

Samuel Stern/Staff Artist



## Science Olympiad advances to State Tournament

RACHEL BAEZ AND CLIO RAO  
*Staff Writers*

15 members of the school's Science Olympiad team competed in the Science Olympiad State Tournament against more than 40 other teams on Saturday, April 10. Although scoring has not yet been finalized, the team performed well, faculty adviser Oleg Zvezdin said.

The team finished in the top four in the regional competition at the beginning of Spring break, which allowed them to proceed to States.

There are two teams within the larger group: the A and B team. The majority of the A-team competed in the State Tournament, but the teams were repeatedly altered prior to the tournament to ensure that the most skilled students were taken, club co-leader Gabby Fischberg (12) said.

The team has qualified for States multiple times in the past, Fischberg said. "It was great to qualify again this year, because States last year was unfortunately cancelled," co-leader Catherine Mignone (11) said.

Usually, a Science Olympiad tournament includes build events, test events, and lab events, Zvezdin said. However, this year, the tournament converted the lab and build events into test questions that are completed in pairs. This helped the team since they usually excel in the testing events, Mignone said.

The top two teams from the State Tournament will move forward to nationals, Mignone said. The National competition takes place on the weekend of May 21st.

Unlike last year, the team began in a group Zoom, while partner teams were put into specific breakout rooms according to their events. They retrieved their tests and corresponding answer sheets through a Dropbox link, and they proceeded to complete their events throughout the day.

The team receives the event list at the beginning of the year, and one topic that made numerous appearances at tournaments was Ornithology or the study of birds, Fischberg said. "Ornithology has been a staple over the last couple of years," Zvezdin said. The team, especially Mignone, excelled in this particular event this year, Fischberg said.

In the regional competition, the team received first place awards in the Disease Detectives (focuses on diseases and how they are spread), fossils, and ornithology events, Mignone said. The team received second place in the Machines and Dynamic Planets events, and third place in the Chemistry Lab and Water Quality events. The team scored top three in over half of the events they participated in,

*see SCIENCE OLYMPIAD on pg. 3*

## Students ages 16 and older receive COVID-19 vaccine

EMMA COLACINO AND JIYA CHATTERJEE  
*Staff Writers*

Many Upper Division (UD) students have begun to receive doses of coronavirus vaccines since April 6, when residents of New York ages 16 and older became eligible to receive the Pfizer-BioNTech COVID-19 vaccine. According to New York State's official COVID-19 vaccine website, 25.5% of all New York residents are fully vaccinated, while 38.6% have received one dose.

Anything a student or employee can do to minimize time out or minimize the severity of the virus makes the school a safer place for everyone, Head of school Dr. Tom Kelly wrote. Students are allowed to "Zoom in" to school if their vaccine appointment conflicts with their classes. "And while we encourage those eligible to get vaccinated, I ask that we remain respectful of those members of our family who, for good reason, are not being vaccinated," he wrote.

With the exception of singing being reintroduced into the Music program, many of the school's COVID safety protocols will not change as students

observation period to ensure that she didn't experience serious side effects.

Because Hannah Moss (10) has asthma, she received the vaccine before other 16-year-olds. She got vaccinated at the Elmhurst Hospital on February 16 after her family friend found an appointment online, she said.

Unlike Trentalancia, Moss said receiving her first dose was a long process. "I had an 8:45 a.m. appointment and when I got there, there was an hour long line to register and the registration took about another hour," she said. "From there it probably took 30 minutes to actually get the shot."

Like Moss, Ahaana Shrivastava (12) has a pre-existing condition and received the Pfizer vaccine on March 19 at Yankee stadium, she said. "Inside the stadium, it was a very well-oiled machine," she said. "But it was definitely strange that the first time going back to the stadium in a long time was to get a vaccine."

Upon hearing that she was eligible to receive the vaccine, Sydney Pruzan (11) immediately attempted to find an appointment online. "I was checking the website late at night, and there were not a lot of appointments at first, and then at midnight all of a sudden a bunch of appointments came out," she

the vaccine, especially towards the end of 2020, was sort of just up in the air," she said. "But actually being able to get the vaccine just felt like that was the first really big step towards returning to life."

Elijah Shaham (12) chose to receive the vaccine because of the decreased health risk and because there are no downsides to doing so, he said. "I'm not super concerned about the virus as a whole — the effects of it aren't too great on people of our age group — but I know it can still damage your lungs permanently, so I wanted to do everything I can to stop myself from getting it," he said.

While Shrivastava wanted to be vaccinated to spend time with her friends without a mask, she also felt that she had a role to play when it came to reopening New York and the world as a whole, she said. "In the same way that our teachers have done everything they can to keep us safe by getting the vaccine, I feel like it's my responsibility to my peers at Horace Mann, my teachers, and everyone I interact with on a daily basis, to keep them as safe as possible."

Moss still plans on adhering to similar precautions as she did before getting the vaccine, she said. "Maybe I'll hang out with one or two friends without masks now if they're vaccinated

*"It's my responsibility to my peers at Horace Mann, my teachers, and everyone I interact with on a daily basis, to keep them as safe as possible."*

*-Ahaana Shrivastava (12)*

become vaccinated, Kelly wrote. However, the school will now have at least one athletic competition for as many varsity athletic teams as possible and the school will be decreasing restrictions on participating in private after school activities in an attempt to encourage students to spend more time outdoors.

Chloe Trentalancia (10), who received the Pfizer vaccine, said the experience was smooth and effortless. "The vaccine itself took one second to get," she said. Once Trentalancia was vaccinated, she was asked to sit in the waiting room for a 15 minute

said. Pruzan was able to schedule her first dose at the Javits Center for the Pfizer vaccine.

Bailey Hecht (10), who received the Pfizer vaccine at the Walgreens near her home, was excited to receive the vaccine, she said. "I want to hang out with my friends like we used to, and [getting vaccinated] is the first step to making this happen."

Shrivastava said vaccination was the first tangible move towards returning to how life was before COVID-19. "For so long, things had sort of just been stationary for most people, and nothing had really changed for the better and

too, but I don't want to put anyone at risk because [the vaccine] is not 100% effective at stopping the spread," she said. "I'm not planning to go to any large events."

Even though more students are getting vaccinated by the week, English teacher Adam Casdin hopes that people will continue to be careful. "Social distancing at school has been a challenge for students, but my takeaway from the last six months is that masks work," he said. "As long as we all keep wearing our masks, we'll be okay."

## Shuchman (10) wins Langfan American Constitutional Oratorical Competition

JADE CIRIELLO  
*Staff Writer*

Ariela Shuchman (10) won the school's annual Langfan American Constitutional Oratorical Competition for a speech proposing a Constitutional amendment that would ban automatic and semi-automatic assault weapons. In total, 21 sophomore contestants competed, addressing the prompt: "What right (or other issue) should the next amendment to the Constitution address? Why is this right/issue important? Why should it be addressed by a constitutional amendment rather than through legislation?"

The six finalists, who will become next year's judges, were Jack Bleichnar (10), Jiyon Chatterjee (10), Yui Hasegawa (10), Isabel Mavrides-Calderson (10), Ariela Schuchman (10), and Alexa Turletaub (10).

