

The Horace Mann Record

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Courtesy of Aaron Thompson

This past Saturday, delegates from schools around the tri-state area debate at the 31st Horace Mann Model UN Conference.

Model UN hosts HoMMUNC XXXI, brings delegates from across tri-state area

AMIR MOAZAMI
Staff Writer

Over 1000 students from 50 different schools participated in the school Model UN team's (MUN) 31st annual conference, the Horace Mann Model United Nations Conference (HoMMUNC), making it the largest single-day MUN conference on the east coast.

The day began with a speech in Alfred Gross Theater from United Nations Development Programme Afghanistan Country Director Douglas Keh. Keh urged delegates to think about the generational challenges they face and the necessity of meaningful dialogue to address those issues.

"Keh was the most interesting speaker in my past four years of HoMMUNC," co-SG Henry Shapiro (12) said.

Planning and delegating tasks to juniors for the event began in May, MUN co-Secretary-General (SG) Bella Muti (12) said.

The preparatory efforts were successful this year, as participation rose by roughly 10 percent from last year, largely a result of an effort by

juniors in cold calling and inviting schools from all over the tri-state area.

For the rest of the day, students participated in a variety of committees until 6:00 p.m. when the event ended. This year's conference featured an increase in the number of crisis committees, where students reacted to changes around the globe such as ending sanctions on Russia.

For many freshmen, HoMMUNC is their first taste at MUN, but the club also prepares Middle Division students to participate in conferences.

Valerie Maier (11) and Sam Harris (11), both Under-Secretaries-General responsible for the Middle Division program, meet with middle schoolers during the week on Thursdays to help them gain a better feel for MUN.

"It was really nice to see my kids invested and I was really impressed with how they performed in their first conference," Maier said.

HoMMUNC is not only the first event for some of the school's underclassmen, but also for high schoolers across the tri-state area.

"This was my first HoMMUNC

in which there were no logistical errors," co-SG Dahlia Krutkovich (12) said.

"I try to bring my students who I think will like the event to HoMMUNC and I see some of them really love it, although the competitive nature of Model UN is off-putting to some of them," faculty adviser for Irvington High School Courtney Geelan said.

Other schools encourage their students to attend because MUN is in line with the core values of their respective schools.

"Model UN emphasizes critical thinking which is central to the classroom and core to our school," faculty adviser at the French-American School of New York Claudia Castaybert said.

Every year the event has a service component where students provide information and fundraising for UN-related charities. This year, UNICEF was the charity chosen, and the leader of the school club, Pranav Srinivasan (12), attended the event and gave a speech explaining the club's mission of aiding children who face a lack of education, malnutrition, and improper shelter.

Bienstock elected to Teachers Advisory Board of Declaration Resources Project

SARAH SHIN
Staff Writer

History teacher Barry Bienstock was appointed to the Teachers Advisory Board of the Declaration Resources Project at Harvard University, where he will be testing and providing feedback on educational games in the classroom about the Declaration of Independence (DOI).

The Project aims to "create innovative and informative resources about the Declaration of Independence" and "to encourage and equip individuals to

engage with the text and context of the DOI in new ways," according to the Project's website.

The goal of the project is to create innovative and informative resources by bringing in primary sources like letters and newspapers to look at the ways the DOI was printed and to see the impact that the DOI had on the founding of the country and on other documents, Project Research Manager Emily Sneff said.

The Board is a network of teachers who work together to test out and give feedback on educational games as they



Annie Liu/Contributing Artist

relate to the Project. These teachers also provide "insights for the game narrative, characters, primary source integration,

Li (10) named finalist, Li (11) and Jiang (12) named semifinalists in the Siemens Competition

MAHIKA HARI
Staff Writer

Karen Jiang (12), Matthew Li (10), and Stephanie Li (11) were recently named semifinalists in the Siemens Competition, "the nation's premier competition in math, science, and technology," according to the Siemens Foundation website. Matthew Li has advanced to become a regional finalist.

