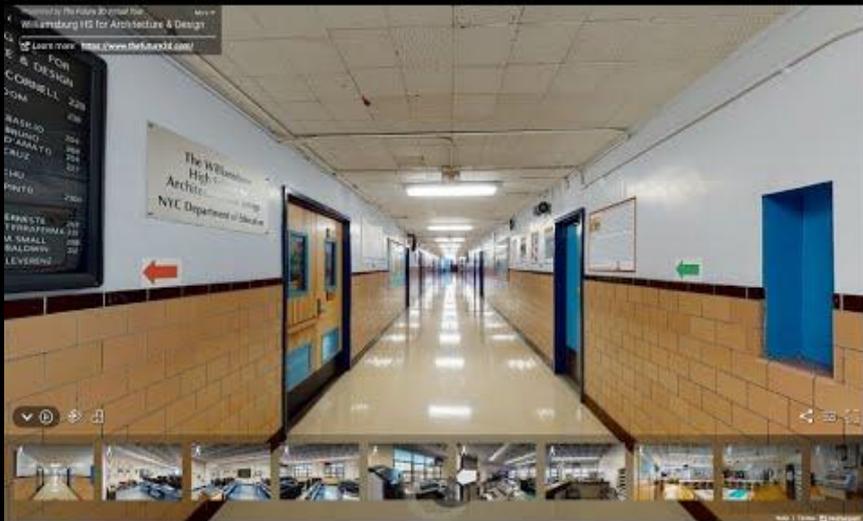




WHSAD

THE COLUMN

How WHSAD will look like when in-person learning resumes



In light of the pandemic, many students and teachers had to adapt to the new life of being mainly remote. Being back in the building can be scary and also exciting for some, but keeping safe is the number one priority. WHSAD is waiting on new information from the DOE as well as the CDC for insight on how the school layout for the year will look, so the information displayed below is not set in stone. Below is a series of interviews done with the school staff.

Maria Basilio, assistant principal

Are you planning to go fully in person? If so, will there be any resources provided to students to help them stay safe?

“According to Mayor de Blasio and Chancellor Porter, all students are expected to return to school this fall in person. The most important resource would be the NYC Department of Education website for updates from the Chancellor's office regarding school reopening. You may find it by going to the following link: [https://www.schools.nyc.gov/about-us/news/chancellor-s-message-for-families.](https://www.schools.nyc.gov/about-us/news/chancellor-s-message-for-families)”

How has the pandemic affected extracurricular activities such as sports, clubs, summer programs, and summer school?

"While school was in session for blended learning, the pandemic still limited the amount of hours the school building remained open due to the new strict cleaning requirements. Because of this, most of the extracurricular activities that we offered after school reopened had to be conducted remotely. School sports were also delayed, where most sports activities were limited to outdoor, strength and conditioning exercise drills."

How are staff members adapting to this new system? How are they keeping the students safe as well as themselves?

"Nearly all of our staff members are fully vaccinated. Those who would not be fully vaccinated by September 13th must have a negative COVID-19 test weekly in order to report to work. In addition to that, staff members must complete a Daily Health Screening prior to reporting to the building and must wear face coverings while in the school building as well. These are the same health and safety protocols that we have been following since school buildings reopened this spring. Since then, not a single staff member has tested positive for COVID-19."

In what ways will you ensure students get back to the building safely?

Our school community's health and safety are a top priority. Given that, we plan on following all of the health and safety measures that we had in place this past school year:

- Masks will continue to be a requirement in the school building
- Individuals with COVID-19 symptoms will continue to be required to stay at home
- Students, teachers, and staff will continue to complete the daily health screener at home
- The building will have a full-time nurse
- Every classroom will have working ventilation systems
- On-site COVID-19 testing will continue in school buildings as recommended by the DOE's health guidance
- We will continue to work with the DOE and the Department of Health officials on tracking and tracing positive cases

How are Architecture students and teachers adapting during the pandemic?

By: Mahalia Saint-Eloi



We can all agree that the Coronavirus pandemic was a major stop in all our lives, but WHSAD made sure its students didn't suffer the consequences of not being in school or having a lack of access to design platforms as architecture students. The teachers and students had to adapt to this new layout of the school year but didn't let the circumstances stop them from striving for success. Below are the interviews from some teachers and students.

How has the layout for your class changed as a result of the pandemic?

~Mr. Rodriguez,
Freshman Architecture

Since we saw how the pandemic affected how and where we are located, digital literacy should be an important part of the design curriculum. The basics, such as utilizing the Google Classroom, using the Drive, saving files, email etiquette, file attachments and sharing, should be understood by all students in order to move forward. Since our design and architecture courses are project based, students familiarity with proper presentation skills is a must, so final projects can be explained and visualized by the designer/design team.

Having a portfolio of work that is created in a variety of media is of importance to students in our school, whether they go on to design school or go out on their own and have a career in design. In the classroom, a foundation of technical drawing skills will be emphasized as students should be able to sketch and draw using traditional materials as well as on a digital platform.”

~Mr. Geringer,
Freshman Architecture

“At the very beginning, because of the size of the classroom which was reduced to 7 to 8 students, we decided to move some of the tables and chairs to the side and allocated at least 8 seats to accommodate for social distancing. We realized that we could use the other tables to create a bigger workspace for students. Since it was such a short period of time that we had with students through the first half of the year, things remote were just based on creating an online collaborative environment because we have struggled with individual students in the past on Google Classroom.”

“I feel like what we could do in the future is infuse students in the design process on Google Classroom and work on what’s best for them. We hope to do more planning sessions, send out more surveys, and have conversations about how we can create a better learning space for us to collaborate and engage in more interesting projects. Another thing we want is to look into ways we can create more interspace areas for students to experiment with different types of programs. For example, introducing them to basic robotics or basic programming is a next step into which we are looking. We want to do things we haven’t really done in the past but have always had in mind because these are 21st-century skills and can help students develop multidisciplinary and digital skills like programming, coding, and web design. We want students to create an environment for themselves to explore different concepts and want to show them how it all comes back to design and architecture. Right now it’s just a canvas, and we want to continue developing ideas for the next school year with the new students.”

How have the students found new ways to complete design projects as a result of not having access to design platforms in the building? Can you provide examples?

~Mr. Rodriguez,
Freshman
Architecture

“When we went remote, we realized that not many students would have the proper computer setup to work in AutoCAD (which is what we taught in person during the spring semester). I’m sure many other CTE programs around the city were also grappling with other ways the students can learn what is usually taught as hands-on, or with applications that schools purchase on computers in the classroom. We found that Tinkercad is an application that can be opened on a laptop, tablet, or even smartphone. By having students go through the introductory lessons on how to use Tinkercad, it became a useful tool for our class. Students learned how to visualize in 3D space, manipulate the camera view, combine objects together, and cut holes within an object...”

Minecraft, which is widely used by students as a game, could also be utilized by students as a building/construction tool. Students had a choice of which program they would use in order to design a structure, an environment, or an object-either a construction in Tinkercad or Minecraft. The final result was to create a presentation of their project in Google Slides.”

~Ira Geringer

“What I did notice about the pandemic was that the students found new ways on their own when it came to drawing and design. A lot of our students are digital natives, so they know how to find digital platforms that work best for them but then again it’s all about workflow. Some students who were engaged in our Makerspace studio and were working on projects that required a design tool used online drafting tools like Google Sketchup which is web-based, Floorplanner which is basic layouts for apartments or houses, Miro Board which is an online collaborative tool that allows students to exchange ideas, post links, or provide each other with feedback while other students used basic Photoshop or photo editing tools. We had a student, Lawrence Pierre, who used Google Slides as a drawing tool and that’s something in its own way that is impressive because you would never think that you could actually use Slides as a drawing platform. So it’s just about finding efficient ways for coming up with a solution.”

“Also for a project, we had students involved in was the Richard Terrace Esplanade Project where we had to recreate the Sarah Walker statue because there wasn’t a digital version of her statue online. So what we did was used this software called Unreal Engine, which is an architectural visualization tool that allows you to bring in 3d assets, add materials, and experiment with lighting and stuff like that so, we were like okay, with virtual motion we can bring in 3-dimensional human figures and we brought that into the workspace and applied a concrete material. Once you add that, you have the structure of a statue. So, that was the closest concept we could develop for that landscape esplanade design.”

How have you aided students in the past on their academic and design journey during the pandemic?

A lot of it had to do with setting up focus groups online like meeting individually with students and having one on one sessions. As an instructor, I believe that's the fastest way to get to know a student because a lot of students tended to stay quiet when we were all in the same Google Meet. Every teacher was going through-how do I get this student to talk? How do I get them to engage in our activities? When we're at home the whole work dynamic is different. Sometimes we might get into the mindset of what we usually do at home which is relaxation so I know it was hard for everyone to transition. Something we learned during the pandemic is that the students as well as everyone else are very capable of working and being productive when in a different environment. I hope for the next few years that we see more technology being accessible to all students, especially with certain design tools since we have limited access to all the capabilities of the platform. For example, if you're using Unreal Engine, the visualization tool, you need a high-end computer to run the software and unfortunately, the students who are at home don't have access and some parents may not be able to afford it, etc. So the question is how do we get that balance and how can we make sure the students are getting all the materials they need."

What resources will you provide specifically to make things easier for students?

