



# THE CHOATE NEWS

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## SCORES OF CHOATE STUDENTS ENGAGE IN ANTI-TRUMP PROTESTS

By **J. Bryce Wachtell '17**  
*Editor-in-Chief*

Protesters turned out in crowds of half a million plus last Saturday, January 21 for the Women's March on Washington following a controversial inauguration day. At the same time, millions more participated in "sister marches" held in over 600 locations worldwide. Dozens of spirited Choate students were among them.

Choate Young Democrats, Choate Diversity Student Association (CDSA), Students Advocating Gender Equality (SAGE), and SPECTRUM coordinated to allow students to participate in the sister march in Hartford, Conn. Approximately 70 members of the community, both students and faculty members, traveled to the protest via Choate transportation, but several dozen more went independently to rallies and marches in Washington, New England, and elsewhere.

Mohammad Memphis '17, President of Young Democrats, commented, "The way to solve problems is through compassion, empathy, and a willingness to make change. Being here at this march sparks that by motivating us, by getting us energized, and by granting us the feeling that we are part of a greater people."

During the march, Memphis clutched a sign with a gleaming picture of Hillary Clinton and the caption, "Engage with purpose. Organize with heart. Win every day." He commented, "As young people, it's our job to be on the front lines of making change. This is about a cycle of trying to make things better for everyone — trying to create opportunity."

Esteban Mogollon '18, another Hartford rally attendee, remarked, "I think the Women's March isn't just about women, but about everyone who will suffer under this demagogue we now have in the highest office of this nation."

**As young people, it's our job to be on the front lines of making change.**

*Mohammad Memphis '17*

Joshua Gonzalez '17 was more critical of the March. "I think that, obviously, these people are exercising their freedom of expression — a freedom we all have as Americans — and I very much appreciate that they have the ability to do that. But I think gestures like this, in particular gestures aimed at President Trump, were actually a motivating force behind getting people to vote for him."

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Photo by J. Bryce Wachtell / The Choate News

Sandra Leon '19 jubilantly protests at the Women's March in Hartford, Conn., following inauguration day.

## Wallingford Revamps Treatment of Harassment

By **Camila Borjesson '17**  
*Arts and Leisure Editor*

You are scurrying down Christian Street in the gloomy winter dark to arrive at your dorm in time for check-in. A pair of headlights emerges in the distance, but before you even notice them following you, the pickup truck whooshes past with rolled-down windows, and a shadow bellows a nasty slur. With a jump and a chill, all you are able to do is watch the truck disappear into the foggy distance. With that, you are left a victim of a local motorist's verbal taunting.

Although many students have claimed to have experienced such events over the year, Director of Risk Management Ms. Risa Vine recently said, "Before this year, a formal process for reporting these incidents wasn't in place." Now, though, a Safety Report form on the Choate portal allows students to self-report harassment experiences. Ms. Vine said, "In the past, dorm advisors or faculty members emailed directly about students who were concerned walking along the street. They had been yelled at by drivers of cars traveling through campus. I think that this form has really helped to focus the reporting information into one source."

**Before this year, a formal process for reporting these incidents wasn't in place.**

*Ms. Risa Vine*  
Director of Risk Management

Despite the implementation of the new reporting service, Deputy Chief Mikulski said, "There haven't been any formal complaints filed." Ms. Vine explained, "We've shared the school's general concerns about this type of harassment with the Wallingford PD even without having the specifics for each incident. But that doesn't constitute an official police report. Ultimately, we never want students to put themselves in harm's way in a situation where a driver's behavior is making a student nervous. We would advise them to continue directly to their destination and then immediately note all specifics from the incident that they can recall and then make a report using the Safety Report."

Although the new reporting system has increased the number of recorded complaints, Ms. Vine said, "It is important to have the time of the incident, the color of the vehicle, a basic description of the person, and most importantly, a license plate. It's also very helpful to have the name of the person making the report. That way we can follow up with them and make a formal report to the Wallingford Police Department. Only one of the handful of reports that we've received had all that information. When Community Safety followed up with that student, they didn't want to make a formal police report."

Mr. Mark Mikulski, the Wallingford Police Department Deputy Chief, added, "Depend-

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## How Much Does It Actually Cost to Apply to College?

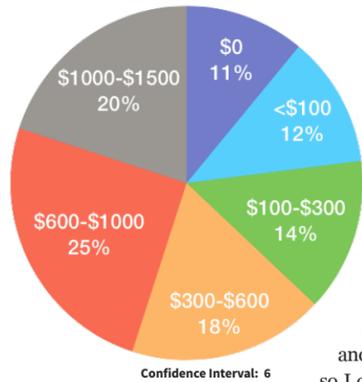
By **Alyssa Shin '18**  
*Copy Editor*

Many people associate the college process with stress. As emotionally and mentally taxing as the process can be, it can also be financially demanding. As the college application season draws to a close and financial aid deadlines approach, seniors reflect on the costs of applying to college.

The cost of registration for the SAT without Essay is \$45 and the SAT with Essay costs \$57. An extra \$28 is charged if a student is late to register or wants to change the date of testing. Additional services, such as the SAT Student Answer Service, a detailed score report, might also apply. Another popular choice is the ACT. Billing for the ACT operates on a similar basis, with different prices for the test with and without the essay, sending score reports, and additional costs for extra services. Ms. Marcia Landesman, Director of College Counseling, noted that "many students take each test two to three times."

The costs for the SAT include free score reports to up to four colleges, if chosen at the time of registration. However, Ms. Landesman commented that despite this, students "often don't know where they are applying when they take the exams." Liv McCulloch '17 added, "You wouldn't want to send the scores if you did poorly, so you have to wait until

### Money Spent on College and Scholarship Application Fees



Confidence Interval: 6

you get your scores." Each SAT score report not selected at the time of registration costs \$12 to officially send to one college.

In addition, many colleges require or recommend more standardized testing scores, such as those for the SAT Subject Tests. Registration costs \$26, with \$20 per additional test. Some students believe Advanced Placement (AP) tests, which cost \$110 per test, are a way to demonstrate thorough understanding of and special interest in a subject. It is also important to note that these figures exclude the cost of tutoring services many use to prepare for testing.

The costs of all of these standardized tests alone can add up to three-figure sums. This also means that while more financially privileged students are able to access test preparation, tutoring

services, or multiple attempts at each test, many students are unable to afford such things. Choate partners with Summit Educational Group to offer test preparation services, and students' financial aid through Choate may be applied to these courses.

McCulloch said, "Tutoring makes a huge difference. I only had a couple of tutoring sessions and that helped dramatically, so I can't imagine getting tutored constantly throughout the year."

Stephanie Grossman '17 said, "Some students face advantages because of their financial standing. Students from higher socioeconomic backgrounds are presented with opportunities that other students are unable to afford. For example, some students enroll in ACT/SAT preparatory classes, which often times allow them experts' opinions, practice problems, and a guided plan. Standardized testing is just one example of how students from higher-income families are able to get a leg up in the admissions process."

The College Board and Khan Academy, a non-profit organization that publishes free educational videos, have teamed up to provide free online tutoring. However, only students with ac-

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## INAUGURATION VIEWING DEEMED A SUCCESS

By **Nina Hastings '18**  
*Associate Editor*

Students, faculty, and other members of the Choate community took the opportunity offered by the special schedule to watch the inauguration of President Donald Trump P'oo last Friday, January 20. The school broadcasted the inauguration at various designated locations — the Student Activities Center, the Lanphier Center Café, and Getz Auditorium — and offered discussions and other activities afterwards for those who wanted to participate.

Students had many thoughts to share about the day, especially regarding the experience of observing this nationally televised event surrounded by peers with a broad spectrum of political opinions.

"I think that it was important for us to be given time to watch the inauguration and process it, and for the school to provide support and safe places to discuss those topics, just so that everybody feels that their voice is being heard," said Caroline Soper '17, who chose to watch the event in the Lanphier Center. She added, "It was really interesting because there were a lot of different political views represented among the audience, but everybody

came together to watch it, no matter what their opinion was. It's still a significant event, and it was important for both sides of the political spectrum to see it."

Donovan Lynch '18 also watched the inauguration in the Lanphier Center. He said, "There were people who clapped at certain things, people who were not as enthusiastic about other things — it was nice getting a mix of people. I thought it was really essential that we had all sorts of different places where people could observe the inauguration. It created an environment that people who either loved the inauguration, hated it, or felt indifferent could still cooperate in."

Other students chose to use the allotted time in different ways. Victoria Song '18, who took part in the protest-poster making opportunity in the PMAC during the block, explained, "I thought that the activities offered were diverse and fitting for the occasion. I had a wide selection to choose from, and I didn't feel pressured to go to the inauguration, because I could express my political views some other way. I thought that was nice."

Julius Chiang-Boeckmann '19 said, "I watched part of the

See **INAUGURATION**, Page 3

**An Influx of Speakers**  
Choate has welcomed several well-received speakers — from scientists to journalists — recently.  
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**A Veneer of Diversity**  
Choate preaches diversity of all kinds — except intellectual, that is. Are we hypocrites?  
**Opinions • P4**

**The Best of Both Worlds**  
It's New Year's Eve — again! Students adapt their Lunar New Year traditions to Choate.  
**Features • P6**



**Wear Your Heart on Your Laptop Sleeve**  
What do your laptop stickers say about you?  
**Arts and Leisure • P7**

**Squash Sets Sights High with New Coach**  
Ms. Jenn Pelletier, a HPRSS teacher, begins her tenure as coach.  
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Read it then recycle it.

Visuals by <http://keywordsuggest.org>, PureHDScreen, Angie Makes, Helena Yang, and Trinity College Athletics

## College Costs

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cess to the Internet will be able to take advantage of these services.

The cost of standardized testing is only a fraction of the cost of the college application process. Top-tier college admissions can be very competitive; many students will go the extra mile to create an impressive résumé by attending summer camps, going on service trips, and utilizing an extra counseling service outside of school.

Ms. Landesman stated, “I would argue that those programs do not necessarily give any ‘edge’ at all; in fact, many admission officers are well aware of the costs and put just as much weight (if not more) on local service projects. They care more about authenticity and what a student learns than whether a program is far away and ‘exotic.’”

If students think schools consider “demonstrated interest,” meaning how interested a student appears to be in a school from actions such as visiting the school, emailing officers, and speaking with college fair representatives, many students will pay the travel costs of visiting colleges throughout junior year and senior years. However, certain colleges “sponsor trips for low income students so they can experience a campus visit,” according to Ms. Landesman.

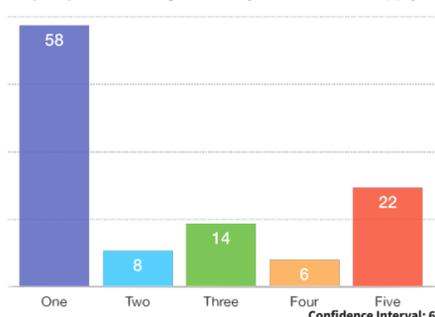
Moreover, most colleges charge an application fee, ranging from free to \$90 for one application, with most falling around \$75. Ms. Landesman commented, “Some students apply to one college; others apply to ten, fifteen or even twenty (that’s on the higher end).”

Financial aid programs, fee waivers, and scholarships can reduce the costs of the process. Ms. Landesman noted, “Applying for

financial aid using the FAFSA is free, but the CSS Profile (required by many private colleges for financial aid) has a fee.” Some students may be limited in applying to certain schools based on the aid offerings and their financial standings.

