

Contributors

Elin Boyce is a junior in high school, with a strong interest in public policy and sociology. She enjoys reading non-fiction social commentary books and music. She plans to continue her research next year, through an independent study of how public policy has affected privatization in Pittsburgh.

Reese Clews is a high school student in New Jersey interested in everything related to computer programming. In his free time, he loves to spend hours on his computer playing video games, but even more so making them, and working on other coding projects of his in C++ and Python. He also loves the outdoors, going on runs, backcountry hiking sessions, and performing volunteer farm work routinely.

Andrew Girard is a researcher in the class of 2025 at Hampton High School. He conducted this study during the 2023-2024 school year for his AP Research Study and Capstone Diploma. He is a first-time researcher who combined his passion for college sports and statistical analysis to examine the correlation between transfers and win percentage in men's college basketball.

Alyssa Gonzalez is a junior at Valley Stream South High School, located in Long Island, New York. She is an active member in her school's community, participating in various extracurricular activities including the Varsity Swim team, Chamber Orchestra, and various honor societies. She is passionate about neurology, psychology, and advocating for mental health issues, and hopes to pursue a career in the field of psychiatry.

Lucie Huang (they/she) is an incoming freshman at Brown University who is deeply passionate about creative writing and social justice. When they're not writing, they love to bake, write poetry, and explore local art galleries and bookstores. Their work has been published in the *Dawn Review* (2023), *Eunoia Review* (2024), *TeenInk* (2022), and more.

Isha Kanchana is a rising senior at Newark Charter School. She is interested in studying mechanical engineering and computational biology in the future. Her research interests revolve around the development of computational programs in order to solve real world problems.

Hilary Lee is a graduating student at St. Clement's School in Toronto, Ontario. She is interested in exploring the intersection of STEM and the humanities through interdisciplinary learning. She is also passionate about girls' representation in STEM and equity within the field.

Joella Lin is a high school senior with a passion for video games and game design.

Anika Rastogi is a junior at Wissahickon High School hoping to pursue a career in medicine. She is very active in her school community as the Head Guest Speaker Coordinator of the Health Careers Club, the Chief Financial Officer of the Indian Cultural Association, and a member of the Varsity Girls Lacrosse Team. Outside of school she works as a Math and Reading Tutor and Ski Instructor. She is also passionate about spreading awareness and creating health literacy in her community. She does this by volunteering her time to Temple Hospital to distribute colorectal cancer screening fit tests to patients to increase accessibility and awareness within the community about this treatable cancer. Overall, Anika's diverse experiences and contributions demonstrate her leadership, initiative, and passion for making a positive impact in her community and beyond.

Adam Shamloul is a rising senior at Newark Charter High School in Newark, DE. His research paper was written for an AP level research class.

Lulu Zhang is a grade 12 student at Havergal College in Toronto. Growing up in China, she is interested in cross-cultural studies of religion, politics, history and philosophy. Her interests include nation building projects, political rhetoric, sacralized politics, and comparative history.

Michelle Zhou is a high school junior from Newark Charter School in Delaware. In addition to research, she is also interested in community service, going to the gym, and hanging out with friends! Michelle is interested in neurosurgery and hopes to conduct more research in the future.

Consulting Editors of the Journal

<p>Anthony Campbell BA, MA, PhD</p>	<p>Anthony Campbell established Grow for Good Urban Teaching Farm in 2013 as a business model innovation laboratory and learning centre for young entrepreneurs. He spent time working throughout North America, Europe, Australia, Asia and now resides in his hometown of Toronto. Examples of Anthony's work are documented in <i>The Innovator's Field Guide</i> (2014), co-authored by David Crosswhite and Peter Skarzynski, as well as multiple Harvard Business School and Corporate Executive Board case studies chronicling the innovation and capability-building efforts of companies such as Samsung, Whirlpool, Best Buy and McDonald's. Previously, Anthony taught Film Studies, Writing and English Literature at The University of Western Ontario.</p>
<p>Jeremy B. Caplan ScB, PhD</p>	<p>Jeremy Caplan is an Associate Professor in the Psychology Department at the University of Alberta, where he is also the Principal Investigator at the University of Alberta Computational Memory Lab. The lab is focused on human verbal memory behaviour and its basis in cognitive and neural processes. The team takes several approaches towards research, including mathematical modeling, measures of behaviour in the cognitive psychology tradition, and measures of brain activity using electroencephalography (event-related potentials and oscillations) and functional magnetic resonance imaging. He has been a referee for 38 academic journals.</p>
<p>Priya Chopra MD, FRCSC</p>	<p>Dr. Chopra is a practising general surgeon at the William Osler Health Centre (WOHS) in Brampton, Ontario, Canada, where she maintains a busy practice and balances involvement in various healthcare initiatives with the local cancer center. She earned her MD at Western University (London, Ontario), and completed general surgery residency at the University of Ottawa. After a year of pediatric surgical training at Université de Montréal, Dr. Chopra joined WOHS in 2001. Her clinical interests include systematic promotion of cancer care in her highly diverse catchment area. She is currently deeply engaged with her local Ontario Health Team creating innovative solutions to improve health outcomes and diminish inequities in healthcare. She has also taken on healthcare consulting engagements to improve program design and delivery. She hopes to become involved with the new TMU medical school opening in Brampton in 2025.</p>
<p>Nitin Deckha PhD, CTDP, MCATD</p>	<p>Nitin Deckha (he/him) holds a PhD in Anthropology from Rice University, Houston and is a Certified Training Development Professional (CTDP). Over the last 15 years, Nitin has taught courses on intercultural communication, social problems, social justice, gender issues and the transformation of work at the University of Guelph-Humber, Toronto. In addition to his current research on gender inclusion in police recruitment, Nitin has conducted and published research on police experiences of higher education and the gendered perceptions of career preparedness. Nitin also consults and speaks on intercultural competence, equity and inclusion, and the future of work and learning.</p>

