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Pandora Papers Reveal Dark Truth

Willow Delp ‘22

The Pandora Papers have been nothing if not aptly named.

Opening a box that releases all the evil in the world—yep, fairly accurate for a whopping 11.9 million files that revealed that the ultra-wealthy of the world stash their money in South Dakota and Nevada, of all places. This tax evasion cost the world approximately \$427 billion yearly, according to Susana Ruiz, tax policy lead at Oxfam International. The evil may have not been newly released, but it is definitely newly exposed; the dark financial ugliness of the world has, at last, been brought to light.

The Papers have been nothing if not global; fraud is everywhere, it seems. Current and former leaders from Jordan, Ukraine, Russia, Kenya, Ecuador, and Britain have been exposed for questionable offshore dealings. Less explicitly political figures, including pop star Shakira, have also been implicated. Hips don’t lie, but (according to the International Consortium of Investigative Journalists) they do use offshore companies.

Although, celebrities aside, the United States may not make it out unscathed. In the words of pundit Charles P. Pierce, “South Dakota has turned itself into the Cayman Islands with snowplows.” Our star-spangled banner has become something of a shield for the ultra-rich of developing countries to avoid paying taxes. As Ruiz says, “This is where our missing hospitals are... Whenever a politician or business leader claims there is ‘no money’ to pay for climate damage and innovation, for more and better jobs, for a fair post-Covid recovery ... they know where to look.” The rise of neoliberalism over the past few decades has affected the global economy, and it enables, if not actively encourages, corruption and financial secrecy on a mass scale.

Surprisingly, the names of American billionaire superstars like Jeff Bezos, Elon Musk, and Bill Gates haven’t cropped up in the ICIJ’s investigations. However, the answer as to why their names aren’t listed is less of a mystery and more of a depressing truth: the tax rates of the wealthiest people on Earth are so pitifully low that they don’t need offshore companies. Who needs a tax haven when the U.S. offers a capitalist seal of approval?

EXPLAINING THE DEBT CEILING DEBATE

Nicholas Baum ‘23

On October 14th, 2021, President Biden signed a bill extending what’s known as the “debt ceiling,” a century-old piece of legislation that’s recently been the source of heated debate on Capitol Hill. First passed in 1917 under the Second Liberty Bond Act, the debt ceiling is exactly what it sounds like: a limit on the amount of debt that the federal government can incur, which in turn limits Congress’s budget.

Originally, the federal government’s debt would have reached the limit by October 18th with serious repercussions. Both Congress and Pres. Biden has approved trillions of dollars’ worth in business loans, grants, unemployment benefits, and stimulus checks, making an abrupt stop in this aid detrimental to the economy’s recovery. Despite this, and the fact that the debt ceiling had been raised dozens of times in the past thanks to bipartisan action, tensions in the Senate escalated between Democrats and Republicans over how to approach the problem.

Despite the Democrats holding the de facto majority, the filibuster made it so that they needed 60 votes to vote on whether to raise the debt ceiling. The Republicans, however, argued that the Democrats can use a tool known as “budget reconciliation,” which grants them the ability to pass budgetary laws with a simple majority. They wanted the bill to be passed this way so that the Democrats would have less time to vote on other issues. This legislature passing would also force a mere increase in the debt limit rather than a complete suspension of

it, which requires 60 votes. On the other hand, both Pres. Biden and Senate Majority Leader Chuck Schumer criticized this tool as being too long and complicated.

After weeks of stalemate, on Friday, October 8, Senate Minority Leader Mitch McConnell announced that Republicans would help break the filibuster and put the debt ceiling to a vote. He, alongside ten other Republican senators and the entire Democratic caucus, voted 61-38 to hold a vote on the matter. From there, the debt ceiling was passed in a thoroughly partisan fashion--50 Democratic votes to 48 Republican votes--with two absent Republican senators.

After clearing the Senate at last, the bill had smooth sailing at last. On Tuesday, October 12, the Democratic-controlled House of Representatives passed it with 219 votes to 206. Just days later, Pres. Biden finalized the referendum by signing it into law.

Perhaps unfortunately, this isn’t the last time you’ll be hearing about the debt ceiling. Congress and Pres. Biden signed into law a \$480 billion increase in the limit, which is enough to keep Congress running until December 3, which is when the Treasury estimates they’d hit the debt ceiling again. Expect a similar showdown in a few months.

