

KOnews

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'Spelling Bee' lives up to expectations

by Luv Kataria '20

The cast of "The 25th Annual Putnam County Spelling Bee" took to the stage on Friday, Feb. 23, in an opening performance for the KO community. They also performed on Feb. 24 at 7:30 p.m. and Feb. 25 at 2:00 p.m.

The cast rehearsed daily after school for eight weeks. Creative arts teacher and musical director Steve Mitchell said he felt the show was meant to share what the crew has learned with everyone else. His favorite part of the whole process was rehearsal, and he said that he had an amazing time working with others and learning from them.

When asked about his favorite character, Mr. Mitchell responded that he loves something about all of them. However, he did like the character of Vice



Cast of the musical dance and sing in unison. Photo by David Newman.

Principal Panch, and he felt that juniors Dan Carroll and Olivia Coxon were very creative and funny in writing their own jokes.

Students and faculty both felt that the musical went well and was a great time.

Freshman William Elliot enjoyed the musical a lot and said

his favorite part was when Marci Park told Chip that she only remembers the contestants from the top 10.

Sophomore William Burstein had similar thoughts and said he enjoyed this year's musical more than last year's. "The role of Fritz Goodman was truly a highlight of the play," he

said. "I feel that the audience interaction with the play really made the play unforgettable."

Freshman Chris Sienko thought the musical was very funny. "I thought it was very well developed and it wasn't confusing," he said. "Charlie was funny and was my favorite character."

Freshman Abigail Fernald said her favorite part was when Charlino "Chip" Tolentino, played by Senior Varun Tankala, had his solo. "I thought it was really funny and entertaining, and it had a good ability to hold your attention," she said.

Junior Ellis Winfree agreed the musical was very funny, but he didn't think it was the best.

The audience members coming up to the stage is built into the script of the play. The audience members were told that they had to spell words, but most

of what they said was up to them.

For example, Mr. Goodman didn't know that he had to dance, but he said that he still enjoyed it a lot. He described himself as a participant said he gladly volunteered. "I thought it went really well. It seemed to me that the actors were very well prepared, especially since they had no full knowledge of what we would do," he said. "My favorite part was getting a word I couldn't spell; I thought that was hilarious."

Sophomore Spencer Schaller played the role of Dan Schwartz, one of the fathers of Logainne Schwartzandgrubeni. He felt that the play went great, and he enjoyed it more than he did in the past.

"I really liked the opening scene," he said. "The seniors did a great job, just the energy. Everyone had a great time," he said.

Junior Prom dazzles the night away

by Ben Poulios '19

Junior prom took students "to the moon and back" on Saturday, March 3, from 7:00 p.m. to 11:00 p.m. in the dining hall. It took months of planning by a committee made up of 10 junior parents.

The parent committee met bi-weekly in the conference room in Seavers to organize everything from the theme to decorations to food. They started to meet more frequently in the two weeks leading up to prom.

The theme ("To the Moon and Back") was chosen after Form Dean Ronald Garcia researched different prom themes online, and then the parent committee chose five to send out for the juniors to vote on.

They got the list narrowed down to two: "Las Vegas/Casino" and "To The Moon and Back." They sent out another Google form, and the majority of the junior class voted for "To The Moon and

Back." The theme of the prom was a critical part of planning because the invitations and the decorations followed the theme.

Prom invitations, a midnight blue with silver and gold stars on them, were handed out at a form breakfast. The decorations at the prom breakfast were even inspired by the theme.

At the breakfast, star confetti lay scattered on the tables, and silver and white balloons were tied to each of the tables as well. The juniors were served fruit, cinnamon rolls, cake pops, and hot chocolate.

Prom decorations were planned by Karen Diaz, mother of junior Kaylee Diaz. There was a giant moon hung up, and lights were set up to look like stars.

Food was served in three courses: hors d'oeuvres, main course, and dessert. The food was served buffet-style. There was a pasta station and a vegetable and chicken kebab station. There were even surprises for dessert:

a s'mores bar, a candy bar, and "Mocktail" fountain serving a blue punch called "Blue Moon."

The party didn't start until 7:00 p.m. Parents could take pictures in Alumni Hall from 6:00 p.m. to 7:00 p.m.. Then the students walked over to the dining hall where EB Taylor took formal pictures.

EB Taylor Photography is a photography business in Glastonbury owned by Elizabeth Taylor, mother of senior Phoebe Taylor. EB Taylor has done many of KO's proms and special events. They even do yearbook photos and senior pictures.

A new aspect of this year's prom was that guys had the option of getting their tux measurements in the dressing room in Roberts. Tux measurements were taken by Modern Formal of Middletown.

Mr. Garcia said that he gets a lot of mail from different tux places, but one of the parents on the committee is friends with

the owner, Sal Dominello Jr.; therefore, they decided to bring him to KO. Mr. Dominello said that he loved coming to KO and that everyone was really nice.

Students thought it was convenient to have measurements done at KO. "It was convenient. I was in and out," said junior Jason Meizels.

Larry Marciano, head of maintenance at KO, helped the prom committee with the facilities. "Mr. Marciano coordinated everything from the facilities perspective and thought of so much stuff

that we would have never considered," a member of the Parent Committee Lara Poulios said.

Mr. Garcia agreed that Mr. Marciano did a great job. "Larry Marciano [came by] to answer questions about what tape to use, extension cords, and kind of more technical questions," Mr. Garcia said.

Junior Charlotte Cyr said the night was unforgettable. "The decorations were amazing," she said.

Junior Madi Henry agreed. "I had a really fun time," she said. "It was a great night."



Decorations line the entrance to the cafeteria. Photo by Lian Wolman '19.

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Katie Hurley '93 talks to KO girls

by Esha Kataria '20

On Wednesday, Jan. 31, Katie Hurley '93 spoke to the KO underclassmen girls about what it means to be a girl in high school.

At the same time, Dean of Students William Gilyard took this opportunity to have a conversation with underclassmen boys about masculinity.

Ms. Hurley discussed societal constructs of gender roles, leaving many students with various views on the topic. Mr. Gilyard said that the goal of the conversation was to gain insight into what it means to be a guy or girl at KO. "One of the things we try to think about is continuing to grow and learn from a social perspective," he said.

Mr. Gilyard said he recognized that the conversation impacted students in various ways. "I think it was a mixed bag," he said. "Anytime you begin those conversations, it is uncomfortable."

Director of Diversity and Inclusion Joan Edwards said that this was a great opportunity to reflect as a community. "Katie Hurley's visit provided an opportunity for us to discuss gender specific issues," she said.

For the girls, the conversation was performed in an interview style, while the activity for the boys was more interactive as they discussed implications of the "man box."

"It was all about societal and personal expectations and how they overlap or conflict with each other," Ms. Edwards said.

Ms. Edwards said that she is open to student responses as she recognizes there are limitations to these types of programs. "It was a perfect outlet for feedback about the positives and negatives," she said.

Sophomore Alyssa Pilecki said that she thought Katie Hurley did not have enough time to fully express what she was trying to say.

"It felt rushed as she was trying to get to the point faster but couldn't elaborate so it came off as a bit too harsh and also unrealistic," she said. "I did appreciate what she had to say, and it was

helpful to hear from her experiences, but I don't think a half hour sufficed."

Sophomore Amelia Levine said she agreed that the conversation was not able to ring true for her. "I didn't agree with her views on teenagers because it seemed she was stuck back in her day," she said.

Sophomore Juanita Asapokhai said the talk just re-enforced some key ideas. "It affirmed for me how crucial it is not to feed into the messaging, by media and society at large, that tries to pit girls against each other," she said.

Amelia agreed that the overall message was significant. "It was important for everyone to get an outside opinion on gender issues and societal constructs."

While Alyssa said she agreed that hearing Ms. Hurley's perspective was important, she felt it was too focused on a certain group of people. "It isolated LGBTQ+ community because she was talking about straight relationships only," she said.

Sophomore Ishaa Sohail said she agreed that the conversation was geared heavily towards girls being "boy-crazy," which is rarely the case.

Juanita agreed that the speaker

made multiple assumptions that simply were inaccurate. "I do believe the talk was a little superficial and heteronormative at some points—as if all the conflicts amongst girls are rooted in fights over boys," she said. "Girls in our community fall-out because of disagreements on principles, politics, and because of incidents of disrespect, just like any other individuals would. The issues that lead to animosity amongst girls aren't just frivolous tiffs that can easily be resolved with a hug, but that was the sentiment I got from the speaker."

On the other hand, the freshman and sophomore boys said they thought having these discussions was important and had differing views from the girls.

Freshman Colin Ruiz said that he thought the activity was helpful. "It provided insight on what it means to be a man, which is a question we all ask at this age," he said. "It is important to think about the outside world and what affects us as a society and community."

Freshman Evan Banning said he thought having that conversation was effective. "It made everybody more comfortable and made me realize how

accepting this community really is," he said.

Freshman Drini Puka said he thought it was interesting and that it was a great time to have these types of discussions. "Gender stereotypes shouldn't be a thing since we already have enough going on in high school," he said.

Mr. Gilyard summed up the purpose of the conversation: "This is about relationship and conflict, and what drives people to make the decisions they make," he said.

Juanita said this was a great way to reinforce our core values. "Reminders of the importance of sisterhood and the value of female friendships are important in a high school environment, where competitive spirit—in sports, with boys, through popularity—can breed serious acrimony amongst girls, bad blood that transcends high school and pervades the adult world," she said. "Encouraging girls to bury the hatchet caused by such 'competitions' can only improve the social climate in our community."

Ms. Edwards said that this program did shed light on what it means for a student to be in the community. "I want to learn more about how can we hear more from students about what it means to study and play in a co-educational environment," she said. "How does being a co-ed school enhance us as a community? What kind of conversations do we want and need that are going to allow us to feel engaged and heard and seen?"

Ms. Edwards and Mr. Gilyard said that they plan to have the girls and boys come together to process what they heard and discussed as a community.

Evan said he agrees that an important next step would be bring together the community. "It is important to have both genders there to get multiple perspectives on the issues," he said.

Mr. Gilyard said he learned a lot from these conversations and is looking forward to what is to come. "The idea that we grow and learn about each other," he said. "We will continue to try things and stay engaged and positive."



Katie Hurley talked to KO girls about social dynamics. Photo courtesy of Google Images.

KO SPACE fair is out-of-this world

by Casey Qi '19

The Summer Programs and Career Exploration (SPACE) fair took place from 8 a.m. to 10 a.m. in the dining hall on Feb. 9. Twenty-two organizations advertised opportunities for students, ranging from summer enrichment programs to paid internships.

Associate Director of College Advising Peggy Clark said that she was very pleased with the turnout of students and parents.

She went on to explain that the purpose of the event is to encourage students to use their summer breaks to explore their interests. "Summer is a good time to learn more about things [students] know they like or to try something new," said Mrs. Clark. "We want to make sure that they have the opportunities to do that."

This year, there were 16 organizations specializing in offering programs for high school students, such as the Rustic Pathways Foundation and Summer Discovery.

The Rustic Pathway Foundation claim on their website to "support communities in their efforts to implement locally-driven, sustainable solutions to their development challenges" whereas Summer Discovery claim to: "specialize in pre-college enrichment, middle school enrichment, community service and career focused internship programs."

Six local organizations showed up, including camp KO. Mrs. Clark high-

lighted some of the well known programs.

The Natural Resource Conservation Academy provides a 10-month program that involves a one-week field experience at UConn and an individual community conservation project for high school students (grade 9-11) interested in the environment or science.

The Westfield Academy, a community debate, Model United Nations, and leadership school, operates during the academic year and also holds summer sessions. The Neighborhood Studio is relatively new and popular. It consists of groups of arts organizations in Hartford, including the Mark Twain house, the Hartford Stage, and the Arts' collectives, that offer paid internships to high school students.

"They help kids to learn more about themselves."

—Mrs. Goss

Upper School math Department Chair Sandra Goss works with the Junior Achievement -- a non-profit youth organization that also showed up at the fair -- to provide more students with internships. She said that she

helps kids with specific interests to reach out to people. In the past, she has worked with students in finding internships in mainly three categories -- engineering and math and science, fashion, and actuary boot camps.

"There are also shadow programs that provide students with a monthly opportunity to visit a business," said Mrs. Goss. "I have received some very positive feedback."

Mrs. Goss said that all of these experiences help students to figure out what their interests and strengths are so they can become more knowledgeable. "They help kids to learn more about themselves and evolve into the young adults they want to be," she said.

Sophomore Mai Lin Pomp-Shine said she agreed. "I think that this fair is very helpful for when you're not sure what you're going to do over the summer," she said. "All I knew I wanted to do is that I wanted to travel. I went to all of the travel stations, and I really liked Travel for Teens and Rustic Pathways for their organizations." She said that she has signed up for a Greece and Italy trip with the Travel for Teens organization. "I am going with a friend of mine from camp, and I'm super excited," she said. "It's a two week trip of just traveling and helping kids in Italy."

Mai Lin said that the SPACE fair was a great idea but maybe it could expand the number of summer program in the future.

Freshmen Stacey Zhang expressed similar views. "As a freshman, I feel like

"Summer is a good time to learn more about things [students] know they like or to try something new."

—Mrs. Clark

there's very limited internship opportunities for me as most of them are only available to sophomores and above," she said. She also suggested including more academic programs related to specific interests. But besides that, she thought that the fair was very well-organized and well-run.

Senior Emma Smith said that she entered a raffle through National Geographic at the SPACE fair her sophomore year and won a free 11-day trip to Belize that focused on tropical conservation and marine biology. "It was total luck of the draw, and such an incredible opportunity," she said. "I think the SPACE fair is a really cool way to learn about what's out there in terms of travel and work study opportunities, and I would definitely recommend students engage with representatives, because they never know what they may have the chance to do."

The editorials below represent the collective opinion of the members of the KO News Editorial Board: Hannah Bash, Apara Kashyap, Gabrielle Ruban, Benjamin Small, Kyle Zimmerman, Adam Ovian, Neil Hemnani, Olivia Rossi and Eliza Charette.

Students speak up

Next week will be the one month anniversary of the tragic Stoneman Douglas High School shooting that killed 17 people (14 of whom were high school students like us) and injured many others. This is unfortunately not the first mass shooting, or even the first school shooting that has happened in America this year. Despite it being only February, it was the 30th mass shooting and the 18th school shooting of 2018.

While many people (including lawmakers) wrote this incident off as another unavoidable tragedy and sent their thoughts and prayers, survivors of the school shooting have taken matters into their own hands and started to passionately advocate for gun regulation and mental health support. Seeing these students in the news, all of them around our age, has been inspiring, and it should serve as a reminder that we do not have to be adults to make our voices heard.

At KO, we are told that if we work hard, we will be the future leaders of our

generation: we learn how to self-advocate. However, why should we wait for the future when we could be advocating for what we believe in now? There are school walkouts planned for March 14 (the one month anniversary of the Stoneman Douglas High School shooting, which falls during our break) and April 20 (the 19th anniversary of the Columbine High School massacre). On March 24, there is going to be the “March for Our Lives” in Washington D.C. and all over the country.

Furthermore, to anyone who is going to be 18 by Election Day this year: vote. This is an easy way to make your voice heard, and even though these are midterm elections, they will have a major impact on policy given who is elected to congress.

If gun control is something you are passionate about, we encourage you to get involved; if it is not, we encourage you to find something you are passionate about and advocate for that, whatever it may be.

Equal recognition

For the longest time, KO has been a community where there has been a great divide between athletics and “non-athletics.”

Whether it be because of the larger percentage of students pursuing athletics, the greater frequency of games, or the many traditions tied to specific sporting events, athleticism has always prevailed in reputation and frankly priority, in the eyes of both faculty and students.

This attitude can be seen in the great uproar that comes every year with the mandatory attendance to the debut performance of the winter musical, as well as faculty refusing to grant thespians and technicians extensions during hell week when they would extend a deadline for an athlete with a far-off away game.

With robotics, on the other hand, those involved rarely receive recognition for the great successes they’ve earned. As a team that has consistently placed and qualified in regional and state FTC competitions, frankly more so than some of the other competitive traditional KO sports teams, it is unfortunate to see the lack of praise that the team receives from the general KO community.

This internal stigmatization has not only discriminated against students

simply for having an inclination for an alternative interest, but has also left much of the community with preconceived notions that are closed-minded. Before even giving the show a chance, students come to see the musical with the idea that it’ll be boring or poor quality. However, this year a majority of students stayed through the end of the musical. Judging by the frequent roars of laughter, this prolonged attendance was probably due to actually enjoying the show! Who knew that KO students would like seeing their peers showing the product of all the hours they’ve put into creating this performance.

Many advocate against a mandatory performance; however, the entire Upper School is required to attend each season’s Sports Assembly. Fortunately, this past assembly, robotics finally had their moment to be acknowledged for their strong performance this season. Being that their events are all essentially off campus, it was commendable for the athletics department to shine a light on this team.

We all have our strengths and weaknesses, and instead of further perpetuating an endless divide, we all should put that energy towards supporting one another.



by Hannah Bash '18

As I sit here to write my last editorial for the KO news, I think about the numerous things I could write. I could write about senior thesis, or how graduation is approaching fast, or really anything. However, I am choosing to write about the vast amount of opportunities here at KO that each student should take advantage of as well as some tips for high school.

Each student that attends KO is extremely lucky. Our school is filled with amazing teachers who truly love what they teach and are always there to help. One of the most important things to learn as a student at KO is to never be afraid to meet with your teachers. They are always available and they want to help you succeed. In addition, classes at KO are extremely small, usually ranging from eight to 16 kids, so don’t be afraid to ask questions in class! We have a unique experience here at KO with the small class size that every student should take advantage of.

One of my favorite aspects of KO is the sports teams. Whether you play varsity, or JV, or even developmental, there is a space for everyone. For anyone who knows me well, you know how much I love playing JV sports. I have played JV soccer and lacrosse all four years of high school and I don’t regret it at all. In fact, I can’t imagine doing it any differently. I have found that JV teams have the perfect combination of camaraderie, fun, and challenge, and I am sure the varsity teams have this as well.

Each sports team at KO provides the chance for upperclassmen to meet younger kids and form special relationships that wouldn’t necessarily occur before. Although I am sure at some public schools there is a prominent divide between upperclassmen and the younger kids, I truly think the sports teams at KO brings everyone together. Even for those who don’t play sports themselves, big games such as Hockey Night and the KITs provides for great school spirit and bring the community together.

In addition, KO grants kids the opportunity to explore other passions such as theater, robotics, and independents in outside competitive sports such as dance, ice skating, and gymnastics. There is something for everyone here and that is what makes KO so special.

In terms of clubs on campus, I encourage everyone to get involved in something. There are so many clubs at KO to join, such as Model UN, the newspaper, Epic, Forensic Union, Mock Trial, and

A Wyvern's Tale Take advantage of KO

numerous more. Not only are these clubs fun, but they also provide skills we will use for the rest of our lives. I can personally attribute my public speaking skills to KO and being a member of Model UN. Although it can be scary to join clubs as a freshman, I encourage everyone to try something. If there is nothing that interests you, feel free to start your own club, which various students have done over this past year with clubs such as Whiffle Ball or KO Hearts of Hope.

While on the topic of clubs, I think it’s only fitting that I talk about my time on the KO News as this is my last issue. Although many people probably view the KO News as all work and no fun that is just not true. The whole staff always has the best time on News Day as we laugh, eat bagels together, and layout the entire newspaper. I know that each member of the staff feels so accomplished when the newspaper comes out as one polished unit. There is such a sense of community between all the staff members and I am sure this is found in other clubs as well.

Lastly, as graduation approaches ever so quickly, I do have a piece of advice for the juniors and underclassmen. As you continue through high school, especially during senior year, I encourage you to become friends with people you weren’t that close with before. I can honestly say that I have made such amazing friends with people this year that I barely knew before and I couldn’t be happier. There are definitely people in your grade that you’ve only seen around the hallways, but don’t close these people off. I promise you will find a new friendship that you could have never imagined.

High school only lasts four years, so try to make the most of it. Get involved. Go to as many games as you can to support the KO community. Hang out with your friends as much as you can. Do fun things on the weekend. Take in every moment here because it slips away so quickly.

Whatever your passions are, there is something at KO for you, so take advantage of all the opportunities. We are beyond fortunate to be able to attend a school like KO and we should always be appreciative for that. KO has the ability to open so many doors for each of its students, which is truly amazing. Each student here is a unique individual and we are never forgotten or generalized. Therefore, make sure you thank your teachers, parents, advisors, coaches, etc. for everything they have done for you. Everyone at KO is ultimately here to help us, so take advantage of that amazing opportunity as it is a unique one to our school.

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Snapchat update upsets users

by Haley Carangelo '18

As I sit here on my bed, I think of the numerous topics I could choose for my opinions article. Yes, I could talk about things that annoy me, or maybe even my views on politics (boring), but what I've chosen to write about is something some may find silly but at this point is something that the majority of the universe believes: the Snapchat update SUCKS.

About two weeks ago, Snapchat came out with their newest update. For those of you who don't know, Snapchat used to be as simple as it could get. The display only showed the snaps you sent and received. If you swiped right, the camera would pop up. The concept of Snapchat was simply just to send pictures back and forth to your friends.

Unfortunately, over the past couple years, a LOT of things have changed. Some for the better and some for the worse. I gotta say, in the early years of Snapchat, they were pretty sly. You could see

other people's top three best friends (the people you snapped the most often). The person wouldn't know if you screenshotted their photo. Snapchat was ending relationships and stirring up drama for no reason.

Nowadays, this is no longer

The concept of Snapchat was simply just to send pictures back and forth to your friends.

a part of the Snapchat design. There's Snapchat streaks, snapchat stories, and a Snapchat MAP (very sketchy). They've complicated the app so much that people have lost interest in it; at least for me it's that way.

The newest update ruined the organized display of our snap stories, contacts, and snapchats. The previous version had three

pages: when you opened the app, the camera popped up. If you swiped right, the page would include snap stories from around the world at the top of the page followed by a horizontal lists of stories from Cosmopolitan, Daily Mail, CNN, etc. Below, snap stories from our contact list were neatly organized. If you swiped left from the camera page, your snaps would appear. The snap streak on the right side of each name, and an open red box or arrow on the left side resembling a received or sent snap. Seems like a pretty good display right? I loved it. I'd go through Cosmopolitan or Refinery, look at what was going on in the news, then look at my contacts' snap stories. The display made sense. Apps can never seem to keep their design the way it is though.

