

# The Fieldston News

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## “I’m Not Racist... Am I?”

### A Simple, Yet Powerful Question Kicks off the 2016 FAD

BY: SERENA ZHANG

With heightened concerns about racial prejudice and racism, particularly in the midst of president-elect Trump’s harmful rhetoric, the Racial Justice FAD on Tuesday, November 29th, provided a full day of thoughtful discussion and safe spaces for in-and-out-of-the-classroom conversations about race. The day opened with a film, “I’m Not Racist... Am I?”, which followed 12 teenagers of various races from all over New York City for a year as they explored the complex construct of race through intense workshops and discussions. Fieldston students watched and learned along with the 12 NYC students in the film as they were taught a new definition of racism (“race prejudice + power = racism”) and began to see how race and privilege affects everyday life for everyone. While many Fieldston students were skeptical of the film going in because of its contentious title, most came out moved or changed by the film, feeling shock, confusion, and a whole host of other emotions. After watching it, students and faculty were asked to yell out one word that described how they felt. Although the auditorium was initially silent as everyone processed their thoughts, many soon began yelling out words such as: “finally,” “frustrated,” “surprised,” “stressed,” “confused,” “inspired,” “angry,” “conflicted,” “guilty,” “enlightened,” “uncomfortable,” and “privileged.”

Both students and faculty continued reflecting on the film’s impact long after the initial one-word reactions. For some, the film gave them an entirely fresh perspective on what racism actually is: it isn’t just the racially charged behavior or actions of bigoted individuals, but the systems in place that inherently benefit white people and impede people of color from advancing so-

cially, economically, and politically.

“For me, the film gave me a new outlook on what racism actually is. I obviously had an idea and a definition of what it was prior to watching it, but evidently, it was wrong,” Hannah Kleinbardt (IV) said. “I’m still not 100% sure that I agree with the new definition and, admittedly, it still confuses me,” she added.

Although some of the concepts explored in the film engendered confusion, they also raised awareness and a deeper understanding of this multi-layered topic. “I think one of the most important pieces of the film was the discussion around how we define and recognize the institutionalization of racism,” Dr. Jennifer Tammi reflected. “I know, as a history teacher at Fieldston, that we talk about this a lot in our history classes but I am not always certain that students fully understand or absorb what it is the teachers are trying to convey about that (or that it is as much about the past as it is today).”

The film also caught the attention of some who felt a connection to the teenagers on the screen. “It was about seeing the students’ thoughts on pressing issues such as racism in their rawest forms, despite whether we wanted to accept them,” Sophia Romano (IV) said. “I found the film especially powerful due to its demonstration of high schoolers who specifically went into the program saying ‘I am not racist.’ I think the film affected me personally because, before watching the film, I was thinking the same thing the students did before participating. As the film showed the progression and the changing mindsets and self-perceptions of the teenagers, I began to question whether I found myself to be racist after growing up in a society in which the most important thing was not to be,” Romano concluded.

Because race and racism are touchy topics that can easily lead to hurt feelings if one does not say

the “right” thing, it can be difficult to explore these concepts on our own or even with our friends. “People tend to be more scared of being called a racist than actual racism,” Catherine Greene, director of the film, remarked immediately after showing the film. Thus, this necessary fight against racism takes immense courage, and hopefully, the Fieldston community can be a place that embraces the discomfort, which is absolutely key to moving forward.

“The film did a nice job of showing how it can be important to make ourselves vulnerable and humble as we try to work against our own racist tendencies. It isn’t easy and it can get messy but the effort is worth it,” Dr. Jennifer Tammi said. “I hope that our community, both students and faculty, came away feeling encouraged and inspired to keep fighting this good fight.”



Filmmakers, Catherine Wigginton Green and Barb Lee.

PHOTO BY THEO MATZA

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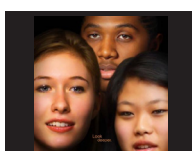
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# Mental Health Assembly

BY: ZOE KAVA AND ANYA DUBNER

"I literally just had a panic attack," "I'm so depressed," and "My teacher is so bipolar," are common phrases used by high school students. The mental health assembly on November 17 tackled the differences between these diagnosed mental disorders and the exaggerated ways students use these phrases in passing. The false information casually being thrown around is extremely harmful to the people who are actually living with these mental health conditions.

"It furthers stigma and can make people afraid to share their personal experiences," said Rachel Florman (VI). Maya Friedson (IV), who presented during the assembly highlighted the student body's confusion on the topic of mental health. Students were asked basic questions about depression, stress, and anxiety, but many were unable to answer the questions accurately, emphasizing the need for a review of several important terms and statistics:

- Bipolar disorder is a mental illness that causes unexpected shifts in a person's mood, activity levels, and the ability to think clearly.

- Panic attacks are sudden bursts of fear and anxiety which result in people shaking, sweating, hearts pounding, and not being able to breathe.

- Depression is a diagnosed mood disorder that can affect how you think, feel and act. It usually exists over a long period of time and requires professional help.

- 46.3% of 13 to 18 year olds have mental health conditions. 21.4% of teenagers have "severe" disorders.

