

THE YOC VENDING MACHINE

A FORCE FOR GOOD?

YEDIDYA HELFENBAUM



There are many iconic aspects to the Yeshiva such as lunch ball, bathroom tisches, and, of course, the infamous Or Chaim vending machine. For years, it was run by a company unaffiliated with the school, but in recent years it has been taken over by the Student Council. It is something that they tirelessly work on, as they attempt to cater to the needs and wishes of the students. These can be a variety of things. Whether it be refilling the machine, buying new and incredible products, or retrieving a stuck item, Student Council has everyone covered.

It is a job that is full of praise when things go right, yet when the going gets tough, people know exactly who to blame: the Convenor, Yedidya Helfenbaum (yours truly). This job is always under the microscope as every little decision is met with endless feedback, be it good or bad. In the words of the incredible Mr. Lazar, speaking after snacks were added to the student council vending machine, "We now have an ability to more directly harass the individual running the machine." If you walk through the hallways of the school you will most likely find the Convenor listening to the troubles of those using the machine. These conversations generally begin with: "Yedidya, my item got stuck..." and they go on from there.

It truly is a full time job - full of strategy, profit, and flexibility - but the truth of the matter is, the Convenor's main task is to help the students feel heard. It might sound like a cliché, but it is true. When a student complains that their product got stuck, they are not only asking for their product, they are also looking to see that they are important enough for someone to help them. When someone excitedly recounts their brilliant idea on how to get more money for the school they are testing Student Council to see if their opinion matters. When Student Council works together with the student body, it creates an environment where emerging adults advocate for themselves, and learn the resources required to attain their goals. They gain the tools needed to succeed in the present and future. As Noam Eizicovics, a grade 11 student, said, "It helps support Grad Trip, and it creates an energy of helping out each other. It's a lot more personalized, you get to see your input make an impact. It creates drive in the student body to get involved. Everyone feels like they're making an impact."

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UO WELLNESS WEEK: A SMASHING SUCCESS

AVIVA EIZICOVICS

During the week of January 23, Ulpana students across the grades participated in numerous fun and educational activities to celebrate Wellness Week. Aside from being a limited testing week, the goal of the week was to promote physical and mental health by expanding student opportunities, and spreading information about the subject.

The week began with the anticipated “Meditation Monday”, where students had the opportunity to relax with Mrs. Weinberg at lunch. The “kindness box initiative” also began on Monday, where students wrote down uplifting messages and quotes and put them into a box in the hallway. In the upcoming weeks, students will be able to select notes from the box for some words of encouragement. Grades 10 and 12 also took part in a UJA Chessed program, packaging supplies for food donation. The day concluded with nutritious and delicious post-Mincha snacks, which carried on throughout the week.

On Tuesday, dozens of students wore green to school to spread mental health awareness. While being the universal symbol for mental health and fighting its stigma, the colour is also said to relieve stress and stimulate healing. The “green shirt” goal was put into practice with a creative mental wellness workshop geared at grades 9 and 10. Students learned to stay organized by designing monthly planners, and unwinded through an exciting game of basketball. On Wednesday, the gym was open to students during breakfast and lunch, and on Thursday, the art room was open at those times.

On both Thursday and Friday, Dr. Blumenthal, the Director of Trauma, Bereavement and Crisis Intervention at Ohel spoke to students and shed light on the importance of mental wellness. While sharing his knowledge about numerous disorders, coping mechanisms, and his own experiences, he opened the floor to students who utilized the chance to ask him whatever was on their mind.

Wellness Week at Ulpana was rewarding on many levels, and emphasized the cruciality of tuning into mental wellness, focusing on self care, and learning how to help yourself and others. After Wellness Week, a student commented that “Wellness Week really showed me that the school is acknowledging our mental health and wellness. Mental health is just as important as physical health!” We hope that the school will see the impact of the initiative as we continue on into our second term.



Wellness Week activities at Ulpana: Basketball, monthly planners, and twister.



