



Admin Create Faculty Working Groups

ALLISON WEISER

CONTRIBUTING WRITER

The Poly Prep administration launched a new initiative for the 2022-2023 school year: faculty working groups. Beginning in October, these voluntary groups for teachers seek to offer recommendations to the administration to improve the school's academic plan.

Assistant Head of School Michal Hershkovitz first "invited faculty members last May to volunteer for working groups" she noted. It was reintroduced in October when Hershkovitz sent a survey to all faculty members detailing the different groups being offered. Interested faculty members each chose one of the eight available groups: Community Events/Assemblies, Curricular Visions for Equity and Justice, Homework, Social-Emotional Wellness, Multidisciplinary Initiatives, Student Accountability, The Experience of Female-Identifying Students, and Grading Mission Statement/Philosophy. Hershkovitz then sent out the finalized list of members in each group, and some of the groups were given guiding questions to begin their exploration.

Patricia Tycenski, a health and well-being faculty member, noted her group, which focused on community events, were given the questions: "What would you like to see more of in student programming? How do you create a more engaging student programming and how do you evaluate how things are going?"

Hershkovitz noted the groups are "self-directed" and "the administration has no part in them during the current moment when they are studying these issues and coming up with their recommendations." "It was really important for me to ensure that whatever recommendations the working groups made were not driven by the administration," Hershkovitz said. Once each group comes up with their bullet-pointed 1-2 page recommendation, it will be delivered to the heads

of the Upper and Middle Schools, Sarah Bates and André Del Valle, as well as Hershkovitz, at the end of the semester.

Different groups took various approaches to their working groups. Stephen Bates, a member of the Community Events working group, noted "I think it's nice that we have general topics to accomplish but the fact that there's not supervision in that respect gives us the freedom to give our own suggestions without input from above." Caitlin Loi, a math teacher and member of the Student Accountability working group, said "I would have preferred some guidance just to get a sense of what the administration wants...the process has not been super detailed I would say."

The groups all devised different tactics to face their specific problem. Beth Eby, a history teacher and a member of the Female-Identifying Students working group, said her six-person working group has met three times. Each meeting has been different, she noted. One meeting "was with administration about using some of the data from the youth truth survey," and "another meeting was trying to understand all the various ways female students at Poly engage with the community and how their activities potentially shape that engagement."

Other groups have focused more on outside perspectives. According to Loi, the Student Accountability group has put together an anonymous faculty survey to gauge a perspective of teachers about things such as the late penalty and grading policy. Additionally, Lee Marcus, a member of the Social Emotional Wellness group and an English teacher, said that his group has invited faculty into their meetings, including the school counselors. He also noted that the group hopes to work with students next in order to get a broader perspective of what social emotional wellness means to students.

(continued on page 3)

What Is 'Appropriate Dress?'

**JORDAN MILLAR, ELEANOR BROWN,
AND LANDON LIPTON**

MANAGING EDITOR AND CONTRIBUTING WRITERS



VIA POLYGON ARCHIVES (1988)

Poly Prep's dress code has been a constantly shifting policy in the last few decades, spurring discussions within the community. The loosening of the policy and current wording allows room for interpretation within the student body, but leaves some students confused about what the restrictions are and administration trying to draw the ever-changing line.

Head of Upper School Sarah Bates kicked off the year with an announcement in assembly specifying certain aspects of the dress code. Bates stated that midriff-revealing clothing was not appropriate for an academic setting. However, according to an email from Bates, she is not aware of any student being dress coded this year. Despite this, some students were confused about whether or not the administration was prohibiting clothing like crop-tops.

The current handbook states that students are expected to dress for a professional setting without any expression of profanity or discrimination. As stated in the school's current Middle and Upper School dress code policies, "Students are expected to dress appropriately, in accordance with Poly's values and academic

purposes. Whether on campus or representing Poly at school-related events, students are expected to wear clothing that demonstrates respect for themselves, the School, and people around them."

Both policies also allow students to express their own personal styles, but prohibit clothing that may objectify anyone or their identities, glorify violence, espouse hatred, or reflect drug, tobacco, or alcohol use. Both policies also state that "clothing should be of appropriate length and should not expose torsos or undergarments."

The Middle and Upper School dress codes do contain some differences. While both age groups of students are not allowed to wear open-toed shoes, only the Middle School policy notes that students cannot wear hats, caps, or other head coverings, unless for religious reasons. In both age divisions, the school "has sole discretion to determine if a student's attire adheres to the standards of appropriate dress." Parents and guardians may be notified of dress code violations, and students may receive disciplinary action as determined by the school.

Bates noted that during COVID, the

(continued on page 2)

Midterm Schedule Experiences a Shake-up, Tests Split Over Break

ANJALI BUDHRAM

SPORTS EDITOR

In years past, Poly had a formal midterm assessment week that took place in mid-December, right before winter break. This year, exams are set to take place during two separate weeks divided by winter break, according to an email Head of Upper School Sarah Bates sent to the school in November.

"The schedule is designed to help spread out the assessments and provide you adequate time for preparation. The getting rid of all classes and having set midterm days where only a few departments were giving traditional exams just didn't seem to work for the school as a whole anymore," said Bates. STEM and World language exams will occur December 5th through the 16th, and humanities classes January 9th through the 13th.

"We didn't want [students] studying over winter break, so we denoted that second week we get back from winter break as another testing week. The second week was chosen because we didn't want the first week back from winter break to be testing, also we wanted to ensure teachers would have enough time to grade and provide feedback before the end of the first semester," said Bates.

Bates explained that there was a meeting held in the spring of the '21-'22 academic year concerning the possibilities for this year's midterm week. "Upper School deans were consulted because they are on the forefront of all student concerns, as well as department chairs. It was actually a recommendation from the department chairs. It didn't make sense to proctor exams, assign papers or projects to semester-long classes that have 3-4 weeks of classes left after winter break. In an effort to help the students not have so much work the week be-



VIA AMY HAO

fore winter break the department chairs, when we debriefed last spring about what was the best path moving forward, they came up with this solution," said Bates.

As of recently, Poly's efforts to increase focus on mental health have been things like instilling a day off last year dedicated to mental health, as well having an Upper School Wellness Day. Keeping that ideal at the frontline, Bates explained how the elimination of the dedicated midterm week is intended to reduce student stress.

Ramesh Laungani, head of the science department said, "At the center of all of these decisions is how to manage student stress, then we build from there." Laungani also noted that the midterms being taken in a classroom setting may also decrease student stress. "We are also isolating to the classroom setting to see if that minimizes the number of absences," he said.

Head of the English department, Peter Nowakowski, advocated for this change for similar reasons. "I also understand from a student perspective, taking away this high pressure situation, means you can do better on your other assessments provided your organizing. Also most of us assign some sort of essay anyways," said Nowakowski.

In the past, humanities at Poly has not been comprehensively evaluated in the form of a standardized test, so Poly is striving to move away from that formal test-taking. Conversely, the STEM-focused classes will proctor a formal test.

"Last year, History and English seemed to be doing papers anyway, so having these two weeks provide better guidelines for teachers and managing student stress," added Bates.

Students have responded to the newly instituted midterm plan with both confusion and stress.

(continued on page 3)

Dress Code (continued from page 1)

administration’s only goal was to get students to come to school. Kids wore jeans, crop tops, and pajama pants. Bates also said that there was a push to update the Upper School dress code to align with the Middle School, since both divisions share a campus. She added that the code, which reads in part, “The expectation is that students come to school dressed for a professional, academic setting” is intended to allow personal freedom while also helping students learn what is and is not appropriate to wear in a wide range of situations. “The dress code is really relaxed to be perfectly honest,” Bates said. “The most important elements of that are not wearing any language symbols or brands that would promote or espouse violence, drug or alcohol use, [or] any negative connotations towards someone’s identity. Basically don’t be offensive with the language or symbols.” Bates said that the policy said nothing about crop tops specifically, and that there would not be consequences for students who wear them to school. Reflecting on the dress code announcement she made on the first day of school, Bates expressed that she wished to have laid it out differently. “I realize it’s November and I take full responsibility for not starting these conversations earlier,” Bates said. She said she was also trying to avoid targeting female-identifying students. “My personal philosophy is the ability to express yourself as an individual,” Bates said. She connected her approach to the announcement back to her own high school experience. Scrolling through fashion blogs, Bates came to the realization that low-rise, a popular early 2000s trend, was quickly resurfacing. “I graduated high school in the year 2000, and it’s so fun to see those styles come back. Except the low-rise was giving me almost personal flashbacks to feeling how me and my friends felt, where the fashion and style wasn’t about the clothes. It was about the body that wore them,” Bates said. She further explained that “low-rise looks great according to society if you have a very specific torso. And then I started thinking about the very serious rise in disordered eating that we’ve seen from our students here at Poly, not just female students but male students as well. I started thinking, could school be one place where that’s not in your face all the time?” Bates expresses that the goal of her announcement was not to target a particular gender. “I know you don’t see a lot of boys walking around their midriff hanging out, so I know it’s [leaning] more towards female-identifying students, which I’m conflicted and uncomfortable with,” Bates said. In the near future, Bates hopes to make the process of changing the dress code a collaborative effort. “Policies are made to be examined, interrogated, dissected, evaluated to see, does this make sense for us as a community? If it does, great. If it doesn’t, let’s rewrite it,” Bates said. She also plans to meet with groups of female-identifying Upper School students to have these conversations. Bates added that she is also open to criticism and is genuinely eager to receive student feedback. “Can we collectively write the dress code together, or just understand what we mean by professional dress? I would love to work with the student body on writing the dress code and really have that be a collaboration more than ‘Ms. Bates says we can or can’t do this’. That’s not that’s not how I want to operate with you all,” Bates said. Fixed rules for students’ wardrobe choices are not new. Previous dress code policies in Poly’s archives indicated that up until fifteen years ago students were limited to collars, blazers, dresses, skirts, and ties. Jeans were forbidden, and any violation resulted in punishment. According to the Poly Prep Student Handbook from 2004 to 2005, “Appropriate dress code and good grooming, as determined by the headmaster and the faculty, are the essential requirements of the Poly Dress Code... Students are always expected to be neat and clean.” The Middle and Upper School Dress Code, which used to be split into three periods — fall, winter, and spring — required boys to wear collared shirts or turtlenecks (tucked in at all times), long pants (which had to have belt loops), and shoes or sneakers.

