

# the GLOBE

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REBECCA HERZBERG/THE GLOBE

MHS students and faculty ponder the role of masks in school after winter break.

## NYS Governor Hochul Reassessing School Mask Mandate for March

By CAITLYN CARPENTER

Last Thursday, February 10th, New York's indoor mask mandate—which required masks to be worn in businesses for those who did not show proof of vaccination—ended after an announcement made by Governor Kathy Hochul on Wednesday. In her speech, the Governor cited a 93% drop in COVID-19 cases since the state's Omicron peak on January 7th. It is now up to local officials in cities, towns, and businesses to decide their masking policies.

This lifting, however, does not include New York's schools. In the same speech where she announced the lifting of the business mask mandate, Governor Hochul explained how she doesn't feel comfortable lifting the school mask mandate given the low vaccination rates for children 5-11. The state plans to test students the day after returning from Winter break and then again three days later. The Governor stated that by Friday, March 4th, the state will be able to use the data of positive cases along with a number of other metrics to assess whether to lift the mandate in March.

Although the in-school mask mandate was originally set

to expire this Monday, February 21st, it was granted an extension through Wednesday, March 2nd, by the New York State Court of Appeals. The extension was made after the January 25th decision by the Nassau County Supreme Court that declared that the in-school mask mandate violated New York's constitution. It claimed that the Governor was acting under emergency authority that was no longer granted.

The decision left schools across New York, including MHS, in uncharted territory, with the first day since March 15th 2020 of in-person maskless school. By 5 o'clock that evening, however, the New York State Appellate Court reached the extension that has continued to keep masks mandated in the classroom today.

Although, at MHS, most students and staff did not remove their masks, it is not clear if this would remain the case should the mandate be permanently ended. Georgia Gatti ('24) commented how, "on Jan 25, I didn't mind other people taking their masks off in the building, but I wasn't ready to do so myself, given that it's all very new [and] I don't know how others would react or view me if I had done so" given the

controversy over the day's decision. She went on to say, however, that "if we moved to a school environment without masks, as long as everyone was on board with the decision and there wouldn't be an issue, I'd feel comfortable [removing my mask in school]."

The lifting of New York mask mandates is part of a larger trend of blue-state governors, including those of New Jersey, Connecticut, Delaware, and Oregon, attempting to transition to a life where COVID-19 is treated like most other illnesses. The New Jersey in-school mask mandate will lift on March 7th, Connecticut schools will be mask-optional starting February 28th, and the latest date for Delaware and Oregon schools to lift their mandates is March 31st.

Despite these significant shifts the CDC still recommends, on the national level, "universal indoor masking by all students (ages 2 years and older), staff, teachers, and visitors to K-12 schools, regardless of vaccination status." However, there are increasing cries across the country for shifts in this policy as families begin to weigh the costs of continuing pandemic restrictions on their children's learning. Now, the future of masking is yet to be seen for NY students and faculty.

## MHS Principal Elizabeth Clain to Retire at the End of this Year

By KAYA ALPER-NOCERA

Elizabeth Clain, Mamaroneck High School's principal for the last 11 years, announced her retirement on January 12, 2022. Clain has had an impressive career in education, spanning numerous districts, positions, and cities. With the help of her colleagues, she has incorporated many new classes into MHS, such as the AP Language and Composition course and Computer Science courses. Without Ms.

Clain, our school would likely look very different from how it is today.

Ms. Clain began her teaching career in New York City. "I worked in New York City for six years," said Clain. "I was a social studies teacher in four different schools there." Clain had been the social studies chairperson at MHS for 8 years when she was elected to the committee to find a new principal. After a search for a principal, there was nobody that...

SEE "MHS Principal" PAGE 2

## Local Recovery from Ida Continues with Federal Support



REBECCA HERZBERG/THE GLOBE

A devastated car flooded out during the storm surges of Hurricane Ida.

By JOE ROBB O'HAGAN & LEAH BRODY

On September 1st, 2021, Mamaroneck was devastated by flooding from the remnants of Hurricane Ida, and families across the community saw their homes and belongings destroyed. According to a press release from New York Senator Chuck Schumer, streets, cars, and homes in the hardest-hit areas of the Village of Mamaroneck were inundated with at least 14 feet of water. The flood, which hit 535 homes, required 150 water rescues, displaced 1,000 community members, and took the life of one community member.

James Weiland ('22), president of the Fuller Center club at

MHS, a collective of volunteers who work with the Fuller Center organization on Ida recovery, detailed how extensive these damages were. "Even a few weeks after the flooding, there were still people that had standing water in their basement. A lot of people were exposed to black mold that grew from the damp basements." In addition, "all the local organizations are broke and they need money, (meanwhile) people still need help... and homes are still being rebuilt," explains Weiland, so outside funding is critical.

The Village has reported over \$18M in damages from village payouts and...

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# News

## MHS Principal Clain to Retire in June

*After 11 years leading Mamaroneck High School, Principal Elizabeth Clain will graduate with the class of 2022.*

By KAYA ALPER-NOCERA

*“MHS PRINCIPAL” FROM FRONT*

...the committee found to be an excellent fit for MHS. “There was an interim [principal] for a year, and then we did another search,” said Clain. “They still didn’t find anybody, so the superintendent tapped me on the shoulder and asked me if I wanted to apply. I applied, and here I am.”

Clain also commented on the upcoming search for a new principal. She thinks that the committee responsible for finding her replacement will be very similar to the one that she was on 11 years ago. “There will be students, parents, teachers, and administrators on this committee, and that’s how we conduct all our searches.” Clain believes it is up to the community to find a worthy replacement for her who will continue MHS’s principle of having administrators take a genuine interest in their students’ lives.

When asked what she would miss most about MHS and its community, Clain said the relationships with students. “[11th graders now] don’t know me in the way that I think 11th graders from four years ago would know me,” said Clain. She explained that the pandemic has created difficult challenges for creating new relationships with

students. Usually, by the time students are seniors, Clain “knows a lot of them, by name and by face.” However, the COVID-19 social distancing restrictions have made these relationships strained. “I just watched the MLK assembly,” said Clain. “Normally, I would stop kids in the hall and say ‘Oh my God, that was a beautiful dance,’ [or,] ‘your speech was so moving.’ I’m not even going to be able to recognize those kids because of the masks.” Clain has worked with teenagers her whole career, and it’s “what [she] loves doing.”

In addition to the relationships with students, Clain was quick to mention her connection with staff.

**“I just have real, huge respect for the work our faculty has put in, over of the past two years specifically.”  
- Principal Clain**

“I just have real, huge respect for the work our faculty has put in, over the past two years specifically.” Generally, Clain thinks that the MHS faculty is an incredible group of people who are determined to help students reach their full potential. In fact, Clain is responsible for hiring 60-70% of the staff

that is currently working at MHS.

In terms of Clain’s legacy, she has left behind numerous projects that will be started in the near future, in addition to the previous programs she has brought in. Eight years ago, Clain created Mamaroneck Scholars, which “actively recruit[s] and support[s] first-generation students and students of color to participate in AP Classes.” During the 2015-2016 school year, Clain enabled any student to take an Advanced Placement course without regard to previous grades, something that many students have been able to take advantage of since. MHS’s lack of prerequisites has allowed students greater access to AP and honors courses, especially first-generation students.

For the past two years, 9th grade English and Social Studies classes have started with a “Facing History and Ourselves” unit. This curriculum, with units on racism and identity, aims to “build community and a sense of common language and expectations for the four years that students will spend at MHS.”

In addition to these programs, Clain is responsible for the collaborative design course, the revamping of the culinary program, and the rethinking of the Transition Academy for MHS’s disabled students. Culinary used to be closer to a traditional home



PHOTO COURTESY OF THE MAHISCAN

**MHS wishes Principal Clain a happy retirement.**

economics course, whereas it now consists of more hands-on cooking. Additionally, Clain has set in place “an incredibly new, state-of-the-art kitchen that will be built, hopefully, by September.” The culinary construction project is one of three projects being completed after Clain leaves in September 2022. Another one of these projects is a “STEAM [Science, Technology, Engineering, Arts, Mathematics] area in the middle of the school on the third floor.” An additional project is revamping the Japanese garden on the first floor of the Palmer wing of MHS, where Clain’s goal is to create an “outdoor learning environment,

where kids can eat lunch, meditate, and hang out [during their free time].” Clain expressed profusely that she takes no credit for these changes herself and could not have done any of this without the support of her colleagues and the administration for inspiring these ideas in the first place.

Overall, Ms. Clain has had a profound impact on students and faculty alike. MHS’s infrastructure has improved dramatically, and she deserves more credit than she gives herself. The entire Mamaroneck High School community commends her for all she has done for the school and wishes her well in all her future endeavours.

## Village of Mamaroneck Receives Clean Energy Grant

*The New York State Energy Research Department awards the Village \$10,000 in grants for greenhouse gas emission reduction.*

By JADE DECKER

At the end of December 2021, the Village of Mamaroneck was awarded two \$5,000 grants by the New York State Energy Research and Development Authority (NYSERDA) under the Clean Energy Communities Program (CECP). These grants earned from CECP are being used to address the much-needed reduction of greenhouse gas emissions. It will also aid village residents in cutting back on energy costs while addressing the prominent issue of climate change.

Doreen Harris, NYSERDA CEO posited, “The impacts of climate change are all too familiar in the Village of Mamaroneck, but the Village is putting in the work to build a more sustainable community and is setting a great example for others. We applaud the Village for its ongoing commitment and leadership in embracing clean energy, reducing harmful emissions, and building a greener future.”

The Village carried out two initiatives; one is a solar initiative (from Community Solar) meant to allow customers to connect to renewable energy sources, such as solar power. The other program is GridRewards, a free app that connects individuals to their ConEd electricity usage and enables them to receive cash rewards for reductions in electricity usage (this allows for a reduction in consumption of energy during “peak energy periods”). The initiatives tackled by the grant were woven into the objectives of Mamaroneck’s Committee for the Environment.

“Our committee worked hard to achieve the targets of these programs set by NYSERDA and we will continue our efforts to improve the environment and help reduce greenhouse gas emissions,” said Ellen Silver, Chairperson of the Committee for the Environment.

The next phase of the CECP, announced in January of 2021, is a \$17 million Clean Energy Commu-

nities (CEC) Leadership Round, where the community will be eligible for a larger grant amount to fund additional clean energy proj-

**“Our committee worked hard to achieve the targets of these programs set by NYSERDA and we will continue our efforts to improve the environment and help reduce greenhouse gas emissions.”  
- Ellen Silver**

ects. The CEC is a program that invites local government employees to set clean energy goals and access necessary resources and assistance. This “leadership round” supports

the local governments by introducing grants that would support the creation of energy development programs. This large achievement by the Village of Mamaroneck will reduce the NYS’s alliance on fossil fuels while also spreading further energy goals within the town.

Tom Murphy, Mayor of the Village of Mamaroneck said, “We are excited to put the grant money to work by purchasing LED light bulbs and giving them away to residents, particularly to our low to moderate-income residents who suffered damage from Hurricane Ida, and to purchase electric lawn maintenance equipment for use by the Village Parks and Recreation Department.”

MHS students agree that the grant has allowed for further action towards turning the community greener. Alessandra Hintz (’22), president of the MHS club EcoReps, declares, “The town has a great community of climate advocates which is reflected in our

active organizations beginning as early as the Green Tigers clubs [organizations in the elementary schools].” Hintz explains that Mamaroneck’s Committee for the Environment has allocated grant money to purchase electric lawn maintenance equipment and buy LED lights for residents, decisions which she thinks are ‘practical ways to address our impact on the environment.’ She continues to mention how beneficial the new ban on gas-powered leaf blowers, which has shifted the community to the use of electric leaf blowers has been for the environment. “The implementation of such measures is encouraging, and come those seasons, I think we will get to appreciate the impact of the residents’ advocacy,” Hintz adds.

Moving forward, the Village of Mamaroneck hopes to pass initiatives focused on the reduction of greenhouse gasses, with the aim of meeting New York state’s 70% renewable energy goal by 2030.



# Mamaroneck Flood Mitigation Plan Secured

*Funding Ends Battle that began with Initial Derailment By Trump Administration*

By JOE ROBB O'HAGAN  
& LEAH BRODY

"LOCAL" FROM FRONT

....commercial damage. Many residents of the Village are not equipped to deal with this financial strain, and due to difficulties with insurance, "they had to pay out of pocket for all the recent repairs, or they had their insurance premiums jacked up," explains Weiland. Unfortunately, this type of flooding is not an isolated event for the Village, which, according to a 2017 assessment from the Army Corps of Engineers, has experienced flooding of this caliber 4 times in the 54 years between 1954 and 2008, with an additional 4 events in the past decade. There were also 19 somewhat severe floods took place between 1989 and 2017.

For years, the Village suffered as flood risk management construction plans got stuck in bureaucratic pipelines at the federal level. Specifically, in 1986, a flood risk mitigation plan for the same rivers that caused September's flooding was approved but never reached construction.

Therefore, in July 2017, when the Army Corps of Engineers generated a plan to develop the infrastructure surrounding the Mamaroneck and Sheldrake River basin, the Village of Mamaroneck was hopeful. The weakness in the local flood mitigation framework that made the Village vulnerable and caused millions in damage was at the forefront of the new plan. The budget, adjusted for inflation, totaled \$88,057,000, split between



REBECCA HERZBERG/THE GLOBE  
Extensive damage caused by the flood destroyed homes in the Mamaroneck-Larchmont community.

the federal government, covering 65%, and the remaining 35% being covered by the state government and Westchester County. The plan notably had nearly 50% price reductions compared to the shelved plan from 1986, which would have cost around \$160,000,000.

However, in February of 2020, the project was omitted from the Trump administration's annual budget plan. In a statement from the Village of Mamaroneck Mayor Tom Murphy, "news that the federal government has backed away from the project, despite years of study and involvement, shocked us all." Murphy was quick to refute the White House's reasoning for derailing the plan, in which they claimed that the project's cost-to-benefit ratio had changed since the Army Corps report. He commented, "We – along with our federal representatives – believe that

the Corp's [new] formula fails to account for human costs, which are always our most important consideration," and questioned if the White House was allowing "political retribution to play a role in [their] spending decisions." The claim is not unwarranted, with Mamaroneck joining a long list of budget cuts New York State was subject to in the Trump administration's budget, including over a billion dollars in health-care and infrastructure projects.

Lack of funding went largely under the radar for the majority of Village residents. However, when the people of Mamaroneck woke up to their lives destroyed by the flooding disaster on September 2nd, talk of why this happened was on everyone's minds. This prompted the convergence of New York's highest elected officials at the Mamaroneck firehouse one day later.

New York Governor Kathy Hochul, Senator Chuck Schumer, Senator Kristen Gillibrand, Congressman Jammal Bowman, Westchester County Executive George Latimer, and Village of Mamaroneck Mayor Tom Murphy all gathered to encourage the White House Office of Management and Budget to, in Schumer's words, "move heaven and earth (to) get Mamaroneck the funding they need and make the village resilient from future storms." Additionally, Senator Schumer reinforced Mayor Murphy's claim that political retaliation from the Trump administration halted the original plans, saying the lack of funding was a "mendacious act by a president who didn't care."

Based on previous abandonment, Mamaroneck residents were skeptical of the promise from New York's elected officials to fast-track funding. However, the plea was

met successfully, and on October 5th, 2021, Senator Schumer secured \$1.5 billion dollars in funding for Army Corps projects in Ida-impacted communities. This bypassed many bureaucratic hurdles that imprisoned the Mamaroneck project, and other similar projects. In a press release announcing the milestone, he stated, "I'm proud to deliver funding for Ida-affected communities, and am also pleased about getting the feds to finally greenlight the Mamaroneck and Sheldrake River Flood Risk Management Project." Most recently, on January 20th, 2021, Schumer announced that he, along with Representative Bowman and Senator Gillibrand, secured \$88 million dollars in funding specifically for the Mamaroneck project, out of the larger \$1.5 billion. With this amount, the federal government will cover 100% of the funding, which covers the restoration of damages from the September flooding, and build infrastructures to protect Mamaroneck in the future. This is an achievement for Westchester County and the Village of Mamaroneck, which previously had to fund 35% of the project, or approximately 30 million dollars, but now will not foot any of the bill, thanks to the Disaster Supplemental Appropriations Bill. Latimer credits this as an unbelievable act that will save lives and property.

It's unclear when the project will begin, but it is shovel-ready and a major achievement for Village residents, bringing resilience and future prosperity to a community that has suffered for too long.

## Jerry Orans named 2022 Regeneron Scholar

*MHS Senior announced among top 300 contestants of national science research competition*

By KIM WEI

The Regeneron Science Talent Search, a program of Society for Science since 1942, is a prestigious science and math competition for high school seniors. The program received 1760 applications from students in 45 states, and international high schools. The application includes essay questions, questions about the student's project, recommendations, transcripts, optional test scores, and an original scientific paper. The applications are reviewed by three or more PhD scientists in the subject area, and eventually 300 top scholars are selected.

Jerry Orans ('22), a Mamaroneck High School senior, is among the top 300 contestants and was awarded \$2000, with an additional \$2000 going to MHS. He is a candidate for the top 40 finalists set to compete in Washington DC in March. The top 40 finalists are awarded an all-expenses-paid trip to compete to be among the final 10. The first place prize is

\$250,000. At the final competition, the students meet notable scientists and government leaders.

After discovering the RHex platform his freshman year, Orans read over 15 papers about the RHex ecosystem and realized that "there was no RHex design that was able to adapt to the environment it was placed in. The three big leg designs, present on the X-RHex, T-RHex, and AQUA RHex platforms each specialized in either walking, swimming, or climbing. No leg was able to do all three motion types without needing to switch out hardware."