- (In private schools) 63% of trans students, 24.5% of female students, and 15.5% of male students have been diagnosed with anxiety.

- 66% of trans students, 19% of female students, and 13% of male students have been diagnosed with depression.

Dr. Albano, a professor of medical psychology, and Director of the Columbia University Clinic for Anxiety and Related Disorders, was the assembly's

guest speaker. "Anxiety is perfectly normal," Dr. Albano made clear. "Having your heart race, for example, because somebody is walking behind you and you don't know who it is, is normal."

Dr. Albano conducted an experiment where she pretended to pull a random name of a student out of a box to do a certain task on stage. She stopped the experiment just as students were beginning to feel nervous and anxious. The whole purpose of this was to prove how natural anxiety is, and how it is so distinctly present in our daily lives. Although a certain amount of anxiety is normal, Dr. Albano explained that there is a difference between the everyday anxiety that we all go through, and anxiety that is preventing us from living. "Worrying about what to do in the future is normal," she added, but if we can't eventually let go of that mindset and go about our lives, then it becomes a problem.

It is crucial to seek out an adult we can speak to when we are feeling stressed and anxious. If we keep the feelings to ourselves, the stress will continue to increase. Visiting the school psychologists is one of the many options to reduce stress and anxiety. Not only do the school psychologists encourage us to stop by if we feel our "stress and/or anxiety is interfering with our daily living and functioning," but their office is open to any student, at any time, even students who are just having a bad day and need a quiet space to relax. As finals are just around the corner, Jessica Lassman emphasized the importance of making time for ourselves to do things besides studying. "It could mean exercising. It could mean watching a TV show. It is important to be good to yourself when you are stressed."

This assembly was an important opportunity to debunk some of the stereotypes surrounding mental illness and to initiate a dialogue around a topic that is often kept out of the larger con-

# Tackling Race: Fieldston Awareness Day

BY: HALLE FRIEDMAN AND JAHNAVI KIRTANE

On Tuesday, November 29th, students engaged in a series of dialogues about an important and difficult topic: race. The awareness day on Racial Justice at Fieldston helped the community contextualize racism, shaping the amorphous definitions of racism held by students prior to the program.

The day began with the film, *I'm Not a Racist... Am I?* which followed twelve teenagers living in New York who committed to exploring race and racism for a year. The film, directed by Catherine Wigginton Greene, argues that 'racism' is comprised of two components: individual acts of prejudice, and power. This definition of racism was a contentious subject in group discussions. Several reactions, such as "confusion", or "embarrassment," were expressed after the screening.

In small advisory groups, students were encouraged to speak freely and share in new ideas for change and betterment within the Fieldston community, as well as the country and the world. The film introduced the topic in a way that forced members of all races to contemplate their roles in institutionalized racism in this country and in their own communities. The inclusion of 'power'—as sanctioned by the state—in the film's definition brought the issue's attention to those reluctant to accept their

roles in systemic racism. Some students struggled to acknowledge their complicity in the system of racism, and these conversations were uncomfortable for many, but the end result prompted people in the community to learn more about these issues. "It made sure that we all knew that in one way or another, we all play a role in the existence of racism," Leilani Elkaslasy (III) said.

Later in the day, there were workshop sessions on specific topics, such as White Feminism, Media and Race, and Social Justice and Liberation, led by teachers and facilitators. This created opportunities for students and teachers to ask questions and express their own opinions on these issues. The day ended with an open mic where each form gathered to share final thoughts. Several students spoke about taking action and moving forward, and numerous acknowledged how thankful they were that they went to a school that was willing to tackle these topics.

Many students affirmed that initiating discussions about racism catalyzed social change in the Fieldston community. "I am inspired to learn more about the institutions of oppression and I aspire to work to create an environment that presents equal opportunities for all," Hannah Platt (III) said.



Director of Diversity, Randy Slaughter.

PHOTO BY THEO MATZA

# Op-Ed: Fieldston's Martha Problem

By Andrew Celli  
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After 4 years of Fieldston, I have become very good at not insulting people – and that is my biggest problem.

When discussing a delicate social issue, I always have a series of sound bytes that I can turn to. Each comment I make is constructed in a way that ensures no offense will be taken. We are discussing race? Allow me to comment on “intersectionality,” bring up “white feminism,” and use a purposefully vague term like “institutionalized racism.” Gender? I will be sure to introduce myself with my pronouns, and proceed to use the term “non-binary” a few times. Sexism? I’ll bring up some facts on sexual assault, and then question the gender distribution in Fieldston’s advanced science classes.

My point is not to belittle these necessary discussions that we are so lucky to have at Fieldston, but rather to highlight the “PC shields” that Fieldston students have forged over time. We have become so good at emulating tolerance that it doesn’t really matter how tolerant we actually are.

In the days leading up to the FAD, facilitators and faculty members kept begging students to “lean into the discomfort,” and to “be honest and unrestrained.” We were being asked to lower our shields, and I was ecstatic.