In the fourth quarter, khaki shorts were allowed. All female students were required to wear dresses, skirts, or long pants, along with shoes or sneakers. According to the 2004-2005 dress code policy, “The blouse or shirt must be collared or a turtleneck. A sweater or blazer must be worn with long pants or skirts.” Sweatshirts, sweatpants, other athletic wear, pants with drawstrings, multicolored cargo pants, jeans or jean-cut pants or jackets, denim of any style, T-shirts, hats or caps (indoors), bare midriffs, skirts shorter than four inches above the knee, exposed underwear, tight or revealing clothing, exposed tattoos, flip-flops, and high heels were not permitted at any time. Any violations of the dress code could result in a student receiving a detention, being suspended from classes and afternoon activities, or even being sent home. Chair of Visual Arts Laura Coppola, a Poly alum, recalled sexism around the dress code. “There were specific rules if you were a girl or a female-identifying [student]... If people disobeyed the dress code, teachers were much more active about giving detention (which doesn’t exist anymore).” A 2002 Polygon article titled “Girls Don Ties to Protest Dress Code,” describes a peaceful protest carried out by female-identifying students in response to a winter dress code requiring blazers or sweaters. Students wore ties to school to demonstrate the dress code inequality. The protest sparked important conversations and heated debates surrounding not just the dress code itself, but larger gender inequality issues at school. Twenty years later, students and faculty are still having these discussions. Some students felt Bates’ emphasis on midriff targeted female-identifying students, and others refused to follow it. Sophomore Mika Magnes said “I didn’t follow it because I think it’s a little bit absurd and a lot of people...haven’t really been following it either, almost as a demonstration that we’re not going to listen to this almost sexist...dress code.” Sophomore Emilia Fusaro feels like the notion that students should avoid crop tops is rooted in “a sexist ideology” that women are distracting to men. Although sophomore Nico James and senior Whit Williamson agree that this suggestion targets female-identifying students, both said they do not think it is sexist, but just a reality of the different clothing preferences among genders. James said, “Appropriate length of clothing...applies mostly to women or to girls.” Williamson agreed that the dress code tends to apply more to female-identifying students than to others, noting that he thinks “Girls can get creative to a fault where it becomes inappropriate.” Faculty are also conflicted about the dress code. “I feel like it’s okay to wear pajamas to school on pajama day, but not necessarily on other days,” Coppola said. “Pajamas are for your bedroom and your couch, and I think school should have different expectations when it comes to what to wear. I just feel like we should have conversations about what is appropriate.” Faculty noted a dress code may also minimize financial disparities. “There’s a lot of arguments to be made for a dress code helping there be less kind of anxiety around financial disparities,” said Chair of Upper School Deans Emily Gardiner. In previous years, as stated by the 2004 to 2005 Poly Prep Student Handbook, “Form deans and the division head are the final arbiters of the Dress Code,” and take on the role of addressing dress code violations rather than teachers. “If I’m teaching you...my goals have nothing to do with your outfit at all,” Gardiner stated. “If there’s one thing you can say from the past 12 years, it’s like having a dress code involves so much talk,” Gardiner said. “It felt like the opposite of educational to me. Like we would have faculty meetings where we’d look up and think we just spent 30 minutes talking about how leggings are clothing now ... and you sort of think, God, is that what we are coming to work for?” “I don’t think I’ll ever be the kind of person who’s so wed to one thing that I’m unable to adapt or evaluate as our students’ need change,” Bates said.

The POLYGON

Editors-in-Chief
Maerose Daniels
Selah Ilunga-Reed



Managing Editors

Jordan Millar
Chelsea Lin

News Editors

Alida Lissak
Jess Dosik

Opinions Editors

Lola Pitman
TJ Iannelli

People Editor

Beatrice Larkin

Features Editor

William Ling-Regan

Arts Editors

Sadie Schoenberger
Lucy Goldberg

Sports Editors

Summer Hornbeck
Anjali Budhram

Photography Editor

Elizabeth Perry

Online Managing Editor

Seanna Sankar

Layout Editors

Danielle Jason
Sidney Rothkin

Copy Editors

Zachary Udin
Abby Ben-Ur

Head Cartoonist

Michael Gabriel

Middle School Editors

Brianna Sylvain
Charlotte Arzouian

Social Media Manager

Noah Saivetz

The Polygon is published at least eight times a year by the students of Poly Prep Country Day School. We welcome both letters to the editor and guest opinions pieces of interest. All submissions should be emailed to polygon@polyprep.org and must include the author’s name. The Polygon reserves the right to edit all submissions for spelling, grammar, and length. Letters should be no longer than 200 words, and opinion pieces should be no longer than 750 words. You can find the full Polygon editorial policy online at polygonnews.org.

Faculty Advisor: Rachael Allen

The Polygon
c/o Poly Prep CDS
9216 7th Avenue
Brooklyn, NY 11228

Faculty Working Groups (continued from page 1)

Faculty saw these groups as a way of being heard by the administration. Bates said that the groups are “a way for faculty to get involved and provide suggestions on things that need improving.” Tycenski said, “I think these committees are a more formalized version of being able to say things and get it on paper so that people will hear.” Marcus said he feels it’s “a chance for faculty members to be involved in school-wide issues.”

Beyond the final recommendations that will come of the working groups, some faculty have found the process has already resulted in enriching takeaway. “As a new employee it’s been really great just to get to know...people who I might not necessarily have met prior to this and it’s also been really helpful for me to get a sense of how this school works,” said Eby.

“We teach different topics and we have a very wide range of teaching experience as well so it’s been interesting to discuss what each of our priorities were in joining the group,” said Loi.

“It’s an opportunity to be involved in the larger Poly community outside of my day to day responsibilities” Marcus noted. Danielle Rauch, a member of the math de-

partment and of the Curricular Visions group, noted she enjoyed bouncing ideas off of different teachers from varying departments. “When we talk about social justice in our classroom they manifest themselves in very different ways” Rauch pointed out.

Hershkovitz also said that 29 faculty members have signed up so far. The groups have to find times to meet during the teachers’ already-packed schedules, and coming from various departments this has often been a challenge. Bates acknowledged that his group “met for 40 minutes cause that’s all that we could find.” Additionally, the curricular visions group has only “met only one time so far,” according to Rauch. Eby mentioned “because it is a six-person group it can be difficult to find a time to meet.”

The recommendations will be in by January for review. Hershkovitz and administration will then decide the next steps to take. “I have been so deeply impressed by the energy and the thoughtfulness and the motivation already demonstrated by these groups...It’s the kind of work that I think will make us all better,” said Hershkovitz.

Midterms (continued from page 1)

Fall SLTs Seek Innovative Forms of Service

“The point of midterms and a big psychological aspect is that you go on break and feel the relief of being done and then enjoy your break and come back ready for second semester.

“The midterm week made it more manageable. this change seems more stress-inducing.”

– Zoë Campbell

This new schedule seems to get rid of that and honestly it seems like it is putting us at a disadvantage,” stated Junior Laila Baluk.

“The midterm week made it more manageable. This change seems more stress-inducing,” added Sophomore Zoë Campbell.

Responding to student concerns Bates wrote in an email to the Polygon, “Per student stress, I recommend that they create a schedule for themselves of their individual mid-year assessments. In this model, and depending on their course schedule, they will have 3 tests the week before winter break rather than 6+ in a week. The departments that are not giving assessments in those weeks will not have homework or assessments, so the workload is significantly reduced compared to previous years. Any change can seem stress-

“Midterms are tough because in the big scheme of things, does it matter? What is sort of the pedagogical purpose of having a midterm assessment?”

- Sarah Bates

ful, but if they look at their own individual schedule, they will find that the assessments are spread out much more than they used to be.”

Bates added “proper college preparation is one of the key pillars in the Poly community and relies on the curriculum and student assessment to achieve this, resulting in

the updated midterm week.”

“Midterms are tough because in the big scheme of things, does it matter? What is sort of the pedagogical purpose of having a midterm assessment? Some will say it’s actually evaluative for their teaching practice; it’s a way to help students get into the practice of a cumulative evaluation of knowledge which parlays directly into college, and we felt it was our responsibility to prepare you for that,” said Bates.

“I think it is important to practice timed writing, especially for college. But most of us handle that during class time,” added Nowakowski.

Horace Mann, another private independent New York school, took to an even more drastic shift in the layout of their midterms by eliminating them altogether. Staff writer and student Avani Khorana wrote about the change on December 7th, 2021 in their student publication The Record:

“The school has taken steps to mitigate the pressure students are under such as getting rid of calculated GPAs and midterms.”

In 2020, the impacts of COVID resulted in the elimination of midterm week, “We had to shut down school because of COVID,” added Bates. Poly returned the year after in hopes of resuming pre-pan-

“We will see how it goes this year and get feedback from students, department chairs, deans, faculty...”

- Sarah Bates

demic practices. Supporting and inculcating test-taking in Poly students leads to a stronger and more competitive academic environment.

“We will see how it goes this year and get feedback from students, department chairs, deans, faculty...and if it works we will keep going with it, and if not we incorporate more feedback and see what changes we can make to make the experience better for everyone,” said Bates.

ELIZABETH PERRY

PHOTOGRAPHY EDITOR

The fall semester for service learning teams came to an end just before Thanksgiving break. Three teams met twice a week for eight weeks and focused on different objectives: sustainability, menstrual equity, and planning for an upcoming Civics Day in January. The Sustainability team implemented a start to a new recycling program at Poly, the Menstrual Equity team held a menstrual product drive where they donated the proceeds to One Love Community Fridge, and the Civics team organized and planned a Civics Day event for January 25th, 2023.

Sustainability

The Sustainability Service Learning Team, led by juniors Shriya Nanduru and Nikash Khanna began a pilot program for paper recycling in November, following two years without any form of recycling on campus. The program will act as a test run to begin the process of fully bringing recycling back to Poly’s campus.

“The DSNY just opened up recycling for us. If we are able to give a clean stream of clean paper, they will take it, and that way we can start recycling,” said Nanduru. The service learning team was able to bring back a former aspect of sustainability at Poly and educate the student body during an assembly in early November.

“Our goal is to eventually get to the point where we have paper recycling in every classroom and plastic recycling as well. But so far it is just an ongoing program,” said Nanduru.

“The students were coming away more positive, more optimistic, and more aware of how you get stuff done. The paper is great, but changing the way that people see the world is more important,” said Director of Service Learning and Faculty Advisor of the Sustainability service learning team Elijah Sivin.

Menstrual Equity

The Menstrual Equity Service Learning Team held a menstrual product drive from October 26th to November 4th 2022. The team collected pre-packaged menstrual products including various types of pads, tampons, as well as sanitary napkins and gallon ziplock bags at several locations around campus. The proceeds of the drive are going to One Love Community Fridge, a service organization Poly often partners with.

The team was also able to educate the Poly student body on menstrual equity during an assembly in late October in addition to sending out an email with information attached on menstrual equity in the United States.

“It was more of a voluntary education but we provided an education and resources,” said Student Leader of the Menstrual Equity Service Learning Team and Senior Jen Lavagnino-Sisk.

The team focused on spreading awareness on the importance of menstrual equity as well as collecting products to help menstruating New Yorkers in need of products.

Civics

The Civics Service Learning Team focused on organizing a Civics Day event which is planned to take place on January 25th, 2023.

The event will consist of multiple exercises in productive political conversation, including discussion of the reason behind political beliefs. The event will showcase a speaker to address the Poly community on civics education as well as the presentation of a website created by Student Leader Rory Schoenberger.

“The second part is going to be a civics fair. We’re inviting clubs, service learning teams, and affinity groups from poly and outside organizations to explain how their organizations are related to civics related issues or politics, to help students understand how they make better change within their community” said Schoenberger.

