

The Fieldston News

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Election Editorial

On Wednesday, November 9th, 2016, the United States of America awoke to the reality that Donald Trump was our President-elect. The weather in New York was melancholy and overcast, and the mood on Fieldston's campus was no different as feelings of despair, disbelief and confusion permeated the community. Students and faculty streamed into school after waking up in a nation where the republican party had seized control of all three branches of government. The Fieldston community grappled with not only Trump's win, but also the GOP's success in retaining their senate majority.

To paraphrase Mr. Cairo, Fieldston should not apologize for the values we hold as an institution. Here, we value inclusivity and diversity. We do not tolerate hate, and we strive to fight bigotry at every opportunity. Our mission

"is to develop individuals who are competent to change their environment to greater conformity with moral ideals." Today, with the fast approaching reality of President Donald Trump, this mission is more relevant than ever before. For the editors and staff at the Fieldston News, this was not the outcome we hoped for. Donald Trump's America is not the America we want to live in and we know that a large portion of the Fieldston community feels the same way. Now that we find ourselves faced with a Trump presidency, the question becomes, how can we move forward and what can we do to combat our president-elect's harmful vision?

The answer is to embrace Felix Adler's mission.

As Fieldston students, we have the incredible privilege of education and attending an institution that gives us both the opportunity

to tackle difficult issues, and the tools to make our voices heard. As high school students, we are competent to change our environment to greater conformity with our moral ideals. And that is what we need to start doing.

We need to start getting involved. We need to fight for down ballot races, and campaign for the representatives we believe will champion our values. We need to remember that there is an election in 2018 and that congressional and state races are just as important as presidential ones. We need to protest legislation that infringes upon our freedom, and even more importantly, the freedoms of those whose voices aren't so readily heard.

We need to get online and go to the libraries to educate ourselves on the issues at hand. Then, whether through protesting, writing, marching, rallying, knocking on doors,

volunteering, phone banking, canvassing, donating, or even talking to our extended families and friends, we need to start taking tangible action.

Members of the Fieldston community, we implore you to take advantage of your talents, gifts, and resources. Maybe you have the money to make change, or the artistic talent to provoke thought. Maybe you are a gifted public speaker, a persuasive writer, or a bold conversationalist. Use your strengths and challenge yourself to grow your weaknesses.

We are constantly talking about privilege at Fieldston, but we all have the privilege of attending this school. We are hurting. We are mourning. But we also have the responsibility to be the change we want to see.

Processing the Election

By: ANNA McNULTY

Emotions ran high in Fieldston's corridors on Wednesday, November 9, following the election of Donald J. Trump as the 45th President of the United States. While a small minority supported Trump, most of the community was crushed by the defeat of former Secretary of State Hillary Clinton, the first female candidate for President on a major party ticket.

Before the votes were tallied for the 2016 presidential election, Obama said in a video to the American public. "Remember, no matter what happens, the sun will rise in the morning and America will still be the greatest nation on earth."

Obama was right. The day after the election, the sun came up and Fieldston's doors opened as expected. But, for the rest of the week, nothing at Fieldston looked like business-as-usual. Some Fieldston

students and teachers cried in the halls and in their classrooms, some screamed with friends, others sought help from the school psychiatrists, and many attended meditation sessions. Many teachers took time from the curriculum they had

planned to address students' questions about the unexpected results, the incorrect polls and possible consequences of a Trump presidency.

"I feel like this is the apocalypse. This is the end," said Jane Forman (IV). "I keep on asking myself,

'when will I wake up from this dream?' But every second goes by, and I haven't woken up."

Principal Bob Cairo sent out an email to the Upper School calling for a community gathering before classes on Wednesday to discuss the results of the presidential election.

"In the aftermath of the election, there are many students and faculty experiencing some strong feelings about the outcome of the election," said Cairo. "Regardless of our political stance, I think it's important that we, as a community, acknowledge these feelings and allow people a space to process them."

Cairo acknowledged that classes may not run as usual because students may need an outlet to mourn and process the election, and explore the effect the result has on the Fieldston community, individuals



Donald Trump giving his Victory Speech.

COURTESY OF TV LINE

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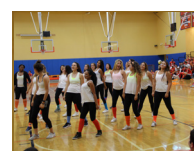
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belonging to marginalized groups, and the future of our country.

“When I threw the floor open to my class this morning, the main thing my charges seemed to want was information: Would he be allowed to do this? What will happen in the event of that?” said Fieldston U.S. history teacher Jim Cullen in an article in *The Washington Post* the day after Trump won. “As a high school history teacher, there are two intersecting sources of solace as I go about my job the day after a historic — and to a great many people, upsetting — election. The first is that necessity requires me to put aside my own unease and confusion as I try to help adolescents process an event that is necessarily unprecedented for them, though I have resources (ranging from professional expertise in managing a conversation to having been around the block a time or two) that I bring to the classroom to assist with that.”

Dean of Students Nancy Banks stepped forward and announced that the Fieldston community should remember we are, in fact, stronger together.

“Given the unprecedented misogyny, racism, sexism, and hatred of this presidential campaign, I was thinking that you all may be feeling pretty hopeless right now,” Banks said to Fieldston’s Women’s Leadership Program. “Let’s all remember we are in this together as com-

mitted feminists and social justice activists!”

Banks also sent an email to the whole Upper School about openmic sessions and meetings during lunch and free periods to discuss the election.

“I know that many of you are hurting today,” Banks said. “Please know that we will work together as a community to get through this and take concrete steps to make this nation and the world a more just and better place.”

Teachers spent class time on November 9 playing Clinton’s concession speech, reading articles, and letting students speak their minds.

“It shows a lot of character that Fieldston teachers stopped class to watch, discuss and be a part of history,” Krista Delany (IV) said.

Through discussion, silence, debate, tears, and even acceptance, everyone in the community got through the day and many went home ready to fight.

“Today is to mourn. Tomorrow is for action,” Ananya Tinaikar, Fieldston class of 2015, wrote on Facebook.

On November 10, the Fieldston community came to school ready to implement change. The results of the election were irreversible. Donald Trump had won, Hillary Clinton had lost. Members of the community picked their heads up, accepted the bitter truth, and got to work.

The administration quickly re-

vised the Modified Awareness Day (MAD) that was originally planned for November 10 to discuss the Upper School’s summer reading book. Instead of studying *Consequence: A Memoir* by Eric Fair, the MAD focused on the presidential election results.

On the evening of November 9, Cairo sent an email to Upper School students and teachers with the subject, “Processing today and moving forward tomorrow.”

“After considerable reflection and discussion among administration, faculty and student MAD leaders, we have decided to change tomorrow’s MAD program to better meet the post-election needs of students and faculty,” Cairo said. “The planned assembly and break-out sessions related to the summer reading will not take place. Instead, our assembly and break-out sessions will allow for further processing of our feelings and for reflections on how we can move forward as instruments of change in our society.”

The MAD schedule included writing a letter to Donald Trump, exploring how to take environmental action, writing poetry, discussing restorative justice, brainstorming about action plans with the Political Activism Club, examining intersectionality in the 2016 election, studying the importance of art expression, and analyzing the impact of music on the world.

During one of the MAD sessions,

Fieldston students anonymously wrote down their fears. Some of the fears included, “the Supreme Court,” “backwards progress,” “my future daughter and daughters everywhere,” and “people of color and marginalized people losing intrinsic rights.”

After students addressed their fears, they wrote down things they wanted to do to fight as a school. Their ideas included “increasing our community outreach and political organization,” “creating an inclusive environment for all students,” and “bringing together our community so our community can bring together the larger public and unite them through acceptance and social justice.”

Students went on to write down things they could do to enact change as individuals. Some of the plans were “working to protect the environment,” “using my privilege to break glass ceilings,” “voting, not just in presidential elections, but local elections,” and “speaking out on a larger scale — going to D.C., protesting and petitioning.”