"We would take advantage of learning management systems such as Google Classroom because it's a really good tool to keep everyone on the same page as it helps centralize where you post things, makes it available to students remote, and enables us to send out information easily. I hope to provide more technology that allows for collaboration and exploration for research as well as provide multiple smart boards, making sure audio works well in the classroom so maybe that involves investing in surround sound systems, new computers that can run design software, etc. Something I want students to have more of is digital literacy and digital skills like programming, coding, robotics because these are jobs of the future, and it's in all of the industries. So, the research is more technology-based to support collaboration and some directive learning. We all work better when we personalize the learning instead of following a set system. It's good to find different possible ways of learning because let's say you don't like a certain subject we want to have that flexibility to have students accommodate that support as much as possible."

Student interviews:

~Sheena Luke, Sophomore

How did you adapt to having non access to design platforms such as AutoCAD or Revit as architecture students?

“Since most of the architecture curriculum last year revolved around using my sketchbook or websites such as Tinkercad which we already had access to, getting used to not having access to design platforms wasn’t difficult.”



In what ways did you have to be creative?

“My sketchbook and Minecraft were my main outlets of creativity. When designing buildings I used Minecraft, an example being the Model Making project. For the project I decided to make a house inspired by both Victorian and Modern styles of architecture.”

How do you feel about not being in the building?

How does learning at home differ from being in the building?

“I don’t particularly mind not being in the school building as long as I’m still able to perform most necessary tasks regardless of location.”

“From my experience I would say remote learning has been on par to in-person as they both come with their pros and cons. Remote learning in general has proven to be quite challenging given the home environment. It’s a very peaceful environment for me since it’s my home, which provides a calming effect when I’m working. As a result of the serene environment, I am able to enjoy the task at hand instead of viewing it as a chore. Despite the warm surroundings, the comforting feeling is a double-edged sword as it’s far easier to get distracted from my learning by things located around me in comparison to the environment in classrooms designed to keep students focused. Consequently, I’ve slacked off and focused my attention on other activities besides my school work several times over the remote throughout the school year.”

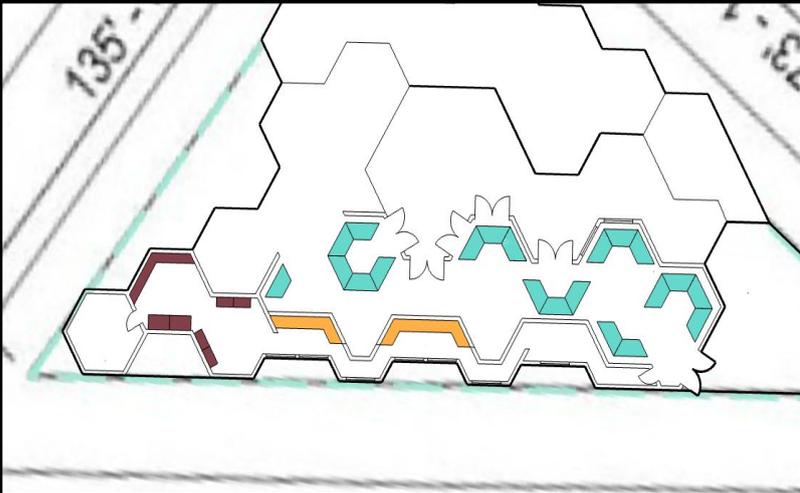
***Kevin Garcia,
Junior***



How did you adapt to having non-access to design platforms such as AutoCAD or Revit as architecture students?

“At the start of my sophomore year not having access to AutoCAD or Revit frightened me due to the fact that I thought I wasn’t going to get the experience needed to get my Autodesk certification, but with the help from Mr. Rodriguez, Mr. Codio, and Mr. Koestner I was introduced to Sketchup and I started learning the software which is somewhat similar to AutoCAD.”

In what ways did you have to be creative?



How do you feel about not being in the building?

“When it came to being creative I started hand sketching with tutorials on YouTube to improve my drawing which then I started sketching some art on my own and I’ve improved significantly. Using SketchUp I designed a model for a design challenge in the ACE Mentorship Program, so I feel prepared when I go back to AutoCAD. In class, we used Floorplanner and hand sketching. Floorplanner was easier to use, but it was more for interior designing. Hand sketching was more important because I was drawing scale maps or interior which requires the same skills for exterior usage. I feel prepared for when we go back in person.”

“Not being in the school building has its pros and cons. One of the pros was the flexibility when it came to my schedule. I was able to participate in multiple programs like Makerspace where I worked on the “Lake Como Pathway to the Lake” project and even became a writer for the school newspaper. Although, some of the cons were not having face-to-face interactions with my peers and teachers, not being able to go on field trips to Lake Como, and not having the chance to present in front of an audience which is needed in my opinion.”

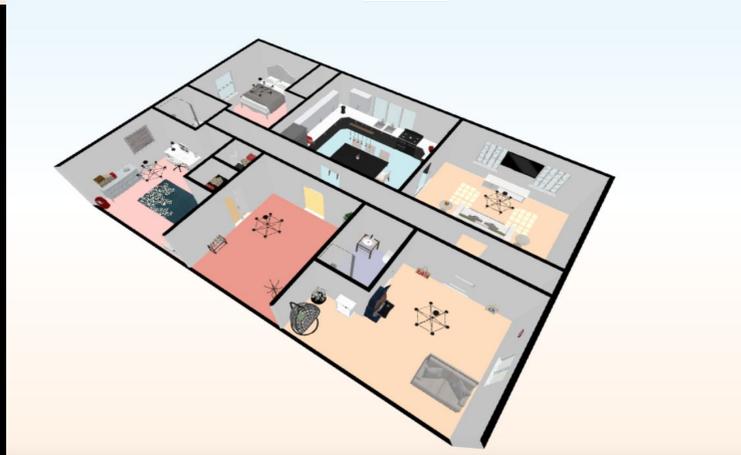
How does learning at home differ from being in the building?

“Is learning at home really learning? Distractions, background noise, parents not respecting that students are in school, no interaction, teachers not knowing if students are paying attention or sleeping, and headaches from sitting in front of a computer for 8 hours. Being in front of a screen could be irritating. There were times where I needed a break, so I went out to my backyard and sat there while in class. The biggest issue for me was not falling asleep because sometimes the temptation came, but I had to resist the urge. There’s a huge difference when it comes to in-person learning to remote learning.”

Lizbel Peralta, Junior

How did you adapt to having non access to design platforms such as AutoCAD or Revit as architecture students?

“I adapted quicker than I thought because the pandemic hit in the middle of my freshman year when I was learning the basics of of design platforms. One way I adapted was using videos and different sites the teachers provided to help us understand the lesson such as Quizizz, Edpuzzle, Peardeck, and Blooket.”



In what ways did you have to be creative?

How'd you feel about not being in the building?

How does learning at home differ from being in the building?

“I used a website called Floorplanner which allowed me to create 3d models of anything I wanted to design. The picture shown is an example of what I wanted my dream house to look like.”

“It was awkward for me because I wasn't used to bringing my school into my home, and it was weird seeing my teachers and classmates through a screen. I was disappointed that I didn't get to spend the rest of my freshman year in the building and potentially explore further into architecture and design.”

“There were more distractions at home than at school so, my attention span was short. It was somewhat hard for me to listen to the teacher in a space where I was comfortable and myself. In school, it was the exact opposite.”

Richard Hernandez, Sophomore

How did you adapt to having non access to design platforms such as AutoCAD or Revit as architecture students?

“During my sophomore year of high school it was pretty hard trying to learn about most design programs such as Revit since I've barely had any experience with them in the past. Luckily, I had access to AutoCAD on my family desktop computer which meant I could use it at home. However, I soon realized that I didn't know how to use AutoCAD which meant I couldn't use it. At first I tried looking up video tutorials online to see if I could learn that way but found myself having a hard time understanding, and it just wasn't the same as someone teaching me how to in a classroom. Towards the end of the year I signed up for hybrid learning which took a while to get used to but thankfully, because I was able to go to school, I was able to learn a little more about design programs like Rhino and Twinmotion which I would then use for my Project on the Richmond Terrace Esplanade.”

In what ways did you have to be creative?



“During the first half of my Sophomore year I was mostly stuck at home which gave me little to no motivation to do anything else other than attend school. I did some drawing here and there but left it after a while because I didn’t feel like I was good. As mentioned before I had a project that I was working on towards the end of the year which let me be creative by creating/improving a space on an esplanade and the whole process of the project was really fun and I enjoyed doing it. I got to sketch ideas and see how they would look in real life using programs like Rhino and Twinmotion.”

How’d you feel about not being in the building?

“At first not having to go to school seemed like it was going to be fun since I wouldn’t have to wake up an hour and thirty minutes early and could instead wake up thirty minutes before class. Although things in the beginning seemed fine, after a year of doing the same thing, I missed going outside and getting fresh air everyday. I missed talking with my friends in person and learning in person.”

How does learning at home differ from being in the building?

“Learning at home certainly is different than learning in school. While online I felt like it was a little harder to learn the material and if you needed help it was hard to get it from a teacher one on one. While at home you also have more freedom to do stuff which means that you can get distracted easily which was a problem for me sometimes but I mainly paid attention in class and tried learning as best as I could. Thankfully things seem to slowly be going back to normal and I can’t wait to be back in the building in September.”

Summer Bridge Design Camp; Golf Trip

By: Amelia Velez-Featuring
Students of WHSAD



On Tuesday August 3rd the WHSAD Summer Bridge program went to the Putting Green Mini Golf course as a session field trip. The overall theme of the golf course was global warming and the effects of climate change. Each golf course was based around a current issue or solution regarding global warming.