Last year's winner Mekhala Mantravadi (11) and four finalists, Walker McCarthy (11), Alex Nagin (11), Teddy Ganea (11), and Madi Four-Garcia (11) judged the event, and history teacher Dr. Emily Straus chose the topic of discussion and monitored the event.

Straus chose a broad question so that the speeches from the contestants would vary. "I wanted students to think broadly about the most pressing issues of our time, and how amending the constitution might address those problems. I also wanted students to consider which issues rose to the level of being a constitutional amendment, rather than a law," Straus said.

"The whole point of doing that was to try to elicit a range of different ideas — specifically, ideas that didn't necessarily fall in a more conservative or liberal direction, but rather would allow students to offer a range of different ideas, either ones that were based on their own political beliefs or that they felt would be in the best interest of the country," History Department chair Dr. Daniel Link said.

After the contestants read their speeches, the judges went into a breakout room to determine the winner. They judged the contestants on content, argument structure, and other criteria such as tone of voice, presentation, delivery, and persuasion.

McCarthy was looking for a speech that made him think: "You're right, this is really important, we need to see this change, this is what we

need to do right now," he said. McCarthy was emotionally compelled by Schuchman's speech, he said.

In her speech, Shuchman argued for the removal of a part of the Second Amendment that discusses forming militias. She also said that the Second Amendment should be revised to state that people have the right to bear non-assault and non automatic weapons.

"All of the articles are about the three branches of government, so I thought about the Bill of Rights, and then the Second Amendment came to mind because that is something that's important to me but also really highly debated," she said. "I knew I wanted to discuss something to reform the Second Amendment to make it not as inclusive to really dangerous types of guns."

Nagin was impressed by Shuchman's speech. "It was very vocally powerful. She spoke very loudly and clearly and passionately, [and] she really created an emotional connection with everyone who is listening," he said. "She related the issue of gun violence to the Horace Mann community by saying 'What if we are next?'"

After the initial round of the competition on March 1, the finalists were given about a month

to revise their speech. In Schuchman's final delivery of her speech, she mentioned that there had been 16 mass shootings in the time since she delivered the first draft of her speech, a statistic that stuck out to all of the judges, Mantravadi said.

"Everyone who attended the event, especially the judges and teachers were all blown away by the delivery, content, and quality of all of the contestants' speeches," Link said.

Felix Brener/Staff Artist





# We must support trans youth



Mia Calzolaio

On April 6th, Arkansas passed HB1570, a bill that bans doctors from providing gender-reaffirming treatment to transgender youth under the age of 18. The state became the first in the U.S. to pass such legislation.

While the governor of Arkansas, Asa Hutchinson, initially vetoed the bill, the state senate overturned his judgment, and Arkansas joined a troubling number of states to authorize anti-transgender laws. While these types of bills vary, most seek to restrict trans youth's access to healthcare and youth sports. Ironically, Hutchinson signed a bill less than two weeks prior banning trans athletes from joining female sports teams.

I cannot stress enough the adverse effects these actions will have. In a testimony to Arkansas legislators, Dr. Michelle Hutchison, a pediatric endocrinologist at the Arkansas Children's Hospital, stated, "I guarantee you if this bill passes, children will die," vowing to call the state senators each time one does.

According to a national survey on LGBTQ youth mental health from The Trevor Project, 54% of transgender and gender-nonconforming youth considered suicide in 2019. 29% attempted suicide. Gender-reaffirming care, like hormone replacement therapy (HRT) and puberty blockers, plays a crucial role in improving these statistics. According to other studies cited by The Trevor Project, 30% of transgender youth experienced significant emotional problems before pubertal suppression, while only 11% experienced such emotions after two years of suppression treatment. HRT or gender-affirming hormone therapy plays a similar role in decreasing emotional and behavioral problems, as well as suicidality. Research cited by The Trevor Project found that after one year of treatment, the suicidality rate of transgender youth decreased by a fourth.

Luckily, New York has yet to pass any laws similar to those in Arkansas. However, this does not mean that transgender and gender-nonconforming people are protected within the state. In 2020, the U.S. saw 44 trans people murdered at the hands of transphobic aggressors. 75% of those killed were trans people of color.

We as a community need to recognize that we exist within a bubble, both due to the fact that a small number of trans and gender-nonconforming youth attend our school and that New York City presents itself as a welcoming space for all members of the LGBTQ+ community through its

# One year later: Dealing with continued anti-Asian racism during the Covid-19 pandemic

Eric Cadena and Caroline Choe

A conversation that begins with, "If something happens to me, these are the arrangements I want you to make" is never a pleasant one. A year ago, we had it as the pandemic was quickly spreading throughout the world. We had this conversation again at 8:13 p.m. on March 17, 2021, except this time it was in reaction to the increasing numbers of attacks on the Asian, Asian-American, and Pacific Islander (AAPI) community. The night before, eight people were murdered in Atlanta, Georgia, with six of the victims being Asian women. Processing this horrible tragedy continues to be difficult as it reopened, exposed, and deepened wounds we both have felt for our entire lives and were told to just ignore and rise above. Despite both of us being American-born and raised in the United States, and any number of accomplishments or achievements between us, we are still asked: "Where are you from originally?" What continues to be bewildering throughout this experience is that the word "xenophobia" is being used to describe the Asian-American Pacific Islander existence and experience, as though we were never really American, to begin with. The shootings in Atlanta further stressed the point that too many of us are still not seen as American, or even seen as human.

Anti-Asian racism isn't new, and it didn't come as a result of the COVID-19 pandemic. There is a long history of racism and violence towards the AAPI community that existed well before the Chinese Exclusion Act of 1882 or the Japanese imprisonment camps of World War II.

Actor Steven Yeun, star of the film *Minari*, described the Asian-American experience in a recent feature in the *New York Times*: "Sometimes I wonder if the Asian-American experience is what it's like when you're thinking about everyone else, but nobody else is thinking about you."

As violent attacks against the AAPI community continue to escalate, especially against those who appear the most vulnerable, anxiety and sadness continue to fester. Seeing these attacks on the news or shared through social media is truly enraging. We asked ourselves if anyone called the police, or why doesn't anyone intervene and help. We fear for our parents' safety, as one of them asked us to buy them a baseball bat for their peace of mind. Whenever we would go out,

rich history of queer revolution and Democratic policies. We can stay comfortable in our liberalism and progressiveness while remaining stagnant, making few viable efforts to aid the trans community. We can wear the facade of support by believing that our anti-discrimination policies are enough. But due to the lack of desire to seek out trans visibility in our community, it is unlikely that we are providing any actual assistance.

While the school may admit and accept trans students, students and faculty could be making more of a commitment to uphold those students and the trans community as a whole. Using people's correct pronouns is a good starting place, but doing that alone does not mean we can call ourselves trans allies.

We must consider: how are we, as students, using our wealth to support trans people in the city

we watch over elderly Asian people and Asian mothers with their children to ensure they are not harassed by anyone.