<p>Will Fripp BA, MA</p>	<p>Will Fripp is a public affairs and political risk analyst for Canadian and international clients. A B.A. in History and Political Science from Victoria University at the University of Toronto and an M.A. in Intelligence and International Relations from the University of Salford in Manchester, England, he is a historian specializing in intelligence and espionage, and its modern influences. Will anchored www.spiesintheshadows.com, a web based curriculum outlining Canadian foreign intelligence history and its impacts on Canada's national development. An occasional lecturer, Will's writings and review articles appear in peer-reviewed academic journals like <i>Intelligence and National Security</i>, and elsewhere.</p>
<p>Jennifer Goldberg BA, BEd, MA</p>	<p>Jennifer Goldberg holds an M.A. in History from the University of Toronto. Her graduate studies focused on teacher misconduct in 19th century Ontario, and her research is published in <i>Historical Studies in Education</i>. She currently leads the English department and teaches at Havergal College, where she has also served as Chair of Teaching and Learning. In this capacity, she has explored the role of feedback in student learning, and has presented on this work at the National Coalition of Girls' Schools and Conference of Independent Teachers of English.</p>
<p>Tim Hutton BA, MLIS</p>	<p>Tim Hutton is a teacher-librarian at Royal St. George's College. He has a BA in History and American Studies from the University of Toronto and a Masters in Library and Information Science from San Jose State University. At the secondary level, he has taught courses in the social sciences, humanities and communications technology, including a locally designed interdisciplinary course in urban studies.</p>
<p>Jamie Kellar BScHK, BScPhm, PharmD, PhD</p>	<p>Jamie Kellar is an Associate Professor – Teaching and Associate Dean, Academic at the Leslie Dan Faculty of Pharmacy, University of Toronto. She received an Honors Bachelor of Science degree in Human Kinetics (BScHK) from the University of Guelph, followed by a Bachelor of Science in Pharmacy (BScPhm) and Doctor of Pharmacy (PharmD) degree, both from the University of Toronto. She obtained her PhD from the School of Health Professions Education, Maastricht University, Netherlands. In addition to her education, she is a licensed pharmacist in Ontario. Professor Kellar's practice area is in the field of mental health. Her research explores professional identity in pharmacy education and practice. Dr. Kellar is an award-winning educator, having won the University of Toronto Early Career Teaching Award, the President's Teaching Award and the Association of Faculties of Pharmacy of Canada (AFPC) National Award for Excellence in Education.</p>