Even with all the uncertainty and fear at Fieldston, in the United States, and in the world, by the end of the MAD, many Fieldston students had found a glimmer of hope. One student anonymously wrote, “We need to be able to recognize that progress is not linear and to

Op-Ed Accepting the Outcome of the Election

BY: BEN KAVA

To many Americans, a Trump America may seem to pose a direct threat to their individual liberties. His election has caused large demonstrations, sometimes unruly, to ensue in major urban (and primarily democratic) areas such as New York, LA, Baltimore and Chicago among others. His election has caused enormous discontent with the current Electoral College system and has created arguments to grant Hillary Clinton the presidency. Lastly, his election has given way to a series of petitions and protests that question the legitimacy of his victory.

Denying a Trump presidency and questioning its legitimacy is distinctly un-American. Not only is this rhetoric detrimental in that it further divides Americans by party

affiliation, but it is also dangerous as it undermines one of the core values America was founded on: democracy. To question whether a Trump victory is legitimate is ridiculous, and quite frankly, absurd. On January 20th, 2017, Donald Trump will become the 45th President of the United States. For the country to survive what is already set to be an unpredictable and possibly unstable presidency, we cannot start by denying his victory.

Remember when media outlets attacked Trump for his failure to state that he would support the outcome of the election? It seems that those who are unsatisfied with the outcome of the election are now thinking the same. It is perfectly normal to be angry after the election; it would have been impossible for both sides to win. What is not

acceptable, childish, dangerous, and simply not American, is to question the legitimacy of the president-elect’s victory simply due to the fact that one may not like him.

The American reality is that we are a nation divided. The United States is more polarized than ever before; we seem to equate “blue” and “red” to two competing nations, yet forget the fact that we are all American. To succeed as a nation under any presidency, let alone a Trump presidency, we must be united.

We cannot unite our nation through attacking political beliefs that oppose our own, we cannot unite our nation by denying the election of our 45th POTUS. We can become united through dialogue and debate. Through talking and compromising, it is possible to

find common ground; Americans, red, blue, and in between, seem to share one core desire: change. So let us work for that change through conversation, for we are only stronger together, as Charlotte Schwebel (VI) so brilliantly put it at last week’s assembly, when together



Anti-Trump Protest in Seattle.

COURTESY OF THE MINT PRESS

Fieldston Responds to the Election

As Hillary said so well in her concession speech, "Never stop believing that fighting for what's right is worth it."

--Deb McFall

This election has invalidated everything that I stand for.

--Shaoli Yusaf (VI)

I will let nothing happen to you guys, I am here to protect you. (speaking to a class)

--Lorena Rodas-Ramirez

As the Green Dean, I'm here to remind you that all life is connected, and I'm here to remind you that, though we haven't talked about it much as a community, environmental issues are going to loom large in a Trump presidency. Not that there weren't important environmental issues to be concerned with in the last eight years, but yesterday I heard Speaker of the House Paul Ryan telling his audience that we had to get the miners back to work, and that we had to get regulators off the backs of farmers and ranchers. I have nothing against miners or mining per se, but I am against blowing the tops of whole mountains off to get at the coal inside. I have nothing against farmers, but I am against genetically engineering crops so that they can pour more and more poisons on the land, in order to make high fructose corn syrup. I have nothing against ranchers, but I am against overgrazing and eroding the land, and I am definitely against shooting wolves. I am not against business or making money, but I am against a business model that results in heating up and acidifying the ocean, imperiling the small organisms that produce more than half the atmosphere's oxygen, and that in the process will flood lowlands from New York City to Bangladesh, even though the people of Bangladesh have hardly produced the greenhouse gases that endanger their lives and livelihood. Because unregulated businesses all too often produce unexpected and dangerous outcomes, regulation of them and protection of the ecosystems on which we and many others depend is an absolute necessity. Make your voice heard in the coming four years. Be the voice for your fellow humans, and for those of the biosphere who don't speak human. Let's protect the environment for everyone, including President

Trump.

--Howie Waldman

Society teaches us that presidents are good men, and I say men because we have yet to see a woman president. They are who we should look up to, respect and trust. But I see Donald Trump, and I know the sexist, homophobic, racist, islamophobic comments he has said, and I can't look up to him. Trump has made clear that everything I learned as a child about what a president represents is a lie.

--Claire Scavone (IV)

At a moment of great division we are going to be led by someone who only divides.

--Nicky Brussel Faria (VI)

I'm looking at this election from a position of incredible privilege. We can't protest his election; we are part of this system, but we have to be ready to stand up not only against Donald Trump but what he stands for. There are people who need us.

--Phoebe May (V)

I just don't understand what we can do in this moment. For the first time in my life blatant sexism is real. And I can't understand what people of color are going through right now.

--Milena Sigerson (V)

I think that as Fieldston kids, people who are really well educated, part of our responsibility is to hold up Obama's legacy. It's important that his legacy lives on, not just for the next four years but forever.

--Alex Hsi (VI)

When you get to college it can't be business as usual. In these four years we have to react. Even when you think about your life, even the career you are going to pursue, this should affect that too. We are not going to bow down to bigotry. We may mourn, but when we're done mourning, we act.

--Miriam Paterson

In 2 years there are 7 senate seats open. Maybe things will be bad enough that people will need change.

--Debbie Kriger

One thing we can do is get people to vote. I believe that we are a Democratic country being run by Republicans. People's voices aren't being

heard.

--Alex Hsi

It's worth acknowledging that she won the popular vote. So take your time to mourn, but don't despair.

Those things we find abhorrent in our country are out on the table. So we can confront them. And we can engage them. The other things the grievances of people who we may all believe are hurting themselves by voting for Donald Trump, whose lives we aren't familiar with.

In short term things we have to defend, we can get on buses, we can go to the inevitable rallies. You must be sick and tired of older people saying we screwed it up now it's your turn to fix it. But it's time to fix what we just saw broken.

--Andy Meyers

It's going to be impossible to succeed if we don't get out of the echo chamber. And that can be really hard. But I think there's nothing more important than stepping out of this echo chamber, because that's the only way we can win. I think that's an essential part of the process.

--Roy Blumenfeld

I feel like it is important to say, every single one of us should be helpful in some way, shape, or form. This is going to come back to you. This is a battle we lost, and now we have to fight.

--Benjy Monteagudo

I would really ask that we look at ourselves first. There are things going on right here in our school with groups of students who feel marginalized or feel invisible.

--Marie Johnson Mrkonjic

How are we any better than a fascist regime if we say you're not allowed here?

--Carl Anhalt

When you begin to disrespect someone, you've already lost them. They're not going to listen to you if you talk down.

--Miriam Paterson

To those of you who feel like crap right now, remember how this feels. Remember, in four years, how this feels. And if you can do something to prevent feeling like this again, do it.

I hate this feeling, and I don't want to feel like this. And you share some

power. You have the power of our person, your phone call, some of us have the power of money. You matter, and your voices matter, and your voices make a difference. And you need to hear that, and I need you to hear that. Since you were ten years old you've had the luxury of a scandal free good man as president, whether or not you agree with his politics. And you don't have that now.

--Jonathan Lambert

Run for office. At 25 you can run for the House of Representatives.

--Jonathan Lambert

We all heard what Trump said as a candidate when he was not our candidate. Now we have to hear him as our president. And we have to be ready for the reality of what he can do.

--Rob O'Neil

I'm scared. Not really for myself but for the people I care about who don't have the same privilege I do. This fear is a call to action. I went to a protest and I am looking for more ways to help the people who I care about who will be attacked by this administration.