Though we are appreciative of the continued support from our friends and allies, there have been mixed feelings. The dialogues we've shared also helped us to see everyone who truly cares about us, and we're grateful. Real talk though, we want to repeat what Bowen Yang said on Saturday Night Live's Weekend Update:

"Do More."

For example, start with learning how to pronounce AAPI names. If we can learn to properly pronounce names like "Schwarzenegger," "Favre," or "Cumberbatch," "Nguyen" or "Zhang" shouldn't be hard.

Learn to pronounce and respect the names of foods and dishes correctly. Everyone knows how to say "lasagna" or "pierogi," but somehow "bulgogi" and "lo mian" are always pronounced incorrectly. Eat and embrace the food without hesitation or commenting on how it looks or smells! If you can eat sauerkraut, kimchi isn't that much more of a stretch.

Stop exoticizing, appropriating, and othering

*"Stop exoticizing, appropriating, and othering AAPI culture, and normalize their inclusion into the American story."*

AAPI culture, and normalize their inclusion into the American story. Recognize that people or their cultures aren't here for your amusement or your image enhancement. They are people, and won't be defined by how you think they can enrich your experience.

Continue to be supportive of your AAPI friends and family members. Listen when they share their feelings and experiences. Don't argue. Just listen. Those conversations are about them. Resist the temptation to divert the focus away from them. Also recognize that people are exhausted, and it's not their job to tutor anyone on AAPI-related topics. Self-education is essential to combat racism, take the initiative and don't depend on others to hand you all the answers.

We are encouraged by people like Xiao Zhen Xie. Not only is she an Asian elder who fought off

her attacker in San Francisco, she also donated all the money raised by a GoFundMe to AAPI causes. She represents what can happen when we fight against the "Model Minority" myth that is placed on the AAPI community. It perpetuates the idea that Asian-Americans and Pacific



Courtesy of Cadena and Choe

**TIGHT-KNIT** Asian community gathers in the park.

Islanders will follow the rules and won't cause trouble, will never fight back or stand up for themselves in the face of racism. It thrives on the stereotype that the AAPI community will simply take all the abuse without protest. It allows people to defend their microaggressions and racism by saying, "Well, that one kid/co-worker/waiter/etc. I said that to didn't mind." In truth, they probably did. Xiao fought back against this myth, and though not the first to do so, is not alone in the fight.

To all those who have faced, and will continue to face, racism we encourage you all to use your voice and speak out. Building your voice is like strengthening a muscle, and the more you use it, the more powerful it becomes. Tell your story and speak your truth, or risk someone else telling it for you.

If you're still working on lifting your voice, be like the elders playing cards in the middle of an AAPI rally we attended on March 20, 2021. They were simply living their lives without fear in that moment, and it was truly inspiring.

Most of all, racism is not your fault, it's the racist's problem, and it's theirs to fix. Maybe we can't erase racism, but we can work together to do something about it. Instead of keeping your head down, proudly keep your head up. Stand in solidarity with others who have been marginalized, especially in the wake of a police shooting that resulted in the death of another black man in Minnesota. You are not alone in how you feel. You have the right, you are seen, and you belong here.

around us, notably Black trans sex workers who bear the brunt of discriminatory violence? Are we engaging with content about the trans community in a way that challenges our own biases? Do we question our immediate and innate responses to this type of content? Are we even listening to trans voices? Are we teaching students about trans people in the classroom? Sadly, in my experience, we are not.

Many of the answers to these questions take little to no work. There are hundreds of mutual aid accounts across the internet dedicated to the trans community that put resources like rental assistance and funds for gender-affirming surgery directly into the hands of those who need them. (Mutual aid is a form of community-based voluntary support that aims to meet the needs of individuals through monetary and other types of actions.)

Keeping up to date with events that impact the trans community takes no more than five minutes each day. We must begin to discuss the deaths of and discrimination against trans people, both in our classrooms and amongst ourselves.

On May 25th, trans activist and ACLU lawyer Chase Strangio, who won a Supreme Court case in June that ruled it is illegal for an employer to discriminate on the basis of sexual orientation or transgender identity, will talk at the school. I implore students and faculty alike to pay careful attention to his words and learn from his experiences. The school must continue to promote events that include trans speakers. We must use our privilege as cis people and as a community with mostly upper class families to increase our awareness of and support for those around us that identify as trans or gender-nonconforming.

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# Professors Taylor and Pellow discuss environmental racism at latest UD History Speaker Series

KATYA TOLUNSKY  
Staff Writer

Professor Dorceta Taylor called for students to demand the school hire people of color (POC) at Dorr during a larger discussion with Professor David Pellow about environmental justice and racism in the eighth installment of the Upper Division (UD) speaker series: “How did we get here?: Race and Environmental Justice.” The answer prompted a response from the faculty at John Dorr Nature Laboratory, who wrote a Letter to the Editor featured in this issue.

During last Thursday’s event, guest speakers Pellow and Taylor discussed unjust environmental practices fueled by racism and stereotypes. Walker McCarthy (11), Tess Abraham (12), and history teachers Dr. Ellen Bales and Dr. Steven Fabian moderated the event.

Taylor is a Professor of Environmental Justice at Yale University. In addition to publishing numerous award-winning books, Taylor was honored by the Smithsonian Institution and recognized as one of six people propagating Dr. Martin Luther King Jr.’s legacy, according to the speaker series website. Pellow is the Dehlsen Chair Professor of Environmental Studies and Director of the Global Environmental Justice Project at the University of California, Santa Barbara. Pellow has written multiple works focusing on environmental justice, race, sustainability, and immigration.

Taylor and Pellow explained how racism is often used to justify pollution and the dumping of toxic waste in marginalized communities. POC are often associated with dirt and filth, giving policymakers and corporations the illusion that pollution in these communities is acceptable, Pellow said.

Not only are communities of color targeted as places to dispose of toxic waste, but the individuals within the community are blamed for damage to their environment, Pellow said.

“POC are often associated with dirt and filth, giving policymakers and corporations the illusion that pollution in these communities is acceptable.”

-Professor Pellow

“It was shocking to hear that communities of color, although they pay the most in energy and other resources, are living in areas with the worst air quality,” Abraham said.

Abraham found Taylor’s response to a question asking how the community can actively include and encourage students of color to be involved in environmental activism to be inspiring, she said. “She emphasized that, as members of the HM community, we have a responsibility and ability to ask more of the institution in areas that can be improved upon,” Abraham said.

While it is important for students to speak out and make their voices heard about changes they believe are

necessary, Dorr does not play a large role in the students’ every day lives, and it would be more impactful for students to advocate for larger, more substantive changes at the school, Rowan Mally (11) said.

Bales appreciated Taylor’s expertise on the environmental awareness and concern that POC have always had, as inaccurate and reductive stereotypes have rendered them invisible, she said. “Taylor has done a great service in reframing mainstream environmentalism as a single concept

about nature and done great work in recapturing the racist, sexist, and elitist roots of that movement, and the legacy left by that history,” Bales said.

