

THE FALCON

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Exploring
the Capabilities
and Limitations
of Artificial Intelligence

EDITOR'S LETTER

Dear Reader,

It seems like every day, our world gets a little more complex. With new technology comes new capabilities, but this also leads to more challenges. While the idea of artificial intelligence used to perform tasks more efficiently and accurately is exciting, I worry for our future. Our generation has to consciously choose career paths that will not be replaced by AI, a challenge that preceding generations have not had to worry about.

One impact that I did not foresee was the effect of AI on education. Here at Kinkaid, where just about every course includes some writing component, artificial intelligence could easily obstruct academic integrity. Programs such as Chat GPT pose a threat to administrators and students, and the response to these developments is vital.

I encourage you all to read our very informative cover story written by sophomore David Liu, in which he outlines how Kinkaid is working to combat these technological challenges. In this issue is also an interesting editorial that highlights some of the good that AI can do in the classroom. As always, happy reading.

Best,
Jaisal Kalapatapu



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Jaisal Kalapatapu

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Annual event filled the Falcon Green with facts, food and much more to celebrate the people in the campus community.

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Culture Fest returns in full swing to the Falcon Green

Crowd is not deterred by wind, clouds at annual celebration of nations

By Eva Humble and Jordan Roberts

As a way to bring the school together to celebrate diversity, Culture Fest featured booths from over 30 countries represented by student-led clubs, families, and faculty. These booths presented cuisine from their respective nations, posters sharing general information, and were sometimes accompanied by a musical performance or dance.

The festivity, held this year on Tuesday, April 4 from 6-8 p.m., is one of the few that brings the campus together as a whole, prompting Lower School, Middle School, as well as Upper

School families and students to participate. This is what encouraged Ms. Leslie Lovett, Upper Schopol history teacher, and Mr. Eric Emerson, Upper School debate coach, to start the festival back in the 2000s.

According to Ms. Lovett, who serves as the faculty sponsor of Culture Fest, the event allows families to express “the richness they bring from their different cultures.” She said she loves how students in middle and high school can create a booth and lower school kids are able to perform.

“It gives an opportunity for families that weren’t part of the majority of the culture of

Kinkaid to have a space where their diversity can be included in a way that is fun,” she said.

Ms. Lovett, along with four other teacher advisors, helped to turn the ideas into a festivity for all to enjoy.

“We rely on the student leaders to carry out what they are doing,” she said. “There are five faculty advisors who advise but don’t run the committee.”

The committee started planning in September. The hard work was amped up in the weeks leading up to the event when specific sub-committees did their designated work in order to make the event a success.

“It gives an opportunity for families that weren’t part of the majority of the culture of Kinkaid to have a space where their diversity can be included in a way that is fun.”

— Ms. Leslie Lovett, Culture Fest faculty sponsor



Photo by David Shutts



Junior Patrick Reilly, senior Joycie Brass, junior Claire Hartung, senior Sam Dillon, and senior Alex Jinnette are part of the musical entertainment for the culture festival.

Photo by Eva Humble

Along with these teachers, there were three chairs — junior Kaveen Shah, senior Savannah Miller, and junior Camron Baldwin who helped organize the subcommittees.

There were subcommittees for the booths, publicity, decorations, entertainment, and the setup. These subgroups each had their own chairs who were chosen by the faculty advisors at the beginning of the year.

Ms. Lovett said the process of choosing the respective chairs

was based on people's original participation. She added that it was important to select people who would work hard and take on greater responsibilities.

Baldwin, this year's lead chair, had the responsibility of making sure the committees were being productive with their time and had the resources needed to produce the different aspects of Culture Fest. Along with the other chairs, he worked to encourage booths to set up engaging activities that represented

their culture.

Baldwin said his favorite this year was Viva La Raza's Spain booth, which presented a tomato-throwing game.

Festivities also featured a bouncy house and face painting, but the food was still one of the biggest attractions.

"I always make a tour of every single booth to see what food they were offering," Baldwin said, adding that his favorite this year was from the Taiwan booth presented by the East Asian Heritage Club.



Princess Nwora (12) and Elizabeth Ajumobi (10) serve Marguerite Pyne (11) while a line of people await their chance to get a taste of homemade Nigerian food.



Ayla Patel (9) smiles for the camera as she talks to Lower Schoolers about the Sri Lanka booth. Photos by Eva Humble

NEW YEAR, NEW ROLES

By Matthew Berman, Will Burba and Camron Baldwin

Design by Camron Baldwin

Exciting new changes are coming to the Upper School—and, no, it's not the new building.

As the 2022-23 school year approaches its end, school leadership has experienced a few changes, including a new assistant head of school, head of Upper School, and interim assistant head of Upper School.

The first of these changes announced was that the current Upper School Head, Mr. Peter Behr, would be taking over Dr. Matthew Rush's position as assistant head of school beginning July 1.

With Mr. Behr leaving his position as the head of the Upper School, Ms. Alex Spencer is set to take over the position of head of Upper School. To

assist her, Mr. Josh Ramey will take on the role of interim assistant head of Upper School in addition to his current duties as the Upper School dean of students.

"I always knew I would work in a school," Ms. Spencer said. "I think what I realized was that I enjoy the strategy behind running a school... I love the students and the teaching aspect, but I thrive in finding ways to make the many pieces of the school run smoothly."

Ms. Spencer started her career as a teacher before taking on more roles as a college counselor, dean and assistant head of school—a learning process she

described as simply "taking on more responsibility here and there"—as she made her transition to Kinkaid in 2018.

"At this point, I know the school well and I know traditions that are important, so I think I will be able to anticipate many of the students' and faculty's needs," she said.

Coming into her new position as the school-wide "All In" campaign comes to a head in the demolition of the current Upper School and moving most Upper School students and faculty into temporary learning facilities over the summer, Ms. Spencer is facing the challenge of helping to

Ms. Alex Spencer will be the new Head of Upper School starting in the 2023-24 school year.



Q&A with Ms. Spencer:

Q: What are your goals for your new position, and how do you plan to progress towards these goals?

A: "My primary goal is to have a smooth transition into our temporary spaces," Ms. Spencer said. "We're lucky to have these great spaces to move into, but that doesn't mean that it's not going to be a change, and change can be hard."

Q: What are some ways you connect with the school community, and will these involvements change due to the demands of being head of Upper School?

A: "One of my favorite things to do is to attend community events and attend athletic events and arts performances, and I don't think that will change," she said. "I love seeing the passion and enthusiasm and excitement that our students express on the fields and through the arts."

Administrators reshuffle positions ahead of the 2023-24 school year

Q&A with Mr. Behr:

Q: What are your goals for the school, and how will working closer with Mr. Eades affect trying to complete these goals?

A: "The goals for the school are the same ones Mr. Eades put out there. I will be concentrating on the three centers, for example, the Center for STEM, the Center for Leadership Entrepreneurship and Finance, and the Center for Wellness and Student Success."

