

THE FALCON

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Upper School students flood the Falcon Green for treats and sweets

EDITOR'S LETTER

Dear Reader,

I am writing to you for the final time as I wrap up my time at Kinkaid and with that, my time as editor-in-chief. Four years ago, I walked into the journalism room as a wide-eyed freshman on his first day of high school, unsure of myself and what was to come. Now, after 24 issues, 17 articles written, 12 letters from the editor, and countless lessons learned, I am ready to say goodbye and move on from Room 205 in the Student Life Building.

I have learned so much from my time in journalism. I've learned to always ask questions, to look for the story in everything, to pay attention to every last detail. I've learned about what it takes to lead and how to balance fulfilling my own vision with making sure to empower others. I would like to especially thank Dr. Baltrip for all of her mentorship throughout the years — she helped instill my love for journalism and taught me so much that I will continue to use at the next level.

Finally, I want to acknowledge the people who made my journalism experience so worthwhile. To Charlie Solé, thank you for being my right-hand man and being by my side throughout this entire process. To Mia Price and Abby Johnson, I will miss our journalism "squad" and nature walks. Special shoutout to our D Period class as well — you all make me so excited to come to class every day. And yes, Shaan, you can have my chair now.

I hope you enjoy this last issues as we wrap up the school year. As always, happy reading.



CH
IEF

Jaisal Kalapatapu

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Junior Internships

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William Adeniyi (9) competes in the tug-of-war event for the purple team. Photo by Jeff Deidrich

Cover designed by Sarah Xu

MOVING ON UP

By Chloe Wilson

Senior sunrise, class shirts, off-campus eating. These are just three of the many privileges and opportunities reserved for the senior class, events they wait their whole high school experience to finally get to participate in.

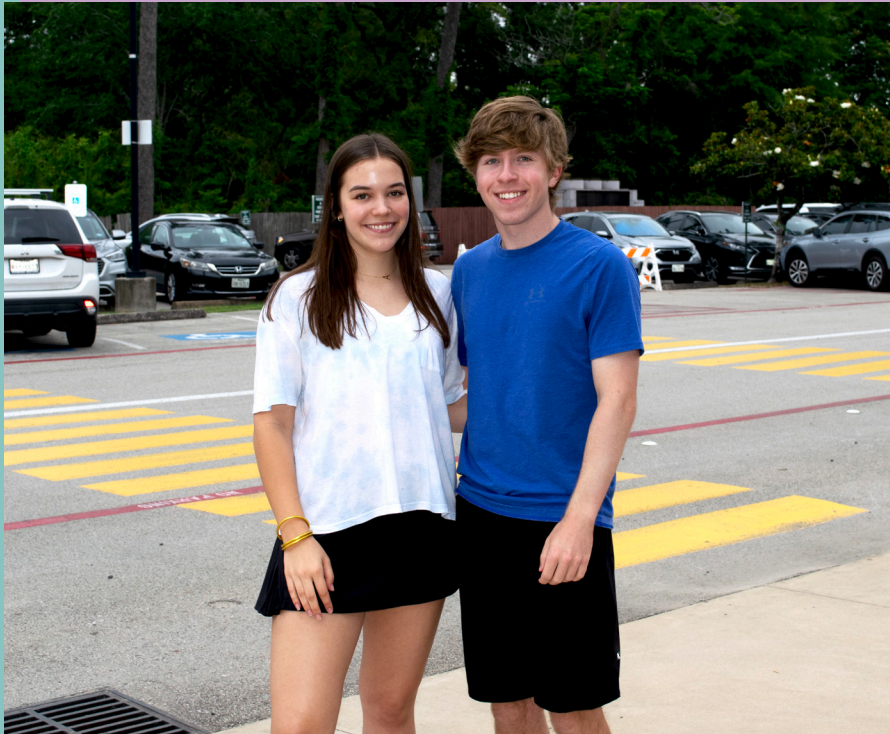
Although it may not carry the same weight as, say, finally having informal access to the Student Center, for some seniors, Interim Term Internships are also included on that long list of activities presented to the senior class.

These internships give this group of students a taste of corporate life – what will be awaiting them after settling into college and preparing to shape the future.

It is a right of passage to be able to develop career-oriented skills in the three weeks spent at an internship of one's choosing. But why not share that right with the other set of upperclassmen: juniors.

Newly offered this year is a summer internship program, headed by the alumni committee and directed toward incoming seniors who are just finishing their junior year.

An idea brought to the committee's attention by junior Rohan Yalamanchili, this new program showcases 26



Juniors Audrey Brown and Pierce Markowitz pose for a spotlight picture for being involved in the upcoming junior internships. Photos by Chloe Wilson

internships, ranging from real estate to surgical work.

Itching for a chance to develop his own career skills, Yalamanchili brought this idea to the forefront of the alumni committee so that the entire junior class could share in this opportunity.

"I initially brought the idea up to my dean, Dr. Hardie, because I thought it would be a good idea to have internships provided for the junior class..." he said.

Yalamanchili took his idea to teachers and advisors around

the campus, asking around on ways to get this project started, which led him to his final destination: the office of one Mrs. Emily Dominique, alumni activities manager.

Working with alumni and with the Alumni Association, Mrs. Dominique and the board have already been working on a project of their own, one that closely correlates with Yalamanchili's interests for the junior class.

"...This program actually came from an alumni board member, Palmer Letzerich...

who has been doing this on his own for the last two years for the students his children's age," Mrs. Dominique explained, "...at the last board meeting, last spring, he brought up the idea of bringing this program to the alumni board and putting it under their umbrella..."

When Yalamanchili expressed his own interest in a program like what Letzerich was planning, the junior internships were born.

As a student representative, Yalamanchili's job was to

Juniors take part in a first-ever summer experience, interning at businesses and programs provided by the Alumni Association and board

gauge the interest of his fellow classmates so that Mrs. Dominique and the alumni board could narrow down the number of internships they would offer this summer.

"I sent out [a] form basically asking kids to rank [professions] that they would be interested in...and the alumni board reached out and alumni and parents who would be willing to provide these job opportunities to the juniors," Yalamanchili noted.

From there, Mrs. Dominique took charge of organizing and placing each student in an internship, which all varied in the dates they would be offered, giving everyone a chance to work when they would be the most available over the summer.

For the first-ever run of this program, 59 juniors will be participating in one of the 26 internships all around the Houston Area.

Many of them are excited about the experiences they will be a part of over the summer, and how this new opportunity will get them ready for life beyond high school and college.

The jobs that the interns will be completing spread across a vast amount of activities – from office work for a real estate company to research in a BioMedical Lab.

Pierce Markowitz, a junior, said he eagerly awaits starting his internship and the week of new experiences he will encounter over the summer. "I've always been interested in the medical field since a young age, and learning more and exploring this field has always been an exciting opportunity for me!" Markowitz exclaimed.

Like other students, Markowitz's internship aligns closely with the job profession he considers exploring after graduation and college.

"When I saw the internship program, I thought that it would be a great way to further pursue my love for science and medicine... would allow me to get a sense of what it might be like working

in such a field in the future," Markowitz explained.

Both Yalamanchili and Dominique hope that in the years to come, this program will be able to expand to incoming juniors as well, teaching values that they both believe every high schooler should acquire before graduating.

"In my meeting with Mrs. Dominique, we talked about possibly expanding the program past the junior class," Yalamanchili said. "I think it's a good opportunity to get some experience in high school – in any grade – so that you are

more acclimated to the professional world going into college."

The alumni association board, Mrs. Dominique, and, of course, junior students look forward to the upcoming weeks they will spend learning new business skills and spending five days in the corporate world.

Designed by Chloe Wilson



Juniors Eloise Klaasmeyer, London Norris, Onyi Ndee and Jack Easterby pose for a spotlight picture for being involved in the upcoming junior internship program.