8:00 AM IMPACT

STUDENT RESPONSE TO THE NEW YOC START TIME

ADAM SCHWARTZ

What is the infamous 8:00 AM start time at YOC? As many know, last year, school started at 7:40 AM. Although this 20-minute difference seems futile, it is significant in a student's eyes. Grade 11 student Yonatan Benjamin says, "Last year, I would get to school and feel quite tired; the extra 20 minutes gives me more rest and time in the morning." Indeed, the benefits of a later start time can be imperative to get a better rest and start in the morning.

What are the impacts of a later start time? As teenage students, most of us think in the present and want immediate satisfaction instead of thinking about the future. For instance, let us say you enter the workforce to become an investment banker. This job is notoriously difficult and requires associates to work 100 hours weekly. If we get used to a "late" wake-up, it can be detrimental in the workforce. Would you be able to present powerpoints and run meetings as an investment banker with a 4:00 AM wake-up? This also applies to many other jobs like neurosurgery, law, engineering, etc. As Or Chaim students, we are driven and tenacious. We strive for academic success, and many strive for future success in the workforce. We need to be prepared for a varying sleep schedule and early wake-up, or else many aspects of life, like the workforce, will be arduous.

Does a later start time impact students' academic success and mental health? As an Or Chaim student, I can say that a better sleep due to the later start has made me a more productive student in the classroom, positively reflecting my academic performance. An anonymous grade 11 student says, "The 8:00 AM start for me really means 8:30. I think we should push for a later start because it only serves to benefit students. We should definitely aim for a 9:00 AM start next year." The pupil would not like to be identified by

his real name as he was not authorized to speak publicly about the matter, and would like to retain anonymity. But perhaps he's onto something; perhaps, as a community and a school, we need to decide what balance we should have between student happiness and school rigor.

What should we do for next year's start time? As you can see, there are pros and cons to waking up late and early in high school. In order to find the best compromise between preparing us for the future and ensuring a good rest, we should start school earlier and end earlier. This will prepare us for our future and ensure that we get a good rest, because we can go to sleep at a reasonable time. You might be thinking, "but school usually ends between 4:30-5:30; you have plenty of time to do what you want and go to bed at a sufficient time." Unfortunately, this is not the case. We have social lives, work, relaxation, homework, studying, and more to tend to. This can keep students up throughout the night. An earlier end time will give students more time to tend to their lives, so it will not interfere with sleeping patterns.

What message should we take away from the 8:00 AM start time? Teenage students are vulnerable in the realm of emotions and especially sleep. Therefore, a wake-up plan must be curated to tend to students directly, and their futures. However, this year we have an 8:00 AM wake-up, and we must appreciate our "late" start because it will only get earlier as we progress through life. In light of this information, academic rigor and rest are paramount for the development of high school students, and a compromise of both will result in maximized intellectual and physical development.

HIDDEN DEPTHS

THE YOC BASEMENT

AHARON TORCZYNER

Legend has it that an unknown number of years ago, an Or Chaim student snuck into the basement of Or Chaim, an area popularly known as China. He took a secret passage, lifted a trapdoor, and ended up in Dr. Levy's class. Two questions spring from this story - is it true, and when would it even have happened? Mr. Lazar, Dean of Students at Or Chaim, only responded with "possibly a very long time ago." That is not the only thing suspicious about it. The food for the vending machine is kept in the basement, instead of in the ground-floor kitchen. Is that not suspicious? "No." Why does he think it's so secretive? "There's nothing that you need there." Will he keep the secrecy forever? "Yes". Clearly, he's been sworn to secrecy, so to figure out what is truly going on down there, and the reason for the mystery, some investigation was necessary.

Yedidya Helfenbaum is a Senior at YOC, and also the Convener (in charge of the vending machine, as well as intramurals). He expected a big surprise the first time he went down there: "... the way I heard people talking about China, [I thought] it [would] be like a magical door, but I will say it's crazy how many doors and different pathways you can go [through] downstairs."

Why is it so secretive though? As Mr. Helfenbaum explained, "...all the other things that Or Chaim has gotten rid of legend-wise, even though they stay in memory, are things that hurt students or the school's name, and I think China is a harmless and funny thing."

If the Convener of the school doesn't have an explanation for the secrecy, I have to turn to an Or Chaim legend for answers: 2015 graduate David Jesin.