There always is going to be something that is considered bigger and better than the version before. And, yes, some updates are amazing, but this 2018 update was by far the worst. It didn't have to do much with what Snapchat offered

per say, but it had everything to do with the display of the app.

People's stories now show up on the same page as our snap streaks. The bitmoji of each person is on the left side, while the red box and arrow are on the right, and the snap streaks are underneath the name. There's too much going on!! The bitmojis are cute, but the snap stories??! WHY.

Once you open the story, the

And, yes, some updates are amazing, but this 2018 update was by far the worst.

person's contact name is still a part of your list of snap streaks. What if I snapchat Betsy from elementary school by accident?! Or Conor who I used to have a crush on?! Not good. Even worse, when you open up someone's snap, your snaps will reconfigure on your page

based on who your best friends are.

So yeah, you thought you could just easily double tap and respond after opening? Nope, the snap has disappeared to the bottom of your page. Also, don't get me started on what they did to the snap story channels.

If you swipe right from your camera, a collage of snap story magazines, news, random celebrities, are all combined together with no order, no reason. I'm never going to be able to look at my horoscope on Cosmopolitan again.

The hatred of the new update went viral on Twitter. People even started directly contacting Snapchat. "How many retweets do I have to get for you to change back to the previous version?" Snapchat: "60,000." The tweet had over 600,000 retweets. Has the update changed back? NOPE.

I guess the world is just going to have to get used to it, but if Snapchat wants to continue to make money, they are going to have to realize that sometimes simple is better.

Gen Z: catalyst for change in ongoing gun debate

by Juliana Kulak '20

On Feb. 14, there was yet another school shooting in the United States resulting in 17 deaths in Parkland, Fla. While this is becoming far too common, what makes this shooting different is the student activism that has been sweeping the nation in response to gun violence. Many are calling this a tipping point in the gun debate and the NRA has, for the first time, lost numerous corporate sponsorships, largely due to the publicity surrounding the student protests.

Now Generation Z, which includes all KO students, is getting the chance to have their voice heard in a growing national debate. Generation Z should not be discounted since we are a powerful force to be reckoned with: we are the largest segment of the population, we are social media savvy, and we will soon be voting.

Generation Z, also called Gen Z, is made up of those born between the late 1990s and the mid 2000s. We account for 23.4 percent of the U.S. population according to a 2016 U.S. Census estimate. The next largest group is the Baby Boomers who make up 22.9 percent of the population, followed by the Millenials at 22.1 percent, and Gen X at 19 percent.

A defining characteristic of Gen Z is that we have never lived without technology and social media. Social media use by teens is frowned upon by adults; what many do not understand is that through social media we are able to connect with others around the world, educate ourselves on current events, and share knowl-

edge. We have also never lived without lock down drills at school and the threat of school shootings.

Generation Z should not be discounted since we are a powerful force to be reckoned with

Our generation has lived our whole lives with violence in our schools. Social media and the internet make it easy for us to be aware that adult politicians and political interest groups have done nothing to solve this problem. Their inaction is hurting the children of this country, and many of us have had enough.

Student activists from Parkland, Fla., like Emma Gonzalez, Cameron Kasky, and David Hogg, have organized the March For Our Lives in Washington, DC, called for a student walkout, and prompted CNN to televise a town hall with Florida lawmakers and NRA spokeswoman, Dana Loesch.

While many adults are taking these students very seriously and praising their efforts to drive change, a small group is trying to discredit them through condescending comments and conspiracy theories. Several variations of the tweet, "Two weeks ago teenagers were eating dishwashing soap. Now they are deciding gun laws," have been

circulating on social media. Fox News personality, Todd Starnes, tweeted, "Parents, what would you do if your child lectured and ridiculed a U.S. senator on national television?" after Cameron Kasky politely asked Senator Marco Rubio if he would continue to take political donations from the NRA.

False tweets have also been circulated that many of

Soon Gen Z will be going to the polls in greater numbers.

the students are "crisis actors," paid to protest. Donald Trump, Jr. even went so far as to "like" an untrue tweet stating that a student activist was a crisis actor.

Soon Gen Z will be going to the polls in greater numbers. When we do, we will remember that those who are trying to silence teen voices when our lives are being threatened are the very same people who have financial and political ties to the NRA. We will remember that the NRA is responsible for preventing dialogue and compromise on the gun debate even though a majority of Americans support reasonable gun restrictions and increased funding for mental health treatment as a first step toward ending gun violence.

Gen Z has been the most influential group yet in demanding change on this issue. Hopefully our lawmakers will remember this.

The queen of KO fac brats

by Maeve McDonald '19

Being a fac brat isn't exactly a rare occurrence at KO, considering how many students have parents that work at the school. However, I cannot think of anyone who has two parents that both work at the school. Last time I wrote this article, my father was the only parent I had teaching at KO. Well, now, both my parents are. Not many people know this, but the new art teacher, Ms. Burnett is my mother.

In addition to being an art teacher, she is also a coach for strength and performance. Many of my friends know her best as their coach. It's good because they all really like her as a coach, but it is also concerning because I'm pretty sure some of them like her more than me. If I had 25 dollars everytime one of my friends said that they liked her more than me, I would probably have like 100 dollars, which I would then use to feed my Chipotle addiction. Of course, I would be at Chipotle by myself because my friends would most likely be hanging out with my mom instead.

I have never had the pleasure of being in a class with my mom, but I have taken classes with my dad and honestly it's not that weird.

One thing that happens to me far too often is that people just assume that I'm automatically some kind of art prodigy because both of my parents are artists. Unfortunately, I did not inherit the art genes. I wouldn't say I'm necessarily bad at art, but I do for sure think that I should be better.

Something that I didn't

expect to happen actually happened quite recently. Someone had a test a period after they had my dad's class and they texted ME asking if they could miss class to study. I'm not mad about it, I just think it's funny. I don't exactly have the power to say whether someone has to attend their first period class. Luckily for this particular person, I asked my dad very nicely if they could use part of the period to study and he said yes (probably because I am his favorite child).

I am happy and fortunate that neither of my parents teach a class that requires them to give tests and quizzes. I don't know if I could handle people constantly complaining about how "unfair the amount of work is," or how mad they are about "that difficult pop quiz." If I did, I don't think I would enjoy being a fac brat.

Although I haven't taken a class with my mother, I am going to be in her strength and performance group this spring. I am excited though, seeing as she has 15 years of personal training experience. You would think that I would take advantage of that and have her train me, but there isn't much time for that when you have five kids. But I am pumped to do strength and performance during the spring sports season because I am trying to get ready for JV Socc in the fall.

In the end, I don't feel as though being a fac brat has significantly changed my middle school and high school experience. And having two parents working at KO doesn't feel that different from just having one (of course besides the fact that it is twice as awesome).

Gun Control: a necessity

by Jaden DiMauro '20

With the recent mass shooting at Stoneman Douglas High School in Florida, Americans are talking about gun control more than ever. While there are many intricacies to the topic, there are generally two sides to the debate: those who are pro gun control laws, and those who are anti-gun control laws and use the second amendment to support their position. While the second amendment does give the right to own a firearm, that right does not come without caveats.

This leads me into my first point, which is that the second amendment is not, and has never been, an unlimited right to hold a firearm. In fact, in the 2008 case of *The District of Columbia v. Heller*, Justice Antonin Scalia said, "Like most rights, the right secured by the Second Amendment is not unlimited." From Blackstone through the 19th-century cases, commentators and courts routinely explained that the right was not a right to keep and carry any weapon whatsoever in any manner whatsoever and for whatever purpose.

As Justice Scalia alluded to, there have been many instances in the past, in which gun control laws have been enacted in spite of the second amendment. For example, in 1886, a law was enacted in Boston which made it illegal to keep "firearms, or any bomb, grenade, or other shell... in any house, outhouse, barn, stable, store, warehouse, shop, or other building...." While this law was enacted three years prior to congress adopting the second amendment, Fordham professor and leading constitutional authority, Dr. Saul Cornell, sees it as evidence that an individual's right to carry a firearm was not recognized in the 1780s. According to Cornell, "This is a law that effectively makes it illegal in the city of Boston to have a loaded firearm. To have a loaded firearm in the city of Boston in the 1780s is against the law. The founding fathers were willing to ban loaded guns in the city of Boston."

Now that we've gotten the legality of gun control out of the way, let's take a look at its benefits. First and foremost, an increase in gun control laws would mean a decline in gun deaths across America. Between 1999 and 2015, there were 533,879 total deaths caused by a gun. In addition, guns were the leading cause of suicide (313,641, 51.9 percent), and homicides (198,760, 67.3 percent). With the numbers laid out, let's take a look some potential solutions. According to a 2016 Lancet study, "Implementing federal universal background checks could reduce firearm deaths by a projected 56.9 percent; background checks for ammunition purchases could reduce deaths by a projected 80.7 percent; and gun identification requirements could reduce deaths by a projected 82.5 percent."

Another casualty of gun control laws in this country are women. Now I know you may be thinking, "what the hell are you talking about?" but here me out. Between Oct. 7, 2001 and Jan. 28, 2015, 5,364 US soldiers were killed in action. Between 2001 and 2012, 6,410 women were killed by a romantic partner in the United States. In addition, when a gun is present, a woman's risk of being killed increases by 500 percent.

One of the most commonly used arguments against gun control is that guns are necessary for self-defense. But are they really? From 2007 to 2011, 29,618,300 violent crimes were committed. Of those 29,618,300, only 0.79 percent or 235,700 of the victims protected themselves using a firearm. In the 84,495,500 property crimes such as burglaries, shopliftings or larcenies, that occurred between 2007 and 2011, only 0.12 percent of victims (103,000) of those victims protected themselves using a firearm. As the statistics clearly show, the odds of a firearm protecting you in a dangerous situation are staggeringly lower than the odds of one harming you.

After reading through all the statistics, you may be thinking, that's great, but what can I, as a

Continued on page 20.



Cartoon by Alma Clark '20

Take a break: Spring Word Search



ALLERGIES
APRIL
BASEBALL
BIRDS
BLOSSOM
BREAK
EASTER

FINALS
FLOWERS
GRADUATION
LACROSSE
LEAVES
MARCH
MAY

PASSOVER
POLLEN
PROM
SOFTBALL
TENNIS
TOBATI
TRACK

Roasting myself: Eliza Charette

Roasting myself is a column in the Opinions section in which each month a new member of our community will "roast" themselves in a fun, lighthearted way.

by Eliza Charette '18

Recently these roast yourself articles have been focused on the past, the glory days of Middle School and growing into our bodies and personalities. But this month I am actually going to roast myself on something that continues to happen and has happened to me since before I can remember. I can't speak English lol. Alright let's rewind.

Of course I can speak English and write at a high level, so let me explain what I mean. If anyone knows me they know that I am a very outgoing, excited person. I am always ready for a challenge or adventure, and I love trying new things. But sometimes I am a little too excited and my mind is working way too fast and the words that come out of my mouth just do not make sense. I am pretty well known for doing this, and my friends tell me that they have become accustomed to just listening to the jumble of words I first spill out and then waiting until I realize nothing's making sense and I back-track to try to re-explain my thoughts. Now you might be concerned because what if I need to speak in front of a crowd or for a formal event and I would tell you that in those situ-

ations I am either a) prepared and have already thought about the words I will say or b) I speak much

slower and think more about the words I am using because I know that it matters more, which means that my friends get the worst of it. When I realize how much I actually do this, I am grateful for how patient my friends are when everything I am saying really doesn't make sense. You might think I am exaggerating, but the funny part is, I'm truly not. This happens to me multiple times per day. My mind moves at 1,000,000 words per minute, but my mouth can only speak 100. Hopefully soon I will learn how to properly form sentences in a way that makes sense to others. There is always college...

So I lied. As I am writing this article, I am remembering the things I did in Middle School that were extra cringe and I realize that this one is definitely worth mentioning. I was obsessed with Skype. No, I literally mean obsessed. Every time I got home I would run to the computer and pull up Skype. I was one of the only kids I knew that didn't have a laptop, and the desktop computer at my house was a PC (did I mention I had a slide phone until freshman year?) so iMessage and Facetime were not options for me. Everyday

after school when I had to do my homework, I would go to the room in my house with the desktop computer and pull up Skype. Skype was great. You could see who was online, video chat with your friends, Instant Message and it didn't matter what device you were on. I was able to communicate with people from all different devices. My iPod had the app, my desktop had the app, and any mac or PC could also have the app. I truly thrived on this social network and so did all of my friends.

At any given moment, I would be on video chat with people in my grade I was barely friends with. To be honest this was awesome. I became so much closer with people that I would not normally see during the school day. Doing homework with my friends or just talking about life, I was constantly on video chat or instant message with everyone I knew. Even during class (sorry teachers) on the computers at school or our laptops we would instant message over Skype from across the room. And yes we all, especially me, did have the cringe conversations you can imagine. Overall Skype was legendary. I can only laugh and cringe when I think back to how cool I thought I was when I would send "wanna vc?"

Exclusive interview with cast of 'Spelling Bee'

by Dan Carroll '19

KO's hottest musical this year is "The 25th Annual Putnam County Spelling Bee." As another successful year of the winter musical winds down, the KO News sat down for an exclusive interview with the cast.

What drew you to choose this musical?

Mr. Langmeyer: This show had no murder, which was refreshing. In "Legally Blonde," that woman with the perm murders her husband. In "Sweeney Todd," he murders a whole shop's worth of people. And in "Pippin," they fight a very bloody battle. So one day I thought, "What's the opposite of murder?" And I came up with spelling bees. Luckily, there was a musical about one.

What's the show about?

Ellie Bavier: Take a wild guess, just based on the title.

Zach Waskowicz: It's about a ragtag crew of unlikely heroes banding together to walk to a tower and stop a possessed villian from destroying everything. A bunch of them die along the way. Wait, hold on. That's either the plot of "Lord of the Rings" or "Suicide Squad."

Maggie Eberle: I don't know. I just speak when I'm called up and sing the songs when they ask me. Who are you?

What did you think of the choice of the winter musical?

Middle School Student: I didn't really care, considering that I'm never allowed to see it.

What was your reaction when you saw the part chosen for you?

Sharif Mutasim: I was disappointed, of course. So the cast list went up on a Friday, and I had loaned Joey Fago my sweater on Monday and he still hadn't given it back. So yeah, I was upset; that's now five days I've gone without this sweater.

Charlie Coxon: Spencer Schaller really wanted to be Rona, and I wanted that part for him, too. But at the end of the day, he didn't win Rock, Paper, Scissors, and that's final.

Michael Goldschlager: I was upset. It would be like finding out those basketball trick shots from really far away were faked after all these years. I would be destroyed if that happened. That would be two years of my life gone to waste.

Did you run into any problems when performing for the school?

How did you prepare for your role?

Bavier: To know what it was like to live the rough life that Maruccia does, I attempted to get expelled. I tried everything—truancy, cheating, a Ponzi scheme, but nothing worked.

Olivia Coxon: I finally learned how to spell. And read.

Elan Stadelmann: The show has a lot of improv, and I remember Molly thought that we should practice improv by having rap battles every day. She destroyed me every time. I guess I learned that I hate rap.

Gabrielle Ruban: I learned so many palindromes. I knew all the hits: Racecar, A man, a plan, a canal—Panama. I probably should have learned my lines instead.

Varun Tankala: I realized at one point that you can just adopt a dog and never name it. So I adopted a dog and just never gave him a name. Now whenever I call him I'll say a different name, like "dude" or "hey" or Joey Fabone." He's always very confused, and I really tried to channel that in my performance.

Did you run into any problems when performing for the school?

Mr. Mitchell: About one minute into the opening number, someone started banging a gavel on stage. A lot of people thought the gavel was part of the orchestra, but it wasn't. It was just a guy who was trying to keep the assembly moving quickly.

Which performance was your favorite?

Molly Carroll: I'm partial to John Coltrane's Live At The Half Note. Or Kanye West's 2011 Coachella performance. I would say they're equal.

Remy McCoy: Probably Saturday, because that was when I finally spilled the beans that Gabrielle was adopted.

Katie Brough: The Monday performance that we did in the park. *There was no Monday performance.*

Brough: So then where was I?

What was a moment you'll never forget from this musical season?

Ruban: Sometimes we'll write funny things on each other's papers to try to make each other laugh. On Saturday Remy wrote on my paper that I was adopted. She was right.

Brough: Emma Kate said to me once, "Life is a journey not measured in miles or years, but in experiences." And she just kept

quoting Jimmy Buffett lyrics for like five minutes. I was impressed.

Mutasim: The moment I learned that Keith Urban was born in New Zealand and lived in Australia until he was 25. Learning that was like finding out that all of those guys who did the basketball trick shots from really far away were faking it.

What has this show taught you about yourself?

Mutasim: That I really know nothing about Keith Urban.

O. Coxon: It taught me to spell. I was a mess before this. I thought college was spelled like Coolidge, and bacon was spelled like bakin'. But now I know.

Is there anything else you'd like to say?

Zack Herz: Yeah. I don't think it should be considered a free dive until you come back up. Until then, you're just drowning.

Tankala: Black Panther wasn't that good.

Brough: Come see the show!

The musical already happened like three weeks ago.

Brough: Really? Oh man, then where was I?

How to be a better activist and ally

by Janvi Sikand '19

Hello everyone! As we head into March break, I hope that everyone has been able to complete the tons of work that gets piled on before breaks to the best of their ability and that you all have a great break. Welcome to another round of getting lit in the opinions section with Janvi, this time about how to be a better activist and ally!

In the wake of tragedies, things that one would never expect to have happened, happen, and people like you and I are left in the lurch wondering what we can do to try to help change things. This month, I was planning to write about my thoughts concerning a particular event that occurred, but I realized that it's not enough to keep dissecting facts and reiterating that something needs to change. There are so many issues out there to address, and it can be daunting to try and figure out what you, as just one person, can do to help. So today, I've compiled a few methods which I have found help me to be a better activist and ally. Let's get into it!

1) Educate yourself! This is by far the most important thing you can do. Learn more about issues you care about or issues you take interest in but don't know the nuances of. Though it may seem counterintuitive, I have learned most of what I know from social media. That's right!

By following accounts dedicated to activism, one can ensure that one receives a steady stream of knowledge directly related to informing about and

fixing certain issues. And more often than not, these great feminist, POC issues, and LGBT awareness pages deliver a solid understanding of these topics with a healthy dose of humor.

Following accounts like those is an easy step that will serve you so well on a day-to-day basis and in the long run. If there are particular topics or events that catch your eye, look them up! Read articles about them, ask a teacher if you think they'd be able to help you gain an understanding of the issue!

There are so many ways to learn about and keep abreast with what's going on, and being informed is the first step in formulating your own opinion and eventually having that opinion heard. After all, as they say, knowledge is power!

2) Pick your battles. Once you have all that knowledge at hand (well, in your brain), what're you going to do with it? That's a great question, and oftentimes people think, "well, why do I bother learning all this stuff if I'm not gonna use it?" But education goes hand in hand with empowerment.

I can tell you for a fact that ever since I started to learn about and became involved with activism in the middle of sophomore year, I have totally changed for the better as a person.

I have realized that there is a lot of hidden oppression in day-to-day activities, and becoming more aware of those small transgressions and the needs of those around me has definitely improved me as a person.

Here's the thing, though:

how do you pass along what you've learned without seeming pretentious? That's a really tough balance to figure out, but once you do, you're golden. I've decided that if someone close to me says or does something really out of line or insensitive, then I'll calmly point out that maybe they shouldn't have said that because it's offensive in x way.

Most of the time, people don't get mad at all when you call them out and are actually glad that someone close to them was able to correct them rather than letting them repeat the action over and over and seeming like a jerk. Try it out!

But on the other hand, if it's someone not that close to you, or you really don't think they'll change their ways by your explanations, then take a deep breath, move on, and hope that they will get that education themselves one day.

Sometimes it's just not worth getting riled up! And remember, no one is entitled to your emotional labor. Similarly, it's hard to care about every single issue at once, and it's often better to focus on learning about and changing the problems that mean most to you.

For example, if environmental issues and conservation speaks to you more than, say, gun control, then more power to you for knowing your own priorities as an activist!

3) If it's possible for you, donate to a cause. I completely understand that it's oftentimes difficult to set aside money for charity, especially as a teen or if you're dependent on your parents for money. However, bake sales:

at school often go towards charities, for example the recent bake sale held by Hearts of Hope which went towards the anti-human trafficking organization Love146. When shopping, it's cool to be on the lookout for brands whose values are worth investing in. For example, some brands have policies wherein a portion of profits are donated to a cause.

Brands that are cruelty free or pay a fair wage and provide benefits to the laborers that make the products are great to buy from, or are directly involved in making the world a better place for compromised individuals, are amazing. And the best part is that there are so many such brands out there!

All you need to do is find a few labels who make activism a priority and then try to shop there when you can. Beware, though of deceitful companies and organizations which do not actually uphold the principles that they claim to promote! For example, PETA is a well known "animal rights organization" but has done many wildly problematic things in the past. Fear not, however -- there are many organizations that are well-deserving of support, and with a little research, you can decide which ones to buy from or donate to.

Knowing which companies to support goes a long way in making an impact through everyday actions like shopping.

4) Finally, get involved. While actions don't always speak louder than words, in these cases it can really help augment your beliefs. Go to rallies and

demonstrations and marches and parades that support your cause. Get involved with something relevant to what you think is important! If you care deeply about restoring the environment, join a beach cleanup group or get some friends to do one yourselves.

Join clubs at school that are all about activism! United Students, GSA, and Orange is the New Grey are great, low-pressure settings in which to exchange thoughts.

Volunteering, in my opinion, is a great way to go if you want to do something that makes a concrete difference and improves the lives of others.

Going to a soup kitchen or being a regular at a senior assisted living residence, for example, are options wherein you can gain valuable insight on the issues faced by those groups while also providing assistance and positively impacting others.

And if that doesn't convince you, then here's a pro tip: getting involved like this can show others, including colleges and potential employers, that you truly mean it when you say you care deeply about activism and allyship.

Of course, there are so many paths to activism, and being a perfect ally is something that's really hard to do, if at all possible. But these general steps are what helped me, and once you find a healthy balance of learning and action that work for you, I encourage you to go out there and make your voice heard. I hope this has helped you, and good luck on your journeys! And until next time, stay woke.