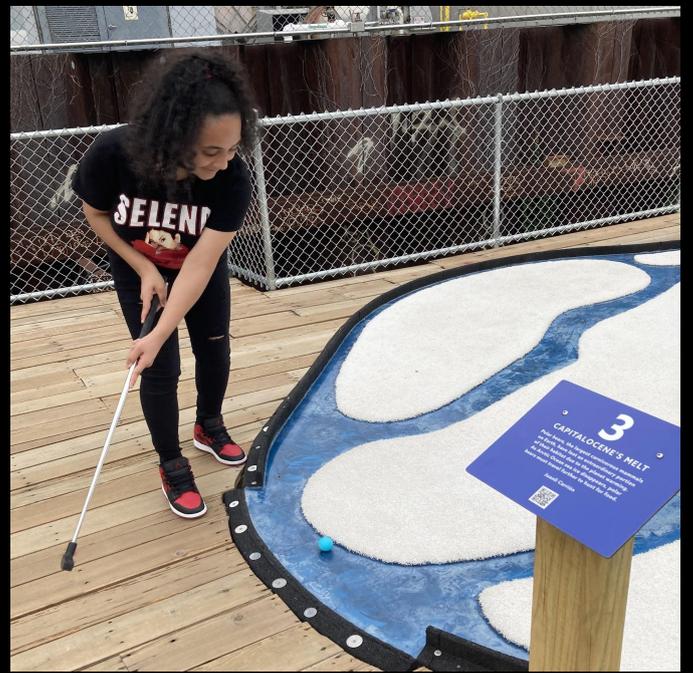
The students who attended the golfing trip wrote about their experiences while at the golf course- their stories are listed below:

.....**Student Stories**.....



**By: Kimberly Castro on
Tuesday August 3rd, 2021**

Today, Tuesday August 3rd, the summer bridge students and SYEP workers took a trip to a miniature golf course with the guidance of our teachers. I personally loved it! I've never been mini golfing before and having the opportunity to do it with my friends and incoming freshman students was great, seeing everybody engaging and having fun after not being able to do this kind of activities since the pandemic started was a unique experience that made me realize how much we need human interaction, being able to know each student better not through a screen but actually having them in front of you, watching everyone so excited transmitted me happiness. I was in charge of taking some of the pictures and while I was at it I got to appreciate the unique designs each mini golf course has, it's so impressive how the designers were able to create a different scenario and make it so creative even though it wasn't a huge space, not only is this a fun place to go to but it's also very educational to make people more aware of climate change and how important it is to take care of the planet we live in, once I was done playing I sat and just admired the amazing view, it made me feel so calm and relaxed. Now more than ever we should keep taking care of ourselves so that we can finally go back to normal or at least try since I know nothing is going to be the same anymore, we need so much from each other even though sometimes we don't realize it, we need to feel like we are alive again and enjoy every little thing.



By: Mahalia Saint-Eloi
Tuesday August 3rd, 2021

Hanging out at the mini golf course was really cool. It was my first time ever golfing so I didn't do that well but it was okay. There were a variety of different golf holes from a cow themed hole to a polar bear one. I was able to play all the courses but my favorite one was the windmill course, even though the hole for the course where the golf ball was supposed to go wasn't closed and I lost my golf ball (since it fell through) it was still very cool. We also saw rising senior Lawrence Pierre's golf course (he designed it) and I thought that it was a very interesting project to tackle because now anyone who plays it will read that a high schooler who was an architecture student designed it. It also, kind of gave the idea that you could design something of the same nature, you don't have to be an architect.

By: Aaron Ortega
Tuesday August 3rd, 2021

Considering that today was my first time playing any type of golf, I had a fun experience. Walking into the place I didn't even notice it was a mini golf course until I was handed my ball and club but once I got on to the course I was surprised. It looked very unique compared to other golf courses I've seen before. It looked like the place was put together with recycled pieces. Even though it was, it was still fun to play all of the unique courses. My favorite course was easily number 4. Though it's simplicity of being a small course, it was surrounded by water and looked like the city here in New York. I also found it very interesting that course 8 was created by people that attend the school. Knowing that my school's work is out in the public for people to see and use is mind blowing. I look forward to one day creating something that can be used by the public.



By: Pedro Astudillo
Tuesday August 3rd, 2021

Today we went to The Putting Green mini golf located next to Domino park. I had never gone to this mini golf location and I didn't know what to expect. To be honest I knew the area was not big so I thought that there wasn't going to be many different holes to play or different areas. Although I had these thoughts and expectations when we got there I was in complete amazement at what a beautiful and creative mini golf area it was. There were I believe 18-20 holes, and all of them were all very unique in their own way, with all of the holes proving very creative challenges for the players. The one thing that you can't help but notice is the amount of recycled material used in this mini golf course. The first thing you see when you walk up the steps to enter the golf course is this big globe. The globe had a mini flag sticking out of NYC showing where we were, and the most important thing to talk about is the use of bottle caps as the ocean and both North and South poles. Hole 2 was made with a lot of plastic bags that were used to make octopus. There were also fishnets used as decoration for the hole. Hole 4 was such an interesting hole to make. The challenge here was the hole was Manhattan and since Manhattan is an island it was surrounded by water making you be very patient and meticulous with your hits. There was also another hole that used sea shells, mussel shells, and fish cages as decoration. They also had little signs with history on the meaning behind the shells being used, which was that there used to be a lot of mussels in the area and they got fished for a lot in the 1900s. The last thing I would like to mention is the hole design by my schoolmates. I for one did not even know this was a project in the works. Mr.Koestner mentioned it to me and I was caught in complete shock especially because I was looking at the designer (Lawrence) myself. I thought it was really impressive to have something that you designed in a public place like this mini golf area. Honestly it was also pretty challenging and yet simple. To wrap this up it was a fantastic trip, everyone had a great time. I think that all the freshmen have already made a great relationship with the teachers and their classmates so everyone was talking a lot which was nice to see.

By: Felisha Solis

Tuesday August 3rd, 2021

The trip to Putting Green was a fun trip. With 18 areas filled with lessons on things that are impacting the world. And made with recyclable items to give more feel to these lessons. Unlike other sports golf is a game with whoever scores less wins. One of my favorite areas was the tidal waves, here in this hole you had to make sure where you placed your ball would give you an accurate line or lead close to the whole. The only challenging part about the tidal wave was how if you didn't hit the ball hard enough it would go far or close to the hole. One of the most challenging areas for me was the forest fire hole. Here it is a bit tricky due to having to do multiple tries on getting the ball to the other side. One area that interested me was the putting area that had a skeleton of a whale, and a polar bear stuck on a piece of ice showing that global warming is impacting the ability for polar bears to survive. Even though I didn't get to try all of the holes I had a fun time getting to play mini golf.

If you want to learn or about PUTTING GREEN, visit their website:
<https://www.puttinggreenbk.org/visit>

All profits made from Putting Green are donated to local nonprofits that focus on global warming

SYEP-Greenwood Cemetery Experience

Written by: Jason Dumont

Overview

When I first heard that I got accepted into the Syep program, I was ecstatic about getting a chance to have more hands-on work experience. I believed it to be a good opportunity and maybe light a new spark of interest within me. After hearing that this journey would lead to working in a cemetery, I couldn't be more elated. I had always been interested in the story that these once living souls could tell, as well as what I could do to help preserve their memory. Our main goal at Green-wood was to locate and restore missing headstones that had sunk into the earth's grasp and make them look as close as possible to how they historically once were. I learned that there were two types of material used to create headstones: marble and granite. Marble is softer than granite and is the primary stone to sink into the ground over time. It is also the lightest of the two. Granite, though heavier, is the least likely to sink into the ground and is more resistant to weathering. The headstones that must be excavated are usually marble. They are quite fragile so they must be removed with extreme care.

Location Process

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Before we can even begin thinking about restoring the stones, we first have to find them. To do that we have to read a map that shows the locations of both visible and buried stones. Stones in the same row are relatively three feet apart while the distance from one row to the other is six feet. Utilizing this information we can use visible granite stones as markers. If the map says there should be a stone below it and there isn't one visible we can move 6 feet down and probe the area. We move three feet if the stone should be next to it. Once at the area where we believe a stone to have fallen, we probe the ground and listen for what I can describe as the sound of a chisel hitting a solid stone. Probing in the shape of a triangle, square, or circle reduces the likelihood of mistaking a rock for a headstone. Using this strategy, we are also able to locate the corners of the stones. Finally, we place a marker down to remember where the stone is.



Excavation Process

After confirming that we had hit a stone, it's time to start excavating. We first take a spade and cut a square/rectangular shape around where the stone is located and rip up the ground. After we confirmed a visual on it, we shifted our focus to trying to uncover the rest of the stone by digging in the direction that it fell. It usually takes one person to pull up light stones. The heavier stones depending on the size take two to three people to remove. Most headstones have a base that they fit into. To find the base, we probe the hole that was previously dug until we hit it and remove the surrounding dirt. Once we have determined that everything has been dug up, the hole gets filled with new dirt, flattened, and covered with grass seeds.



Restoration Process

Once a headstone and its accompanying base (if it has one) is successfully removed, we start to clean it with a power washer that contains the chemical solution D/2. D/2 is a biodegradable, easy-to-use liquid that removes stains from mold, algae, mildew, lichens, and air pollutants. Since the stones were underground for hundreds of years they also have caked-on dirt as well. The D/2 solution serves 2 purposes: one is cleaning the stone and the other is to protect from mold-like substances that can eat away at it over time. Once the stone is clean, we reattach the headstone to the base (if it has a base) by using a cement-like mixture that is made from limestone and water. The reason we don't use regular cement is that it is too strong of an adhesive. If something happens where the stone and base are to come apart, we want the adhesive to give way to not damage the already brittle stone. When the headstone and base are stuck together they, must be sprayed with water for thirty days to let it set.