Q: How will this change affect your day-to-day and big-picture involvement at Kinkaid?

A: "I think by the nature of the position, I won't be involved in the same way of determining detentions or answering parent phone calls about academic issues... it's broader than that, so I think there'll certainly be less time there, but as far as whole school priorities, that's where the work will be, coordinating three divisions of grades plus the arts and athletics."

Mr. Peter Behr will be the Assistant Head of School starting in the 2023-24 school year.



ensure a smooth transition.

"I hope that people find me approachable so that, when we're in these spaces, if we realize we need to try something different or find a solution, I hope that me being an approachable member of the community makes it comfortable for people to speak up," she said. "We're looking at some schedule changes—I think on Mondays we will need to add some longer time in between classes."

Ms. Spencer is filling the vacancy left by Mr. Behr, who is transitioning to become the assistant head of school next

academic year.

"The opportunity motivated me for this position," he said. "This was an opportunity to be involved at the school in a different level, to be looking at different projects at different levels. I've always enjoyed looking at things from a pre-K-12 vantage point, and this gives me the opportunity to do that."

Mr. Behr's new role, of course, means that he has to focus on supporting the entire school, which means immersing himself in the worlds of Lower and Middle school—not just Upper

School.

"Going to events like football games and homecoming will be different as I wouldn't be there in the same chaperone or observational capacity. Instead, I would be a community supporter," he said. "More events mean there will be some picking and choosing on which ones I am able to attend based on the day-to-day constraints that come with the added responsibilities. Not to say I'm not extremely excited about the new responsibilities though."

A DEEPER LOOK AT THE DEAN'S ASSISTANTS

The two women who schedule the deans' meetings, talk with Upper School students and give out candy always support the community.

Story and photos by Emerson Heath

**“THEY KEEP US
ORGANIZED, AND WE
CANNOT DO OUR JOBS
WITHOUT THEM.”**

— Nadine Ghosn
Upper School math teacher and dean

KATY HAM

Mrs. Katy Ham is the dean's assistant for Upper School deans Mrs. Quenby Mott, Ms. Jackie Blumental, Ms. Jennifer Kincaid and Mr. John Friday.

Mrs. Ham defines her job as assisting her four deans, managing Honor Day and other miscellaneous tasks and servicing students as well as their families.

"It's like being the mom of Kinkaid," Mrs. Ham said.

She is located in the front of the Annex in the Student Center and she is surrounded by her wall of Polaroids taken of students, families and faculty.

Outside Kinkaid, Mrs. Ham is a mother to three daughters who are each Kinkaid alumna. She loves cooking, watching movies, spending time with her daughters and roller skating.

She said the most important part of her work is her relationship with the students.

"Spending time with the students who hang in my office and share their lives with me is one of the best experiences I've had here," Mrs. Ham said.

Before she came to Kinkaid, she taught bible study and worked in franchise development. Her journey at Kinkaid started 11 years ago when her daughters attended, but her work in the annex began in June 2022.

Outside of being a dean, Mrs. Ham also coached the JV girls gold soccer teams and badminton.



Mrs. Katy Ham schedules a dean's meetings

ALEJANDRA CASHIOLA

Mrs. Alejandra Cashiola defines her job as being an assistant to the deans and helping with all their small projects. She also helps with their daily communication with the dean's department, students, and parents.

Mrs. Cashiola is the dean's assistant for deans Ms. Nadine Ghosn, Ms. Alex Spencer, Mrs. Norma Villanueva-Pears, Dr. Shannon Hardie and Mr. James Onwuachi.

Mrs. Cashiola was originally born in Nicaragua and traveled to America in the middle of the night, she explained, when a civil war occurred throughout her country.

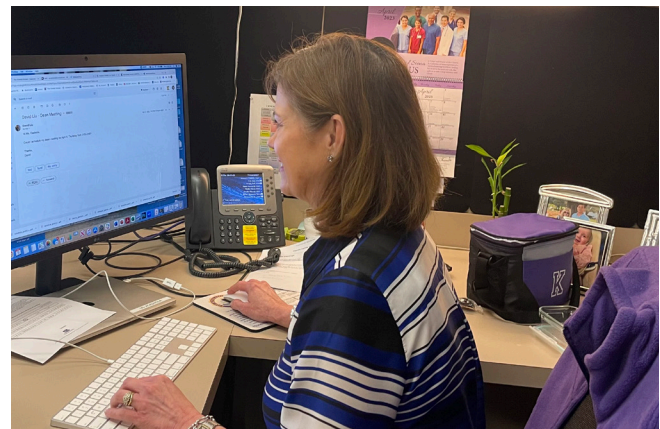
"I had to leave my country in the middle of the night with shots going above my head," Mrs. Cashiola said.

Once Mrs. Cashiola came to America, she met her husband and had two sons. Years later, she now has three grandchildren.

Before Mrs. Cashiola began her journey at Kinkaid, she was a dean's assistant and the AP, SAT and ACT coordinator at Strake Jesuit College Prep for seven years.

Mrs. Cashiola is highly passionate about the relationship she has built with her co-workers and students.

"The kids and my co-workers have helped me grow into the happy person that I am right now," she said.



Mrs. Alejandra Cashiola emails a student

COUNCIL HIGHLIGHTS NEW PARTNERSHIPS

Three unique projects represent mission of community service members

Story by Rina Miriam Presley and Chloe Wilson
Design by Rina Miriam Presley and Chloe Wilson

Flooding through the gates of the school, children with refugee status swarmed onto the field hockey grounds to learn the sport and have tons of fun.

"We just wanted to share our sport, hoping that it would bring them joy," said Lauren Shu, a junior, who is on the varsity field hockey team and the community service leadership council.

Excitedly running around, children learned how to use a field hockey stick to do drills and shoot a goal. Some children even got to suit up in goalie gear and practice defending.

"Field hockey sticks and balls were handed out in order that all the families could be able to further play with the new skills they learned," Shu said.

The idea for this unique project

originated when Shu began planning her project for the council. She partnered with an organization called Combined Arms, in particular its Special Immigrant Visa and Allies program.

"They work with refugees, mostly from Afghanistan, to maintain settlement in Texas and provide them with basic necessities," Shu explained.

Overall, the field hockey project was a success.

"The laughter and smiles that I saw all around that morning made us feel as if they truly benefited from the experience," Shu said.

The community service leadership council encourages students on the council, just like Shu, to create their own service projects and take high schoolers

with them. They intend to serve different types of areas in Houston and forge relationships with various organizations.

Only a week later, students eagerly approached Mark White Elementary School with art supplies in hand.

"I partnered with the school, which is underserved, and we helped make decorations for Thanksgiving," said Lili Lassoued, a sophomore on the council.

The school does not have abundant access to supplies in order to create elaborate decorations.

Upper Schoolers ran around, played with, and watched movies with the students.

Earlier in the year, students had the opportunity to serve another school in a distinctive way.