LIFE IN A LIBRARY

History teacher parts ways with collection of a lifetime

Keep

Not Giving Away

Keep

Not giving away

By Camron Baldwin

A copy of “Constantine’s Sword” sits atop an old, white bookshelf. “The Impending Crisis” sits on another shelf just below it, lined with books just like it; the chronicles of “The Rise of the West,” too, sit tucked between the roughly 750 other novels, histories and accounts that make up the extensive personal library of Upper School history teacher Ms. Leslie Lovett.

Included on the shelves of books that wrap around her walls and even extend into the closets and cupboards that dot the front of her room is every book she’s read since high school, when her obsession with literature first took off.

“In high school, my first obsession was with British literature. I read Dickens, Hardy, even Jane Austen, and I kept them because every book has its own story to tell,” she said. “Books are like people; they’re your companions. You engage with them, talk with them, they challenge you, they can comfort you. They’re very powerful. They get faded, but they never die.”

Her library only grew after that as she journeyed through college, graduate school, and, eventually, landed at Kinkaid as a history teacher.

“I kept every book I ever read for class,” she said. “I have books from graduate school and books I lectured out of when I first started at Kinkaid. I had to teach myself a lot of what I needed to know to be able to talk about history with high school students.”

However, as the Upper School moves into a temporary home in the new Lower School and administration building next school year, Ms. Lovett needed to find a way to pack her entire classroom into boxes.

“They kept moving the date up. Last summer they told us we have till December, but this spring they moved the date up to August, and I have to get out early because I’m traveling this summer,” she said. “I came back from spring break and realized it would be a

good opportunity to separate books I don’t need anymore to give away.”

Just saying it, though, was the easy part, and the daunting task of sorting through all 750 works that each hold a different significance to her life stood between Ms. Lovett and her summer vacation.

“Some books I’m not giving away are some that people gave to me, or ones that were my Dad’s,” she said. “Some books still have his notes in them.”

She can’t keep every book, however, meaning she had to make choices on which books to give away—even those that held significant meaning to her.

“There are some books I’m giving away that are really important to me, that really influenced my understanding of the world,” she said. “Dr. Harris has a view of books that really resonated with me. I’ve never kept a diary, but books are like my diary. They bring back a memory of what I was doing then, what I was thinking, how I felt reading it. They’re part of your story.”

Though she needs to part ways with some of her library, seeing starry-eyed teachers and students enter her classroom ready to find pearls among her collection to keep for themselves brings the story of her books full circle.

“Every time someone walks in the room and is excited about finding a book, it feels like a gift. The book continues and it gets to make someone else’s day now,” she said. “I had some freshmen that were really excited about taking my novels.”

What books aren’t picked up by teachers and students are going to the Houston Public Library, where the library can donate books to other libraries, sell books for the benefit of the library, or recycle the paper.

Ms. Lovett’s efforts even reached other faculty members who’ve decided to pitch in their own book collections to the effort.

“I saw that some of her books were over 30 years old, and I said ‘If she can part with her books, I’ll take some of my collection there, too,’” said Ms. Tamasine Ellis, an Upper School history teacher who Ms. Lovett is going to

share a classroom with while the new Upper School comes up.

Another batch of books are going to used bookstores around Houston.

“I’m selling some of my books to Kaboom Books in the Heights so I can get credit for more books,” Ms. Lovett said. “Sometimes, you’ve got to do some swapping to get what you want.”

Books have allowed Ms. Lovett access to an entire world of knowledge, of teaching, of being a student and learning that she still journeys to today.

“I am, first and foremost, a history student. I want to keep studying history because I love it, and that’s why I teach it,” she said. “Teaching and reading gives me a chance to be a student of history all over again.”

One of Ms. Lovett’s most cherished books—“Constantine’s Sword,” an account of antisemitism dating back to the Roman Empire—highlights another meaning of books to Ms. Lovett: the chronicling of stories that mean something to her.

“As a Jewish person, it’s important for me to understand my own history and where I’ve come from,” she said. “It’s a painful history about something most people don’t want to talk about, but it’s a part of understanding the world I came from.”

Books like “Constantine’s Sword” also help Ms. Lovett remember where she was while she read them.

“In college, I wanted to be a medievalist and study medieval European history as a career,” she said. “But I never took Latin, so I ended up studying southern history in grad school, because I’ve always been interested in the stories with underdogs and Gothic drama with big heroes and villains.”

In the future, in her new classroom in the Upper School, Ms. Lovett plans to expand her library once again as she—almost inevitably—accumulates another library’s worth of literature.

“I think I’ll be more judicious in the future about my book collection, though,” she said. “If I could study all over again, I’d want to study philosophy, I think.”

FRIENDLY FACES ADD FUEL

Story and Design by Rina Miriam Presley

Falcon Fuel is a known staple at Kinkaid. Whether students want their morning coffee, their afternoon snack, or lunch, it is the place to be. In addition to the food and drink, students and teachers get to enjoy the presence of two beloved employees at the coffee shop.

Known for their bright smiles and kind conversation, the familiar faces behind the Falcon Fuel coffee shop showcase the school's community.

Students who chose to get to know Mercedes Campos and Dina Ramirez, who work at the Falcon Fuel, know their passion for their jobs and the relationships they have formed with the students go far beyond what meets the eye.

Junior Molly Gottsegen is one student you might catch conversing with them daily.

"I try to communicate strictly in Spanish with them. They teach me a lot and they give me needed constructive criticism," Gottsegen said.

The language crossover is prevalent when many students order at Falcon Fuel, and this practice goes both ways.

"I improve my English by talking to you all and they improve their Spanish by talking to me," Ramirez said.

The two of them say they make their conversations and ordering habits with the students into more of a game because they see the frustration they have with their Spanish abilities at times.

"They have truly expanded my love for Spanish," Gottsegen said.

It is no secret the education at Kinkaid is unmatched, but these outsider perspectives recognize it as well.

"The education you have here is a huge difference from any other school," Ramirez said.

Besides the Spanish immersion, Ramirez and Campos are most known for their personal connections with students.

"The students are the most important part of Kinkaid," Ramirez said. Campos agreed.

They make an effort to get to know almost everyone who visits them, and they know most students' first and last names.

"When we call everyone by their names, I think it shows confidence and it makes the student feel better," Ramirez said.

The effect they have on students surely is positive.

"Talking to them can really take your mind off of school and outside stress because of their kind hearts," Gottsegen said.

Each day, the most interaction occurs during breaks and lunch, and these can be breaks on stressful days.

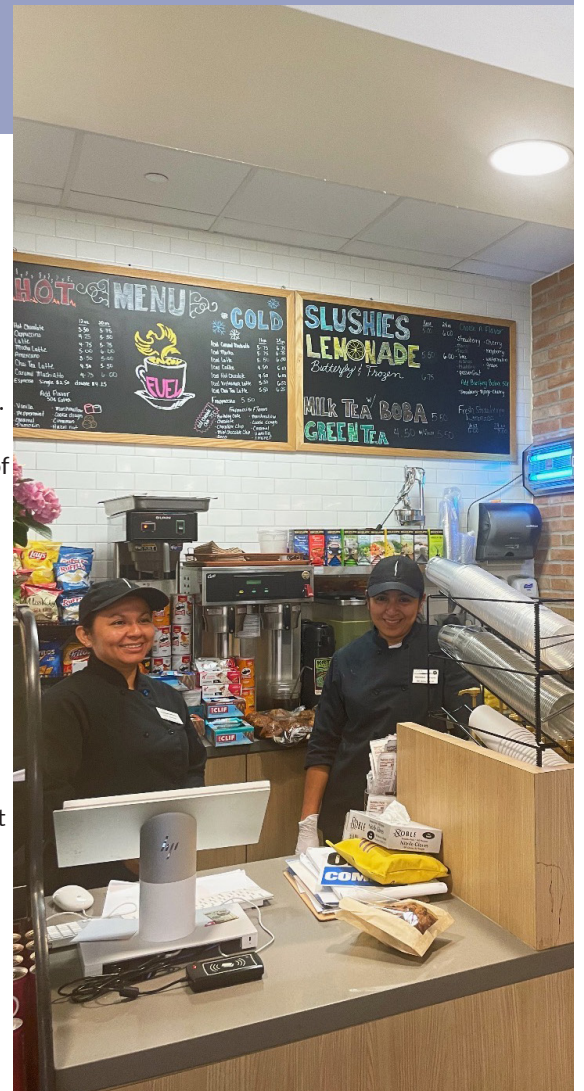
"They have seen us cry, have bad days, have good days," Gottsegen said, "but they always have a smile on their face no matter what is going on in their own life."