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New Texas Legislature Attempts to Stop Abortions Past 6 Weeks

Caroline Sachs ‘24

The Texas Abortion laws prevent women after six weeks into their pregnancy from getting an Abortion--when most people don't even know they are pregnant yet. The law doesn't state a time frame for someone to get an abortion by saying someone can't receive one once cardiac activity is discovered, around six weeks. Under the law, most women have two weeks to decide if they want to terminate their pregnancy. However, medical professionals agree that the period is shorter if a person chooses to take a pregnancy test a week after a late period, which is fairly common, and this would shorten the window. In Texas, an ultrasound is required to be given 24 hours before receiving an abortion to confirm there is no cardiac activity, shortening the window even further because a person must schedule and go to two visits. With new laws in place, some abortion clinics stopped conducting abortions because they feared they'd face legal action. Some women have to struggle to receive an abortion out of state. At approximately six to eight weeks, an embryo is only about a centimeter, looking like a "tadpole" to some. Even though a doctor can discover cardiac activity around six weeks, it's easier to hear the exact heartbeat at about eight weeks, once the fetus' heart has grown significantly.

Senate Bill 8 87, also known as the "Texas Heartbeat Act," banned abortion after six weeks of pregnancy. Anyone from any state can sue any citizen who aids a woman in getting an abortion after the 6-week mark—including doctors, cab drivers, and relatives. A person can receive a \$10,000 reward along with legal expenses for a court victory. The House Bill 1280 or the "Trigger bill" banned abortions in Texas and made no exception for those who are raped or are pregnant from incest. Senate Bill 4 banned any medication that causes an Abortion, like RU486, after 49 days of pregnancy. This bill essentially banned abortion as a whole because many women do not know they are pregnant before seven weeks. It is also illegal to receive pills through the mail. Abortion clinics are required to report any complications that happen during a procedure. Overall, the new abortion laws in Texas make life complicated for women who live there and decreases their rights.

Facebook Outage Causes Chaos

Karli Coskun ‘25

Social media has become an immense part of our lives. These apps are an outlet to post pictures of family and friends, talk about weekend plans, and express opinions on absolutely anything. During quarantine, social media was one of the only channels of communication to loved ones. Stepping out of quarantine and slowly adjusting to normal life, we still tap on the Instagram or Facebook icon on our home screen and scroll for a long period of time every day.

On Monday, October 8th, 2021, Facebook, WhatsApp, and Instagram became unreachable for six hours. All social media users experienced a hiatus from these social apps for more than half of their day. Although users viewed it as irritating, for the most part, the outage was beneficial to their health.

According to the New York Times, Facebook claims the outage was caused by the changes Facebook made to the internet infrastructure that arranges the traffic between data centers. Technology outages are not exactly rare; however, it is unusual that many apps from one of the biggest social media companies all went out at the same time. According to Wall Street Journal reporter Robert McMillan, Facebook engineers apparently had to use pre-internet technology to straighten out the issue.

The people who were most affected by this blackout were business owners who use apps like Facebook and Instagram for sales and publicity. Small businesses that rely on these apps lost a work day's worth of sales during this outage. For many small business owners, their business' growth depends on the media interest they can generate on Instagram. As some users complained about the lack of leisure in their day because of the outage, these business owners' paychecks depend on their social media accounts. This outage was nothing but a roadblock to their business' success.

However, outages like these can be beneficial to one's health. The mind and body appreciates breaks from the phone and computer for unnecessary activities like scrolling through Facebook. As said, during quarantine, staying away from social devices was difficult because it was the only outlet to reach out to distant friends and family. Even though it was a good distraction from the real world and a way to communicate, screen breaks are great for the mind and body. Psychiatry professor Dr. Anne Lembke states, "As a society, we need to establish digital etiquette and tech-free spaces, where we intentionally leave our phones at home and really make an effort to be present in the moment in real life with each other." This outage was unfavorable to small business owners and to Facebook itself; nevertheless, the big bonus of the Facebook blackout was the break Facebook users received from the event.

Shoe Popularity Rises Among Teens

Malia Cesareo ‘25

One thing we know is that fast fashion is on the rise. Through popular social media sites, more styles and brands are being put out onto the market at a faster and faster rate. One noticeable change is the rise in sneaker sales among teens. Kids nowadays are trading in their old tennis shoes for footwear that can sell for over three grand. According to one survey from 2019, 53 percent of teens consider themselves to be "sneaker-heads". Analyst Erin Murphy says, "[It's] gotten a lot cleaner, and it's not as promotional as it used to be. Sneaker brands like Nike, Jordan, and Adidas's Yeezy have become social currency." Your shoes now contribute to your style and how people see your fashion sense.

