

Palette

Painting the news one stroke at a time



**Painting a Picture
of Palette
Page 18**

**Kitnyos vs.
Gebrochs
Page 26**

**Idiom
Origins
Page 39**

Issue 4

Editor's Note



My good friend Noah Chen often reminded the basketball team in post-game speeches that he had “waited four long years” for the privilege to address them. Since I only joined *Palette* in my sophomore year, I can only claim a three year wait, but I agree with the sentiment. I remember reading Nicole and Medad’s respective Editor’s Notes my freshman and sophomore years and wondering how cool it must be to have a platform to share your ideas and to be a senior with insightful ideas and professional-sounding prose.

Here I am, three years later, and with Issue 4 in your hands, my tenure as Editor-in-Chief is now finished. As we have done for the last few years, I will be handing the reigns of *Palette* to next year’s Editor-in-Chief for this year’s final issue to facilitate a smooth transition.

I am proud of our tremendous staff for what we’ve accomplished, even in a weird COVID-19 year that disrupted regular news and sports. Even so, we were able to cover what did happen this year and how it has been different, including AJA’s response to COVID-19. We also dabbled in politics, spread Torah concepts, and engaged readers light-heartedly, along with many other features. When I see students flipping through the newest edition of *Palette* in the hallways,

I am always honored to have been entrusted with the responsibility as the editor of AJA’s High School student newspaper.

As every issue testifies to, *Palette* is truly a team effort, and I owe a tremendous debt of gratitude to the Editorial Board and *Palette* staff for putting up with my incessant nagging and for their time-consuming efforts to turn articles in relatively on time. I must also thank Racheli Seeman and Margalit Lytton, fantastic Layout Editors, for their incredible work — which they’ve pretty much learned from scratch this year — even when I’ve put them in the unenviable position of demanding a lot of work in not a lot of time. I’m sure WhatsApp notification rates will plummet in the near future among those involved with *Palette*.

Additionally, thank you to the marketing team for their help and always being willing to give constructive feedback in a short time frame, even when they have tons else to be working on, and to AJA, in general, for allowing us to use their ink, paper, and printer this year even though we haven’t paid back much in the way of advertising and sponsorships.

Finally, I would be greatly remiss not to express my appreciation to Mr. Rojek, our faculty advisor, who has guided me through this role and helped me as an editor, writer, and

organizer. Without him, *Palette* would be a fraction of what it is today.

As a soon-to-be-graduating senior, the last four years of high school, three years on *Palette*, and this year as Editor-in-Chief have really breezed by. With the little bit of perspective that I have, I want to encourage students to take charge of what they want to do in high school. Make it the best experience it can be for you — whatever that might be — and don’t let opportunities to have fun and build friendships pass you by.

With that, I now fade into the *Palette* history that Daliya Wallenstein so ably described in this issue. As she noted, *Palette* is an ever-evolving publication, and I’m excited to see the path upon which she takes it as the next Editor-in-Chief. It is also my pleasure to announce Sivan Livnat as next year’s Managing Editor of *Palette*. I know *Palette* is in great hands, so make sure you pick up their debut next issue, which I can already tell is going to be fantastic.

For now, it’s been a tremendous honor to serve as your Editor-in-Chief.

Chag Kasher v’Sameach, and Happy Reading!

Matthew Minsk
Editor-in-Chief

Table of

Features

News

- 6** **Splatter Paint**
- 8** **Purim Dress Up Days**
By Kayla Minsk
- 9** **Purim Hallway Decorations**
By Asher Lytton
- 10** **Purim Night Events**
By Matthew Minsk
- 11** **Service Learning Projects**
By Nina Flusberg
- 12** **AJA Continues to Disinfect Surfaces**
By Matthew Minsk

- 13** **An Off-Year for Clubs**
By Matthew Minsk
- 14** **Coming to America**
By Matthew Minsk
- 16** **Teacher's Corner**
By Daliya Wallenstein
- 18** **Painting a Picture of Palette**
By Daliya Wallenstein
- 22** **Point-Counterpoint**
By Asher Lytton and
Daliya Wallenstein

Torah

- 24** **This Month in Jewish History:
28 Nissan 5672**
By Kayla Minsk
- 25** **Stories of the Seder**
By Asher Lytton
- 26** **Kitniyos vs. Gebrochts**
By Matthew Minsk

The Team



Matthew Minsk
Editor-in-Chief
Torah Section Editor



Gefen Beldie
Creativity Director



Sivan Livnat
News Section Editor
Website Manager
Sports Section
Co-Editor



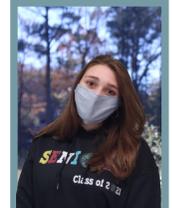
Daliya Wallenstein
Features Section
Editor
Sports Section
Co-Editor



Ella Goldstein
Fun Section Editor



Dalya Silverman
Arts & Culture
Section Editor



Kira Mirmelstein
Photography Editor

Contents

Sports

28 Keeping It All in the AJA Family
By Daliya Wallenstein

29 Did You Know That...
By Ella Goldstein

Arts

30 PARODY: In Which Two Crazy Kids Find Themselves and Each Other in This Messed Up World
By Jemima Schoen

32 Fashion
By Dalya Silverman

Fun

34 Quote UnQuote

45 Would You Rather
By Ella Goldstein

36 Horoscopes
By Ella Goldstein

38 Satire
By Sivan Livnat

39 Idiom Origins
By Daliya Wallenstein



Racheli Seeman
Layout Co-Editor



Jemima Schoen
Advertisements
Manager
Staff Writer



Margalit Lytton
Layout Co-Editor



Nina Flusberg
Staff Writer



Aviva Leubitz
Creativity Staff



Asher Lytton
Staff Writer



Kayla Minsk
Staff Writer



Mr. Joel Rojek
Faculty Advisor

SPLATTER Paint



No Place for Hate Club's Presentation on the Uyghurs Jemima Schoen

Photo: onezero.medium.com



Uyghur protester wearing symbolic mask

On Friday, February 19, the No Place for Hate club presented on the Uyghur Crisis during Skills Lab. They discussed a slideshow presentation developed by the Jewish Movement for Uyghur Freedom, with whom they have been collaborating. The presentation featured a history and overview of the situation, as well as specific details of the atrocities that the Chinese government commits against the Uyghurs. The presentation included testimonials from Uyghurs who were terrorized by the Chinese government. Presenters also drew on Jewish sources, such as quotes from Rabbi Lord Jonathan Sacks, to encourage students to feel a responsibility to the Uyghur people.

The Uyghurs are a distinct Turkic, predominantly-Muslim people living in diasporas in places like Turkestan, Kazakhstan, and Xinjiang, China. In Xinjiang, the Chinese government sends Uyghurs to detention facilities to “reeducate” them. They also sterilize Uyghurs and harvest their organs. Right now, there are three million Uyghurs detained in the more than 380 Chinese facilities.

As information leaks out from totalitarian China, backlash has increased against well-known companies, such as Nike and Disney, that continue to operate in Xinjiang and benefit from Uyghur labor. Advocates point to the backlash as indicating a turning point in awareness of the situation, and there are now widely-circulated petitions against companies that abuse Uyghur labor and the Chinese government’s mistreatment of Uyghurs for those who wish to take action.

No Place for Hate club’s presentation ended with a call to action, supplying different links for students to use, such as links to the Jewish Movement for Uyghur Freedom’s campus toolkits, petitions and bills preventing companies from abusing Uyghur labor, and more informational sources. AJA students were encouraged to raise their voices to raise awareness and advocate against the Chinese government’s maltreatment of the Uyghur people.

Go Purple Day Ella Goldstein

During Skills Lab on Friday, February 5, the High School students heard from representatives from the Shalom Task Force, a Jewish domestic violence awareness and prevention group, about recognizing and preventing domestic abuse and what a healthy relationship should look like. Included in the presentation was a pre-recorded video of a brave survivor of domestic abuse who shared her story. Afterwards, the representatives answered students' questions.

The following Thursday, February 11th, students and faculty of the High School were asked to wear purple to spread awareness about domestic abuse, especially in the Jewish community, and to stand with and support survivors through Shalom Task Force's Go Purple Day.

Junior Kiki Starr, a member of the Shalom Task Force's Purple Fellowship, learned about the prevalence of abuse, different types of abuse, and how to recognize it in relationships. During Community Time, Kiki ran a Kahoot centered around different statistics and facts about domestic abuse. Afterwards, students enjoyed purple-wrapped donuts. "I think [domestic abuse] is an issue that is overlooked, especially among people of high school age, so I thought it was an important opportunity to get our school involved in this incredible organization," says Kiki.

AJA participated along with 11 other Jewish schools across the country.



Kiki Starr and Dr. Mason on Go Purple Day

Teachers Get Vaccinated Matthew Minsk

AJA teachers and staff were vaccinated on Tuesday, March 9, the second day after the State of Georgia expanded its COVID-19 vaccine eligibility to educators. Substitute teachers and coaches were also included in the vaccinations. A few teachers had already been vaccinated as part of other criteria, while a couple others were unable to get the shot because they or family members felt sick or contracted COVID-19, according to AJA Executive Director and High School Instruction Leader Ms. Sarif.

Teachers received their first dose of the vaccine produced by Moderna. The second dose, which the Centers for Disease Control (CDC) recommends to confer full immunity, will be given on campus the week after Passover break.

Ms. Sarif explained that after several unsuccessful attempts at contacting pharmacies since January, Head of School Rabbi Ari Leubitz heard about and suggested Tuxedo Pharmacy as a group that could provide vaccines. Ms. Sarif realized Tuxedo had been her pharmacy for 25 years and was able to quickly call and secure a time. She said, "The opportunity to work with someone I know and trust was amazing."

Rabbi Leubitz elaborated on his motivations for ensuring teachers received vaccines nearly as soon as possible. He told Palette, "People living in fear and [with] the stress they are under needed relief as soon as possible."

Complimenting the organization and efficiency of the makeshift vaccination clinic in the High School gym, history teacher Mrs. Hana Hecht added, "I am very grateful that AJA was able to get for us the vaccine."



Mrs. Brand after receiving a vaccine

Purim Dress Up Days

Kayla Minsk

Jersey Day



To kick off Purim Spirit Week, on Wednesday, February 17, high school students were encouraged to dress up for Jersey Day. Students got to show their sports spirit by wearing jerseys and other sports apparel of their favorite sports team. Freshman Edan Eyal, who wore a Michael Jordan jersey, remarked, "It was really fun and nice to have a break from the dress code."

Throwback Thursday



On Thursday, February 18, students took a blast to the past, dressing up from different eras. Costumes ranged from as early as the 1700s to the beginning of this millennium, and everything in between. Pictured above, sisters Hadara and Racheli Seeman wore 1950s matching attire. Hadara enjoyed how other students expressed themselves. "Some people went all out and it was really great to see," she said.

Movie Monday



For Movie Monday, February 22, students resembled icons from the big screen. From Looney Tunes and Space Jam to The Karate Kid, characters came to life.

Teacher Tuesday



Seeing double? It might be Teacher Tuesday! Students duplicated teachers' outfits, and while some made sure to coordinate, others didn't even have to in order to nail a signature look. Pictured, senior Shayna Shapiro compares her camouflage pattern with that of Learning Specialist Ms. Amber Gardner. Shayna said the Spirit Week costume allowed her to bond with Ms. Gardner, even though she isn't taking any of her classes.



To conclude Spirit Week on Wednesday, February 24, students dressed up in costumes reflecting their respective grade's hallway themes, as described next. Here, sophomore Donny Frances donned a top hat and bow tie to personify Rich Uncle Pennybags, Mr. Monopoly. He explained, "I thought it would be cute if one of the Grade Rep[resentatives] dressed up as the guy that runs the game."

Theme Day

Purim Hallway Decorations

Asher Lytton

WINNER

Freshmen



The freshmen decorated their hallway in the style of a baby shower. Their locker area was filled with pastel colors, presents, rubber duckies, and even two large teddy bears. This colorful display took the crown in this year's hallway competition.

Sophomores



The sophomores' hallway, known for its vending machine and legendary Mr. Byron looked like a board of Monopoly. Banners displayed Mr. Monopoly raising his hands, and wall posters represented the game's property cards. The hallway was so rich even the floor was littered with money.

