

The Cougar Chronicle

December 2019

JACK M. BARRACK HEBREW ACADEMY

Volume XXX Issue 2

Unify for Uniforms

Rivkah Wyner, Executive Editor

By definition, uniformity seems to be at odds with pluralism. To many, the idea of wearing identical clothing is revolting. However, this seemingly bad concept, contradictory to Barrack's values, might be worth



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considering after all.

Pluralism in a Jewish day school is about making the school a space for Jews of multiple denominations and communities. But this philosophy sometimes creates more problems than it solves. Modesty is a Jewish value that varies amongst Barrack

students, and enforcing a dress code can delegitimize our pluralistic environment. It is difficult to draw a line on modesty when each individual has a different definition of what that means. Having uniforms takes the attention away from the pluralistic issue and, instead, makes it about professionalism.

The other issue that uniforms would solve is 'dress coding.' It is clear when one is wearing a uniform or not, but a broad dress code is difficult to enforce. Girls often feel more targeted than boys, since the rules of the dress code affect how girls typically dress more than how boys typically dress. Being 'dress coded' is also really embarrassing for the teacher calling attention to the offense, and even more so for the student being called out.

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Uniformity Is Conformity

Devora Solomon, Opinion Editor

In the 2015-2016 school year, about one in five public schools in the US required students to wear uniforms. This was a significant increase over 2003-2004, when only one in eight required uniforms.



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Today, students all over the country wake up every day to put on clothing that they know everyone else will also be wearing. Most school uniforms consist of khakis or slacks and a polo for boys, and skirts and a polo for girls. Uniforms not only limit self-expression, but they also promote conformity and are not affordable for everyone.

Rebecca Shaid '20 believes that "fashion is a manner of expressing oneself, and instituting a mandatory uniform policy would suppress students' self expression." Uniforms can restrict students' individuality, and students may

not feel comfortable in the required clothing. Many people use clothing to not only express themselves, but also to identify with certain groups. The relatively new concept of gender fluidity adds to the difficulty surrounding the issue. For example, students who are biologically female may be required to wear skirts, even if they don't identify as a female or with a gender at all.

One argument for uniforms is often the economical advantage of not having to constantly update a wardrobe with the trends or the seasons.

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High School Blues

Kayla Bleier, Staff Writer

Happiness is a shaky subject on its own, but place it before a high schooler, and it seems to shatter. Why does it seem to be so hard to be happy? Is happiness the real thing in question here? The teenage years, also known as adolescence and puberty, are years of constant change. The time from your 13th birthday to your 19th birthday might look like a meager six years on paper, but in reality, your life changes numerous times. Entering high school alone can be a reality shaking experience. Meeting new people, going to a new school, gaining the

realization that grades are important at the same time as you are trying to balance your changing brain can be crazy. Personally, my freshman year of high school was awful, and it was not necessarily the school's fault.

So what is going on? According to research by Psychologist Dr. Jean Twenge, there has been a sharp increase in teenage loneliness. Many students finishing high school reported that they felt depressed and hopeless, and 50% of teens in her survey from 2015 were

clinically diagnosed with depression. Unhappiness seems to be spreading like the plague -- an invisible disease jumping from student to student. Dr. Twenge found that around the same time she recorded the drastic drop in teenage happiness, social media exploded. Highschoolers and college students have begun to spend increasingly less time face to face with each other.

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Moving Past Politicians' Pasts

Rivkah Wyner, Executive Editor

No matter what part of the pluralistic spectrum you are on at Jack M. Barrack Hebrew Academy, you are probably aware of the value of Teshuvah (repentance). Judaism demands that we analyze our actions, ask for honest forgiveness, forgive those who have apologized to us, and rebuild ourselves to strive towards our potential. Unfortunately, today's society doesn't hold similar standards.

It is not that society doesn't believe in the ability to change or grow, rather it's that society rarely forgives the past mistakes of people who *have* changed or grown. As Rabbi Lord Jonathon Sacks said in a pre-Selichot address this past October, "We live in an unforgiving age."

In 2015, British scientist and Nobel prize winner, Tim Hunt, had his career and credibility destroyed when, at a science conference, he made an off-the-cuff, allegedly sexist comment that was taken the wrong way. Social media blew his remark out of proportion, and he was forced to resign from his position as a professor. Although he apologized time and time again, promising that he did not have any sexist intentions, the world refused to forgive him. "I am finished," he said. "I have become toxic. I have been hung to dry by academic institutes who have not even bothered to ask me for my side of affairs."

In Canada's recent elections for Prime Minister, Justin Trudeau struggled to stay in power after photos appeared that exposed him for wearing blackface makeup decades ago on three different occasions. These photos contrast with his liberal policies and efforts to improve the lives of minorities in Canada. Not only that, but he repeatedly apologized and described his past behavior as "unacceptable." Trudeau acknowledged his past mistakes, apologized, and throughout his time as Prime Minister has instituted progressive ideals. In this advanced world, we should not let politicians' pasts weigh down their public image, especially if they have changed since the occurrence. If a politician has truly grown, it is up to

society to embrace forgiveness and see people as they currently are, and not how they once were.

When Brett Kavanaugh was appointed to be a Supreme Court justice, Christine Blasey Ford accused him of sexual misconduct. Even though Kavanaugh denied the charges, many believe

But Kavanaugh is only one of many examples representative of the dangers of "Me Too." This movement is based on giving victims of sexual misconduct the voice they never had and uncovering hidden perpetrators. Although this is an honorable intention, it comes at a cost. It might



Prime Minister Trudeau with and without blackface makeup.

that this allegation of inexcusable past behavior should not permit him to be in the Supreme Court. The Senate Democrats have asked the FBI to reopen the Kavanaugh investigation, New York Times reporters are continuously looking into his past behavior at Yale, and Democratic presidential candidates have even called for his impeachment. The truth is, whether this allegation is true or not, Kavanaugh was a very different person in college than he is now. Overcoming character flaws is actually a wonderful thing. Just because Kavanaugh in the past might not have represented the ideals of a Supreme Court justice, does not mean that Kavanaugh in the present does not either. He is capable, qualified, and influential, so why all the uproar? It's shameful that an alleged accusation from decades ago, and from high school when he was not even eighteen, could completely alter a man's public image and could even be expected to pull him from office if proven true.

be valuable to expose those who committed sexual assault who used to be able to get away with it, but is it really helpful to anyone to ruin people's lives and reputations if they have sincerely apologized and changed? And all the more so when the alleged crime is trivial in and of itself. If society is encouraging liberal values, such as rightfully demonizing sexual misconduct, increasing forgiveness should be one of them.

As Jews who understand the significance of doing Teshuvah, we must have similar standards for the rest of the world; we must learn to forgive. A politician who continuously displays immoral conduct is very different from an honest politician who once was dishonest. Not holding to this standard would be to delegitimize the ability to grow over the course of one's lifetime. It would be not giving second chances. It would be not giving ourselves the ideal that who we are now is not who we always have to be.

Politicians' Pasts: Saying the Magic Words

Niva Cohen, Staff Writer

Recently, allegations of sexual misconduct and racial insensitivity have emerged concerning various politicians. In this era of hyper-sensitivity and accountability, the question arises whether leaders' past actions should affect their public image. Because people expect their politicians to represent their values and ideals, these leaders should be held responsible if they are discovered to have breached moral standards. At the same time, the public response should be nuanced. Both the leaders' alleged behavior and how they

respond to public condemnation should dictate how and whether

In this era of hyper-sensitivity and accountability, the question arises whether leaders' past actions should affect their public image.

they survive the controversy.

In Canada, this very dilemma became relevant in September, when Justin Trudeau, the Prime Minister, was featured in several photos wearing blackface. In one instance in 2001, 29-year-old Trudeau dressed up as Aladdin at the school in which he worked. Blackface, using paint or some-

thing similar to darken one's skin to appear black or brown, was historically used to spread racist stereotypes and to portray black people in performances without having to hire black actors. Although it is considered quite offensive, Prime Minister Trudeau insisted that he "didn't think it was racist at the time, but now [he] see[s] it was a racist thing to do." He apologized repeatedly and profusely.

Even if leaders didn't know at the time that blackfacing was offensive, it is their responsibility to assure their constituents that, today, they view it as wrong. Their

job is to convince citizens that they share the same values. The best way to do this is just to apologize. After all, they should be sorry that photos of them blackfacing made citizens feel betrayed; they should be sorry that they hurt those who elected them. By apologizing for how they made others feel in how they acted, politicians can project the utmost sincerity without taking undeserved blame. An apology along these lines should satisfy citizens as the leaders are taking responsibility for the impact that they can have on those who look up to them.

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Hands Off or You'll Be in Treble

Stefanie Rose, Executive Editor

If you're a regular at Barrack, then you are probably already aware of this problem: the piano in the lobby. While I think that it is a beautiful piece of decor, and that it produces fantastic music, there should definitely be a restriction on when it can be played; hey, maybe even a lock would get the job done. I am not a hater of the arts, but the random piano music has got to go.

As a senior, my only free time to relax and de-stress is during lunch. While I am talking with my friends near our lockers on the ground floor, all I can hear is the sound of those black and white keys. And as I try to talk over the music, the music just keeps getting louder. Not only is the piano a disturbance at lunch, it is also played during study halls. I think to myself, "I am in study hall, so why are these middle schoolers playing the piano and not in class." I think that is also an issue. I believe that the piano should be locked throughout the day, and should be unlocked only after school, for purposes of the arts.

In addition to the piano being played at inconvenient times, the same three songs are

played: "The Office" theme song, "Fur Elise", and "Bohemian Rhapsody". Sometimes they throw "Baby Shark" into the mix, but that is only on special occasions. If these students have the audacity to play the piano, they

A lock on the piano would be our friend.

should at least be able to play a variety of songs. If they cannot play about 10 different songs, then they should not be allowed to play the piano at all. I get it: learning songs is hard, but if you must play the piano, there better be some good ones in there. Students' laziness about finding new pieces should lead to a decline in students playing the piano, because no new songs would mean no playing piano. Period!

If students really have the desire to play the piano during the school day, they should be ushered to the one in the auditorium. In the auditorium, they can play their hearts out in a less distracting area. Because the piano is in a quieter setting with less echoing, it would make playing it all the more fun. Playing the auditorium piano might also attract more kids

to want to play, since it is in a more intimate setting. It could be used as a mechanism to provide some alone time during school. Overall, I am not opposed to music; I am just opposed to it when it disrupts the flow of the entire school. A lock on the piano would be our friend.



RIVKAH WYNER

School's Lobby Piano

*Do you have an opinion about the piano?
Write a letter to the editors! Email to
helen.rudoler@jbha.org*

Magic Words

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The issue is different, however, when it comes to sexual harassment and assault. A well-known example is the case of Brett Kavanaugh, who is now a Supreme Court Justice. In 2018, when President Trump nominated Kavanaugh to the Court, a number of allegations arose against him. The central one was filed by Christine Blasey Ford, who claimed that a drunk teenage Kavanaugh had pinned her down at a high school party, groped her, and tried to take off her clothes. These charges were never proven, no witnesses came forward to support the accusations, and Justice Kavanaugh has consistently denied that such an event ever happened.

