

The Official Student Newspaper
of the
Abraham Joshua Heschel
High School



"We stand for what we utter..."

- Rabbi Heschel

Flu Outbreak Overloads Students

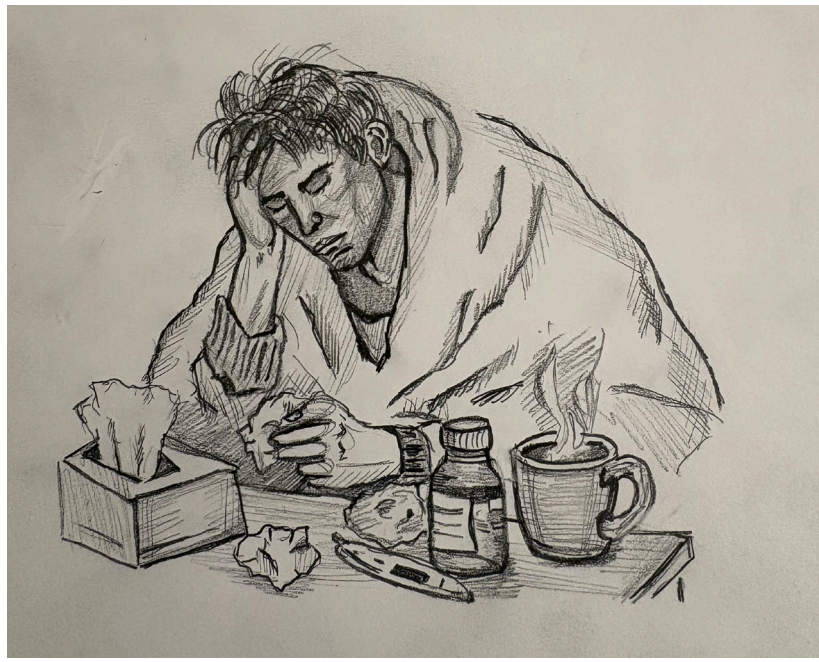
Yael Ben Daniel '28, Staff Writer

Upon returning from Thanksgiving, the flu hit the Heschel community particularly hard. The flu is a highly contagious virus, so it spreads pretty quickly between peers, leading to a noticeable increase in sickness related absences.

Late November is relatively early in the season for the flu to be this rampant, so it took everyone by surprise, including the nurses office. According to the CDC, the peak month is generally February, but in the week before winter break, at least 50 high schoolers were home with the flu. This number doesn't even cover those who may have been infected and were unaware, or those recovering.

Around a quarter of the 9th grade was out sick, so grade dean David Riemenschneider had to scramble to move around an upcoming LQ test. "Only one standard level class kept the test. We organized extra study ses-

sions and most classes took alternative assessments, either as a class or individually," he said.



Riemenschneider sent an email to the grade at the start of the month warning them to be careful of spread and urging them to stay home if they feel at all unwell. "I'm mostly

focused on making sure my students feel better," he said.

One of Riemenschneider's 9LQ students, Ella Ben Daniel, was among those who had to reschedule the test due to the flu: "I had to take it way later, but I talked to David over email and we figured out something that worked."

The ninth grade is not the only grade feeling behind while recovering from the flu. Senior Maddie Friedland missed two days of school while home sick and returned feeling overwhelmed and behind. She said, "I was definitely behind on work, but my teachers were really accommodating."

Many Heschel students shared this sentiment upon coming back from the flu. Missing days of school at a time makes it easy to fall behind, but teachers are doing their best to support students while they recover. New York City has had a flu epidemic as of late, so stay home if you feel sick, get tested, and be sure to wash your hands.

Art by Aaron Koffman '27, Assistant Art Editor

Heschel Students are Taking Notes on iPads: Why?

By Stella Heymann '29, Staff Writer

Despite purchasing mandatory MacBooks for High School, many Heschel students are turning to their iPads to take notes in class. Some teachers have shown concern over students typing digital notes on MacBooks, worrying that they might comprehend material less effectively without physically writing by hand. However, iPads offer a solution to this problem, as students can take handwritten digital notes.