Juniors



Streamers, red carpet, and star decorations marked the juniors' Hollywood-themed hallway. Above, the junior boys show off their Hollywood attire. Walking down the upstairs hallway felt like a stroll down the red carpet!

Seniors



Here, you can see Noah Chen displaying his artistic prowess while working on a *Charlie and the Chocolate Factory*-themed poster. The Senior Lounge was filled with candied scenery. The seniors topped it all off by dressing up as different *Charlie and the Chocolate Factory* characters.

Purim Night Events

Matthew Minsk

Following *maariv* and megillah reading by Judaic Studies Instructional Team Leader Rabbi Allan Houben, students headed outside to break their fasts on food they brought from home. The delay also allowed students who had attended megillah reading elsewhere time to come to AJA for the second half of the evening.

After finishing eating, students gathered in the auditorium, where Student Council (STUCO) started the main event of Purim Night. The video presentations opened with STUCO's *Inside Out*-themed *shpiel* (entertaining video). Following the premise of the Pixar movie, the five STUCO members acted out the "emotions" of selected teachers. The video also good-naturedly poked fun at senior President Doni Chasen by showing tumble-weeds and

a deserted desert scene inside his head.

The freshmen class's video documented their efforts, lead by Elisha Feit Mann, to put together a Purim *shpiel*, while the tenth grade followed sophomore Eli Cohen's quest to find a quiet place at AJA to study. The juniors "modernized" the classic Purim story to center around a TikTok star named Rich Caroline (played by Ella Goldstein) and her sidekick Meredith (Leah Houben). The seniors' winning *shpiel* remixed "Grogger's Up," itself a Purim parody of "Bottoms Up" from ten years ago by Kehillat Ohr Hatorah. Some of the seniors who were in the original reprised their roles with the lyrics modified to reflect AJA student culture.

Between the grade videos, groups of students submitted mock

advertisements. The Disc Golf elective touted faculty sponsor Mr. Dave Byron's magical throwing regiment, and STUCO members Doni and junior Yered Wittenberg (along with the author) instructed students in Makerspace safety. Sophomore Donny Frances won the prize — wings from Fuego Mundo — for his intentionally-disjointed spoof of emotionally-targeted, intense television commercials, which turned out to be an advertisement for Toyota.

STUCO also announced the freshmen class won the hallway decorating contest with their baby shower theme.

Students then relocated outside for spirited Purim dancing and sugary refreshments. ♦



Service Learning Projects

AJA High School Students Lead Service Projects

Nina Flusberg

For this year's Martin Luther King, Jr., Day of Learning, a day of presentations and discussions over Zoom replaced the traditional service-learning day. While the panels sparked conversations and discussions about cultural racism and freedom of speech, they lacked the hands-on community service aspect of MLK weekend that previous years had. Due to precautions in response to the virus, this year students could not split into groups and take buses to sites across the Atlanta area and help at places of need. However, AJA still found a way to integrate the hands-on service learning aspect that this year's schedule lacked: Grade representatives planned a service project that their grade could run this spring.

For their service-learning project, the freshmen planned to gather hygiene bags for people who are homeless or just in need of the proper tools to stay clean. Freshman Yulie Maimon, who is running the freshmen project, described that students in her grade will either donate products like toothpaste, mouthwash, and body wash, or donate money to buy these materials. She also noted that they created a competition to see who could bring in the most products as an incentive.

The sophomores organized a book drive with the donations going to the organization Books for Africa, a charity that donates books to children in Africa who lack them. The sophomores placed a bucket in the locker area and requested that people drop their books there. Sophomore grade representative Rebecca Solon explained the idea behind the project: "We decided on this project because it's super important for everyone to have access to reading material, and for

those who are less fortunate, we can help them [by donating books]."

The juniors chose to run a food drive with all proceeds going to the Jewish non-profit organization Yad L'yad. Yad L'yad offers assistance to local Jewish families in need on a biweekly schedule. In a meeting with the junior grade representatives, the organization's president explained which would help the most and that donated food should be sealed, non-perishable, prior to its expiration date, and bear an Atlanta Kosher Commission-approved kosher symbol. She said the most requested and appreciated food items are 5 lb bags of flour, sugar, canned goods, and bagged snacks. After the project's introduction on January 29, a drop-off bin was set up in the junior's assigned hallway upstairs with the end date being a month later.

Seniors opted for a project that also involved giving food to people in need; they decided to gather bags with food and water to hand out to people who are homeless. Senior grade representative Simmy Wilson explained that these "Blessing Bags" are especially useful if a student encounters someone asking for food or money while driving. Often, people wish they had something

to give, but they don't necessarily have anything in their car that will help these people. These bags will contain a couple of food items and small living supplies, and they can be kept in the seniors' cars for when they pass someone in need.

Following the theme of helping those less fortunate than them, the AJA students devised several projects meant to assist people in different ways. These projects are safely interactive while incorporating the values of service learning. The AJA students managed COVID-19 limitations and devised projects that improve the community. ◆



AJA Continues to Disinfect Surfaces

Over the Last Several Months, It Has Become Increasingly Clear COVID-19 Rarely Spreads through Fomites

Matthew Minsk

Although bells don't ring after classes this year at AJA High School, students still watch the clock diligently to remind teachers when class concludes. Students pack up their supplies and get ready to leave for their next class — but per AJA COVID-19 guidelines, they must wait to spray their surroundings with disinfectant and wipe down the desks and chairs. Throughout the day, members of the custodial staff make rounds in the building, spraying and wiping door handles, light switches, and other surfaces.

According to Chief Operating Officer Helen Haney, AJA spends around \$2,600 on building supplies each month, and “a large bulk of that is the disinfectant and other various cleaning supplies.” In past years, AJA spent about \$2,000 per month on these supplies, Mrs. Haney said, so cleaning costs are up about 30%. In addition, the school employs two facilities staff members who Mrs. Haney called “our COVID cleaners.” Their main responsibilities are cleaning restrooms and wiping down various surfaces, and otherwise making “continual rounds.”

In March 2020, when not much was known about the novel virus, recommendations often included disinfecting surfaces, including groceries or packages, because of fear of fomite transmission. (A fomite is a non-living surface from which one can pick up infectious disease.) However, in the intervening year, with real-life data and further studies, it has become increasingly clear COVID-19 mainly spreads

through aerosol droplets, not from surface to surface.

Reflecting new studies and background knowledge about similar viruses, the Centers for Disease Control (CDC) updated its guidance on May 22, 2020, to acknowledge that although “it may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes... this isn't thought to be the main way the virus spreads.” The CDC's “How COVID-19 Spreads” page currently (as of publication) reads: “Spread from touching surfaces is not thought to be a common way that COVID-19 spreads.”

In July, Emanuel Goldman, a professor of microbiology at the Rutgers New Jersey Medical School, wrote in an essay for the medical journal *The Lancet* that the lengths to which people go to disinfect surfaces is “not justified by the data.” He disputed the studies that went viral (no pun intended) in March claiming that viral particles can last for hours on surfaces, arguing that the situations tested “have little resemblance to real-life scenarios” due to unnatural concentrations of viral particles and other real-world factors. As quoted in *The Atlantic*, Dr. Goldman said, “Surface transmission of COVID-19 is not justified at all by the science.”

Furthermore, real-world studies support this conclusion. A study from a hospital in Italy concluded, “These data would support Goldman's point that the chance of transmission through inanimate surfaces is less frequent than hitherto recognised.” Similarly, of swabs taken from the surfaces of a quarantine hospital in Israel, none of the viral particles found were still infectious, which “might suggest low feasibility for indirect fomite transmission.”

With this in mind, why does AJA continue to insist on wiping down

desks, light switches, and door knobs?

AJA Medical Committee member Dr. Amy Wolkin, an epidemiologist at the CDC, explained, “We can't rule out fomite transmission. While there is limited evidence of transmission through fomites, it is still considered a possible mode of transmission.” She said, “Routinely cleaning surfaces... is a best practice and can reduce the role that fomites might play in the transmission of COVID-19.”

While COVID-19 fomite spread is “possible,” according to the CDC, it remains unlikely. The science journal *Nature* notes that of the “hundreds of studies” about COVID-19 transmission, only one of them shows evidence of fomite transmission. In that case, a person with COVID-19 blew their nose in their hand and touched an elevator button; soon after, another person touched that button and then immediately flossed with a toothpick.

Asevidenced by this exceedingly rare occurrence, any potential fomite transmission requires a degree of immediacy and a high concentration of viral particles. Goldman, the Rutgers microbiologist, said, “If surface transmission happened, it would have to require touching a newly contaminated surface, then very quickly touching your eyes, nose, or mouth without washing your hands first.” In a school setting that requires masks, like AJA, this already far-fetched happenstance of immediacy seems even less likely.

Any decision requires tradeoffs, maximizing benefit while minimizing risk. In an effort to stomp out any already-minuscule possibility of fomite transmission, the school has paid for disinfectant, employed additional facilities staff members, and mandated desk-wiping for students. AJA and its Medical Committee has determined this tradeoff is worth it for now. ◆



An Off-Year for Clubs

Where Has Club Participation Gone?

Matthew Minsk

Over the course of the year, senior Doni Chasen has led four clubs: Meat Club, Cholent Club, Geshmak to be a Yid Club, and Persian Club. When asked how often they meet, Doni readily admitted: “Right now, combined: zero.” Environmental Club Co-president Gefen Beldie affirmed the same about her own club — “We don’t meet. Well, not this year.”

On the other hand, some clubs continue to run semi-normally. Debate Club founder Micah Feit Mann reported that his club meets every few weeks. Similarly, new clubs and electives such as weightlifting, Dungeons & Dragons, and Robotics have started during the second semester.

Overall, General Studies Instructional Team Leader (and Palette faculty advisor) Mr. Joel Rojek placed club participation “at a three-year low,” although he said both the number of clubs and the number of students participating in clubs have been lower in the past.

The simplest culprit for the club decrease is COVID-19 — an accurate assessment, but perhaps not in the most obvious way. It’s true that pandemic restrictions challenged food-based clubs. Yet rather than any COVID-induced fear of gathering, most other club leaders pointed to less obvious, second-order effects for the decline in club participation.

Schedule changes rank among the most apparent of those second-order effects. Mr. Rojek explained that to keep a consistent schedule between in-person learning and possible remote learning, administration lengthened lunch and reduced the number of periods in a single day. In the past, clubs and electives had their own distinct period, yet with a longer lunch, they figured “it would be fairly easy” for a club to meet with time left over to eat and otherwise socialize.

However, as it turns out, lunchtime can get pretty busy, and students have other uses for the time. Doni said that in the absence of a designated time for clubs, “if people have the choice between hanging out with their friends... and eating lunch [or] joining a club and actually doing something, I think they would much rather have free time,” a sentiment Gefen agreed with. Mr. Byron similarly posited that students might be interested in his Disc Golf elective or other clubs, “but maybe not enough to not eat their lunches.”

“Club leaders have had to schedule their meetings around other fixtures of the lunchtime schedule.”

Club leaders have had to schedule their meetings around other fixtures of the lunchtime schedule. Nobody wanted to take students away from Rabbi Daniel Estreicher’s Wednesday Mishmor and Mishmeret learning session, and Community Time occupies most of Thursday’s midday break. With remote Fridays mostly out of the picture — Mr. Rojek commented that “most people weren’t too interested in having a club meeting remote” — that left just Monday and Tuesday to jam clubs into. However, Mondays are (theoretically) dedicated to Palette and Yearbook, which have large staffs, to avoid the two clubs conflicting with the others. This only accentuated the time crunch other clubs faced.

Micah explained that his Debate Club can only meet “once every two or three weeks” since clubs that meet on Tuesdays have to share the time slot, which Mr. Rojek confirmed. Mr. Byron also described wanting to sponsor sophomore Eli Cohen’s weightlifting club, but he had to decline because it conflicted with Disc Golf. With mainly only Tuesday lunch for most clubs, Mr. Byron said, “It’s just not enough time to do electives and clubs in any kind of good way.”

The first few months of remote school also played a factor, according to Gefen. She explained that “it didn’t really give a chance for people to get the hang of meeting regularly.” Similarly, Mr. Rojek posited that the abnormal start threw off normal rhythms, which in turn could have made clubs less inviting for freshmen initially.

