

The Student Voice

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ChatGPT Heralds Challenges and Opportunities

Zachary Klein '24
managing editor

On November 30, 2022, the artificial intelligence company Open AI launched a chatbot called ChatGPT that can answer almost any question you ask it. Enter a prompt on anything from specific essay topics to answering a quantum mechanics question, and ChatGPT will do the work for you.

A professor at the University of Pennsylvania's Wharton School who is doing research on the chatbot found that ChatGPT was able to pass an exam for the school's master's program. According to a CNN Business report, ChatGPT also "recently passed law exams in four courses at the University of Minnesota."

After hearing about ChatGPT, Head of the Upper School Sherrie Singer recalled the time when Google was first introduced. "I had a reflective moment back to the late 1990s when I was early in my career as a history teacher thinking that somehow my job would become irrelevant or obsolete because of Google. Clearly, that hasn't happened," Singer said.

Although Google didn't put teachers out of work, it did change some aspects of education. Likewise, this new technology is going to change how students have to learn and teachers have to teach. "It's similar to when Wikipedia and Google came out when students could just Google something and paste it," computer science teacher Paul Barker said.

Since its creation, students and faculty have been talking about whether ChatGPT should be allowed in the classroom and what that would look like.

Buckley's Lead Technology Integrationist Albert Park believes that this chatbot will play a big role in our future lives. "ChatGPT is exciting, and it demonstrates how artificial intelligence is evolving quickly to become an inherent part of our lives. It's a fascinating new frontier," Park said.

Rather than banning the chatbot, humanities teacher Andrew McElwee believes the ChatGPT can be a useful tool in the classroom. "I'm more interested in framing how we can use (ChatGPT) positively," McElwee said.

New technology like ChatGPT is eliciting different reactions from members of the Buckley community. "It's a mix of fascination, excitement, and fear," Director of Innovative Teaching and Learning Gregg Sacon said.

McElwee agrees with Sacon and believes that "any new technology is met with extreme awe and trepidation...Technology is always scary. (Leo) Tolstoy hated trains, which is obviously ludicrous now," McElwee said.

The chatbot is able to create original responses to almost any question you

can ask it, which is leaving some excited for the future. "I'm really excited, it's revolutionary," Barker said.

Faculty are not the only ones discussing ChatGPT as this topic has also become a big discussion between Buckley students. "I find it really cool, but I feel like there's a lot of ways it can be used for not-so-cool things," junior Caitlin Kim said.

Even though ChatGPT is a major innovation, there is some skepticism about the chatbot. "We use it as a tool, but this machine has inherited the biases of its creators," Sacon said. "I asked (ChatGPT) to write me a story about a non-gendered 20-year-old getting ready for a date and asked it to write a little about the person they were going with... Each time I included an adjective before

the person, it gave me responses of the stereotypical gender as I expected it to. Adjectives like 'emotional,' 'bossy,' and 'high maintenance' gave me a woman in the story while 'strong,' 'adventurous,' and 'courageous' always gave me a male protagonist."

McElwee also sees limitations with ChatGPT. "One thing I want to show is that you use machines to do your laundry but you don't use machines to think critically," McElwee said. "(ChatGPT) is really good at synthesizing, like aggregating human thought, because that's what machine learning does. It's like collecting essentially all of this output on the internet and bringing it together to sort of be a facsimile, or like a copy of what a human might do, but it can't innovate."

One big concern for faculty and the administration is that even though ChatGPT can help students study, it can also be used to help them cheat, which is already happening on campus. "I use it a lot for my work in and out of school," an anonymous junior said.

For students caught using ChatGPT, there will be disciplinary issues. "By definition, using Chat GPT to

write an essay is plagiarism, which is a violation of the academic integrity policy. So, yes, there would be consequences," Singer said.

Cheating is but one concern among faculty about how ChatGPT is going to affect students' learning. "The unintended consequence of using a tool such as Chat GPT to write an essay is similar to what happens if you are 'over-tutored' and someone else over-edits or writes an essay for you that isn't detected in an originality report created by TurnItIn," Singer said.

"You wouldn't get feedback that reflected your thinking and work, which seems to be a travesty to me," Singer said. "How will you ever grow as a writer and thinker if you have someone doing it for you?"

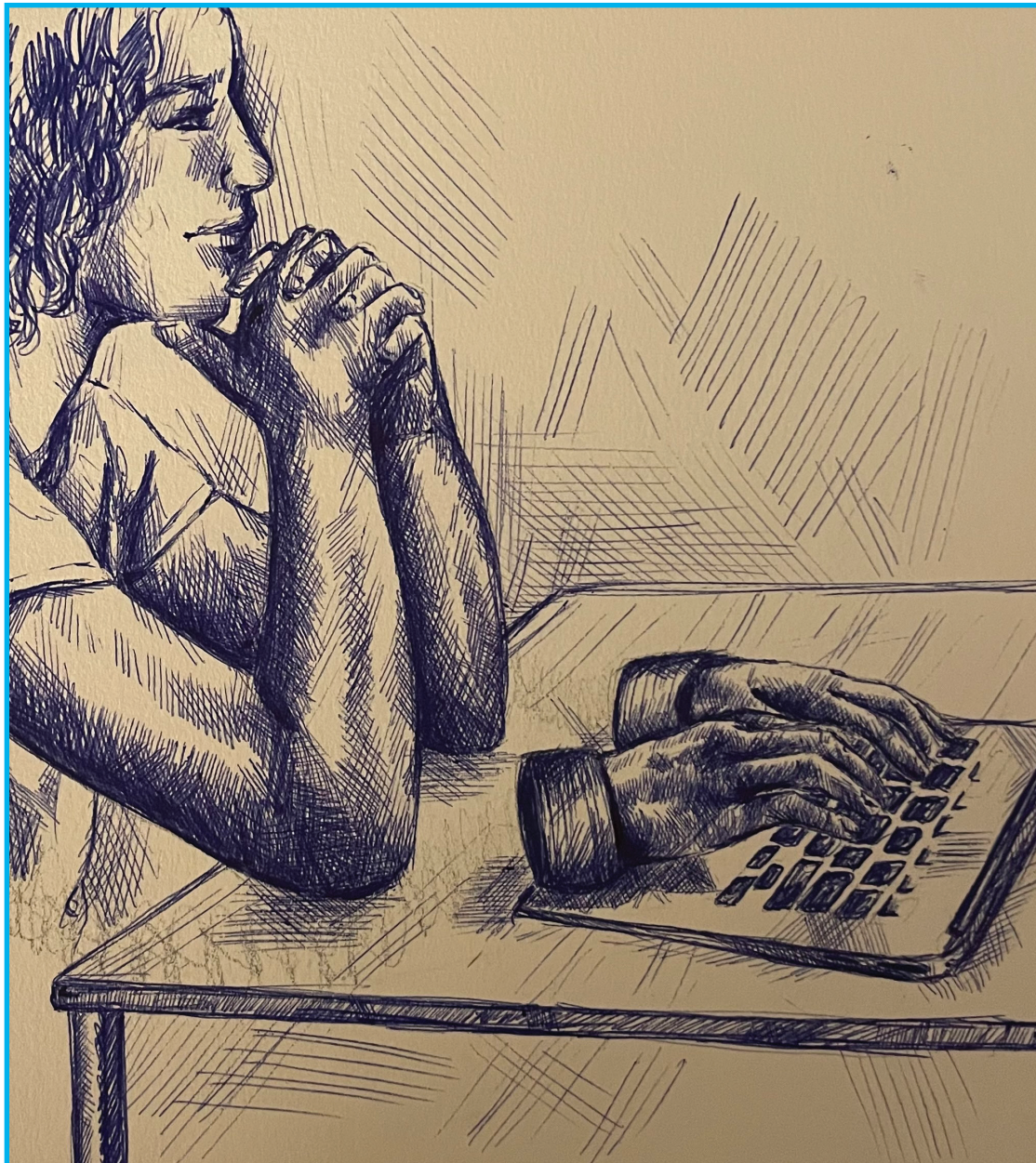


Illustration Courtesy of Jane Sacon '23

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Juniors Take the Lead This Season on Buckley's Robotics Team

AbbyDessner'24
profiles editor

For the first time in recent memory, Buckley's robotics team is led by three juniors this year.

"Being a junior captain is definitely a lot of work. Junior year is known to be the hardest year of high school, so balancing all of my schoolwork with sports and robotics as well can be a lot," said junior and co-captain Sienna Simantob.

"Our goals for the season are to create a functioning, competitive robot while also learning a lot and having fun. We really want our members to learn real-world skills that they can apply in the future," said junior and co-captain Addison Fisher.

The team has about 20 members and is competing in three competitions this year with hopes to go to the World Championships in Houston, Texas in April.

The teammates collaborate with each other "I with most people focusing on engineering, but those focused on business or graphic design are more than welcome too," said sophomore Sam Wagenaar.

The team has just begun the process of building their robot. "It will be able to move incredibly fast across the field and pick up objects of multiple sizes in a variety of orientations. We have finished the CAD (Computer Aided Design) and are now beginning our build phase," Fisher said.

Fisher has been involved in robotics for a large part of his Buckley career and has been participating in robotics since ninth grade. "I have been involved in Buckley Robotics since my freshman

year, however I have been obsessed with robotics pretty much all my life," said Fisher.

Wagenaar started programming at a young age and jumped at the opportunity to join Buckley's robotics team. "I started programming when I was about 8 years old, and playing with Legos even before then, so when I came to Buckley last year, I naturally sprung at the opportunity to join the team," Wagenaar said.

The team has their first competition in six weeks and is getting prepared. "Given that we only have six weeks until our first competition, I don't think we need anything fancy, just something that works," Simantob said.

Besides creating a functioning robot, the team also aims to facilitate close-

knit friendships from people from grade to grade. "Our vision for this year is to create not just a functional robot, but one which is competitive and possibly able to take us to finals! We also hope to create close bonds between team members who wouldn't normally know each other. It's vital to have friends outside of your own grade," Fisher said.

While competitions may appear to be a cause for stress, Buckley's team enjoys the chance to collaborate. "My favorite part of robotics is the competitions, when all our hard work comes together and we get to see the robot perform on the field," Wagenaar said.

Simantob encourages students to join robotics. "We don't require any knowledge or experience to join the team. We teach our team members everything they need to know pre-season," Simantob said.



Photo Courtesy of Rebeca Sanchez'23

NEW AP WRITING REQUIREMENT FOR BETTER OR FOR WORSE?

ZoeBiddle'24
sports editor

MendezBerman'25
DEIJ editor

This January, all sophomore and junior students were required to produce a timed writing sample to ensure that teachers can unbiasedly place students in the correct level for English classes next year, including AP's.

"Students who are considering enrolling in AP Literature and Composition or AP Language and Composition now have three prerequisites for the courses – first semes-

ter grades in their current English course, teacher recommendation, and a writing sample," Interim English Department Chair Ryan Bache said.

According to Bache, the goal of the department is "to have a more mission-driven, equitable approach to enrollment in our advanced studies course...we determined that the sample would give us the final piece of the puzzle in establishing a student's readiness for AP-level classes."

While a timed writing response can never fully showcase a student's writing skills, it is intended to give some indication of their skill set. "[The sample] will indicate a student's present ability to craft a strong thesis

statement which clearly states a claim, to pull evidence to support their claim, and to effectively provide reasoning through connections and thoughtful analyses," Bache said.

Although the department's goal was to create an equitable approach to AP placement, some students don't feel that this was a fair requirement. "I feel that it is unfair for those who are not already in an AP, or have never been taught how to write that specific style. People may not be able to take a class they wanted because of this new writing sample method, and in previous years they would have been able to," junior Luke Goldberg said.

Goldberg also feels like he was not properly prepared

to create a writing sample.

"It came out of nowhere, and there really was no way to be prepared for it. We were expected to remember a book from a previous year and do that without any time in advance," Goldberg said.

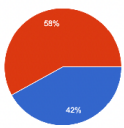
Sophomore Dalton Avery agrees with Goldberg, as he thinks that the writing sample is part of the reason he did not get recommended for AP Literature. "I had an A-, and I thought the sample write was kind of weird because they're not going to know all my writing skills just by one small sample, and I didn't have any time to prepare for it or anything. I did pretty well in the class and didn't get recommended for AP Lit, so I think the sample write had a little bit to do with that,"

Avery said.

On the other hand, sophomore Zoha Pattinik does believe that this sample will aid her in future English classes. "I do believe that it was implemented for a reason, so I view it as an attempt towards improvement rather than a burden... One paragraph can really showcase a student's ability to write with structural integrity while simultaneously demonstrating their creative prowess," Pattinik said.

However, Goldberg feels that the writing sample "defeats the purpose of wanting to take an AP. Taking an AP is about wanting to get better, and if you are not even accepted because of something you write before you take the class, it doesn't make sense," Goldberg said.

For sophomores and juniors: Did you feel adequately prepared for the writing sample to get into AP Literature and AP Language?
50 responses



New Year, New Philosophy on Finals

Izzy'Uwins26
staff reporter

For many years at Buckley, final exams have been the dominant method of testing students at the end of each semester. But teachers have started to shift their philosophies and are moving toward assigning final projects.

"I think my philosophy has changed the more I teach because I get to better understand students," said history teacher Orley Fields.

One reason why teachers made the switch is because they have become increasingly concerned about final tests as it causes a problem with students' mental health. "(Students) show up bleary-eyed and it's not their best work," said history teacher Michael Ochs. "I generally think that if we could get rid of (final exams), we should, because it creates a lot of stress, so students end up doing lots of studying, do very little sleeping, which is terrible for their mental health."

Projects create less stress for students because there is less time pressure. "If you're taking a final and you're really stuck, it's kind of too bad," said physics teacher Timothy Handley. "But if you're doing a project and you're really stuck, you can take a nap or pet your cat and then come back to it."

Many students agree. "A con (of final tests) is that it

creates too much stress because it is about everything you've learned but you might have forgotten some of that," said ninth grader Leelu Lambros.

Additional concerns with final tests are that students memorize the course material instead of interpreting it and do not get to show their full creativity. "My fear with a two hour final is that students are going to feel like, 'well these are the things Mr. Kohn said about these books and I should just repeat that because that'll get me a good grade,'" said English teacher Mitch Kohn.

Many students feel similarly. "The problem with many tests is that you can just memorize it and then forget it once you've taken it," said junior Adonia Anene.

As a result, teachers have gravitated more toward final projects because they show students' creativity, understanding the material on a deeper level, and are less stressful. Additionally, they do a better job preparing students for the work world. "If we are preparing students to go out into the world and do real-world things, like work on a team to produce an ad campaign, that's a project. It's not a test," said English teacher Jill Dash.

However, final projects still have shortcomings

such as not being reflective of the entire course material, being harder to design, and more difficult for teachers to grade.

Other reasons why teachers still give final tests are that they prepare students for college and are reflective of the whole course material. "I would rather you all figure out how to take tests out here in a more supportive environment than for you to have to deal with that at a relatively early level once you get to college," said history teacher Sara Palaskas.

Another positive of final tests is that some students like the time constraint. "I like the test portion more because you only have to study for them rather than doing a project and spending a lot of time at home," said sophomore Ethan Lassner.

Some teachers would be happy to see final exams and final projects removed from the calendar altogether. "I think it takes away a lot of class time, and I'd rather have those classes with the students doing some work together rather than stopping classes," said Kohn.