Like Trudeau's blackface, the alleged attack took place decades ago, when sexual harassment and assault were not nearly as condemned. But unlike blackfacing, no one can argue that a responsible person in the 1980s could not have understood the evil of sexual assault or harassment. Good men always knew that forcing themselves on women or using their power to exploit others was wrong. Sexual assault is a direct

act of violence, something that "a good guy" would never consider acceptable. Harassment, even if not violent, makes people uncomfortable, and anyone of good character would see that. Society primarily views blackface as wrong because of the part it played in historical oppression. Sexual harassment, however, is morally wrong in all contexts, all places, and all walks of life, be-

committed immoral acts in the past should be exiled from their occupation forever. As long as they recognize that they made a mistake, and do all that they can to win the forgiveness of those they hurt, there is no reason why they cannot continue to lead. Part of good moral character is recognizing when you hurt someone else and owning up to it, and, as Amina '22 says, "Part of being a

resign and run for reelection when the time comes. Stepping down shows true remorse and willingness to suffer consequences for one's actions; it emanates sincerity. Some people will never be satisfied, and they may choose not to vote for a politician accused of sexual harassment no matter what. Many will be touched by their representative's readiness to resign and will choose to vote for him again, even with all his cards on the table

When all is said and done, an apology is all many citizens want. Maddy Denker '22 thinks that "Trudeau's apology was acceptable because he publicly admitted wrongdoing, [while] Kavanaugh has continuously denied any wrongdoing for something that was against the law." The difference in these two cases, of course, is that photos proved that Trudeau actually did something wrong; however, there is no evidence against Kavanaugh, only accusations and assumptions.

Leaders should be judged based on all of their actions, even past ones; but that doesn't mean that they should be held to an unreasonably high standard. Sometimes, if they truly did something wrong, all their constituents need to hear are the words, "I'm sorry."



SHUTTERSTOCK

Kavanaugh (left) and Ford (right) at Kavanaugh's hearing.

cause it is an exertion of power over the weak and helpless. Any person with an idea of right and wrong could see the problem with sexual assault. Therefore, it is reasonable to hold politicians accountable for such actions.

Nevertheless, that is not to say that politicians found to have

leader is knowing when you've made a mistake and trying to repair the damage that your mistake has caused." Whether or not an apology is enough to excuse a leader accused of sexual misconduct depends on the circumstances. If the accusations are severe enough, a politician should

Uniformity Is Conformity

Devora Solomon, Opinion Editor

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However, schools that require uniforms also require their students to pay for them and some even require different uniforms for everyday school, gym class, and school events. Costhelper Education found that a full wardrobe of uniforms can cost up to \$600. Especially in schools where students have options for different tops and bottoms, the money that parents end up spending becomes comparable to the money spent on a regular wardrobe. Many parents who have chosen to send their children to public school on the promise of free education have found that the financial requirement of uniforms reneges on this past promise.

As a pluralistic school, Barrack recognizes the importance of celebrating and tolerating each others' differences. Uniforms promote conformity and can actually negatively affect students' body image. When people choose what they wear, they can choose clothing that makes them feel comfortable and that they be-

lieve flatters them. When everyone is wearing the same thing, insecurities can become more prominent as students see how others look in the ex-

through clothing, some students feel the need to find another way to express this through bullying. The Miami-Dade Public Schools Office



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Uniforms do not prevent bullying.

act same clothing.

Studies have also shown that the introduction of uniforms in school increases the amount of bullying incidents. Without the ability to show their differences and superiority

of Education found that bullying incidents doubled in middle schools a year after the introduction of mandatory uniforms.

Mandatory uniform policies are being implemented in schools across

the country as schools are claiming they want students to focus on their education by limiting distractions. When people aren't able to demonstrate their individuality, it can lead to a sense of confusion about one's

Uniforms would enforce a professionalism that a preparatory school such as ours should always strive to achieve.

identity. Being able to choose what to wear and how to express themselves is a right that all students should have. Uniforms promote conformity and limit individualism, while also straining a family's financials and increasing bullying incidents. Uniforms should not be implemented at Barrack, as it directly challenges the pluralistic visions of the school by not allowing people to express their differences.

Unify for Uniforms

Rivkah Wyner, Executive Editor

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In addition to addressing the pluralism and sexism issues, uniforms can also reduce stress. Maya Patent '20 shared that she "could sleep longer if [she] didn't have to pick out an outfit every morning." This reality is all too

Uniforms would enforce a professionalism that a preparatory school such as ours should always strive to achieve.

true. For many, it is difficult to pick out a new outfit every day, being careful not to repeat specific looks, while simultaneously trying to fit in socially and reflect their own unique style. Uniforms will "even the playing field in the who-has-the-best-clothes competition," according to Mira

Greenspan '20. Having uniforms can actually decrease social stress revolving around how to look and what to wear, allowing students to be more comfortable in the already anxious school

be worn for as long as they last, they also give parents a way out of not having to buy their children certain apparel to show that they 'fit in'."

While some lament that uni-



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environment.

Uniforms would also save parents significant money by having a smaller, more realistic-sized wardrobe for students. *Trusted-Clothes.com* argues that "school uniforms are economical as they eliminate the need for parents to buy their children clothes for school that keep up with the ever changing trends. Not only are school uniforms classic and can

forms suppress individuality, they don't have to. We could have a uniform policy with options for tops and bottoms that allow you to mix and match and even accessorise as you please, leaving room for some self-expression while still maintaining the overwhelming pros in having uniforms. Belle White '20 even said that she "thinks it would be cute!"

Lastly, uniforms would give

Barrack a deeper sense of professionalism. Having a dress code in the first place is primarily to give the school atmosphere a certain level of distinction. But that ideal is rarely actualized. Uniforms would enforce a professionalism that a preparatory school such as ours should always strive to achieve. *ProCon.org* explains that "school uniforms keep students focused on their education, not their clothes." Michael Kalman '20 agrees, believing that uniforms would "make Barrack look more professional", and Jewish Studies teacher Rabbi Michael Yondorf says that "students tend to behave better when they are dressed in nicer clothing."

When it comes down to it, uniforms are the type of thing that usually seems like a bad idea at the onset, but when thought through more deeply, is something most people can come around to. After getting past our initial sense of pluralism pride against uniforms, perhaps we can come to the realization that uniforms would be a positive change for our school.

Ding-Dong, the Bells Are Gone

Helen Rudoler, Editor-in-Chief

As students poured back into school at the beginning of the 2019-2020 school year, they were met with one very apparent change: the absolute lack of bells -- none to mark the beginning of the day or the end of lunch, and silence between periods. The theory behind a no-bells system is that it

"I like not having them because if I'm late to class, it's not my fault."
-- Rachel Civan '20

creates a calmer environment. In the first few days of school, this led to some serious confusion.

Ruby Benjamin '20 found that "Friday schedules are confusing enough, and coming late to class because I thought break ended at 10:15 was stressful." Mrs. Sarah Strick, head of the Math Department, designed a system to avoid confusion. Her tactic is to "set multiple alarms that give me warnings when there are two minutes before periods end and before they start. This helps me to stay on schedule. I like that it's generally quieter in the building without the bells. I also find that students come to class more on time without them."

Over the first few weeks of school, students were very vocal about their discontent with the new system. Maya Langer '20 advised her grade in their group chat that "if anyone wants to complain about the lack of bells, please wait a bit. I do too, but if we do it now, then we'll be told to wait and give everyone time to get used to it, and if we say something later,

we'll have been delegitimized already." The administration held strong, and the student body began to come around, slowly but surely.

Shaqed Tzabbar '20 reflected that, "At first I was opposed to the no bells and found it to be confusing and a nuisance, but now I actually really like it. Teachers are able to end the period nicely without everyone jumping up in the middle of a sentence, and it is much more calming." Much of the student body is on the same page as Ms. Tzabbar; in short, they have

indeed become used to it. Rachel Civan '20 shared with the Chronicle that "I like not having them because if I'm late to class, it's not my fault."

The school continues to seek ways to improve the bell policy. The Tech Department and Mr. Alexander Diehm of the STEAM Department have been commissioned to build a device which can play music over the PA system in between classes.

Diehm told the Chronicle that "I am working on a device, along with the Tech Department, that will allow our school's PA system to play music. It will essentially bypass the bell sound and play music from a selected playlist. The project should be completed by December; we want to make sure we work out any bugs before implementation."

Students should expect this no-bell policy, in some form or another, to stick around for the foreseeable future.



GOOGLE IMAGES

High School Blues

Kayla Bleier, Staff Writer

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Even when together, I know from experience, people are constantly on their phones. The technology itself is not evil. It is the way that it is used that slowly poisons childhood relationships. Texting is so much easier than talking. What Dr. Twenge discovered was that the less time teenagers spent on social media, the happier they were.

Unhappiness seems to be spreading like a plague

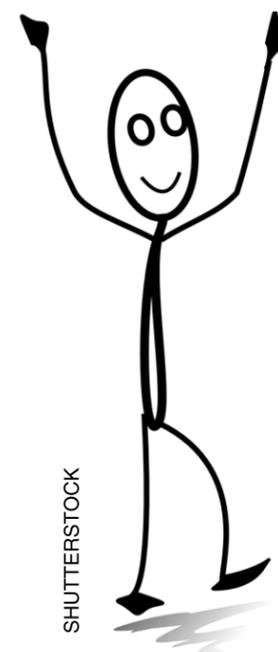
Comparing yourself to another person is natural, and it helps us all strive to be better. However, while you stare and scroll



DANIEL EHRENWORTH

through your screen, there is nothing you are doing to better yourself, and so you sink into a quicksand pit of self-deprecation. It is hard to quit Instagram, but you do not even need to stop it. Take time to do something else. Limit the time spent on your phone. Happiness is hard -- that is true -- but if you actively spend time trying to be happy, you might just find it is not as fragile as it appears to be. Making new friends is scary, and strengthening

current relationships is a constant challenge, but if you take the first step and proactively do something you want, the outcomes might surprise you.



SHUTTERSTOCK

What It's Like Being a Minority at Barrack

Rebecca Shaid, School News Editor

I am bisexual, and I am a minority at Barrack. Before I came out, I had to seek out and confide in another Barrack student two years older than I who also came out as bisexual, simply because I desperately needed to talk to someone who understood me. I didn't feel comfortable joining GSA because if I did, suddenly, my secret would not have been mine to own. Sometimes I wonder if I would've found that part of myself sooner, or come out faster if I had been surrounded by more people similar to me at school. Stefanie Rose '20 explained her comparable feelings, saying she feels "no one really understands what [she's] going through" as an Asian in a primarily Caucasian school. Rivkah Wyner '20 noted she "always feels that [she] walk[s] around in a bubble of separation of values" being a part of the small contingent of religious Jews at the school. It's not a secret that minorities are not a commonality at Barrack, and that is precisely what makes it that much harder for them. And *that* is the reason why it needs to be talked about more in school.

Judaism is a minority religion, so naturally, Barrack gives us tools to be able to advocate for ourselves when we get to college; but what's not given attention is that some of us are *already* needing to advocate for ourselves. It's those people, the minorities within the minority, who don't necessarily receive enough attention from the administration. Considering the almost nonexistent education Barrack students receive on cultural and social issues, students end up uneducated and more prone to making stupid and hurtful jokes. Rose remarked that often "racist jokes are remarked in class... and sometimes it does get to be too much, and I have to say something about it." When these hurtful things are said against one group, whether it be about an intellectual disability, sexuality, race, or anything else along those lines, students that the comment affects are forced to make a decision. They "could just stay silent, and then no one hears [their] side, but then at least there's not that fear

of being misunderstood," Wyner explained. Everyone has to make that decision on their own, and it's not consistent with every case, but it's something every minority *does* face at Barrack.