Orans's project, "Development of a Multi-Terrain RHex Leg for Swimming, Running, and Climbing," combined these functions without requiring parts software to be switched out. The Novel leg was designed using Fusion 360, allowing Orans to prototype the leg without physical construction. Before the final design was assembled, it was 3D printed and laser cut. Testing then occurred the summer between junior and senior year.

This work allows the RHex

to conduct long-term missions without outside support. "The RHex is a motion platform, it is designed to be used to get other sensors into otherwise inaccessible areas. Researchers looking to study coastal conditions on land and in the water could utilize the robot to autonomously gather data over an extended period."

The RHx could also be utilized for search and rescue missions to, "search through wreckage after a tsunami where the robot may need to climb out of bodies of water onto rubble. Climate scientists could deploy sensor packages deep into forests for months at a time to gather long term climate data."

Guido Garbarino, an Original Science Research teacher, has supported Orans through the OSR program at MHS. Beyond this prestigious award, Orans has stood out as a student "because he came into our class with a huge amount of knowledge and experience. His Regeneron-winning project on the RHex was not his first, second, or even tenth project. For Jerry, learning, thinking, design-



PHOTO COURTESY OF JERRY ORANS ('22)  
Jerry Orans ('22) marvels over the RHex that landed him among finalists of the Regeneron competi-

ing and problem solving are habits that he has honed over the course of several years," explains Garbarino. The competition "recognizes and empowers our nation's most promising young scientists who are developing ideas that could solve society's most urgent challenges." During the application process, COVID-19 was one of Orans's biggest hurdles. Supply chain shortages made it hard to source components, and get in touch with labs.

"The Regeneron STS ap-

plication is incredibly tedious, as any OSR student can attest to," Orans exclaimed. "Writing a 20 page research paper at the level of most college research labs while also balancing all my other classes takes a lot of effort, but I'm glad to see that it paid off!"

Orans is planning on majoring in Industrial Engineering in college and hopes to continue robotics and manufacturing research and development using the skills he's honed at MHS.



# The Fuller Center Meets Sedona Taphouse

*A local business partners with a community organization to help support Mamaroneck in the wake of Tropical Storm Ida.*

By MILA LLORCA-LUTH

On September 1st, 2021, Tropical Storm Ida brought record rainfalls as it made its way up the East Coast, leaving disaster in its wake. In the aftermath of Ida, local businesses and people’s homes remained damaged from the high floodwaters. When it came to efforts to restore and rebuild these homes and get businesses back up and running again, The Fuller Center for Housing of Greater New York City, a local organization, was at the forefront.

Volunteers from all over Larchmont and Mamaroneck eagerly joined the Fuller Center in their efforts, including many students from Mamaroneck High School. The Fuller Center Club at Mamaroneck High saw an increase in membership this year, and Francis Conway, a president of the club, says that this is in due in large part to Ida. He and the other presidents of the club, James Weiland, James Kohler, and Felix Zehe, are now leading sixty-one members. When asked about the work the club is currently doing, Conway said that they are mostly back to doing what they were before Ida, such as running the Fuller Center Reuse store. However, he says that they are still working on some of the homes that sustained serious damage during the flood.

Jim Killoran, head of the Fuller Center, is adamant that, although Ida hit Mamaroneck five months ago now, there is still plenty of work to be done. “To this day people still aren’t fully whole in their homes. And we’re still here,” he says. “We put a hot water heater in an Ida home, the guy’s 97 years



PHOTO COURTESY OF FULLER CENTER ON FACEBOOK  
The head of the Fuller Center, Jim Killoran, shakes hands with the manager of Sedona Taphouse, Bill Jablonski.

old, he doesn’t have the money,” he continues. Since September, he says, “We’ve saved hundreds of thousands of dollars for families.” In addition to saving families money, they have dug up 1,300 pieces of sheetrock, given free insulation to those who need it, and, in the immediate aftermath of the flood, pumped water out of homes for free. This all has to do with their mission to partner with local businesses to restore and build houses for those in need in the New York Metropolitan Area. Millard Fuller and his wife Linda Fuller set this mission when they founded the Fuller Center for Housing in 2005.

One Mamaroneck business has proved to be an ideal partner. Sedona Taphouse is a local restaurant on Boston Post Road known for their Southwest-inspired cui-

sine, and more specifically, their steaks. Every Monday night since its opening in 2016, Sedona has sold its steaks at half price, with one to two dollars from every steak going to a select charity every month. The Dine Out for Charity on Monday Nights program was created as a way to give back to the community. “When you give to the community, the community always gives back to you,” explains Bill Jablonski, one of the restaurant’s owners. And so he put his plan into motion. He started reaching out to charities, and although Jablonski’s idea was well-intentioned, many charitable groups originally shot him down. “I had a hard time getting it started,” he says. “Jim was probably one of the first charities I reached out to that actually said ‘Hey that sounds like a great

idea.” Since then, the program has only grown. Jablonski has been approached by charities from all over, months in advance. The number of charities interested in getting involved in Dine Out for Charity Mondays has increased so much that Jablonski says he must “plan my charities a year out now. So Jim is smart and as soon as his month is done, he starts texting me and says when are we doing the next charity. And then he looks at the calendar and finds [a month] that has five Mondays.” This January happens to have five Mondays, and Killoran has it booked. The Fuller Center for Housing of Greater New York City is the lucky benefactor of this January’s Dine Out for Charity program. Killoran says that the Fuller Center always looks forward to the event. “It’s very

valuable to us. And our relationship with Bill and this restaurant, I value it highly. Because it’s a community connector in a community we are helping so much now,” he says. It gives him and his colleagues an opportunity to talk to people in the community about their work, and to recruit volunteers.

The program also proves to be profitable for the charity and Sedona. To put this into perspective, Jablonski says, “Monday is right now my third busiest day of the week, while most restaurants are closed.” Some of the restaurants’ regulars eat out at Sedona every Monday night without fail, and plenty of other customers

**“[We value] our relationship with Bill and this restaurant... because it’s a community connector in a community we are helping so much now.”**  
**- Jim Killoran**

go out to support the cause. Killoran even jokes that sometimes people don’t like the charity and still show up because the food is good. “The food is great, people love the discount, so it’s a great buy for anyone to save money on a Monday night,” he says.

Overall, the partnership benefits both Sedona and the Fuller Center. It allows Sedona the opportunity to both give back to the community and bring in new customers, and it allows the Fuller Center to rally support and raise awareness for its cause.

# MHS Celebrates MLK Day With Virtual Assembly

*For the second year in a row, the MHS Multicultural Student Union produced a student-centered video for MLK Day.*

By SAM BERG

MHS celebrates Martin Luther King Jr. Day every year. Before the COVID-19 pandemic, this day was celebrated with a school-wide assembly that included performances by the student body to honor MLK and his legacy. Ever since Mrs. Shannon Turner-Porter retired, the Multicultural Student Union (MSU) has been crucial in organizing this event. In January 2021, MHS celebrated MLK Day for the first time since the COVID-19 pandemic began. To ensure everyone’s safety, the assembly was accomplished through a video format. By communicating through Zoom, and working with Ms. Elmoznino’s video students, MSU was able to create a video that included poems, songs, speeches, and other mediums.

This year, MSU was able to meet in person, which enabled

them to create the video assembly with Elmoznino and her video students. Planning for this big project began in early November, when MSU began holding additional meetings. “This year, especially, we felt very fortunate to be able to meet together in-person; it made us feel like more of a community as we were able to share [what] MLK meant to us and how we wanted to share his message with the school,” said Miyuki Oblitas (‘23), MSU’s Senior Director of Social Justice. “We feel honored to have been able to bring together the impactful voices of MHS to share what Martin Luther King Jr. Day means to us.” According to Oblitas and Sofia Martinez (‘23), Senior Director of Student Engagement of MSU, the club is “proud to say that this year we are able to continue this tradition with new moves as one of Dr. King’s speeches is read.”

The video was shown dur-

ing second period on Thursday, January 20th, and included original speeches, candid interviews, a step dance performance, and more. Students sang songs to honor Dr. King, including multiple performances by Kaylee Taylor (‘23). She sang “Lift Every Voice And Sing” and “Stand Up” with the help of members of the MHS Choir. Taylor’s first performance (“Lift Every Voice And Sing”) was followed by an introduction by Melanie Huang and Adeze Chukwu (both ‘23). There was then a performance by the Step Team to excerpts of MLK’s “Great March to Freedom Rally Speech”, read by Jillian Mercado (‘22) and Olencia Campbell (‘24). After this came Taylor and the MHS Choir’s performance of “Stand Up”, followed by some shots of work being done on a mural honoring MLK Jr. and his legacy. Thomas Palmer (‘24) then read a piece he wrote, titled “A

Fight for Rights”, which was succeeded by a brief history of the achievements of black people in the USA. The supervening performance was a reading of Amanda Gorman’s “The Hill We Climb”,

**“We are proud to say that this year we are able to continue the tradition with new moves.”**  
**- Miyuki Oblitas (‘23) & Sofia Martinez (‘23)**

read by Jaheim Bent (‘25). The next performance was a rendition of “Stand Up For Something” by Sofia Martinez, followed by

Autumn Carino (‘25) reading her piece “Can This be Change?”. This was succeeded by numerous interviews produced by Miyuki Oblitas. In addition to interviewing students Natalia Kam (‘24), Briana Whitfield (‘24), and Samba Seck (‘25), she also interviewed Nicole Afliante and Pam Brandman from The Coalition for Understanding Racism Through Education and Leilani Yizar from the Westchester Youth Advisory Council. The superseding performance was an original dance to “Still I Rise” by Liv Bobby (‘22). The final performance of the video was a speech written by Jordan Davis (‘23) titled “Creating Spaces for Change”. The 2022 MLK Jr. Day video was an endeavor that took months of planning and organizing. It allowed MHS students to honor MLK Jr.’s legacy in a meaningful way, even in the unorthodox circumstances created by the COVID-19 pandemic.



# THE GLOBE

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### OUR MISSION

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 repoting. The members of the *Globe* staff are a dedicated and passionate group of journalists who love to showcase their community in the fomr 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

## How Should We Address Pandemic Learning Loss?

As the world scrambled in March 2020 to address the rapid spread of COVID-19, many students experienced a total halt in their education as the world turbulently entered the pandemic era. Emerging from this period is the concept of “learning loss”: students experienced a significant loss of knowledge and skills as a result of not being in school.

The proliferation of the Omicron variant has revived public concern over learning loss, with the return of school closures and students attending classes over Zoom. The *Globe* staff, too, is worried about the learning loss that could be suffered as COVID surges - especially while considering that learning loss was an issue for students long after the spring of 2020. In order to protect Mamaroneck students’ education in the age of Omicron, then, the *Globe* staff deems it necessary to learn from past issues with COVID-era learning.

Most of the *Globe* staff reports experiencing learning loss during the 2020-2021 school year, despite, unlike in the spring of 2020, receiving regularly-scheduled schooling. One facet of this was that of concrete knowledge - curriculums were abridged and projects and labs were cut from hybrid learning. On top of that, students found information retention unusually challenging as a result of online school.

“Especially when you’re remote and at home...it’s very easy to be distracted by other stuff going on in your house. It’s almost impossible to stay focused and retain every bit of information as you would in class,” one staff member explains. While learning loss was an issue in the

most literal sense, students had far greater difficulty with the loss of skills required to be academically successful beyond the pandemic. Several *Globe* staff members describe having enjoyed exceptionally lenient grading during the year of hybrid learning. While changes to grading policies were pertinent given the circumstances, these staff members feel that altered grading systems were detrimental to their academic development. Students describe having grown accustomed to lowered standards, both external and internal. While these unusual standards were, again, circumstantially appropriate, they made the transition to the 2021-2022 school year difficult.

“My chemistry teacher gave us open notes tests for the entire year,” another staff member shares. “It was great for my average...but I was suffering the consequences from it at the beginning of the year because I wasn’t as used to [the usual standards].”

Learning loss, whether in the most literal or liberal sense, is a destructive force. So how can its destructive influence be mitigated as Omicron rages?

Many *Globe* staff members stress the preservation of the teacher-student connection. Forming a relationship with one’s teachers, several staff members emphasized, is an essential part of the learning experience, both academically and socially. When students feel connected to their teachers, they better engage with the material that is being taught. They also enjoy greater social connection, a crucial piece of high school development. Now that some students have returned to temporary Zoom schooling, staff members

highlight the necessity of engaging remote and in-person students equally. Though a five-day isolation period is not nearly as disruptive to a student’s education as a ten-day quarantine is, all students deserve the opportunity to engage and connect with their teachers and, resultantly, their education.

Another focus as remote learning makes a return, the *Globe* staff argues, should be the maintenance of academic integrity. All-online assignments - homework, tests, and projects - led to an enormous cheating issue during the 2020-2021 school year. As such, staff members determined, the number of assignments that students have to complete virtually should be minimized. In situations where minimization is not possible, it is important for signs of academic dishonesty to be checked vigilantly and for actual academic dishonesty to be addressed seriously. The compromise of academic integrity is the compromise of education, not just for the student who is academically dishonest but for his or her peers. It is exigent, then, to take special care to address academic dishonesty as COVID circumstances make dishonest incidents more likely.

The idea that learning loss could make a comeback nearly a year after the end of hybrid learning is troubling. Still, schools, including in Mamaroneck High School, can now use past mistakes to inform present and future policies. The *Globe* staff is empowered in understanding early issues with COVID-related learning loss to ensure that, even as the pandemic continues to abruptly ameliorate and worsen, students’ education never suffers because of it again.

## Should Test Corrections Exist for MHS Students?

At Mamaroneck High School, students are sometimes able to raise their grade on a test by doing test corrections. Corrections are not always offered, and teachers often place limitations on corrections, such as the number of corrections each student can do per quarter. Many question, though, if these test corrections should exist and, if they do, how they work best.

The *Globe* believes test corrections should exist because they incentivize students to learn from their mistakes. Though they may seem generous, the *Globe* believes they usually are not easy but tedious as students must usually explain what questions they got wrong. Corrections are necessary in classes where grades are weighted towards tests, as they are a safety net to prevent students from failing. Corrections help students long-term as they reduce the chances of getting the same thing wrong again, which is useful since students can do well on final exams when they performed poorly on unit tests in the past. Corrections also benefit students who struggle with pressure during tests as they give them a better grade that represents their learning. Teachers also benefit from corrections because they can gauge whether they should lower the difficulty of the test and raise or lower the maximum number

of available points for future corrections.

Another system related to corrections is curving, which is where a teacher uses a complicated mathematical formula to raise each student’s grade by a different amount. It is “curved” because the higher grade one initially has, the fewest number of points they get back when curved. Sometimes curving is combined with corrections where students get the curve only if they do corrections. This method is more problematic because it creates even more work for teachers and can unfairly put one student ahead of another despite initially receiving a lower score. The *Globe* believes curving with corrections should have a cutoff and only low scoring students should allow both, as the *Globe* believes high scoring students are more likely to be more interested in getting a few points back rather than learning from mistakes.

Although the *Globe* believes test corrections are beneficial, they also have drawbacks. They create more work for teachers and give students second chances that don’t prepare them for the future, as they rarely exist at the college level. It’s also difficult for a teacher to find the right amount of points to give back: too many is unfair to students who initially did well, and too few disincentivizes them. Corrections can also

be used the wrong way because students may simply memorize the correct answers. Corrections also raise integrity issues as students can easily share correct answers. The biggest problem is that if corrections are too easy to do, students may slack off.

Test corrections are good because they incentivize learning from mistakes, and are a safety net in classes where grades are mostly determined by tests. Conversely, they have the drawbacks of being hard to implement well, are significantly more work for teachers, and give students second chances that don’t prepare them for the future. As for curving with corrections, it is best when only offered to students with the lowest grades. Teachers would do best to consider the difficulty of their tests in relation to how much of a curve or corrections are applied, and students would do best in the future to reconsider what classes they should take and if they should adopt better studying habits so as to prevent needing test corrections.

The *Globe* believes that test corrections are effective when the teacher doesn’t offer too few or too many points back, and that when curving is applied, only the students with the lowest grades should have the option of corrections so as to remain fair to all students in the class.

the  
**GLOBE**

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# Opinion

## Snow Days Must Never Turn Virtual

*A reminder of carefree childhood days, snow days should remain a haven of fun without turning to Zoom or asynchronous learning.*

By NATALIE LORD

As we all know, the COVID-19 pandemic has had huge effects on all students’ lives. However, there is one age group of students who have particularly suffered from the changes the pandemic has brought about. In March 2020, the Mamaroneck School District closed schools and began utilizing Zoom and asynchronous school days as a safe, alternative way for students to learn. Now, since these tools are available to us, it has been under consideration to replace snow days with at-home Zoom or asynchronous days so as to not possibly lose days of vacation, like many schools in New York City have already implemented. To older students, this may sound reasonable, but to younger students who have grown up with COVID-19, this is yet another childhood experience lost to the pandemic.

When we were little, snow days were a time when we made some of our most treasured childhood memories. Going sledding, building snowmen in the front yard, having snowball fights with our siblings, and then coming inside for a mug of hot chocolate were joyful times and the highlights of our school year. But for the younger kids growing up during the social-distancing and remote learning, the meaning of a snow day could be radically different. “When I was little, on a snow



A group of friends enjoy sledding on a snow day in January 2022.