"I am personally a fan of iPads," said Naomi Bergman, dean of STEM and Biology teacher. "In my class, we take a lot of notes, so using an iPad can keep students organized. They can use different colors easily to draw pictures and diagrams. Occasionally, kids can get distracted on their iPads, but I make them keep them flat on the desk so I can see what they are

doing."

Nevertheless, students can easily be distracted with iPads just like with computers. "My experience in general has been that electronics invite distraction and I do not blame students for that, but it is my job to maintain the learning environment for students, and electronics are designed to grab our attention," said David Riemenschneider, dean of the 9th graders and Limudei Qodesh teacher.

But specific iPad features can help lower distractions. "I think I am pretty good about not getting distracted in class, because I use the Do Not Disturb option on my iPad so I do not receive notifications during class," said freshman Lily Leibovitz.

iPads have also benefited teachers. By connecting an iPad to a smartboard, whatever the teacher writes on the iPad will be projected

onto the board.

"I think that the students who have trouble writing and listening at the same time can stop taking notes and listen in class, and then at home read the notes when I post them on Schoology," said mathematics teacher Farah Farhadian.

Additionally, taking notes on an iPad instead of on paper is better for the environment. Students who take notes on iPads do not need the many handouts and notebooks otherwise required for classes.

iPad's are also lightweight and allow students to empty out their heavy bags.

"There was a noticeable difference in the weight of my backpack after I started using an iPad, as I could take out my notebooks," said freshman Tova Samansky.

The Juniors' Unprecedented Domination of Battle of the Bands

By Margot Hess '27, Assistant News Editor

Every color war, a group of students from each grade arranges and performs a band performance, which they showcase before the "Big Moment" activities. A successful performance is one in which students choose a song that reflects their grade's theme, and the general color war holiday. Additionally, students write and deliver a dvar torah to introduce the meaning of their song and how it relates to their theme. This year, the juniors' theme was political autonomy in the Hanukkah story.

After a disappointing loss last year, the Juniors committed themselves to an even better

performance this year. They chose "Holiday" by Green Day, a song released in 2004 to protest the Bush Administration's role in the Iraq war. Similar to how Queen Shlomtzion prioritized the interests and needs of the common folk when she entered a marriage as a political strategy, "Holiday" emphasizes taking control of one's destiny rather than being controlled by a government.

"We chose the song since it greatly correlated with our theme while also being an upbeat song in order to get the crowd going," said junior Aaron Seltzer.

The lead singers during the performance, juniors Eloise Vaynshtok, Bella Ruch,

and Eliyah Yehudai, switched off between lines, each performing with admirable excitement, confidence, and incredible voices.

Junior Bella Ruch wrote and performed her own rap during the song, when she chanted, "We all know the Juniors win. Pulverize anyone who tries to hand us rules."

After each grade performed, Rabbi Natan announced the Juniors as this year's victors, which sparked extreme excitement, jumping, and screaming.

We look forward to next year's Battle of the Bands!

Class of 2028 Will Finally Go to Israel

By Livia Malter '28, Staff Writer

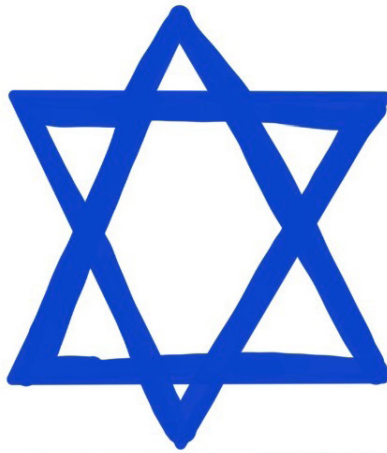
Each year, Heschel's eighth grade traditionally takes a trip to Israel. But, in 2023, the trip was postponed due to the Oct. 7 attack and ensuing conflict. Two years later, those eighth graders are now in tenth grade and they will finally embark on their Israel trip on April 13.

The trip is currently set to take place immediately after the Passover holiday, departing on April 13 and returning on April 24. Many sophomores have been eagerly awaiting this trip since they watched their first Tekes in kindergarten, and their excitement has grown each year.