Robotics qualifies for CT states

by Lian Wolman '19

On Saturday, Feb. 17 the robotics team departed KO at 5:15 a.m. for Greenwich Academy to compete in the state competition against 24 other teams.

Senior Phoebe Taylor, a member of the robotics team said that right before the school year began, FIRST Robotics Competition released the new games and rules for the season.

Every year, the format of the competition stays the same, so the new games and rules keep the competition competitive. "It kind of keeps all of the teams on the same playing field basically," science teacher and robotics coach Kathleen DiSanto.

During the season, teams compete at different competitions hoping to qualify for states or even further. "There are 100 teams from CT, and 24 make it to states and then usually two or three teams make it to super regionals," Phoebe said.

There are many ways for teams to move on to states other than winning the entire competition. "The way robotics competitions are organized are there a lot of different elements in order to qualify for the next competition," Phoebe said.

Since September, the robotics team has been working on building different robots.

"The first competition is in

December, so you spend that time building your robot and testing your robot trying to make it get as many points as you can," Phoebe said.

Junior Matthew Safalow, also a member of the team, said that the team split up into two groups and designed different robots in preparation for competition. "We built two robots during the year and then we chose the better one to compete in the competition."

During their December competition, the team was very successful winning the "Think"

award, qualifying them for States. "At the beginning of the year, at our first competition, we immediately qualified which was not common," Ms. DiSanto said.

After this competition the team continued to improve their robot. "Whatever doesn't work during qualifiers then you modify it and get it ready for states," Phoebe said.

After a lot of practice the team competed for 14 hours against schools including Loomis Chaffee, Hopkins, Greens Farms

Academy, Ethel Walker, and Avon Old Farms. "It was a long day, very grueling," Phoebe said.

During the competition day, the team did very well against these other schools. "Throughout the day we were consistently in the top five," Matthew said.

The KO team made it to semi-finals, and part of the competition includes two teams being paired together to compete against two other alliance teams. KO's partners robot was not able to perform during this period. "Our

alliance partner's robot died during the competition so we could only rely on our robot," Phoebe said.

Since the only functioning robot was KO's, the KO team was at a significant disadvantage. "We were still proud of our performance because even though we were only one robot against two, we only lost by about 25 points," Phoebe said.

Other parts of the competition were more successful for the team including the interview with the judges, so the team was surprised they did not win any awards in the end. "This year we didn't get an award; I'm not really sure how cause we performed very well, but usually every year we place and get an award at states," Phoebe said.

Ultimately, the team did not end up with the outcome they hoped for, but still managed to keep a positive attitude. "I think the fact that we left in a good mood and in good spirits is a testament to our team," Phoebe said.

Overall, the students still enjoyed their long competition day. "We didn't do as well as we hoped at the competition, but it was a nice way to end the season," Matthew said. "We had fun."

Phoebe will be graduating from KO in May, so this was her last KO competition. "It was sad to end the season especially as a senior because I'm going to miss it," she said.



Robotics team members set up their robot and discuss strategy before their match at states. Photo by Ella Schwartz '20.

Esha Kataria '20 wins Perry S. Levy Outward Bound Scholarship

by Jacob Knowles '20

Sophomore Esha Kataria is this year's winner of the annual Perry S. Levy scholarship, which will afford her the opportunity to take part in an Outward Bound trip of her choosing over the summer.

The Perry Levy scholarship was put in place in memory of former Kingswood Oxford student, Perry Levy '85 who died of cancer in 1999.

In honor of Perry, since 2003 his family has funded the scholarship through the Perry S. Levy Charitable Trust.

This year 13 students applied for the scholarship by submitting an essay responding to the question, "How do you live your life to the fullest?"

Esha immediately gained interest for the scholarship after hearing the essay question. "It caused me to reflect and actually think about if I am living my life to the fullest," said Esha. "It is important to reflect on yourself in that way because reflection feeds for growth."

Esha will be attending the program this summer.

She was a little surprised about winning the scholarship, but she is very excited for her Outward Bound experience and intends to live her life to the fullest.

Any freshman, sophomore, or junior can apply for the schol-

arship. They are given an essay question based on the scholarships values, and then have to turn in their essays to the Levy family.

From there, the family chooses the student who they feel fits the scholarship's values the most as the recipient.

During his time as a Kingswood Oxford student, Perry played multiple varsity sports, participated in different clubs and activities, and was awarded the Merritt Prize in his last year.

The Merritt Prize is a very prestigious and honorable award given to one senior, "who best demonstrates the results of a Kingswood Oxford education."

At the varsity level, he played football, wrestling, and baseball, and was an overall outstanding member of the KO community who met and carried himself by the KO core values.

Outward Bound is a non-profit organization that reaches for personal growth and challenge outdoors.

It was first established in 1941 in Wales and has grown internationally since.

At first they offered very rigorous courses; one was teaching young seamen to survive treacherous conditions through simulating torpedo attacks in the water.

Nowadays the courses are less intense, but still challenging.

Throughout different

countries Outward Bound offers courses and programs for students who are looking for an adventure and a unique learning experience.

They offer different outdoor activities such as canoeing, backpacking, rock climbing, and more, all in different parts of the country and internationally.

The Perry S. Levy scholarship funds one KO student to participate in any one of these two-week programs every year, the student will usually attend said program during the summer.

The scholarship is all about living life and growing as a person through challenging yourself.

These ideals allow any student who is looking for an adventure and bettering themselves to apply.

The purpose is to give a student an opportunity to go explore elsewhere and really live their life to the fullest, an opportunity that many kids do not have otherwise.

Mostly all the scholarships offered at KO have different requirements, such as excelling academically.

The Perry Levy scholarship, however, does not have any requirements. Any Upper School student who is not in his or her senior year simply submits an opinion-based essay to apply and will be considered regardless of their GPA or academic success.

MUN to travel to England

by Esha Kataria '20

The Model UN team will embark on a trip to England on March 17 to attend an international Model UN conference at Haileybury School as well as explore some key landmarks around England.

Led by history teacher Stacey Savin, the group of 13 students will spend three days in London, three days in York, and the final three days at the Haileybury Model UN Conference, returning back to Connecticut on March 26. A tour guide will take them to all the major sightseeing destinations in London, such as the Churchill War Rooms, the British Museum, and the Medieval city of York.

The 600 students at the conference will be divided into 20 committees where they will act as an ambassador representing a specific country.

Ms. Savin said that this trip will immerse students in a new culture. Senior Nat Bates said that he is looking forward to the trip. "My dad is English, and I want to learn more about where he grew up,"

Sophomore Ishaa Sohail will be representing Austria through the committee of Human Rights and said that she anticipates that the England trip will be a great time. "I enjoy having the opportunity to meet new people and work with them to create a resolution for real world issues," she said.

Junior Sam Mazo will be a delegate of Brazil in the

decolonization committee. "I like the social perspective and talk to people who are also interested in politics," he said.

Sophomore Ella Schwartz says she loves MUN and is excited to participate in the Social Humanitarian and Culture Committee. "You meet a variety of people from different places and different personalities," she said. "I still talk to two friends who live in South Korea and Russia that I met at the Russia conference, and England will be even better since there will be twice as many delegates, so there will be more people to meet."

Senior Caroline Doyle, who will be in the Disarmament and International Security Committee, said that she is excited to apply what she has learned in the classroom. "What I like about Model UN is the historical and political side of things," she said. "I'm going to be a history major next year, and I'm currently taking Political Science, so it'll be fun to use some of the stuff we've done in class."

Ms. Savin said that she cannot wait for the trip. "I love England," she said. "The one nice thing about this conference is that we are going to an English speaking country. It'll be wonderful to easily talk to people."

Nat said that he thinks it is important to get other perspectives from around the world. "Not only is it fun to meet people from different cultures and communities, but we get their input on different issues which is essential," he said.

Students and faculty donate blood

by Aparajita Kashyap '18

On Monday, Feb. 26, the KO community hosted its 18th annual Warren Baird Memorial Blood Drive. Students, faculty, and parents gathered in Soby Gym to donate blood. The goal was to donate 56 pints, and although 53 people signed up, only 45 were able to donate.

Each person donates one pint of blood, which can save up to three lives. This means that this year, KO saved 135 lives. The drive was started in 2000 in memory of former English teacher and department chair Warren Baird, who was diagnosed with a rare blood disease in 1994 and passed away in 2000.

This year, the drive was run for the first time by Dean of Students William Gilyard, who took over for math teacher and Interim Director of Teaching and Learning Jane Repp.

"I helped get the chairs together, and I corresponded with the Red Cross about what we needed to do," said Mr. Gilyard.

Seniors Gabrielle Ruban and Angie DeLucia and juniors Amy

Mistri and Emma Kate Johansen served as the student chairs of the event and took on many of the organizational responsibilities. Students can apply to be chairs their junior year, and are chosen at random by Mr. Gilyard.

"I had to go to meetings with Mr. G. and Ms. Repp and the coordinator about how to increase signups," said Gabrielle. "And I was responsible for making sure people knew about the blood drive and manning the booth at lunch, and for running administration at the event."

On the day of the blood drive, the organizers also helped transform Soby Gym into a place where blood could be drawn (including setting up snacks and registration).

During the day, the chairs and other volunteers registered people, made sure they filled out the appropriate forms, and made sure that donors were feeling well after the blood was drawn.

Gabrielle said that there is always a need for blood. "It's inevitable that people are going to get hurt and need operations performed on them," she said, "and we're in a situation where we

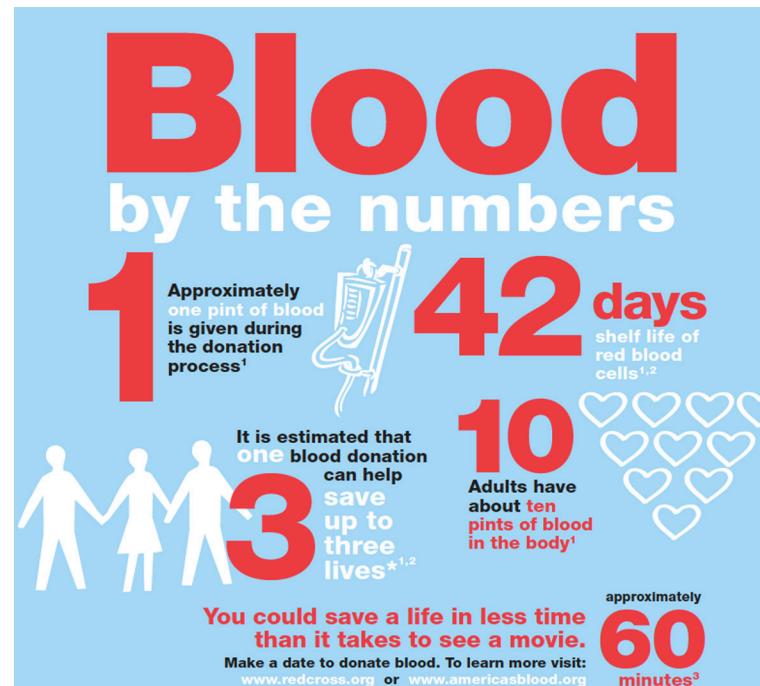
don't always have all the supplies we need. It's something simple that we all can do, and it's not so much at our expense. You don't do it for yourself; you do it for others."

In order to donate blood, one must be at least 17 years old and meet certain height and weight requirements.

There is also a medical history questionnaire and a short physical check the day of donation that donors must pass to ensure that they are healthy enough to give blood.

Emma Kate said her mom inspired her to take responsibility for change. "I would go to the Red Cross where she would donate," she said, "and I thought it would be something I want to do when I'm older. I can't donate this year because you have to be 17, but I still wanted to be involved somehow."

Senior Chiara Rego donated blood for the first time this year, and she said that she had a positive experience. "I honestly thought it was going to be a lot harder," she said. "I thought I was going to get up and be super woozy, but everybody there was super nice and I felt fine after.



Information about the importance of donating blood. Photo courtesy of Google Images.

It felt like nothing happened."

Chiara also stressed the importance of giving blood, if one is able. "I think that it is important to give blood especially if you're healthy," she said, "because there are people who need blood and it doesn't really take that much time and effort."

Seniors celebrate 100 days to go

by Lian Wolman '19

On Wednesday, Feb. 14, the senior class celebrated their 100 days until they become alumni and move on to the next chapter in their lives.

The breakfast took place during the advisee period on Wednesday morning from 9:00 to 9:30 a.m.

"We used to do the program at night after sports, but this worked out a lot better during the day," Associate Director of Institutional Advancement Elizabeth Bellingrath said.

Sage Dining catered the breakfast for the students. "Sage Dining did an amazing job," Ms. Bellingrath said. "There was waffles and egg sandwiches and fruit and hot chocolate. It was a big, big breakfast."

Ms. Bellingrath said that over the past couple of years this breakfast was hosted by the senior parents, but she asked if she could organize the breakfast this year.

"I went to the parent reps and asked if I could spend some time with them and convince them that I could take it over because they will be our next group of alumni."

The cafeteria was decorated with balloons and they gave black mugs with the number 100 on them to the senior class in celebration of their final days at KO.

All of the students gathered for a celebratory picture in the decorated cafeteria, Ms. Bellingrath said.

Another big part of the breakfast was introducing a time capsule

to the class. Ms. Bellingrath put a bag out and asked people to put things into the capsule. "I will put it in a locked box and we will open it up at their fifth reunion," she said.

Some students did not have the items they want to put in at the breakfast, but Ms. Bellingrath said students have till the day before graduation. "I didn't put anything in the capsule yet, but I plan on putting something in before we graduate," senior Amiya Young said.

In the future, Ms. Bellingrath said she hopes to continue organizing this breakfast.

"The only thing I wish I could have done differently is to have them for a longer time because they were having so much fun," she said.

Senior Haley Gervino also said she wished they had more time at the breakfast. "I really enjoyed the breakfast that they put on because it was really nice and the food was good," she said. "But I wish it was longer because everyone was late to their next class since they tried to fit so much in to 30 minutes."

Ms. Bellingrath said that along with celebrating the seniors it was also about celebrating all the faculty and staff at KO for the "Day of Gratitude."

"We had all the kids say thank you in a video and we put it out on Instagram and Facebook," she said.

"I thought that alumni association put on a really nice breakfast for us and we weren't expecting the library to look as good as it did," senior Eliza Charette said.

'Swinter' dance is not swimmingly swell

by Haley Gervino '18

The "Summer in Winter" dance, held on Saturday Feb. 10, in the dining hall from 8:00 to 11:00 p.m., attracted few KO students despite the original theme.

Dress code was strictly enforced; those who went wore Hawaiian Garb and summer apparel (No bathing suits).

As usual, the students were breathalyzed in order to maintain a safe environment for those who were there.

"I initially wanted it to be a disco theme. I thought more people would have come if it was differently themed and discussed more previously."

—Noah Gibson

"I mean you do it for every dance," math teacher Alexander Hoerman said.

Some students said they agreed with KO's breathalyzer rationale. "It is important to make sure students are

acting responsibly at a school event," senior Lily Hammer said.

Certain themes for the dance were shut down.

Senior SGA Vice President Noah Gibson said he wished the dance was themed differently. "I initially wanted it to be a disco theme. I thought more people would have come if it was differently themed and discussed more previously," Noah said.

Another option for the dance was an African Safari. "It was a creative idea that was not entirely thought out and we decided that it wasn't practical for the dance we were trying to have," senior David Maratollo said.

Senior Kevin Augustine introduced the theme of "Summer in Winter" to SGA.

"This was my thought process: school dances are always so hot and sweaty and wouldn't it be great if we were allowed to wear shorts and a t-shirt instead of formal shirts and pants," Kevin said.

Some students did not think the Summer in Winter theme was a good idea.

"I think a winter formal dance would have been better or maybe something even simple like blackout or whiteout," Freshman Keegan McMahon said.

SGA hired a DJ by the name of Crazy Chris to supply music to the students as well as a candy bar set up on one of the tables. "The DJ was better than usual, and I thought the music selection was pretty good,"

junior Kate Brough said.

Senior Tim Pettit agreed. "It wasn't bad, I liked the music, and it was good to spend some time with my friends," he said.

Those who enjoyed the dance said it was due to their friends showing up. "There weren't a lot of people, but it was still fun to spend time with friends," junior Isa Raymond said.

Some students didn't enjoy the dance at all. "I didn't like the dance. I didn't have as good of a time as I did at homecoming," freshman Brandon DeLucia said.

Other students said they agreed with Brandon. "The dance was bad, I thought. Since there was no one there and those who were there just sat. Kids even left halfway through, so there were like 20 kids left at the end," Keegan said.

Many students who did go had input on what they would like to see if SGA should have another dance in the future.

"We should have a snow cone machine, like they did in that episode of Phineas and Ferb," Noah said.

Isa suggested getting the word out more in order to raise awareness about it.

"If there [was] more energy and more people, we would have had a really fun time. Maybe at the next dance they can get the information out more," Isa said.

After the recent junior prom last weekend, the next dance that Kingswood Oxford is hosting is the Senior Prom in late May.

(S)No(w) days off: how school stops, but the work doesn't

by Ishaa Sohail '20

With the passing of this numbing winter, our opportunities for snow days seem to have come and gone as well. When students hear talk about snow days, they typically become happy and elated at the thought of having an unexpected day off, but no one seems to say out loud, "How effective is this day off for me? What are the benefits of this? What are the disadvantages?"

In times like these, Head of School Dennis Bisgaard must decide whether or not school should be closed for the day based on an elongated process that includes numerous factors.

This process begins when Mr. Bisgaard first starts hearing word about what the atmospheric conditions will be like for the following day(s), whether it be from the weather forecast on TV, online reports, his family, or even conversations with the faculty and students at school.

On the day of an anticipated storm, he wakes up very early in the morning and sees what the conditions will be like. Once he does this, he checks in with Director of Facilities Larry Marciano and his crew to see not only how long it would take to clear every passageway and corridor on campus, but also what the roads are like.

Mr. Marciano's crew is composed of Assistant Director of Buildings and Grounds Dean Bellmay, and Buildings and Grounds Staff members Roy Demoura, Gregory Hanson, and Craig Mendola.

The five men work together to make KO as safe as possible on frosty days that school is open.

"I think that there is something about unexpected time off that actually allows a breather for students and adults to catch up."

—Mr. Bisgaard

Along with seeing how safe KO would be on said day, Mr. Bisgaard also takes into consideration how safe the students and faculty would be traveling to school.

Librarian Nancy Solomon is one of many who is scared to drive when it's really icy and dangerous.

"I like snow days when the road conditions make them

neccessary," said Mrs. Solomon.

When Mr. Bisgaard looks at a map of Connecticut (and also part of Massachusetts), he has a sense of where most of the students are coming from, and he is particularly cautious and concerned about the student drivers who might be out for the first time on the roads when it's snowing or also when it is icy; ice has always been worse than snow when driving.

When places like Avon, Farmington, Glastonbury, and

"Any teacher in New England has to expect snow days and build them into their plans."

—Mr. Kyff

Simsbury start shutting down, that is when Mr. Bisgaard leans more towards cancelling as well because he is aware of the fact that multiple students come from those towns.

He mentioned that the West Hartford school system is trickier opposed to the towns previously mentioned because he has to correlate his decisions with theirs; several KO students use the West Hartford bus route in order to come to school.

"If West Hartford calls a 90 minute delay, but I only call 60 minutes, then the arrival of the students on the bus would be delayed even further," said Mr. Bisgaard. This essentially messes up the structure of the day, so it is better if all of the schools coordinate what they are going to do exactly.

At about 5:30 a.m., Mr. Bisgaard determines what is going to happen for the day and tries to get the message out early enough so that families can arrange their plans as well.

The reason why he has called this year's snow days the night before is because of the anticipation that everyone faces. If there are enough signals that the potential storm might actually become major, it's better to have people plan ahead.

Mr. Bisgaard does think that if snow day after snow day occurs, then they can break the rhythm of classes and scheduling, but in the larger scheme of things snow days can be a good thing.

"I think that there is something about unexpected time off that actually allows a breather for students and adults to catch up. Oftentimes, we live such hectic lives, so suddenly getting the present of what feels like extra time is a good thing," said Mr. Bisgaard.

The steps leading up to the snow day are not nearly as exciting as the day itself. Some students call them a blessing, others call them a curse, and many call them both.

When school is delayed or cancelled, students have the entire day to themselves, but how much of it are they genuinely enjoying?

The day does allow students to sleep in, get ahead or catch up on homework, or even just spend the day relaxing, but many teachers also assign work and tasks to be completed by 3:00 p.m. – the time that school ends 3/5 times a week – during the unanticipated day off.

"Snow days can benefit me tremendously," said junior Mia Seymour. "My workload can really benefit from having extra time to complete things and study."

Senior Phoebe Taylor agreed and said that she loves snow days as well, but she did acknowledge the fact that they can be stressful because of the courses that she is taking this year.

She is currently enrolled in AP French Language, AP Political Science, Honors Physics, Calculus, Senior Thesis, and Photography.

She has had a few snow days during which a teacher has assigned two and half hours of homework because the students were given "all day to work."

"Once I hit high school, snow days pretty much stopped being relaxing or a real day off," said Phoebe. "It's just more work time. As an upperclassmen most teachers are pretty good with letting up on assigning work on snow days, but for some reason, as an underclassmen, teachers would assign so much work for snow days with the excuse that I would have all day to do it."

Another disadvantage of the day is it causes AP and honors classes to fall behind in the material that the students need to complete for important upcoming exams.

Some classes are affected by this tremendously and others are not. Specifically speaking, AP United States History is an example of a course that if you fall behind in, it will be harder for you to catch up later.

It covers information from the early 1400s to present day, so it is crucial that the students receive all the time that they can get.

History teacher Rob Kyff said that sometimes the snow day will happen on a day that class doesn't meet; therefore, it doesn't interrupt them at all.

If the snow day occurs when a class meets, then he will push the lesson and/or assignment back a day.

If there is a snow day on Thursday, then the assignment that is due on that day will now be due on Monday; he also sends an email to the students to keep them updated on what has occurred.

This past February, Mr. Kyff created two assignment sheets for the month in case of any sudden changes with the weather.

"Any teacher in New England has to expect snow days and build them into their plans," said Mr. Kyff.