Serena Levingston '20 shared that the first time she ever publicly came out to more than just a few trusted friends was to combat some guys saying, "'Transgender is a disease' and saying the N-word and stuff." She continued, "For a while, it was like I don't want to come out if people are gonna say these things." The lack of diversity "definitely affected the amount that [Levingston spoke] up at Barrack." She felt she wouldn't have to be the only one

the scattered 'safe space' stickers and the occasional assembly, nothing so evident is done to make minorities feel more comfortable in their school environment. Rose said that she doesn't think "the administration has done anything," and she particularly feels their lack in advocating for her, so she's had to "advocate for [her]self." Levingston had similar sentiments, saying that although the LGBTQ+ stickers are nice, they're not "structural changes," and she shared her concern that the gender-neutral bathroom is only on one floor and only in the high school wing.

On the other hand, there is some responsibility minorities need to

sharing and discussing their troubles. It would also solve the problem of

"No one really understands what I'm going through" as an Asian in a primarily Caucasian school. -- Stefanie Rose '20

GSA being a small club with "not a lot of momentum" as Levingston put it. Perhaps the English Department could add more literature in their curriculum that is either written by or written about a more diverse range of people and issues. Currently, there is a unit on race, gender and sexuality in tenth grade, but separating this unit from the rest of literature teaches students that race, gender and sexuality is more of a separate subtopic than something simultaneously occurring in society. Integrating more discussion of current events in classrooms or Advisory groups would also be helpful in students' education about pressing social issues. Other solutions, even on a smaller scale, could include more social educational assemblies and more posters around the school. Perhaps adding more into the health curriculum on race, sexuality, ethnicity, and other differences, and taking the class more seriously, would help.

In preparation for this article, I interviewed three different people from three different minority groups, and what I gathered is that they all had very similar hardships. Someone may not look exactly like you or be attracted to the same people, but this is about finding the people that you can connect and relate to, and those can very well be people you wouldn't expect. I know being a minority at Barrack is difficult, but I promise there are people at Barrack who feel the same way as you; you just need to reach out.



GOOGLE IMAGES

consistently speaking up "if there were more out gay people." It could be because of this very lack of diversity throughout the student body that students can be so ignorant in their jokes. But diversity is not something that can be controlled at Barrack, and that is precisely why social and cultural education is so necessary. Hearing crude jokes about your minority and debating whether to defend yourself is obviously something crucial in a minority's experience at Barrack. On the one hand, Barrack does an excellent job of teaching its students to advocate for themselves. Still, on the other hand, it does not have enough social education to try to prevent this hardship for its minorities in the first place.

The administration's role in the minorities' experiences at Barrack is a crucial yet deficient one. Besides

acknowledge in that they chose to go to Barrack. In contrast with Rose and Levingston, Wyner shared that she knew what she was getting herself into when she decided on Barrack over, say, Kohalet; and "because [she] had that mentality of expecting it, [she doesn't] feel like it's an affront to [her] when things don't go [her] way." When it comes to the administration's role in the life of a minority at Barrack, it could be more involved and helpful. Still, the students also have to take some responsibility and initiative themselves.

A proposed change is to create "a minority club with kids who just feel like they're a minority at Barrack. So kind of like a broader version of GSA that could include ethnic and racial minorities too," Levingston offered. This would make a safe place where all minorities would feel comfortable

The Hot (Lunch) Scoop

Eliana Pasternak, Staff Writer

It goes without saying that some Barrack lunch days are better than others, but which days are truly the best? And which are the worst?

Chinese food and pizza obviously get the most students, but they are both ordered from outside the school, and only occur once in a blue moon. Barrack's regular lunch lineup usually consists of anything from pasta to tacos, and it's a bit less glamorous.

Any time the chalkboard in the kitchen reads that it'll be a dairy day, I rush a little less to take my spot in line. Many students aren't huge

Barrack's regular lunch lineup usually consists of anything from pasta to tacos

fans of the school's tortellini, and others steer clear of the grilled cheese. Meat days are undoubtedly superior.

Roasted chicken or hamburger days clock in at a solid six out of ten for me. They're good, but hot lunch can do better. It's never truly the Lunch Program's time to shine until a chicken nugget or meatball day. Both days bring consistently good food, and yet, they're just regular days on the schedule.



LUNCH PROGRAM

Welcome to the MAMAN System

Helen Rudoler, Editor-in-Chief

Students at Barrack take a minimum of eight classes and are expected to be involved in numerous sports and extracurriculars. Additionally, many students have commutes of an hour or more. Homework bombardment, therefore, is inevitably a problem in such a rigorous and high-achieving environment.

Currently, school policy restricts to five the number of assessments a student may have in a week, but there is no limit to homework assignments. Teachers are required to give a week's notice for major assessments and post all assignments on Canvas. History and English may not schedule assessments on the same day, nor may Math and Science.

The new policy, the MAMAN system, keeps all these rules, except for the restriction on Math and Science assessing on the same day, but adds many additional restrictions. Under the new policy, History and English

are also prevented from assessing on consecutive days. No subject may assess twice in the same week. Teachers must return an assessment before assigning another of the same nature. For example, English teachers must grade and return students' analytic essays before assigning another, but they may schedule a creative assignment in the meantime. The assessment per week limit is reduced from five to four.

Most differently, the new policy introduces a weekly point system which caps all homework and assessments. The points have been dubbed "MAMANS" (Managing And Monitoring of Academic Nekudot) by the policy's lead architect, SA Treasurer Adam Maman '20, and are referred to as such

by members of SA. It remains to be seen whether that jargon will catch on. Tests and papers are five points each, a homework assignment is worth two points, and a quiz is worth three. No class may assign more points than the students' grade level. An additional two points are allowed for Honors or AP classes. So, for example, a Senior AP class could receive fourteen points from one subject in one week, while a Freshman grade-level class could only receive nine.

Sophia Shapiro '20, SA President, discussed the new policy with the Chronicle. "As of last week, we launched the MAMAN system in the senior class as a trial run to gather data and get feedback," she shared. "The caps on the numerical value system were set purposefully high in order to get [faculty] on board," she explained in response to seniors' concerns that it is virtually impossible for classes to reach the twelve-point limit, rendering the complicated system moot. "Once we have data from the seniors," Ms. Shapiro elaborated, "we will be able to lower the amount of MAMANS and create a better balance. The point of this system, which tracks and monitors every class individually, is to lower and regulate the overall amount of homework. We originally had a per day cap per class, but after discussion with admin, we felt it would be better to just start with per week, then really crack down and regulate more once we had data to back it up."

Some seniors voiced concerns as they

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tested out the system. "My concern regarding the Maman system," shared Maya Posner, "is that some assignments require more time and others less. For example, a 10- question

"Really, the main issue here isn't the amount of homework teachers give, but the sheer number of classes students have to juggle." -- Sophia Shapiro '20, SA President

homework assignment will take a student less time than a 20- question homework assignment, but they are both considered the same amount of points. I think the Maman system is a really great idea, but I'm not exactly sure how it will effectively reduce the amount of time spent on homework." Overall though, Ms. Posner thinks "the Maman system will be extremely helpful in limiting our amount of school work and stress."

Shapiro admitted that the policy is a work in progress: "I think that this system has great potential, but I do admit there are a lot of loopholes that we must work on. Really, the main issue here isn't the amount of homework teachers give, but the sheer number of classes students have to juggle. If we work hard on maybe switching to a modified block or another schedule that doesn't allow for students to have all nine classes every tri, then the homework will fall into line."

SA will continue to fine-tune the policy as they work towards a school-wide implementation.

BARRACK HOMEWORK CHEAT SHEET

The Managing And Monitoring of Academic Nekudot
(MAMAN)
BROUGHT TO YOU BY SA

PROJECT	1 point is added to a student's total from the day it is assigned until the day it is due.	1
PROJECT		MAMAN
2	HOMework ASSIGNMENT	2 points for the day it is due.
MAMANs		
QUIZ	3 points for the day of the quiz.	3
QUIZ		MAMANs
5	PAPER	5 points for the day it is due.
MAMANs		
TEST	5 points for the day of the test.	5
TEST		MAMANs

- EACH GRADE IN THE US GETS THE NUMBER OF THEIR GRADE LEVEL EVERY WEEK (PLUS 2 IF YOU ARE AN HONORS CLASS)
- MIDDLE SCHOOL ALL GETS 9



The College Process: Finding Your Jewish Community

Rebecca Shaid, School News Editor

Different schools vary drastically in the size of their Jewish population. According to Hillel, the largest Jewish campus organization in the world, many of the highly Jewish-populated schools in the United States are frequently visited by Barrack students; for example, the University of Michigan, the University of Maryland, and Rutgers University. Jewish population can be significant to some Barrack students beginning their search for a college, and for others, it can barely be a thought in their consideration. And to some, not only

does the Jewish population matter, but the vibrancy of the community, BDS activity on campus, and acts of anti-semitism play a role in picking the best college. There is no one right or

wrong answer to this consideration, and mostly, it all depends on how much one values having an active Jewish community.

For senior Caleb Claywell '20, who transferred to Barrack in 10th grade from a non-religious school, the Jewish community has come to mean a lot to him. Claywell stated that he didn't "originally [think] it was significant for [him]," but after attending Barrack, he knows he wants "at least somewhat of a Jewish community" at college. A lot of people strive for that Jewish community, because it's what they've come to love and it makes them feel comfortable. Some Barrack

students want to surround themselves with fellow Jews to help alleviate the anxiety of starting somewhere new. In addition to feeling comfortable amongst similar people, people also like to surround themselves with the Jewish principles they are familiar with.

Lauren Mermelstein '20, "appreciate[s] the community at Barrack, so [she] wanted to find a school with similar values, like

inclusivity and Tikkun Olam." It is no surprise that Barrack students would want to surround

way out and just forget it. I don't want to set myself up for that."

Looking for a Jewish population in college wasn't as tricky for Erez Fishman-Cohen '20, who explained that he was "keeping an open eye about having a Jewish community at college, but it wasn't [his] top priority." There are certainly students, similar to Erez, who wouldn't care if there was a strong Jewish presence at their college or not. At Barrack, people have varying values, and having a Jewish community is not always one of them.

There is a lot that goes into deciding what college is best for you, and the Jewish population may or may not be a significant aspect of that decision. Most importantly, it's essential to know that this decision is different for everyone. No person has exactly the same attitude as another, and whatever you decide is hopefully what is right for you. If you're starting the college process and don't know what you want in a Jewish community at a school, going to visit a friend for shabbat or getting in touch with a campus's Hillel are two great ways to start.



Jewish population can be significant to some Barrack students beginning their search for a college, and for others, it can barely be a thought in their consideration.

themselves with people of similar values, faith, and background.

Jewish identity is a key deliberation in a decision. Some people fear losing their Jewish identity at college, and others hope to continue in the growth of their Jewish identity. Either way, a staunch Jewish presence on campus is necessary if you want those things. Sophia Shapiro '20 said, "If I don't have a strong Jewish community at my school, I will probably come out of college really lacking Judaism. I don't want to lose my Jewish identity, and if I am at a school where there is no Judaism, I know I'll take the easy

Students Advocating for Israel

Devora Solomon, Opinion Editor

There are many organizations devoted to advocating for Israel, politically or culturally, that make an effort to involve high schoolers.

Barrack students often find ways to engage in these organizations either through Barrack's Israel Club or through their own Israel advocacy.

American Israel Public Affairs Committee, or AIPAC, is an organization that engages several Barrack students each year. The

AIPAC Policy Conference is a three-day conference that brings together nearly 20,000 people each year in Washington DC to learn about and contribute to the American Israeli relationship.

Attendees go to breakout sessions each day to hear speakers such as college students, bipartisan American politicians, and Israeli politicians.