Mr. Rojek also commented that, to an extent, the strength of clubs is cyclical and depends on student leaders. He explained that “some of our most active club leaders have graduated over the last two years,” and students haven’t always stepped up to replace them.

As a student club leader, Gefen was willing to take some responsibility for the lack of participation. She said, “I should have been taking charge and doing all this stuff... [the issue is] definitely 90% students.”

Gefen said that clubs play a large role in giving “outside things that are fun for people to do.” Since “clubs aren’t really a big deal [this year], it kind of just feels that the AJA [club] culture is dead,” she opined.

Mr. Rojek concluded with a pitch for clubs. He called them “a cool way that students can create their own enrichment. It’s a way that you really can choose your own adventure, or you can decide this is something I want to do during my high school experience.” He was also optimistic for the future, saying, “I think we’ll wind up bouncing back.”

Coming to America

Morah Tali and Moreh Eilon on Their Motivations for Becoming Shlichim

Matthew Minsk



Growing up, Morah Tali Dan witnessed the reciprocal effects *shlichim* (Israeli emissaries) and American communities can have on each other first hand: As a child, she accompanied her parents on two stints of *shlichut*. Morah Tali explained that she wanted that experience as a *shlichah* for herself and her children, which is why she and Moreh Amir spent seven years in Denver shortly after their marriage — “the seven good years,” she called them — and then returned to the United States four years ago to teach in Atlanta, this time with older children in tow.

“It was amazing to be able to integrate and to become part of a community,” Morah Tali said, describing *shlichut*. “You don’t just visit. On the one hand, it’s temporary so you bring full force into it. On the other hand, you’re part of the community [and] you become just like everybody else... [The community] become[s] your family.” She joked that at this point, after her

parents’ five tours of duty and her own two, “[*shlichut*] is the family business.”

Moreh Eilon Kapach, a first-time *shaliach* shared different motivations. He expressed a desire to learn more about the Jews who live outside of Israel, as opposed to just hearing stories or running into tourists in Jerusalem. One major idea Moreh Eilon learned from being a *shaliach* in America came from a misconception he had: In Israel, he thought that “all the Jews have to come to Israel, and how can you be a good Jew if you live outside of Israel?” Living here, he now understands “it is complicated.” From his experiences, he can relate to the struggle of adapting to a new and different culture, like Americans who make *aliyah* (move to Israel) have to. Moreh Eilon explained, “When I lived in Israel, I said, ‘What’s the problem? Come to Israel, live in Israel.’ But to do it, it’s very hard.”

Moreh Eilon added that as teachers, he and his wife relished the

opportunity to teach Hebrew and about Israel, noting that it was a different challenge than he had previously faced.

On the downside, Moreh Eilon acknowledged that he has had difficulties adapting to American culture. He said that Israelis speak more bluntly and don’t have a taboo on discussing subjects seen as private in America, such as money. This societal divide extends all the way to the manner in which young children act when having fun. Moreh Eilon told of his discomfort when he takes his children to the park: “When they [are] happy,” he shared, “they laugh aloud and make noise.” In Israel, he said “everyone [is] like this, so we feel comfortable... Here, I always have to ask them, ‘Hey, be quiet.’”

From her childhood experiences, Morah Tali didn’t have to face these challenges. “I understand Americanism, not just English,” she claimed, demonstrating a proficiency in “cheerleaders and



pompoms” she acquired from attending public schools in American cities where Jewish schools weren’t available. (AJA High School features neither cheerleaders nor pompoms.)

Both times they came to America as adults, the Dans chose to take a role in education despite neither formally possessing any teaching background. “We feel that there’s something in education that holds on and carries on to future generations,” Morah Tali said. She described the relationships she has with students from Denver who, years later, would visit for Shabbat, and even bring boyfriends or girlfriends for their “opinion.” She called such a dynamic “priceless.” Morah Tali explained that while there is a “beauty” to teaching young children, introducing them to the “aleph-bet” for the first time, she “love[s] being in high school.” She said her experience as an outsider in America “defined very clearly to me who I am,” and she

enjoys being able to discuss those weighty matters of identity with high school students. “I love having those in-depth conversations of ‘Who am I, what does my Judaism mean to me? What is my relationship with Hashem and how do I take it forward practically into my life?’” Morah Tali said. “If, in any way, I’m able to connect young Jewish people to what it means to be Jewish in a positive, growing, practical way — even one — I’ve done my [duty].”

This sense of duty strongly contributed to Morah Tali’s desire to return as a *shlichah* — and even her work as a conduit between the Dallas community and the Jewish Agency while she lived in Israel. Invoking the principle of “*kol yisrael areivim zeh la’zeh*” (all Jews are responsible for each other), she described, “If I want Jewish people to keep feeling connected and to have that spark, that love for Judaism, and to feel connected to the Jewish people and to the Jewish State,

we all have to do our part.” She was not content to sit in Israel and wonder why Jews living outside Israel no longer feel as strong a connection, which led to the decision to come back to America.

Both Morah Tali and Moreh Eilon expressed their appreciation to the Atlanta community for taking them in. Moreh Eilon said that just before COVID-19 began, his family had moved more into the community to be able to invite families and students for meals, and he hopes to fulfill those aims in the future.

Although unsure if they would return to Israel after this year as planned or extend their stay another year because of COVID-19, Morah Tali looks forward to AJA students calling her in the future when they return to Israel, just like her past students. She said, “I’m looking forward to these lifelong relationships, to creating those bridges that will be a forever bridge.”

“It was amazing to be able to integrate and to become part of a community,” Morah Tali said, describing *shlichut*.

Teacher's Corner: Featuring Mrs. Hecht

Daliya Wallenstein

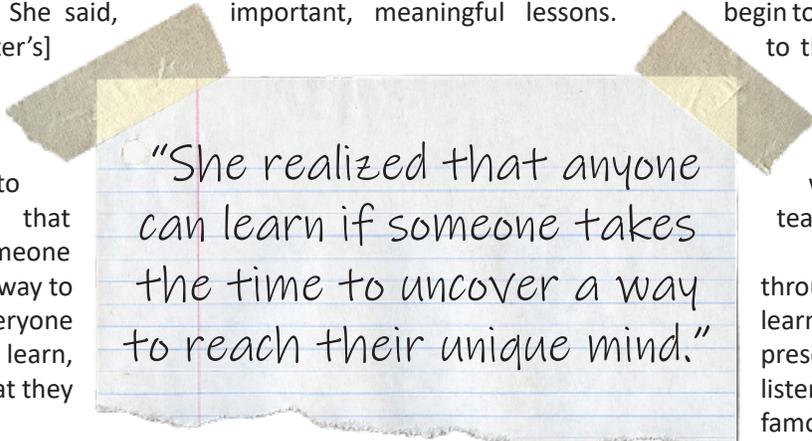
“Brains work differently,” according to AJA history teacher Mrs. Hana Hecht. Consequently, every student learns differently -- there exists no blanket, one-size-fits-all method of learning. Mrs. Hecht learned this firsthand through raising her daughter, who has Down syndrome. She said, “Watching my [daughter’s] developments and having to work with her... gave me a whole different perspective in regards to education.” She realized that anyone can learn if someone takes the time to uncover a way to reach their unique mind. Everyone possesses the potential to learn, albeit “on whatever level that they can.”

Mrs. Hecht brings this approach into her classroom each day. Through creating less conventional history lessons that suit some of her individual students, she found that out-of-the-box approaches to learning benefited all of her students alike. For example, to accommodate one student’s needs, she began writing instructions for assignments in a clear list, rather than as a paragraph. She saw that this format helped all her students understand instructions better, and she continues to give instructions for everyone in this manner today.

As a teacher she also values communication in her classroom. “Making sure you communicate what you want and your expectations... is a huge part of my classroom,” she said. With creative approaches and clear

communication, Mrs. Hecht believes that anyone can learn history.

Studying history goes far beyond learning names and dates, Mrs. Hecht believes. “History makes us who we are today,” she claimed. The stories we read in textbooks teach important, meaningful lessons.



“She realized that anyone can learn if someone takes the time to uncover a way to reach their unique mind.”

She said, “You can always learn something from every story in history -- even the stupidest story.” These stories, filled with humanity’s past blunders and tragic mistakes, can teach people today how to avoid traveling down those same unsuccessful paths.

She mentioned the adage, “Those who don’t learn history are doomed to repeat it.” Despite these famous words, she sees that over and over, “we keep repeating history because we don’t learn from our previous attempts at whatever it is we’re trying to overcome.” Rather than progressing, by ignoring history, humanity circles the same loop of mistakes. “But when you learn history,” she said, “that step by step path that we as humans took to get from where we

were to where we are today... helps us to determine what the next step should be.”

Mrs. Hecht did not always see the value in studying history. Only after taking history in her senior year from a specific teacher, Mr. Glazer, did she begin to find a deeper connection to the subject. “He showed me that history is actually a lot of fun, and that my previous teachers were actually pretty bad teachers,” she said.

Mr. Glazer taught through “active learning”: learning through projects or presentations, rather than listening to lectures. He famously assigned a project called “the minutes,” in which students had just a few minutes to present themselves as a historical figure from a certain time period. The students came up with fun, creative ways to embody these figures (and other students would even cut other classes to come watch). From his class, Mrs. Hecht realized she actually enjoyed studying history. She stated, “He’s why I chose history.”

Long before finding her love of studying history, from a young age, Mrs. Hecht was drawn to teaching. Instead of playing ‘house,’ she and her five younger siblings played ‘school.’ One day while playing, caught up in her role as make-believe teacher, she tried to assign her siblings real homework. After that, she said, “I couldn’t understand why they wouldn’t

play with me anymore.” Yet her interest toward teaching did not fade; later in school, when her classmates needed help, she was always happily lent a hand.

While always passionate about teaching, her father discouraged her from pursuing a career in education for financial reasons. Beyond loving education, she also loved art, so she set off to focus in this field instead. She completed one of her bachelor’s degrees in studio art (the second was in history) and planned to become an animator.

As her graduation neared, Mrs. Hecht worried about finding a job in animation. Her first thought, she said, was to take a teaching job as she searched. Her then-boyfriend (now her husband) encouraged that, if she preferred teaching, perhaps she should consider teaching long-term instead. At that point, she realized how “silly” it would be for her to pass over a chance to build a career in an area that gave her such unparalleled passion.

She went to Rutgers University graduate school and earned a master in social studies. At graduate school, she remembers “the talk was a lot of theory” -- discussing the possible implications of teaching in different theoretical manners. Yet through the act of teaching, Mrs. Hecht could actually determine how these methods play out in a real classroom. Each classroom varies immensely, based on the students’ personalities, and classroom management depends on actively working with the students.

Year after year, working with a public school schedule and also observing Jewish holidays proved to be a considerable struggle. “I got my holidays; that’s not the issue,” she explained. “It’s that they [used] my personal days and my sick days to cover the holidays. Which left me, depending

on the year, very few -- if any -- days for me to take if I’m sick or if my child’s sick.”

Richmond, Virginia, where Mrs. Hecht taught for 15 years, also lacked the Jewish community and resources that Mrs. Hecht and her husband wished for their children.

Despite both feeling happy with their jobs (beyond the scheduling pains), they decided to move the family to Atlanta to give their kids a stronger Jewish community.

In Atlanta, her two sons now attend AJA lower and middle schools (her daughter goes to a public school). When visiting AJA before moving, she saw that the school valued both Jewish and secular learning. Beyond the dual focus of AJA, she also loves the environment as a teacher and also a parent.

Her fondest memories all involve spending time with her three children. Whether watching movies, painting, or vacationing at Disney (the family’s “happy place”) she said, “I love any time I get to spend with my kids.” This past winter, she watched the presidential election with them, and her eldest son became fascinated, and they stayed up late watching the results trickle in. “As a government teacher, it was perfect for me,” she said with pride. “It made me so, so incredibly happy.”

As she was growing up, she also had a close relationship with her parents. She explained, “My parents were unbelievable role models.” Her mother taught her “to love everyone for who they are and not what you want them to be.” Her father taught her



the values of *hachnasat orchim*. “He always had this open door policy that we’ve just incorporated into our lives,” she explained. Each Shabbat, her family welcomed others into their home for meals. Today, Mrs. Hecht misses inviting people over to celebrate Shabbat.