"Once I hit high school, snow days pretty much stopped being relaxing or a real day off. It's just more work time...for some reason, as an underclassman, teachers would assign so much work for snow days with the excuse that I would have all day to do it."

—Phoebe Taylor

something that many students had not yet learned. Because of this, the test now doesn't have document based questions after the 1980s.

Despite the fact that some work for honors and AP classes does get pushed back, some does not.

AP Physics is a prime example of this. Upper School Science teacher Kathleen DiSanto is always trying to change things in class and has more of a flipped classroom style. Most of class time is spent practicing problem sets and working, and there is a small amount of lecturing involved.

For the most part, nothing changes with the in-class schedule, but if too many snow days happen in a row then the students will not get what they need to out of class. "With snow days, it doesn't really matter with work they need to do outside of class," said Ms. DiSanto, "but if it happened too many times in a row then that would be bad."

A way to get around falling behind on material in difficult classes is using Google Classroom, an easy and convenient service that allows teachers to create, distribute, and grade assignments online. Students are already expected to use Google Classroom on a daily basis, so teachers have an easy way to communicate with students and share materials.

Because of Google Classroom, students can no longer use the excuse, "I didn't know what I was supposed to do," when they have not completed an assignment. The only exception would be if a student emailed the teacher in advance, proving a reason for not doing their work.

Senior Gabrielle Ruban suggested teachers flip the classroom, delivering content to students at home. "I've always wondered why faculty themselves don't simply film their lectures or classes, in case of such a cancellation, but nonetheless, delays or snow days have definitely amped up the stress and rigor for an already advanced and fast-paced class," Gabrielle said.

How to Anticipate Snow Days

- Follow "Life in Connecticut" on Facebook or @LifeinConnecticutWeatherCenter on Twitter for detailed forecasts and projections on snow days.
- Consult forecasts on Weather.com.
- Consult snow day daily forecasts on Accuweather.com.
- Try the Snow Day Calculator, found at Snowdaycalculator.com.

AP Art History makes memories at the Metropolitan Museum of Art

by Gabrielle Ruban '18

On Tuesday, Feb. 27, the Advanced Placement Art History class embarked at 6:30 a.m. on a field trip to the Metropolitan Museum of Art in New York City.

Driving down in a toaster to New Haven, where they then traveled two hours by train to Grand Central Station, this is the second trip the class has taken as a part of their preparation for the A.P. exam in May.

Like with their fall trip to the Museum of Fine Arts in Boston, the class's visit to the MET included seeing the various works they studied from the A.P. Art History Course and Exam Description (CED) in person, such as "Annunciation Triptych," a 15th century altarpiece from the Workshop of Robert Campin, "Nkisi n'kondi," a wooden, metal sculpture from the Kongo peoples, "Wall plaque, from Oba's palace," a cast brass placard from the Edo peoples of present-day Nigeria, and "Folio from a Qur'an," a parchment that dates back to the Abbasids

between the 8th and 9th centuries.

In addition to having the opportunity to experience their course material in its true form, the class was assigned the preliminary portion of a multi-step project. Focusing separately on both the Baroque and Rococo periods, as well as 19th and 20th century European artists, the students were each assigned an artist from both eras.



Seniors pose in Grand Central Station. Photo courtesy of Gabrielle Ruban '18.

Reflecting on Netflix series 'Black Mirror': A Review

by Olivia Rossi '18

This review may contain spoilers and sensitive subjects.

Have you ever started watching a show and then got bored? Do you love dramatic tv shows and suspense? Have you wondered about the role technology plays in our world? Then "Black Mirror" is for you.

"Black Mirror" is a four season TV series found on Netflix; however, each episode can stand alone.

Every episode, the plot changes, often starting off fresh and leaving you confused for a little. As well as the plot, the characters change every episode.

Even though every episode starts fresh, there is one connection through it all: technology. Almost all of the settings take place in a futuristic world with advanced technology.

While the show demonstrates the advantageous uses of technology, it also shows the negative effects of it.

The fact that every episode stands alone is the beauty of the series. I can start an episode, be in complete suspense for an hour, and then tie it all up at the end. Not only do I find this way of watching TV more enjoyable, but it has curbed my habit of "binge-watching" Netflix because I'm satisfied after one episode.

The unfortunate thing about "Black Mirror" is that watching a bad episode or two can turn people off the series. Personally, I was not

a fan of the first two episodes "The National Anthem" and "Fifteen Million Merits." Sometimes I would ask people ahead of me in the series if an episode was good or not before I watched it.

In efforts to save you time, if you do decide to watch an episode or more of the series, here are my favorites.

I think the episode that best reflects all that the series is about is "White Christmas." This episode is the fourth episode in season 2. The technology in this episode is fascinating and just the right amount of confusing. The whole episode takes on a "trippy" feel and has you questioning what is reality. This episode also exemplifies how the endings of the shows tie everything together.

Another personal favorite is "Hang the DJ," season 4, episode 4. For those opposed to violence, which is sometimes prevalent in the show, this is a good episode. The episode takes on a romantic tone and focuses on the scary future of online dating. Once again, the real reason I loved this episode was the ending.

On a completely different note, "White Bear" was another notable episode, season 2, episode 2. This episode certainly did not lack violence and had more of a dramatic horror vibe. If this is your thing, then certainly watch this episode. It once again has technology as a huge role and an ending that blows your mind.

Back to less violent episodes, "San Junipero," season

For the Baroque and Rococo eras, the students were required to take a photo of one work displayed by their artist (with no flash!), sketch it, and analyze its composition, light sources, texture, perspective, proportions, and artistic technique. For the more recent era, the students had to choose at least five works and do a similar analysis, with a direct

compare and contrast elements.

Art History teacher Heidi Hojniki explained that these two assignments are intended to help teach the students how to thoroughly analyze a work and recognize its artist's stylistic choices and techniques.

Mrs. Hojniki said that the projects were meant to help solidify the students' knowledge of artistic terminology and analytical skills.

"I chose this project because I wanted [the students] to get a sense of the artist's different elements of his or her style, since it is a part of the AP curriculum," Ms. Hojniki said. "After doing this field research, [the students] will do that project in which [they will] present a bunch of their works and help us begin to be able to identify that artist through their work."

Senior Alicia Henry, who was assigned Rembrandt van Rijn and Thomas Cole, said that she enjoyed the trip because it forced her to really take the time to experience a work.

"First word that comes to mind is tiring, but it was really

fun," Alicia said. "I love art museums but if something catches my eye, I probably won't stop to really study it unless it's particularly interesting or confusing to me. I enjoyed the project in particular, as it was nice to sit and study an artwork more in depth."

Senior Mackenzie Goldschlager, who studied Michelangelo Merisi da Caravaggio and Jean-Honoré Fragonard, agreed with Alicia, as the project encouraged her to look at artwork in a more thorough manner. Though she said that the commute was exhausting, Mackenzie said that she enjoyed being able to experience Grand Central Station and the MTA Subway.

"My favorite part of the trip, however trivial it may sound, was actually the experience of traveling to New York by train," Mackenzie said, "The school year gets so hectic that it's hard to fit in time to travel outside of Connecticut, so it was really neat to go through the process of navigating the train station, subway, and streets of NYC."

A cappella keeps snapping along

by Nell Schwartz '19

The WIAF (Wyvern Invitational A Cappella Festival) took place over a month ago and while the Wyverns performed amazingly and Crimson 7 (C7) snagged second place, they haven't lost steam and continue to do exciting and new things in chorus. Oxfordians had their best performance of the whole year.

Crimson 7 and Oxfordians both performed the best they ever had at the WIAF, earning their highest scores to date. "I was extremely happy with how they performed" choral director for Crimson 7 David Baker said. "Oxfordians put together two really incredible numbers, and they were so close to being in the top performances, just within a few points of winning an award."

Audience members agreed that this performance was particularly mesmerizing and sounded great. Junior Jacqueline Dugan said that the singing sounded beautiful, and it was obvious how hard both groups must have worked to put out a performance as nice as they did.

After not winning, Oxfordians were a little bit down but were still so proud of the performance they put together. "Since the WIAF, it has been great. Everyone was really proud of each other because we did way better than previous years despite not winning. It was such a welcoming environment, and since the competition, everyone has been getting closer," said sopho-

more singer Sophia Kaufman.

Senior singer Aparajita Kashyap said post WIAF has been relaxing. "We have been a lot less stressed as a group and have been diving into new interesting challenging music," she said.

Sophomore singer Remy McCoy talked about the group's attempts to improve. "Immediately post WIAF us Oxfordians watched our performance and commented on things we could have done better," she said. "We lost points for blending, dynamics, and choreography. Now we are mainly focusing on our songs for the spring and it's especially exciting because some of our group members are arranging new pieces."

Senior Gabrielle Ruban is arranging "HIM" by the singer Sam Smith and junior Emma Kate is also arranging a piece for the girls.

Since coming off of the high of WIAF, C7 has big plans in store. Two seniors are arranging new pieces; Zach Herz is doing "Take me to Church," and David Marattolo is arranging "Sir Duke" by Stevie Wonder.

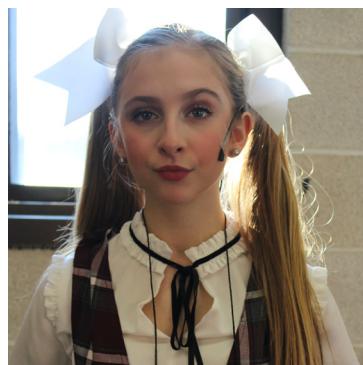
"Both songs should be really cool," Mr. Baker said. "Sir Duke should have some big challenges but still be fun...C7 is also working on polishing 'Attention' by Charlie Puth, which they sung in the fall but could use more work on."

In planning for the spring, Crimson Seven is learning songs from past years that he group sung because Mr. Baker is planning a 15th anniversary reunion for the group.

Inside the minds of the stars: interviews with 'Spelling Bee' leads

Remy McCoy

by Ishaa Sohail '20



Remy McCoy. Photo by Ali Meizels

Sophomore Remy McCoy played the role of poster child for the overachiever, Marcy Park, in this year's Upper School production of "The 25th Annual Putnam County Spelling Bee," (or for short just "Spelling Bee".)

Marcy, the girl who is known as "all business" has just transferred from Virginia and placed ninth in last year's Nationals.

Despite being a prodigy (she speaks six languages, is a member of an all-American hockey team, is a champion rugby player, and plays Chopin and Mozart on multiple instruments), she loses the bee.

As the show slowly unravels, we see that Marcy is more than what she is pushed to be. She is tired of always winning and being run down all the time; we not only learn her back story, but also all of her quirks and habits that make her who she is through her main solo, "I Speak Six Languages."

Marcy gets eliminated from the spelling bee on purpose and claims that she actually isn't "all business." She struggles with an extreme internal pressure to be perfect.

Remy has had lots of experience with musicals, but "Spelling Bee" is her third musical at KO. She wanted to be in the musical not only because she loves musical theatre, but because she thinks it's a great way to gain experience and have fun with your friends

"I also love KO theatre because we can be creative and flexible in what we do, and I learn so much while doing it," said Remy.

Remy's favorite parts from the musical were the offstage moments with the cast where everyone bonded, and when the girls would get ready together, they would listen to early 2000s hip hop music and do each other's hair and makeup. "It was just always so fun!" said Remy.

Though happy with the production, Remy said that she would have liked to add more shows. "I think 'Spelling Bee' in particular had a really strong message and good themes that lots of people could learn from," she said.

Remy said that she hopes to foster an even greater appreciation for theater in the KO community.

"I think our goal in KO theatre for years to come is for more people to attend the weekend shows," said Remy, "but also to have sold out performances so that people can learn and relate with the theme or idea that we are trying to convey on the stage."

Kate Brough

by Bella Leuscher '20



Kate Brough. Photo by Ali Meizels

In Kingswood Oxford's production of the "25th Annual Putnam County Spelling Bee," junior Kate Brough played the role of dedicated speller Logainne Schwartzandgrubenerre, driven to succeed by her two fathers.

"[Logainne is] under a lot of pressure from her parents and everyone around her to win, so that's her main priority, but she also finds herself making

"The whole cast of characters have relatable backstories that I'm sure everyone at Kingswood Oxford can sympathize with."

—Kate Brough

friends along the way," Kate said.

Kate said she has a large passion for musical theater, so she didn't hesitate when the opportunity arose to try out for the winter musical.

Kate has had many experiences with musical theater. "I was able to participate in it at my middle school in 6th grade. I've done them every year since, but this is my first year getting a main lead," she said.

Kate has enjoyed every minute of the musical. She said that she trusted how devoted her castmates are and believes they are very talented. "The whole cast is totally committed to making the show the best it can be," she said.

Although she was new to "The 25th Annual Putnam County Spelling Bee," she did not have any doubt that the cast would not do their best job. "I had never heard of it, but after listening to the soundtrack once

or twice, the music grew on me," she said. "The whole cast of characters have relatable backstories that I'm sure everyone at Kingswood Oxford can sympathize with in some way or another."

Kate said her favorite part of this musical was doing it with such good friends. "It was so much fun to spend time with all the people you care about, making something you can be proud of at the end of the day," she said.

Charlie Coxon

by Alyssa Pilecki '20



Charlie Coxon in his colorful costume. Photo by Ali Meizels

Running across the stage and wielding his special cape, junior Charlie Coxon captivated audiences and had many rooting for him during this winter's musical, "The 25th Annual Putnam County Spelling Bee."

He played the outcast among social outcasts, Leaf Coneybear, a middle school boy with ADHD who comes from a family of hippies.

In the musical, Leaf struggles with feeling like the dumb kid in his family.

However, his participation in the spelling bee helps him discover confidence in his intelligence.

Although he is the second runner up in his district spelling bee, Leaf finally proves how smart he actually is at the county bee.

Charlie said he truly enjoyed portraying Leaf because it was a unique part and he was always doing something strange on stage in order to provide comic relief.

"[Leaf was a] happier side of what it's like to be talented at spelling," he said.

Charlie added that he saw the show a few years ago and that Leaf was actually his dream part, so he was super happy when he was awarded the part.

He has been participating in musicals since he was in second grade and is always excited for the next one.

"Being on the stage and performing is one of my favorite feelings in the world," Charlie said. "I love showing people what I can do [with my character] and I love making people smile with my performances."

Sophomore Maggie Eberle, who played lead Olive Ostrovsky,

agreed and said that it's obvious to those who work with him that Charlie loves theater and has a wonderful work ethic. "He works incredibly hard and is a joy to watch in the process," she said.

Charlie said he specifically enjoyed this show because a large part is improvisational and it comes out different each time it's performed.

"This show has been a challenge in what to do with the script because there's a lot of room to try different things," he said, "but it's also really interesting because there are so many chances to really connect with the other actors."

He also said he liked the variety and unpredictability that came with it.

Furthermore, Charlie thought that the different audience volunteers created a unique and more inclusive element to the show.

During one of the performances, he, his sister junior Olivia Coxon, and his dad were all on stage performing together.

"I thought that [my dad] was really funny, and he did his job as audience member perfectly," he said. "It was a lot of fun."

Charlie said his favorite thing about the musical was being able to work with a talented and resourceful cast that he could connect and work with.

"My most memorable moment," he said, "[was when] Varun and I would try to suppress our laughter while coming up with bits to do in the show."

Overall, Charlie said he liked experimenting with his character and discovering new themes, and he looks forward to doing so again next winter as well as in college.

Olivia Coxon

by Jacqueline Dugan '19



Olivia Coxon in her principal attire. Photo by Ali Meizels

Junior Olivia Coxon rocked her part in the winter musical,

"The 25th Annual Putnam County Spelling Bee." Olivia played the part of Rona Lisa Peretti. Rona won the spelling bee when she was young and ever since then has wanted to find a way to relive that moment, so she hosts the spelling bee every year.

Olivia loved playing this character. "I loved playing Rona because although she seems like the

classic 'mom' of the show, she has these moments of wit and edginess that made her super fun to play," she said. "I also thought that her positivity and control throughout the show was much needed in such a hectic spelling bee."

Although the musical was time consuming, Olivia spent everyday preparing and getting to know her character to give the audience the best performance she could.

"Preparing was super exhausting but also so fun!" Olivia said. "There's this nervous energy that everyone gets before the show that is so exciting and our adrenaline and friendships helped us through all the late-night rehearsals."

Olivia has been singing and performing her whole life, and from a young age she knew she was destined for theater and musicals. "I've been singing and performing since I was very little," Olivia said. "I started dance when I was four and added acting and singing in elementary school."

Olivia participated in the musical "Pippin" last year. "The show this year is super different than Pippin because there's a lot more humor and it's more relatable to a younger audience," Olivia said. "Also, there was a lot more improv and audience interaction in this show than in Pippin, which I thought was really fun."

"Her positivity and control throughout the show was much needed in such a hectic spelling bee."

— Olivia Coxon

The reactions from the audience and fellow actors were astounding. "I really liked Olivia as a mediator of the show," said sophomore and fellow castmember Elan Stadelmann. "She kept everything neutral. I loved her character, my favorite part was Rona's moment number three, which conveyed her love of what she does in the spelling bee. I really enjoyed it."

Olivia said she loved performing the show. "This musical stood out because it is so funny," she said. "I am laughing every single time we do the show even if I have heard the jokes a thousand times."

"I am really proud of how hard Olivia has worked on playing her character in the musical," said junior Ayla Schumann. "She did amazing!"

Spelling stars share secrets to success

Zachary Waskowicz

by Alyssa Pilecki '20



Zach as Barfee. Photo by Ali Meizels.

An eagerness to act as well as a calm sense of pride bloomed in junior Zach Waskowicz as he stepped out on stage, ready to deliver his lines during this year's winter musical. He was excited, not nervous; as he gazed out at the audience, he knew he was at home in the theater.

Zach played the role of scientific and uptight middle school student William Morris Barfée, a male lead and the winner of "The 25th Annual Putnam County Spelling Bee." The character's "magic foot" was a strange quirk which eventually helped him to end the show in victory.

Zach has participated in many musicals since he was in seventh grade, when he played the Scarecrow in his school production of "The Wizard of Oz." He remembered that he was very nervous to go up on stage and perform in front of everyone for the first time.

However, he also said that hearing and seeing the audience's reactions afterwards was better than he could have imagined. "It was that special feeling that led me to want to act more often and do more musicals," he said.

Since that first performance, Zach believes that he has improved as an actor and created a more comfortable stage presence. "When I'm on stage," he explained, "I'm no longer nervous. I'm very calm because I'm in my environment, doing what I enjoy." He said he felt that the musical was the easiest way for him to express himself, rather than in a choir or a play.

He decided to participate in the musical again this year because he enjoys acting. "I like making people laugh and brightening up their day," he said. Zach added that he liked the process of learning the script, working on the musical for three and a half months, and then presenting it on stage. "It's just a way to try out a new character, have fun, and get to know new people," he said.

However, this year was the first time he was a lead in a musical, and he said it was very different than his previous roles. "Barfée doesn't leave the stage for almost all of the show," he said, "so it was very long, and [rehearsals] took up a lot of my time." He said he needed to put in more effort with this musical, and by the time of the performances, he felt prepared.

Zach said he looks forward

to each musical, and that he always has fun participating. "Each character requires a different thought process and a new understanding," he said, "so it just brings something new and exciting to acting." He said he hopes to create more memories and inside jokes with the rest of the cast in next year's musical.

Maggie Eberle

by Bella Leuschner '20



Maggie Eberle in costume. Photo by Ali Meizels.

In "The 25th Annual Putnam County Spelling Bee," sophomore Maggie Eberle played the role of Olive Ostrovsky, the neglected child, looking to make a connection with her fellow spellers.

Maggie has been taking part in musical theater since 2010. "I love 'Spelling Bee,'" she said. "I thought it was a perfect choice for KO theater. It brings light to issues that are pretty relevant, and the comedic elements were well received from the audience."

Maggie explained how Olive starts the spelling bee shy and alone. "Through the competition she makes friendships and bonds with others and grows as a person," Maggie said. "She has some challenges at home and you can see it has affected the way she carries herself throughout the bee."

Maggie said that the musical

"My character also let me relate to people on a level not every character is able to."

— Maggie Eberle

was a very positive experience for her. "Being in 'Spelling Bee' was a wonderful process. I was fortunate enough to be in a very talented cast where we were constantly learning and growing from each other. My character also let me relate to people on a level not every character is able to," she said.

Maggie also had a major trio with seniors Gabrielle Ruban and Zachary Herz that she adored and explained is her favorite part of the musical.

"My favorite part of the musical itself was the 'I Love You Song,' because it challenged me acting and singing wise," she said. "It's a song full of sorrow and the need for family love."

Varun Tankala

by Jackie Dugan '19



Varun as Chip Tolentino in the musical. Photo by Ali Meizels.

conveyed the pressures of adolescents in his performance." Varun said he loved the musical this year. "This musical is extremely accessible to a non-theatre-going high school audience," he said. "I thoroughly enjoyed last year's musical, 'Pippin,' but I think that it was a little complicated for the audience to follow. I think that the main benefit for our show is that it's easy to understand."

Ellie Bavier

by Ishaa Sohail '20



Ellie in costume. Photo by Ali Meizels.

Senior Varun Tankala gave the audience an amusing and entertaining performance during "The 25th Annual Putnam County Spelling Bee." Varun played the part of Chip, a laid back, arrogant guy who was the winner of the 24th Annual Putnam County Spelling Bee.

"Chip is trying to move onto nationals, because last year he lost in that round," said Varun. "He has this belief that since he won last year, he should just automatically be deemed the best speller once again."

Varun started singing his freshman year but was never involved in the musical until this year, "My sister was always pushing me to join theater since they always need more guys, and finally, three years after she left, I caved in. I've never been a part of a musical or any sort of theatre production, but I'm so glad that this was my first," he said.

Varun decided to join the musical because he thought it would be a fun experience with his friends. "Charlie and Dan were already involved in the last few productions, so I thought 'Why not?'" he said. "I loved messing around with Charlie in the back row of where the spellers were sitting, and whenever Dan came up with a new word to ask the audience volunteers, it was so difficult not to break character."

Varun said that the process of preparing for the musical was extremely tiresome, but in the end all the preparation was worth it. "It's not just learning lines and memorizing them," he said. "Most of the time is spent learning the songs and the harmonies, and then choreographing those songs, and then putting the music and the movement together and then doing the same for lines. It's not a huge time commitment at first, but the last two weeks are incredibly straining, but in the end all the time we put into it was worth it because of how well the musical turned out."