In reframing mainstream environmentalism, Taylor discussed the origins of the environmentalist movement — specifically, the POC whose work was rarely recognized within the movement. For example, Phyllis Wheatley, a female slave, founded many environmentalist notions in her writing, although she is never given credit for them, Taylor said. Instead, white men like Ralph Waldo Emerson and John Muir are credited with the foundation of environmentalism.

When asked what the biggest

environmental threat is today, Pellow simply responded: social injustice. Abraham was surprised by the answer, she said. “Though I had been aware of the disparities, I didn’t fully understand the relation of racial injustice to the deterioration of the environment in certain communities.”

Taylor also spoke about the importance of grassroots organizations and local activism in order to bring about meaningful change. No politicians had any environmental planks or policies until environmentalists started pressuring the Democratic party to take environmental issues into consideration, Taylor said. Taylor referenced Stacey Abrams’ focus on targeting environmental issues in communities of color in Georgia and mobilizing people to vote.

Bales appreciated that the speakers used their personal experiences as a foundation for their work, she said. “The complexity and nuance with which they approach historical questions of environmental justice, nationally and internationally, is a tremendously valuable contribution.”

Before the speaker series, Abraham felt intimidated by the concept of environmentalism, she said. “I thought it was too difficult of a subject for me to study in school or research in my spare time,” she said. “Now I feel inspired to be involved, and I’ve become more interested in environmental issues and eco-conscious living. I feel better equipped to have input in this global conversation.”

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securing their States’ qualification, Mignone said.

In the States tournament, Steve Yang (10) competed in Water Quality, Dynamic Planning, and Geologic Mapping events. “I was a little surprised by how many more questions there were, especially in comparison to the Regional tournament,” Yang said. “Perhaps being more prepared mentally on that front would’ve helped.”

To decide who competes in what events, there is a tryout period at the beginning of the year, Mignone said. After being placed on either the A or B team, the team members fill out a form to indicate three events they want to compete in. From there, the presidents make the roster based on past scores and the recent test results, she said.

The team needs to increase their studying to cover the large range of material on the States tests, Mignone said. With Zvezdin’s help, the students have learned what they needed to study, as well as how to create effective study guides. “Part of the studying is to put together a booklet or table which you can then reference in the competition,” Zvezdin said. The upperclassmen also guided the team through the studying process, Fischberg said.

Although there are team meetings to oversee everyone’s progress, Science Olympiad is really up to the partner teams, Mignone said. “It’s impossible to do as one person because the tests are so detailed and specific, so you have to be on track with your partner to prepare for them,” Mignone said.

“It was really awesome to make it all the way to states,” she said. “Everybody worked super hard and did really well.”

## LETTER TO THE EDITOR

“As a school with a major outdoor campus that is run predominantly by White faculty members, what do you both think our community can do to more actively include students of color and encourage them to be involved in environmental issues?” - Anonymous Google Form question posed to Dr. Dorceta Taylor, Professor of Environmental Justice, Yale University, and Dr. David Pellow, Director of UCSB’s Global Environmental Justice Project on April 8th during HM’s History Speaker Series.

When you, as a student at HM, hear the words “Dorr Nature Lab” what images, feelings, or thoughts spring to mind? Our mission at Dorr over the last 57 years has been to create and maintain a culture that creates a “safe, caring, and supportive atmosphere.” We believe that it is vital to the survival of the Earth to increase student awareness, understanding, and appreciation of the natural world. We design programs for 4-year-olds through 12th grade with the intent of expanding student interest and involvement in safeguarding our environment.

We welcome the dialogue to find more ways to encourage every student to become involved in environmental issues. As supporters of Green HM over the years, Dorr faculty have continually invited students to collaborate with HM’s Sustainability Committee. Our curriculum at Dorr invites students at all grade levels to view their relationship with their environment as critical to their own health and the health of their communities. As members of HM’s Committee on Diversity, Equity and Inclusion, we introduced the topics of environmental racism and justice as topics for discussion and we were happy to see Dr. Taylor’s invitation to speak with the HM community.

We recognize the importance of these issues. We have strived to hire a diverse faculty at Dorr by working with the HBCU Career center, the NYASIS Job Fair to Promote Diversity, and NEMNET, a national diversity recruitment service - all organizations that specialize in recruiting teachers of color. Unfortunately, few people of color have applied for our teaching vacancies; however, we will continue our efforts when we have a position available in the future.

How can students and faculty learn more about the struggles that under-represented groups have in accessing the outdoors? What might some of the underlying historical and sociological reasons be for this lack of exposure to outdoor adventures for people of color? What can be done to encourage more people of color to see themselves as outdoor professionals someday? These are questions that we at Dorr wonder about along with you, and we’re doing our best to write a new script. We offer a wide range of environmental science and outdoor adventure programming to a school that is 44% self-identified people of color. We hold events and programs aimed specifically at under-represented student groups here at Dorr every year such as East-Wind West-Wind, The Union, Women in Climbing weekend and the Social Justice Club Retreat weekends. In conjunction with the CCVA, we have hosted Kingsbridge International School students. Summer on the Hill programs have enjoyed Dorr over the years, and including their alumnae/i have come up to remember what it was like to commune in the great outdoors. And, yes, we will continue to strive to employ a faculty that is more diverse and representative of the student body. And, when we welcome those educators of color in the future, they will be as committed to your education as our current (and past) faculty are today.

Respectfully Submitted,  
Dorr Nature Lab Faculty

## Author Irshad Manji teaches Class of 2023 about the psychology of arguments

EMILY SUN  
Staff Writer

“In human psychology, there is an ironclad law: if you wish to be heard, you must first be willing to hear,” said Irshad Manji, author of Don’t Label Me: How to Do Diversity Without Inflaming the Culture Wars in a discussion with the sophomore class last Thursday. Manji hoped the talk informed students on how to turn destructive disagreements into constructive conflicts.

Manji founded the Moral Courage Project (MCP) in 2008, an organization that teaches people a “no-shaming approach to diversity, equity, and inclusion,” she said. Manji developed the Moral Courage Method as a way to “transform disagreement into engagement and, ultimately, into shared action,” she said.

Community Council (CC) member Ariela Shuchman (10) met Manji through her father, Daniel Shuchman P’21 P’23, she said. Daniel co-founded the organization Let Grow to promote children’s independence and resilience through programs such as those the MCP offers.

Ariela thought Manji could equip students with skills for navigating disagreements from political arguments in history class and on social media to conflicts between friends and family, she said. “A lot of speakers focus on specific political issues, so we wanted to invite her to give us some tools for those discussions,” she said. “Otherwise, it can get really nasty in class and on platforms like Snapchat.”

Manji began her presentation by discussing the neuroscience behind how people react to disagreements. She described the fight-or-flight response, where the sympathetic nervous system prepares the body to flee from or attack perceived threats. The brain has a hard time distinguishing between mortal danger and mere discomfort, so it reacts the same way to both, making people defensive and aggressive when someone disagrees with them, she said.

“Social media is deliberately designed to exacerbate this impulse by manipulating people to seek out and validate those who already think alike,” she said. “In that way, it feeds our instinct to manufacture an Us-Against-Them mindset.”