--Jane Leff (V)

After school on November 9th I felt broken. But as I walked of school and onto the streets of New York, I forced myself to dry my tears. A young girl approached me, pointed to the Clinton-Kaine sticker on my jacket and told me with an air of defeat, "That doesn't mean anything anymore." I held my head up for the first time that day and looked her in the eye. "Yes it does. It means that we are going to keep on fighting."

--Emma Venarde (III)

Why Are You Protesting? It Won't Do Anything.

On Saturday morning I took to the streets with thousands of other people to protest the Trump presidency. Or the electoral college
Or the end of the EPA
Or the Dakota Access Pipeline
Or the decline of globalization
Or the end of Obamacare
Or a muslim ban, a wall, mass deportations
Or Bashar Al Assad
Or Russian leadership
Or fascism

Responses *Con't*

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Or Donald Trump himself
 Or racism, sexism, homophobia, and islamophobia
 Or the media coverage of the election
 Or a conservative supreme court
 Or a conservative country
 Or to get out my anger, to feel solidarity
 Or to motivate myself with the belief that people care
 That the work is being done
 That we are stronger together
 That there will be casualties but we will get through this
 Because we are strong
 Because we are many
 Because we care
 Because we are afraid but we will not be silenced by fear
 --Charlotte Schwebel (VI)

Most students graduate from Fieldston with a good sense of what I would call the liberal orthodoxy, and many can argue for that stance very well. My question is, how many can engage successfully and productively, those who do not

share the same views? Should this be something we teach better, so as to equip graduates to be leaders in bringing "the environment into greater conformity with moral ideals"?

--Erik Hanson

I've never seen the campus so dead. Many students feel that Trump's victory is a direct attack on either their race, gender, sexuality or any combination of the three.

I'm scared. Not for myself, as a straight white man, but for my friends of color, my friends that are girls, my mother, my gay cousin, etc...

--Bryce Kassalow (VI)

The mood on campus on Wednesday was funereal. Many students and adults were clearly feeling a profound sense of shock, fear, grief, and anger. But there was also a strong feeling of solidarity among members of the community.

--Nancy Banks

As a young black man who comes



Fieldston quad, two days after the election.

from a family of refugees, I am truly terrified. To my white friends, especially the guys, this is a time to be especially considerate of the profound mental and emotional pain that this election has caused to your peers of color, your female peers, and pretty much anyone who isn't a straight, cis, white man.

--Simon Ghebreyesus (VI)

While there are a good percentage

of students and faculty who were devastated by the election results, there's also a large amount of students who do not understand that there is a real sense of fear among minorities in the community and across the nation. I mainly stayed in Randy's office because that is where I felt the most comfortable and safe. It was a place where students were crying and consoling each other.

--Ciara Cury (VI)

I Hear a Symphony

BY: ABENA KOOMSON

I've been thinking about the election and the state of our union. I've been thinking about music. I go there in my mind because participating in music gave me my first feelings of social responsibility. As a pre-teen, my first instrument had been the clarinet. As a teenager, I played euphonium. I was the only person in symphony band on my instrument. It was heavy and hard to maneuver for my then small frame. I loved how my breath could transform to melody. My responsibility was to charm my horn and coax from it the best melodies I could produce. Let the clarinet players charm their clarinets. (And there were so many of them!) Let the trumpet players charm their trumpets. (And so many of them too!) Let, saxophone players, flute players, and that guy with the bassoon and the high top fade all pursue their most authentic music. We each had our part to play, and to the extent that we played well, we co-created sounds that could make the hairs on your arm stand on end, make you lean forward in your seat, or change your breathing pattern. At our best, we were that good.

And so here we are now, sitting in

our various positions in the orchestra (read: in this community). Some of us belong to a section of many. 6 or 12 or 20 other people may play the same instrument, but everything from to shapes of our hands to the strength of our lungs colors our experience. The mechanics of the instrument dictate a particular quality, but even within that family of tones, no person sounds quite like another. Moreover, if twenty clarinet players play the same melody, and one of them is not in tune, the result can be unpleasant or even calamitous. There is a lot of pressure to stay in tune (read: stay woke) not only as a matter of personal integrity, but because dissonance is so palpable among instruments of the same timbre. The secret to being in tune: Listening. Bringing out of your instrument what you hear in your mind. Listen to how your notes interweave with the notes around you.

Beyond intonation, there are other kinds of dissonance. Play two adjacent notes on the piano and you'll see what I mean. Even played perfectly in tune, notes in close proximity can cause tension. The secret to moving through that

tension? Listen. Listen to how the note makes contact with yours. Listen to how your notes interweave with the notes around you. Listen to the sound where edges meet.

Everything has an edge. When you reach the edge:

Listen.

Call.

Listen.

Respond.

Listen.

This is what playing is all about.

Perhaps you've been having conversations with like-minded people, and something, some one thing, seems to grate against the voices that surround you. Notice it. Leave space for a shift.

Listen.

Play.

Listen.

Do this with your inner ear and your outer ear. And if you are a euphonium, the fact that you are not a clarinet does not make you any less valid. The fact that some people don't know what a euphonium is does not make you any less valid. The fact that there is only one of you does not make you any less valid. In fact, in symphony bands, eupho-

nium & clarinet often play the exact same parts, specifically because the difference in timbre enriches the overall sound. Unity, therefore, can be polyphonic. Listen to the William Tell Overture. Listen, how with a common purpose, the orchestra ascends and descends, shifts direction and functions as an entity of its own. I may not be able to draw out the sound of a single clarinetist or even the lone euphonium player, but having sat in both chairs, I know the dedication, practice, investigation, and personal responsibility that goes with that work. I encourage us to do that work. To get in tune within ourselves, and turn our ears toward the melody, dissonance, harmony, and moments of tension in our latest overture. There is more to say about all of this. Where will this next movement take us?

Leave space for a shift. Listen to how your notes interweave with the notes around you. Listen to how another note makes contact with yours. Listen to the sound where edges meet.

Everything has an edge. When you reach the edge:

Play on.

Latino Heritage Assembly

By: BRIANNA BURKARD

On Thursday October 20th, Upper School students filed into the auditorium for the Latino Heritage assembly. Organized by SUME (Students United for Multicultural Education) and the Hispanic-Latino Alliance, the assembly introduced students to many topics surrounding Latino culture. Students were educated on the statistics surrounding Latino representation in the media, such as characters in TV shows and movies.

There are more shows with all-Hispanic main casts now than ever. "I purposely stayed up late as a kid to watch George Lopez and I used to watch Dora the Explorer," said Ciara Cury (VI) on the increasing presence of Latinos in Hollywood. "And although I haven't started Jane the Virgin, I really want to because it feels so great to see Latinx people on screen represented positively."

When Latin music came into discussion, Suavemente by Elvis Crespo played from the speakers, reigniting the childhood memories of those speaking. Latino literature and Latino writers such as Sandra Cisneros were brought up because of their valuable contributions to the world of literature.

Despite Latinx influence in the humanities, there are many Latinx students at Fieldston who still feel

marginalized in classes. "I felt as though what I was experiencing in my own life wasn't important enough," said Ariana Baez (V) in regard to the fact that books in the English curriculum are almost never based around Latino families.

In fact, there are many negative connotations towards the Latinx community in America, as demonstrated by senior Enrique Rosado and Spanish teacher Sra. Lorena Rodas-Ramirez, who presented a skit towards the end of the assembly. The skit tackled the notion that seeing a Hispanic teenager with a baby does not mean that the baby is theirs, but rather a sibling or cousin. Enrique and Sra. Rodas-Ramirez squashed the assumption that because a Latino is an immigrant, they do not pay taxes and they are illegal and undocumented. Lately, there have been many rough and anti-Latinx rhetorics that need to be deflected in and out of our community. This assembly was a perfect opportunity to radiate more positivity about discrimination against the Latinx community.