3,845 students from across the country submitted over 1,600 projects, and 498 students were chosen as semifinalists. The semifinalists are split into six regions and the judges pick the top 10 students from each region to advance to regional finals, Jiang said.

Stephanie Li conducted her calculus-based research at Hofstra University with Professor of Mathematics Dr. Dan Ismailescu. The aim was to find how many colors are needed to color 3D space such that no two points one unit away from each other are the same color. This can be quantified by the chromatic number, she said.

Matthew Li worked all through the summer to work on a graph theory project similar to his sister's and worked with the same mentor. "I was pretty proud of my project, but I really didn't expect to get this far," he said.

Both of their projects were rooted in the decades-old Hadwiger-Nelson problem dealing with finding the minimum number of colors required to color a 2D plane so that two points a unit distance apart are not the same color. Stephanie Li had worked with this problem in a 3D space and was finding the chromatic number as opposed to the fractional chromatic number that Matthew Li was looking for, Stephanie Li said.

When multiple colors are assigned to each vertex with a specific weight fraction, the number of colors needed so that no adjacent vertices are the same

color is the fractional chromatic number. Matthew Li proved that the fractional chromatic number was 11/3, improving on the solution to the Hadwiger-Nelson problem. "I will try to take it as far as I can, but to be honest, I don't think I will get too far," Matthew Li said.

Jiang conducted her biological research as part of the Simons Summer Research Fellowship at Stony Brook University. She studied neurological diseases by using zebrafish as a model organism.

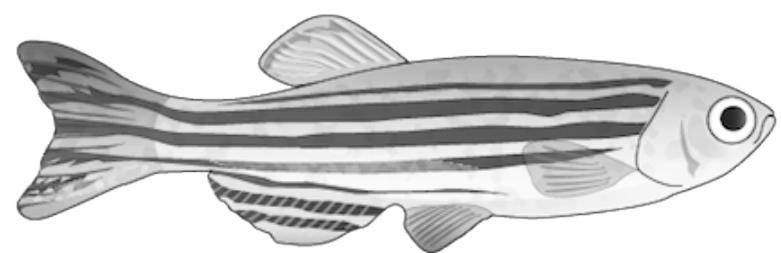
The REST protein she worked with is very involved in neurogenesis, neuronal differentiation, and the development of the nervous system. It is highly connected to neurological diseases, but completely eliminating REST is lethal in mice. This has hindered research on the REST protein, so her research provided a novel organism with which scientists can study the protein, Jiang said.

Jiang mated zebrafish to create lines that lacked certain parts of the REST protein so that the significance of those areas could be studied, she said.

She worked in a lab for 10 hours a day over the course of six and a half weeks. Her work presented a new understanding of the REST protein's significance and effects.

This was not her first experience with scientific research, as she did prostate cancer research last summer, and it will not be her last. "I know that I want to study neuroscience in the future," Jiang said. "I want to find a way to apply my interest in neuroscience to my love of pure science to explain the world around me."

"When you are doing research, there is a drive to get things done," Jiang said. "Research has its frustrations because there isn't a prewritten protocol and it takes time to see results, but having a wider perspective and the notion that there are greater implications to my research kept me going."



Wikipedia Public Domain

and supplementary materials," according to the website.

The Board will be meeting for the next 15 months with a first meeting in November, Bienstock said.

Bienstock was chosen out of many applicants for his extensive knowledge and his experience in curriculum development, Sneff said.

Bienstock will also be using what he learned over his time at school to help contribute to the Board. "I have a sense having taught here for 35 years what works and what doesn't work and how to excite students and interest them in

American history," Bienstock said.

As a part of his contribution to the project, Bienstock will develop some curriculum material that will help with the teaching of the American Revolution, specifically the DOI, not simply portraying it as a static document of the Revolution, but delving into how it has been used and how it has evolved over the centuries, Bienstock said.

"I love teaching history and anything I can do to promote US history is really important to me, and the ability to interact with other educators is pretty exciting," Bienstock said.

Political correctness (n):

Students and faculty discuss different definitions of political correctness and its place in our school.