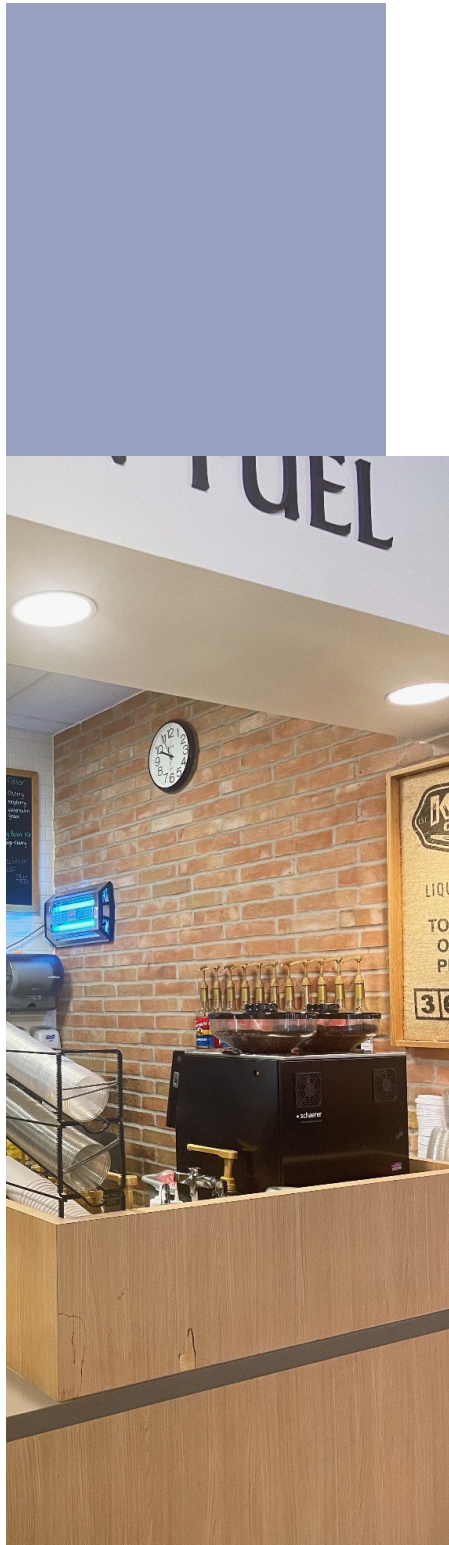
Their own personal lives connect faintly to their days here.

"My children are the same age as many of you, so I try to understand you because I try to understand them," Ramirez said. "My children are teenagers, you are teenagers, it's good for me."

Overall, many students who have known Ramirez and Campos since middle school know how crucial they are to the atmosphere.

"Whether students recognize it or not, Dina and Mercedes are a huge part of Kinkaid, and things would be so different without them," Gottsegen said.





Dina Ramirez and Mercedes Campos await orders at the Falcon Fuel.

Photo by Rina Miriam Presley



Three students sip on their personalized morning coffee from the Falcon Fuel coffee shop. Photo by Rina Miriam Presley

FILLING A COFFEE CRAZE

Story by Rina Miriam Presley

It is no question students have recently had an increased coffee intake. The Falcon Fuel coffee shop has many variations from the same bean each day to satisfy students, faculty and staff.

"I would say we make around 175 coffees each day," Dina Ramirez, barista at the shop, said.

Many students contribute to that large number by even getting two drinks a day.

"Sometimes, I definitely order coffee from Dina more than once

a day," junior Fiona Watson said. "I get around five or six coffees a week from them."

Who knows if it is due to sleep deprivation or just craving, but morning coffees are the most popular.

"Every other day I get coffee from them in the morning," junior Chloe Wilson said.

Depending on weather, cold or hot coffee orders fluctuate, but iced drinks are mostly favored.

"On average days, probably 70 percent of coffees are iced," Ramirez said.

LITERATURE TEACHER THRIVES

Story and design by Elliott Crantz

For the last quarter of the century, Dr. Charlie Scott has been teaching AP literature at Kinkaid, while also helping grow the theater companies of Houston.

Dr. Scott is known around Kinkaid for his hilarious antics in the English department and for the sign outside his classroom that reads “YODA” on the top of the door.

But what many students and other faculty do not know is his success in the theater scene.

Over the past years, Dr. Scott has continued to act in and direct plays around Houston, garnering acclaim for his work.

Dr Scott was inspired by his mother to start acting when he was around the age of 6 years old, where he started acting in plays in his church directed by his mother.

He recalls that he just loved speaking in front of an audience and was able to start doing plays for the theater company in his town. There, he had the chance to really refine his performing skills and become a talented actor.

Other than memorizing the lines, Dr Scott loves every aspect of acting and performing. He notes that he really loves the process of performing in plays, especially the rehearsal stage of production. He also loves having the ability to move and affect an audience. He says that he has always preferred the comedic roles and strives for the feeling when he makes the audience laugh.

Dr. Scott notes that his best performances as an actor have occurred

when he has played the part of Estragon in Samuel Beckett’s “Waiting for Godot,” a simplistic character who is mostly concerned with eating and sleeping. He has played this role many times in his career.

Dr. Scott went to the University of Tennessee in Knoxville for undergraduate studies in English, which is where he took his acting and directing to the next level. This is also where he first started practicing the art of directing plays and the production process.

By doing this, he experienced the other side of the visual arts world, and he absolutely loved it.

After his time at UT Knoxville, Dr. Scott spent a summer at London University,



Dr. Scott playing Bruce in “Marie and Bruce.”

Photos courtesy of Dr. Scott

IN LOCAL THEATER SCENE

studying theater criticism. Next, he went to graduate school at the University of Iowa, which has a reputation as a strong school for creative writing, which is what Scott studied. Finally, he got his doctoral degree in literature and writing at the University of Houston.

Dr. Scott's first experiences with directing occurred with him directing a bunch of short scenes in various plays, but he was never able to direct full plays until he graduated from college.

Around 30 years ago, Dr. Scott and a few more actors and directors, most notably Jim Parsons from "The Big Bang Theory," started a theater production company originally called Infernal Bridegroom, and now called Catastrophic.

In this company, Dr. Scott was able to make his start directing full-length plays. He describes directing plays as "an opportunity to exercise my imagination and aesthetic."

One of the highlights of Dr. Scott's directing career is from his production of the ancient Greek play "Medea," where he was able to put his own twist on it.

"Medea," originally written by Euripides, follows the story of Medea, the Princess and sorceress of Colchis. Scott's version of the play was wildly successful around Houston, and he actually won the award for Best Director in Houston in 2005 and Medea was awarded Best Theater Production.



Dr Scott playing Estragon in Samuel Beckett's "Waiting for Godot"

LEVELING UP: 2023 SENIOR COLLEGE MAP

TEXAS

University of Texas
 Camille Dunn
 Cooper Buck
 Hannah Brenner
 Will Swanson
 Lucy Knauth
 Bennett Jones
 Preston Herleth
 Joycie Brass
 Walker Bruce
 Grayson Hall
 Margaret Hardison
 Harrison Lawrence
 Lincoln Colter
 Leo Zeng
 Savannah Miller
 George Kunetka

Texas A&M University
 Cullen Grant
 Garrett Hankamer
 Alex Jinnette

Rice University
 Shem Brown
 Jaivir Pande
 Tim Elkins

Texas Christian University
 Audrey Lobb
 Mae Montgomery
 Lauren Heldebrand

Baylor University
 Meredith Wood

Texas Tech University
 Princess Marianne Nwora

Houston Christian University
 Lia Bonet

Southern Methodist University
 Paysan Lau
 Andrew Tellepsen

Trinity University
 Stockton Lord

TEXAS CONT.