Although, in less than an hour into the FAD, Fieldston saw Martha take down her shield, and we began firing our arrows. She called bi-racial people (including her boyfriend) “halfies.” Fieldston scoffed. She struggled with the definition of racism. Fieldston laughed. She wondered if her life would be better if she were of color. Fieldston was fuming. All these things Martha said were problematic\*, but our response was suppressing. In those moments, as Martha’s honesty was lampooned, I knew we weren’t going to “lean into the discomfort,” and we weren’t going to allow ourselves to be vulnerable, because, like Martha, we’d be scoffed at. Martha had broken the golden rule of Fieldston discussions: she made mistakes and said the wrong things.

Still, we should try to be more like Martha.

I do not mean to say that igno-

rance and hurtful speech should be promoted nor tolerated, but rather that unrestrained dialogue should be fostered when having these discussions. We should put our “PC Shields” down and forget our sound bytes. We should see mistakes as opportunities to learn and reflect, rather than opportunities to exercise our moral conceit and self-righteousness.

The reason why we must strive for honesty became evident at the end of the movie. After an entire



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year of discussing race, Martha undeniably took more away from her experience than most of the other students did. She expressed her true thoughts, allowed them to be critiqued, and left with a considerably more comprehensive understanding of race in America.

\*“Problematic” is another word we love at Fieldston, mostly because it is a way for us to call people out, while not actually specifying the underlying issues in their language.

# Op ed: Steve Bannon and Trump's Broken Promise

By: Jane Forman

President elect Donald Trump's first words were “it is time for America to bind the wounds of division, and it is time for us to come together as one united people.” After one of the most divisive presidential campaigns in history, it seemed the victor might declare a truce. The country heard the possibility of cooperation, and this raised questions about what Trump's presidency would become.

Some people believed Trump was only playing to the deeply rooted bigotry in our country, and he would change his rhetoric when elected. Other individuals believed deeply in Trump's rally to mend Washington's corruption, and unlike most politicians, to follow through with the promises he made to his constituents. When Steve Bannon was elected chief strategist and senior counselor, however, it became clear that Trump is not looking to mend any part of our country's division.

Bannon is the ex-chief editor at Breitbart, a news outlet that Bannon admitted was a platform for alt-right views. The Alt-Right party according to the Southern Poverty Law center is, “a set of far-right ideologies, groups and individuals whose core belief is that white identity is under attack by multicultural forces using political correctness and social justice to undermine white people and ‘their’ civilization.” Alternative rights are against the establishment and mainstream conservative media. Trump's decision to appoint Bannon makes the strong statement that he is not looking to make amends with the traditional Republican Party. This dissent from traditional Republican positions was clear in the beginning of his campaign when he supported changes such as cutting corporate loopholes and attacking special interest groups. His views on some economic reforms has isolated him from the Republican Party as well.

His campaign's offensive nar-

rative also alienated some Republicans to the point where some withdrew their support. Trump has been disowned by many influential Republican politicians including John McCain and Mitt Romney, among others, who believe he is a misrepresentation of the Republican Party. This unstable relationship is now impacting the way he is filling major positions of the executive branch.

Trump's appointments so far have undermined the promises he made to try to unite the country and to “drain the swamp” of the Washington establishment. Steve Bannon is the clearest example of Trump's contradictory actions. Bannon is an ex-banker from Goldman Sachs, one of the largest “swamp monsters.” Goldman Sachs was one of the many banks that helped tip the economy into a recession in 2008, and the epitome of who Trump promised to target. Bannon's former network, Breitbart, has also been under intense criticism for anti-

semitism, racism, misogyny, and islamophobia.

“I don't believe there is a separation between Bannon and Breitbart. They're now going to go from being the propaganda arm of the Donald Trump campaign to being the propaganda arm of the federal government,” said Kurt Bardella, a former Breitbart spokesman. Breitbart has no particular purpose. Their support stems from the deep prejudice against marginalized groups in our country, and plays off of the same fear Trump did in his campaign. The chief strategist to the President will now be someone who's mission has been to deconstruct major institutions, not to help create them.

Many argue it is unfair to blame Bannon for some of the articles written under his authority. Those articles include titles such as Birth Control Makes Women Crazy, and Un-attractive, and Hoist It High And Proud: The Confederate Flag Proclaims A Glorious Heritage. The

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# In the Spotlight: Anna Baryshnikov, Fieldston Class of 2010

BY ANNA McNULTY

Film star, Anna Baryshnikov, who is in the new movie *Manchester by the Sea*, honed her acting skills on the stage of Fieldston's Alex Cohen Theater and developed her creative skills in Fieldston's own classrooms and art studios.

After graduating from Fieldston in 2010 and Northwestern in 2014, Baryshnikov appeared in several television shows, including HBO's *Doll & Em*. Her big break came when she was recently casted as Sandy in Kenneth Lonergan's acclaimed film, *Manchester by the Sea*. Sandy is the teenage lead singer of a garage band and the love interest of Patrick, played by Lucas Hedges. *Manchester by the Sea* also stars Michelle Williams, Kyle Chandler and Casey Affleck.

