

The Fieldston News

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Special Edition:

A Note from the Editors

Welcome to this special edition of the Fieldston News. In this issue, you will find pictures, op-eds, statements, and other written pieces by students, faculty, and alumni of color regarding the in-school walk out that took place on Friday, May 27th and the racial issues that it brought to light. The protest was in response to a racially insensitive senior prank that took place that Thursday morning when a group of seniors placed watermelons around the school, including in the office of Marie Johnson, the Form VI Dean. The historical and racial implications of this prank were deeply upsetting to many members of the Fieldston community. Later that day, the senior grade sent out a heartfelt apology to the Upper School. While the protest was triggered by Marie's experience, the students of color who participated in the walk-out tackled an array of issues concerning racial insensitivity and representation at Fieldston. Their list of demands were such: 1. Hire more faculty of color 2. More students of color admitted 3. More teacher and administrative education on race 4. Stricter punishment on racially based offenses 5. An election for whoever will be in SAC 6. Curriculum changes throughout the school (Lower, Ethical, Middle and High) 7. Give the diversity coordinator more power.

As you read through this special edition of the Fieldston News, keep an open mind to everything that is written here. It took tremendous courage for each and every one of these writers to share their stories and opinions.

Angela Vassos Retires

Pillar of Community Service

BY JANE FORMAN

"In her time, Angela has revolutionized not only Fieldston understanding of community service work, but also changed it on a national level," says Ethics teacher Rachel Erlich. Angela Vassos has single handedly created and shaped the CSAB program throughout her 43 years working at Fieldston. She has embraced our school's philosophy of hands on learning, refusing to simply lecture on the importance of service. Through her devotion to the community and ability to work through all of the obstacles placed in front of her, Angela has both created and supervised almost 250 ethics programs. If there were a dictionary example of Felix Adler's dream, it would be found in the body of Angela's work.

Angela studied as a cultural and psychological anthropologist doing fieldwork in Japan for her training. Coming back to New York to write her dissertation, she got a job working for the China Town planning council. The children she worked with were Chinese immigrants whose parents were working 20 hours a day in sweat shops. "We were trying to smooth the way for these children since they were going through a lot of culture shock, which I was going through myself." It was there that she realized she was simultaneously helping these children assimilate while she was going through her own physical and mental assimilation. Angela remembers that her first winter back, she didn't even need a coat because her body was so used to the constant cold of Japan.

Angela worked specifically to help parents with their fear of school authorities and to ease their difficulties with communication. "I had an



PHOTO BY JOE FACCIBENE

Angela Vassos

epiphany from doing that work. It occurred to me that I had the wrong end of the stick of this whole thing. I could write my dissertation, but the people I would be teaching, college students, were the ones that had already made it. The real work was with younger children, because that is where you can open the opportunities for these kids."

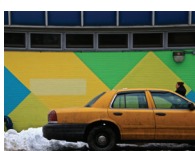
Alan Paul, her professor, agreed to let her take time off and intern with different institutions to figure out which age group most interested her. She decided high school was the best fit. This was at the time of the Vietnam War, when many people were avoiding the draft by becoming teachers. "I didn't want to go to private school, no way, because politically that wasn't happening for me. But because of the

Vietnam war, they hadn't given the licensing exam for six years. Since I was unable to be qualified for public school teaching at that time, my professor, Dr. Friedman, told me I should go the the Sunday meeting at the Ethical Culture Society since they had a job opening. I looked at him and said 'absolutely not. I am not going to a private school what's wrong with you?' He forced me to go anyway and I met with the head of the society, and boy it was so cool! So I agreed to take the job at Fieldston so I could earn money, to be perfectly honest. I said to Mr. Burns, the head of school at the time, 'I'm only staying a year because this is a private school and there ain't no way I left my career to end up in a private school, no way.'" Angela began teaching the

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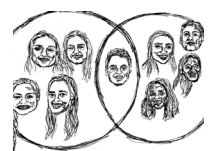
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middle school anthropology curriculum and a tenth grade ethics class which was, "Sunday school on Tuesday...absolute garbage."

Angela began to write curriculum for the program, getting support from the heads since there was not even a curriculum in place. "Evan Paul, a student of mine, in room 523 last period looked at me and said, 'Angela, I don't want to be disrespectful, but why are we sitting here talking about ethics, and not doing anything?' I looked at him and said, 'you know Paul, you're right!' So 27 students and I stayed until seven that night writing a proposal called the Work Ethics Program. At that point, they still weren't giving the teaching exam, so I figured I'll stay another year and get the program off the ground." 43 years later, Angela has done a lot more than start the program. Angela had to teach four history classes and raise all of the money for the program, as the school did not provide any. Despite the overwhelming interest in CSAB, the school administration failed to recognize its importance, and it took 37 years to get a formal budget approved.

According to Sophie McNulty, "Angela puts her all into everything she does. She not only has a plan a and b but also c, d, and e. She knows how to think on her feet and to adapt to any situation she is thrown into. Angela shows up at the Idelson house (a residence for hospitalized children dealing with abuse and mental illness) hours before the program begins so she can

meet new staff and decide what the day will look like." This is the furthest Angela takes her direct teaching role. "Angela believes her job is to work herself out of a job," Sophie said. "She has taught students the benefit of doing, that we are in service to larger needs and not to ourselves and not to 'help,'" says fellow Ethics teacher Rachel Erlich. Angela's philosophy is "giving students the tools to teach themselves." Being a teacher to Angela means "being comfortable enough to have the students exercise leadership, because that's the only way to learn what being a leader means. You have to look on their journey, without telling them where to go."

"Angela has a calming presence of authority. She knows what needs to be done, and how to talk to us so we will want to get it done," said Ella Murray, a current senior. "Classes aren't about learning from lectures, but understanding ourselves and the context we are in so we can become better leaders, people and humans. She just gets it, in a way nobody else really can. Angela is a truly incredible teacher, and she makes me want to lead the way she does. She is the most Felix Adler person there is, totally selfless, knowing to always put the Idelson kids first, and that is a beautiful thing for a person to be able to do."