Warning: It's "Senioritis" Season

SarahSverdlov'23
editor-in-chief

The class of 2023 has officially survived the first semester of senior year. Coming off the tumultuous ride of stressful college applications, seniors are beginning to embark on their last semester at Buckley. But is the second semester of senior year truly as easy as they say?

In terms of workload, senior Damaris Caballeros believes the second semester will remain relatively the same. "Not many teachers took college applications into account in the first semester, so the work might feel a little less, but it's only because I don't have applications hovering over me on top of my normal workload," Caballeros said.

Senior Mollie Erwich believes the workload depends on each senior's schedule. "Personally, for me, I'm not taking many rigorous classes this year, so I think the workload is going to decrease, especially because we graduate early and there are no finals," Erwich said.

For students taking AP exams in May, their circumstances might be different. Unlike Caballeros and Erwich, senior Adrian Deapera is seeing an increase in his workload. "AP exams

and end of the year projects are coming up soon, so I expect that teachers will try to get as prepared for them as possible," Deapera said.

The motivation to study, however, has been impeded by an unexplainable ailment infamously known as "senioritis." While some students battle the temptation to give up and stop trying in their last few months of high school, others remain headstrong. "I feel like I'm simply cut from a different cloth in the sense where my drive for success is unrivaled. I can't imagine slacking off, especially this far in my schooling career," senior Oliver Davis said.

For those who have already gotten into their Early Decision schools, however, senioritis may come faster than expected. Ever since hearing back from her Early Decision college, Caballeros feels the symptoms of senioritis. "After all the work put into applications, I feel like my brain wants to take a month-long break and is lacking the motivation to fully focus on my schoolwork. It's not that I don't want to do anything, it's just that it feels like it doesn't matter anymore because the application process has finished," Caballeros said.

Deapera however doesn't seem to see much of a change in motivation between the first and second semesters. "I'm

still procrastinating as much as I was in the first semester, but I believe that I am soon going to need to stop procrastinating to keep my grades the way they are," Deapera said.

This is the reality faced by most seniors in the second semester who are still working on Regular Decision applications and must maintain a suitable GPA for the mid-semester reports sent to their schools. Davis, who is still finishing up his last few college applications, said, "it's crazy to see how many students have already committed to college. Meanwhile, I'm still working on applications and won't make a decision until the spring."

Reflecting back on the strenuous college application process, Deapera said, "It feels like a burden has been lifted because they caused a lot of apprehension to meet certain deadlines, but the feeling that you get when you turn them in is unlike anything else."

Erwich however, feels more sentimental about the end of the application season. "Now that applications are finished, I'm less stressed, but I'm more sad because it's getting closer to graduating and that's scary. I've been going down to the Lower School a lot to spend time with those teachers since I know I won't be here much longer," Erwich said.

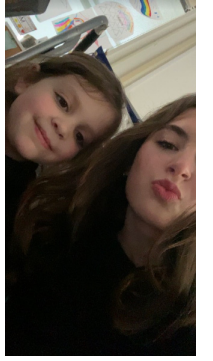
However exciting the next chapter of college may be for the seniors, many

of them will miss the familiar aspects of Buckley. "I'm going to miss the Latinos Unidos affinity group the most. I have fond memories of every meeting we've had because of our amazing members," Caballeros said.

Deapera, too, will miss working with Buckley's student clubs. "It's going to be difficult to find time to do activities in college and having the free time to do so in high school was a great opportunity," Deapera said.

"Since college is so different from Buckley, I'm going to miss my little routine here, like going to my little rotation of classes, saying hi to Julie in the cafe, walking to my locker, and seeing the same group of people I've been with since forever," Erwich said.

With the limited time we have left, Davis urged the seniors to cherish the small moments. "Just live in the present and enjoy every day you have left," Davis said.



Mollie Erwich'23 with one of the kindergartners
Photo courtesy of Sarah Sverdlov'23

What's Going On In The World Of Seniors (Early Decision)

Abby'Dessner24
profiles editor

After coming back from winter break, many seniors are in suspense over college admissions. However, some have already heard back from their Early Decision schools and already know where they will be spending the next four years.

"I'm definitely relieved to be done with the process. I now have all the time I budgeted to work on college applications available to work on other things, and I can enjoy my second semester without the anxiety of wondering where I'm going to college," said senior Katie Silverman, who

is committed to Harvard. Now that some seniors have been admitted to their Early Decision schools, there is



Photos courtesy of Abby Dessner'24



less pressure around their current school

work. "I would say that there has been a little less stress surrounding school, but I still definitely feel the pressure to maintain my grades to avoid getting my admission revoked," said senior Sophie Donay, who is committed to Barnard College.

"There's definitely less difficulty managing my time, which makes everything less stressful. While I haven't come down with 'senioritis' yet, I do have more time to get all my work done without the added pressure of college apps," said Silverman.

Even though the seniors who were accepted Early Decision feel relief, it doesn't mean the process was easy. The college admissions process can be damaging to your self-esteem and overall remarkably taxing, but don't stress yourself out over proving yourself to these colleges," said senior Dayton Goslin who has been admitted to Cornell University.

Even with the stress some seniors found positives in the process. "If I could describe my college admission process, I would say it was overwhelming due to the influx of essays I had to write but also reflective since I was looking back at everything I've done throughout high school," Donay said.

Seniors offered advice for the juniors. "One piece of

advice that I would give to high schoolers about the admission process is to stay organized and make a plan for writing your personal statement and supplements. It can be hard to juggle school work and college essays so setting designated times to work on applications is crucial," Donay said.

Silverman encourages people starting the admissions process to figure out a plan and go for it. "Don't realize senior year that the school you want to go to has requirements you would have had to start working toward in ninth or tenth grade. Know what you want and go for it—don't wait to find out what's required until it's too late to change course," Silverman said.

Senior Madison Kesler, who was admitted to Yale University, advises students to start prepping "the summer after junior year," Kesler said.

A lot can happen in the next four years and many seniors are looking forward to beginning college. "I can't wait to be part of a community where people are as excited about learning as I am. At the events I've been to so far, almost everyone I've met has been really passionate about something—whether it be rowing, molecular biology, or playing the cello," Silverman said.

ElikaShirazi'23
news editor

Is Parking At Fashion Square Safe?

Scratch marks, doing donuts, and sketchy figures where Buckley students park. Recently, students who park at Fashion Square have reported that they've felt uncomfortable and unsafe leaving their cars at the mall's parking lot.

"In the morning, there'll be three or four older guys circling around on bikes when we are going to the bus or when we come to park," junior Lena Biddle said. Biddle doesn't know their motive for circling the cars every morning but said the activity made her uneasy. "It makes me super uncomfortable the way they circle the cars and around the students in the morning," Biddle said.

On top of the circling bikers, students have reported finding scratch marks on their cars after leaving their cars there for the school day. Senior Cyrus Amin walked to his car after swim practice and noticed skid marks on his bumper. "It's almost as if someone hit it very lightly with their car or keyed my car, the same thing happened to my friend (junior) Sienna (Simantob) who was parked right next to me," Amin said.

Simantob ended up having to get the key marks fixed. "My dash cam couldn't see who did it so I had to pay for the damages myself which was really annoying," Simantob said.

Simantob also expressed unease about getting back to the parking lot after dark. "Getting off the bus at 6:00 when it's already dark outside in an empty parking lot is not ideal. Especially when there's random guys watching me get in my car,

or other people doing donuts in the parking lot or revving their engines," Simantob said.

Amin says he is uneasy about the way people drive in the parking lot. "Sometimes early in the mornings or after the late bus you can see crazy drivers there doing donuts in the parking lots and speeding around getting close to people's cars and everything," Amin said.

Biddle agrees with Amin, "It makes me super uncomfortable the way those bikers circle the cars and around the students in the morning," Biddle said.

Students expressed frustration with the entire parking situation at Fashion Square. "Buckley is a five-minute drive for me, but Fashion is 10 minutes away, so it's just kind of inconvenient," Simantob said.

Students want safer and closer parking to campus, but understand that Buckley's neighborhood policies won't permit much change. "A solution would be to have more parking spaces for students on campus, although I know that could be hard because of the neighborhood and everything," said Amin.

Buckley students have been parking Fashion Square for years, and their complaints are nothing new. "My brother went to Buckley 10 years ago and had to park in the same place and had the same thing happen to him," Simantob said.



Photo courtesy of Elika Shirazi'23

Students Lacking a Love for Learning

AlexRamin'25
sports editor

“A classroom full of students interested in learning is always better than a classroom full of students trying to be perfect,” chemistry teacher Daniel Kelleher said.

Yet many teachers say they see students sacrificing their interests in return for an impressive transcript.

“I think students don’t go with their own interests necessarily, so they aren’t exploring as much as they can. I have heard students say they are taking a class purely for a grade boost,” English teacher Eric Peterson said.

Kelleher agrees. “I see it all the time: the student who is interested in learning the material versus the student who wants a good grade will end up on a different level in that topic by the end of the year,” Kelleher said.

Beyond reaching a higher level of understanding of the material, students who focus on learning benefit mentally as well. “I see the kids who are more interested in the learning instead of the grade don’t seem as stressed out,” Upper School Assistant Dean of Student Life Matthew Cano said.

Could it be the high academic and competitive nature of Buckley that creates this unwanted “perfectness” or is it the world around Buckley that

influences students, like the pressure of getting into college?

For some students, the college application process definitely weighs on them when deciding what classes to take. “I like to learn, but I care about my grades more because colleges don’t really look at how you learn, they look at your GPA,” said junior Daniel Kim.

The grading system may create problems but it would be remiss not to convey the benefits. “I feel like my grades motivate me for school,” Kim said. Kelleher says he has seen changes in the way students think about grades. “The first week I got here in 1998, the over-concern of grades was bad, but it’s gotten worse. Now I see students getting depressed, almost like their self-worth is deteriorating when they don’t do well,” Kelleher said.

Cano sees the same thing. “Regularly, I see kids more focused on grades. Every teacher I talk to tries to emphasize the importance of learning, but it’s tough,” Cano said.

Kelleher has spent a lot of time considering how this problem could be approached. “I actually think about that a lot, by talking to past Buckley students. I now see how important it is that students find things they are interested in and pursue them,” Kelleher said.

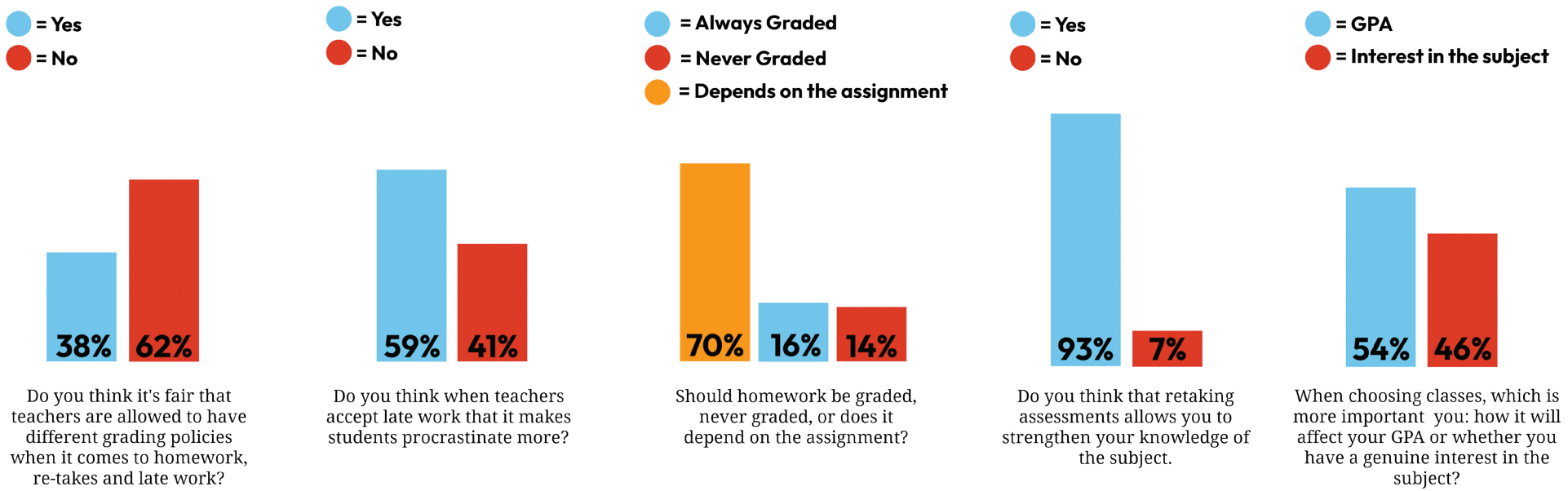
Teachers sometimes see grades as a benefit to their students as well. “I think people in general, especially kids, need a motivating factor to do something. If it’s to earn the grade, they try a little harder,” Cano said.

Although students have talked about taking classes that they are interested in, many express conflicts they face within the system. “I like taking hard classes but good grades are hard to maintain. If I didn’t have to worry about grades, I would take classes I am genuinely interested in,” sophomore Matlyn Schwebs said.

Sophomore Ryan Lassner concurs. “If grades were not part of the system, I would definitely be taking classes that interest me more because it wouldn’t conflict with my workload,” Lassner said.

Additionally, pressure from parents plays a role when choosing classes especially because they are the ones paying for the education, “My dad obviously wants me to do well, but he also wants me to challenge myself to learn. If that means getting a bad grade he doesn’t care, but sometimes I do,” Schwebs said.

At the end of the day, teachers only want their students to excel and only want the best for them. “Trying to help kids see the other end, why are we going through all this, helps with understanding why learning is important,” Cano said.



86 reponses collected on January 30th, 2023

What's the Take on Test Retakes?

MatiasGarcia'25
staff reporter

According to a study done by the Journal of Educational Philosophy, when high school students retake the SAT, they gain a 90-point improvement on average from their last test because retakes have been proven to improve understanding and retention of material. This doesn’t just apply to standardized testing but also to everyday assessments.

Yet here on campus, some teachers allow retakes while others do not.

“If students know they can rely on retakes, many will take the short-term easy way out and not prepare for the assessment when it is scheduled,” said math teacher Yvonne Fleury who does not give retakes. “This procrastination and lack of effort on the student’s part forces the teacher to do more work.”

But procrastination isn’t the only reason, Fleury doesn’t allow retakes. “Math is a cumulative subject. If students do not prepare thoroughly on a consistent basis throughout the semester, which includes studying/practicing the concepts for quizzes, that hinders students’ learning if they don’t develop the necessary foundation to build upon,” Fleury said.

On the other hand, Spanish teacher Patrica Sviezzi believes that giving retakes is crucial to students’ development (editor’s note: Sviezzi is Garcia’s mother). “Retakes are

crucial in learning any language because if a student fails a quiz, that student will miss this important building block and without a retake, students won’t learn all the material,” Sviezzi said.

Sviezzi only gives retakes if she sees a student’s attempt to relearn the material. “They need to come to see me before the retake to make sure they understand the content. And then they can retake the test,” said Sviezzi.

Some students believe retakes alleviate pressure and allow for better learning habits. “I think retakes would be a massive help in allowing students to do better in class. And you learn more while reducing the stress of test-taking,” said junior Max Reitman.

“I feel like just getting a bad grade won’t help you learn, but if you study again then you’ll actually learn the information. That’s what learning is,” said an anonymous sophomore.

This perspective was shared among many Buckley students, though some, like sophomore Abraham Morovati, think there should be a limit on retakes per semester. “There should be a limit to how many retakes are allowed in a semester so that students don’t take advantage of the retake system and not study for the first test,” Morovati said.