The assembly had many focuses. The speakers did everything they could to educate students on the important aspects of the Latinx community. "My main objective in running this assembly was to leave the audience thinking not only about how they see Latinx people but



Sra. Rodas Ramirez and Enrique Rosado (VI) speaking at assembly.

PHOTO BY

THEO MATZA

also about how much we've done and the positive influence we've had," said Ciara Cury (VI) about her personal goal for the assembly, and how she wanted to impact the community long after the assembly was over. It was a time consuming process; faculty wrote speeches, students wrote speeches, many hours of editing were put into the slideshow. The assembly was not

only about circulating Latinx positivity during the assembly - it was to spur a discussion about how Latinx culture is missing from our curriculum. It all paid off. The students put together a wonderful assembly that was informative yet not repetitive, and because of it, there is no doubt that our community will be discussing Latinx culture again.

Mr. Kleinman's Military Experience

By: BEN ALTSCHULER

Since starting at Fieldston in 1998, Joseph Kleinman has become a greatly respected and admired member of the community. He is lauded by students as a "fantastic teacher" who is able to deliver facts in a "fun and engaging" manner. He teaches the U.S. Survey, U.S. Since 1945, and World at War courses, using a range of primary sources, textbook readings, humor, and personal memories to capture student interest. Of the many experiences that have shaped Mr. Kleinman's life, both personally and professionally, his experience serving in the Vietnam War has had one of the largest impacts on his political views and approach to teaching.

With fear of the draft looming, and the idea of running off to Canada impractical, Mr. Kleinman decided to enter the military after his final semester at Hunter Col-

lege. This gave Mr. Kleinman, who had attended anti-war marches before and after entering the military, the ability to choose which unit he would serve in. Hesitant about the idea of fighting, he decided to enter the Medical Corps, thinking "it would be the more peaceful thing to do than to join the infantry or artillery."

In April of 1969 Mr. Kleinman began training for military action, first with basic training in Fort Polk, Louisiana and then at Fort Sam Houston, Texas for advanced training, an experience Mr. Kleinman says attributed to his maturation. During his training, Mr. Kleinman was taught how to fight and saw first-hand the horrors of war. Training for the general hospital unit, he would not only see third degree burns on the bodies of American soldiers who were coming back

from Vietnam, but he would get to know other soldiers who were heading off to Vietnam and "probably" not coming back alive.

"I was told a bunch of lies about why America was in Vietnam, and what was going on there." - Kleinman

It wasn't just the injured soldiers or the fellow trainees who died in battle that forced Mr. Kleinman to mature; the geographical displacement that Mr. Kleinman went through to begin training was a tremendous adjustment. He explains,

"one day my molecules were in Brooklyn and the next day they were in Louisiana. I had never been to Louisiana. I had never been with people who were from Arkansas and Alabama and who didn't have a college education. This had a huge impact on my maturity."

Although Mr. Kleinman never ended up going overseas to fight, he was part of an experience that he says "radicalized him." Mr. Kleinman believes his generation "was told a bunch of lies about why America was in Vietnam and what was going on there," by the United States government. The dishonesty of the U.S government caused Mr. Kleinman to be very skeptical of what those in power said, noting that, "If the government says it's day out now, I immediately think it's night...immediately...until

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A History of Pep Rally Culture at Fieldston

BY: MILES STEPHENSON

Why do we have pep rallies? What role do they have at Fieldston? On paper, pep rally performances are meant to garner support for our school, our athletes, and our soon-graduating seniors who will go on to compete in their homecoming games for one final time. These rallies are meant to be a display of pride and community bonding, an explosive, energetic festivity that leaves students and faculty brimming with excitement and anticipation. Perhaps because of these expectations, many teams push the boundaries to stir excitement and keep the dances fresh and engaging. Some of the community says this has sexualized the dances at pep rallies, placing an emphasis on provocativeness and sexually-charged shock factor at the expense of good-natured fun. How do we determine what is exciting and adrenalized and what is disorderly or improper? And, who sets the rules for these events? The Fieldston News went into the Upper School to investigate this issue.

This year's pep rally added to the discussion. On Friday, October 14th, the Fieldston Upper School attended the rally like every other year. During the senior football players' performance, freshman players were brought onstage and the seniors engaged in provocative and sexually explicit "dance moves" in front of the school—moves that many described as "grinding." The Fieldston community came together the following Monday for an assembly to discuss the matter. During this assembly, the senior members of the team delivered a thoughtful apology and acknowledged that their actions were inappropriate.

Several Fieldston students were shocked and disappointed by what they saw on stage. Alie said, "There were a lot of different pieces that were wrong with it." She also said that the idea that two male students "grinding" is funny is problematic in the first place, making mockery of sexualities and reinforcing heteronormative culture.

While students expressed disappointment, many said this was unlike the senior football players and argued that this was a moment of misjudgment on their part. Nick Francoeur, Form V, said, "In the heat of the moment of the pep rally environment, the seniors misrepresented themselves and the football

culture here at Fieldston. The seniors realized their mistake and are definitely open to talk with members of the community about moving forward."

We talked to students and asked them how they felt about pep rallies in the past. Matthew Jalazo, Form VI, told us that his first pep rally as a freshman was a silly Lion Themed production. "Yes, it was embarrassing," said Matthew, "But it was also fun and something all of us enjoyed and as young freshman we loved the attention from upperclassmen."

Later, Matthew talked about how pep rallies grew more provocative. "The next year the seniors ripped off their pants and wore tight revealing tank tops." We soon realized that pep rallies have been a somewhat controversial topic for years. Although many dances never quite breached the boundaries to the point where it was punishable or overtly mentionable, many dances straddled the line of acceptability between fun and offensive.

Alie Brussel Faria, Form VI, said that the power dynamic between seniors and freshmen makes it hard for freshman to speak up for themselves and refuse participation in some uncomfortable or provocative events. She went on to discuss how sexuality is a big thing in high school for a lot of people. "That's when people start to look at other people as sexual objects, not necessarily negatively," said Alie. "So it's an important time to decide how

you're going to react."

Sarah Koppelman, Form VI, added that in most high schools, "Sports equates popularity. Athletes get more attention socially in school, and the relationship between an athlete and their body and how they are supposed to look adds a great deal of pressure."

Others pointed out that the students at Fieldston are exposed to a tidal wave of popular culture that celebrates the very attitudes and behavior being condemned. From pop music icons who perform on national television in sexually provocative ways, to professional athletes celebrated for their aggressive behavior, our students receive conflicting messages. Since the principles of Fieldston are to develop individuals who are competent to change their environment to greater conformity with moral ideals, it is important to look at how we can use educate, but not vilify, our students.

Next, we talked to some coaches about the approval process for dances and how they balance keeping the dances entertaining as well as appropriate. Gus Ornstein, the Athletic Director at Fieldston, said that the coaches do a great job of talking to our teams and team captains about what we as a community expect the week before pep rallies. Mr. Ornstein went on to explain that coaches don't always see the dance routines in-person before pep rallies due to the fact that many teams work on the dances after hours in practice

rooms or around the school, when coaches or faculty aren't present.

Mr. Ornstein offered the perspective of someone who played college football at Notre Dame and has been immersed in athletic culture his entire life. Mr. Ornstein said that it was always important for him to maintain a positive athletic culture here at Fieldston, specifically a football culture that avoids some of the negative stereotypes portrayed by the NFL (i.e. hazing, over-aggression, etc.).

Mr. Ornstein said, "And here at Fieldston, we work hard to represent ourselves in another way." Mr. Ornstein attributed the incident to a mistake in judgment by otherwise great kids with good intentions.

He said, "I'd back those kids any day, we all make mistakes, none of them meant to hurt anybody, but they realized they made a mistake and handled the repercussions well. This was a learning experience for them and for the school."

