

The Harbor View

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DEI Task Force Discusses Important Issues

By Hannah Van Son

In May 2021, the New York State Board of Regents began its initiative to increase DEI (diversity, equity, and inclusion) in all NY State schools (nysed.gov). Chancellor Lester W. Young stated that the policy of the Board of Regents “is to encourage and support efforts at the State and local level to create within every school an ecosystem of success that is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building. All students must feel that they are welcome, they belong, and they are supported in every school” (nysed.gov).

In response to the State’s call to action, Cold Spring Harbor School District leaders formed the CSH DEI Task Force this past November. Comprised of administrators, teachers, parents, and students, all of whom volunteered, the Task Force met to discuss strategies for making the CSH school system a place in which all students can better grow and prosper.

Within the Task Force, there were six groups, each tasked with a different discussion prompt. For example, groups one and two would discuss what Cold Spring Harbor is doing currently that is beneficial and should be continued in the future, while groups three and four would discuss what we as a community can implement and do better.

Photo Credits: Hannah Van Son



Each group would start their discussions with the Thought Exchange, a discussion board that was shared in an email earlier in the year to members of the community. The Thought Exchange allowed parents, staff, and students to post their thoughts on DEI and the current climate in CSH schools. During the DEI Task Force meetings, members read over, analyzed, and discussed these posts within the groups.

The thought exchange garnered a wide range of viewpoints, the vast majority of which were in favor of DEI; however, there were various posts that said the DEI Task Force was useless in our community. Cold Spring Harbor student Thomas Tsekerides, along with many other students on the Task Force, believe that there is a great need for the DEI initiative in the CSH school system. Thomas asserts that “our school has a staunch lack of diversity of thinking and backgrounds, and generally a very conformist attitude,” and thus “there is strong pressure to be a certain way, to participate in certain activities, and generally to follow the crowd.” He urges our district to strive for an environment in which students are celebrated for their differences, and where every student not only feels like they are included, but also feels as though they really belong. Other teachers in the building, such as World Languages Chair Ms. Rivadeneyra, believe that “all students and staff need to be represented and feel both welcomed and accepted in the school community,” and that the task force is a great way to spark a conversation on what can be changed or what can occur to improve our school community.

A student member of the DEI Task Force I spoke with attested that “there were very powerful conversations and great points brought up,” and a discussion point that stuck with health teacher Mr. Homer was an experience shared by a student. He shared that “it breaks my heart to know that a student can hear such disturbing comments about race, religion, gender etc.... It wakes us up to needing to educate all.” A salient point that stuck with another teacher member was the idea that “it is important to not assume everyone is comfortable or feels that everything is inclusive or equitable,” and to be mindful and considerate of everyone.

Overall, many teachers and students all agreed the DEI Task Force was a success. Director of Humanities, Mrs. Moser, believes that the Task Force was overall productive in that “it gave various stakeholder groups the opportunity to come together and hear concerns from the whole community,” but it also allowed us to highlight what positive aspects already exist in our district.

“Diversity is being invited to the dance. Inclusion is being asked to dance. Equity is allowing you to choose the music.” –Cynthia Olmedo



Photo Credit: Achievers

Diversity is the presence of differences that may include race, gender, religion, sexual orientation, ethnicity, nationality, socioeconomic status, language, (dis)ability, age, religious commitment, or political perspective. Populations that have been-and remain-underrepresented among practitioners in the field and marginalized in the broader society.

Equity is promoting justice, impartiality and fairness within the procedures, processes, and distribution of resources by institutions or systems. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

Inclusion is an outcome to ensure those that are diverse actually feel and/or are welcomed. Inclusion outcomes are met when you, your institution, and your program are truly inviting to all. To the degree to which diverse individuals are able to participate fully in the decision-making processes and development opportunities within an organization or group.

(<https://dei.extension.org>)

Mr. Chiarello, Music Department Chair, believes that the Task Force was an overall positive experience, and that for the most part, everyone was respectful, and all opinions were heard and discussed in a collegial manner.

Although student Thomas Tsekerides agrees that the Task Force engendered beneficial discussions and some great ideas were proposed, such as implementing real consequences for students’ actions that go against of what DEI stands for, he is somewhat skeptical about whether or not anything will come out of it. He is concerned that “the bodies that govern our school [may not be] willing to do anything really transformative out of fear of backlash.” There is also a vocal minority that criticizes DEI in the district that may hinder the implementation of the ideas discussed. And there some in the community who still lack an understanding of what DEI and its goals are. These factors, Thomas says, may inhibit any benefits of the Task Force.

When asked for comment, Mr. Danbusky shared that “While it is concerning to think that any student would hold the opinion that the administration would not address behaviors that are contradictory to what DEI represents, I think a lot of that is rooted in a focus upon punitive components of behaviors.” He believes that by “identifying the underlying patterns and mental models that contribute to [bad decisions], you can help that child... avoid making similar errors through [the] development of a deeper understanding. When this approach is taken in an ongoing, collaborative, supportive and most importantly reflective manner, it provides the greatest opportunity for students to think for themselves and come to better conclusions about what choices they make and why.”



Ms. Gierasch, the superintendent, stated that “[t]he administration stands behind DEI as evidenced by the many programs, initiatives and curricular discussions outlined in the 50-page presentation provided to the community at the October Board of Education meeting,” and adds that “[the administration] will ensure DEI has a place in all aspects of our school community. Is there work to be done? Yes, and I am hoping the students who participated in the Task Force will assist our staff in educating our students, suggesting ideas to address any particular issues at the individual schools, and advancing the needed work.

Collaboration, reflection, and openness are at the heart of what the DEI Task Force was about. Though it was just one step in the district’s DEI initiative, it was a very important one. The Task Force represented a diverse group of stakeholders in the community, provided equity in allowing those interested to participate, and was inclusive in allowing all to share their ideas and have their voices heard. While this task force has concluded, there is a sense that all stakeholder groups would like to continue this type of collaboration moving forward.

SQUID GAME

Just a Game?

By Riley Haskell

In September of 2021, the world became entranced by the Netflix Original Show *Squid Game*. In the series, 456 contestants are placed on an island, and all have to compete in popular South Korean children's games, with one simple penalty if they lose or are eliminated: death. The one common denominator between these competitors is their obscene level of debt, the amount of debt that a person would do anything to get out of. While on the surface the show appears as a group of people so desperate for money they'd risk death, it really is a critique on capitalism and its flaws.

Squid Game toys with one question: Just how far will a person go for money? How far can money push people? How much will people alter their morals to get what they want?

What is truly unique about *Squid Game* is that it takes place in our current reality. It is unlike other popular shows or movies of the same genre, which typically occur in a fictional dystopia in our past or present. For instance, *The Hunger Games* is one of the most popular novel-made-movie trilogies ever to exist, but it takes place in a fictional world, letting us disconnect ourselves from the narrative. While we may understand the lessons the stories teach, we do not take them to heart as we do with *Squid Game*. District 12 versus South Korea--which one feels more real?

But what is special about the premise of the games in *Squid Game* that differs from its anti-capitalism counterparts is the illusion of freedom that the host allows the contestants to feel. After the first game is played and the group votes to go home, they arrive home and experience all of the things that made them want to play the game in the first place.