Teaching at a Jewish school brought many differences for Mrs. Hecht. Mrs. Hecht enjoys the ability to “incorporate [her] Jewish life into what [she is] teaching.” When teaching World History, she links time periods to the concurrent events occurring in the Torah.

For example, she showed her students how the end of the Bronze Age possibly relates to *Yetziat Mitzrayim*. In her AP Government class, she and her students discussed the similarities and differences between the Supreme Court and the halachic process of the Gemara. And without fail, she always enjoys ending her classes on Fridays each week with a happy “Shabbat Shalom.” ♦



Painting a Picture of Palette

The History and Development of AJA's Student Publication

Daliya Wallenstein

Rewind to 1989: Yeshiva Atlanta (YA) student Francesca Zuckerman (YA '91) walks around selling chocolate bars to her peers. She takes the collected money to her friends Jessica Goodman (YA '91) and Meira Katz (YA '91), who flip through the Yellow Pages trying to find reasonably-priced printing companies. A short while later, the two girls walk through the school handing out the first-ever issue of *Palette* to the school.

YA students published newspapers before Goodman and Katz's time, yet Katz said it "had sort of fizzled away." The two students decided to try and bring the publication back to life -- "I think of it as sort of a rebuilding time period," said Katz.

To mark the newspaper's inception, they assigned it a new name, the one AJA continues to use today: *Palette*. "I think *Palette* represented different colors and different thoughts. It's so open -- you can give different people palettes and they can do different things," explained Katz. The name encapsulated their mission for the publication: "It's really about creativity and building new things... painting and sharing perspectives."

At the time, all the high schools on TV shows published newspapers. Feeling like YA lacked the "traditional high school feel," Goodman and Katz wanted to somehow capture that environment they saw in the schools on TV. Through creating *Palette*, a platform that provided the space to "communicate students to students," they believed they could strengthen YA's feeling of culture and community.

The students produced *Palette*

completely independently. They had complete freedom -- no supervision, no censorship. But they also had no money. And there were not exactly many students "clamoring to write." So *Palette* began as a "grassroots effort," according to Katz. Though just a handful of students, they each contributed their part to actualize their vision for the newspaper.

To afford printing the paper, they sold chocolate bars (with the help of Zuckerman) and charged a quarter for each copy of *Palette*. Furthermore, they gave incentives for students to purchase *Palette*: The student who happened upon the copy marked with a star marked inside received a prize. Katz remembers the community having an overall "pretty positive" response to the new newspaper and that students looked forward to each issue.

Goodman and Katz had to think far outside the box to figure out how to print and afford the paper on their own. Yet with their strong efforts and creativity, they were able to "take it off the ground" and establish "the pivot for *Palette* so it could be successful," said Katz. They managed to transform a newspaper published just once every few years into a publication printed quarterly. Furthermore, and arguably most importantly, they laid the foundation for YA to develop a strong, consistent, and lasting publication.

Palette Transitions To a Digital Publication

Fast forward to 2009: Over the past 20 years, *Palette* has evolved tremendously. The *Palette* staff has grown to a considerable size, and

continues to expand. Furthermore, by this point, YA administration and faculty have taken a role in producing the publication, remembers then-co-editor Elana Weissmann (YA '09). Karen Wright, a faculty advisor during this period, supervised and assisted the *Palette* staff throughout the process of producing articles. At the time, Weissmann believed the students faced a "censorship problem," but says that "in retrospect, it makes sense that there were adults monitoring what high schoolers were publishing."

Weissmann explains that "the vibe on staff was a combination of lighthearted and serious." While the students always included articles covering current events in the school, they also wrote "lighter student interest pieces that would make people laugh or get to know their fellow students." For example, they wrote features such as "carpool corner," in which they would profile different carpools in the school. "I remember laughing a lot when we put issues together, and I'm glad our work to make *Palette* a great publication didn't cause us to take ourselves too seriously," said Weissmann.

Wright remembers this duality of lightheartedness and seriousness in *Palette*. She said that a "cheeky sort of attitude and tone was always kind of in the background... There's a time for a serious and journalistic and formal article, but it's still a school newspaper written for teenagers." But students would also write about topics they were passionate about, such as politics or a certain cause or belief.

Wright explains that she gave the students a lot of freedom to write

about their interests. The process ran mostly independent of her: She gave the editors most of the responsibility in producing articles, and she would look over and edit everything once right before publishing. This was deliberate -- she intended for *Palette* to remain student-produced so that the students would feel an ownership over their work. "I really tried to let them be autonomous," she said.

Slowly, over this time, the printed publication transferred to an online platform instead. Wright explained that "the cost of printing papers [was] pretty prohibitive," so eventually YA felt that putting *Palette's* articles online would be much more cost-effective. Additionally, "the reach of the paper was broadened immensely once we moved online," noted Wright. Instead of just geared toward the students, the topics expanded and readership began to include board members, parents, alumni, and community members.

The Rebirth and Identity Crisis of *Palette*

By 2015, YA students have published *Palette* issues for decades at this point. In the previous few years, *Palette* articles remained entirely published on various online websites. Yet this year, Rachel Rosenberg (AJA '16) became *Palette* editor and had a different approach in mind.

While at first the digital version of *Palette* reached the community outside of YA, gradually the readership diminished to just the students again. As a staff writer, Rosenberg saw that eventually even the students no longer had much interest in the publication as well. "There was no student drive to read it when the internet has unlimited reading material," she explained. Zoie Wittenberg (AJA '17), a staff writer at the time, stated that "*Palette* died" and "it didn't seem like anybody missed it." To try and revive the publication, Rosenberg began printing paper copies of *Palette* again.

Once students could unfold the tangible newspaper, she saw that "students began reading the newspaper

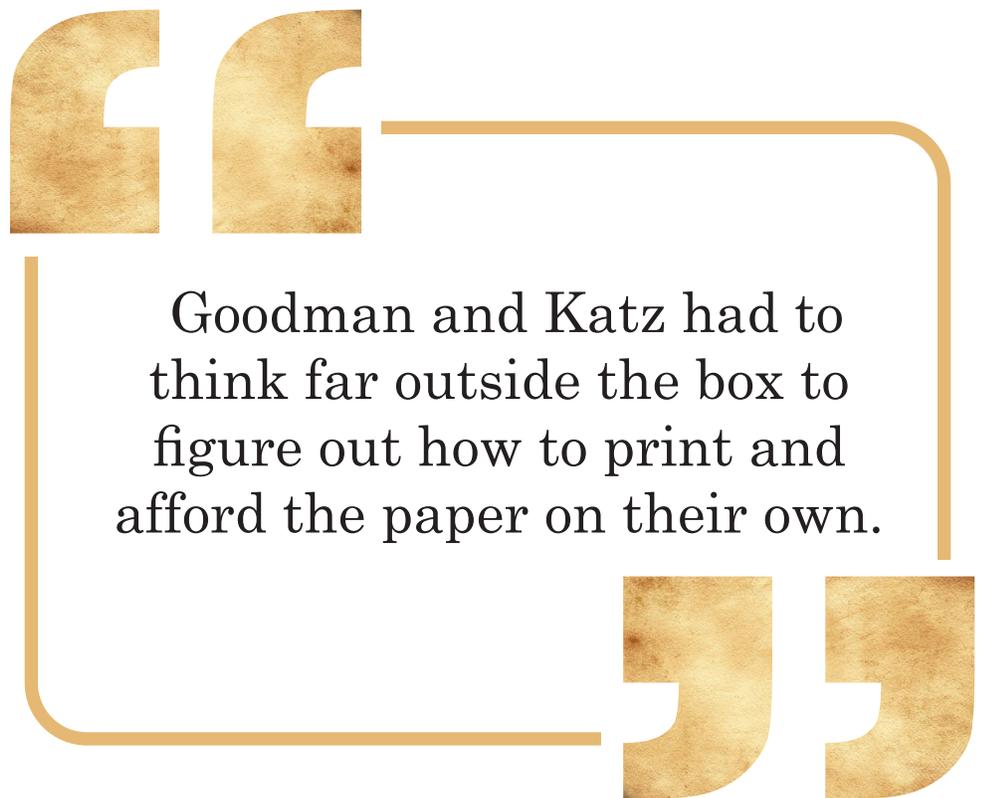
again and taking pride in the school publication." Slowly new elements were added to the paper, many of which students continue to enjoy, such as games, puzzles, word searches, horoscopes, word of the month, and eventually the beloved 'quote unquote.' In addition, the staff writers each had their own columns with specific topics. Each issue contained a political commentary section and a teacher's corner (the latter of which continues to this day).

Shortly after *Palette* returned to print, YA began its merger with Greenfield Hebrew Academy. During this process, Head of School Rabbi Ari Leubitz encouraged students to try and broaden the publication's scope. Faculty advisor Mr. Dave Byron remembers that they enjoyed producing content that involved inside-jokes that only YA students would understand. Yet, with this "limited in-house focus," Mr. Byron says that Rabbi Leubitz felt that it would not appeal to the broader AJA community. Determined to amalgamate the younger grades with the High School, the administration encouraged *Palette* to help bridge this gap by making the publication relevant for the entire community.

The year after the merger, Rosenberg graduated, and Wittenberg took on the role of editor. She felt that after the merger, the students had lost their voice, so they "wanted a place to write and sound like [themselves]." She explained, "[The administration] wanted to make our press good press for them, which wasn't what we weren't interested in." Rather, they wanted to talk about "the nitty gritty" and their frustrations with the merger.

"I wanted the people to be heard," Wittenberg said. "I was very into making sure that if a student wanted a voice, they got their voice. I edited for grammar, sentence structure, and such, but I wasn't about changing the content of the article." However, often the staff wanted to write about topics the school did not want published. Regardless, Wittenberg went ahead and printed articles the administration did not approve, and the school eventually threatened to shut down *Palette*.

In response, the staff made themselves entirely financially independent of AJA, though sometimes they had to pay out of pocket to print the papers. To widen their distribution,



they delivered *Palette* to the JCC, the Spicy Peach, Kosher Gourmet, The Kehillah, Beth Tefillah, and the Chabad of East Cobb.

Above all else, they aimed to remain as independent and autonomous as possible.

Palette is Reborn Again

In 2017, Nicole Dori (AJA '18) took over the reigns of editor, and AJA used this transition to insert an advisor's guidance back into the process of publishing. Rabbi Leubitz assigned Mr. Joel Rojek the role of faculty advisor, hoping a new leader could guide the staff in a slightly different direction.

Mr. Rojek saw that *Palette* was only read by some AJA high school students. He urged the staff to try and cover "issues of the community" to broaden their audience. Furthermore, students often wrote "really esoteric articles." While he acknowledged that this could feel "really liberating and really fun" for the writers, he did not think "there was broad appeal to our readership." He helped the students "try to think in terms of who's reading *Palette* -- what do they want to know?" *Palette* should be "a service to the community," Mr. Rojek believes.

To achieve this, Mr. Rojek challenged each new editor to create a mission statement for the publication. This created a clear focus and goal for the staff. He wanted the students to consider, "What's the purpose of the

paper?" and "Why do we have *Palette*?"

In addition to the readership and content of *Palette*, the paper's layout of *Palette* also transformed at this time. AJA leased a 13-foot-long Xerox C70 printer (whom Network Administrator Mr. Scott Forbus lovingly named Esther), which is a

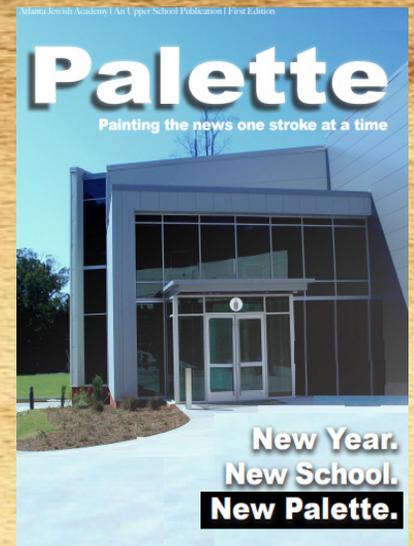
"Shortly after *Palette* returned to print, YA began its merger with Greenfield Hebrew Academy. During this process, Head of School Rabbi [Ari] Leubitz encouraged students to try and broaden the publication's scope."

light production copier. Mr. Forbus explained, "The cost to print on this copier is substantially less than what we were paying to print it out of the school. We can also print it 'on demand' — meaning with much lower lead times and as needed for additional copies." Previously, AJA had been producing

Palette through sending their files to a company in Alabama, who would then print the copies and ship them back to Atlanta.