The audience loved Varun's comical performance. "I loved Varun in the musical," said senior Anthony Melody. "His character was super funny and relatable, and he was awesome to watch." Sophomore Elan Stadelmann was also impressed. "My favorite performance of Varun is Chip's performance of 'My Unfortunate Erection,'" he said. "I really felt that he

music and performing. "I have always love musical theater and performing, so I decided why not, and gave it a shot," said Ellie. Ellie is a talented musician. She is a member of Outlook, KO's premier co-ed singing group as well as a violin player in the Upper School orchestra.

Dan Carroll

by Nell Schwartz '19



Dan as Panch. Photo by Ali Meizels.

Junior Dan Carroll played the role of Vice Principal Douglas Panch in "The 25th Annual Putnam County Spelling Bee."

Panch's role in the show is an important one as he is the co-director for the bee. He announces the words and essentially runs the entire show with co-host Olivia Coxen. "Panch's personality and lines are very dry, which is close to my sense of humor; however, I'd like to think I'm not as awkward as he is" Dan said.

It's hard to believe that at first Dan was scared to act because he seems like such a natural.

"I think deep down I really wanted to do it," he said. "I remember watching KO put on 'Legally Blonde' in eighth grade and it kinda blew my mind." He was always impressed with the upperclassmen in lead roles.

"A big reason I started doing the musical freshman year was because there were a bunch of cool older kids doing it," he said, "and in 'Sweeney Todd' I would watch the leads like Conor O'Loughlin and Emma Cowper and really wanted do what they could do."

Dan's character added some particularly comedic scenes to the musical, and it was clear that while Dan was performing amazingly, he was also enjoying himself.

"This year the best part [of being in the musical] was that so many of my friends did it that had never done it before," he said. Dan also had some minor regrets. "Saldy I was not, however, allowed to say some lines I had written about vaping," he said.

No matter Dan's lines, the audience enjoyed his humor, and it showed. "Something I've really taken away from the musical is how much more fun a show can be depending on the audience," Dan said. "my favorite performances have always been the Friday ones for the school because the students will get so rowdy; I enjoy all their responses a lot."

Gilyard: Using videos to connect

by Emma Smith '18

Around the KO campus, Dean of Students Will Gilyard is known for a few things: his enforcement of the dress code, typing the entire body of his emails in the subject line, and his informative videos about current and controversial topics.

"He's definitely created a culture of connection."

—Ms. Edwards

Mr. Gilyard said that he started making videos because he thinks of them as the most effective way to spread information through the whole community. "I think sometimes you can miss the tone or the emotion behind a letter," he said, "and I think I communicate best in conversation form, even though it's a one sided conversation. It's an easier way for people to consume information, and I can do them fairly quickly."

When making a video, Mr. Gilyard says he goes through a long process of research, writing, recording, and peer review. He carefully ensures that students are provided with information that is relevant and accurate.



Mr. Gilyard in one of his three videos sent out to the KO community thus far.

Director of Diversity and Inclusion Joan Edwards took part in the first and longest video. She asked Mr. Gilyard questions about vaping, which he answered using the research and investigation he had done in preparation.

Mrs. Edwards said she was eager to work with Mr. Gilyard. "Anytime that I get a chance to collaborate with Mr. G, I usually say yes," she said, "because I feel like the dean of students and the director of diversity are on the same team. We're both trying

to positively impact the culture and the climate of the school."

Mr. Gilyard said that he tries to keep his videos current and informative, and that he is usually inspired by what is going on around campus and what seems to be going on in the minds of students.

However, Mr. Gilyard said that all current and future videos

video because it was mandatory, but many upperclassmen said they did not have the time or desire to watch the videos at all.

"I only watched the vaping one, in advisee group," said senior Lily Hammer. "My advisor was just saying to stay away from that stuff because it's really unhealthy. That was pretty much the whole conversation."

Others said that the video was somewhat successful, in that it sparked discussion among their friends and families. "My mom watched the video," said senior Amiya Young. "She asked me if my friends vape and wanted to know more about it."

Mrs. Edwards also said that her advisees watched the video as a group, and found it quite interesting and informative.

Mr. Gilyard said that he has already seen his videos making a positive impact on the community. However, he also acknowledged that he cannot always change students' decision-making, particularly in the case of vaping. "Since that video, I've had two instances where kids have come forward to help a classmate out," he said. "For some kids, I'm sure there are times where addiction plays a role. Some may still be doing it because they just want to, for some it's hard to stop."

Even if everyone does not

take the time to watch the video, discussion and information can be quite persuasive. As a vehicle of communication, Mrs. Edwards said she thinks Mr. Gilyard's videos will become an essential tool. "He's definitely created a culture of connection, where communication is designed as connection rather than just delivery of infor-

"I think the thing that hopefully is resonating is the fact that we have to care for one another, and that we have to take care of each other."

—Mr. Gilyard

mation," she said. "I feel that that's the difference between the two modes, a video vs. an email."

Stay tuned: there are more videos to come, though Mr. Gilyard said he can't disclose future topics. He's probably busy finding a way to embed a video clip into the subject line.

Restaurant Review: Flora

by Jaden DiMauro '20

We walked in around 5:30 p.m. and were immediately met with an appealing environment. The lights were dimmed, and each table had a lit candle on it along with a small salt dish and pepper grinder. When you first walk in, you see herbs that the kitchen uses growing in trays on the wall.

We were greeted by friendly staff as we entered and were led to our table. The restaurant was quite full, but not packed.

The dining room was full whereas the bar, with a view of the kitchen and two flat screen TVs playing ESPN SportsCenter, was rather barren.

When we were seated, we were given menus made of cork, which were very visually appealing. The menu is small yet diverse, with everything from Asian fried tofu to "Mac and no cheese."

Although the menu is entirely vegan, the dinner has the option of adding sustainable meats and fish to any dish.

For an appetizer, we ordered the beet hummus. The plate came out quite quickly and was exquisitely presented with spirals of cucumber and cabbage placed on top of the vibrant purple hummus. The hummus itself was delicious, with the crunch of the cucumber and cabbage counteracting the mushy texture of the hummus.

In addition, the appetizer came with a small plate of chips, which, while tasty were too crunchy, and we were

not given enough compared to the amount of hummus given.

Our entrees also came out quicker than expected considering the quality and plating. The veggie fried rice with tofu came in a large bowl chock full of brown rice with a ginger soy sauce.

The rice itself was cooked to a perfect al dente, complimenting the wide variety of vegetables included. The crispy eggplant

The sandwich came out cut into two triangles. While it was deep fried, you could clearly see the outline of the PB & J underneath the fried batter. The sandwich itself was an explosion of flavor and texture.

came out piping hot and was beautifully plated with three thick slices of eggplant set up in Goldilocks style (small, medium, large).

The eggplant itself lived up to its name, as it's crunchy golden exterior gave way to a delicate, flavorful interior. The eggplant also came with a bed of baba ganoush, spaghetti squash and carrot purée, which all were a wonderful accompaniment to the crispy eggplant.

The Caesar salad came out larger than expected, most definitely large enough to share. The bed of romaine lettuce and kale was topped with croutons and roasted red peppers and a cashew "parmesan." While the salad came with dressing, it was quite underdressed.

For dessert, Flora offers some unusual items. Perhaps the most intriguing was the deep fried PB & J, which of course I had to try. The dessert took a little longer to come out than the entrees but was worth the wait.

The sandwich came out cut into two triangles. While it was deep fried, you could clearly see the outline of the PB & J underneath the fried batter. The sandwich itself was an explosion of flavor and texture.

When you first bite into the sandwich, you are met with a greasy crunch. The next layer, the actual sandwich was different from any PB & J had ever had.

While the bread was rather ordinary, the jelly was made from pistachios and orange, contrasting the nutty flavor of the peanut butter, and giving the whole dessert a floral note.

Whether you are a vegan, vegetarian, or just someone who loves food, stop by Flora. I can guarantee there is a dish for everyone and don't be afraid to go out of your food comfort zone.

Flora is located at 45 Raymond Rd, West Hartford, CT 06107. Their phone number is (860) 216-5992.

As a new addition to the KO community, freshman Sloan Duvall has certainly brought a unique sense of style to school every day.

Sloan says that if she were to choose four main stores that she shops at they would be J. Crew, Zara, H&M, and Urban Outfitters. With the many different styles at these stores, Sloan has a wide range of clothes to choose from.

Sloan's favorite store is Zara because there is a unique European aspect to it, which isn't found in many other stores in the mall.

She is commonly seen wearing black and navy because they are a safe choice and match with almost everything. "But blues and reds are fun to mix in once in a while," Sloan said.

When asked if she thinks she is a trendsetter, Sloan didn't think so. "I have never noticed if anyone imitates the way I dress so I wouldn't consider myself a trendsetter," she said.

Nevertheless, her outfits constantly make a statement and are very up to date with the fashion trends. Sloan often looks up to her older friends who have adorable outfits for daily inspiration and tips.

In addition to her fashionable clothes, she often adds short necklaces which are layered as well as stud pearl earrings to add some sparkle to her outfits. She usually buys this jewelry at PacSun, Brandy Melville, and other stores.

Everyone has certain famous individuals who they look up to and admire, and for Sloan this icon is Gigi Hadid who is very well known in the fashion industry. She admires Gigi because she tends to mix a beachy style with a city chic style, which isn't an easy look to pull off.



Sloan shows off one of her trendy outfits. Photo courtesy of Sloan.

For fun and relaxing times, Sloan said that she wears different clothing at school than on the weekends.

At home, Sloan is known to wear leggings and oversized sweatshirts, which are definitely not in dress code.

Sloan has some advice for fellow students who are looking to up their wardrobe game. "If you are ugly on the inside, no one even looks at what you're wearing, so be nice!"

Kasprak soon to venture into 'the undiscover'd country' of retirement

by Neil Hemnani '18

Known for her love of Shakespeare and for her undying affection for her students, Upper School English Department Chair Meg Kasprak's time as a KO teacher is coming to an end after 23 years.

Mrs. Kasprak came to KO after having taken time off to be a full-time parent. She said the transition at the beginning was the hardest part of her time here.

"I remember in the first couple of weeks that I started here, I mentioned to Laura Hansen, the Head of Upper School, that I was having a lot of fun but it wasn't like riding a bicycle; I needed to learn how to do it again," she said. "I expected she would say, 'Oh, how I can I help?' She said, 'Oh, what you going to do about it?'"

During her long career at KO, Mrs. Kasprak has taught freshman, juniors, and seniors, and she has also headed the

English department, worked with Epic, and worked with the Student Government Association.

If you think Mrs. Kasprak hates sophomores, don't worry. When asked if she has a problem



Mrs. Kasprak smiles big for the camera thinking about her time at KO and her love of Shakespeare. Photo by Nat Bates '18.

with sophomores, Mrs. Kasprak said she doesn't. "It just has never been in the cards," she said.

During her time at KO, Mrs. Kasprak has had an immense impact on her students and also has gone outside her comfort

zone on numerous occasions.

"I have been teaching Shakespeare, always. Hamlet in particular, Shakespeare in general," she said. "I have enjoyed my relationships with advisees; those have been really important to me."

Mrs. Kasprak also said she enjoyed a different aspect of her job. "I did some things that I wouldn't normally do like climbing a mountain in New Hampshire and making a fool out of myself on the stage in the musical a few years ago," she said.

Of course, helping students appreciate Shakespeare and helping them become better learners is the number one goal.

"If I can get students remotely confident or excited about Shakespeare, I'm a happy camper," she said.

So now that Mrs. Kasprak is leaving, what will happen to her Shakespeare collections in her classroom and office? Mrs.

Kasprak offered two possibilities.

"Maybe I'll offer some up for donation," she said, "or I could have a shrine. I could unload one of my kids' bedrooms and make it the Shakespeare museum."

The iconic teacher said that although she will definitely not miss grading papers, she will miss the other teachers and students on campus. So, if not grading papers, what will Mrs. Kasprak do to keep busy now?

Mrs. Kasprak mentioned that many people retire at an old age, and thus they aren't able to enjoy themselves and have fun. "I want to retire now because I would like to have free time when I am still healthy and active enough to enjoy it."

Although you won't see Mrs. Kasprak on campus, you can catch her traveling, reading, exercising, and eating healthy now that she'll have more time. Mrs. Kasprak said she

might volunteer with different organizations or causes in the future, but she hasn't had time to think about who she would want to work with if she did that.

What does Mrs. Kasprak want to leave behind at KO?

"I hope that behind me, I leave students who enjoyed English and talking about books, and learned that they can do more than they think they can," she said.

Mrs. Kasprak also wants to leave behind an English department that runs like well-oiled machine, and one that values the Symposium tradition for years to come.

So, to the teacher who spends an entire 60-minute class with her juniors teaching a two page chapter in "A Farewell to Arms," we say farewell.

"It's been a great run," said Mrs. Kasprak. "I'm trying to leave when I'm happy and enjoying it so I will miss it. I'm looking forward to trying something new."

Hearts of Hope spreads love

by Aidan O'Loughlin '20

This year KO Hearts of Hope, a club with the intent to spread empathy, was created. The club started meeting a few weeks into the first semester, after the Las Vegas shooting, when freshman Prairwaa Madden contacted School Counselor Chastity Rodriguez about starting the club.

"The Las Vegas shooting didn't sit well with me, so I emailed Ms. Rodriguez to vent," stated Prairwaa. "We turned that into an opportunity to spread empathy on and off campus, eventually involving other students so the effect was greater."

After this original email to Ms. Rodriguez, they discussed how to go about spreading empathy.

"We talked about making an announcement at assembly that said, something to the effect of, during these really dark times some of us use gallous humor and cynicism to detach from our hearts so we can survive living through these dark times," Ms. Rodriguez remarked. "Others of us can't do that, so we lean in and we want to learn more and we think we can make a difference, and if this describes you, come to the VQV room next PLB."

It was this original announcement that marked the creation of the KO Hearts of Hope club.

The club is now made up of ten core members, including Prairwaa, and freshmen members Brieanna Toedt, Madeline Arcaro, Geethica Chandragiri, Risha Ranjan, Hannah Rowland, Ciara Chagnon, Melissa Hasbrouck, Sneha Ram, and Molly Carroll.

Something special about the club is the lack of a designated student leader. "The project dictates the student

leader," said Ms. Rodriguez.

Brieanna agreed. "It is truly a collaborative effort, and I think how we support each other is really impactful," she said.

So far the KO Hearts of Hope club has completed two projects and has two more currently in the works.

The first project that the club organized was to send cards to a child with terminal cancer who was not going to

"I think they are important. I think they are adding to the empathy quotient on this campus. The club gives them an opportunity to feel like they have an effect on something, and when you act from the heart, it is good for your health."

-Ms. Rodriguez

live past Christmas. "We made cards based around his interests which were Star Wars, penguins and Legos," said Brieanna.

The second project was purchasing stress balls for the entire student body, or the "globe love bomb." The club worked

out financing by raising money through a dress down day, and with the money purchased a squishy globe ball for every member of the student body. The term "love bomb" is what the KO Hearts of Hope club calls each of their projects.

The third project or "love bomb" that the KO Hearts of Hope are currently working on is making blankets for the Connecticut Children's Medical Center.

"We are making fleece no-sew blankets for the Connecticut Children's Medical Center for the teenagers there," explained Ms. Rodriguez. "The young kids always get attention, but teenagers who are hospital bound kind of get ignored so we are making 33 of these no-sew blankets for them."

The last "love bomb" that is currently being worked on is for Folly Farm in Simsbury, Conn.

"We are starting a new project to make a banner for Folly Farm, which had recently burnt down," said Prairwaa.

"Folly Farm lost a lot of horses in a fire," said Ms. Rodriguez, "so we are also trying to make some horse blankets with the leftover materials from our love bomb for the hospital bound teenagers."

According to Ms. Rodriguez the Hearts of Hope club has had a positive effect on the KO community due to all of their generous and sympathetic efforts.

"I think they are important. I think they are adding to the empathy quotient on this campus," she said. "The club gives them an opportunity to feel like they have an effect on something, and when you act from the heart it is good for your health."

The KO community hopes to see the Hearts of Hope Club back on campus next year.

Music Lover of the Month: Gabrielle Ruban

by Neil Hemnani '18

up with a classical twist."

Despite having grown up listening mostly to rock, Gabrielle said that she now likes something about every genre, citing rap as one of the genres that took her some time to appreciate.

She's also into collegiate a cappella, listening to groups like the Tufts Beelzebubs, Stanford Mixed Company, Rochester Yellow-Jackets, and Duke Out of the Blue.

"I do a capella music, and I really like listening to harmonies and finding my own, and in a capella music those harmonies are there. Those covers make me enjoy top 40 music way more."

Gabrielle said she tries to expand her music taste and find new things by maintaining playlists for each genre on Spotify. If not listening to one of her many playlists, Gabrielle said she sometimes likes to just pick an artist and play their music on shuffle. If a new



Gabrielle flashes a smile. Photo by Nat Bates '18.

album comes out, then she simply listens to the album front to back.

Some of her favorite artists include Crown the Empire, NF, Heartist, Palisades, Kehlani, The Weeknd, and Skillet.

So, what songs define Gabrielle's music taste?

She said her essential songs are "Black Cloud" by Heartist, "Therapy Session" by NF, "Ride" by Lana Del Rey, and "Now We Are Free" by Hans Zimmer and Lisa Gerrard.

Prepping the perfect promposal

by Juanita Asapokhai '20

When I say quintessential high school experience, you say prom.

Across decades of films, novels, and TV programs detailing the lives of American teenagers, one of the most classic representations of high school life is the ritual of prom, the final festivity near the closing of a school year; a night for picture-taking, memory-making and celebrating for upperclassmen approaching the end of their secondary education.

Prom (short for promenade, a march of guests into a ballroom preceding a formal ball) has its origins in late 1800s galas held at colleges in the Northeast; by the 10s and 20s, the dance had been adapted by high school administrators into a highly-chaperoned, formal dress code, dinner-and-dance affair, created to encourage socialization amongst students.

In 1936, a manual disclosing the ABCs of putting on a prom was published and quickly utilized by organizers across the country. For the next twenty years, proms took place in school gymnasiums, until post-war financial booms in the 50s expanded venue selections to expensive hotels and lavishly decorated halls.

Soon, the focus shifted to fashion, supporting the rise of the prom dress and corresponding corsage. Today, prom rivals many

other milestone celebrations in terms of luxury (rented limos and thousand-dollar dresses) and merriment (the riddance of a curfew and strings of post-prom after-parties).

"There certainly is a pressure, because that's the culture now."

-Dan Carroll

Throughout all these modifications to the nature of the prom, one aspect of the soiree remains unchanged: the social expectation for prom-goers to attend the occasion with a date.

What has changed, however, are the lengths juniors and seniors are willing to go in popping the question. For many members of Generation Z, the standard "Will you go to prom with me?" is rudimentary—simply a stepping-stone for bigger and better gestures.

At KO, the methods promposers use to woo their dates fall into a couple of different categories, from playful, "punny" posters, often referencing an inside joke or common knowledge between the prom-goers, to more intimate promposals involving a gift or favorite item (more common between

couples attending the prom).

"I knew I wanted to do something pun-related, so I thought about the classes that Ben [Small] and I share—chemistry, but not history—and took it from there," explained junior Janvi Sikand about her promposal, which took place during an AP Chemistry class.

Similarly to a marriage proposal, the decision to make a promposal private or public has pros and cons—and in 2018, social media displays often make private ones public by the end of the day.

The decision is more so dependent on the bravery of the person asking, and what they predict their potential date will react best to. Social media makes promgoers more inclined to choose the public option when proposing, so it can not only be received and celebrated on a larger platform. "I would say we're pretty well-versed in puns," Janvi continued, "so I knew he'd appreciate it."

Others take the private approach for the intimacy it provides. "When it's private, you can embrace that person," said senior Haley Gervino. For others it is simply a matter of preference.

"I don't really like huge, public ones personally, for myself—I just would prefer something more lowkey," said senior Lily Hammer, who put together a Scooby Doo-themed promposal for her boyfriend last year, providing privacy is no restraint on creativity.

A major con of the public promposal is the host of pressures it places on the asker: be creative, be romantic (if the relationship calls for it); be noteworthy, but not extravagant; be Instagram and/or Twitter shareable; and above all, receive a yes.

"There certainly is a pressure, because that's the culture now," commented junior Dan Carroll. It informs the way many students tackle their proposal—or if they choose to do one at all. "I don't know if I would've done something big and public if there wasn't that pressure," Dan said, who coordinated his promposal with the help of his fellow cast members in "The 25th Annual Putnam Spelling Bee."

There is also a higher expectation for a guy to ask a girl than vice versa, Dan noted. Rifts can emerge amongst friends in situations when one person is asked and another isn't.

Public promposals also run the risk of placing the promposee in an uncomfortable position if the proposal is not anticipated, or worse, done as a malicious joke. The general expectation for an individual asked to attend the prom is a yes; a negative answer can, unfortunately, result in serious humiliation of the asker. The best way to prevent occurrences like these from happening is through communication in advanced.

At KO, a culture of commu-

nication is steadily growing. "I think a really good thing that people have started to do is ask their friends if they're going to say yes, or text them before, and then do a promposal," shared sophomore Molly Jones. This method eliminates several opportunities for public fallouts.

Thankfully, on our campus, some of the pressures and anxieties associated with a promposal are alleviated, and may even feel nonexistent for some students.

Many of these pressures can be blamed on the messaging we receive from teen media, notorious for hyperbolizing the high school experience.

"Oftentimes teen movies have us believing that a fancy ask is the be-all and end-all of prom, but it's really not," said Janvi.

Promposals can be humorous and unserious, intimate and romantic, cringey, but in a good way—all traits that make for excellent memories ten, twenty, thirty years down the line.

"They're kinda inherently silly and a little dumb, but it's fun to lean into that sometimes," commented Dan.

The general Wyvern consensus on the promposal: fun, potentially cute or romantic, and entirely up to you.

And perhaps, for the high school sweethearts who leave campus as a unit, good practice for the real thing.