Communicating through that bubble requires people to ‘outsmart’ their brains, Manji said. She gave five steps for doing so: breathe deeply, find common

ground, ask questions about how the other person came to their position, listen, and ask more questions. After these five steps, people can feel free to state their own views, she said.

Breathing calms the sympathetic nervous system and tells the brain there is no immediate threat, and finding common ground builds trust, she said. One way to find common ground is to establish that people are more than their position on one issue, so neither side should judge the other’s entire character based on one disagreement, she said.

Dean of Class of 2023 Chidi Asoluka said that finding common ground helps people see the other person’s humanity, which can feel impossible when they say and do things that run counter to one’s beliefs.

For example, people with opposite political views also share concerns about where the country will be in the next few years, Asoluka said. “You can find common ground by saying ‘we’re both nervous about the future of this community. We just have different ways of trying to figure out how to fix it,’” he said.

Manji’s next steps are to ask about the other person’s experiences that influenced their opinion, listen to and understand their response, not rebut their point, ask more questions, and finally express one’s own views, she said.

It can be challenging to bypass the urge to win an argument, Jerry Lascher (10) said. When he is speaking to someone he disagrees with, Lascher often asks questions to trip them up or prove that he is right, he said. “Instead, it’s important to ask a question and hear their opinion, even if you don’t agree,” he said.

Megumi Iwai-Louie (10) said she liked how Manji revealed that the Latin roots of “respect” mean “to look again.” “To respect someone isn’t to agree with them,” Manji said. “It’s to engage with them, because the first impression you have of someone is usually cursory, so it should not be the only impression you have.”

Iwai-Louie previously thought respect meant conceding to the other person in a disagreement. As a result, she would often stay silent because she believed it was disrespectful to argue, she said. “Manji taught me that you can and should share what you feel and believe, as long as you also see the other person and where they’re coming from,” Iwai-Louie said.

“If you adopt the Moral Courage Method and turn it into a habit, you’ve got a good chance of being heard even by those who disagree with you,” Manji said.



# COMING SOON: A LOOK INTO NEW COURSES NEXT YEAR

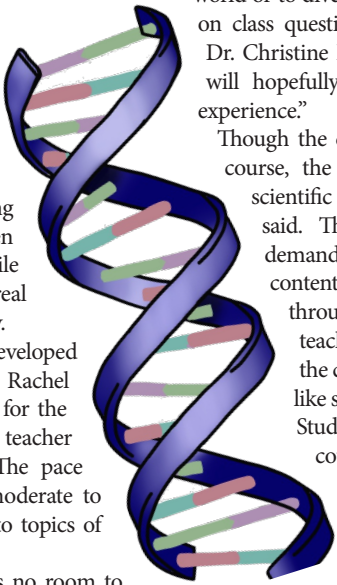
## Atomic Structure, Reactivity and Applications of Chemistry

ALLISON MARKMAN  
*Staff Writer*

Atomic Structure, Reactivity, and Applications of Chemistry course, the equivalent of an introductory level college course, will focus on conceptual understanding of the interaction between compounds and molecules while also making connections to real world applications of chemistry.

The class was originally developed by former science teacher Dr. Rachel Mohammed as a replacement for the AP Chemistry course, science teacher Dr. Megan Reesbeck said. “The pace of the new course is more moderate to allow for more exploration into topics of interest,” Reesbeck said.

In AP Chemistry, there was no room to explore how topics could be applied to the real



world or to dive deeper into certain topics based on class questions or interest, science teacher Dr. Christine Leo said. “The new class format will hopefully be a much richer chemistry experience.”

Though the curriculum is similar to the AP course, the new class also includes more scientific journal articles, Reesbeck said. The AP Chemistry course was demanding considering how much content teachers were expected to work through in one year. “It also prevented teachers from taking time away from the content to focus on building skills like scientific literacy,” Reesbeck said. Students should expect a rigorous course in advanced chemistry with a laboratory component aimed at developing skills in experimental design, problem solving, and data analysis, Reesbeck said.

Vivian Coraci/Staff Artist

## SLS: Critical Theories of Gender, Race, Sexuality, and Ability

ZACHARY KURTZ  
*Staff Writer*

“One of the things that I always try to do is think about ways that English literature can be relevant to students now,” English teacher Jennifer Little said. “We’re not just reading some 19th century novel and thinking about it only in that time period, but [we are also] thinking about how these things could be relevant to students’ lives.”

In the 2021-22 school year, the English Department is introducing a new course called Seminar in Literary Studies: Critical Theories of Gender, Race, Sexuality, and Ability. The class is being adapted from Little’s semester-long senior elective, which she has taught for the past two years.

Little was introduced to literary theory as an undergraduate, but she realized how important and exciting it was while writing her dissertation in graduate school. Literary theory is more or less “literature about literature,” she said. “I experienced [literary theory] as really daunting, scary, [and] difficult to read,” Little said. “Part of what the class is going to offer is helping you grapple with it and make sense of it so that you feel confident going forward into college.”

The curriculum for the course will include using Franz Kafka’s novella *The Metamorphosis* as a central text to turn back to at the end of each

unit, approaching it differently from whichever critical lens they are studying, Little said. “[The class is] constructed as a series of little modules that are focused on different ‘isms.’”

Little wants to show students that everything they are seeing on a daily basis can be analyzed similarly to literary texts, and she will also be incorporating films, advertisements, and television shows into the class’s curriculum. “Everything that you read in this class is intimately connected with stuff that’s going on with people’s lives right now, either as students at Horace Mann or as citizens of the world,” she said.

Little especially wants to teach students to look at literature and the world in the context of their own identities, she said. She wants to help her students understand how they can immerse themselves in the study of literature and value their identities as they read.

Little would like students to come out of her class with the ability to recognize and think critically about their surroundings, then look beyond the surface to come to their own conclusions, she said. “English class is not just a class about reading great literature and writing essays about it; English class is about developing your critical thinking skills, and your ability to articulate your critical thinking skills.”

## African American History

CELINE KIRISCIOGLU  
*Contributing Writer*

Next year, the History Department will introduce an African American history class, which will move chronologically from the first arrival of Africans to the New World to the present day. Through reading primary sources, novels, and poetry, as well as engaging in independent research, students will analyze the themes of culture production, movements for freedom, gender, sexuality, and economics in African American history, history teacher Dr. Lauren Meyer said.

The class will discuss racial categories, racial hierarchies, and processes of privilege and subordination that are all rooted in history, Meyer said. “I’m excited for students to think about how people throughout history have worked to disrupt and resist those processes because that’s an empowering part of the history I want to emphasize.”

While developing the course, Meyer received help from members of the History Department who have previously taught upper-level electives. “I appreciated working with some of my former colleagues with backgrounds in literary and cultural studies this summer to help think about

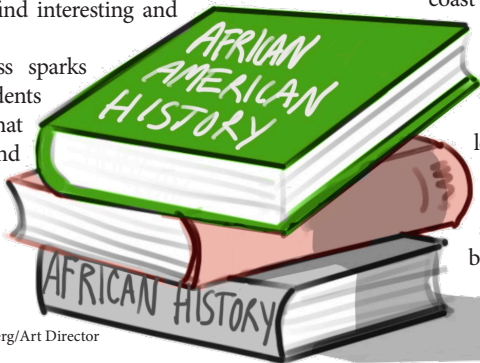
how I’m addressing histories of Black cultural production in the class,” she said.

