

The Horace Mann Record

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Football players kneel in protest during National Anthem

STUDENTS OF COLOR TAKE A KNEE DURING HOMECOMING GAME IN RESPONSE TO RACIAL TENSIONS

GUSTIE OWENS

Staff Writer

Before defeating Newark Academy last Saturday at Homecoming, Jephtha Prempeh (12), Marc Murphy (11), and Jahmire Cassanova (11) knelt during the national anthem, inspired by San Francisco 49ers quarterback Colin Kaepernick's refusal to stand during the anthem.

Although he has stood for the national anthem and the pledge of allegiance his whole life, Prempeh realized that the flag and the national anthem do not represent for him what they are supposed to stand for. "They don't portray the America that I know and the America that I grew up in," he said.

"I don't plan on putting my hand on my heart until I see an America that practices what it preaches, is equal for all, pays attention to inequality, and remedying that pain and addressing the people that are hurt," Prempeh said.

"It's really important that high schoolers be able to protest when they believe there is a reason to protest," Cassanova said. "There has to be a future of the country at some point. If high schoolers are stagnant and don't stand up for what they believe in there can't be a future."

For Prempeh, above all else, the action of kneeling was due to his



PROTEST Jephtha Prempeh (12) kneels during the singing of the National Anthem at Homecoming this past Saturday.

Eva Fortunato/Staff Photographer

recognition of the ways in which facets of his identity are not supported, and even expressedly denied, by norms and standards in this country, he said.

However, Prempeh also chose to stand near the sideline, making sure people would see his kneeling. "I chose to make it something people would notice, even if they don't get the purpose, I want them to question why I would want to kneel. I want them to consider why I would take a stand, or a knee, against the injustice," Prempeh

said.

Sparking a conversation and getting a discussion started at the school was one of the main objectives of their kneeling, Murphy said. "When I saw Kaepernick [kneel], I thought it was a great way to protest peacefully, without starting anything too big and getting the conversation started at the same time."

When the three students approached their coach, Matthew Russo, he supported their freedom to kneel, but he "wanted to make sure whoever

is kneeling just know what they are kneeling for, and that they understand the reasoning behind it and it's not just something they follow."

After the event, Director of Athletics, Health & Physical Education Robert Annunziata emailed Head of School Dr. Tom Kelly and Head of Upper Division Dr. Jessica Levenstein, who confirmed that these forms of protests were acceptable as long as they are respectful.

While Oliver Chonoles (11) finds the school community to be a very

accepting and progressive place, at many dissimilar places, seeing a protest of this nature in a sport you love forces many Americans to acknowledge issues in the country, he said.

Ananya Kumar-Banerjee (12) finds this to be an incredibly effective form of protest because our country's culture revolves around sports so intensely, she said. "Additionally, because it is a multi-racial activity, it's not like when you see protests in predominantly black communities. The reason you hear about it is because of things like Facebook Live."

Much of the dissent towards Kaepernick and other public figures' kneeling during the national anthem is rooted in the issue of what the flag represents, Charlie Hayman (11) said.

"If you think the flag represents the troops, then of course you're not going to kneel, because it would be disrespectful to the people dying for this country. But if you think the flag represents America as a whole, including all of the injustices, it makes sense to kneel," Hayman said.

The response from the school was overwhelmingly positive. "I didn't hear any negative backlash. I only heard positive support and often times awe because some people were so impressed by these athletes paying tribute to

see ANTHEM on pg. 4

UD Day of Dialogue promotes learning, offers space for reflection

JOANNE WANG
Staff Writer

The Office of Diversity (OD) held a Day of Dialogue last Friday to provide a space for conversation in response to recent events such as the bombing in Chelsea and the shootings in Tulsa, Okla. and Charlotte, N.C.

To address students' need to discuss current events, the members of the OD wanted to facilitate conversation and provide a designated time and space, Diversity Associate John Gentile said.

"People are deeply affected in various ways for various reasons. In that sense, the need arose to create a space for people to drop by when they can to explore whatever angle of those things that are affecting them," she said.