Social media has greatly contributed to popularizing sneakers. Scrolling through Instagram, one can find at least a dozen photos of influencers' shoes on their feed. Brands like Nike often put early notification announcements up on their page, reaching a whole new demographic. Partnering with popular athletes, actors, and influencers has been a huge contributor to these companies' success. With new designs released so often, it's no wonder Nike has been the top shoe brand for teens for 9 years running. As reporter Jeff Carvalho puts it, "Nike has become not just a commodity, but a statement."

Sneaker resale has also shot through the roof. Through resale, customers are able to purchase limited-edition shoes, shoes that are sold out, and others that are not available on brands' websites. In 2019, the Wall Street Journal announced that the "resale market for sneakers and streetwear is more than \$2 billion in North America." StockX, one of many sites, is currently valued at 3.8 billion. Having a quickly accessible app allows teens to quickly shop and buy. Nike's easy-to-use SNKRS mobile records draw in more and more teens; the average male teenager shops on the Nike app 39 times annually. Fast Fashion is a dangerous game. However, these brands seem to be able to keep teens coming back for more, and, over the next few years, it will be interesting to see how these trend lines evolve. Will Nike continue to be the most popular? Who knows?



Credit: Getty Images



Credit: Shutterstock

ADDRESSING ACADEMIC ELITISM AT MKA

Willow Delp ‘22

“SAT scores.”

Two years ago, when I was a sophomore, “SAT scores” was what MKA students shouted at MHS students at a heated MKA vs. MHS basketball game.

This disgusting act was an outgrowth of the spirit of academic elitism that regularly infiltrates our halls: knowledge, vision, and integrity seem shallow in contrast to the undeniable undercurrent of classism birthed from the reality of cruel competitiveness where As and APs are valued more than compassion and care.

As a senior, I’ve seen the dark side of academic intensity for years now; in the college process, it’s reared its ugly head. The college process, it can be argued, reduces students to their grades, sports, and extracurriculars, despite its attempt at a holistic approach. You lose your status as a person, You are an applicant with reach, match, and safety schools; the Naviance data becomes all-consuming.

But it does not begin there--it begins when you are fifteen and your friend says that the people on high honor roll are the “smart ones,” knowing that that list does not include you. You watch as the people near you divide their peers into high and low achievers; as you struggle with chemistry and algebra, you wonder where you fall on the binary. You are studying, not only for the sake of your college application, but for the sake of earning basic respect from your peers.

This is not acceptable—we do not attend school to get good grades and go to an Ivy League school, or

at least, we should not. This is an institution of learning, and this attitude is only teaching us bitterness, while fostering a culture based on recognition as opposed to actual individual growth and progress in students.

Furthermore, the elements of classism and ableism here simply cannot be ignored. The incident at the MKA vs. MHS basketball game was deeply classist, point-blank. To judge students by their grades alone ignores the diversity of privileges and opportunities within the MKA student body, assuming that everyone has similar home lives, comforts, connections, and financial situations. The ableism, also, is unsubtle. Assuming that grades equate to intelligence judges all brains on a neurotypical model, shunning neurodivergent minds as “less than” for functioning differently.

As members of the MKA community, we are not complacent observers of the culture formed and developed in our classrooms. We are all active participants, and we can work towards an MKA in which everyone feels welcomed and valued.

Our priorities should not be our transcripts but our innovation and creativity: the new ideas we present and the ways in which we can change the world, the characteristics not easily quantifiable on a GPA. And, perhaps most importantly, we need to change our priorities. As stressful as MKA can be, our idea of success should not be based on competition and clambering to the top of an imaginary ladder. Instead, we need to focus on demonstrating genuine love and compassion for those around us.

You’re Failing Us: A Senior’s Plea

Help! I can see that my classmates are drowning, but there’s no lifeguard to be found. The only thing I can find seems to be a mental health day, that sounds nice. Oh, you have four assessments in the next two days that you need to study for, and need to catch up on sleep, since you’ve only been getting about five hours a night? Not so much of a mental health day after all then, I guess.