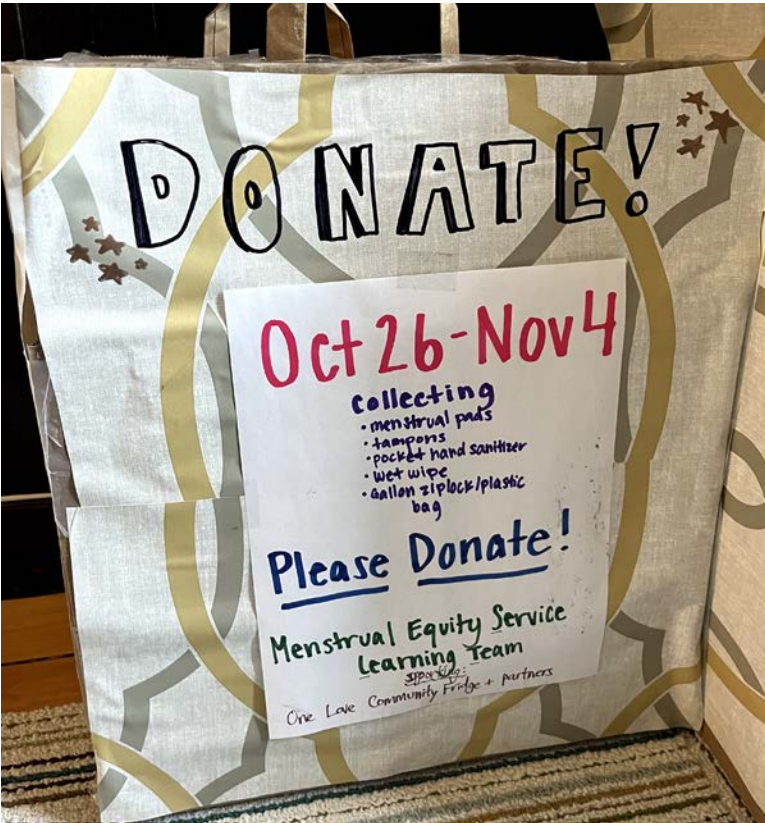
Differing from years past and the other service learning teams, this year the Civics Service Learning Team began their semester with the direct focus of organizing and planning the Civics

Day event. This focus came from last year’s aim for a civics day that had to be delayed due to logistics.

“I’m in conversation with Mr. Sivin right now about possibly changing the model of the Civics Service Learning Team to be going forward where students are developing civics action research projects where they are investigating issues outside of Poly,” said Faculty Advisor and Head of History Department Maggie Moslander.

Service learning teams are driven by student interest in relevant societal issues. Sivin introduced the concept of a service learning team in the summer of 2020, with an aim for students to focus on the educational experience of service and the issues that interest them in their daily lives. “As long as the kids are learning something and as long as they are making some kind of identifiable difference in the world around them, there’s no reason that we couldn’t have these teams centered around their interests,” said Sivin. Upon a student’s completion in the participation of a service learning team, Poly’s service requirement to graduate is fulfilled.

“A huge part of this is trying to build some optimism. If you have a goal and you have a value, you can act on it and you can get something done,” said Sivin.



VIA ELIZABETH PERRY

OPINIONS

Daylight Savings: Inconvenient and Impractical

ISABELLA LEYTON

CONTRIBUTING WRITER

On the first Sunday of November, most North Americans set their clock back an hour, ending daylight savings. We set our clocks forward an hour on the second Sunday of every March to start daylight savings again. Over 70 countries around the world observe daylight savings. Throughout the winter months, there is less daylight. During this time we prioritize the sun rising earlier, and as a result, the sun sets extremely early.

Currently, in the month of November, the sun sets at approximately 4:30 p.m. This can be difficult for students at Poly because school doesn't end until 3:35 p.m. and the early buses don't leave campus until 4 p.m. Even students that take the early bus are most likely arriving home as the sun is setting or once it is already dark outside. It can be unsafe for students to walk around by themselves in the dark.

At 4:30 p.m. I feel like the afternoon is only beginning, but the sun setting tells

mixed over the preference of daylight or standard time. Both options have downsides. If we keep daylight savings time, the sun would rise at approximately 7:45 a.m., later than most in the Poly community wake up. I personally would be willing to wake up in the dark if it means I get an extra hour in the afternoon.

There have been many theories about the origins of daylight savings. Some believe that Benjamin Franklin thought of daylight savings in his essay "An Economical Project." Others think that daylight savings was created for the benefit of agricultural societies, yet surprisingly, according to Newsweek, some farmers were against daylight savings since it messed with their routine. They wanted to work according to the sun and seasons instead of the clocks. Daylight savings was actually created to conserve energy/electricity and get the most out of the daylight. We now live in an industrialized society, so espe-



VIA ISABELLA LEYTON

me otherwise. The days feel so long when the sun sets early since a lot of my day is spent in the dark. As a winter athlete, it

I personally would be willing to wake up in the dark if it means I get an extra hour in the afternoon.

-Isabella Leyton

is much less enjoyable practicing in the dark. The winter already feels depressing due to the cold weather, and the darkness only makes matters worse. I am not the only one feeling this way. According to CBS News, most Americans prefer permanent daylight savings (March-November) to standard time (November-March). Newsweek stated that in 2020 the American Academy of Sleep Medicine conducted a survey and found that 63 percent of people prefer a fixed year-round time. In a CBS News poll, 79 percent of people said they would rather have a fixed year-round time. However, the poll was

cially in urban areas, like New York City, it isn't logical to continue this tradition.

Hawaii and most of Arizona are the only areas in this country that do what works for them and are not on daylight savings time. Instead, they stay on standard time all year round. In Arizona, the heat can get unbearable in the summer and people would rather be out when it is darker because it is cooler. Hawaii is very close to the equator so the days are around the same length in the winter and summer. Hawaii has never observed daylight savings. New York is up north, so we experience the opposite problems with temperature and length of days.

This past March, the Senate passed the Sunshine Protection Act, which would make daylight savings time permanent starting in 2023, but according to NBC News, the bill has stalled in the House. I hope that the House will listen to the people by passing this bill and sending it to President Joe Biden to sign. As a long distance track athlete, with an extra hour of light in the afternoon, I would be able and feel safe leaving campus to go on a run.

HOW POLY CAN HELP THE RECYCLING CRISIS

CAROLINA LISK

CONTRIBUTING WRITER

The United States alone produces 33 percent of the global waste population. According to Grow NYC, New York City residents only recycle about

make an impact on Poly and how we as a community can improve our recycling habits. Our main goal is to create a recycling system at Poly to decrease the amount at



VIA MAEROSE DANIELS

17 percent of their total waste, leaving 83 percent to be thrown away.

In the past, recycling has been challenging in NYC, especially due to the pandemic. Due to COVID-19, New Yorkers began to order more food to their homes, and many started to clear out their old junk. According to the New York Times, Harry Nespole, the president of a union representing city sanitation workers, said, "much of the increased waste is home equipment stuff, a bench they have downstairs, the old TVs with the wood around them. They had these things in the basement for 100 years, and they're putting them out." As a result of the lockdown many of the garbage collectors were unable to gather the waste and recycling, creating a larger buildup in New York. Additionally, according to NPR reporter Lisa Ramsen, "The crisis just gets worse and worse, and without drastic change will continue to worsen as the industry plans to triple plastic production by 2050."

At Poly, recycling has been extreme-

"The crisis just gets worse and worse, and without drastic change will continue to worsen as the industry plans to triple plastic production by 2050."

-NPR reporter Lisa Ramsen

ly challenging since the pandemic, however, it is also one of the most important aspects of our community. Elijah Sivin, Director of Service Learning, explained, "we were doing it before the pandemic, and I know that when we came back we weren't doing it. Sanitation had to change all their schedules, and for budget cuts they eliminated composting of food and paper recycling. Now Poly is restoring paper recycling, at least in specific spots in the school." Moving forward in our community we can start with small actions of recycling, and Poly can help make a change.

I was part of Sivin's Fall Sustainability Service Learning Team, and we hope to

waste on campus. Throughout the first few weeks of the SLT, students learned about the importance of recycling and the effect it has on our community. The recycling program that we take part in at Poly can be extremely beneficial towards our communities outside of school. Senior Thomas Collier, a student in Sivin's Fall Service Learning Team, states, "when you recycle it's all kinda like a chain, if you recycle stuff then it reduces waste because you are converting stuff into things you can use." If we begin to recycle paper as a community we can reduce the amount of waste in our landfills, as well as the amount of greenhouse gasses being produced. The more students that participate in the newly established recycling program at school, the greater effect it can have on the environment outside of the Poly community.

During the early weeks of the SLT, students learned about the chain of recycling. They read numerous articles that detailed the world's state if we don't take action now. By the year 2050 we could be in serious danger, and this is why we need your help. Throughout my experience participating in Sivin's Service Learning Team we learned about the long term effect on recycling. I believe that If students here at Poly continue to take part in bad recycling habits it could affect other communities in our neighborhood, and beyond, that is why we must continue to recycle at Poly. Additionally, it is also important that students don't only recycle at school, but in the other communities that they are a part of, including their homes.

The SLT group established a new program that will implement recycling into the students' everyday life if done correctly. They created two recycling zones on campus that teachers will be able to monitor everyday, creating an organized system. Students can recycle their clean paper materials, excluding glass, in room 103A, which is Sivin's office, as well as room 105, which is the history department office. Now we need your help! Begin recycling your paper and cardboard materials to help make a change at Poly.

FEATURES

Alum Spotlight: Journey to Creating Wellory

CHELSEA LIN
MANAGING EDITOR



VIA EMILY HOCHMAN

Emily Hochman '10 is currently the CEO and co-founder of Wellory, a health tech company dedicated to fostering healthier relationships with food. In addition to her work at Wellory, she is a startup investor at Story Ventures, a venture capital company, and an advisor for Welfare, a nonprofit that delivers nutritious groceries to food-insecure families in New York City. Hochman describes herself as someone who “care[s] a lot about building things that make [an] impact in the world and help people.” Much of Hochman’s work is centered in New York, and she strives to make the community better. Currently, she lives in Soho with her family and a two-year-old pet dog.

After graduating from Poly, Hochman attended Bucknell University, where she majored in Art History with a double minor in Dance and Italian. She notes that though she did not have the opportunity to study entrepreneurship or build a background in startups when she was at Poly, she was involved in numerous extracurriculars. Hochman was a four-sport Varsity athlete as the captain of the dance team, as well as participating in other sports such as lacrosse, swimming, and volleyball. “When I graduated college, I worked at a sports and entertainment company, and I started in a career that I’d never done before,” said Hochman. She first worked as a sales executive at Van Wagner where she traveled across the country doing sales and marketing. Then, though she was able to meet many athletes and celebrities, she realized she “wasn’t passionate about the problems [she] was solving, and [she] really wanted to get into tech.”

She then joined a small startup and was again in a role that she had never done before. “And that was a trend that existed in my career,” said Hochman, “which is I always took on jobs that I’d never done before and then I would just figure out how to do them. And I realized that’s what entre-

preneurship is.” After noticing this theme in her career, she started Wellory based on her personal experience. Hochman states that after graduating from college, she did not eat well and was diagnosed with many chronic diseases. “And when I went to the doctor, the doctor prescribed me with a bunch of pills, medication. And I was like, what? Why? That’s crazy. I’ve been an athlete my whole life. I was healthy my whole life and I just made some pretty severe lifestyle changes in college and now all of a sudden I was categorically sick,” Hochman emphasizes. Instead of taking the medication, Hochman enrolled in nutrition school and taught herself “all about the power of food as medicine, and was able to cure [herself] with every single potential chronic condition simply by changing [her] diet.” Realizing the importance of food and nutrition, she partnered with her friend Jeni Fahy ‘09, a Poly alum, to build Wellory. “We want to create a world where a doctor will prescribe a visit with a dietitian before they prescribe a pill,” Hochman said.

Currently, Wellory is in collaboration with the White House on an “eight year goal to support 100 million Americans with one on one life changing nutrition counseling.” On September 28, 2022, the Biden-Harris Administration hosted a White House Conference on Hunger, Nutrition, and Health and presented President Biden’s vision for ending hunger and reducing diet-related disease by 2030. “The most powerful emotion coming out of the White House was such conviction and validation for the mission that we’re on,” Hochman said.