A main theme that develops as the show continues is the ever-present divide between the rich and the poor. In the final episodes, the "VIPs" join the final contestants on the island. The VIPs are presumed to be the major donors to the cause, the game most likely not having occurred without them. You see them placing bets and treating the people waiting on them as if they were animals. Perhaps the most disturbing part of the VIPs' actions is when they laugh and make fun of the man who commits suicide after being the cause of his own wife's death during the marble game. But the divide appears dramatically in the final moments of the game, when Gi-hun turns away from victory--when it is only a few steps away--to try to save his life-long friend. Above all, the VIPs are in disbelief, not understanding how someone could care for human life more than the sizable prize.

A year after the game ends, it is revealed that The Host is the sickly old man Gi-Hun befriended and protected throughout the game. The Host, also known as Player 001 and Oh Il-nam, explains that he and his friends, the VIPs, were just bored and miserable and needed some entertainment, so they created the competition. He refers to Gi-Hun and the other contestants as "horses." This reference truly encapsulates the detachment the upper class has from the lower, not even viewing them as human beings. Oh Il-nam also tries to convince Gi-Hun there is nothing wrong with the game because everyone joined of their own free will. But what free will is there when you have millions in debt and loved ones dying? Oh Il-nam tries to equate himself and his co-conspirators with the contestants because they were all miserable, but what he discounts is that the misery of the contestants could have been solved by money--of which Oh Il-nam has plenty--while, Oh Il-nam is miserable because he is bored.

Before the VIPs are revealed beyond mentions on phone calls, the viewer has no one to blame but the operators of the games, the people in red suits and masks. We see them massacring participants left and right with absolutely no remorse. However, after the VIPs are exposed and the audience sees the "main operator" (the man in the black suit and mask) kill some of the other operators, the viewer begins to understand that the operators are victims to the system just like the others in the game. Most likely, the operators view this less-than-perfect job as a last resort, next to dying and joining the game.

In the final moments of the show, we see another man playing the game that Gi-hun played to get the card that eventually sent him to the game. Gi-hun sprints over to the man and yells at him, ripping the card out of the other man's hand. While boarding the plane to see his daughter, Gi-hun calls the number on the card, and reminded of everything the game has put him through, turns around to leave. This symbolizes the continuous cycle of debt and riches and death capitalism continues. Gi-hun knows he cannot allow these rich men to continue this. His walking towards the camera is the image that closes the season, and most likely next season we will see Gi-hun face the game with a new awareness.

Photo Credit: Netflix



TRAGEDY AT TRAVIS SCOTT ASTROWORLD FESTIVAL

By Cate Torrey

This year, on the weekend of November 5, rapper Travis Scott performed at his Astroworld Festival. Tens of thousands of people attended this concert expecting to enjoy a good time listening to their favorite music with friends; however, they suddenly ended up traumatized for the rest of their lives.

Travis Scott is a 30-year-old Houston-Texas-based rapper, vocalist, and record producer. He is very well known for his 2018 album "Astroworld," which is also the title of the festival. He has previously worked with Drake, Kendrick Lamar, and other well-known rappers. Scott founded Astroworld, a music festival hosted in Houston on the former Six Flags site. This is the third year for Astroworld, which was canceled in 2020 due to the Covid-19 outbreak. There were also issues regarding the 2019 Astroworld festival; three people were trampled as crowds pushed to get into the concert. The show went on as planned even after concert-goers were taken to the hospital with injuries.

This past November, 50,000 people attended, at least 10 people were killed, and hundreds were injured as a result of a large crowd shoving toward the front of the stage during Scott's performance. The names of those killed were Mirza Baig, Rodolfo Peña, Madison Dubiski, Franco Patiño, Jacob Jurinke, Bharti Shanani, John Hilgert, Axel Acosta Avila, Brianna Rodriguez, and Ezra Blout, who was only 9 years old. Ezra Blout attended the festival where he sat on his father's shoulders because he thought it would be calmer, but when his father lost consciousness, Ezra fell off his shoulders and died. The organization and attention to detail by Scott's team was clearly underwhelming. According to some



Photo Credit: Getty Images

witnesses, the mob was so intense that there was no room to move. "You can literally jump in the air and you're there in the air --it's like if your hands are up, your hands are staying up," Vanessa Johnson, 20, said.

Travis Scott also received an abundance of backlash from the public who claimed he had lacked care for his fans when they needed him. Audience members shared videos of the crisis near the stage on social media, with some people pleading for help and others ignorant of any significant issues. Scott and his security were seemingly unfazed by those calling for help and ignored them. Travis Scott was seen onstage in one video telling fans, "I want to see some rages. Who wants to rage?" He continued to hype up his audience as people were dying and ambulances made their way through the crowd. Then, Scott said, "If everybody good, put a middle finger up in the sky." As the music continued, Travis Scott urged the crowd to make the "ground shake."

All in all, the Astroworld Festival was a tragic event that many argue could have been avoided with better security and organization. The incident indefinitely shed light on how the event's organizers and emergency personnel dealt with the situation. Hopefully, in the future, concert staff will have a better awareness of what is happening in the audience and take action when it's clearly needed.

This event also has posed concerns about what one should do to prevent being in a hazardous crowd, as well as how you might protect yourself and those around you. Some tips are to keep your eyes open for danger signs, leave as soon as you sense that the crowd is somewhat overpacked, stay standing, maintain space around your chest, avoid walls, and move with the crowd. It's all easier said than done, so the responsibility should be on those organizing the event. No one should ever go to a concert without returning safe and sound.



Photo Credit: Getty Images

Meet the New Members of our CSH Faculty

Mrs. Moser--Focusing in on Humanities

By Anna Hammell

Photo Credit: April Henry

Joining Cold Spring Harbor in July of 2021, Mrs. Kerin Moser is our new Director of Humanities. She began her education career in Connecticut teaching second grade for one year, and then taught both kindergarten and second grade in Sachem for five years. After her time in Sachem, she worked with Eastern Suffolk BOCES for five years as a staff developer where she partnered with the Connetquot Central School District before becoming Connetquot's Administrator for Instructional Support and Data. She says she "enjoyed working with teachers and helping them in their classrooms as a staff developer and wanted the opportunity to lead more teachers, which is what motivated [her] to earn [her] administrative degree."

Mrs. Moser knew she wanted to go into the education field even before she attend Sacred Heart University. She was inspired by her father, an elementary school principal, as well as her two sisters, mother, and aunt; all of whom pursued careers in education. And so, from a young age, education has been an important part of her life, as has her connection to her family.

As a mother of five daughters, Mrs. Moser is often very busy, but she always finds time to curl up with her children and a book. When asked what some of her favorite books are, she described her love of Peter Reynolds, a children's book author. She shared that she enjoys children's literature that "helps bring abstract concepts into books that can be taught to children in second grade and below." Mrs. Moser's interest in improving and teaching literacy is clear, and her goal is making literacy more engaging to students.