Ms. Landesman stated, “There are some cost-saving measures one can take. For example, students who apply using the Tulane application, instead of the Common App, do not pay

On a scale of 1 to 5, how much do financial aid policies of prospective colleges affect your decision to apply?



an application fee. Reed and Wellesley do not charge application fees at all; there are other colleges that also do not charge a fee. There is no application fee to the University of Chicago for students who are applying for financial aid. For some large state university systems, you can apply to multiple campuses for one application fee or for a small additional fee. Students who qualify are entitled to fee waivers for a limited number of standardized tests and application fees.”

While efforts have been made to alleviate disadvantages associated with lower socioeconomic status, financial situations continue to influence students’ college admissions processes. Ms. Landesman concluded, “Many colleges are interested in socioeconomic diversity and are sensitive to these issues. Admission officers are interested in access issues, and they work hard to make sure that students are not disadvantaged because of application costs.”

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## TEACHER HEATHER YORK INSPIRES FUTURE SCIENTISTS OF WALLINGFORD

By Grace Zhang '20  
Staff Reporter

Using simple everyday materials such as Gatorade, dish soap, and meat tenderizers, Dr. Heather York, a first-year member of Choate’s Science Department, recently introduced eight third-grade students to various scientific principles. Taking time away from her Choate work, Dr. York led a workshop for the DNA Explorers Program at the Wallingford Public Library last Saturday, January 20, teaching children how to extract their own DNA. Dr. York also incorporated a lesson on the background of DNA and the basic concepts behind DNA extraction. Her workshop marked the beginning of a multi-week program that the library is running to give local kids STEM-related learning experiences.

Dr. York was interested in participating in this program because she believes that effective outreach has always been central to science. “Science is pretty much worthless if you can’t communicate it,” she said. “The whole purpose of science is to understand the universe, to understand the world around us. And if we can’t share what we’ve learned with others, then it’s as good as not having done it. We can’t benefit from that. We can’t move forward from that. I think it’s really important to share what we learn from science.”

She added, “It’s always important to start teaching students at Choate, and students in general, that part of science is good communication.”

Dr. York enjoyed the experience of leading the workshop. “The kids stayed pretty focused. They had good questions, and I got good feedback from the parents,” she said. “I appreciated represent Choate and meeting

some young kids who are interested in science.”

Dr. York learned of the opportunity to lead this workshop from visiting the library. After moving to Wallingford this past summer, Dr. York and her seven-year-old daughter spent a lot of time in the public library. During one of those visits, Dr. York introduced herself to the librarian and asked if they needed any scientists to help with science outreach. The library contacted her a couple of months later.

When it comes to science outreach, Dr. York has a lot of experience. “I’ve worked in the past with public libraries, both in Iowa and in Nebraska. I’ve also done science outreach at different nature centers and gotten involved with elementary schools,” she described. She continued, “I started working at the natural history museum at the University of Kansas when I was in grad school, and I did many different workshops for groups of all ages. I did one on sheep, bats, rainforests, birds, geology — all kinds of stuff.”

**Science is pretty much worthless if you can't communicate it.**

Dr. Heather York

The first step of the DNA extraction procedure was to swish Gatorade in their mouths for a couple of minutes, then to scrape their cheeks for cells and spit the Gatorade out. Gatorade has a high electrolyte content, similar to human cells. If human cells are placed in an environment with a drastically different ion and salt concentration, they can potentially burst. Thus, the kids used Gatorade. “They had these little frothy cups of Gatorade spit, and



Photo courtesy of Wallingford Public Library  
With guidance from Dr. Heather York, a young boy extracts some of his own DNA.

at the same time, they’re trying not to laugh while they’re swishing it around. It’s kind of a fun way to start the project,” she recalled. “They’re wondering, ‘Why are we doing this? What could this mix possibly be?’ And then when I teach them about all the steps, it all falls into place, and they understand what’s going on. But it’s just fun to watch them get interested, to see the curiosity, and then to see them actually learn something.”

While she has worked with many age groups, Dr. York finds particular meaning in working with children. She is especially interested in the way they think. “I’m always surprised at how well young people understand science. If you give them the chance to ask questions and to respond to you, to let you know what’s on their minds, it seems like even really young students can understand complex things,” she said. “It’s always good to get a glimpse of what’s going on in a kid’s head.”

She also finds that kids simply create a more fun learning environment, and she enjoys sharing her knowledge with them. “You can always im-

press kids with interesting or gross or cool-sounding things.” Dr. York concluded, “Kids are more fun because they’re more open-minded in general. They have a lot to learn — and it’s fun to watch them learn.”

Dr. York plans to continue her involvement with the public library. She is also looking for other ways to get involved with the community, such as working with Boy Scout and Girl Scout troops and nature centers or clubs. “I’d definitely like to get out there,” she expressed. “It’s something I’ve always enjoyed doing, and I’d love to strengthen connections between Choate and the rest of the community.”

She added, “What’s really important to me is that I think I represented Choate well, and that everyone seemed really receptive to the idea of getting Choate students involved in more outreach,” Dr. York shared. “So, if that’s something I can bring into my classes, or help other people think about for their classes, I’d love to do that.”

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## STUDENTS WELCOME DIVERSE RANGE OF SPEAKERS



**Dr. Kyle Skottke**

By Grayce Gibbs '18  
Associate Editor

There is often a fear of Genetically Modified Organisms (GMOs) that lacks scientific backing. On Monday, January 23, Dr. Kyle Skottke came to Choate to speak about the wide gap between the beliefs held by scientists and the general public on scientific issues, particularly regarding GMOs.

Dr. Skottke works as a molecular biologist at the St. Louis headquarters of Monsanto, the leading producer of genetically engineered seeds and Roundup, a glyphosate-based herbicide. In addition to this talk, he attended a few science classes throughout the day, including Current Topics in Biology and Honors Biology at the Kohler Environmental Center. Dr. Skottke stayed in the studio apartment at the KEC.

Biology teacher Dr. Selena Gell is primarily responsible for Dr. Skottke’s seminar. She and Dr. Skottke studied together in the molecular biology department at Brown’s graduate school. Dr. Gell’s Current Topics in Biology course covered genetically modified organisms; she said, “Since we spent all that time learning about GMOs, I thought it would be a great opportunity for the students to actually talk to someone who does this professionally.”

Dr. Skottke’s talk, titled “What’s a scientist to do in a post-fact world,” discussed the lengthy (around 13 years) and expensive (up to 150 million dollars) process of creating a genetically modified seed for the market. He also stressed the importance of grounding one’s beliefs in science before answering questions.

Attendee Alan Luo '18 said, “The talk was pretty interesting, and it was liberating to have ideas about GMOs backed up by actual facts.”

Arielle Landau '17 disagreed. “I came out of the talk being very critical about what he said. I felt like he had been somewhat brainwashed by Monsanto as he thought they could do no wrong, when in reality Monsanto has been responsible for the detriment of many small farmers across the globe.”

While at Choate, Dr. Skottke said he “engaged in some great conversations.” He continued, “There were some great skeptical questions, and that’s a really healthy thing to do, to be skeptical. Hopefully if you ask the right questions and you get to concrete facts, at the end of the day you can come to a useful conclusion. I hope students came away feeling that as a scientist at Monsanto, I’m really trying to develop useful traits that are beneficial to farmers and to ensure that those traits are safe.”

He concluded, “Based on the quality of questions that were asked, the student body was obviously very thoughtful and receptive. I was surprised at how engaged all the students were and it was really a pleasant visit.”

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**Mr. Nate Edwards**

By Haley Chang '18  
Associate Editor

Although the applicability of big data analytics is growing at a pace never seen before, data science is a relatively new concept for many. Mr. Nathan Edwards '98 visited Choate on Friday, January 20, to flesh out some of the ways data science can be incorporated to the Choate curriculum. “Regardless of what you’re focused on, becoming data-literate is critical in order to understand the data that you’re bombarded with every day,” explained Mr. Edwards.

Mr. Edwards, who attended the Georgia Institute of Technology and began his career working for the Department of Defense, is now a partner at Madera Technology, where he created a model that uses big data to predict specific company revenues.

He said, “When I told the Development Office about my interest in supporting and funding interdisciplinary modeling simulation and data analysis, they told me that I had to meet Joe Scanio. Joe and I had a good mind meld last summer — he’s doing some great things up at the KEC, and he really loves the benefits that data analysis provides to students there. I think he sees how powerful data analysis can be in other disciplines as well. This visit was

just to see what Joe and other students are doing, so that I could help out in the best way I can.”

Mr. Scanio, the Director of the Environmental Immersion Program, added, “When we talked last year, I asked if he’d be willing to visit again and speak to students. He was very excited about the opportunity to engage with them.”

On Friday, Mr. Edwards spoke in various KEC and upper-level math classes, as well as to several faculty members. Mr. Patrick Guelakis, who attended the faculty meeting, observed, “Nate is very interested in knowing where in the curriculum the faculty feel that it’s appropriate to incorporate more hard data — not only the science classes, but also for history and social sciences as well.”

In the evening, several students were invited to a dinner with Mr. Edwards. According to Mr. Scanio, the dinner was arranged so that Mr. Edwards could hear from students the potential ways in which these techniques could be used. Katrina Gonzalez '17, an attendee, said, “His stories about his work at Georgia Tech and the Pentagon were really fascinating. I also loved how he connected all of that back to how data science is used at large.”

Melody Li '18, another attendee, commented, “I was very inspired by Nate’s story. He really showed me that a person can be good at both big data work and history and the humanities. Nate’s passion towards war history has led him to where he is today. I think my biggest takeaway is to do what I love because I would not know where that would lead me to.”

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**Ms. Julie Jacobson**

By Haley Chang '18  
Associate Editor

Students watched in awe as photojournalist Ms. Julie Jacobson showed them the photos she took during the Winter Olympics in 2002, the Iraq War in 2003, and the Haiti Earthquake in 2010. On the evening of Monday, January 23, Ms. Jacobson came to Choate to talk to the journalism classes about her life as a photojournalist.

Ms. Jacobson, who currently works for the Associated Press (AP), began her career as a photojournalist after graduating from the University of Kansas in 1992, when she began working for the *Kansas City Star*. She said, “I think it was a really good first job because I had to do everything — shoot photos, set up assignments, supervise other photographers, make page layouts.”

She joined the AP in San Francisco as a staff photographer in 2001, after which she covered events such as the 2002 Winter Olympics and the 2003 Super Bowl. Furthermore, Ms. Jacobson was embedded in the U.S. Marines and the Army in Iraq in 2003 and 2004, respectively, as well as the military in Afghanistan in 2009 and 2010.

During the lecture, students were first shown a montage of select photos that she

took throughout her career and were able to ask questions after. Arin Kaye '17, an attendee, commented, “I was particularly taken aback by one of her anecdotes. While she was in Haiti, she saw a pile of dead bodies on fire. And then she saw a woman screaming something with a Bible in her hand. Immediately realizing that the woman was about to throw the Bible to the fire, Ms. Jacobson got her camera and captured it. I was fascinated by her intuition and ability to read the situation in a matter of seconds.”

Mr. Mike Peed, one of the two Journalism teachers, inquired via Twitter if she would be interested in talking to the journalism students about her work. Mr. Nicholas Molnar, the other journalism teacher, explained, “The students will be building a portfolio that’s going to include media beyond the written component — visual media, podcast, infographics, a photo essay — and we wanted to make sure that we offer students opportunities to see how a professional journalist approaches her work and also to make some new contacts in the journalism world.”