Sophomore Eli Bernstein said, "I have been waiting for this trip since I was five years old. I can't wait."

This year the school plans to host a special Hachana to honor the Israel trip. When

asked about the upcoming high school Israel trip, sophomore Laz Tornow said, "If I was still in eighth grade, I would much rather have it then, but now I think having it with people who



joined for high school is better."

Sophomore Mia Biloon, who did not attend Heschel middle school, said, "I am excited for an opportunity to further bond with my

classmates that I do not typically get the opportunity to hang out with."

Tenth grade dean Ally Setton, along with Rabbi Dahlia, David Steinberg, Zev Traum, David Karpel, and others will accompany the sophomores on the trip.

"It is like the Shabbaton but longer," said Rabbi Dahlia. "I am excited to observe and be a part of students' journeys as they explore their relationship with Israel."

When asked about the benefits of having the Israel trip in high school, David Steinberg said, "Tenth grade students are more mature and can better apply things they have learned on their trip in school and take advantage of the bonds formed."

The tenth grade excitedly awaits its trip to Israel.

Art by Eliya Yehudai '27, Art Editor

Features

Why is Antisemitism More Prominent in the Younger Generation?

By Serena Yunis '27, Assistant Opinion Editor

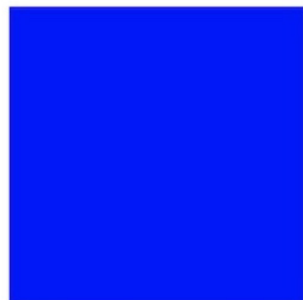
Antisemitism has been prevalent in our world throughout history; however, recent data by *The Atlantic* shows that younger generations, most notably Gen Z, has been severely influenced by social media platforms and AI misinformation. History has demonstrated that the Jewish people have repeatedly faced persecution for their identity and religion. Nonetheless, those ideologies and stereotypes stemmed from an alternative influence that has since changed.

Aliza Licht, a well-known influencer among the Jewish community and activist, has identified two of the many contributing factors to the rise of antisemitism—social media and AI—not only in America but around the world.

Licht said, "Platforms like Tiktok and Instagram function as information on steroids. Not just information, but disinformation."

These platforms use an algorithm that appeals to what the viewers want, and by doing

so, often spreading misinformation. This reinforces a single narrative of a complex conflict, hence limiting all other opposing viewpoints. Tiktok and Instagram serve as two of the most popular apps for the Gen Z community which leads to the generation consuming biased mis-



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leading information without the reality of all the information they are missing.

An additional consequence of social media is the use of AI-generated images that easily manipulate uninformed teenagers and/or adults. Numerous AI-generated videos and photographs regarding Israeli violence against the

Palestinian community have been widely spread around all platforms.

Licht shared an instance of a "widely circulated example involving a child with a congenital muscular disease falsely labeled as a victim of famine."

The emotional experience when one views a child suffering blinds one's moral judgement, thus creating this highly effective way to distort viewers and spread misinformation. This appeal to pathos not only manipulates audiences but ultimately sways their opinion of this conflict. AI has established its own audience and reshaped public perception of Oct. 7th.

The usage of social media and AI in the Gen Z community has resulted in staggering shifts in public perceptions and demonstrates the urgent need for proper education—among teens that are more susceptible to this information—on the events of Oct. 7th and Jewish history.

Students React to Instagram's New PG-13 Age Limit

By Charlotte Verbitsky '29 and Aviv Nir '29, Staff Writers

This fall, Instagram updated its policy so that users under the age of 13 are no longer allowed to create accounts, and users under 18 are automatically placed into a setting that filters out inappropriate content. Instagram claims that the update aims to protect younger children from online predators, cyberbullying and explicit content.

Heschel students confirmed that they have had bad experiences on Instagram as pre-teens. Freshman Noa Girtz stated, "I don't think it affects me that much, since I'm 14, and I have

surpassed the age limit. However, I got Instagram when I was 12. I felt that it had content for an older and more mature audience, which made me feel uncomfortable. I think that the new setting will protect younger teens."