Get pumped

The HMTC fall production, "An Experiment with an Air Pump" opens next week.

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Learning from the pros(e)

Students and poets join to celebrate poetry at the Dodge Poetry Festival last Friday.

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Catching up with HM Lead

The Diversity Committee is organizing this year's Hilltop Diversity Conference on Nov. 14.

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The Record

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EDITORIAL

Staying safe during Homecoming

THE EDITORIAL BOARD'S TIPS

The annual student-organized Halloween Homecoming party will be taking place tomorrow night. Although it is not officially affiliated with the school, a significant number of Upper Division students have attended in previous years. Social life in high school tends to revolve around drinking and hookup culture, and the Homecoming party brings those expectations to a whole new extreme. We appreciate the effort the school has made to address the issues of the Homecoming party and social life in our freshman year Horace Mann Orientation classes and Quest; however, we as an Editorial Board feel as though those conversations can be restrained and not completely indicative of the realities of high school parties because of teachers' moderation of these discussions. As such, the members of the Board want to share tips for the party that we find useful or have used ourselves in the past:

- 1) Always have a backup plan. Carrying cash and downloading a ride-share app on your phone can help if you or a friend are in an emergency.
- 2) Follow the buddy system and stay with a friend to ensure both of you stay and feel safe throughout the night.
- 3) Never feel pressured to do anything that you do not want to do.
- 4) Eat and drink water throughout the night.
- 5) Be honest with your parents about where you are.
- 6) Remember the password (hint: it's sauce).

CORRECTIONS - ISSUE 5

The drawing in "Theater students interpret performances of 'Old Times'" should have been attributed to Contributing Artist Eve Kazarian.

Catching up with HM Lead: Committee members speak about initiatives

YEEQIN NEW

Staff Writer

This year, HM Lead, the Middle Division's student government, has moved from the traditional one committee based structure to a more fluid, project-based format to allow students to work on more than one area of interest per year, Student Activities Coordinator Caitlin Hickerson said.

Instead of staying in one committee for an entire year, students now sign up for one activity to focus on for a few months and select a new project and committee to work on after the completion of their last project, Hickerson said.



Courtesy of Julia Goldberg

JULIA GOLDBERG
Student Life Committee



Courtesy of Karina Iman

KARINA IMAN
Diversity Committee



Courtesy of Yuvan Das

YUVAN DAS
Movie Night Committee

The Student Life Committee strives to "improve a student's experience in school," Julia Goldberg (8) said.

The committee is in the process of creating a division-wide survey to gather information on "how we can improve student life," Goldberg said.

The committee has already decided on what type of questions they want to ask and hopes to finish and send out the survey by the end of the month, Goldberg said.

The next group of HM Lead projects will be based off of the results from the survey.

The Diversity Committee is organizing this year's Hilltop Diversity Conference, which will take place at the school on Nov. 14.

"The conference will focus on giving people who don't have a voice based on their sexuality, gender, or race the chance to speak," Karina Iman (8) said. "I think it's important that people learn about diversity and that we can talk about it."

The committee has finalized a guest list, and they are now focused on making posters to generate interest and planning activities for the attendees, Iman said.

The Halloween Movie Night Committee organized the movie night that took place in Rose Hall last Wednesday.

The group was responsible for selecting the six movies shown, organizing the food options served, and planning games that students played during the event, Yuvan Das (8) said.

Since the movies were all played at the same time in separate classrooms, the committee decided to show a variety of movies because "we wanted to have something for everyone to enjoy," Das said.

The committee is now looking to plan another movie night in the winter and possibly an event in the spring, Das said.

Historical trips supplement curriculum



Courtesy of Kathryn Bown

Students learned about traditional Hindu yoga in downtown Manhattan

RICARDO PINNOCK

Staff Writer

Two weekends ago, Middle Division students supplemented their history classes with field trips throughout the city.

History teacher Isaac Brooks facilitated a walking tour in Lower Manhattan, history teacher Caitlin Hickerson led a group of students in the Hindu practice of yoga at the Sivananda Yoga Vedanta Center, and Brooks led a trip to a traditional Indian restaurant.