We soon discovered that this discussion of pep rallies and sexualization in high school has started a dialogue focused on improving the thoughtful, conscious, and ethical atmosphere at the Fieldston School. Although there is no quick fix for this issue, an issue that is deeply ingrained in societal perceptions and social behaviors, Fieldston's reflective and mindful community continues to strive for a brighter, more aware future.



Varsity Field Hockey team performs at Pep Rally.

PHOTO BY TALIA MARKOWITZ

Op-Ed: Halloween at Fieldston -- Have We Become Too Politically Correct?

BY: MADDY SCHAFFER AND SAMANTHA WILNER

On Tuesday, October 25, Upper School Principal, Bob Cairo sent out an email which addressed the costume guidelines for Halloween. In this email, he wrote that “costumes that depict a group of people, religion, gender, sexual orientation, culture, ethnicity, race or heritage are not permitted.” Because there is a fine line between costumes that are in good humor and costumes that are offensive, many students felt this email was necessary for the community to see.

Isaac Sonnenfeldt (V) said, “this email is a reminder that Fieldston is not a monoculture. There are a lot of different kinds of people in our community.”

Stella Silverstein (V) added, “The guidelines might prohibit certain jokes, but that’s the price that we as a community pay to ensure that everyone feels safe. Fieldston is the right amount of politically correct because we try our hardest not to offend anyone.”

Most students agreed that dressing up as an identifier different from one’s own is never permissible.

“Dressing up as a race or a religion might offend some people, and Fieldston should be a safe space for everyone,” said Abby Liman (V).

One main criticism of Fieldston’s PC culture is that people should not be shielded from issues that they will encounter in many spaces outside of Fieldston.

“At some point we need to understand that the world isn’t like this,” said an anonymous student.

Other students disagreed. “Fieldston is how we want the real world to be, so if we can learn how to be politically correct here, then we can bring that to other spaces and the world will really be like that,” Stella said, adding that “there is nothing wrong with trying to make the world safer for people.”

However, some students felt that the second guideline outlined in Mr. Cairo’s email, “costumes that con-

tain profane messages or depict violence, drugs, or alcohol, and include questionable props or fake weapons are not allowed,” was going too far.

“The costumes that contain messages about drugs and alcohol are not something we need to be restricting,” said Liman, adding “I don’t think that costumes about drugs and alcohol would offend a group of people.”

Others agreed: “while being politically correct is a good thing, there is a point where it is a little bit ridiculous,” said one student, “I can’t say anything I truly mean.”

Overall, most students agreed that being mindful of our actions and words is one of the founding principles of Fieldston, and something that is unique about our school. However, the student who critiqued Fieldston’s policy requested that they not be named in the article, and several others declined to be interviewed because they were apprehensive to speak their minds.

A controversy at Yale University

last Halloween also brought up this issue. After an email was sent to the school about appropriate costume guidelines, one lecturer feared that “American universities were once a safe space not only for maturation but also for a certain regressive, or even transgressive, experience,” and that “increasingly, it seems, they have become places of censure and prohibition.”

As a progressive institution, Fieldston values sensitivity and political correctness. Starting at a young age, students are taught to act with awareness and to consider the message that their words and actions may send. At assemblies, students share their pronouns along with their names to ensure that peers are addressed appropriately. In the past two years, a number of gender neutral bathrooms have been added to the school. Many Fieldston students agree with the liberal policies enacted at this institution, however some wonder: have we gone too far?

Fieldston Wrestles with Conservative Theory

BY: MARC MENDEL

On October 27th, the Upper School held an assembly on Conservative Theory led by Senior Ben Kava.

A video was presented at the beginning of the assembly depicting how the “average Fieldstonite” viewed the Conservative Theory. The video showed a lack of knowledge on the subject and Junior Jack Zalta says, “it was very disappointing because the Conservative Theory is extremely under taught, considering that Fieldston supports a wide array of opinions.”

Jack feels that his political views are often misunderstood because while he feels heard, he does “not feel respected.” He believes that there should be a “conversation in which students form their own opinions based on information provided by the teacher and not just the liberal point of view, because not all solutions are from the democratic side.”

This sentiment was also shared by fellow classmate, David Runte, who said that with “over 90% of the school being liberal, there seems to

be no place for this discussion outside of a roundtable or an assembly.”

The guest speaker, Andrew Langer, who serves as the President of the Institute for Liberty, presented fiscally conservative viewpoints, which were very well received by the community. Students — Democrats, Republicans and everything in between—felt as though that side of the story has not been fully taught by both the teachers or the students. Jack also said that it was important to hear Langer’s opinion because, “he was 75% to 25% (conservative to liberal) and it was great to hear someone who he could relate to that could possibly be silenced (by the community) because of his views.”

When asked what exactly “conservative theory” is, Ben Kava explained, “conservative theory is a way of thinking in which individual rights and freedoms are prioritized. It is largely rooted in tradition and in the inherited institutions that have evolved over time. Conservative theory doesn’t usually promote the type of ‘government activism’ that liberalism does—rather, it values stability, continuity, and

respects the integrity of that which came before.” When asked about conservatism in terms of the presidential election, David responded that “Donald Trump is a racist sexist, bigot, who is running only for his own ends and goals, with no thought at all for the greater good of the country.” David continues stating that he strives to be some-

one like Andrew Langer who, “is an educated Republican who does not want to be associated with the stereotypical Republican norms.”

Hopefully this assembly will serve as a stepping stone for a more diversified debate between students with differing political views in classes and in school-wide discussions.



Conservative Theory Assembly Speaker, Andrew Langer.

PHOTO BY THEO MATZA

Feature: Fieldston Security Guard Priscilla Brito

Brito

BY: ANNA McNULTY

It was pouring rain on the morning of Friday, October 21st, when I walked down to meet Priscilla Brito at the security post at the Upper School. Brito, who has been a security guard at the Fieldston campus for nearly four years, was standing in the rain, greeting drivers and directing cars without a hat or an umbrella. She was soaked by the time she got back to the security hut to meet me for our interview.

Brito gave me a big smile, and before I could ask my first question, she let me know how much she loves Fieldston.

"It gets very busy, and hectic, but I love what I do, as you can see," Brito told me as she hopped out of her post into the storm as a new car pulled up to the arch.

Before working at Fieldston, Brito ran her own daycare center, God's Creation, in Kissimmee, Florida. But when the market crashed in 2008, she lost her business and decided to come back to New York. Born and raised on 238th street, Fieldston was very close to home. "I grew up here," said Brito, laughing. "This neighborhood is part of me."

Two years ago, Priscilla Brito was assigned to the post in front of the main office on the Fieldston Upper School Campus. Before that she worked for security in the Lower School, but, Brito explained she, "got a little bored" while classes were in session.

"At the Upper School Campus



Priscilla Brito.

PHOTO BY DANIEL SORKIN

you have to be on your tippy toes all day. You're very busy — interacting with people, signing people in and out, logging in names — there are a whole bunch of things it entails," said Brito. At the Upper School, Brito's job is security and administration, patrolling visitors and communicating with the staff in the main office. "I like working at the Upper School, and they saw I did a good job, so I've been here ever since," said Brito.

A typical day as a Fieldston security guard begins at 7:30am and goes until 4pm. Brito oversees all the arrivals, logging them into the security records, and welcomes faculty, parents, students and prospective students. During the summer, she works from 8am to 3pm, and

on some weekends throughout the year, she works overtime. "It's a lot, but it's fun. I love it," Brito told me. She gets two 15 minute breaks during the day, and a 30 minute lunch break. "I usually eat at Fieldston — the food is delicious," Brito said smiling. "But sometimes I take my car to Salvatore's Pizza; I love it there, too."

Love was a dominant theme in our conversation.