Austin Community College
 Will Anderson

NEW YORK

Cornell University
 Sana Ghauri
 Camille Watson

Columbia University
 Kate Consoli
 Jessica Fu

Syracuse University
 Tali Kalmans

Fordham University
 Jack Lemon

CALIFORNIA

Loyola Marymount University
 Callie Bream

University of Southern California
 Ana Susman
 Camille Sole
 Elena Loya

Stanford University
 Claire Nockolds

Chapman University
 Madison Doan

TENNESSEE

Vanderbilt University
 Ellen Hogan
 Claire Wexler
 Rocky McCauley

Sewanee: University of the South
 Lizzie Yzaguirre
 Melissa Claire Blomquist

Belmont University
 Sage Olsson

Rhodes College
 Thomas Richard

OHIO

Ohio State
 Matthew Godinich

FLORIDA

Flagler College
 Kemper Hicks

University of Miami
 Matt Lewis
 Jackie Jafarnia

MASSACHUSETTS

Northeastern
 Juliet Hopkins

ILLINOIS

University of Chicago
 Allison Yang
 Grace Stephens
 Charlie Solé
 Will Pielop

Northwestern Univ.
 Jaisal Kalapatapu
 Taylor McMullen
 Sydney Smith

Southern Illinois Univ.
 Baley Metclaf

LOUISIANA

Tulane University
 Helen Wexler
 Elisabeth Bell

Louisiana State Univ.
 Morgan Brenner

PENNSYLVANIA

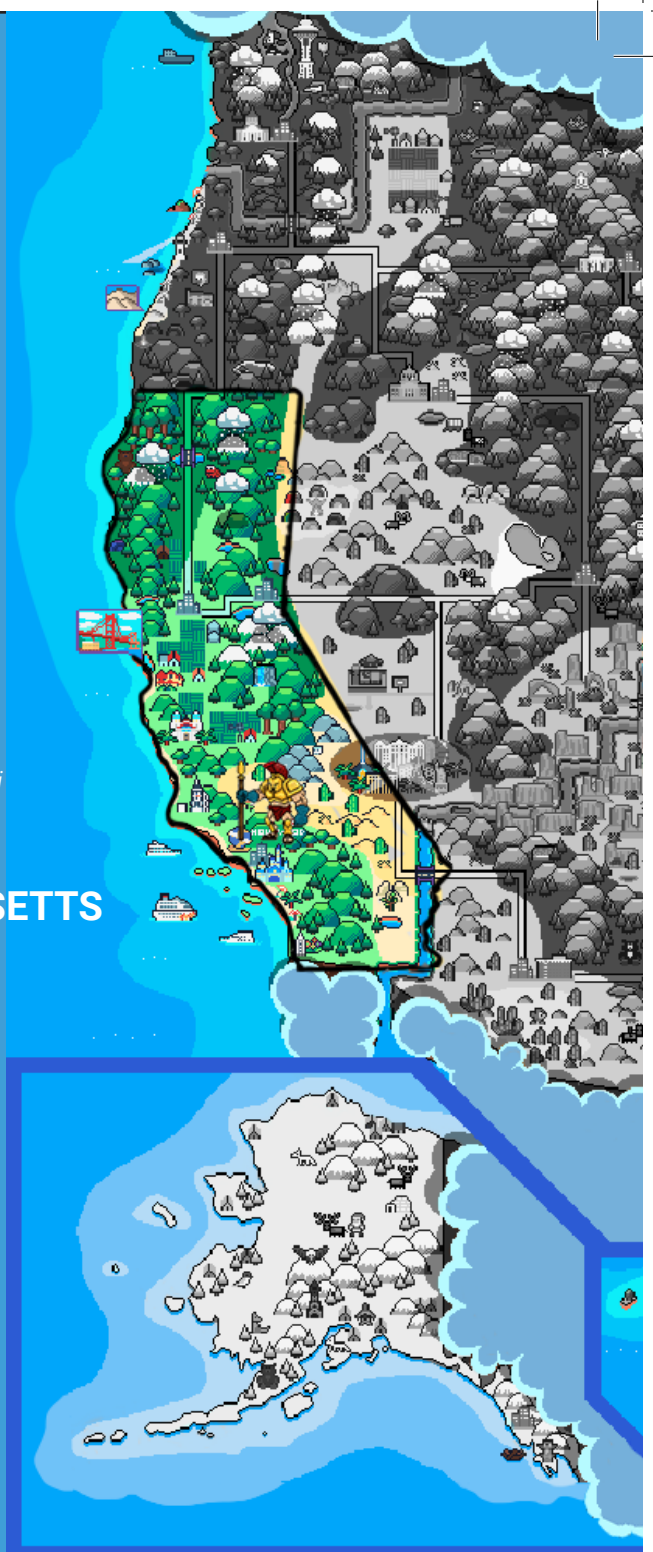
Penn State Univ.
 Adam Behr

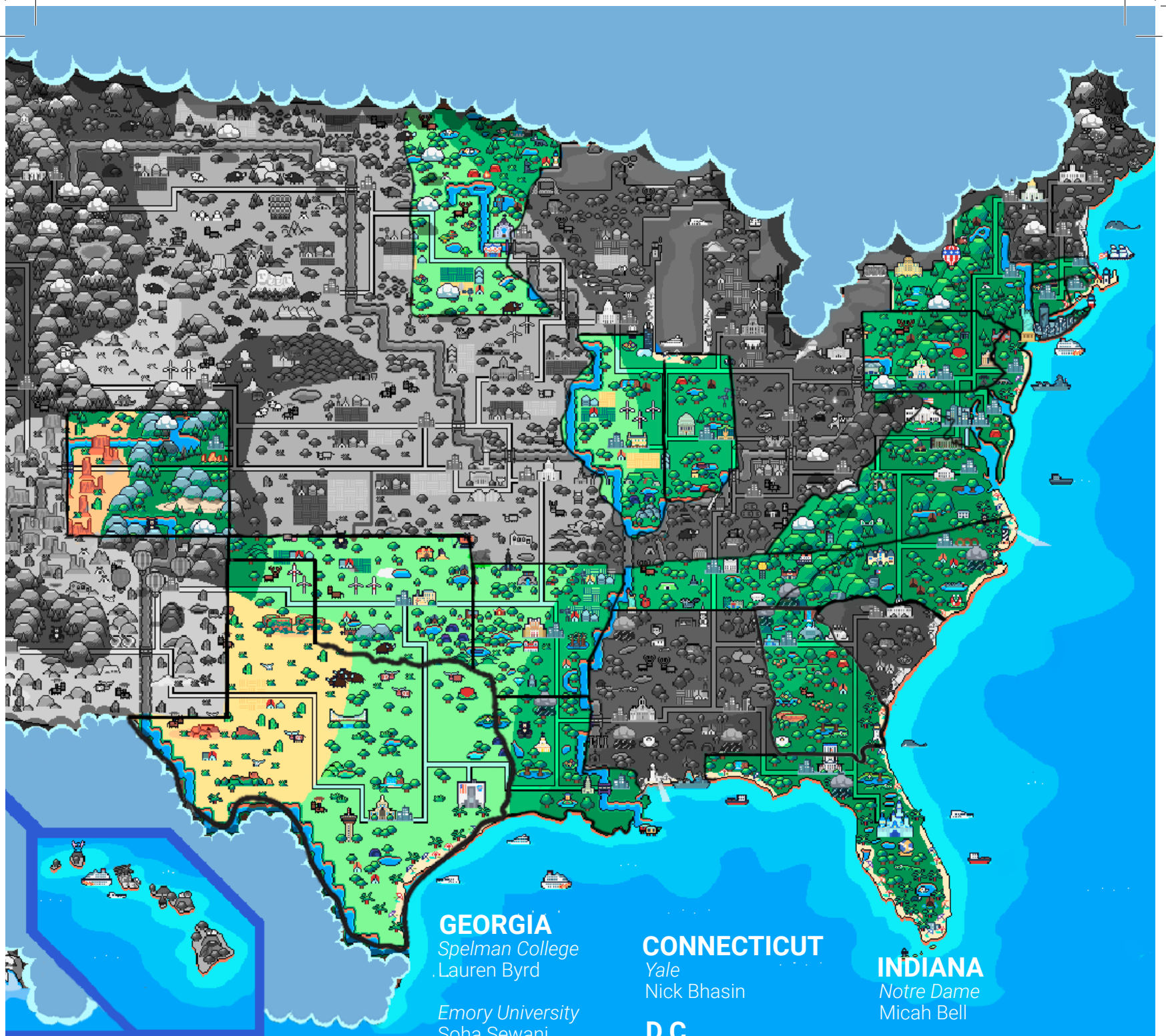
Univ. of Pennsylvania
 Samantha Fowler

DELAWARE

Delaware State Univ.
 Kristin Sims

University of the Arts
 Portia Robinson





GEORGIA

*Spelman College
Lauren Byrd*

*Emory University
Soha Sewani*

CONNECTICUT

*Yale
Nick Bhasin*

D.C

*Georgetown University
Alice Ma
Mia Price
Mason Thenor*

INDIANA

*Notre Dame
Micah Bell*

VIRGINIA

*The University of Virginia
Anna Matthew
Katie Quander
Chanee Woo*

*University of Richmond
George Ruthven*

*Washington and Lee
Laurel Davis*

NORTH CAROLINA

*University of North Carolina
Hope Haynes*

*Wake Forest
Sarah Grace Raynes*

*Duke University
Kyle Massey
Sam Dillon
Miranda Li*

RHODE ISLAND

*Brown University
Canaan Estes*

COLORADO

*U.S. Air Force
George Kinder*

*Univ. of Denver
Watt Muir*

*Colorado School of Mines
Reece Moulton*

MINNESOTA

*Macalester College
Holden Peacock*

ARKANSAS

*University of Arkansas
Jordan Finkelstein*

OKLAHOMA

*University of Oklahoma
Ashlyn Gilhooley*

A survey was sent to the senior class to obtain permission to be included on the college map. Consequently, this map DOES NOT represent the college commits of ALL seniors in the graduating class.

FIELD DAY

Purple, Gold competition lasts through the years

Story by Bennett Bowman
Design by Bennett Bowman

About 95 years ago, purple and gold teams competed in some of the same field day traditions we have today.

In 1925, students participated in the same traditional games: high school played tug of war and the youngest students walked around the maypole.

In the 1930s, purple and gold competed for the win in games such as a track meet, riding, golfing, boating, and basketball.

An even earlier version of the field day before the first field day in 1925 was May fete.

"May fete was mostly a demonstration. So the kids had to do things like they would do recitations — they would do sort of exercises to show their physical health," said the school's archivist Mr. John Rovell.

In Kinkaid's earliest years, there were no school colors; the origins of the school colors came about in the 1920s.

With the development of the football team, the boys needed colors for their uniforms.

"Beyond a few local games, we did not have a very large student body to play sports in a more broad area," Mr. Rovell said. "It took a while before we had a six-man football team and whatnot that played outside of campus."

Regardless, the student body felt the need to have colors to represent the school.

One of the fathers who was a graduate of the University of Virginia wanted the colors to be orange and navy, but many girls in the school disagreed.

"Mrs. Kinkaid thought student symbols were more of a student decision," said Mr. Rovell.

Purple and gold won the vote, and on field day, the student body was split in half to create friendly competition among students.

"Purple and gold were in a way sort of like our school's first teams," said Mr. Rovell.

Southwest Area schools did not form the Southwest Preparatory Conference until 1952; therefore, most sports were played on campus.

"Field day as it was originally conceptualized was sort of like our big sports challenge on campus," Mr. Rovell said.

Field day has evolved to over 1,000 students. This year's field day was held on April 20, 2023, with hundreds more students than the original field day in 1925.