Is Homework Made to Grade?

Andrea Bisellach'25
staff reporter

At Buckley, there is a split among teachers about whether homework should be graded or not, even within the same department.

Science teacher Timothy Handley makes his students’ homework a part of the grade-book. He grades for completion and tries to have a balance of assigning homework without causing his students too much stress.

“I do think that grading is appropriate in physics because practice is important. I want to incentivise people to do that, but I don’t want to be hurting people with stress or bad grades when there are mistakes. I want people to learn and recover from mistakes,” Handley said.

Another science teacher, Nicolas Carrillo, doesn’t grade his students’ homework problems because he believes in a low stress environment. Instead, he assesses his students by having homework quizzes regularly.

“To me, homework is a

place for students to practice, get answers wrong, and make mistakes. I want them to do the homework, talk about it with me, go over it as many times as needed and just know that they will be quizzed on it in the next week or so,” said Carrillo.

Whether homework is graded affects how high a priority it is for students.

“If it’s something that’s not graded, and I look at MyBuckley, and I see 20 other things that I have to do that are actually graded, I would rather do that,” said an anonymous sophomore.

“As classes get harder, I think that you especially need to prioritize your time, and ungraded stuff is just not worth it,” said sophomore Jonathan Karp. While many ninth and tenth graders skip ungraded homework, upperclassmen see the value in doing ungraded homework.

“I think (homework) would help my grade even if it wasn’t graded because I would put more practice into (the subject),” said junior Kayla Henderson.

Better Late Than Never: Different Department's Late Work Policies

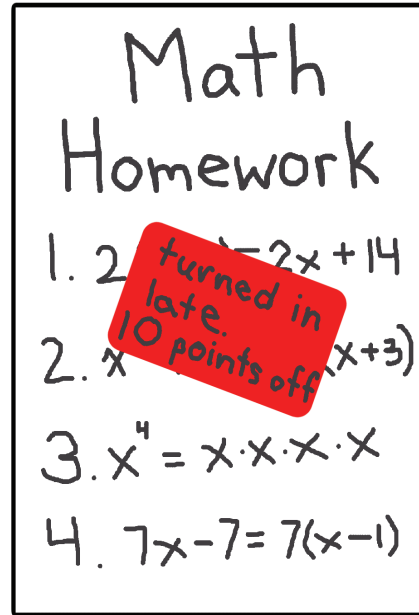
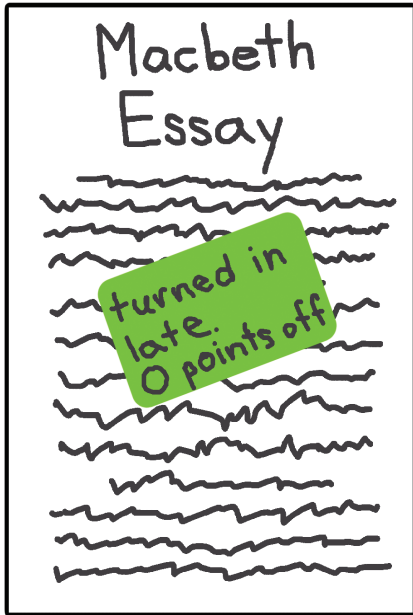


Image Courtesy of Elika Shirazi '23

Eloise Morovati '26
staff reporter

In some classes at Buckley, if you turn in a paper a week late, there will be no deduction of points from your grade. In other classes, if you submit a Google Classroom assignment 15 minutes late, you will automatically lose 25% off your final score. This difference can cause confusion for students.

Teachers at Buckley have different views on whether there should be penalties if work from students is turned in late. For example, physics teacher Timothy Handley has a policy of taking 25% off per each day work is late. "If a thing is due at the start of class and it comes in 10 minutes into class it's 25%. If it comes in two hours later, it's 25%. After 24 hours, it bumps up a level," Handley said.

Handley says his policy is about finding balance. "If there is no penalty, procrastination is a thing, and some people do time management well, some people not so well so I think it's good to have ... a little bit of ... practical incentives."

Chinese teacher Shiye Yang takes off 10% off an assignment if it's late. "It doesn't matter how many days you are late so as long as it's a late assignment I take off 10%," Yang said. "You need to be accountable for your work... It's like when you're an adult you have bills, there is a due date. If you don't pay on time then you will get the penalty."

Though many teachers believe that penalizing for late work is cardinal, other teachers believe that punishment for late work is needless and futile.

Both ninth grade English teachers Andrew Kaila and Jill Dash do not take off points if work is late. "I think deadlines are important for school, ... I would

probably have a flexible approach to it, but what I don't like is when the late work extends past a unit, ... it's also unfair to be giving students more time than others if ... it's (there is) not necessarily a learning difference," said Kaila.

"If you turn (work) in and you demonstrate that you've learned the skills, that's what I need you to do," Dash said. "Most students stick to the deadlines. They learn how to manage their time and their workload so that they understand if they don't turn it in on time it's just making more work for them later, so actually I think it encourages time management and discourages procrastination."

Spanish teacher Nohemí Salazar, who does not penalize for late work, talked about the book *Grading for Equity* by Joe Feldman. "I learned a lot about penalizing people, deducting points, accepting late work. ... we have to be equitable. We believe in DEI and part of that is being equitable for everyone and people have different circumstances," Salazar said.

These different policies can be difficult for students to navigate.

"(It's) kind of confusing because in my English class, late work is acceptable ... but in math, I have to turn (work) in right away so it gets confusing because some classes I can (turn things in) late and some classes I can't," ninth grader Sophie Uwins said.

Another concern of having differing policies is that students' quality of work may differ from class to class. If students have certain classes where their inability to complete work on time will affect their grade, they will most likely prioritize those classes over others.

"There are a few occasions where I have the choice to either not put in very much effort just to get it in at a certain deadline, or spend more time on it actually focused on the work if I'm given an extra day or two," junior Reyane Roridan said.

Some students think the late-penalty can help develop healthy habits long-term.

"I think it will shape your character more since it gives you the thought in your head like 'oh, I need to turn this in on time' and (will) help you later on in life," sophomore Shido Bao said.

Others say the late penalty only adds stress to their lives. "I think what happens a lot of the time is you get really stressed before you have to turn work in, and your work can get sloppy when you don't have enough time," an anonymous ninth grader said.

Head of Upper School Sherrie Singer sees benefits to both policies. "I've always accepted late work as a teacher, and I believe in trusting students if they come in one day and say, you know, I had a bad night, or I had a late game, or something like that," Singer said.

"But constantly allowing late work is problematic," Singer said. "Like for every assignment for, you know, and especially if the same kids are taking advantage of it over and over... you don't get the feedback in the right amount of time to be able to learn from it and to do better on the next assignment."

When it rains, it pours! Weather that Buckley isn't Ready For...

Liubov Krugliakova '25
green editor

This past January, the Los Angeles area was inundated with extreme rains, causing other independent schools in the San Fernando Valley area, such as Harvard-Westlake, Milken, and Campbell Hall to cancel school due to extreme weather conditions and safety issues with driving to and from campus.

While Buckley did not cancel school, both students and faculty have been affected by the rains because the campus was built to feature both vast outdoor spaces.

"The rains have been a big problem for me at school. I'm walking from class to class, and since everything is outside, I'm soaking when I get there. All my stuff is wet, too; it's a mess," said ninth-grader Emma Haronian.

Sophomore Matias Garcia had a similar experience to Haronian. "My homework and notes get wet, and then I have to dry them out, as well as my sports clothes," said Garcia. He highlighted that "the current rains have forced me to sometimes carry my backpack to class to avoid my textbooks and papers getting wet."

However, Buckley does not allow students to bring backpacks into class. "I think a solution could be that when

it rains, students should be allowed to bring their backpacks to class," said Garcia.

Haronian expressed that "having an outdoor campus is really nice most of the time because it's usually sunny in California." On the other hand, she further noted that Buckley's campus is not fully equipped to handle serious downpours. "There is hardly any drainage on campus either, so you're essentially stepping in a huge never-ending puddle," said Haronian.

Junior Sam Day elaborated that "the campus floods really easily, so my shoes are pretty much guaranteed to get wet when it rains a lot."

While students have been finding ways to avoid the rain, is there anything the administration can do to ease the effects of the harsh weather conditions?

"I don't think the administration has been adjusting, but I don't think that is their fault. There isn't a short-term solution to making the rain less bothersome," said Haronian.

"They did adjust the ninth-grade lockers by adding a tarp over the top of the lockers, but other grades haven't been accommodated," said Garcia.

Dean of Upper School George Russo said the administration has been adjusting by "having the CCA open dur-

ing lunch, so any students that want to eat inside can go in there. We also have the foyer, so unless it is not used, students can eat inside."

While these adjustments have been helpful to the community, students still often come across a difficult to find a dry spot on campus. "The biggest thing I wish could be possible when it rains is for the library to allow more people because it fills so quickly, and it's hard to find anywhere else dry to work before class," said Day.

Sophomore Casey Novack suggested that "the administration can start supplying umbrellas, but it could get too expensive." Day thinks it would be helpful if "the cafe sold more warm and comforting food and drinks when it rains."

Despite all these difficulties,

students seem to really enjoy being outdoors. "I think in the long run, having an outdoor campus is better than anything else, and I think that's what the administration is focusing on," said Haronian.

Novack and Day agreed. "You get fresh air every passing period, and it's a less stressful environment," said Novack. Day added that "it's nice being outside around trees and fresh air because you start to feel trapped when you are stuck in one building all day."



Photo Courtesy of Liubov Krugliakova '25

They Know What You Are, But Not Who You Are

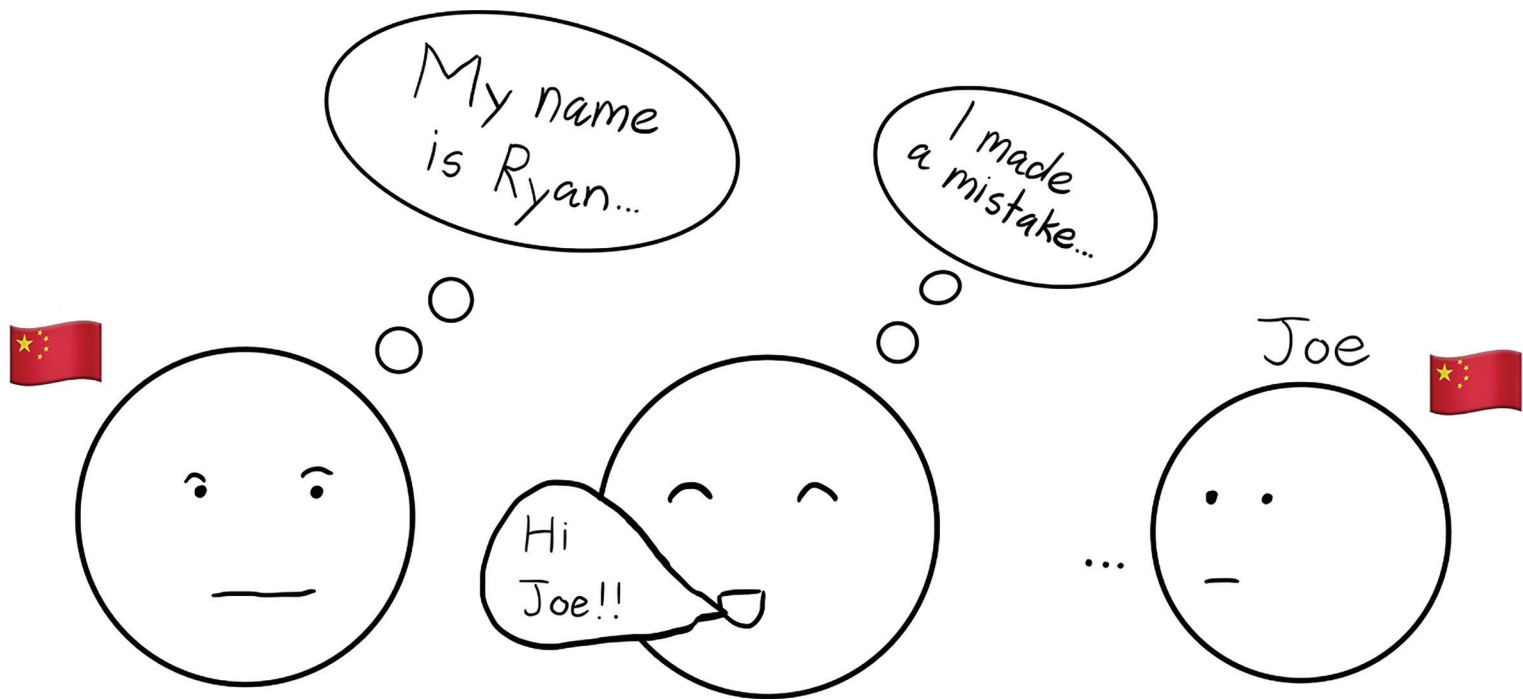


Illustration courtesy of Iris Kim'26

IrisKim'26
staff reporter

Imagine that when you walk into class, a teacher or student calls you the name of someone who is the same race as you. This is what happens for many students of color - and even faculty - of the same races and ethnicities at Buckley.

"It has happened to me since I first came to this school which was in second grade," ninth grader Alyssa Gill said. "I do correct them, but they try to excuse themselves by saying 'Oh I thought you were this person though.'"

When this happens, students often feel unrecognized as an individual. This can be very upsetting.

"Honestly, they (the people who mix students up) will either profusely apologize because everyone is so scared of being offensive or they will not care," an anonymous ninth grader said. "I feel overlooked when this happens because this does not happen to white people no matter how similar or related they look. I know it is unintentional, but deep down, people can associate someone by their race and that will be how they see them."

"It makes me upset because teachers that I've known since Lower School have been doing it (mixing her up with people of the same race) and we (she and the other person of the same race) don't look alike at all," ninth grader Vanessa Morgan said. "Also, it especially happens inside the Buckley community where we have all this stuff like DEI... How are you going to do that?"

So, why does this happen so often in a place where students are taught about the importance of identity and respect?

"I think a really big part of this mistaken identity behavior is when a dominant group buys into the

stereotypes that make individuals of marginalized groups seem invisible," Sabine Abadou, Assistant Director of DEI, said. "And so when you don't acknowledge marginalized groups as individuals - as people, aside from their ethnicity and their phenotypes, then you see them as a homogenous group rather than as individuals."

Director of DEI Matt Balano sees a connection between what happens at the school and the wider world. "As the country continues to diversify, the most recent US census shows our communities are also becoming more segregated. When our communities are largely homogenized, it makes it more difficult to create substantial relationships with others from backgrounds different from ours and therefore see them in their full humanity," Balano said. "Lack of authentic connection or proximity can lead to unconscious biases and stereotyping. So it's not necessarily racist, it's a consequence of racism in housing policies and practices."

Gill also doesn't believe the mixing-up comes out of racism. "People are not racist - they do it by accident," Gill said.

No matter the intent, students don't often stand up for themselves, because of how awkward and complex the situation is. "I feel like I'd be looked down upon if I corrected someone for mixing me up with another person of the same race because they are obviously not trying to be racist," the anonymous ninth grader said.

Some students wonder why Buckley does not address an issue that happens so frequently.

"Buckley does say there is the no tolerance rule, but sometimes it feels like they let a lot of things slide," Morgan said. "We do have DEI, but there is genuinely nothing that we can do to stop it."