The goal of these sessions is to educate about the relationship between America and Israel and

why it is crucial for both parties involved. Students who go as delegates with their schools or synagogues get to access special sessions focused on student activism, particularly on college campuses.

Additionally, high school juniors and seniors have the option of attending the Schusterman Advocacy Institute for High School Students. This smaller, more intimate setting is dedicated specifically to educating high school students on how to further the American-Israeli

relationship as college students. AIPAC is an organization with the goal of keeping the political relationship between Israel and America strong and intact, offering many opportunities for students to

learn more about, and get involved in, that vital relationship.

StandWithUs is an organization that people often hear about indirectly, but they offer an internship for high schoolers who want to get involved in the

There are so many ways for students to get involved in Israel advocacy.



Continued on page 9

Poland by the Great-Granddaughter of Survivors

Maya Shavit, Features and Games Editor

Barrack Students in Danny Stein's Core Class at the Alexander Muss High School in Israel were asked to write a personal reaction to their week in Poland, using a number of quotes revolving around the Holocaust. The quotes were given without the author's names or full context.

Our journey through Poland during my trimester at the Alexander Muss High School in Israel allowed me to connect to the Jews of the past by standing in their place for the first time. By the end of the first day, I truly felt the insanity of the Holocaust's inception. I had always tried to tie a 'why' to the Holocaust, but "it is sacrilegious to attempt to assign meaning to the Holocaust. It exists outside of meaning." When I stood inside of the Lodz Train Car, all I wanted to do was run. I wanted to escape the rickety cattle car as swiftly as possible. It felt wrong to enter a contraption that Jews, like me and

my classmates, were once thrown into to be sent to their death. It felt wrong to know that as soon as Gavriel, one of our Core teachers, finished humming, we would board a bus to take us to dinner and a comfortable place to stay. I could not allow myself to sing in that car; I burst into tears instead; but I forced myself to stay, since the Jews of the Lodz Ghetto did not have the choice to exit. The cattle car made me feel like an animal, a spectacle that could be watched from outside by meeting my eyes through the barbed wire

I wore the Israeli flag with pride the entire day, and it truly comforted me in the camp where so many people, including my ancestors, died.

windows. That car made my Poland experience begin to feel concrete and real. There, in that car, it was clear to me that this trip would impact me for the rest of my life.

The next place I felt tied to was the Bukzina Forest. At the sight, I connected with the quote, "All that is required for the triumph of evil is for good men to do nothing." I thought of the masses of children that were trapped under the ground I walked on. When I thought of my memories from childhood, I turned my attention to the memories the kids of the Holocaust never obtained. The children were utterly helpless, oftentimes babies without knowledge of what was happening. When I read that my mother was proud of me for experiencing Poland for my family that did not have the choice to leave it, I broke down in tears. I read the names of all of my family members that perished in the Holocaust. I made eye contact with Lexi Schachter '21, my childhood best friend, and we held each other in the field. I stood there clutching someone who helped shape my childhood, while looking out onto the death site of many unfortunate children, while we listened to the voices of young Jews from around the world shaded by the autumnal trees.

After having to imagine the horrors that took place in the Bukzina Forest, the next place that majorly impacted me was Auschwitz-Birkenau. In Plaszow (another former concentration camp), I was in disbelief at the horrors. I felt disgusted, with the same pit in my stomach that originated in the Lodz

Train Station. When I entered Auschwitz 1, the only place that deeply affected me was the gas chamber. It simply felt wrong to go into a gas chamber. Auschwitz-Birkenau was a shocking place. I wore the Israeli flag with pride the entire day, and it truly comforted me in the camp where so many people, including my ancestors, died. I sat on the tracks leading to my Hungarian family's death and the suffering of three of my great grandparents and broke down on Madeleine Rosenthal '21. I felt deeply upset and hurt, as well as angry -- angry that people did what they did to my relatives. "In Auschwitz, there weren't devils and human beings; there were human beings and human beings." The Holocaust is a unique tragedy because we can point a finger at the evil that concocted it.

I felt similarly in Majdanek to how I felt in Auschwitz. Majdanek made me see that "[t]he Holocaust was not simply the moral failure of the German people. It was the moral failure of the world." I saw the shoes of so many dead people in one room and the actual ashes of victims. I felt compelled to write about my family when I saw the horrors. I barely touched the ovens that turned my relatives into ash and I felt a shock -- more concrete evidence. I felt a physical

and an overwhelming feeling.

While walking in the concentration camps I felt sadness, but standing and speaking to my classmates on the remnants of 18 Mila Street made me proud. I was upset to lay stones for my family who died, but I felt honored to stand there and be a living example that "it is better to die on one's feet than live on one's knees." I felt connected to my fighter blood. Overall, listening to the stories of great-grandchildren of survivors in the place where their relatives were supposed to perish was incredible. I felt so proud of, and connected to, my identity in the Warsaw Ghetto. After I laid rocks in place of graves for my relatives and said Kadish with the fighters and survivors in mind, some of my classmates came to me to say that I impacted them. The raw emotion that bled through my voice was uncontrollable. I wept in front of

my grade tears of hurt and pride and I did not realize I had done so until I finished. In my Core class, months before, in a letter about my hopes and dreams, I said that I wanted to be remembered for giving someone a feeling or helping someone through something. It was miraculous to know that my family's story, my story, gave some of my friends their "Poland moment" the same way they gifted me with mine.



Madeleine Rosenthal '21, Maya Shavit '21, and Eliana Sherwood '21 standing together at the gates of Auschwitz under the Israeli flag.

Israel Advocacy

Continued from page 8

organization. Sabrina Chevlin '20 and Shaqad Tzabbar '20 have both secured this internship that they heard about through Israel Club at Barrack. Sabrina Chevlin chose to get involved when she heard about how the internship "encourages and equips passionate high school advocates with the tools they need to effectively educate their communities about Israel." The interns learn how to plan programs, talk about Israeli current events, and develop professional skills as a

student leader. Barrack students may remember a program that was run last year by Shaqad Tzabbar in which students were split into groups and learned about topics relating to Israel, such as innovations that have come out of Israel or humanitarian aid that Israel provides to the world. StandWithUs is a nonpartisan organization dedicated to educating people about Israel and learning how to become an activist for Israel.

Write On For Israel is a selective two-year program that teaches juniors (through the time that they are seniors) how to "combat aggressive anti-Israel and anti-Semitic sentiment on college

campuses," as Mira Greenspan '20 has learned in her time with the organization. She found out about the program through StandWithUs, and she goes to monthly meetings to hear speakers and have a class about Israel. The program trains high schoolers how "to use writing to defend, educate, and advance Israel's positions in the media" (writeonforisrael.com). Mira has found that the program taught her to "approach and deal with anti-Semitism and anti-Israel issues in the best and most productive way." The program culminates in a trip to Israel during which the attendees can experience what they have been learning about and

develop a personal connection to Israel.

There are so many ways for students to get involved in Israel advocacy in political or nonpolitical ways, and partisan or nonpartisan ways. AIPAC and StandWithUs are great examples of nonpartisan political organizations that work on the relationship between Israel and America. Write On For Israel is a program that transforms knowledge about Israel into writing, a great way to combat anti-Israel sentiment. Organizations such as these and many more are always looking to engage high school or college students to work with, and be a part of, something they believe in.



WINTER WO

Santa, or St. Nicholas?

Raphael Englander, Staff Writer

Christmas is coming soon, and everyone knows it. Whether it is the Christmas songs on the radio, the toys in the stores, or the lights and decorations that are put up after Thanksgiving and taken down before Easter, Christmas is everywhere in American culture. Because of this, the question arises every year -- is Christmas culture secular or religious?

Depending on which Christmas one is talking about, the answer to that question is different. There are two Christmases: the traditional religious Christmas and the modern American Christmas.

Religious Christmas is a Christian holiday that celebrates the birth of Jesus. Many Christians attend a unique service at church on the Sunday before Christmas and a midnight Mass on Christmas Eve. They also have an all-family meal.

Secular American Christmas is a different phenomenon altogether. The Christmas season officially begins with a major shopping spree that occurs on the Friday after Thanksgiving, called Black Friday. Decorations are put up all around the house.

Families buy trees, decorate them with ornaments and an angel or star on top, and put them on display inside their homes. Santa Claus is said to come down the chimney during Christmas night to deliver presents to everyone -- larger wrapped presents beneath the tree or smaller presents inside Christmas stockings. It is a common tradition for children to leave out a glass of milk and a plate of cookies for Santa to enjoy.

American Christmas is a massive money-maker, which has turned it into a sales machine. Many stores have pre-Black Friday sales which occur weeks before Thanksgiving, and some even have "Christmas in July" sales. The way that American Christmas is advertised is meant to form a picture that attracts Americans from every background to participate, and those who do not are made to feel like outsiders.

There are some similarities between the



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two Christmases; people across the spectrum are encouraged to be more neighborly and do good deeds, like giving out food at a homeless shelter. And taking part in religious Christmas does not mean that one does not enjoy buying presents, decorating one's house, and leaving cookies out for Santa. Both types of Christmas are also a time for family when everyone comes together to celebrate and enjoy a delicious dinner. But the two have a very different emphasis. Religious Christmas celebrates the birth of Jesus, whereas American Christmas has more of a cultural and material emphasis. Happy holidays!

SAD About the Weather

Mira Greenspan, Israel Editor

Seasonal Affective Disorder (SAD) is most common during the fall and can last throughout the winter, although it can also occur during the warmer months. The change in weather tends to make people moody and tired, but not quite to the level of diagnosed depression. However, SAD can cause depression-like symptoms such as low energy, oversleeping, and appetite change. SAD comes and goes with the seasons and sometimes even from day to day, so it is not usually an ever-present feeling.

Seasonal Affective Disorder can affect work ethic and motivation, especially for school work; getting

your assignments done after school can be that much harder during the winter. It can be easy to let SAD take over your life. You often want to "be alone and in bed watching TV," says

It's a difficult time that occurs during the cold months, but it can be eased.

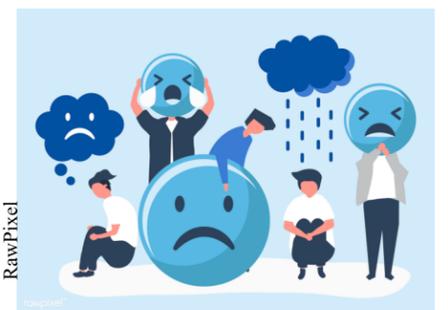
Janie Hershman '20. As the weather slowly but surely becomes colder, people often feel SAD coming on as each day passes.

The fall and spring are seasons in the year when it often rains and can be gray and cloudy more than in the

winter and summer. Typically, school starts in the fall when depressive feelings also begin for people with winter SAD. Rivkah Wyner '20 says, "Waking up in the morning to darkness instantly puts depressing vibes on my day." Though medication is not a necessary treatment, some drugs that can help do exist for those that want them. Simply, SAD goes away with the season that's causing it. As the weather gets warmer, people with winter SAD tend to become happier and feel better with each passing day.

English teacher Mrs. Lawrence advises that during the winter "it's critical to take inventory of your feelings; if they're overwhelmingly negative, particularly towards

yourself, sometimes, the best gift you can give yourself is a little bit of light, even just for an hour." The most important thing to remember about winter SAD is that it's a difficult time that occurs during the cold months, but it can be eased. Seasonal Affective Disorder comes and goes may come and go but it does not need to take over your life.