"*Manchester by the Sea* was my first movie, so every step of the process felt special for me, particularly the people I met," Baryshnikov said. "It was especially exciting because I'd been a fan of Kenneth Lonergan's for a long time — I actually remember working on Jessica's monologue from *This Is Our Youth* in an acting class at Fieldston. I've always thought that he writes such wonderful, authentic teenagers. Being able to work with him as a writer and director was unique."

Baryshnikov says there wasn't one pivotal moment when she knew she wanted to pursue an acting career.

"It's cliché, but I've always known I wanted to act," Baryshnikov said. "As a kid, I remember watching the performers in plays, movies, or on TV, and desperately wanting to be them. The desire to be an actress was something I understood as a given. I just had to figure out how to make it happen."

Baryshnikov grew up in Palisades, New York, about 30 minutes north of Fieldston. This is where she began performing. When Baryshnikov was seven-years-old she joined a group that her neighbor started called the Children's Shakespeare Theater. Baryshnikov described the theater as an enthusiastic and nerdy group of kids with a passion for Shakespeare. They would rehearse for months, and then put on full-length productions in the Church down the street from her house. In her first perfor-

mance, Baryshnikov played Peaseblossom in *A Midsummer Night's Dream*. When Baryshnikov was in Fieldston Middle School, she took acting classes and was a part of the plays and musicals. In high school, she was in the multi-cultural theater collective and was a member of the Theater Company her senior year.

"Some of my best memories of Fieldston were in Clare Mottola's classroom," Baryshnikov said. "I took a few other acting classes outside of Fieldston over the years, but none as formative or memorable as those in the Alex Cohen Theater."

Baryshnikov added that Fieldston also shaped her character.

"I credit Fieldston for so much of who I am today. My teachers gave me tools that I use every day. Mr. Montera taught me to think creatively, Dr. Banks taught me to be detail-oriented in my arguments, and Ms. Fried taught me that there aren't rules when you're expressing yourself. The environment and my peers at Fieldston made me a much more open-minded, respectful, and self-possessed person than I could have been otherwise. When I was at Fieldston, it felt like the performing arts were regarded as a necessity instead of something superfluous or self-indulgent. It's easy to feel like acting is a selfish career choice in the face of what's going on in the world. When I feel that way, I return to what Fieldston instilled in me: The arts are an indispensable tool to create sanctuary, foster understanding, and eventually motivate tangible action."

After Fieldston, Baryshnikov went to college for acting. Baryshnikov told *Interview Magazine* that when she was in college, her parents began taking her interest in pursuing acting as a career choice seriously.

"I think my parents were skeptical at first—maybe they thought I was in it for the wrong reasons. Then I did an after-school program and then another one and then went to college for it, and slowly but surely, they started taking me seriously."

Anna Baryshnikov is the daughter of Mikhail Baryshnikov, a famous dancer and choreographer. Baryshnikov does not let this al-



Anna Baryshnikov at the Sundance Film Festival in 2016

COURTESY OF ZIMBIO

ter her acting experience. "When you are related to someone who is involved in whatever you're doing, there is a tendency to compare yourself," Baryshnikov admitted to *Interview Magazine*. "It took me a while to realize that this was going to have to be my own experience."

When Baryshnikov entered college, it became increasingly harder to get cast. Baryshnikov emphasized the rejection that comes with being an actress.

"When I got to Northwestern my freshman year, there were auditions for all of the fall plays the second week of school. The way it worked was you did your monologue for the twenty or so directors that were doing a play that quarter, student and faculty alike, and they conducted callbacks based on that. While I knew I was at a bigger, more competitive pool of actresses than at Fieldston, I assumed I would start with small roles and work my way up. Turns out, I was overconfident and didn't get cast in even one of the twenty plays that were being produced. It was an important wake up call and a good taste of the amount of rejection to come."

Baryshnikov admits that this is the worst part of her job — the inconsistency and rejection and how that fuels self-doubt.

"Even when you're doing well, acting jobs are few and far between," Baryshnikov says. "I spend the majority of my time preparing for auditions and waiting to hear back about them. The days you actually get to spend on set or in a rehearsal room are a real treat. The longer I go without working, the harder I am on myself. It's easy to

spiral into deep self-criticism that ultimately isn't useful in your work. Figuring out how to be kind to myself when things don't work out can be a challenge."

On the flipside, the best part of Baryshnikov's work is the opportunity to tell stories.

"I'm the kind of person that takes a lot of my cues in life from stories that have affected me," Baryshnikov explains. "I remember specific movies or plays that made me feel less lonely, more compassionate towards others, or more forgiving of myself. When you can be part of something that has the potential to do that for someone else, it feels like the greatest job in the world."

Baryshnikov is living in Los Angeles for the next few months shooting a show for CBS called *Superior Donuts*, based on a play by Tracy Letts, and also writing a play of her own. Baryshnikov does not have a specific plan for the future. There are many things she is interested in being a part of, but she is taking it one step at a time.

Baryshnikov ended our interview with some advice for Fieldston students interested in acting.