Regarding Cold Spring Harbor Schools, she has more general goals for the district as well. She hopes to bring people back together and add to the already warm atmosphere. She applauds the friendly environment of our schools. When she first arrived, she was "struck-and still continue[s] to be struck-by the welcoming nature of everyone, both the teachers and students." Mrs. Moser also noted how grateful she is for the kindness shown by the students in the junior-senior high building. Her only regret, she says, is "not being able to see [their] smiling faces." And although there has been a large influx of new teachers and administrators, Mrs. Moser says that the new staff have been able to come together as a group.

After arriving in Cold Spring Harbor, Mrs. Moser noticed how expansive the research opportunities were for STEM-centered students. With the Summer Research Program in place and our close vicinity to the Cold Spring Harbor Laboratory, STEM research and internships have always been plentiful at our high school. Mrs. Moser's goal is to offer similar opportunities to students interested in the humanities. She hopes to partner students with local businesses, colleges and universities, law firms, and local journalists. For students particularly interested in political science, her goal is to be able to offer opportunities within Town Hall or local government so students can gain exposure to, and further their focus in, these areas.



Ms. Segale Conducts CSH Orchestra into a New School Year

By Claire Wallace



Photo Credit: April Henry

This school year we welcomed many new members of staff here at Cold Spring Harbor Junior-Senior High School. One of the many new faces is Ms. Segale, our new orchestra teacher.

Ms. Segale, who grew up in Northport, has been teaching orchestra for three years at another school, making this her fourth year in total. While speaking with her, I was able to see that she has a real desire for teaching and for music in general. In addition, it is very clear to see that she cares for her new students. She stated she wants her students to "be excited about playing and never lose that excitement." It is very heartwarming to see a teacher have such passion and encouragement for her students.

Ms. Segale's love for music began at a very young age. Both of her parents were music teachers as she was growing up. She says that they were a driving force in her introduction to music and also inspired her to be a teacher once she grew up. She shared that she has wanted to be a music teacher since elementary school, and that desire is still present today.

Her love for music does not stop at teaching, though. She enjoys many genres of music other than orchestral, such as pop music. When asked who her favorite artist was, she said "Ariana Grande" in general, but she also enjoys listening to artists in her specific field of music, such as Hillary Hahn, a very successful violinist. She also loves to sing, and in her free time enjoys working out and spending time with her family.

Because of Ms. Segale's love for music and her students, she is able to create a comfortable environment for students in her class. She is excited to see-and hear-her students' hard work and effort pay off in both the junior and senior high winter concerts. We are happy to have Ms. Segale as a part of our school staff. She is a wonderful addition to our school's music program.

Bienvenidos, Señor Isaacson

By Hannah Van Son

Señor Isaacson (a.k.a Señor I) has joined Cold Spring Harbor Junior-Senior High School this school year as a Spanish teacher. Señor I is from Amityville, Long Island, and has previously worked at Syosset High School and Amityville Middle/High School teaching students Spanish. Working locally, Señor Isaacson had heard about Cold Spring Harbor Schools and the district's commendable reputation. He also had a great feeling about the people he met during his job interview.

Inspired to learn Spanish in high school, he then continued his Spanish study at Adelphi and also attended La Universidad del Pais Vasco in San Sebastián. However, he reports that he is still actively learning the language and new things about Spanish culture every day.

Being in Sr. Isaacson's Spanish 4 class, I can attest that he puts a lot of emphasis on the importance of learning a second language and experiencing the world. Señor tells his students to really put in the time to learn a second or even a third language. He advises his students to travel where the learned language is spoken, where English is not spoken. He says that "[a new language] gives you the opportunity to be a different person, for a moment." In the grand scheme of things, it does not take long to gain some degree of fluency. He urges his students to commit wholeheartedly to learning a new language and not simply go through the motions, encouraging them to put in extra work every day on their own to really immerse themselves in a new language. It only takes the good part of a year, one hour a day, every day.

This year, Señor I's goal is to teach students to think about the world and their moment in a larger perspective, emphasizing the point that Spanish is a mere vessel for that to take place. Señor I's favorite thing so far about Cold Spring Harbor has been teaching his students and being able to share his knowledge and life experiences with them.

Besides teaching three Spanish classes in the high school, Señor I also teaches at West Side Elementary school, works at a restaurant, and runs his own small business. Sr. I's languages are not just limited to English and Spanish; he also knows the language of code. Recently, Señor I attended Farmingdale College where he took Computer Science courses. In his free time, Señor Isaacson likes to travel and surf.

Señor I became a teacher not only because of his love of learning, but also because of his love for teaching people who are also excited about and dedicated to learning. He believes that if you have mastered your craft(s), it is then your responsibility to pass on that knowledge to the next generation. Without this, our society would not evolve: we would stay stagnant, and would probably still "be living in caves."

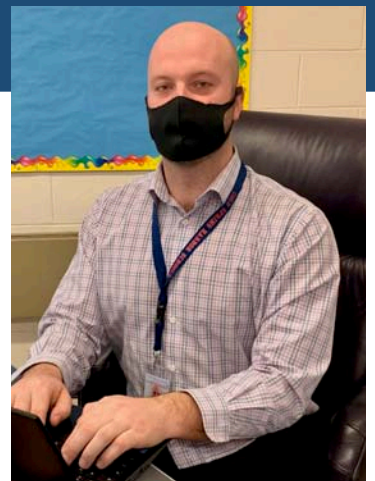


Photo Credit: April Henry

WINTER ESSENTIALS DRIVE

JANUARY 3RD to FEBRUARY 18TH



There are countless homeless people across Long Island in need of warmth and protection against the dangerously cold temperatures of winter. We are hosting a drive with local charities to collect winter items. A collection box can be found in the high school lobby or in J-21!

SUGGESTED ITEMS:

Coats (all sizes, preferably size large)

Hats, mittens or gloves, and scarves

NEW socks and underwear

Sleeping bags

Both new and clean gently used items are welcome!

Remember people come in all ages and sizes!

Please contact Mr. Homer for more information.

PLEASE CONSIDER DONATING TO HELP SOMEONE THIS WINTER





The Underbelly of the Teen Writing World

By Jessica Wang

Heavily inspired by Amanda Silberling's article "Teen Writers Deserve Better Than the Teen Writing Scene" published on *Electric Lit*.

These contests train teenagers to write what they think will win, not what they truly want to write.

-Amanda Silberling

"Last year I was rejected from YoungArts, an annual contest for writers, artists, and performers in grades 9-12. I refreshed my email a grand total of 15 times, refreshed my mom's email 7 times, and then woke up at 3:00 AM to refresh my email again to no avail. Rejected. Rejected. Rejected. It was a huge blow, a catastrophe in the eyes of eleventh grade me. I had looked up to YoungArts ever since I was in middle school, reading through the winners' anthologies each year for inspiration as I tried to morph my prose into a specific writing style that I knew I could never attain.

The summer before eleventh grade was also when I was first introduced to the online teen writing world. Because Cold Spring Harbor High School is not exactly known for its diverse writing community, I decided to rely on online Discord groups, Instagram chats, and Twitter mutuals instead. The teen writing world was everything I ever wanted. Teens made memes about Garamond vs. Times New Roman font and joked about Oxford commas. Queer literature was discussed with a certain openness, admiration, and acceptance I had never witnessed before. The comments people left on my work were insightful and filled with constructive criticism and encouraging praise.