PHOTO COURTESY OF @NYTIMES ON INSTAGRAM

day I got to relax with my family and play outside. It was a day every once in a while where we didn’t have to get up early or do school work,” says Emma Kane (‘23). If kids have to be on a computer, they lose the real effect and experience of a snow day, on top of everything else they aren’t able to do during COVID-19. Emma Ingram, a fourth-grader at Murray Avenue Elementary School, says that “COVID-19 is taking away all the things that we used to be able to do. We can’t even bring cupcakes and desserts to school on

our birthdays or anything, which I always looked forward to because it was really fun.” Due to the effects of the pandemic, young kids miss out on many of the childhood experiences that we were able to have. They shouldn’t have to lose snow day experiences as well. Some people in favor of turning snow days online may argue that asynchronous days are a good alternative to a complete snow day, because they count as a school day and wouldn’t affect vacation days. “Having a break from school is a really helpful reset for

the next day, but it shouldn’t take away from our vacations which we work hard to get to,” stated Ella Greenfield (‘25). “We should have the in-between of asynchronous.” This might sound like a good solution, but it has many faults. For example, asynchronous days are not an effective way for students to learn. Carrissa Fitzpatrick, a 9th grade Global History teacher, thinks that, “as a teacher, you tend to review the topic discussed virtually anyway [the next day] to check for clarity and understanding, leaving the possibility of [the

class] falling behind as a result of students who might have struggled with the [snow day] task.” Without teacher guidance or being able to ask questions, kids might not fully understand virtual lessons. This results in the same setback in lessons that teachers would experience

**“When I was little, on a snow day I got to relax with my family and play outside. It was a day...where we didn’t have to get up early or do school work.”**  
**- Emma Kane (‘23)**

if the day had been a full day off. Childhood memories and experiences are what shape us into who we are. Uncontrollable circumstances have taken away many aspects of a normal childhood for kids everywhere, and they deserve to have a COVID-safe experience that could become a treasured memory. School districts need to make allowances for a better school experience for younger kids. They have already lost so much, they don’t need to lose a snow day too.

## Coffee Shouldn’t Be Worth it for Most Students

*Do the benefits of caffeine for busy students outweigh the negative side effects?*

By THOMAS PALMER

At the break of dawn, people across the world come to work with a cup of coffee in their hand. Whether it be from Starbucks, a local barista, or from the coffee machine at home, coffee has become one of the most popular drinks in the United States. Nearly half of Americans drink coffee each day. But what makes coffee so popular? The key reason why people drink coffee is because of caffeine. Caffeine works as a stimulant to the nervous system; it wakes the system up and prepares it for a long day of work. After caffeine’s effects reach the brain, a heightened sense of attention is unlocked. No wonder people drink it when working late hours or reviewing notes in a late-night study session. The benefits of caffeine seem to keep the world running, but is it really right for Mamaroneck High School students? It may

seem convenient, as Starbucks is only a walk away from MHS. However, caffeine reduces the amount of sleep we get, and sleep is important for good physical development and well-being. Are students willing to compromise

**“[Coffee] gets the blood moving, like a power boost...Without it, I get tired in the middle of the day.”**  
**- Gabe Nouredin (‘24)**

that for a few extra hours awake? Gabe Nouredin (‘24), who drinks coffee regularly, believes coffee is a complicated but powerful tool. Nouredin drinks two

cups of coffee every morning after his 7:30 wake-up time. “It gets the blood moving, like a power boost” he says. For him, that power boost is enough to last the whole school day. “Without it, I get tired in the middle of the day.” In the evenings, Nouredin might even drink his third cup in order to finish up his homework for the night. However, once it’s time to go to sleep, a frustrating insomnia wreaks havoc on Nouredin. For hours and hours, Nouredin is stuck on his mattress, unable to drift into unconsciousness. According to Nouredin, he only sleeps for two to four hours, much less than the recommended 8-10 hours. There are multiple side effects of missing sleep. Sleep deprivation may lead to increased depression, increased anxiety, trouble with critical thinking, a poorer immune system, and so much more. The effects of caffeine can’t necessarily counteract this. Multiple studies show that caffeine is



FATIMAH KHAN/ THE GLOBE  
Coffee tempts tired students regardless of the disadvantages.

not a substitute for a good sleep. Despite the side effects of missing sleep, Nouredin stands by coffee usage. “Academically, it has helped me get better grades.” On days when Nouredin hasn’t had coffee, he describes himself as grouchy, tired, and “not in the zone.” Nouredin gives us a final quote of wisdom: “It’s not for ev-

eryone. Some people, like me, like it, and some don’t.” If someone is thinking about drinking coffee, they should be wary of the side effects. Coffee is not always the greatest option, the right amount of sleep could be as much as coffee. But if sleep doesn’t do it for you, ask yourself, are you willing to sacrifice your sleep for longer days?



# Spotlight

## Path to MHS: Michelle Liu's Journey

*Beloved Chinese teacher Michelle Liu impacts the lives of MHS students every day.*

By BEN KULISH

February 1st was the Chinese New Year (the year of the tiger), and there is no better way to understand Chinese culture's impact on Mamaroneck High School than speaking to long-standing Chinese teacher Michelle Liu. Liu has been teaching at MHS since 2007, but her journey to becoming a teacher here began long before. Born in the Sichuan Province of China, she followed her passion for teaching to the United States.

Liu grew up near Chengdu, a major city in central China, where her path to MHS began. After completing high school, she was sent to the countryside under Mao Zedong's "reeducation" program to become a farmer. Mao's reeducation program was part of his Cultural Revolution, a period of mass, often violent, change in the newly-formed People's Republic of China. Fortunately, the Gaokao system, which allowed students to test into Chinese universities, was introduced after Mao's death and allowed her to leave the countryside for college and pursue her passions of language and teaching. She studied English with a goal of teaching the language after receiving her B.A. After graduation, she was assigned to the Leshan Teacher's College near Chengdu to train English teachers. However, she quickly learned that her true calling was not to teach English to Chinese speakers, but to teach Chinese



ELLA SHAPIRO/THE GLOBE

A shot of Michelle Liu displaying Chinese New Year decorations made by her students.

to English speakers. It was then that she decided to move to the United States. While the Chinese government made it difficult to get a visa at this time, she was able to secure an American visa after being accepted to the University of Pittsburgh for her master's in education.

**“Liu has been a constant positive influence on her students, motivating them to study Chinese through their four years in high school and in college.”**

United States. While the Chinese government made it difficult to get a visa at this time, she was able to secure an American visa after being accepted to the University of Pittsburgh for her master's in education.

Liu began her Chinese teaching career in Pittsburgh after re-

ceiving her Masters in Education but soon left Pittsburgh to teach

elsewhere. While earning her master's degree in Pittsburgh, she taught businessmen how to speak Chinese at the Berlitz International School. Soon after, though, she traversed the country with her husband, teaching wherever she went. Eventually, she settled in

Westchester and began teaching at Greenwich Academy and the Brunswick School. Liu explained that she loves teaching anywhere but did not like the single-gender nature of these schools. As a result, she looked to public school for a co-ed teaching opportunity.

MHS was and still is her ideal teaching environment. Liu raves, “Mamaroneck has one of the oldest high school Chinese programs in the country, that teaches Chinese characters in writing and in culture. The school also has a great, diverse student body.” When Liu was offered a position to teach Chinese, she was thrilled. At that point, the Chinese program was very small,

with about eight students per class. Under Liu's instruction, the program has grown drastically and student retention from freshman to senior year has vastly improved. Among her favorite moments from her time at Mamaroneck was watching students bargain with street vendors on their China trip (which has been put on pause due to COVID-19) and sharing philosophy on learning Chinese with her seniors. Liu has been a constant positive influence on her students, motivating them to study Chinese through their four years in high school and in college.

Harry Middlemiss ('24) states how “she is passionate about teaching us Chinese. She really wants us to get better at the language.” Melanie Huang ('23) adds that, “her devotion to teaching pushes me to learn as much Chinese as I can.” Liu truly enjoys imparting her knowledge of the Chinese language to students and feels that her students' abilities give the Chinese program a role-model status within the Chinese educational community. She feels extremely proud of her students, many of whom choose to study Chinese in college. These days there is a growing need for Chinese speakers as China thrives economically and expands its influence around the world, and Liu is overjoyed that, over the years, she has taught thousands of young adults who can fill that demand. From Sichuan to New York, Liu has created a lasting impact on language-learners and MHS.

## A Look Into the Role of MHS Department Chairs

*The MHS department chairs play a crucial role in helping the school run smoothly.*

By ELLA SHAPIRO

Running a high school is a tricky business. One crucial part of this business is the role of department chairs. The department chairs at Mamaroneck High School play an important behind-the-scenes role that many students are unaware of. While the department chairs are still teachers themselves, these faculty members are tasked with additional roles and responsibilities.

Teachers typically choose to interview for this role. Generally, the entire department supports one person who wants to do it. Although it rarely happens, sometimes more than one person goes for the role, and that is when the process turns into an election. However, teachers in each department work together to make sure that an election (should it happen) does not impact the relationships

between teachers. At any given time there are eight department chairs: Math, Science, English, Art, Language, History, Physical Education and Music. This is truly an “extra” role for these teachers, as they act as a department head in addition to all of their other teaching responsibilities. This position showcases their dedication to making Mamaroneck High School run as efficiently as possible.

The overall job of a department head is to collaborate with the other teachers in their department to help with supplies, books, planning, and troubleshooting when needed. While the job of a department head stays the same from department to department, certain department chairs have different responsibilities based on their curriculum. For example, the English department head was in charge of incorporating social justice into the

English curriculum to help educate students on real-world issues.

**“Although students don't often interact with the department chairs, their education depends on it.**

**Without department chairs, the jobs of every individual teacher would be much harder.”**

Department chairs get an opportunity to “play a leadership role and represent the members of his department” in the school, which

James Short, the English department head, says is a very important thing. Short explains that the opportunity to represent the dedicated teachers who care tremendously about creating the best learning environment is what makes the department head role so worth it.

Department chairs also assume the role of working with the administration to consider the curriculum for that specific course, interviewing and hiring new staff when needed, building initiatives and new programs, and keeping the department organized.

On top of being a resource for teachers, the department chairs look for extra opportunities for students. Adam Rizzuti, the art department head, consistently looks for opportunities to showcase his students' work, which is important since almost 700 students are currently taking an art class at MHS.

For example, his students currently have work on display at the Westport Museum of Contemporary Art, and he is happy to share that he is “currently in discussions with the One River Art School and the Idea Kitchen to showcase my students' work further.” Focusing on the students is what Mr. Rizzuti thinks makes his role so exciting, and he loves to inspire all of these kids as well as be there for his fellow teachers if they ever need a sub or help with an art show.

Although students don't often interact with the department chairs, their education depends on it. Without department chairs, the jobs of every individual teacher would be harder and there would be less consistency in the curriculum. By allowing one person to work with everyone and help with the logistics, it is ensured that MHS runs smoothly.



# Grants Breed Creative Student Projects

*Mamaroneck Schools Foundation supports various student-initiated projects at MHS.*

By **OLIVIA O’SHEA,  
GABRIELLA SOSA,  
& HANNAH MEHLER**

Each year, the Mamaroneck Schools Foundations endows students with grants to develop their independent projects. Out of the eight recipients that received grants this year, four were individual start-ups developed by Mamaroneck High School students. Mamaroneck Laundromat Libraries, First Gen Motivational Speakers, the Dr. Well Care is Always There Puppet Show, and the Women’s Engineering Mentorship Program have all left astute impacts on Mamaroneck High School and our community as a whole.

In the United States, the average family spends upwards of two hours a week at their neighborhood laundromat. Robert De Jager (‘23) began his project, Laundromat Libraries, to promote the importance of reading, by turning laundromats into a place where kids can learn and grow. De Jager, the son of an immigrant, is personally connected to someone who grew up without widespread access to books. Reading is essential; without access to books, children are likely to fall behind several grade levels. Laundromat Libraries allow families to browse a diverse collection of books as they wait for their laundry. Although these libraries will not fix America’s broken early edu-

cation system, they will allow our community to work towards educational equity. The Mamaroneck Schools Foundations (MSF) grant, will provide a larger assortment of books and additional storage crates to carry out this initiative.

Although first-generation students have bright futures ahead of them, they are often forced to navigate high school and its many unknowns without proper guidance. The First-Generation Motivation Speakers Program, developed by Melissa Barrios (‘23), seeks to provide a mentor to first-generation students in the district. Speaker Samantha Ramirez, will use personal experience and observation to motivate students to engage within their school. Ramirez grew up in a discriminatory community, yet overcame numerous barriers to reach success. If students apply Ramirez’s mindset, Barrios believes that they too will be able to achieve their own ambitions. The grant will allow Ramirez to come in and discuss the barriers she faced within a school environment as a Latinx student. Similarly to Laundromat Libraries, this program inspires and motivates young community members. Ramirez will shape knowledgeable and inspired students. Each and everyone of us should learn from diverse perspectives, so we can expand our mindset.

Jarvis Savage (‘22) has combined his interests in science and writing in an impactful form:

elementary puppet shows. The Doctor Wellcare is Always There Elementary Puppet Show presents engaging short stories on medicine to a younger audience. Savage has already presented the puppet show to many of the district’s elementary students from all four elementary schools and has plans to perform to all 2,046 district students in grades K through four. The grant will supply Savage with diverse puppets and materials to fabricate the theater. Unfortunately, due to COVID-19 restrictions, many community service opportunities have been compromised, therefore Savage must host his shows on Zoom. Savage states, “Through the puppet shows, I have been able to educate young minds in an informative and enjoyable way.” These performances are beneficial to those who have elementary-aged siblings. Many young students struggle to develop interests in a wide-range of studies—this effort may help to expose them to fields in science and medicine that they otherwise would not be familiar with. The puppet shows encourage well-rounded students to foster this interest to high school and beyond.

The Women’s Engineering Mentorship Program aims to inspire rising freshmen students to pursue engineering as their elective. Sarah Lord (‘23) began this independent project with the intention to educate and influence

female students to participate in STEM. Lord explains that, “Studies have shown that having a role model is important for girls to encourage them to take up their interests in STEM, because it’s been shown that there is a cultural association with masculinity and STEM.” By giving these impressionable minds mentors, girls are more likely to choose STEM electives, encouraging further female empowerment at MHS. With the grant funds, Lord plans on supplying her program with the materials needed for engaging projects. Currently, they have plans for the girls to build bridges as a design challenge. Without the aid of the grant, there would be a steep price to go along with the project. Even if the girls decide against taking engineering as their elective, it is always beneficial to educate them on STEM as a life skill.

The distributed grants will further progress each project. Adding additional resources to the various programs will improve their impact on the community. From educating young girls on STEM, to providing books for local children, these projects will thrive with the assistance of the Mamaroneck Schools Foundation. These Mamaroneck High School Students are aspiring to create a better society, and although their path has just begun, it will influence the Larchmont-Mamaroneck community for years to come.

# OCRA Intiatives Receive Grant Funding

*The Original Civics Research and Action program uses grant money to benefit the larger community.*

By **ANATOLI VELIKOV**

This year, among the many grant recipients were three initiatives from Mamaroneck High School’s Original Civic Research and Action (OCRA) Program.

One of these initiatives is the Wage Theft Prevention Initiative led by Léa Barry-Thouez (‘23), Benjamin Kulish (‘23), and Jack Master (‘23). Their project is working to combat wage theft, which occurs when an employer doesn’t pay their employees the amount they are legally owed. This can come in the form of failure to pay minimum wage, overtime pay, and/or tips given to a server. Many students at Mamaroneck High School have experienced wage theft in some form or have a family member that has faced it. In recent years wage theft in the Larchmont-Mamaroneck area has been rampant and is growing, with a prevalent discrepancy in workers that brought their cases to court. Low-income and/or undocumented workers have been less likely to take their cases to court in fear of retaliation their employers. In 2020, wage theft cases were backed-up, leaving victims to put their cases on hold until COVID-19 conditions improved, making this initiative especially current. As relief comes now, it is a great time for workers to bring their cases to court.

The group is aware that many

people facing wage theft are undocumented immigrants who may be afraid to publicize their cases, but they are protected by New York State labor laws. Therefore, while the group is still at the beginning of its outreach and has many things in development, member Kulish explains how they are, “focused currently on ensuring that undocumented workers are aware of their rights and feel comfortable bringing their cases to the Department of Labor.” The group hopes that as the year progresses, the reporting of wage theft will increase in Mamaroneck.

The initiative will use the grant to pay for a variety of aspects of the project. This includes lawn signs that they hope to put in public places throughout Mamaroneck and an especially large, “eye-catching” sign. The group will also create “ethical business” stickers for local businesses’ storefront windows to show that they are paying their workers fairly. The project goes far beyond the grant but the group conveys that, “it will be a huge part of how we spread the word in the community.”

Alongside this project, the Increasing Community Book Access initiative also received a grant from the foundation. The initiative is led by Luca Giobbio (‘23), Eli Tannenbaum (‘23), and Griffin McIntyre (‘23) and aims to place small libraries within lower-income

communities to help underprivileged students. Currently, there is an immense lack of access to books in lower income parts of our communities, where there may be as little as one age-appropriate book for every 300 children in a community. Causal factors behind this include residential and income segregation, wherein families facing these challenges are statistically less likely to find a bookstore or library in their neighborhood. These families also have a lower likelihood of utilizing public libraries, whether the families aren’t accustomed to using them, concerned with being charged with late fines, or because of uncertainty in putting names on a card that is associated with a government entity.

Throughout the United States, children suffer from what is referred to as the “Summer Slide,” in which the reading levels of some students decrease drastically over the summer; meaning that students start their new school year as much as a whole year of reading behind. The group has conducted extensive research, which, project member Luca Giobbio, imparts, “indicated that children with a lack of access to books suffer most from the summer slide.” Thus, the project hopes that the steady access to books provided by the libraries they create will help students, who are particularly behind in some of their literacy skills, im-

prove and develop their reading skills; giving them a better chance of success in school and helping them meet their peers in terms of literacy skills. The group outlines that, “the grant that we graciously received from the Mamaroneck Schools Foundation will be used for the construction of our little library,” which will build upon the presence of small libraries throughout Mamaroneck.