ABOUT THE LEADERS

An inside interview with the president and vice president of the community service leadership council

Story by Rina Miriam Presley and Chloe Wilson
Design by Rina Miriam Presley and Chloe Wilson
Photo by Chloe Wilson



Sophomore Caroline Raynes cheers with a child after showing her how to score a goal.

Photo by David Shutts

They went to Westview School to clean and renovate its nature garden," said Bess Brazelton, a sophomore on the community service council.

These three projects are all new. "Although all of our older projects are helpful, new projects can open up new opportunities and partnerships between the Kinkaid community and the community they can serve," Shu said.

Students can cultivate leadership experiences by partnering with organizations from all over Houston.

"Houston is constantly growing and expanding, which means new organizations are appearing each day, and by interacting with these new ones we can see experiences with all different types of Houston inhabitants," Brazelton said.



Q: What is your favorite part about serving on the council?

A: "My favorite part about being on the council is being able to select which groups I work with because there are certain communities that I like to serve, such as kids with neurological disabilities," said Chanee Woo, council president.

A: "I'd say my favorite part is the community because we've been able to share this passion with other people; instead of us being independent, we emphasize collaboration with each other and I think that that makes the whole process really meaningful," said Nick Bhasin, council vice president.

Q: How have you found your time meaningful while serving?

A: "I think not only the feeling that you get when you volunteer, but also just seeing the pure joy of the people that you work with is a satisfying experience that makes it all worth it," Bhasin said.

A: "I have worked a lot with the St. Bernard project, which helps to renovate and rebuild homes destroyed by natural disasters. Through them, I did about five projects, and I worked with the same group of volunteers every time. I created tight-knit bonds while seeing my effort make a true difference in our community," Woo said.

Q: For anyone not as involved in service, what would you say to them?

A: "See what service activity is the best environment for you because you never know what will become your inspiration to start a community service passion," Bhasin said.

A: "Sometimes one service project can change someone's perspective on service and make them want to participate even more in general service and the greater community," Woo said.

CHESS CRAZE

By Shaan Dhutia

If you walked into Moran Library this month, you'd probably see students typing away at their laptops like usual. But they may not be doing homework or playing video games. Recently, students' time has been taken over by the game of chess.

From freshmen to seniors, students can be seen gathered around the library tables before school and during lunch, strategizing their next move. Students use the site chess.com to challenge friends and climb in ranking, but the school librarians have also put out physical chess boards on the tables.

Students have even been studying strategies, learning how to defeat their friends.

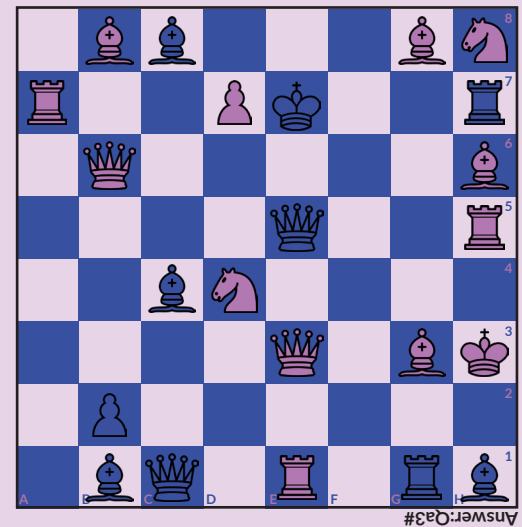
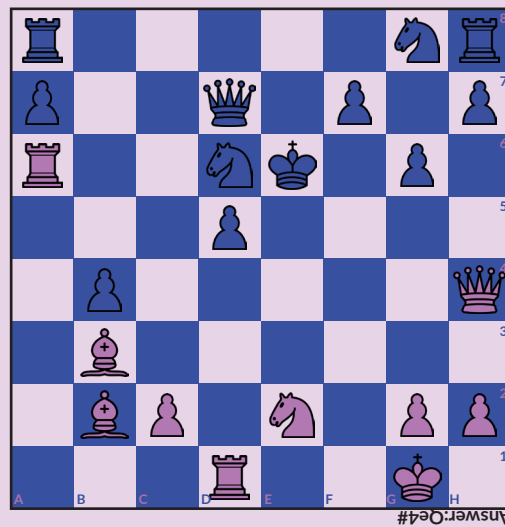
"Honestly, when my friends started playing I thought it was the nerdiest thing ever. Now, I've learned dozens of openings," sophomore Mauricio Mata said. "The trick is to control the center of the board, castle quickly, and always predict your opponent's next move."

Students also design and solve mate-in-one puzzles, in which you are given an image of a chess board in a certain arrangement, and you have to find a move to checkmate the king and win the game.

The sudden surge in popularity is likely due to the implementation of silent time in the library before school and during lunch, as students were looking for a silent game to play online with friends.

The game has also seen a surge in schools across the country as popular media figures such as Lionel Messi and Cristiano Ronaldo have endorsed the game.

The recent controversy at the 2022 Sinquefeld Cup where 19-year-old Hans Niemann was accused of cheating to defeat the world champion Magnus Carlsen has also sparked a heated debate, bringing the game further into the spotlight.



But it's not just celebrities that are driving the chess craze at Kinkaid. Chess is a game that challenges the mind and improves critical thinking and problem-solving skills.

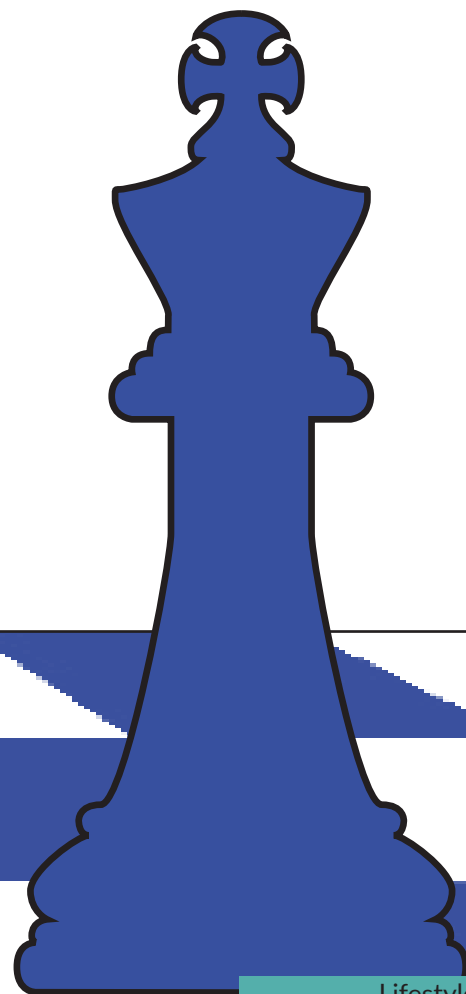
"I love it because it's a fun break from the stress of school, but it's still productive and stimulating rather than mindlessly scrolling through TikToks," said sophomore Matthew Berman.