Meyer hopes to reach out to community partners and history organizations that document African American history, in both the Bronx and the greater New York area. Though she has not initiated any relationships yet, she wants to connect with the Van Cortlandt Park staff and the Schomburg Center for Research in Black Culture, she said.

Meyer’s background teaching seminars at Yale on the Civil Rights movement and critical race theory has helped her plan the class dynamic similarly. Through the seminar format, Meyer is prioritizing how she can help students engage in the history that they find interesting and meaningful, she said.

“I hope that the class sparks a deeper sense of students finding who they are, what they care about, what kind of world they want to inhabit, and a sense of what kind of role they want to play in that world,” Meyer said.

Gabby Fischberg/Art Director



## Molecular Genetics, Evolution and Ecology

ALLISON MARKMAN  
*Staff Writer*

The school’s newest biology course, Molecular Genetics, Evolution, and Ecology, is an advanced science class that will focus on modern molecular genetics and the variability of organisms within ecosystems. Students will be studying processes and evidence of evolution as a means to understand biological diversity.

To create the course, the biology teachers first developed the framework for a 400-level biology curriculum. This involved breaking up the current AP Biology course into two courses, one of which is the Molecular Genetics, Evolution and Ecology course, Upper Division Science Department Chair Dr. Lisa Rosenblum said.

In the AP Biology curriculum, evolution and ecology are often not covered in depth in order for students to be prepared for the AP test, science teacher Camilla Nivison said. “We really wanted to explore those topics more and create a class where we could go deeper into these topics.”

The creation and design of the class required significant organization and groundwork as the Science Department searched for interesting activities and new labs to engage students, Rosenblum said. “[Planning the course] involved a lot of bouncing around of ideas, and we carefully considered the skills we would like students to learn.”

The class overlaps with an existing course, “Molecular Genetics and Cell Physiology,” in the first semester of the year, but the second half of the new course focuses on how the processes of evolution drive ecological relationships, which is a completely new curriculum, Rosenblum said.

## SLS: Man’s Search for Meaning Through Literature and Film

ZACHARY KURTZ  
*Staff Writer*

“Film reminds us that it’s not just how fast you read or how well you analyze — it’s also about learning to be a better, more ethical person,” English teacher Dr. Deborah Kassel said. “[The course] is about examining the relationship between literature and film and looking at works that really speak to our humanity.”

The new course, taught by Kassel next year, will be on literature, cinema, and comparing the two art forms. The class, “Seminar in Literary Studies: Man’s Search for Meaning Through Literature and Film,” is adapted from a semester-long senior elective that Kassel has been tweaking, modifying, and experimenting with over the last five years, she said.

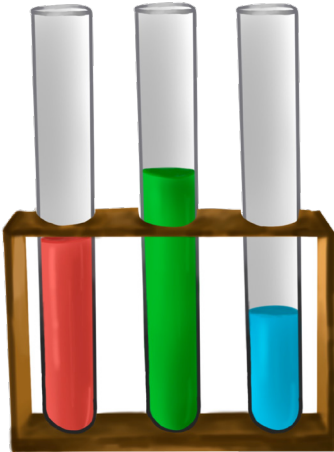
Kassel completed her PhD in comparative literature and received her master’s from New York University Tisch School of the Arts in cinema studies. Her doctoral dissertation explored literature and film as complementary forms of media through the lens of three writers who became filmmakers, she said.

In the class, students will learn to view films as interpretations of the corresponding book in the same way they explore characters and themes. “You don’t look at the book as separate

The vast majority of the course has already been planned, but since the course now meets four days a week rather than five, there may need to be some additional tweaks to the pacing of the class, Rosenblum said. “We’ve planned out the labs, we’ve planned out the activities, and we’ve planned out how many weeks we’re going to spend on each topic.”

Members of the class can look forward to the unique ecology labs that Nivison planned, Rosenblum said. There will be a lab on evolution in real time using bacteria to look at antibiotic resistance. In ecology labs, the Science Department would like to have students outside doing field work, she said.

Vivian Coraci/Staff Artist



“We are really excited about getting to share these ideas with students in ways we have not gotten to before, and we’ll be able to use place-based examples looking at evolution and ecology in the New York City area,” Nivison said.

when you’re looking at an adaptation,” she said. “You look at the two in conversation with each other as interpretations.” Everything that is in the book will not be present in the movie, and vice versa, and the class will look at those choices, she said.

Kassel hopes that students will positively contribute to the direction of the course, she said. While there are units she plans on using as the backbone of the course, she wants the students to study what interests them most and wants to give them the opportunity to explore their own ideas.

The variables of logistics and funding notwithstanding, Kassel would like to bring in guest speakers to discuss cinema, fiction, and their mutually enriching relationship. One of the course’s goals is to examine what is happening in filmmaking today. As an English teacher who considers herself a perpetual student, Kassel is driven by her passion for what she continues to read and see, she said. Her goal is to invite filmmakers and screenwriters from both within and outside of the school’s community to share their knowledge of cinema, literature, and other interwoven disciplines.

“There are certain films that speak to me in a way that no other art does. While our appreciation of art is certainly enhanced by intellection, it is the visceral, spiritually inspiring experience that I purpose to share with my students,” Kassel said.

## African History

CELINE KIRISCIOGLU  
*Contributing Writer*

The History Department’s new African History course will observe the beginning of Africa to the present day and study and critique the Western representation of Africa in Hollywood, television, advertisements, and the news.

History teacher Dr. Steven Fabian, who will teach the new course, wants students to learn how to critically analyze archaeological artifacts from Africa and to imagine what African traders had to do to be successful along the West African coast in the 1400s and 1500s, he said. Fabian hopes to create a dynamic class by engaging his students beyond the lecture format.

Fabian’s interest in teaching and learning about African history began when, as an

student at the University of Victoria in British Columbia, Canada, he took a course in South African History. He decided to pursue his PhD in African History at Dalhousie University in Halifax, Nova Scotia, Canada. Fabian started teaching African History at Brock University in St. Catharines, Ontario for 1 year and continued teaching the topic for 13 more years at the State University of New York at Fredonia.

“This course evolved out of what my own professors taught me, in addition to my own research [as an African historian],” Fabian said. He wants to use an exercise modeled after an assignment from his “African and Asia Since 1945” course, in which students researched Indian leaders from different interest groups to understand the commonalities among the Indian faction leaders during India’s desire to break away from British rule.