The third OCRA project to receive a grant is the Backyard Dinner and a Movie Nights initiative, led by Charles Dirs (‘23), Church Moore (‘23), and Kyle Rozanes (‘23). The group seeks to help local eateries and citizens by providing a movie service as an incentive for people to donate to a specific charity and order from a local restaurant. The grant from the Foundation will be utilized to provide a higher quality movie service to participants. The project comes at a time when Hurricane Ida left numerous families needing support, and local eateries are experiencing a need for increased business in the midst of the COVID-19 pandemic. Furthermore, in the Spring, the initiative aims to support Larchmont and Mamaroneck’s Hunger Task Force.

This year’s three OCRA program student grant recipients indicate auspicious opportunities for contributing to the community and helping those in need.



THE MAMARONECK SCHOOLS FOUNDATION:  
STUDENT GRANT SERIES SPOTLIGHT





# Senior Spotlight

## Senior Experience Rethinks PE For Seniors

*This Physical Education alternative prioritizes independent fitness and is highly popular among MHS seniors.*

By TISTA GOSWAMI

In 2018, the Physical Education Department at Mamaroneck High School implemented a new program called the Senior Experience. Senior Experience is a program in which seniors participate in a hybrid learning model for their Physical Education class in their second semester. Students are required to attend a minimum of one Physical Education class per week during any period of their choosing. In the remaining time, students will participate in self-selected “lifetime” activities, such as walking, jogging, bicycling, dance, and other independent or small-group activities. They will conduct these activities outside of the school day without having to attend their scheduled PE period during the school day.

Students will be required to keep a detailed log of the activities they participate in throughout their Senior Experience. This log should provide evidence for a student’s participation in at least two activities per week.

When selecting these activities, variety is encouraged. Potential activities include outdoor pursuits like kayaking or hiking, fitness activities like yoga or pilates,



FATIMAH KHAN/ THE GLOBE

The Palmer Fitness Center has spin bikes and treadmills, perfect for independent fitness.

individual-performance activities like gymnastics or track and field, aquatic activities like swimming or diving, and recreational games and sports like tennis or basketball.

“This program was designed in order for our students to be college or career ready to live a healthy and fit lifestyle,” says Physical Education teacher Richard Becker. “The goal is for students to participate in physical activities that help them develop and maintain a fitness profile and im-

prove their current fitness levels.”

Due to hybrid and remote learning, as well as the subsequent change in scheduling, Senior Experience was put on hold for the classes of 2020 and 2021. However, now that MHS has returned to full-time in-person learning, the PE department plans to revive the program for this year’s senior class.

However, not all seniors are eligible to participate in the program. Students need to have earned at least an 80% average

in the second quarter of PE to participate in the Senior Experience. Throughout the first semester, senior-level PE classes have worked to design individual fitness programs in addition to several common physical activities such as volleyball, pickleball, badminton, and more, with hopes of building up students’ arsenal of activities.

“The Senior Experience is an exciting program geared to help our students achieve the department’s goal of developing physically liter-

ate individuals in a new way,” notes Becker. The program aims to entrust seniors with more responsibility and independence as they embark on their second semester.

Seniors are excited for this refreshing change of pace for their physical education classes. After years of guided participation in physical activities, Senior Experience allows seniors to get a taste of the real world and how they can incorporate physical fitness into their post-high school lives. “I’m looking forward to creating my own experience and just generally being trusted to handle my own fitness,” beams Madison Dircks (‘22). The program also allows seniors to schedule their own time for physical activity. Maya Gadlin (‘22) says, “having a more flexible schedule is definitely a plus. I’ll be able to decide what physical activity I want to spend time on and when to do it.”

In the Senior Experience, students will be able to take charge of their own personal fitness using a non-traditional Physical Education class format. The program aims to culminate seniors’ Physical Education experience in a meaningful way by building up their repertoire for physical fitness. This year, all senior PE classes will begin Senior Experience when students return from February break.

## Senior Internships: Your Questions Answered

*The senior internship program returns after two years of cancellation due to the COVID-19 pandemic. What can current seniors expect?*

By TAYLOR FERRARONE

The senior internship program was a staple at MHS for several years before it was derailed and eventually canceled in 2020 due to the COVID-19 pandemic. The program remained in suspension throughout 2021, but 2022 marks the return of the hallmark program.

Many seniors have questions about the internship process, and luckily, the *Globe* has answers.

**When will the program start? How does the schedule work?**

On March 2nd, an assembly will reveal the official dates for the program. The experience will take six weeks, beginning on the first week of APs, and following for six weeks. To go out on senior internships, there is no GPA requirement, but you do have to be passing all of your classes by the end of the third quarter. For students taking AP classes, you will be excused from your internship on the day of your AP exam. For

students who have sports and other obligations, it is recommended to work out a schedule with your contact or find an internship that permits a flexible schedule.

**What qualifies as an internship? How is it different from a job?**

Internships resemble jobs in that they provide a non-scholastic way to gain experience. Internships allow students to develop professional skills, such as communication, appropriate attire, and workplace etiquette (situation-dependent). They can also provide students with an opportunity to test out potential majors or careers in a non-binding setting.

The main difference between an internship and a full position with an organization is that internships are unpaid; however, about a quarter of internships do transition into summer jobs, says Senior Internship Coordinator Amy Rothman.

**Who offers internships?**

The program offers nearly all

of the same options as it did in 2019. “The majority of the businesses who signed up in the past have signed up again this year,” said Rothman. The significant change is that there are no internships available at hospitals or doctors’ offices, as there were pre-2020. The facilities still do not want any risk of outside contamination, a policy that was put in place in March 2020.

**How can I find an internship?**

There are three main methods by which students can find and apply for internships. The first is via the MHS Internship App, which consolidates the businesses who are partnered with the program. It will go live after the assembly. The second method is via pre-existing connections, whether those be through family, friends, co-workers, etc. The third option is through the Senior Internship Office, where students can meet with Senior Internship Coordinator Amy Rothman to discuss potential internship opportunities.

The possibilities are endless,

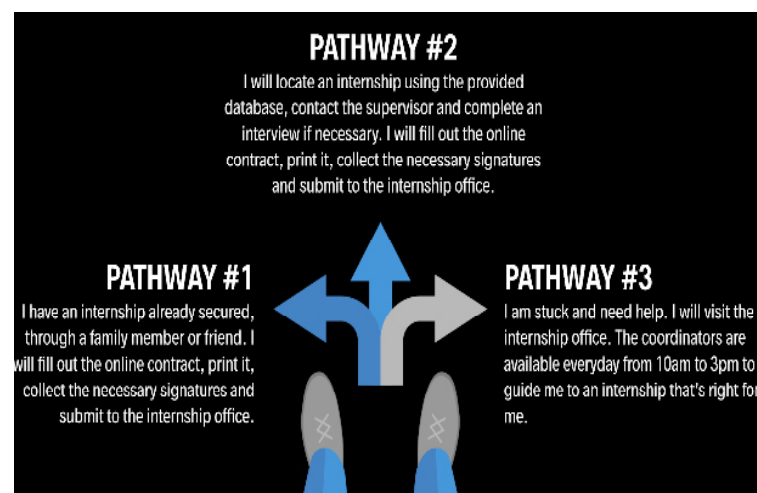


PHOTO COURTESY OF THE MHS SENIOR INTERNSHIP WEBSITE

A helpful guide explaining students’ options for internships.

and can be expanded with a bit of effort. The internship app categorizes various positions, including those with local government, all four elementary schools, law firms, beach clubs, stores and businesses, local garages, and environmental centers. The Senior Internship Office is also willing to vouch for students hoping to gain entry into a specific program or position. After choosing an internship,

students will have to to their place of work to discuss the details. For those who need help writing an email or cover letter, updating their resumes, or aid in selecting an internship, contact Amy Rothman (arothman@mamkschools.org), Evan Madin (emadin@mamkschools.org), or go to the Senior Internship Office (located on Palmer first floor, straight down the hall from the Palmer entrance).



# Senior Hot-Takes

## We Shouldn't Reduce Our Classmates to 'Try-Hards'

*Why identifying other students based on their level of academic achievement is harmful and how future MHS classes can change for the better.*

By CAITLYN CARPENTER

According to Urban Dictionary user Psalhf, a try-hard is “somebody whose effort level and emotional investment [are] excessively high” for their situation. In other words, as put by user prl215, they are “someone who f\*\*\*ing freaks out when they get below a 95 on a test.”

In the MHS Class of 2022, there has always been an interesting culture surrounding try-hards. From grade sharing circles spawning in middle school email chains, to the echo chamber of who applied to/got into/got rejected from “elite” universities, we evaluate the social merits of our peers based on numerical reflections of their intelligence or the frequency with which they comment in class. When someone is labeled a try-hard, it acts as an indicator of social incompatibility and implies that they are annoying. Yet at the same time, many students continue to “try hard” to pursue success in our grades, class difficulty, and college aspirations.

As someone who has been directly named a try-hard multiple times (mostly concentrated in freshman and sophomore year), I think it's time that we reconsider what this culture does to those students labeled with the term, those that use it, and those who simply spectate the whole ordeal.

At a young age, the “goodie-two-shoes” behavior, which we now label as annoying, was rewarded. For some, those rewards became more than just an incentive to not bully another six-year-old on a playground, they became a marker of identity. I distinctly remember

a green-yellow-red card behavior system in my second-grade class, as well as how upset I was when my consistently green card was turned to yellow by a substitute teacher. A perfect green streak was a necessity because it gave me a feeling of value, a feeling that still needs to be maintained to this day.

“A lot of perfectionists tend to do more work than they need to because they seek validation from others,” states Elle Krywosa (‘22), “but also from themselves, in the sense that they want to reassure themselves that they’re doing the best they can.” She, too, considers herself to fall into the categories of try-hard and perfectionist. In her eyes, those who want so hard to meet impossible standards, “end up doing more subconsciously out of [the] fear that someone else could be out-hustling them.”

Everyone has internal pressures that they put on themselves. Calling someone a try-hard externalizes these pressures and turns them into a social currency. What are you to do when you feel that meeting your own internal standards, a main part of your identity in the eyes of your peers, simultaneously isolates you from them?

You change the way you present yourself, but don't change the motivations under the surface.

In speaking with eight high-achieving seniors about this issue, I found that almost all of them indicated in some way that in the past four years, they've changed how they speak in order to be less assertive or obvious about their academic investment around others. One anonymous senior reflected how over time, they've “tried to be less assertive in a negative way and more ‘go with the

flow”” when interacting with peers. They spoke of how they, “also use a lot of qualifiers (ex: ‘I’m probably wrong but...’, ‘I have no idea what I’m doing but...’) when [they’re] speaking so as not to appear overly confident.” Another commented how, “subconsciously, I definitely have tried not to let on how much I care about school to others.” They’ve tried to appear as though the title of try-hard doesn't fit them because that title can only be a bad social omen.

“I'd be lying if I said after being called a “try-hard,” I didn't tone my class persona down a bit in response,” states Jackson Owens (‘22). He reflects how, over

**“It’s difficult to deduce which parts of my academic achievement come from my own ambitions and which parts of that come from feeling as though I need to be that way in order to fulfill the expectations of others.”**

time, “the actions of correcting people, caring way too much about details in class, and falling into the trap of providing random people with homework answers slowly fell away from me. I have put myself out there less I guess, and I think I've become more conformist because of it.” This conformity, however, has not changed his attitude towards academics, only his “class persona.” He believes that, “if you're already dedicated enough to be annoying enough to warrant being labeled a ‘try-hard’, you're not going to be dissuaded from pursuing further academic achievement by simple name-calling.”

Again, we change ourselves, but don't change the motivations

under the surface.

From when we first entered MHS to now, the extent to which we name-call and judge those who care about academics has most certainly decreased. Especially starting in junior year, with the introduction of AP classes, academic stress has become more of a collective endeavor--a bonding opportunity, if you will. But the connotation that we have with certain high-achieving students (try-hards), knowing that they've cared this much and supposedly achieved at this level for so long, has not diminished.

I don't feel relieved from the pressures of being expected to

feeling as though I need to be that way in order to fulfill the expectations of others.

There is also, of course, the aspect of gender. Anna McDonald (‘22) recognizes how at MHS, “while driven male students are perceived to be admirable, well-rounded individuals with a variety of interests, [she] often finds that female students with the same level of academic intensity are reduced down to their strengths as a student.” Another anonymous senior commented how, “there's a lot more room for boys to be arrogant about being smart. There's this pressure for girls to keep it under wrapped or hidden.”

So where does all this leave us?

For our senior class, as we reach the end of our time at MHS, it is worthwhile to reflect on how what we've been labeled here has impacted how we think we are perceived and how we subsequently perceive ourselves. We are all multi-faceted individuals with the potential for so much more than what those around us may reduce us to, even if our peers have told us otherwise.

For all the other current and future MHS classes, especially underclassmen, don't reduce one another to what each of you appears to be. Academic achievement is only one part of someone until you make it their everything--until you make them a try-hard. The motivations for that achievement can have many different roots beyond just wanting attention or being annoyingly smart. Ultimately, you are all students, but you are also people. People who don't deserve to be limited to just a singular term.

## MHS Should Switch to a Blind Grading System

*It is time that we reform our grading system in order to make grading fair for all students.*

By ABBY SILVERMAN

Try as we might, subconscious biases and psychological judgments impact our perceptions and actions, even within a school environment. According to a 2009 study conducted by Haeran Jae, a professor at Virginia Commonwealth University, and John Cowling, a professor at Christopher Newport University, racial bias or gender bias may have a subconscious effect that the teacher is unaware of as they grade your assignment. In order to avoid any possible instances of these situations, Mamaroneck High School should switch to a blind grading system, as the study proposes, where the only thing at the top of an essay and or test paper is an ID number linked to your grade book.

Blind grading systems were first used in law schools in the 1970s to avoid bigotry and discrimination in grading and something known as the “expectation effect.” The “expectation effect” refers to teachers basing every grade for a student off of their first impression of that student. For example, a student who writes a strong paper at the beginning of the course may receive strong grades throughout the year, while the student who wrote a weak first paper will have trouble bringing their grade up throughout the course. The expectation effect can make it difficult to change how a teacher thinks of a student and causes the grade range for that student to remain stagnant for the entire year. This effect can make or break a student's grade - but it can also be avoided by using a blind grading system. While us-

ing this system, when a professor goes to grade a paper, all they see is an ID at the top of the page. The teacher never knows which essay belongs to which student, and therefore never grades papers based on anything other than raw quality.

One drawback to the blind grading system (which mainly applies to high school students) is that it could make it more difficult for teachers to reward students for participation or special circumstances by giving them a slightly higher grade. However, even when written assignments are graded blindly, participation can still be added as a separate element to a final grade, and this way students who depend on participation won't see a drop in their grades.

Unfairness in grading has been found to affect some stu-

dents more than others, which is why it's so urgent. Teachers can have conscious or unconscious biases towards racial minorities and something as simple as the student's name can affect the grade they receive. Bias against a student can affect their likelihood to pursue a subject later in life, as well as their general impression of a subject. Several studies (not involving MHS) have uncovered that teachers possess racial bias and it reflects in their grading. One study examined a group of students from a college class and uncovered that both Black and Latino/ Latina students frequently received lower grades than their white counterparts. In addition, many studies have found that teachers tend to favor their male students, making it difficult for female students to succeed long term.

Teachers frequently have favorite students (although they try not to identify those favorite students to not make it obvious to the class), and they tend to hand out their best marks to students with whom they have friendly relationships. Of course, teachers engaging with students is fine, but it gets tricky when it leads to teachers handing out their best marks to their favorite students.

There are many things that could affect teachers' grading processes and cause us to repeatedly get grades lower than what we may think we deserve. This could be from subconscious biases, not being a teacher's favorite, or handing in a weaker paper at the beginning of the year. In the end, switching to a blind grading system would eliminate the possibility of any unfair biases in grading.



# Juniors Shouldn't Talk About College

*Underclassmen talk about the college admissions process is not only far-fetched, but also toxic to the entire MHS student body.*

By JULIET ZUCKER

College: arguably the most hated topic by students, but one they can't seem to stop talking about. Having gone through the first 5 months of senior year consumed with college, the conversation seems to be settling down. Deadlines have passed for regular decision, applications were released for the first round of early decision, and mid-year grades have been received. However, it seems as though the students who aren't even in the eye of the college storm are talking about it the most.

From a young age, the idea of college seems to be a part of the curriculum. As part of my fifth-grade graduation yearbook, they asked each kid to write their "dream school" on a whiteboard, hold it underneath them like a mug shot, and smile. How is it that at the age of ten, we were expected to know where we wanted to go to college? The most ironic thing is that I am now 17 and I still don't know.

The pressure of knowing what university you want to go to has spiraled out of control. Not

only do seniors not want to talk about it anymore, but quite honestly, there is no need to talk about it if you aren't a senior. A fellow senior, Jen Novick ('22), feels as though juniors have made it seem "newsworthy," acting as if it's "gossip." Novick, like myself, can understand the excitement or innocence of dreaming about what college you see yourself at has. However, reflecting on it now having gone through the process, she claims that "you have no idea what it's like until you go through [it]—you cannot speak as though you know." Novick claims that she can "say with confidence, you don't know where you want to go."

It is almost comical hearing juniors read off their "list of colleges" as if it's a game, most times in the middle of the hallway. Universities like Brown, Cornell, Columbia, Duke, Northwestern, Georgetown, Michigan—the list goes on, but yet they're all the same. I think my favorite line is one I heard in the library which is "oh, I've never heard of that one before... is it even good?" Is this a productive conversation or just an endless cycle of tortuous judg-

ment?