"Angela is the core of Fieldston's community service. I am never afraid I won't get a well considered opinion when I ask for advice. She is compassionate about teaching,

and she collaborates with students as partners not as children. Angela is tremendous as a teacher and I have learned a great deal from her," Says Rachel Erlich. "She's not a bullshitter, always holding people accountable to their highest standards. Angela is in touch with her ideals, and that is inspiring. The loss of Angela for the school is not only a teacher, activist, and advocate, but also a historical oral history. She has been here for so long, she has the story of the place that nobody else has, and that is powerful."

"Angela doesn't recognize the hours as something that limits her," Erlich continues. "She talks with the kids on evenings and weekends, because once she enters that relationship, she is really a lifeline for her kids." "Angela loves her students, and we are really a family. She always wants to know what's going on in my life. I get calls all the time checking in," says Sophie McNulty. "You can tell she really cares about each and every one of us." The overwhelming number of meaningful relationships she has created in the community is very symbolic of the way Vassos influences her students. "I see her get called for advice, recommendations, and that connection, the way she follows through those relationships has been very inspiring for me," says Ehrlich. "There are many alumni who come back and tell me 'I do what I do now because of Angela.' She is an inspiring woman."

It is very clear from speaking to members of the Fieldston community that Angela is not only a beloved member of the faculty, but she has also shaped the program that we as a school are most proud of. Angela has given her heart to Fieldston, and we are all incredibly lucky for that gift. As she said, "I was a very blessed, lucky woman. I accidentally fell into the job that combined my politics, my moral, my everything. If you find your passion and pursue it, you will be a lucky woman. I can't believe how much pleasure my students have brought me...I tell their parents all the time, 'I would be so proud if any of my students were my children. It is inspiring to see how far they would go for each other. We really are a family.'"

It is unclear how Fieldston will shift without the presence of Angela, but she strongly believes that there is still much work to be done. She said, "I have found my place in the service learning program. It speaks to exactly why our school was founded in the first place. It saddens me to see we have moved a bit away from that goal. So if I had my wish it would be going back to the purity of our mission. We have the words but we moved away from the action." Angela has created a space for students to become facilitators and leaders in the community. Her determination to help change our community has been inspiring, and we must keep that drive alive without her. It is our job to continue to take real action in her name, so we can continue her legacy.

Editorial: Fieldston is Great

BY CHARLIE FRIEDBERG

I remember in pre-k pretending to sleep past nap time to avoid work, tricking my classmates and teachers. I stayed in my warm sleeping bag, laughing at their ignorance to myself. I remember at the end of middle school gathering as many math textbooks as I could to sell at the bookstore for a quick buck. I remember hoarding sodas from round tables about capitalism and bartering them at DJ's for candy, a free exchange of goods and services and a core element of capitalism as my economics teacher later taught me.

Something Fieldston taught me had worked, maybe too well. I've always been skeptical, distrustful, independent in actions and ideas, and a little mischievous, constantly undermining authority at least in thought. I cursed people under my breath, threw paper around the class behind the teacher's back, plotted seditious revolts against the school, and wrote many polemical unpublished articles for this very paper. But I always worked hard, listened to my teachers, sought their guidance and advice, and formed lasting relationships with the lot of them.

Most importantly, Fieldston taught me a love of learning. Up until the end of my sophomore year, every class I took, essay I wrote, book I read was for college. Naturally, I did what was necessary to keep up appearances on paper. I raised my hand in the humanities courses just enough to keep up my class participation, studied for the A in math and science, attended jazz enough to get credit without even memorizing the twelve major scales, and did a few other extracurriculars to fill my application.

Then I got into some trouble. I went in front of the disciplin-

ary committee and was suspended for two days. Initially, I was furious. I felt like a protagonist in a Kafka novel, a single, powerless subject of an omnipotent ruling body, in this case the school. The suspension forced me to work with my dean, Marie, who in my unfair and simple mind epitomized the tyranny to which I was victim. Even though she and I had a bad relationship, she advocated for me during the process out of the kindness of her heart. We got to know each other; I realized she is actually a wonderful woman. I decided, in my own self-interest, to listen to my teachers and figure

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Teacher's Summer Plans

BY MILES STEPHENSON

Few jobs in the professional sphere match the unique scheduling of a teacher. While a great deal of positions require year-round attendance, teachers generally have the freedom to decide how to spend their summer months. Many spend time with friends and family, while some work on personal projects or next year's curriculums for their classes. "[It's] an old wives' tale that teachers get their summers off," says Rob Getz of the Fieldston Upper Science Department in a recent interview. Mr. Getz explains that most teachers train or work on their curriculums over the summer to keep up on professional development. He is spending his summer working on an abundance of marine biology and earth chemistry projects and preparations. He will be in scuba diving training everywhere from quarries in Pennsylvania to shipwrecks in the Atlantic. Getz will also be volunteering with a whale watching organization in Long Island and meeting with an oyster scientist for a restoration project in a tributary along the Hudson River. Later in his summer, Mr. Getz is traveling with a few other teachers to Guyana to bring back materials for study in the classroom in upcoming years. Whatever else Getz may do this summer is sure to be interesting; ultimately he will be spending his summer trying to improve upon his own curriculum as well as the science department at Fieldston.

Larry Buskey, film and broadcast journalism director of both Fieldston Middle and Fieldston Upper is also preparing for future projects this summer. Mr. Buskey will travel to New Orleans, LA this summer to get ready for an upcoming

school trip there. He plans to visit numerous historical sites including a slave museum in. In addition, Mr. Buskey is starting up a web series about African American history, focusing on the little known people that played important roles in big events throughout history. He is also working on a film about African American expatriate artists and writers in Paris like James Baldwin, Richard Wright, and Chester Himes. Along with that film, Mr. Buskey will be working on a documentary about Ghana that he wishes to complete soon. Mr. Buskey also will be attending a family reunion in North Carolina and as he is retiring soon, he will be checking out Asheville, NC to see if it would be a nice place to settle down, close to his mother.

Gia Moreno, math teacher at Fieldston Upper will also be seeing her friends and family this summer. Ms. Moreno will attend a wedding in Los Angeles at the end of June and then travel to Italy, Zurich, Copenhagen, and Edinburgh with her partner throughout July. When in Italy, Ms. Moreno will be sure to visit the Galleria Borghese, an art gallery in Rome that holds the work of Gian Lorenzo Bernini. In August, Ms. Moreno will go through every one of her files to organize and combine all the material from this past year so it can be implemented and expanded upon for next year's curriculum. She specifically looks forward to working on an improved curriculum for her Form V Pre-Calculus course next year.