Whenever I talk to my classmates, and ask how they are, I get the same response: a dead-eyed look and “tired.” If you go to MKA, and don’t live in Montclair (as many students do) you have to wake up at 6:30, or earlier, in order to get to school on time. In order to get the bare minimum amount of sleep, eight hours, to be healthy, students must go to sleep at 10:30 pm. Now, that seems to be an achievable task — after all 10:30 is not so late — but wait! We forgot to consider the mountain of work, extracurriculars, and college applications that students have to contend with. There’s a case to be made that everything can be easily achieved with good time management and focus, but we’re returning from a year of COVID-aletered academics and have been thrown into the deep with no recourse.

Oh, hobbies and fun? There’s no time for that, now go make sure you have your applications finished for November 1st. Seniors are in a near constant state of stress with the pressure of maintaining grades

in S1, writing high-quality college applications, as well as running a variety of clubs and sports teams. This is not even the worst of it — as students need to write far more applications in preparation for the January 1st deadline. You’re failing us. Students are in eternal sleep debt, have no time for non-school activities, and are in a state of near` constant stress. You need to do more than just call a single mental health day. Students need sleep, balance, and it’s nowhere to be found. Schools have a responsibility to educate and care for all aspects of their students, and in our return to a “new normal,” MKA is failing in nearly all of its non-academic responsibilities.

If you are interested in alleviating this burden here is what I would suggest: immediately reinstituting PM CWP everyday of the week, starting at 9 am on Wednesdays and using the old schedule, building in several additional mental health/college application work days throughout the year (such as next Wednesday before the EA deadline), bringing in someone to talk to seniors about ways to preserve their mental health and practice self-care during this difficult time (this would be good to have in general for all students as well: Ms. Budd had sessions with tools to study for midterms, the same should be done for mental health), finding ways to get students to exercise (such as an after school workout group, or intramural sports), and making lunches healthier. I sincerely hope that together we can chart a happier and healthier path for our class, and future students.

Point-Counterpoint: 9 a.m. Start Time

Point

Christina Bonarti '22

Last July, the MKA student community was notified that the administration had decided to return to an 8 AM start for school. This communication came alongside countless others detailing the comprehensive and helpful research that MKA staff had been doing over the summer to combat COVID-19 at MKA. This research has been prominently displayed for the public to see; MKA's "Protocols for COVID-19" webpage is crowded with references to the CDC's advice regarding proper pandemic procedures. Unfortunately, MKA has not implemented its vital advice regarding emotional and mental health. According to the CDC's overtly-titled article, "Schools Start Too Early," high-school-aged teenagers need 8-10 hours of sleep per day for good mental, emotional, and physical health. The CDC warns that kids who don't get enough sleep are more likely to suffer symptoms of depression, engage in "risky behaviors," and perform worse in school than those who sleep 8-10 hours a night. A follow-up study found that teens who don't have adequate sleep are three times more likely to suffer "frequent mental distress" as opposed to peers who get enough sleep. Starting school an hour later would allow students to get a critical extra hour of sleep, contributing to MKA's mental health efforts.

After giving students, faculty, and staff a very popular respite from waking up with the roosters, the administration sent a poll around to students and families asking whether they would rather continue the 9 AM start or return to the dreaded 8 AM bell. Despite resounding support for the former, the administration reimplemented the 8 AM start. The two main reasons cited were that students could return to longer classes and an earlier start time would provide working parents with an easier drop-off. However, many teachers stated that during the period of the 9 AM start, they felt their classes were on the same track as prior grades had been, and trends in AP scores proved that most students were just as prepared having had hour-long classes all year. The drop-off issue could be solved by opening the building just before 8, so parents could continue their normal drop-off, but not mandating attendance until 9 AM.

The Upper School community has felt in full force the difficulties presented by emerging from fully virtual, then hybrid, learning. This has been a challenge that the administration has recognized and attempted to meet halfway: they have provided more mental health resources throughout the school and facilitated seeking help. Starting school one hour later won't fix the overwhelming challenges that we as a generation are now facing in the post-pandemic world. But the past two years have been hard enough. Give us an extra hour of sleep.



Counterpoint

Olivia Okun-Dubitsky '22

If there's one phrase that's defined MKA's approach to the 2021-22 school year, it's "a new normal." We might not have the senior section or the Survival Shop, but we have in-person classes and live Monday Meetings. We returned to the realm of a freshman-packed AC and running out of food at late lunch--little things that I never imagined I'd miss but ultimately ached for after a year of online school. After doing classes from my desk for months, pajamas and camera on, it's a relief to feel some sense of normalcy.