One junior, Anna Sewell ('23), notes that they are in the "hopeful-fun phase"—a dream-like fantasy of the perfect, prestigious, pristine institution. While the intention is not harmful, it is actually creating a "stressful environment." Sewell feels that there is "a lot of judgment around college," as these conversations involve "other people too much in your own college process." She also notes that it encourages people to "apply to a school with a big name, rather than a school they can actually see themselves at." While Sewell didn't directly say this, I gathered that it seems as though most juniors are in a state of denial, living in a kind of la-la land before reality sets in—the reality seniors have been living in for months now.

In general, it seems as though juniors talk about college with their friends, mainly about the ones they are looking at, their acceptance rates, the average ACT/SAT scores of each school, and whether they think they can get in. After talking to a few, it seems as though the more "lighthearted" tone is bearable, but once it becomes "com-

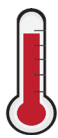


petitive," it's just too much. Some believe they know exactly where they want to go and have "known for a really long time." Many juniors can confidently say they are prepared for the college process, unphased. I guess ignorance really is bliss.

A common thread juniors seem to believe is that taking AP classes or "more difficult classes are effective" in getting into college. Does taking AP Literature really give you a leg-up on your application if you feel like you're forced to take the class? While this is a rhetorical question, I believe that taking classes you are genuinely interested in not only keeps you sane, but also broadens your perspectives on potential areas of study in the future. Just this year Mamaroneck High School opened

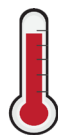
up all English courses to juniors, and yet a large majority of them are still gravitating towards the AP classes—it's hard to believe they are all enthralled and captivated by a 3 hour exam in May.

All judgment aside, I've been there. It's all fun and games until it's not. If there was one thing I would tell my junior-year self, I would say you're wasting your time. Focus on "the now"—your grades, your hobbies, and your relationship with teachers. In all honesty, not one discussion about college during my junior year helped me to get to where I am now, and if my junior-year self knew the school I want to go to, I guarantee she wouldn't believe me. So please, to all juniors or underclassmen: your time will come, it's just not right now.



## MHS Needs Better Climate Education

*The climate crisis is here and already threatening all of our futures, but for most MHS students, their education barely mentions it.*



By MICHAELA LOUGHRAN

Climate change is undoubtedly one of the most substantial problems our world will have to tackle this century. From California's wildfires to the melting of ice caps in the Arctic, we have already seen drastic and irreversible effects around the globe. And the science shows that if we carry on in a "business as usual" fashion, within a few decades, no one will be safe from the worst effects of the climate crisis. Climate change is an issue that every citizen of the world has a responsibility to be educated about, and high school, as one of the most important stages in a student's formal education, is the perfect place for students to begin learning in-depth about this extremely consequential issue. Yet Mamaroneck High School's curriculum is clearly lacking in the study of climate change.

There are currently only two classes at MHS in which students are supposed to be learning about climate change: 9th Grade Biology and AP Environmental Science. However, in a poll of 50 random MHS seniors, only 2 actually had a strong memory of learning about climate change in their freshman year biology class, while 19 barely remembered learning about it and 29 didn't remember learning about it at all. This suggests that some freshman biology teachers might not even be covering climate change, and for the ones that are, they are not doing so in a memorable way. The freshman biology cur-

riculum could benefit from being edited so that students' first high school engagement with the topic is more meaningful.

Conversely, AP Environmental Science is the ideal course for students to learn about climate change. Up to 20% of the Environmental Science AP Exam multiple-choice section focuses on climate change, and other units, such as one on biodiversity, require discussion about climate change. Evidently, a significant portion of the curriculum is dedicated to the study of climate change, and AP Environmental Science likely fosters a meaningful climate change education experience for most of the students who take it. However, the reality is that as of right now, it is only offered to seniors, and students must choose to take it over a variety of other science courses. This means that some students at MHS aren't able to embark in worthwhile study of climate change until their final year of high school, while others don't at all.

There are, of course, many options that MHS can take to extend its students' access to climate change education, but here are some of the changes that I believe would be the most effective. First, taking into account MHS' current AP policy, which only allows students to take APs as juniors and seniors, AP Environmental Science should be added as an option for juniors. Jen Novick ('22) is someone who, through her involvement in MHS Eco Reps as one of the club's presidents and enrollment

in AP Environmental Science, has taken advantage of all of the school's offerings related to climate change education. Despite this, Novick still comments, "My experience learning about climate change at MHS has been disappointing", adding that "[I] constantly feel like I am behind and not knowledgeable enough to speak on the topic of climate change." She believes that maybe if she had "begun this educational journey earlier", she might not feel this way. Additionally, due to the fact that many seniors are accepted to college before the end of the year and a good portion are accepted before January through early admission, senior year is not the time of peak education engagement for students. Therefore, the current restriction of the course to seniors prevents students from potentially being inspired to take their own actions in combating the climate crisis (such as getting involved in environmental activism outside of school or making more eco-friendly choices) at a time when they are much more engaged with the content they are learning. Of course, before this change can be made, it could be a good idea to determine whether there is significant interest among juniors in taking this course. However, if there is, there is no reason for the administration to withhold this opportunity from juniors.

Secondly, MHS should require that its students take an environmental science course at some point in high school. I am aware that not all students can handle

an AP-level course, which is why I think MHS could benefit from adding a standard environmental science class. While the two required science courses at MHS, Biology and Chemistry, are important building blocks in one's study of science, they arguably don't hold the same relevance to the modern high schooler's future as environmental science does. If creating a new environmental science class and making the appropriate adjustments in staff proves to be too difficult an endeavor, an alternative would be to revise the 9th grade biology curriculum to ensure that students are spending the necessary time learning about climate change. Something that has been so catastrophic to our world already and will directly impact the futures of this generation of high school students cannot be simply brushed over. It's unacceptable that some students will graduate from MHS with less than satisfactory knowledge on this topic.

Another change to the curriculum that would benefit MHS students is if they were able to learn about climate change in the non-science courses that MHS has to offer. MHS' AP Environmental Science teacher, Sophia Andrews, is a big proponent of this idea, as she believes that "Climate change education is interdisciplinary by nature so there are ways to embed these concepts naturally into pre-existing courses and courses created in the future." This could look like discussing environmental policy in AP Gov or Current Is-

sues in Law & Government. Global History classes could cover the impacts of climate changes on past civilizations and also the relevance of the Industrial Revolution to the crisis we are facing today. It is extremely important for high schoolers to be aware of the fact that climate change is an interdisciplinary issue, and as such, that's something that should be reflected in their school's curriculum.

One might argue that students who aren't enrolled in an environmental science class may still be able to self-educate on climate change, but this issue is too significant to entrust kids with voluntarily deciding to learn about it. Andrews agrees, explaining that, "Learning about climate change can be difficult on your own, without formal guidance from a teacher and without the benefit of learning alongside your peers." Students may be able to have a fruitful experience when they do their own research, but there is, without a doubt, a component missing from this experience that can only be found in a classroom environment.

We are at a point where educating students, particularly high schoolers, about climate change is something that we can no longer cast aside or neglect. All of these changes would better reflect the urgency of the crisis we are being faced with. As Novick says, "To learn about climate change is to value the current and future state of the planet and its inhabitants. No change can come from ignoring the problems at hand."



# MPR: A New Medium for MHS News

*The student-run radio station offers all students a platform to reach the school community.*



FATIMAH KHAN/THE GLOBE  
Taylor Ferrarone ('22), Byron Raja ('22), and Rowell Jimenez II ('23) record for MPR.



PHOTO COURTESY OF ANNA MCDONALD ('22)  
MPR Audio Engineer, Anthony Cap ('23), explains how to properly use the studio in a tutorial.

By KATE BOSWELL

Mamaroneck High School students are constantly seeking ways to find different creative outlets that allow other students to engage and express themselves. Mamaroneck Public Radio (MPR) is a completely student-run online radio station. It has student-selected music, stories, and local news. The station was founded by Caitlyn Carpenter ('22), Fatimah Khan ('22), and Anna McDonald ('22), who were inspired by Sleepy Hollow Radio, another high school's online radio station. After communicating with the students in charge of the other station, the MPR co-founders developed a plan for a radio station based on their experiences. McDonald finds that "MPR is not only a means for communication, but also a means of highlighting unique student voices and accomplishments."

MPR pairs nicely with the already-existing Journalism program at MHS, which teaches students how to create and publish their own podcasts. The radio will offer yet another medium for students to broadcast their stories, both those that are produced as part of the class and those that are specific to MPR itself.

The radio station is search-

ing for the unique and diverse voices at MHS that have yet to be discovered by other school media sources. McDonald explained that she has, "found that a lot of school programs feature very similar types of students, and that it is difficult to get a diverse group of students involved." MPR hopes that by finding and hearing from new voices, it will unite the student body, teachers, and staff. McDonald anticipates that the station will be, "a medium for school-wide communication and connection," as students have the opportunity to host their own shows focused on their interests.

Beyond that, students are running the production and programming, which is allowing them to gain important skills specific to radio broadcasting. Todd Freifeld ('22) is the executive music producer, and Anthony Cap ('23) is the audio engineer on staff. MPR broadcasts—which will air as mini-segments in the midst of the station's primarily-musical focus—highlight school events, announcements, and concerts. McDonald predicts that this will simultaneously provide, "a window into the personal experiences of the people that shape our school community."

Rowell Jimenez ('23) is a mem-

ber of the club and is currently working on creating his own radio show. He described that, "producing an audio drama was more unconventional for something this new. But I've tried writing books, making music, and scriptwriting for film, so getting to try this new medium was like a mix of all three. And, better yet, I was doing it with a creative team." Currently student-programs like Jimenez's are pre-recorded and edited, similar to a podcast episode, before being aired on the radio. They will then air with regular time slots so that students and the community can easily tune in.

As for MPR's future, the station wants to expand and experiment with live broadcasting, teacher interviews, and collaborations with already-established school programs. MHS students will be able to listen to MPR through its website, which will be released after the break. McDonald excitedly announced that the station, "will have programs of interest to everyone: from study music, to audiobook-like narrative dramas, to sports news. Students will be able to hear their friends and peers share music and stories."

MPR is open to all MHS students and the Journalism class is now open to juniors and seniors.

# Students Share Skills in Collaborative Design

*Students of various disciplines utilize their skills to extend their knowledge beyond the classroom.*

By GRIFFIN MCINTYRE

It is quite common to hear about students losing interest in a class because they cannot see how it pertains to their world outside of the classroom. This complaint raises the difficult question of how teachers can make their classes more applicable to students' lives. Determined to provide a solution to this problem for their students, design teacher Gwynne Bettencourt, computer science teacher Dr. Jigar Jadav, and engineering teacher James Love collaborated on the creation of a class that would allow students to work together to address various challenges through an interdisciplinary program known as CDL (Collaborative Design Lab).

CDL has been offered to students in electives such as Design, Computer Science, and Engineering since 2018, while Architecture has only been offered since the beginning of this year. To take CDL, students are required to have at least two years of experience within their elective. However, the majority of students in engineering and computer science take their elective for the entire 3 years before taking CDL. This measure is taken to ensure that students can

effectively contribute to the success of their team. Students from these various electives work together in groups on various projects that will benefit the community while providing students with the valuable experience of real-world application. "Project work is constructed to bridge multiple disciplines, creating connections between Science, Technology, Engineering, Mathematics, and Design topics," explains Bettencourt. "Through these connections, designers will create new materials of value responsive to the needs and wants of a society in flux and contribute objects and campaigns of worth that integrate the best in design and design thinking."

Students' shared knowledge in various disciplines opens up a wide variety of possible projects for students to choose from. Ongoing CDL projects range from improving the MHS parking experience to discovering ways in which autonomous aerospace technology can be used for lifesaving measures. CDL provides students with the opportunity to bridge the gap between their knowledge inside the classroom and their outside interests; they are offered the chance to work in an environment that simulates a real collaborative design set-

ting. Bettencourt describes how through this experience, students will further develop their professional skills in the design field by learning "human-centered design, environmental, product/industrial, web, package design, and global branding strategies."

Anna Roberts ('22), a current CDL student, cites Collaborative Design as "one of the most unique experiences I've come across throughout my high school years." Roberts speaks very highly of the class, describing how the CDL aligned with her interests and brought the best student out of her. "All of the critical thinking processes we practiced in design classes and the lessons on how to navigate all of the design software, allowed me to put my best foot forward when working in our groups for Collaborative Design," notes Roberts. While she praises CDL for its real-life focus, she also acknowledges the challenges that students face when working with peers in varying disciplines. "Being around multiple disciplines can be challenging at times [because] all of the students envision projects a little differently," explains Roberts. "But, getting to see how my peers brainstormed together to bring sculptures, concepts, and HCD



PHOTO COURTESY OF MAMARONECK SCHOOLS ON YOUTUBE  
A collaborative design team explains their project while gathered around a table.  
From left to right: Louisa Showers ('22), Avani Mehra ('22), Taylor Ferrarone ('22), Maya Gadlin ('22)

(Human-Centered Design) prototypes to life is incredibly inspiring."

Cailin Kuhn ('23), a fellow CDL student, commends CDL with the same praise as Roberts, describing the class as an "eye-opening" experience. "You get to experience working with people who have different educational backgrounds, which prepares you for working in the creative industry, where collaborating is a crucial part of work," states Kuhn.

The future for CDL looks bright, as an all-new, innovative

CoLab space has been designed and will be starting construction in Spring 2022. The CoLab will be located on the Post side of MHS and will seek to provide CDL students and faculty with a specifically curated room for the class to develop more innovative connections with the curriculum. As CDL students continue to apply their knowledge to various projects in support of our local community and beyond, MHS is sure to benefit greatly from the generous efforts of both CDL students and faculty.



# Features

## A Deep Dive Into MHS’s Local Restaurants and Cafes

*With limited indoor lunch spaces, more students are turning to nearby eateries.*

By **BELLA PIANCO & FLORENCE HAINES**

In this year more than ever, many Mamaroneck High School students choose to go off-campus during lunch and free periods to see friends and eat. With the changed COVID-19 regulations for the 2021-22 school year regarding fully in-person school days, MHS students have a large selection of nearby restaurants with foods that fit a wide variety of interests. From an over 100-year-old hot dog shop to a brand-new deli serving smoothies and sandwiches, there is something for everyone!

For the past 25 years, Mario Lourenco has run Village Pizza and Pasta. Referred to as “Village” by students, the Mamaroneck local business staple serves delicious pizza, pasta, and deli treats. Throughout these 25 years, Lourenco has been able to watch a generation of kids grow up right before his eyes. “I get to see high school kids from 20 years ago coming back with their kids, or they come to visit me, or order pizza from me, or just seeing them around. Being able to see these kids that used to come during their lunch break and get food from me, once your age, who are now adults, I get to see them grow up, and that’s special.” Now, Lourenco gets to see his own kids coming through his doors during lunch with their friends. “I have a senior and a freshman in high school, and



PHOTO COURTESY OF THE DURANDO HERALD  
**MHS students walk to Village Pizza and Pasta, a classic choice for lunch.**

a son at Hommocks.” Lourenco consistently does his best to reciprocate the support shown to him from the school. “I do a lot for the school, I donate a lot whenever I can. Whatever they ask me to do, I voluntarily have no problem doing. I like going to graduations and I go to almost every home game.” Village is a lunchtime staple with many delicious dishes, but Lourenco would recommend the pasta with chicken, chicken rolls, buffalo chicken slices, and pepperoni rolls.

Between the Bun Deli is a newer addition to the community. This welcoming deli has more options than anyone could possibly imagine! Their stock is extremely diverse, from fluffy pancakes to

lasagna to bubblegum! Their sandwich bar has many delicious choices of chicken, turkey, roast beef, and cold cuts, with a build-your-own salad bar to accompany it. Not only that, but they have a wall of drinks fit for royalty, any ice-cold drink you could possibly fathom is right there for your taking. A must try is the delicious, fresh smoothies. Despite the past businesses in the deli’s current location not lasting for extended amounts of time, Between the Bun Deli is certainly here to stay

Another “rising star” in MHS popularity is the small café, Cafeto, located next to Trader Joes. Having opened in January 2019, COVID-19 did impact their business,

particularly with MHS having hybrid learning for the majority of the 2020-2021 school year, in which all students had to be home for lunch. Despite this, Cafeto’s owner Valentina SotoPinto has loved spending the past couple of years in the Larchmont community. “By far the best thing I can say about Cafeto is the relationship we have established with our customers. Even with MHS students... We’ve seen them come and go! It’s always bittersweet when one of our regular students leaves for college.” Some small businesses struggle to make real connections with the community, but this hasn’t been an issue for Cafeto. If you’re interested in going to this café for the first time,

Valentina recommends the latte as a simple staple, but their seasonal items, particularly their snickerdoodle latte, have been a recent hit. The food is always made in house, down to the bread they use for their sandwiches, ensuring that everything is able to taste brilliant. Valentina hints, “we’re working on a raspberry mocha for Valentine’s Day.”

Last but not least, Mamaroneck students are fortunate enough to have a world famous, 103-year-old hot dog stand right in our backyard! A mere walk down the hill near the Palmer entrance, Walter’s has been family-owned for four generations! In warmer weather, students are always seen there during lunch, sampling a delicious hot dog, memorable curly fries, or one of their 15+ milkshake flavors. Not to mention, Walter’s has won numerous awards, including being in the New York Times’ list of “best hot dogs in America!” Recognized not only for its scrumptious food, but also its unique architectural structure, Walter’s is a classic spot for a summer milkshake after school, or a juicy hot dog during lunch!

There are many unique food options for MHS students within a quick walking distance from the school. These locations are perfect for a free period, after school, or lunch! For anyone who hasn’t yet been to these local staples, they are all an immediate must-try!