Karen Shure '17, another attendee, said, “Previously, I was only really exposed to written forms of journalism, but it was interesting to see how the process that goes into creating a work of photojournalism really resembled what you would do in writing as well.”

After the lecture, Ms. Jacobson commented, “The students were very engaged and were asking questions that college students ask. I was very impressed by how knowledgeable they were.”

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## Women's March

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These gestures have only made the political environment more divisive," he said.

Lily James '17, who participated in the largest of the marches (in Washington) said, "I'm glad that I went to D.C. The atmosphere was one of extraordinary excitement, compassion, rebellion, and love. Everyone was so kind, generous, and happy to be there; there was no pushing in the crowds, even though it was packed. It was just an incredible experience, sort of hard to put into words." She added, "We broke the record for largest protest in history, with over 3.1 million people marching around the country!"

Despite the march's goal to promote equality, predominantly white and straight national organizers were regularly steeped in controversy leading up to Saturday. Women of color, LGBTQ+ women, and others accused organizers of dismissing intersectionality in womanhood and touting so-called "white feminism."

"It's interesting that the main organizers of the event are white women," said Blair Cox '17, President of the Choate Afro-Latino Student Association (CALSA). She added, "Black women showed up to vote for Hillary

— white women were the ones who didn't — but white women are now like, 'Oh, we have to fix everything!' It's never about sisterhood unless white women need something from the women of color community."

Nonetheless, attendance was high across the globe in places like Frankfurt, London, and Tokyo, and the crowd of approximately 10,000 in Hartford was composed of a diverse array of people and signs.

"Love Trumps Hate," said one poster. Another read, "Women's Rights are Human Rights." Dozens of signs proclaimed, "Nasty Women." A large "Press for Truth" poster was adjacent to a crossed-out Twitter logo captioned "Lead with Dignity." There were also several witty references to personified genitalia "grabbing back."

"Trump's election is one of those moments in history that is very peculiar. We are going to be defined by how we act from here," said Mogollon, with a hidden but ever-present passion. "There is an ever-present feeling of hope, even when one might take this all to be hopeless," he said.

James added, "It felt like this was democracy. The march definitely fired me up to take action."

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Photos by Bryce Wachtell/The Choate News

Protesters wave a variety of signs during the Women's March in Hartford, advocating for women's rights and responding to the beginning of Trump's controversial administration.

## VISITATION RIGHTS EXTENDED INTO STUDY HOURS FOR SENIOR CLASS

By **Pinn Chirathivat '19**  
Staff Reporter

For the first time, Choate has extended visitation hours to include the first half of study hours for the entire Class of 2017. The new hours went into effect on January 11. The deans say they will evaluate the effects of these changes to visitation to decide whether or not to continue this policy for future senior classes.

Dean of Students Mr. James Stanley said, "In making shifts for seniors, we are opening possibilities for students to work collaboratively or to hang out just as friends."

The sixth form deans and other deans had discussed extending visitation hours for prefects as a prefect privilege in the fall. Students had also suggested to Ms. Rosalind Wiseman, a campus culture consultant hired by the school, ideas about changing the visitation policy. Later, the deans decided to expand the visitation changes to affect all seniors.

Mr. Stanley said, "If we were going to allow prefects to do this, then why shouldn't this be accessible to all seniors?"

Director of Residential Life Mr. Will Morris explained that "broadening opportunities of visitation and allowing all sixth formers to have this privilege could potentially normalize visitation to a certain extent and potentially desexualize it." He added, "I am certainly in favor of desexualizing visitation and creating more opportunities for boys and girls to gather in a social way that doesn't carry sexual connotations and overtones to it."

In early November 2016, Mr. Morris informally polled the school's senior dorms. He said, "There certainly was a range of opinions among the heads of house. Some were supportive, and some had concerns. Ultimately, there were enough support for the idea that we decided as a Deans group to move forward with it."

One of the main concerns of this new system is that visitation

in the dorms during study hours could create a distraction from study conditions. Mr. Morris commented, "It is really going to be up to the seniors to demonstrate that visitation and study conditions can co-exist in the dorms." He added, "Prefects in particular won't be asking for visitation on nights when they are on duty, and nights when they are off duty they will be careful and mindful about others."

Some seniors expressed their appreciation of the change. "I think that, at least during my time at Choate, people looked at visitation as inherently romantic or inherently sexual," said Antigone Ntagkounakis '17. "There are many areas on campus that are segregated by gender. From dorms to sports teams, and even the dining hall ends up being separated by gender. We have a lot of spaces that are gender specific or single-gendered, and I think breaking that down would be good for the entire culture on campus."

Chanin Kitjatanapan '17 said, "Once you open up 7:30 onwards, this will allow students to study together. It adds the academic portion to it. So no matter what they are going to do, the stigma is going to be lower. It is going to take time, but I think it is a good change." He added, "Rather than jumping from very strict visitation rules to no visitation rules, now we have a more similar approach to college, which will help Choate students be more prepared by having more lenient rules regarding visitation."

Deans will follow up with dorm advisers at the end of the winter term to evaluate the expansion of visitation hours to the senior class. Mr. Stanley remarked, "How seniors handle this change is going to have a lot of power deciding whether we will ever do it again in the future." He added, "We are showing a lot of trust in the senior class."

**Pinn Chirathivat**  
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## Safety

Continued from Page 1

ing on the information that is given, we approach the matter in different ways. If we are given the color of a car or a license plate, those are two different pieces of information, and we'd use it two different ways."

If the police department were to receive any formal complaints containing valuable investigative information about street harassment, "the police would probably get a report from whoever was the witness and take a statement from them. Then they would go find the culprit and take a statement as well. They would then have evidence to determine if there was probable cause to see if a crime was committed, and if there was, that person would be subsequently arrested," according to Deputy Chief Mikulski.

"Although insensitive and frightening," said Mrs. Vine, "street harassment is in most cases considered freedom of speech under the First Amendment. Ultimately, we don't find it acceptable behavior towards our students and want to work with the Wallingford Police to bring awareness to the problem and minimize it." Wallingford's Chief of Police, Mr.

William Wright, who spoke about street harassment at a recent all-school meeting, countered in an interview, "It depends on what exactly is said. If it causes you alarm, then that very well might be a criminal offense. It's all situational. Yes, the First Amendment allows you to yell at the top of your voice in opposition to someone else yelling at the top of theirs, but it's not a free for all."

The police cannot simply take a student's word. There must be some kind of evidence — if simply how the words made the student feel — to have probable cause to arrest. This is why the process includes a statement from both parties involved. Deputy Chief Mikulski concluded, "The police would have to present both sides in an arrest warrant, and the judge would have to see more probable cause than not — it occurred or it didn't occur — depending on what the situation and its severity were and did somebody feel harassed or intimidated. You can rest assured if you report something, we are definitely going to talk to all parties and make sure they know that the police are involved."

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## FACULTY COMMITTEES EFFECT CHANGE

By **Kate Spencer '20**  
Staff Reporter

Many of the recent changes to school policy, such as those regarding the dress code and the class schedule, originated in a faculty committee. Each year, faculty committees assemble to look deeply at some aspect of school life. The reports they produce benefit the school in both concrete and abstract ways.

Recently, Ms. Katie Levesque, Dean of Faculty, explained that there are two types of committees: standing and ad hoc. Standing committees last for many years, focusing on the overall vision for the school. Current standing committees include the faculty committee, which allows the faculty to raise points of concern to the administration; the sustainability committee, which examines ways Choate uses natural resources; and the diversity education committee, which considers how the school might continue to promote awareness of difference and inclusion.

In contrast, faculty members sometimes form short-lived ad hoc committees to address a simmering issue on campus.

Last year, for instance, a committee studied Choate's dress code and recommended many of the changes that the administration implemented last fall. Another recent committee drafted an improved statement of expectations. Other ad hoc committees have included the daily schedule committee; the health, wellness, and readiness for adult life committee; the signature programs review committee; and the curriculum review committee.

"We have a handful of standing committees, but more frequently committees are the ad hoc," Ms. Levesque said. "We want to look at this issue or topic, and we pull together a group of colleagues to do that, and then it's over."

Ms. Levesque added, "A lot of committees grow out as a response to what is happening on campus. It is hard to predict in advance what we might be coming up on next year. My guess is that after we adjust the daily schedule, there might be a group that thinks about the impact on our school calendar and other details around that."

Faculty members typically volunteer to serve on a com-

mittee. "We usually make an announcement to the faculty explaining the charge and what we are looking for. From that, we get a list of volunteers and pick a cross-section of folks, since we want to have a variety of perspectives," Ms. Levesque explained. "Most committees have one chair or two co-chairs that have received their charge from a senior officer at the school."

Ms. Levesque and other senior administrators do not always have a strong role in the projects. "Typically, I would not be going to the meetings of the committee. I would be sitting down and getting a report and hearing from that group," she said.

Nevertheless, the administration has set guidelines for committee work. Each committee works with a separate timeline. Ms. Levesque said, "Checkpoints are often built into their charges. There needs to be a draft of recommendation by this date, and so on. From that, we can get a sense of progress."

Additionally, committees can sometimes solicit the opinions of the Choate community. Ms. Levesque commented, "In any process that affects students, we

would want to make sure the student voice is involved in one way or another."

**A lot of committees grow out as a response to what is happening on campus.**

*Ms. Katie Levesque*  
Dean of Faculty

She mentioned the ad hoc committee that drafted the Statement of Expectations in 2014 as an example. Ms. Levesque continued, "We did a draft, but it was not the committee alone that finalized it. We needed input from trustees, faculty, and students before it was settled."

Additionally, students composed a majority of the dress code committee when the school decided to change the dress code. Ms. Levesque said, "Though it doesn't always practically work to have students on the committee, certainly the student voice is an important component of the work that faculty do."

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## Inauguration

Continued from Page 1

inauguration, but I preferred to spend most of the time just discussing the event with my friends."

Ollie Chessen '19 said, "It was a good decision made to take part of the day off, just to make sure the day got some attention."

He noted, "There seemed to be a bit of discontentment, and some people were still very upset. I also think that people weren't given the opportunity to voice their own positive opinions about the day or be able to have a positive outlook rather than a negative one. There were so many people

who kept being negative, and I think that people need to take a step back and just look at the positives for a second, though some may think that personally there may not be many."

He concluded, "It's important that people can relate to one another and understand why someone may be upset or why someone may be excited for what's to come, and I think it's for that reason that the plans for the day worked — it caused people to think about what they can do to have constructive conversations and hopefully push this community forward."

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## WHY (INTELLECTUAL) DIVERSITY MATTERS

By **Joshua Gonzalez '17**  
*Opinions Writer*

To be completely honest, Diversity Day is something that I haven't really looked forward to in the past few years. I was never really excited for Diversity Day because, while I was happy we were learning to celebrate our differences, I never felt united with other Choate students at the end of the day. This year's Diversity Day came as a pleasant surprise to me, because for the first time I saw that intellectual diversity was finally being brought to the table.

*I found myself in a strange place because of my conservative political views.*

In such a tumultuous and partisan time in our nation's history, one can hear the divisive rhetoric spewed by both sides of the political aisle. I found myself in an increasingly strange place as the political season moved forward because of my own conservative political views. It was a bizarre feel-

ing at times, and a dangerous one at others. About a month before the elections happened, I had a few encounters with people from my hometown. Some of these people were old friends and others were acquaintances. I immediately became upset when they began to shout hateful things at me that should never be said to another person. The most insulting of these comments was "traitor to your race," as if I don't love the community who raised me just as much as they do.