Mentors

Everything I've learned while at Green-wood Cemetery is thanks to my Mentor Neela Wickremesinghe and her cohorts Stephanie Gus and Alexis. Thanks to them, I fully understand the gravity of the work we had done and have a greater appreciation to them as a whole for doing this year-round. I like the way that we were taught what to do, and how Neela was doing the work with us rather than merely supervising the ongoing endeavors. It felt as though everyone had a part to play to ensure that we got the job done both efficiently and effectively.

Things I've learned

While spending Time at Green-Wood Cemetery I learned a lot about the area we were restoring as well as its history. Most of the graves that were in the area are of children born in the 1800s, some only a couple of months old. The main reason for most of these deaths is disease since the healthcare system around that time was not very great. Most people barely got a chance to live their lives, and it saddens me to think of how the parents must have felt. I was able to research one of these children. Her name was Elsie. I have compiled all the information I could find down below along with a picture of her headstone.

What are the measurements of this monument?

Length of 17 ½ inches, Width of 15 inches

What does the epitaph or carving say?

It states:

ELSIE

Daughter of C.E. HEUBACH

Born NOV 21, 1880

Died May 23, 1880

What does the monument commemorate?

It commemorates a young girl named Elsie.

Was this monument buried?

Yes.

Where did this person live?

Jersey City, New Jersey

How old was she when she died?

Elsie was 8 years old at the time of her death.

How did they die?

Elsie died due to spasm.

Was the disease they died of common during this time?

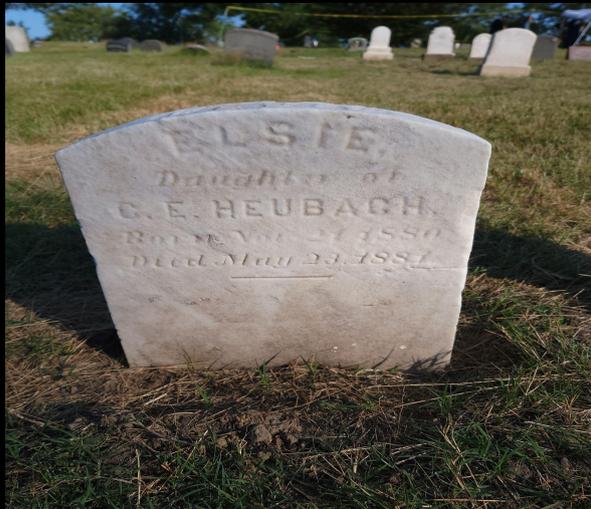
It was not uncommon, but not as common as other diseases that caused havoc during the time.

What are your preservation recommendations for this monument?

Spray it with water daily to keep dirt and grime off it, as well as take measurements of it every week to tell if it is sinking into the ground again.

Any other information? (are they buried alone or with family? Where was their family from? How do you know?)

They seem to be buried alone since I don't see anyone else with the last name Heubach around the vicinity. I also make the inference that her family is also from Jersey City since she was born, raised, and perished there.



**Elsie
Heubach's
headstone**



Before Restoration



After Restoration



Before Cleaning



After Cleaning

Final Thoughts

If you are planning to do SYEP next year, I strongly recommend giving Greenwood Cemetery a try. It is a nice change of pace and will leave you with a rewarding sense that you helped to preserve something that was once forgotten. It will be hard work, but it pays off. After you finish and look back at what you've accomplished, you can say "I did that". The experience has been a fun and enlightening trip for me that I feel others will enjoy. I want to thank Neela, Stephanie, and Alexis for having me there, and for showing me what it's like to make a difference.

RAMSA Design Challenge

**Written by: Kevin Garcia,
Featuring WHSAD students**



Intro to Challenge

Summer Bridge of 2021 selected students who participated in SYEP's Summer Bridge employment program collaborated with Robert A. M. Stern Architects and Sarka Volejnikova to work on their selected project of designing a community center on a vacant lot that Roaming Views considered to be "NYC's Worst Neighborhood with a Dark Past, The Hole". During July the team conducted research, sketched different models, and designed a 3D model. With the assistance of RAMSA and Ms. Volejnikova, the team was able to have a presentation on the first week of August where Felicia Singh is a district 32 council member candidate. After the presentation, the team had the opportunity to talk and ask a question about the project and even have a political and architectural conversation.

Worker's POV:

I would describe my experience at Summer Bridge as amazing and educational. My time at summer bridge allowed me to meet new people and work with an amazing team. The project we worked on was an enjoyable one and working on it allowed me to learn more about the world of architecture and design. I'm glad that I was allowed to join such an amazing program and do stuff that I couldn't have imagined myself doing years ago. It will be an experience that I will never forget.

-Richard Hernandez, WHSAD Junior

My experience this year working in Summer Bridge was very educational and productive. Working with Mr . Rodriguez and the syep team I have managed to learn a lot about teamwork and fast conclusive thought sharing in terms of creating a group project. It was also very productive because we had spent our whole time working on a multi-purpose community center and my co-workers taught me things I had never known even existed. It was a pleasant experience working with the architectural company RAMSA and presenting our project to democratic nominee Felicia Singh, and I also wanted to thank the syep team for teaching me advanced information and concepts of the subject architecture. **-Christian Negron WHSAD Sophomore**

-Christian Negron, WHSAD Sophomore

During this summer bridge program, I learned valuable skills that I can carry with me throughout my time here at WHSAD such as teamwork, site analysis, case studies, and CAD. I liked getting the opportunity to have a firsthand experience, and see what it is like to be in the shoes of an architect. I am very thankful for Mr. Rodriguez and the rest of my team because they helped me grow as an aspiring architect. I am also really thankful for RAMSA, who provided us with feedback and constructive criticism throughout the entire design challenge. I believe that the skills that I learned over the course of this summer will prove to be valuable assets when I pursue architecture as a career. Overall, I really enjoyed the project that we worked on, and I am looking forward to doing more projects like this in the future.

- Zaidyn Deas, WHSAD Sophomore

My experience this Summer Bridge was great, I saw each of my team members' ideas come to life and most importantly got to see our community center idea progress every week. I was able to mentor some of the Sophomores who were part of this team. Every day and week I got to see them progress and learn skills which they will require when working on architectural projects. Each day I had the opportunity to build and strengthen my relationship with RAMSA, Sarka Volejnikova, district 32 council member candidate Felicia Singhs, and of course my fellow peers. I thank RAMSA and Ms.Volejnikova for joining us every week and giving us feedback on our project and thank Ms.Singhs for her time and dedication in listening to our presentation and having a connection with WHSAD.

-Kevin Garcia, WHSAD Junior

RAMSA's and Sarkav's POV:

This summer RAMSA had the pleasure of joining WHSAD students for their workshop to design a community center in East New York, Brooklyn. The students - Kevin Garcia, Zaidyn Deas, Derek Ramos, Richard Hernandez, and Christian Negrón, walked the team of professionals through the site selected for the project, presented their site analysis, and shared their initial thoughts on programming and designs. The multi-story community center would have rich programming, including housing units, community dining, outdoor spaces for public recreation. The students even interviewed the residents of the neighborhood in advance of this workshop to gain better insight for their design.

As the students worked through site analysis, programmatic development, and early conceptual design of the proposed community center, the RAMSA staff offered advice and insight on their project approach through virtual discussion and sketching, while San Francisco-based landscape architect, Šárka Volejníková, of BASE Landscape Architecture, offered guidance on the ecological needs of the site.

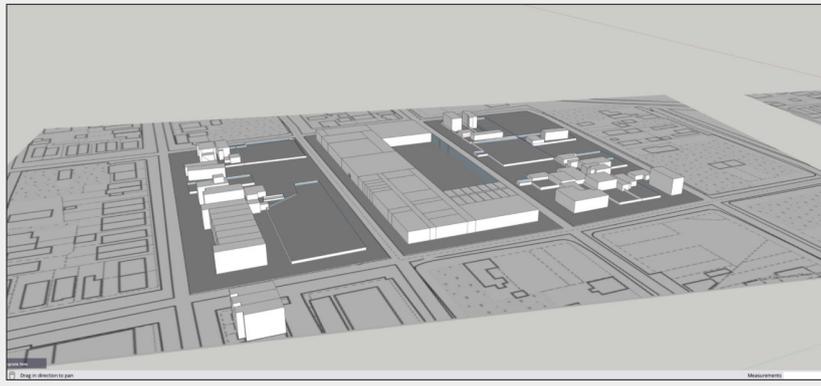
Throughout the three design sessions, the students not only presented high quality work and deep thinking about social and ecological needs, but they also impressed the group of professionals with their presentation skills and perceptive response to comments; it was very exciting to see the student's growth in their understanding of the site, its context, and its potential as a reimagined place for the surrounding community.

As architects, we hope that we have imparted a glimpse into the professional collaboration and the process of designing a public building in the real world. Most importantly, we hope that these young designers continue to foster their problem-solving skills and seek out more design challenges. Thank you to all the students for your hard work this summer, and we look forward to hearing about your future projects!

I enjoyed the opportunity to hear about your ideas to transform vacant space into a community center. It's exciting and heartening to see young people civically engaged, and thinking creatively about how to strengthen our communities. I am going to have an opportunity to see The Hole soon, and am looking forward to imagining your vision in person.