David claims that he's only been down there once or twice, but when asked if he's returned as a teacher to go down there, all he can give me is a smile and a "no comment."

He does, however, have an explanation of where the name comes from: "I imagine it's like digging a hole to China, it's like a classic expression you know, it's like the other side of the world, except, it's the basement. I don't know more than that, I just know that it sounds very... it gives it a real mysterious feel to it."

The answer to a fundamental question was still unanswered though: why be so secretive? When asked about students going to the basement, Mr. Lazar's answer was "only on guided tours", and that the area "hasn't been zoned for classrooms." All of this secrecy left only one option: taking the risk and going down there myself. I did it all legally, of course. I went under the guise of "helping Yedidya carry supplies to the vending machine," and what I saw revealed the secret.

CONTINUED ON PAGE 5



EXCEPTING THE OLD TO ACCEPT THE NEW? ULPANA'S SPORTS TEAM DILEMMA

Yael Diena

Ulpana's basketball season finished on a high with the UO Knights' second-place win in the Fuchs Mizrahi Basketball Tournament. The end of the basketball season ushered in the start of the volleyball season, and dozens of students signed up to try out for the volleyball team; among them, five girls who had been on the basketball team this year. A few days after tryouts, those five girls were pulled over by the heads of Ulpana's Athletic Department, who dropped the bomb: if they played on the volleyball team this year, they would not be allowed to play on any sports teams next year.

"I'm upset that they made us choose between two sports I love," commented a grade ten basketball team member. Students were frustrated not only with the new rule, but with its timing. Another student reported, "If [the administration] had told people about the rule earlier, it may have affected what sport [students] chose to do." The Athletic Department Heads provided the basketball girls with three main reasons for this rule—some valid, and some refutable.

Firstly, the Athletic Department claimed it would be too expensive for parents to pay for their child to be on more than one sports team. In response, one girl challenges that "Parents should be able to decide what they invest in for their kids." It certainly seems logical that parents should be able to make their own financial decisions about what activities they want their children to do. Other Ulpana extracurriculars also have high costs, yet parents have no limit on how many of *those* clubs their children can join. For example, the fee for YU's Model UN conference is over one thousand dollars,

and the fee for another conference, JCYMUN, is over four hundred dollars, yet, although this is rare, Model UN members can participate in both conferences.

Next, the school argued that being on two sports teams in a year would negatively impact students' academics. However, many BAS staff members believe that the goals of school should extend beyond getting good grades. A teacher at Ulpana asserts that sports "can really allow for students...especially those who are not as academic...to feel proud." This is not to say that marks are unimportant, as the same teacher warns that "sports teams [can] negatively impact learning...when students are not in class, they tend to miss material." Classroom learning is still the most vital part of school, and should never be sacrificed for an extracurricular.

The question still stands, though, as to why Ulpana regards sports teams differently than other co-curriculars. When it comes to other clubs in Ulpana, if an *individual* student's grades drop as a result of being in a club, they are asked to leave it. Therefore, it would make sense that if an *individual* student's grades dropped significantly as a result of playing two seasons in a row, she would be asked to drop out. It does not, however, make sense that an *entire* team would be banned from playing two sports in a year, unless the school has analyzed each individual's grades and determined that every single team member is doing significantly worse because of their sports team participation.

Finally, Ulpana reasoned that stopping students from playing on multiple sports teams would give other students who had not yet been

on a sports team this year the chance to be part of one. To counter this, one team member expresses that, "While everyone deserves the chance to play a sport, the concept of a team is that it's supposed to be the best players...to represent the school as strongly as possible. There are other ways to ensure that everyone can get a chance." If Ulpana sports teams are open for *everyone* to be part of regardless of skill level, then tryouts should not be held at all. In reality, though, competitive sports teams are there to select the best athletes, even if that means that some athletes are on multiple teams and some are on none. Students have suggested other ways to ensure more students get a chance to play, including having a varsity and junior varsity team or holding intramurals.

When asked to respond to the situation, one Athletic Department Head explained that "For the first time the UO Knights Basketball team was going to continue with practices and games after their formal season ended after our Cleveland tournament...Practically, it would have been impossible for any player to play on both teams." She added that this reasoning was told to students, and the choice of which sport to play was ultimately up to them.