"I love working at Fieldston because the people are very amicable, courteous, kind and helpful," Brito told me. "I just love the way I feel here — it's very welcoming." Despite this love for her work at Fieldston, Brito envisions one day starting her own business again. "I've had managing experience

since 2001. I have an associate's degree, but I want to get a bachelor's degree. I'm here temporarily, but I'm here because I really like it," Brito stated. "But there is nothing better than being your own boss."

When asked if there was anything Brito did not like about Fieldston, she said, "Well, to be honest with you, the pay could be a little better, but that's not on Fieldston, that's on Mulligan." Mulligan is the security corporation that employs the guards at Fieldston. Mulligan pays the guards, and Fieldston pays Mulligan.

Brito's job has given her an interesting view of the Fieldston community. When I asked for her perspective, Brito said, "Not everything is very ethical. I've confronted some situations that do not seem to fit with the school's mission." When pushed for details, Brito smiled but refused to tattle. Instead, she emphasized the things she admires about Fieldston. "For the most part, parents are very united," she said. "I like the way that parents become a part of their children's educational life. They are very, very involved, and I love that. Not all parents do that for their kids — it is truly amazing. Whenever there is some sort of special event, whether it is a game, a dance, a concert, anything, the parents are always there." Brito also commended the Fieldston teachers' and students' continuous hard work and dedication. "Unity brings power, and education is power," Brito said. "The Fieldston community seems to have a real understanding of that."

Foreign Language Magazine Launch

BY: LUCAS JANSZKY

It's hard enough to publish a successful literary magazine at Fieldston in English. Now imagine trying to publish one in a foreign language. What about several foreign languages? Impossible, right? That isn't going to deter Max Zalta (V) from trying. He is the founder and editor of the Fieldston F.L.A.G. (Foreign Language Arts Gazette). Max has been taking Spanish since lower school, and he wanted to create a place where students can express themselves in a different language.

"I've never had an outlet for cre-

ative writing in Spanish. In English there are so many opportunities, but I've always wanted a place to publish all the work I do in Spanish class," Max said.

Max decided that instead of waiting for a magazine to be published in, he would create his own. "I know that there must be more people like me out there so I wanted to create a communal display of work that includes all of the languages taught at Fieldston"

Max already has one contributor. Jake Apfel (V) is submitting a short story that he wrote for his final last

year to the Fieldston F.L.A.G. It is a tragic story about betrayal, brotherhood, and inability to help the ones we love.

"I'm really glad that I have somewhere to submit what I write in Spanish class. I think it's fun to write in another language and I would like to share what I write with more people than my teacher," Jake remarked.

Though he hasn't yet published his first edition, Max is already looking at the future of the F.L.A.G. "I'm hoping to get two editions, Fall and Spring. Maybe, after this

first one, they could have themes, like climate change or social justice."

Max is also looking for visual art relating to the languages taught at Fieldston, and wants to contact language and art teachers to coordinate assigning projects relating to the theme of each new edition of the F.L.A.G.

"I'm really excited about this magazine. It has a ton of potential and I can't wait to see how the first edition turns out."

A Look Inside Milena Sigerson's Journey on Writing "That Saturday"

BY: MIA MCCOBERY

Milena Sigerson, playwright of "That Saturday," has had a long journey on the road of theater productions. From the start, Sigerson performed in all the middle school musicals up until high school where she found that she preferred keeping her musical-self and theater-self separate. During her freshman year she participated in "Win For Life," written by Quincy Confoy, for the Fall Studio, and "Mr. Marmalade" in the Winter Studio. As sophomore year approached, Milena began the process of writing "That Saturday," taking a break from the spotlight.

Milena's sister and dad have always been involved in theater. "I started with theater as early as I could," she said, "grabbing any opportunities I could get." Milena was in her first show at the young age of 7. Since then, theater has impacted her greatly, offering her new opportunities, new ways to expand upon her ideas, and the privilege of meeting supportive and inspirational friends along the way. Sigerson believes that the most important part of writing a play is "falling in love with your own idea," and to persevere and continue to write the whole thing despite what others will say or think.

"You need to be convinced of the importance of the play's message,"

she says "and believe that by putting your play out there, it will offer help to those who need it."

Sigerson has written a lovely piece, though her journey on the road to "That Saturday" was not easy. Sigerson explains, "this was the first real piece of theater I've ever written, so I hadn't done a lot of brainstorming prior to that." "That Saturday" made Sigerson dig deeper within herself, and what was supposed to be a simple play about something near and dear to her, ended up being darker and more complex than she had expected. For Milena, this was a way to share her inner thoughts and ideas with the people around her, and to express the struggles and emotions that teenage girls face.

After finishing "That Saturday," Sigerson still believes that there are things that she could have done better. "I fear people will think this is exactly what adolescence is like for me, or for all people, and I don't think it does that justice at all," she expressed. Even still, her finished product speaks for itself, displaying what a true theater lover believes is important in writing a play.

"Theater will always be a huge part of my life," Milena exclaimed. We can't wait to see what she comes up with next!



Playwright, Milena Sigerson (V).

PHOTO BY ALEX GREENBERG

That Saturday Studio Theatre Review

BY: CLARA ZUCKER

That Saturday, written by Milena Sigerson (V) and directed by Liv Weinstein (VI), follows three friends who, through a series of dramatic events, learn to stick together and survive as teenage girls, highlighting difficult teen relationships and the pressures that follow people throughout high school.

The three friends, Rose, Kiki, and Emma, played by Kyra Morgan (V), Dachele Washington (V), and Chloe Bivona (V) find themselves home alone on a Saturday night with a bottle of vodka. Things get complicated when Joe, played by Dylan Mcgrath (V), and Alex, played by Miles Stephenson (V), arrive. Rose's semi-conservative boyfriend Henry, played by Prez Thomas (V), repeatedly facetimes her, reminding the audience of the century the play

occurs in. The ties between the six complicated characters allow for a dramatic and surprising climax.

Though the events in this dark comedy were "purely fictional," playwright Sigerson explained that the emotion the actors brought to the stage made the play feel real and touching. "The fact that we put so much of ourselves into the show made the final product all the more meaningful" Weinstein said. Sigerson gave the actors an opportunity to express the frustration, excitement, loneliness, and fear that comes with being a teenager. "When you're a teenager, everything always feels like it's falling apart, but we are brave because we never stop trying," Sigerson said in her writer's note. "I connected to so many characters in this show, but specifically

my own," Dachele Washington said. "I can connect to not always being able to admit when you're hurt, and my character, Kiki, was the perfect example of that."

The bonds between the actors helped propel the relationships between the characters. "The best part of the show was that we were all so close with each other," Bivona said. "It made performing easier."

Although the audience was a mix of teens and adults, the gasps and chuckles heard throughout the show made it clear that *That Saturday* did not only have a connection to the current generation of teenagers. The parents, students, friends, and faculty that filled the seats of the Alex Cohen Theater applauded as the actors took their final bow and thanked the wonderful team that

helped make the show possible.

The carefully crafted lines and strategic blocking present in *That Saturday*, worked together to form a wonderfully heartbreaking production. Liv Weinstein expressed the pride she felt in her casts' work. While the the cast spent hours rehearsing and crafting this show, the tiring work of tech week and three performances was definitely worth it in the end. *That Saturday* came together so beautifully that tears could be seen rolling down the faces of audience members. Sigerson's text, Weinstein's directing, and the cast's acting meshed together in a way that stuck with the audience even after they left the theater. One can only hope that Milena Sigerson writes another play soon.

Do PSAT Memes Challenge Academic Integrity?