Whether traveling to foreign countries or finding new remarkable opportunities for their students, teachers at Fieldston remain perpetually devoted to the larger ECFS community and the strides of tomorrow's education.

Fieldston is Great cont'd

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out why they loved jazz, history, French, math, Latin, science, and English lest I get expelled. I decided to listen to the school's message instead of just dismissing it as liberal idealism.

Once I opened my ears, I started to learn from my teachers. And once I started to learn, I fell

in love with the subjects. And once I fell in love with the subjects, my performance quickly improved. My grades still mattered, but they were important for me to gauge my own progress, not for my college application. College ceased to be a goal but a next step. I enjoyed classes, reading life-changing books in Eng-

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Notes in the Music Department

BY SAM CAPLAN

It goes without saying that the Fieldston music department is home to talented teachers and musicians. However, what is little known is that some of these teachers are engaged in many other musical projects during the school year. Both Tom Christensen (music department chair), and Russell Currie, (digital and electronic music teacher), launched new musical ventures over the past year. While Christensen started a new band and record label, Currie wrote a composition inspired by the art of Frank Stella, an innovator in the development of minimalist art in the 1950's. Coincidentally, both Currie and Christensen graduated from the Eastman School of Music.

Currie's harpsichord composition, titled *Imperfect Shadows*, "was a collaboration with Frank Stella." Performed "on solo harpsichord at the new Whitney Museum downtown", Currie's piece was also influenced by the Baroque Dance Suite - a genre of music in the 17th and 18th centuries. Similarly, Stella's art "was based on the work of Domenico Scarlatti", a Baroque composer. On his SoundCloud channel, Currie describes that "the visual lines" of Stella's art "flowed like melodies and the shapes orchestrated these motives." The Baroque "series of dance" in Currie's piece, were also "practiced by Bach and Handel, among others." Interestingly enough, when asked how Currie knows the famed artist, Currie responded that he's "known him for a long time through the world of squash... we used to play squash." On SoundCloud, Currie credits Stella as "a prodigious painter and friend who has inspired me and has had a significant influence on my career and work."

Currie is no stranger to recognition for his work. His opera "*Mackintosh* (the life and times of Scottish architect Charles Rennie Mackintosh)", garnered praise from *The Glasgow Herald* "as a laudable idea!" His recent opera, *Rimshot*, was released to critical acclaim. Currie also has experience composing music for Hollywood as his work was featured in *The Bunker*,

by Rob Green. All of Currie's work is available on his SoundCloud.

Tom Christensen's new band, called "*Spin Cycle*," is a collaboration with one of Christensen's "best friends", drummer Scott Neumann. It is named after something that Christensen states "happened to me involving a laundromat that I can't repeat". The album is distributed through a brand new label, also created by Christensen and Neumann, called "*Sound Footing Records*". The creation of the label is an effort by the band to control their music and avoid being "ripped off" by traditional record labels. A press release on PRWeb stated that, "with its strong melodies, tight rhythms, intriguing textures, and sophisticated interplay, *Spin Cycle* has got everything covered."

According to the All Music Guide, Christensen is considered a "major force within the global modern jazz arena" and his many studio albums with different groups have received critical acclaim. In addition, he has been featured on countless Grammy award winning albums. *The New York Times* reviewed Christensen's album, *Gualala*, and stated that "Mr. Christensen has put together a good, playful, modern-sounding record".

Christensen is considered a "major force within the global modern jazz arena"

The Fieldston community always enjoys learning about new projects involving the school faculty who are constantly engaged in new and creative endeavours. We consider ourselves lucky to be the beneficiaries of their creativity and passion, and they are role models to the entire community. We wish *Spin Cycle*, *Sound Footing Records* and *Imperfect Shadows* good luck.

Haiti Trip Article

BY ARIANA REICHLER

In late April, thirteen Fieldston students and two teachers traveled to Haiti with the Andrew Grene Foundation, which was co-founded by Fieldston English teacher, Gregory Grene. Established in honor of Grene's late brother, a man who dedicated his time to helping the people of Haiti, the Andrew Grene Foundation works to provide Haitians with valuable resources through education and microfinance. The organization founded the Andrew Grene High School in Cité Soleil, a neighborhood of the country which previously lacked a school, and has made annual trips ever since. These trips bring volunteers ready to devote a short period of time to teaching English to the students attending the Andrew Grene High School. This year marks the fifth successful trip and boasts an impressive thirty volunteers in total.

A typical day on the trip began bright and early with the whole school singing the Haitian national anthem as they raised the country's flag. The school day would consist of seven active, engaging English classes taught in 90 degree heat, filled with constant attentiveness and movement around the room.

For the English clinic, the volunteers were divided into small teams of two students and a teacher, with whom they created a lesson plan that they implemented in the classroom. The lessons ranged from letter writing to spoken word poetry, each one slightly altered for the range of students they would teach that day—from seventh grade through thirteenth grade. Because of their nonstop, active days, by the end of the week volunteers were "physically at their limits," some even losing their voices, said Grene. But the Haitian students matched this effort. Grene stated, "you will hear a lyricism, an outpouring, an eagerness that is extraordinary, and both exhilarating and exhausting.... Every student [raised] his or her hand, passionate to get a kind of constant one-on-one attention that is fairly impossible in the typical Haitian classroom." He also stated that "enabling the Haitian students to bond with folks who are their exact parallels in this very different setting" is an "unforeseen aspect" of the Andrew Grene Foundation.

To many, the most meaningful

part of the trip was simply meeting and getting to know the Haitian students. Cormac Thorpe (III) said, "they were really energetic and motivated.... They appreciated us being there and you could tell that they were working hard to be their absolute best while we were there." Grene shares this sentiment, recalling the "sheer eagerness" of the students, who "drink up every iota of contact you can give them. It is difficult to even express the way they value the contact with [the volunteers]."