Influenza influences Kingswood Oxford

by Alma Clark '20

It's flu season again, and the sickness is doing its usual harm. There have been 77 flu-related deaths in Connecticut this season according to the state Department of Public Health; the virus arrived early this year and is spreading quickly. Currently, 14 percent of all emergency room visits are flu-related. Even at KO, there have already been 17 reported cases of the flu with more presumably going unreported.

The numbers at KO aren't that out of the ordinary; there are always several cases of the flu. However, the flu season usually kicks in around February, but this year it began in January.

In addition, the annual flu shot, which contains four strains of the flu, was missing a strain that is prevalent this year—but that doesn't mean that the flu shot didn't help.

"If you have the flu shot and you do get that strain, you're probably going to be much less sick," school nurse Jeanne Auerbach said.

The flu is a whole-body disease: symptoms include sore throat, fever, cough, headache, chills, body ache, and extreme fatigue.

"I wasn't even able to walk around to my classes,"

freshman Emma Henry said. "I was getting winded going up the stairs...carrying my backpack was pretty much out of the question."

Senior Haley Gervino described her symptoms. "I was really congested and nauseated, and I slept so much," she said.

Taking several days off to recover can lead to trouble catching up with missed work.

"I did get behind, although a lot of my teachers dropped the work and said I didn't have to make it up," Haley said. "But finding a time to do make up work and quizzes was really difficult, especially with the senior thesis."

There are no set school guidelines on how much, if any, accommodations teachers should make for sick students: it can vary completely teacher-to-teacher. Emma had a very different experience in her transition back to KO.

"My teachers were very helpful getting me back to where I was in class, and so I wasn't behind at all," she said.

If you do get the flu, the best thing to do is stay home. "We have a lot of trouble getting kids to stay home when they're sick; they don't want to miss work," Mrs. Auerbach said. "It makes it hard to contain [the flu]. Forcing yourself to go to school will also prolong the flu.

Emma, who made the mistake of going into school while sick, recommended as much rest as possible for individuals suffering from the flu.

"When I was out...both days I slept for 17 hours straight," she said. "Sleep is definitely the best remedy for the flu."

You don't have to be sure it's the flu to stay home either. "If you do feel sick and you don't think it's the flu, you should still go to the doctor," Haley advised. "I didn't think I had the flu, and I did... I know a lot of people did come to school who had the flu, and that's why it's going around."

Additionally, KO has a policy stating that any student must wait at least 24 hours after having a fever or vomiting before coming back to school, so some flu patients are not even technically allowed to come in to school.

To prevent any flu in the first place, it's important to do a few things: wash your hands or use hand sanitizer, cover your cough and sneeze, and limit contact with possibly contagious people.

And if you do come down with the dreaded disease, stay home as long as necessary. Fighting the flu is a battle that helps not only the health of those affected, but also those around them.

Seniors store souvenirs in time capsule

by Taline Norsigian '19

Seniors have been through the late night study sessions with marked up textbooks and done to fancy proms together, but what do they have to show for it? A time capsule that can be filled with pictures and mementos from their time at KO.

Associate Director of Institutional Advancement Elizabeth Bellingrath said the seniors' time capsule started 12 to 14 years ago.

"I hope it just makes it fun activity for them to go back to KO and remember why they loved it here," she said.

The time capsule annually opens its lid at the 100 day breakfast in February for seniors to fill with letters to themselves, clothing, pictures, and whatever else they choose. Then, the secret box hibernates in the KO archives to reemerge five years later. On Saturday night at the seniors' reunion, students get to reminisce over high school and open the capsule.

Mrs. Bellingrath recalled how seniors react to the reveal. "Everybody gathers in a clump and grabs saying 'oh my gosh I can't believe what you put in,'" she said. Students this year are already excited about the time capsule. "It's pretty cool," senior Trey Taylor said. "I'm going to

put a Rubik's Cube in it because then when I open it, I'll solve it."

Senior Noelani Jackson-Sherman agreed. "I think it will be cool when we open it in five years because I'll see how different I was," she said.

Form 6 Dean David Hild said he loved the experience himself. "I think that's fun for people to see memories of what they did here later on," Mr. Hild said.

Other seniors said they were excited to travel back in time to see their high school days. "I put in a bunch of pictures of my friends and family because I want to look back to how things were," senior Noah Gibson said.

Senior Amiya Young plans her contribution in order to save a piece of herself in a box. "I'm probably going to add pictures and write a letter to myself," she said.

Some seniors aren't as enticed by the time capsule. "I like the idea of it, but I don't think I would put anything in it because I can look at everything from this year on my own," senior Gabby Rusconi said.

Whether or not seniors are ready to say goodbye to KO and move on to the next chapter of their lives, they received the opportunity to not let go quite yet. In a time capsule, they can save a snippet of high school and relive it all in five years, one last time.

KONews

In the Middle

Social stratification grants a superior status to eighth graders

by Sung Min Cho '22

It's hard to be the ones resting in the shadow, away from the light - scattered in the dark. On the campus that 152 Middle School students call home, there is a vexatious culture that eerily looms over the social lives of community.

It goes by different names, the most common being eighth-grade privilege. According to Form 2 Dean Jim Weeks he has always noticed eighth-grade privilege. "It was always here - at least when I first came [in 2014]," he said.

Eighth-grader Teddy Schwartz agrees with this sentiment. "For the three years I've been here, I've always seen 8th grade privilege. But, it happened mostly in my 6th grade year and has mellowed out since then," he said.

(Re)searching Jazz band 'stays sharp' for success

by Ryan Kushnir '22

The eighth-grade research paper is a long lasting tradition of the Kingswood Oxford Middle School. For as long as can be remembered, the eighth-graders research a topic of their choice, then make an outline, and finally write a paper in their history class.

Each year all of the eighth-graders have to write a paper about a topic during the 20th century that really interests them. The students have a couple of weeks to find ten pages of research so that they have enough information to write a paper.

History teacher and soccer coach Andrew Krugman said the paper is supposed to teach students the skills they need to find success in high school. "This paper is not meant to torture the Middle School, but to give them an opportunity to learn important academic skills," he said.

Sometimes the process of putting together all of the infor-

Eight-grade privilege is hard to deal with because there is no concrete definition. However, Mr. Weeks pins this privilege as a form of students trying to express and impose entitlement upon others. "It's all about status. It gives these Form 2 students a sense of ownership and power," he said.

Mr. Weeks believes that the root of this problem may have stemmed from the culture concerning the Senior Green and its exclusivity to just seniors.

To seventh-grader Sattah Phouthakoun, eighth-grade privilege resembles waves. "Some 8th graders are particularly nice, and some can be a little pushy. The problem definitely does exist, but it has been better in this new year. I guess it's kind of a high tide, low tide type of issue," she said.

Although on its surface eighth-grade privilege may seem like a harmless, humorous issue, all three interviewees believe that it has fostered a difficult culture - one that has hampered relationships between forms.

Teddy thinks eighth-grade privilege may stem from the fact that eighth-graders usually tend to only hang out with themselves. "I think this is because Form 2 students isolate ourselves in a pool of our own selves," he said. "Unless it's something like sports, we rarely break out of that bubble. Eighth-grade privilege definitely has something to do with it."

Sattah also agrees that other students in the Middle School don't really know the eighth-graders. "I know the names of most of the eighth- graders,

but not who they really are [as people]. Eighth-grade privilege is a wall blocking us from being a united community," she said.

"I think this is because Form 2 students isolate ourselves in a pool of our own selves."

— Teddy Schwartz

coming years. "I have a belief in students that they can do better. This is not a big hurdle to overcome! It involves the most basic [of] moral ideals. The cycle will never stop unless you [the Form 2 students] choose to end it," he said.

However, there is already a general consensus within the eighth-graders right now that eighth-grade privilege has disappeared on its own. Mr. Weeks attributes this to increased recognition of the issue by the faculty and greater attempts to stymie it, but isn't sure if what he is hearing is entirely truthful.

Culture is an ideology, and beliefs are hard to change. But with preventive controls now in place, it seems that eighth-grade privilege will cease to exist in the upcoming years.

by Aimee Zheng '22

In the magnificent hall of Roberts Theater, the Jazz band jammed out on their instruments in the afternoon at the Middle School assembly. The sound flowed out onto the stage and into the crowds of people listening intently. Their ears and eyes were wide open.

The concert went very well at KO and the jazz band played the C Jam Blues. Although there was some difficulty with the solos and the notes, overall the Jazz band nailed it. Both teachers and students enjoyed the concert. "I liked the solos, especially Jack Gold's," a student who? said eagerly.

Eighth-graders Aimee Zheng, Grant Pennoyer, Henry Pelletier, Tyler Cavo, and Brio Aslan are members of the Jazz band, as well as seventh-graders Aarav Kumar, Jolie Flash, Ignacio Feged, and Jack Gold. Brio and Henry are the only two returning players from last year, while the others are members that joined this year.

Jazz band has been a long standing club at KO. During jazz

band, the students play classic jazz band songs by famous composers such as Miles Davis, and Ryan Fraley. The pieces that they are playing now are the famous Bag's Groove, and Front Burner Blues.

When asked why he does jazz band, Henry said, "Because I like playing guitar, and I did jazz band in sixth grade." Jazz band is not for the amateur players, people have to be selected to get into this special group of musicians. There are auditions every year at the beginning of school. However, this year auditions were in October because Creative Arts Department Chair and Jazz band director Todd Millen decided to start jazz band later than usual. Musicians must have reached a certain level in order to get into the jazz club.

"Jack and Tyler have fantastic ears. Jolie is just a rock star. She knows her stuff. Honestly everyone of them bring strengths to the jazz table. Henry improved his haring and technique. Horns put in effort. Grant is tackling jazz band with his best effort," Mr. Millen said. He thinks that every one of the members of the Jazz

band displays extraordinary talent.

In Jazz band, and in practices, there are multiple things going on. Sometimes, it can be rowdy in the band room however, it is a very useful learning experience. Students usually rehearse one or two pieces, and afterwards they start soloing. The students listen to soundtracks by the famous composers and try to imitate their tone, sound, and style. They use google classroom to listen to the soundtracks of the songs outside of school.

"I think it's good practice to be with the band and understand each others rhythm and get used to each others style of play," Henry said about the practices.

The Jazz band worked hard for their concert, practicing every Tuesday and Friday, sometimes with all of the jazz band, other times with only part of the Jazz band. Their hard work has finally paid off.

The Jazz band is doing their best to learn new pieces of music and imitate the style, and musicality of jazz. They are looking forward to a courtyard concert in the late spring.

Continued on page 17

Dancing the night away once more

by Henry Pelletier '22

As of Feb. 9, the dance returned to the Middle School, making many students excited for a new and improved event. Although these were thought of as fun events by many students in the Middle School, they wondered, where did the dance go?

There were many tweaks, changes, and even new elements added into the dance this year to make a more fun and enjoyable event for everyone. First of all, the students had a second option to watch the Olympics instead of dancing if they were bored.

This option was appreciated by students such as eighth-grader Samuel Merkatz, seventh-grader Ethan Shames, and sixth-grader Maia Killory. Samuel said he enjoyed the second option.

Unfortunately, the opening ceremony was delayed by a short amount of time, but this did not make the students unhappy. Ethan said, "I didn't watch it that much, but it was a good way to take a break." Maia

agreed. "Sometimes [the dances] can get too wild," she said.

On the other hand, there were some students who preferred to dance rather than watch the Olympics. One of these students was sixth-grader Aidan Coleman-Ecksrom, who said, "I don't like the Olympics."

"I didn't watch [the Olympics] that much, but it was a good way to take a break."

— Ethan Shames

Another improvement from the past was the addition of snacks and drinks. There was a variety of chips such as Lays and Doritos, and also Sprite, lemonade, and water. This improvement was enjoyed by many Middle Schoolers such as Samuel. "I

liked the snacks at the dance, including the candy," he said.

Ethan also said he appreciated the snacks and drinks. "There was a variety and having soda was better than having to bring a water bottle like we used to," he said. Last year, students at the dance were expected to bring a water bottle, and many people enjoyed not having to worry about a water bottle anymore.

Perhaps the biggest change to the dance was the playlist that was formed by the students in the Middle School. They each chose one song that they liked in an online form, and the student government put together a playlist of the songs chosen.

There were many mixed opinions and reactions to this new factor. Seventh-grader Annabelle Jacobs said she expected the music to be different, "I thought the music would be better," she said. This opinion was shared among Samuel, Ethan, and sixth-grader Aidan Coleman-Ecksrom. Samuel brought up the point that the playlist wasn't perfect. "It was

50/50 because not all songs had a clean version on spotify, so it made it harder to pick songs," he said.

On the other hand, some students would have preferred a DJ. "I would rather have a DJ because if the DJ had a song list it would have been even better," Ethan said. Aidan said he would have pref-

"It was 50/50 because not all songs had a clean version on spotify, so it made it harder to pick songs."

— Samuel Merkatz

ered a DJ as well. "I think they should have had a DJ," said Aidan.

This year, the dance took place in the cafeteria, which was preferred by most, due to the

addition of space from Alumni Hall in most past dances. Ethan is one of these students. "I liked the cafeteria better because there was more space," he said.

Unfortunately, the dance was cut short by 15 minutes this year because there was a mess of candy wrappers and glowsticks on the ground that needed to be cleaned up.

This made lots of students in the Middle School upset because they wanted the full two hours instead of one hour and 45 minutes. Seventh-grader Annabelle Jacobs thought this was a problem. "It was a too short," she said. Although many students were upset about this, they could have been more aware about the mess on the ground.

Overall, there were many ups and downs to the dance among the opinions of students in the Middle School, but according to students with the same opinion as Ethan, "They should definitely continue doing them." Hopefully, there will be more improvements for future dances in the Middle School.

MS MUN makes preparations

by David Shi '22

Since 2013, the Kingswood Oxford Model UN, has been a longstanding, annual tradition for students in the Middle School. 800 students from over 20 schools attend this conference. This year, a group of 30 KO students will participate in a mock-up UN Conference.

On March 10, the Wyvern Delegates will discuss and create resolutions for world issues. Extensive research and preparation is done for the upcoming event.

KOMUN introduces middle schoolers to global problems and challenges them to solve those problems collaboratively. It also gives the students the rare opportunity to hone their public speaking and debate skills.

Each student is assigned a country and committee. This year, KO students are representing North Korea, Niger, Israel, and India. The students are challenged to attain a resolution for one of three world issues: Due Process/Human Rights, Nuclear Proliferation, and Global Burden of Disease.

Once a week, with doughnut holes as a snack, the students gather research from approved sites. The extensive preparation and research is done to attain a better understanding of both their country and the issue they must discuss.

"The overall goal of Model UN is to give our students the opportunity to get their feet wet in a Model UN," said Faculty Advisor and history teacher Andrew Krugman.

"It is my hope that the students can receive early exposure so they learn about the issues concerning the world,

and so they have the opportunity to continue it in the future."

The students are encouraged to be well-versed in their country's statistics such as GDP as well as their specific view on the world issue at hand. During the conference they are reminded to set aside their own personal views and to act as the best possible delegate for their country.

Eighth-grader Amrita Natarajan said that Model UN has taught her various lessons. "Because of Model UN, I learned to communicate with other people and learned to compromise, which I believe is a fundamental lesson that everyone should experience," she said.

The final goal of the Model UN conference is to command the vast knowledge of the students to create a resolution for a world issue that other nations can agree on. To do so students must be willing to compromise, while still holding on to the ideals of their countries. However, for many, the research aspect is just as important as the event itself as it gives the students an opportunity to grasp the world around them.

"I liked to learn about the countries and meet new people," said eighth-grader Julia Lantner. "I am thankful to be part of a wonderful school that gives students the opportunity to be a part of Model UN. I also like the doughnuts a lot," she said.

For many students such as Julia, Model UN is a platform that allows them to expand their knowledge of the world. Students can learn important life lessons such as compromise and useful research habits. The rare opportunity such as that, is as sweet as a doughnut.

by Aliza Sadiq '22

This year, our Middle School Mock Trial team is in the midst of vigorously preparing for the opportunity to claim a fourth consecutive year in the top four teams in the state - hopefully even going further. The team of 14 students is fully committed to devoting hours and days of their week to participate in this skill amplifying experience.

Although there were only four returners from the previous year, the new students have greatly improved from where they stood in the beginning of the year. Head Faculty Advisor and English teacher Lynne Levine is extremely proud of the kids. "They've really come a long way," Ms. Levine said. "They've become more confident, and that's everything really."

The system starts out with 45 teams in the state total. For the first round, the teams are split up into three groups and sent to different locations to compete. There are two sides to every case for each team - the plaintiff and the defense,

which go against the other schools. To advance to the second round, both the plaintiff and the defense must win. There are three more rounds to be held this year, and the team is striving to be in the top.

It is time-consuming for the students to memorize all of the material for these competitions, so Ms. Levine accompanied by Mock Trial Advisor Mr. Costantini are appreciative of all the dedication. The witnesses have to memorize two seven minute speeches each containing an opening and a closing statement. To help the kids with this, Ms. Levine tells them to break it down into parts: what the problem is, what should be done, and a conclusion.

"It is very important for them to know what they should emphasize and how they should use their voice," Ms. Levine explained. She recognized eighth-grader Karishma Lawrence for being an honorable example of taking her notes on which words to emphasize, and how to really act in order to persuade the

judge. She also acknowledged eighth-grader Caroline Boardman who did a stellar job in playing a crucial role in the first case.

One of the team's biggest advantages this year is that Mr. Costantini teaches the students not just how to act out their parts with emotion, but also about the laws. Students memorize and understand different laws and are able to use them to prove their points, while other teams mainly rely on strong displays of emotions.

One of the things Ms. Levine highlighted was the main difference between the lawyers and the witnesses, in terms of preparation and mindset. The lawyer parts are more about thinking and analyzing while the witness parts exaggerate creativity and acting.

For the tenth year now, the Mock Trial Team has been proudly participating in this tournament, and because of their unwavering determination, extensive background knowledge, and superb acting, the future of the team is looking very bright.

Eighth grade research papers: a rite of passage

Continued from page 16.

The process is extremely difficult and time consuming as each student must use footnotes, quotes, and even learn how to put block quotes into the paper. The eighth-graders are also required to make a bibliography at the end of the paper and a title page to start the paper. "This paper is filled with

struggles and challenges," said eighth-grader Patrick Schwab. "It is very difficult to find sources that dive deep into your topic."

Students are allowed to use two websites to find information, but the rest of the sources have to either be a book, article, magazine, or a printed website.

The eighth-graders must then cite their sources to avoid plagiarism.

After completing all of the research, students must put their notes together into one chronological outline that they base their paper on. "It is also very difficult to transfer all of your notes into paragraph form to write your paper," said Patrick.

While some people say that the research paper is not a helpful assignment others argue that it prepares them for high school,

MS boys squash squashes their opponents

by Patrick Dallahan '22

As the imminent end of winter sports closes in, Middle School squash wraps up another season filled with many highlights.

This year, the team only had four returning players: eighth-graders Ryan Kushnir, Teddy Schwartz, David Shi, and James Beerbower.

The four of them have been on the team since seventh grade.

The boys were joined by five more eighth-graders including, Brio Aslan, Henry Pelletier, Roberto Correa, Sung Min Cho, and Carter Smith.

The presence of the eighth-graders is very apparent, with seven of the eighth-graders in the top ten players on the ladder.

This has made a difference in how the team has played in the season.

The team has a record of 2-3, along with a second place finish in a tournament.

The team beat King Philip Middle School 6-1, along

with a win against cross-town rival, Renbrook School, 5-2.

One of the team's losses came at the hands of Hopkins School, 2-5.

Hopkins has been their toughest opponent so far, with a 4-2 record.

The team is looking to



Teddy Schwartz '22 lunges for the return serve in his tradition of brightly colored gear. Photo courtesy of David B. Newman.

beat Hopkins on their home turf. The team traveled to Trinity Squash to play a tournament.

The Wyverns faced off against the West Hartford Squash team first, defeating them.

In their second match, the team faced off against Fair-

field, and the Wyverns came out victorious in that match as well.

In their final match against the hometown Capitol Squash, the Wyverns lost by one point, landing them with the second place finish.

On Wednesday, February 14, the Wyverns took on the Foote School in a home match at the Wyvern Squash Club.

Before the match, the eighth-graders of the team were honored.

Assistant Coach Samantha Cassidy sent the eighth-graders off with very kind words.

"Our co-captains are Teddy and Ryan," said Coach Cassidy. "They've both done a great job of leading the team this year, and they both will be missed."

Although the Wyverns lost the match, the team was positive about their season.

"I don't think I could pick one person [who improved the most]," said Coach Cassidy. "They all worked hard. Carter and Henry joined the A team from the Intramural program last year. Sixth-graders Cole

Banning, Finn Zeytoonjian, and Rayyan Haider all improved."

Beerbower said that he learned a lot this season and he added that he loved having Head Coach Robby Lingashi there to help him.

"This season has been a learning experience. I've improved a lot, as well as the rest of my teammates, said Coach Robby. "[Coach] Lingashi has been instrumental in my growth as a squash player, and I am grateful for that."

Coach Lingashi was highly praised by Coach Cassidy.

"I'm new this year, but I was really excited to work with Robby," said Coach Cassidy.

Coach Lingashi brings great experience, having at one point being in the top 100 squash players in the world.

The future's looking bright for the Middle School team.

Although the team will only have six returners, the team is in excellent hands, and they are looking to have another successful season next winter.

Boys A basketball ends season 6-3

by Ryan Kushnir '22

The Middle School boys A basketball team had a season that was riddled with injuries, forcing other players to step up and help the team in ways that they are not used to.

This season the A basketball team finished the season with a 6-3 record even with having several of their players hurt throughout the season. However, they did face some tough opponents during the season.

The team lost to Hamden Hall by only one point. They came in thinking that they would win the game easily so they let their guard down and failed to achieve this "easy" victory.

Even though they constantly proved that they were the better team throughout the whole game, they still faced defeat.

They also played their worst game of the whole season which was against our rival team Renbrook.

This was not even a close game as KO's team lost by more than ten points.

On the other hand, they did destroy Solomon Schechter.

The B team suffered a tough loss to Solomon Schechter by 30 points, so the A team had to show off their skills by beating them.

Luckily, they did by more than 30 points with a final score of 61 to 28.

Not only was this a huge win, but they were also able to take the victory in this game even with two injured players.

In each game there was always a team captain that represented KO.