BY: NICK FRANCOEUR

Most students will have to face it at some point: the dreaded standardized testing cycle that high school juniors across the country study and stress about for countless hours every year. But before the rigorous studying and frequent mock tests comes the PSAT. This test is generated every year for juniors to try for a qualifying score for the National Merit Scholarship, but to also experience a mock test in a realistic classroom setting. Before getting to the actual test, it takes nearly forty-five minutes to fill out the necessary information that the test requires in order to submit your scores. At the very end of this form, there is a contract that students must re-write and then sign, stating that they will not talk about or share information about the test after they have taken it. You would think that this would prevent people from discussing the PSAT after it is taken across the country, but such was not the case.

Twitter, Facebook, and all forms of social media were filled with memes and jokes making fun of the test immediately after it was completed. These hilarious memes were only truly funny to the juniors who experienced the grueling three hour test. But all jokes aside, this social media storm that captivated the internet on October 19th exposed an ethical dilemma of academic integrity. Were students in the wrong for discussing the test even though it was over with? Did this exposure of a standardized test across America exhibit how willing teenagers are to nonchalantly break a contract that they sign?

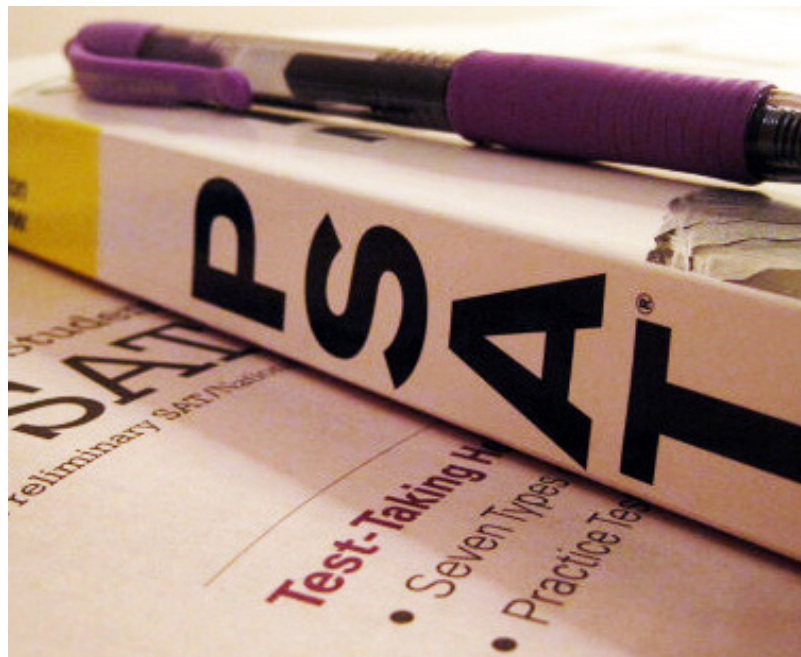
At Fieldston, issues regarding academic integrity are taken to the AIB (Academic Integrity Board) when students violate rules the school has implemented. This council consists of eight students and multiple teachers.

Current student-representative Miles Miller (V) who took the test said, “although the viral memes are about the PSAT, I don’t particularly view them as a breach of Academic Integrity. Yes, the memes were based on topics from the test, but there were no memes that actually

discussed answers or could even influence a person’s performance on the test. After all, the College Board that created and controls the test was not opposed to the memes either.”

Another Junior who took the test, Jack Resnick, who served on the AIB his Sophomore year said, “although I do not condone this type of behavior, I believe that since no student received any advantages or disadvantages because of the new information, this is not a large problem. However, if the test was discussed during a time at which it impacted the performance of other students, that would be an entirely different story.”

Because the overwhelming majority of the students who took the test discussed it and read the memes/jokes, these minor infractions that happened at such a large scale, were not, and should not be taken seriously, considering the test did not really count for anything. But it raises concerns for the immediate future when actual SAT and ACT tests are being taken across the country. Although it is inevitable that students will talk about tests they take which play a role in their collegiate future, it is unsettling to think about so many people immediately breaking a contract that they agree to.



PSAT test and study guide.

Next Wave Festival

BY: MARC SCHORIN

From October through December, the Brooklyn Academy of Music (BAM) is hosting the Next Wave Festival: a series of experimental theater, music, and dance performances. Shows run, on average, a few days at a time, featuring works by artists from all over the world, among them Peter Brooks, Ivo van Hove, and Aurelien Bory. One of these installments is an adaptation of Franz Xaver Kroetz’s 1972 Request Concert, directed by Yana Ross, starring Danuta Stenka. The show is the result of a collaboration between TR Warszawa and Krakow’s Lanzia Nowa.

Request Concert follows the obsessively meticulous Ms. Rausch, thoughtfully portrayed by Ms. Stenka, as she goes through her nightly routine. Described by the BAM website as an “experiment in hyper-realism,” Request Concert presents Ms. Rausch as a fallen tragic hero, someone who, after infinite resignation, continues to believe in something in spite of, or even because of, its unlikelihood to occur. Ms. Stenka and Ms. Ross successfully illustrate that Ms. Rausch believes that one day, she will no longer be lonely; by the end of the play, she is disillusioned, and finishes off her overdose on pills with a glass of champagne.

Lighting designer Mats Ohlin deployed subtle shifts in lighting that naturally directed the audience’s attention, making the play at times intimate and at times eerie. Ms. Rausch’s both abstract and amazingly realistic apartment

— designed by Simona Bieksaite and Zane Pihlstrom — rested on a platform in the center of the performance space. Audience members were encouraged to walk around the set (seating was available on the balcony). Ms. Bieksaite was also the show’s multimedia designer, an integral part of the play, since we see Ms. Rausch flipping through television channels, playing The Sims, and listening to the request program on the radio, read by host Ari Shapiro. Each of these beats allows the audience to see many different aspects of Ms. Rausch’s loneliness, adding to and highlighting her quiet suffering.

Music direction by Ms. Grochulska and Tomasz Wyszomirski helped greatly to render the action on stage hypnotic, absorbing, and heartbreaking. The songs that Ms. Rausch listens to range from upbeat to tragic, but they are almost all nostalgic, from Sir Elton John’s “Daniel” to the Arabic-language folk song, “Ya Aziz Eini.”

The adaptation itself, with Aska Grochulska and Marcin Zawada as dramaturgs and added to by Ms. Ross and Ms. Stenka, was as creative as it was true to the original’s spirit. For instance, Ms. Rausch’s original hobby of knitting her carpet is replaced by her playing The Sims, a change or rather update Kroetz himself approved of enthusiastically. The team also added a twist at the end: after Ms. Rausch finishes taking the last of the pills, the house lights are dimly lit, and she makes eye contact with every audience member, after which she steps off stage and joins us, watching her former home. The audience spends the last few minutes of the play inspecting the empty set, now highlighted in a halo of bright lights. This move was most likely meant to bring the point of the show home — in terms of the play, we are the other lonely people who have committed suicide, and she is one of us. We are encouraged to understand her suicide as a revolt, and are asked to examine what it is she revolts against.

Although Request Concert stopped running on October 29th, the Next Wave Festival will continue to display contemporary performance artworks, lectures, and visual art exhibitions until December 18th. Go check it out!

COURTESY OF GALIN EDUCATION

Mr. Kleinman *Con't*

CONTINUED FROM PAGE 5

proven otherwise.” Although Mr. Kleinman is highly skeptical of the government, he firmly believes that everyone should give back to their country, something he has dubbed the “Joe Kleinman rule.”

The Joe Kleinman rule is a mandatory draft of all American high school graduates into either the armed forces or public service during peace and war time alike. There are no deferments, and the rule doesn't care if “you have one arm, five arms, no arms or one eye,” you are going to serve the republic. This rule, argues Joe Kleinman, would help America “not go to so many wars.” It would help the country make better decisions about entering wars as the members of Congress wouldn't just be sending some other parent's kids to war, but their own. If this rule was implemented when America went to war, everybody in the country

would have a stake in it, and thus, veterans coming home wouldn't be mistreated or neglected like they were after the Vietnam War. Mr. Kleinman believes that “everyone owes something to this republic” and serving your country, through the Joe Kleinman rule, would be a way of giving back.