-Felisha Singh

Diagrams



Derek Ramos's Diagram of the site and surrounding areas

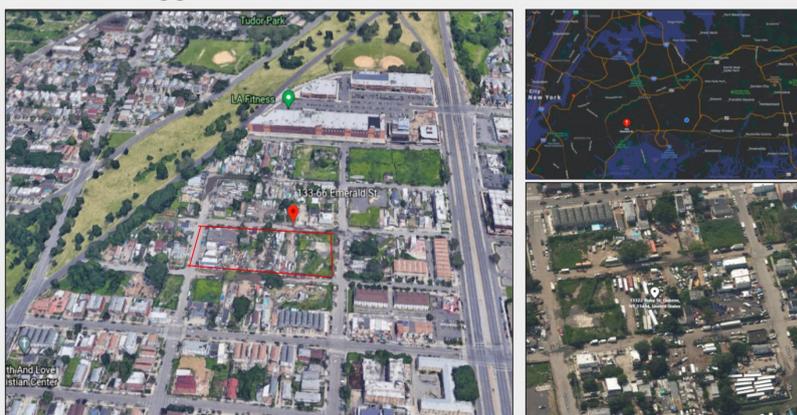
Existing Conditions

- The buildings that are in our site are either abandoned or are residential buildings.
- Using this diagram we can see different points on the diagram matched with a current picture of the site.
- This information helps us grasp how a new building in this area would look and how it would affect the neighborhood.



Existing conditions of the Community Center location

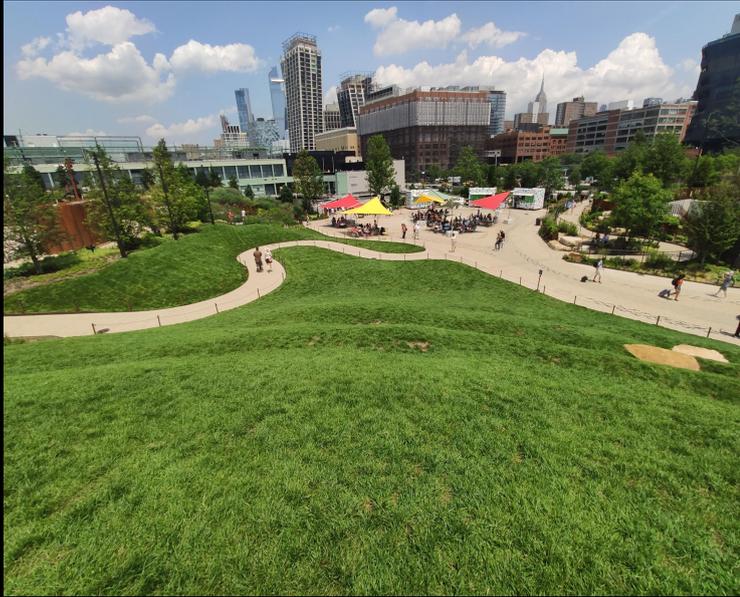
Location 133-66 Emerald St.



Location of the Community Center, The Hole, Queens, New York, District 32

My internship experience with SRW Engineering

Written by: Matthew Zaczeniuk



Greetings

I hope everyone's summer is going great, or was great, depending on the time you are reading this. Mine was eventful to say the least and I enjoyed it immensely. But for those of you who are involved with the school, especially with Koestner, know that work never stops. Subsequently that is why I am writing about my experience during my summer internship, and if anyone has read my previous articles about big events that I attended or were part of, you would have seen me say this line many times "It was not what I expected." And for the most part, it is true. Me becoming a young adult, and with the school providing everyone with amazing opportunities, has made me be part of experiences that I would have never seen myself doing even a year or two ago. This was no exception and I have loved this internship since day one.

Backstory

This internship has also broken many stigmas and stereotypes that I've had about many things such as work and internships. Before having the opportunity to take part in the SYEP program, and Mr. Codio placing me in such a great company, I always thought that internships were just boring jobs that made you sit in an office all day and/or walk around with your boss and observe what others are doing. I don't know if anyone else ever had this stereotype of internships, but I always remember thinking as a little kid that internships were jobs where you just get coffee for the boss or do little tasks here or there around an office. And sure, while there are some internships that are like this, I was pleasantly surprised when I found myself doing almost none of that. During my internship I was able to make some great connections with the people that work there, as well as be able to visit amazing places such as Little Island (Pier 54) and study these locations from an architectural point of view.

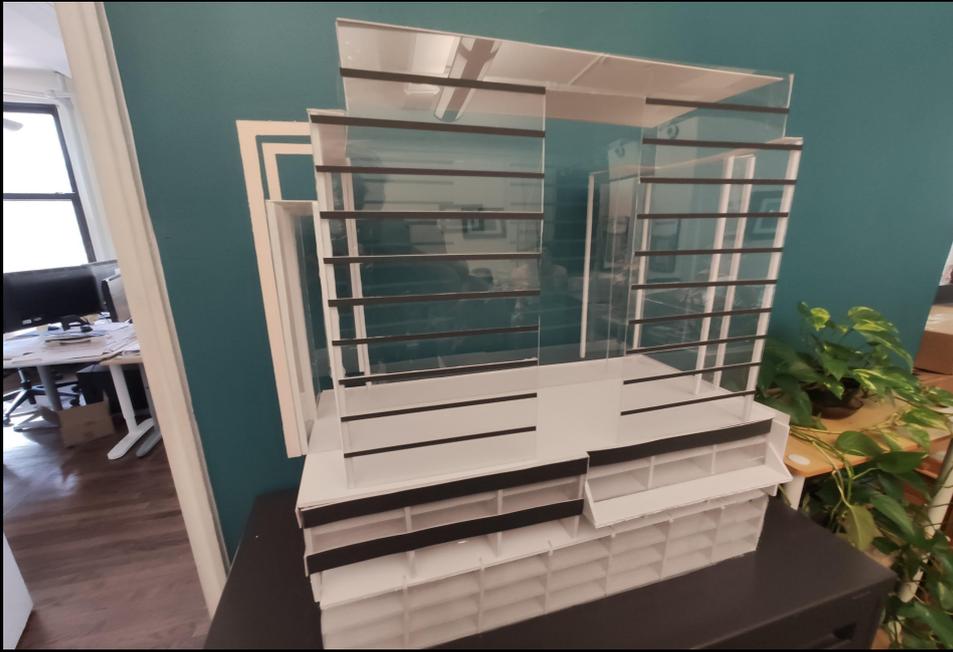
The Company

The company that I worked for during the internship was SRW Engineering. Their office is located one street away from Bryant Park which made my commute very pleasant since I just took the M train to get to work. I also later found out that the company owns two more offices in New Jersey and Philadelphia, which came as a surprise to me because from first impressions the company didn't seem so big and as grandiose as I expected it to be. I also got to learn later down the line that SRW works with huge firms as well, such as WSP. That was also a cool coincidence since WSP was the firm I worked and learned from for my first year of the ACE program, and later switched to Gensler for the second year.

My Experience

My first day going into the office, I had mixed emotions. Of course I was happy to be taking part in this internship and basically going to my first "real" job, but I was also slightly nervous (I don't think that's surprising). I was excited to meet my supervisor, Ms. Richardson, and was thrilled to see the office and everyone else that I would be working with. And as I rode the elevator to the tenth floor of the building and walked out, I saw my partner (Lawrence Pierre) standing in front of the door to the office. It was pretty awkward since I knew we went to the same school but I've never really seen or talked to him beforehand. But we hit it off pretty well introducing ourselves while waiting for someone to open the office door, we both arrived pretty early and the office hadn't been opened yet. We didn't know what to do, so we just waited until someone would come and open the door. Eventually Ms. Richardson came from the elevator around 10 minutes later and we got to meet her for the first time. Ms. Richardson actually didn't know we were coming in until Saturday, which was only 2 days before we started our internship and even then she wasn't sure we were scheduled to come in on Monday. The whole process this year was very hectic because of covid so Ms. Richardson didn't know whether we would come into the office that day.

Our first day was great though, it was just mostly settling in and getting to know each other, the usual stuff. Since Ms. Richardson didn't really expect us to come in on Monday, there was nothing planned for us to do. To improvise we mostly talked about our futures and what college or university we wanted to go to and what we wanted to do after we graduated. We learned very vital information about the architecture world, more specifically how to get certified as an architect in the United States. Ms. Richardson told us that the process is very time consuming because you need many hours working with architecture firms to even be able to take a test to get certified, and the sooner you can log your hours into a special website the sooner you can take the test.



The rest of the internship was very eventful. We were assigned a project to construct a model of a building SRW was currently working on. The building was named Chestnut Court and was being developed in Mt. Vernon, New York. We were tasked with everything, from sourcing and calculating materials and cost, constructing the model, and presenting it. There were two phases to the project, the first was creating a massing model of the building to better understand the shape of the building. The massing model is a general shape of the building with simplified construction. It was constructed out of foam core and glued together. We had to source other materials like cutting boards and Xacto Knives as well, since this was our first time constructing the model and the office didn't really have anything we needed. The second phase was creating a more detailed model with different materials such as acrylic and gray board. This was one of the hardest parts of the project, you know why? Because cutting 1mm thick acrylic manually with an Exacto Knife is not easy or fun. I had to put all my strength and will into cutting the acrylic and praying I wouldn't cut it jagged. I also managed to cut so hard that sometimes it smelt like burning plastic when I cut.

Anyways, the project was very fun and I enjoyed constructing the models with Lawrence. We ended up presenting the model along with a short presentation we made for the firm for the locations we visited. We took a trip to Little Island and while I was on vacation, Lawrence and the others went to the New York Public Library which is located, like 2 blocks down from the office. We presented to the whole firm on the last day and everyone was surprised at our work, even Ms. Richardson. I love creating good looking slides presentations so I spent the entirety of the 2nd to last day working on our presentation. After the presentation, we said our goodbyes and that wrapped up my internship.

I had an amazing time working with SRW. I met many great people including Will who tried scaring us with what architecture school holds for us. He told us to buy small tents so that we wouldn't have to go back to our dorms when we had a project and could sleep under our desks, and many other tales which I half believed were true because I really didn't want them to be true.