Since Instagram feeds are based on an algorithm that relies on user activity, new users who download the app may see vulgar and age appropriate content at first. Freshman Elizabeth Harris said, "Most children under the age of 13 lie about their age on apps, so they may see content made for people ages 18-40, which can have nudity, violence, etc."

Others see the update as a step toward protecting mental health. "The limit is good

because younger kids won't have lowered confidence from comparing themselves to others, or feel the social stress that revolves around likes and views," said Freshman Aviv Steinberg.

Freshman Noa Harel said, "It's a good thing that children under 13 aren't able to watch Reels, because there's a lot of content out there that they aren't meant to see. As someone with a younger sister, I think this update gives parents less to worry about."

Most students agree that while the new PG-13 limit be effective in limiting access for all teens, it is a crucial step toward making social media a safer platform for children.

An Impactful Semester in the Creative Writing Elective

By Margot Hess '27, Assistant News Editor

Until that moment, I had not yet shared a completed piece of writing to a room of students. Though I was not sure what to expect, the workshop quickly fostered rich conversation and encouraging voices, leaving me with a greater confidence in my own ideas. This experience reflects the kind of growth and collaboration this elective fosters.

Each semester, students can choose from a variety of electives that meet three times a week. This year, I chose to take Stefan Dorosz's Creative Writing course, which is offered to both sophomores and juniors.

The structure of this course is unlike any other literary course I have taken. Each student produces three pieces of writing over the course of the semester, and each piece is workshopped by the class. In preparing for the workshop, students annotate the pieces at home and send

response letters to the writer. During workshops, the class discusses three pieces, shares advice and compliments, and asks questions. On "non-workshop" days, the class reads creative poems and short stories from which students derive inspiration for their own work.

For example, we read a 1989 piece called "Bullet in the Brain" by Tobias Wolff. This short and engaging story led to deep class conversation, with some students viewing the protagonist as selfish and volatile, while others viewed him as light-hearted and humorous. Throughout the semester, we have returned to the story, using it as an example of what a sophisticated creative writing piece can look like.

It has been both exciting and deeply moving to watch our class grow into a tight-knit community. An example of this is when junior Sophie Klarfeld, a student in the class, requested that we rearrange our desks into a circle during workshop periods to be less spread apart.

"My recommendation was to create a workshop that is interactive and feels like a discussion rather than a presentation," said Klarfeld.

Sharing personal writing without strict guidelines can be intimidating, yet the supportive environment of the classroom has made the process feel safe and fulfilling. Over time, we have become more open, confident, and willing to take creative risks or share honest, individual thoughts.

Doroz, who teaches the class, reflected on this, saying, "I try to structure the course so that students are willing to feel vulnerable in front of each other, they are willing to take constructive criticism, and they are willing to be honest with each other."

We all would like to thank Stefan for challenging us, guiding our growth, and facilitating the unique course. I strongly encourage students to consider taking Creative Writing!

The Freshmen Said "What?" to Color War Breakout

By Sadie Graff '29 and Eden Barlev '29, Staff Writers

The Color War breakout was certainly an exciting surprise and one that particularly shocked many freshmen. On Monday, Dec 15, 2025, at the Hanukkah program, the Heschel Harmonizers and Halfnotes performances broke out Color War.

Before the words "Color War" had even appeared on the big screen, the Hebrew words "מלחמת הצבעים" were projected, with different letters each representing a different grade's color. Most grades seemed to realize that this was the start of color war, except for the freshmen! In that same moment, senior boys started "throwing each other up in the air," as freshman Talia

Shafizadeh said when asked about her experience during the breakout.

Though the Harmonizers performed during the beautiful Hanukkah celebration, they too were kept in the dark about breakout.

Freshman Amira Cohen said, "At first I was very confused as I was on [the] Harmonizers and didn't see the board and I heard people screaming." She also noted that she "thought it was a fake out." Not only was she a freshman experiencing it for the first time, but she did not even see the screen. The experience for freshmen was surreal; teachers felt elated to finally let out the secret. Even after they unveiled the surprise, the puzzlement of the freshmen did not dissipate, but rather increased.