But when I received a Google Form asking how I'd feel about an 8:30 start time, I'll admit that I jumped in jubilation. I could get more sleep, have more free time, maybe even finally eat breakfast in the morning...the idea was alluring and the possibilities were endless. But the more I thought about it, the more I realized that a later start time would be just another thing to adjust to.

It's hard enough transitioning from virtual or hybrid learning without having to adjust to a whole new schedule. Everyone I've talked to has struggled with going back to school full-time. The last twenty minutes of class seem to take an eternity, our stomachs growl as we miss our PM CWP snacks, and the bathrooms seem more crowded than ever. That's not to say we miss virtual learning--I know I certainly don't--but it's still been a challenge to get used to this "new normal."

Now imagine adding on a whole other challenge: an entirely new schedule. You have to memorize the new times for lunches, an entirely different CWP, and when in the world clubs meet. You're late to classes, confused as to when they meet, and meetings with teachers are nearly impossible to plan. So sure, you got an extra half an hour of sleep, but was it worth it?

Instead, let's actually embrace this idea of a new normal. We'll oversleep our alarms a few times, sometimes zone out at the end of classes, and occasionally wear sweatpants. But slowly but surely, we'll get used to pre-COVID MKA. We'll learn to welcome first period frees, the classic 9:20 CWP, and a lengthy L2. Instead of transitioning both to fully in-person learning and an entirely different schedule, we'll only have to reckon with the former.

This school year is going to have unique challenges, no matter how we choose to approach it. So, we might as well make it a little easier on ourselves and get used to waking up with the sunrise.



Sen. Joe Manchin and Sen. Krysten Sinema: Rebels without a Cause

Aiden Ehrenreich '22



Credit: Getty Images

It’s not a stretch to say our government has reached a point where it is no longer a functional entity. After months of wrangling, and despite the support of a broad majority of his party, Joe Biden has been unable to pass his signature Build Back Better Plan. Two senators, Joe Manchin, and Krysten Sinema have effectively subverted the will of the people, blocking the overwhelmingly popular package. Unfortunately, their reasoning is lacking, to say the least. Joe Machin, in signature Clintonite fashion, is concerned about the debt ceiling and doesn’t want to give ‘hand-outs’ to people, and has provided an arbitrary limit of \$1.5 trillion. Krysten Sinema is not even willing to explain her stance to the public, or even be clear about what concessions she wants. They have no coherent ideology, only a vague idea of bipartisanship, and narcissistic obstructionism.

Democrats have a chance to transform America in their image, but they appear to be failing in spectacular fashion.

Joe Biden promised America, not only that he would bring about a return to normalcy, but that he would improve the day to day lives of millions of Americans. Unfortunately, rebellious senators without a cause are impeding him from staying true to his word. Krysten Sinema and Joe Machin may view themselves as saviors of the Democratic party, preventing a shift to extreme leftism. However, in reality, they are undermining the Democratic party’s credibility and driving it into the ground. Democrats are going to lose in midterms, and inevitably the presidency, because who would vote for a party that can’t do a thing? Democrats have a chance to transform America in their image, but they appear to be failing in spectacular fashion. Furthermore, Democrats had the chance to repeal Republican laws, which suppress voters of color, and make voting more accessible to all, but the most important democratic institution of all, the filibuster must be preserved. There was a chance to empower voters and create an electoral map representative of the public but that opportunity has been squandered. Those opposed to enacting voting rights legislation have become complicit in Republican voter suppression and created a favorable electoral map for Republicans for at least the next decade Perhaps Krysten Sinema and Joe Manchin will win reelection, but as a much younger Krysten Sinema said of Joe Liberman, “I don’t even know why he’s running. He seems to want to get Republicans voting for him — what kind of strategy is that?”