Although some basketball team members are frustrated by the new rule and its timing, they are still greatly appreciative of the Athletic Department's efforts, and their help in making their past season as successful as it was. Students hope the Athletic Department will address their concerns in order to increase transparency and honesty between staff and students, and to ensure a successful sports season for all.

YOC KNIGHTS SEASON UPDATE

DOV WEITZNER

The YOC Knights are a dynamic presence on the basketball court! With a record of 3-2 as of February 7 and led by visionary coach Dexter, this talented team is guaranteed to bring their A-game to every match. Their hard work and determination are evident in each play, and their unwavering spirit will have you on the edge of your seat. Get ready for an electrifying end of the season as the Knights, making a run for the playoffs, take the court and leave their mark on the game!



CONTINUED FROM PAGE 1

Most importantly, the vending machine is a symbol of the school's sense of unity and brotherhood. It brings everyone closer together, in its own silly way. Descriptions of the vending machine by the student population included: "[It is] a great place to be, everyone loves it" and "[it is my] favourite place in the school." When Yoni Elnekave, a grade 9 student, was asked about its importance to the school he said, "it makes students bond. All the times people pitch in to help you buy something when you're a quarter short. You are friends now. When we help each other out it shows what the school is really about." That is the beauty of the machine. It brings so much more to the table than just a snack machine. It brings students together, brightens people's days, and is a source of pride for the school. Although the machine has not been around for very long, it is hard to imagine what the school would be like without it. The incredible achievements that the machine has made has been thanks to countless people, whether it be Student Council, Mr. Lazar, Mr. Parker, the student body, or so many others. Everyone is playing a pivotal role. When people come together and invest in something, they achieve incredible things, as well as create an incredible environment.

CONTINUED FROM PAGE 3

In addition to the secret passages that lined the walls, and the seemingly random doors, there were... wheely chairs, storage areas, extra pipes, tons of food and drinks, and computers. What was the point of having them downstairs?

Then it came to me. Or Chaim was established in 1973, and at that time, it would make sense that it would be a regular basement. Yet in 1979, a new highschool moved into the area: The Anne & Max Tanenbaum Community Hebrew Academy of Toronto. The move from the Associated Hebrew Schools campus seemed suspicious in and of itself, but because they didn't know what would come next, they switched over their basement from a storage area to a siege supply site. Now, it can defend itself from nearly anything that comes its way. In order to keep the secret, they only let students down in very small numbers. It explains the name China, a mysterious place that for over thirty years has 'just' been a storage room. The extra exits also make sense: An underground bunker needs multiple ways out but usually only has one known entrance. The actual contents of the basement seemingly also prove this thesis: The router, which controls the internet of Or Chaim, is there, as well as office chairs that are set up for secret meetings. It's a place armed with weapons in disguise so that random kids that ended up down there would not be able to figure it out. Some teachers must be in on it also, because there are just too many Professional Development days for them just to be about teaching. The conveners would also have to be kept quiet for this to be a secret as well. Or Chaim, a school in disguise, has more security than any student could have realized, and it's all there every day, below our feet. It's time to put away the disguise, Mr. Lazar.

THINK YOU CAN PROVIDE A SENSIBLE ALIBI FOR CHINA? CONTACT:
AHARON.TORCZYNER@YOCSTUDENTS.ORG

TEACHER SPOTLIGHT:

Dr. Nadler

MIRIAM LEVINE

Dr. Nadler has always loved learning English, and has been working at Bnei Akiva Schools for fourteen years as an English teacher. But how did she get here?

Dr. Nadler went to William Lyon Mackenzie Collegiate Institute for secondary school. She always liked English literature. High school was stressful, but she graduated with the English award. She took every English class possible and was always a good student in all other subjects, except for Calculus.

After Dr. Nadler graduated, she took a concurrent education degree, B.A. and B.Ed., at York University. She then got her Masters in English at York University and a Ph.D. in Canadian Literature at McMaster. Her dissertation was on “Displaced and Minor Children In Selected Canadian Literature.” The selected literature was *Funny Boy* by Shyam Selvadurai, *Obasan* by Joy Kogawa, and *Lives of the Saints* by Nino Ricci. She taught at different universities, including McMaster, University of Toronto, and York University.