After it had been communicated to the

freshmen that Color War was set to commence, the excitement started to kick in.

Freshman Josie Feldstein-Gardener said, "I felt the entire ground shaking, it was literally lifting me into the air as I was sitting. It was a great preview to what lay ahead. It was definitely a highlight for me."

The minute Color War was announced, the senior boys started "cannon-balling their bodies across the gym floor," freshman Josie Feldstein-Gardener said, as ninth graders were still trying to wrap their heads around the mere idea of color war. Color War 2025 was certainly one for the books, and would not be complete without the annual freshmen confusion surrounding its breakout.

Beyond the Headlines: Programming Council Spreads Hope

By Liza Gerstein '27, Staff Writer

In a sea of constant sad news coming from Israel, the Programming Council's Israel engagement committee began weekly "Israel Hopes and Highlights" flyers to spotlight positive Israeli facts and stories. Last term, the committee provided updates within the council. This term, a goal of the committee was to outwardly educate the community.

The head of the committee, junior Lily Weiss, said, "We started this initiative because it is important to us to keep people informed on cultural Israeli news rather than just politics, tragedies, and war updates. We aim to keep things upbeat and positive, while remaining realistic and true to what's actually happening in Israel today."

Displayed on every table of the high school cafeteria, these double-sided posters spotlight positive news from Israel. Topics include Israeli high-tech innovation, Israeli culture, medical breakthroughs,

sports, and more. The most recent flyer, on Jan. 4, highlighted YuviTal, a digital health startup

shekels to conduct a clinical pilot at Sheba's Breast Cancer Institute in Ramat Gan. Updates like these instill great hope in the student body that Israel remains a strong leader in societal advancement.

The flyers also contain fun facts about Israel. For example, Israel recycles 90% of the waste water it creates, making it the leading nation for water recycling. In the U.S., by contrast, only 1% of wastewater is recycled.

These hopes and highlights represent our school's constant love for Israel, and serve as tangible reminders of optimism that students can carry with them throughout the day. In the diaspora, it can be easy to only hear about loss and destruction. However, it is vital that we continue to celebrate Israel's victories in society and innovation.



that won a breast cancer innovation challenge. The company will receive a 50,000 shekel grant (around \$13,700) and funding up to 200,000

Photography by Liza Gerstein '27, Staff Writer

Elective Spotlight: Stories of the Shoah

By Eli Bernstein '28, Staff Writer

Few classes leave students thinking about them long after they have left the classroom. But the Stories of the *Shoah* elective does just that. The semester-long course, offered in the fall for sophomores and spring for juniors, gives students the opportunity to learn about the Holocaust and its aftermath through literature and multimedia rather than through a traditional History-class format.

Stories of the *Shoah* is taught by English teacher Stefan Dorosz, who engages students with short stories, poems, and discussions in

which they reflect on their families' personal experiences. The class concludes with a powerful Zoom visit from Dorosz's mother, a Polish Holocaust survivor.

"I really enjoyed Stories of the Shoah. I think it is a really important class to take as a Jewish student. It gave me new perspectives to think about regarding the Holocaust so many years later," said sophomore Ruby Henik. "My favorite part of the class is the open conversations we have. I enjoy reading about the good that was spread in the dark times. I wanted to take this class to further my knowledge of the Holocaust because I did not know too much

before."

"The texts we read invoke many different emotions," said sophomore Henry Fisher. "This allowed everyone to get involved and helped to foster meaningful discussions."

Whether students are looking for a literature class, enjoy writing, want to further their studies of Jewish and European history, or simply seek a comfortable space to express their feelings about the Holocaust and modern-day Jewish struggles, Stories of the *Shoah* has something to offer. Current freshmen should consider taking it next year.

Proctors Disqualify Juniors in the Puzzle Hunt

By Li'el Ravin '29, Contributing Writer

The juniors were suddenly disqualified in a Color War competition after breaking the rules. They were disqualified from a game called Puzzle Hunt. Puzzle Hunt is a relatively new event; this year, it was run by teachers Lisa Waldstein and Zev Traum.