But the teen writing world was also a nightmare. It wasn't the people themselves, but the weight placed on contests and competitive workshops that affected me. This pressure instilled a sense of fear in me, fear that if I didn't win certain writing competitions, I would fall behind my peers. Fear that if I didn't have a certain number of awards, could I even call myself a writer? Writing suddenly became constricting. All the memoirs I wrote had to be focused on a specific topic and intensely personal to the point of discomfort. Fictional work had to be dramatic and have a profound message. This is what writing contests wanted, and this is what I wrote. Writing, which was once spurred by my passion, was now pushed by merit and competition. Every rejection stung, and even winning didn't feel like winning anymore. Winning only brought me relief that my work wasn't garbage.

The truth is, the reason I submitted to YoungArts in eleventh grade was because I thought YoungArts would "save me," free me from self-doubt and hatred towards my craft. I still carry that part of me today. I'm still trying to relearn how to view my work.



Photo Credit: Jessica Wang

Besides this pressure and fear, the teen writing world has many other issues. For one, plagiarism. It's no surprise that plagiarism is rampant in a community with such a heavy emphasis on merit and "proving" yourself through contests and publications. Just a couple of months ago, a well-known MIT student was exposed for plagiarizing a writer who attended the same youth writing workshops as she. This past summer, I was notified that one of the poems *Ice Lolly Review* (a literary magazine I run) had published was actually plagiarized from another writer. The same writer is continuing to submit to contests and workshops to this day. And I have no doubt that there are countless other examples of plagiarism not brought to light.

Contests and workshops that have a teen writer demographic are another issue. If a contest accepts unlimited submissions and charges \$7 per submission, what's going to stop a student from submitting 20 to even 30 pieces? There are only a certain number of fee waivers and unlimited submissions. If one writer submits 20 poems to a contest while another writer can only afford to submit 2 poems, statistically the writer who submits more will have a higher chance of winning. As for workshops, many writing workshops cost a lot of money. An intensive one-week workshop can run over \$2,000, while an online one can easily cost over \$500. By placing a price on passion, we are making writing based on socioeconomic class. The fact is, every young writer, regardless of talent, deserves a mentor and/or writing workshop, but not every young writer can afford one.

Because the teen writing world is so niche and specific, issues like these are not brought up in the media or in the academic classroom. But what I find most horrifying is that most seasoned writers are very aware of these problems. On Twitter, you can find retweets and reshares of threads calling out the bias and economic division contests create. We complain about contests' obsession with certain topics like heritage and identity, and the constant pressure on young budding writers to write about their own trauma in exchange for merit.

If you're a writer at CSH interested in writing, feel free to reach out to me. I would love to meet you! You can email me at jessjellybeans333@gmail.com or find me on Instagram @jessjellybeans.

So what do we do? Some of us carve out our own communities, giving back through organizations built by us, participating in mentorship programs, joining open mic nights, and submitting to other youth-run literary journals. We mentor younger writers, trying to give our experience and knowledge to the ones who are still new to this. We try to make the best of our situation by creating our own free literary groups and looking over each other's work. We bond over rejections and Mitski* lyrics, and celebrate each other's achievements. Eventually, we grow up and go to college or university and leave the teen writing world.

This year I didn't submit to YoungArts. It was a tough decision to make, but as I reflected on my writing journey, I realized the toxicity and pressure I put on myself. I placed these contests on a pedestal, measured my self-worth and my identity as a writer on an acceptance rate. To heal, I needed to start to let go.

New writers take the spot I left behind, submitting to the same institutions like YoungArts and Scholastic. I want to stress that the toxicity I've experienced is not the writers' fault, and I'm not trying to shame anyone who does submit to writing contests; that would be hypocritical. I just believe the teen writing world could be so much more. These young writers deserve better. My peers deserve better. I deserve better. With Scholastic Art and Writing receiving over 300,000 submissions every year (that's at least 2 million dollars, not including tax exemptions and donations), it's more than possible that Amanda Silberling's world where every young writer has access to a writing workshop/mentorship can be a reality. It's just a matter of these "nonprofit organizations" stepping up and taking responsibility for the pressuring, merit-based standards they curate.

And I know that the very purpose of contests is to create competition. As Amanda Silberling stated, "There will never be a world where literary contests don't exist. It's a fact of our circumstances: there's only so much NEA money to go around. There are only so many spots at each MFA program. There are only so many Ruth Lilly Fellows." I just don't think that these contests and workshops should be the essence of the teen writing world. I know from first hand experience that it's easy to get caught up in this mess. It's even easier to lose yourself in the process. Every time I see a young writer rant about being rejected, every time my online friends tell me how they deal with Imposter Syndrome, every time that little voice tells me that I'm not good enough and that no contest would ever like this piece and therefore it's worthless; I can't help but feel frustrated and upset. The contests and workshops that were created to uplift writers are also the ones discouraging writers still trying to find their own style while creating the notion that merit is the only value of success.

I guess I'm just afraid of falling. Sometimes I have this dream where I'm standing on the edge of a cliff and looking down. But this type of fear is different. I'm scared that one day I might fall and fall and fall and forget why I became a writer in the first place. Like Amanda Silberling and so many other writers, I want to be happy with my writing. I want to be satisfied with my work. I want to write for myself again.

It's important to note that the teen writing world is not all bad. New youth-run organizations are popping up and filling the inequality gap. For example, the organization The Young Writers' Initiative offers free writing workshops, a mentorship program, and plenty of volunteering opportunities for more experienced writers. Novel Minority also runs a free summer camp where BIPOC writers can meet teen authors who have published books, and participate in fun activities like spoken word and meditation. Because of social media platforms, I've also had the amazing opportunity to meet young writers from all over the world and was introduced to incredible Queer Asian writers like Ocean Vuong and K-Ming-Chang whose work still inspires me today. There's always someone willing to look over my work, and there's always someone I can talk to about writing. And that's pretty special because I didn't always have that in my life. It's the people that make the writing community special, and the love of writing that connects us all together. We grow because of each other; we learn through connection and shared passion. It's not about YoungArts or that workshop with an 8% acceptance rate or how many Scholastic gold keys and Scholastic gold medals you can collect in your high school career, and I wish more writers knew that.

*Mitski Miyawaki is a Japanese-American singer songwriter.