Before she began teaching at BAS, Dr. Nadler was looking for steady work in Toronto because her daughter was starting school here. She saw a job listing for English teachers at a private school. She applied and only found out it was BAS just before the interview. She’s been teaching here since. Students enjoy Dr. Nadler’s passionate teaching, especially when she’s discussing Shakespeare. Her favourite work to teach is *Hamlet*. She finds teaching particularly rewarding when she gets feedback from students that they learned something or enjoyed reading something, or when they worked hard to improve and succeeded in doing so.

If she wasn’t working here, Dr. Nadler thinks she would probably be teaching elsewhere or working full-time on her book business, *JannaReads*, where she gives book reviews to private book clubs in the city. Her favourite part of *JannaReads* is that there are no tests and no exams. People read the books and attend the lectures because they want to enrich their experience.

Her favourite fictional animal is a unicorn. In real life, her favourite animal is her cavapoo, Bagel. Her favourite tea is Bengal spice tea, and she recommends it for those who like cinnamon. She loves many books, and some of her favourites include *Rules of Civility* by Amor Towles, *Olive Kitteridge* by Elizabeth Strout, *What We Talk About When We Talk About Anne Frank* by Nathan Englander, *The Goldfinch* by Donna Tartt, *Half Of A Yellow Sun* by Chimamanda Ngozi Adichie, *Station Eleven* by Emily St. John Mandel, and many more.

In Dr. Nadler’s free time, she plays tennis and softball and spends a lot of time with her family. Her family enjoys family movie nights, board games, and, every so often, *Dungeons and Dragons*. Dr. Nadler reads a lot and appreciates audiobooks in particular, and enjoys all kinds of television shows. She loves all genres, from Fantasy and Historical Fiction, to Teen Dramas, Quirky Comedies, and Reality Shows (she has all the streaming services).

Her advice for her students is: “Be curious. The questions are just as important as the answers.”

*Right, from top to bottom:
Dr. Nadler, her dog Bagel, and how she drinks her morning coffee.
Photos provided by Dr. Nadler.*



COUNTING DOWN THE SECONDS: AN ENGLISH CLASS BOOK REVIEW

MALKA MOSHKOVITS

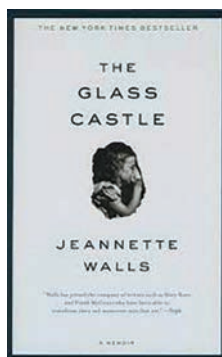
Many factors go into students' enjoyment of English classes. The books chosen and how they are taught can significantly impact students. It makes the difference between students looking forward to class or counting the seconds until the bell rings. In my four years at Ulpana, I've studied about nine books and had different experiences with them. If you want a guide on which books are fantastic and which you shouldn't even bother buying, keep reading.

COUNTING DOWN THE SECONDS ... UNTIL ENGLISH CLASS STARTS

Here are the top three books I've studied in high school. They made me excited about English class. These are books that I would *willingly* read multiple times. Willingly, as in without an English teacher standing over my desk asking why I still don't have the book.

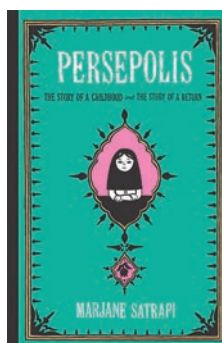
***THE GLASS CASTLE* BY JEANNETTE WALLS** 10/10

The Glass Castle is an autobiographical memoir of the life of Jeanette Walls. She tells the stories of her unconventional, nomadic childhood. It is a story of neglect, independence and self-discovery. It teaches essential lessons such as healing from trauma and becoming your own person, free from past experiences. This is a crucial lesson for teenagers to learn. When taught, maturity and personal experiences must be considered, as content in the book may be triggering to some. This book is timeless and will always have important lessons for students. This book should be taught in grade 9. Freshman year is a time of self-discovery and new beginnings, significant themes in this book.