The OD is usually open to any student who wants to talk. However, with the abundance of work that students have, it is easy to forget about important conversations and how they have access to both the environment and the people to talk about it, Christina Cho (12) said. Therefore, it was helpful to intentionally announce a Day of Dialogue, Gentile said.

One of the day's highlights included when Enright, Gentile, and Head of Diversity Initiatives Patricia Zuroska went to English teacher Dr. Wendy Steiner's Advanced Placement English class. Steiner contacted them to see if she could bring her class to a discussion; however due to the size of her class and the space of the office,

see DIALOGUE on pg. 4

Lockdown drills: "a necessary evil"



Students in math teacher Linda Itani's Advanced Placement Calculus AB class take cover under furniture during a lockdown drill.

RICARDO PINNOCK
Staff Writer

The school's flag waved at half-mast this week after the death of FDNY 19th battalion chief Michael Fahy after 17 years of service to the Bronx community. New York City Mayor Bill de Blasio has ordered that all of the city's flags fly at half-staff from sunrise to sunset until Fahy's burial on Saturday.

Two years ago, in response to multiple school shootings across the country, the school implemented trial runs of lockdown drills – active scenarios that simulate a shooter entering the school's campus. Last year, the drills occurred more regularly, and this year have become a full-fledged part of the school's safety protocol trainings.

The protocol for students and teachers during a lockdown drill is to turn off the lights in the classroom, stay out of sight and away from the windows, lock the doors, and wait for notification that the drill is over.

The lockdown drills are preventive measures that the school developed and incorporated in the past two years. The school conducts a drill two to three times

a year.

"All we ask students to do during a drill of this nature is to follow the directions being given by the adult in charge of their area or classroom," Head of School Dr. Tom Kelly said.

"The lockdown drills are absolutely necessary because we live in a world where there are a lot of incidents of mass shootings at schools, malls, and public areas. There were even some mass shootings this past weekend," Security Manager Bill O'Sullivan said.

Since the shooting at Sandy Hook Elementary School in 2012, there have been over 180 school shootings across the United States, according to O'Sullivan.

"Practicing the necessary behaviors associated with a school-wide lockdown should give everyone a greater sense of comfort in knowing what to do if something was to occur," Kelly said.

"It's scary to think of the scenarios that we are preparing for, but it is great to know that the security at the school is so prepared," Mari Nakagawa (11) said.

"If the environment was at any point unsafe, it would ruin our experience at school. Being in a safe environment is comforting," Spencer Kahn (9) said.

The Department of Security is constantly adjusting the security policies of the school, and they continue to refine the lockdown drill procedure. The Department of Security uses information from the New York Police Department, from past incidents and other facilities, and from the I Love U Guys Foundation, O'Sullivan said.

The I Love U Guys Foundation researches issues about school safety and develops programs which act as solutions.

see LOCKDOWN on pg. 4



Sarafina Oh/Photography Editor

Looking to the future

Ben Spector (11) discusses the newly improved Department of Computer Science and Robotics and its future.

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Monkeying around

UD theater students take a trip to the Bronx Zoo to observe animals as a part of the actors' character studies.

Arts, Page 3

"To be or not to be"

The Royal Shakespeare Company visited school to hold its second parent night.

Arts, Page 3

Breaking down barriers

MD science teacher Diana Siegel and female students visit the Pfizer Center to discuss careers in STEM.

Middle Division, Page 4

Taking school spirit beyond sports games



Jessie Millman

Two Fridays ago, as H period ended, all I wanted was to go home and sleep. Instead, I pulled myself together and stayed at school. That afternoon was the Social Entrepreneurship Conference, and regardless of my lack of interest in entrepreneurship and my lack of sleep, I felt a moral obligation to support the student who organized it.

Last year, I made a pledge to myself to attend as many school events as possible before I graduate in June. I mean it - I plan to attend everything from sporting events and Lit Chats to Asia Night and the Women's Issues Club (WIC) dinner.

I became inspired to set this goal last winter when I went to "The Show," an

Upper Division talent show. The night was filled with good food and surprising talents, and it ended up being one of my favorite nights of the year. Having had such a great experience, myself, I was disappointed to see that the audience of such a well-publicized event was almost entirely performers and parents.