The yoga and restaurant trips are part of the Living Color component of eighth grade history, in which students analyze how ancient principles and practices of various religions show up in the present day.

"Hickerson led us through a series of yoga positions and breathing exercises, and the difficulty ranged from basic to intermediary positions," History Department Chair Eva Abbamonte said.

"The experience was interactive, but we also got a chance to hear Hickerson speak about yoga and the center itself. We learned about

the significance of yoga while we participated in exercises," Kelly Troop (8) said.

"We talked about each word in the name of the center and how the words are reflected in the center. Then we had a short yoga asana class and a short meditation," Hickerson said.

The mission of the Sivananda Yoga Vedanta Center is to promote teaching of yoga and vedanta in to help people attain a better physical, mental and spiritual well-being.

"This trip relates to our history class because we are learning about Hinduism, and yoga has been a big part of the Hinduism since ancient times," Troop said.

The day before, Brooks' tour highlighted influential sites during the early development of New York City.

The tour started at Bowling Green and ended at the African Burial Ground National Monument, Abbamonte said.

The group walked by the location of the Statehouse, the cobblestone streets of Stone Street, the Federal

Hall where George Washington was inaugurated, and City Hall, where there used to be a parade ground with a liberty pole.

The walking tour, which has taken place for the last seven years, was open to students and parents. This year's group consisted of 31 people: 19 students, eight parents, and four chaperones.

Brooks tried to make the tour as interactive as possible, he said.

The students identified parts of the face on the side of a building, learned about what to look for in a cemetery and listened to suspenseful stories, Brooks said.

At Vatan, a vegetarian restaurant where a group of eighth graders ate on Sunday, students enjoyed a three course meal entirely without forks and knives.

The students asked the staff many questions as if most of them had never had Indian cuisine before, Brooks said.

"It was very interesting to see their culture. The food was a little too spicy for me, so half of the questions I asked were 'Can I have more water?'" Pascale Zissu (8) said.

"I wanted to learn more about India and Hinduism, and going to the restaurant seemed like the most interesting option. We asked a lot of questions about the decorations, the utensils and the statues in the room," Erin Zhao (8) said.

Experiencing how the legacy of ancient systems is reflected in today's society brings the lessons to life, Abbamonte said. Not only is it nice to get out of the classroom, but the lessons in class are also a lot to grasp; it helps if you see it in real life, she said.

"History is supposed to be experienced, not just talked about and learned through books. By going on a walking tour or eating at a restaurant, we are making history more fun and interesting," Brooks said.

POLITICAL DISCOURSE

A look into whether political correctness prevents offensive rhetoric at the cost of censoring views of some of the student body

EVE KAZARIAN & TIFFANY LIU
Staff Writers

While for some political correctness is categorized as prevention of offensive rhetoric, for others it has a more sinister effect: the censorship of speech.

"It's been a literal term. An ironic joke. A snide insult. To some, the term has even represented a positive ideal, a righteous label worn proudly," Washington Post columnist Caitlin Gibson writes in her article, How 'politically correct' went from compliment to insult.