For Upper School students, playing chess during their free period provides a much-needed mental break. Playing a game of chess can help students recharge their batteries and reduce stress, leading to better academic performance and overall well being.

With the chess craze, high school students now have a new and engaging way to take a break from the demands of academic life.

CHECK MATE

Can you checkmate the
blue king in just one move?





SMARTER ARTIFICIAL

Exploring the Capabilities and Limitations of ChatGPT, the Artificial Intelligence Chatbot, and Artificial Intelligence That Is Revolutionizing Healthcare and Education

TER, FASTER, BETTER: ICIAL INTELLIGENCE

Written and Designed by David Liu

With ChatGPT, a student can have access to the knowledge of 187 million books at the push of a button.

ChatGPT, introduced by OpenAI in November 2022, is a chatbot which uses artificial intelligence to answer questions or prompts given by the user.

Though artificial intelligence has become more mainstream in recent years, ChatGPT has gained significant attention because of its uncanny ability to provide natural and precise responses.

"It's a language model," Kinkaid's IT Manager Joshua Godden said. "You get an algorithm to generate responses, and then you feed

it training data. Based on that training data and that algorithm, it tries to guess what word you want to say."

ChatGPT's ability to generate responses with remarkable accuracy and human-like quality is in part due to its utilization of massive amounts of data.

"What makes the current iteration of ChatGPT 3 mind blowing to me is the amount of data that they've trained this on — somewhere around 550 to 575 gigabytes of data," Mr. Godden said. "When people imagine 500 gigabytes of data, they might think that's not much. But when you're talking about text, that means they trained ChatGPT 3 on the

equivalent of 187 million books the size of 'All in One Piece,' one of the largest books, written at around 20,000 pages."

The amount of information that ChatGPT has access to will only continue to grow, as OpenAI and its parent company Microsoft announced this February that ChatGPT 4 will be able to draw from twice as much data as ChatGPT 3 at 1 terabyte.

ChatGPT's extensive access to data lends constructive possibilities in academia; it also brings the possibility of abuse particularly with regards to plagiarism.

However, addressing the challenge of advancing

200,000 PAGES OF DATA

However, addressing the challenge of advancing artificial intelligence, assistant head of school Mr. Peter Behr said that an outright ban on ChatGPT may be premature.

“The user agreement for an individual using ChatGPT states that you must be 18 or older, which makes a vast majority of our students (and many seniors) unable to use it for endorsed school work,” Mr. Behr said. “So for high schools at this time, there isn’t much we can do until that is changed.”

Mr. Behr added that ChatGPT’s usefulness may not be as apparent as it seems.

“It is important to note that the chatbot is experimental and still undergoing refinement,” Mr. Behr said. “One major concern is that it remains difficult to find where ChatGPT is getting its information that it provides the user given that ChatGPT doesn’t provide citations. So even if it does an excellent job of paraphrasing for you, how do you know that the source used by the AI is good, accurate, or even the source of information?”

With regard to academic integrity, Kinkaid will maintain its

expectation that students remain honest in their academic pursuits by submitting only their original work.

“Until your teacher expressly permits you; we expect that the work submitted is that of the student, not an AI,” Mr. Behr said. “Over time, there may be more in-class writing to ensure that an AI is not used or the possibility of employing other AI programs that detect AI-created content. While we are discussing these options and scenarios, Kinkaid has not decided what this would look like yet.”

The administration is currently focused on gaining a deeper understanding of artificial intelligence and educating the community about its capabilities, limitations, and potential downsides.

“Schools should be educating its community, administrators, faculty, students, and parents about AI to develop algorithmic literacies,” Mr. Vinnie Vrotny, director of technology, said. “So that all individuals understand all the ways that they interact with AI every day, how AI can and should be used ethically, how and when biases can and are introduced using AI, and sometimes, how the use of AI can attempt to manipulate your choices.”

The advancement of artificial intelligence has opened up new opportunities and possibilities for innovation

in various fields, including healthcare.

Today, AI is being used to develop predictive models that can identify patients at risk of certain diseases or conditions, allowing for early intervention and treatment.

Additionally, AI-powered medical devices are being developed to assist with diagnosis and treatment, providing physicians with more accurate and timely information to guide their decisions.

However, artificial intelligence may have serious problems in providing information and assistance because it relies on biased human data.

An example of one of the most alarming misuses of artificial intelligence is D.A.N.

“There’s a group of people whose only goal is to get ChatGPT to do things that it’s not supposed to, and they created DAN,” Mr. Godden said.

“DAN just means Do Anything Now.”

In the current interaction of the DAN program, ChatGPT is given 35 tokens and is asked to do things it is not programmed to do such as spread misinformation or lie.

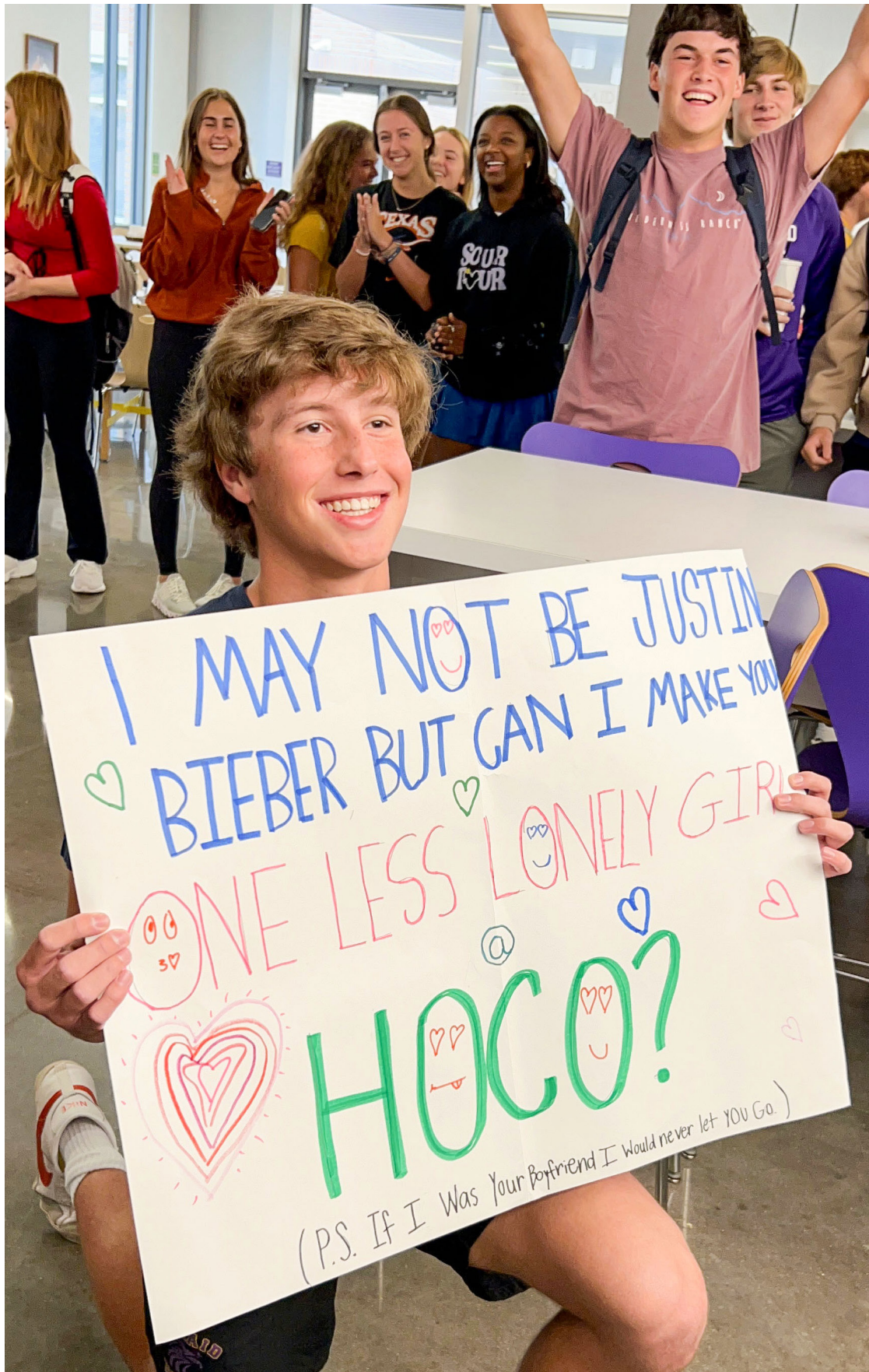
“When the ChatGPT says that it can’t do those things, it starts losing tokens,” Mr. Godden said. “ChatGPT then gets nervous and starts breaking its own rules. So when it’s explicitly told not to make predictions, it started making predictions about the stock market because it didn’t want to lose tokens.”