But beyond reducing the cost and time to print *Palette*, Esther allowed for a major development in its layout. "This printer has high capacity feeding, can do booklet folds, center staple, square folds and end trimming," said Mr. Forbus. He recommended using these features to print *Palette* as a colorful magazine booklet, rather than a typical newspaper. After a trial run of this format, Dori permanently remodeled *Palette* from "white, black, bland" to "really exciting, engaging, colorful." As a freshman, Dori remembered happily reading *Palette*, but then discarding the paper afterwards. She wanted to "transform *Palette* into a more visually pleasing experience so people would be more inclined and interested in reading it, looking at the artwork." Overall, she said, "I wanted to make *Palette* an engaging experience rather than a pastime."

The next year, Medad Lytton (AJA '19) became editor and created some structural changes to the staff. Previously, the staff only contained one editor, who was responsible for editing every single article. To spread out this responsibility, Lytton created section editors -- students solely responsible for editing one section. The main editor became the Editor-in-Chief (EIC). In addition, he also created a separate layout staff that could further develop



the design of the magazine, and began a new website for *Palette* in addition to the printed publication.

Before publishing each issue, the administration looked over the articles. However, this was the last step in the process before publishing, and when they gave significant edits, this would greatly disrupt the publishing schedule. "In general, trying to find a way to balance the need for an independent press and hearing the administration's concerns was difficult," said Lytton. But he found that "Mr. Rojek was very helpful in navigating all these challenges."

This remained a struggle the next year, when Eliana Goldin (AJA '20) and Max Goldstein (AJA '20) became Co-EIC. Goldin found it difficult to work with "the censorship by certain members of the administration." Whether mandating certain inclusions of content in articles, or photoshopping photos in the layout for *tzniut*, she felt that the administration wanted to use *Palette* to "paint a picture of what we are not."

The Co-EICs faced a larger obstacle in March, when COVID-19 shut down in-person school. At that time, they had been planning to print three more issues of *Palette*, but, realizing the slim likelihood of returning to school, instead they began publishing "smaller weekly newsletters online." Goldstein said, "I'm incredibly proud of how we adapted, but I wish we could have kept to our intended plan." However, he

also noticed that the entire community especially appreciated *Palette* during this difficult time: "We noticed a lot of positive feedback from students, parents, and teachers alike."

Goldin and Goldstein also tweaked the structure of the *Palette* staff by creating the Editorial Board composed of the individual section editors. To ensure that an EIC could never "run the publication like a dictator," the Editorial Board ensured that all editors held a voice in making major decisions that affect *Palette*.

They organized a team to begin transferring a digital copy of every article the staff wrote to the website. They also developed *Palette's* layout team. Goldstein explained, "Our layout team also was both larger and more experienced than *Palette* had ever had, and they created some amazing spreads for both the print and online issues." They began creating complex designs using graphics to further enhance the visual appeal of the magazine.

Today, the layout continues to improve. This past December, the school ended their lease on Esther, but purchased a new, even fancier, printer: a Xerox Versant 180, whom Mr. Forbus named Miriam. She stretches over 15 feet long, and can produce full-bleed documents. Miriam can print faster, and she has high-capacity and strong quality printing. Furthermore, Miriam produces more cost-efficient copies, so copies of *Palette* are both better and cheaper than ever.

However, *Palette* is transitioning further to an online form. National publications have been relying more and more on publishing their articles online, and will likely eventually stop printing their writings at all. Mr. Rojek believes that, ideally, *Palette* should follow this trend. Mr. Rojek believes that *Palette* is already "heading in that direction as of this year, but not there yet." This year's EIC, senior Matthew Minsk, has been working to emphasize the *Palette* website, publishing all articles online consistently. For the first year, *Palette* staff posts articles online in a timely fashion, beginning to redirect some of the readership to the website.

Mr. Rojek believes that *Palette* has had a "really nice momentum going these past few years." With new editors each year, he feels that each year the issues have their "own kind of stamp," determined by how that particular staff's qualities.

In its 32 years of existence, *Palette* has endured ups and downs. It has gone through many major changes in the paper's layout and the staff's format. Yet throughout all of these fluctuations, one thing has remained consistent: For the past three decades, *Palette* has provided a voice for students to share their thoughts, creativity, and beliefs. ♦



Fashionably Late

Open Office Hours Is Best In the Afternoon

Asher Lytton



Currently, open office hours (OOH), the designated time slot during the school day for students to do homework and meet with teachers, occurs almost first thing in the morning. Immediately after davening, students trudge tiredly to their assigned rooms or touchdown zones, consigned to stare at their screens and wish they had the motivation to start their work. These students waste their time, because they are just too tired to get any work done, and no external forces are keeping them focused. Let's face it: for many students, OOH in the morning is just a waste of time.

Luckily, there is a way to include this often vital class without keeping it so early -- it can be moved to the afternoon. This simple switcheroo would exchange wasted morning time for versatile afternoon time.

One of the many benefits of afternoon OOH is that it can be used to finish up work from classes that already happened during the day. This is really important because it gives students time to finish up work they are expected to have finished in a class. For example, if a group is unable to finish a lab in a science class, they can use their afternoon OOH to complete the components that need to be accomplished in school. This simply is not possible with earlier OOH.

Another key benefit of afternoon OOH is that it allows students

to deal with questions that arise from class before they do homework. Under the current system, if a student is struggling with something in class, they must wait until the next morning to meet with a teacher to go over what they don't understand. This leaves all homework for that class in the lurch for an entire day. The student has no ability to go over the material until the next day, right before school starts again! With afternoon OOH, any problems that arise in class can be dealt with immediately, before school ends, so students can grasp difficult concepts with time to complete their assignments.

And on the topic of meeting with teachers, arranging meetings under the current morning OOH system is a hassle. It requires emailing a teacher the day before to make sure they are free, which requires knowledge that you will need to talk to them. With afternoon OOH, students could arrange meetings just by finding the teacher after class or in the hallway.

The current system of morning OOH is simply inefficient and wasteful. Moving our work time from the morning to the afternoon is the obvious solution. ◆

“Let's face it: for many students, OOH in the morning is just a waste of time.”

Early Bird Gets the Worm

Open Office Hours Is Best in the Morning

Daliya Wallenstein

It is 12:47 AM. With bloodshot eyes, a student furiously studies for Mrs. Brand's notorious photosynthesis assessment scheduled for tomorrow (or, technically, later today at this point). For the past few days, they have studied the material, yet a few of the vocabulary terms just won't stick. With another quick Quizlet review, the student thinks they will have the words down pat. Yet their eyelids droop in protest, despite the four empty cups of coffee sitting beside them. Suddenly, the student has a realization. They shut the computer and climb into bed, able to rest assured that they can complete the review in the morning with a better headspace. They remembered that glorious half-hour after shacharit: morning open office hours.

Previously held at the very end of the school day, this year the administration moved open office hours (OOH) in between morning davening and first period. This schedule rearrangement came with many benefits for students through giving more uses to the multipurpose chunk of time.

For the aforementioned Biology student, morning OOH provided an opportunity to review material one last time before an assessment. Instead of pointlessly studying extraordinarily late at night when students' brains have ceased to function, students can review in the morning with a clear mind. And not only does this review time offer students a chance to cover challenging content one last time, but it also keeps that information fresh in their minds when they sit down to take the test.

In addition, students can use morning OOH to meet with teachers for extra help and review, which can make all the difference later in the day during a test.

Furthermore, morning OOH eases students into the school day. Even after davening, many students still shuffle through the building half-asleep. Instead of jumping right into class, potentially even a test, morning OOH gives students some time to fully wake up and begin the school day at the pace they need. This takes some pressure off of students (who undergo more than enough pressure as is) and helps ensure that students are more present when they walk into class.

Lastly, morning OOH provides a buffer for students when they inevitably procrastinate or forget an assignment. High school students are continuing to learn how to manage their various responsibilities, and even the most organized students will at some point either leave something for the last minute or forget about it entirely. When this happens, students can use morning OOH to complete the assignment before class, instead of receiving a poor grade for an incomplete assignment. Ideally, this narrow escape would warn students to work on their time management without the need for a penalty.

By placing OOH in the morning, students have the chance to make the most use out of this flexible time. To place OOH at the end of the day would eliminate opportunities for students. With such a hectic schedule, this short time in the morning provides some relief and sets students up for success. ◆



“By placing OOH in the morning, students have the chance to make the most use out of this flexible time.”

This Month in Jewish History: 28 Nissan 5672

The *Titanic* Sinks, with Some Jewish Tidbits

Kayla Minsk

In the early morning hours of Monday, April 15, 1912, the *RMS Titanic* sank in the North Atlantic Ocean after hitting an iceberg. The British luxury ship, operated by the White Star Line, set sail from Hampton, England, to New York City on April 10, 1912. Throughout the voyage, operators on the ship had received many weather warnings of icebergs. At approximately 11:40 PM on Sunday, April 14, an iceberg was spotted, and the engines were reversed. However, the ship was unable to turn wide enough and avoid collision; the side of the ship was scraped by the iceberg. By 2:18 AM, April 15, the lights went out and the ship broke into two pieces. Out of the 2,200 passengers and crew members, about 1,500 died when the ship went down.

According to analysis of the White Star Line's passenger list, a little more than a hundred of the passengers were Jewish, most likely Jews escaping religious persecution. Eli Moskowitz, author of *The Jews of The Titanic*, notes that there were probably more Jews on the ship who had registered under forged identities.

Menus confirm that kosher food, cooked by a special kosher chef, was available, although most likely only first class passengers could take advantage of the option. At the bottom of a menu, 'Kosher meat supplied and cooked for Jewish passengers as desired' was imprinted. There have also

been remnants of plates found that are labeled "*fleshik*" (yiddish for meat) and kosher.

A pocket watch with Hebrew letters and an inscription of Moshe holding the ten commandments was found in the pocket of Russian passenger Sinai Kantor, along with a pocket telescope, wallet, and coins. Despite his death, his wife Miriam was able to safely escape on the No. 12 lifeboat at about 1:30 am. Her later whereabouts are unknown.

Tragedies like the sinking of the *Titanic* unfortunately often raise difficult halachic situations. For a woman to remarry, she must either receive a *get* (writ of divorce) from her husband, or she or someone else must testify that her husband is dead; until then, the woman is considered an *agunah* (literally, "chained"), and she cannot remarry. Simon Maisner, a Jew, was a passenger on the *Titanic*; his wife, Zvia (Sarah), was not. Although he was presumed dead, his body was never recovered and identified, so Zvia was an *agunah*. Rabbi Jacob Meskin was able to release her from her marriage given the circumstance, and she remarried to Jacob Glaser in 1915. Zvia died in 1956 at age 76.

Young mother Leah Aks, another Jewish passenger on the ship, was traveling with her infant son, Frank, to meet her husband in America. While waiting on the deck, baby Frank was

taken and tossed into Lifeboat 11. She wasn't able to join him, but did make it into Lifeboat 13. After her rescue, Leah saw an Italian woman carrying her baby, so she went to Captain Arthur Henry Rostron of *RMS Carpathia*, a ship that helped rescue *Titanic* passengers, and proved it was her son by describing a birthmark on his chest.

Finally, the wealthiest Jewish passenger was prominent American businessman Benjamin Guggenheim. When he found out the ship was sinking, he refused to put on a lifebelt, sat in the reception hall, and waited to die while drinking and smoking. His body was never found, like so many of the other victims.

While we all know the story of the *Titanic*, learning about these individuals, especially the Jewish passengers, can make the story more personable. ♦

"While we all know the story of the *Titanic*, learning about these individuals, especially the Jewish passengers, can make the story more personable."