On the other hand Ms. Richardson was very nice and just generally a great supervisor. Although she technically was our “boss” she didn’t come off as bossy. The general office environment was very laid back and kind of free. I didn’t feel a sense of tension when I came into the office and actually felt happy to be there. Overall it was a 10/10 experience and although I came mostly for the money, I left with more than that. I left with more experience, great connections, and a good friendship.

Interview with Ms. Anna Orlando, Architectural Associate and Chair of the RAMSA Women’s Leadership Initiative

RAMSA



On August 10th, 2021, I had the privilege of interviewing RAMSA employee, Ms. Anna Orlando. She is a leading female architect at the architecture firm RAMSA. She works as the leader of RAMSA’s Women’s Group and aims to create a safe and enjoyable environment for the women who work at RAMSA.

The women’s group meets once a month and converses on different possible events and projects they are interested in planning. Once they create a plan for the events and projects they put them into action and have more participants join in. This creates a fun and enriching environment for both the women and participants. The events can range from different Ted Talks, focusing on different women speakers, to different mentorships, gaining experience from other colleges. From working so closely together the women are able to create strong bonds with one another and are able to learn from each other and lean on each other for support. They are able to feel safe in their environment, regardless of their experience or age. Even when they are training to take on new roles and responsibilities, they can still feel comfortable with asking for help or advice.

Besides feeling at home and safe in the Women’s group, Ms. Orlando and the other members try to make sure that they along with other women are properly represented for their work/skills. One common problem that you find nowadays is the lack of female representation in different job fields. That is one of the reasons why Ms. Orlando and her group are working so hard to keep their group and other women represented.

Ms. Anna and her group work hard at making sure women feel comfortable in their work environment, productive and are properly represented while working. They continue to strive for more publicity and more events. Although their jobs and plans were hindered by the current pandemic they continue to use resources around them to adapt and improvise to allow them to still reach their goals.

Cooper Union Program experience

Written by: Raymundo Gomez



Photoshop



Illustrator



InDesign

The Summer Course at Cooper Union is really intense. About 130 students between university and high school attended the summer program. I had classmates from different states of the Country and also from China. It usually starts at 9AM, and ends at 2PM. Sometimes it ends at 4pm. The tasks are very complex and it takes a lot of time and dedication for it. I got to know new programs and softwares such as Rhino7, Photoshop, Adobe illustrator and Microsoft Teams. I need to spend a lot of time familiarizing myself with the projects and programs. It was really an exciting experience, where every day I learned new things. I have done many challenging things I was not expecting to face.

I had to use many programs, but the program that I started to create my work would be Rhino 7. It is a program that I used to form my model. In the program, I had to pick a shape and a verb so that I could work on it for my final presentation. This made my creation unique since we make our work from my imagination.

We used Photoshop to create an animation of how our figure got formed, from the beginning to the end. Making the animation was pretty satisfying but could be time consuming for getting each frame. We used Illustrator to sharpen our drawings for our portfolio.

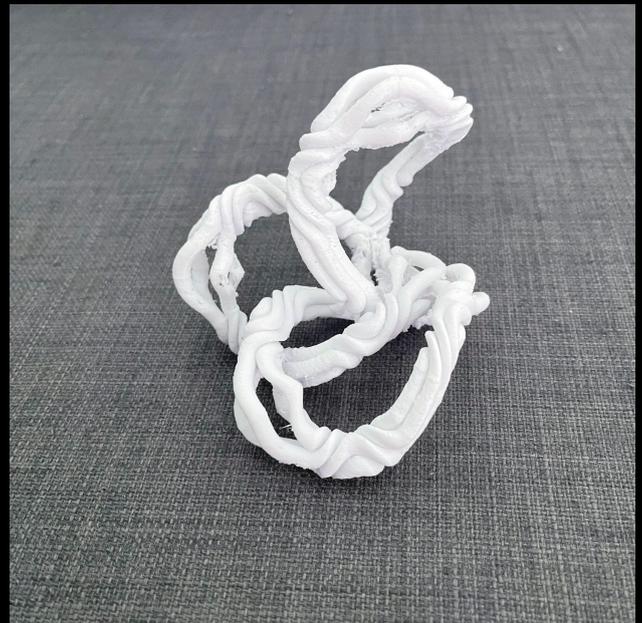
Lastly, we use Indesign to add everything that we had into our portfolio, which I used for my final presentation.





In this summer program we were able to use a 3d printer. In order for me to 3d print my model, I would need to get my figure from Rhino 7 and transport it to a program called Ultimaker Cura. In this program is where I am setting up my stuff to get ready for 3d printing. I would also need a CD card so that I can upload my figure in there. After that, I put it in my 3d printer. The 3d printer would first need to be preheated so that it could work well. After that, the printer would be ready to start 3d printing my work. It took a while, but the results looked really great. It gives you satisfaction that you put in a lot of effort for something that looks great.

I was able to be part of the summer program with the help of Ms. Moos and ms. Terraferma. Ms. Moos first told me about the program while I was in class. She sent me to the Cooper Union website where I could register for the Summer Program. After that I just had to put in my information and a paragraph of why I took interest in architecture. Then I would need a recommendation letter from my teachers. So I had help from Ms. Moos and Ms. Terraferma to write me a recommendation letter in order for me to be part of the program. After a while, I got a message that I was accepted into the program and later on they were sending me the steps to get all the materials ready for the class. The program was very complex and complicated. It made me put in more time in my work, so I had to stay in class for a longer period of time. Even though the program was difficult for me, it helped me learn a lot of how it is to be an architect and what challenges that I need to overcome.



The Science Research and Mentoring Program

By: Deselle Thompson

Science Research Mentoring Program Family Orientation, Class of 2021

 AMERICAN MUSEUM OF NATURAL HISTORY



If you're interested in science and want to get more involved, check out the American Museum of Natural History. The museum houses research opportunities, after-school courses, and paid internships for New York City teens. In particular, the Science Research and Mentoring Program, or SRMP, is an opportunity for teens to gain mentorship and research experience while satisfying their curiosity for science. With a mentor and 1-2 other students, you'll spend the academic year researching a project. Project topics range from anything like conservation and ecology to astrophysics.

Being an SRMP graduate myself, I can't express enough how valuable an opportunity like this is for those interested in science. Acquiring research experience, or participating in hands-on science opportunities can help you learn more about your interests/passions. It can also help you formulate potential paths for what you might want to do in your lifetime.

Intergenerational Perceptions of Climate Change Amid the COVID 19 Pandemic
 Deselle Thompson^{1,4}, Messiah Keyes^{2,4}, Joshua Brito^{3,4}, Jacklyn Lacey⁴
Williamsburg Highschool for Architecture and Design¹, Sunset Park High School², American Museum of Natural History³

INTRODUCTION
 How does a person's generational identity and life experience affect the way they perceive the social importance and impact of Covid 19 and climate change? This project explores intergenerational perceptions of environmental issues amid the COVID 19 Pandemic, a tremendous global change. Is there a difference? How big is it and how might the times we're living in influence our perceptions? We're collaborating with Barnard College senior Saskia Ghosh whose senior thesis involves ethnographic research. Saskia's thesis aims to explore how older generations perceive climate change through interviewing and surveying senior citizens in the Manhattan area. Our study looks at data from two different age groups: teenagers and senior citizens in the NYC area. Part of our research this year involved the SRMP community, as well as peers from our own High Schools. We aimed to collect our data in the form of a survey followed by interviews. Everything was done remotely/virtually. Through this project we hope to contribute to AMNH research.

METHODS
 Before collecting our data, we collectively improved our research skills and ethics. We analyzed the original survey made by Saskia Ghosh which was targeted towards senior citizens. We rewrote the survey to target a high school aged audience. We distributed the survey among SRMP students and a few classes in each of our high schools, analyzed results. We learned how to strategize writing and asking ethnographic interview questions in preparation for interviews. We conducted semi structured interviews using our own sets of questions, analyzed results.

DISCUSSION
 In creating our survey questions, we wanted to know how much each participant knew about climate change and how their background/identity may impact that. In creating our interview questions, we wanted to further expand on that knowledge with more of a focus on the individual. We each used a slightly different set of interview questions, unlike the survey, to let the data lead us. This was also why we chose to do semi structured interviews. Participant demographics were limited to high school aged students in the NYC area.

RESULTS
 Survey data graphs showing various bar charts and pie charts representing the data collected from the survey.

CONCLUSION
 We found most participants ranked climate change as their top environmental concern (80%). Though most participants (60%) said environmental action was important to Gen z, they also said we should be doing more. Almost all participants mentioned school having an impact on their perception of climate change and environmental issues. Lastly we noticed many of the interviewees wanted to have hope for handling climate change, but it seems in reality everyone has accepted the worse. We found that participants had a somewhat negative outlook on climate change issues. Sade for example, says "then again, it's a planet, it's gonna inevitably end... That's just the way planets go".

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ACKNOWLEDGEMENTS
 Thank you to the Research Training Program at the American Museum of Natural History for the opportunity and resources to complete this research project and to Maria Inez and Saskia for their guidance.