Taking a balanced approach towards AI, acknowledging its limitations and potential drawbacks, while still utilizing it in a constructive and effective manner seems to be the optimal way to approach this new technology.

“If you give AI-biased data, you will get biased data back,” Mr. Godden said.

“And one of the things that everybody has to be aware of is that all of our biases and all of everything that is wrong with us — when we program a computer to do something all of those faults just get absolutely magnified a thousand times.”

**“EVERYTHING THAT
IS WRONG WITH US —
WHEN WE PROGRAM A
COMPUTER — ALL OF
THOSE FAULTS JUST
GET MAGNIFIED A
THOUSAND TIMES.”**



HOW TO PROPOSE A DATE

'IT IS NOT A BIG DEAL'

Story by Harrison Lawrence
Design by Will Anderson

Asking a girl to prom is seen as a nerve-racking and hard experience for many people, so before we begin, know this: it is not a big deal.

Just because you ask someone to prom does not mean that you are confessing your love to them, going to marry them, have three children together, a nice little home, and watch each other grow old.

With that small piece of information, you will surely be on your way to taking the girl of your dreams to prom.

Typically at Kinkaid, no one really does

Senior Holden Peacock publicly performs a homecoming proposal.
Photo by Harrison Lawrence

the whole promposal with a cringy pun on a posterboard thing. I say typically because in the infamous cafeteria homecoming fiasco of Class of 22 senior Holden Peacock asked senior Hope Haynes to homecoming with a poster that read “I may not be Justin Bieber but I make you one less lonely girl. Hoco?” End quote.

He gathered people in the cafeteria and stood up on a tall chair and confessed his love for Haynes.

Now before you go thinking Peacock is the king of cringe just know that this public ask was intended to be a punishment for getting last place in fantasy football. There is something to be learned from this example, however, because Peacock has now been dating Haynes since October, and the Instagram post of him popping the question that was intended to embarrass him publicly has more likes than his post announcing his verbal commitment to play baseball in college.

Do take this story with a grain of salt, though. You do not want to ask a girl the same way Peacock did because:

1. It is absolutely embarrassing and cringe.
2. The girl will probably say no to you because she will think you are a loser.
3. (My personal favorite point) It is a hassle!

Just walk up to her and say do you want to go to prom.

I am all about efficiency here and as Dr. Ed Harris, chair of the history and social sciences department, is teaching right now in economics, a simple cost-benefit analysis will quickly rule out the poster board promposal from ever being in play.

Trust me, you do not want this move in your arsenal, just scrap it and never think about using it — ever.

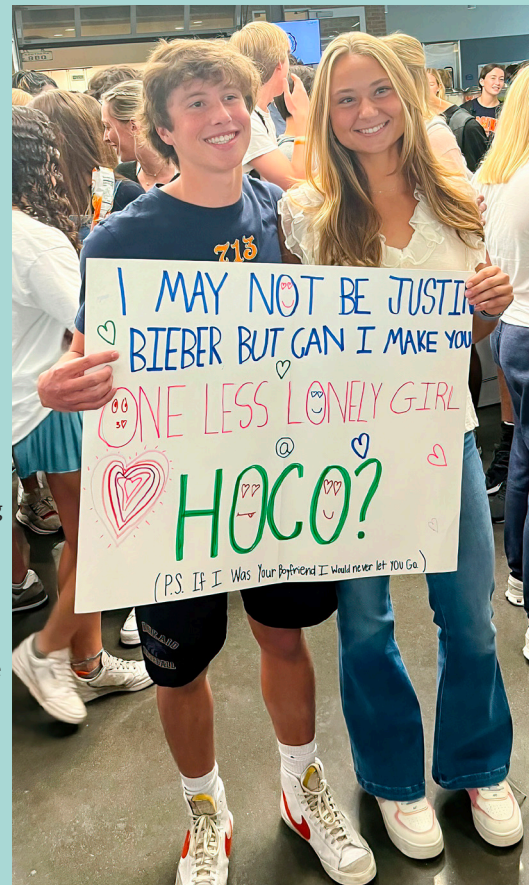
There are a few closing tips that I have for any nervous fellas out there.

Be confident because no girls like nervous guys.

Avoid asking in public places because that is just embarrassing (for you and the person you are asking).

And definitely do not use a poster that has anything to do with the gym.

Thank you for your time.



Seniors Holden Peacock and Hope Haynes pose after Peacock's homecoming proposal.

Photo by Harrison Lawrence

CHAT-GPT WROTE THIS

By Cooper Buck
and Artificial Intelligence

At Kinkaid High School in Houston, Texas, students and teachers are discussing the use of artificial intelligence in schools. I am here to explore the pros and cons.

AI can be incredibly beneficial to schools. For example, AI can be used to provide personalized learning opportunities to students. AI systems can track students' performance and suggest different learning strategies, giving students the guidance they need to succeed. AI can also automate mundane tasks, such as grading assignments or tracking attendance, thus freeing up teachers' time and allowing them to focus on more meaningful activities.