Here is a list I made of some excellent teen writing programs and initiatives:

Editing Positions

Seaglass Literary Review

Cold Spring Harbor High School Literary Magazine GROK

Polyphony Literary Review

The Young Writers Initiative

Cathartic Literary Review

Free Writing Workshops and Mentorships

Counterclock Arts Initiative

Hugo House Young Writers' Cohort

The Incandescent Review Mentorship Program

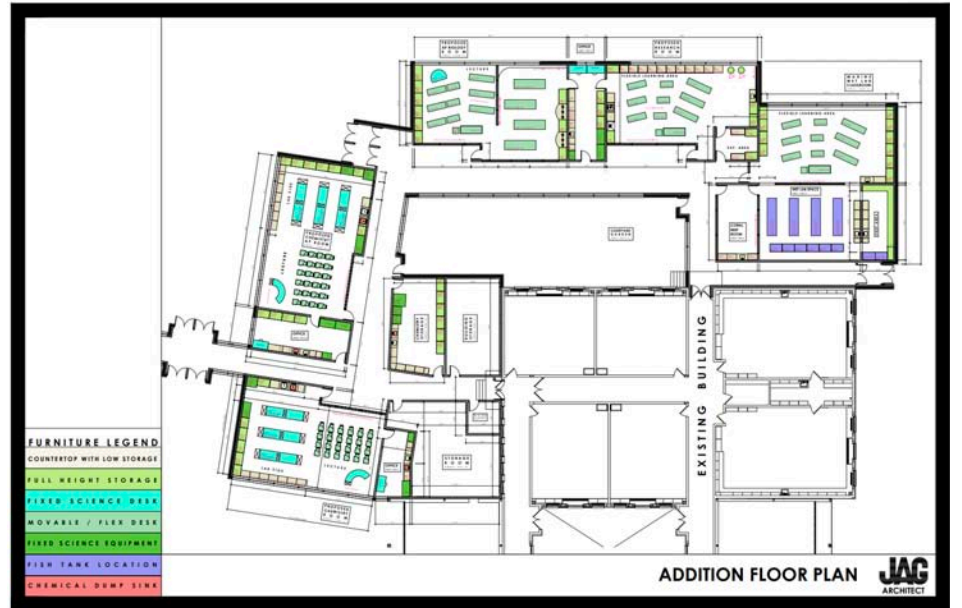
Novel Camp: Novel Minority's Summer Camp

Looking Forward to the STEM Wing at CSH

By Kami Cotek, Sylvie Schneider, & Megan Jasinski

Cold Spring Harbor is excited to announce the construction of the new STEM wing, which will be a great improvement to the school. This addition will bring many new rooms and opportunities to students, teachers, and the entire community.

The STEM wing is ready to get going with its construction, but it first needs approval from New York State. This makes it hard to predict when the final project will be ready for student and teacher use. The new wing will be built attached to the S-wing, include many beneficial rooms and technology, and improve science in Cold Spring Harbor. In our interview with the director of STEM, Ms. Libertini shared, “All of these things kind of fold into the existing teachers and programs that we already have. It’s about maximizing what it is that we have and then offering opportunities for students to connect things from one class time to another.”



The STEM wing will include primarily high school classrooms, consisting of one AP Biology room, one marine wet lab, two chemistry labs, one research room, and one microscopy room. The marine wet lab will house a living coral reef, which will be used by students throughout the science research and marine biology programs; the two chemistry labs will feature a collegiate-level atmosphere where students will be able to collaborate across groups; and the microscopy room will contain new and advanced microscopes available for student use. The labs will also be equipped with technology to help students increase their efficiency. Some of the technology benefits will be that students will easily be able to cast their data from one station to another, share data when needed, and visualize certain research. The new rooms will also have long, wide benches, creating a spacious area for students. The new furniture and technology features will make the laboratories and classrooms feel more like a college experience and make collaboration among students much easier. Another exciting new addition will be the living wall, an installation which only 2 other schools on Long Island have.

The objective of the new STEM wing is to further our programs at the high school while creating an updated workspace where students can use modern technology to help with research projects. The wing is designed to accommodate high school students in research as well as multiple science courses. The elementary and middle school students will be able to take tours and field trips to the STEM wing, participating in many engaging experiments and activities. Also, Cold Spring Harbor students will not have to go to the CSH labs or another lab institution to do their work. With these new additions, more advanced and interactive labs will be able to be done at the school. Students will engage in advanced projects and labs, challenging themselves and evoking creativity and curiosity with the new STEM wing here at CSH.

Social Action Club By Kylie Drakos



When asked about the Social Action Club, Dr. Chase described it as an environment in which members “address the current issues facing our students and create a forum to discuss these issues and elicit positive change.”

Dr. Chase and Ms. Axelrod have been co-advisors of the Social Action Club for three years. During this time, the club has participated in events that have given back to the community within Cold Spring Harbor and the larger local community. For instance, the Social Action Club partakes in the annual Thanksgiving food drive for Helping Hands Rescue Mission every November. This year we provided five families with delicious Thanksgiving meals.

Every spring, the Social Action Club has the opportunity for their student leaders to partner with Goosehill for their character education, HERO day. HERO stands for Honesty, Empathy, Respect, and Open-heartedness. The club’s student mentors create yellow stars to add to Goosehill’s “Hallway of Stars” and discuss celebrating our differences and embracing others. Ms. Axelrod appreciates it as a “great learning opportunity to promote our community values.” The event helps to foster empathy and kindness and establish connections across buildings, thus promoting a stronger school culture. Last year, the club mentors visited Goosehill via Zoom, but are hopeful to attend in person this year!


The Social Action Club is also known as the Social Justice Club. Ms. Axelrod said that “we want the club to embody both of these aspects and use the names interchangeably so students can connect with one of those areas, and learn what it means to them.” In addition, the purpose is to bring awareness to, and have positive discussions with, other students about prominent social issues.

Students are encouraged to bring forward topics they are passionate about and wish to discuss at the meetings. The Social Action club meets on the third Wednesday of each month, and each meeting runs from 2:30 to approximately 3:15 PM after school. It is open to all students in grades 7-12. The Social Action Club plans to invite community partners to be guest speakers at their upcoming meetings. Additionally, they are currently discussing ideas for more fundraising events for the spring!

If you are interested in joining, please contact Dr. Chase (bchase@csh.k12.ny.us) or Ms. Axelrod (eaxelrod@csh.k12.ny.us) by email or stop by H-1 or the Counseling Center!



Photo Credits: Ms. Axelrod



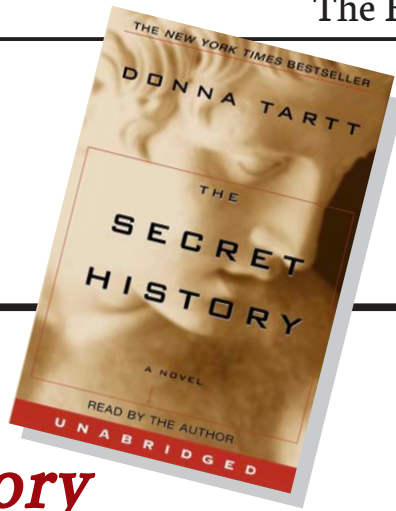
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Book REVIEW

By Riley Haskell



The Secrets of *The Secret History* by Donna Tartt

Most people know Donna Tartt because she is the acclaimed author of the novel *The Goldfinch*, which was adapted into a 2019 film. For this review, the focus is her other, lesser-known but equally-amazing novel, *The Secret History*. *The Secret History* follows the main character Richard as he tries to find his footing at a small, liberal arts college in the Northeast called Hampden College. Having grown up in California where he feels trapped, Richard wants to do anything he can to escape his family and past life. However, to do so, he needs to be on a scholarship and get financial aid, which is rather frowned upon at Hampden— especially among the friends he makes. Richard wants to continue his Greek education, but when he goes to his academic advisor, they give very vague and odd answers when he explains this. Out of curiosity, Richard finds an ominous Greek professor and immediately realizes just how odd he is. After some nudging, Richard convinces the eccentric professor to let him study, but to do so, Richard needs to give up all of his other classes except for the ones this professor teaches. And so it begins. Richard becomes a part of this group of five, now six, students who exclusively study Classics.