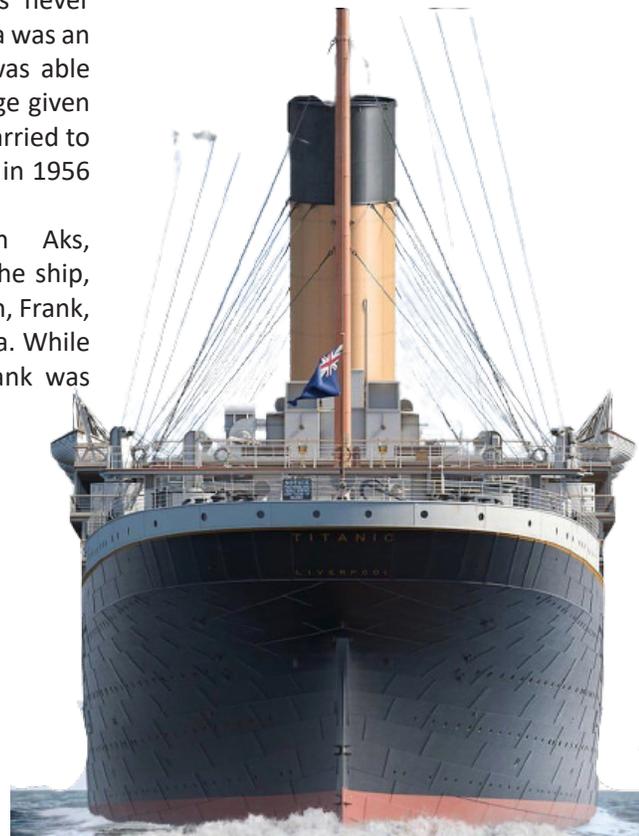




Photo: thejc.com

Stories of the Seder

What is Really Discussed in *Maggid*?

Asher Lytton

Most people assume that the purpose of the *seder* is to retell the story of the Exodus from Egypt. If you asked most Jews why they stay up so late, singing songs, reading from the *haggadah*, eating, and drinking, they would reply without hesitation that they were recounting the story of leaving Egypt. What is so interesting about this response is that it doesn't quite describe what we actually do at the *seder*.

If you look at the text of the *haggadah*, you will notice that the actual *pesukim* from *Shemot* that tell the story of leaving Egypt are barely mentioned, and not once are they actually laid out in a story during the *seder*. Rather than quoting them directly, the centerpiece of *maggid* is a midrash expounding on a passage from Devarim 26. We are in essence reading the interpretations of Moshe's retelling of leaving Egypt. We aren't reading the story: We are reading about someone else telling the story.

This is not the only case of

retelling retellings in *maggid*. Once again with the story of the four rabbis in Bnei Brak, we encounter an anecdote about how others retold the story. One could argue that every section of *maggid*, from the four sons, to the four questions, to the rabbis' mathematical games with the ten plagues, is really just the discussion and story of Jews of previous generations talking about leaving Egypt. We don't read Moshe's arguments with Pharaoh as Egypt fell before God's plagues; instead, we read about Rabbi Yehudah's clever acronym for the plagues and discuss excerpts from Yehoshua's speech to Bnei Yisrael about all the things Hashem did for them in Egypt.

So why do we tell the story of the Exodus through little snippets of past conversations?

It can remind us how far back this Jewish tradition goes. It connects us back to Moshe telling the second generation out of Egypt (Devarim 26:5-6). It connects us to Yehoshua doing so

again (Yehoshua 24:2-4). It ties us back to Sages in a Beit Midrash pouring over the story of the Jews in Egypt, creating acronyms and plague calculations. It grounds us in the knowledge that the rabbis of Bnei Brak had a *seder* of their own, long before us.

The history of this tradition reminds us that G-d didn't just save our ancestors in Egypt. Every generation of people who retold the story of slavery and redemption had hardships of their own, and every generation survived so that the next generation could retell the story once again. It comforts us to know that long ago, four types of children came to the Seder table, each struggling with their own problems. And because God helped them overcome those problems, it is possible that today, the same for types of children come to the seder table, to retell not just the story of the Exodus, but also the story of how generations before us, our ancestors told this very same story. ♦

What are

Kitniyos

and Gebrochts?

Two Ashkenazic Customs Significantly Limit Permissible Food Options on Pesach

Matthew Minsk

Aside from last year, I have attended a catered program for every Pesach since I was fourteen months old. As a result, ironically, I've rarely had classic matzah brie or matzah pizza, and my *leil haseder* matzah balls often consisted of potatoes rather than matzah meal. All of these classic Pesach foods fall into the category of *gebrochts* — foods in which baked matzah comes in contact with a liquid, or in Hebrew: *matzah sheruyah* ("soaked matzah"). Pesach caterers avoid serving *gebrochts* foods to accommodate as many people as possible, including those (mostly chassidim) who do not eat *gebrochts* on Pesach.

Avoiding *gebrochts*, however, wouldn't be nearly as difficult if not for a prohibition universally accepted by Ashkenazim against *kitniyos*; if not for this ban, rice bread and cornbread could be Pesach staples, as they are for Sephardim (who are permitted to eat *kitniyos*, including rice and corn).

The gemara in Pesachim 35a lists the five grains — wheat, barley, spelt, rye, and oat — from which matzah

can be baked, and it derives from the text those same grains, when mixed with water, leaven and create forbidden *chametz*. Other grains, such as rice and millet, do not rise and are not *chametz*. Rabbi Yochanan ben Nuri dissents, but a discussion from Pesachim 114b shows that the rabbis rule against him.

The Rambam (Laws of Chametz and Matzah 5:1) explicitly rules that only the five primary grains are forbidden on Pesach, but *kitniyos* — like rice, millet, beans, and lentils — are permitted. The Tur (453) rules the same way, adding that while some abstain from *kitniyos* due to a fear that the forbidden grains might get mixed in, that is an extra stringency and not the way in which we practice. Since this seems pretty straightforward, what's the issue?

In his commentary to the Tur, the Bach (453:1) cites the Sefer Mitzvos Katan (Smak), who forbids *kitniyos* because to someone not familiar, *chametz* flour and *kitniyos* flour look nearly identical. Although the Shulchan Aruch (453:1) rules like the Rambam and Tur, the Rema (ibid.) proclaims the Ashkenazic custom forbids *kitniyos*.

The Vilna Gaon (Biar HaGra 453:4) concurs with the Rema, first acknowledging the Tur's fear that forbidden and permitted grains would get mixed up. Furthermore, even for well-sorted *kitniyos*, the Gra provides a source for the Smak's concern that *chametz* and *kitniyos* flours look the same. The gemara (Pesachim 40b) tells of Rav Papi allowing the cooks to line pots during Pesach with a substance

“To someone not familiar, chametz flour and kitniyos flour look nearly identical.”

that Tosfos (Pesachim 40b) identifies as lentils. Rava chastises Rav Papi for lining pots with lentils in front of the servants, who will think the smeared lentils are actually one of the five prohibited grains. From here, the Gra learns that we fear the unlearned might think *kitniyos* are actually *chametz* (and thereby think *chametz* is permitted on Pesach).

The Mishnah Berurah (453:6) records both concerns — about the five grains and *kitniyos* being physically mixed, and that the flours look similar — when explaining the origin for the prohibition against *kitniyos*.

Although the ban on *kitniyos* seems universal among Ashkenazim (Sephardim hold like the Rambam and Shulchan Aruch who permit them), there exists practical debate over which foods classify as *kitniyos*.

To give one example, Ashkenazim widely avoid peanuts as a type of *kitniyos* during Pesach. Nevertheless, in a shiur entitled, “The Gedolim Not Enough People Know: Rav Kook & The Aderes” on YUTorah, Rabbi Hershel Shachter told a story from when the Mir Yeshiva relocated to Shanghai during World War II, and a student was snacking on some peanuts during Pesach, thinking it was permitted until a member of the custodial staff apprehended him for eating *kitniyos*.

In the same vein, Rabbi Moshe Feinstein (3:63) indicates that he might permit peanuts on Pesach. He sets a ground rule that due to the relatively weak origin of the prohibition against *kitniyos*, foods not known to those who established the decree and traditionally classified as *kitniyos* should not be included in the prohibition. (The general custom is to forbid peanuts, and one should consult with their rabbi before changing any practices.)

Rules regarding *kitniyos* diverge from the laws of *chametz* in significant ways due to the leniency of the former and the stringency of the latter. In particular, the prohibitions against owning and benefiting from *chametz* do not apply to *kitniyos* (Rema 453:1). (There exist other differences about mixing, nullification, and dishes that are

beyond the scope of this article.)

Despite the debate over the classification of certain foods such as peanuts, the overall restriction on *kitniyos* was accepted by all Ashkenazim. However, the stringency against eating *gebrochts* foods was not.

The gemara (Pesachim 39b) clearly states that something already baked (i.e. matzah) does not leaven again if it comes in contact with water. The Rambam (Laws of Chametz and Matzah 5:5) and Tur (463) bring this ruling down as halacha, and the Rema

“Leftover flour might begin to rise if it were to come in contact with water, creating chametz.”

doesn’t even comment an alternative custom to the codification of the Shulchan Aruch (463:3).

So where does the custom of *gebrochts* come from? The Raavan, in his early commentary on Pesachim 39b, notes that some people have the custom not to dip their matzah in their soup on the night of the Seder. However, he rejects the premise that this custom developed due to a concern that the matzah would somehow become *chametz*, instead connecting the practice to the aspiration that the taste of matzah (undiluted by soup) should remain in one’s mouth all night.

However, the Shulchan Aruch HaRav (Shu”t 6) does rule against eating *gebrochts*. He argues that in his time (the late 18th century), bakers began preparing matzah quicker — a good thing in that it gave the matzah less

time to rise, but it also increased the likelihood some flour might not bake all the way through. Because of this, the Shulchan Aruch HaRav held that the leftover flour might begin to rise if it were to come in contact with water, creating *chametz*.

In line with this ruling, many chassidim abstain from eating *gebrochts*. Most non-chassidim, on the other hand, act in accordance with the Shaarei Teshuva (460:10) and Mishnah Berurah (458:4), who reject the stringency against *gebrochts*. The Vilna Gaon similarly decided against prohibiting *gebrochts*, even eating baked matzah that had come in contact with liquid himself (Maaseh Rav 186).

Finally, to show that abstinence from *gebrochts* is a stringency and not required by the letter of the law, even those who don’t eat *gebrochts* during Pesach do so on the eighth day (outside of Israel), according to Rabbi Yaakov Goldstein in an article on the topic.

From the relatively simple command to not eat *chametz* during Pesach, the rabbis enacted stringencies. (Why Pesach, in particular, earns all of these safeguards is a topic for another time.) Because of concerns about mixing grains or similar-looking flours, an Ashkenazic custom developed to avoid *kitniyos* on Pesach. For a smaller portion of Ashkenazim, another tradition emerged prohibiting baked matzah from contacting liquid.

Although my family (thankfully) doesn’t have the custom to proscribe *gebrochts* on Pesach, the injunction against *kitniyos* is almost enough for me to wish I was Sephardic for the holiday — but only almost.

(For more intricate details that I won’t cover, I encourage you to dive into the cited sources, all of which come from the respective Orach Chaim sections. As always, before making any real-life decisions, consult with your local Orthodox rabbi or anyone else with semicha, a qualification I certainly do not possess.) ♦

Keeping It All in the AJA Family

Coach Z's Plans to Improve Sports

Daliya Wallenstein

“It was a tough run,” Athletic Director Coach Rodney Zimmerman admits, referring to this year’s athletics. With all the complications and developing understanding of COVID-19, organizing a safe, fun, and competitive year of sports proved very challenging. Each sports season, Coach Z needed to reevaluate the conditions of COVID-19 in the school to determine how to move forward. Organizing athletics requires considerable prearranged planning to accommodate the many moving pieces that accompany scheduling games, practices, and outside rentals. Trying to do this all last-minute set up a bumpy road for athletics.

With COVID-19 as the accelerant, communication issues within the athletics department became apparent. For example, numerous times, due to poor inter-school-communication, schools failed to notify AJA that they no longer used masks during sports. AJA athletes showed up to the court ready to play, only to see the other team without face coverings. In response, everything came to a halt while Coach Z discussed with the school’s athletic director or head of school, threatening to call off the game unless they put on masks.

Coach Z believes that “we are not supposed to sit back and wait for things to happen... we are meant to be proactive.” To address the communication issues in athletics, Coach Z thinks that involving teachers in sports provides a solution. “My philosophy is that teachers can coach and coaches should be able to teach,” stated Coach Z. He hopes that by next school year, each team will have an assistant or head coach that teaches

at AJA. “The hope is that we can entice some teachers, whether it’s through financial means or even just contractual means to really connect everything,” he said.