The only time I consistently see students coming out to support their classmates' interests is one day a year: Homecoming. Though sporting events over the course of the year aren't always well attended, homecoming athletes are consistently guaranteed a crowd. In the week leading up to the events, school spirit surges in the community as we collectively become excited for the competitions to come.

Although I hope the enthusiasm for our teams continues to grow, it's important to remember that there are other ways to show support for the community besides watching sports. Attending concerts and plays or partaking in Community Council meetings are forms of support and engagement that are just as important as seeing games, but are disproportionately

ignored and dismissed. At the end of the day, school spirit is about showing support for everyone in the community, faculty and students alike.

By joining this community and accepting its core values, we all have explicitly agreed to strike a balance between individual achievements and a caring community. In the last few months, I've realized how prone we are to developing tunnel vision at this school; it seems like my peers and I rarely take the time to look at what everyone else is doing around us.

We are all busy people with our own extracurricular commitments, so it's hard to find time to go to events, but the few hours I spend at a school-sponsored event is time well spent, considering how I probably would have otherwise been at home procrastinating. I've surprised myself over and over again by interacting with communities I would not have otherwise been involved in and truly enjoying it!

My passion for attending as many events as possible is undoubtedly related to the fact that I am a senior. Seniors typically get more excited about school

spirit than underclassmen do because they know they only have so much time left at the school. Looking back at my years as a lion, I wish that I hadn't waited so long to begin attending more school events. I encourage younger students to go to as many events as possible, because you don't have to be leaving to appreciate how amazing and talented this community really is.

This belief that school spirit is grounded in supporting community members' interests is the primary reason why I felt like I had to go to the Social Entrepreneurship Conference on that Friday afternoon. It turned out that the speakers fascinated me and revealed to me a potential interest that I didn't even know I had, but what was most important to me was supporting my classmate.

I challenge you all to do the same: to try to find creative ways to engage in school spirit, whether it's through going to your friend's performance or participating in an open-dialogue forum - just don't wait until senior year to do so.

EDITORIAL

Kneeling is just the beginning

As mentioned in "Football players kneel in protest during national anthem," several members of the school's football team took a knee during the national anthem before last week's homecoming game in solidarity with San Francisco 49ers quarterback Colin Kaepernick.

Jeph Premeh (12), a running back on the football team, said he will not put his hand on his heart until he sees "an America that practices what it preaches, is equal for all, pays attention to inequality, and remedying that pain and addressing the people that are hurt." Kaepernick and other athletes of color throughout the country have protested for similar reasons. However, some army veterans and other political groups perceive the protest to be disrespectful of their efforts to protect the country.

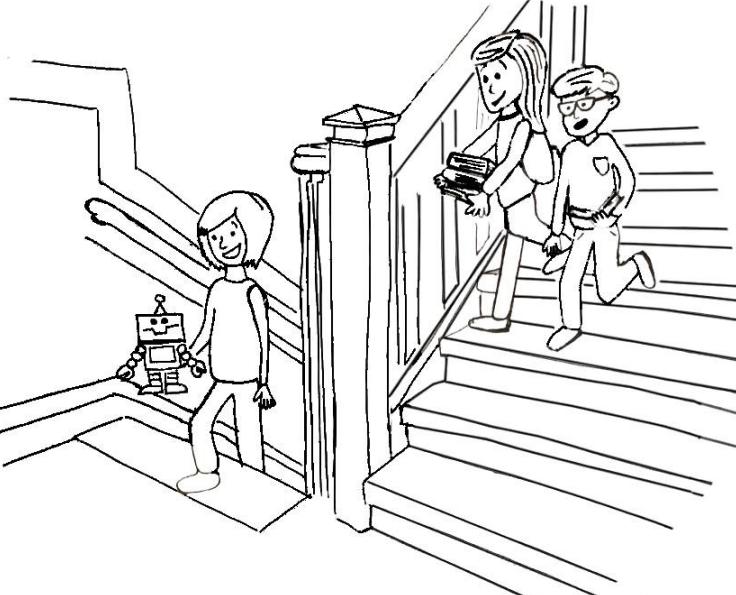
Though these events call for discussion and change, the school community has done little to address it. The Office of Diversity's Day of Dialogue last week was a great way to start a school-wide discussion, but the student body seemed more interested in the Diversity Associates' free donuts and pizza than conversations about racism. Similarly, few teachers, except those whose curricula touch on current events, held class discussions on the topic.