“I want students to learn how to break beyond the stereotypes of how Africa is portrayed as a very unstable place in Western media, and to walk away with a deeper understanding of how these crises happened,” Fabian said. “I don’t want them to see these crises as African problems, but as global problems.”

undergraduate



# Author and editor Nicole Chung shares her experiences with anti-Asian racism at MD assembly

ROWAN MALLY AND AUDREY CARBONELL  
*Staff Writers*

At last week’s Middle Division (MD) assembly, writer Nicole Chung shared her experiences with anti-Asian racism and discussed the struggles of not fitting in. Chung, whose biological family originated from Korea, was adopted by white parents, an identity that became a key theme in her 2018 book “All You Can Ever Know: A Memoir.” At the assembly, Chung shared personal stories as examples of how to react in the face of racial prejudice.

“I always want students to feel like it is a powerful thing to write or to read a story,” Chung said. “I love that moment when you put something out into the world and people engage with it, and you’re not alone. You’ve shared an experience, and people are relating to it and talking about it, and it maybe shifts some of their thinking on subjects.”

Visual Arts Department Chair Dr. Anna Hetherington is a long time friend of Chung, she said. Hetherington suggested Chung speak with the MD because of her kind, graceful, and empathetic nature. Some MD students would be able to relate their own experiences to those of Chung, even if their lives were very different, Hetherington said.

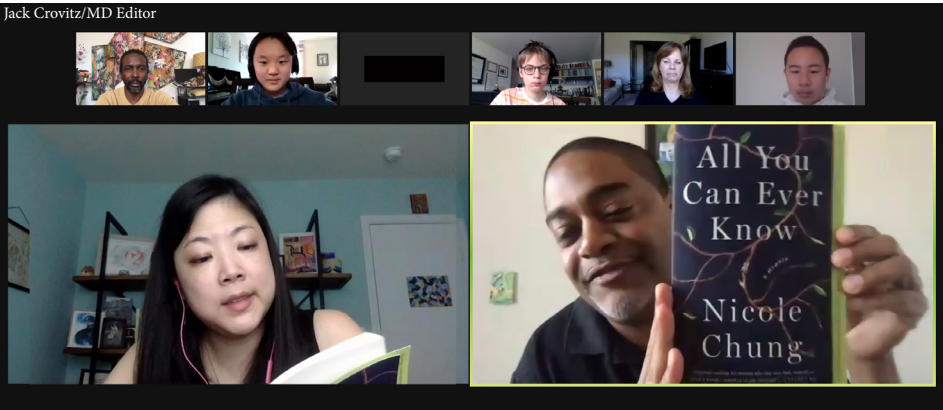
Chung pointed out that her experiences as an Asian-American differ from the experiences of other Asian-Americans and that

one person cannot speak for all others, she said. Chung’s words reminded Hetherington that when talking about broad groups, it is important to remember individuals and their personal struggles, she said. “When people say anti-Asian racism or anti-Asian violence, it feels monolithic, and it’s not,” Hetherington said.

One of Emily Park’s (7) main takeaways from Chung’s assembly was that anti-Asian racism comes in many different forms, she said. “I learned that anti-Asian violence is not necessarily physical violence but also numerous other aspects such as verbal violence,” she said. “Microaggressions are also considered as anti-Asian violence, and account for more bias and prejudice than physical violence.”

During the assembly, Chung discussed her childhood as a cross-cultural adoptee raised in Oregon, Hetherington said. Besides reading excerpts from her book and discussing anti-Asian racism, Chung also spoke about the craft of writing and the individual paths writers take. Hetherington found it powerful that Chung told students to write about their joys in addition to their trauma, she said.

Especially in a moment of heightened anti-Asian racism, Chung’s stories served as an example of how acts of racism can pervade someone’s life, Sarina Shah (7) said. “The most surprising thing from the assembly was the prejudice she felt not only from her neighbors growing up, but also the prejudice she felt from her friends,” she said. “It was



**ALL YOU CAN EVER KNOW** Chung tells her story.

hard to hear how alone she felt because nobody looked like her.”

Specifically, Shah was shocked by Chung’s anecdote about getting into a fight with a peer on the playground who pinched his eyes together to mock her race. “It’s really hard to come to terms with the fact that a boy so young could act on the biases and prejudices he had inside of him.”

While upsetting, these stories served as a wake-up call, Shah said. “I learned that in order to stop these biases against certain Asian Americans, the best thing to do is speak up for yourself,” she said. “The worst thing that you can do is just be a bystander to the person who is experiencing these discriminatory policies.”

Chung’s message on how to combat

instances of racism was informative and clear to Angel Zhao (6), she said. “Students can join rallies or affinity groups to raise awareness and find community,” she said. “The bottom line is simple: if you see something, say something.”

Students can start with small actions such as standing up for others, speaking out, and getting help when needed, Chung said. She also suggested that students reflect on themselves as they develop their individual personalities — specifically, the values they demonstrate, how they can be in solidarity with others, and the impact of the work they can do to make a difference in their communities, she said.

# Art teacher Sheila Ferri featured in international sculpture exhibitions



**RUTHIE’S JOURNEY**

DIVYA PONDA  
*Contributing Writer*

“I always wanted to be an artist,” Lower Division Art Teacher Sheila Ferri said. “My mom was an artist, and she passed that love on to me.”

Ferri’s love for sculpting began when she was in high school. “I took a lot of classes outside of school, with sculptors, and my parents were very, very involved and encouraging,” Ferri said. Now, several of Ferri’s wired sculptures are featured in two galleries: The 34th Annual Materials: Hard and Soft International Contemporary Craft Competition and Exhibition and the Downeast National Sculpture

Exhibition 2021.

Ferri has a specific method for creating her art. “I work in spurts and I sometimes work on a couple of pieces at once. A lot of my pieces have multiple parts to them,” Ferri said. “I don’t like to stay idle, because that will make me too crazy, so I’ll go on to something else, and then come back to it.”

At the Tyler School of Art in Pennsylvania, Ferri explored different types of sculpture. “I learned all different aspects of sculpture from figure modeling, clay modeling, bronze casting, aluminum casting, fine metalsmithing for jewelry, and things like that,” Ferri said. After graduating, Ferri received her master’s degree in sculpture

from the Rhode Island School of Design.

Pursuing a career in sculpting was far from easy, Ferri said. “It wasn’t encouraged for a female to be in sculpture,” she said. “Some of the male professors would say, ‘Are you sure you don’t want to major in painting?’ But it didn’t discourage me.”

One of her pieces, Ruthie’s Journey, which is currently featured in the 34th Annual Materials gallery, is about her mother. Every detail in the piece contains a memory, she said. “I did things that represented her,” Ferri said. For example, because Ferri’s mother loved to crochet, there is a crochet hook and a ball of yarn presented within the artwork.

Another one of her pieces, Bedside Necessities, which is displayed in the Downeast National Sculpture Exhibition, is a reference to the pandemic and is meant to be relatable to viewers, Ferri said. The sculpture includes a crafted bedside table with several common items including wire books with bookmarks.

Working with a material like wire makes it convenient for Ferri to work whenever she has free time — balancing life as a teacher and an artist is not easy, she said.

Another piece of Ferri’s art, Greta’s Burden, is a response to climate change. Ferri was inspired to sculpt this piece because of the environmental burden younger generations are currently facing. “We need to work with our children,” she said. “We cannot leave our planet like this.”