The Secret History tackles many different and controversial topics ranging from morality to wealth and from how far money can get you to friendship and how it can blind you. But its main focus is how academia is disproportionately full of white and upper-class people, and dominated by men and very few women. Further, it discusses how this disparity gives academicians the thought that they can get away with almost anything because they seem so untouchable to themselves and everyone else.

The novel also unpacks how guilt can truly affect the people who experience it. Every last one of the main characters, in the aftermath of the climax of the story, finds truly terrible ways to cope: alcoholism, suicide and suicidal attempts, further corruption of morals. When a group commits a horrible act, it creates serious rifts between the group. Everyone becomes suspicious of each other, and they all begin to turn against one other, holding grudges and assuming the worst in others. Even before the climax, the students already have awful thoughts about each other, knowing deep down the others are hiding something, whether that something is genuinely bad or just a personal secret. Overall, *The Secret History* is a novel everyone should read. It allows insight into the inner workings of a morally wrong person, a mid-to-lower-class person in a group of upper-class, pretentious, academics.

Drama REVIEW

She Kills Monsters “Kills It” on Stage

By Brandon Barrick



The cast of the high school production of *She Kills Monsters* wowed the crowd on October 29th, 30th, and 31st! The cast spent weeks working hard on the play and was super excited for audiences to see the fruits of their labor.

The play, which debuted in 2011, takes place in the 1990s and tells the story of two sisters who couldn't be more opposite. After a stupid wish, the girls make a bond from beyond the grave.

Agnes Evans is average in every way and is a popular cheerleader dating a football player. After her sister Tilly's death, Agnes finds a Dungeons and Dragons video game written by Tilly before she passed. Because she hopes to get to know her sister better through the game, Agnes, with the help of some of Tilly's old friends, delves into the D & D world on an adventure in which fantasy and reality start to blend as she and Agnes grow closer. Among other discoveries, Agnes learns of her sister's experience as she questioned her identity and her sexuality.

The play includes funny scenes, dance battles, a love story, and epic fights with cool background music. One scene in the play that people keep talking about is when Fraser, who plays Orcus, is introduced with the friend's theme and Fraser clapping to it. The determination in the final fight with the flashing lights and the smoke was also a crowd pleaser.

Belle Bryant, who played Agnes, shared her thoughts on her experience: “I had an incredible experience taking part in this beautiful show. To be able to tell such a touching story about family and acceptance was such an honor. It was also the most fun I've ever had in a production. Learning the stage combat was amazing, and it was an acting challenge that I was so excited to take on!” Another thespian, Mary Nemazi, who played Vera in the show, shared, “*She Kills Monsters* was “overall very funny and relatable. I thought that the dance battle was really entertaining! I would always make sure that I was ready for my next scene prior to the battle, so I could stand in the wings and watch.” Mary Getzoni, one of the audience members gave the show high praise: “I really liked the show. It was one of the funniest shows I have ever seen, and my favorite character was Orcus!”

This show was truly amazing and has touched many people's hearts. Despite the controversy over the topics of sexuality and gender identity in the play, most audience members loved the show and overall thought it was funny. The actors and actresses deserve a round of applause for this impressive production.



Movie REVIEW

DUNE

By Isabella Weld

The new movie *Dune*, directed by Denis Villeneuve and starring Timothee Chalamet (Paul Atreides), Zendaya (Chani), and Rebecca Ferguson (Lady Jessica) came out on October 22nd, 2021. The movie is a remake of the book *Dune*.



Dune tells the story of a brilliant young man named Paul Atreides. He is born into a destiny he has a difficult time wrapping his head around; he has to travel to the most dangerous planet in the universe in order to secure the future of his family and his people. Conflict builds up throughout the movie, and the only people to survive are the ones who are able to conquer their fears.

Very similar to the book, the beginning of the movie is painfully slow. The plot takes a while to develop, and it feels as though the movie goes on forever; however, it progressively gets better. The plot is easy to follow and mainly focuses on the same group of characters. Each actor and actress compliment their characters wonderfully. You get to follow along with the characters and watch them grow.

The movie ends on a cliffhanger, hinting that there will be a second movie, “Chapter Two.” This ending creates excitement for the next movie to come out. Overall, *Dune* is a very interesting and suspenseful movie. It is action-packed and filled with breathtaking visuals.

Controversial Reaction to *She Kills Monsters*

By Grace Stark and Amber Zhou

OPINION

The recent production of *She Kills Monsters* by the high school drama department has stirred some controversy. The cast worked very hard to put this production together, and unfortunately, some members of the community did not cheer them on. A few parents believed that the school should not be supporting the production because of its “strong themes” of gender and sexual identity.

According to Brandon Barrick, a cast member, the storyline of *She Kills Monsters* is about two sisters from the 1990s. One sister is average in every way and a typical popular senior named Agnes, while the other is a D & D (Dungeons and Dragons) nerd named Tilly. After a car crash that killed Tilly, Agnes finds a D & D adventure that her sister made before she died and decides to play it to better understand why her sister loved it so much. Agnes, with the help of one of Tilly's old friends Chuck, plays the game and eventually finds it tells the story of her sister's diary. Throughout the game, Agnes gets closer with her sister and realizes why Tilly loved the game so much.

The “strong themes” revolve around Tilly's sexuality and gender identity. While Agnes is playing Tilly's D&D game, she discovers that Tilly might have been a lesbian and that she also might have been questioning her gender identity. Agnes learns that Tilly kissed one of the female characters in the game—who was based on one of her closeted friends—and that Tilly's character is male, two details that make gender and sexuality central to the play. The audience also sees the struggle Tilly faced when two cheerleader demons based on some of Tilly's old classmates made fun of her for being a lesbian.

Brandon believes *She Kills Monsters* is important in portraying what people experience, especially as teens. Sarah Bolton, one of the actors who portrayed the closeted friend/lover of Tilly, thought that interpersonal connection felt very normal to her, that it was like any other love relationship in any other play. Annabelle Bryant, the lead of the play, felt that this story needed to be shared and had this to say: “I thought the play was wonderful and that the LGBTQ+ aspect showed what the lives of those in the LGBTQ+ community can be like—the hardship of being in the closet and how scary it can be to come out. And for the people who do come out, the experience is not as warm and fuzzy as most people might think it is. There are always classmates or people who will try to bring you down. But you have to ignore them and be proud of yourself.”

The controversy started with a Cold Spring Harbor mom commenting on a Facebook post about the play, saying, “It's apparently about a leather clad dominatrix lesbian—this is sick—why would the district promote this?” Another mom agreed that it was a beautiful story, but the sexual themes were too mature for audiences as young as 11 years old. On the flip side, a few moms thought that it was a heartfelt story about relationships, loss, and identity and that young children should be exposed to these topics to develop a kinder and more accepting outlook on life. Parents also brought up that *The New York Times* said this play is one of America's most popular shows, so it isn't peculiar to have perform it in CSH. A 2020 *Times* article stated that there were “797 productions [of *She Kills Monsters*] . . . between 2013 and [2021]. Of those, one was a professional revival, 144 were by amateur companies and a whopping 652 were done on school and college campuses.” It's also worth noting that the the CSH play was the Young Adventurers version, not the adult version.