“One of the most incredible opportunities about my career is the opportunity to network,” Hochman emphasized. Hochman would like to add that she is more than happy to help any Poly students who would like to reach out and connect with her at emily@wellory.com.

Polygon From the Past: December Headlines

MORNING EXERCISES
HELD FOR FIRST TIME
IN NEW CHAPEL

CHAPEL FUND OVER \$61,000
MAKES ERECTION OF MEMORIAL
POSSIBLE IN THE NEAR FUTURE

1924

1925

WILFORD PENNY CHOSEN
BLUE LEADER, A. PIPER
ELECTED GRAY LEADER

1928

COMPILED BY ELIZABETH PERRY
PHOTOGRAPHY EDITOR

Devil’s Advocate

WILLIAM LING-REGAN
AND ELEANOR BROWN
FEATURES EDITOR
AND CONTRIBUTING WRITER

Dear Devil’s Advocate,

The holidays are getting close, and I have so many gifts to give. I’m really bad at coming up with things to get, so I was wondering if you could give me some ideas.

Sincerely,
Stumped Santa

Dear Stumped Santa,

It’s that time of year when the elf is on the shelf and the mensch is on the bench. You want to pick out the perfect gifts for your friends and family, but it’s hard to know what to get them. Well, don’t fret—the Devil’s Advocate has you covered. We’ve put together a master list of the best gifts for the holiday season.

For the Dare-Devil(’s Advocate): Hot Sauce Kit

Bring some heat to these cold days with a hot sauce kit. Maybe they’re a Hot Ones fanatic, or maybe they just love to cook. Either way, a range of creative hot sauces will be sure to spice up their holidays.

For the One With a Sweet Tooth: Chocolate

A holiday classic, most neighborhood stores have a wide variety of chocolates. Find one you know that your best friend or grandmother will love, or a crowd-pleaser like caramel or hazelnut that’ll be sure to make your Secret Santa happy.

For the Early Riser: Tea/Coffee

For the person who needs some caffeine to kick off their day, coffee or tea is a great choice. Whether you opt for a sampler with a range of brews or a lifetime supply of oolong, you’re sure to win with one of these beverages.

For the Film Buff: 100 Movies Scratch Off Poster

Winter break is the perfect time to settle down and watch a movie. A scratch off-poster will help your indecisive dad know exactly what to watch, or let your friend keep track of the movies they want to see.

For the Music Lover: Headphones

Sometimes the New York City streets can get a little too loud. Noise-canceling or not, everyone enjoys putting on their headphones and drowning out their walks, whether it’s with Drake’s Beats, Taylor Swift’s love songs, or some Christmas music.

For the Lazy One: Slippers

Hanging out at home is one of the best parts of winter break, and whoever you give a pair of slippers to will be able to keep their feet warm as they relax into the new year.

For the One Who’s Always Hungry: Popcorn

The holidays are the prime time for good food. You can’t go wrong with classic kettle corn, or a more unusual flavor like jalapeño cheddar, to give your parents or your friends something new to snack on.

For the One Who’s Always Bored: Card Games

Whether it’s Go Fish with your family or a party game with your friends, card games are a great way to have fun and a little competition, or get to know the people you’re playing with better.

For the One Who’s Always Stressed: Massage Gun

For your friend who’s always working out or your parent with a sore hip, a massage gun is the best way to keep them feeling their best.

For the Artist: Disposable Camera

Remember every moment of the holidays and the new year with a disposable camera. No matter if you’re a photographer or just a sentimental friend, a disposable camera is the perfect way to capture good times.

Sincerely,
The Devil’s Advocate

The Devil’s Advocate is the Polygon’s advice column. Need advice? Write polygon@polyprep.org a letter explaining your problem and we’ll publish it anonymously with advice from the Devil’s Advocate.

From the Archives: Poly's First Student of Color

DANIELLE JASON
LAYOUT EDITOR

Last year, during the spring semester, I took a history class called Poly Public History. Each student in my class focused on a different aspect of Poly's past to research. Topics ranged from morality and the history of Poly's code of conduct, to the history of female students and leadership. For my research, I decided to focus on a topic that isn't widely known among Poly students: the history of racial diversity at Poly. From here, I narrowed this vast subject to the experiences of the first Black students to attend Poly. As a student of color myself, this question has always been an interest of mine, especially towards the beginning of my time at Poly.

The first question I decided to tackle was when the first Black student, or students, began attending Poly. This question still doesn't have a definitive answer, mainly because there currently aren't any documents that give an explicit name or date. Librarian Iman Powe-Maynard helped me in my search and explained that "searching the archives has been challenging because both the collection and cataloging are incomplete. This particular project was not easily searchable, as we have limited

finding aids, none of which address or are related to Poly's racial 'firsts'". For Poly's 150th anniversary, archivist Ann-Marie Werner began organizing available materials, but the work remains unfinished today. As more historic events happen, focus goes towards archiving them and attention is no longer put on past events.

Before going into the library to search the archives, I first wanted to see if past Polygon issues mentioned Poly's racial integration. I originally searched for any articles pertaining to the Brown v. Board

of Education Supreme Court case, which barred racial segregation in American public schools. Despite this being important news for the 1950s, there were no Polygon articles mentioning this landmark decision.

During an early search in the Center for Brooklyn History's records, I was originally under the impression that all archives would hold the same general information. However, with a topic so specific to one institution, it made most sense to focus on what Poly had to offer. While searching for evidence in Poly's archives that would lead to an answer to my question, I encountered many challenges. One of which was that the documents I found did not always contain the information I was looking for. With a topic as complex as the history of racial diversity at a centuries-old predominantly white institution

whether or not the students noticed were truly the first Black student at Poly, or if a non-white student was missed due to them being white-passing. Maynard also mentioned that "it's also possible that the first Black student at Poly was never pictured," due to a lack of value or publicity being placed upon students of a different race.

In the 1961 Polyglot, I found who, to my knowledge, is the first Black student to attend Poly: Caspar Sylvester Jones, class of 1966. Jones started at Poly in sixth grade, and for the next four years, he was the only Black student attending Poly. Since he started in middle school, there isn't a wide array of information available about him in his first year, but it was mentioned that he served as sixth-grade president for his class during his second semester. He also served as treasurer for the Middle School

a member of the Spring Track team for two. In that same year, Benjamin is mentioned as a member of the Science Club.

In the 1969 Polyglot, much more information is available about Benjamin than Jones when he was a senior, likely because Jones was involved in fewer activities.

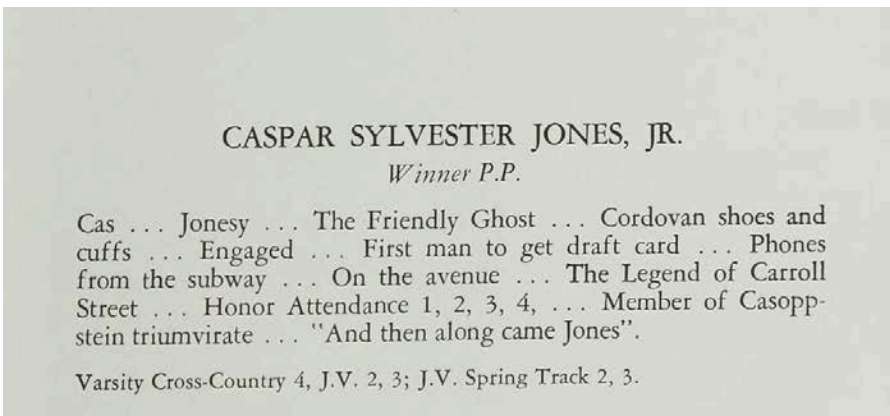
Benjamin had many achievements in sports during his high school career. He was the runner-up of the Ivy League Spring Track championships for triple jump, high jump, and hurdles. He even graduated as Poly's record holder for triple jump. In addition to his many track accomplishments, he was a member of Poly's Varsity Cross Country team. Benjamin was multifaceted, being a member of the art club all throughout high school, winning a regents scholarship, and qualifying for the National Merit Scholarship.

Overall, having

a chance to explore Poly's archives and learn about a more hidden part of our school's story was very beneficial. While most students don't know how extensive the archives are, strides are being made in terms of archive accessibility and awareness. "The Library, Engagement and Communications, Alumni Relations,

Technology, and History departments have been actively discussing archive development... I hope we can continue to collaborate to find the best solution for housing and cataloging current and undiscovered archival materials," expressed Maynard.

While navigating the archives last year proved to be a challenge, it's clear that in the upcoming years, interdepartmental efforts will be made to help tell the lost stories of important, underrepresented members of the Poly community.



VIA 1966 POLYGLOT

such as Poly, it was hard to find artifacts that would help piece this puzzle together.

As I focused my attention on the archives available at Poly, I turned to the Polyglot for answers. Since there was a lack of written proof of Black students first attending Poly, I looked instead for visual indications. This method is a bit faulty, though, because in black-and-white photos, the question of racial ambiguity comes into play. It becomes unclear

government, according to the February 19, 1960 issue of the Polygon. According to yearbooks, in 1964, Jones was joined by fellow Black student Kevin Benjamin, who began at Poly in seventh grade.

The yearbooks, while only being snapshots into the lives of Poly students, do say a lot about the activities the students involved themselves in. For example, in his senior yearbook, Jones won the "Phantom" award from the class poll and was a member of the Varsity Cross Country team all four years of high school, and

Poly's Multidimensional Faculty: Teachers' Careers Before the Classroom

SADIE SCHOENBERGER
ARTS EDITOR

Our beloved teachers at Poly are known for their mastery of their respective subjects, but what about their careers before the classroom? Poly prides itself on fostering multifaceted students, which means it's no surprise that our teachers are the same. Did you know that Peter Nowakoski, Head of the English Department, was head chef at an award-winning restaurant for 10 years and certified in French cuisine from an internationally famous culinary school? Or what about Phoebe Aberlin-Ruiz, who worked as a victims advocate and crisis counselor at a 24-hour rape crisis center before coming to Poly?

In graduate school, Nowakoski took a leave of absence, moving to London in pursuit of something new. He began working in kitchens while attending the world-renowned culinary school Le Cordon Bleu. It was at that school where he got his certification in cuisine, specializing in French cuisine. "But I've done everything," Nowakoski reflected, "I've been a pizza guy, I've been a grill cook, and I have done classical French cuisine." Nowakoski took his certification back to the States, where he worked at some famous restaurants as a chef. He spent ten years as the head chef at Rats, an upscale French restaurant located near Princeton.

"It's a fantastic restaurant. Everyone should go there," said Nowakoski. He ran the restaurant on the grounds, which also housed a sculpture park, an homage to renowned French artist, Claude Monet. "It was a well-traveled French kitchen. So everything was using French technique, French methods, and often very local where we could get it," Nowakoski described. "So I had worked with farmers, and we had our own farm, but we had influences from around the world... a lot of it informed my academic interests as I studied world literature, postcolonial literature."

"Everyone watches Gordon Ramsay or Chopped, those cooking shows. And actually, I had tons of folks work for me who were on them," Nowakowski commented. "So it's kind of funny watching these. I had them as 18, 20 year-olds, and they were five or ten years later on Chopped China."

"When my kids got old enough that they were in school, I realized that you know, I sort of had to make choices about whether I was going to continue to be a chef at that level. And it's really, if you do it right, a seven-day-a-week job. And so it was tough. And, I had always enjoyed teaching," explained Nowakoski. "I started teaching at a local language institute, I got a fellowship at my alma mater, and then I started work-

ing in a wide variety of schools. And this is where I am now. So that's awesome."