Puzzle Hunt is a game in which participants solve multiple problems as quickly as possible. This year's challenges included a Wordle, a word snake, a movie guessing game, and a number cipher, with a pig pen cipher for the

final puzzle. The event culminated in a puzzle called the "Big Kahuna Meta Puzzle."

The seniors swept nearly all of the puzzles and finished in record time, and the remaining grades fought for second place.

When the faculty calculated the scores, the juniors had more points than both the freshmen and sophomores. However, the judges discovered that the juniors had taken a ninth-grade clue, which was against the rules.

Freshman Toby Rapoport said, "I am happy to get second place instead of third because we finished the final puzzle second and I

think we did deserve it."

As a result, the judges disqualified the juniors from the competition.

Junior Leon Dwek said, "Being disqualified from the Puzzle hunt felt awful, I felt as though I had just been robbed of the second place prize."

In the end, the juniors still received five points instead of the typical zero given for last place, in acknowledgement of their hard work.

Sports

Upperclassmen Dominate 2025 Color War Sports

By Jake Rothenberg '27, Assistant Sports Editor

Color War sports are electric, and this year was no different.

Students competed in athletic events throughout the two-day event. This year, the seniors won six of 14 sports (significantly more than prior years). The seniors were also deemed the most spirited, which earned them even more points.

The seniors won dodgeball, tug of war, soccer, ping pong, floor is lava, and the race, which made up an impressive 43% of all sports

competitions. The juniors won tag, egg toss, hockey, spikeball, and Mario Kart, a respectable 36% of the sporting events.

Upperclassmen excelled, while underclassmen only won a combined three of the 14 competitions, a mere 21%. The sophomores won both football and musical chairs, and the freshmen only won the mattress race.

When asked about improvements for next year's athletic events, junior Reuben Katz said, "We need basketball next year—it would be the most hype event." Color War used to include the basketball game "Two Ball," but Katz advo-

cated for a full-court game between grades.

Since the upperclassmen dominated in sports, and the seniors also won major events like song, hallway decorations, and debate, their athletic success propelled them to a convincing victory. They won Color War by almost 1000 points!

Heschel students await Color War 2026, as it is regarded as one of the school's best traditions.

Color War Switches it Up: Football Replaces Two Ball

By Mia Biloon '28, Staff Writer

This year's Color War introduced a major shift. For the first time, two ball was replaced with football, a change that sparked excitement for some and disappointment for others. The decision to replace two ball was made by the Color War committee. According to the committee, two ball did not involve enough students and was slower-paced, making it less exciting for students to watch compared to football.

While the new game brought a rush of energy, not everyone felt the change was an improvement. Senior Rose Harnoy said, "I would've preferred Two Ball because it was inclusive by having a girls' round." Harnoy also noted that although football was technically

coed, "the truth is you need a required number of girls in order for them to want to play," suggesting that equal participation did not happen the way it was intended to.



Other students, however, welcomed the change. Sophomore Ethan Wishengrad said, "Football is more entertaining to watch." He described the atmosphere as

"loud and high-energy only adding to the excitement and intensity." This contributed to what Wishengrad described as a thrilling Color War experience.

Throughout the game, the atmosphere accurately reflected the high energy of Color War. Students crowded the sidelines, cheering loudly and creating a high-intensity environment. Regardless of students' opinions on the sport itself, many agreed that the excitement was undeniable.

As Color War continues to evolve, the switch from Two Ball to football raises the question: will Two Ball make a return next year, or will football become an annual Color War event? For now, the debate reflects a larger conversation about balancing tradition, inclusivity, and student engagement in one of the schools' most anticipated weeks of the year.

Heschel College Culture Prioritizes Student Preference Over Prestige

By Gershon Leib '27, Staff Writer

In recent years, certain elements of the college process, including admission criteria and statistics, as well as who has committed to where, have become increasingly transparent due to the advent of social media. However, not everyone views this evolution as a good thing. Junior Ezra Tiven-Gottesman said, "Everyone knows everything now."