I usually don't take these attacks personally and don't let them upset me. I find inspiration in other people who I know have felt this hateful rhetoric in the past. One person who has faced this kind of terror is Thomas Sowell, an African-American conservative economist who has published numerous acclaimed works in his professional field. He presents a different opinion on race relations and welfare economics than "mainstream" liberal voices and has given unique perspectives and remedies for various social issues. I don't necessarily agree with him on everything, but I admire him for providing his perspectives that break the traditional orthodoxy of opinions expected

of the members of both the African-American and Hispanic communities.

*For the first time I saw that intellectual diversity was being brought to the table.*

This rejection of freedom of thought within minority communities isn't limited to just political pundits and economists, but has infiltrated Hollywood as well. Zoe Saldana, an American of Dominican and Puerto Rican descent, also stated her perspective on the peaceful transfer of power to President Donald Trump. In an interview with Jorge Ramos of Univision, she stated, "I have faith in [Donald Trump] because he is the president of my nation, and I was not raised to have preference to a person, but to be an American." A supporter of Hillary Clinton and a fan of Barack Obama, Saldana took the liberty of trying to provide a voice of reason and of bipartisanship in such a divisive time, but many in the online community felt otherwise. Some criticisms were very

reasonable, but others were extremely misplaced and rude. I found it funny and sad to watch the crowd rush to distance itself from a person brave enough to stand out of the norm.

With all of these things in mind, I was pleasantly surprised that the Diversity Day planners made sure that intellectual diversity was present by giving students the freedom to give their own opinions in various workshops and classroom discussions, rather than simply holding another school meeting in which the administration only offered one point of view. This year, perhaps because of the emphasis that the School put on having those with differing viewpoints speak up, I heard a lot more diversity of opinion than in past years. With luck, this will continue. Giving individuals the power to express their personal views freely and respectfully will create an environment in which we can actually have the conversations that matter. The end result will be diversity that creates trust and most importantly, unity.

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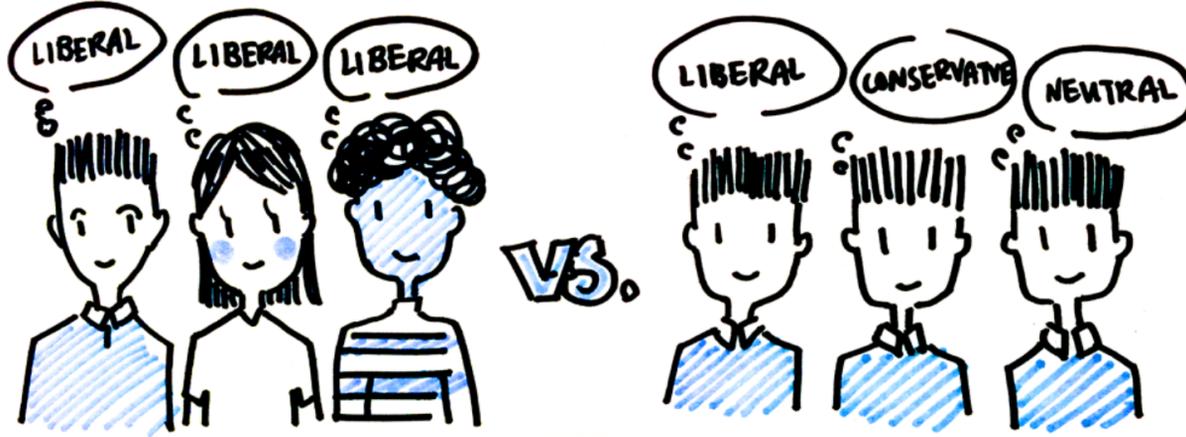


Illustration by Katharine Li '17

## Witnessing History in Lanphier Commons

By **Eben Cook '18**  
*Associate Editor*

This past Friday, the administration modified the schedule for all students and faculty, clearing blocks out in honor of Inauguration Day. From 11:30 to 1:15 PM, all members of the Choate community had free time to observe the inauguration of our 45th president, participate in open discussions, or simply get work done for the two class periods following the free block.

Initially, I had zero interest in watching the inauguration with any student on this campus, let alone those with differing opinions with whom I did not want to talk to at the time. However, I acknowledged my closed-mindedness and chose to view the traditional ceremony, standing in the back of the Lanphier lounge. Tensions were high as many students and faculty members sat and watched the swearing in of the next leader of our nation; some were psyched, some were sad, and some were simply shocked. The reactions to the inauguration were quite predictable: most students remained silent while a few students clapped and cheered in support. While this sharp contrast between the silent and the rowdy seemed awkward initially, everyone respected each other and no fights ensued.

When the School sent out the Friday schedule for the first time, I was incredibly confused. How could we possibly maintain our focus in class after seeing such a historic event? After all, shouldn't students have an opportunity immediately afterwards to discuss the speeches delivered and express our emotions?

That being said, the decision to insert a free block into

the middle of the day for the sake of watching the inauguration ceremony is still much more considerate than not allowing members of the community to watch at all.

It is important to recognize and appreciate the work that goes into creating a special schedule for a day. Although Choate is a private institution and does not have a set number of necessary class days by the end of the year like public schools, the administration has to put much thought into the best way to insert a free block into the schedule and what has to be sacrificed in order to make the timing work. We have the privilege to attend a school that has the ability to cater to the desires of the students. If students want to watch the inauguration, the School can make that happen. It is important that the School continues to carve out time for the students to watch these types of events, as having these school-wide free periods provides the opportunity for all students to raise their political awareness and gives students no excuse not to watch.

Although I would have appreciated more time to reflect on the speeches given during the inauguration ceremony instead of having to go straight to class, we should all be grateful to Choate for giving us the chance to set our studies aside and witness history before our very eyes. I would advise us all to take advantage of the time Choate gives us, and further our knowledge on the topics at hand. After all, the School is not changing the typical class schedule so we can get through the day like it is any given Friday.

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## Zero Tolerance on Drugs: Is it Fair?

Anselm Kizza-Besigye '17 on the shortcomings of a zero-tolerance policy on drugs

By **Anselm Kizza-Besigye '17**  
*Opinions Staff Writer*

My Choate career has been marked by failure. My first year here, I blundered through a "reasonably successful third form year," as my term report reads, but I've had my share of Thursday D's. Like many Choate students — like many teenagers — I matured and developed useful habits to the credit of my prefects, advisers, and deans.

Much like these role models, my mistakes have guided me to my improved yet still improvable state. I am thankful that Choate forgave, permitted, and at times encouraged my mistakes inside and outside of the classroom, such as skipping a class to study for an upcoming in-class essay. However, I've always been disappointed that Choate offers no second chance for one mistake in particular: drug offenses.

I oppose Choate's policy of zero tolerance toward drugs for two reasons. First, research shows that zero-tolerance policies not only fail to deter drug use, but they also can be actively detrimental to high school students. Second, Choate is wrong to discipline violators of its drug policy differently than violators of its policies on alcohol and tobacco.

In Choate's case, zero tolerance means that any student who purchases, manufactures, possesses, distributes or abuses illegal drugs, prescription drugs, or "any other chemical substances" will be dismissed without exception.

By default, zero-tolerance policies lack nuance and flexibility, both of which are necessary to avoid instances of excessive force. For this reason, zero-tolerance policies have caused national controversy. In 2001, the *St. Pete Times* reported that a ten-year-old girl was expelled for bringing a knife to a local school, despite the fact that her mother placed the small knife in the girl's lunchbox for cutting an apple and that she handed the knife over to authorities immediately. In another instance,

a boy suffered expulsion for speaking on the phone with his mother while at school, even though his mother was a soldier deployed in Iraq and had not spoken to him in 30 days.

*Zero-tolerance often fails to send a consistent message to students and improve school climate.*

Proponents of zero-tolerance policies in general often justify these instances of gross mismanagement by espousing the benefits of a strong and unwavering message sent to students, aimed at deterring more serious wrongdoing. Yet, in the years after zero-tolerance policies gained popularity in the 1990s, the psychological community has discredited the notion that such policies increase deterrence. In 2008, the American Psychological Association Zero Tolerance Task Force published an extensive review of literature regarding zero-tolerance policies from throughout 20 years of the policy's prominence asserting that "there is no evidence...that zero tolerance has increased the consistency of school discipline across schools with identical policies." The Task Force found that school faculty members tend to enforce their zero-tolerance rules inconsistently, by varying their levels of vigilance and inserting their personal disciplinary philosophies in every case.

In varying their disciplinary practices, a school's personnel negate the consistency with which zero-tolerance policies are meant to be enforced. Choate ought not to consider itself beyond the scope of this study: we need to investigate whether all faculty enforce the drug policy with equal rigor. If not, Choate cannot claim that its policy on drugs sends a clear and consistent message to its students.

Now, what about the consequences on the campus of immediately removing students who don't comply with Choate's drug policy? A 1980 study by Professor James Bickel, at the University of Kentucky, found that schools with higher rates of school suspension and expulsion appear to have less satisfactory ratings of school climate, as measured by trained observers. Another study by Shi-Chang Wu, supported by the National Institute of Education, concluded that schools with higher rates of serious discipline appear to have less satisfactory school governance structures. In 2004, University of Florida professor Terrance M. Scott reported that schools with higher rates of serious discipline tend to spend a disproportionate amount of time on disciplinary matters.

The biggest confusion of Choate's zero-tolerance policy, however, lies in the Student Handbook itself, in the disparate treatment between drugs and substances like alcohol or tobacco. Why does the school "aspire to be a drug free community," yet often permit students who consume alcohol to remain on campus? In drawing this distinction, Choate acknowledges that the illegal consumption of a prohibited substance doesn't necessarily place the community in dire straits. Therefore, either zero-tolerance policy must be repealed, or the Handbook must explain why Choate chooses not to tolerate certain substances, despite the evidence that shows these policies hurt their communities.

This distinction may be rooted in the fact that alcohol and tobacco are restricted, not illegal, substances. But this implies that underage drinking, by virtue of its legal classification, disrupts the "order and decorum" that the major rules intend to protect more than illicit substances. Given the controversy regarding drug criminalization, a process whose history has been marred with racial prejudice and antiscientific biases, the assumption that drugs are worse because

they're illegal is a weak and semantic one that Choate hardly defends in its Handbook. Furthermore, this argument seems to suggest that because Choate students may one day legally consume alcohol and tobacco, the illegal consumption of those substances today is less reprehensible. This suggestion is, of course, ludicrous: why should one person be found in violation of the law lose his or her place here while another does not? On both counts, the argument that drug possession, because of its heightened illegality, warrants more discipline than alcohol and tobacco possession falls. I would like to hope that Choate's reasoning behind its discrepancy is rooted in more complex reasoning than legal convention.

*Zero-tolerance policies lack the nuance and flexibility necessary to avoid excessive force.*

Zero-tolerance can often lead to unreasonable punishments. It also often fails to send a consistent message to students and improve school climate. Many times in my life, I have observed how second chances and forgiveness not only help one learn from one's mistakes but also nurture a culture of reason and compassion. This is the kind of environment that best fosters learning.

That environment is also fragile, requiring careful preservation. For that reason, I understand Choate's intolerance of any action that is "detrimental to the wellbeing of the individual and the community." However, I implore the administration to examine the true implications and consequences of a policy of zero-tolerance towards drugs.