It is imperative that we engage in conversations about race, as the harsh reality is that the world we live in is a prejudiced one. Racism is a complex topic and doesn't have immediate, easy answers, and having conversations and realizations should be a part of our education. Several students who have opinions about the protest before the football game refused to be interviewed for "Football players kneel in protest during national anthem," presumably because their opinions are not all fully in support of the players' actions. The culture of fear over saying the "wrong" thing and bottling up unpopular opinions and ignorance about race inevitably leads to controversies and hurt feelings, as best seen in the insensitive scenes in the SBP video last year.

The beginning of the year is a busy time for everyone, from new freshmen and faculty to first trimester seniors, but avoiding crucial discussions about our identities and how they shape the world we live in is toxic and shelters us from the real world. The school can be a "bubble" at times, but our understanding of the world we live in and the communities we are involved in cannot grow if there is no designated space for us to do this type of learning.

Dr. James Basker is visiting the school today and holding workshops about the hidden connections between historical literature and race. As a board, we encourage students to attend these workshops, begin conversations about race in both academic and social settings today, and to carefully consider their role in race relations.

CAPTION CONTEST



Reginald, I told Suzie to make some new friends, but I didn't think that she would take it literally! - Danny Mindich (12)

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Theater students draw inspiration from animals at Bronx Zoo

ELLA FEINER
Staff Writer

This past Thursday, students in two theater classes ventured to the Bronx Zoo, where they observed animals as part of the students' character studies. The trip is an annual tradition in the theatre department.

Both classes engaged in a common acting method called the animal exercise.

"The students think about what type of animal their character would be. It's a way of identifying physical and emotional attributes of a person through the lens of animalistic behavior," theatre teacher Benjamin Posner said.

Posner's class chose animals that represented characters from the monologues they are currently working on. Theatre teacher Alexis Dahl's class, however, selected animals relevant to characters in "Old

Times," the play they are currently studying.

Dahl kept the purpose of the trip secret from her students before they arrived, as she wanted to prevent them from relying on pre-existing conceptions of their characters, she said.

"I want them to just be there and have the opportunity to see something that might strike them in an animal," she said.

"We were able to individually explore different exhibits and look at different animals to see how they interact with others or how they move," Lauren Smith (11), a member of Dahl's Acting Seminar class, said.

Smith chose a red panda to represent her character because it was "alone and shy," she said. "There was something that drew me towards it, and that was very similar to my character and how other people are drawn towards them."

Benjamin Lee (9), a member of Posner's Principles of Acting Class, thought that the trip "helped a lot, as it was able to give me new perspective on how I could play my character," he said.

Lee, who is currently working on a monologue, chose a snow leopard as his animal.

"I saw an outburst of anger in the snow leopard that I felt I could transfer to my character," he said.

Posner hopes that the trip aided students in bringing their characters to life.

"This is the first step. Through script analysis and their own choices and interpretations, they'll start to make these characters real three dimensional people, not just words on a page," he said.

The classes will continue to focus on character development in preparation for a performance later this fall.



Courtesy of Alexis Dahl

Theater students partake in annual visit to Bronx Zoo, where they observed animals that symbolized characters from the monologues they are working on.

Royal Shakespeare Company partnership continues at parent night

CONNOR MORRIS
Staff Writer

All the world's a stage, and all the parents became players when the school hosted its second Royal Shakespeare Company Parent Night on Wednesday.

Working with the school faculty and Royal Shakespeare Company (RSC) actors and educators, parents spent two hours learning about Shakespeare through performance. The evening gave parents a chance to see how the renowned theater company is working to provide students with a new perspective on Shakespeare.

"In this school, nothing is static: we're constantly trying out new things, sharing new techniques, exploring new areas," English teacher Dr. Adam Casdin said. "This is one of those moments."

Faculty and RSC educators led parents through a series of warm-ups and exercises.