So how can we at least stop this from happening so often? And how can students and faculty take accountability for their actions without putting themselves under shame when it is unintentional? Members of Buckley's DEI team have some ideas.

"It's really about awareness. The best way to do that is to be aware of your behavior and shift it. That means to be really intentional about the choices that you make," Abadou said.

"It's important for people on campus to recognize when they mess up and make the repair that comes with messing up. There's no cost in authentically apologizing," Assistant Director of DEI Chuck Neddermeyer said. "I want to also share that, at the same time, humans make a lot of mistakes, and I want to make sure folks know that it's okay to make mistakes and it's really important to clean up a mistake that's made."

"You could be the kindest person with a really pure heart and unless you're actively working to counter these things that are systematically designed, unless you're consciously working against that, then (issues of misnaming) are some of the consequences," Balano said.

In the end, for many students, it comes down to being seen and known. "It is just about respect, and we teach respect here a lot. Now it is up to the kids to follow what is taught to them," Morgan said.

what do buckley community members have to say?

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- anonymous 9th grader

graphic courtesy of Mendez Berman'25

More Weight on Boys' Shoulders: Gym Culture at Buckley

Paulina Joseph'24
A&E editor

Is there a teenage boy-to-gym rat pipeline? Since the return to school from the COVID-19 pandemic, the Buckley weight room has been bustling with boys looking to improve their bodies.

Going to the gym is a good method to decrease stress, process emotions, keep up a healthy lifestyle, and even be a part of a community. "I see [the] same faces [in the Buckley weight room] every day, it's great. It's good to see everyone here is motivated on building themselves," said senior and regular gym/weight room goer Oliver Tricarico.

Others agree. "Going to the gym is a clarifying experience to let out any emotions like anger. It's definitely helped my mental health," said sophomore Mitchell Katz who began frequently attending the gym in January of last year.

While body image issues are usually associated with women, the desire to obtain a certain physique due to pressure from peers and social media is not a problem exclusive to girls. According to The Newport Institute, a mental health treatment center for young adults, agrees saying, "Poor body image is most often associated with girls, but boys suffer from it, too. They can feel as though they don't have enough muscles or six-pack abs, or that they aren't tall enough."

Although some see the gym as a fitness utopia, the environment created does not have the same effect for everyone. While not intentional, the nature of bodybuilding and fitness in general, prompts many gym goers to compare themselves to their peers. "A lot of times guys take off their shirts and start flexing, and it makes me sad because I haven't reached the point where I can take off my shirt like that," said an anonymous student.

Along with gym culture, seeing chiseled men with abs plastered over Instagram can easily break down a boy's body image. "I saw people on social media who looked stronger than me, and I felt like I wanted to and had to change" said junior Dillon Wise.

Gym culture can also take the shape of a competition. "Everyone is trying to be the 'biggest', and it's really about who's the strongest or most masculine in the gym, so there's definitely some underlying competition. But in the end, we're all trying to reach the same goal," said Wise.

After committing to going to the gym, junior Andrew Zoryan, has had a huge transformation, both physically and mentally. "I became obsessed with my potential," said Zoryan. "What started from just boredom turned into trying to reach societal norms. But I'm still very happy with what I've done and the progress I've made."



Nick D'Allesio and Dillon Wise pose in the weight room after school
Photo courtesy of Paulina Joseph'24

Overcoming Racism Symposium

Beckham Costino'24
staff reporter

For the first DEI symposium of January, Buckley students and faculty shared their experiences with racism, even places you wouldn't expect it to be. The symposium was run by students in Olivier Dalle's philosophy and ethics class, and each participant discussed their international perspectives for overcoming racism.

"I was trying to present to the audience that we have both good and bad sides in us," junior Olivia de Castro said. "Sometimes it might be hard to acknowledge that we have done things wrong in the past, because after that we believed ourselves to be 'bad people'. However I just wanted to say that while we

strive towards the good potential in us, we should also acknowledge our past mistakes."

de Castro presented about different biases we can each unintentionally have and what it means to be open minded

Senior Sascha Mund de Laurens' presentation contrasted Germany's response to WWII with how Americans don't reflect enough on their own history. "My priority was to emphasize that we don't look back critically enough on American history. By being vulnerable about my German nationality, an entire country that has spent over 75 years apologizing for its past crimes, I wanted to demonstrate that America's greatest feats have overshadowed its own crimes," said Mund de Laurens.

Mund de Laurens emphasized his devotion, "I wanted to present this in front of the community to show everyone that the way history is taught and regarded plays a major role in the state of racism today." Senior Karen Hu recounted being raised in Shanghai for a majority of her life and the experiences of racism she had encountered.

"I wanted to share my experience with our community since I have gone through a transformation in identity, from the 'dominant side' to a minority," said Hu.

In preparation for the symposium, students worked hard and took turns presenting their personal stories to their peers. "I wrote three drafts in total, and our group rehearsed the entire symposium six times, both online and in person," said Hu.

"This was my first symposium, so it was a really interesting experience being on the other side of what we get to view every month. In that way, it gave me a new perspective on how much work goes into preparing these presentations," said de Castro.



Khadija Emma Neumann speaking at symposium Photo courtesy of Beckham Costino'24

Buckley Takes on Palm Springs

Liubov Krugliakova²⁵
green editor

For the first time, 18 Buckley students and five chaperones traveled to Palm Springs as a part of a collective effort to place environmental issues at the center of Buckley's curriculum and actions this year. Olivier Dalle, a member of the Green Buckley (faculty committee) and Philosophy and Ethics teacher, proposed the trip.

"In Philosophy and Ethics, we talk a lot about nature, our relationship with nature, and why we're here," said Dalle. "All these factors made sense together to plan a trip to share the experience of the desert with a selection of students in classes tackling the issue of the climate crisis: Tipping points, Philosophy and Ethics, How to Save the Planet, and AP Environmental sciences."

The trip had a packed itinerary, which ranged from hiking in silence in the Tahquitz Canyon on the reservation of the Agua Caliente Band of Cahuilla Indians, eating vegan food from Tanya's Kitchen to visiting the Palm Springs Art Museum and the Elemental Art Gallery.

Dalle shared that what allowed him to plan the trip was "having great connections (in Palm Springs)... These friends connected me to other great and inspiring people that allowed me to design this itinerary," said Dalle.

Students attended the trip for many reasons and aspirations. Junior and Tipping Points student Valen-

tina Nguen shared that she decided to attend because "I thought this trip would be a good way to get inspiration for the upcoming Climate Conference at Buckley and to actively learn environmental stewardship, relegating it to knowledge inside the classroom."

Philosophy and Ethics student Karen Hu noted that "I always liked the ideals in Epicureanism and Buddhism that being in nature is the simplest yet the highest form of happiness – that's why I've decided to go on the trip."

"On this trip, I learned a lot about the need for eco-architecture and water conservation; I also learned a lot about efforts to revive previously destroyed lands such as golf courses," said junior and Tipping Points student Olivia de Castro.

Hu highlighted that her favorite part of the excursion was the hike in Tahquitz Canyon because "we were in complete silence and appreciated nature just by sitting there and observing everything around us. I think this is a unique experience because whenever we do something, we always carry a mission or a purpose."

Senior Sascha Mund de Laurens highlighted that one of the main aspects of the trip that he enjoyed the most was the "camaraderie and connections" made on the trip. "What made the day so unique was the group we had in the van, bumping music while traveling through the California desert," said Mund de Laurens.

Students attending the trip expressed deeper appre-

ciation in regard to interconnectedness with nature. "[The trip] allowed me to understand the efforts required to make even minimal change when it comes to the environment and to see these efforts firsthand," said de Castro.

Mund de Laurens grew to recognize from the trip that "our lives are lived with an excess of materialistic goods we don't need to find satisfaction in life, and rather than quality time aware of our surroundings and place on the planet will bring us fulfillment."

Dalle hopes that after the trip "students will understand more physically that it is urgent to shift our mindset to resolve the climate crisis collectively — that each one of us can do it in whichever career we choose."

Both Dalle and the Green Buckley committee shared their aspirations to make this Palm Springs an annual event.

For **Palm Springs** photos,
see Focus on page 10



Effects of Nature on Mental Health

Alexander Ramin²⁵
staff reporter

A study published in the *International Journal of Environmental Research and Public Health* found that "exposure to nature can reduce stress and anxiety, improve mood, and even enhance cognitive function."

English Teacher Maria O'Driscoll has seen this benefit on campus. "We get so caught up in deadlines, work, and achieving, we forget that we are a human beings, not a human doing. Nature often reminds us and gives us a reset," O'Driscoll said.

Students also believe they benefit from the healing powers of nature. "Last year when I would get headaches and was overwhelmed with schoolwork, I would go for a quick walk. The fresh air and cool breeze coupled with the greenery automatically improved my mood," sophomore Ellington Meyers said.

One of the most significant ways that nature can improve mental health on a school campus is through its ability to reduce stress. "There is no doubt going to school gives me stress, but when I do homework or study outside in the courtyard I feel a bit calmer and less stressed in comparison to working in the library. My workload feels lighter," junior Charlie Degryse said.

Some students see nature as an escape from the heavy weight school brings upon them, while others take for granted what's in front of them every day. "Some of my friends make fun of me for wanting to always be outside, but I love it. I think of it as an opportunity to chill and still do schoolwork. It's definitely better than being trapped all day in a building," sophomore Noah Jonas said.

Being in a classroom for hours on end is hard especially when you are in an underground classroom that gets no natural sunlight. "Since I teach down here (under the CCA building) I get no natural light, no windows – it definitely has an impact on my mental health and I can see it in some students," O'Driscoll said.

Ninth grader Zev Brown agrees. "When I walk around outside I definitely feel much more relaxed than when I walk through the artificially lit hallways and rooms on the campus," Brown said.

Spending time in natural environments has been found to increase positive emotions such as happiness and contentment while decreasing negative emotions such as depression and anger. "Nature can definitely help clear your mind, and get you out of stressful spots. When I have been stressed I have walked up to the nature trail just to clear my mind," Meyers said.

"When I would tightrope walk I would spend all day outside, I learned I liked being outside, I watched the sunset, I saw birds, I liked the feeling of the breeze, I love it, it was serene," Head Librarian Matthew Wittmer said.

One way to promote nature on a school campus is through the use of natural elements in buildings and classrooms. Some teachers have put plants up and left the big windows open to let in natural light. "I love sitting in Mr. Petrella's room

because of the two big windows that face the trees and hill outside. I feel like I'm basically taking a class outside," junior Edward Zilberberg said.

Buckley's now-removed turtle pond is a great example of nature and its subtle yet grandiose effect on faculty and students. "I remember the turtle pond, the sound of the running water, it was soothing. We don't have anything like that anymore yet people still sit in that area because of how it's almost enclosed with trees," O'Driscoll said.

"I loved the turtle pond. Even though I was a kid and didn't have much stress in my life, I always felt so at peace and really enjoyed searching for turtles in the water," sophomore Matlyn Shwebs said.

Although the turtle pond is gone, Buckley's campus still has so much to offer like the beautiful nature trail that stands above our campus. "I see our campus as unique because of what surrounds us. We are located in the canyon; we have coyotes, rattlesnakes, trees, plants, we are planted in nature," Wittmer said.



Photos courtesy of Benj Hewitt

Buckley's First Climate Conference

Ava Goldsmith^{'25}
news editor

On April 18, 2023, Buckley is hosting a Climate Conference, the first of its kind for local independent schools.

"This was Mr. (Eric) Peterson's idea, and we both decided this would be a great opportunity for those students to work on an individual project related to climate change and then have the opportunity to present it," Anat Fernandes, interim chair of the science department, said. "And with Mr. Sacon's and Ms. Sacon's support, Mr. Dalle, and Mr. Hewitt, all of us have worked together to now turn this into the Valley's very first climate conference."

"This whole idea of putting Buckley at the center of the struggle against climate change, it's coming from a number of us," said Philosophy and Ethics teacher Olivier Dalle.

"The goal is for (students) to develop an awareness of (climate change) and process their emotions about it and how they feel...but the ultimate goal is this will be like the Archer Literary Festival. They have a literary festival where they have submissions from the schools in the area, and they go there and present. So, hopefully, Buckley will become the hub for student climate work," Peterson said.

The Oakwood School will also be participating in the conference. "I have a connection to the Oakwood School, and after talking with the Buckley team, we reached out to their science department chair," Fernandes said. "Their school really focuses on activism. Their students are very involved, and it has a very strong commitment to making change and taking action for change. So it just seemed like a really nice fit of students and a nice opportunity to start off our very first year inviting that school."

Many students are already extremely excited about participating in the conference. "The climate conference is meant to be a space for changemakers to teach and make certain aspects of the environment more known," said senior Megan Moradi, who is in "Tipping Points," one of Buckley's new climate change classes.

While it's only Buckley and Oakwood participating in this year's conference, the committee has extended invitations to other schools to come and be spectators.

"We're also gonna be inviting administrators, heads of schools, and principals from other local schools," Fernandes said. "For instance, Campbell Hall, Harvard-Westlake, or any other nearby schools here in the valley so that they can come and be part of the climate conference."

The conference is open for submissions from all Middle and Upper School students, not just the

ones in the new climate change classes. "I also have students that submitted that are not in those classes, maybe they are in AP Environmental Science, or maybe they are individually interested," Fernandes said.

Student work can come in a variety of forms. "There's scientific research that you can submit; there's also climate fiction, poetry, or you can submit film. There's a variety of different mediums that you can submit for your project," Fernandes said.

For example, seniors Madeline Silva and Ellie Abdo, two students in "Tipping Points," are working on the music industry and focusing on sustainability within that industry. They are investigating everything associated with the aspect of live music versus recorded music.

"I'm focusing on the environmental impact of live entertainment, i.e., ours, concerts, festivals, etc., and the things that go into them," said Silva.

Silva chose to work on this project specifically because while she loved going to concerts, she wanted to be environmentally conscious about attending them. "My main point is that it's okay to go to and enjoy concerts and festivals! However, it's always important to understand environmental repercussions and one's own impact. I also aim to mention organizations that work to lessen how much damage can come from a big event," Silva said.

Other students are focussing on school uniforms and fashion, more generally.

"I have a group of students (Moradi and junior Charlotte Reff) that's also focused on something a little bit more tailor specific to Buckley and Oakwood. Buckley has a uniform policy, and Oakwood has free dress. So, looking at the sustainability of having a uniform versus having free dress," Fernandes said.

Currently, Moradi and Reff are researching the various options of how students can buy their school clothing secondhand and the materials used in the clothes. "The project focuses on the benefits and disadvantages of having a uniform versus not having required clothing to wear," Moradi said. "The project will also include the effects the materials have on the environment as well as impacts of fast fashion."

Moradi and Reff chose the project because they attend a school with a limited uniform and limited places to purchase that uniform. "We can either go to Dennis (Uniform Company) and buy brand new polos, skirts, and hoodies, or we can purchase these items at a used uniform sale. The only other opportunity students have to buy their uniform in a sustainable manner is the jeans they choose to buy," Moradi said. "Thinking about this, since we are doing this conference in conjunction with Oakwood, since they can wear whatever they want, and are able to buy

clothes more sustainably, we wanted to investigate this further."

Moradi is extremely excited to participate in the conference because it allows her to combine her passion for fashion and love for climate change activism.