Additionally, some community members were very quick to bring up that we shouldn't be talking about relationships in our school plays. Where were these parents' concerns when the school performed *Newsies*, *School of Rock*, or any other show in which there are relationships? Why are the responses different when the character is LGBTQ+?

To show their support for the CSH drama department, 15 famous Broadway actors sent videos voicing their reinforcement. Tony award-winning actor James Igelhart, who played Genie on Broadway's *Aladdin*, sent a video encouraging our actors to put on the best show they could and not to worry about anything else. The other actors had similar messages, directing the cast to ignore the controversy and put on a good performance.

Even if people do not agree with the content of the play being shown in schools, everyone must admit that the cast executed their performance extremely well and their efforts paid off. Considering the distractions, the cast was still able to deliver a wonderful performance. For that, we should applaud them and congratulate them regardless of personal opinions on the content of the show.

Personally, we feel that the themes for this show were not “too mature” or “too inappropriate” for school. Now more than ever, especially with the political climate, younger kids should be exposed to these “sensitive” topics. The production of *She Kills Monsters* was a great way for children to become educated on the reality that the LGBTQ+ community experiences. Of course, if one does not agree with the topics, they do not have to see the show. However, that does not mean that if you personally have an issue with it, you should condemn the school or cast for representing these topics—especially when the cast worked hard to make this play come to life.

TRI-M Honor Society Inducts New Members

By Riley Haskell



Photos Credit: Karen Spehler

On October 13th, the Cold Spring Harbor High School Tri-M Honor Society inducted the class of 2021-22. With 31 new members, the class of 2022 is the largest group of Tri-M inductees Cold Spring Harbor has ever had. Mr. Brent Chiarello, the K-12 Music Department Chair, says, "I was thrilled to see the largest Tri-M class in Cold Spring Harbor since its inception over a decade ago."

Dr. Matthew Marullo spoke about what it means to be inducted and be a member of Tri-M. Tri-M is meant to represent the three M's: Modern Music Masters. To be inducted into this honor society, one must be a dedicated student and participant in the music program. One must maintain an A in all music classes, stay in these classes for all four years of high school, and receive at least a 90 at a level 5 or 6 in the New York State School Music Association (NYSSMA) Festival. This is no easy feat for even the most talented of musicians.

While the inductees were unable to be seated on the stage due to the need for social distancing, having the honorees sitting out in the audience with family made it much easier to see the many performers that night. Matthew Hastava, Sophia Shen, Gabrielle Garra, Sarah Bolton, Caroline Coyne, and Isabelle Apostolakos gave incredible vocal and instrumental performances.

Music is the art form through which many adults and children express themselves, and it is important that we continue the tradition of musical pursuit here in our very halls. Each separate ensemble feels like a family, and every child should be able to experience that.



TRI-M Student Inductees

- | | |
|----------------------|--------------------|
| Isabelle Apostolakos | Lily Hooghuis |
| Megan Avallone | Fraser Lintott |
| Heather Baxter | Andrew Noueihed |
| Sarah Bolton | Theodore Packert |
| Andrew Brancato | Kathleen Posillico |
| Camden Carswell | Hanna Richmond |
| Kayleigh Corcoran | Caitlin Roberts |
| Caroline Coyne | Jackie Shammah |
| Michael Degnan | Casey Schneider |
| Andrew Eoanidis | Rebecca Schmitz |
| Gabrielle Garra | Annabel Shen |
| Garret Geraci | Sophia Shen |
| Melanie Golden | Sofia Smith |
| Riley Haskell | Lilli Terry |
| Mathew Hastava | Thomas Tsekerides |
| | Madison Wagner |

Bienvenida a las Sociedades de Honor del Lingua! Bienvenue dans les Societes d'Honneur des Langues!

By Kiara Freidberg

On November 10, 2021, the achieving French and Spanish students in the senior class were welcomed into the Société Honoraire de Français and the Sociedad Honoraria Hispánica. To be eligible for these honor societies, students must maintain an A-or above in all their years in language courses, as well as remain enrolled in their language class all four years of their high school career.

This ceremony honored the fifty-six students being inducted into the Spanish Honor Society and the nineteen students being inducted into the French Honor Society. There were two students honored who were being inducted into both societies, Heather Baxter and Jackson Demarco. These two students were eligible for both, and embody the love for language that all these students have. "Language has always been a huge interest of mine, and being able to learn two languages in my high school career has changed my life," Jackson DeMarco says.

This ceremonious event honored both these cultures in our school by having students from different grade levels showcase their music abilities. Some of our performers included Zoe Abelson, Annabelle Coles, Gabrielle Garra, Annabel Shen, Sophia Shen, and Amber Zhou. All of these performers excelled in their skills, highlighting the distinct and beautiful music from French and Spanish-speaking countries. The ceremony also featured keynote speaker and alumna of CSH, Sarah Lynch. She spoke about how much she values and uses her knowledge of French post-high school.

Both in the classroom and through extracurriculars, these students show their talent and appreciation for French and Spanish. Our Spanish Club teamed with our SWWAT club to promote anti-tobacco lifestyles by putting posters in Spanish and English around the school, and the French club recently hosted a movie night.



Photos Credits: Karen Spehler

Congratulations to all who were inducted into the French and Spanish Honor Societies!

SOCIETE HONORAIRE DE FRANCAIS

- | | | |
|----------------------|-------------------|----------------|
| Isabelle Apostolakos | Jackson DeMarco | Ryan O'Rourke |
| Heather Baxter | Anna Hammell | Ava Patalidis |
| Andrew Brancato | Lily Hooghuis | Melina Ross |
| Camden Carswell | Christian Insigna | Ryan Steele |
| Giovanna Ciampa | Lauren Kania | Madison Wagner |
| Nicholas Collins | Sophie Labuda | Jessica Wang |
| | Paige Lynch | |



SOCIEDAD HONORARIA HISPANICA

- | | | | |
|-------------------|--------------------|-----------------------|-------------------|
| Kailey Albers | Kiara Friedberg | Mary Nemazi | Cameron Starkins |
| Brielle Amadeo | Gabrielle Garra | Alexandra Nesi | Lindsay Stimpfl |
| Isabella Ambriano | Garret Geraci | Andrew Noueihed | Charles Tauckus |
| Megan Avallone | Melanie Golden | Angelina Pavlakis | Ariana Theodoris |
| Emma Bauer | Riley Haskell | Jackson Polo | Paige Thompson |
| Lauren Bavaro | Beau Hodgson | Kathleen Posillico | Ava Tighe |
| Heather Baxter | Harry Jones | Gabriella Rivadeneira | Catherine Torrey |
| Shane Cashin | Andrew Kantor | Caitlin Roberts | Thomas Tsekerides |
| Katelyn Cohen | Sarah Kiefer | Casey Schneider | Logan Vitagliano |
| John Cornog | Sara Mazzei | Jackie Shammah | Aiden Weaver |
| Caroline Coyne | Samantha McCormack | Annabel Shen | Alexander Weaver |
| Michael Degnan | Meghan McGloin | Sophia Shen | Noah Weiss |
| Jackson DeMarco | Haley Mitchell | Sofia Smith | Gillian Will |
| Nicholas DiScala | Mackenzie Murray | Ryan Spielberg | Spencer Will |



POET'S Corner & Grok



Artwork By Caleb Arneja

Siren of Sleep

By Emma Bauer

She shakes my hand in the early hours of the evening,
slowly, surely introducing herself and getting to know me--

She watches me as I do my homework,
Sitting on my shoulder whispering in my ear as I eat dinner.
I complacently nod my head as this is routine--
We meet every night, I know the drill.