One group examined the argument between Demetrius and Helena in "A Midsummer Night's Dream" in which Demetrius is rejecting Helena's pursuit. Parents experimented with whispering the lines back-to-back, yelling them across the stage, and performing them while chasing each other around.

These techniques were similar to the ones the RSC and the school's faculty have been introducing to English classes across all divisions. "We want the parents to have firsthand experience of what the students are doing," RSC educator Rebecca Gould said.

Instead of studying Shakespeare's plays and other drama solely by poring over verse after verse, students are learning about them through rehearsal room techniques.

"What we're hoping is that the teaching of Shakespeare at Horace Mann will become like the rehearsal process at the Royal Shakespeare

Company," RSC member Rachel Gartside said.

The night was not a stand-alone event, but part of a larger partnership between the RSC and the school. The company is embedding the rehearsal room techniques throughout the school by mentoring a select group of teachers from each division.

"We're training a minimum of four teachers in every division, and hopefully we're going to train another four each year," Casdin, the head of the program, said. "I imagine that across the language and literacy and English programs, that everyone will have some familiarity and be using these techniques."

In addition, 14 teachers traveled to England last fall to visit and see the RSC in action, and the RSC also came to New York in order to exchange knowledge and teaching techniques, which have been met with great success in classrooms at the school.



Courtesy of Barry Mason

English teacher Dr. Adam Casdin and members of the Royal Shakespeare Company get in touch with their theatrical sides at parent night.

"After teaching these plays for years and years and then trying this new approach, my kids were uniformly more connected and more engaged, and they understood it better than they ever have before,"

English teacher Morgan Yarosh, one of the original participants in the exchange program, said.

Students design, paint banners to spread school spirit

JANVI KUKREJA
Staff Writer

A sky blue banner with a lion in a superhero costume flying through the air decorates a fence on Alumni Field. In order to spread spirit for Homecoming, Visual Arts Department Chair Kim Do's drawing and painting classes designed and painted banners that are being displayed throughout the school.

The banners include cartoon lions in uniform kicking a soccer ball into a goal, sketches of the school, maroon and white decorations, and encouraging words.

One banner, which was being displayed on the tennis court fences, has the letters "HM" painted in bright red over multi-colored splatter paint.

"We've been working on the posters since our second class, so it's really something that we've been looking forward to showing the school," Eliza Zelnick (10), a student in Do's class, said.

While some students worked in larger groups and combined all their ideas, others worked in smaller groups of two with a more focused



Hunter Kim / Photography Editor

Banners, designed and painted by Do's students, are currently being displayed throughout the school in order to spread spirit and morale for Homecoming.

frame of mind.

"It's been a long standing tradition for around 30 years," said Mr. Do. "Because it's the first project I do with my students, it really lets me see

how they are as artists."

Ashna Jain (10) and Julia Roth (10) worked together in creating their banner, which spelled out "lions" with each letter themed with

a specific sport. "The 'L' is a field hockey stick, the 'O' is a football, the 'o' is a soccer ball," Jain said. "We really wanted to incorporate all of the sports, so they would all feel

supported leading up to the big day."

"Even though we would mainly come up with the ideas, once we were finished, Mr. Do really helped us bring out more creative ideas, such as adding glitter somewhere it looked bland, or filling in blank spaces," Nicole Warszawski (10) said.

In the days leading up to Homecoming, most of the banners were displayed in and around the tent, but now they are dispersed around the school. Some are along Alumni Field, up on Four Acres, in the Main Gym, and in Fisher, Veronica Stellings (10) said.

Many of the athletes, such as Gibby Thomas (10), a member of the Girls Varsity Tennis Team, "felt supported by the school community and even more honored to represent the school."

"We really wanted to convey to students that anyone can try any sport, and Horace Mann is an environment in which students support each other and all the teams that are playing on Homecoming encourage all athletes," Warszawski said.

MD holds first trimester Athletic Afternoon



ACE Nikki Pavletich (8) serves it up during a 0-2 loss to Trinity

AMIR MOAZAMI
Staff Writer

Middle Division sports teams played at home for the first Athletic Afternoon of the year on Thursday, which will take place once a trimester and will be held on Feb. 16 and May 4.

The program was instituted several years ago and is supposed to model the Upper Division's Homecoming.