On January 3 Fernandes sent out an email about how students in the Middle and Upper Schools could submit proposals. "In that email, it had a really nice poster that (senior) Ellie Abdo designed and created," Fernandes said. "Once those projects are submitted, the Buckley team and Oakwood team will review every single project and then collectively decide what projects will actually present."

On April 18, the day of the presentation, there will be an Upper School assembly, during which there will be a special live guest speaker come in, and then the committees will select the top project(s) submitted.

"For right now, my goal would be to really focus on climate change and to provide students the opportunity to engage with that. But I think, just like with anything, there's always a natural evolution that allows students, faculty, and staff to recognize other interests or other things that are really critical to provide students opportunities to participate in," Fernandes said. "So, I hope that this is very much one of many future conferences that the school could hold and provide students opportunities to engage in."



Image courtesy of Ellie Abdo

A Very Long Ride Home

Emily Lorimer^{'26}
staff reporter

Due to the recent severe rain storms in the Los Angeles area, bus route 34 had difficulty getting students home on Tuesday, January 10.

"Laurel Canyon was closed, which is the main road we go through, and the cops told us to turn around," junior Sammy Day said. "We were driving around aimlessly for a while: Ventura to Benedict Canyon back to Laurel Canyon; it was a big loop." According to Day, the bus ride lasted over two hours.

"Some of the kids called their parents to let them know what was going on, which calmed some of the parents' anxiousness," bus driver Terrai Traylor said.

Because of the long ride, many students' phones ran out of battery, thus they could not communicate with those waiting to pick them up.

"I sort of had nothing to do, just sitting there for two hours," sixth grader Maya Zaden said. Zaden further noted that "I felt really bad for my mom because she was standing there for an hour and a half waiting for me."

Traylor's daughter was on the bus as well. "I understand how they (other parents) felt being my daughter is younger as well," she said.

Junior Khadija Neumann kept her parents updated the whole time, and this allowed her to get off the bus and home sooner than everyone else. "I was able to get picked up on Ventura because my parents were driving (there)," Neumann said.

Although the drive was tedious and frightening, students understood that there

was nothing they could do. "It's one of those things you can't control. We were all kind of in it together," Day said.

Rather than stressing about the long ride, students found a way to enjoy each other's company. "We did end up playing heads up on the bus and played music and danced around," Day said. "We had a celebration at the two-hour mark!"



Photo courtesy of Liubov Krugliakova

Buckley Go

Palm Springs Field Trip



Seniors Sarah Sverdlov, Ariel Kaplan, and Eliie Abdo explore the Moorten Botanical Garden



Karen Hu '23 and Olivia de Castro '24 relax at the Tahquitz Canyon



Karen Hu '23 takes in the views at the Frey House II



Olivier Dalle contemplates Phillip K. Smith's art



Seniors James Surnamer and Artem Sarkissian pose at Tahquitz Canyon



The desert day trippers pose outside of the Palm Springs Art Museum



Amanda Lopez Peralta '23, Vivian Johnson '23, Valentina Nguyen '24, and Madison Kesler '23 sketch near an oasis

es Green

Green Wall Installation

With the help of arborist Enjoli Ferrsri, Tipping Point students install Buckley's first green wall



photos courtesy of Olivier Dalle, Benj Hewitt, Maria O'Driscoll, Albert Park, and Sally Sacon

Athlete of the Month: Luke Goldberg

Julia Waldman '24
profiles editor

Q: What does soccer mean to you?

A: As corny as it sounds, soccer is my everything. It is one of the only things in life that brings me true happiness, and I cannot imagine living without it.

Q: How long have you been playing soccer for?

A: I have been playing soccer since I was five years old. I started off playing both baseball and soccer but then moved to soccer permanently when I was 10.

Q: What is it like being a junior leading the team?

A: As a junior captain, I am very lucky to have teammates who respect me for what I bring to the team, and not just look at my grade level. I ask my teammates to give their all 100% of the time, and I will always do the same.

Q: What is your favorite part of soccer?

A: My favorite part of soccer is the community that it builds. It's more than just playing the game, but also being able to watch, analyze, and chat with your friends and teammates about it.

Q: What has been the most memorable moment of the season so far?

A: The most memorable moment of this season for me was our most recent match vs AGBU. We went down 0-1 early on, but instead of dropping our heads and giving up, we locked in and came back to win 4-2. Nothing is possible without everyone on the team being equally committed, which we all are.

Q: How do you manage schoolwork and soccer?

A: I will say at times it is very difficult to manage schoolwork, however, by planning ahead and not procrastinating I have made it much easier for myself. During club season, I have training almost every day of the week, so I try to do a little bit of work before and as much as I can after.

Q: What motivates you to keep playing and working hard when you are unmotivated?

A: There are many times when I feel like I am not good enough, and that I should give up, however, I always think about why I started playing in the first place. When I get stressed, I think about how the most important thing to play for is for fun, and that motivates me to think of working hard as "fun".

Q: What would your advice be to younger players who want to pursue soccer?

A: My advice would be to pick an end goal, and continuously think about that until you make it come true. Also, you should cherish the memories and friendships you make throughout your career, because those could become lifetime bonds.

Q: What are your plans for playing soccer in the future?

A: I am currently in the process of trying to get recruited to play in college, however, if that does not work out I will always play soccer wherever and whenever I can. It has integrated itself into my life, and is not something I can remove.



Photo courtesy of Luke Goldberg '24

Pitching a New Future

Tyler Shuter '24
staff reporter

Varsity baseball captain senior Aidan Dean has decided to take a gap year after graduation to pursue a program that will help him excel at the next level of college baseball and potentially professionally.

Dean has been playing baseball for Buckley since Middle School, but his love for the game started when he was young. "I have been playing since I was three years-old. When I was 15, I realized that I enjoyed playing so much that I decided I wanted to try and play professionally," Dean said.

Dean has decided to participate in a



Photo courtesy of Aidan Dean '23

program called Driveline. According to their website, Driveline is a data-driven baseball performance program based out of Seattle, Washington. The program uses biometric and motion capture technology to help fix hitting and pitching mechanics, as well as helping to increase velocity and spin rate for pitchers.

Life at Driveline will be a lot different than Dean is used to, but he is excited for the change. "Instead of living at home with my family, at the program I have

five roommates that I will be sharing an apartment with," Dean said. "Each day my schedule will be different, but most days when I am not pitching, I will go through a lifting program, a throwing program, and also go through another workout that has mainly pitching drills."

Driveline has been in the news in recent years because of their help in the resurrection of multiple professional pitchers. These pitchers were aging out of professional baseball, but the program helped them gain velocity on their fastballs, and also taught them new offspeed pitches that have an increased spin rate and break. According to Driveline's website, some of these pitchers include Taijuan Walker of the Philadelphia Phillies, Alex Cobb of the San Francisco Giants, and Tyler Matzek of the Atlanta Braves.

Dean credits Driveline's social media popularity for his interest in being a part of the program. "I was really interested in the program because Driveline has been the leading company with performance technology to help baseball players. When I told my parents about Driveline, they were skeptical at first, but eventually realized it was the right path for my baseball future," Dean said. "I also follow their social media, and I really liked the different videos they have posted about how their technology has helped people, and how it works."

Dean has high hopes for the program. "Some of my goals are to increase my velocity, spin rate, break, and control on all of my pitches. I want this to help me get my name out there," Dean said. "After this program I want to play at a Division I college, and hopefully that can lead to opportunities playing professionally."

Beckham Costino '24
staff reporter

Since the return from Covid, sports teams have started traveling for tournaments again. Both the basketball and tennis teams have gone on multiple trips already, and the baseball team has a trip planned for the spring.

"I think that team bonding is one of the reasons why we're bringing them back," Director of Athletics and Wellness Ameila Mathis said. "I know that teams have traveled in the past. We're only thinking about post pandemic and how students are coming back together and how there needs to be a refresh on bonding within each team."

Students have really enjoyed these team trips. "I felt way more unified with my team, and I felt like an overall better teammate," junior Sam Upsher, who plays on the junior varsity basketball team, said, "I got a lot closer with a lot of my friends and teammates, and I got to know people that I've never really talked to before."

Multiple athletes emphasized how vital yet enjoyable their trips were. "It was really fun, and it was a great team bonding experience, especially since it was at the beginning of the season for everyone to be together," said junior Lena Biddle about the girls' tennis team's trip to Fresno this past fall.

During the day, teams compete in tournaments with other teams from all over the state. Once the games are over, the teams will participate in multiple team bonding activities, including bowling, team dinners, team video game tournaments, and even watching basketball games.

"My favorite memory from the trip was going bowling with boys' varsity basketball coach Michael Senna. We were grouped together in the same lane, and he taught me some of the logistics of bowling and he taught me how to bowl. It was very fun," said Upsher.

Senna expressed his love for team

Teams Take Off

trips. "I think it's an incredible experience. For my teams it's a real turning point: you spend all that time bonding and playing basketball in a different city with different teams who have unique styles. All that bonding can be a great turning point for the rest of the season. It was great that we went during winter break since it led right into the league season," Senna said.

The boys basketball team ended up winning the Berean Christian tournament in Walnut Creek going 4-0. "It was a really big tournament for us, and it really helped us prepare for league, and we can see that transitioning into our games," said senior Oliver Tricarico.

Buckley has already started planning trips for next school year.

"Next year the girls volleyball team got invited to the Florida tournament, and the Phoenix tournament, which are both sponsored by Nike," said Mathis.

"Next year we're going on two trips, one to Palm Springs and we're going to Fresno again," said Biddle.

Mathis hopes all the travel will signal Buckley's arrival on a bigger stage. "We're really thinking about opening it up, and I really truly mean it when I say we're trying to put Buckley on the map, and it's not just in California, we're competing nationwide as well," said Mathis.



Photo courtesy of Sam Upsher '24

Buckley Seeks to Improve Sports Promotion

SophiaFotter'25
staff writer

Imagine coming to school only to find out you missed the exhilarating final varsity basketball game all because you didn't even know the team was playing. According to many students, this happens often and they think Buckley could do a better job at promoting athletic games.

"Unless teams themselves go out of their way to make posters and promote themselves, their games aren't really going to be known about, so I think the school doesn't promote sports as much as they could be," boys' soccer co-captain senior Darius Daneshgar said.

Many students say their only source of information about upcoming sports games is the Daily Bulletin, which doesn't have a wide enough reach to pack the student section at home games. "The only kind of advertisement I see is on the bulletin, but I think when people read it, they get distracted by all the other stuff on it," boys' soccer co-captain senior Liam Taylor said.

Many students don't pay attention specifically to the athletic section of the bulletin because of the other information on it like birthdays or other events. "I don't put the athletics schedule in there. The athletic staff writes it and I am required to put it in the email mainly for the staff to read it," assistant girls' volleyball head coach Rae Basmagian said.

So what can the school do to better inform students about games?

"The administration could promote our games over the intercoms in the morning, that way people won't have the excuse of saying they didn't hear about it," said sophomore basketball player Alex Ramin.

"I think a specific athletics email could be much more effective," Daneshgar said.

Director of Athletics and Wellness Amelia Mathis has other ideas for how to reach more students. "I think that Buckley has been an academic school for so long so our athletics starting to become more prevalent is going to be a culture shift...I definitely want to bring the Varsity Club back and have representatives of all sports teams come together and plan to promote their own games and fellow athlete's games," Mathis said.

Otis Glasgow, the girls volleyball coach, believes there are new ways to reach students. "I think social media is going to be a huge aspect in promoting sports events," Glasgow said.

Mathis agrees. "With the rise of social media, really getting behind it and showcasing our athletes will help make other students more interested in coming to see them play," Mathis said.

The Buckley Athletics Instagram is beneficial in raising awareness because many students follow the account, but the content which is posted is what really matters. Posting team schedules, game times, locations, game highlights and "getting the word out about when we want our student section to be packed like on a senior night is going to be key," Glasgow said.

This year the girls volleyball team did a great job

of promoting their games as Glasgow created their Instagram and Tiktok accounts, which have both gone viral. "This is the first year we have really done anything like this, and I think we have really revolutionized the way media is handled at Buckley," Glasgow said.

The high turnout that was seen at almost every volleyball game "really shows how Buckley is capable of showing up and showing out for their athletic teams," girls' volleyball co-captain senior Erika Shirazi said.

GIRLS SOCCER - GAME SCHEDULE -		
LEAGUE GAMES		
Dec 6	Home v. de Toledo	3:15
Dec 8	Home v. YULA	3:15
Dec 12	Home v. Archer	3:15
Jan 4	Away v. YULA	
Jan 17	Away v. Milken	
Jan 19	Away v. de Toledo	
Jan 26	Away v. Archer	
Feb 1	Home v. Milken	3:15
NON-LEAGUE GAMES		
Jan 12	Home v. Heritage Christian	3:15
Jan 24	Away v. Santa Clarita	
Feb 3	Home v. New Roads*	3:15

*Senior Game

Courtesy of Reyanne Riordan '24

Young Guns: Girls' Basketball Thrives with Sophomore Leader

EliBarkon'24
staff writer

While most teams look up to veteran captains to lead their teams, the girls' basketball team has no seniors this season. One of the youngest teams on campus, the team is composed of mostly sophomores and ninth graders.

The team is led by sophomore captain Sara Mavany. While Mavany is a returning player, she still feels some new added weight as a captain. "I do feel a little bit of pressure being a young captain because I always want to be the best that I can on and off the court with the team," said Mavany.

Being a part of such a young team, Mavany is optimistic about the team's future. "I think because we're such a young team, there's so much room for us to grow in the next couple of years," said Mavany.

Even if the team is inexperienced, that does not mean the team cannot succeed this year. "Our season is actually going pretty well so far. We've had a few close games that we ended up winning," said Mavany. "I think we have a really good chance right now of getting into the playoffs."

The only upperclassman on the team is junior Harley Tricarico. Tricarico had slight concerns about lower-classmen figuring out how to be a part of a team without having any seniors "to look up to."

However, Tricarico's concerns quickly faded away. "Despite having no seniors, the team has handled it very well. We have been able to navigate those challenges without the older girls who graduated last year," said Tricarico. "With that said we have been able to accomplish wins, communication, and a real team despite the lack of seniors."

Tricarico attributed much of the team's success to Mavany and her leadership during the season. "Mavany has stepped up tremendously and has taken her position and been able to handle a team that was somewhat new to the sport," said Tricarico. "She is a talented player and has stepped up to the captain's position, leading with good determination and smart decision-making."

As the sole junior on the team, Tricarico knows balancing school and sports can be difficult, but notes the ninth graders and sophomores have been very good about it. "Our lowerclassmen have been able to address the school difficulties

and stay focused on the court and find a sense of release by playing basketball," said Tricarico. "So, although our team is young, they are able to learn from their mistakes and grow through this season and the seasons to come."

Ninth grader Leila Algee agrees. "Playing without senior experience doesn't really affect us as a team much," said Algee. "Since we're a team with many younger players, our more experienced players have really been like our 'seniors' on the team."

While leadership from experienced sophomores and juniors has played a crucial role in the team's success, Algee noted that the team's coach, Sherrie Sessions, has also played a big role. "Our coach has stressed and still stresses the importance of self-management, self-improvement, and all the other 'self' words you could think of," said Algee. "This has made it so much easier for us to train ourselves to be able to manage our time and figure out our priorities to the point where we all hardly miss practice."

Another ninth-grade team member is Yvette Hettig. While the team already faced the challenge of having no seniors, Hettig also pointed out that the team struggled with a "lack of time due to practices and games," said Hettig. "Our team has learned to use time management skills to solve these issues so it hasn't become a problem in our performance and availability."