## The Lasting Legacy of MHS Info, Two Years Later

*Two years after the end of MHS Info, the Midweek Update offers a streamlined alternative to the retired news program.*

By **PENELOPE HALL & MARION KARP**

When MHS Info, Mamaroneck High School’s beloved student-produced news program said its final goodbyes to the student body in 2020, students began to search for other methods for connection and ways to spread school news. As the MHS community sought new ways to spread news and create connections after remote learning, an exciting informative news show was born at the beginning of the 2021 school year.

The Student Council created the “Midweek Update,” a high-spirited news program that serves to bring students together after a year of separation and help create a more connected student body as the school year began. They started producing weekly videos, each three-minute program shown once a week in advisory that highlights clubs, upcoming events, informative segments, and fun activities at MHS.

Liv Bobby (‘22), one of the producers, explains that although

it was originally a “tool used by the Student Council,” they have already received requests from clubs and sports teams to be included. She hopes that in the future more clubs, teams, students, and even teachers will be able to use the Midweek Update as a way to connect with the school in an engaging way.

Though the Midweek Update shares foundational similarities with MHS Info, Bobby explains that the Midweek Update is more “low key,” and is not affiliated with the video department, so the producers use their phones to capture and create creative videos. In this sense, the new program is more casual and direct than MHS Info, which was regularly produced in the video department’s studio with high-tech equipment. Today, the Midweek Update producers are a mix of juniors and seniors including Liv Bobby (‘22), Aidan Wood (‘22), Ciara Collins (‘22), Maya Duthie (‘23), Matty Doherty (‘23), and Luca Giobbio (‘23). Many of them are not video students, so it has been challenging to film and edit content each week. However,

they are learning a lot and discovering new interests. So far, Bobby says that the Midweek Update has exceeded her expectations, and she’s noticed that it has been very helpful for spreading news about events such as Battle of the Classes, Pep Rally, Halloween, and sports events. She did indicate that it’s challenging during “lull” periods, when there aren’t many events happening. When asked about what the future looks like for Midweek Update, Bobby enthusiastically shared her plans to make the program more engaging to the student body by adding short skits and including more students who can submit a form to be featured in that week’s video. She is confident that once she graduates, there are juniors who will continue the legacy of the Midweek Update, and she hopes that it continues to build momentum and become something that the MHS student body looks forward to watching each week.

Students across MHS are glad to have an informative program back in action. Magda Martinez



PHOTO COURTESY OF @MAMARONECKHS ON INSTAGRAM  
**Luca Giobbio (‘23) and Matty Doherty (‘23) on Midweek Update.**

(‘23) says, “Remote learning could be very isolating at times and with no news program last school year, it was hard to stay connected as a student body but now with Midweek update, we are definitely starting to feel the connectivity that MHS Info once brought arise again.” While MHS Info was a designated class with a scheduled “air time,” many students appreciate the laid back style of the Midweek Update and are glad to have a regular show to tune into to hear about all things MHS-related. “I loved how Info was structured like a real news program run by students, but the Midweek Update provides a

more casual and equally entertaining alternative to Info and does a great job of involving more of the student body into its production,” Martinez shares. Lorenzo Bertini (‘25) says, “Midweek Update is really cool and informs [me] of things I may not have known about going on in the school”. In fact, anyone can be involved in the Midweek Update! Students interested in helping to make the Midweek Update can contact any of the producers listed above via their student emails. All in all, MHS students are on a mission to create programs that will bring students together through short video clips.



# Arts & Leisure

## Euphoria Season 2 Makes Its Mark

*MHS students share their excitement over the return of popular teen-drama Euphoria.*

By ELLIE GUERREIRO

The glitter, glamor, and gossip are back this year as HBO Max’s popular drama series Euphoria hits screens with a second season.

The show follows a group of high school students as they make their way through the challenges that surround adolescence. Euphoria also deals with a variety of significant issues, making it a show that appeals to a large audience of all ages and backgrounds. The show was met with great approval from its viewers when it debuted in the summer of 2019, and it was quickly renewed for a second season. However, filming and production were halted in 2020 due to COVID-19, making fans itch for a second season after two years.

“Jaw-dropping, eventful, and chaotic-but in a good way,” says Zach Gottesman (‘24) when asked how he would describe the beloved show. Gottesman goes on to explain that Euphoria is able to stand out from other teen dramas due to its well-executed portrayal of themes.” While some of the events in Euphoria may be exaggerated, many of the themes are correct. Not many other teen dramas have successfully done this.”

Just as Gottesman remarks, some viewers were quick to point out Euphoria’s lack of realism in its first season and questioned whether the characters’ experiences are accurate regarding their age. One of the biggest inaccuracies noted by fans was exaggeration of the parties and social events that the characters were attending. Viewers argued that their high school get-togethers were much more tame compared to the wild and thrilling parties of Euphoria. Fans also pointed out how the portrayals of drugs and alcohol throughout the show weren’t very accurate in relation to the characters’ ages, with viewers explaining that the frequency and quantity of which the characters were partaking in these activities simply weren’t realistic.

However, viewers can seem to agree that Euphoria’s ability to represent such raw and honest topics in such an intricate manner is what sets it apart from other shows. Various topics such as identity, trauma, friendship, and drug abuse have been explored throughout the show. With a lack of representation of many of these topics in the sector of teen dramas, many described Euphoria as a breath of fresh air. Euphoria’s ability to expose its viewers

to such a true and accurate portrayal of these real-world issues while also adding a certain flair to it hasn’t gone unrecognized.

Ava Samson (‘22) says, “Euphoria has a certain vibe that many people appreciate, and I think that is what made it especially popular.” From the soundtrack to the wardrobe to the makeup, Samson explains that every detail is accounted for. “I think it adds a lot of depth to the show, and it is an interesting take on self-expression in teenagers.” Just like Samson, fans have taken note of the uniqueness of Euphoria, especially when it comes to makeup and wardrobe, and look forward to seeing what new outfits and makeup looks characters will be sporting in Season 2. The makeup and clothing that characters in Euphoria wear are known for being a reflection of their characters, as well as their storyline, so fans are excited to see how character development in Season 2 will reflect on the looks of the season as well.

In regard to Season 2, Gottesman shares that he, like many fans, is looking forward to seeing characters Rue and Jules further develop their relationship. The fate of their relationship has been debated vigorously by fans,



PHOTO COURTESY OF @EUPHORIA ON INSTAGRAM  
Jules and Rue, Euphoria’s main characters, hanging out together in bed.

after Season 1 left viewers with a scene of Jules getting on a train to the city and leaving Rue behind.

When it comes to Season 2, Samson reveals that she is most excited to see “certain characters grow and how the writers resolve what happened in Season 1.” Samson explains that Season 1 left viewers on a pretty big cliffhanger, and the fact that audiences have to wait such a long time to get a second season makes it much more exciting. Samson also shares that she’s intrigued to see how the characters Lexi and Fezco develop as characters this

season because “[they] both play such integral parts of the story but didn’t have as much screen time in Season 1.” Like Samson, many viewers are excited to see certain characters get more screen time this season. “It took two years to get the second season out, so I think everyone is ready to see what happens,” she remarks.

All in all, audiences’ hopes are high for Season Two of Euphoria; whether it’s seeing fan favorites back on their screen or the glitter and glamor of the show, viewers are ready more than ever for this season.

## Chicago The Musical Debuts at MHS

*The MHS Theater Department returns to the stage with a lively rendition of Chiacgo on March 3rd-5th.*

By LARISSA BERTINI

The school musical will be making its debut on March 3rd through March 5th. The musical this year will be “Chicago,” a dark comedy set in the Jazz Age. It tells the dramatized story of a real-life murder and trial and the lengths to which some people would go to achieve fame. The show includes iconic numbers like “All That Jazz” and “Razzle Dazzle.” The cast is more excited than ever since it will be their first time back on stage in over two years after the musical last year was canceled due to COVID-19. Elyse Mullen (formerly Ms. Gellert) is the director and the conductor of the pit orchestra, Allison Parsley is the choreographer, Michael Mastroianni and Amanda Gundling are the music directors, and Layla Hoffmann and Laura Neilson are the student choreographers.

Layla Hoffman (‘22) has participated in school musicals throughout high school. She has been resilient given all the challenges faced due to COVID restrictions. Despite COVID-19, she feels that “not much has changed, other than the fact that we’re all wearing masks during rehearsals. In fact, we’ve thrown



PHOTO CURTESY OF ELYSE MULLEN  
The cast of Chicago rehearsing a the Cell Block Tango musical number in the MHS auditorium.

ourselves into rehearsals even more because of the lost time – we want to do the show justice and make it the absolute best it can be.” One of the biggest changes since pre-COVID times seems to be the mask mandate. While the audience is still required to wear masks, the plan as of right now is for the cast to perform without masks on. This procedure is similar to the one used by Broadway

and other touring productions.

Ella Barnes (‘22) is another lead in the play who feels similarly to Hoffman. She says that having to wear a mask does pose a problem, since acting revolves around facial expressions, but they were able to get past that, and “over the course of the rehearsal process we have adjusted to wearing them more and more, so now they feel a bit more normal.” Another prob-

lem that COVID-19 has brought to the musical is the quarantining of cast members, which results in them missing rehearsals. Regardless of the restrictions, they have prevailed and are working hard to put on an amazing performance. Hoffman is beyond ecstatic to get back and often has to “stop and question if this is real life – it’s a little taste of normalcy.”

This year’s show is a very spe-

cial one because it is a female-led show. “[It’s] very refreshing to have so many strong actresses onstage at the same time, especially

**“We want to do the show justice and make it the absolute best it can be.”**

**- Layla Hoffman (‘22)**

since the last show – Singing in the Rain – was very male-heavy,” says Hoffman. She describes an overall positive feeling from her cast-mates, who are grateful to get back to what they love doing the most and being able to perform in front of a live audience. This has pushed the cast to be extra dedicated this year, and they are “all committed to being the absolute best that we can be,” according to Hoffman.

Make sure you buy your tickets and support the hardworking cast and crew members. “Chicago is a show that a lot of people can enjoy. Whether you like comedy, dancing, or singing, there’s something for everyone,” says Barnes.



## Senior PACE Shows: A Culmination of Four Years

*PACE students in the MHS class of 2022 put on a performance to remember at the honorary Senior PACE show.*

By CHLOE GLAZER

In contrast to the many PACE shows performed and produced in a school year, the Senior Shows stand out because they are led by the students. The Senior Shows consisted of the Senior New Plays, Senior Dance Night, and Senior Music Night. This year was the first year that the shows were so close together, taking place on the 14th, 21st, and 28th of January. The three shows highlight the three major aspects of the PACE program: theater, dance, and music. For all the shows, seniors had to write or choreograph a play or dance number, but they had a choice if they wanted to actually produce it. Zachary Moore, who oversaw the theater part of the shows, thinks that “this whole thing is really the whole point of our program,” and believes this was a chance for seniors to have autonomy and be creative.

For the Senior New Plays, which are a series of five unique plays, the seniors began preparing at the beginning of the year. They started the year with writing plays and, after a few months of editing and revising, started to audition for the plays written by their peers.

Directors could request actors for roles, but Mr. Moore made the ultimate decision. After roles had been cast, rehearsals started. Because there were five separate plays, set pieces were limited, and usually only consisted of pieces of furniture. However, the multiple shows allowed people to have a large role in at least one of the plays, since everyone was required to act in a play, regardless if they were a director. Layla Ross ('22), a director in the Senior New Plays, said "we had a lot of control, from sound to script to how the actors performed to the lighting." The maximum length for each play was 10 minutes, but most were around five minutes long. Despite the Omicron surge, the Senior New Plays had not been affected as much, since rehearsals had finished and the plays had been written. The diversity of the plays displays the creativity of the seniors in the PACE program.

The Senior Dance Night was composed of 13 different pieces of choreography, 12 of which were choreographed by the PACE 4 students. They started working on the pieces in November, when students submitted proposals for pieces, then class time was used to rehearse. Allison Parsley, who runs

the dance program in PACE, assigned students to perform in certain pieces based on the style. Each student performed in 3 to 4 shows, and choreographers could choose if they wanted to be in their own pieces. Since students could direct all aspects of their choreography, from music to the costumes to the lighting, Parsley encouraged those students to “really think about the

was “very fun, especially since the whole class got really into it.” Similarly to the Senior New Plays, COVID-19 had not affected the production drastically. Aside from wearing masks and an aversion to partnering, the rehearsal process was quite normal, though Hoffman thought that it was sad that the audience couldn’t be at maximum capacity, though “we are

removed class song, the tradition of serving tea in the lobby after the show was unable to continue, and rehearsals were difficult due to the number of absences. Despite the difficulties of production, William Derby, who was overseeing the Senior Music Night, said, "It's an extraordinary group of people with exceptional gifts and I look forward to fourth period each day I get to work with them." Wilson Moroz ('22), thought similarly and thought that "PACE shows have really shaped my high school experience. The teachers, being Mr. Moore, Mr. Derby, and Mrs. Parsley, are incredible directors who get everything they can out of every student and allow us to create really wonderful pieces of art."

The Senior Shows showcased the unique aspects of the PACE program and allowed the students to express themselves. All three had diverse messages and emotions throughout, which spoke to a wide audience. An incredible amount of care, work, and effort went into the performances, and it came across on stage. The Senior Shows allowed the PACE 4 students to express themselves as well as provide the audience with an amazing experience to conclude the program.

**“It’s an extraordinary group  
of people with exceptional gifts and  
I look forward to fourth period each day  
I get to work with them.”**

- William Derby

message that they want to share with the audience, and to think about how they can express themselves.” Although most of the pieces were original and choreographed by the students, the last performance was choreographed by David Parsons, a world-renowned dance choreographer. The Parsons’ Etude takes movement from 14 of Parsons’ most famous works and was performed by the entire class, which consisted of 24 students. Layla Hoffman (’22), thought the Parsons’ Etude

just happy we get to be on stage”.

The Senior Music Night featured three original pieces out of 9, one by Ari Kass-Amsterdam ('22), one by Wilson Moroz ('22), and one by Ell Flake ('22), Cyprus Greene ('22), and Kira Walter ('22). The other 6 were arrangements. Originally, a class song was part of the production, but COVID-19 made it impossible, since students would not be a safe distance from each other on stage. Out of the three shows, this was affected the most by COVID-19. In addition to the

# How Street Art Impacts the Mamaroneck Community

*All around Larchmont and Mamaroneck, residents find murals with various meanings and art styles. What is their role?*

By **FRANCESCA KRYWOSA**

Art: the expression of human creative skill and imagination, producing works to be appreciated primarily for their beauty or emotional power. As the exact definition states, art is to be appreciated. So why not let people express themselves through this activity? Specifically in Mamaroneck, street art is present in our daily lives. A small poll conducted by the *Globe* found that 90% of Mamaroneck High School respondents think street art is an important part of society, and that it adds a pop of color in such a gray-scaled world. However, there are also many people in the community with completely different opinions on this subject. A large number of people believe that street art can be “out of place” or can make towns look “messy,” which leads to the main question: is street art in a community a reasonable way of self-expression, or should it be done somewhere else?

In an article written by a student at Boston University, polls stated that street art was “literally the writing on the wall - the voice of those who cannot find any other way to publish their thoughts anonymously.” Of course art is important, but it is even more precious to the people who are not listened to or heard in society. Max Szuchman (‘25) has a very strong

opinion on the subject, and while some may consider it destructive, he disagrees because “it adds a cultural element and makes art accessible to everyone,” which was also written in the BU poll. Another MHS student, Juliette Remy (‘23), believes that street art can grow into something even bigger than itself. It can “evolve from street

**“Street art is literally the writing on the wall—the voice of those who cannot find any other way to publish their thoughts.”**

**- Boston University**

art to culturally referenced art like Keith Haring.” The difference between street art and graffiti is that some graffiti artists “embrace the fact that they get arrested because it gives them the kind of prime-time exposure that they crave” as a result of disrespectful vandalization. Art is defined as expression of human skill and emotion, but graffiti is writings scribbled illicitly on public property. Elle Krywosa

(22) declares, "There's a place and a time for street art, and I can understand why people think that it's invasive or a violation of public property." Even though the murals in our community were legally painted, statistics have shown that older people dislike street art twice as much as people under twenty. Be that as it may, street art is making a comeback - specifically in New York, which is, at this present time, the most artistic city in the world. All in all, street art is not only popular, but gives people the ability to speak up in a world in which they feel as if they don't have a voice.

Particularly in Mamaroneck, the art that surrounds us not only brings color into our town, but every mural put together represents crucial events in the start of our community. For example, the painting on Mamaroneck Avenue by Victor Ash is a black-and-white illustration of four people looking to the side. People brush past it, but most likely didn't notice that all four of these people each represent a different ethnic group. While this may be imprecise, the different nose shapes show how dissimilar people can be while still being insanely alike. The visages portrayed by these people all show similar emotions such as seriousness, sadness, and even helplessness. A slightly less well-known mural is "Skinny House" by Loic Ercolessi, which is located on Hoyt Avenue,



PHOTO COURTESY OF @GRAFFITILOCATION  
A mural of Mamaroneck movie stars on the backside of a building off of Mamaroneck Ave.

across from the train station. It is a tall, skinny house, decorated with purple and yellow stripes. There is a sentence that reads, "It's not the size of the house that matters, what matters is the soul you put into it to make it home." Once again, a seemingly insignificant illustration can actually show a particularly important part of our society, in this case one of the first families to live in Mamaroneck. The Skinny House is an actual house in our community, and it is classified as an official landmark. Gathering the information that has been shared thus far, street art is made to spread important messages to society, but it can sometimes seem out of place to people who don't know the whole backstory.

Art is used to express opinions through emotional and il-

lustrative power, but sometimes it is slightly more complicated to analyze than you would think. Mamaroneck in particular is surrounded by street art, whether it's the Corner Store or Mamaroneck Avenue. Many people believe these works are out of place, and they have every right to. However, instead of criticizing these illustrations, try to understand what point the artist was trying to get across. Mamaroneck isn't a large town where it would be difficult to display your opinions, but it is easy to not feel heard, and for some people, art is how they share their feelings and ideas. Street art can be interpreted in many different ways.