They "give kids a reason to stay after school" and are usually supplemented with a bake sale run by the Parents Association (PA), Head of Middle Division Robin Ingram said.

The bake sale serves a few purposes,

PA chair of Athletic Afternoons Noel Momsen P'21 said. "It feeds the athletes and tries to make money for the athletic department," she said.

The event underscores the uniqueness of having Middle Division sports, Associate Athletic Director for Business and Community Affairs Rawlins Troop said.

"Not many places have middle school sports with coaching and nice uniforms," Troop said.

However, unlike Homecoming, Athletic Afternoons have not engaged the student body or the faculty with similar enthusiasm. While participation has improved, it has not been great,

Ingram said.

"It would be nice if more faculty came," Momsen said.

To give more students the opportunity to attend and alleviate concerns about school work the school has made efforts at the request of HM Lead, the Middle Division's student government, to provide a No Assessments Day the day after Athletic Afternoons.

Before C period on Thursday, the Middle Division had an assembly where a representative from each team announced where and when their respective games were.

Although the assembly increased awareness for the event, some students still had conflicts.

"I would love to go, but I can't because of soccer practice," Eliza Becker (7) said.

I appreciate "being able to see all the teams competing," cross country runner Elias Romero (7) said.

Despite problems with turnout, "it's a way for middle schoolers to have pride in the hard work they do and that's why it is important," Troop said.

Boys Seventh Grade Soccer Coach Aaron Taylor was pleased with the team's 5-0 victory over Trinity. "Our kids showed a lot of heart," Taylor said.

As the team was missing a few players due to a science trip to Dorr, and Trinity was also understaffed, the game was played eight versus eight, as opposed to the traditional 11 versus 11.

The girls' soccer game was tied at zero at the half, but the Lions scored four goals in 10 minutes to pull ahead and win the game 4-0, Coach Sam Bergen said.

The girls' field hockey game was tied at zero at the half, but the Lions scored four goals in 10 minutes to pull ahead and win the game 4-0, Coach Sam Bergen said.



FOOTBALL IS A HIT Kareena Gupta (8) chases ball in 0-0 draw at Athletic Afternoon

from DIALOGUE page 1

the OD thought it was best to go to her instead, Enright said.

Interesting topics that arose during the conversation were "what we can do as people who are not black to support black people, what all these incidences where black people have been shot by the police really say about this country, and why we are having so much trouble addressing it," Ananya Kumar-Banerjee (12) said.

For Cara Hernandez (12), after she heard teachers and students sharing their fears, personal stories, and experiences, she was interested to discover that others share similar perspectives and understand the importance of addressing inequality in the nation, she said.

"It helped me uncover some things about myself and about my true opinions on current events, and it definitely opened me up and made me feel more comfortable about talking about race," Hernandez said.

from ANTHEM page 1

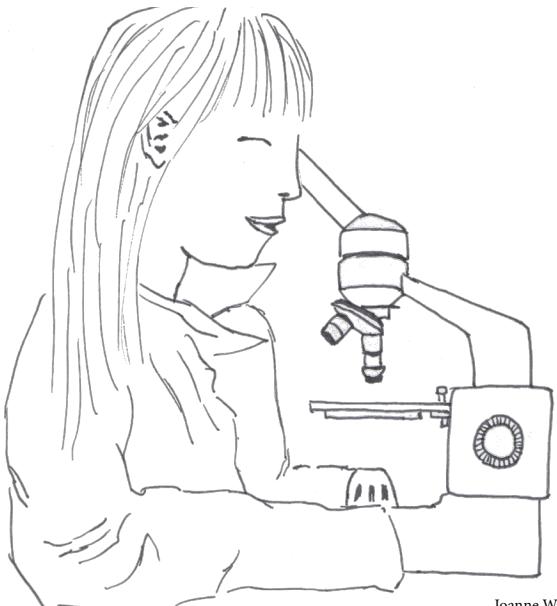
something that happened on a national scale," Yasmin McLamb (10) said.

"When I think of HM, I think of being able to express yourself, and the football player's being able to kneel and get support from the community was a good representative of that," Abigail Kraus (10) said.