As the season nears its end, Hettig is very happy with the team's performance and is confident in the future of the team. "Win or lose, we are very supportive and talk about what we'll continue to do and what we can do better," Hettig said.



Courtesy of Elizabeth Caballeros '25

Look for the latest
podcast of
"Sports-Commons-tary"
on the Buckley website
soon!

What Happened to Politics?

Sarah Sverdlov '23
 editor-in-chief

It seems like every time I read articles pertaining to national politics, I feel as though I am bombarded by controversy and drama. Nothing ever makes sense, everyone's mad at each other, and it appears to be a never-ending battle between two sides in which neither are victorious.

As someone who just turned 18 and is able to vote, entering into this reality is frankly a bit scary. Casting a vote carries consequences far beyond practicing my right as an American citizen. It is a doorway into a complicated world, where you wrestle with tough decisions that define your future, as well as the futures of new generations, oftentimes choosing between the lesser of two evils.

I believe everyone must vote. If you can, you need to exercise your right, no, your duty, to participate in the framework of our democracy, however close it is to crumbling. Politics are difficult to navigate, but it's important to stick with the facts even if the winds of opinion might sweep you away.

Throughout the beginning of January, I closely followed the disaster that was the election of a new Speaker for the House of Representatives. What was supposed to be a seemingly uncomplicated process, gradually evolved into 15 rounds of voting, the longest in over a century that it's taken to elect a Speaker. For four days, our nation's Congress was dysfunctional.

Why? Because American politics have become about fulfilling personal agendas rather than representing the will of the people. When we vote, we expect the candidates we elect to office to uphold the agendas and policies we support. Kevin McCarthy, however, agreed to extreme concessions from

the ultra-conservative Freedom Caucus that would essentially allow for them to more easily depose him and weaken his authority.

Actions like this deters young voters from participating in politics because we are afraid the people we elect will turn over their promises and choose private interests or the desires of mass corporations over the needs of the people.

The House could not find middle ground in an effort to elect a Speaker, yet we deem these representatives equipped to vote on pressing legislation that can alter the lives of tens millions of Americans. It's terrifying to think that people in positions of power are unable to compromise for the common good. The future of American democracy is unsettling.

The commotion seems to follow a common trend within the American political sphere, almost two years after the tumultuous January 6, 2021 insurrection. We see the animosity continue, with politicians disrespecting democratic processes that have been ingrained in the framework of our Constitution for centuries. The spirit has even traversed U.S. borders and into Brazil.

On January 8, 2023, supporters of Jair Bolsonaro, who lost to current Brazilian President Luiz Inácio Lula da Silva in the 2022 election, stormed the Brazilian Capitol Building, and invaded the Brazilian Congress and Supreme Court. It's almost as if we've heard this story before, with former President Donald Trump inciting an attack on the Capitol in defiance to the 2020 election results.

With such a cloudy, chaotic political scene, the spirit of our democracy isn't exactly inspiring enough to get young voters to participate. We're discouraged from talk-

ing about politics at school or sharing our political views in fear of upsetting others or causing conflicts.

But that is exactly why we need to vote. To clear up the clouds and dismantle the stigmas surrounding political discourse. Disagreeing doesn't have to be ugly. We can vote for different candidates, for opposing policies, and still be able to co-exist. Voting promotes the idea of a healthy democracy, of voicing your beliefs and taking action to shape the community you want.

It's crucial, now more than ever, that we vote. We can shape a society where politics are not a matter of division or violence, but of unification and diversity of thought. Where people of color do not feel targeted at voting booths and gerry-mandering is eradicated.

It seems like the bare minimum right? To vote, to elect a Speaker of the House, to accept the results of a presidential election, to refrain from barbarity and simply agree to disagree when opinions differ. We have to start somewhere, even if it means rebuilding the basics.

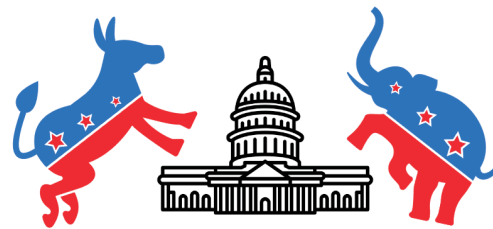


Image Courtesy of Sarah Sverdlov '23

Formals No Fun Without Funding

Elika Shirazi '23
 news editor

As president of student council, I've assisted and spearheaded planning multiple formal Buckley events. An issue that the council always runs into is finding funding to host high quality school events.

I believe the Buckley administration should allow students to fundraise for formal events or provide funding from the school. With respect to fundraising, this year we were permitted to host more sales to raise more money for events. Through donut sales, shaved ice sales, and churro sales we've been able to accumulate some money. However, we still don't receive enough funding to throw proper formal events.

When I say "proper" I mean an event with a pleasant venue, strong entertainment, and overall charm. Events like these can only be hosted when there's appropriate funding. The most we've ever been able to charge for an event is \$25. I spoke with student council president of Campbell Hall Lila McNamee and she said they are able to charge between \$65-85 for formal event tickets. Other schools such as Milken charge a hefty \$150 for prom tickets.

It is understandable that people may find these steep prices inequitable. Campbell Hall's financial aid department has combated this issue by covering ticket prices for dances, sport spirit packs, and additional aid for school trips.

Buckley prides itself on equity and flourishing student life. Adopting a system similar to Campbell Hall's would be a great way to satisfy the issue of achieving equity and a happy student body.

Additionally, these kinds of prices can ensure the event will be hosted successfully at a presentable venue. Last year, thanks to a student connection, the junior formal was hosted at an old cafe that closed during quarantine. The dance space itself needed to be cleaned and the bathrooms needed lots of scrubbing.

With little funding, we had to bring in our own cleaning supplies to deep clean the area until it was presentable. Additionally,

due to a broken air conditioning system, the venue was so hot that students tried to leave by jumping out of the windows.

Many students have expressed that the only reason why they attend events is when there's some sort of incentive. For example, the junior class had a high percentage of attendance at the senior dance in order to get a prom next year.

There shouldn't be an incentive to attend events; they should be able to draw students in with a nice venue, entertainment, and nourishments. We won't be able to achieve this until we receive appropriate funding from the administration.



Image Courtesy of Elika Shirazi '23

the student newspaper of
The Buckley School

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mission statement
 The Voice strives to inform and educate the students of the school as well as provide leadership on significant issues impacting the school community.

editorial policy
 Writers and editors adhere to the highest principles of excellence in journalism including accuracy, honesty, respect, integrity, and precision.

editorials
 Unsigned editorials reflect the majority opinion of the Board of Editors of The Student Voice and not necessarily the student body's. Signed editorials and columns reflect only the writer's opinion.

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 500 copies are distributed free of charge on campus and mailed to subscribers.

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Why Clubs Need Fundraising

Zachary Klein '24
managing editor

Since the return from classes being on Zoom, Buckley's student-run clubs have not been allowed to hold sales within the Buckley community. With dozens of student-run clubs, Buckley should allow clubs to fundraise for themselves and should also allot clubs a budget depending on how many students participate. This is important because of the impact Buckley clubs can make on the community and the improvement of student life overall.

Due to clubs not being able to hold sales and fundraise for themselves, clubs are limited in what they can offer to students in terms of events and opportunities. This issue could be easily avoided if the school allowed clubs to hold sales.

President of Amnesty International Club junior (and Art and Entertain-

ment editor of *The Student Voice*) Paulina Joseph agrees and wishes she could hold sales for her club. "Amnesty International is a club that is focused on the violation of human rights and benefits from donations and as a student group, fundraising is a necessary part of it," Joseph said.

Sales do not just help the students in the club, they also benefit all of the students on campus because students get the opportunity to purchase snacks, frozen yogurt, churros, boba, and all of the other items clubs have sold in the past. It's a win-win situation for Buckley, clubs get money from fundraisers and students are able to participate in events and sales.

For the past few years up until COVID, it felt like there was a different club holding a sale every week and the clubs themselves felt more relevant around

the Buckley campus. An important step in improving student life at Buckley is supporting the clubs that have become less prevalent year after year.

Buckley's service clubs are an example of clubs that would benefit communities beyond Buckley's. If clubs like Best Buddies, F.I.T.E (Feminists Insisting Total Equality), Amnesty, and other service clubs were able to fundraise, they would be able to make more of an impact on not just the Buckley community but the greater Los Angeles area by raising money and donating to charities around the city.

Another way Buckley could motivate students to participate in clubs is by giving each club a specific amount of funding depending on how many students participate in the club. This is not a new system to valley private schools, as Harvard Westlake allows their student clubs

to request up to \$300.

Because of Buckley's large number of clubs, funding could become too expensive. Any money, even a small amount could be a great difference. which is why clubs should still be able to hold sales and fundraise.

Sales could include selling food, drinks, accessories like keychains, and even more to not just help the club but help the greater community by providing sales that the students enjoy.

If Buckley gave clubs a small amount of money and allowed them to hold sales, clubs would be able to do more, students would be incentivized to attend club meetings, and this would all lead to the improvement of student life at Buckley.



Photo Courtesy of Zachary Klein '24

Teaching the Darker Parts of History

Josette Estes '24
staff reporter

Educators must rethink their presentation of history; the glossing over of critical information, the idealization of supposed "heroes," and the full erasure of darker events are all deeply rooted aspects of historical teaching that need to change.

However, authors make it difficult for educators to provide their students with textbooks that don't contain these qualities. Even Buckley's eleventh grade *American Pageant* textbook states in regards to American exploration that, "the invaders brought more than conquest and death. They brought crops, animals, language and laws, customs and religion, all of which proved adaptable to the peoples of the Americas."

An acknowledgment of violence is present only in a short phrase, the brutal killings and enslavement of Native Americans reduced to a simple description of "conquest and death." Additionally, the sentence goes on to cast conquest in a positive light, essentially discounting the violence Native Americans endured. If even mentioned, textbooks evidently make these aspects of history seem of little significance.

What authors and educators need to understand is that learning about difficult topics is crucial, as history in its entirety helps in preventing repeated mis-

takes, seeing new perspectives, building empathy, and honoring the memory of those who have been wronged by the hand of injustice. Preventing students from easy access to the full story is only harmful.

"Here at Buckley, we recognize that textbooks leave out a lot and often do not tell the whole story of history, and so we aim to fill the gaps with other texts and media that brings history to life from multiple perspectives," says Interim Humanities Chair Ryan Bache.

A People's History of the United States by Howard Zinn is one such text used by AP United States History teacher Andrew McElwee to, help paint a more accurate picture of history. "We must provide students with skills and resources to critically analyze a breadth of evidence and perspectives about what has happened in America's past to come to their own conclusions. And to consider how the historical record may shape the social structures of today," said McElwee. "This is why I like to begin my class with a discussion about the way history is recorded and presented, using Zinn and *Pageant* in tandem."

The main problem with textbooks in contrast to a source like Zinn is that "they tend to leave out the ugly details because they are geared to offer a survey of history and a sort of PG-rated exposure to historical events," said Bache.

Keeping history as a presentation of both lighter and heavier subjects in its entirety is essential for students, who must develop an accurate view of past situations to become enlightened members of society capable of enacting change and understanding the complexities of our past.

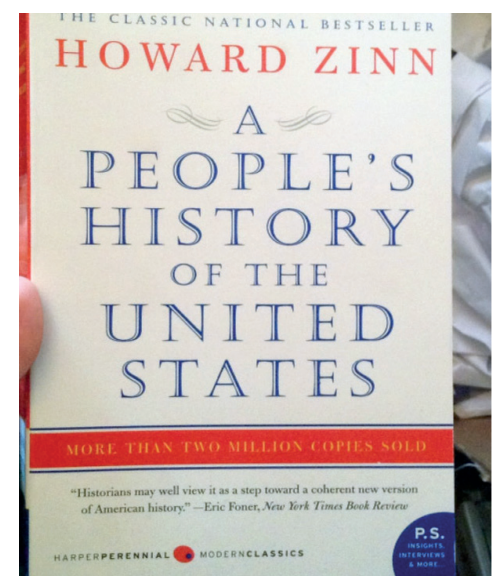


Photo Courtesy of Josette Estes '24

On January 21, 2023, 11 people were killed in a mass shooting in the Monterey Park area of Los Angeles. We asked students about their reactions to an event so close to home.

"I think there should be stricter gun laws, and they should not just give guns to anyone because things like this keep happening, and it won't stop until change in laws are made."
-Adam Glasser '23

"It's scary that there are shootings this close to LA, but it doesn't surprise me because there are so many."
- Cheyanne Hart '26

"I was four miles away celebrating the new year with my family when we first heard the news which left me terrified."
- Connolly Nugent '25

"The instant reaction is why aren't we getting these gun laws under control. There need to be new laws in place when it comes to storage and background checks."
-Max Terr '26

Mental Health Advocates: Teens Helping Teens in Crisis

Ava Goldsmith '25
news editor

Recently, many students at Buckley have been getting involved in volunteer work regarding mental health. Two services, in particular, are Teen Line and Teen Talk. Both services are meant to train teenagers to be able to supply callers who are struggling with their mental health with someone who can aid them by listening to them without judgment.

Sophomore Honor Macaulay began her training with Teen Line by using Buckley as a resource. "I heard about it through our school as Teen Line was very involved with Buckley after Elliot Brabson's passing (in 2018), and my mom recommended it to me," Macaulay said.

Others, such as senior Alyssa Stutman, began their training by learning their friends were already involved. "I started through the Jewish Federation and friends that were in it," Stutman said. "I started Teen Talk because I wanted to spend my time during quarantine doing something productive that helps other people."

"I started doing it because this is a topic that's really important to me. I know so many teens who struggle with mental health, and even though it's such a prevalent problem, unfortunately, there aren't tons of ways to get help," senior Ariel Kaplan, who volunteers with Teen Talk, said. "I loved the idea of being able to provide support to a fellow teen because just having someone listen to you can do so much good."

Kaplan, Stutman, and Macaulay began their training because mental health was a topic that resonated deeply with them. Some had experience with friends or family who have dealt with mental health struggles, so they wanted to be able to support others who faced the same struggles.

While the student volunteers appreciate the work

Students who volunteer have to undergo a training procedure, so that they are prepared for when someone needs them. They get help from professionals for multiple hours and have different stages of training processes.

Macaulay is currently going through training for Teen Line. "I work at a teen-to-teen crisis hotline that teens can call, text, or email to talk about any problem they are going through. With the current stage I am at with my Teen Line journey, I am answering emails from teens all over the country," Macaulay said.

For Teen Talk, Kaplan is working with the designated app that allows teens to reach out for help. "I have shifts twice a month where I chat online with teens who write into the app. I give them advice, provide resources, and just listen to them about their lives and problems," Kaplan said.

After getting involved with the services, the volunteers thoroughly enjoyed working with them. "I definitely enjoy Teen Talk because it has given me the opportunity to help others my age that are going through difficult times," Stutman said.

Likewise, Macaulay is fulfilled by the work. "I absolutely love working at Teen Line. I have learned so many skills and information that I did not know before about how to be there for others. It feels amazing to know that I am helping people in the world when they need it most," Macaulay said.

teen talk

teen line
teens helping teens

Images courtesy of *Teen Talk* and *Teen Line*

they put in, volunteering does take a toll on them. "It can be really difficult sometimes to hear what other people are going through, but at the end of the day, it's incredibly rewarding and so worth it if I'm able to help even one person," Kaplan said.

