return to hybrid.”**

**- Principal Clain**

ple were vaccinated by this point, infection numbers were still astronomical. But what did all of this mean for Mamaroneck High School? The *Globe* spoke with Prin-



JOHNS HOPKINS CORONAVIRUS RESOURCE CENTER

The Johns Hopkins Coronavirus Resource Center tracker shows a spike in COVID-19 cases around August 8, 2021.

incipal Elizabeth Clain to find out.

Clain explained how in July, the district felt confident and cautiously optimistic about a near-normal school year. “Numbers were looking good, a lot of kids were vaccinated,” she said. The administration anticipated that the New York State Department of Health (NYSDOH), which informs all of the district’s COVID-19 policies,

might lift mask regulations based on the trajectory of COVID-19 cases at that point.

By June, it had also been decided that the drop schedule would make a return, after being sacrificed during the 2020-21 school year. Yet, by the time August rolled around, the administration began to backtrack on the plans for a normal new school year. At that

point, COVID-19 case numbers had drastically increased to around six or seven times what they were when the initial plans for 2021-22 were devised.

Around this time, New York Governor Kathy Hochul announced a mandate that required masks to be worn in all schools. Following the passage of this law, the administration made new plans.

Clain mentioned that, fortunately, this shift in state requirements was not difficult to incorporate into the plans for the new school year. And now that everyone is back in school, students are experiencing something in between last year and a normal year, with some, but limited, social distancing, and the elimination of zoom from the learning environment.

Moving forward, Clain hopes that the NYS restrictions will only be loosened, not tightened. When asked about a possible return to the hybrid learning model that was prevalent last year, she remarked, “I feel a lot more confident because we’ve all done this before, we are a highly vaccinated community, and live in a state which has a mask mandate. We have seen that masks work. I don’t anticipate a return to hybrid.”

As for the removal of masks, it will be a wait-and-see situation as the Governor’s school mask mandate still remains in place for the near future. The district will be flexible yet alert, constantly monitoring case numbers, hospitalizations, vaccinations, and NYSDOH guidelines.

## Fall Isn’t Just about Pumpkin Spice Lattes

*Looking at the variety of fruits and vegetables available during the fall season.*

By REBECCA HERZBERG

The turning of the leaves signals the start of the fall season, as well as the foods and treats associated with it. From Starbucks’ Pumpkin Spice Latte and Apple Crisp Macchiato to apple cider doughnuts and pumpkin pie to caramel apples and apple pie, autumn is a season with a vast repertoire of food items. Fall-related desserts and Starbucks’ signature drinks are great as long as they are consumed in moderation. Still, there are many underrated products harvested in the fall that deserve the same amount of attention because of their taste and health benefits.

Although it is sometimes difficult to remember when specific fruits and vegetables are in season, especially due to their year-round availability as a result of advancements in air shipping and refrigeration, there is generally a notable difference in taste during their prime season. In a state like New York with four seasons, it is a great idea to take advantage of the produce available locally during autumn. With countless farms across the state, including those only 30 to 40 minutes away from Mamaroneck such as Wilkens Fruit & Fir Farm in Yorktown and Muscote Farm in Katonah, there is no reason you should not try out some fall produce this year.

**“Squashes are full of vitamins including vitamin B6, which is important to health brain development according to the Mayo Clinic.”**

Some delicious seasonal squashes include acorn squash, delicata squash, butternut squash, honeynut squash, and spaghetti squash. All of these squashes are versatile in that they can be served steamed or roasted, savory – with a simple olive oil, salt, and pepper – or sweet – with maple syrup or honey or brown sugar. Regardless of the approach you take to preparing your squash of choice, the freshness of an in-season squash will be the star of the dish. Squashes

are full of vitamins including vitamin B6, which is important to healthy brain development according to the Mayo Clinic. Squash also contains plenty of antioxidants, which ease oxidative stress in your body that could otherwise lead to severe damage of the DNA, proteins, and fatty tissues according to Healthline.

Of course, fall is also the season to go to apple orchards and pumpkin patches. Picking apples and pumpkins is a fun, active pastime that will leave you with a bundle of healthy, tasty produce. Whether you purchase freshly picked apples from a local farmers’ market, grocery store, or directly from the tree, you will be sure to notice the distinct crispness that bursts from autumn’s apples.

The fall harvest has so much to offer, especially to New Yorkers who have easy access to farms and foliage. It is a fantastic season that provides a variety of unique foods, visuals, and experiences to those lucky enough to live in it. As you continue to enjoy the sights and sounds of autumn, be sure to check out and try locally grown produce to add a little flavor to your meals!



PHOTO COURTESY OF BRIGETTE TOM ON UNSPLASH  
A bright array of fall squashes helps to usher in the fall spirit.



FATIMAH KHAN/THE GLOBE  
Brilliant red apples hang from a tree at Wilkens Fruit and Fir Farm.

# Sports

## MHS Football Team Launches a Semi-Normal Season

*The Tigers get back to the field and their teammates in a traditional fall season.*

By KIRA WALTER

Since the start of modern cinema, it seems that behind every classic American high school, there is a victorious football team. From Friday Night Lights to Varsity Blues, athletes are always portrayed taking to the field with the well wishes of fellow classmates and a chance to win. Helmets and shoulder pads intact, students fight head to head amongst cheering supporters, and the ancient tradition that is high school football lives on.