"If you're serious about acting and plan on going to college, find a school that has an active theatre or film community. The people you meet there could be some of your best collaborators in the future and the people you'll learn the most from. Don't compare yourself to anyone. Experience as much art as your budget allows for. Be kind but stand up for yourself. Stay curious."

# First Generation Affinity

BY: MATTHEW DE BOER

As a Fieldston community, we often spend our time talking about various social identifiers, such as race, gender, and ability. Not to say these discussions don't produce thought-provoking questions and useful content, but I found an important part of my identity was often overlooked in these conversations: being first generation. I was not alone in thinking this way. Keerti Gopal (VI), Talia Markowitz (VI), Beth Awano (VI), and I came together to plan a discussion about what it means to be first generation.

"We've been thinking about starting a first generation affinity group for a while, but after the election it feels particularly important," said Keerti. "We want this group to be a place where we can share our experiences, and also try to figure out how to move forward as the children of immigrants in Trump's

America."

The dictionary definition of first generation American quite simply means that either one or both of your parents were born outside of the United States, but you were born here. We all knew we wanted to have some level of discussion around the topic, and our minds all jumped to a roundtable: have students and faculty from all grades and departments come together to educate them on what it means to be first generation. This was understood to be our plan, until we had to face the question, "what is the community going to get from this?"

And we couldn't come up with an answer, which is why we shifted from roundtable to affinity group. The turnout was about 15 or 16 students and three faculty, all eager to start talking about their experiences as first generation Americans.

We all had prepared questions--"What does it mean to be an American?"; "How has being a first generation American impacted your day-to-day life?"--but our preparation went out the window. We all just started talking, and the conversation flowed naturally. A recurring theme amongst the group was the pressure our parents put on us, especially because a lot of them worked so hard to get to America. The common experience was that we felt we had to do something equally as challenging as getting to America, in order to show our parents that we work and try hard. It was a harsh reality, but the safety and connectedness of the group made it easy to unpack these stories.

As the discussion came to a close, we asked the group if they would like to continue the affinity

group: we were met with enthusiasm. We hope to get a bigger turnout for the next roundtable, and we want to make sure that all are welcome as long as they are first generation, regardless of race, religion, gender, etc.

Even though the idea for discussing first generation started out a little rocky, we are proud that it developed into a fully-formed affinity group, where everyone felt safe and comfortable sharing their unique stories.

Beth Awano, a senior and FSG co-president, remarked, "I feel that Fieldston is special for the smaller communities that form within the larger one, and I'm excited to be a part of creating this space for all us first generation students. I'm looking forward to its continued growth!"

# 'Tis the Season: The First Ever Fieldston-Themed Gingerbread House

BY: ALEX GREENBERG

That's right! First year Fieldston catering chef, Natalie Fernandez, has been hard at work constructing a massive, Fieldston themed gingerbread house set to be on display this Thursday. You might have seen Natalie by the potato bar this past week squeezing on the final rings of frosting or balancing the final kit-kat onto an edible shrub.

"Every year, Flik has a gingerbread house competition. This year, Angelo Spillios, our director of dining services, decided to submit an entry from Fieldston," Natalie said.

In addition to her other talents behind the scenes, Natalie comes as a seasoned gingerbread house builder.

"I built two gingerbread houses for Friends Seminary, the school I worked at before coming to Fieldston. The first one was a replica of the school and the second one was a cruise ship: there were mermaids, dolphins, Santas surfing, and Mrs. Clause playing in the sand. It was such a fun project!"

This year's gingerbread house, which took over 23 hours to make,

is perhaps one of Natalie's most complex to date.

"First, I had to draw and map out a blueprint of the field and building so I could portion their sizes. I used gingerbread cookie as the foundation for the building and used fondant to make all of the miniature trees, figurines, and reeves. I used pasta tubes instead of toothpicks to hold the pegs together because, according to the rules of the competition, every part of the house has to be edible. I used a ton of candy and royal icing as well."

The inspiration behind this gingerbread house came from Natalie's everyday observations walking around the Fieldston campus. Every time she needs to take a breath, Natalie just steps outside and marvels at the beauty of the scenery.

"The campus here is amazing. I feel like I'm in a Game of Thrones episode. Every day coming to work, I get to observe and admire the view from the football field: the squirrels playing, the dust settling, all of that informed my concept for the scene."

A professional photographer is scheduled to come on Thursday to take pictures of the gingerbread house before it is unveiled for public display. Although you probably don't want to eat it, you should definitely come and check it out

before winter break! Our thanks to Natalie for taking on this project and representing Fieldston in the annual gingerbread house competition!



Fieldston Ginger Bread House.

# Alumni Return to Speak to Student Body

BY: LUCAS JANSKY AND NICK FRANCOEUR

From students who have been here for a year, to students in the 14-year club, Fieldston has impacted who we are and who we will become. Many of us wonder who we will be when we graduate from Fieldston and what role ECFS will play in that story. Last Friday, a group of Fieldston alumni came to answer those questions and share their experiences as graduates of Fieldston.