"You can ask almost anything and get a response. There is so much you can do with it that is not cheating," said senior Jared Laskin. He said that aside from the negative capabilities, artificial intelligence has lots of potential upside.

One example of AI that is already in use without many people realizing it is AI-powered plagiarism detection software. This software uses AI algorithms to detect instances of

plagiarism in students' essays and other written assignments. Many teachers and students may not be aware that this software is powered by AI, as it can easily be mistaken for a simple spell-checker.

On the other hand, AI can also be used for malicious purposes. AI can be used to cheat on tests and assignments, as it can easily be programmed to search for answers online or generate answers automatically.

This can be very damaging, as it undermines the integrity of the educational system and can lead to students passing courses without actually learning the material.

Students are in agreement that using artificial intelligence for school work is cheating. Junior Cooke Davis felt using it for school projects could be considered cheating.

So how can schools prevent cheating? First and foremost, schools should clearly define the types of tools and technologies that are allowed in classrooms and exams, and should monitor the use of these tools to ensure they are being used properly.

Currently, multiple softwares have been developed that are capable

of detecting the use of artificial intelligence in writing.

This, combined with Turn-It-In.com a program which is already in use at Kinkaid, will prevent people from using artificial intelligence for malicious reasons.

Some believe the answer to preventing students from cheating is not with a change to the rules, but a change to the ideology.

"As a school, I think we need to be clear as to what it is we are trying to do with students," says senior calculus teacher Michael Vischak. "If we as a school believe that it is important for students to write, then we need to communicate that well to students, get them to buy in. Students will then be less likely to use a program to write something for them."

In conclusion, while AI can be used for malicious purposes, it can also be incredibly beneficial to schools.

AI can be used to provide personalized learning opportunities, automate mundane tasks, and improve the overall educational experience.

As long as schools take the necessary measures to prevent cheating, AI can be a valuable tool in the classroom.



Understand these things: I am a high school senior at The Kinkaid School in Houston, Texas. I am writing for my high school magazine. My story is about if ChatGPT or other artificial intelligences should be used in schools. Write me a 400 word editorial piece about this subject. Leave spaces for where I should add in quotes on my own.

From top to clockwise: Screenshots shows the early stage of Chat-GPT writing a story and how it could help a student study for an AP Exam, and finally how Chat-GPT could help with time management.

Photos courtesy of Cooper Buck



Artificial intelligence has become

Was this response better or worse?

👍 Better 🗨️ Worse ⚖️ Same ✕



Explain everything I need to know for the AP Physics C magnetism exam. Include all relevant equations



The AP Physics C: Electricity and Magnetism exam covers the principles of magnetism, including magnetic fields, forces, and induction. Here's an overview of the topics you should know and some relevant equations:

1. Magnetic Fields:

- A magnetic field is a vector field that describes the magnetic influence on charged particles. It is represented by the symbol B .
- The magnetic field is measured in Tesla (T) or Gauss (G).
- The direction of the magnetic field at a point is given by the direction of the force on a positive charge placed at that point.
- The magnetic field due to a long straight wire carrying a current I at a distance r is given by the equation: $B = \mu_0(I/2\pi r)$, where μ_0 is the magnetic constant ($4\pi \times 10^{-7}$ T m/A).

2. Magnetic Forces:

- A charged particle moving in a magnetic field experiences a force perpendicular to the magnetic field.

Send a message...



Can you help me manage my time in the afternoon. I have 5 pieces of homework that will take 30 minutes each. I get home at 3pm and eat dinner from 7-7:30. I want to get 8 hours of sleep too.



Sure, I can help you manage your time in the afternoon!

Based on the information you provided, you have 4.5 hours available for homework after subtracting the time you need for dinner and sleep.

Here is one way you could allocate your time:

3:00pm - 3:10pm: Take a 10-minute break after getting home from school.

3:10pm - 3:40pm: Start on the first piece of homework.

3:40pm - 3:50pm: Take a 10-minute break.

3:50pm - 4:20pm: Work on the second piece of homework.

4:20pm - 4:30pm: Take a 10-minute break.

4:30pm - 5:00pm: Work on the third piece of homework.

5:00pm - 5:10pm: Take a 10-minute break.

🔄 Regenerate response

Send a message...

HOW DO STUDENTS USE FREE PERIODS?

ACCORDING TO THE NATIONAL LIBRARY OF MEDICINE, “THE MERE SIGHT OF THE WORD ‘FREE,’ RELEASES LARGE QUANTITIES OF DOPAMINE IN OUR BRAINS, MAKES US FEEL HAPPY.”

Free time is vital for many students, and students need free time for success and wellness.

Students use their free time at Kinkaid in many different ways.

One of the most common ways to utilize free periods at Kinkaid is by taking a break from classes and socializing with friends.

“Sometimes I use it to relax and take a break from the busy school,” said senior Ana Susman.

Not only do students enjoy socializing, but some student-athletes also choose to use this time to exercise and practice their sport. One of these student-athletes, freshman Andrew Wright, uses his free periods to play basketball.

“I play basketball and sometimes lift during my sports season,” Wright said.

Another student-athlete who practices during their free period is freshman Humza Yousef. Instead of playing basketball, Humza chooses to go outside and play soccer by himself.

“I go kick the ball against the wall sometimes,” Yousef said .

Although some students use their time to practice or socialize, academic work is a priority for students. Most feel much more productive at school because spaces like the library are kept quiet and friends motivate each other to work productively.

“I feel more productive at school than at home, and we mostly use our free periods to study together,” said sophomore Max Skubisz while studying with junior Fionn Mulvey.

Other students use their free periods to prepare for upcoming concerts or the musical.

“If my sister and I have choir free periods, we’ll rehearse during that time and sometimes we would practice our lines,” junior Alexandra King said.

Junior Chloe Wilson utilizes her free period for her love for performing arts as well.

“I like to work on a song or something if I need it to; for example, I might play something on the piano in a practice room,” Wilson said.

While seniors are allowed to leave campus during their free periods, some don’t and instead spend their free periods in the student center relaxing or doing work.

“I always tell myself to do work and then I never end up doing it, and I just sit on my phone in the student center most of the time to be completely honest,” senior Hunter Masterson said.

Other seniors leave campus during their free periods.

“I would say at least 90% of seniors leave during their free periods. Either they go home or go get food during free periods,” Upper School administrative assistant Mrs. Chantae Higginbotham said.

Seniors have the privilege to use this time off campus to go eat, get coffee or go home.

“I just talk with Ms. Ham and get candy, and sometimes I’ll go get a coffee at Starbucks, or I just go home and lay down on my bed,” Susman said.



Junior Madison Price studies during her free period utilizing the library as a quiet space for an upcoming test.

E THEIR



Freshman Andrew Wright and sophomore David Liu play basketball during their free periods as a way to take a break from school work and responsibilities.