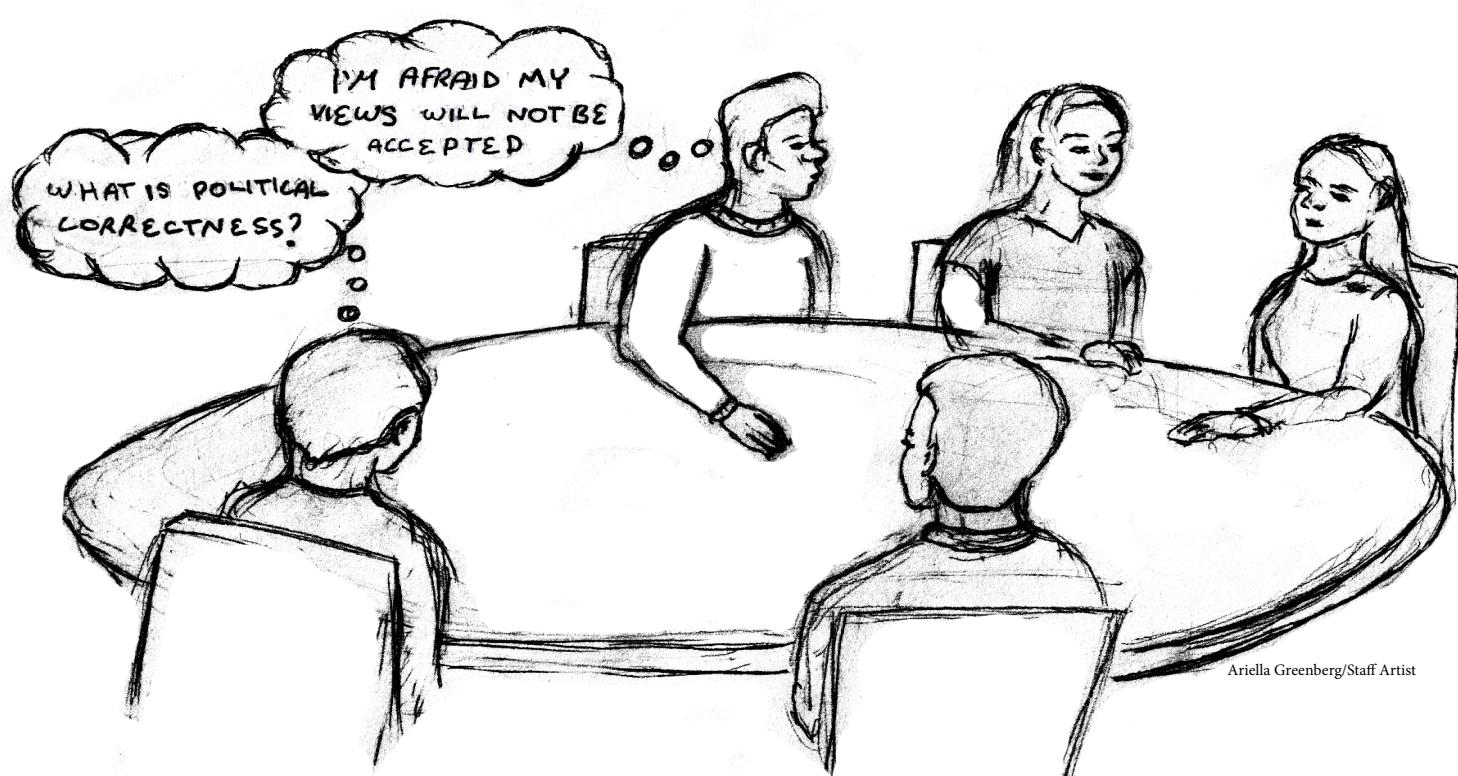
Political correctness just means having "conversations that are expansive in recognition of who's in the room," Diversity Associate John Gentile said. Political correctness is "just another form of common decency and respect," Zarina Iman (11) said.

Henry Hunt (12) defines political correctness as a system by which one replaces words perceived as harmful or offensive to certain groups of people with other words.

However, people who practice political correctness can still communicate harmful ideas, Hunt said.

"Just trying to mask them in some kind of euphemism does not actually stop people from saying things that are bigoted," he said.

The idea of political correctness has been around for a long time, but the coining of the term is fairly



Students grapple with political correctness during class discussion

recent, Gentile said.

"Those historically who have had power, or have had the ability to define the conversation, are being challenged. It's sort of this idea that I can no longer say the things I've said because somebody's now finally calling me out on it," Gentile said.

However, some people have regarded political correctness as a "silencing maneuver" or a "threat to

free speech," Gentile said.

Political correctness is a good habit but can inhibit discussion, Zach Troyanovsky (12) said.

Students should not be called out for addressing issues incorrectly when trying to talk about important subjects, he said.

Class Discussion

Caution over word choice prevents meaningful class conversations, Rae Rae Silverman (10) said.