The event was held in the Stu-Fac, where a panel of accomplished Fieldston alumni addressed students among sounds of cracking pizza crust and fizzing sodas. The panel consisted of Walter Koenig ('54), an actor who played Pavel Chekov in the original Star Trek series, Ben Journey ('10), a comedian and contributor to The New Yorker, Serena Kerrigan ('12), producer of Refinery 29's Facebook Live Segments and Snapchat stories, Daniel Sweren-Becker ('02), the author of the novel featured in the literary lunch, The Ones, and Julian Tepper ('97), a rock star turned novelist.

This event was organized by the newly founded Alumni Relations Club, which works closely with Patty Nasey, the Director of Alumni Relations to keep the school connected to its graduates. "The club's mission is to get students to help build and strengthen the relationship between current students and Fieldston alumni," Nasey said. "I'm

amazed at how willing and able even the busiest alumni are to come back. They have so much gratitude for having gone to this school, and they love to come back." This lunch was the first of its kind, and Nasey is planning on having it be a part of a series of Alumni Lunches, each with a different theme; the theme for this one was "Alumni in Creative Fields."

The alumni began the lunch by giving brief descriptions of their careers and relationships to Fieldston. Seeing Fieldston graduates from the fifties to four years ago gave students in attendance some perspective of how much Fieldston has evolved. Koenig remembered when he attended ECFS, students would roll up school in limousines. This "flashiness" doesn't seem as prevalent today, he said.

Later, students had the opportunity to ask questions. "How did Fieldston prepare or not prepare you for the real world?" Ben Altschuler (V) asked. "This school doesn't prepare you for the usual things you need in the real world. But it does give you everything you need, even if you don't know it," answered alumni Sweren-Becker. "You will find success, even if you don't find it as quickly as you expect."

"This place really teaches you how to be a good person," responded Kerrigan. "It's so cliché but it's



Alumni speaking at The Alumni Relations Lunch.

PHOTO BY PATTY NASEY

true. Good luck making money with that though." Tepper addressed Kerrigan's answer, stating, "the money will come or it won't, but you should pursue what draws you."

Jack Tolson (V) was motivated to go the lunch because "my dad is a huge trekkie and was pretty excited to hear that Walter Koenig was going to be there and he encouraged me to attend the alumni lunch," Tolson said. "I thought it'd be cool to hear a famous alumnus of the school speak, especially since I had no idea he'd gone to Fieldston. I got a kick out of meeting one of my Dad's favorite Star Trek characters."

Another Junior, Aukai Elkaslasy, went to the lunch to see how

Fieldston alumni impacted the work force. "Sometimes doors open in the most unusual places," Elkaslasy said. "Even if you choose to go down a strict and traditional career path, you might find yourself doing something completely different that you love, all because you took a risk somewhere along the way."

As the lunch concluded, everyone in the room enjoyed seeing the alumni, hearing them share their advice and experiences, and thinking, "that could be me one day." As Walter Koenig said, "This school, it gets into your blood, it's part of who you are." These alumni are living proof of Fieldston's devotion to creating active and important members of our society.

## Steve Bannon *Con't.*

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first article claimed that birth control makes a woman not only fat and a slut, but also undesirable to men. It warned that taking birth control undermines a woman's boyfriend's or husband's masculinity and also the entire institution of marriage. One of the arguments to stop taking birth control was, "we need the kids if we're to breed enough to keep the Muslim invaders at bay."

Another article criticized Obama's order that the confederate flag be removed anywhere it is still hanging. Gerald Warner argued that removing the flag was "cultural genocide against conservatism, tradition, and the South." In just two posts, Breitbart enforced ideas of a male dominated society, under-

mined a woman's authority over her body, promoted Islamophobia, and ignored the racial connotations of the flag that represented the fight to protect slavery. Maybe Bannon did not write the articles himself, but it would be difficult to believe that he didn't oversee and condone the publication of even some of these pieces.

"After one week we've seen what Donald Trump's promise means—nothing. His word, his promise to the American people is worth nothing," said Elizabeth Warren in response to his elected officials. Trump has promised us unity, and promised that the division running through our country will be mended. This is not only an impossible promise, but one he has already broken.



Steve Bannon.

COURTESY OF NYMAG

There is still so much uncertainty that surrounds his presidency, and come January, our nation will feel those repercussions. Based on his decisions thus far, it is fair to assume that the values we hold true at Fieldston, regardless of our political affiliations, will be threatened. Ban-

non is the epitome of the redefined Washington that Trump has introduced to our nation. It is not only anti-establishment, but also anti-diversity. It is un-American. Since Trump has redefined politics, it is our job to remember and fight for what it means to be American.

# Princeton Model UN Conference

BY: MARC MENDEL

On November 17, a group of 20 Fieldston High School students, along with Dr. Blaney and Mr. McDonald, boarded a bus and headed to the Princeton Model UN Conference. Model UN is an educational simulation in which students learn about diplomacy, international relations and the United Nations.