Intergenerational Perceptions of Climate Change Amid the COVID-19 Pandemic

Deselle Thompson, Messiah Keyes, Joshua Brito
 Mentor - Jacklyn Lacey, AMNH
 College Colleague - Saskia Ghosh, Barnard College

Before I was able to apply to SRMP, I had to take 2 after-school courses at the museum (it's important to note SRMP now has different requirements). The first course I took was a taxonomy class about the metaphorical tree of life that connects all life on earth. Now, it's VERY important to know I had no idea what taxonomy even meant, and that was ok because I was there to learn, not know. I dissected a pigeon, shark, and small lizard and came out knowing taxonomy was about systems used to organize and classify different organisms to understand how they relate to each other. The second class I took was about microbiology. There, I learned about the importance of the human microbiome (the microscopic world of organisms like bacteria and viruses that live within our bodies) for good health. I cultured bacteria on a Petri dish, sequenced DNA, visited the Genomics lab at the Icahn School of Medicine at Mount Sinai and created a project exploring the effects of antibiotics on infants and mothers using data from a microbial study. I say all this to say I did a lot of things I hadn't even known existed, let alone done. I was not only exposed to different scientific practices but invited to envision myself in them.

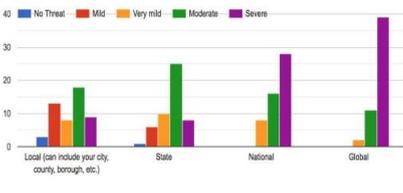
I began to toy with the idea of becoming a scientist. There was something about the eternal curiosity and never-ending awe of the practice that resonated with me. The feeling of participating in something that yields possibility and new or deeper understanding was one I liked. So, I decided to apply for the SRMP internship. With my mentor and partners, we worked on an ethnographic (scientific study of cultures and people) study on generational perceptions of environmental/climate change issues in the context of the COVID-19 Pandemic. I liked the idea of contributing to the human side of climate change research as well as getting to talk with different people and listening to their thoughts on the world around them.

We met over zoom twice a week for 2 hours each session. In the beginning, we read and discussed articles on zoonotic diseases, unhealthy landscapes, environmental justice, and slow violence affects low-income communities, and more in addition to our main topic, to develop proper research skills. We then started creating a survey that would be sent to classes in each of our high schools. When survey results started coming in, we could wait to look at the data. It was exciting to see the fruits of our labor start to take shape.

DATA HIGHLIGHTS

Figure 1

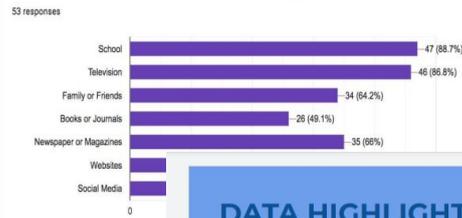
12. For each of the following geographic levels, how strong of a threat is climate change currently?



Perceptions of the threat of climate change for different geographic levels.

Figure 2

13. From what sources have you learned about climate change? Mark all that apply.

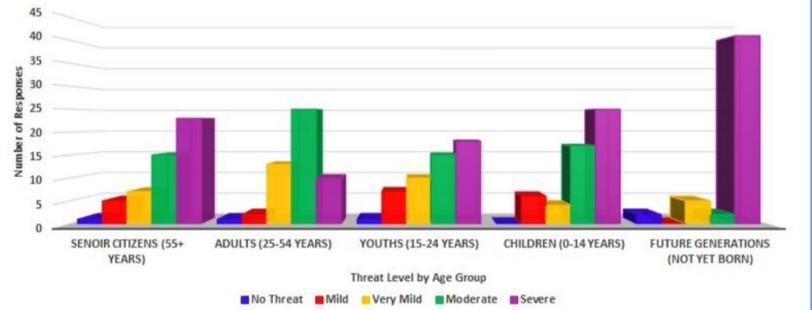


Sources participants learned about climate change from

DATA HIGHLIGHTS

Figure 3

11. For each of the following age groups, how strong of a threat is climate change currently?



Perceptions on the threat of climate change for different age groups.

Once we got enough survey results we started working on interviews. I learned that a lot goes into making ethnographic interview questions. We had to be very careful with our wording, to prevent creating a bias that would skew our results, while still asking a question that would generate a response relating to our research questions. We also had to create a comfortable environment over virtual platforms for our interviewees to talk about their life experiences. Although a trial and error learning experience, we were successful and able to collect data on over 50 individuals from the surveys and interviews. The hardest part for me was trying to express the data in a digestible way people could understand. We ended up creating a poster, digital presentation, and video that were presented at a colloquium with other student researchers and scientists.

I'm quite thankful for the experience and opportunity. My mentor supported me and all the questions I had. She encouraged me to find/think of the answers to my questions first, and then further explained anything else I may not have understood. Her letting me take the initiative grew my confidence and made me feel capable when I didn't think I was. My partners always made the research something to look forward to every week as they were always super engaged and eager in discussions. I learned how to create ethnographic surveys and interview questions, organize and collect qualitative data, and how to formulate data in a way that is more accessible to nonscientists.

Once again, I highly encourage anyone with an interest in science to apply to these programs. Although my project was more of a social science topic, the majority of SRMP topics are more of the physical/natural sciences branch. The museum also runs other programs that may interest you. Here is the link to the museum programs for teens:

<https://www.amnh.org/learn-teach/teens>

Back on the Volleyball Team

Written by: Mildred Amofa



Volleyball... oh to be back in school and to be active. I love volleyball and playing the sport brings me so much joy. The season is not going to be the same as it was freshman year now that we have to deal with many different covid restrictions and just an overall adjustment of being back in person school. Playing volleyball just feels like drinking a large caramel coffee and staying up all night to complete missing assignments.. There's an adrenaline rush to playing the sport. Hitting the ball and making sure your side is the one that makes it to 25 first brings up so much competition and makes you push to be number one. That's what Van Arsdale volleyball is trying to do.

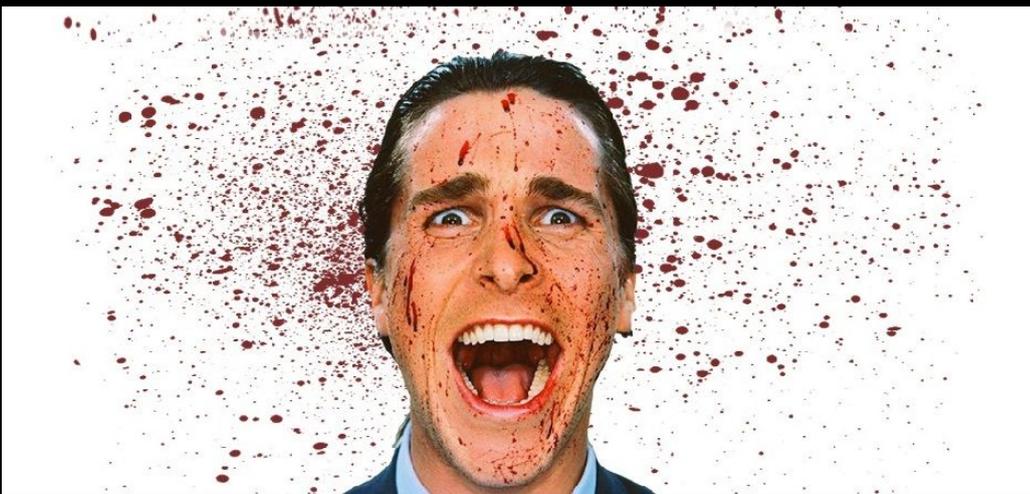
This season we want to bring home a banner to hang in the gym. That's what we plan on doing even if we have to lose a few teammates because of covid and changing schedules. The team has been practicing for a while now, everyday after school from 3:30-6:30pm and everyone has the fundamentals of volleyball down pact. The fundamentals are: bumping, setting, spiking, service, rallying and ball control. Everyday the captain of the team comes up with different drills to test our fundamentals. One day we practiced getting the ball off the net and keeping the ball in play. During this drill we were able to practice our bumping skills and ball control because we had to keep the ball up. There has been a lot of improvement throughout the team because the ball control and communication has gotten alot better. The weakness of the team was that we used to play quiet volleyball and that's how we lost a lot of points because of no communication and letting the ball hit the ground.

PSAL requires that all athletes have to be vaccinated in order to play the sport they love and that is hard. It is hard to try and continue to play a sport you love and not be vaccinated. Everyone has their reasons to not be vaccinated either due to a parent not wanting their kids to get it, medical reasons or even religious reasons but there's no "exception" in PSAL because it is a safety precaution. Since players have to be vaccinated to play it also restricted a lot of players from trying out because they wouldn't be vaccinated by the first game. Volleyball is a contact sport and to make sure everyone is safe while having fun these are guidelines we have to follow.

My teammates feel like it's good to be back but are worried about not having enough players on the team but we are making the most of what we have. Some teammates also feel like it's good to be back but it is also exhausting. It is exhausting to balance school and a sport where you have to be at practice everyday to get better. Khia says that it's exhausting but it feels good to be back playing. Amanda says, "I don't get any down time and I'm not as lazy anymore" and Avril agreed with Amanda's statement and added on by saying, "it feels good to be back because I feel joy and it feels good to be with my friends." Zandria says that it feels "it is tiring to be back because volleyball is a huge commitment and feels like the mask doesn't make a difference to the playing because she's used to having a mask on at all times". While Jayda feels like, "playing with the mask has its difficulty because there's never a moment where our feet aren't moving so the mask just makes people hot and it gets extremely sweaty". Some of us have been on the team for 3+ years and we just have to get used to playing in a mask and staying on top of our game for this new season since it'll go by so quickly.