Political correctness is "a way for people to not have to hear what they don't want to hear, especially when we are having a debate or an argument in history class," he said.

The level of openness in discussion also depends on the teacher, he said. In a previous English class, he felt like he would have been kicked out for saying something considered normal in another class, he said.

Conrad Skala (12) is actively aware of what he says in his English class because the discussion often centers around race and gender, he said.

"If I'm in a classroom setting with people that I am not as close with, I want to make sure that I come off as being respectful and aware of their feelings," Skala said.

The school's first core value, The Life of the Mind, includes "authentic self-expression," but some students find that an unspoken "right answer" is often the norm in the school, Teddy Kaplan (12) said.

Voicing a specific opinion can affect class performance, even though the right answer to controversial topics is often subjective, Kaplan said.

In class discussion, students should think critically about history, not insult people, History Department Chair Dr. Daniel Link said.

"If a student wrote a statement in a paper that demeaned an individual or group of people, teachers would want to talk to that student about why he or she wrote something insulting," Link said.

Additionally, when students and teachers raise issues that are in the news for discussion in class, they must do so in a respectful manner, and "the ensuing discussion must go forward with the core value of

mutual respect front and center," Link said.

For Jephtha Prempeh, (12) voicing his opinion in class is important, he said. When an adult figure in the room recognizes your point of view and hears what you are saying, students will begin to receive that message too, he said.

Once, Prempeh was in class when a teacher used the term "blacks" to refer to the entire race, which he perceived as objectification, he said.

There was only one other black student in the class and Prempeh did not know if he would be supported if he spoke up, Prempeh said.

After class, he approached the teacher to correct him, and the teacher said he wished the class could have discussed the issue because Prempeh's point of view was something everyone needed to hear, Prempeh said.

Prempeh has learned from that experience, he said. Now, he speaks more openly in that class and in other classes about issues that he feels need to be addressed.

Online/Social Media

As social platforms grow, they too have become environments for students to voice opinions.

James Chang (11) opened a group on Facebook called "Political Incorrectness," encouraging people to voice their opinions on certain issues based on their interpretation of the facts, without regard to whether or not they are being offensive, Chang said.

"It's not that we write contrary opinions just to incite people. It's people that are allowed to post whatever they believe in. It's often used as a platform for discussing policies. It doesn't have to be politically incorrect," Chang said.

The group, unlike the left-leaning perspectives found on a typical student's Facebook feed, has a number of different viewpoints, Link said.

Hunt said he does not consider himself "not politically correct" because he does not censor himself.

"Generally, I say what I mean and occasionally people are offended,"

Hunt said.

He never feels like other students puts pressure on him to say certain things, as "people realize that I'm probably not going to change my opinion," he said.

Sophie Maltby (12) stays away from social media as a means to voice her opinion because she does not believe it is productive.

"Any time you see an actual deeply entrenched policy discussion on Facebook, it's never productive. It's just people with steadfast opinions going at each other, ending in no resolution," she said.

When voicing her opinion off of social media, she is not always aware of being politically correct, she said.

"I think throughout my life I have been conditioned to speak in ways that would not actively offend people, just because that's the way I've been raised," she said.

However, she still engages in controversial discussions, Maltby said.

"I will just do so making sure that the language and rhetoric I use isn't something that can be construed as offensive to groups of people."

Election 2016

In this election, one of the presidential candidates, Donald Trump, is especially known for not being "politically correct."

"I think in the context of this election, Donald Trump's comments about women are not just offensive and vulgar, but I think they're politically incorrect and that they're not something that we, as a society, should take as a normal way to speak about people," Maltby said.

Trump is "such a bizarre candidate," Hunt said. "He encapsulates the idea of political incorrectness; he says what Republicans were not able to say, but the Republican base had been thinking for years."

The student body is divided in its opinions about political correctness, its connection to the current election, and the evolution of the term. Several students who support Trump declined to comment in this article, citing fear of being judgement from their teachers and peers.

How comfortable do you feel voicing your political views in class discussion?



How comfortable do you feel voicing your political views with friends?