While Poly currently does not offer cooking classes because of the lack of needed facilities, Nowakoski explains that it's definitely been discussed. "If there's a way to work it out, I'd be happy to do it. It'd be really fun."

After attending Occidental College in Los Angeles, Aberlin, who majored in gender studies with an emphasis on human sexuality, started work at The Bergen County Rape Crisis Center in New Jersey as a victim advocate and crisis counselor for sexual abuse and domestic violence victims. "Our team ran a crisis hotline 24 hours a day, seven days a week, 365 days a year," explained Aberlin. "We responded to all local hospitals and police stations 24 hours a day and did a lot of community education in schools, helping companies and corporations evaluate sexual harassment policies and doing corporate training... that was more the daytime stuff, and the police and hospital elements were usually during the middle of the night into the wee hours of the morning."

Aberlin's job varied from day to day, and of course, day to night. "I'd go to different communities to educate on how to recognize signs of sexual abuse, prevent it from happening, who to go to legally if you

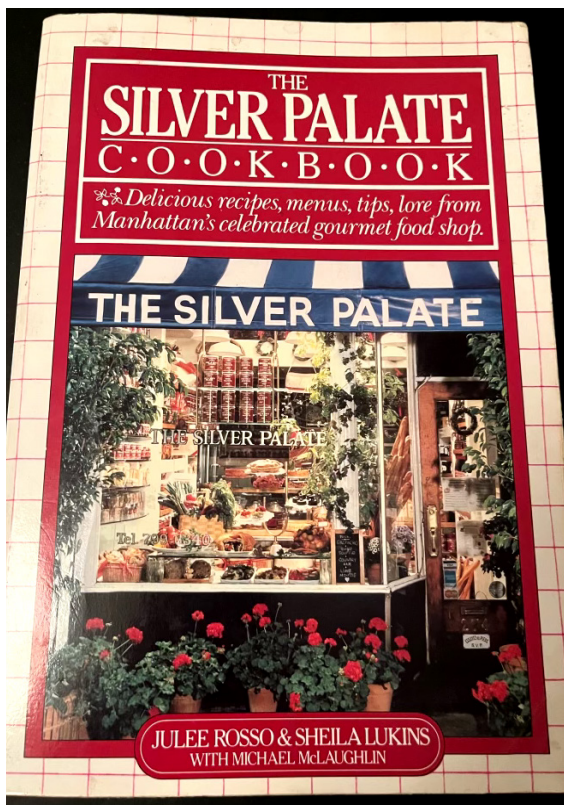


VIA ELIZABETH PERRY

(continued on page 7)

The Deans’ Holiday Kitchens

SIDNEY ROTHKIN
LAYOUT EDITOR



VIA EMILY GARDINER

Ms. Gardiner
Molasses Cookies from *Silver Palate*

Ingredients:
12 tablespoons (1 1/2 sticks/170g) sweet butter
1 cup (200g) granulated sugar
1/4 cup (60ml) molasses
1 egg
1 3/4 cups (220g) unbleached all-purpose flour
1/2 teaspoon ground cloves
1/2 teaspoon ground ginger
1 teaspoon ground cinnamon
1/2 teaspoon salt
1/2 teaspoon baking soda

Directions
1. Preheat oven to 350°F (175°C).
2. Melt butter, add sugar and molasses, and mix thoroughly. Lightly beat egg and add to butter mixture; blend well.
3. Sift flour with spices, salt, and baking soda, and add to first mixture; mix. Batter will be wet.
4. Lay a sheet of foil on a cookie sheet. Drop tablespoons of cookie batter on foil, leaving 3 inches (7.5cm) between the cookies. These will spread during the baking.
5. Bake until cookies start to darken, 8 to 10 minutes. Remove from oven while still soft. Let cool on foil.

Note from the chef:
“I am a child of the ’80s and ’90s, the Silver Palate cookbook was this Upper East store run by these two women...they wrote this cookbook. It’s a classic. It was the cookbook any woman my age remembers being on the counter when they were 12 covered with grease spots cause you used it so much. So I think those holiday cookies remind me of my own mom and Christmas and New York circa 1988. Plus they are just excellent too!”



VIA ALEX CARTER

Dr. Carter
Collard Greens

Ingredients:
1 tbl olive oil
1 large white onion
4 cloves of minced garlic
3 cups chicken stock
1 tbl red pepper flakes (or more)
64 oz of collard greens (washed!)
1 large smoked turkey leg (or smoked turkey wings)
Hot sauce, salt, pepper (to taste)

Directions:
1. Large pot/dutch oven, heat olive oil and sautee white onion until cooked
2. Stir in garlic and cook for an additional 1 minute
3. Add broth, red pepper flakes, and smoked turkey leg, and boil.
4. Reduce heat, cover, and boil lightly (a little more than a simmer) for 30 minutes
5. Remove the Turkey leg and simmer for 10 more minutes
6. Add Greens to the pot until they wilt (make sure the greens are washed!)
7. Cover and simmer for an additional 60 minutes, occasionally stirring (every 15 minutes)
8. Salt and pepper to taste
9. Plate and add hot sauce (I like a lot of hot sauce, “Louisiana” brand hot sauce is the best)

Note from the chef:
“It reminds me of feeding my family and that makes me feel good”



VIA ALEXIS PEREZ

Ms. Perez
Apple Cider Donuts

Ingredients:
For Donuts:
2 cups all-purpose flour
¾ cup granulated sugar
2 teaspoons baking powder
½ teaspoon ground cinnamon pinch of nutmeg
1 teaspoon salt
½ cup apple cider
¼ cup milk
2 eggs beaten
1 teaspoon vanilla extract
1 tablespoon unsalted butter melted

Cinnamon sugar topping:
¼ cup sugar
¼ cup brown sugar
1 tablespoon cinnamon
2 tablespoons unsalted butter melted

Directions
1. Preheat the oven to 325 degrees. Spray donut pan with cooking spray.
2. Combine flour, sugar, baking powder, cinnamon, nutmeg and salt in a large bowl. Add cider, milk, eggs, vanilla and melted butter. Mix until well blended.
3. Fill each donut cup about ¾ full (I use a pastry bag with the end snipped to do it neatly.) Bake for 10 minutes until donuts spring back when touched. Allow to cool slightly before removing from pan. To make the cinnamon-sugar topping:
Mix together sugar, brown sugar and cinnamon in a shallow bowl until well combined. Brush each donut with melted butter then toss in cinnamon-sugar mixture until evenly coated.

Note from the chef:
“I don’t know if this is my favorite holiday recipe but it’s one that I have enjoyed perfecting over the years, and I made a particularly successful batch this fall... it makes me feel like it’s kind of healthy because it’s technically baked and not fried.”

Careers (continued from page 6)

need help,” Aberlin explained. “And then I carried a pager for my own clients. So anyone I had spoken to on the hotline could reach me directly 24 hours a day, seven days a week. I was also on call for new clients or to respond to hospitals or police stations, usually two days a week.”

“I learned a lot about humans and how they treat each other. Not always in the greatest way,” Aberlin reflected. “It’s definitely not a job that I think is sustainable for most people because you literally spend most of your time either seeing or hearing about the worst of the worst of what humans do to each other. And we would usually move them on to services. So there was a lot of like getting them in crisis mode but never really knowing how it turned out.”

Aberlin looked back on the impact of working in such a position, which led to her transition to Poly. “Just men-

tally I couldn’t do it anymore. It was after a particularly rough case at 3 a.m.. Gosh, that involved two pagers, two

“I learned a lot about humans and how they treat each other. Not always in the greatest way,”

- Phoebe Aberlin-Ruiz

cell phones, and my house phone,” Aberlin recalled, shaking her head. “But I won’t get into the details of that.”

Aberlin’s sister was working at Poly at the time she came to Poly and did an assembly on sexual harassment, similar to the kind she’d lead at schools in New Jersey. “And [Poly]

was looking to expand the health program at the same time...it was great timing. That’s how I ended up here.”

Once at Poly, Aberlin earned her master’s in health. In her first year, she taught a music appreciation class. “You should not ask about that,” Aberlin said, laughing. “That was a very old required 10th-grade class. And then the more health expanded, the more of that I took on. And I always helped with Latin a little bit.”

Women’s Affinity is hoping to host a discussion with Aberlin on her knowledge regarding sexual violence. “I think it’s a conversation you have to have constantly,” Aberlin said. “And I’d love to have a health curriculum for every year in high school because, you know, it’s a different conversation every year.”

PEOPLE

Sunday Routine With Mr. Feldman

ISABELLA INCATA

CONTRIBUTING WRITER

Poly math teacher Ira Feldman’s Sunday routine typically begins at 5:30 a.m. “As soon as the sun peers through my window, I get up. It’s just a force of habit,” he said, noting he never needs an alarm clock to wake up. He loves Sunday mornings because his wife, Mrs. Feldman, makes one of his favorite breakfasts: waffles. Feldman said his wife is a world-class chef, and when she makes waffles the result resembles something you would see on television. He loves to load his waffles with raspberries and blueberries and of course, maple syrup. “I only like the real maple syrup, not the fake stuff,” he said.

After breakfast, he has an assortment of things he likes to do, depending on the time of year. In the fall and spring, Feldman said he “want[s] to go fishing because I live right next to the ocean.” He loves to catch striped bass and bluefish. Additionally, in the spring and summer, Feldman shared that he “grow[s] tomatoes upside down.” He grows them upside down because he lives near the beach, and there isn’t any soil to grow his tomatoes. Feldman believes that growing them upside down is just as beneficial as growing them in the ground. As an added bonus, this method keeps the raccoons away. He claimed “My secret to growing these tomatoes is by making my own blend of fertilizer.” He grows such an abundant amount per year that every summer his neighbors come to his house and pick their own tomatoes from his collection to take home (his tomatoes and garden are pictured).

Feldman often does work around his house, making sure everything is neat and tidy. For Feldman, a critical part of his routine is inspecting the outside of his house. As a matter of fact, when Hurricane Sandy hit New York in 2012 and destroyed the first floor of Feldman’s house, he rebuilt his house himself. He explained, “I make sure everything is clean, because I live in an area where Mother Nature is trying to take back my house.” Feldman loves spending time outdoors, and makes sure he takes care of his home whenever he has the opportunity.

Often, Feldman and his wife visit their daughter in Boston. Her name is Danielle, and she is a doctor with a PhD in neuroscience from MIT. She is employed by a company that looks for molecules that function as medication in the bloodstream. They also have two sons, one who lives in the Rocky Mountains, and another who lives on Long Island. His sons visit Feldman and his wife from time to time. Feldman especially enjoys this, as it allows him a chance to see his grandchildren. When his grandchildren visit, Feldman shared, “I will take them surfing right up the block.” Going to the beach is one of his favorite things to do. He said, “I can look out my window and see the surf crash against the shore.” In addition, he built his own kayak and occasionally takes it down to the beach and goes kayaking in the good weather.

One of Feldman’s favorite Sunday activities is completing The New York Times crossword puzzle, which he does every week without fail. Feldman explained that he loves to complete the crossword with his daughter. For him and his daughter, it is something that brings them together each week. He elaborates, “sometimes my daughter in Boston will call me up and ask me if I got a certain clue, and I’ll call her up and ask her what 10 down is or 9 across.”