Securing Our Campus While Warming Our Hearts

Josette Estes '24
staff reporter

Jose Armando Montijo has been working at Buckley as a member of the security team for nine years, during which he is easily distinguished by his smile and bright attitude. Before Buckley, Montijo worked an office job until he realized "I would rather be outside, working with people," said Montijo.

During his search for new job opportunities, Buckley became an enticing option. "My mother, of all people, heard about the job through a Buckley employee. Shortly after that, I began in the spring of 2013," said Montijo.

Montijo's says Buckley is "a great environment to work at and a strong community full of rich-minded individuals. We all help to contribute to something greater, a place that I'm sure Dr. Isabelle Buckley would be proud of"

Montijo greatly values his work, stating that "the most rewarding part of my job is making sure everyone is safe," said Montijo. The best way to ensure safety, he believes, is without violence or aggression. "Our words have the power to take control of a bad situation and diffuse it from getting worse. The battle against unfortunate circumstances is sometimes best fought with our minds, rather than with our fists," said Montijo.

Montijo's kind demeanor and positivity makes him a good candidate for handling difficult situations, as well as brightening people's days. "What inspires me to have a positive attitude is something that is a part of me, it is me," says Montijo. "Just caring enough to be polite to someone, who may have had the worst day of their life, asking them how they're doing some-

times may bring their terrible day into a much better one."

Besides being an optimist, Montijo also defines himself as a strong advocate for Libo Pizza, a restaurant in Van Nuys. "I can wholeheartedly say it's the best pizza in all of Los Angeles. I can see that coming across as a bold statement, although it's true, nonetheless," said Montijo. "I always get a large cheese pizza with an Italian sub."

Montijo is also an avid lover of Pink Floyd and recalls a cherished childhood memory when his older brother took him to their concert. "It embedded my admiration and inspiration for their music, and to this day they continue to be my biggest influence," said Montijo.

All in all, Montijo loves his job at Buckley and being able to work within the community. "It has been great thus far, and I know it will continue to be for years to come," said Montijo.



Photo courtesy of *Josette Estes '24*

Shhh...Nap Club in Progress

Eli Barkon '24
staff reporter

As Buckley students often complain about lack of sleep and feeling tired during the school day, two sophomores have come up with a solution: Nap Club. Buckley's newly formed club meets on Wednesdays and gives students the opportunity to rest up and make sure they have enough energy to get through the rest of the day.

One of the founders and the club president is sophomore Sara Mavany (who is also a staff reporter on *The Student Voice*). Mavany founded the club as she was personally affected by a lack of sleep during the school day. "I feel like I'm always tired and sometimes end up falling asleep in class, which is really distracting, and I think having a time where you can take a nap is so helpful to avoid that happening," said Mavany.

Since founding the club, Mavany has had people come up to her and tell her how much the time to rest has helped.

Not only does the boost of energy help during the day, but Mavany loves that she is helping others. "I love seeing people actually nap and tell me how much it helps them with their day and energizes them in the middle of the week," said Mavany.

The second founder of the Nap Club is sophomore Riley Glennon. Glennon says she and Mavany wanted to start a club but also "wanted to do something different and chill."

While the club was created to help students deal with lack of sleep, people's reasons to stop by vary. "Sometimes it's too cold or hot outside," said

Glennon. "It's also just nice to just be inside with snacks and other people."

Club advisor Sabine Abadou played a big role in the informational side of the club. "At the beginning of the year, I introduced students to the benefits of the NASA Nap," said Abadou. The NASA nap is a 10-20 minute power nap created by NASA scientists to increase pilots' performance. "I also facilitate a relaxation session using music with alpha waves and notice that some students are really serious about napping."

Abadou wants students to know about the benefits of napping. "After years of research, NASA scientists found that power naps were able to boost their pilots' performance by 34% and improve alertness by up to 54%," said Abadou. "It's a wonderful opportunity for students to get some much-needed rest."



Photo courtesy of *Sara Mavany '25*

Coach Andrews' Adventures

ZoeBiddle'24
sports editor

From playing on the Canadian women's national soccer team, to earning a Guinness World Record for playing the highest altitude soccer game on Mount Kilimanjaro, coach Sasha Andrews is truly an international sensation.

Andrews started playing soccer as a young girl thanks to her family. "I started playing soccer at the young age of three. My father played high level [soccer] in Africa and both my brothers and myself took interest as it was a part of our daily lifestyle," Andrews said.

By the time she was a teenager, Andrews knew she wanted to play professionally. She began with playing U-19 (under 19 years old) and then went on to play both U-21 (under 21 years old) and the senior team for 12 years. "In between that, I got a full-ride scholarship to Southern Methodist University (SMU) in Dallas, Texas for Division I NCAA soccer," Andrews said.

"I wanted to play professionally once I was scouted for the Canadian National team at age 15. I finished my degrees at the University of Nebraska and thereafter went pro in North America and overseas for 10 years in Los Angeles, Vancouver, Boston, Indiana, Norway, Australia and Iceland," Andrews said.

Andrews describes her experience of playing for the Canadian national team and traveling around the world to compete as a dream come true. "World Cups, Peace Queen (Korea) Cup, Algarve (Portugal), Pan American Games... the list goes on and the memories and friendships are beyond explanation. Not to mention being on the field with the best players of the game meant a lot to me time and time

again," Andrews said.

In June of 2017, Andrews played a soccer game at an altitude of 19,000 feet on the top of Mount Kilimanjaro with Equal Playing Field, a non-profit organization that aims to challenge gender inequality in sports and promote opportunity and respect for female athletes. "This journey was the most profound



Photo courtesy of Roni Horvitz

experience of my life. Not only did I discover a lot about myself, I felt so much peace and serenity by this accomplishment," Andrews wrote in a blog post published on Amy Poehler's Smart Girls.

Giving back to young athletes is the main reason Andrews decided to become a coach. "Once I retired from the game, I thought to myself what would be the best way for me to give back?" Andrews said.

"[Buckley] is my third private school, and it is a perfect fit for what I am up to. I believe in equality! Equality to me is living beyond the edge of discrimination, judgment and fear to be whoever you are 'all' of the time."

Andrews believes that sports have the power to reach everyone. "Sport creates bridges and breaks down barriers. Sport teaches teamwork, empathy, and respect, it creates a strong sense of morality and appreciation for differences and community," Andrews said.

To Andrews, sports is also a way of creating community. "To me, if we can use sports to get to this place [of community], we will all shine—we will give hope where there is despair, and love where there is hate. Being a PE teacher is where I spread my wings of experience around the world to all of my students. I consider myself blessed," said Andrews.

When coaching, Andrews aims to teach her players the important life skills that sports have to offer. "I want them to experience success in a very transparent way with all that it takes to achieve it. Believe it or not, sports are a simulated version of the real world. Tryouts, time management, discipline, responsibility, accountability, personality, confidence, leadership, specialty, setbacks, patients, and success... the list goes on," Andrews said.

For high school female athletes who want to play at the next level, Andrews offers valuable advice. "Believe in yourself, believe in others, and believe in your dreams. I would tell [athletes] they must look beyond the edge of everything and give it their all with no fear, no limits, no doubts, and no regrets. They will all win in the end, pro or not because the result of their efforts will be their absolute answer," Andrews said.

Superstar Sports Card Club!

Photos courtesy of Reyanne Riordan '24



ReyanneRiordan'24
staff reporter

Buckley's campus is always overflowing with a wide variety of clubs, and this school year brought a new one: Sports Card Club. Founded by juniors Beckham Costino and Griffin Feller, this club has been nothing short of a success.

The goal of this group was to take a common interest and amplify it at Buckley. It was simply a "passion for sports cards," according to Costino, that inspired the two to bring this club to life.

You may be wondering, what is the point of sports cards? Well, people enjoy the idea of both sports and collecting, so getting involved with sports cards "is a way of combining the two by investing in your favorite players and

sports teams," Costino said. "It's really fun because... how players perform in real life can impact the value of certain cards."

The club is open to anyone and is meant to educate people about everything sports-card related. "We teach them the basics... how cards work, what certain cards look like, how to know what is a real card versus a fake card," Feller said.

For those who are new to the hobby, "we always make sure to include lessons in every meeting that are for beginners to give them a chance to build their knowledge," Feller said.

Overall, the club has become a hit, evident by the chemistry room reaching full capacity at almost every meeting. "It wasn't the turnout we expected, but we are happy that it happened,"



Costino said.

Though the content of the meetings vary, they usually include slideshows, giveaways, and card reviews. Sophomore Clara Gerber believes this club is unlike any other on campus because, "each meeting is very interactive... and keeps everyone engaged."

Feller and Costino's ability to captivate the club members is what draws people to camaraderie and atmosphere that Sports Card Club has built is truly breathtaking," junior Accius West said.

Sports Card Club is always open to welcoming new members and there are many ways to get started. "You can get a sports card pack or box... or you can start by buying cards online, off of Ebay or other websites," Costino said.

Hernandez's Return

SebastianSartirana'24
staff reporter

After a long maternity leave, Alex Hernandez has returned to Buckley as the athletic trainer. "Everyone has been very helpful and understanding since I've come back, it's been nice to have adult interaction or even interaction with people that can speak back to you," Hernandez said.

Despite the warm welcome, Hernandez says she hasn't had a very easy time adjusting back to the position. "It's been tough. I've shed some tears at work because I miss my daughter," Hernandez said.

The sports schedule has also seen many changes since Hernandez has left, such as later practices and games for soccer and basketball, and she's been forced to change her routine. "I need to have a morning routine, make sure stuff for the baby is ready and my stuff is ready," she said.

During the winter sports season, there are several sports with late games, which creates a longer schedule for Hernandez. "Getting back in the swing of things has been difficult, especially with the late games."

Hernandez believes that this schedule issue would have happened regardless of the season that she had returned in. "If I came back in the spring, winter, or fall it would have all been the same," Hernandez said. "The return has been difficult, but everyone has been very helpful."

Students are excited to have Hernandez back. "It has been great having Alex back! She is super helpful with getting iced and everything before games and knows exactly what I need," said junior Sawyer Stanford-Hill.

"It's been great with her back. The thing I missed most was the great treatment," said sophomore Remy Yassian.

Hernandez appreciates the warm welcome she has received from students and staff. "Everyone respected my situation, and I really appreciate that support," Hernandez said.



Photos courtesy of Alex Hernandez

Artist of the Month: Max Gutierrez

JuliaMoghavem'23

opinion editor

Q: How did you find your passion for art?

A: I've always had a passion for art. I started performing in musical theater when I was four, started dance when I was three and a half (ballet and tap at first, followed soon by hip hop and jazz), and have been drawing since I could smack a crayon to paper. It was definitely fueled by my parents working in the film industry when I was younger and all of my family being involved with the one theater company I started performing with.

Q: What kind of artwork do you do?

A: Currently, I mostly draw. I still perform, I was just in Buckley's production of Into the Woods, and I'm starting rehearsals for Our Town, but the majority of my time is spent drawing. My drawing is mostly digital. It's much easier to carry around my laptop than a giant sketchbook and materials. A majority of my stuff right now is costume (and a bit of fashion) design as I build up my portfolio and prepare for college. I still manage to get some non-costume design stuff done too, and a lot of character design recently. In general, I tend to

draw people and dip into some more surrealist stuff every so often. It's been a while since I've managed to do that properly though, hoping to get back to it now that college apps are out of the way.

**Q: How has art influenced your life?**

A: I wouldn't say art has influenced my life so much as it just is my life. Creating has driven everything I've done and I'm going to be studying costume design in college so that drive isn't going away any time soon.

Q: Who has helped you the most with your artwork?

A: Definitely Buckley's very own Wendy Wells. There have been loads of people who have helped me immensely along the way, but Wells really sparked my interest in costume design and has been mentoring me for a few years now. She is absolutely the biggest help I have. Words cannot describe how supportive she's been. As for art in general, though, I'm mostly self-taught. I haven't had a proper drawing class in ages and even longer before that.

Q: What advice would you give to someone just starting art?

A: Really get an understanding of the world around you. Do studies and still-lives and observational pieces. You don't have to solely do technical pieces like that but do them every so often and make sure you have at least a basic understanding of it all. You have to know the rules in order to break them. Once you have an understanding of anatomy it becomes surprisingly easy to tell if another artist understands anatomy and chooses to ignore it for their style or if they have a style to avoid learning proper anatomy.

But mainly, just don't get too hard on yourself. When you start out it's going to suck. Keep going and keep working on it. If something specific is giving you too much trouble, drop it and work on something else for a while. Show off your art if you feel like it and find people who can give you genuine critique. But keep in mind that unless you're trying to sell your art, you make art for yourself.

Then for some smaller technical things: Do warm-up sketches so you don't hate yourself the second you try to do anything. Flip your canvas if you work digitally so you can find anything wonky, and learn color theory.

Q: Do you take part in any other art forms?

A: Drawing and performing mostly, sewing as well. I don't actively take dance classes anymore but I'm looking to start up again. I do a bit of painting and sculpting every so often as well.

Q: How do you plan on using your art in the future?

A: I don't know if I'm really planning on using my art aside from for my own enjoyment and my career. I mainly create for myself and yes, I have intentions for the messages in my art but I don't feel the need for people to think about and analyze those meanings. I might try to display my art more publicly in the future, but I don't have any definite plans on that front. When I'm not working on costume designs and my portfolio I create art for the sake of it so I guess I'm going to keep using my art to express my thoughts and emotions as I always have.

Images Courtesy of Max Gutierrez '23



The Unsung Heroes of Theatre

Photo Courtesy of Benji Hewitt



DanielaMatz'25

staff reporter

When it comes to putting together a theater production at Buckley, there are many important people who contribute to this process, and although they are not taking the bow onstage, the Buckley backstage crew is the backbone of the production without whom the show would not go on.

"They're like unsung heroes of theater. They're not seen; they don't get applause; they don't take a bow, but they are indescribably indispensable to the process," said Michael Spound, who directed the fall musical and is directing the spring play. "Without them, there's no lights, there's no sound, there's no set."

There is a strong community bond when working on a backstage crew, and the members and director can trust, depend on, and relate to each

other during and in the process of the play. "Crew is like being on a football team or a basketball team. You have to work together. You learn to work with people that you don't necessarily know or like," costume designer Wendy Well said. "You need to find a common way of getting on with people and that will set

you up through life. It doesn't matter whether you're going on to be an accountant or whether you're going on to direct a show on Broadway, you still need to be able to get on with people." Some of the backstage heroes who play huge roles in putting together a show at Buckley are sophomore Miles Goldsmith, who works on lighting design, sophomore Antonio Tourgeman, who works on managing backstage, and junior Soraya Rastegar, who helps manage the play as a whole. "Miles and Soraya were with me every step of the way during "Into the Woods," sitting with the set designer, listening to how to put the set in the set builder who had to put the set onto the stage," Spound said.

Crewmembers shared the aspects of theater and working backstage that were important to them, and why they

valued their positions while putting on the play. "I have tried being an actor once or twice and I didn't enjoy it much, but I like working backstage because I've made a lot of friends there, first of all. But you really have to be passionate about what you're doing," Rastegar said.

"The individual aspects that I really like about working backstage is lighting design and then calling the show," Goldsmith said. "As the stage manager, I'm calling the cues in the show, meaning that anytime the lights change, the projections change, or a sound effect occurs, I have my script and I'm telling someone, this is when you're doing it. Calling the show is basically telling people where their cues are, a lighting or a sound cue doesn't really happen without me telling someone."