But, in the end, that still leaves the question: is this art sharable self expression, or is it better done in a private setting?



# Health & Wellness

## It’s Cold Outside: How to Stay Healthy While Chilled

*This winter, ensure you’re taking care of yourself admist the freezing winter.*

By OLIVIA DALY

After the warmest December on record in the U.S., it seemed Mamaroneck was in for a mild winter. Weeks later, that quickly proved to be wrong. Daily temperatures have been dropping into the single digits, meaning wind chill values have been below zero. However, many students continue to eat lunch outdoors and are required to walk outside from Post to Palmer to limit traffic in the overpass. Students haven’t felt prepared for the extreme weather. “I brought a hat to school just to walk to class,” complains Chiara Collin-D’Augelli (‘22). “It’s just too cold to be outside in this weather.”

When cold air hits someone, their body will insulate itself through a process known as vasoconstriction. The body moves blood from skin and outer extremities to its core, to limit the amount of heat lost to the environment. This makes extremities such as fingers, toes, and the nose and ears vulnerable to the risk of frostbite.

According to the Centers for Disease Control and Prevention, frostbite is an injury caused by freezing, it leads to numbness and color loss in affected areas - often the extremities - and can leave permanent damage. The Mayo Clinic warns that when wind chill hits negative 18 degrees fahrenheit or

lower, frostbite can appear after just a half hour of exposure. If experiencing any symptoms of frostbite, be sure to get out of the cold. The CDC recommends submerging affected areas in warm water, but instructs that fires and heating pads shouldn’t be used as numb body parts can burn easily.

Another major health concern in extreme winter weather is hypothermia. According to the CDC, hypothermia is when one’s

**“I brought a hat to school just to walk to class. It’s just too cold to be outside in this weather.”**  
**- Chiara Collin-D’Augelli (‘22)**

body loses heat faster than it can produce it and body temperature begins to drop. The condition is caused by spending an extended period of time in cold temperatures. Low body temperature af-

fects one’s brain, meaning victims become disoriented and can’t think clearly or even move depending on the severity of the case.

Dr. Jeff Schaider, the chairman of emergency medicine at a prominent Chicago hospital, explains how exposure to the cold can progress to hypothermia: “When you’re exposed to the cold you’ll obviously shiver and try to warm your body up. That’s your initial response. But as your body gets colder and colder, your response to the cold actually becomes less and less. You’ll stop shivering, then your body temperature will start dropping at a more rapid rate.”

The University of Michigan explains that hypothermia can occur at mild temperatures such as 50 degrees fahrenheit in weather that is wetter and windier. The University adds that with “mild hypothermia, home treatment may be enough to bring your body temperature back up to normal.”

But hypothermia is not to be taken lightly. More extreme cases can lead to loss of consciousness, and even death, which makes being dressed appropriately for the weather (a major step in terms of prevention) very important. Dr. Robert Glatter, an NYC emergency physician, suggests wearing at least three layers, including a protective outer layer like a warm jacket.

The MHS ski team agrees,



CAITLYN CARPENTER/THE GLOBE  
Rockland Ave covered in snow on a brisk winter morning,demonstrating the winter chill.

advising students to “layer up,” and “don’t forget socks,” based on their own encounters with extreme temperatures. In addition to this, the Mayo Clinic advises against activities that would cause one to sweat, stating that combining cold weather and wet clothes speeds up loss of body heat.

On the significant subject of winter car safety, the Mayo Clinic recommends keeping emergency supplies such as blankets, matches, water, and a first-aid kit, in one’s car. If stranded, crack a window open for fresh air, remember to run the car for 10 minutes each

hour to keep warm, and ensure “the exhaust pipe isn’t covered” when the engine is running.

For students at Mamaroneck High, the few minutes of outdoor time it takes to travel around the Palmer gym pose little risk in terms of both hypothermia and frostbite. Since wind chill in Mamaroneck has yet to go below negative 18 degrees, being outdoors for the 46 minute lunch period will likely not cause any harm. If wearing appropriate clothing, while unpleasant, students at MHS shouldn’t have any problem with the winter temperatures.

## The Perils of Instagram for Student Users

*How is the popular social media app affecting students who use it?*

By LEA SAMPAYO & CHARLOTTE NOLL

Throughout the past few years, we have all seen a rise in mental health awareness and a strong rise in Instagram users. There has been a thirteen percent increase in mental health conditions and studies conclude that 49.5% of adolescents have a mental health disorder. There are many causes for the increase in mental health disorders, a root cause being social media, specifically an app 26.3% of mobile phone users log into, Instagram.

On Instagram, content is specialized for each individual through the explore page including workouts, models, food plans, luxury items, and luscious vacations, all things any teenager would be drawn to. One in three teen girls say Instagram makes their body image issues worse. Even more upsetting, 6% of teens who struggle with suicidal thoughts in the United States state that the cause is Instagram. After interviewing an MHS student

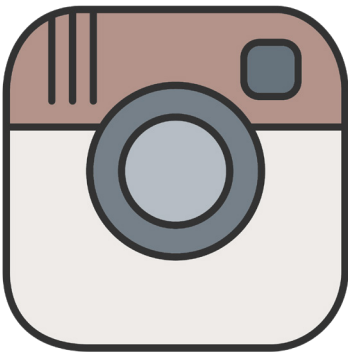
and a Mamaroneck guidance counselor, we were able to see the true effects of this platform on mental health in our school community.

Throughout the pandemic, there has been a reliance on social media, especially on Instagram. It has drawn millions to their phones when individuals feel alone. Mr. Schwartz, an MHS guidance counselor, states, “Social media brings good and bad, though unfortunately in a high school setting, we only see the negative.” A study in 2018 showed 59% of teenage Instagram users have been cyberbullied; this number is continuously growing. He believes at MHS there has been an increase of hurtful posts within the last few years. He thinks the ability to post anonymously allows individuals to post things they wouldn’t if their names were attached.

This has been seen at our high school in the recent months as a mysterious trend in anonymous accounts has been started on Instagram. Here, students have

posted images of their classmates, often making peers feel unacceptable within their own community.

During the same interview, we talked about how this impacts an individual to an unsettling point. It makes an individual



feel unwelcome causing insecurity or self-consciousness. In a survey taken in 2019, two thirds of teenagers who are dealing with

mental health issues have encountered cyberbullying in the last year. While cyberbullying is one of the biggest ways social media affects teenagers’ mental wellbeing, it is just the tip of the iceberg.

On top of cyberbullying, students struggle with unrealistic expectations, from luxury vacations to filters that make your skin look flawless. Users see unreal things and begin to compare themselves to others. According to a research done by Northeastern University, “Thirty-two percent of teen girls found that when they felt bad about their bodies, Instagram made them feel worse.”

In an interview that we did with an MHS senior, she said that this was not an accurate statistic; she felt the actual numbers were higher. Additionally, when we asked her why she thought Instagram was considered a toxic app for teenagers by professionals, she said, “I think it glamorizes people’s lives beyond reality. While I try not to, I do find myself comparing myself

with others while using the app.”

Unfortunately, these problems begin early. On average, a child installs a social media account at 12 years old.

According to a study done by Columbia University, “The more time spent on social media, the more likely a person will experience mental health symptoms like anxiety, isolation, and hopelessness.” The bottom line is, teenagers are negatively impacted by social media. While in many cases using social media is fun and interactive, it is important to be wary of its effects. In today’s world, spending time on social media is nearly unavoidable. Whether you’re running a business, trying to connect with family and friends, or simply passing time, social media is used for everything. For teenagers especially, it is easy to compare ourselves to the people we see online. While social media is a fun place to share our lives, remember to take breaks from time to time so we can live for ourselves and see the true reality.



# Staying Fit, No Matter the Weather

*Harsh winter conditions do not have to result in a skipped workout.*



PHOTO COURTESY OF @KELLYSIKKEMA ON UNSPLASH  
Lifting weights and jumping rope: two effective ways to get exercise indoors.



PHOTO COURTESY OF @SHUTTCH ON UNSPLASH  
Fitness centers provide a plethora of options for exercise.

By SEBASTIAN GOLD

Winter - Images of snow, warm coats, and hot chocolate are usually what first come to mind after hearing that word. However, none of these ideas go hand-in-hand with exercise and physical fitness, which can be problematic. We can't just take a couple months off from our normal exercise routines, right? Unfortunately, when temperatures struggle to get above freezing each day and the ground is often covered with white and brown sludge, this often ends up happening. Lawrence J. Cheskin, founder of the Johns Hopkins Weight Management Center, says people, on average gain, five to seven pounds during the winter months. Of course, weight alone isn't a great measure of overall health, especially for teenagers, but this number does ask an important question: How can we stay fit when it's cold outside? According to the Mayo Clinic, you should only avoid outdoor exercise if the temperature falls below zero degrees Fahrenheit, something incredibly rare in our area. However, very few enjoy spending extended amounts of time outside, even if it is 30 or

40 degrees warmer than that. That's not to say that outdoor exercise can't happen in February. MHS health teacher Kathleen Degnan suggests simply going for a walk. "Bundle up and grab a friend," she says. "With a proper jacket, hat, and gloves, this shouldn't be a problem for many. And with another person, your attention can be turned away from the outside conditions and toward a fun conversation. If you're

**“Luckily, MHS students have the option of using the school’s very own fitness center, which provides most of the resources of a regular gym at no cost.”**

feeling up for it, outdoor sports like soccer or basketball can be safely played, again with smart clothing decisions,” Degnan says. Now, being outdoors in the winter when you don't have to isn't for everybody, so what is possible inside? Degnan also recommends using and following along with a wide variety of You-

Tube videos, which can teach you anything from dances, to yoga, to pilates. These videos can be as short as five to ten minutes, which means that you can easily fit them into a busy daily schedule. Other options, Degnan suggests, include the Hommocks pool and ice rink, which are open through the winter months. They are fantastic resources and Mamaroneck is unique in having them. Using gyms is often thought of as a great indoor exercise idea, but these can often be very pricy. Luckily, MHS students have the option of using the school's very own fitness center, which provides most of the resources of a regular gym at no cost. It is open most days right after school. Sean Lynch ('24), a sophomore who regularly uses it, says the MHS fitness center is "more than acceptable" and a "convenient option to work out." Mamaroneck students have a plethora of options available to them to keep exercising through the coldest months of the year. There is no reason to shy away from making an attempt to stay fit, even if the thermometer drops into a region that may seem uncomfortable. So don't use the "but it's cold outside" excuse, and get moving!

# Keeping Skin Healthy in Winter

*Nourished and hydrated skin can still be achieved in winter's cold and dry climate.*

By KATIE LOGA

It's no secret that the harsh winter conditions in New York can make for serious skin deterioration. Whether symptoms include dry hands, red cheeks, or chapped lips, everyone's skin has suffered during the winter-time at one point or another. According to Healthline, chilly temperatures, lessened humidity, severe wind, and dry indoor heat can deprive one's skin of its innate moisture. Without moisture, it's not uncommon for one's skin to become less healthy and more dry in winter months. Virginia McKinney ('23), a member of the Varsity Winter Track Team, is no stranger to being outside during these cold months. "I practice outside five days a week, but I'm usually only outside for 40 minutes to an hour because we do training indoors, too," McKinney shares. However, during meets, when McKinney is outside for a longer period of time than she typically is for practice, she starts to notice the effects of the outdoors on her skin. McKinney remarks that "sometimes my cheeks get red, especially at meets when we are outside for a couple of hours." Charlotte Patricot ('23) is also

a member of the Varsity Winter Track Team. When asked about how the cold weather affects her skin, she responded by saying, "My hands get very dry, and so does my face. My cheeks get super red and my face gets irritated." Patricot also noted that "I know a lot of people whose faces usu-

**“While winter can make it more difficult to maintain healthy skin, skin deterioration in these cold months does not have to be inevitable.”**

ally flare up and get really dry.” To help prevent the cold from having a negative effect on the skin, Dr. Cynthia Yalowitz of Larchmont Dermatology recommends switching to a hydrating body wash. For example, instead of using Ivory soap, try a gentle body wash that has moisturizing components. Dr. Yalowitz also made clear that covering up by wearing extra articles of clothing such as gloves and a hat should not

be neglected during the wintertime. When asked about what's most important to keep in mind when trying to prevent one's skin from worsening in the winter months, Dr. Yalowitz's answer was to moisturize. Moisturizing, especially right after a bath or shower, can improve the skin barrier, which tends to change in winter's dry, cold environment. To help keep her skin in good condition during the winter track season, Patricot is very avid on moisturizing. "I make sure to moisturize all the time," she shares. Another way that Patricot takes care of her skin is by keeping a dehumidifier in her room while she sleeps. "It helps my skin cells retain moisture," Patricot says. "My skin always feels moisturized and clean when I wake up." Even though sunscreen is often only associated with summer, Dr. Yalowitz stressed the importance of wearing sunscreen in winter as well. "We definitely are keen on telling people to put sunscreen on, especially if they're fair or are going to be outside for any length of time, or near a window," Dr. Yalowitz says. "Using it every day is beneficial to help keep the skin healthy and also prevent the aging effects of the sun." Intermountain Healthcare recommends removing hot show-



PHOTO COURTESY OF @POKOSKINCARE ON UNSPLASH  
A hydrating moisturizer that will serve your skin well this winter season.

ers from a regular routine. Although it may seem tempting to take a long, hot shower after being outside in the chill of winter, hot showers also have the potential to rid the skin of essential oils. Taking showers that are more warm than they are hot will ultimately be more beneficial to one's skin. Another important piece of advice from Intermountain Healthcare involves choosing a moisturizer; when selecting a moisturizer, it is important to keep skin type in

mind. For anyone who breaks out easily, don't use petroleum or oil-based products. Conversely, if your skin is exceptionally dry, Healthline advises that a heavier, oil-based moisturizer may be more effective. While winter can make it more difficult to maintain healthy skin, skin deterioration in these cold months does not have to be inevitable. By being proactive and taking the proper precautions, people can preserve their skin in the winter months.



# A Long-Standing Debate: Fruits Vs. Vegetables

*A look into the merits and drawbacks of both groups of food.*

By SALLY ANDERSON

Everyone is familiar with fruits and vegetables, from fearing watermelon seeds will grow in their stomachs as young children to drinking orange Fanta soda to enjoying potato fries (they count as fruits and vegetables, right?) at McDonald’s. However, when one thinks about it, what really makes a food, a fruit, or a vegetable, and which has better taste and nutritional benefits overall?

It is fairly easy to tell a fruit from a vegetable, although the way they are categorized may be unclear. From a purely physical standpoint, fruit comes from the flower of a plant and possesses seeds, while a vegetable may come from any other edible part of the plant, particularly the roots, leaves, and stalks. However, from a culinary perspective, fruits and vegetables are generally classified by taste. Fruits tend to be sweet or tart, while vegetables typically have a more specific savory flavor or may even be bitter. Many kinds of produce, such as tomatoes, belong to debated categories. Tomatoes develop from the flowers of a tomato plant and contain seeds, so they must be fruits. Nonetheless, tomatoes also have a more savory taste rather than a sweet or sour flavor, so from a cooking view, they would be considered vegetables. Both foods have fantastic

nutritional value, although some of their particular benefits vary slightly. According to the U.S. Department of Agriculture, incorporating either fruits or vegetables into one’s diet can reduce the risk of some chronic diseases, help sustain suitable blood pressure, lower cholesterol levels, strengthen teeth and heal wounds, and protect from some cancers. Each of these food

teeth and mend cuts and wounds.

Despite their commonalities, fruits, unlike vegetables, are particularly low in sodium. High sodium in a person’s diet can lead to hypertension and heart disease. The MyPlate recommended daily sodium intake for a person over fourteen years of age is 2,300 milligrams, but according to the FDA, the average American consumes 3,400

**“From a purely physical standpoint, fruit comes from the flower of a plant and possesses seeds, while a vegetable may come from any other edible part of the plant, particularly the roots, leaves, and stalks.”**

groups are low in fat and calories and are major sources of vitamin C, potassium, and dietary fiber. The potassium found in fruits and vegetables helps maintain healthy blood pressure, while dietary fiber helps lower blood cholesterol levels. Dietary fiber and potassium may help limit the risk of heart disease since it is linked with high cholesterol and blood pressure. People with heart disease have heightened chances of experiencing strokes and heart attacks. Vitamin C is the nutrient that allows fruits and vegetables to maintain gums and

milligrams of sodium each day. By eating more fruit, Americans could maintain healthier sodium levels. Vegetables, on the other hand, have the added bonus of being great sources of vitamin A. Vitamin A is known to boost the health of the skin and eyes. Vitamin A can also help guard against bacterial, parasitic, and viral infections by amplifying the activity of white blood cells in the immune system.

Overall, fruits and vegetables share most of their health benefits, although the particular nutrients can vary based on the specific fruit



PHOTO COURTESY OF JONAS KAKAROTO ON UNSPLASH  
Fruits like kiwis, mangos, and pineapples have lots of Vitamin C.

or vegetable. Therefore, the debate of fruits versus vegetables mostly depends upon a person’s preferences. Based upon interviews with

**“I prefer fruits because they are sweeter and have more of a variety”**  
- Chloe Glazer (‘25)

fifteen students, 93% of students prefer fruits to vegetables. “I prefer

fruits because they are sweeter and have more of a variety,” says Chloe Glazer (‘25). Many other students noted that they enjoy the sweet flavor that fruits have to offer as well. One anonymous freshman defended their stance on the dispute, explaining, “Personally, I prefer vegetables. I think the crisp vegetable flavor is far superior to that of the tangy fruit. I would rather eat a raw onion than a strawberry because onions have a stronger flavor.”