Although a Sunday for Feldman is very carefree, he considers it a preparation day for the week. He stated, “I make sure I have everything set for my classes on Monday and Tuesday.” Since Sunday is crucial for Feldman to feel prepared for the upcoming school week, he considers Saturday the real relaxing day. After a rejuvenating Sunday, Feldman ends his day by going to sleep around 11:00 p.m., excited to go to school the next day and teach his math classes.

Senior Spotlight: Julia'Belle Reyfman

BEATRICE LARKIN

PEOPLE EDITOR

Poly Senior Julia’Belle Reyfman is committed to the early decision process to continue her academic and athletic career at Brown University. Reyfman has excelled in javelin-throwing throughout her time at Poly. She discussed the time and effort she has put into javelin-throwing, and what it took for her to succeed in the sport.

Reyfman explained that she picked up the sport in the winter of eighth grade after talking with a family friend. “At the moment, I wasn’t involved in a sport seriously.” Her family friend gave her some advice: “You’re tall, you should give [javelin] a try.” Reyfman relayed that she understood how to throw javelin quickly and that she “was lucky that Poly had the facilities and coaching to help me really get into the sport.” Her early days of competing were not easy. She shared, “track meets notoriously take forever.” Reyfman added, “when I was in eighth grade, there was a meet that started at four and I started competing at eight o’clock.”

However, Reyfman has grown to love meets: “they are so much fun, especially with the rest of the track team.” She explained, “the most exciting time to be a javelin-thrower is during the season.” She said that a day in-season is a draining one. “I try to get a workout in the morning before school because I don’t end up lifting a lot after school.” Her schedule is: morning lift, school, after school practice, and homework of course. It is a long day, without much time for breaks or relaxing.

Another element of competing for Reyfman is the many places she’s traveled. She stated, “last year, for train-

ing, I went to LSU in February for the American Javelin Project. They hold javelin training camps.” In addition to flying across the country for training, meets are not always close. Reyfman elaborated: “I have been all over for meets. I have been to Florida, North Carolina, and all over the East Coast.”

When asked about the hardest as-

work that Reyfman put in day in and day out has been strenuous. She stated, “being able to focus on the details, not simply throwing far is important.” A common misconception Reyfman says is inaccurate is that being able to throw javelin is a talent that simply comes from strength. She said, “obviously, if you are strong you can



VIA JULIA'BELLE REYFMAN

pect of throwing javelin, Reyfman said it was precision. She explains, “javelin looks simple when other people do it, like you’re throwing a stick.” She tells us it is a deceptively difficult skill to master. Reyfman said, “it is complicated, everything is timed down to a split second.” She describes the intricacies of the technique she has learned. Reyfman elaborated, “when you place your foot down, and when you release it, the timing has to be impeccable.”

The key to Reyfman’s success has been understanding the technique and then implementing it. She divulged that there have been many highs and lows: “It has been frustrating at times, when I couldn’t get a specific skill down and it would take a lot of time.” The

throw it far. But, in competition it really does come down to the technique.”

Reyfman conveyed her love for the sport when she expressed, “javelin is not a sport you hear about every day.” She mentioned that she herself did not know much about the sport before she started. Reyfman stated, “I like when someone asks me about what sport I do, and I get to say I throw javelin and they say: what is that?” The unique nature of her sport is intriguing to many, and when people ask Reyfman is happy to tell them about it. We wish Julia’Belle the best of luck in her collegiate athletic endeavors.

Kwanzanukkahmas

Different holidays traditions in the Poly Community

BEATRICE LARKIN

PEOPLE EDITOR

Poly students come from a myriad of different boroughs, countries, religions, and cultural backgrounds. They also celebrate in diverse ways. During the winter holidays, students from varying backgrounds come together with their friends and families with different customs.

Poly Senior and Polygon News Editor Alida Lissak shared her Hanukkah traditions. She said, “on Hanukkah, we light candles. There are eight candles and we light one each night of the holiday.” Lissak explained that Hanukkah is a very significant holiday in the Jewish religion. It celebrates the rededication of the Second Temple of Jerusalem. “There are a few blessings we sing,” said Lissak. She explained a conventional Hanukkah evening for her family. “We light the menorah each night, and I get a different present [each night].”

Lissak expressed that her family enjoys spending the holiday together each year. She explained, “My mom, my dad, my sister and I always celebrate together. Even now that my sister is in college, she still calls us on Hanukkah.” Lissak’s sister, Calliope Lissak ‘21, is a Poly alum, and is now a sophomore at Oberlin College. She expressed how much her family values being together during the holidays. Lissak continued, “My sister and I both were not at home last year, and I called in from the Mountain School.”

Poly Math Teacher Carolyn Licata shared her Christmas traditions from both when she was young and today. She said, “when I was young there was no question, we had to go to church,” and would “first have Christmas morning at my house, and then at my grandmother’s house.”

Licata described that there were no decorations until Christmas morning in her house. She relayed, “We wouldn’t have any decorations, and then Christmas morning it would be decorated, and there would be a Christmas tree waiting for us.” Licata shared that she grew up with many siblings.

She said, “there are so many of us, and we are all close.”

But, “traditions change,” she explained. Licata no longer has to go to church. While she still shares her childhood bond with her siblings, Licata said that it is not common for her to see her whole family on Christmas Day anymore, at least not in person. Licata explained, “my family is all over the country, from here to California.” However, this does not stop her from seeing her grandchildren’s faces on Christmas Day. She stated, “we do Christmas morning on Zoom, and I get to see my grandchildren open their presents.”

Freshman Tori Eanes explained the Kwanzaa festivities in her household. Kwanzaa is a holiday intended to celebrate African-American culture. She stated that it is custom for people to celebrate the holiday with “African drumming and feasting.” However, her family celebrates slightly differently. Eanes said, “we eat a lot of soul food.” Soul food is a cuisine that originated in the southern United States, traditionally prepared and eaten by African American people. Eanes continued, “relatives will come over that I do not see a lot because they live in other states.” It ends with a meal on the sixth and final day, January 1, which is called Karamu.

Eanes said when her family comes over they “celebrate by dancing and singing, reading, drumming, and eating.” The candles in the kinara, the Swahili word for candle holder, represent different things. Eanes explained, “they represent unity, self-determination, collective work, responsibility, cooperative economics, purpose, creativity, and faith.” The colors of the candles are red, green, and black. There are three red, three green, and one black candle in the middle. Eanes says, “the holiday starts on December 26th. We light the black candle, which represents unity, first.” She shared, “you can light the others anytime between the 26th and January 1st.” She then clarified that “they must be lit at the same time each night.”

ARTS

First Coffeehouse Makes a Splash

CHLOE GUEDES-SMITH
CONTRIBUTING WRITER

Students and faculty gathered in the library to attend the First Coffee House of the year, an event dedicated to showcasing the talented art students at Poly on November 9. Performers ranged from freshmen to seniors to faculty. Poly uses this environment as an opportunity for student artists to showcase their talents. It is always a supportive space that was filled with laughter and cheering. There was hot chocolate, cookies, and fruit to go along with the performances, all of which were a big hit. Freshman Lucy Goldberg said the hot chocolate was wonderful and that “the cinnamon tang in the beverage complimented the environment very well.”



VIA LINDA BUSETTI

Coffee House allows for all different types of performances — from singing, to visual art, to dance — creating a space for artists to showcase their talents and celebrate their accomplishments. People in the audience know that it takes a lot of brav-

“I’m so glad I came because I saw the talent in my classmates that I had no idea about.”
– Lucy Goldberg

ery to perform, so everyone’s top priority is to be a supportive and encouraging crowd. This reassuring environment helps performers have an easier time performing, such as senior Cinthya Sanchez. “It’s a really supportive environment,” agreed Sanchez. “The second you come off that stage everyone is howling.” The performances allow the people taking the stage to

“I write poetry so having the opportunity to share a poem with those in attendance tonight felt like I was sharing a part of myself.”
– Jared Winston



VIA LINDA BUSETTI

connect with the audience and share an aspect of them that others might have not known about. Goldberg attended the event and was surprised by her classmates’ ability that she hadn’t seen before. “I’m so glad I came because I saw the talent in my classmates that I had no idea about,” Goldberg said. When asked about why he was interested in Coffee House, Poly freshman Felipe Santiago said, “I share my talents with others and ... show that you can have fun playing music.” This was his first time performing and he felt very proud of himself because he shared his music with others. “It makes me happy to make others happy and playing music is a way that I can do that.” Santiago said. Although Jared Winston, Director of Student Life, wasn’t originally planning to perform he found himself reading a poem halfway through the event. “I write poetry so having the opportunity to share a poem with those in attendance tonight felt like I was sharing a part of myself,” he said.

LOST GIRL: BACKSTAGE

TESSA COOPER & CAROLINA LISK
CONTRIBUTING WRITERS

This year’s Upper School play *Lost Girl*, a sequel to the renowned Disney movie *Peter Pan*, premiered in the Richard Perry Theatre on November 18th and 19th. Told through the perspective of Wendy Darling, the play explores themes of growing up, remembering, and first loves. As Wendy returns from Neverland she grapples with what (and who) she has left behind spending time with a doctor, a therapist, and a detective. In addition, she meets three girls who are also experiencing the loss of *Peter Pan*: Callie, Krista, and Cora. These girls are known as “the others.” Freshman Tessa Cooper and I, Carolina Lisk, had the opportunity of playing two of “the others” in this piece. Director Cynthia Babak commended the actors for their work since September and leading up to the production. “Without our actors’ work, the set and the lights, and the costumes don’t mean anything,” said Babak. Senior Keelin Walshe, who plays the starring role of Wendy, reflected on her experience taking on this kind of role. “The lines are definitely the hardest part about playing Wendy,” said Walshe. Walshe not

only had the challenge of memorizing page-long monologues, but her character never leaves the stage, meaning Walshe must act from start to finish in the ninety-minute long production. Keelin also added that “the best part of the play is getting to see everyone act throughout the entire play and getting to interact with every character.” Senior Fiona Stephenson had a spe-



VIA LINDA BUSETTI

cial experience during the production, as both an actor and the assistant director to Babak. Stephenson has had many acting experiences outside of the show, which aided her in her role as an assistant director. My experience acting helped me direct because I could relate to the actors,” Stephenson said. “It also helped me envision the blocking needed.” As the writers of this piece, we’re writing as actors in the show ourselves: specifically Cora and Krista, two of “the other” girls. “The others” represent Wendy’s thoughts advocating for her when she refuses to speak for herself. Playing a character that shadows Wendy helped me — Carolina — grow and learn from other actors in the production. Shadowing Walshe in her role as Wendy helped me connect the emotions she was feeling and pushed me to convey all the emotions we shared. As a freshman, new to the Upper School’s theater department, I am thankful to have learned from every single actor on and off stage. The play would not have been the same without the brilliant costume and set design. Costume Director Kim Griffin said

that the costumes were intended to keep the fairytale modernized but also Victorian at the same time. Mr Hogan, the set designer, described his process for designing and creating the *Lost Girl* set. He said his steps are to use the mood of the play and the director’s notes to create sketches. He then breaks it down into smaller elements thinking about the factors such as how it will get made, the colors it will be painted, and where the props will be placed. The elements that take part in *The Lost Girl* are all significant in their own

“The best part of the play is getting to see everyone act throughout the entire play and getting to interact with every character.”
– Keelin Walshe

ways. Without one aspect, the play would not be able to reach the level of complexity of the end result. All the people who helped create the play used their talents to help the show come to life.