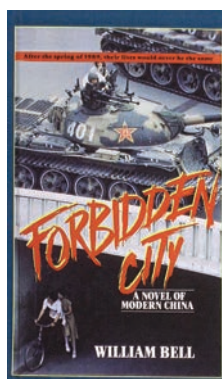
***PERSEPOLIS* BY MARJANE SATRAPI** 8/10

Persepolis is an autobiographical graphic novel about Marjane Satrapi's experience growing up in Iran during the Islamic Revolution. It tells a meaningful story of being who you are despite society's thoughts. This will always be an essential lesson for people of all ages. Despite this, an actual novel telling a similar story may be more appropriate for a high school English class. This book would be good in Grade 12 because it connects to the Grade 12 course Modern Middle East. This book's lessons are essential to remember as students leave the Jewish school system and enter the real world.



***FORBIDDEN CITY* BY WILLIAM BELL** 8/10

Forbidden City is a historical-fiction novel based on the Tiananmen Square Massacre of 1989. The story's protagonist, a 17-year-old Canadian boy named Alex Jackson, visits Beijing with his father, a reporter on assignment. It is a story of censorship, protesting injustice and doing what you know is right. The lesson of fighting censorship is an essential lesson that all people should learn. Despite the importance of this novel, a story that takes place in China in the 1980s may be too far removed from today's students. A book with similar themes that takes place in more recent years may be more appropriate.

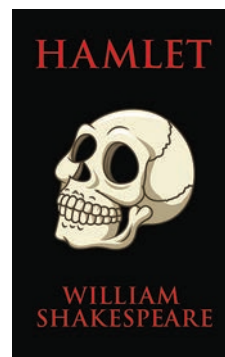


COUNTING DOWN THE SECONDS ... UNTIL THE BELL RINGS

These are the worst three books I've read in high school. They made me look forward to the bell ringing. This type of book can be found in the back of your cupboard in that box of books you were forced to buy for school and are now just sitting, gathering dust.

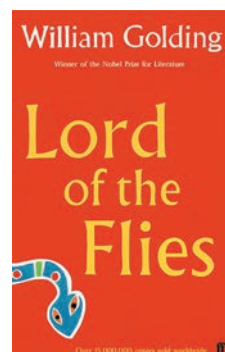
***HAMLET* BY WILLIAM SHAKESPEARE** 4/10

Hamlet is a tragedy play by William Shakespeare. It follows Prince Hamlet, prince of Denmark, after his father's death and the events following. Hamlet is a story of betrayal and the danger of revenge. Many people believe it is essential to learn Shakespeare as his plays are considered classics. I think his plays are outdated, and there are better ways to learn the same things. Shakespeare is hard to read, and focusing on comprehending basic language takes away from studying deeper themes. Also, Shakespeare represents a minimal view of the world. If we wanted to read a book from the white man's perspective in the 16th century, his plays are perfect, but otherwise, his viewpoint is very sheltered. Numerous modern adaptations of *Hamlet*, such as *The Dead Fathers Club* by Matt Haig and *Fat Ham* by James Ijames, make more sense to read.



***LORD OF THE FLIES* BY WILLIAM GOLDING** 4/10

Lord of the Flies is a dystopian novel that doubles as an allegory for the dark side of society. It's about a group of young boys stranded on an island and the unstable community they form for themselves. It covers themes of human nature, savagery and the evil within. It's a timeless classic that teaches the vital lesson that evil is inside everyone. I personally did not like the book and found it very dull. This could also be attributed to it not being taught well. This book is overly metaphorical, and the metaphors take away from the themes. Students today may also find it difficult to relate to the characters in this book as they lived in a completely different time. There are certainly better options with similar themes for us to learn.



***MERCHANT OF VENICE* BY WILLIAM SHAKESPEARE** 3/10

Merchant of Venice is a Shakespearean comedy. It features a merchant named Antonio and his financial dispute with the Jewish moneylender Shylock. It contains a lot of antisemitic stereotyping. It includes themes of greed and revenge. Learning the danger of retaliation is an important lesson. However, there are better books that teach the same theme. This play has unnecessary antisemitism and is hard to comprehend. If we were learning this play in a class about Judaism or antisemitism, it would make more sense, but it doesn't fit in an English class. There are other Shakespearean plays that are better than *Merchant of Venice*. *Romeo and Juliet* and *Macbeth* are suitable replacements with much stronger connections to their love, death and guilt themes.