RawPixel

Shabbat in a Pot! Warm Winter Soup Recipe

Helen Rudoler, Editor-in-Chief

Flakes of snow charge down and puff onto the window as you sit warmly inside, stirring a steaming pot of this delicious soup. The fireplace you pulled up on youtube crackles and glows, and the light scent of a challah baking in the oven pervades the air. As you taste a bite of this piping-hot soup, a warm and peaceful feeling washes over you.

(Adapted from *Kosher by Design: Short on Time*)

- 2 tablespoons olive oil
- 1 large onion, cut into ¼ inch diced pieces
- 4 cloves fresh garlic, sliced
- ½ teaspoon dried thyme
- 1 teaspoon ground coriander
- ½ teaspoon ground cumin
- ½ teaspoon cayenne pepper
- 1 (15-ounce) can of small white beans or cannellini beans, drained and rinsed
- 6 cups water or (chicken) stock
- 2 teaspoons dry sherry or cooking sherry
- Fine sea salt
- 2 tablespoons (½ stick) margarine (or butter)
- Fresh parsley or chives, chopped (for garnish)

Heat the oil in a large pot over medium heat. Add the onion and cook until translucent and shiny, about three minutes. Add the garlic and thyme. Cook for two minutes. Add the coriander, cumin, and cayenne pepper. Allow the spices to cook for one minute. Add the beans, water or stock, and sherry, and 2 teaspoons salt. Using an immersion blender right in the pot, puree the soup until smooth. Cook the soup for 10 minutes longer to allow the flavors to develop. Whisk in the margarine or butter. Season with more salt to taste.

Enjoy and stay warm!

WONDERLAND



Don't Waste Your Winter

Shirin Kaye, Centerspread Editor

With the approach of winter, there are so many more things to look forward to than the second trimester of school. There are countless fun activities to occupy any amount of time -- winter break, weekends, snow days, or afternoons -- that are not spent studying. Here are a few to consider when planning your free time.

If you have a longer chunk of time available, a family vacation -- specifically to a warmer climate -- is a wonderful, relaxing escape from the northern East Coast frosts. The states best known for beautiful beaches and warm climates year-round are Florida, California, and Hawaii. Nearby countries like Mexico and Costa Rica feature fine weather and fascinating history as a bonus. Wintry vacation spots are also beautiful to visit for those who enjoy winter sports or just looking out the window at snow-covered scenery. Stockbridge, Massachusetts, is only one such charming New England town.

Devoting a few days or a week to a trip is not the only option. Weekends or afternoons



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are perfect times to take day-trips or celebrate the season with family and friends or alone.

Snow and ice allow for a variety of sports. Skiing, snowboarding, ice skating, and

sledding can be enjoyed in your local park, rink, or lodge. Many mountain resorts upstate in Pennsylvania, as well as locations close by in New Jersey, offer winter sports for day and overnight guests. The Rothman Orthopaedics Institute Ice Rink in Dilworth Park, near Philadelphia's City Hall, offers an unparalleled ice-skating experience with a view, as well as a Christmas village nearby. Building snowmen and having snowball fights are childhood classics that can never be outgrown.

If you hate being cold, winter is a perfect time to admire the outside while staying indoors. Hot chocolate with marshmallows is a welcome beverage for warming up after a day of school. Snuggling under a cozy blanket to watch a movie is the ideal way to spend an evening.

In addition to fun things you could do every day during the winter, the holidays are special opportunities to gather with family and friends, and attend themed festivals. What will you do to add light to your winter?

Snow Days: Winter's Hidden Gems

Kayla Bleier, Staff Writer



Matt Rourke

Snow days! Some might argue that those are the best days of the year. Cold, windy, white, and no school -- perfect, right?

As a kid, I loved snow days. Nothing mimicked the unique excitement of seeing flurries fall outside of class, and soon after hearing the announcement of an early dis-

missal. "You don't have to go to school" is one of the best things about these special days, says a Barrack student. A day with no responsibilities is a gateway to many fun activities; for a high schooler, these days can be hidden gems tucked inside months of hard work.

Outdoor activities perfect for snow-days: sledding, snowballs, silent walks, splendid sights -- anything with an 's' really. Spending time outside during a snowy day can be like a portal back to more carefree days or a season-specific recharge.

Indoor activities that make the free day fly by might be: late wakeup, pajamas all-day, hot cocoa, movies. Snow outside can be a perfect reason to stay inside and relax. It is the perfect time to catch up on sleep or get ahead in homework. But they are not always enjoyed by everyone. "It depends how much work I have due," another student admits.

Even with all these pros, though, snow days can bring negative things. If the weather is really serious, bad storms can lead to power outages and cold houses. The promised snow of a late-night forecast might turn into icy rain over icy streets which can become dangerous. So, if there is a snow day, take advantage of it! But do not forget to be careful and stay safe, especially when drinking too-hot cocoa.



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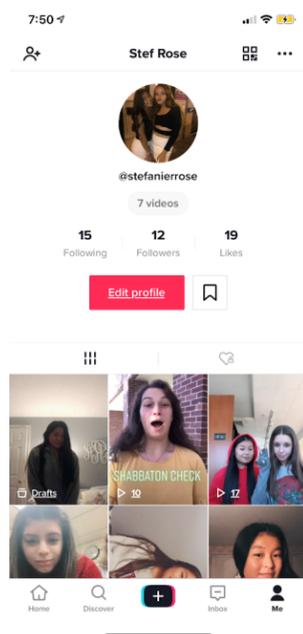
Hydro Flasks Just Aren't Cutting It: Tik Tok Takes Charge

Stefanie Rose, Executive Editor

It seems that, every year, there is a new fad that blows up, and everyone becomes obsessed with it, whether it be the Heelys fad of '09, or the 2010 Silly Bandz phenomenon. But the trend of 2019 is something indescribable; something electrifying; it's a storm with no stop: Tik Tok. Tik Tok is an app where people can make videos of themselves dancing, lip syncing, or just being funny; it is definitely in line with the basic-ness of Hydro Flasks and VSCO girls.

However, Tik Tok isn't necessarily a 'new' trend. If you are a die-hard Tik Tok fan, then you'd know that the app used to be the app that topped all apps: Vine. In 2015, the iconic mint green square with the white 'V' on your home screen was the app to always be on. Whether it be watching people, like Shawn Mendes, become famous off of it, or just needing a good laugh,

Vine was the place. Vine fans were extremely disappointed when at the end of 2016, the app



Stefanie Rose's Tik Tok

was shut down. The vacuum left by Vine led to the birth of Musical.ly. This was launched in 2016, and it quickly became the new prime app. Short, under a minute videos were all the craze. Tik Tok emerged from Muscial.ly

in 2018, when the owners of Tik Tok bought it.

Now, you may be asking yourself, "What is so fun about making videos of yourself?" and trust me, I did not hop on that Tik Tok bandwagon at first. I thought it was stupid and incredibly cringey. I saw younger students in school making Tik Toks during study halls and lunches, and I was so confused as to why this was entertaining. But I was wrong. I downloaded the app about two weeks ago, and I cannot seem to get off of it. The Tik Toks on the 'For You Page' are so addicting, that I end up staying on the app for two hours straight. Sydney Milkman '20 stated that she "love[s] Tik Tok because it allows [her] to express [her]

creativity." There is a notion to become 'Tik Tok' famous, and I can proudly say that I have not...YET. However, members of our Kehilla, like Rav Will Keller, Director of Jewish Life, and Nina Berkowitz '20, have achieved this goal, with 426.4K views and 57.5K likes. Yes, I once believed

Whether it be the Heelys fad of '09, or the 2010 Silly Bandz phenomenon...the trend of 2019 is something indescribable; something electrifying; it's a storm with no stop: Tik Tok.

that Tik Tok was stupid, but now I can't stop watching!

Maya Posner '20 mentioned that "I love Tik Tok because it truly brings the Barack community

together. Often,

large groups of students hang out, laugh and bond over their favorite Tik Toks and Tik Tok dances; who doesn't love the *derech erez* value of Kehilla??!"

To All the Netflix Originals We Loved Before

Eliana Pasternak, Staff Writer

Netflix has plenty of movies and shows to offer, and its original content attracts many watchers. The streaming service boasts several hit shows, such as *Stranger Things* and *Orange is the New Black*, both of which vie with library shows for viewer time, as an *Adweek* article suggests. They have generated fan bases and high ratings. Though Netflix's original movies also garner a fair amount of traction, the same cannot be said about them.

When it comes to their original movies, Netflix seems to advertise romantic comedies the most. And in the past few years, it seems as though



To All the Boys I've Loved Before, featuring the movie's leads: Noah Centineo and Lana Condor.

Netflix has become known for this genre. *To All the Boys I've Loved Before*, *Always Be My Maybe*, and *Set It Up* are only a

few of the hit rom-coms Netflix has produced since 2018. Some say, however, that the company's movies are getting

progressively worse as time passes.

The first movie Netflix released under the romantic comedy genre was *Tramps*, a 2016 film about a man and a woman who have to fix a shady deal gone wrong. Critics loved it, while fans found it merely likeable, with the movie earning a 95% Rotten Tomatoes score and a 68% audience score. Overall, the movie did well, but it wasn't exactly a romantic comedy. It provides very few laughs and a high-risk plot. The movie is more of a mix between a romance and a crime movie, so for all intents

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Our Town Meets Our School

Rivkah Wyner, Executive Editor

While Thornton Wilder's *Our Town* is set in 1901, its themes and messages transcend time. Narrated by a Stage Manager (Raphael Englander '23), the play has three acts set in Grover's Corners, a small town in New Hampshire. The residents of the town, specifically the Webb and Gibbs families, are the lenses through which Wilder conveys his main messages by chronicling their daily lives (Act 1), love and marriage (Act 2), and death and eternity (Act 3). In order to focus the audience on the language of the script, the play is put on with minimal



Cast of Our Town.

Since the holidays limited rehearsal time, actors were required to work extra hard outside of rehearsal, ensuring that the true depth of the lines was delivered properly. On

always received back to the younger generation."

By internalizing the script, the actors were able to portray Wilder's main message: not to let life slip you by. The heartbreaking scene at the end of the play, in which Emily Webb (Rivkah Wyner '20) appears as a ghost, shows how often people forget to live life to its fullest, only realizing their blindness once it's too late. It does not matter whether you live in a small town in the early 20th century, or if you live in the suburbs of Philadelphia in 2019, Wilder's meaning will always hold true and call attention to a timeless lesson. As Brandon Singer '22 (who played the role of Mr. Webb) said, "It describes the essentials of human life in a very poignant, beautiful way." Effectively producing this play is an important way to shine light onto the beauty of life's special moments and Earth's sweet charms.

The actors were able to portray Wilder's main message: not to let life slip you by.

sets and props. It was only a matter of time until the Barrack Drama Department put on this American classic; every high school does.

November 10th, the play premiered and continued with performances on the 11th and 12th. Putting this play on was a wonderful experience, and Maya Patent '20 (who played the part of Mrs. Gibbs) shared, "I've always loved the Drama Department family, and now that I'm a senior, I like being able to give some of the support I

Netflix Originals

Continued from page 12

and purposes, it should be put into a different genre.

Netflix's first hit rom-com was *#RealityHigh*. The high-school-set movie got mediocre reviews. It generally came off as cheesy and unrealistic, which would pass for a kids movie, but not as well for a TV-14 age rating. As the demand increased, Netflix delivered, bringing *The Kissing Booth*, which was a smashing success. It got mixed reviews from viewers and critics hated it, but at the end of the year, Netflix still named it one of 2018's most popular movies.