I am productive and on task,
but when she taps at my door,
I am distracted by the slumber ahead.
I know that when I give in to her temptation,
I will drift away past my closed eyelids and into another world.
It is so easy to be pulled away from school work
by her beckoning song.

Sometimes she is a nuisance
when she whispers to me in school,
She knocks on my door and lets herself in.
I tell her I'm in class and stifle a yawn
as I fight off her entreaty--
this is simply not the time to ride off on a sailboat
on a glassy sea into the world of dreams.

Though she drags me away from my task--
because there are far too few hours in a day--
I love the presence of her call.
I know that soon enough I will curl up
in a mountain of blankets,
close my eyes, and let
the peaceful sleep
wash away
my worries.



Photo Credit: Karen Spehler



Artists Celebrated at

By Kiara Freidberg

National Art Honor Society Induction

On November 3rd, 2021, the Cold Spring Harbor High School Art Honor Society inducted its 2021 members and honored those inducted in 2020. While the 2020 inductees had their ceremony last year via zoom, the joining of both groups this year was a very special way of honoring all of the newer members.

The evening started with beautiful speeches from each officer of the honor society, including Ava Patalidis (President), Kayleigh Corcoran (President), Hanna Richmond (Vice President), Isabella Ambriano (Secretary), Drew Pultz (Treasurer), Paige Lynch (Historian), Caleb Arneja (Historian), Kiara Freidberg (Historian), and Penelope Patsis (Parliamentarian). These officers discussed the importance of art in their lives and what they will be doing for the chapter. They also lit the three candles, each representing a pillar of what it means to be a member of the National Art Honor Society. "Throughout my 6 years at Cold Spring Harbor, I have developed a deep passion and love for photography," Kayleigh Corcoran said during her speech at the ceremony. "Having art as an outlet has helped me through so much, and I know that it has the ability to do the same for so many others if given the opportunity."

After each student was inducted, Dan Welden—a Master Printmaker, inventor, painter, sculptor, and poet, who studied in Germany and does workshops around the world—spoke via zoom about printmaking and his work as an artist. He has been involved with the Cold Spring Harbor community for years as a guest artist, helping seniors with their printing projects.

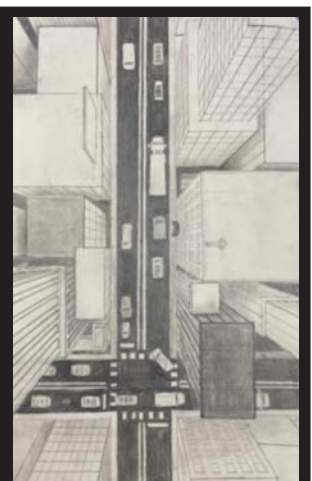
Each inductee chose their favorite piece, which was displayed around and outside of the PAC. This allowed students, teachers, parents, and family members to see the exceptional work of the talented art students in the high school.

This induction ceremony honored the artistic minds of CSH. Art is so important in many students' lives, and to acknowledge and celebrate their talent is something that is incredibly special.

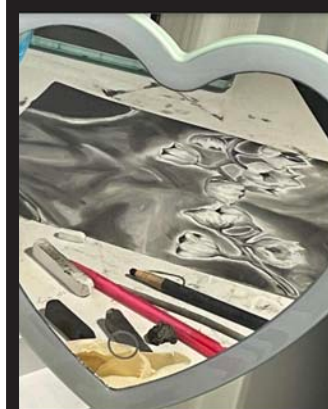
NATIONAL ART HONOR SOCIETY	
11th Grade	12th Grade
Ava Abatamarco	Max Adler
Michael Alcamo	Isabella Ambriano
Elizabeth Ambriano	Isabelle Apostolakos
Brooke Antolin	Caleb Arneja
Eva Baudo	Michael Bruderman
Madison Brass	Lauren Bavaro
Carly Bruderman	Giovanna Ciampa
Dylan Catala	Reed Cooper
Charlie Cohen	Kayleigh Corcoran
Sophie Cohen	Isabella DeGregorio
Elizabeth Collins	Kiara Freidberg
AnnaMaria Fernandez	Dana Friedlander
Annika Flink	Paige Lynch
Grace Franklin	Meghan McGloin
Harry Gao	Drew Munn
James Hadjandreas	Mackenzie Murray
Bryce Kipnes	Justin Papaleo
Nick LaCapra	Ava Patalidis
Nicolette Loeffler	Penelope Patsis
Luke Lynch	Andrew Pultz
Willy Luca	Hanna Richmond
Morgan Lund	Jessica Wang
Yeimi Menjivar	Gillian Will
Karoline Milhim	Spencer Will
Madeline Murray	George Yang
Adrian Papaleo	
Alex Pultz	
Caroline Romanoff	
Veronica Walkin	
Lili Weissberg	
Sophia Witkon	



Ava Patalidis



Drew Pultz



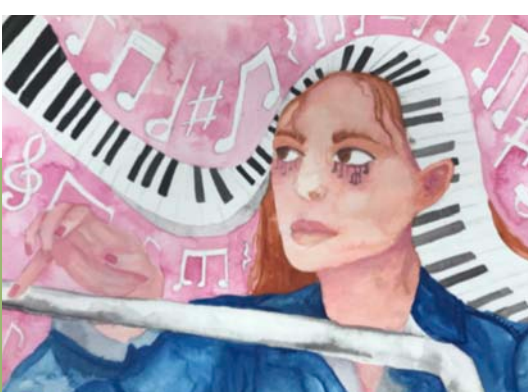
Hanna Richmond



Kayleigh Corcoran



Penelope Patsis



Isabella Ambriano

Art is a line around your thoughts.
- Gustav Klimt



Kiara Freidberg



Paige Lynch

Mantra of the Month

By Megan Avallone

The mantra of the month is about persevering even during stressful times. The holiday season has passed, winter has officially begun, and we have several weeks of school before our next break, so try to make the most of each day and take things one day at a time. To keep your spirits up, sip some hot cocoa, call a friend or family member you may not have seen over the holidays, stop and focus on your breathing when you feel yourself becoming stressed, and spend some time with those you love.

Some senior students have heard back from some of the colleges and universities they applied to. Others are still awaiting decisions. Although this may provoke worries and stress, do not let this dampen your spirits as we begin 2022. We are almost halfway through the school year. You have made it so far already. Have faith that you can keep going and get through the rest. Remember, "a diamond is a chunk of coal that merely did well under pressure." You can do well under pressure, too!



A DIAMOND IS MERELY A LUMP OF COAL THAT DID WELL UNDER PRESSURE

-HENRY KISSINGER