“I am not sure why the military and veterans aren't discussed at our school as much as other issues.”

When our conversation returned to the present day and to the Fieldston community, Mr. Kleinman noted that we don't talk about

the military because “it is so removed from peoples' lives here.” We also view the military as something that is negative, which in Mr. Kleinman's eyes is wrong.

“We have a military to defend us. We might disagree about the war but we have to have a military. People think we should have no defense force; it seems strange to me.”

As a member of the Fieldston community for 13 years, I am not

sure why the military and veterans aren't discussed at our school as much as other issues, but they certainly should be, because they are quickly becoming a marginalized group in America. As the MAD on the summer reading book, *Consequence*, approaches and the Veteran's Awareness Club finds its footing, hopefully veterans will get a more prominent place at our roundtable or auditorium.

The Blood Drive: Giving Blood, Saving Lives

BY: SERENA ZHANG

The first blood drive of the 2016-2017 school year was on Wednesday, November 9th, and per tradition, was organized by seniors Noah Korn, Max Huberman, and Jeremy Silverman. While this blood drive was a successful one with 43 donors, 45 pints of whole blood, and 4 double red blood cell units, the blood drive committee members are expecting these numbers to increase in the next 2-3 upcoming drives, as they had in the previous year.

The streaming of people into the commons to donate blood, and the heartwarming sights of many people filling out paperwork, waiting in chairs to donate blood, and smiling proudly as blood was drawn out of their arms, once again showed the incredible opportunities Fieldston has for students to make direct, and in this case, tangible, changes to improve and give back to the community, as well as the eagerness of the student body to take part.

“The NYC blood center has stores of only a week at a time,” Korn (VI) said, “and anything we can do to bolster that supply is

needed and directly translates into lives saved in the the way that other forms of community service do not.”

As pointed out by Korn and in the various signs and calls for help posted around school in the weeks leading up to the drive, giving blood is essentially giving life to those in need and who may have lost hope. The gift of blood (and life) is one of the most precious and valuable gifts that can be given, and especially considering the huge amount of benefits reaped, is an easy and relatively painless process, as many students recognized. Korn (VI) quipped, “It is harder to fill out the basic health forms than it is it deal with an IV in your arm.”

While a quick little prick and some lost blood may seem practically meaningless to you, it literally means the world to someone else. Fieldston has given and will continue to give this easily accessible and fairly effortless way to make a significant amount of change for the better. As Korn (VI) put simply, “If you are above the age of 16, donate blood.”



History Teacher, Joe Kleinman.

PHOTO BY THEO MATZA

The Fieldston News

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School Induced Sleep Deprivation

By: JANE FORMAN

Complaints about exhaustion are daily occurrences at Fieldston, and sleep deprivation is an issue for the majority of the student body. When writing this article, I posted in the class of 2019 Facebook group asking for the times people go to bed and wake up, and the results were shocking. Fifty four percent of students go to bed past midnight, twenty seven percent go to bed before eleven, and four students said they go to bed past 2am. All but one student reported they wake up earlier than seven.

According to researchers at Stanford University, the effects of sleep deprivation on students include the inability to concentrate and retain information, a lack of judgement, and a reduced efficiency. Lack of sleep causes an endless cycle where students are too tired in school to concentrate, and have to re-learn

the information at home, pushing back all of the other homework a student might have.

Biologically, teenagers go through changes that make it harder for them to fall asleep early. Teenagers's release of the sleep promoting hormone melatonin is delayed, causing drowsiness to set in around eleven. In addition, many teenagers sleep with their phones and computer next to them. The blue light from electronics tricks the brain into sensing daylight, telling our internal clocks to not be as tired.

Fieldston is a school that encourages students to reach out to teachers or advisors when they feel academically overwhelmed. The school also limits the number of major assessments students can have in one day. However, there is no discussion about the effect of a student consistently going to bed

at 3am (as one student I spoke to does). Although major assessments are limited to three per day, students can have quizzes in addition to presentations, tests, essays, or projects.

For the five core classes, assuming teachers give the flexible limit of forty-five minutes of homework, every day a student has a minimum of 3.75 hours of work. Many students get homework in additional classes such as health and ethics. "All of the teachers at Fieldston are dedicated to their students, and believe that they should be teaching a certain amount of curriculum," says form dean Mr. Reyes. "The problem arises when students are taking 5 to 6 classes there is potential for having more work than anyone could manage, especially students who are thoughtful, and thorough in the completion of those assignments." This makes it nearly impossible

for students who take part in extra-curriculars to go to bed at a reasonable hour. The impact these activities have on Fieldston students is mixed. "I know I have less time to complete my work (when playing sports,) so I am more efficient when completing it," senior Juliette Sibley says. "Although I was more productive, I would come home around 2-3 hours later than other students which really took a toll on when I could go to sleep," said sophomore Dylan Bell.

It's widely accepted that teenagers need an average of 9.5 hours of sleep a night, but that is far from reality for most Fieldston students. Often, we are faced with a choice: keep up with schoolwork, or get a good night's sleep. How much of one are we willing to sacrifice for the other?

Form IV Goes to Boston

By: ANDY HARTMAN

On October 27th and 28th, the sophomore class went on the annual overnight trip to Concord, Salem, and Boston. This two day experience provided students with a first hand look at many of the sites they have learned about in depth in their respective History, English, or Humanities classes so far this year.

"There are a lot of things I like about the Boston Trip. It gives me a chance to be with the kids outside of the traditional day where we are all scrambling madly to get from one class to another." Mr. Reyes said. He continued, "We don't have a chance to talk, or interact as people, and the trip lets us do that. It really is an opportunity to get outside and see what it is we are learning about - sort of grow a little bit closer as a Form. I love the free time, that we can have dinner, walk around and explore some of the towns, and that we have some non-structured space and time together. Plus, I also like American History and the Revolution, so that gives me a chance to see a lot of the stuff I read about. Most importantly, over the years my kids always tell me they are happy and if they are enjoying it, then it was worth the time that we spent there." Despite having been a dean for 18 years, Mr. Reyes only gets to go every four years, making this his fifth Boston trip.

For students like me in the Humanities class, this trip was not like any normal field trip, but rather an interactive one, as we acted as our own tour guides. In preparation for the trip, we were placed in small groups and given two sites to investigate and research in the library. Then we were challenged to come up with an interesting way to present this newfound information to our classmates on the trip. Some groups wrote songs, some planned scavenger hunts, and some even performed skits in order to engage their audience and help them learn the material in the most fascinating and retainable way possible. "I really enjoyed being able to learn through walking around and going to the actual places and listening to my peers' presentations instead of just looking at pictures online. Boston is such a cool city and it was so fun to travel through it with school friends even if it was not in a school setting," said Humanities student Dani Bohart.

While all Form IV students visited the same sites, most of the students in the traditional English and History classes were not required to study the locations beforehand and were given more free time to walk around each stop on the trip. "One important place we visited for our English course was Walden Pond

where Henry David Thoreau wrote his famous Walden. Since we had been studying colonial America and the American revolution in History, we went on iconic parts of the freedom trail where famous historical events occurred. Overall, it was a great trip combining our mental knowledge of what happened to the physical place of where it hap-

pened." said Alexander Thorpe.

Year after year this trip is extremely successful, and it definitely lived up to the "hype." For the freshman, the Boston Trip is something to look forward to, and for the rest of the school it is a part of their high school career that they will remember forever.



John Hancock Memorial.

PHOTO BY JD HAUS