Despite the challenges, Ferri is grateful for the opportunities she has as an art teacher and loves seeing creative minds every day in the art room, she said.



**BEDSIDE NECESSITIES**



**GRETA’S BURDEN**



## Thomas (11) and Romero (11) compete at State Tournament

MAX CHASIN  
Staff Writer

Over spring break, Elias Romero (11) and James Thomas (11) participated in the Journeymen/Rudis New York State Wrestling



ON THE MAT Thomas pins his opponent.

Championships (NYSWC) in Manheim, Pennsylvania. Romero and Thomas both appeared in the championship round of 16, but, as they lost their matches, they did not advance. It was the first wrestling match Romero competed in this year and the second Thomas competed in, Thomas said.

Competitors participated in a qualifying round-robin tournament and the winner

of each weight class proceeded to the Championships, Romero said. In the qualifying tournament there were eight weight classes and in the statewide championships there were 15.

Neither Thomas nor Romero won their round-robin tournament; Romero went 0-4 and Thomas went 1-3. However, because of an availability of spots in their respective weight classes and their statistics from previous seasons, they were allowed to compete, Romero said.

As Romero was unable to wrestle in preparation for the tournament due to COVID-19, he practiced by shadow wrestling and doing various types of cardio, he said. Shadow wrestling consists of practicing normal wrestling motions alone as if the opponent were there.

“Our HM team would work on our stance and practice our attacks either in the park or even in our own homes, sometimes,” Romero said. Romero found being unable to practice with a partner until he arrived at the tournament difficult, he said.

Similarly, Thomas kept a wrestling mat in his basement to practice his stance, motion and drilling, and he did cardio and strength training on his own. However, a week before the statewide tournament, he attended a tournament in Pennsylvania at which he placed third. The tournament allowed him to fall back into the rhythm of wrestling against real opponents, he said.

Going into the championships, Romero and

Thomas expected to perform poorly, Romero said. “While we had high expectations, we also understood that we probably wouldn’t do as well as we hoped, since we hadn’t fully wrestled since last February.”

“Most of the guys we were competing against were coming off of full seasons just weeks before, and they were refreshed, so we were at a disadvantage,” Thomas said.

Coach Peter Doyle, who attended the championships with Romero and Thomas, was pleased with their performance, he said. “They performed above expectations given they had not wrestled in a match for over a year, and they continued to do better as the day wore on.”

Thomas enjoyed seeing some of the top-ranked athletes in the country compete, he said.

Most wrestlers who competed in the championships were sectional champions, so the athletes were the best wrestlers from New York, Doyle said.

One notable competitor, Stevo Poulin, who committed to NC State to continue his wrestling career, is a four-time New York state champion and world team member, Romero said. “I remember him making quick work of his opponent by technical superiority -- like a mercy rule -- and most of the tournament was crowded around that mat to watch him wrestle.”

Romero was concerned by the number of adults and wrestlers not wearing masks or obeying COVID-19 protocols, especially

because the tournament was so crowded. All attendees were screened for temperature and symptoms, and wrestlers and participants were required to wear a mask up until their matches. Still, many spectators and wrestlers did not obey these rules; some were wearing masks incorrectly and others did not wear them at all, Romero said.

However, he was thrilled to be able to compete alongside Thomas, be coached by Doyle, and experience what he missed during the school’s wrestling season, he said. “Our goal was just to enjoy being back on the mat, and we accomplished that,” Romero said.



SPORTSMANSHIP Romero shakes hands.

## General Manager Sam Hinkie speaks at Sports Business Forum

YIN FEI AND OLIVER LEWIS  
Staff Writers

During Wednesday’s remote Sports Business Forum, guest speaker Sam Hinkie, General Manager (GM) of the Philadelphia 76ers from 2013-2016, spoke about the intricacies of sports analytics and the role of statistics in basketball games.

As an American sports executive, Hinkie was a pioneer in the analytics movement in the NBA and was responsible for building the current roster of the title contending 76ers, Head of School Dr. Tom Kelly wrote in an email. During his career, Hinkie attracted a devoted following among fans who adopted the mantra “trust the process,” which conveyed faith in the 76ers’ long-term hopes to compete for a championship. “You’re trying to make better predictions than other people, which is obviously quite challenging in a competitive environment.”

He developed “the process” to bring the 76ers back into contention. “There’s 30 teams in the league. If everything is really fair, then on average, you should expect to win a title about every 30 years,” he said. “The truth is that it is not fair.”

The draft lottery gives incentive to the worst teams, granting them with the top choices of college players. This means that the team

has to choose between vying for the championship or the number one pick, Coach Ron Beller said. Despite feeling skeptical while the process was being carried out in 2015 and 2016, Beller was surprised to realize how brave Hinkie actually was with owning his “process” and following through with his plan.

Having known about “trust the process” beforehand, Jack Chasen (9) said he was interested in meeting the man behind the slogan. “[Hinkie] has a certain type of patience that a lot of general managers don’t have because he is able to wait it out,” he said.

Hinkie also spoke about his unorthodox path from Stanford Business School and Bain Capital to the NBA. “A lot of it was hard work, trying to put yourself in the right position, and then a whole bunch of luck,” Hinkie said. “I thought it would be worthy work, and I famously told my parents, ‘there are 300 million Americans, 30 GM jobs, and I’m going to get one.’”

In response to the attendees’ questions, Hinkie gave his insight on topics ranging from strategies when drafting and tanking to recent evolutions in the game itself. “The game is different and somehow worse, and I find that breaks down a little bit generationally: my uncles are quite frustrated with how the NBA game is played, and my nephews are delighted,” Hinkie said. “I’m sort of on the side of the youth in that if Steph Curry

making 14 threes in the game is super duper exciting, I don’t think anyone will really miss Patrick Ewing and a bunch of people sort of banging down low.”

Beller respects how, for Hinkie, draft picks are a premium. “When building a team, he doesn’t have the next three months in mind, he has the next 5, 6, 7 years in mind,” he said.

Hinkie also talked about how he looked for asymmetric bets in prospective players. “In everything I do, I look for capped investments with uncapped upside,” he said. “With Joel Embiid, the likelihood of him failing was massive, but the likelihood of him succeeding beyond was huge and relative to other players was ginormous.”

Hinke became a general manager in part because he believes that sports, as a whole, are a meaningful experience, he said.

“The beauty of sports is that it creates moments people remember on their deathbeds,” Hinkie said. “Memories with their families or memories with their friends at that game you went to that was so big, or that moment when you saw that amazing thing happen in the chases to the title, and that way you felt and who felt that with — that, to me, is like the greatest amount of fun.”

### Be sure to take part...

ENVIRONMENTAL RACISM

PLASTIC BAG CROCHETING

GreenHM

# GREEN WEEK

THE LORAX



GREEN FASHION

**Join us for movies, forums, & activities all week hosted by your very own classmates and teachers !! Bring your friends and classes!**

**APRIL 19 – 23**

VEGETARIANISM

ASSEMBLY WITH ELIZABETH KOLBERT