Top Left: Girls on field day play tug-of-war against each other in the 1960s. A tradition that still lives today. **Middle left:** Students participate in the field day track meet in 1983. This tradition was found throughout early field days, but does not continue today. **Bottom left:** Elementary students support their teams from the sidelines on field day in the 1960s. **Top right:** Sophomores Christian Murry, Cooper Chambers, and their teammates play tug-of-war against the purple team boys in their class. **Middle right:** Sophomore Maddy Billipp welcomes her lower school buddy back from a race. **Bottom right:** Freshman John Patrick Reckling cheers on the purple team from the sidelines.





Field Day Fish

To Love Or Not To Love?



Story by Bennett Bowman
Design by Bennett Bowman

Many fish are found abandoned after the festivities of field day come to a close, and students forget their new pets on their way home.

Field day fish are a beloved tradition, but some students have differing opinions on this.

"I don't think it is smart to give out fish to kids of such a young age. I didn't know how to care for my fish and ended up killing it the next morning," said sophomore Emmy Heath.

According to others, some parents are not thrilled when their child brings home a new family pet.

"A lot of parents also get really upset when their kids bring home a fish because they have to help the kids take care of it," senior Mia Price said,

Also, the fish are not always in the best condition, and they often die quickly.

"One year, my sister brought home 17 fish — most

of them died within a few weeks," Price said.

Students often also do not handle their fish in the proper way.

"A lot of children end up leaving them outside in the heat or not putting them in a proper tank," Price said.

However, some students' fish lived for much longer than the vast majority.

"I had a field day fish that lived for about eight years I think and another that lived for six," said senior Lauren Heldebrand. "The fish I had were in pretty good health."

The tradition is favored by the lower school.

"I loved this tradition when I was younger," said Heldebrand.

Many joyful students went home with their fish this year, but often they died within days or weeks due to improper care and sickness.



Photo by Jordan Roberts, Sophomore Merrilee M happily holds her prize, a fish, which unfortunately died the next day.

What happens to the pets?

Story by Kate St. Julian

Everyone is enthralled by the cute, cuddly, carefree pets auctioned off at Field Day.

Each year, one happy family gets to keep these animals and care for them at home, but very few people know how the pets are doing today.

Six years ago, the Ghauri family won an Australian shepherd at Field Day. Named Sadie to match all of the Ghauri sisters' names starting with S, this dog is a key member of their family.

"The day that we got her was the most chaotic day of my life," Sara Ghauri said. "Only my dad knew we were putting tickets in and my mom was working booths."

Although that first day may have been stressful, the Ghauri family had been planning on getting a dog for quite some time.

Even more surprising was that they were planning on getting a pet of that same breed

and gender.

"A God-given opportunity for us" was how Sara explained it.

The Ghauri's cherish the time that they get to spend with Sadie and are forever grateful to Field Day for giving them a new pet.

Although some of these pets have lived a very exciting and loving life, others have not been as lucky. Claire Nockolds, a graduating senior, explained how her cat, Boo, met an unfortunate fate.

"I named it Boo because it was all black and it reminded me of Halloween," explained Nockolds. "Boo was such a lively cat: so sweet, so lovely."

Sadly, Boo fell ill and passed away within two weeks after the end of field day.

Though the Nockolds family only got to spend a short period of time with him, they made wonderful memories with the cat and still miss him to this day.



Freshman Courtney Whittaker holds raffle kitten in hopes of winning it. Photo by Kate St. Julian



Junior Ammar Ali pets the white lab that many students hoped they would win in the raffle. Photo by Jordan Roberts

Moms work hard to plan Field Day

Story by Kate St. Julian

One day a year, students get the chance to compete, relax and take a break from school. Packed with food, fun, and friends, this day requires lots of preparation. Few know what really goes on behind the scenes when leading up to Field Day.