Daniela Finkel (V) pointed out the differences between the Haitian students and Fieldston students. "You really acknowledge our privilege and the lack of motivation some of the students here have," she said. "Students there will walk two hours to school barefoot so that their shoes aren't scuffed.... It really helped us appreciate what we have and motivates us to do everything that we can to give back to them, because they're these amazing kids who just don't have the opportunities that we have."

Over the duration of the trip, volunteers didn't just teach the students—they formed lasting bonds with them. Claire Joseph (V), who also participated in last year's clinic, recalled that she returned to Haiti this year to students who remembered all of the Fieldston students' names. She, and many others, have maintained relationships with Haitian students via facebook, which is "really special because the connection doesn't break when we leave," she explained.

Alwin Jones testified to these relationships, recounting the last moments before the volunteers departed: "The mutual love [was] so deep.... My students from the U.S. and my Cité Soleil students [were] crying on each other's shoulders. And I cried with and on their shoulders."

By the time it was over, all volunteers were "drained in a way that... you have to experience to understand," said Grene, who described the entire experience as "incredibly intense, but incredibly rewarding."

"It is necessary work. It is the difficult work. It is... teaching at its purest," Jones said. "The days are grueling. But the enthusiasm and general curiosity and seriousness [of] the students... make it worth it."

City Semester

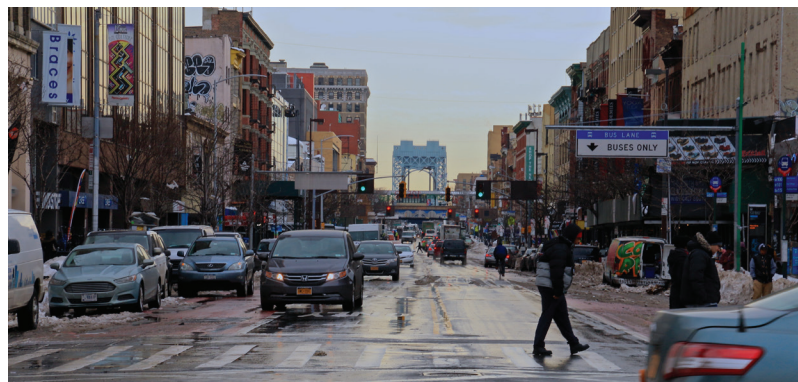
BY NEVE WALLACE

City Semester, Fieldston's "semester away but still here" program is nearing the end of its fifth successful year. The program, according to its website, emphasizes learning about "the Bronx, the city, and the world, and how we both shape and are shaped by our environment." The twenty-two Form V students who made up City Semester's fifth class are currently winding down their year with two New York City inspired projects.

While City Semester does not have "finals" as Fieldston students

traditionally know them, almost every class has required a final assessment of sorts. As of Thursday, May 26, regular classes more or less wrapped up, and the course has devoted most of its time working on its two all-encompassing final projects: Big Plans for New York City, and the Hunt's Point Project. The latter explores conflicts and details regarding New York City's main food source and distributor, Hunt's Point, located in the South Bronx. The project is relevant for the class, as it has been a major point of focus for the curriculum; Hunt's Point is an example of what makes New

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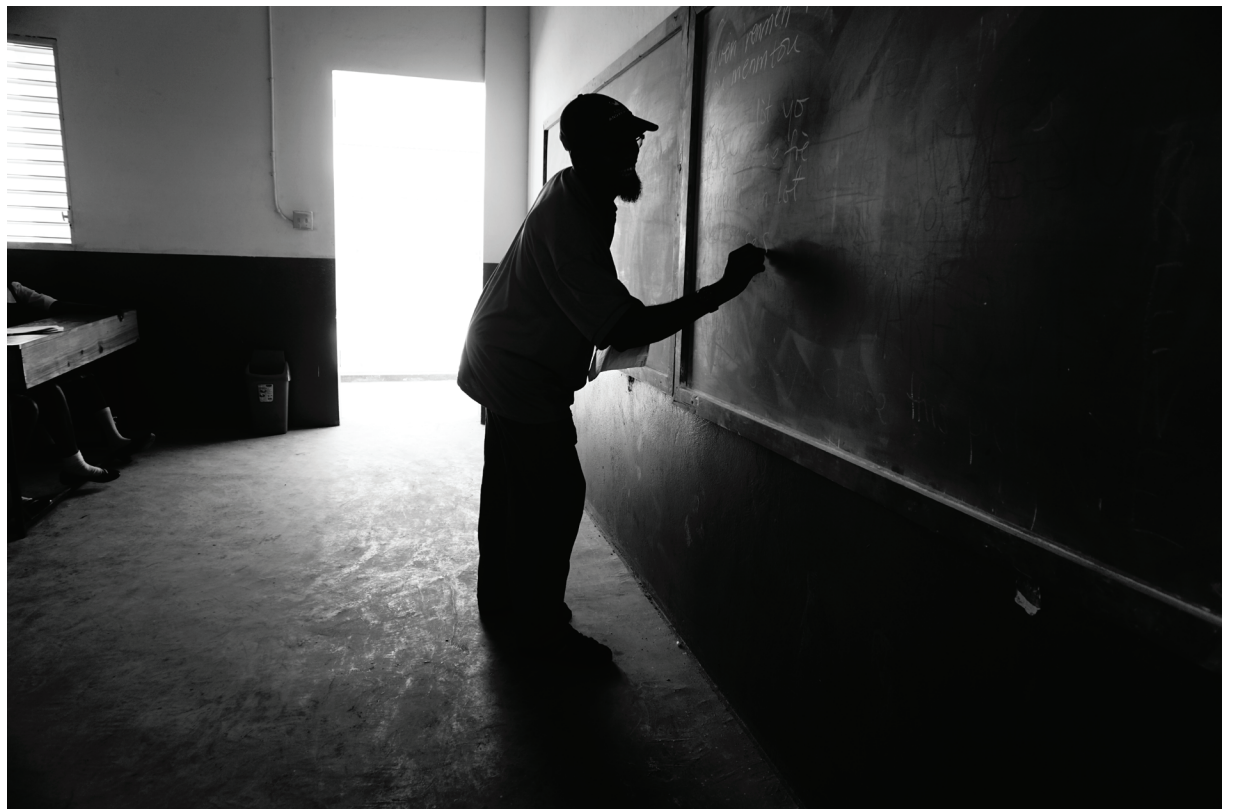


PHOTOS BY DANIEL SORKIN

A selection of photos from one of the many amazing City Semester adventures

Haiti Trip 2016









Fieldston is Great

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lish, writing essays for history that challenged my politics, and feeling that I was becoming not only more learned, but also more kind and empathetic. For that, I love my teachers. They taught me their curricula and life lessons. Will just my gratitude repay them?