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## MASS MEDIA: MASSIVELY PREJUDICED

By **Roshni Surpur '20**  
*Opinions Writer*

The media, in numerous forms such as newspapers, movies, and television, affects most people in the developed world. It informs consumers of current, past, or future events from all around — and sometimes out of — the world. With all the benefits of media, however, come some drawbacks. Prevalent throughout all forms of entertainment are double standards of mass generalization and discrimination against minorities, not limited to but largely about race and women. Mass media needs to change these racist and sexist representations, so that the world itself can change.

Minorities are underrepresented in many fields of entertainment, especially the movie industry. An estimated 73.1% of films are based on white people, 12.5% on African-Americans, 5.3% on Asians, 4.9% on Hispanics, and 4.2% on other ethnicities. Even worse than this gross underrepresentation is “white washing,” which is when directors cast white actors in roles originally written to be people of color. One example includes

the animation *Avatar: The Last Air-Bender*, in which the antagonists are white and the protagonists are minorities. However, in the real life movie, the same antagonist is the British Indian Dev Patel, and the protagonists are white. This is only one case in which white actors were cast for characters of minority groups; this trend permeates the film industry. Furthermore, this double-standard propagates the racist idea that “good guys” must only be white.

*When a woman is characterized as brave and bold, she is only brave and bold “for a woman.”*

Even when minorities are represented in media, they are not represented properly. Usually characterizations of minorities reinforce the negative stereotypes about their race. For example, in the news, many publications show bias when titling articles. When the article is about a minority, the

editors will focus on the negative, whereas when it is about a white person, the editors will try to accentuate the positive. For example, “Oregon shooter recalled as quiet loner, close to his mother.” For the mass murderer Dylann Roof, one headline reads, “Dylann Strom Roof is described ‘as quiet and softspoken.’” In contrast, the *New York Times* wrote that Michael Brown, a black teenager wrongly shot by a police man was “no angel” because he smoked, drank, and rapped. This clear double standard in news media once again reinforces racist ideals.

Not only do certain racial groups face discriminatory treatment in media, but women do as well. Provocative images of women’s bodies are often used as click bait to generate ratings or page views, which is extremely sexist. A woman should not sell her body for views, likes, or advertisement. In addition, ideals of the “perfect body” presented by the media, which are often altered by photo editing software, affect girls of all ages by setting unrealistic body image expectations. These sexist standards do exist for men as well, yet to nowhere near the same degree.

It seems that to producers, directors, and magazine editors, the best way to get views and attention is physical exposure. This draws negative attention to women in media, and has negative consequences, as men conjure up marketed ideas of how women are meant to act. It is ideas like this that make many sexist men harken back to the “good old days” when women didn’t work and were easier to oppress. This is backed by the staggering statistic that only 30.8% of working characters on TV are women.

Additionally, the few times that a woman is characterized as brave and bold “for a woman.” These comments, which are meant to commend those characters and actors, actually demean them by implying that braveness and boldness are traits reserved for men.

Similar to minorities, there is a lack of representation of women in the movie industry. 80.5% of working characters in movies are male, and only 19.5% are female. While only 10.7% of movies feature a balance of gender among the roles, the average ratio of male actors to female actors

is 2.25:1. As women purchase half of the movie tickets sold in the U.S., it is important to represent women in films and not degrade them.

The United States is a very progressive country, and I believe that change can and will happen. The battle for progress starts with refraining from making derogatory statements, especially if they are meant as a joke. Then, it leads to stopping others from making those statements and educating them about why doing so is wrong. Throughout our long and strenuous fight for equality, we must remember our goals and challenge the status quo with knowledge, logic, and truth. As Bayard Rustin once said, “If we desire a society of peace, then we cannot achieve such a society through violence. If we desire a society without discrimination, then we must not discriminate against anyone in the process of building this society. If we desire a society that is democratic, then democracy must become a means as well as an end.”

*Roshni Surpur is a third former from Union City, N.J. She may be reached at rsurpur20@choate.edu*



**First 100 Days**



**President Trump** @POTUS

I am honored to serve you, the great American People, as your 45th President of the United States!



**Barack Obama** @BarackObama

Hi everybody! Back to the original handle. Is this thing still on? Michelle and I are off on a quick vacation, then we'll get back to work.



**Women's March** @womensmarch

Thank you to every single person who joined us in the streets yesterday. #WomensMarch



**World Economic Forum** @Davos

No one will emerge as the winner in a trade war, Chinese President Xi Jinping says at #wef17



**Rex W. Tillerson** @realRWTillerson

Pres Xi is right, but economic success begins with secure int'l trade routes and a willingness for diplomatic solutions to global mobility.



**Bernie Sanders** @BernieSanders

If Mr. Trump is serious about standing up for working families, he won't throw 20 million working people off of health insurance.



**Chuck Schumer** @SenSchumer

Whatever your politics, in order to debate, argue, compromise, and get things done, we have to be able to agree on a baseline of facts.



**Elizabeth Warren** @SenWarren

Perhaps @POTUS @realDonaldTrump & the @GOP didn't get the message Saturday: We're not taking women's rights back — not now, & not ever.



**Leader McConnell** @SenMajLdr

The American people are ready for solutions after 8 long years, they're ready for Democrats to work with Republicans to deliver them.



**President Trump** @POTUS

Peaceful protests are a hallmark of our democracy. Even if I don't always agree, I recognize the rights of people to express their views.

## YES, WE CAN AFFORD OBAMACARE

By **Liza Mackeen-Shapiro '18**  
*Associate Editor*

Ever since it was enacted on March 23, 2010, the Affordable Care Act (colloquially referred to as the “ACA” or “Obamacare”) has been one of the most contentious policies in Washington. Although its purpose is seemingly uncontroversial — to provide reasonably priced healthcare to the American people — Obamacare still faces enormous opposition among many members of the GOP. Unfortunately for the many Americans covered under the ACA, the incoming Trump administration and Republican Congress is intent on repealing the law. Clearly, this would be a catastrophic mistake that would deprive millions of Americans of their needed healthcare.

*An estimated 20 million Americans will lose their healthcare coverage.*

One of the most common complaints about the Affordable Care Act is the high cost of insurance premiums (in layman’s terms, the overall price of insurance.) While it is true that premiums have risen since Obamacare was implemented — the most common insurance plan will cost 22% more in 2017 than it did in 2016 — looking at these costs alone is a one-dimensional way to judge the Affordable Care Act’s success. First of all, the hike in prices only affects those who purchase their own insurance. Those who receive healthcare

through their employer (9.6 million people) or Medicaid and other governmental programs (8 million), or the majority of Obamacare enrollees, are immune to rising premiums. Even the purchasers of individual plans, who are affected by price raises, can apply for a subsidy to mitigate the premiums. Additionally, as the Congressional Budget Office reported earlier this month, getting rid of Obamacare would actually cause premiums to increase by about 20-25% — thereby voiding one of the main arguments for repeal.

Another frequently invoked criticism of Obamacare is the mandate, which is essentially an ultimatum between purchasing health insurance and paying a fine of \$695 per adult in the household. While it may sound oppressive, the individual mandate is actually deeply misunderstood. Despite what the name “mandate” may imply, individuals who do not want Obamacare for practical financial reasons can get exceptions from paying the fine. If purchasing a plan costs more than 8% of your household income, if you got covered during open enrollment, if you only abstained from coverage for less than three months, if you are below the tax-filing requirement, or if you have been denied Medicaid, the government will absolve your responsibility to pay the fine. Ultimately, the individual mandate exists to ensure as many Americans as possible get health insurance — not to push people further into poverty.

The Affordable Care Act survived numerous repeal attempts during Obama’s presidency, but it is currently in serious jeopardy due to the new administration. Donald



Photo courtesy of Obamacare.org

After Trump was elected President, millions of Americans signed up for insurance before Obama left office.

Trump, who has called Obamacare “a catastrophic event,” is eager to revoke the law as soon as possible. Last Friday, on his first day in office, he signed an executive order that expressed his administration’s desire to execute a “prompt repeal” and “take all actions consistent with law to minimize the unwarranted economic and regulatory burdens of the act, and prepare to afford the states more flexibility and control to create a more free and open health care market.” Although in characteristic Trump fashion, he did not articulate any exact measures he will take to carry out the repeal, this executive order is still incredibly

worrying. If the Trump administration revokes the Affordable Care Act, an estimated 20 million Americans will lose their healthcare coverage. Currently, Republicans claim that their intention is to “repeal and replace,” repealing Obamacare and then taking a couple of years to come up with an alternative and acceptable plan. However, if this occurs, those covered by Obamacare will be left without health insurance for as long as it takes the House and Senate to approve a new form of coverage.

With a Republican controlled House, Senate, and White House, it seems sadly inevitable that the Affordable

Care Act will be repealed quickly under the new Trump administration. Although many Republicans will be pleased by this rejection of Obama’s legacy, it will have dramatically disastrous effects on millions of our nation’s citizens (including some of Trump’s supporters.) A full repeal of Obamacare will take away necessary healthcare from many vulnerable Americans for an indefinite period of time, a move which will be nothing short of a tremendous national tragedy.

*Liza Mackeen-Shapiro is a fifth former from New York, N.Y. She may be reached at lmackeen Shapiro18@choate.edu*

## PUTTING THE BULLY IN THE BULLY PULPIT

By **Donessa Colley '18**  
*Opinions Writer*

From insulting the family of a gold-star soldier to mocking a disabled *New York Times* reporter, Donald Trump P’oo has proven himself willing to tear down anyone who disagrees with him. He is notorious for taking to social media to respond to any naysayers, most recently starting a scandal after tweeting about intelligence agencies that allowed “fake news” surrounding the Russian hacking allegations to leak to the public. Time and time again, Donald Trump has put his foot in his mouth, by attacking individuals and insulting entire demographics. Yet, the public, especially his fellow Republicans, have somehow always found a way to forgive him. This time, however, Trump may have finally gone too far with his disgusting and disparaging remarks.

On January 14, 2017, a mere six days before Trump took office, the widely respected Representative John Lewis

appeared on NBC’s “Meet The Press.” On the show, he told host Chuck Todd that he believed Trump was an “illegitimate president” due to Russia’s alleged influence on his campaign and that he would not be attending the presidential inauguration for the first time in 30 years. Unsurprisingly, Trump took to Twitter to respond. Accusing him of being “all talk, talk, talk — no action or results,” Trump insulted Lewis’s political career by implying he had not done enough to improve living conditions in his district. This outburst is quintessentially Trump — in classic fashion, he criticized the person, not the comment. Usually, this would pass as another of Trump’s many attacks on various political leaders, but this time, Trump made one critical mistake: John Lewis is not ordinary politician, but rather a civil rights hero. One of the famous “Big Six” activists, Lewis spoke at the historic March on Wash-

ington and has fought tirelessly for racial equality. Indeed, politicians on both sides of the aisle admire his legacy. Lewis has close relationships with Arizona Senator John McCain and even Trump’s own Vice President, Mike Pence, who have both voiced their support and respect for Representative Lewis in the past.

The problem here is not just that Trump insulted a revered Civil Rights hero, or even that he spoke out against someone who is revered by many members of his political party. Ultimately, the core issue is that Trump doesn’t know when to bite his tongue. Time and time again, he has gone too far in an attempt to exert his dominance. The United States cannot have a puerile president who is more concerned with getting in the last word than doing what is best for the nation. Trump turned the presidential election into a social media sandstorm, and if his actions over the last two months have been any in-

duction, he seems to be poised to maintain this pattern during his time in the White House.