The moms do a lot in preparation for Field Day. This includes brainstorming, planning, and executing each and every booth, and later taking the booths down.

"There are 100 booth chairs, meaning everything from T-shirt chairmen to pizza booth chairs to decorations to pick-a-chop," explained Katie Wynn, the mom in charge of the 98th Field Day this year.

Field Day is such a big deal that this brainstorming begins in the summer. In particular, the summer is used to find a theme, and once that is figured out, the logo is put together. When Field Day is only six months away, the raffle team begins to plan as well.

Wynn, as the head, tended to be the delegator. She was very good at organizing and checking in on all of the booth chairs and how they were doing. The reason she joined in the first place was not only because of her love for Field Day in particular, but also because she loves being involved in the school.

"It's the best day of the school year. It's always a good time because it brings the entire community together," Katie Wynn, 2023 Field Day Chair



Field Day chair 2023 Katie Wynn, 2024 chair Blaire Locke and 2025 chair Katie Ingram on field day 2023. Photo courtesy of Katie Wynn

HONOR DAY SEEKS FAIRNESS IN SELECTION OF RECIPIENTS

By Emerson Heath

“And the 2023 award recipient is....”
“10 bucks it’s...”
“No way! They got it last year...”
“And?”

Honor Day is one of the anticipated and awaited spring semester events among students in the Upper School.

Honor Day celebrates students’ artistic, academic, athletics and citizenship achievements.

Though, Honor Day isn’t a stranger to controversy and speculation.

Students have been concerned and sometimes frustrated over the award recipients. One of the biggest Honor Day complaints is how it seems as if certain students win awards every year.

“Honor Day isn’t fair to all the other excellent and hardworking students,” an anonymous sophomore student said.

Students occasionally get irritated because they feel like they don’t have a chance to win an award or recognition for the hard work that they do as well.

“Honor Day can make a student feel like they don’t work hard enough and they never have a fair chance to win,” the anonymous student said.

Honor Day awards consist of four categories: academic, athletic, artistic, and citizenship excellence.

“All the department teachers will meet and discuss all the students, and they will ultimately decide who will receive the award,” Upper School head dean Mrs. Quenby Mott said.

For the “Love of Learning” and “Learning Dedication” award, teachers nominate students whom they think embody the awards’ criteria. Students are eligible to win if they have been nominated by three or more teachers from different departments.

The athletic awards are given similarly to the academic awards. The athletic department will meet and nominate certain athletes who excel in athleticism and show integrity as a teammate.

Students and faculty have nominated the citizenship award recipients who need to embody Kinkaid’s four core values.

“The best thing to do is actually if you look at the honor day program, and you read the description of the awards,” Mrs. Mott said.

A common complaint is that the same students tend to be recipients of these awards. However, according to Mrs. Mott, the school tries to do the opposite.

“The school really works hard to try to spread out awards, and so it’s not always the same students over and over,” Mrs. Mott said.

Honor Day isn’t about making bets and trying to guess who will win the award again; it is about celebrating student’s accomplishments.

“It is a time for the Upper School community to come together to celebrate our academic excellence,” Mrs. Mott said, “We are the three As, starting with academics.”

“The school really works hard to try to spread out awards, and so it’s not always the same students over and over.”

- Mrs. Quenby Mott, Head Dean



A CALL FOR LIBERTY TO ENGLISH

Is 10th-grade English treating all learners fairly? Maybe not.

As students progress through high school, English classes take on new forms of variety and for some students, this is a growing concern.

Though English cannot be as structured as other courses, the 10th-grade English curriculum should be unified for fair grading.

Each level of English at Kinkaid is based around a leading question, allowing teachers to take more liberties.

Tenth-grade students are all required to take an on-level English course based around a question: "Who am I and why do I believe what I believe?"

This year, there were six English teachers for 10th grade. Each teacher covered the summer reading, "The Sunflower," "Othello," excerpts from "The Things They Carried," and the "Dear Poet" unit. At least five of six teachers taught Lorraine Hansberry's "A Raisin in the Sun" and Sophocles' "Antigone."

The curriculum has been flexible so that teachers can lean into their individual passions for English, with some teachers focusing more on the poetry unit while others focus more heavily on texts.

Some years, teachers pilot units if they find a text that they feel fits the theme of the class. If the unit is particularly successful, other teachers might adopt the book for future years.

For example, "Home Fire" has been piloted as a possible pairing with "Antigone." A paired literary circle unit has been considered to pair with "Othello" and years ago, Ms. Angélique Jamail piloted "The Joy Luck Club" to replace the novel "Their Eyes Were Watching God."

"It was a book that featured a devastating hurricane and that was the year of Hurricane Harvey and enough of my students had been displaced that I really didn't feel like it was appropriate to teach that year," Ms. Jamail said. "When I started teaching 'The Joy Luck Club,' it dovetailed nicely with a lot of the themes we did in that class."

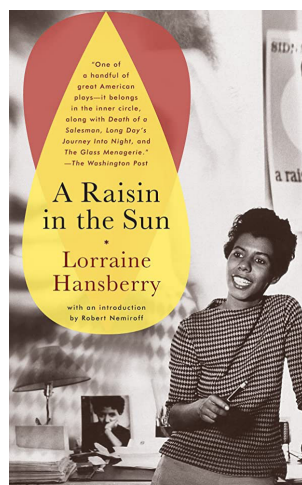
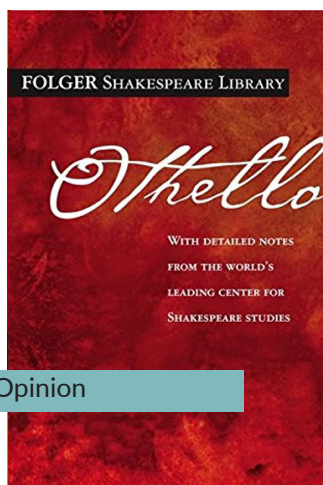
The wide selection of books and ability to pilot novels and units allows teachers to hone in on their specific passions. Though the variety of books being taught is great, as many focus on the same themes, the grades and number of books should be unified.

All English teachers meet the requirements for the number of major and minor grades, which is about three to five major grades and a variety of homeworks, quizzes and class activities each semester. The assessment of grades varies widely, however.

Some English classes focus on papers while others emphasize test grades. All English teachers allow one revision per year, but some teachers put that revision toward tests, while others choose to put this revision toward a paper. Depending on what students are more skilled at, this could be unfair. Similarly, for many teachers, the frequency of assessments varies based on the text being read in the class.

"I do quizzes based on the length of the work, usually, two or three quizzes per work," Mrs. Kate Lambert, head of the English department, said.

This method of grading allows for some classes to have more standard quizzes than other classes based upon how many books are read in that class.



AND UNITY FOR STUDENTS

Additionally, some may take a slower approach to covering a piece of literature while others read more books in a year at a faster pace, resulting in an imbalance of quizzes.

Other classes have many homework or take-home grades. Though these take-home assessments could be more rigorous, this still acts against students who may struggle with memorization of content.

Similarly, classes test focus on different materials.

For example, one class includes sentence patterns from "The Art of Styling Sentences," while another does not cover TASS at all in 10th grade. This could adversely impact students who struggle with vocabulary memorization.

The curriculum committee, a group at Kinkaid that addresses students' concerns with classes, has discussed discrepancies between English classes.

"We hope to make it so that all of the different English classes are similar enough to the point that the differences between each class wouldn't make major differences in writing ability, comprehension ability and grading," a member of the committee said. "We also want to make it so that your results in your freshman and sophomore years are representative of

your results in your junior year and that all students are adequately prepared for junior year."

To prepare for increased analysis in upper-level English courses, a lesser emphasis on mechanics and vocabulary is needed.