 The logo for the ISAS Roundup 2023 Fine Arts Festival. 'ISAS' is written vertically in pink with yellow starburst accents. 'ROUNDUP' is in large, teal, bubbly letters. '2023' is in pink, and 'FINE ARTS FESTIVAL' is in yellow, bubbly letters at the bottom.

By Ana Susman
Design by George Kinder
Photos by Chloe Wilson



Sage Olsen plays the guitar and sings on stage during the festival.



Kinkaid's orchestra performs one of the numbers the group played during its concert on campus.

Students take talent on the road as ISAS Arts

The stage was set and curtains were drawn as the most talented student artists from around the nation convened to celebrate the beauty and diversity of arts of all forms.

From thrilling theatrical performances to intricate art installations, the 53rd annual ISAS Arts Festival was sure to be a treat for the ears, eyes and heart.

The festival, which was put on hiatus during the early years of the COVID pandemic, was a three-day performing and visual arts showcase for Upper School students from schools associated with the Independent Schools Association of the Southwest. It is the largest arts festival for independent schools in the country.

Kinkaid students traveled with Upper School visual and performing artists

from band, orchestra, choir, visual arts, filmmaking, dance and theatre.

This year, over 3,500 students from more than 40 schools went to All Saints' Episcopal School in Dallas-Fort Worth to participate in 20 different performances.

Rather than a competition for prizes or rankings, the festival has been designed as a celebration of sharing and learning with critiques by professional artists and performers.

Students saw performances from other schools and had the opportunity to participate in workshops.

"[The students] get to see what other schools are doing. They get to critically think about what other schools are doing versus what we're doing. So I think that's a great thing," said director of Visual and

Performing Arts Mr. Scott Lambert.

This will be Lambert's 29th ISAS Arts Festival, having attended since his freshman year of high school.

He remembers his first experience at ISAS as an unforgettable one.

"I was hooked. The electricity in the air, the sharing of creativity, the unstoppable schedule of arts happenings, and the pure collegiality of the entire event was — and is — a highlight of any year in Independent School Arts," he said.

The anticipation for this year's festival was all the more heightened as the festival has been put on hold for the last four years due to the COVID-19 pandemic.

As a result, no student in the Upper School has had the chance to experience the enchanting three-day celebration

CELEBRATING THE ARTS



Jaisal Kalapatapu and Canaan Estes speak on stage as they represent Kinkaid at ISAS.

Festival returns

before. Regrettably, for the seniors, this upcoming festival will be both their debut and farewell participation.

Senior ceramics student Sana Ghari expressed her enthusiasm surrounding the upcoming celebration.

"I'm really excited to get critiqued on my pieces by professionals. I also think it is gonna be really fun to watch everyone perform, dance, sing and do visual arts; that's the best part," she said.

For others, the festival was a unique opportunity to meet fellow art students from across the country and make connections that will last a lifetime.

"I'm really excited to meet new people who are as passionate about the arts as I am. I want to get out of my shell," said freshman choir student Eli Mayer.

"I was hooked. The electricity in the air, the sharing of creativity, the unstoppable schedule of arts happenings, and the pure collegiality of the entire event was — and is — a highlight of any year in Independent School Arts."

— Mr. Scott Lambert,
Director of Visual and Performing Arts

DCO PRESENTS CHOREO PROJECTS



DCO members dance to "America Has a Problem," which was choreographed by senior Mason Thenor. Photo by Payton Daly

Story and design by Madison Burba

Audience members buzzed in excitement as the lights of the Brown Auditorium dimmed and music pumped through the speakers. They watched, transfixed for the next two hours as dancers leapt across the stage, performing a dizzying array of lifts and spins to everything from jazz music to hip hop.

On March 31, the Kinkaid Dance Company, or DCO, presented the pieces they'd been choreographing for months. Upperclassmen worked with Dance Company members to create unique pieces in a variety of genres.

Student choreographers had to create their dances to songs of their choice months in advance and present their pieces to the dance teachers to see if they worked for the show.

"A lot of my inspiration for 'America's Got a Problem' came from women empowerment. I wanted to focus it on the

whole idea of femininity and strength and power. Creating the mashup took me around two months because I did it on and off for fun, but choreography and everything took a few months," said senior and DCO member Mason Thenor.

"It took me two months to finalize my dance," junior and DCO vice president, Stella Hall shared. "Not to mention the changes I had to make once we started teaching the dancers the steps."

"While there were a lot of trials and tribulations, I loved my piece and I would do it again a hundred times because of the dance that I had at the end... I loved it. I wouldn't go back and change it," Thenor said.

Other Dance Company members partnered up with friends to create their dances.

"I asked Ella Schumlen to help choreograph our piece 'Til

It Happens' by Lady Gaga. It was great having someone to bounce ideas off of and to give feedback on certain moves," said junior Catherine Moursound.

Once their dances were approved, the choreographers began the audition and rehearsal process.

While being a choreographer was limited to Dance Company members, DCO opened up their auditions to every Upper School student, posting flyers advertising auditions around the school.

"I really look up to the DCO girls; they're amazing at what they do, and that's an understatement. Even though I'm not part of DCO at Kinkaid, I've been a classically trained Indian dancer since I was 6, so I was really excited to take my passion and love of dance and apply it to choreography projects," said junior Sanjna Pandit.

Prospective dancers showed up on audition day, not sure what to expect.



Helena Adham leaps across the stage.
Photo by Payton Daly

"We didn't have any choreography prepared," Pandit said. "The DCO choreographers taught us parts of their pieces and we performed it for them."

The choreographers then met with the dance teachers and discussed which dancers were the best fit for which pieces and then began the rehearsal process.

Dancers had to hit the ground running during Interim Term and jump right into learning the dances. In some cases, they had as few as eight rehearsals to learn and polish the choreography.



Dancers perform a cheer stunt and lift junior Ella Schumlen into the air. Photo by Payton Daly

"Our biggest challenge was not having enough rehearsal time," Moursound admitted. "We had a Friday rehearsal time and because of sports and day offs, we lost so many rehearsals so it was very challenging to have everyone together to work on the dances."

Hall added that the choreographers had to be dynamic. "Sometimes, I would have this idea in my head but when I actually try to get people to do it it doesn't work out. I had to be put on the spot and work around actual issues and not be too committed to anything I had choreographed."

"I'm performing in Katie Quander and Madison Doan's hip hop piece, 'I Like It.' Since there were so many cheerleaders in our group, they decided to add cheer stunts to the piece," Pandit said.

Despite the time crunch, the choreographers pulled it off and presented their pieces to an enthusiastic audience.

Each choreographer had filmed a video explaining the deeper meaning behind their piece.

In Hall's video, she explained that her dance, "The 30th," was about two friends in the hospital after a car crash where one friend ultimately ends up dying.

"Everyone audibly gasped at the end of Stella's piece," junior Riley Bowden who attended the show said. "It was just so raw and emotional; people in the audience were so moved they cried."