*This outburst is quintessentially Trump — in classic fashion, he criticized the person, not the comment.*

Political beliefs aside, it is undeniable that Trump’s refusal to leave some things unsaid will be a major liability to the United States over the next four years. As the president, Trump is the voice of the people and the representative of American values to the rest of the world. If he continues to slander anyone who dares to disagree with him, he will popularize a culture of censorship that will come to define America. Even worse, if Trump makes disrespectful and

derogatory comments about world leaders, he may end up putting many of the strong alliances that America has established (such as our relationship with China) in the last century at risk. His hotheaded nature could easily provoke an attack from our enemies, and considering his well-documented fixation with nuclear weapons, this could spell disaster for the country, and even the world.

From the moment Donald Trump won the election, many Americans began to fear for their safety and equality in this country. However, the biggest threat that Americans will be forced to face over the course of Trump’s presidency is his mouth. If Trump does not develop a verbal filter quickly and soon, the well-being of hundreds of millions of hardworking and innocent Americans both at home and overseas will be gravely at risk.

*Donessa Colley is a fifth former from Bloomfield, Conn. She may be reached at dcolley18@choate.edu*

## New Parental Leave Policy, More Time to Adjust

By **Kristen Altman '18**  
Associate Editor

At Netflix, paid maternity leave can last for up to a year. At Google, it spans 18 weeks. Until recently, paid parental leave for Choate faculty members was much shorter — granting only six to eight weeks of paid leave for the birth mother and just one week of paid leave for the spouse. In the past year, the Choate administration has altered the family leave policy to encompass longer periods of paid maternity leave as well as the expansion of paid spousal leave.

**We wanted our language and our policies to be more gender expansive.**

Ms. **Katie Levesque**  
Dean of Faculty

The new parental leave policy was drafted by the Faculty Committee (a standing committee that addresses issues relating to faculty life) and members of the administration during the 2015-2016 school year and finalized in July 2016. It ensures that faculty have ample time to care for their newborns before returning to their duties at Choate.

There are now four types of parental leave: birth mother leave, which lasts six to eight weeks depending on the time needed for medical recovery; non-birth parent leave, for faculty members whose partner is the birth parent of a new child, which lasts for one week; additional parent leave, which allows either parent to take another six weeks off; and adoption leave, which lasts for twelve weeks thus ensuring adoptive parents receive equal time with their children as non-adoptive parents.

Conversations about the parental leave policy have been ongoing for more than two years. Mr. Oliver Morris, Chair of the Faculty Committee during the



Photo courtesy of Stephen Siperstein

Dr. Stephen Siperstein and his new son, Nathaniel, share a moment. 2015-2016 school year, stated, “Family leave has always been a topic of conversation, but it became a lot more public two years ago when we had a rise in faculty members on leave.”

Mr. Morris described several different channels through which the Faculty Committee was made aware of concerns about the parental leave policy. He said, “Faculty members are encouraged to speak to the Committee to raise any issues they want us to discuss during our meetings. After a couple people requested we talk about leave, the Committee opened up a meeting and said, ‘If you want to talk to us about family leave, please do.’ We had a number of faculty members from outside the Committee come to talk about change.”

From this meeting, the Faculty Committee drafted their first vision of a reformed parental leave policy. After planning a new system that would expand paid leave to ten weeks, they approached the school administra-

tion to discuss implementation.

Ms. Katie Levesque, Dean of Faculty and a key administrator in the reform process, elaborated on the ethos of the discussion between faculty and the administration. She explained, “There was a new awareness that not all parenting couples are father and mother, so we wanted our language and our policies to be more gender-expansive. We also wanted to support colleagues in a variety of ways that worked for them and their families in welcoming children to their lives.”

Through these discussions, the administration expanded upon the policy suggested by the Faculty Committee. Rather than simply implementing the request of the faculty — to expand the policy to ten weeks of paid leave — the policy approved by the administration allows for a minimum of 12 weeks of paid leave for faculty parents. Instead of referring to child-related leave as “maternity leave,” a term that does not encompass

adoptions and alternative families, the new policy uses the language “parental leave.”

Mr. Andrew Arcand, English teacher; former member of the Faculty Committee; and parent of Theo Arcand, who is 16 months old, was present for many conversations concerning parental leave in its early stages. Although Mr. Arcand was ultimately unable to benefit from the expanded parental leave — his son, Theo, was born before the changes were implemented — he called it a positive change for all Choate families. Mr. Arcand said, “I think the new policy is much needed, and it’ll allow for families to get their heads around some of the changes that occur when they become a parent.”

English teacher Dr. Stephen Siperstein was one of the first faculty members to experience the redefined parental leave system. Granted six weeks of paid leave after the birth of his son, Nathaniel, Dr. Siperstein was able to focus completely on family. He said, “Being on leave was amazing. I was able to be at the birth without feeling like I had to be back at work the next week.”

Dr. Siperstein continued, “Taking that time off was important for my son and I to emotionally bond as a family. I wish more companies in the United States would adopt policies like this.”

Through cooperation between administrators and faculty, the new parental leave program has created a more inclusive system for Choate families. Describing the outcome of the policy, Mr. Morris stated, “The faculty leave program recognizes that our Choate family is more than just students, staff, and faculty. We’re all part of this larger community, and I think that’s incredibly important for us to acknowledge in our policies.”

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Hidden in the word search to the right are 18 words that form the first and last names of nine of President Donald Trump’s cabinet nominees and appointees. The remaining 24 letters form a three-word phrase revealed by the following clues:

-----  
unlock rock

-----  
straight metal tube

-----  
don’t go forward

Answers can be found online at [thechoatenews.choate.edu](http://thechoatenews.choate.edu)

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

## East and West? Two New Years Are Best

Students share how they celebrate the Lunar New Year, both at home and on campus

By **Kristen Andonie '17**  
Staff Reporter

Although New Year’s Day in the U.S. has long passed, expect to hear some wishes of “Happy New Year” within the coming days. Occurring this Saturday, January 28, the Lunar New Year is one of the biggest holidays of the year, and many Choate students are among its celebrators. They have fond memories of bonding with their families, consuming lots of food, and receiving money. But what exactly is the Lunar New Year?

Unlike the Gregorian calendar, where a new year is recognized each time we cycle around the sun, lunar calendars follow moon cycles. In the Chinese tradition, each year also has an associated zodiac; 2017 is the Year of the Rooster, meaning babies born this year will be responsible and trustworthy. Lunar New Year is also celebrated in many Asian countries besides China, including Korea, Japan, and Thailand.

When at home, most Choate students who celebrate the Lunar New Year follow the general tradition of gathering with family members and eating cultural food. Some, like Riley Choi '18 and Andy Si '18, gather in the eldest family member’s house, while others, like Se Ri Lee '19, change the designated meeting house from year to year. (Choi, Si, and Lee are all of Korean heritage.)

The festival can also be an opportunity to honor deceased fam-

ily members. “We bow and then we offer some food to our ancestors,” said Choi, while Si visits the cemetery to pay homage to buried members of his family.

Once the family is gathered, perhaps one of the more common and exciting rituals many students observe involves children bowing down before their older relatives and receiving money in red envelopes. Thai student Pavin Sethbhakdi '18, who has a big family, received about \$100 in one night during a previous Lunar New Year celebration. “That’s why it’s good if you have a lot of relatives!” he joked.

As for food, the dishes that are prepared for the holiday vary not only from country to country, but also from region to region and even household to household. A few common delicacies are dumplings, moon cakes, and Korean rice cakes.

Mark Su '18, who is from Beijing, China, explained the significance of some foods: “Dumplings symbolize good

luck and wealth because they are shaped like an ancient golden currency. We also have soup, because soup is a mixture of all things, just like families are a mixture of all members.”

One of the traditions Alan Luo '18, who has spent much of his life in Hong Kong, used to observe was that of stuffing a coin inside of a dumpling during their preparation. “Whoever in the family gets the coin in the dumpling will have good luck for the rest of the year,” said Luo.

Students who live nearby can enjoy a food-filled family reunion during a school weekend, but boarders who want to celebrate have to be creative. “Last year, Lunar New Year happened during Long Weekend, so I went to a friend’s house and we made dumplings and watched NFL,” shared Amy Gao '19, a student from Jiangsu, China. Other students, like Sethbhakdi, “just Skype or FaceTime parents and grandparents, eat dining hall food, and do work.”

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## FLASHBACK FRIDAY

### Blazers Be Gone

*These days, the dress code allows students to walk into classes wearing T-shirts and sweatpants, no questions asked. 30 years ago, the School decided to no longer require formal wear at dinner. The rule change made the front page of The News.*

By **David Yoon '88**  
Published January 23, 1987

Last Wednesday, for the first time this year, Choate students witnessed a new dress code for dinner in which class dress was allowed. Much of the credit for allowing this alteration goes to Mr. Charles Dey and Mr. Thomas Yankus.

There exist many reasons for this new change. First, the deans were looking for a break in the middle of the week to alleviate the tensions and pressures during the winter. Since many of the teams compete on Wednesdays, the deans thought it would be a good idea to enforce the class dress code. It was an inconvenience for the players to change into dinner dress and rush to the dining hall. Also, since the dining hall committee did such a terrific job in keeping both dining halls clean, the deans thought that the new dress code was justified.

The genesis of the new dress code proposal begins with John Lasala who wrote the proposal.

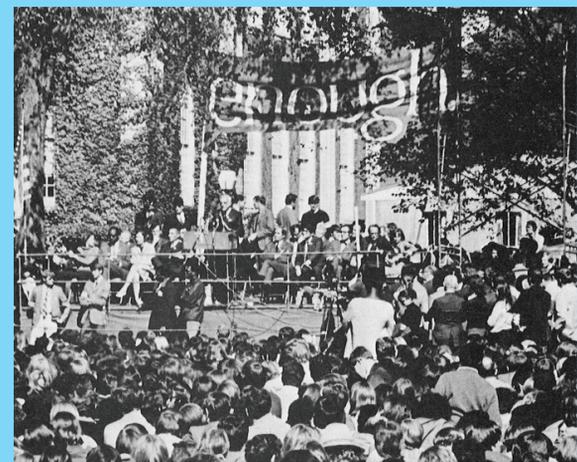
Although he did not formally present it to the student council or the deans, he did discuss it with several administrators including Mr. Yankus. At first, not many deans seemed in favor of a new dress code proposal for dinner. Then, Lasala spoke to Mr. Dey about it. Mr. Dey was strongly in favor of it and asked Mr. Yankus to seriously consider it. Therefore, Mr. Yankus decided to put it to a trial test for the winter term.

According to Mr. Yankus, this proposal was tried last spring but it failed because the dress code couldn’t be enforced. Once again, the proposal is only a trial. If the class dress code is abused by people wearing jeans, T-shirts, and sweats, there is a strong likelihood that this proposal will not be continued in the spring. If the dining hall becomes messy with students’ trays and trash, the deans are likely to take the privilege away.

After seeing the results of the new dinner dress code last Wednesday, Mr. Yankus seemed pleased with the results. He said, “I think it was worth it.” The kids also appreciated the dinner dress code for dinner. Said Lex Harris, a fifth form student council representative, “Golly, think it’s swell!”

Archival research by **Caroline Donatelli '18**. She may be reached at [cdonatelli18@choate.edu](mailto:cdonatelli18@choate.edu)

## Choate's Past Protests



Photos courtesy of the Archives

Top and bottom right: In addition to participating in local rallies in New Haven, Choate students attended the Moratorium March on Washington on November 15, 1969 to demand an end to the Vietnam War.