Fieldston has been such an incredible place to grow up. I say with confidence that it has had the biggest and most profound impact on my life. I really think I am the luckiest boy in the world. Two years ago, I never would have thought I would be so grateful at this moment. I would have thought, “good riddance!” I am still the same skeptical kid. Only now, I am skeptical of my own ideas, too.

Had I not been suspended, I would have continued my high school career and gotten into probably the same college, but eventually I would have broken down. What’s the goal in college? A good job, whatever that means? Then what? A raise? A third house?

“Fieldston has been such an incredible place to grow up.”

Yet some aspects of Fieldston concern me. As the times evolve, Fieldston evolves. The recent watermelon scandal embodies the insolence some students have for their teachers and thus their education. The response to the incident has been solely racial without addressing its behavioral and cultural implications. Nowadays most students who attend Fieldston are wealthy, and some are entitled, while others leave garbage in the commons, or make noise in the library. With the coming changes next fall, I hope administrators can help students who come here for good college prospects discover the same love I found through my silver lining and fix the common behavioral problems.

City Sem Another Spectacular Fieldston Fashion Show

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York City run - although it is not popularly recognized and appreciated. The class visited Hunt's Point earlier this semester - an iconic field trip including a sleepover and 4am wake-up.

The Big Plans project, on the other hand, is more representative of City Semester's motive. As West Duchovny (V) puts it, "the project is a really unique opportunity because it gives us a chance to actually assess the city we live in and try and make it an even better place," an intrinsically "Fieldston" concept.

With guidance from Mr. Waldman and Mr. Meyers, the class recognized environmental, civic, and organizational flaws present either in the many systems of New York City, or in the greater systems of the world, while also developing strategies for New York in order to rectify these faults.

Benjy Monteagudo (V) highlighted the unique effect of this project. "I actually feel like I'm researching ways to make a change that is completely possible in our community. It really illustrates the best parts of City Semester for me, in that we are using our knowledge for practical applications," he told the Fieldston News. Other students answered similarly to Benjy, and shared their proposed projects. Nick Paul (V) has chosen to research sewer overflow in NYC and how to prevent it. Mathew Gelman (V) and Daniel Sorkin (V) are proposing another subway line that reaches parts of Queens, Brooklyn and the Bronx that the current subway system does not reach. Ella Matza (V), Daniela Finkel (V), Dassa Philipson (V), and Oliver Schacht (V) elected to research and improve "the Common Core and the problems with the New York public school system." Ella also commented on the originality of the project and provided a concluding thought. "The project is an opportunity to make a change, which I think is the best lesson anyone can teach," she told the News.

The Big Plans project is representative of City Semester's adoption of Fieldston theories. For any students interested in seeing the final projects, they will be showcased in the Stu-Fac on Thursday, June 2 and Friday, June 3.

BY ANNA McNULTY

On May 17, students, parents and special guests crammed together in the upper gym to ooh and ahh at Fieldston's 13th Annual Fashion Show. This iconic Fieldston tradition was created by art teacher and sculptor Nancy Fried with one rule: no cloth or fabric allowed. A record 85 students strutted down the red carpet flaunting their fabrications for an audience of over a thousand people. The materials used to create the outfits ranged from junk food to jewels, and almost each student had a completely original idea.

"It is a completely non-competitive and completely inclusive event," said Nancy Fried. Noting that there is no dress rehearsal for the final showcase, Ms. Fried added, "It's the only event at Fieldston, other than sports, that is completely spontaneous and unrehearsed."

"Out of the 85 students that participated, 40 of them are in my high school sculpture classes," Fried said. "But some middle school and lower school students participate as well." Fried stressed the endless hours of work that all of the students put into their outfits, mentioning that students "come in on the weekends and work day and night."

"We create a little family," she said, "students who never thought they would overlap make new friendships through the process."

When Ms. Fried started the fashion show in 2003, she had a sculpture class of 12 students that walked down the quad displaying their work. As years went by, the fashion show grew more and more popular. After two years of rave reviews, the Fashion Show was moved to the lower gym, but even that space became too small for the growing fan base, and the show was ultimately moved to the upper gym. "Every student that walks down the red carpet leaves feeling so good about themselves," said Fried. "It is not just the materials that make the pieces interesting, but the workmanship, sustainability and sculptural aspects."

Many new students like to joke that when they toured Fieldston, the Fashion Show was the main selling point. The Fashion Show is something that makes Fieldston special;

a diverse mix of students—including athletes, actors and actresses and art majors—come together with an open-ended art challenge and put on an unrehearsed show that serves as a statement for the creativity and freedom valued at Fieldston. For many students, participation in the Fashion Show is at the top of their bucket list. "Many students come up to me and tell me they can't graduate without participating in the Fashion Show," said Fried. The Fashion Show has become such an important event at Fieldston that the audience is full of parents whose children aren't even in the show.

Olivia Schaffer (III), who was in her first Fieldston fashion show this year, made her dress out of wires and electrical tape. "I didn't anticipate how much work it was going to take," she said. "And, because of all the hours I spent making my dress, it was the best feeling to finally walk down the runway and show off my work." For Schaffer, the hardest part was collecting the materials because not many people had spare chargers to give her. Even after the difficulty and stress of making her dress, "the experience was incredibly rewarding," said Schaffer. "I want to participate again next year," she added, "there really isn't anything like it."

Davi Lennon, another form III student, made her dress completely out of woven Sprite cans. "It was really nerve-racking," Lennon said when talking about walking down the runway, "but there isn't a more supportive community than Fieldston to allow you to step out of your comfort zone. In the end, the satisfaction I felt overpowered my nerves, and without a doubt it was totally worth it."