DECEMBER PLAYLIST

Lovers Rock
TV Girl

at least i’m pretty
Hayette

‘tis the damn season
Taylor Swift

No Other Heart
Mac DeMarco

Townie
Mitski

Night Shift
Lucy Dacus

Darkness Forver
Soccer Mommy

Cinnamon Girl
Lana Del Rey
Everyday
Weyes Blood

zodiac killer
Boyish

Compiled by Lucy Goldberg

MIDDLE SCHOOL CORNER

Cop or Drop?The MS Sneaker Game

BRIANNA SYLVAIN
MIDDLE SCHOOL EDITOR

Whether it be for basketball, soccer, or just for style, sneakers are a huge aspect of a lot of middle schoolers’ lives. From brands like Nike to Converse, a pair of sneakers can be a medium through which one can express themselves and display their individuality. In this article, I asked several middle school students what they like about sneakers and I also played a game with them called Cop or Drop. Cop or Drop is a term coined by sneakerheads around 2019. Cop means that you would get the sneakers and add them to your collection, while drop means that you wouldn’t purchase the sneaker even for resale purposes.

Annie Lopez ’27
Why do you love sneakers?
“I love sneakers because they are comfy and add so much to an outfit. And they can be fancy or bring a streetwear aspect to your look. They’re just amazing and extremely versatile.”

Cop or drop, the Nike Panda Dunks?
“Drop, because they are extremely mainstream and it’s become an idea that they represent someone who does not know anything about shoes and they opted for a mainstream pair. I also genuinely don’t like the black-and-white color combination because there are so many more intricate designs and colors. I would prefer a bunch of cool pairs of Bapestas or more vintage Nike Jordans.”

Simon Kardos-Dull ’29
Why do you love sneakers?
“I like how sneakers look and how they feel. I love comfortable sneakers.”

Cop or drop, the Nike blazers?
“Drop, because I do not like the style and they are a little too common like Air Force Ones.”

Cate Goldschmid ’27
Why do you love sneakers?
“They can be cute, comfortable. You can wear them in so many places you can run, you can wear them around the house, can wear them to school, and anywhere in your daily life. They’re a good way to top off an outfit by adding a new element or enhancing an existing element.”

Cop or drop, the Nike Jordan Blue Chills?
“Cop, because they’re a nice mix between basic and unique. I think they are good sneakers to wear to school because the blue hues in the sneakers go with a lot of other colors and types of



VIA ELIZABETH PERRY

clothes which makes them good everyday shoes.”

Lila Dubin ’28
Why do you love sneakers?
“I love sneakers because they add the perfect touch of color to my outfit. They’re comfortable yet they still look cool.”

Cop or Drop, the Converse Chuck 70s?
“Cop, because they are simple enough but still have enough style to make you look productive. I love Converse sneakers because they are comfortable even if they are platform.”

Gabby Pipitone ’28
Why do you love sneakers?
“I love sneakers because they are comfortable and I can wear them in the rain and they won’t be ruined. The coaches will also not yell for wearing sneakers to PE.”

Cop or Drop, the Nike Air Force Ones?
“Drop, they’re overworn and the Jordans are better. The sneakers do go with clothes but they’re better shoes that are easy to style and look much better.”

Tea Sabbagh ’27
Why do you love sneakers?
“I love sneakers because I think they are a fun thing to wear and collect.”

Cop or Drop, the Off-White UNC Air Jordans?
I would definitely cop those shoes because I’ve wanted them for a while and it would be really cool if I was able to have and wear them. I love the vibrance of the colors and I like how the orange and bright blue complement each other.”

Robbie Sabbagh ’30
Why do you love sneakers?
“I think they are cool and they really pop. They make my outfits stand out.”

Cop or Drop, the Red, and Black Patent Leather Jordans?
“Cop, they’re really nice and they were the first Jordans that I ever got. They stand out because they shine.”

LOUD AND LIVELY: THE MS LUNCH EXPERIENCE

CHARLOTTE ARZOUIAN
MIDDLE SCHOOL EDITOR

The other day, I was a minute early to lunch. I vigorously sprinted down the hallways and as I approached the Trophy Room, I was met with an abundance of noise spilling from Commons, baby blue chairs, and, of course, a humongous line forming at the front of the cafeteria. In the 2022-2023 school year, Poly decided to implement multiple new lunchroom features, which include pizza every Tuesday and Thursday, and a burrito and salad bar. Although these additions are widely appreciated among students, they tend to promote the perpetual busy nature in Commons. Three grades — 5th, 6th, and 7th — share a lunchroom from 12:45 p.m. to 1:15 p.m., which resulted in students eating while standing after waiting in the 30-minute line on the first day of school. On a normal day, students are observed pushing each other, running, and yelling across their tables. At the beginning of this year, two seventh-grade advisories were assigned to eat in the Trophy Room because of the jammed-packed situation, a location which had its own complications. “Since there [are] not teachers out there monitoring it all the time, people break out into physical fights — not anything serious but some people tackle each other and spill food,” said 7th grade student Ava Fernandez. On November 21st, Head of Middle School André Del Valle announced that 5th and 6th graders will share the tables in the Trophy Room instead. In an email to the Middle School, he wrote that he hopes that the change “will help us to be more mindful of the importance of valuing/taking care of our community spaces.” Head of School, Strategic Initiatives, Rebekah Sollitto, also offered an explanation to the chaos. “There are 900 students at the Dyker Heights campus and 4 lunch periods. Even if we were able to perfectly split those students mathematically, that



VIA ELIZABETH PERRY

would be 225 students per lunch period,” she wrote in an email to the Polygon. “We can’t do the perfect mathematical split because of scheduling constraints and we were really interested in keeping full grade levels of students together — this way, kids can eat with their friends. 5+6+7 grades together is 240 students, which is pretty close to 225. We added table seating in the Trophy Room this year as well to make sure that we have enough seating.” Middle School Assistant and Lunch Monitor Patricia Mascarini noted that although she does not find her job stressful, in the main cafeteria “when we as monitors have to tell the students to clean up before dismissal, it is so loud that sometimes the students cannot hear us. Also, when the deans try to quiet down the students in Commons it takes a bit of time.” She added that despite the noise, Commons is a great social spot to converse with friends. Seventh-grader Lalitha Jayaram offered a potential solution to the business when it comes to dismissal. “The tables that have behaved the best the day prior get to go to the lunch line [first].” Sollitto added in her email to the Polygon that she is open to hearing students’ solutions.

Introducing the MS Play: The Pushcart War

JAX POWERS-WOJTOWICZ
CONTRIBUTING WRITER

This year the middle school’s winter play is *The Pushcart War*. The play is an adaptation of a children’s novel of the same name that was popular in the 1960s-1980s. The play was set

their businesses the two trucks and the fight for the streets of New York City which starts the Pushcart War. For our interpretation of this play, the plot and lines in the show were kept ex-



VIA ANDREW COOPER-LEARY

in New York City and follows the lives of five pushcart owners: Old Anna, Maxie, Frank the Flower, and Harry Hotdog. The Pushcart owners are having issues with trucks because both groups use the streets of New York to keep their businesses afloat. In an effort to keep their territory and support

actly as is but we changed the formatting and set-up of some scenes to integrate as much humor and entertainment as possible throughout the play. Mr. Cooper-Leary, the new middle school drama teacher, is directing the play. We hope everyone comes to watch our production on December 15 at 7pm in the Richard Perry Theater.

SPORTS

Basketball Teams Take Season by Storm

ARIN BUDHRAM
CONTRIBUTING WRITER



VIA BRIANA ROBLES

With the fall sports season wrapped up, basketball is approaching. Both the Girls’ and Boys’ Varsity Basketball teams are prepping for the challenging season ahead. The rosters are looking great with a lot of newly added depth. Head Coaches Michael Junsch and Edgar De La Rosa have been spending the preseason very efficiently by warming up their players for the challenging season ahead of them. The coaches have high expectations as preseason nears its end.

“I am feeling very excited as the preseason has been very fruitful, and my players are focusing well and training hard. The offense and defense are looking sharp so overall I am looking forward to what the season holds for us,” Junsch said.

The coaches hope to take what the team learned last season and utilize those skills to their advantage this season. Last year, the Girls’ Varsity Basketball team won many close games, leading them to the NYSAIS finals, but ultimately came up short with their loss in a thrilling finale.

“I think last season was phenomenal as my players performed above and beyond, and we learned

“We look to instill a winning mentality with our team everyday at practice by doing this we hope it carries over to our games.”

-Edgar De La Rosa

how to play adequate man-to-man defense, so we will look to implement that more into our program for this season,” Junsch stated.

There is much enthusiasm to debut the new and exciting talent found within the incoming freshman class. “Our new players will be a huge benefit to the team with many freshman shooters, passers, and defenders looking on point for the launch of the new season increasing our chances of winning the championship,” said Junsch.

With all this positive feedback on the upcoming season, Junsch and his players have Poly spirit flowing through their veins with hope to make

a comeback from last year’s season.

“Although we failed to bring it home last season, I am thrilled to watch the development of my players on and off the court as the children I

“The offense and defense are looking sharp so overall I am looking forward to what the season holds for us.”

-Michael Junsch

am coaching are amazing basketball players and humans,” stated Junsch.

Another team making waves in the upcoming season is the Boys’ Varsity Basketball Team led by Coach De La Rosa. The team is looking better than ever with a couple of new additions bringing a lot of skill to the table. Along with last years’ state championship team, these new members are looking to bring home another Poly basketball victory this season. De La has been taking preseason very seriously, and has been pushing his players to exceed expectations and dominate the court this season.

“We have been running some serious competitive game drills during the offseason that will help us get ready for our ambitious opponents,” said De La Rosa.

With regards to last season’s victory in the NYSAIS tournament, De La Rosa is constantly trying to make his team better and have them go the extra mile to secure the championship again this year.

“I believe that our team has learned a lot from last year’s experience. We had some very close games and good competition that has made this year’s group battle tested,” De La Rosa said.

De La Rosa is also attempting to give his players the upper hand by incorporating a hard working and winning mentality so they can take over the court.

“We look to instill a winning mentality with our team everyday at practice by doing this we hope it carries over to our games,” stated De La Rosa.

Both coaches are looking to win the NYSAIS championship again this year and destroy the competition.

The World Cup: Poly Catches the Fútbol Fever

LILA DANIELS
CONTRIBUTING WRITER

The Quadrennial International Federation of Association Football (FIFA) World Cup is back again and is bringing a lively, competitive energy to the air of Poly’s campus. People from all over the world are chanting their countries’ names from the stands in Qatar, switching on their televisions, and streaming the World Cup live from their classes. The spirit that the World Cup emanates has a way of bringing Poly students together; whether that be connecting over a favorite team or conversing with friends about the most recent game, the World Cup is a chance to bond over the highest quality of soccer.

Hosted this year in Qatar, the World Cup displays a battle of the most talented soccer players from 32 different countries. The teams are divided into 8 groups, lettered A-G. (The group selection is determined by the number of points from previous games and the geograph-

ical location of each team.) As the qualifying rounds have just come to a close, the top two countries from every group advance on to what is called “Round of 16.” Due to the point system (3 points for a win, 1 point for a tie, and 0 points for a loss) these winning teams have racked up enough points to advance to the “knockout stage.” These countries include: Netherlands, Senegal, England, U.S.A., Argentina, Poland, France, Australia, Spain, Japan, Croatia, Morocco, Brazil, Switzerland, Portugal, and Ghana. On Tuesday, November 29, the U.S.A. had a nail-biting match-up against Iran that ended in the U.S.A.’s favor 1-0 and sent them off to Round 16. As of Saturday, December 3rd, the U.S.A. had a tough run against the Netherlands resulting in a 1-3 final score for the Netherlands, knocking the U.S.A. out of the tournament.

and it’s my country.” Another international supporter, Spanish teacher Amy Richards, said: “This year, because Columbia is not in

“We took the first 40 minutes of class [before the game] providing students with context around the World Cup to help them understand global systems of power, of money, of worker rights, and lack thereof, in context of this global phenomenon.”