Bottom left: On April 22, 1970, 48 Choate students traveled New York City to join other environmentalists in a rally celebrating the first Earth Day. Also at the event were booths dedicated to other popular causes of the time, including women’s liberation, voluntary sterilization, and vegetarianism.

## When Blue Cards Were Blue Cards

By **Elizabeth Quinn '20**  
Reporter

Blue Cards are the records of the extracurricular activities that students have participated in during their time at Choate. Nowadays, these cards are accessible through the Choate portal and serve as a record of a student’s accomplishments. Like Blue Cards themselves, Choate has a rich history of recording student activities and interests — though these records weren’t always online.

In the 1940s, when The Choate School and Rosemary Hall were not yet merged, Choate students would have their activities, sports, clubs, honors, and even their trips to the infirmary recorded on 8.5” x 11” cards that were blue in color, granting them the term “blue cards.” These confidential records were stored in locked storage areas.

Ms. Judy Donald, Choate’s Archivist, explained that their

initial purpose was “to record what a student has done during their time here, both academically and athletically, as well as socially, in terms of clubs and so forth.”

It is unclear if Rosemary Hall students had their own type of Blue Cards.

Prior to having Blue Cards digitized, Deans’ Assistants wrote Blue Cards for every Choate student by hand. Each card followed the same basic format: “Fall, 1936: John participated in..., he won..., and he played... Winter, 1936-1937...” This process would be repeated each semester.

Although Blue Cards are no longer blue, or cards, they continue to their purpose remains unchanged: to showcase the clubs and extracurricular activities that students partake in.

**Elizabeth Quinn** may be reached at [equinn20@choate.edu](mailto:equinn20@choate.edu)

## WHAT DO OUR COMPUTER STICKERS SAY ABOUT US?

By **Helena Yang '18**  
Associate Editor

We see computer stickers everywhere in an array of designs — from organization advertisements to creative slogans and artistic designs. Initially, when students are asked what is the purpose of their computer stickers, the question is met by answers such as, “I am not sure,” “I guess I felt my computer was pretty empty,” and “I like them; it’s cool.” A student even said, “I guess it’s just something we do.” Do stickers only serve as a form of computer accessory or do they hold a significance beyond their perceived simplicity?

As students are pushed to think further about the significance of their stickers, a popular response emerged: computer stickers create a platform for self-expression. Having stickers on our devices is a way to showcase our interests, which make up a big part of who we are. Elsa Rose Farnam '18 clarified, saying, “It’s a way to show the things you like, the things you are proud of, and the pieces of culture you want to be a part of.” For some people, the purpose might be obvious, but, for others, this way of thinking about stickers might be elusive. In light of this, we begin to realize that our sticker decorations often consist of the things we enjoy, such as our favorite places, our favorite sports teams, or our favorite TV shows and movies. Klaudia Horvath-Diano '17 explained that one of her favorite stickers is a quote from the TV series *Friends*. Another student, Kay Ingulli '18, mentioned, “My family’s from Maine,” which is why her stickers portray her patriotism to her state. Stickers allow the people around us to catch a glimpse of the vast realm of who we are.

Computer stickers not only present a stage for expressing oneself, but they also establish connections with others. Putting stickers on one’s devices provides the owner with a sense of vulnerability. The owner is putting a part of himself or herself out there for the entire world to see. In this way, he or she is opening himself or herself up for others to judge, whether we like it or not; however,

more often than not, this vulnerability is met by a bond rather than a criticism. Having stickers is just another opportunity to invite people to find similar grounds of interest. Even if there is no connection, a sticker has the power to start discussions. When asked about his Blue Lives Matter sticker, Kevin Shen '17 replied, “I agree with the statement, but others may not. It’s better than just having a plain computer. I think it starts conversation.” Kevin Shen '17 continued, saying that Choate students are often buried in their computers working on homework. Having this sticker attracts people’s attention and draws them to ask about the sticker and his connection to it.

We can agree that stickers showcase what we like, but are they a full or even accurate representation of who we are? Sometimes we spend too much time planning and thinking about the organization of our computer stickers. We are more selective about picking what to put and what not to put on our laptops. This takes away from an accurate representation, because instead of putting things we like, we tend to choose stickers we think we like, or stickers that others like. Instead of showing who we are, we are showing who we want to be, an ideal. We are who we are, but the philosophical question this entails is the following: is the person we want to be a part of who we are?

On a different note, after an insightful conversation with Kay Ingulli '18, she agreed that stickers are simply temporary, adding, “I chose to put her stickers on a folder instead of a computer, because I did not want them to be permanent.” Other students apply their stickers onto cases instead of directly on their computers fearing that they might one day want to change their stickers. As teenagers, we are constantly changing — we are constantly developing our ideas and opinions. Making stickers temporary is an act allowing for such changes to occur. It makes room for us to learn more about ourselves — to add to who we are.

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Photo by Helena Yang/The Choate News

A computer layered with stickers showcases many interests, ranging from Harry Potter to Hamilton to Jon Stewart.

## FORMER PMAC DIRECTOR’S ARTWORK ON VIEW IN THE GALLERY



Photo by Elle Rinaldi/The Choate News

Students admire Mr. Terence Netter’s work as they walk through the PMAC Gallery.

By **Angie Zhao '19**  
Reporter

If you happened to stroll by the PMAC lately, you probably noticed the recent Arts Exhibition which showcases paintings by a man Choate knows quite well. Terence Netter, the artist behind these works, was the founding director of the Paul Mellon Arts Center in the 1970s. On January 9, Mr. Netter returned to the Choate campus for the first time after his retirement as an independent artist, bringing along some of his newest selected works. The three series included in the exhibition — ‘The Four Seasons’, ‘The Four Days of Creation’ and ‘The Zenscapes’ — were created in 1996, 2006 and 2016 respectively, each indicating a different stage of his pursuit in the arts.

Terence Netter underwent a major change in his artistic style as he decided to dedicate himself to the practice of Zen Meditation in 2006. This decision originated from his sudden desire to express a sense of peace via art.

**I subscribe to the view that one of the earmarks of an artist is that he knows what to leave out.**

*Mr. Terence Netter*  
Former Director of the Arts

Residing in his summer farmhouse in the Loire Valley, he was able to experience inner peace in the minimalistic surroundings, which became an

inspiration to his later works such as the ‘Zenscapes’ series.

While there’s a bright contrast in the colors utilized for each painting, Mr. Netter was also able to keep it structurally simplistic. When asked to justify this interesting choice, he simply responded by saying: “I subscribe to the view that one of the earmarks of an artist is that he knows what to leave out.” With this in mind, Terence Netter created many pieces that evoke a sense of space and room for contemplation for those standing before his art. In fact, one of his main goals as an artist is to provide his audience with opportunities in which they can leave their earthly desires and concerns behind, thus achieving what’s been called as spiritual minimalism. Though he longs for this message to reach the hearts

of many, he, as an artist, does not wish for any specific achievements other than to continue doing what he loves most — art and meditation — and sharing his thoughts with the world.

At last, Terence Netter shared some thoughts with the Choate community and he left us with these words: “What I want to share with the Choate Community is on the walls of the Paul Mellon Art Center: I believe that the best part of any artist is expressed in his work. I hope that all the students who are there recognize how fortunate they are to attend such a fine school with such dedicated teachers on such a beautiful campus and with such humanistic traditions.”

**Angie Zhao** may be reached at [azhao19@choate.edu](mailto:azhao19@choate.edu)



Photo by Andrew Garver/The Choate News

**Student Directed Scenes**  
Friday, January 27  
Saturday, January 28  
7:00 p.m. in Gelb Theater

## IN MODA’S BACK AT IT

By **Neve Scott '18**  
Associate Editor

After approximately a year and a half of inactivity, *In Moda*, Choate’s fashion club, has resurrected. Haley Williams '18, one of club’s leaders, stated that “the cause for the sudden start was due to the constant scrutiny about our club ‘not doing anything.’ Different people made comments that suggested they felt they could run the club better than we could. We’ve made many efforts prior to this, but we were only sophomores when we started, so when people would commit to modeling for us, they saw no issue in constantly bailing on us.” As disappointing as this may seem, Williams and her partner and co-president, Kate Newhouse '18, have taken the responsibility that Sophie Imamura '15 endowed upon them and have begun to put it to good use, coming out with the club’s first ever publication.

After its release, the publication received a mix bag of emotion. However, it was influential nonetheless. While some criticized it for being unnecessary and done without much quality, many feel as though it’s beneficial to introduce a club back to campus that promotes individuality and supports different body types, which is a rare occurrence in the field of fashion. Williams has been a good sport towards all reactions, stating that “I got a lot of praise which was greatly appreciated. As for people that didn’t like it... if ya don’t got haters then ya ain’t poppin’.”

However, the only opinion outside of that of the leaders that truly makes a difference is that of Truelian Lee '17, as the chair of COSA, or Committee on Stu-

dent Activity. Her job centers around maintaining the stability of clubs currently on campus and reviewing new club proposals. “Looking back, initially the mission of the fashion club was kind of similar to the International Student Society in that it would be a discussion based club that also produced a publication. It was active my freshman and sophomore year, but I did not see anything happen last year.” She continued, “Part of their resurrection was COSA. This year, we’ve made it a goal to maintain and follow up on existing clubs on campus. Part of it was on their part as well, as they did seem to recruit some other members for their masthead that weren’t fashion club members originally.” In terms of legitimate club organization, Lee said that their best route would most likely be to become singularly a publication.

Looking towards the future, Lee says that they need to “Have a regular publication schedule and adhere to that. Also recruiting beyond their masthead to have a steady foundation of writers in order for them to become a legitimate club on campus.” Williams, on the other hand, stated, “I hope to produce more photoshoots, potentially a big fashion show sponsored by a Choate alumni in the industry, and maybe even some film-based productions.”

As for the questioned expansion of the club, Williams said “We are constantly expanding, growing and evolving... so yes.” It seems like *In Moda* is ready for its close up- again.

**Neve Scott** may be reached at [nscott18@choate.edu](mailto:nscott18@choate.edu)



Photo by Michael Li/The Choate News

*In Moda*’s latest issue is displayed in the library among other student publications.

## À LA MODE



By **Jeanne Malle '19**  
Staff Reporter

Fashion, a style of self-expression, has often made people feel objectified or obliged to follow norms in order to feel included. A number of things have boxed people in, consequently making them feel safer or more included, such as dressing according to stereotypes, imitating the style of famous personalities or popular students, or even dressing in a way that shows anger towards the surrounding world. However, Elle Rinaldi '17 believes that the way she dresses only comes from her or the best parts of her life, such

as her friends. She says, “I used to not care at all what I wore. I purely dressed for practicality. It is so funny to see photos of how I dressed before. I was so happy because the concept of competition involving body image or socio-economic status and brands just was not on my radar. As time went on, I bought into fads and popularity. But even that has passed, thankfully! By surrounding myself with people who value novelty, integrity, and individuality, I have found courage to wear literally anything and everything that reflects me on any particular day.” Contrary to how many people would find comfort in the way they dress, Rinaldi does not base a large part of her style based on the things she enjoys doing and where she comes from, but on “people in photographs or in pieces of art or my friends!” Rinaldi also told me that she “used to be basic” but that “true friends showed me that genuine individuality was more beautiful than that.”

At Choate, many students believe that they have been able to find a place in which they feel comfortable expressing themselves through their clothing. Rinaldi also mentioned that, though she does not sense that

her passions, such as dancing and running, have affected her style, she is subconsciously influenced by what she is going to do that day or want to do in the future. Being confident with what she wears assists Rinaldi

in leading the life she wants to live. She added, “Clothes are simply a tangible reflection of everything that is me.”