Sophie Hochwald (VI), a senior who stole the show, wore a long, elegant gown made completely out of used makeup-remover wipes. "I was looking on Pinterest for hours trying to come up with a design," she said, "and I couldn't find any ideas that I liked. So I went to get ready for bed and took off my makeup and then the idea came to me." Hochwald started working on her dress in March, spending two months on her piece. "I love making a dress for the fashion show every year—it's definitely one of

my favorite parts about Fieldston," she said. "The greatest challenge is figuring out how to work with material and transform it into a wearable sculpture, but the challenge is what makes it fun!" When thinking back on her previous dresses, Hochwald said "every year the Fashion Show has pushed me to be creative, patient, and innovative, and to take ordinary objects and make them beautiful and different."

Nate Newhouse (VI) made his tunic and mid-thigh length shorts out of 500 feet of nylon rope. Even though his participation in the show was mandatory because he is an art major, Newhouse said that he would have participated anyway: "The Fashion Show is one of the best and most unique things about Fieldston." Its importance is seen in its turnout—"while non-athletes usually don't show up to Fieldston sports games and people who aren't interested in theater don't usually show up to Musical Theater performances, everyone shows up for the Fashion Show, and thousands of people who are unable to attend the live event end up watching the live stream," Newhouse said. "One of the things I love about the Fashion Show is the challenge of choosing a material and figuring out how to make it into an outfit. This exercise certainly falls under the category of 'progressive teaching.' Students have to try, fail, and repeat many times before they figure out the right way of constructing their outfit."

The Fashion Show is an experience that no one forgets. Audience members and fashion designers agreed that they all left the upper gym feeling inspired, but the designers experienced a special satisfaction. When you walk down the runway, "it's not about anyone else," said Fried. "No one helped write the play or produce the movie. In that moment, it's all about the one dress that changes our perception of the little things in the world."

Senior Projects



PHOTO BY ALEX GREENBERG

Bicycle Bench by Sophie Hochwald
BY ELIZABETH GELLERT

For the past semester, a group of over 60 seniors worked to create senior projects. The purpose of these projects was to focus on an area of interest that was not offered as a class at Fieldston. The completed projects could take any form that the students wanted. These projects were then presented during an assembly in front of the whole school as well as during an exhibition in the StuFac.

The concept of a senior project is one that is unique to Fieldston. Instead of having to follow a set curriculum, students are given the freedom to decide what they want to learn about. By doing a project, Seniors were able to express their creativity and fulfill a potentially long harbored desire to learn more about a particular topic.

Final projects ranged from music performances, to food production, to building projects. All of the projects required extensive amounts of research and work. A number of them also focused on the history of various subjects. Aurora Celestin put together a concert of pieces from different time periods; one of which she performed during the assembly. There were also several different projects that focused on the history of Fieldston.

There were also projects that resulted in the creation of a physical product for example, food. A project on dairy production was culminated by the making of homemade butter. Another food based project hit slightly closer to home. A nearly exact replica of the Fieldston campus was baked out of cake. This was arranged with “grass” and pathways so that it resembled the school. During the exhibition students and faculty were able to eat various parts of the school.

One of the most physically tan-

gible projects was done by Jiann Mansuri and Jacob Kazmi. For their senior project they decided to make a boat. While for many this may sound like a strange choice it was actually a long held dream for the pair.

Mansuri said that they “conceived the idea to build a boat when [they] were in sixth grade” based on the mistaken idea that the senior project was a requirement. Although they eventually learned that completing a project was not a graduation requirement, they still decided to make their dream a reality.

While “the idea of building something that [they] had no knowledge of was incredibly stressful,” they were undoubtedly determined to reach their goal. After over 80 hours of work that forced them to explore different ways of problem solving, the boat was completed. Even though the project may have taken a lot of time and work, they get to leave Fieldston “with an extremely tangible boat”.

Seniors also created projects that combined their interests, with a desire to contribute to the larger community. Sari Kamp created a website of recipes from Fieldston community members and Emily Koh created a website based on criminal psychology. This website is intended to provide more information on the subject.

Ella Murray decided to make a meditation box after seeing a similar idea at one of the colleges that she visited. The overall idea was a space that forces a recognition of nature as well as a recognition of who you are and where you are. “Everyone [should] know that they are more than welcome to inhabit the box as they so please (sit, nap, meditate, stand, etc)!” Murray said “I hope that it remains a safe space for people to use as they wish”.

The Editors

BY JANE HERZ

When I was in the ninth grade, Mr. Montera was my history teacher. Our final project was to write about any nation in the world. The paper had to be at least twenty pages long, and it had to cover the entire history of the nation. I chose to write about Madagascar. Although it was a challenging assignment, it really taught me how to write. I learned how to collect information, organize facts, look at different perspectives, and edit. It taught me how to be a journalist. This paper has left a lasting impression on me and if it wasn't for Mr. Montera's encouragement and that ninth grade history class, I don't think that I would have joined the Fieldston News or been interested in journalism.

Working as a managing editor for the Fieldston News this past year has been an incredible experience. Through working alongside four other editors and two layout editors, I learned the real value of teamwork and collaboration. Without their hard work and dedication, there was no way that the paper would have run smoothly. I specifically remember the night we were trying to get out an editorial about the attacks in Paris to put out the next day. We worked tirelessly that evening, tex-

ting and calling each other, writing together, finding images together—truly working as a team. It was an amazing and unforgettable moment. The other editors were so inspiring, and getting to know and learn from them was one of the greatest aspects of working on the Fieldston News. I will miss the late nights spent editing and reading the articles from our amazing writers, the time spent laughing in room 112, leading meetings, printing in Kirk and Carl's room, and getting to know the other writers. I have acquired so many new skills this year—from learning how to properly edit an article, to learning how to format, to more serious things such as stepping up as a leader or writing about a controversial topic. I am so grateful to everyone who has put time and effort into the Fieldston news—even if you just came to one meeting.

To next year's editors: I know that you will continue to make the paper even better than it already is. Don't be afraid to speak up, write what you feel, and engage in difficult conversations.

Thank you to everyone who made this year's time on the Fieldston News such a huge success—my fellow editors, Gus, Nate, Kirk, Carl and our staff writers. This experience will be something that I carry with me forever.