<p>John Lambersky BA, MA, BEd, PhD</p>	<p>John Lambersky is a teacher and head of the Canadian and World Studies department at Royal St. George's College in Toronto, where he leads the AP Capstone program. He has presented his work on teaching practice at the conferences of the International Boys' School Coalition, the National Association of Independent Schools, Advanced Placement and the College Board, and the Canadian Accredited Independent Schools. His academic research is focused on school culture as a mechanism for school improvement. His work has been featured in Leadership and Policy in Schools, The Dalhousie Review, and The Nashawaak Review, and he is the author of Style and Substance: Finding and Joining the Academic Conversation from Broadview Press.</p>
<p>Blake Lee-Whiting BA, MPP</p>	<p>Blake Lee-Whiting is a PhD candidate in the Department of Political Science at the University of Toronto, a research associate at the Policy, Elections, & Representation Lab, a sessional lecturer at the Munk School of Global Affairs & Public Policy, and a graduate fellow at the Schwartz Reisman Institute for Technology and Society.</p>
<p>Lori Loeb BA, MA, PhD</p>	<p>Lori Loeb is Associate Professor of Modern British history at the University of Toronto. She has a Masters in Museum Studies and a PhD in History. A specialist in the Victorian period, she is the author of Consuming Angels: Advertising and Victorian Women. Generally, she writes about things in nineteenth-century Britain. A past Deputy Chair and Associate Chair (Graduate) of the History Department, she is currently MA Coordinator. She teaches courses in nineteenth and twentieth-century British history, Victorian material culture and the English country house.</p>
<p>Gaven MacDonald BSc, BEd</p>	<p>Gaven MacDonald is a Physics and Mathematics teacher at Havergal College, where he is the faculty advisor for the Robotics Team. He is a member of the school's Blended Learning Team, which focuses on developing methods to combine online education resources with in-person classroom teaching. Gaven has designed physics simulations on the website www.cutequbit.com, that teachers can use to assist with their teaching, or to make individualized student assessments. Gaven also runs an educational YouTube channel which focuses on electronics and programming.</p>
<p>Jaime Malic BA (Hons), MA, BEd, PhD</p>	<p>Jaime Malic completed her PhD in Educational Leadership and Policy at the Ontario Institute for Studies in Education at the University of Toronto; her research focused on leadership values and practices in independent schools in Ontario. Jaime has fifteen years of experience as an educator in both independent and public schools. She currently teaches both AP Capstone Seminar and AP Research, as well as senior English courses at St. Clement's School. Jaime has served as a Reader for AP Capstone Seminar, written for Independent Teacher and Independent Ideas, and presented on various topics at the American Educational Research Association's Annual Conference, the Conference of Independent Teachers of English Annual Conference, the Ontario Advanced Placement Administration Conference, and the Advanced Placement Annual Conference.</p>

<p>William J. McCausland BAsC, MEng, MA, PhD</p>	<p>William McCausland is an associate professor of economics at the Université de Montréal. His research applies Bayesian statistical methods in two main areas. The first is discrete choice, at the interface of economics and psychology, where researchers study how people make choices from a small menu of available options. The second is time series modelling in economics, which has many applications in macroeconomics and financial economics. His undergraduate studies were in Engineering and he received his Ph.D. degree in economics from the University of Minnesota.</p>
<p>Matt Mooney BA (Hons), BEd</p>	<p>Matt Mooney is currently a secondary teacher in the Canadian & World Studies department at Royal St. George's College in Toronto, where he also serves on the Excellence in Teaching and Learning Committee. Matt earned an Honours BA from The University of Toronto, with a double major in History and Geography, and his Bachelor of Education from the Ontario Institute for Studies in Education. He has been teaching in Ontario since 2011 and has experience with curriculum development, such as his work on the Education Committee for Magna Carta Canada. Since 2019, Matt has helped to oversee The Young Researcher.</p>
<p>Cameron Raymond BSc, MSc</p>	<p>Cameron is a data scientist on OpenAI's safety systems team. He holds an MSc from the University of Oxford (Social Data Science) and a BSc from Queen's University (computer science and political science). Previously, Cameron was a research fellow at Stanford University's Regulation, Evaluation and Governance Lab (RegLab), and a visiting researcher at Princeton University's Stigma and Social Perception Lab, the University of Toronto's Computational Social Science Lab, and the Oxford Internet Institute. Cameron's published journal articles span policy, human-computer interaction, and computational social science.</p>
<p>Kate Schumaker MSW, PhD</p>	<p>Kate Schumaker is the Manager of Quality Assurance & Outcome Measurement at the Catholic Children's Aid Society of Toronto, and holds the position of Assistant Professor (status only) at the Factor Inwentash Faculty of Social Work, University of Toronto. She has worked for over 20 years in child welfare and children's mental health, including front-line clinical positions and 10 years producing and implementing child welfare policy for the provincial government. In 2011-12 she worked for the Commission to Promote Sustainable Child Welfare, supporting accountability framework development, including the establishment of a set of standardized performance indicators for the child welfare sector in Ontario. Her areas of practice and research interest include poverty, child neglect, trauma-informed practice, child welfare decision-making, and evidence-informed policy and practice.</p>