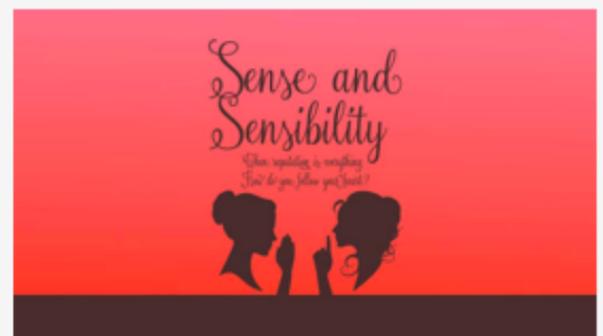
After watching about fifteen Netflix original romantic comedies, I think I've cracked the code. Netflix's rom-coms that take place in a school setting aren't as good as the ones that feature adults. The only exception to this rule that I can think of is *To All*

the Boys I've Loved Before, which was loved by critics and fans alike, but it was also based on a critically successful novel of the same name. Movies like *#RealityHigh*, *Swiped*, and *Tall Girl* don't have the same appeal for a variety of reasons, the most up front probably being the sheer unbelievability in the way the characters act. Not one person in these movies is motivated by something a normal high school or college student would be motivated by; they act like adults who have never seen teenagers actually interact.

The only exception I can think of to this rule is *To All the Boys I've Loved Before*, which was loved by critics and fans alike.

The bullies portrayed are unrealistic, the love interests are only decent at best, and the protagonists aren't relatable enough to root for. On the other hand, *Always Be My Maybe* and *Set It Up*, both movies about actual adults, are headed by endearing leads whose happy endings don't conclude in a sappy prom or homecoming dance.

**COME SEE...
*Sense and Sensibility!***



February 2-4, 2020

Upper School Student-Directed Drama
Directed by Rivkah Wyner '20

Sisters Marianne (a hopeless romantic) and Elinor (a stoic realist) experience the pitfalls of society, the generosity of new friends, and the passion of unexpected love in this funny and poignant adaptation of Jane Austen's exquisite early work.

Brexit: What's the Deal?

Kayla Bleier, Staff Writer

What is Brexit?

Brexit. This word has been circulating through the news for months, but what exactly does it mean? Brexit is a contraction of “British exit”, and more specifically the British exit from the European Union (EU). The EU is a union of 28 European countries that supports free trade and aids easy travel of citizens between countries. The most current version of the EU was formed in 1993, but Britain and the other members of the United Kingdom joined the EU 20 years prior in 1973 when it was called by a different name. In June of 2016, a public vote was held in the United Kingdom to decide if the UK should leave the EU, and the result was 52% in favor of an exit plan.

Why would the United Kingdom be in favor of Brexit?

One important reason is economic. Every country in the EU pays a sum that is distributed to other EU countries in need. The UK is one of the largest contributors to the EU, and the amount it pays is steadily increasing. Between 2008 and 2013 the amount increased by more than 500% from 2.5 billion euros to 11.3 billion euros. Not only is the UK paying large sums of

No member of the EU has ever left before, so this is a new experience for everyone involved.

money, but being in the EU is limiting the UK’s trading abilities. There are trade agreements between the EU and other countries outside of the EU, so while the UK is part of the EU, it must follow these agreements. A second significant reason is immigration. Many in Britain oppose the open borders of the EU which allow free movement of Europeans from other countries to settle in Britain.

Why is Brexit taking so long?

The UK has been in the EU for over 45 years, so if the UK wants to leave, it will not be easy. The Kingdom is split over this issue; half of the voters want the exit, and half of them do not. One Barrack student remarked that “[Brexit] is taking a long time because no one wants it to happen except for ... millionaires,” which is one point of view. Some in Britain believe that being free of the trade restrictions imposed by the EU will provide them with more opportunities for investment. However, other wealthy people believe the opposite: that the benefits of free trade within the EU, and its trading agreements with outside countries will be more lucrative for them. All of this highlights the issue of voters and voting turnout. If the wealthy districts have the highest turnout, their citizens’ views will tip the scales for the country.

Additionally, no member of the EU has ever left before, making this a new experience for everyone involved. The lawmakers of the UK, specifically, former Prime Minister Theresa May and current Prime Minister Boris Johnson, have to figure out a plan that will not hurt their economy. This has become such a difficult task that two prime ministers, David Cameron and Theresa May, have left office because of it. With Brexit in place, the UK would face new trade taxes and a possible decrease in European tourism and immigration. The problem is that the UK wants certain benefits from the EU without all of the limitations. Now lawmakers must choose what is most important to the people and how to make that happen as smoothly as possible.



BRITISH RESIDENTS' ASSOCIATION OF SWITZERLAND

What's next?

Currently, Prime Minister Johnson has proposed a plan for Brexit. His plan was to implement Brexit by October 31, 2019, the day when the plan would expire if left unused. Instead, an extension was granted, with a new deadline of January 31, 2020. Prime Minister Johnson wanted to negotiate the binding and nonbinding elements of the EU partnership in October and had planned to leave the EU whether the deal was reached or not. This has not happened, and so the UK is sitting on a possible no-deal exit while trying to negotiate and pass a new plan before the current 2020 deadline.

Why Is Jakarta Sinking?

Aron Shklar, Staff Writer

What would you do if the capital of your country was sinking into the ocean? In the case of Jakarta, the capital of Indonesia, the solution is to move the whole capital. But to where? The answer is to the world’s third largest island, Borneo.

Indonesia doesn’t actually own Borneo, which may seem like a problem. However, it does hold part of it. Borneo’s land is divided among three

The ambitious project to move the capital will likely cost around 486 trillion rupiah (\$34 billion)

countries; Indonesia controls most of the south, and Malaysia and Brunei each hold a portion of the north. It’s an agreement that has officially been in effect since Brunei gained independence in 1984.

While there is not much information available so far regarding the location of the new capital, some facts are definite. The new capital city will be relocated to the East Kalimantan province, between Samarinda City and the port city of Balikpapan. It is a strategic location, as it will provide easy access to build the currently-unnamed city. The funding for the project will come from state, public-private

funds, and private investment. According to CNN, “The ambitious project to move the capital will likely cost around 486 trillion rupiah (\$34 billion).”

The rate at which the city is sinking is highly disturbing. In the past 10 years, Northern Jakarta has sunk approximately 2.5 meters into the sea, and it is estimated that it is sinking around 2.5 centimeters every year. Due to this, almost 50% of the city is now below sea level, and will be fully submerged by 2050. Part of the reason the city is sinking is because it is pressed right against the sea, and has 13 rivers running through it. All of this is severely weakening the ground.

Entire buildings have been abandoned and the ground undulates with the waves, giving Jakartans reason for concern as the movement knocks people over and further weakens the soil. Another reason the city is sinking is because of the excess weight on top of it. Jakarta and its outskirts were designed to support 10 million people, but the population has grown to 40 million. Many agree that the living conditions are terrible. Reyna Solomon ‘22 commented, “It must be awful to be living there and it should get built soon. I’m sure it will take a long time.”



GETTY IMAGES

Although the construction of the city isn’t supposed to start until 2024, many in Jakarta are demanding it start sooner. As Aaron Heller ‘22 said of the sinking city, “The government should speed up the action they are taking and give more help [to] those affected already by the rising waters.” With so many complexities, and so much to do, this sinking city story is an important one to follow.

Free Money and the Yang Gang

Blake Fox, Staff Writer

A simple Google search shows that what researchers call the 4th Industrial Revolution is already here. According to research published by Oxford University, 47% of American jobs are at risk of automation by machines during the next “decade or two.” UPS has been using autonomous trucks for certain deliveries since May of 2019; every McDonald’s in the United States will have self-ordering kiosks by 2020; and just this month, FedEx began delivering packages with drones. The unprecedented area of the

A universal basic income would create 4.6 million new jobs and grow the United States economy by 12 percent.

4th Industrial Revolution will be the automation of white-collar jobs, including industries like business, information technology (IT), and scientific fields. As a result of the lurking threats of automation, the idea of a universal basic income has sprung up. This is a periodic payment of money by the government to all citizens regardless of their work or socioeconomic status. It would serve as a foundation for the many people who face job loss due to automation.

The idea of a universal basic income has gained prominence as of late because of Democratic presidential candidate, Andrew Yang, who has brought the idea to the forefront of his campaign. Yang is running on a form of universal basic income known as the Freedom Dividend, which would provide every American over the age of 18 with \$1,000 a month. Other 2020 Democrats, including Tulsi Gabbard, Julián Castro, and Marianne Williamson have also endorsed the idea.

While the concept may just be returning to the spotlight, it is deeply rooted in American history. One of America’s founding fathers, Thomas Paine, supported universal basic income. The idea was also supported by many other influential Americans, including

Dr. Martin Luther King Jr. and conservative economist Milton Friedman. Today, with the rise of automation, which experts predict will lead to job loss, many people in Silicon Valley now support universal basic income, including Tesla CEO and entrepreneur Elon Musk (who has endorsed Yang) and Facebook CEO Mark Zuckerberg.

Experiments and programs based upon universal basic income have been tried, and many still exist. For example, the US state of Alaska currently has a Permanent Fund, which gives each adult citizen of Alaska a yearly dividend of about \$2,000 with no strings attached. Similar basic income programs were common in the United States during both the 1960s and 1970s and were implemented in cities, including Denver, Seattle, and Indianapolis. According to Georgetown professor, Karl Winderquist, the programs were “extremely promising” and “indicated that [universal basic income] was capable of significantly reducing the material effects of poverty.” The success of these programs culminated in the US House of Representatives, when it passed a form of universal basic income with the support of President Richard Nixon. However, the bill stalled in the United States Senate. Recently, universal basic income has been implemented in places including Finland, Qatar, Kuwait, Ontario, Canada, and Stockton, California. Many support the idea, including Barrack student Sophia Rogovoy ‘21 who said, “I would use \$1,000 a month to help pay bills.”

Some may see universal basic income as only needed to alleviate the problems created by automation. Still, its supporters believe that the program has the potential to alleviate many of the other pressing issues in society. For example, workers would have greater bargaining power, and a guaranteed income would give workers a better ability to negotiate working standards and wages. Further, universal basic income would provide a supplementary salary for those doing unpaid or volunteer work, including stay-at-home parents and caregivers. Finally,



TRACIE VAN AUKEN

Presidential Candidate Andrew Yang in Philadelphia, PA

a recent study from the Roosevelt Institute found that a universal basic income would create 4.6 million new jobs and grow the United States economy by 12 percent. Rather than giving corporations money and hoping it will trickle down to the people, a universal basic income gives people money directly and allows citizens to spend it in the best way they see fit.

Recent polling among Americans found support for universal basic income at 49%, but opposition exists. Presidential candidate, Senator Bernie Sanders, believes that automation will have an “enormous consequence for working people,” but he prefers a federal jobs guarantee. Sanders claims that a universal basic income is not effective because Americans want to “be productive members of a productive society.” Conservative political commentator, author and lawyer, Ben Shapiro, critiqued universal basic income by claiming it created a “crisis of purpose by cutting a government check.” He also stated that the findings in multiple universal basic income studies were not “particularly successful” and that it did not provide incentives for work. However, Shapiro did not rule out the fact that universal basic income may be needed in the future because of unemployment as a result of automation.