After the athletes' kneeling, Murphy's dad was very proud of the players' taking a stand for an important issue. Math Teacher Nicholas Perry also sent the athletes an email sharing his support.

"I was very pleased to see support from especially my white peers," Prempeh said. "To receive that support, and to know that people are supporting my feeling this pain and thinking that it's something I should stand for means a lot because I don't see it often, and I don't always feel like there's always a great support system for those that feel marginalized in this community."

MD girls explore science opportunities at Pfizer Center



Joanne Wang/Staff Artist

OBSERVE MD girls learn about positions in scientific fields

YEEQIN NEW
Staff Writer

On Thursday, science teacher Diana Siegel and four eighth grade girls visited and toured the laboratories in the Pfizer Center and discussed career paths for women in the biology and pharmaceutical industries.

This is the third year that Young Women in Biology, an organization that encourages Middle and Upper Division girls to pursue science-related professions, has extended invitations to the Middle Division to participate in one of its events.

The invitations were limited to five girls, and the students chosen to attend the field trip were recommended by their seventh grade science teachers, Siegel said. The students were not aware of the opportunity until she approached them, Siegel said.

The majority of the trip involved a discussion with another school about the role of women in the sciences and the sexism women face in the industry, Nicolette Nelsen (8) said. They also spoke with a former dancer whose experiences with injury demonstrated how powerful the field of pharmacology is, Nelsen said.

"I hope they get a good experience visiting a real lab, and seeing how they operate and what it's like," Siegel said. "Young Women in Biology is just trying to encourage girls to go into science, and [pharmaceuticals]

is one avenue that they can investigate."

Emily Shi (8) hoped to learn more about the pharmaceutical industry and was excited to view the business in a new and up-close way, Shi said.

Ahaana Shrivastava (8) was interested in the trip because she "thought it would be a great experience to do something academic related outside of the regular Horace Mann curriculum, but still has to do with what I'm interested in," Shrivastava said.

Shrivastava hopes to pursue a career in biology and wanted to see the lab first hand to explore the roles and positions of women in the field, she said.

"I had no idea what was going to happen. I thought it was going to be just sitting in a conference room, but it was a lot more fun and entertaining than that," Nelsen said.

Nelsen's favorite part of the trip was touring the lab, because although the group did not perform any hands-on activities, the girls saw the lab's advanced equipment, such as high-tech scanners, and even explored a research project on phosphorus imbalance that the scientists were conducting, she said.

"All the girls are strong science students, so I hope [the trip] encourages them to continue, whether it's in pharmacology or another field in science, just to show them that there are opportunities out there," Siegel said.

from LOCKDOWN page 1

The foundation was established in 2009 and serves as a conduit between organizations across the country, according to the foundation's website.

"If you don't know what to do, it gets more chaotic. The lockdown drill function as a calm walkthrough of what you would do during a crisis," science teacher Michelle Lee said.

It was a learning experience for new faculty, new students, and for students who were unaware of the lockdown drill in advance.

"I was not prepared, and I had to run to the nearest classroom," Benjamin Rosenzweig (9) said.

Although the drill serves an important purpose for the school, there are some problems with them, such as a general lack of respect for the drill from some students and losing time in classes.

"The majority of students and faculty take the drill seriously, but there are some students who don't take it as seriously as they should," O'Sullivan said.

"The lockdown drills are not annoying themselves, but they disrupt the flow of classes," Naomi Kenyatta (9) said.

"People don't realize the importance of the drill until a crisis happens. If we didn't have the drill, we would be lost," Lee said.

"Last year, the lockdown drills occurred during my AP US History class, therefore periodically we would basically lose an entire period because we spent the entire time under the table," Christina Cho (12) said.

The lockdown drills are "a necessary evil, and we are going in the right direction. People are getting more involved and knowledge is being spread," O'Sullivan said. After every lockdown drill, the Department of Security analyzes the drill. We go through videos and critique the drill together, he said.

"Physically going through the drill embeds the procedure into your muscle memory," Lee said.

"If an emergency does arise, it never hurts to be cautious. Nearly all of the students at the school are privileged enough to grow up in safe environments, and it is important to respect the lockdown drills because they contribute to the safety of the school," Cho said.