PMUNC covered a wide range of topics including police brutality, international human trafficking, and the Arctic among other global issues in the general assemblies. In the specialized committees, students discussed issues of nuclear-weapon-free-zones in the Middle East, Pacific Island disputes, the International Criminal Court v. Vladimir Putin, Cyber Security, the Syrian Refugee Crisis and counterterrorism for NATO. In the crisis committees, the topics included the Chinese Civil War, European Commission on immigration, terrorism and xenophobia, Colombian peace, and the impeachment of the Brazilian president.

For four days, students competed fiercely with other delegations, most noticeably the group from Dalton. Recognized nationally for its strength in Model United Nations, the Dalton delegation represented major players in international affairs such as the United



Pool boys Ben Kava, Casey Turtel, and Simon Ghebreyesus with chairs Lila and Diego. COURTESY OF BEN KAVA

States and the United Kingdom. Fieldston delegates were assigned to represent the delegations of Hungary and Saudi Arabia, depending on committee. When asked if there was a tension between Fieldston and Dalton inside committee walls, Ben Kava (VI), who represented Hungary along with Casey Turtel (VI) in DISEC, responded “we initially tried to forge alliances with [Dalton] as they were one of the most powerful nations, but it was clear they did not want to work with us after realizing we were from Fieldston.”

The conference consisted of seven committee meetings, each three to four hours long, spanned out over the four day conference. In between committee meetings, delegates were able to use the ho-

tel’s pool and sauna facilities, visit Princeton’s gorgeous campus, and hang out in the hotel to catch up on homework (although with students practically in every corner of the hotel, it was hard to find a quiet place to do work). Some highlights of the trip besides taking part in stimulating debates included playing football on the Princeton field and dancing the night away at the delegate dance.

The Fieldston delegation was able to bring two awards back to the nest. Lead delegate, Ryan Kelly (form V), won honorable mention in Organization of Petroleum Exporting Countries (OPEC) and Cormac Thorpe (form IV) won honorable mention in the World Trade Organization committee. While they did not win a formal award, seniors

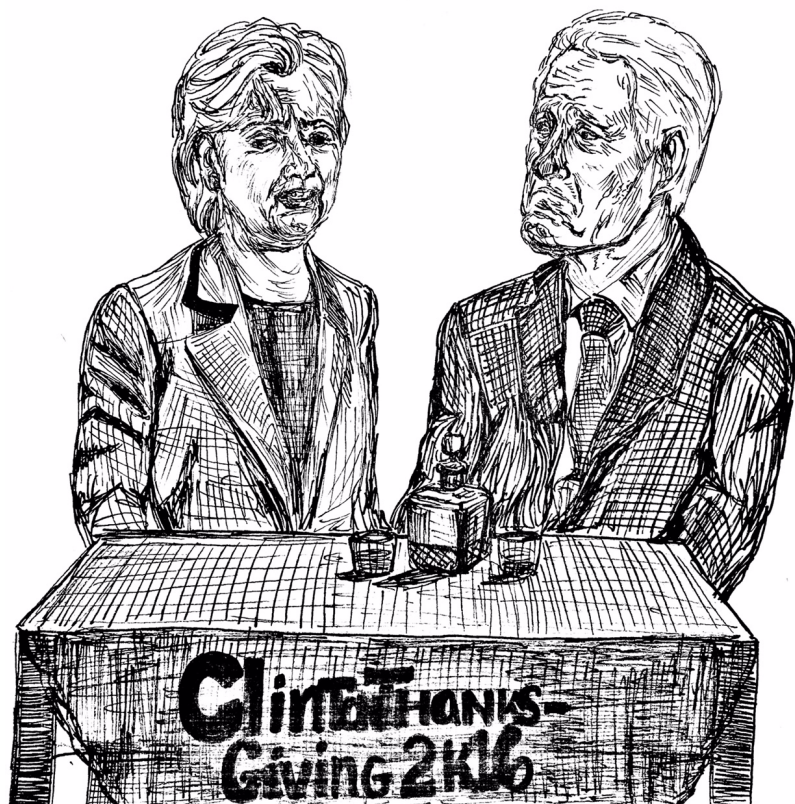
Ben Kava, Casey Turtel, and Simon Ghebreyesus were given a shout out for the “friendships they fostered while in committee.”

Kelly had a great experience and as a “political nerd”, he enjoyed the highly competitive atmosphere and the particularly divisive debate. Even though he came up short in the first topic, Kelly led his bloc to pass their resolution in the second topic.

Thorpe, on the other hand, was able to lead his bloc and pass all six of their resolutions. He was particularly surprised by the specificity of the committee and said that, “our bloc focused on something many people have never heard of.” He said that he was particularly pleased to get an award since it was hard to compete with some of the delegates who were articulate and had more experience.

Whether they were able to pass their resolutions or not, each member of the delegation had a great experience and encourages anyone who is interested in politics and/or foreign affairs to join the club.

Lastly, the Fieldston Model UN Delegation would like to express its deep gratitude to Dr. Blaney and Mr. McDonald for making this trip possible.



CARTOON BY CARY MOORE

## The Fieldston News

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# Sports

## Winter Sports Preview

By: MIA MCCOBERY AND ELIZA ROSS

Winter is on its way, and with it comes the exciting new season of winter sports. The winter sports season is the longest, so teams and coaches should be ready to battle through the entirety of it and come out on top. The Fieldston Eagles have acquired some amazing new players and should be ready to utilize them. The teams are willing and ready to take on the challenge and begin a long streak of wins together.