German Jewish Community Struck with Fear

Mira Greenspan, Israel Editor

On October 9, 2019, a large number of Jews gathered in Halle, Germany, to celebrate the holiest day on the Jewish calendar: Yom Kippur. In recent years, antisemitism has been on a rise in Germany. Hate crimes rose by 20 percent from 2017 to 2018, and the number of attacks against Jews went from 37 in 2017 to 69 in 2018. On this Yom Kippur, many German Jews were advised to not wear kippot, in order to protect themselves from potential attackers. While the long, holy Yom Kippur services continued inside the synagogue in Germany, the doors to the shul were locked from the inside, another precaution put in place to protect against an attack.

When the gunman, Stephan Balliet, a German citizen, approached the synagogue, his first

response was to shoot at the lock on the door. After firing multiple times, the lock wouldn’t budge. He then detonated an explosive device on the door, killing two pedestrians in the process. Despite his efforts, he was still unable to enter the synagogue. Amidst the havoc, the 51 members of the synagogue spent their Yom Kippur service hiding in their synagogue, barricaded within their place of worship. The shooter was apprehended and admitted that he was motivated by “antisemitic and far-right extremist” sentiments. He had nine pounds of explosive in his car and had planned to execute a massacre.

Students at Barrack are extremely affected by events like this shooting, especially because of how many have occurred in recent times. The shootings demonstrate blatant antisemitism and put fear into people’s hearts. Jewish communities everywhere

witness these events and fret for their safety, adding year-round security to synagogues and schools. Some people even fear going to synagogue, which should be a place of comfort and prayer. “It’s crazy that stuff like that is still happening today, and that we are so desensitized to it,” says Sivan Barzeski ‘20.

Instead of allowing ourselves to become desensitized, it is crucial that “we stand together,” says Matan Dolev ‘20. There are ways to combat aggressive antisemitism and hate. Any person can volunteer at organizations like the Anti-Defamation League. Within the school community, students can join one of the many Barrack clubs, like Human Rights or the Hear Club. Activism can be a valuable way to combat antisemitism and hate.

The Real Penalty for an Illegal Tackle

Benny Scheinmann, Staff Writer

The 2019 NFL season has sprung into action and the beginning of a new season brings injuries upon injuries. Football is a dangerous sport, but what everyone might not know is how it can ruin players' lives. The former quarterback for the Indianapolis Colts, Andrew Luck, recently retired from the NFL at the young age of 29 due to injuries. During his retirement conference, he was asked why he retired and he replied, "For the last four years or so, I've been in this cycle of injury, pain, rehab, injury, pain, rehab, and it's been unceasing, unrelenting. I haven't been able to live the life I want to live." According to the most recently available data, in the 2017 NFL season, 291 concussions, 57 ACL tears, and 151 MCL tears were reported. All injuries are potentially career-ending, yet players continue to play, injuring themselves.

Through the years, the NFL has had many issues with injuries. The average age of death of retired football players is 53-58, while the average non-football playing American's average age of death is 78. Statistics also show that NFL players are four times more likely to develop ALS (amyotrophic lateral sclerosis) and Alzheimer's disease.

Prior to the start of the 2019 season, the NFL instituted a new helmet policy in order to increase players' safety and reduce certain head injuries. However, one notable player, Antonio Brown, a former Oakland Raider, refused to take the field if he wasn't allowed to wear his old helmet, which was now an illegal and unauthorized piece of equipment. In an effort to ensure player safety, the NFL stuck to its position and didn't allow Brown to play until he switched his helmet to the new safer, authorized equipment.

The most common injuries associated with football are concussions.

Since 2002, the [NFL] has made more than 50 rules changes intended to eliminate potentially dangerous tactics and reduce the risk of injuries.

A concussion (mild traumatic brain injury) can occur in many different ways and can take many different forms. It affects how your brain functions. When a concussion occurs, it causes the brain to bounce and twist around inside the skull, damaging fragile cells and structures. Not only do the intense symptoms of a concussion last a week or two, but many long-lasting effects can occur such as memory problems, personality changes, sensitivity to light and noise, sleep disturbances and even depression and other psychological problems.

When football was first starting to be played, there were not many rules and few restrictions. Now, the NFL is doing everything it can to keep the players safe. In 2018, the NFL made it a foul if a player lowers his head and makes contact with his helmet against an opponent. This restricts players from making helmet-to-helmet contact throughout the game. If a player does make helmet-to-helmet contact, his team will get penalized and he will possibly be fined a large amount of money. The NFL continues to evaluate rules and modify the game to try to improve protections for players. Since 2002, the league has made more than 50 rules to eliminate potentially dangerous tactics and reduce the risk of injuries.

Ex-football player Myron Rolle, who retired from the NFL in 2013, is now pursuing a life as a neurosurgeon. When asked how football can be played safely, he responded that "the fundamentals have to be emphasized: tackling the correct way, having the right equipment, making sure that you don't have very violent practices or contact practices." By listening to Rolle, who has first-hand experience in the area, both as a neurosurgeon and from his time spent getting tackled, the NFL can keep its players safe and ensure a healthier post-football life for its players.

BARRACK SCOREBOARD!

Congratulations to our Varsity sports teams for winning their Championship games!

Boys Varsity Soccer wins the TCISL Championship: 6-0 against Perkiomen

Girls Varsity Tennis wins the PJAA Championship: 4-0 against Villa Victoria

Hannah Prokup '24 and Isaac Klein '22 win first and 8th at the Penn Jersey Cross Country Championships

The Teams' Records:

Boys Varsity Soccer: 11-3-1

Girls Varsity Soccer: 9-4-1

Girls Varsity Tennis: 9-3

Boys Junior Varsity Soccer: 1-2-1

Middle School Boys Soccer: 5-3

Middle School Girls Soccer: 6-1

Middle School Girls Tennis: 2-3



Pictured (L-R): #55 Ahmad Brooks and #9 Drew Brees



Pictured (L-R): #16 Josh Cribbs and #59 Dannell Ellerbe

Going for the GOLD(farb)

Stefanie Rose, Executive Editor

Whether on the soccer field carrying the ball or on the basketball court shooting a free-throw, Itay Goldfarb '20 is the definition of an incredible athlete. Not only does he contribute to the points his team scores, but he also is a great leader and motivator. Goldfarb has been playing Barrack sports since his first year in this school in 6th grade, and he plays because he loves it. There are many fantastic athletes

JAY GORODETZER PHOTOGRAPHY



out there who play to win and only to win, but Goldfarb has proven that loving the sport you play will get you to the victory. Goldfarb is a prominent player on his teams, whether it be as right back on the soccer field or as the shooting guard on the basketball court. Sophia Shapiro '20, Girls Varsity

Soccer captain and SA President, noted that "not only is Goldfarb an incredible athlete on the field or court, but he is a strong leader and captain. He holds the team together and motivates everyone to work their hardest." When on the sidelines for any game, you can count on hearing Goldfarb directing his teammates.

Though it was only this year that Goldfarb was awarded the status of captain on the Boys Varsity Soccer team, alongside Jordan Naim

'20, he has always been a captain at heart. What distinguishes Goldfarb from many great athletes is his motivation to always do

There are many fantastic athletes out there who play to win and only to win, but Goldfarb has proven that loving the sport you play will get you to the victory.

better; he never just settles. Matan Dolev, another senior on the Boys Varsity Soccer team stated that his friend is "competitive [and] a great hustler." Goldfarb really embodies the motto of, "Practice the way you play," because he is always working his hardest; he knows that working hard in practice will just make him better in a game situation. As a fellow athlete at Barrack, I would like to congratulate Goldfarb on everything he has contributed to Barrack's sports over the years. His love for the game will be missed after he leaves.

JAY GORODETZER PHOTOGRAPHY



Will the Sixers Be Crowned the Kings of the East?

Raphael Englander, Staff Writer

After a crazy off-season, where superstars were reshuffled to different teams across the country, the 2019-2020 NBA season started back up in October, and it

making the finals, the Philadelphia 76ers and the Milwaukee Bucks. Two others have a slight chance of making the finals, and they are known as

could make it to the finals. Without Kyrie's disruptive behavior, the team may be able to work together well enough to succeed.

The Raptors are also in an odd position. After winning the Finals

The Bucks and Sixers should be stuck in a battle for the No. 1 seed throughout the season.

last year, Kawhi Leonard, small forward, left the snow and cold of Toronto for the warmth and glamor of Los Angeles. Although the Raptors may not be as much of a threat to other teams without Leonard, they still have a chance. If Pascal Siakam, power forward, has another breakout year and Kyle Lowry, point guard, plays like the elite player that he has shown glimpses of in the past, Toronto could be a serious contender for being victorious in the Eastern Conference.

It is still evident that "The Bucks and Sixers should be stuck in a battle for the No. 1 seed throughout the season," says Jordan Greer of Sporting News.

Last year, Milwaukee seemed to be the best team in the Eastern Conference, having the MVP of the league on their side and multiple quality players; the Bucks were the team to beat. However, Toronto was able to shut down Giannis Antetokounmpo, small forward, and therefore they were able to beat the Bucks in the conference finals. Though both the Sixers and the Bucks have had roster changes, Philadelphia's moves have been better than Milwaukee's. Even with Philly losing star player Jimmy Butler, they gained Josh Richardson, a quality player, and Al Horford, a star veteran. On the other hand, the Bucks lost Malcolm Brogdon, one of their best assets when it came down to the last few minutes in each game.

All of these factors have led many to believe that Philadelphia is the strongest team in the entire NBA, allowing fans to believe that the Sixers will beat the Bucks in the Eastern Conference finals and advance to the NBA finals.

GOOGLE IMAGES



is projected to be one of the most competitive seasons within the past decade. Many fans are asking the question: which teams are the best? While fans have directed the bulk of their attention towards the Western Conference, some of the most exciting changes have gone on in the East.

The Eastern Conference consists of fifteen teams. But only eight of them have a good shot at making the playoffs. Of those teams, two have a good chance of

wildcard teams; those two are the Boston Celtics and the Toronto Raptors.

Having lost both Kyrie Irving, point guard, and Al Horford, power forward, to teams that will be serious contenders either this year or the next, the Celtics seem to be in a bad position. However, depending on how their new players manage to merge with their older ones, the Celtics could be anything from the bottom half of the playoffs to a team that

Mid-Night Tales (Part 1)

Kayla Bleier, Staff Writer

Odgen was a man of little luxuries. Actually, he was just a little man. True he had barely any money, but he didn't need anything anyway. You see, Odgen was a really tiny creature. He stood only eight inches tall on a good day. He was fast, he was smart, and he always knew how to stand in the shadows just right. He lived under a box of old forgotten blankets in a closet in the basement. What Odgen really liked to do was collect -- little trinkets, knick-knacks and odds-and-ends that he tucked away between stiff and musty blankets, like a pack rat's nest. Perhaps a dragon is a better comparison for him, the type of dragon who hoards his gold and threatens to burn anyone who comes near it. Around the house, Odgen did what he pleased. Often at night, he'd scurry up the stairs and read the cupboards. He would amuse himself with the labels and funny words that described what was inside the bottles, and then he'd make himself a meal from slivers of cake and bits of chicken. It was never enough to be noticed, but just enough to satisfy him. Only one thing ever stood in his way: the cat. Mitsy was the gray and white tabby cat. Her name was due to a printing error on her collar -- a mix-up with the *s* and the *t*. After so many years the name simply stuck. She was the guardian of the house and the adversary of Odgen.