In Conversation with Ms. Gomez

Julia Narucki '23

Ms. Gomez, the new addition to the history department, comes to MKA this year after her first two years of teaching at The Taft School, a boarding school in Connecticut. With teaching experience in both U.S. History and AP Government, she is excited to teach World History for the first time. At MKA, she also coaches basketball and is an advisor for SDLC. Ms. Gomez is looking forward to seeing both programs grow, as well as helping to build a positive culture within each of them. Ms. Gomez studied Global Liberal Studies at NYU, with a concentration in Critical Creative Production, which incorporates history, art, culture and society. She obtained her Master in Education at the University of Pennsylvania in 2021. When she applied to her fellowship at Taft and was deciding between teaching English or history, she chose history because she believes that it helps us to contextualize the present. After her first few weeks as a history teacher at MKA, Ms. Gomez has found that her students are very aware of the world around them and already have a lot of knowledge. She believes that the job of a teacher is to capitalize on what students already know. If she wasn’t teaching history, Ms. Gomez says she would have liked to focus on environmental science. She thinks the history and science departments should



work together to bring Environmental Studies to MKA, which would tie together both of her interests together. For now, Ms. Gomez wants to work on getting to know the culture of the school and getting to know all of her students.

Introducing Ms. Ning, MKA’s Newest Addition to the Upper School Science Department

Emma Burd ‘22

Although she has only been part of the teaching staff for a few months, Ms. Ning is already making her mark on the MKA community. This year, Ms. Ning joins the MKA Upper School science department, teaching both AP Physics 1 and Physics 1 Honors. Before she chose to pursue a career path in physics, Ms. Ning considered teaching psychology, a subject that she has always felt naturally drawn to. Although she ultimately decided to teach physics, Ms. Ning is still fascinated by the field of psychology, specifically when it comes to understanding the science behind different learning styles. At MKA, she regularly uses her psychology knowledge by implementing different teaching strategies in her classes. “Helping people get those ‘aha!’ moments is very gratifying,” Ms. Ning says when asked about her favorite part of teaching overall. Before coming to MKA, Ms. Ning received her bachelor’s degree from the College of New Jersey in 2009 and then attended Rutgers Graduate School of

Education. Interspersed throughout her time in college as well as after she graduated, Ms. Ning taught physics at various other high schools in New Jersey such as Trinity, Edison, and Fair Lawn. Although she has enjoyed all of her past teaching experiences, Ms. Ning says she especially appreciates the small class sizes at MKA. She notes that despite only being here for a few months, she has already been able to make very meaningful connections with all of her students and fellow faculty members. In her free time, Ms. Ning enjoys singing—something she says comes as a surprise to many people—as well as playing pickup soccer. She also loves to read, saying that her favorite book is Little Women because of how “comforting” it is. Ms. Ning is more than excited to be coming to MKA this year, sharing that she has already appreciated the warm welcome she has received from the faculty and students alike. We look forward to seeing all that Ms. Ning will contribute to the MKA community this year and in years to come.