The captains rotated every game. Head Coach of the boys A basketball team

Matt Kocay said, "The goal is to promote leadership to all."

He also said, "I want everybody to take leadership in the team whenever they can."

Everybody had a chance to be captain through the season and it was a great way to spread the role of leadership. This year Coach Kocay asked his team to change their tactics from last year.

Coach Kocay wanted them to, "Play more as a unit then as separate players."

This is exactly what happened through the season; the team started playing together instead of each playing their own game.

During practices the team completed a variety of drills to practice what they have been working on and what they wanted to see more of in the games to come.

According to Coach Kocay, "A number of players really stepped up from where they were last year."

The seventh-graders last year have become eighth-graders and they now had to take on the role of being the oldest and the leaders on the team.

There were several games in which every single one of the athletes on the team scored a point and it was a goal to get everybody involved on the court.

"Being a good team has as much to do with talent as it does with working together effectively," said Coach Kocay as he explained what he has learned while working with training the boys A basketball squad.

Coach Kocay explains that the chemistry of the team helps them succeed in their games.

"We win much more because of how close we are as a team rather than how talented we are," said Coach Kocay.

by Aliza Sadiq '22

Complete with a diverse skill set and extreme determination, this year's girls A basketball team has proved they are an extremely capable group.

The team is made up of five eighth-graders including three year players Caroline Dawson, Natalia Correa, and Lindsay Bailey, as well as six seventh-graders.

Although the team has been larger in the past, the small numbers were definitely not due to a lack of people trying out.

"We were looking to keep a smaller team this year," said Head Coach Judith Bailey. "Less girls means more court time for each one," she said.

One of Coach Bailey's main goals this season was to make every one of her girls feel like they had made an improvement from the beginning of the season, both individually and as a team.

There were eight games scheduled this past season, two of which were cancelled.

The team emerged victorious against Renbrook, Hamden Hall, and Hopkins (twice), but were not successful against tough competitors Rectory or Rumsey Hall.

The team was ecstatic to have triumphed over Hamden Hall, winning their last game.

While all eighth graders were leaders on the court in this game, Natalia Correa and Caroline Dawson led their team to victory with their impressive scoring with 16 and 11 points in the 33-21 game.

At the Renbrook School, the KO girls were down 20-22 midway through the second half, but they were too motivated to give up.

The determination each player had was a major factor in their six point run that helped them achieve victory.

Coach Bailey and Assistant Coach Jessica Barlow regarded the

Renbrook game as the season's biggest accomplishment. "I think it's a really big accomplishment when you're down and you do not stop trying, or doing your best," Coach Bailey said.

The team was also extremely proud of their second game against Hopkins, in which they won 45-23.

"We've been practicing a lot without any games so the practice paid off. The girls were in better shape and we were much better at shooting and layups," Coach Barlow said.

"These types of games are great to have because they show you what you need to improve on," Coach Bailey said about the Rectory game, which ended with KO's team down 18 points. "If anything this game motivated them more. I've never seen a lack of motivation in these girls - they work hard every single practice."

However, the girls did not let this loss impact the way they played or their mindset about basketball.

Due to the abundance of the snow days and cancellations this season, the team did not get as much game time as they had aspired.

Despite the disappointment of not getting to play more

than five games, the group's positive energy was not negatively affected whatsoever.

"They just want to be out on the court playing and improving, whether it is in practice or a game," Coach Bailey said.

Typically, the team's practice followed a simple setup that was adjusted to what the coaches wanted to focus on.

They started with dynamic stretching, going into full court and passing drills, followed by 2v1 or 3v2 drills.

If the practice was closer to a game, the drills highlighted more offensive and defensive strategy.

This year, this team had the privilege of working with the varsity boys basketball Head Coach Brad Seaman every Friday.

He visited the girls and helped them on improving with their shooting and defensive skills.

Overall, the girls had some amazing games, plays, and opportunities this winter season.

Both coaches agreed that all of their players improved from where they first stood in the beginning of the season, and they were all able to enjoy themselves when they were playing together as a team.



Natalia Correa '22 clogs the lane while stopping the ball handler. Photo courtesy of David B. Newman.

Swimmers strive for improvement

by Aimee Zheng '22

Splashing water and huge waves rippled in the pool as the swimmers finished their last 25 meters to the end. The MS coed swimming and diving team would not let Kingswood Oxford down. They put in all of their effort to help KO win.

The MS coed swimming and diving team has been a winter sports choice for a long time. Form 1 Dean and science teacher Clay Miles is the Head Coach and science teacher Kristen Barry is the Assistant Coach. There are no team captains, but there are numerous leaders on the team. "If I had to pick one it would be eighth-grader Serafina. She is by far the most obvious leader," Coach Miles said enthusiastically. "She is supportive, kind, and works hard. She is always very upbeat," he said.

The team's record has been 3 losses. However, they have been making lots of improvements from the team.

"Our first met was against Trinity. They had a girls and boys team and had a large number of high school swimmers that swam year round," Coach Miles said. "What was a challenge was swimming without eighth-graders Laura Brawley and Allie Wildstein. Those two students and athletes joined the team in sixth-grade and have been the strongest

yet. They beat us. I have never been as proud with our team in our first meet," he said. Unfortunately, the team did not win their second or third meet either.

Coach Miles always emphasized techniques in the practices. It's all about how good the turns are and how good the strokes are because with good technique a swimmer will see more improvement and swim faster.

The team practices their technique with their flips off the wall as well as their free-style strokes, which allowed people to grow surprisingly faster over the winter season.

Although the team has a lot of new swimmers, all of them have seen improvement. "I would have to say sixth-grader Emma Barringer has come a long way as well as sixth-grader Scott Taylor. Sixth-grader Maya Killroy has gotten a lot better. A lot of the swimmers that work with Ms. Barry have gotten a lot better," Coach Miles said.

The aquatic Wyverns will keep on striving for improvement as they look forward to next year. There are lots of emerging athletes on the team. Although there were some struggles in the beginning of the year and into the season, it turned out to be a battle worth fighting. The future of MS coed swimming and diving team looks bright.

Boys B basketball bounces back

by Henry Pelletier '22

This year, Middle School's boys B basketball team returned for another lively and action packed winter sports season. Head Coach and science teacher Josh Garrison and Assistant Coach Peter Burdge led the team to a record of 2-6 after playing teams such as Renbrook, Williston, and Eaglebrook.

The team played a total of eight games this season, and won two of them. The team captains of this team were eighth-graders Aidan Bradley and Will Wells. Coach Garrison recognized Wells as the most improved player from the beginning of the season. "Will didn't come in with a lot of experience, and he's gotten a lot better at passing, movement, and where to be on the court," said Coach Garrison.

Followed by these two eighth-grader players, there are a number of seventh-graders. These seventh-graders include Sam Bromberg, Colton Castanza, Adam Cloud, Jacob Joseph, Brady Nichols, Christian Riveiriara, Preston Seaver, and Cooper Schumacher. These players could be future leaders on the team, or go on to play on A basketball next year.

There were also three sixth-graders on the team: Elijah Wells, Aidan-Coleman Ecksrom, and Jacob Boyer. These players will hopefully be strong leaders on the team next year or when they are eighth-graders.

The team played many close and intense games throughout

the winter season. They had victories over the basketball teams of Renbrook and Hamden Hall by a large amount. The scores of these games were 39-10 against Renbrook and 40-20 against Hamden Hall.

The game against Renbrook took place on Feb. 1, and left the

strong defense let only 20 points into the basket. This defensive success was led by Coleman-Ecksrom, Cloud, and Rivera.

The most important part of improving as a player is practicing your skills and technique. This is what Coach Garrison and Burdge believe for their team. The coaches



Boys B basketball fights for possession of the ball. Photo by David B. Newman.

MS boys B basketball with their first win of the season. The high scorers of this game were Joseph and Bradley, scoring twelve points each, while Boyer and Cloud played fantastic defense that led to frequent turnovers.

Their second and biggest victory was against Hamden Hall with a final score of 40-20. The high scorers of this game were Nichols and Boyer with eight points each, and a close second of seven points scored by Joseph. There were many rebounds made by Seaver and Wells, while a

aim to play scrimmages and practice offensive and defensive plays during practice to prepare for possible game scenarios.

Coach Garrison also believes the future is bright for B basketball. "Some objectives for the team in the future are to play as a team, everyone should touch the ball, good ball movement, and more wins," said Coach Garrison.

Overall, a great season took place in the field house this year for boys B basketball, and more wins and success will be seen in the future years.

B-ball star Dylan Swift

by Patrick Schwab '22

Eighth-grade point guard Dylan Swift, has shown his leadership, intelligence of basketball, and skill for his past three seasons playing A basketball for Kingswood Oxford.

Swift, born in Waterbury, Conn., became involved with basketball at an extremely young age, after following suit of his neighbor, who he continuously saw practicing basketball. Swift said that his role model and motivator, his Dad, sparked his passion for basketball and had him practicing daily at the gym.

Swift's father has always played an important role in Swift's career as a player. "My dad taught me how to dribble, ball handling skills, and shooting until he signed me up for my first team, the YMCA. He has always been a key in my success, and I am always happy when I make him proud," he said.

Swift first started playing on the KO A basketball team in sixth-grade, the earliest he could. This is one of Swift's fondest memories when he looks back at his time playing for KO.

Not only was Swift one of the few people to make the A basketball team in sixth-grade, but he also clinched a starting spot after displaying his intelligence of the game.

Swift has high standards and goals for himself; he strives

to play his best every opportunity he gets. "I see myself on the court as a smart basketball player. I try and keep all of my teammates involved, I make sure to pass a lot, and as the point guard for the team I feel in a way I am a leader so I try and live up to that role," he said.

Swift brings this mind set into every game he plays, putting up stats like scoring 35 points in the AAU 10-11 championship game. Swift scored seven three-pointers in a row in that game alone, and also set the average points per game record in the West Hartford town "rec" league, with an average of 24 points.

Swift prepares for A basketball games at school by completing the drills and giving his best during Head Coach Matt Kocay's practices. Besides that, he attempts to eat healthy and exercise so he can be in peak shape for games.

When asked about his strategies for success Swift said he has a ritual before each game. "Besides exercising and practicing, every night before a game I say a prayer that nobody gets hurt and that I play well," he said.

In the Wyvern's one game against Rectory this season, Swift put up 19 points with five three-pointers and zero turnovers. With Swift's intelligence of the game, religious practice, exercise schedule, and his Dad all helping him reach new heights, Swift hopes to continue his basketball career.

have since greatly strengthened their technical ability," she said.

At the first match at Rectory on Jan. 6, leaders Brown and Duffresne-Achatz were both able to net four points each for the KO team. Sixth-graders Jillian Alexander and Ava Cashman had energetic experiences and stayed



Girls B basketball finishes off a team huddle. Photo by David B. Newman.

stalwart on the paint, shooting KO's score up by six total points.

On Jan. 31, the girls delivered an equally strong performance, with sixth-grader Raisa Khaled and seventh-grader Sarah Cao galvanizing the team with their grit, key rebounds, and spirit. Repp and seventh-grader Alexa Prahl both served as well-rounded players, bringing the ball upcourt, shooting, and then setting up for a fierce defense.

During their practices, which are mainly comprised of basic drills focused on developing ball handling, shooting and spacial awareness, these leaders aid the newcomers in developing intrinsic court sense.

When asked about the team's philosophies, Brown said the most important one is to just learn. "[The] goal is to learn, and it has served us very well - on the court and off it as well," she said.

Head Coach Katherine Nicholson shared a similar sentiment as. "[Since their first match] these girls have learned the game, and

ophy, many of the team's players have found a niche. Sixth-grader Madison Bromberg is the most improved in defense. Alexander has learned to be a strong post. Cashman has learned the tricks and crannies of the sport. Sixth-grader Hana Haxhaj has evolved to be a powerhouse in the paint. And finally, Khaled has become the team's number one rebounder.

For this team, it is simple. The goal of this team, for future years and for these months, have been to just have fun.

Gun control curbs violence

Continued from page 5.

high school student, do? Well I've got the answer. On Friday, April 20, the 19th anniversary of the Columbine massacre, students across the country will participate in a national walk out in protest of the lack of action by our representatives on gun control. The movement is being headed by a high school student from Connecticut named Lane Murdock, who lives just a few minutes from the site of the Sandy Hook shooting. The national walkout will take place at exactly 10:00 a.m., at which time students will walk out of class and gather in a common area on campus.

After arriving at the designated location, the students

will join in 17 minutes of silence in honor of the 17 students killed at Stoneman Douglas High School and subsequently participate in an "open mic" session to discuss gun control. If this is a topic which you feel strongly about, consider joining the walkout and voicing your opinion.

In conclusion, the statistics clearly show that gun control laws would significantly reduce the number of gun-related deaths in the United States.

In addition, the odds of an individual protecting themselves with a firearm against such a crime are so negligible, that it should not even be included in the conversation. Evidently, gun control in America would save lives, so ask yourself, are you pro life?

MS Olympic sports soars

by David Shi '22

At the start of the season, the Kingswood Oxford Olympic Sports team faced an arduous obstacle. With an influx of 48 middle schoolers, Olympic Sports struggled to organize their mass numbers.

"It took us a while to organize our groups," admits Head Coach Ryan Radmanovich.

Modeled after the Olympics, the team was sequestered into six countries: Australia, Sweden, Canada, Norway, Netherlands, and Brazil. After successfully leaping over their first hurdle, the Olympic Wyverns commenced their handball unit.

However, it was not without any difficulty, as the number of students who did not know the rules soon proved to be a challenge.

"I learned to be patient when students are learning a new sport," said Coach Radmanovich.

A 15-minute warm-up was a precursor for every practice. After fully stretching, the students would then split off into their respective groups and start competing. During each practice, Coach Radmanovich heavily emphasized teamwork and speed of play.

"Out of all of the units we play, team handball is my favorite because it incorporates aspects of many sports, such as quick ball movement and working as a team to score," said Coach Radmanovich.

Eighth-grader Sam Krugman from Team Australia said he had to adjust to the style of playing different sports. "We split up our time playing many different sports. It was difficult at first, but by the end of the season, I learned to be quick on my feet," he said.

After many weeks of hard work, the regular handball season came to an end. It was now time for the playoffs. Although Olympic Sports was not a competitive team,

all six teams competed in a highly anticipated double-elimination tournament. Tensions were at an all time high as the six nations fought in a strenuous battle.

After days of laborious competition, the teams were soon whittled down to only two nations. Australia and Sweden would face off in the handball finals. At first glance, Australia was in the lead, undefeated up until the finals.

Unfortunately, earlier in the regular season, the team was down a man when Krugman sprained his ankle.

The two teams fought in a grueling battle but against all odds, Team Australia came out on top as the undefeated champions. After the playoffs, and nearing the checkered flag of the winter sports season, the Olympic Sports team switched to their futsal unit.

In contrast to the high-stakes and competitive handball unit, the students were given much more freedom in their choice of teams near the end of the season.

At the end of the season, Coach Radmanovich noticed that each player saw improvement throughout the season. "The gameplay and skill for each unit improved drastically. Every single player improved, from their reaction time to their cooperativity with their teammates," he said.

Assistant Coach and math teacher Stacey Tomkiel expressed that she loves watching the kids come together as one. "It's amazing seeing kids that normally don't interact with each other functioning as one, for one common goal, and that is what I believe Olympic Sports is all about," she said.

While the winter sports season was coming to a close, the players' development was far from over. All students were given the opportunity to not only augment their physical abilities, but to work together as one team, working to achieve one goal.

News/MS Sports

Task force tackles midterm schedule

by Benjamin Small '19

In the wake of the Summative Assessment Survey that the KO News conducted in early January, a "task force" of teachers is currently embroiled with the goal of improving next year's midterm schedule.

After a faculty meeting at the beginning of February, Director of Academic Planning Carolyn McKee said that the overall consensus was that teachers were in favor of midterm exams. "There was a general sense that people want exams," she said. "Some people wanted flexibility to something other than an exam."

One of the main goals of this year's schedule was to minimize lost class time. However, many teachers seemed to think that this concern was less important.

"People seemed less worried about class time because they felt like we ended up losing class time because the classes after exams weren't very productive anyway," Ms. McKee said.

At the faculty meeting, teachers also addressed the question of when the exams should take place. "Most of the people thought that December made more sense," Ms. McKee said. "There was some feedback that November

exams weren't particularly useful: they were too early in the year."

The task force also decided against a proposal to move the exams to January for several reasons: there would be a loss of academic momentum, students would have to study over winter break, and there are a lot of January events including WIAF, Model UN and athletic events.

The task force also developed three possible models for next year's exam schedule. "We decided we were going to get as much information from other schools about what they do, then we would meet one more time," Ms. McKee said.

The first option was to have two exams each on Monday, Tuesday, Thursday, and Friday with no classes on any day. Wednesday and Saturday would be used for make-up exams. Ms.

McKee said that this schedule was based on public school models and exams would be held by period as opposed to by subject.

The second option was similar to the first but allowed English teachers more flexibility in the ways in which they assess their students. Between Monday and Tuesday, every class would meet and English classes would have their assessments — such as Harknesses. The non-

English classes would be review, no-homework classes. Then, from Wednesday to Friday, the history, science, foreign language, and math exams would be held.

The third option gave both English teachers and foreign language teachers increased flexibility.

Foreign language assessments would be conducted in the morning of Friday, Nov. 16, followed by three classes. The English assessments would run from Nov. 26-30. Finally, Dec. 10 to 11 would be reviews days and the history, science and math exams would be held between Dec. 12 to 14. Ms. McKee said that an additional layer of complexity is that Symposium author Colson Whitehead is arriving at KO the Friday before exams.

"We decided that at that point we were getting down into the weeds, so to speak, and we needed student input," Ms. McKee said. "Then the idea was that we would start all over with the kids, saying this was what we read from the feedback: not everyone liked exams, they didn't want exams split with classes. The goal is to know what is going to happen and have a schedule by the end of the year so that teachers know to be able to prepare over the summer."

Monday	Tuesday	Thursday	Friday
9:00 - 11:00 a.m. PERIOD A	9:00 - 11:00 a.m. PERIOD D	9:00 - 11:00 a.m. PERIOD E	9:00 - 11:00 a.m. PERIOD F
1:00 - 3:00 p.m. PERIOD C	1:00 - 3:00 p.m. PERIOD B	1:00 - 3:00 p.m. PERIOD G	1:00 - 3:00 p.m. PERIOD H

One of the possible schedules for next year includes four days of exams with two periods per day in the week before winter break. Please note that this is only an option and is not in anyway final. Photo courtesy of Carolyn McKee.

Monday	Tuesday	Wednesday	Thursday	Friday
English Assessments and Review		EXAMS	EXAMS	EXAMS
Period A 8:00 - 9:30	Period B 8:00 - 9:30	9:00 - 11:15 HISTORY	9:00 - 11:15 SCIENCE	9:00 - 11:15 MATH
Period F 9:30 - 11:00	Period H 9:30 - 11:00			
Period C 12:00 - 1:30	Period E 12:00 - 1:30	12:45 - 3:00 LANGUAGE	12:45 - 3:00 DOUBLE Exams	12:45 - 3:00 MAKE-UP
Period G 1:30 - 3:00	Period D 1:30 - 3:00			

Another possible schedules includes two days of review during which time, each English class will conduct its exam. The following three days will be similar to the final exam schedule in that there will be four exams over three days, by subject. Please note that this is not in anyway final. Photo courtesy of Carolyn McKee.

Sports

Girls squash finishes challenging season strong at New Englands

by Kush Kataria '20

After an impressive win against Williston Northampton on Wednesday, Feb. 21, the girls squash team played in the New England Championships on Saturday Feb. 24 and Sunday, Feb. 25. The team fought hard and placed and impressive eighth out of a total of 16 teams.

Head Coach Jillian Davey said that all the players did very well. No. 3 freshman Sydney Smith came in second in her bracket. Smith was undefeated except for the finals of the New England Championship in her bracket.

Junior Co-captain Ananya Alleyne said that it was more than half of the team's first New Englands. She said that people placed higher than they were originally ranked. "Everyone got in a lot of matches and did a great job playing under pressure and playing a lot," said Coach Davey.

Coach Davey said that everyone on the team was really determined and had good fitness coming in. She said that the team was not willing to give up on anything.

Senior Holly Lombardi said that the team's leadership is one of its strengths, creating a cohesive team. "We had a strong team chemistry and bonded well," Alleyne said. "We work together well."

Coach Davey said that the team achieved their goals of learning and improving their skill level as squash players. She said that several games were good victories, and everyone played well. "The goals set in the beginning of the season were reached," Alleyne said. "We started the year saying this was a rebuilding year, and we did a really good job."

This year the team had a new coach. Lombardi said that it was tough at first to adapt to a new coach

and communicate with her. Coach Davey said that she had a really great season and next year she wants to work on mental toughness and not getting frustrated while being in a stressful environment.

Alleyne said that getting used to Coach Davey's practice style was hard and the team did well in communicating with teammates and working together to help the new coach.

"Even with a rocky start, we still stuck together as team

and didn't let any of that get in the way of playing," Alleyne said.

Alleyne said that the team needs to work on putting in more effort in practices after a long school day and trying their best. Coach Davey said that the team needs to work on having straight drives. "We need to work on having more productive practices," Lombardi said.

Coach Davey said that freshmen Isabel Berckemeyer has improved a lot and won a lot of her

matches. She said that she brought a new intensity to the team. Alleyne said that the middle schoolers (eighth-grader Amrita Natarajan and seventh-grader Elyana Alleyne) did a good job of being confident and not being intimidated by high schoolers, considering this is their first year on the team.

Alleyne said that last year's the team consisted mostly of seniors and juniors, and that this year the team is significantly younger. She thought the team did pretty well considering that almost half the team was new to varsity.

"Everyone became a better squash player this season."

—Coach Davey

The team is only losing one player next year compared to losing five the year prior, which puts them in a better spot for the next season.

"Everyone became a better squash player this season, and this is noticeable by the team's performance in games and practices," Coach Davey said.

The team looks forward to a strong season next year with a number of key returners.



Co-captain Ananya Alleyne hits a strong back shot against opponent at home. Photo courtesy of Taline Norsigian '19.