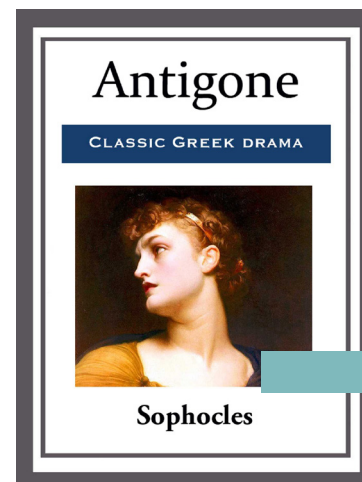
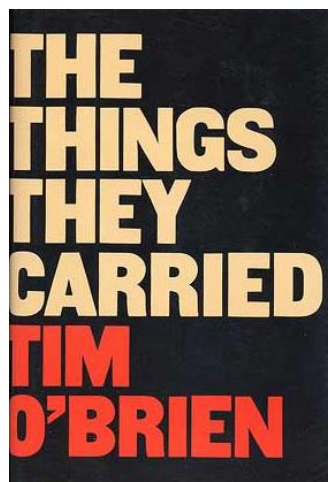
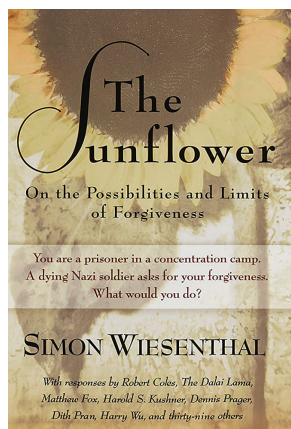
"I think that the freshman curriculum should be focused more on grammar, vocabulary and writing skills while the sophomore curriculum should focus more on analysis and comprehension of text over the usage of grammatical structures per se," a sophomore English student said.

English is not a class that can be taught like its more standard counterparts, and this has been recognized. But to avoid difference between the skills students are developing, English needs to be more standardized.

English teachers should be allowed to teach books that lean into their passions, but ultimately should teach the same number of books.

Similarly, English teachers should have an established number of quizzes, tests and essays they assign. Finally, teachers should agree upon whether or not TASS patterns and other grammatical skills should be assessed for a grade.

"We hope to make it so that all of the different English classes are similar enough to the point that the differences between each class wouldn't make major differences in writing ability, comprehension ability and grading." - curriculum committee member





Seniors, abSolutely dripped out, in preparation for prom



SENIORS DRIP TOO HARD. DON'T STAND TOO CLOSE.

Story and Design by Harrison Lawrence and Will Anderson

Prom is one of the most exciting nights of the spring semester for juniors and seniors. The fun themes, games, raffle prizes, and lots of singing and dancing make it a night to remember.

With this year's Ibiza prom theme looking to spice things up, many boys took their style to the next level by wearing colorful suits and flashy chains, standing out in the crowd of the traditional black tuxedos.

"I wore my suit because I was bored of the same old uncomfortable black tux," said senior Jared Laskin. Once I saw the theme was Ibiza, I knew it would be a perfect chance to spice things up."

Laskin wanted to "go big or go home" on his last prom, and he certainly did with his green and black Brooks Brothers suit.

Laskin wasn't the only one with high ambitions, as he and fellow senior lacrosse captain Watt Muir convinced the entirety of the boy's varsity lacrosse team to wear the funky-looking suits as well.

"I did it because Jared convinced me, and since he's the main character I did what he suggested," Muir joked.

The senior captains wanted to go out with a bang and turn the heads of many as they strutted into prom. It's safe to say they did.

Laskin and Muir weren't the only ones with the idea to juice things up.

Senior lacrosse captain George Kinder didn't have to go very far to find his masterpiece.

"I had the perfect jacket from when I was a yell leader last fall," Kinder said. "I tried it on with my regular tux pants, and the combination was perfect."

Not only were the suits a great mixup from the traditional tuxedo, but they also granted the wearer an automatic increase in street cred. They were snazzy, to say the least, and some of the most drippy outfits to ever grace The Kinkaid School.

The 2023 prom was one to remember not only because of its incredible theme and stilted dancers, but also because boys took a little time to try on different styles.



FILM FESTIVAL

Students in various stages of creating stories for the big screen come together to celebrate their work

By Matthew Berman and Richie Klosek

LIGHTS. CAMERA. ACTION!

As the end of the school year rapidly approached, the film class geared up for the final presentation of their work, the annual Film Fest.

The directors and actors had been patiently waiting for their last debut of the school year, a time when parents, students, faculty, and anyone wanting to check out the students' work could gather in the Recital Hall to view films, both award-winning and those made by students new to the role of director.

As the screen - rather than the stage - was set, the audience waited in anticipation for the films to begin playing, lights dimming and speakers booming.

Junior Eshaan Mani was one of the filmmakers at the event.

Mani produced two

documentaries, a type of film he was experimenting with. The first film Mani made in the fall, "Ascent," was a documentary about junior Sanjna Pandit and her debut performance in the Indian classical dance form of Bharatanatyam. His second film was "Jai Ho," a Bollywood music video.

"I'm grateful to have the opportunity to be a part of the film program here at Kinkaid - it's a privilege to create alongside such talented peers," Mani said. "This year, I've been pushed to go beyond profiles in documentaries and explore narrative film. It's been a unique experience of growth and exploration."

In total, Mani estimated that he spent around a month creating and exploring each documentary.

Another director who presented her outstanding work was sophomore

Payton Daly, who worked on a large number of projects.

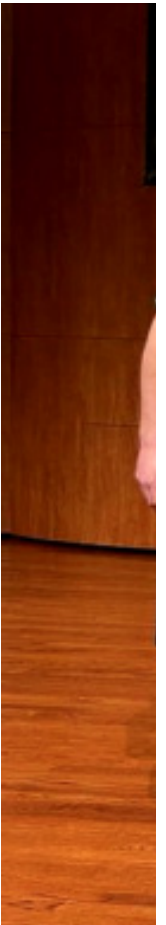
Payton's biggest project was "Papilio," a narrative short.

"Papilio took seven months to create. I started pre-production in October, shot from January to the end of April and edited throughout the month of April," Daly said.

She was also involved in a number of smaller projects, including "3000 Miles Away," "Get it Right the First Time," "Eyebrow Model Casting," "Shenaniganary," "Not Sorry," and "Ascent."

"My smaller projects took anywhere from a week to a couple of days," Payton said. "When working on senior Jackie Jafarnia's music video, 'Not Sorry,' we did about a week of pre-production and shot the entire thing in one day."

Daly said she has already begun the writing process





Students in the film classes pose with the Upper School film teacher Mr. Ryan Gillentine.

for films she will create next year and that if any other students have written a screenplay or short story that they want to see on the big screen, then they should reach out to her or someone in the film course.

The films were plentiful and varied, with some conveying their story in less than a minute and others using around five minutes.

"The reason behind this is that in most film competitions, entries cannot be longer than five minutes," said Mr. Ryan Gillentine, Upper School film teacher. "The film festival is a collection of the best films. Best is

defined as those that are good both in the classroom and public setting."

The film class had entries recognized at the national level by the All-American High School Film Festival, with some earning recognition and one even becoming a finalist.

"It's essentially the equivalent of receiving a Scholastic or being nominated for a Tommy Tune award," Mr. Gillentine said.

In attendance at the festival were the members of beginner, intermediate, and advanced film classes, as well as faculty and families, all there

to support the young directors.

"The event was really cool; every film looked very good and professional," said sophomore Elijah Lemon, who was an actor in the trailer for "What It Takes," a preview for a film in production by Jack Denechaud.

"What it Takes' was definitely my favorite of all the presented films because I was in it. Even if it's just a trailer now, I think it will turn out amazing," Lemon said.

STUDENTS DISPLAY THEATER

*Written by Jordan Roberts and Eva Humble
Designed by Jordan Roberts and Eva Humble
Photos by K'lynn Hocker*

Seniors write and direct shows performed by peers

As a way to demonstrate student creativity and leadership within the Kinkaid Arts, One Acts allows select seniors to plan, prepare, and direct short shows for the campus community.