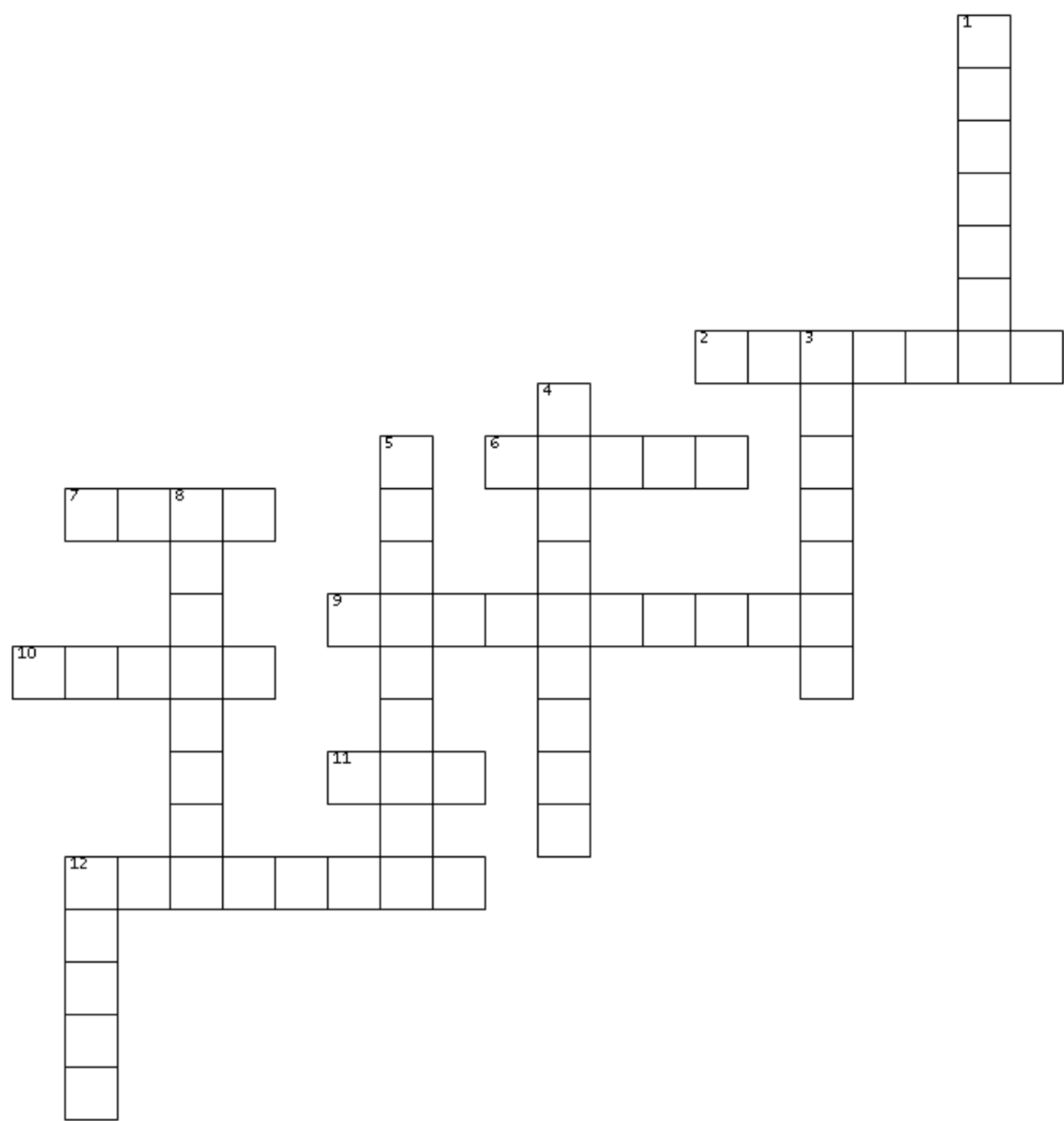
Meet Dr. Bell: What makes MKA a Valuable Community to be a Part of?

Marin Ievers ‘25

Montclair Kimberley Academy’s Dr. Carlaina Bell, the Assistant Head of School for Diversity, Inclusion, and Anti-Racism and a ninth-grade Belonging and Community course teacher, is going on her twentieth year in the MKA community. Now that she has relocated her office to the Upper School campus, Dr. Bell has the opportunity to expand her previous knowledge and focus on learning more about MKA on a broader scale. She can also collaborate with old colleagues, connect and bond with new ones, and engage in a new environment. So far this school year, her most enjoyable moment has been becoming a ninth-grade girl’s advisor. Dr. Bell attended the University of Virginia, earning a B.A in Economics and Spanish. She then received a Master of Education from Harvard University and an Ed. D in Education Leadership from Seton Hall University. Before joining the Upper School faculty board, Dr. Bell worked as the Assistant Head of Campus and a member of the World Language Department, in addition to her position in the diversity and inclusion group of the Middle School campus. In her opinion, the most valuable aspects of being a part of MKA’s staff are the strong sense of community and the inviolable bond between the faculty and students. Dr. Bell explains that she has grown academically, professionally, and socially throughout her years at MKA. With the limitless support and encouragement from other faculty and staff members, Dr. Bell feels assisted when embracing new challenges and opportunities. The MKA community does an outstanding job of making each other feel welcome and cared for. In her spare time, Dr. Bell is often found with friends enjoying dinner or walking outdoors, particularly on a crisp autumn afternoon. Dr. Bell uses reading as an escape from reality, to enter new worlds, and to travel to new places.



Nicholas Baum ‘23



ACROSS

- 2. A place full of students, and empty lockers
- 6. A language offered by the upper school, but not by the middle school
- 7. He taught here for 52 years(!) before retiring last year
- 9. As of right now, MKA's only undefeated fall team
- 10. MKA's own a cappella group
- 11. If there's ever a game at Van Brunt, another team may unfortunately have to practice down here
- 12. Where the field hockey team calls its home

DOWN

- 1. Where you can see the fall and spring plays
- 3. It's a tradition for primary school students to dance around this every year
- 4. When you can expect all three campuses to be present together
- 5. Another way to refer to the campus of the primary school
- 8. This year's fall play
- 12. The house that sits left of Strong in the auditorium

COUGAR CROSSWORD ANSWER KEY

Nicholas Baum ‘23