PHOTO BY BEN KAVA

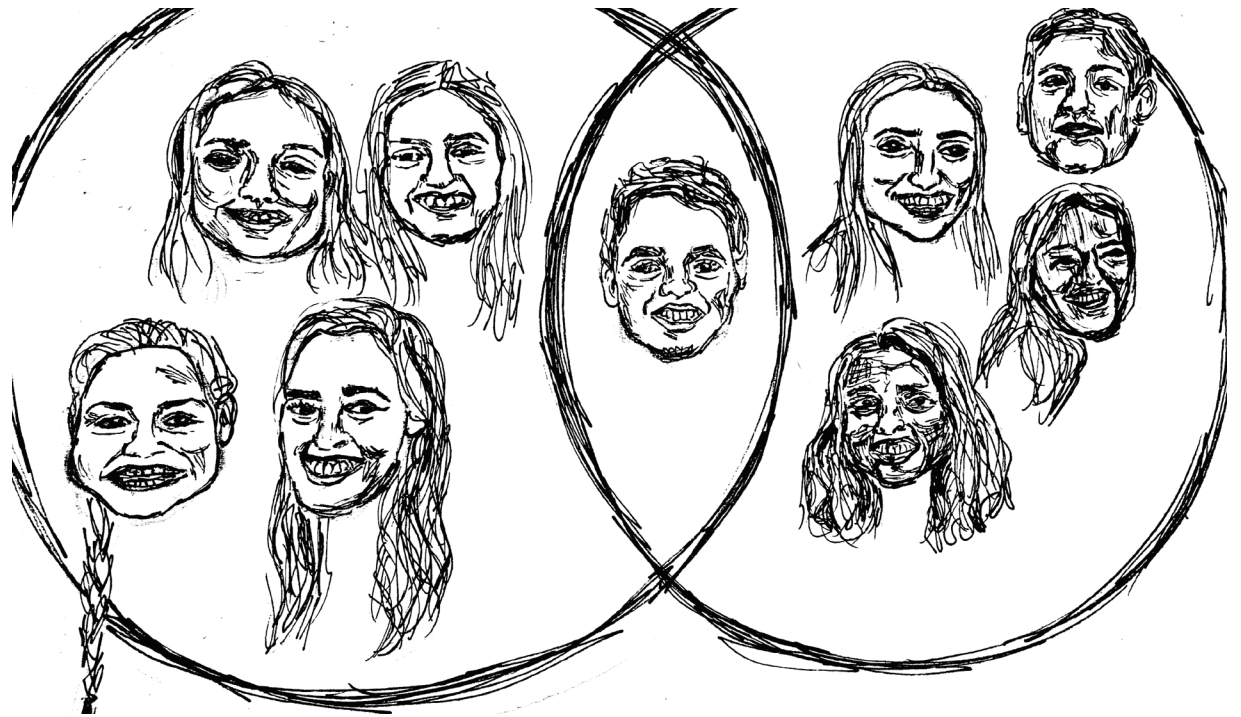
“Maurice the Grass Box” by Ella Murray

Fieldston News Editor Reflection

BY RORI SACHS

The majority of the Fieldston population is liberal and obsesses over political correctness. Many who stray farther right on the political spectrum are silenced. The number of times I have heard the phrase, “we pride ourselves...” within the Fieldston community when discussing how our school handles social issues is innumerable, but it seems as if we do more talking than doing. Joining the Fieldston News team was the catalyst to revealing this other side, the unknown. As a journalist, I have to consider multiple parties in tough situations, in order to reveal the truth. The Fieldston News became the outlet to the means of unexpressed opinions. The News comes with a major responsibility: the responsibility to keep the student body informed and represent varying opinions on a given issue. Throughout the year, the Fieldston News taught me to always search for the untold side of story, and additionally that freedom of speech comes with immense responsibility.

Assuming my role as a co managing editor allowed me to lead my investigative process by picking the articles I wanted to write and determining how long they would be. It also taught me how the editing process in the professional sphere operates and how to work as a cohesive unit. I started writing for the Fieldston News junior year. If you had asked me freshman year, I never would have imagined participating in the news. For anyone who is currently involved with the publication, or even for those like me who never considered joining, I urge you to continue. But I also urge you to put in the extra hours and effort whether that be in the form of adding the seemingly unimportant correction when formatting, finding more subjects to interview, or even putting in the time to ask for help from surrounding peers. I remember all the scrambling to and from room 112 to get issues approved, and all the time spent learning from Kirk and Carl, whether or not it related to The News. I will always carry with me the memories made in the GCOMM lab with The Fieldston News team but also consider the importance of representing both sides of a story.



CARTOON BY FIELDSTON NEWS ART STAFF

The old, new, and continuing editors of the fieldston news

BY LIVIA BOKOR

During the last few 3D art major classes of my sophomore year – the fashion show behind us and all other projects complete – I worked with the other majors to decorate the outside of Nancy Fried’s art room door. We had no guidelines or limits, just lots of hot glue. I cherish this memory as a paragon of boundless creative license. I cherish it, too, as an example of Fieldston teachers letting students do their thing. Nancy’s only request was that the door become beautiful and welcoming. To us, these parameters meant painting rainbow swirls and gluing on hundreds of plastic beads.

When I reflect on my time at Fieldston, I remember most poignantly the ways in which my teachers have let me do my thing. Always there when I needed them with wisdom and advice, they guided me to understand myself as a thinker, writer and artist, and from there, let me soar. I was an AT Biology student who honestly cared very little about mitochondria and cellular respiration, but very much about human behavior and thought processes. Dr. Church encouraged me to design both of my major projects around social psychology. Among the dozens of essays I handed in to Mr. Montera over the years, it is the significant minority that don’t contain some eccentric parallel or personal anecdote. I imagine teachers

elsewhere might have been quick to dismiss these tangents as irrelevant. Mr. Montera, on the other hand, always pushed me to let my wonderings run free.

My goal over the past year as an editor of the Fieldston News was to give staff writers what teachers have given me: a prompt, a little guidance, and a lot of freedom. I loved getting to know writers, learning how to identify them and hear their voices in their articles. Two writers assigned the same story will reliably produce two distinct pieces. This intellectual diversity

is what makes the Fieldston News worth writing for. It is what has made Fieldston worth attending for fourteen years.