<p>Eva Serhal BA, MBA, PhD</p>	<p>Eva Serhal is the Director of Virtual Mental Health and Outreach at the Centre for Addiction and Mental Health in Ontario, Canada and Director of the ECHO Ontario Superhub, a collaboration between CAMH and UHN that provides training and implementation support to new ECHO telementoring projects throughout Canada. Eva completed a PhD in Health Services Research at the University of Toronto, with a focus on outcomes and evaluation in virtual models of healthcare. Eva's current research assesses the implementation, adoption and economic factors of virtual care in Ontario. Eva also has significant experience with leadership and governance; she currently co-chairs the Toronto Telemedicine Collaborative and sits as a board member of the Children's Aid Society of Toronto.</p>
<p>Sarah Naomi Shaw BA, MSW, EdD, MD, CCFP, FCFP</p>	<p>Sarah Naomi Shaw is a family physician in Toronto at Taddle Creek Family Health Team and adjunct faculty at the University of Toronto, Department of Family and Community Medicine. Prior to medical school, she trained as a Developmental Psychologist, obtaining a doctorate at Harvard University focusing on the psychology of girls and women. She also trained as a clinical social worker and began her career as Director of Stepping Stone, an outreach program for sex workers in Nova Scotia.</p>
<p>Sydney Stoyan B.A., M.A., Ph.D.</p>	<p>Sydney Stoyan holds a B.A. in French Literature from the University of Toronto, and an M.A. and a Ph.D in English Literature from the University of Ottawa. Her doctoral thesis, "The Widow's Might: Law and the Widow in British Fiction, 1689-1792," won the Governor General's Gold Medal for the Arts in 2002. She has since written freelance and worked as an editor for various publications and projects.</p>

Alumni Editor

Nicholas Bethlenfalvy is a master's student at the London School of Economics and Political Science pursuing an MSc in International Social and Public Policy. In 2018, he graduated from Royal St. George's College while studying in the two-year AP Capstone program, where his AP Research paper analyzed the root causes of rising pedestrian fatalities in Toronto. After completing the Trinity One Program, he graduated from the University of Toronto in 2022 with a Bachelor of Arts in Economics and American Studies. As part of his master's degree, Nicholas intends to focus his dissertation on American consumption patterns by state child poverty levels during the temporary expansion of the United States Child Tax Credit in 2021.

Jacob Buchan is an undergraduate at the University of Toronto studying History with a Focus in Law, Political Science, and English. Jacob graduated from Royal St. George's College in 2021, where he completed the AP Capstone program, which sparked his interest in academia. Jacob is passionate about research. He published with the University Health Network on smart home surveillance and data ethics before conducting extensive research on education policy at the Munk School for Global Affairs & Public Policy. Currently, Jacob interns with the Director of Associate Programs at Gowling WLG but intends to return to research work in the fall for the final year of his undergraduate. Jacob is grateful for the opportunity to review for The Young Researcher and help platform the work of young scholars.

Andrew Pyper is an analyst at Charles River Associates in Washington DC, working in the Antitrust & Competition Economics Practice; in this role, he produces economic analysis for clients with antitrust-related litigation and regulatory issues. He graduated from the University of Chicago in 2022, where he majored in economics and political science, and graduated from Royal St. George's College in 2018, where he completed the AP Capstone program. His AP Research paper, published in The Young Researcher, examined RSGC students' perceptions of the school's implementation of formative assessment. In university, he continued his education work by advising local high school students on the university application process and continued to engage with academia as a data research assistant for a suicide attack research project and as an intern for the Milken Institute, supporting research on building more sustainable capital markets in developing countries.

Guidelines for Contributors

The Young Researcher is a peer-reviewed journal dedicated to publishing the best original research from secondary school students.

The journal's mission is to provide a larger audience for the original academic research of ambitious secondary students, provide a forum for peer-review, and create a community of young researchers. In addition, the journal strives to advance the quality of academic writing in secondary schools.

The Young Researcher is edited by secondary school students working closely with scholars and active researchers at universities and in the community. The journal operates a blind peer-reviewed review process, following those found in academic research journals.

The journal encourages submissions of original research (including relevant replication studies) from a wide range of academic disciplines within the social sciences, humanities, and sciences.

Submission Guidance:

- No more than 5,000 words, excluding references and appendices (in English)
- Articles should have the following sections or equivalent:
 - Introduction
 - Literature Review
 - Method, Process, or Approach
 - Findings or Results
 - Discussion, Analysis, and/or Evaluation
 - Conclusion and Future Directions
 - References
- Papers should be formatted using discipline-appropriate methods (MLA, APA, and Chicago are acceptable).
- Papers should have an abstract (no more than 150 words) and have 4-6 keywords
- All units of measurement should be in metric wherever possible
- All studies involving human participants must have been approved by a Research Ethics Board

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Please direct any questions to TheEditors@TheYoungResearcher.com