"I think while working backstage you get a personal connection with people who don't always want the spotlight, the people who want something more meticulous," Tourgeman said.

While production week is in process, the crew members spend many hours working on perfecting the show. "During tech week I'm here early in the morning until about 9:00 at night," Goldsmith said.

The Buckley crew bonds through many shared funny memories that emerge from mishaps that happen

onstage and backstage. "I think my favorite parts of the show are the running jokes. Something falls over and catches fire, you know, accidents happen. There's always something that when it happens, it's like, oh my god, everything's going wrong! But when you look back on it, it's funny," Wells said.

For the crew members, working backstage isn't just something they will leave behind at Buckley, but hope to continue in the future. "It is something I actually want to go into for college, although I don't know for sure where yet," Rastegar said. "I probably wouldn't be doing the specific job I am now in shows. It is something I want to go into, so it's more than just a hobby for me, it's a future career."

Spound has seen firsthand where this can lead and sees a similar future for his crew members. "There are two guys that were like how Miles, Soraya, and Antonio are now, Steven Searks and Ben Wasalek and they were stage managers. But they were stage managers for their whole era. Well, Steven runs Universal Studios right now and Ben helps run Disney. This is where Miles, Soraya and Antonio are going to end up in my opinion. They will be in New York doing it on Broadway or at one of these major corporations helping run shows, like Disney or Universal."

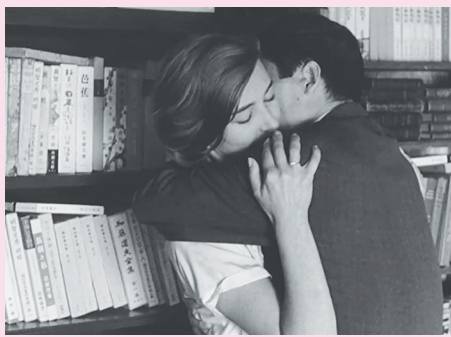
Joseph's Gems: HIROSHIMA, MON AMOUR



PaulinaJoseph'24
a&e editor

Happy (Almost) Valentine's Day, Buckley! I'm here to gift you the most romantic present of all, a movie recommendation.

How do we remember? How do we forget? How do our fleeting memories influence our past? How does the emotional trauma of love compare with the ravages of war? All of these questions are explored in Alain Resnais's *Hiroshima, Mon Amour*. The movie transpires over a 36-hour-long period in Hiroshima and follows the affair between a nameless French actress filming an anti-war movie and a Japanese architect.



The film opens with extreme close-up shots of two bodies holding on to one another. Ash falls on their limbs as if they're lying in an hourglass being buried in time. As water beads off their bodies and the ash is washed away, Renais poignantly illustrates how the world hoped that the memory of Hiroshima would be erased with the passing of time. "You saw nothing in Hiroshima. Nothing," the Japanese man says. The French woman confidently replies, "I saw everything."

Hiroshima, Mon Amour is a poetic masterpiece that primarily explores the relationship between time and memory. The conversations between the lovers reveal the actress's past, when she was in love with a German soldier stationed in France during World War II. The two had planned on marrying, but their dream never came true because he was killed in the war. The actress' past and present impact one another, and Renais illustrates how time may just be illusory. More specifically, he does this by confusing the

viewer with nonlinear storytelling.

Memory destroys the notion of time, and the past invades the present to exist simultaneously. The French woman has trouble telling the Japanese man apart from her old lover from 14 years ago. In Resnais' film the past and present are two reflections of the same event, like observing a sculpture from two perspectives.

The cinematography is as shocking and tragic as it is beautiful. The film jumps between tender and intimate moments, to brutal, graphic, and violent depictions of war. For example, the film shifts abruptly from the hands of a lover to those of a corpse. The beauty of their love and the devastation of their past combine to make pure cinematic poetry.

Some may say *Hiroshima, Mon Amour* is the most important film in the French New Wave, and they wouldn't be entirely wrong. The film's nontraditional directing, depictions of sex, and unique way of storytelling made it one of the first of its kind



and inspired generations of French filmmakers. The film is an outstanding picture book, brilliantly written by award-winning writer Marguerite Duras, with Renais illustrating the chapters with intimate paintings.

Hiroshima, Mon Amour isn't a film for the weak, or for the easily confused. However no matter who you are, you can appreciate the artistry and craftsmanship that went into creating it. It's a thought-provoking and emotionally powerful film that will stay with you long after you've seen it.

Restaurant Review: TAISHO

SarahSverldov'23
editor-in-chief
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managing editor
PaulinaJoseph'24
a&e editor

Are you tired of going to the same sushi restaurants? Bored of knowing the menu front to back and still ordering the spicy tuna on crispy rice and California Roll? Well, we have some good news for you! Hidden in an unexpected location in the heart of Sherman Oaks lies TAISHO: a modern twist on traditional Japanese cuisine.

When first walking into the restaurant, we were greeted by a dimly lit entrance and a creative layout featuring both outdoor and indoor seating. We followed the hostess to a quieter, more secluded area towards the back of the restaurant, a space that can only be described as an urban outdoor patio. A wall lined with greenery drew us into a "forest-like" backdrop, transporting us to an inviting, peaceful ambiance.

From the moment we were seated, our waitress Kelly could not have been more attentive. She walked us through the menu, recommending we try at least one dish from each section, and advised us which dishes were most popular and worth our time.

We started with the brussel sprouts, a crispy, unique twist on a dish normally served steamed or fried. The texture was almost chip-like, with notes of truffle that had us reaching back for more with every bite. It almost felt like eating a healthier version of popcorn. For those who are scared to try vegetables, this is the perfect dish to expand your palette.

It wouldn't be a traditional Japanese food experience without sushi. Up next we ordered salmon sashimi. The fish was incredibly fresh, our tongues were hit with the tanginess of the yuzu and miso and immediately coated with the olive oil. The flavor pairings worked wonderfully and if we could go back, we would definitely order another sashimi dish.

In the spirit of trying dishes outside of our comfort zone, we ordered the Spicy Kurobuta Fried Rice. Expecting a traditional yellow fried rice, we were greeted by vibrant red rice, featuring three pieces of Kurobuta pork, and a runny egg on top. To quote Sarah, "I'm usually scared to eat pork, but this was the most tender, flavorful pork I've ever tried." The spicy rice paired perfectly with the runny egg, a great dish to share with the table.

Next, Kelly recommended we try the Robata-yaki,

or "Robata" for short, which translates to fireside cooking, essentially either meat, fish, or vegetables on a skewer cooked over charcoal. We ordered the Seabass and Kobe Black Pepper for variety. The seabass was soft, with a smoky flavor and the texture of butter that melted in our mouths within seconds, while the Kobe beef was doused in a sweeter sauce. Both skewers were ideally prepared, with the sauce not too overpowering but allowing the texture of the meat and fish to shine through.

To finish off our entrees, we decided to order the Miso eggplant. This dish soaked up every morsel of miso and featured a strong sweet sauce. The eggplant is a delicacy that can be enjoyed by vegetarians too, a great alternative that won't have you longing for meat. As we were finishing our exquisite entrees, stomachs bursting, a waiter brought out a cake with a sparkling candle that almost looked like a firework, for another table. Our eyes widened in disbelief. We knew we couldn't leave without this dazzling dessert.

Kelly brought us our last bite of the night, a delicate butter cake with fresh strawberries and vanilla ice cream, or so we thought. She went the extra mile and brought us a plate of freshly baked chocolate chip cookies, a surprising option offered as a dessert on the menu. This was the first time we'd ever seen cookies on a Japanese restaurant's menu. Nonetheless, they certainly didn't disappoint and the gooey chocolate of the cookie was the best way to end our experience.

For those looking to expand their palettes and explore a modern twist on Japanese cuisine, TAISHO is a must-try. Although the prices were slightly higher, the dishes were cleverly prepared with unique ingredients and experimented with various textures. The warm environment and secluded patio is a wonderful setting for a quiet dinner with the family or even a birthday celebration.

In Japanese culture, the Taisho era symbolized Japan's westward expansion both economically and culturally, foraying a new pathway of broadened democracy and suffrage rights. It was a period of integral growth and a time when Japan took a leap of faith. Well, you too can jump outside of your comfort zone. Take your own leap to TAISHO.

Crispy Brussel Sprouts



Salmon Dry Miso



Spicy Kurobuta Fried Rice



Butter Cake



Rey Reads: **Heaven**

ReyanneRiordan'24
staff reporter

I know you are never supposed to judge a book by its cover, but that's just what I did with *Heaven* by Mieko Kawakami. Because of how pretty and inviting the front of it was, I felt inclined to pick it up— and I am glad that I did.

Though the cover is reminiscent of the story's beauty, *Heaven* was far more dark and melancholic than I had initially expected. Each page traces the narrative of two young middle schoolers in Japan facing a world of torment within their own classroom. Told from the perspective of a young boy with a lazy eye, the plot centers around his experience with bullying and his unusual connection with a shy girl named Kojima.

Their shared trauma is reflected in lengthy notes between the two students; these messages of consolation they ex-

change with one another are the source of their budding friendship. While they are able to share personal confessions and worldly observations in their letters, there are limited interactions between him and Kojima in person. At school, they resort to quietly acknowledging each other's presence out of fear and their mutual silence rings loudly in both of their consciences.

Throughout, the boy leans on Kojima like a crutch; she is the only sense of the calm left in the storm he is trapped in. Because of this, Kojima is portrayed through rose-colored glasses and it is not until the end of the novel that the narrator realizes how her behavior has prevented him from fighting against the hazing he endures.

For example, Kojima encourages the narrator's compliance with the harassment and deflects her self-destructive mindset onto the narrator. Still, she is written so sympathetically that the

reader cannot help but understand why she acts the way she does.

Kawakami's author's voice is simply unignorable in how she makes a point to write the inner monologue with a sense of innocence. The tone and dialogue reflect the pure, young age of the fourteen-year-old narrator.

My favorite aspect of the novel was the main character's ability to find meaning and art in the horrible world in which he lives. Because his life is infiltrated by violence and brutality, he explores other ways to appreciate little things within his environment.

The only factor that made this a difficult read was that the narration was very descriptive, almost overwhelmingly so. Kawakami forces the reader to experience everything the protagonist has to. The bullying is explained in incredibly specific details, not leaving room for any gray area.

Overall, *Heaven* was simple but

managed to convey a huge depth of feeling. Although it explores themes like empathy, perseverance, and violence, to me, the main purpose is to uncover motivations behind bullying. The characters are constantly focusing on one question which is slowly answered toward the end: Why do we feel pain and how do we stay optimistic enough to push through it?



Who Run this Dance Show?!? Students!

JuliaWaldman'24
profiles editor

This spring, Buckley's performing arts department will be hosting the 28th annual dance concert. "This year, we will have about 16-17 dances in the show, and of those, at least eight are being choreographed by students," said dance and drama teacher Laura Bamford. Students enrolled in both intermediate and advanced dance classes are given the opportunity to propose an idea for the dance concert.

"We have a designated day when students present their proposals, including showing sample choreography to the song they've chosen, to the entire class. The class then votes on the dance ideas and choreographers they feel best represent the class and will showcase new and exciting ideas," said Laura Bamford. "It's very democratic, actually." Student choreographers in the dance concert, "makes the show stronger, more compelling, and more 3-dimensional," said Laura Bamford.

"When I saw the opportunity to be able to choreograph for the school show I wanted to see if I could be the teacher in the classroom, rather than the student," said senior Jady Greene.

Likewise, sophomore Maya Bamford said, "Student and studio dancers spend all day learning other people's choreography, so the fact that Buckley lets students choreograph their own pieces lets us see what numbers look like from the other side."

"Students have artistic voices that need to be heard... they have diverse and personal stories to share, different movement and choreographic styles, and concepts they feel strongly about," said Laura Bamford. Many students are interested in becoming student choreographers to experience what it is like

to be on the teaching side of dance.

Some student choreographers found that they have a personal connection with the theme for the dance concert this year: *Fem and Ism*. "I genuinely connected with the theme of the year and conveniently had the perfect song to choreograph to," said senior Vivian Johnson.

Students are excited to have the chance to tell their stories through movement. "It's really amazing to



Photo Courtesy of Sara Alvarado '23

have my ideas come to life, and I enjoy working with other dancers and incorporating their strengths into the dance," said sophomore Maya Delgado.

Throughout the second semester, student choreographers work hard to see their vision all the way through to the performance. "When they see their completed work on stage it is incredibly rewarding and gives them a deep sense of accomplishment," said Laura Bamford.

Ultimately, it is fulfilling for these dancers to see their work come to life. "Nothing beats getting to watch your friends run through your piece once it's done and seeing your idea turn into a real dance,"

said Maya Bamford.

The choreography process is heavily focused on creativity and gives the dancers a lot of freedom. "I am able to truly create my own artistry and have as much fun as I want. When I teach, I love seeing dancers slowly adapt to my choreography and find their own flavor within the moves," said Johnson.

The commitment to being a student choreographer also has its challenges. "Time management is a huge aspect to keep in mind in every class before the dance show. You really have to plan as a choreographer when you're teaching certain sections of the piece," said Delgado.

Being a choreographer brings many challenges. "Cleaning all our movements to make them look identical will probably be our largest task. Additionally, once the choreography is taught, it is important to make sure all our movement quality matches for the piece and that takes some practice as well," said Greene.

While obstacles are bound to get in the way of these choreographers, Laura Bamford is always available for support. "I am there to mentor them, to assist during rehearsals, to film rehearsals, to make sure we stay on task and on schedule, and to guide them through the process of seeing their proposed dance become a reality on our stage," said Laura Bamford. "It's a long sequence of events to get a dance from its inception to being in front of an audience, which is why it takes us months to prepare the show," said Laura Bamford. "Also, it takes great leadership and teamwork to get each piece ready to be on stage."

From the Vault: If you like **Modern Indie Rock**, Listen to This...

LucaNewman'24
staff reporter

Recently, many Buckley students have one thing in common: their current love for indie rock. Students are taking a liking to bands such as the Arctic Monkeys and Wallows right now, and they have been constantly streaming them.

Due to how students have taken a liking to these (and other current) indie rock artists, it is important to take a look at who and what influenced these highly popular musicians. If you like contemporary indie rock, you should enjoy this recommendation. Here's an album that definitely played a large part in shaping this widespread sound.



Doolittle - The Pixies

This 1989 album was the band's most successful and accessible album and played a massive role in spreading the genre to the masses. It contains a plethora of indie rock styles, including both slower melodic pieces ("Silver") and more intense and loud tracks ("Crackity Jones"), the kind of tracks that were more prevalent in their earlier work.

From a technical standpoint, the compositions of the songs are fairly simple. Many songs feature moderately standard riffs and common chord structures, yet they still sound complex due to the successful experimentation with different instruments and nuanced musical techniques deep within the tracks, such as the pleasant guitar licks that break up sections of "Here Comes Your Man."

The lyrical content of the songs featured on this album are quite dark and even unconventional at times. Even though "Here Comes Your Man" does contain pleasant guitar licks, it is actually about a story of the deaths of a group of homeless people and the song tackles the idea of death and mortality. The abnormal writing style of The Pixies is a unique element of the group that really separates them from other indie rock acts at the time.

Due to its mainstream reach and diverse mix of sounds, this album became essential when it comes to indie rock as a whole. It is a must-listen for those who find themselves a fan of modern indie rock.



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