Here at Mamaroneck High School, we have continued this tradition along with many others. However, with COVID-19 and its complications, the football team joins the rest of Mamaroneck's community in the many off-field losses it has suffered. In the aftermath of Hurricane Ida, players volunteered their time to help with flooding relief. After a spring season last year (in place of a fall season), there is no question that this may be one of the strangest times for the Tigers, especially with all that goes on to prepare for games behind the curtains.

When shouting from bleachers while a game unfolds, it is diffi-

cult for fans to imagine how much effort is given by the team the day before. Game day, in fact, begins three hours before a game, during which athletes arrive early to speak with trainers and get taped. The team gathers to discuss mistakes that could arise in the evening and how to prevent them. For an entire 90 minutes, players warm-up, later

**“Overall, I’m just grateful that I get to play the game I love, and that I have a team to play it with.”**

**- Matt Somers ('22)**

then walk down the stairs to the field as the Force plays.

Additionally, members of the football team participated in an intense pre-season, with practices ranging from two and a half to three hours every day of the week except for Sunday. Thirty minute meetings take place before

practice actually commences and a packed agenda unfolds. Players first stretch and then go through drills based on their team position. Both offense and defense practice before the day ends with a team scrimmage.

Although the work is grueling, players are happy to have a regular season again. As no summer pre-season took place last year, the experience was cut short to a total of only five games. Spectators could not see the team in a large crowd and fan numbers were reduced significantly. Thus, the team is looking forward to a full eight games this autumn. From Port Chester to Scarsdale, it's sure to be a season packed with rivalry and excitement.

When asked about what he is looking forward to this year, football team captain Matt Somers ('22) simply replied, “Overall, I’m just grateful that I get to play the game I love, and that I have a team to play it with.” At MHS, athletes agree with this statement across the board. After such a great kick-off to the season with a 48-0 win over Yonkers, the Tigers are moving into the fall season with confidence and hope. With a 5-1 record so far, MHS can't wait to see what they pull off next.



PHOTO COURTESY OF MIKE SMITH FROM MQS MEDIA  
Coach Vitti encourages the Varsity Football team in a huddle before they head back to the field.



PHOTO COURTESY OF MIKE SMITH FROM MQS MEDIA  
Lonjezo Sandram ('22) sprints down the field to bring the Tigers to victory.

## MHS Field Hockey Looks to Take Advantage Offensively

*Even with a tough schedule, the Varsity Field Hockey Team is set to stay at the top of Section One.*

By JANE MCNALLY

Not all stories have happy endings. The Mamaroneck Varsity field hockey team certainly knows that.

In a 2020 season delayed and abbreviated by COVID-19, the team won their first 12 games—one of them being a win over the Lakeland Hornets, who hadn't been beaten by a Section One opponent in 12 years and over 200 games. The Tigers dominated, surrendering only a handful of goals, and were led by abundant goal scoring by Hannah Rogoff ('22) and Ava Gristina ('22).

They lost their 13th game—the Southern Westchester Small School Championship final against Pelham—while five Tigers were contact-traced, quarantined, and unable to play.

The loss, 3-1 to the Pelicans, certainly left a sour taste in their mouths. Now, a few games into what is slated to be a 'normal' season of play, Mamaroneck looks to remain on top by utilizing their offensive experience.



PHOTO COURTESY OF FRANK BECURRA JR. AT THE JOURNAL NEWS  
Sydney McMullen ('23) finishes through on a swing straight down the field.

Their attack remains unchanged—Rogoff, Gristina, and Sophia Velazco ('22) are all returning varsity regulars. The midfield includes Lizzie Astorina ('23), Natalie Mahland ('22), and Lily Margoshes ('23).

Rogoff led the team in scoring in 2020, and told *The Journal News* that this year the team is “very committed,” a sentiment that

Mahland echoed.

A lot goes into being a player on the Mamaroneck field hockey team. Between practice, team dinners before every game, bus rides, and games, the team spends hours upon hours of time together. This, as Mahland describes it, allows the team to be “very close” and “play as one unit.”

For the first time in a hand-

ful of years, no one on the team has committed to play the sport in college. This does not faze the Tigers—in fact, Rogoff says that not playing in college next year is a motivator and increases her “drive.”

Speaking of driving factors, returning to play for Mamaroneck is all-section senior-attacker Gristina, who is looking to capitalize against Section One's top competi-

tion. Through the first few games of the season, Gristina already has an impressive number of goals and assists. Her speed puts her above the majority of attack players in the section, and her chemistry with fellow forwards Rogoff and Velazco makes for a lethal offense. The attack looks to make up for the younger defense—the Tigers lost three starting defensive players, as well as their starting goalkeeper, to graduation in 2021.

While many raised questions about the Tigers' inexperienced defense, their offense has quickly changed the focus. Mamaroneck has already won 12 of their first 15 games, with 2 losses and one tie. According to their head coach, John Savage, the offense is “very complete.”

Mamaroneck has a long road ahead of them—their tough schedule has included top-10 ranked teams in Rye, John Jay-Cross River, Scarsdale, Lakeland, and Horace Greeley. The Tigers' schedule, although challenging, will undoubtedly indicate whether or not they have what it takes to remain in the top ranks of Section One.