– Jared Winston

the World Cup I have been rooting for Brazil.” She also integrates the World Cup into her 9th



VIA ELIZABETH PERRY

Recently, Poly Prep’s student body has been bustling with chatter about the current happenings regarding the World Cup. Freshman Anna Brandmeyer said that she is “super excited the U.S.A. is in Round 16. I love watching the World Cup with my family and friends and we can bond over it.” Polys students and faculty are not only rooting for the U.S. but many other international countries as well. Daniel Corsalini ‘26 said “I’m rooting for Brazil because my family is from there

“I’m rooting for Brazil because my family is from there and it’s my country.”

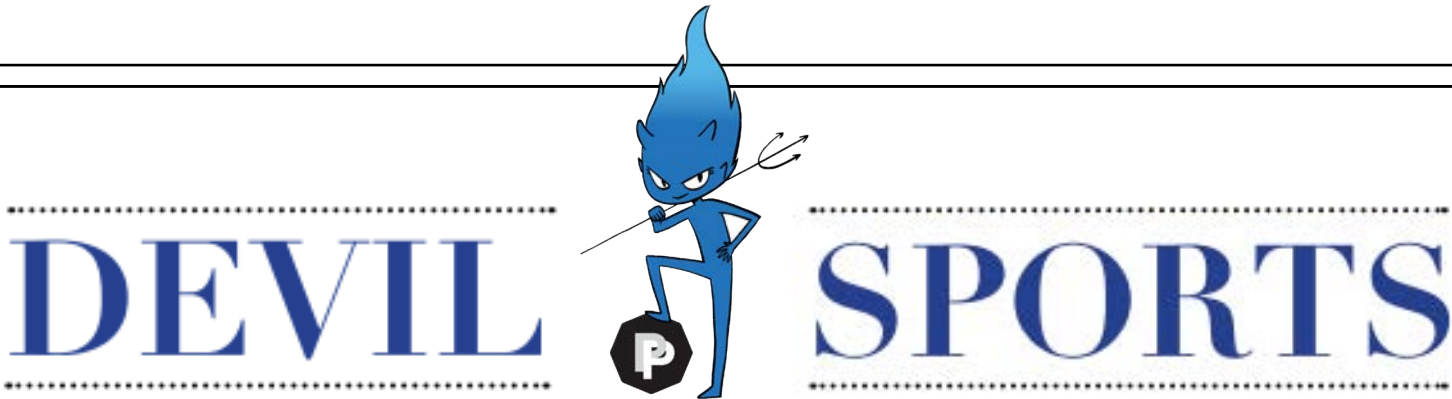
– Daniel Corsalini

grade Spanish class, “We have been doing a unit on the World Cup. We’re doing grammatical structures and vocab that have to do with sports.” Despite the positive and competitive energy that circles the World Cup, there has also been some controversy surrounding its host country, Qatar. According to PBS, Migrant workers in Qatar are enduring labor abuse and those who helped build the soccer stadium have been subject to forced labor practices. In addition, women and members of the LGBTQ community continue to face harsh and discriminatory laws in Qatar, limiting their rights, according to Amnesty International.

Director of Student Life Jared Winston has repeatedly gotten his class involved in the World Cup. Winston, being an invested watcher of the World Cup, said “I played the game between the U.S. and Wales in my Stories and Systems class.” Winston finds importance in educating his 8th graders on current happenings.

“We took the first 40 minutes of class [before the game] providing students with context around the World Cup to help them understand global systems of power, of money, of worker rights, and lack thereof; in context of this global phenomenon,” Winston said.

As we enter the Round of 16, Poly students and faculty will continue to express their passion and excitement about their desired team, while also being mindful considering the current happenings in Qatar. The knockout round starts on December 3rd, and 8 teams will fight until December 18th in hopes of bagging a whopping 42 million dollars and a coveted 18-karat gold trophy.



Athletics With Eli:Top 5 MLB Free Agents’ Projections

ELI FLOYD
CONTRIBUTING WRITER

With the Major League Baseball (MLB) postseason coming to an end and the Houston Astros emerging victorious over the Philadelphia Phillies on November 5th, securing their second World Series in franchise history, MLB free agency has officially begun. Free Agency is a period in which teams start constructing their roster for the upcoming 2023 season, with spring training beginning in February. When a player’s contract is up with their respective team, they can look to seek a deal to return to their club or field offers from other teams. These contracts may vary in length and overall salary. There are some big names on the market this winter, but these five players can significantly impact wherever they end up.

5. Carlos Correa - Minnesota Twins Shortstop.

With the free agent shortstop market being so plentiful this year in particular, there are many good options at this position, making it very competitive for teams that want to get a high-quality player. Correa, who had a bit of a down 2022 campaign in comparison to his lofty standards, will look for a deal that’s within the 5-6 year and \$180-\$240 million range, making him one of the higher-paid players in the entire league. Correa can be considered the safe choice among his rival free agent shortstops because he is the youngest, and his proven consistency come October solidifies him as a franchise cornerstone. Correa posted an .834 OPS (on base percentage + slugging percent) in 2022, putting him in the upper echelon of the league in that metric, though in previous years this number has been north of .900. Although this mediocre decline is no cause for concern, it is definitely something to keep an eye on. As for his glove, Correa has always been an above-average defender. He is versatile on the left side of the infield, playing both 3rd and shortstop comfortably. Correa brings all the intangibles that a playoff team could want or a young up-and-coming team desires in the clubhouse as a leader and veteran.

4. Nolan Arenado - STL Cardinals 3rd Base

Nolan Arenado has been an All-Star caliber third baseman since his rookie season in 2013. Playing most of his career in Colorado’s iconic Coors Field, some of his hitting numbers can be deceptive, seeing as Denver’s altitude affects how the ball carries greatly. Nevertheless, Arenado is still a well above average hitter, and the best defensive third baseman in the league, having won the Platinum Glove this



past season. Arenado will command a deal within the 6-7 year range and upwards of \$250 million dollars. The Cardinals, coming off of a short-lived playoff run, will make every effort to keep him on the roster, and I believe this will be the best fit for the National League MVP runner-up in the coming years.

3. Jacob DeGrom - New York Mets Starting Pitcher

Jacob “DaGoat,” as he is known to the Mets faithful, is maybe one of the best pitchers of all time. DeGrom is a proud owner of a career 2.52 ERA (earned run average), which puts him in the top 15 all time for starting pitchers with at least 250 innings of work. The All-Star starter is seem-

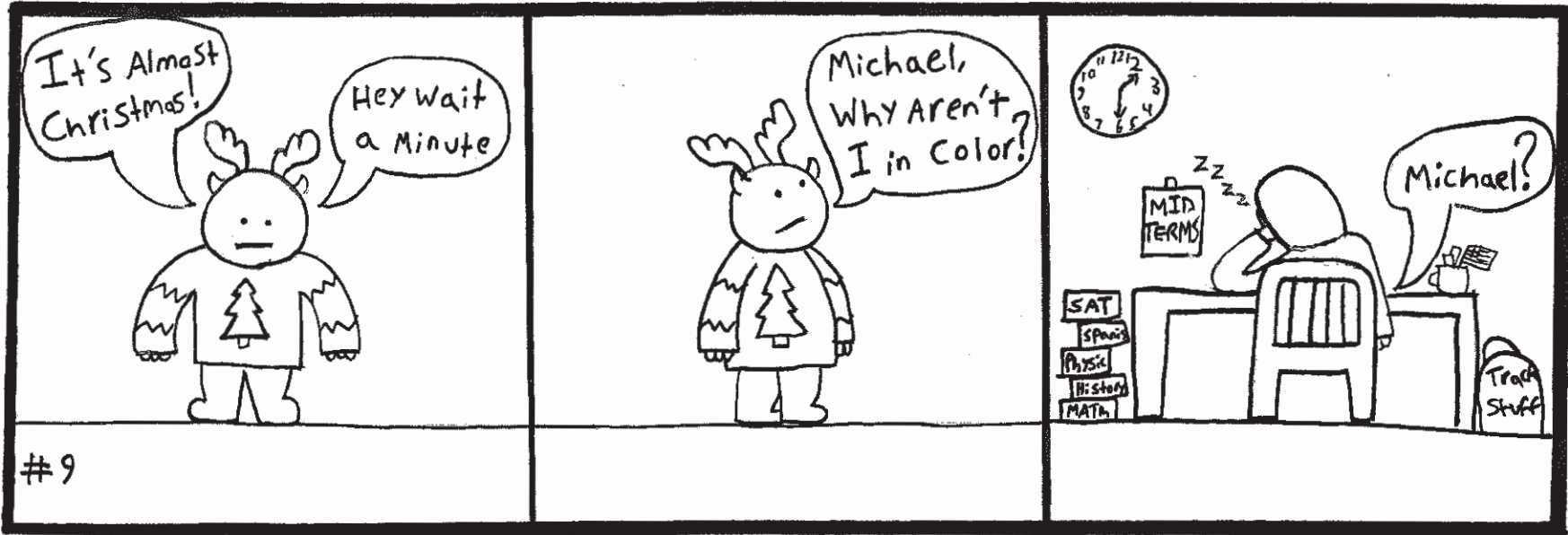
ingly ready to move on from the New York Mets, and will look for a short-term deal, most-likely 4-5 years max. The reason for this short of a tenure is due to his recent subpar end to the 2022 season. The numbers he posted look good for almost every pitcher not named Jacob DeGrom, so no need to sound the alarm just yet. Look for DeGrom to stay in the NL East, whether it be with his Mets or the Atlanta Braves, or make his way South to the Texas Rangers.

2. Trea Turner - LA Dodgers Shortstop

In my opinion, Trea Turner is the best shortstop in this free agent class. Turner, who has been a bat-to-ball guy for the better part of his career, is still capable of hitting some home runs, and posting good slugging numbers. Turner is one of, if not, the fastest players in the entire league, and his baserunning abilities could be of good use to any franchise willing to shell out well above \$250 million. Although Turner is the oldest among the shortstops hitting the market, he is arguably the one with the highest upside. Turner is expected to receive a longer term deal within the 10-11 year range, making it a gamble as he gets up there in age, but I would be willing to make that bet with the projected return on investment. Expect to see Turner either staying home in LA, or end up with the Phillie’s faithful.

1. Aaron Judge - New York Yankees Outfield

All rise! Judge, who broke the single-season American League home run record, sending 62 balls over the fence, is commonly considered one of the best offensive players of the past decade, and will be one of the most sought-after free agents this winter. Obviously, Judge will not come cheap, nor will he be interested in any deal less than five years. Judge, who turned 30 this past season, is in the prime of his career, and will add an extraordinary boost to whichever lineup he finds himself in come March 1st. Although the deal he will be looking for will most likely be record-breaking, with some sources having it at over \$330 million dollars, some may be hesitant to offer him that amount. The contract Judge will be most happy with will likely carry him through age 37, and even though he is a generational talent, some teams may not be willing to take a chance on him due to the uncertainty that comes with old age.



Michael Gabriel 12/5/22