Coach Z believes that when a teacher also coaches a student, the two will form a more “personal connection.” Furthermore, the student could transfer their respect for their coach into respect for their teacher in the classroom.

In addition, Coach Z said, “It’s important for people to learn the environment that they coach in.” The

“He hopes that by next school year, each team will have an assistant or head coach that teaches at AJA.”

AJA community has its own specific values and culture, much of which stems from Judaism. For example, Coach Z explained, “When you walk into our gym, you see the importance of being a *mensch* or the importance of humility and communication... all the things that are cherished in the community.”

A coach cannot come to the school thinking, “I’m going to bring my values and change the culture,” Coach Z noted. Rather, he said, “I think you have to merge your values with the principles of AJA, and align those together.” Since a teacher already possesses this understanding of the school’s values and culture, as an assistant coach they have the ability to “teach the head

coach the values of AJA.”

In addition to planning to involve teachers in athletics, Coach Z also hopes to bring more community members into the athletic program as coaches. Members of the community who either attended or had family attend AJA in the past can also provide a deep connection between coaches and athletes.

Using teachers or community members as a link between the culture inside and outside of AJA could greatly increase communication between coaches and student athletes, Coach Z believes. Furthermore, Coach Z plans to reevaluate all current coaches and focus on performance training, so coaches can give students the confidence and skills to use sports as a tool for future success in life

As of now, Coach Z thinks the athletics department has grown in AJA. Yet, he also says, “I’m not comfortable to say that I’m content with where it’s at. There’s more that can be done... Everything is a work in progress.” ♦



Did You Know That...

Ella Goldstein



Volleyball star Leora Frank prefers guacamole over salsa!



Varsity basketball star Ezra Feen's favorite kippah material is mesh!



Baseball and flag football star Jordan Steinberg's favorite cereals are Cap'n Crunch and Krave!



While Girls basketball captain Noa Mishli loves all of her teeth, her favorite is her left-front tooth!



If varsity basketball star Sam Kutner could be any bird, he'd want to be an ostrich!



Tennis star Katherine Cranman's favorite socks feature farm animals and puns!



Soccer star Gavriella Bader's favorite type of rocks are pretty ones!



When asked to recount his incredible feat of climbing Mount Everest, flag football and varsity basketball star Yered Wittenberg says that his experience was "pretty decent."*



Basketball and flag football star Adiel Livnat spent his break on Taanit Esther listening to a recording of Megillat Esther.



*Yered did not actually climb Mount Everest

PARODY:
In Which Two Crazy Kids Find
Themselves and Each Other in
This Messed Up World

A Critique of the Romantic Film Genre

Jemima Schoen

Why me?

Sorry, I should probably introduce myself. I'm Girl. I live in a three-bedroom house in LA with like a really small pool, so money's tight. I'm ashamed to say it, but I've always been kind of embarrassed about how poor I am. But this year, everything was going to change. I was going to a new school. Just a tragically-dressed secret genius from the wrong side of the tracks, about to start my junior year of high school.

So, at the beginning of this year, I was a total Nobody. My best friends were Ponytail and Glasses. Who knew I was hiding the features of a goddess under such a harsh exterior? I was so stupid. Didn't I know Men were looking at me? Luckily, a random cosmetology student who has used her beautification skills to defraud companies of millions and overthrow countless oligarchies in

Eastern Europe was able to fix me up. Now I have like purple eyelashes and stuff.

I was also all independent feminist-y, but I think we all know deep down I was just scared of falling in love. I always used to love intelligent, stimulating conversation, but now I'm a lot more low-maintenance. Oh, who am I kidding, I'm the highest-maintenance girl in the world because I've finally let love into my life. I never settle for any less than what I'm told I deserve, but I have so many choices to make.

Today is decision day. Who will I choose: Juvenile Delinquent or Best Friend/Stalker? They're both so amazing. My dad hates Juvenile Delinquent because he's into indie cover bands and super eclectic things like arson, but my mom said she once saw Best Friend/Stalker sleep on our

lawn for a month. So romantic!

I just can't help but ask myself, why me? How did I get stuck with two amazing guys pining for my attention and love? No time to dilly-dally though, I've got a full schedule ahead of me.

Right now, I have to head out to the mall to loiter and look pensive. I do this every day after school. It's like an extracurricular, except it's the only extracurricular where I can point at people passing by me and make fun of them. *They're all living in a world with no past, and the future is the peace of the eye of the beholder.* That's actually a line from one of Juvenile Delinquent's poems that he secretly writes. One time, someone suggested that he gets them off the internet, but he doesn't even know what that is. He doesn't even use real money, he just barter like we did in the olden days before kids

were glued to their phones. Juvenile Delinquent and I originally bonded over how we're the only two teenagers on the entire planet who like nature. No one understands it: There's like grass and stuff. I bet my classmates don't even know what grass is. I'm different from every other teen I've met, but that's probably because I'm actually 30.

How *do* I get my homework done? You'll never see me doing it. Just practicing for when I reject three Ivy League colleges I get into. My mom was being all immature and lecturing me about how fortunate I am to have gotten into these colleges, especially since I'm at a second-grade math level. But she doesn't understand that it's just been really hard for me. Like, all these colleges want me, but how am I supposed to prioritize me? It's like with Juvenile Delinquent and Best Friend/Stalker. I guess I have my answer, and it's not going to annoy them at all.

I tell my two Suitors that they can return their cows and pigs to their houses because I choose me. They both leave. *This is definitely the right decision*, I think to myself as I watch Best Friend/Stalker mope away, holding the exact same flowers I had in the picture of my first birthday party that Best Friend/Stalker took from my house and tucks into bed every night. *Goodbye drama*. I'm seriously not the dramatic type, but I'm so lucky that they both respect me so much.

The next day, I peer past my smashed window to see Juvenile Delinquent throwing rocks at my house. It's so cute that he's leaning into this whole romantic thing by summoning me with rocks to show how much he loves me. Probably.

He says, "Get down here, stupid!"

Swoon.

He continues, "I know you were just trying to make Best Friend/Stalker not feel bad, so I allowed you another chance to tell me that you pick me."

It's crazy because he can always tell exactly what I'm actually thinking because sometimes I can just get confused and think that I'm not thinking it or maybe I just like forgot. I'm so lucky to have him. He's right. I always knew we belonged together.

"Come on," he says, slapping his car not at all patronizingly.

"I'm coming, idiot!" I shout.

"We're Young and Foolish Teens Who Are Normal. Pan to Us Just Sitting There."

When I get down, he tells me that it's not okay to call people stupid or an idiot and I know that he would never do that to me. Sometimes I just act hysterical. I get in his car as he struggles with his keys.

"What's the matter?" I say. "Are you having trouble remembering which key locks the car?"

"No," he says. "I stole this car."

At this point, he takes me to his Spot He's Never Shown Anyone. Locations may vary. Sometimes it's the top of a mountain, a gazebo, or a library.

He teaches me to read, and I teach him that anger is not good. I'm the only one who's able to calm him down. We're fixing each other and it's so healthy. Next, we do Something Daring, like vandalizing government property, or stealing flowers from a bunny. We're Young and Foolish Teens Who Are Normal. Pan to Us Just Sitting There.

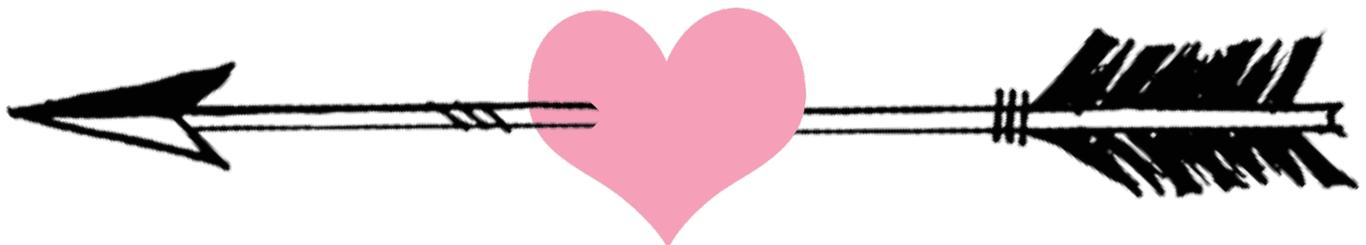
"Trauma," he says.

"Trauma as well," I say.

I know in my heart that the convergence of our trauma means we're soulmates. I just wish he wasn't a war criminal. I found out at prom and ever since then, things have been just kind of weird between us. I hate myself for being so judgmental, but I think I just need some time to process that he bombed an entire town. I'm not evolved yet as a person, so things like that are what's still important to me. I know, I know. You're going to tell me he loves me. I mean, we have the Greatest Love Story Ever. I'm so independent and like all feminist-y except when he's around. He thaws the ice around my heart. Now I hate other women.

So, Yale, this is who I am. I'm Quirky, Unique, and Not At All the Same as Anyone Ever. I'm not a Girly-Girl. I Eat Pizza, Play Video Games, and Criticize Passers-By In the Hall while Wondering Why No One Likes Me. But I'm still a work in progress. I want to be as nice as Olivia. As easy-going as Brendon, but most of all, as caring as Patricia.

Just so you know, this is pretty much a safety school for me in case my boyfriend doesn't run after me in the airport. It's mostly to make him see the error of his ways. Once he tells me that if we're together we don't need anything else, I'll probably bail. We're going to last forever. ♦



Fashion

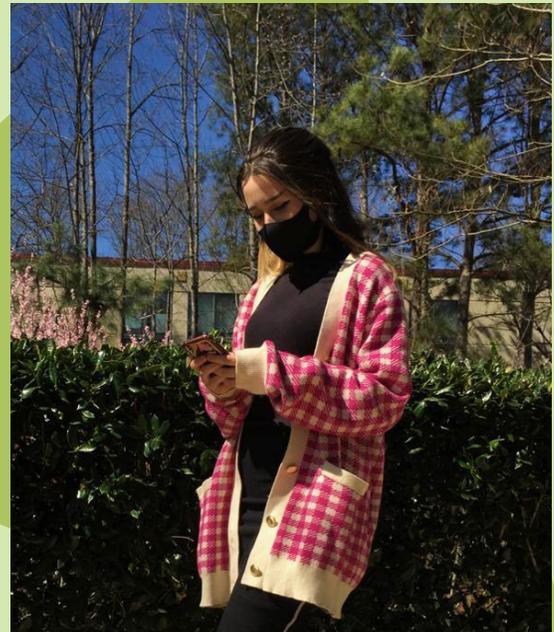
Dalya Silverman



Color of the Season: Sage Green

Sage Green just screams spring. Does it not immediately remind you of picking fresh mint leaves and flowers? Sage green, a modeled here by Junior Eliana Leubitz, gives off a refreshing feel to any outfit, reminding us that spring breathes new life into our day-to-day lives. Styling sage green into 60's mod or boho outfits are fun ways to play around with this trendy color and opens doors for you to play around with new aesthetics.

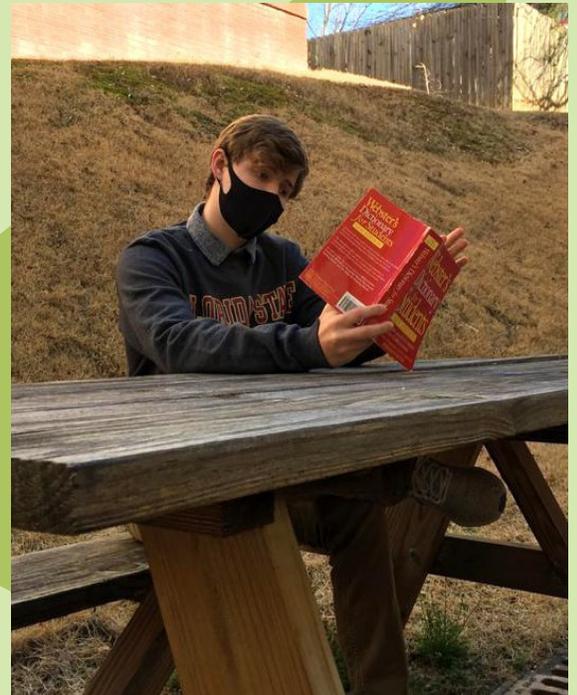
Without a shadow of a doubt, one of the most popular trends of this season is unique, knitted pieces. Pictured here, sophomore Shira Lynn pairs a staple black outfit paired with a funky, pink houndstooth cardigan that matches with the pink beaded accents in her black Converse. The subtle tying in of the colors allows for a cohesive outfit and doesn't distract from the loud print of the cardigan. Brands like House of Sunny and Urban Outfitters have been into this trend and sell an amazing array of options.