Top 5 of my favorite horror movies

Written by: Sebastian Ortiz



AMERICAN PSYCHO

- 1) American Psycho is probably one of my all-time favorites. The casting was excellent, starting with Christian Bale as Patrick Bateman. The book itself is really good, but the movie? The movie is one of the best movies out there. I like it so much because it's not the typical horror where people kill just because they didn't win a competition or because their mom left and now they hate the world. It's the type of horror where you start questioning your point of view and don't know if he's actually a bad person or not, where you start seeing his perspective, He's obsessed with how others view him, he is always trying to fit in, but his ego and lack of empathy don't allow it. He starts questioning who he is and this leads to him getting trapped inside his mind to the point where he can't distinguish between reality and fantasy. He can't tell if he is mass murder or if everything just happened in his head. But he doesn't care, because he wants to be seen as superior and different from all the others. After watching this movie and reading the book, I fell in love with both. Both can show how a bit of Patrick lives inside people.



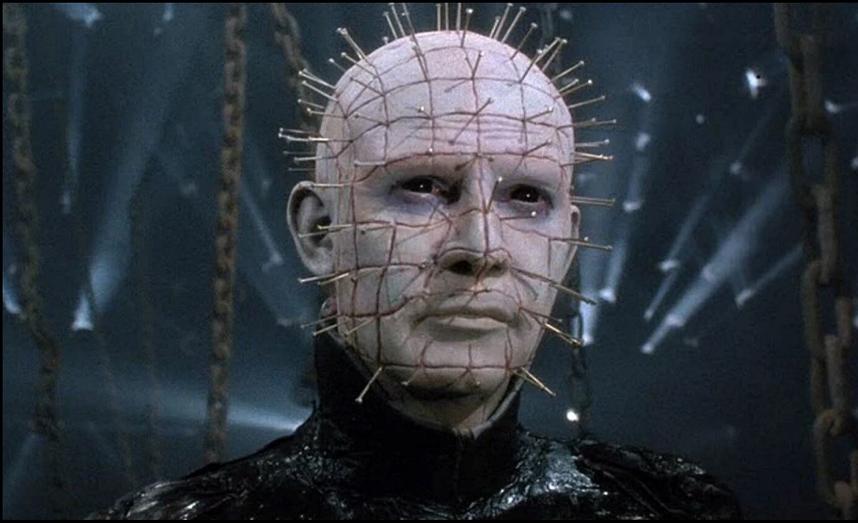
Halloween-Rob Zombie director

2) Rob's Halloween version is slightly better than the original John Carpenter franchise, don't get me wrong, his films are classics and I love them, I just prefer Rob's versions because he has a way better storyline and dives more into Michael's mind and shows why he becomes a killer. If you've watched The original Halloween movies, then you know they are all over the place and we never really know what drives Michael to start killing. Whereas, Rob's Halloween focuses on how Michael dealt with abuse and bullying which lead him to his murder spree and it portrays something more realistic than the originals. They are also more violent but not because Rob wanted shock value or be seen as crossing boundaries, but because it just adds to the plot, and shows how the character is affected by past actions.



Megan Is Missing

3) This is more of a "found footage" type of film. It's psychological horror and it's probably one of the best ones out there. This movie is one of my favorite ones because the plot is just so terrifying without even including gore or murder every 5 minutes. What makes it terrifying is the fact you see this film as if it were a vlog of a serial killer. These girls meet a guy via online chat without realizing he's been preying on them for a long time. Eventually, they both get kidnapped one by one and they are held hostage and tortured. And this 'killer' records everything on Megan's camera. The movie only gets worse but it leaves you questioning so much. And that's what I love about these types of films. You get to make your own assumptions of what really happened, and the plot is just very well done, probably the best plot I've seen in the "found footage" horror films.



HELLRAISER

4) Excellent movie, I love it. The movie is very underrated and it's originality is what makes it a great movie. It's not the usual Psychopath that goes on a murder spree or the lunatic with torture devices. It's dimensional demons (cenobites) that come out of a box looking to pleasure their carnal desires. They can no longer distinguish between pain and pleasure and that's what makes the movie terrifying. The plot is the most amazing plot I've seen. Pinhead has a great background story with a terrible ending, what makes him different from all other slasher killers is that he is smart and coercive. He can tell when he is being manipulated which only brings more violence towards the person who opened the box. The movie is not for everyone because of the sadomasochism and all the violence it has, but if you want a good scare with a good plot, this movie is a great one to watch.

SCREAM 1



5) My all-time favorites, Probably the movie that got me into slasher/horror. The movie is engaging, interesting, and fun. It's one of those movies that you never get bored of. It has a very developed plot, it never disappoints. Sydney is still murmuring her mother's death but because of her mom's past actions, she is affected and Billy tries to kill her. All because Billy's father had cheated with Sydney's mother. Billy grows rage against them and decides to go after her and her father. The only reason this one is in fifth place is that it isn't my usual psychological horror pick, but it is my top pick on slasher horror. Wes Craven was just very original with this movie and it engages you once the opening scene starts. If you want something suspenseful, shocking, and fun this is a movie you will definitely like.

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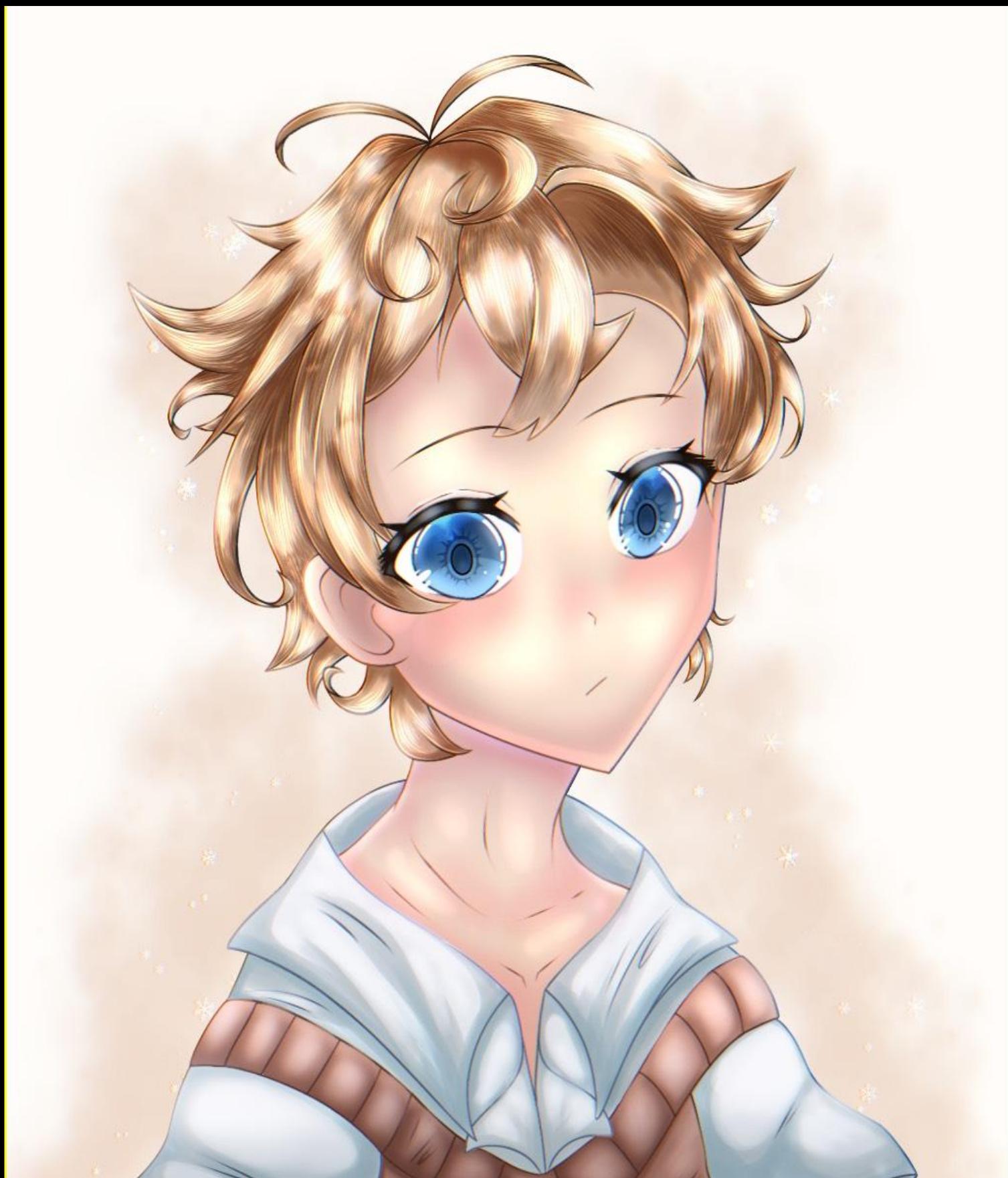
Artist: Britney Caryl



Pose!

I can't draw poses. It's difficult for me. For this drawing I wanted to get out of my comfort zone and try something new. I "didn't" complete the whole drawing because I thought "a fade" would look cool. I included a little heart because why not. I tried adding as much details as possible without messing it up.

Artist: Yochana Dimanche



Black Screens, Clear Windows

Poem written by: Leins Barthe

“Welcome back everyone”, “it's nice to see you again”, “long time no see”

“How Long Has It Been?”

these are the words that are being spoken

within the staircases, classes and halls

Faces smiling, kids laughing

Being jubilant and all

It has been a while since we have all seen each other

We stared at screens for a year

Looked at them as if they were windows

Windows to a better time

Windows to simpler times

Windows to a past fading away

Windows to hide in

To hide from the world

One that was terrifying and shaken with turmoil

A time were we just wanted everything to stop

.....

But they were simply mirrors

mirrors that reflected the world back at us

But we're back

And from this those screen cracked

Revealing

A clear window

The sun shining through our draped windows

And we looked out for the first in a while

Grass was green and growing

Birds were taking flight and chirping

Our world seemed to waking up

And we stepped out

Into a new, but familiar world