It was his fault that she hated him. Odgen always had a deep mistrust of cats. He always felt as though they knew something he did not. Their eyes looked so meaningless, unlike the dewdrops of mice. Not to mention, of course, the fact that all cats were larger than he in one way or another. Years ago, when Odgen had first come to the house, he barely survived his first encounter with Mitsy. She was only a playful adolescent at the time of his arrival. He came by night, not the deep night of 1:00 AM, but rather the brackish blue of 9:00 PM on a summer's night. It was in that shifting and darkening that he first saw Mitsy. She lay motionless on the kitchen floor, tired from the day's play. His entrance had been swift and without interruption. He stepped lightly from the threshold into the kitchen where he froze in fright. He had grown up with the fear of cats -- the great and disgusting creatures who could grab you in the blink of an eye. Mitsy either had not noticed his appearance from the shadows or had not cared. Odgen crept carefully around the dozing cat. He no longer cared for his fear, or for the cat. He lunged! His sharp fingers latched onto the folds on the back of her neck. Mitsy yowled and did her best to throw him off. She succeeded, but not without a tear in her ear and a cut down her neck. Since that night, each of the two midnight creatures regarded the other with intense uncertainty and animosity.

Tonight, Odgen decided to go further than the kitchen. Even though he relished the taste of relish, and savored every piece of leftover beef, he wanted to explore. He dislodged himself from his nest. The empty basement was dark, but he could see it fine, like the vision of a nocturnal animal. He pittered up the cold basement steps, adding a cautionary pause on the landing to scan for rogue cats. It was a dark night, made even darker with the silent snow piling on the windows that were soon to be covered. He hoped that Mitsy might be outside. That she might freeze and leave him alone. He walked the hallway like a man: two feet down, one head up, and a straight back. But Odgen was not a man. He was a thing of the shadows, constantly shifting so as not to be seen. All things lost in the house were in his den. Everything needed was in the place no one wanted to go.

But like a mini man, Odgen walked down the hallway. He still saw no sign of Mitsy. The base of the stairs came into view. He was just tall enough to haul himself up the stairs, and tonight, if his luck continued, he would go all the way up.

To be continued...

Ask Jack!

Maya Shavit, Features and Games Editor

Hi Jack!

Where is a fun place for me and my friends to hang out during lunch?
-JBHA Student

Dear JBHA Student,

There are actually many places to eat during lunch, besides the cafeteria. You can eat in the back of the library with a few friends (as long as you clean up afterwards). It's fun to hide back there for a private conversation or to stress about your next exam. Eating at the top of the stairway that leads from the hall near Rav Will's office to the cafeteria is nice as well. There are even a few cozy chairs. If you decide to go there, you don't have to worry about carrying your lunch up two or three flights of steps. Also, it's always neat to people-watch when you get bored. Lastly, when it is not freezing outside, there are benches by some shady trees right behind the school. And of course there are clubs going on during lunches every day that you can always crash.

<3,
Jack

Hi Jack!

Will we learn basic life skills in school? It sometimes feels like I will never use anything I learn in the real world.
-JBHA Student

Dear JBHA Student,

It is true that a lot of the things students have to learn in school are not applicable to real life. I can promise that the majority of adults do not use Calculus daily, but the way to learn and absorb information does not change. School forces everyone to buckle down and work hard. The sheer focus one gains when studying translates into adult skills. School forces students to identify the most important information in a lesson and learn how to absorb it.

<3,
Jack

Hi Jack!

I miss my sibling who is currently on Muss. How do I convey that without seeming like a bother?
-JBHA Student

Dear JBHA Student,

It can be hard to have siblings in another country for three months. They are having unique experiences that will shape their lives forever. All you can do is give them a call or send them a text when you have a spare minute. I'm sure they will respond as soon as they can, even with the insane time difference. You should try to focus on being excited for them! And the program, like everything else, will come to an end sooner or later. Focusing on those key pieces will get you through.

<3,
Jack

MUSS Musts

Maya Shavit, Features and Games Editor

Barrack's Class of 2021 had an incredible experience on the 2019 Alexander Muss High School in Israel Program. To prepare for their trip, they were given a standard packing list from HSI, but students obviously asked their friends who had already gone on the program what the real important items were that the packing list did not emphasize or even include. Here are just a few of the items that will truly shape Muss for each future student.

Headphones -- All Barrack students most definitely need to have earbuds on them at all times. The teens usually keep more than one pair on them, because HSI students truly do not know when they will need to drown out the world around them for a few hours while on a bus to who knows where.

Waterproof Bluetooth Speaker -- On the opposite end, while headphones help you escape reality, speakers enhance the experience of Muss. A bluetooth speaker will allow everyone to jam out to their favorite songs from childhood in the Moadon (main hall) or throw their own music festival in the bomb shelter. The speaker should be waterproof in order to be able to bring it into showers or on the beach; you never know when memories will be made.

Gloves -- Poland is freezing. Even if you get lucky, like the Class of '21, Polish nights are miserable, and the meaningful experiences only add to the

chilling atmosphere. Almost every student's fingers were frozen after crying in a cemetery or reclaiming spaces where terror attempted to seize the Jewish people. The last thing you want to be worrying about when you are trying to feel connected to Poland's trauma is frostbite.

Cough Drops and Advil -- Every person on Muss gets a sore throat or stubs their toe or rolls their ankle. It is inevitable that something will physically stunt your experience. These instances often make or break Muss for you. Muss is "go, go, go", and there is barely any time for a student to recuperate;



Barrack juniors on their hike up the Gilboa Mountain on the Alexander Muss HSI Program.

students are tasked with nursing themselves back to health while they are on trips or in class. Everyone should bring lots of simple meds with them so that students can nurse themselves physically and

mentally, especially since Muss nurses are definitely not known for their compassion.

Thick Socks -- Yam leYam (From Sea to Sea), a unique trip where the students hike the span of the country in four days, is rough. Everyone is battered and bruised after traveling fourteen miles a day, no matter how comfortable a student may feel in nature. By day two, one feels disgusting and in lots of pain from nasty blisters. To try and avoid some of the atrocities one's feet will experience after walking for days, extremely thick socks will help.

Birkenstocks/Slides/Naot -- Almost all Muss students live exclusively in their slide-on footwear. Birks, Naot, and Slides are lifesavers for students who just want to wear pajamas and slippers all day. Students never know when they will be thrust into an activity and want nothing more than to kick off their shoes and dance with their friends.

Water Sandals not Shoes -- Those who brought softer water shoes instead of Keens or Tevas were not as prepared at the rocky water sites. Many of the aquatic activities require a walk to the stream or other body of water. After Yam leYam destroyed the feet of many students, it was especially uncomfortable for them to walk on rocks without water sandals.

Portable Charger -- Having a portable charger is pretty synonymous with carrying a bar of gold on Muss. Someone always wants or needs one. On Gadna, an army training program Muss students go to for four days, students are only given one hour a day to charge their phones, so it is increasingly difficult to keep your phone charged. Situations like needing a different adapter for Poland or constantly moving around, make having a portable charger extremely desirable.

World News: Continued from page 15

Impeachment Explained: Past and Present

Rebecca Miller, Staff Writer

The concept of impeachment was added to the U.S. Constitution in anticipation of an elected official, in the words of Ben Franklin, who would "render himself obnoxious." There are three impeachable crimes stated in the Constitution: treason, bribery, and high crimes and misdemeanors. Of course, the last category leaves a lot of room for interpretation as it doesn't specify what exactly constitutes a high crime or misdemeanor.

Impeachment doesn't necessarily mean that the official is removed from office. Impeachment is one step of many in a long process that starts in the House of Representatives. Any member of the House can introduce impeachment proceedings, but the House Speaker begins the impeachment inquiry and asks a committee to investigate. The House Judiciary Committee prepares the articles of impeachment, and a simple majority (more than half) is required to approve them. Next, the full House of Representatives votes on the articles. Only a simple majority is necessary to impeach the official.

Then the matter is passed to the

Senate, which acts as a jury. When a President is the one being impeached, the Chief Justice of the Supreme Court oversees the proceedings, but otherwise, the Supreme Court is not involved. The defense and prosecution may call witnesses, like in any trial, and the Senators publicly vote on whether or not to convict and remove the official from office. A two-thirds majority is required to convict, in which case the official is removed from office and may face criminal charges.

Only two Presidents have been impeached, and neither was removed from office. Andrew Johnson, who was previously Abraham Lincoln's Vice President, was impeached for refusing to enforce Reconstruction laws; and Bill Clinton was impeached for perjury and obstruction of justice amid accusations of scandal. After Johnson promised to enforce the Reconstruction laws, the Senate was one vote shy of the two-thirds majority needed to convict. The Senate voted 45-55 in support of Clinton on the perjury charge and was split evenly on the obstruction of justice charge. Part of the reason that Clinton's margin of victory was much greater than Johnson's was because Clinton's impeachment

process was extremely partisan, with the votes falling mostly along party lines.

Richard Nixon is another example of impeachment, although he resigned before the House could vote on whether to impeach. After months of investigation and debate, the House Judiciary Committee approved three articles of impeachment for obstruction of justice, refusing to comply with a subpoena, and misusing law enforcement. The push for impeachment was bipartisan, with both Democrats and Republicans calling for Nixon's removal, and members of Congress from both sides of the aisle voting to approve the impeachment articles. The upcoming House vote on whether to impeach was looking very grim for Nixon and so he resigned before the vote took place. Part of the reason why Nixon's impeachment was so certain was because of the bipartisan effort against him. Once those in his own party weren't supporting him, Nixon knew that the proceedings wouldn't go in his favor.

People began calling for an impeachment inquiry into President Donald Trump following the release of a whistleblower report filed by an official working in the White House. The whistleblower report concerned

a phone call between President Trump and President Volodymyr Zelensky of Ukraine. The concern was that President Trump might be misusing his office by pressuring Ukraine into investigating the involvement of the family of former Vice President Joe Biden in a corrupt Ukrainian company. The aforementioned phone call and whistleblower report have since gained national attention. On October 1st, House Speaker Nancy Pelosi asked six committees that were already investigating President Trump to report to the House Judiciary Committee about any impeachable offenses. There are currently 24 Democrats and 17 Republicans on said committee. On October 31st, the House of Representatives passed its first resolution regarding possible impeachment. The resolution detailed how any further impeachment proceedings would function, sparking a debate about whether the procedures outlined in the resolution were fair, and was approved by a 232-196 majority, with the votes falling almost exactly on party lines.

Whether or not President Trump is impeached, the proceedings ahead are sure to be chaotic for those on both sides of the issue.

Games

Where Are The Emojis?



Across

- The middle school musical
- An ageless winter activity
- A great food to eat on Chanukah
- Someone we will miss next year
- What we're all hoping for a lot of

Down

- Who Barrack will beat in basketball this season
- The best publication in school

C C W T N Z D S X R
 I H A J T I N N R E
 J X A A L O P O Z T
 C Z K N W I V W H N
 S R W D U C X M S I
 D M A U R K G A P W
 L Y G E L T A N P W
 H A R O N E M H X I
 S H A B B A T O N W
 N X V E Q O F G S R

5	6	9			1	7	2	4
3			5	6	4		8	
	1				5	9	4	7
	2		8		7			
9	3			1		2		
7		1		5	8	3		
	9		1				6	5
2				4		8		

CHANUKAH
 DRKATZ
 GELT
 JLI
 MENORAH
 SHABBATON
 SNOWDAY
 SNOWMAN
 WINTER



Credits

Emojis-- Stefanie Rose, Executive Editor
 Crossword-- Rebecca Shaid, School News Editor
 Word Search-- Rebecca Shaid
 Sudoku-- Google

Where Are The Emojis? - ANSWERS

Answers to Crossword: 1. Kohlet 2. Cougar Chronicle 3. Frozen 4. Sledding 5. Latkes 6. Dr. Katz 7. Snow Days