How comfortable do you feel voicing your political views online/through social media?



Have you ever not voiced your opinion on a topic because you wanted to be politically correct?



282 students were polled through an anonymous survey.

Students immerse themselves in poetry at Dodge Poetry Festival

ABBY KANTER
Staff Writer

As part of the Dodge Poetry Festival, esteemed poet Martín Espada spoke about the connection between poetry, music, and theater in his sonorous voice that seemed to sing, English teacher Rebecca Bahr said. Similarly, Honoré Fanonne Jeffers spoke about the tradition of singer-storytellers in poetry in her distinct Southern accent.

This past Friday, 14 students attended the biennial Dodge Poetry Festival, the largest poetry event in North America that represents over 50 of the most distinguished poets of the century.

The festival began with an opening panel in the New Jersey Performing Arts Center's (NJPAC) main auditorium. The panel featured Billy Collins, Ricky Laurentiis, Martín Espada, and other poets read several of their works and answered questions from aspiring poets in the audience.

Bahr first attended the festival with her husband during one of her first years at the school. It was the first time she heard Billy Collins, and she immediately fell in love with the whole festival. Bahr thought it would be a good idea to give the same opportunity to students at the school and established the tradition 12 years ago.



Courtesy of Rebecca Bahr

INVERSE Students and faculty discussed poetry at the Dodge Poetry Festival.

Advanced music ensembles unite in fall concert

SEIJI MURAKAMI
Staff Writer

This past Tuesday, the advanced music ensembles performed a variety of songs originating from diverse time periods and countries to create a cohesive fall concert.

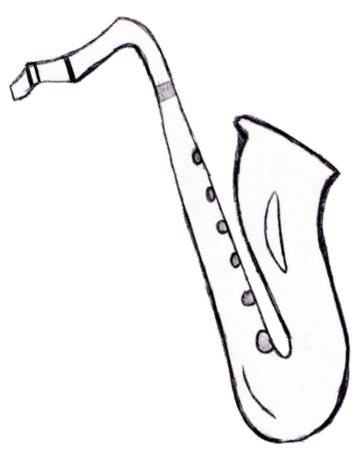
The advanced ensembles included Steelband G, Chamber Winds, String Sinfonietta, Jazz Combo H, Jazz Combo M, and the Concert Glee Club.

The concert was around an hour, with each group performing for approximately 10 minutes each, Music Department Chair Timothy Ho said.

Steelband G played a Trinidadian song called Dreadlocks by Mungal Patasar. The song was originally performed with a sitar, a string instrument used mainly in Hindustani classical music, along with drums and a small steel band, he said.

The song "represents Trinidad culture so well; I think of it as the quintessential Trinidad piece," music teacher Alan Bates said.

In order to convert the music from a sitar, Bates tried to "respect the original composition while adding elements of my own as well," he said. "To make it more interesting for the listener and more challenging for the



Peter Borini/Contributing Artist

musicians, I wrote some variations that show what the band can do. For this concert I wrote a new section to "Dreadlocks" that was not from the original song," he said.

Arriana Serrano (11), who is Trinidadian, felt a profound connection to the piece, she said. "My mom is from Trinidad, so I have been listening to this kind of music at home all the time," she said.

"The rhythm is difficult, but it's the first song of the year and a new band, so we are slowly getting used to each other," Ailee Mendoza (12), who has been a part of the steel band

for the last seven years, said.

The Chamber Winds, which consists of the woodwind quartet and brass quartet, played Quartet, Op. 93 by Karl Goepfert.

"It was a bit of a stretch, but I knew they would rise to the challenge. I wanted to have an experience where they would learn what amount of rehearsing is required before a performance – something they will continue to work on together," music teacher Michael Bomwell said.

The brass quartet played Andante and Menuetto, K.478 by Wolfgang Amadeus Mozart. The brass quartet did not have much time to practice in class, so much of the practice was done outside of class with the help of a horn coach, Bomwell said.

"It's a good piece, as it allows us to build chemistry and work on the finer points of our technique," Richard Hausman (10), who plays the French horn, said.