This knowledge, however, creates an environment that leaves some students believing they are far behind their peers in terms of college preparedness or that their future success depends on them attending a highly ranked institution. College counselors are at the forefront of mitigating the consequences of misinformation and unreasonable expectations about what to expect from the college process on social media.

Junior Ben Gilad said that during his initial meeting with his college counselor, Dorothy, she highlighted the fact that "name recognition

given student's grades, test scores, and extracurriculars, but also based on their personality and overall "fit."

Alex Faye, Tiven-Gottesman's college counselor, said, "Each student is a pilot, parents are co-pilots, and college counselors are air traffic controllers," emphasizing the extent to which personal preference is at the heart of the process.

The primary aim of the juniors' initial meeting with their college counselors is to give them a chance to introduce themselves properly, rather than immediately answering the potentially life-altering question of where they want to spend the next four years. The interpersonal nature of this process not only creates a less stressful environment for students but also allows the college office to make important determinations based on more than the latest U.S. News rankings.

"Getting to know Alex as a person put my mind at ease," said Tiven-Gottesman.

Photography by Ezra Tiven-Gottesman '27, Contributing Photographer



is not what makes a school great for you."

The recommendations that college counselors at Heschel make about where to apply are not driven by prestige. Rather, they are made on a case-by-case basis, not only based on any

The Breakouts We Need

By Gila Lehon '26, Opinion Editor

The 2025-2026 school year's Color War broke out at a Hanukkah program on Dec 15. The program included the Heschel Harmonizers' annual performance with the Heschel Halfnotes, the lower school's student singing group. Two Halfnotes broke the Color War, changing the lyrics of "Al HaNisim" to announce the event. The song refers to the wars that, thanks to a miracle, Jews were able to win. The Halfnotes used this line for the breakout, referring to a "war between colors."

Unlike years prior, much of the high

school, and most notably the upperclassmen, did not suspect the breakout date. Students cheered and celebrated as mouths gaped in disbelief. This is largely due to the way the administration announced the event. In the past, Color War has broken out during *Hachana*, thus being very predictable for the students. The breakouts are often underwhelming, as the administration can easily edit *Hachana's* itinerary to allow for a breakout.

However, this year, the faculty coordinated a better model for Color War breakouts. By making the breakout a part of a structured and predictable program, once the program be-

gan, students had no reason to suspect a Color War announcement.

Furthermore, during the Shabbaton, Anne Cohen's children proclaimed to many students that Color War would be on Feb 2. This convinced many students and led them to be genuinely shocked when Color War broke out in December instead of February.

This is what Color War breakouts should aim to do: surprise students.

In the years to come, the High School should continue to use this model, as it makes for a more satisfying beginning to Color War.

Heschel Must Renumber Classrooms Now

By Toby Rapoport '29, Staff Writer

Imagine walking down the 6th-floor hallway, past rooms 602 and 603. What room should logically come next?

604, many would say. However, at Heschel, this is not the case. Here, the room following 603 is 643. This is just one example of how incongruously the High School numbers rooms.

"Oh, it's actually so bad," freshman Li'el Ravin said when asked about navigating the hallways as a new student. "There's a 502 next to a 514 and then it cuts off."

LQ teacher Dov Nelkin added, "the fifth floor makes no sense at all."

"I don't even know how the room num-

bers work," freshman Lee Fleischman said.

Classroom numbers are so illogical that they seem random. Even months into the school year, students remain unsure of the location of their classrooms, and this is especially true for the freshman class. Many students are late to class as a result.