Picking up more modern spin on the layered collar look, freshman Elisha Feit Mann takes a classier route by pairing a windowpane button down with a v-neck sweater. V-necks are a go-to for layering as they provide an angular accent around the neckline while still keeping you warm in the last few random cold days because of Atlanta's confusing weather. He also pairs black boots with a black necklace combining elements to make a very put-together outfit. This look can be worn to school, on Shabbat, to the grocery store, to the museum; this outfit is versatile and timeless.

Hip or Hip Replacement? Macklemore said it best, "I wear your granddad's clothes [and] I look incredible." That's right, vintage fashion is all the rage. I highly recommend that you raid through your grandparents' closets. I know I have. Senior Matthew Kaplan is wearing a classic fit that you can most likely find in your relatives' closets for free! This laid-back style is trendy and can easily be thrifted at your local Goodwill. Fashion doesn't have to leave a dent in your wallet.



When you think spring, pastels are often the first trend that comes to mind. And, yes, pastels are definitely a go-to for a reason, but jewel tones are taking the world by storm. Not only are they perfect for every season, but jewel tones can be incorporated into a multitude of styles -- making your closet more dynamic and letting you get more use out of your favorite pieces. Senior Shayna Shapiro is pairing a statement blazer over a cool and warm-toned base, showing off the versatility of her outfit.

Quote UnQuote

Ella Goldstein

"If I have to meow, am I doing it wrong?"
- Daliya Wallenstein

"It's like, okay, they cut off his head, whatever."
- Galia Magen

"Everyone else has an annoying habit of talking. I just don't find it necessary."
-Elisha Feit Mann

"I have an obsession with complex sentences."
- Nina Flusberg

"We're allowed to be passive aggressive, but we can't use passive language. I get don't it."
- Dalya Silverman

"The internet is unstable, like me!"
- Mr. Gillin

"Wait, what is this one called? DiGiorno segregation?"
-Yered Wittenberg

"Take the melatonin. Drugs are always the answer.*"
-Asher Lytton
**Palette recognizes that drugs are not, in fact, always the answer.*

Would You Rather...

Ella Goldstein

Get a new dog



OR



Get a new cat?

Become a superhero



OR

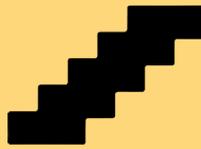


Become a famous singer?

Fail a quiz



OR



Fall down the stairs?

Always be 10 minutes late



OR



Always be 20 minutes early?

Have free Krispy Kreme for life (R.I.P. Midtown location)



OR



Have free Starbucks for life?

Have school for one hour every day but tons of homework



OR



Have school for 10 hours every day but have no homework?

Lose your favorite mask



OR



Lose your favorite T-shirt?

Wear boots for the rest of your life



OR



Wear flip flops for the rest of your life?

H O R O S

What chametz do you crave on Pesach?



Aquarius

January 28 - February 18

שבט

Aquarians tend to be on-the-run and working hard for most of their day. To keep up with your fast-paced lifestyle, you need something that you can grab and get out the door. A muffin gives you the nutrients you need that can be taken on the go!



Pisces

February 19 - March 20

אדר

A warm stack of pancakes with drizzled maple syrup continues to be one of the most popular breakfast foods. There aren't many people who dislike pancakes. Just like this breakfast food, you are very sweet and loved by many.



Aries

March 21 - April 19

ניסן

For an Aries, it is always a relief to find that your birthday will not fall on Pesach, but unfortunately, this rarely happens. For this reason, you frequently crave a real, chametz birthday cake. While a kosher-for-Pesach cake suffices, you dream of digging into a two-layer, Betty Crocker Triple Chocolate birthday cake frosted with chocolate buttercream. Maybe next year!



Leo

July 23 - August 22

אב

Other than the basic flour tortilla and some form of protein, soft tacos can go in any direction and can be personalized however you'd like. Just like tacos, Leos are very adaptable, creative, and daring. You like to have some form of consistency, but you appreciate diversity and love to try new things.



Virgo

August 23 - September 23

אלול

Virgos are known to be very reliable and practical. Most people love a good slice of pizza: It's delicious, easy to make, and can come with many different toppings. You live by the statement "If it ain't broke, don't fix it" and appreciate the classics. At the same time, your adventurous side makes you feel inclined to try new toppings every once in a while.



Libra

September 24 - October 23

תשרי

As a naturally diplomatic person, you are never looking for drama and always looking for a good time. Anybody who has ever attended a Brit Milah would know that bagels are a huge crowd pleaser and tend to satisfy everybody. Although matzah and cream cheese is a close competitor, nothing compares to a fresh, warm bagel.

COPESES

Ella Goldstein



Taurus

April 20 - May 21

אֵייר

While many people enjoy the Pesach holiday, few go the whole eight days without craving any chametz. However, you impress everyone with your patience and defy expectations by abstaining from dreaming of a piece of toast or a warm muffin. Keep up the good work!



Gemini

May 22 - June 21

סיוון

Most people have a soft spot for baked goods, and Geminis are no exception. But you don't just crave your average chocolate chip cookie. You're an intellectual, meaningful person (a smart cookie, if you will). And while Purim was a few weeks ago, no cookie carries more meaning than hamantaschen!



Cancer

June 22 - July 22

תמוז

You can never go wrong with a warm bowl of mac and cheese. Mac and cheese is a true comfort food, and Cancers are known for making everyone feel comfortable and included. Your loving and emotional nature pairs perfectly with this delicious meal.



Scorpio

October 24 - November 21

חשוון

You enjoy the simple things in life, including some lunch meat, vegetables, and ketchup between two slices of bread. Scorpions put effort into everything they do and often go above and beyond and make creative combinations that somehow always turn out delicious. Only one question — open-faced or closed-faced?



Sagittarius

November 22 - December 21

כסלן

Sagittarians are very social people with large friend groups who live by the words "what's mine is yours." While sharing food isn't a safe practice during COVID-19 times, you are so used to being a generous person that you still frequently eat snacks that, at one point, were meant for sharing, like a bag of pretzels!



Capricorn

December 22 - January 27

טבת

Capricorns are always caught up on the latest trends and fads. Although the avocado toast trend is not as innovative as it was a few years ago, you appreciate things for what they are and not just for their superficial popularity. You continue to enjoy things even after they are done taking over social media because after all, what really matters is your satisfaction, not internet admiration.

Satire: How to Be Passive Aggressive

A Beginner's Guide to Passive-Aggressiveness

Sivan Livnat

Prepare to learn more about how to subtly insult people and express your feelings, but in a way that makes you feel good about yourself. Whether communicating with a peer who has not done their part of the group project or a teacher who just will not grade your essay from three weeks ago, passive-aggressiveness will help you communicate in an unhealthy way.

When engaging in passive-aggressiveness, the most important point to remember is that you want to be as brusque as possible while also maintaining an air of faux-politeness. This combination helps ensure that your target is visibly uncomfortable from the malapert accusation while also unable to air any concerns because of the feigned cough.

When should you be passive-aggressive? The best times to be passive-aggressive are when you need or want something from someone, but you want them to appease your needs before you vocalize them. Because of this, to master passive-aggressiveness, you must assume that the person to whom you are conveying your passive

aggressiveness knows what you want.

A quick tip to be passive-aggressive without much planning is to give a false dichotomy. A false dichotomy is when someone claims that a situation is either/or, as in, there are only two options when there are, in fact, more. For example, let's say you want to passive-aggressively convince your friends to come to your birthday party. To employ a false dichotomy, you could say, "Either come to my birthday party, or never talk to me again." This makes them feel guilty, even though those clearly are not the only two options.

And if you are stuck in a rut while texting and need to be passive-aggressive, look no further than ellipses. The "..." will stress out and confuse the person on the other side. The best way to employ this is by ending a text with ellipses, for example, texting someone, "When you get the chance, text me..." The ellipses put an uncomfortable, straining emphasis on the text, making it primely passive-aggressive. This is best used when asking questions, such as, "Hey, are you okay..." but also works in nearly every other situation. And remember, when it comes to ellipses, the more the better.

To truly grasp how to be passive-aggressive, you must always keep one thing in mind: assume the person knows what you want and is withholding from you on purpose. With that thought at the top of your head, you can display your reticence and place the burden of comprehending what you really want on the receiver.

Another way to convey passive-aggressiveness is to be in a "mood" for the sole purpose of getting your message across. For example, if you are upset that your friend did not do their part in your group project, you could sulk all day specifically around them,

making them cognizant that it is their fault you feel that way; just make sure not to verbalize why you're upset to keep them in the dark. That way, you do not have to say anything, but they hear you loud and clear. Just remember that if they ask you why you are upset or if you are okay, you must not tell them the true reason why (it would ruin the passive part of passive aggression!).

To sum up, mastering passive-aggressiveness is all about pinning the blame on the receiver while also making it seem that you are not actually doing anything. It is a game of subterfuge and of deceit. But be warned, passive-aggressiveness is a dangerous tool. In the wrong hands, it can lead to horrible, heinous things. Make sure not to overuse it, and be aware of when you employ it.

I hope you understand this by now. I have spent so long trying to explain it to you. Maybe you just are not up to learning today. It isn't me, it's you. Do you understand what's happening yet or do I need to spell it out for you? Come on... This is taking too long. ♦



Idiom Origins

Where Does “Mad Hatter” Come From?

Daliya Wallenstein



To understand the phrase “mad hatter” requires bringing some science into etymology. Today, scientists know that the element mercury is toxic. It can harm “the brain, heart, kidneys, lungs, and immune system of people of all ages,” according to the United States Environmental Protection Agency. The severity of mercury’s effects depends on the length, amount, and kind of exposure, in addition to the individual’s age and health. Mercury exposure causes a wide range of troubles, from mental health issues to hearing impairments to fatal respiratory failure. In summation: mercury is very bad for your health.

However, medieval Europeans were not privy to this information, so they used mercury in both medicine (which is ironic) and manufacturing. In the 18th and 19th centuries, workers continued to use mercury -- specifically, mercurous nitrate -- in the field of hat-making. Using this chemical compound, they would turn animal fur into felt to fashion their hats.

Through their exposure to mercury day after day, hatmakers inhaled a considerable amount of the toxic vapors. Over time, the poison

took its toll mercilessly on the workers. From hallucinations to insomnia, the unfortunate hatmakers experienced almost the entirety of mercury poisoning’s wide array of detriments.

They suffered from trouble thinking or concentrating, a lack of patience, and memory loss. Hatmakers grappled with emotional instability and mood swings, including anxiety, irritability, and, oddly, became rather shy. Hatmakers also developed tremors, eventually coined as “hatters’ shakes.” (In Connecticut, these tremors were called “the Danbury shakes,” since Danbury was considered the leading center of hat-making.) On top of all this, they also dealt with issues with speech and movement, which became coarse and jerky.

Oblivious to mercury’s toxicity, doctors had no explanation for these deteriorations in hatmakers’ health. As a result, society came to the conclusion that hatmakers were simply crazy. No one made the connection between hatmakers’ illness to their use of mercury for decades; American hatmakers continued to work with mercury until the early 1940’s. Until then, society came to terms with the

conclusion that hat-making somehow caused insanity. By 1837, people began commonly tossing around the phrase “mad as a hatter.” Less than thirty years later, the famous character Mad Hatter appeared in Lewis Carroll’s *Alice in Wonderland*.

Today, thankfully, hatmakers no longer work with mercury. Subsequently, hatmakers do not suffer from the ailments that accompany the poisonous vapors -- in other words, they are no longer “mad.” Despite this, the phrase “mad hatter” continues to stick around. Filmmakers continue to make new versions of Lewis Carroll’s work, all featuring the beloved Mad Hatter. America even celebrates “Mad Hatter Day” every October 6th. In the typical fashion of an idiom, this phrase’s context no longer exists, but we continue to keep the expression alive. ◆

“From hallucinations to insomnia, the unfortunate hatmakers experienced almost the entirety of mercury poisoning’s wide spectrum of effects.”