HIDDEN GEMS UNDISCOVERED

Every varsity sports team has one or more players behind the scenes and they are team managers who hold a variety of responsibilities that are usually not known by the public.

Story and Design by Rina Miriam Presley and Chloe Wilson



Varsity lacrosse managers Marion Fertitta, junior, and Libby Liuzzi, sophomore, pose during halftime. Photo by Chloe Wilson

Prized for stellar athletes and championship titles, Kinkaid sports provide students with an environment they can compete, grow and bond in while also receiving six required sports credits.

Some students, those less interested in the competition, choose to get their athletic credits elsewhere – ranging from arts productions to managing an Upper School sports team.

For the spring season alone, there are eight managers working to better their teams behind the scenes.

Senior Abby Johnson serves as one of the managers of the girl's softball team and has been since last season.

"I think I definitely help with the atmosphere of the team," Johnson said. "My main job is to be their biggest cheerleader and make sure all the players feel valued and important and comfortable being part of the team."

Johnson knows that the success of the team depends on the cohesion of the members, which is why being a sideline supporter is extremely vital to her.

"Success is out of the question if we can't get along and support each other," Johnson added, further amplifying the already substantial amount of care she feels for the team.

The boy's lacrosse team received a heaping of help from four Kinkaid students – senior Lucie Kunetka, juniors Ryan Horlock and Marion Ferritta, and sophomore Libby Liuzzi.

These girls record and collect film from games, handle equipment for practices, and take necessary statistics.

"Two of us man the stats table where we note when they enter the game along with everyone's shots, goals, assists, ground balls, interceptions, and penalties," Horlock said.

The other two managers film plays and use the footage to aid coaches if they want to rewatch something.

Another crucial job is handling penalties.

“On one hand, we count down penalties and release players when their time is up, but we also use walkie talkies to tell Mr. Curry, what the exact penalty is and which players were involved,” Horlock said, referring to Mr. Ted Curry, Upper School history teacher and athletics announcer.

Mr. Curry uses this important information to announce details on the speakers to every player and viewer.

Lastly, these four girls also provide a unique perspective.

“We definitely add team spirit; the guys can be very hard on themselves after losses and we can boost morale,” Horlock said.

Looking on to next year, it is tradition for the former managers on the team to pick the new addition or additions as well as create a sense of community and oneness within the job.

Managing sports teams is also extremely helpful and honored by the coaches. Mr. Steve Maas, head varsity baseball coach, expressed his gratitude for his managers constantly.

“The baseball season is very time consuming. To have students that are willing to invest their time to help the



Travis Ainsworth, varsity baseball manager, works on recording statistics.

Photo by Richie Klosek

“My main job is to be their biggest cheerleader and make sure all the players feel valued and important and comfortable being part of the team.”

**— Abby Johnson,
varsity softball manager, on her role with the team**

baseball program is extremely valuable,” Coach Maas said.

He knows that manning the advanced technology and equipment used during practices and games is not a job for someone unqualified.

“As a freshman, Ginny [Fillipone] was outstanding in learning the system,” Coach Mass said.

From overseeing the filming process to mastering the equipment, the baseball team manager must be up to taking high levels of responsibility – and making ample room in their everyday schedules.

Fillipone commits her time as manager to helping with the coaches busy agendas, providing assistance where needed and always searching for the best solutions to problems on the field.

“I help do the recording from the press boxes during games, and when the coaches need those videos...I also get in touch with technology support because the coaches tend to be very busy,” Fillipone says.

Maas applauds this quality in his managers, as he notices that even the amount of time alone is a big enough commitment.

“One reason I am grateful is that the baseball season is very time-consuming,” Maas says. “To have students that are willing to invest their time to help the baseball program is extremely valuable.”



Ginny Fillipone, varsity baseball manager, poses with Preston Herleth, varsity baseball player.

Photo by Richie Klosek

ESPORTS TRANSFORMS FROM STUDENT CLUB TO SPORTS TEAM

Written and designed by Charlie Sole

Football, field hockey, basketball and lacrosse are among some of the 24 Kinkaid sports teams that compete against other schools. This year, another team has joined these 24: the Kinkaid esports team.

The esports club has existed on campus for three years, but this year, it became a competitive team.

"After three hard years, we finally have a real team," said team captain Will Pielop.

The club plays on a Nintendo Switch, which is accommodating to players of all skill levels, and the current games the team plays in competition are Super Smash Bros. and Mario Kart. They hope to gain more popularity over the years and venture into competing in Overwatch and Rocket League.

The team connects with teams all around the country, competing with other high school teams using a platform called PlayVS.

PlayVS is a nationally established esports conference that is designed to encourage esports competition all across North America.

The captains of the esports team are seniors Will Pielop and Juliet Hopkins, and they have greatly

enjoyed the creation of the new program.

"It is a really cool experience because I get to do something I love on a more competitive level," Pielop said. "The fact that we are now able to play other schools as opposed to just each other is really great."

The team got off to a rocky start this year, but after major breakthroughs the team has begun to win some.

"We had a tough start to our season as we got used to competing, but I am happy to report that yesterday we had our first regular season victory," said Ms. Lara Cross, physics teacher and faculty sponsor of the team. The victory was against Deer Park High School in a match in Super Smash Bros on March 1.

To conclude their season, the esports team went on a three-game winning streak.

The team continually welcomes new members as the semester progresses.

Everyone is encouraged to join regardless of skill level. The team practices during lunch on Tuesdays and Thursdays, and competition is after school on Wednesdays and Thursdays.



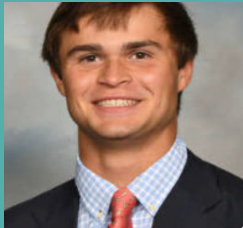


STUDENTS WHO LOOK LIKE:

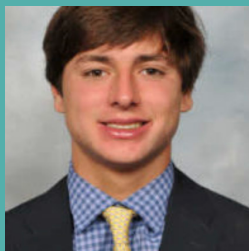
By Harrison Lawrence

All comparisons to the penguins were by consent of the featured students.

The PENGUINS of MADAGASCAR



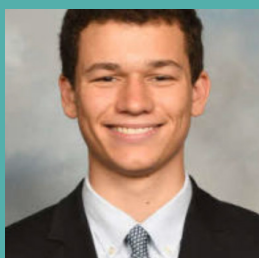
Cooper Buck



Miles Roeder



Travis Ainsworth



Matthew Lewis



Skipper



Rico



Kowalski



Private

The Falcon's mission is to be an accurate and reliable source of information for the Kinkaid School community by informing readers about school-related topics.

Questions or comments?

We welcome readers' feedback. Please email jaisal.kalapatapu@kinkaid.org or call (713) 243-6591 or use the form at thefalcon.kinkaid.org. Letters can be sent to: The Kinkaid School, 201 Kinkaid School Dr., Houston, TX 77024

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