### Girls Basketball

The girls' varsity basketball team brings enthusiasm, determination and technique to every game. The sidelines are never quiet. "On the bench, we are always really loud even if we're losing because we like to have fun together screaming," Phoebe May (V) said. Despite the team's disappointing last season, where they had 2 wins and twenty losses, the girls are ready to come back stronger and hopefully make it to states. The team struggled because of their height, but with three new incoming freshmen, Kasey Wilner, Mia McCobery, and Sofie Schusterman, the team hopes for new shooting talent. With their first win against Kingsbridge during the

first scrimmage of the season, the team seems to be off to a good start. "We support one another through the entire season, on and off the court, and that's one of the main reasons I like being on the team" Phoebe said. "We pick each other up even if we're losing or upset," because that's what teammates are there for.

### Boys Basketball

This year, boys' varsity basketball has the talent and skills to be one of the best in the league. Justyn Rogers, a senior on the team, is ready and excited for the upcoming season. The team's technique is evident, but the challenges they face together, being consistent and having the ability to read the defense, are looming. In spite of this, they are planning to tackle these challenges and become better players. The team itself is a small community that relies on one another for support on and off the court. "Off the court, the fourteen guys are my brothers. It's literally all jokes with these guys," said Rogers. "The only time they're serious is when we all step foot on the court." Head coach Rafael Salazar believes that the players biggest competitors are

themselves. "As a team, we just need to learn how to play together," added Rogers. But regardless of the challenges ahead, it's obvious that the players on the team love what they do and are proud to represent the Fieldston Eagles.

### Winter Track

Winter track runners have the honor to run at the armory, where the top track athletes in the world compete. Ryan Kelly, a junior, described the feeling of running at such an honorable place as "something otherworldly. You get an immense sense of awe and purpose during an event." The team's main goal is staying in shape. With their attention set on winning some state championship medals, they have to keep their eye on the prize. Kelly believes that the new talent, consisting of Theo Dassin (Form III) and Daniel Cross (Form IV), will help them reach this goal. "As a team this year we have a stronger future than any team that I have been a part of during my years on the track team, so I am optimistic about the direction of the team," Kelly said.

### Swim

The Fieldston Swim Team is

ready to start using its athletes to its advantage. The team lost some valuable swimmers this year, but is starting to sort out their most powerful competitors. "My hope for the team is that we figure out what everyone's strongest events are, and put everyone in the event that is best for them and best for the team," Parker Heuer, a senior, said. In past years, the Swim Team hasn't done very well, finishing second to last in the Ivy League meet for the past two years. With a lot of new faces, the athletes have high hopes for the season.

### Ice Hockey

The Fieldston Hockey Team is off to a positive start after a week of practicing hard. Although they haven't had any games yet, the team is optimistic about the upcoming season. Last season was tough with a 2-11 win-loss record. "It feels like everyone is ready to get back on their feet and ready to kill it this season, Tommy Eldredge (VI) said. The team arguably lost two of its best players this year, but with three new faces, freshmen Max Polsky, Ben Zalta and Sam Weisenfeld, they are working together on building upwards.

## Athlete Spotlight: Zoe Kava

By: WILL SCHILLER

It isn't an everyday occurrence for a Freshman to make a varsity team, but tennis player Zoe Kava (III) is taking it all in stride. Kava has been playing tennis since she was 8 years old, competing in various tournaments in the Eastern part of the United States. Just last weekend, Kava had an extremely close match. "[The match] was against a higher ranked player... So I didn't have anything to lose" she said. The match went into a third set tie break, which Kava ended up winning by a few points.

"As I progress, hopefully I'll start to play in national tournaments all over the country" she said. The girl's varsity tennis team has had a difficult year, as they've only managed to win 3 matches, all of which were not in their league. But Kava has been a bright spot, winning all but 3 of the matches she has played

in. When asked about her pre-game routine, Kava explained, "I eat a whole package of Gatorade chews before a match, and I plug in my headphones and try to tune out the rest of the world."

Spending any time on a varsity sport as an underclassman is a fantastic experience because you get to be around some of the best athletes in the school, and forge fantastic relationships with them. "I love all of the girls on the team so much," Kava said. "They share their experiences with me about their high school lives, and they offer me advice about teachers, how to deal with stress, and fests!"

"Tyler Friedman (VI) has been an incredible role model and captain," Zoe continues. "She always shows up to practice ready to play, no matter what else is going on in her life." Kava mentioned that Friedman also helped the team out



Zoe Kava.

PHOTO COURTESY OF ZOE KAVA

tremendously, nailing a few crucial wins this past season. Kava said that her most memorable memory from this season was when the entire tennis team ate incredible bagels at Poly Prep before a match, and they were absolutely stuffed

when they started to play.

Being a freshman on a varsity sport is always a daunting experience, but Kava has been warmly welcomed by her teammates, and she is already looking forward to next season!