This year, student directed one acts were held in the Black Box Theater on Saturday, April 29 at 7 p.m. as well as Sunday, April 30 at 2 p.m. The theme was "Elevator Pitch" and featured a total of eight shows, including "Recess" by Adele Johnson, "Boxed In" by Jaisal Kalapatapu, "Nuts!" by Adam Behr, "The Way to a Man's Heart" by Canaan Estes, "Dolls" by Mason Thenor, "Monsters Beyond the Midnight Zone" by Jack Lemon, "Sardines" directed by Haania Punjwani, and "Ava Maria" by Taylor McMullen.

These shows featured up to four students per act and consisted of actors from all grades.

"It brings out the best in everyone involved," said Mrs. K'Lynn Hocker, Upper School theatre teacher. "There's something really special that happens when students are directed by their peers."

Seniors began to select scripts over the fall semester, searching for stories that interested them and sending them over to Mrs. Hocker to be approved.

The eight seniors took a directing class in the spring semester, learning about the process under the guidance of Mrs. Hocker. The audition process was held shortly after in early March and rehearsals began once students returned from spring break.

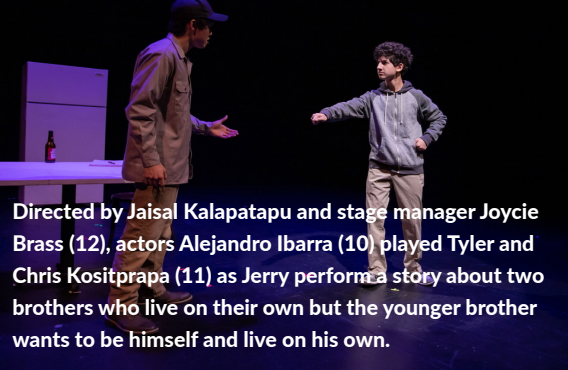
Mrs. Hockerr was a mentor throughout the entire process walking them through decisions that needed to be made when directing a show. She helped with any problems that may have arisen and ensured directors cast the best actors for their shows.

According to Mrs. Hocker, her favorite part about One Acts was "seeing the directors bring their unique visions to life and coaching their actors to really beautiful performances."



TALENT THROUGH ONE ACTS

BOXED IN



Directed by Jaisal Kalapatapu and stage manager Joycie Brass (12), actors Alejandro Ibarra (10) played Tyler and Chris Kositprapa (11) as Jerry perform a story about two brothers who live on their own but the younger brother wants to be himself and live on his own.

Directed by Mason Thenor, Ella Fox (10) played Krista, Chloe Wilson (11) was Mia, Sanjna Pandit (11) was Sabina, and the show was stage managed by Alex King (11). This featured Krista and Mia wanting a doll for different reasons.



DOLLS



MONSTERS BEHIND THE MIDNIGHT ZONE

Directed by Jack Lemon and stage managed by Isabelle King (11), actors Ella Schmulen (11) played Romy, and Kendall Henderson (10) as Leah played scientists who are living in a submarine when a monster comes.

SARDINES



Directed by Haania Punjwani, Sardines featured Zoe Ostrosky (9) playing Celia, Hannah Long (10) as Celia 2, Cami Culbertson (10) as Beryl, Reece McMullen (10) and Beryl 2, and stage manager Allison Yang (12). This story portrayed two people; one homeless and one rich and their subconscious and inner voices.



THE WAY TO A MAN'S HEART

Directed by Canaan Estes and stage managed by Sam Dillon (12), Ben Evans (11) playing Ben, and Lia Zitvar (9) playing Shirley portrayed a couple who live in New York.

THROWBACK

As we looked down memory lane with the impending demolition to make way for the construction of a new Upper School in sight, we reflected on a few team and individual sports that were a big part of Field Day in the past but are no longer games that students play during the annual school tradition.



HOBBY HORSE RACE



FIELD DAY SPORTS



SLOW BIKE RACE

All photos courtesy of the school archive



TUMBLING



HULA HOOP RACE

By Ethan Jett and Ian Overman
 Photos by David Shutts

SPRING SPC ROUNDUP



JUNIOR SABRINA NADER



SENIOR CHARLIE SOLÉ



SENIOR MICAH BELL AND
 JUNIOR GRANT PETERSEN



SOPHOMORE MADDY
 BILLIPP



FRESHMAN FIFE FAMUREWA



JUNIOR HAYDEN LEWITTON

After a hard-fought season, the Falcons competed in the Southwest Preparatory Conference Championship in April 27 to April 29. The competition was in Dallas and Kinkaid had a strong finish to the athletic year with multiple top finishes at SPC.

From April 24 to 25, the boys' golf team competed for the SPC title at Ridglea Golf Course in Fort Worth. The golf team continued its reign of dominance by winning the SPC title for the seventh time in a row, with a 49-stroke lead. The team, led by Rice University commit Javir Pande, cruised through the SPC season, going undefeated in conference tournaments.

The girls' golf team also competed in the SPC tournament from the 24th to the 25th at the Woodlands Country Club in Houston. The team placed third in SPC led by an All-SPC performance by freshman Emily Zhang, who shot a 159. The team had a great season in tournaments all over Texas.

This year the boys track team had a great season and showing at SPC. The boy's team finished second at SPC led by multiple first-place finishes by senior Micah Bell and junior Mason Howes. The boy's team had two momentous occurrences as Micah Bell broke the SPC record for both the 200m and long jump.

The girls' track team finished seventh at SPC, led by multiple first-place finishes by junior Catherine Gordon. Gordon finished first in the 400m and 200m and strong displays by relay teams resulted in a seventh-place finish at SPC.

The boys' tennis team had a great season this year led by line one sophomore Gabriel Xu, who placed second individually in SPC. The tennis team has had a successful season winning a handful of tournaments and matches. This year at SPC, the tennis team placed fourth overall at SPC, losing to the eventual champion John Cooper.

The girls' tennis team had a phenomenal season this year. They competed at SPC and lost an extremely close finals match to St. John's for a second-place finish at SPC. The girls' tennis team went undefeated in the regular season, and earlier this year freshman Jasmine Nguyen and junior Ellie Morrow placed first in SPC for girl's doubles.

Teams fight hard to the end



SENIORS RACQUEL MCCAULEY, AUDREY LOBB, AND KYLE MASSEY

This season girls' lacrosse dominated the SPC season to a record of 10-2. The team, led by senior and Vanderbilt Commit Racquel McCauley and senior and Delaware State commit Kristin Sims had a great showing at SPC. The team placed fourth overall, losing two extremely close games by a margin of 1 point.



SENIOR WATT MUIR

This year the boys' lacrosse team had a successful season. Despite not qualifying for the SPC tournament, the lacrosse team was prepared for the state and city tournaments. Led by seniors – Denver University commit Watt Muir, Ursinus College commit Jared Laskin, and Delaware University commit Colton Silverstein – the lacrosse team had a good chance of placing high in the state tournament.



SENIOR PIERCE FRISCO



SENIOR TALIA KALMANS

This year the softball team beat the St. John's Mavericks 9-6 for third place at SPC. A 6th inning home run by sophomore Abby Woo propelled the team to victory. This year the softball team had a 4-11 record and entered SPC as the fifth seed; however, despite the odds against them they competed and finished third.

The Kinkaid baseball team had a great season this year capped off with a fifth-place finish at SPC. The baseball team suffered from a plethora of injuries, but still managed to have a 21-20 record.

This OR That

Canes

Zaxbys

NFL

NCAAF

The Show

Madden

Bobs

Chipotle

Texans

Cowboys

East Coast

West Coast

Friday

Saturday

Night

Night

By Preston Herleth

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.kalapatau@kinkaid.org or call (713) 243-6591 or use the form at thefalcon.kinkaid.org.

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