To the students who will continue to edit and write for the News, I encourage you to courageously and creatively let your interests and questions lead you, and to prioritize diversity of voice and opinion. Thank you to my fellow editors and writers for making this editorship a wonderful experience and one that I’ll never forget.

The Fieldston News

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Ethical Culture Fieldston School

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Sports

The Fieldston News

Seniors Propel Golf Team to State Victory

BY RORI SACHS

Going into the NYS AIS Golf State match on May 25th, Fieldston was ranked third. With a 15-2 record, the team placed second in the Ivy League behind Hackley.

The overarching goal throughout their season, especially for the seniors, was to win States and continue the golf team's winning streak. This year's seniors had been a part of three consecutive Ivy and State Championships. Winning the States would solidify the senior's legacy.

On the day of the match at the Sunningdale course in Scarsdale, NY, the weather was sunny with temperatures in the 80's and climb-

ing. The match would take close to 5 hours and the main focus was to keep composure and just worry about individual scores. "I told the team not to worry about the other schools, just work towards the lowest score possible. Block out what any other competitor was doing," said Head Golf Coach John Dwinell. "Senior Kolbein Finsnes provided the team with a great scouting report about the Sunningdale Golf Course. This was a big help so there were no surprises for the team as they played each hole."

As the match concluded, it was clear that the senior group was leading the team to victory, as Andrew Garcia-Bou and Kolbein Finsnes both shot a 79. However, it was

Ben Feinglass' score of 77 that sealed the championship for the Eagles. As one coach stated, "He was your MVP today." Fieldston also got great rounds from juniors Ethan Schondorf [78], George McNulty [85] and Jake Rabinowitz [90].

"The seniors have been a special part of my life. Kolbein and Andrew both attended the Lower School so I have seen them grow up. Ben Feinglass contributed a great deal to the team as he was probably was our most improved player," says Dwinell.

As he reflected on the season, Coach Dwinell talked about how Andrew, Kolbein and Ben have been such great teammates and leaders. Coach Dwinell said, "From the

preseason Disney trip to the end of the season, they have been such an inspiration to the entire golf team. Winning States is a fitting end to their high school golf careers."

Coming up, some members of the team have qualified to play in the New York State Federation Match on June 12 at Bethpage Black Course. Representing NYS AIS and Fieldston are seniors Kolbein Finsnes and Ben Feinglass along with junior Ethan Schondorf. Andrew Garcia-Bou will serve as the alternate. This is the first time that one school has sent three members to Federation and we will all be cheering them on.

Sheagles - Spring Champions

SHEAGLES ULTIMATE (CHAMPIONSHIP!)

The Sheagles Ultimate Frisbee team arrived in Schenectady this weekend brimming with confidence as the reigning state champions. On Saturday, the Sheagles won their first three games in their pool against teams from all over the state. Sadly, they lost their final game to win the pool, 9-8 against their bitter rivals, Stuyvesant High School. After winning in the semifinals against Rochester, Stuyvesant was the only team standing in the way of the Sheagles repeating their title as state champions. In a tense game, the Sheagles staved off a furious comeback to repeat as state champions. When asked about the significance of regaining their title, captain Jesse Hamilton (VI) said, "Being with the Sheagles this weekend really demonstrated how much all of them care about the sport and the team, and that was an amazing thing to see. I couldn't be happier!"

SOFTBALL

After winning their fifth straight Ivy League title and finishing with a league record of 11-1, softball was more than prepared for a deep run into the state championship.

Captain Kate Koeppel (VI) said that the "team tries to have the same mindset going into every game. We play simple softball. Ball first, then make the play. We play hard no matter what."

The team began the bracket with a dominant first round game, beating Solomon Schechter 20 - 0. Three days later, they clinched their appearance in the state championship game with a strong win against L.I. Lutheran.

In their fourth straight championship game appearance, the team was looking for a fourth title in as many years. The game was against Poly Prep, a team which softball had beaten and lost to once this year. Going into the final inning leading by two, Poly took the lead by one. Fieldston got girls on base, but failed to bring them in, losing 5-4.

"The season didn't end the way we all wanted it to," reflected Phoebe May (IV) "But, I think that in the end, the loss is going to make us stronger as a team."

GOLF (CHAMPIONSHIP!)

Expectations were high for the golf team going into this season. They had won four straight state championships, and any loss

is surprising to this squad. Jonathan Harris (IV) attributes their success to having "an amazing team, work ethic and one of the most dedicated coaches at Fieldston."

The team went 12-2 in the regular season, with their only losses being to Hackley. "We were nervous about the only team that beat us in the season," said co-captain Andrew Garcia-Bou (VI) "but we knew we could get the job done by playing our best and not worrying about them."

This was taken to heart, as the six men representing Fieldston competed in the NYS AIS Championships at Sunningdale Country Club, and took no prisoners. Beating Hackley by 15 strokes, the golf team crushed the rest of the opposition by even more and won their fifth straight championship.

Head Coach Dwinell comments, "This senior group made it a special year and they left their mark on the program. They are an inspiration to all our younger golfers. I will personally miss them."

Coming up, some members of the team have qualified to play in the New York State Federation Match on June 12 at Bethpage Black Course. Representing NYS AIS and Fieldston are seniors Kolbein Finsnes and Ben Feinglass along with

junior Ethan Schondorf. Andrew Garcia-Bou will serve as the alternate. This is the first time that one school has sent three members to Federation and we will all be cheering them on.

A-TEAM ULTIMATE

A-Team Ultimate Frisbee capped off their 2016 campaign placing third at the New York State Tournament in Schenectady, New York over Memorial Day Weekend. The team stormed through their first day of games going 3-0 beating teams from Rochester, Albany and the Bronx. Optimistic going into the quarterfinals, the team rolled past the Mamaroneck Tigers, 12-6 and felt confident going into their semifinal match against the Heschel Heat, the team that knocked them out in the city playoffs. Unable to break a stifling zone defense, A-Team fell in the semifinals. When asked about his senior season Gabriel Beer (VI) said, "As a senior, I can't truly put into words how much this team has meant to me. Yes I may have thought this was the team that was going to take the chip, but I didn't consider how happy I was going to be on and off the field surrounded by my teammates."