**Jeanne Malle** may be reached at [jmalle19@choate.edu](mailto:jmalle19@choate.edu)



Photo by Jeanne Malle/The Choate News

Elle Rinaldi '17 poses wearing her eclectic combination of clothes.

**BOYS' VARSITY SWIMMING AND DIVING**

## Wild Boars Defeat Big Green, Reflect on Triumph

By **Joseph Coyne '19**  
Staff Reporter

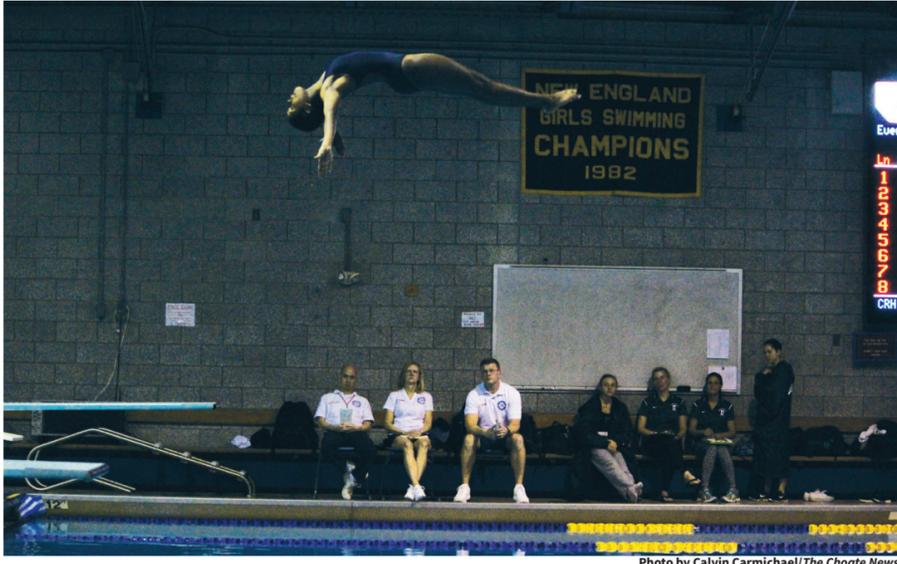
Last Saturday, at the Larry Hart Pool, the boys' and girls' swim teams took on Deerfield, their foes from the Emerald City. Boys' Varsity Swimming defeated the Big Green, 97-75. This marked the Boars' fourth consecutive win of the season. I spoke to Varsity Swimming Head Coach Sara Massa as well as Varsity Diving Coach Benjamin Small to reflect on Choate's performance.

**Joseph Coyne '19:** How do you think your boys swam and dove tonight?

**Coach Sara Massa:** They were awesome! They were incredibly strong and focused, and they didn't make any mistakes. They're not rested yet; they're not at their top form, but they brought it home. They really wanted to beat Deerfield, and they worked to do it. Mr. Curry did a fantastic lineup that we reviewed together, and it couldn't have been more perfect.

**Coach Benjamin Small:** Vincenzo DiNatale '19 swam very well today in the breast-stroke.

**SM:** DiNatale, Alan Luo '18, Dan Shao '18, and George



Varsity diver Haley Williams '18 completes a reverse dive at the team's meet versus Deerfield.

McCabe '20 — even though he was in exposition — all had incredible swims.

**BS:** Calvin Carmichael '18 went to the Women's March in Hartford; he came back without any time to warm up, went right out onto the diving board, and dove great. Matt Lee '20, in his second meet, had a personal best and scored 158 points, coming in fifth place. Kobe

Tray '19 was one point off his own school record.

**SM:** Scott Romeyn '18, Tristan So '17, and Thomas Issa '17 all swam excellent. Tristan and Scott were very close to breaking some more school records, and were looking forward to those swims.

**JC:** You guys seemed to be the first off the blocks in a lot of the races. Was that a focus in

practice this week or this season?

**SM:** I'm actually not happy with the way we do that yet, but I'm glad that you noticed how we have progressed in it. It is definitely something that I try to get my swimmers to focus on. We need more improvement in turns and technical than we do in training. That's the responsibility, and the boys and girls have to be more accountable.

**JC:** Any last comments about the meet?

**BS:** It feels good to beat Deerfield.

**SM:** It feels awesome!  
I also spoke with varsity swimmer Oliver Chessen '19 to get a team member's perspective on Saturday's meet.

**JC:** How do you think you guys swam today?

**Oliver Chessen '19:** For the boys, it was a tremendous day. We came out and swam hard from the get-go.

**JC:** How was the coaching?

**OC:** Obviously, a multitude of factors contributed to the win, but I think the most critical factor was the coaching. I also think we were especially motivated this meet. At halftime, when the divers went, Coach Sarah brought us in and said, "Look, we're up by five points." She said, "You guys need to win. You guys have got to hang on to this. You have got to race." That really got us motivated and got us going. She does such a good job of motivating people. I think that, with her continued presence behind us, we have bright things in our future."

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## SCORE REPORT

**Saturday Games**

**Boys' Basketball** (6-7-0) beats Loomis, 64-54

**Girls' Basketball** (12-3-0) beats Exeter, 57-43

**Boys' Ice Hockey** (6-7-2) beats Deerfield, 5-1

**Boys' Swimming** (4-1-0) beats Deerfield, 97-75

**Girls' Swimming** (4-1-0) falls to Deerfield, 68-95

**Wrestling** (12-2-1) at Brunswick, 5th of 14 teams

**Wednesday Games**

**Boys' Basketball** (6-7-0) beats Gunnery, 58-47

**Girls' Basketball** (12-3) beats Miss Porter's, 61-54

**Boys' Ice Hockey** (6-7-2) falls to Trinity, 1-4

**Boys' Squash** (3-9-0) falls to Hotchkiss, 1-6

**Girls' Squash** (8-2-0) beats Westminster, 7-2

**Wrestling** (12-2-1) falls to Trinity, 27-39

## ON THE ICE WITH THE FRESHMEN OF GVH

By **Cecilia Curran '20**  
Reporter

As the Girl's Varsity Hockey season gets into full swing, freshman players Gina Driscoll '20, Christina Tournas '20, and Effie Tournas '20 have begun to understand what being a varsity athlete really means. With goals and assists under their wings, all three have proved that they are major assets to the team despite their ages.

The Tournas twins, hailing from Monroe, CT, and Gina Driscoll, from Orange, CT, found Choate in different ways. Driscoll saying, "I discovered Choate from my travel ice hockey team... players are asked to apply to certain prep schools. I was approached by several coaches but determined Choate was the best fit for me." Meanwhile, the Tournas twins reached for Choate for its well-roundedness. Effie said, "I started looking at boarding school

and, more importantly, Choate because it offers exceptional academics as well as hockey." One thing they agree on is that Choate felt right. Christina noted, "The hockey team and the coach were so welcoming. I felt right at home."

One struggle they faced at the beginning of their Choate careers was waiting for the season to start. Driscoll said, "The fall was a drag! Although JV Soccer was a blast, I could not wait to reach winter term." Eager to stay in shape and prepare for the winter season, Driscoll found a way to stay on the ice even in fall term. She explained, "I play with the Mid Fairfield Youth Hockey Association, which plays every Sunday. That kept me in shape until hockey season started." The Tournas twins also play for Mid Fairfield, alongside Driscoll. In fact, Choate GVH started their season with a victory against the Tournas' team.

Not only have these freshman had to adjust to the high school workload, but they also had to learn to balance school with a varsity sport. Since the beginning of hockey season, the freshmen have experienced major changes in their fall term schedules to accommodate training.

**The hockey team and the coach were so welcoming. I felt right at home.**

*Christina Tournas '20*

Effie commented, "Having hockey practice during study hours took some adjusting, but it definitely has helped me with my time management. Instead of leaving all my homework until study hours, I complete it right after classes." Driscoll said, "The workload at Choate takes some getting used to, but the school supported me in learning to better manage

my time. Everyone is very supportive of the sacrifices hockey players make to keep up with the grueling schedule."

As far as the transition to playing on a different hockey team, Christina said, "Going from just playing against girls that are 14 and 15 to playing against girls that are as old as 19 or 20 is definitely different, especially since they are much bigger and stronger. But it has helped me grow and develop so much as a player." Driscoll echoed, "The older players demonstrate a level of skill that is hard to match, but it motivates us to work harder." Despite the challenges they may face as the youngest players of the league, these three talented freshmen have proved to be valuable members of the team.

When asked about their goals and favorite memories for the season, the girls had similar sentiments. Driscoll stated, "I want to help the team become

New England Champions, which is a goal I can see us achieving. I believe this year marks 10 years since Choate has won the title. With hard work on and off the ice, I feel this goal is reasonable." As far as favorite memories, Effie said, "My favorite memory so far this season was definitely beating Nobles. It was a huge win for us. Our whole team came together and played as a unit." Driscoll selected a more casual moment as the most memorable: "My personal favorite was going to lunch with the coaches and some of the players when we got back late in the afternoon from the Taft tournament. My teammates had me laughing so hard, I was crying."

Remember to come out and support Girls' Varsity Hockey in the coming weeks, and watch out for the team's impressive freshman players!

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## Girls' Squash Welcomes Head Coach Pelletier

By **Laila Hawkins '19**  
Reporter

Every year, we welcome new students and faculty to Choate with open arms. Among these new additions is Ms. Jenn Pelletier. Hailing from Toronto, Canada, Ms. Pelletier is the newest member of the HPRSS department and the new coach of the Girls' Varsity Squash team.

Ms. Pelletier grew up in Canada and received her education through the public school system. At the age of 17, she came down to New England to play for Trinity College. For most of her childhood, she did not know what a boarding school really was, much less that she was going to end up working at one. "Boarding schools are so fascinating to me because I went to a poorly-funded public school back in Canada. The idea of a really nice high school with sports and clubs was not really something I was exposed to. But when I went

to Trinity, I was exposed to it a little bit since a lot of my friends had gone to boarding schools."

Ms. Pelletier grew up doing an extracurricular that she excelled in: squash. Not only did she play in college and win Nationals, Ms. Pelletier was also on the Canadian National Team for squash. She played in two Pan-American games in Peru and El Salvador, where her team placed second at both. Individually, she snagged the gold in El Salvador. She also represented her country in the 2009 World Championships in India, where her team won fifth place. Ms. Pelletier takes pride in her time as a professional athlete and representing her country through her craft: "It's a really cool experience because you are playing for more than just you, even though it is an individual sport. It's a team mentality, and then its even bigger when you're representing your country."

Ms. Pelletier has been teaching history for about two

years now and has been coaching squash professionally for seven years. When she came to the U.S. for college, she entertained the thought of being a professional squash player for some time, but ultimately chose teaching. After her time at Trinity, Ms. Pelletier taught at Westover, an all-girls school in Connecticut. Later on, she was informed that Choate was in need of a new squash coach, and in the spirit of wanting a new, fresh challenge, she applied and accepted the job. Now, she teaches United States History and coaches Girls' Varsity Squash.

Though she has only been here for half of a year, Ms. Pelletier has connected with all of her students and athletes in unique ways. She noted, "I want them to know that I genuinely care about them." She continued, explaining those aspects that she most likes about now working at a boarding school, like addressing the specific needs of each student.



Photo courtesy of Trinity College Athletics

Girls' Squash has had a promising start to their season, with six wins and only two losses. Be sure to go out and support them on February 1 at 3:00 p.m. against Westover.

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