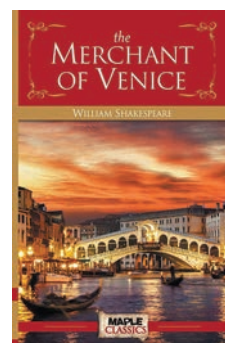




Photo by KoolShooters on Pexels.

IS JAKE PAUL GOOD FOR BOXING?

SHMUEL FISCH

YouTube influencer and boxer Jake Paul has had a controversial career in his five-year stint in boxing. Boxing was one of the first professional sports, starting up in America in 1920, with the Walker Law allowing prizefighting in New York. Especially with the rise of television, the sport grew, though it has most likely never seen anyone as controversial as Paul in the ring, as we'll get into. There are multiple reasons to support or hate him.

On the one hand, Jake Paul is good for the sport of boxing for five key reasons.

First off, Jake Paul popularizes the sport by attracting a lot of his fans to his fights, thanks to his enormous social media following (20 million subscribers on YouTube and 21.8 million followers on Instagram). This will spark more interest in the sport as the people who generally watch him on social media will also watch his matches.

He's also a charismatic figure. Paul is known as 'The Problem Child', but it's possible that because of his reputation for trash-talking and showmanship, such as making fun of professional fighters who lose their fights, it'll add interest for some fans, rather than watching a boring fight.

In addition to building himself up, he's also helping other online celebrities get into boxing, by fighting them. Jake Paul has taken on KSI (Olajide Olayinka Williams "JJ" Olatunji) and Salt Papi (Busta Breezie), both of whom are social media personalities, and he has helped bring them into the boxing business. Through this, Paul brings new stars and personalities into the sport of boxing.

Besides the star power, money has been a driving factor as well. The boxing industry is making a lot of money thanks to Paul's fights. The sport is expanding, thanks to a revenue source known as PPV (Pay Per View), which allows the viewer to pay in advance to watch a fight on their TV. The more money he makes (which will almost certainly be a big number, based on his following), the more likely the boxing world will want him.

On the other hand, there are plenty of fans who would disagree with all of these points. Paul has received a lot of criticism from the boxing world, mainly for these five reasons:

Paul only has six professional fights under his belt, meaning he has little experience in the sport of boxing. I have questioned if he genuinely belongs in the ring due to his lack of experience. As well, several of Jake Paul's opponents (Nate Robinson, Ben Askren and more) are not regarded as top-level fighters, which has prompted questions about whether his fights are all just for show anyway and may even be rigged.

Additionally, Paul's promotional strategies are concerning. Personally, I wonder about Jake Paul's marketing strategies, as they place more of an emphasis on show and entertainment than on boxing as a sport. His pre-fight trash talks of his opponents go beyond boxing, including talking about their personal lives. While he does use his platform to benefit boxing, what he does isn't necessarily entertainment, and they also weaken the spotlight on the sport.

Somewhat because of his advertising, as well as his inexperience and the quality of his opponents, some people (including me) worry that his participation in the sport will undermine the achievements of real boxers and compromise the sport's credibility. There are some big fights between professional boxers planned for this year, like Tyson Fury (ranked as the world's best active heavyweight by BoxRec and ESPN as of December 2022) fighting Oleksandr Usyk (who holds the unified WBA, IBF, and WBO heavyweight titles since 2021, and they might be overshadowed by the weaker matches that Paul is fighting).

Overall, whether Jake Paul is a decent boxer depends on your point of view. Although he has been successful in bringing in fans and money to the sport, many experts and boxing enthusiasts feel he is not a legitimate boxer due to his lack of talent, experience, and sportsmanship, and he may overshadow others who have more of those qualities, this however, does not make him less entertaining.

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DO YOU HAVE A SCOOP FOR THE BASH OR AN OPINION YOU WANT LIKE TO SHARE? SEND IN YOUR PITCH HERE:

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