High hopes for hockey after long season filled with improvement

by Jamie Amell '20

KO varsity hockey finished the season with a record of 4-11. Senior defender Co-captain Colin Regan, and junior forward Co-captain Garth Swanson were able to lead the team as they faced a difficult schedule with games against Rye Country Day, Hoosac, and Pingree.

The Wyverns also had a

the team played against Hamden Hall for a second time, "They came into the game with the goal to win, and we had a different attitude," said Dawson. "In the end they pulled through and we really learned our lesson about how to walk into a game," he added. The tough games this season allowed the younger players to experience difficult competition and this experience will help the team next year.

One goal the team had this season was to improve the KO hockey reputation. After a tough first year without the hockey rink the Wyverns were able to bounce back. "We were able to accomplish the goal in front of a crowd at Hockey Night and prove the team can win," said sophomore goalie John McLaughlin.

The team is only graduating two seniors, Colin Regan and

Kevin Becker, who kept up their energy to play well for the last few games of their KO hockey career. At the last second in the game against Pingree, Becker was able to deliver with a tip in goal to finish off his time on the KO hockey team. The whole team wanted to perform for the seniors. "We wanted to play well for seniors and end on a high note," said McLaughlin.

At the Winter Sports



Freshman Cohl D'Addabbo takes the puck up from the defensive end on Hockey Night. Photo by David B. Newman.

strong Hockey Night performance with a come-from-behind victory against Hamden Hall to win the game 5-3.

"In the last few games of the season, we learned a few lessons," said sophomore forward Shane Dawson. He added, "We learned that we need to be entering games with the right mentality and the urge to win."

One tough game was when

Assembly, Coach John Hissick highlighted some of the year's performances. McLaughlin won Coaches Award. "John was a valuable part of the team and defended the goal, he always looks out for his teammates," Coach Hissick said. "Even with all of his gear, John would do more than what was asked and put the bags onto the bus."

Freshman forward Will Elliott won Most Improved. "Will was a great player and adapted to the speed of play," said Coach Hissick. "Will did not have much experience playing on the high school level, but he was able to adapt and become a strong force."

Swanson won Most Valuable Player. "Garth was the play-maker on the team and could be counted on to score a goal whenever it was needed," Coach Hissick said. At the end of the season, Swanson ended up with the most goals on the team with 11.

The team used this year to develop. "The team wants to use the skills we learned this year and move forward," said McLaughlin. "Next year we would like new leaders to step into positions to help make the team grow."

Players of the Moment:

Senior Emma Ouellette and Junior Aidan Shea

Senior Emma Ouellette Photo by Angie DeLucia '18.

Emma Ouellette

Senior Co-captain Emma Ouellette has been swimming since sixth grade, and she has been a part of the Upper School Swimming and Diving team since eighth grade.

"I will never forget how excited I was when Mr. Miles came up to me and asked if I would like to swim in the high school meet that weekend," she said.

Since then, Ouellette has continued to excel and has become an invaluable member of KO's team. She had a great meet at New Englands, swimming her season bests in the 50 yard freestyle and the 100 free.

During the 50 free time trials, she qualified for the finals, where she finished 11th with a time of 26:67. She was also a member of the 200 medley relay with eighth-graders Allie Wildstein and Laura Brawley and freshman

Tanishka Dalavi and the 400 free relay with Brawley, Wildstein and senior Co-captain Noa Boyd that came in seventh overall.

Head Coach Kata Baker said that Ouellette has been one of the main contributors to the team's success over the championship weeks.

"She had a great meet this past week and contributed a lot in both energy, spirit and performances," she said.

Ouellette said that her competitive spirit is one of her biggest strengths. "It pushes me to compete with swimmers who are better than me," she said.

Since joining the team in middle school, Ouellette has remained a freestyle sprinter. "My biggest weakness as a swimmer has always been my dislike of anything over a hundred yards," she said.

Coach Baker said that Emma has recovered wonderfully from her surgery and has been a positive and involved leader.

Ouellette said that she and her fellow captains try to lead the

team by being as supportive as possible. "I think all of the captains lead the team by providing constant support for all the different levels of athletes," she said. "We cheer for both swimmers on outside teams to win gold at New Englands and freshmen diving off the block for the first time."

Overall, Ouellette has had a very successful swim season and is finishing her high school career on a high note. She named New Englands as a high point of the season. "Everyone who went was so committed to swimming their best and there was so much positive energy," she said. "I can't imagine a better way to end my swimming career."

Aidan Shea

One of the standout players on the boys varsity squash team this season was junior Aidan Shea. Even though Shea has only

been playing squash for four years (since eighth grade), he has established himself as an integral part of the the squash team. "I... caught on really quickly because I had played tennis my whole life," he said.

Senior James Bayer said Shea was a great captain who was not only the best on the team but also one who had a great attitude when he played. "He'd often go up against recruited players, and he never seemed to get frustrated in these remarkably difficult matches," said Bayer.

Shea accredits his ability to keep up with these highly experienced and extremely advanced players to his speed. "My strengths are that I'm really quick and can keep points going because of it," he said. "I would describe my playing style as quick because I'm really good at predicting where my opponent is going to hit it so I can be there prepared to hit the next shot."

Senior Alejandro Correa also attested to Shea being a great captain. "Even though we lost every game, he was the one

who pushed us to believe that we could go to New Englands and win. As a teammate he was an all-around great guy to play with," said Correa. Shea also mentioned to his part in the camaraderie of the squash team. "As I teammate I have become close with all of my teammates," he said, "and I continue to be friends after the squash season has ended."

Senior Nelson Correa said that Shea was always supportive and took his role as a captain very seriously.

Shea said it is an absolute honor to be recognized as the player of the moment. "It's been a great season and everyone on the team worked their hardest, so it's great to receive this," said Shea. Since Shea has another year on the team, he said he plans to improve even in the off-season. "Squash is the type of sport where, if you just practice a lot and put all your effort into it you will see results," he said, "so I guess I try to keeping on improving year-round by going to the squash courts and just hitting."

Boys basketball finishes strong, remains optimistic for next year

by Kyle Zimmerman '18

The month of February was very busy for the varsity boys basketball team and they managed to defeat many teams in ridiculously close games.

At the end of the season, the squad had a win percentage of 50 percent within their league. However, including the games against teams not in the same league, the boys won 13 games and lost only eight for an impressive 61.9 winning percentage.

On Monday, Feb. 5, the boys traveled to Marianapolis Prep where they fought hard for the entire game. For the majority of the game, the boys were able to keep it even with Marianapolis. Seniors Jackson Meshanic and Nicholas Casiano were very strong in this game and led in points. Meshanic managed to put up 20 points while Casiano was only one basket away with a total of 18 points. Despite the impressive stats from Casiano and Meshanic, the team ended with a loss. The Knights were able to out score the Wyverns by one point with a final score of 61-60.

Two days later, on Thursday,

Feb. 8, the boys played against a tough Loomis Chaffee team in the Hoffman Field House. Once again, the boys played hard but were not able to defeat the Pelicans. The final score was 74-65.

On Saturday, Feb. 10, the squad broke their losing streak and beat Kent School with an impressive score of 66-38.

Up next was a game against Berkshire School, which was supposed to take place in January but had to be rescheduled to Monday, Feb. 12. This was a big game for Casiano because he was on the verge of scoring his 2000th high school career point. In this game, he had a strong performance and scored 25 points, including his 2000th. Junior Sean James had an incredible game with 15 points, and junior Kyren Petteway and freshman Jeffrey Davis had great defensive games. The boys ultimately lost the game with a close score of 76-72.

On Wednesday, Feb. 14, the two seniors had their senior day game against Millbrook. Casiano and Meshanic both had stellar performances and scored a total of 57 points: Casiano with

34 and Meshanic with 23. They led the squad to a 76-73 win.

The following Saturday, Feb. 17, they traveled to Hopkins School. Meshanic and Casiano once again scored an impressive number of points, 19 and 16, respectively. Junior Nick Bray put up 10 points and helped the Wyverns win with a score of 68-52.

The final two games of the season were non-league games meaning that the other teams were potentially bigger and stronger. The first of these two was on Wednesday, Feb. 21, against Canterbury. The final game, on Saturday, Feb. 24, was against Williston. Unfortunately, the squad lost both games (75-54 against Canterbury and 68-46 against Williston) but managed to fight hard throughout each game. As usual, the senior played well and were assisted by the younger players.

Losing two seniors next year will be tough given that they were some of the strongest and most talented players on the court. However, with several juniors and a large group of underclassmen, the team anticipates success next season.



Senior Nick Casiano goes in for a lay up. Photo by David B. Newman

Boys squash finishes strong at New Englands despite tough regular season

by Sean James '19

Varsity boys squash didn't have a repeat of last year's glory, but they still fought through the end of the season.

Junior Captain Aidan Shea said their record does not reflect the way the team plays. "We play hard every time," he said. "There's no question about that. We just have some trouble boarding, but otherwise I think we are a pretty good team."

Sophomore James Ravales said the team just kept playing, despite the record or the way the match was going.

The team's first match was here at home against Westminster. The teams played close in the beginning, but Westminster ultimately pulled ahead and won the match 0-7.

The team's second match of the season was their first match away from home against Portsmouth Abbey. After a little back and forth pace, Portsmouth Abbey finally pulled away winning the match 2-5, sending the boys on a long and quiet ride home.

On Jan 31, the boys traveled to Canterbury to play prob-

ably their best performance of the season, yet they didn't know it yet. Canterbury, the bigger school with nicer facilities, can definitely scare some of KO's varsity teams, but the boys were not fazed.

The boys also went back and forth at this one, and when it came down to the wire, sadly, Canterbury pulled out the win, handing the boys yet another loss. Morals were still high, and even though the team lost, they brought it that day and deserved a sense of happiness after a tough loss.

"We played hard. That's

all I can really ask for. We tried our best to win, but we didn't come out with one. The loss doesn't mean that much if you know you competed," Shea said.

Junior Sam Mazo said the season was fun. "The team got along great with each other and it turned out to be a rewarding season," said Mazo. Mazo also attested to Canterbury being their best but most frustrating match. "The Canterbury match was the closest we came to winning against another school, and we were a bit upset when we didn't pull out

the win," said Mazo, "but we got over it and just looked to how we could improve for the next match."

Mazo said he doesn't really have a specific favorite moment of the season. "I enjoyed all of it the same, and overall I just had a great time playing squash."

Senior Nelson Correa said the team worked hard every day and put that hard work in to the tough games against challenging opponents. "My favorite moment was advancing to the second round of New Englands and getting to watch my teammates play in their brackets," he said. "Most of us had a tough start to New Englands but as we got more comfortable we became more focused and ended with some wins."

Senior Alejandro Correa said the team really didn't have a goal at the start of the season, but once they started to lose games, their attention went to trying to win New Englands. "My favorite moment of the season was our last team dinner at James Ravales's house because we all played soccer with our Coach Lingashi, and then we played ping pong and fortnite.

Correa said New Englands was a lot more fun and intense

than he thought it was going to be. "Even though me and two other people didn't play, it was still fun to watch and support everyone else. I think because we didn't play, KO had one of its biggest fan bases at the tournament," said Correa

Coach Lingashi said he just wanted the boys to be or get as prepared as they could for New Englands.

Squash is so interesting because even if a team doesn't have a good regular season, they can still go on to New England's and have a shot at winning the title.

Senior James Bayer said the team goal was to be as prepared as possible since they had a difficult schedule during the regular season. He also says he enjoyed his senior season with his teammates.

"I think New Englands was the highlight of the season for me since it looked as if everyone was playing at their best," said Bayer.

Mazo also commented on New England's and said it was intense.

"Aidan Shea and Henry Krieble had the most intense matches against their opponents," Mazo said, "yet they both played amazingly."



Sophomore James Ravales lunges behind a Loomis player.
Photo by David B. Newman.

Boardman glides, leaps to great heights on ice

by Nick Traver '20

At KO, many students try to convince the athletic department for an independent, but very few get it. Sophomore Amelia Boardman is one of those lucky few that gets that highly sought spot for an independent sport due to her figure skating, but a world that appears so nice and pretty is much tougher than it seems.

Boardman took her first lesson in first grade when she got her first pair of skates for Christmas.

'There's a lot of traveling, and it is a lot more intense than people think.'

—Amelia Boardman

"My parents thought it would be fun," said Boardman. "My parents grew up in New England, and they thought we could do it together." After taking a short break from ice skating, she returned to the rink in third grade and started skating more competitively.

Boardman now practices four to five days a week in various hockey rinks, since ice

skating rinks are so difficult to find. She practices with her team every Friday and then practices by herself at the rink a few other days a week. When she practices by herself at the rink though, she sees the same people that are on her team since ice skating is so competitive and you have to practice a lot in order to be successful.

Boardman competes individually and also in a theater on ice show. "It is sort of like Disney on Ice," said Boardman. She said that skating individually has boring music, while competing as a part of the team can be really fun. She even said that a film agency came by her rink and was interested in doing a spin-off of "Dance Moms," by doing "Skate Moms," but the rink said no to the proposal.

Boardman said one thing people would find surprising about ice skating is how dangerous it is. "You have less than half a second to perform jumps," said Boardman. She said that since jumps are so dangerous they even use harnesses during practice.

The harnesses fall from the ceiling and whenever someone is practicing a new jump, they make sure they are clipped into a harness.

She mentioned that she knows many people who have broken their legs or have injured themselves severely due to missing a jump, especially when being careless and disregarding the fact that they should be using a harness.

In all, though, Boardman loves ice skating. "I always thought

of the ice as a place I could go," said Boardman. She also said that she loves performing, whether it is individually or with a team. "I just love performing," said Boardman.

She said that she loves ice-skating in spite of the over-involved, crazed, obsessive parents who can be obnoxious. Boardman said that the sportsmanship in ice-skating is especially bad, as parents will cuss at

"I always thought of the ice as a place I could go."

—Amelia Boardman

the officials when they thought their kid is given a bad score, and throw away medals if they don't win gold. All the while, the kids could be four or five years old.

She also commented on how she loves ice skating and how it definitely beats doing a sport at KO.

Ice skating is a more serious, intense, and dangerous sport than many people think, according to Boardman. "There's a lot of traveling and it is a lot more intense than people think," she said.

Ice skating might not get as much attention as certain sports like football or soccer, but it is defi-

nitely a difficult and competitive sport that shouldn't be taken lightly.

Although ice skating isn't a typical sport at KO, Boardman is one of few students who competes in a sport outside of KO. If you



Amelia Boardman stands tall in a beautiful, bright costume before an ice skating competition. Photo courtesy of Amelia Boardman '20.

Girls basketball finishes season strong, defeats Canterbury 59-47

by Kush Kataria '20

The girls basketball team battled and ended up victorious against Hopkins School on Saturday, Feb. 17, but then suffered a tough loss to Suffield Academy on Wednesday, Feb. 21 during the team's senior day. The Wyverns finished their season strong with a win against Canterbury on Saturday, Feb. 24.

The team beat Hopkins on Feb. 17, with a score of 45-41. Junior Co-captain Desiree Davis finished with 25 points, followed by junior Jane Dunbar with six points.

The Wyverns made crucial free throws to hold the lead and eventually win the game. The team also dominated the boards by grabbing rebounds. Senior Noelani Jackson-Sherman and Dunbar had 10 rebounds apiece.

"At Hopkins, we were able to show that we can hold on to a close lead at the end of the game," said senior Co-captain Maitland Bailey. "We ended up winning by four after making some important foul shots down the stretch."

The girls had a tough loss

to a talented Suffield Academy team with a score of 45-63.

Suffield team. Nevertheless, the team honored its three seniors,



Senior Noelani Jackson-Sherman prepares for a rebound against Miss Porter's. Photo courtesy of Ali Meizels '19.

Davis scored 28 points, and Bailey had an impressive nine points. This unfortunately was not enough to beat the skillful

Co-captain Skylar Barron, Bailey, and Jackson-Sherman during the team's senior day. Bailey said that even though the team lost the

game, she thinks that the team did really well. "It was a team effort, and I'm really proud of how we worked together," Bailey said.

Head Coach Kyle Chapman said that the team had a tough season, facing many adversaries along the way. He said that the team had four concussions, a back injury, and a hand injury, so it was often tough in practices since only a limited number of players were healthy and able to play.

Bailey said that the team needs to improve on communication. "We don't always call out who we have on defense and if we're switching on a screen," Bailey said. "Talking more would definitely help the team improve."

Coach Chapman said that the goals changed from the beginning of season because of the circumstances, so the team changed a lot. He said that the goal this season was to finish with energy and enthusiasm, having the seniors end on a good note. Coach Chapman said that this year the team felt new since everybody had a totally different role than last year. "We lost two

leading scorers and play makers from last year's team, which was difficult to overcome," Bailey said.

Coach Chapman said that the Davis had an amazing season. She had multiple 30 plus point games. He also said that Jackson-Sherman has been a great defender and rebounder. He added that Dunbar has been tough and continually shows her toughness. Bailey agreed that Davis has been a great player on the team with her ball-handling and reliable shot.

Bailey said that one of the team's strengths is defense. Coach Chapman agreed that the team has done amazing on the defensive end with their man-to-man defense. This was clearly noticeable as the girls team held most of their opponents under their average.

"We've been able to hold good teams to a smaller total which has been very beneficial to us," said Bailey.

Overall, the team fought hard throughout the entire season and came out with seven victories. The team looks forward to coming out strong next year even with the loss of three seniors.

KOSD dominates at New Englands

by Esha Shrivastav '20

The varsity swimming and diving team recently competed at the Founder's League Championships, with the girls finishing seventh and the boys sixth. The majority of the team also went on to compete in the Division II New England Championships at Roger Williams University in Rhode Island. The boys team defended their title as the Division II New England Champions, and the girls placed ninth out of 11 teams.

During the rest of the season, the girls team record was 3-6. These wins were against Kent, Hamden Hall and Marianapolis.

Head Coach Kata Baker said that the team swam its best at the meet against Kent. "The Kent meet was awesome. At the Kent meet, we won the medley relay by 0.26 seconds because Noa Boyd dived in at the same time as the other school but beat them. Laura Brawley had a lifetime best in the 100 fly," said Coach Baker.

She also said that at Westminster, eighth-grader Tanishka Dalavi had a lifetime best in the 100 fly (1:15:74) and freshman Risha Ranjan went a lifetime best of 1:15:33 in the backstroke.

The boys finished a strong season with a 9-2 record, not including championship meets. "I think there's been lots of good swims and good effort," said Head Coach Alex Kraus. "They swam well at Kent and St. George's, good energy and good competition."

He said that key swimmers included Nick Traver and Ethan

Brown. "Our strongest swimmers are Ethan Brown and Tim Petit," said Coach Kraus. "They have a lot of experience and hard work. A lot of people work hard but don't have as much experience under their belts. Jamie Amell works very hard and Nick Traver has done a lot, in terms of improving."

Coach Baker said that the smaller number of swimmers on the girls team allowed them to get closer and really support each other. "During the dual meet season, it really helped cement the core group girls," she said.

The girls team prepared for the Founder's Championships by reducing yardage, increasing the amount of sprinting done in practice, and increasing the amount of rest.

Coach Kraus said that the team, both boys and girls, did a lot of technical work such as work on flip turns and starts, both relay and regular.

The girls team has had a very positive experience. "The goal of swimming is to swim your best times," said Coach Baker. "What we've learned is that regardless of the size of the team, doing your best is dependent on the support of the team. I've been surprised by how positive this season has been due to [their] energy and support and willingness to work hard, despite the small team."

Coach Kraus said that although the dynamic was pretty strange in the beginning, the team soon became very comfortable with each other.

"I think people always have

to work at team camaraderie," he said. "Most of the time, people have to make an effort to be a good teammate. I think this is one of those years where they've had to make an effort. They have been wildly successful."

He said that his hopes for the next season are fairly simple. "I hope that as many people as possible join the swim team and work hard, and aren't afraid to push themselves, try new things, trust others and be positive."

The New England Championships went exceptionally well for the girls team. As they had only seven swimmers, their ninth out of 11 place finish was a wonderful surprise.

Most of the swims were lifetime bests for most of the Wyverns. The girls gave support and encouragement to the boys as they paved their way to first place, and the boys, in turn, supported the girls and helped them swim the races as well as they did.

Some of the top swims for

the KO girls include: eighth-grader Allie Wildstein placing seventh in the 200 IM and ninth in the 100 backstroke. Eighth-grader Laura Brawley earned 11th in the 200 IM and eighth in the 100 butterfly.

Senior Co-captain Emma Ouellette earned 11th in the 50 free. Senior Co-captain Noa Boyd earned 16th in the 500 free while freshman Tanishka Dalavi earned 16th in the 100 breaststroke.

The relay team of Wildstein, Dalavi, Brawley and Ouellette earned seventh in the 200 medley relay. Dalavi and Boyd joined Ranjan and sophomore Esha Shrivastav to earn 10th in the 200 freestyle relay. Finally, Ouellette, Brawley, and Wildstein joined Boyd in the 400 freestyle relay, finishing with a seventh place finish.

The boys team defended their title as the New England Division II champions. However, the boys were surprised when they found out that Kent would not be attending the meet, as

they had been the KO boys' major competition last season.

Senior Co-captain Kevin Augustine said he felt bad for the swimmers on the Kent team. "We paused and imagined how bad it was for the Kent team not to have a season-ending meet," he said. "That is just terrible to work through the whole season and then not have the main event."

So, then we realized that we were about to have the experience that Kent wasn't going to be able to have, and we knew we wanted to enjoy our experience as much as we could. We decided to really support each other, and have a great, positive day."

Regardless, the Wyverns swam very well in both their individual events and their relays. Sophomore Ethan Brown, sophomore Jamie Amell, junior Ellis Winfree and senior Harry Krause came in second in the 200 medley relay. Senior Tim Petit, sophomore Nick Traver, senior Co-captain Jaron Stake and Augustine came third, seventh, eighth and 15th respectively in the 200 free. Brown, Stake, sophomore Ben Zamstein and freshman Walter Kraus came in second, sixth, ninth and 12th respectively in the 500 free.

The quartet of Castanza, senior Kian Issari, Zimmerman and Petit finished 1st in the 200 free relay in a season's best time, and in the 400 free relay, the Wyverns were also victorious as Winfree, Zimmerman, Brown, and Petit swam to a season's best time.

Overall, both teams had an excellent season.



The boys swimming and diving team proudly poses after New Englands. Photo courtesy of Alex Kraus.