The history of room number assignments is complicated. LQ teacher Ruth Fagen said that when rooms were created in the High School, especially on the top floors, making sure that room numbers were

organized logically was not a major priority for

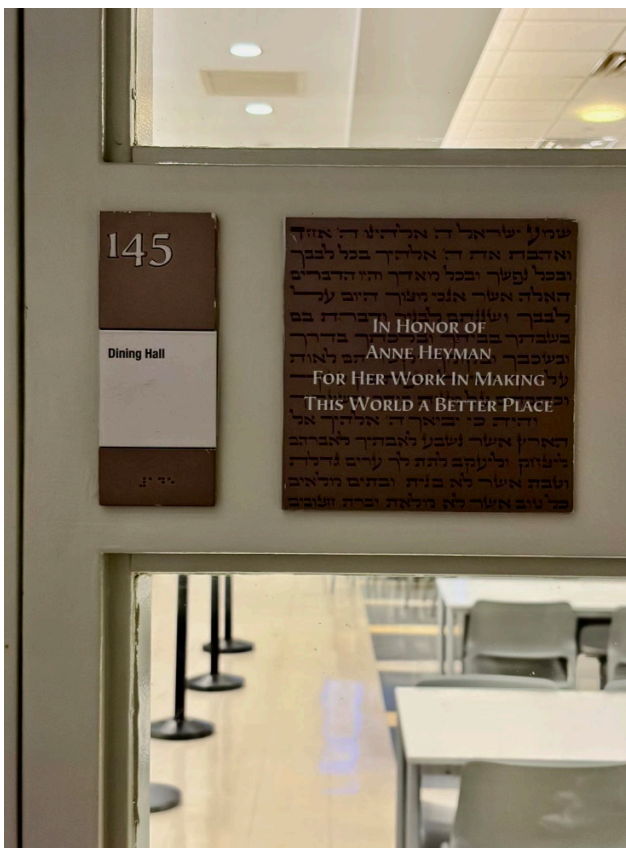
the school's administration. Fagen said that the administration "added the rooms in waves, small groups of one or two. So when they were naming the rooms, they had no idea it would be 602, 603, 643."

Now many agree that room numbers are confusing for students, and the time has come to discard the outdated system and replace it with a new one.

Renumbering the classrooms is not a difficult task. Instead of the current random order, we should number classrooms clockwise around the floor, starting with staircase A. For example, instead of 602, 603, and 643, we would have 611, 610, and 609. This simple system would make much more sense because of its logical basis. Signs directing students towards different rooms could help, and permanently assigning certain classes to specific classrooms might further eliminate confusion.

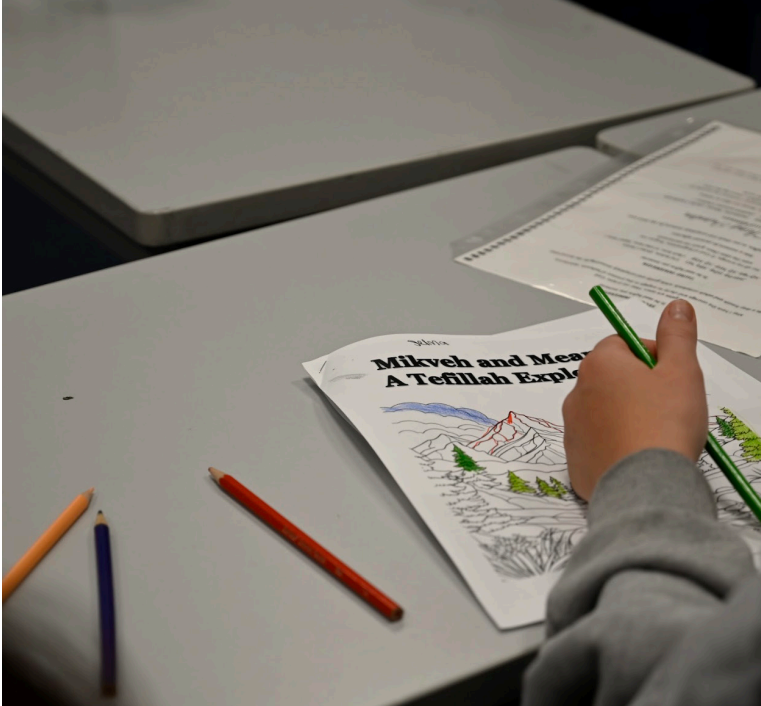
Whoever controls this, please listen: renumber our classrooms!

Josh Archibald '28, Staff Photographer



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