Sinfonietta played "A Downland Suite" by John Ireland from the 1930's. "It was a good piece to start the year with in order for the new members in the group to get to know each other musically," music teacher Nathan Hetherington said.

"I loved the piece we played for the concert. It was very complex in terms of the multiple layers of cello, violin, and viola," Krystian Loetscher

HMTC Fall Show to Open

EVE KAZARIAN
Staff Writer

In an 18th century painting by Joseph Wright, a group gathers to watch whether a bird will survive if air is released from an air pump in which it is trapped.

The painting is the basis for "An Experiment with an Air Pump," a play that will be performed at the school next week. The first scene depicts this experiment, and the play continues to focus on the theme of change in the scientific world.

The play takes place in the same house but is split between two time periods, 1799 and 1999, allowing audiences to grasp the enormity of change that occurred within two hundred years.

"It deals with the issue of science and ethics and women in science, something that was not very in favor in 1799 but was much more possible in 1999," theatre teacher and co-director Joseph Timkó said.

During an open reading session in a nearby park, Pinnock, Emma Jones (11), and Tishya Carey (12) read some of their poetry out loud to a small audience.

"This was definitely my favorite part of the day," Pinnock said. "At the open readings we got to hear so many different emotions and styles from poets our age."

One of Bahr's favorite parts of the festival was watching students read their poetry out loud. "I loved that all the students really listened to each other and were interested in hearing each other's poetry," she said.

"One of the student readers from another school wrote about the Pulse Nightclub shooting in Orlando, and it was stunning," Bahr said.

"Hearing students and poets read is such a great inspiration, and it reminded me how powerful it is to hear poets read their own work," Bahr said. "It enforces my desire to have students in class read aloud and with conviction."

"You see the mirroring of the two different scenes and the two different time periods. You also see how, even

though [the time periods] were very different, both of them were on the verge of technological breakthroughs," Blum said.

In adapting the play for the school production, several alterations had to be made, such as removing numerous curse words, Timkó said.

Also, because one boy more and one girl less than the original play's cast auditioned, the character Kate, a geneticist from 1999, was changed to a male character named Kay.

Co-director Alexis Dahl had Chair of the Department of Theatre, Dance, and Film Studies Alison Kolinski teach the actors a ballroom dance from the Regency era to help them get into character, Elizabeth Price (12) said.

The cast also had separate rehearsals for portions of the play that are physically different, such as fighting and kissing," Timkó said.

Timkó chose in one scene, the actors engage in choreographed stage combat.

Timkó chose the play from a stack of plays the theatre's dramaturge, Middle Division history and English teacher Isaac Brooks had researched beforehand, Timkó said.

The play was written in the 20th century by Shelagh Stephenson, a woman who worked in her father's butcher shop until the age of 13. She fell in love with theatre after watching her first play and later decided to become a playwright, Timkó said.

"There's a canon of plays that are really overdone and everyone knows them because they are by classic 20th century playwrights, and then there are all these other plays that are a little more idiosyncratic and eccentric, and Mr. Timkó tends to take those on a lot," Schatsky said.

"Bogoródítse Dévo" by Sergei Rachmaninoff, "Ka Pilina" by Frank K. Hewett, and "The Word Was God" by Rosephanye Powell. The club sang "Bogoródítse Dévo" in Russian, which was a "romantic and dense piece," Ho said.

Within the trio of songs, two of them emphasized deeper vowel and darker tones while the other was bright and sweet, Sofia Gonzalez (11) said.

These songs were determined by Ho after auditions last spring based on the 52 members of the club. The arrangement was "designed for this group," he said.

"Mr. Ho always teaches us a Hawaiian piece, which I like because it is a culture and upbringing we don't usually learn about," Gonzalez said.

"I like the emotion and sound of the Bogoródítse Dévo because there are specific crescendos and decrescendos which contribute to how the piece is perceived. Towards the end of the piece there is a large buildup of sound," Gonzalez said.

To prepare for the concert, Ho brought in a Russian speaker in order to perfect the language in the song amongst the students.