Altogether, fruits and vegetables are both very nutritious and have contrasting tastes, each with advantages and disadvantages. Therefore, one really cannot go wrong with either!

# The Importance of American Heart Month

*How this month came to be and what it means for students’ health and awareness today.*

By LARA BAKER & CHARLOTTE LEMEUNIER

Every second month of the year since 1964, American Heart Month is celebrated. February represents a time for raising awareness across the country of cautionary methods and healthy lifestyle options that guide us to better heart health. This annual recognition of the importance of maintaining a healthy heart was established by former president of the United States, Lyndon B. Johnson under Presidential Proclamation 3566. The month of February is a time where all people should focus and continue to educate themselves on the importance of heart health.

Focusing on your cardiovascular health has never been so important. Heart disease is the leading cause of death in the United States and individuals with poor cardiovascular health are at increased risk of severe illness from COVID -19.

A healthy heart is at the focal point to overall good health. It is responsible for distributing nutrients, blood, breathing, and metabolites that are needed for ba-

sic human function. Maintaining a healthy heart comes directly from a healthy lifestyle. In response to a survey taken by Mamaroneck High School students, results show that only 33.3% of students eat a well balanced diet “from time to time” when asked, “Do you think you maintain a healthy diet?” Regarding this statistic, it is inferable that

**“Regular physical exercise reduces blood pressure, decreases levels of stress by decreasing stress hormones, and alleviates mental health disabilities such as anxiety and dpression.”**  
- Tyler Danzi

many highschool students don’t have consistently healthy eating habits. Implementing a well rounded way of life young can set you up for success when you’re older. As-

sistant Professor of Genomics and Genetic Sciences at Mount Sinai, Dr Hopkins, comments “A healthy heart/healthy lifestyle is really important to make sure you can do the things you want when you want throughout your lifespan. It is really hard to worry about how your diet/behavior will impact you in 20 or 40 years, but if one just follows a simple rule for metabolic health, “all things in moderation” as a guiding principle, one should be in a good place to live life to the fullest both in the short and long term”.

Two easy ways for a person to improve their heart health include physical activity and a healthy diet. Doctors usually recommend at least 150 minutes of moderate activity each week to maintain a healthy heart. Tyler Danzi, a Mamaroneck High School Physical Education teacher, remarks “Regular physical exercise reduces blood pressure, decreases levels of stress by decreasing stress hormones, and alleviates mental health disabilities such as anxiety and depression.” Additionally, some foods are better than others at preventing heart disease. Specifically, diets that are full of fruits, vegetables, whole grain,

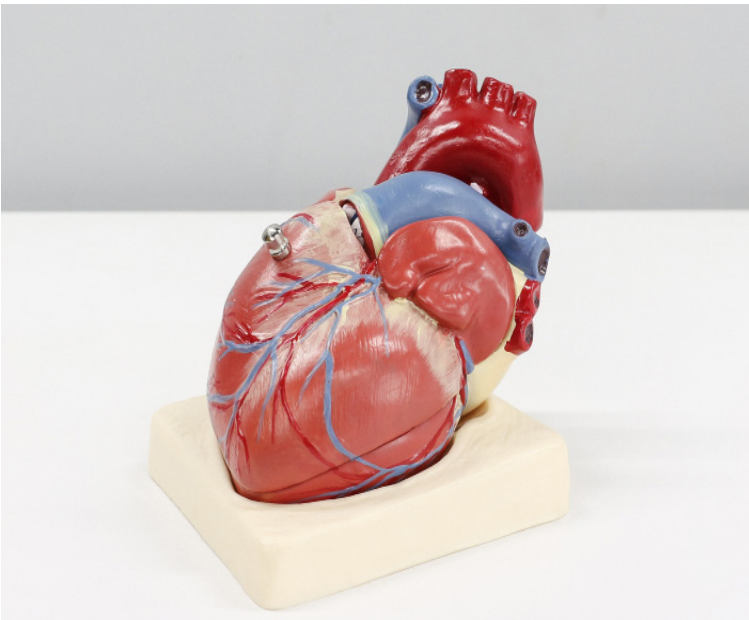


PHOTO COURTESY OF ALI HAJILUYI ON UNSPLASH  
The human heart performs many vital life-sustaining functions.

nuts, and poultry serve to prevent heart disease. Staying away from basic processed food such as junk foods and refined carbs is crucial to avoid heart conditions such as obesity, high blood pressure, high cholesterol, and type 2 diabetes.

Being aware of one’s heart health is important as it motivates one to regularly monitor blood pressure, cholesterol, and weight,

and to determine one’s approximate risk of mortality. Cardiovascular health can be an overall critical indicator of a person’s overall body’s health. Making smart and healthy choices will impact people throughout their lifespan. Following an easy rule of “everything in moderation” and making time to exercise for mental and physical health purposes can do just that.



# Exploring The Mamaroneck Fencing Team

*A hidden athletic gem shines through at MHS.*



PHOTO COURTESY OF THE MAHISCAN  
The MHS fencing team poses for a photo during a practice.



PHOTO COURTESY OF THE MAHISCAN  
Fencers practice to prep for upcoming events.

By SAMANTHA ROSUCK

The Mamaroneck High School Fencing team has been a part of our school for at least 47 years, but it has never gotten the recognition that it deserves. Since it first became a sport, fencing has always been underrated and has not received much attention from the world of sports. This has directly translated to the community of MHS. People tend to forget that fencing is a prominent activity at the high school, with impressive success every year.

The fencing team has even been here beyond its 47 years, with its first coach being the Assistant Superintendent Doctor Calvert Schlick. Before coming to Mamaroneck, Schlick was a fencing coach for the US Navy team while leading them to the NCAA championships and producing members of the team that would make it to the US Pan American Games and the Olympics. Our current coach, John Wilhem, has been coaching the high school team for six seasons, while previously serving as an assistant coach for Stony Brook, Yeshiva University, Hackley, and Hewlett High School. Wilhem loves coaching at Mamaroneck because of all the new fencers he gets to teach. Specifically, he said, “It is wonderful to introduce the

sport and see athletes develop into accomplished fencers.” Part of what makes the fencing team special is all the members that have never had real fencing experience.

Led by Coach Wilhem, the team practices Monday through Friday, from 2:45 pm - 6:15 pm. At the beginning of each practice, the team does 30 minutes of conditioning, before suiting up for action. The boys and girls practice at the same time, with the three different types of fencing; foil, epee, and saber. In the middle of the practices, everyone joins together to practice saber. They split

lie Zeballos (‘24) was leading the girls to victory, as Girls’ Foil was winning 67% of their matches this season and Cynthia Yang (‘25) was topping the team with 75%. In addition, girls epee was also doing well, winning 52% of their matches, led by Captain Marina Varghese (‘23) with 67% and Melanie Lopez-Ramirez (‘24) with 78%.

In addition to these impressive girls’ results, boys’ foil was undefeated, including Captain Robbie De Jager (‘23), who was named Section One’s best fencer. Plus, boys epee won 67%, with Captain Leif Hurdal (‘22) winning 86%.

**“People tend to forget that fencing is a prominent activity at the high school, with impressive success every year.”**

**- John Wilhem**

up to specialize in foil or epee at both the beginning and the end of the practice. In those blocks, there is both group and one on one instruction, with the more experienced fencers helping out.

This system of practicing clearly works very well for the team, considering they have achieved great success this season. As fencing wins and losses are calculated as percentages, for the girls, as of late January, Captain El-

While the fencing team is extremely successful, it is still not very well known at the high school. To combat this challenge, Coach Wilhelm requests that there be a feeder team at Hommocks middle school because it would be “vital to the growth of the high school team.” Hopefully, Wilhem and the rest of the talented fencing squad will achieve this, so that their program can continue to grow at Mamaroneck.

# The Mamaroneck Bowling Team Triumphs

*The unique team acts as a shining light amongst winter darkness this season.*

By KIRA WALTER

With record cold temperatures and icy roads, many are reaching a period of inactivity this January. Walking home against the wind seems a lot less appealing than sitting within a heated car. A cozy couch appears like the perfect place to spend a school-day afternoon. Nonetheless, while weather builds a trend towards inactivity, the Mamaroneck Varsity Bowling Team has been putting in their practice hours, knocking down pins, and winning every time they have played. The undefeated crew of bowlers is one of the most successful tiger teams this season-- a shining light amongst winter darkness.

Led by Coach William Byron, the twelve athletes have played a total of twelve matches with three games in each. Not only have all matches been a Mamaroneck victory but tigers have impressively won most games in a decisive win. These competitions take place at the Bowlerland Alley in the Bronx on Mondays and Wednesdays while Tuesdays are reserved for practice. As they take on White Plains, New Rochelle, Harrison, Yonkers, Portchester, and Scarsdale, they will do excellent in the post-season.

Still, despite the dominance they carry within their league, the post-season means a lot to them. With nine seniors on the team, this is the last chance to achieve a collective dream of going to sectionals, postponed for the past two years due to pandemic-related complications. When asked about this goal in January, Jake Bransfield (‘22) replied with determination: “We have a huge match coming up

**“This year, we have the talent and depth to make a really good run during states.”**  
**-James Tiebout (‘22)**

against Scarsdale and if we can beat them we are heading to sectionals! They are our rivals and beating them to go to sectionals would mean so much. None of us have bowled before Sophomore year and an opportunity at sectionals would show that all the hard work paid off.” The ability to fight for a title means so much to this group which has been bowling through

tough times for several seasons.

Meanwhile, the competitive nature of the bowling team pleasantly pairs with a low-pressure environment at the alley. Though small in comparison to other tiger sports groups, the athletes have a very close connection emphasized by Alex Duffy (‘23): “Joining in freshman year, the bowling team was immediately a welcoming and fun community. While you learn a sport which can be useful for the rest of your life, you also make great connections with the other members of the team.” According to Pin Chasers, bowling is a great way to improve strength, flexibility, and relieve stress, very important things to do during a frigid second quarter. Clearly, the MHS team has been reaping these benefits.

And although strength and flexibility are important, most looking back are proudest of their new skills in the sport itself. When asked about his experience on the team over the years, James Tiebout (‘22) reflected on how he and friends developed their bowling abilities: “Over the past three years that I have been on the varsity bowling team, we have made huge strides in becoming better bowlers and an overall bet-



PHOTO COURTESY OF @MURDA PIN  
The bowling team gets ready for another great season.

ter team. My experience on the bowling team consists of spending a lot of time having fun bowling with my friends, while at the same time competing to win our section and hopefully states. This year, we have the talent and depth to make a really good run during states.” His response reflects the sentiments of his team as they counted down the matches until sectionals.

In conclusion, with so many seniors on the team, Charlie Szuchman (‘22) spoke up about

the legacy he wishes to leave for future bowlers: “We are very excited for the opportunity to compete and try to go to sectionals! We would love to leave a legacy of how much growth and improvement we have shown over our time on the team, and hopefully a league and section title!” The Mamaroneck bowling team is an optimistic group of fellow students, an inspiration to us all as they accumulate their victories and move ahead through the winter season.



# The MHS Ski Team Glides Into the 2021-22 Season

*The best skiers of MHS take on the slopes as they are back in action.*

By EMMA POST & EMMA ERICKSON

The Mamaroneck ski team is ambitious, competitive, and driven. When members of the group signed up, the difficulties ahead were unknown. However, they have still been able to persevere through the toughest challenges. While skiing is one of many MHS activities, it differs greatly from other sports at the high school due to travel needs. The team goes to many different mountains across New York and Connecticut, including their favorites, Mohawk and Catamount Mountains. They can go skiing once or twice a week during January and early February.

There were four exciting races they had to work towards: two at Thunder Ridge Ski Area, one at Mohawk Mountain, and one at Mount Southington. According to Captain Evan Epstein ('22), this year the team is "hoping to have a couple of the boys make sectionals." Ultimately, six skiers—Maggie Roseberry ('26), Anna Goldsamt ('24), Michelle Kaneti ('25), Connor Mundheim ('24), Paolo Dapkins ('24), and Findlay Cantwell ('23)—qualified for sectionals against an impressive field of skiers.

Since the pandemic's initial im-



The Varsity Ski team smiles at Thunder Ridge Ski Area as they enjoy another great day of skiing.

pact, members have had to get used to the required changes. Captain Marissa Lazarus ('22) says, "COVID has definitely affected this year because we have not made it to the mountain as much as normal, as well as we do a lot more outside." On top of that, the team was briefly without a coach due to the virus. With a rise in COVID-19 cases

during the past month, quarantines have been a frequent difficulty for the ski team. A one-week quarantine may not seem like a big issue, but it has severely limited their ability to hit the slopes this season. In addition, due to the required travel to get to the mountains and lack of space on the bus, there is less room for the JV skiers,

ultimately leading to fewer spots on the team. Captain Caroline Prevost ('22) addressed her concerns stating, "This year was similar to last year in that we have to practice outside a lot and have minimal resources. It's also tricky when people on our team catch COVID and miss a week of practice. Because of COVID, our season has become

more conditioning and less skiing." Although the pandemic has forced the team to face adversities, the ski team continues to practice and make the most of the experi-

**"It's (...) tricky when people on our team catch COVID and miss a week of practice. Because of [it], our season has become more conditioning and less skiing."**  
- Caroline Prevost ('22)

ence. There have even been some benefits as a result of the changes! Another Captain, Henry Roffman ('22) states, "I'd say training has maybe become more fun. Because of COVID, we are forced to communicate a lot more, so you get to know the people on your team better." Prevost also mentioned that COVID has not interfered with the joy of being a part of this team. The only option the ski team had was to adapt. So they did just that.

# The Rise of Section 1 Girls Hockey

*Female hockey players of Section 1 are now given a chance to have their own team.*

BY JANE MCNALLY

For years, as youth hockey developmental programs have expanded to accommodate the rising numbers of girls on the ice, varsity sports have trailed behind. While girls' travel hockey thrives, opportunities for girls to represent their high schools during the winter season have been slim to none. They continue to dot the traditional boys' Varsity programs around Section 1, but not in substantial quantities.

Until now. In 2021, Section 1 launched its brand-new girls' hockey program. It features just two merger teams: the Westchester/Putnam East Green Wave and the Rockland Rockies. As made clear by the names, no Section 1 high school has its own girls Varsity team (yet) – not enough high schools are currently able to produce a full roster of their players. As a result, both the East Green Wave and Rockies are rostered with Section 1's top players from more than ten different schools, making for an extremely competitive atmosphere despite the only sectional play being against each other. In fact, on February 5th, the Green Wave defeated Rockland in the Sectional Final by a score of 9-2. While in an abbreviated 2021 season both teams could only compete against each other, this season has introduced interleague and interstate play for both clubs – including

trips to Lake Placid, northern Connecticut, and Long Island – allowing each team to be tested against the tri-state top competition. While COVID-19 concerns prevented any Mamaroneck involvement with the program's inaugural 2021 season, this year three Mamaroneck players can be found on the East Green Wave's roster: Lily Margoshes ('23), Maya Duthie ('23), and Harper Kaplan ('24). All three have had experience

**"I chose to play Section 1 girls hockey because I wanted a community that I could feel more comfortable in."**  
- Harper Kaplan ('24)

playing on both all-girls and co-ed teams in the past, but prefer the atmosphere that the East Green Wave presents. "I chose to play Section 1 girls hockey because I wanted a community that I could feel more comfortable in," says Kaplan, who has been playing for nine years and scored a goal in the 9-2 Sectional game. The sense of community is prevalent – Duthie, who has been in hockey for 10 years, "enjoy[s] the team and the chemistry [they] have together." While all three players have had

success playing co-ed hockey, there was an extra appeal to playing with the girls this year. "Although I enjoyed my time on both the Modified and JV boys teams, I thought that the girls' team might be more fun for me personally," says Margoshes, an 11-year hockey player. There are a lot of differences between the East Green Wave and your average varsity sports team. For one thing, multiple high schools are represented on the roster. While some may presume that unfamiliarity with each other might create problems, Margoshes notes that the team "emphasizes the importance of community, family, and inclusivity and it creates a really positive and fun environment." Kaplan called playing with girls from other schools, like John Jay Cross-River and Rye, "super fun." Margoshes also notes how she got to reunite with friends she had previously made while playing travel hockey. Additionally, no player is limited to just one position. Both Kaplan and Duthie noted how they play any position: offense or defense. Meanwhile, the team's shortage of goalies forces players to suit up in goalie equipment – often for the first time – at a moment's notice. While girls' hockey is still physical, it doesn't have checking, which is found in the co-ed and boys' hockey. Checking, especially at a smaller stature, can be danger-



From left to right: Maya Duthie ('23), Harper Kaplan ('24), Lily Margoshes ('23)

ous. "I also felt like I could no longer compete with the boys because of checking and how I was not big enough to check back," Kaplan explains. The physical differences between boys and girls inevitably influenced Kaplan's decision to join the East Green Wave. While the girls' game is quicker and less heavy-hitting, this style of play was not embraced on co-ed teams. "Girls [on the boy's team] didn't get the same playing time," Duthie notes. The opportunity to get quality ice time playing girls-only is not as available playing co-ed. While there's still a long way to go until girls' hockey holds the same prevalence in Section 1 as their male counterparts, the East Green Wave is certainly a great

starting point. "I really hope more girls try out," says Duthie. "Even if they're new to the sport, we have a development team where they can learn to play, which is really rare for schools to have. I wish that this team continues for the girls in the future." It's clear that the supportive atmosphere makes an imprint on its players. Many girls shy away from hockey due to the male-to-female imbalance, and the pressure to start the sport at an incredibly young age. However, Kaplan believes that the future of Section 1 girls' hockey is bright: she believes it will "show more girls in the community that hockey isn't just a sport for boys, and they can play whatever they want to."