



Photo courtesy of Victoria Li

After two years of spring-term President's Days, Dr. Curtis's Monday night announcement was an unexpected treat.

A WINTER-TERM PRESIDENT'S DAY CATCHES CAMPUS BY SURPRISE

By **Bryce Wachtell '17**
Associate Editor

Hallways erupt in stomping feet. Shrieks of joy echo into the common rooms. Hugs and smiles fill every space on campus. Citizens of Wallingford driving across Christian Street stop short as students dash towards the SAC. Teachers begrudgingly reexamine their winter term syllabi.

On Monday, February 1, 2016, Headmaster Dr. Alex Curtis sent an all-school email, which was preceded by an Instagram photo, announcing that President's Day would be the next day, February 2. Much like previous years', classes were canceled, allowing students to catch up on much-needed

ed sleep, school work, and perhaps some social interaction. The day is part of a long tradition, coming once every academic year sometime after winter break.

The idea for an unannounced day off dates back to the days of The Choate School. Students from The Choate School celebrated a spontaneous break known then as "Mountain Day," which allowed the students to ride wagons off of main campus for a picnic and to swim for the day.

President's Day as it is known today began in 1989 with Choate Rosemary Hall's then Headmaster Mr. Charles Dey, who decided to announce a day off from classes without consultation from any of the

administration members. The idea came to Mr. Dey after the school's physician suggested a day off would be beneficial for students to recover, given the particularly bad flu epidemic. However, after this first unexpected occurrence, there was great anticipation of another day off the following years.

I really don't think there is ever a time when President's Day can be mistimed, to be honest.

Tomi Lawal '16

Dr. Curtis, following the lead of his predecessors,

has called President's Day every year since he has arrived to Choate. Speaking to its tradition of spontaneity, he commented, "One thing I have definitely tried to do is not get locked into a certain particular time, week, or even term. That is the main thing: unpredictability."

Tomi Lawal '16, Student Council President, was featured in a brief video clip posted on Dr. Curtis's Instagram (@choatecurtis), which initially announced the day just minutes before the all-school email. According to Lawal, "Dr. Curtis asked me if it would be a bad idea to do it right now or if it was too soon,

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ENGLISH DEPARTMENT ELIMINATES HONORS DISTINCTION

By **Grayce Gibbs '18**
Staff Reporter

cuss removing honors English classes.

When you flip open the Choate course catalog in next couple of years, you might notice the sudden absence of honors English classes.

The English department decided last December that it will not offer honors English classes for fifth formers starting in the upcoming 2016-2017 school year. All students will now be placed in English 300 for their fifth-form year. After that, the English department will phase out sixth-form honors English courses in the 2017-2018 school year.

The English department had been discussing the possibility of removing honors-level English courses from the Choate curriculum for the past few years. Recently, in February 2014, an external review team consisting of English faculty members from Phillips Academy, Columbia University, Yale University, and Harvard University visited Choate to examine the English curriculum. The team recommended eliminating honors courses in the English curriculum, and as a result, the English department began to seriously dis-

After extensive review and discussion, the English department voted almost unanimously for the elimination of honors English classes in a vote held in February 2014. After this vote, the decision went to the academic managing teams which consisted of various academic department heads, the Dean of Faculty Mrs. Katie Levesque, the Dean of Curricular Initiatives Dr. Katie Jewett, and the Registrar, then talked about the removal as a group, and agreed it was the right decision. The English department then requested final approval from the senior administration, which included several members, including Headmaster Dr. Alex Curtis, Associate Headmaster Kathleen Wallace, Levesque, Dean of Students Mr. James Stanley, CFO, Director of Development, and the Director of Communications and Strategic Planning.

Members of the English department agreed that students who would have been

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Photo by Elle Rinaldi/The Choate News

Honors English courses will be phased out by the 2017-2018 school year.

STUDENT COUNCIL CONSIDERS SEXUAL AMNESTY POLICY

By **Varshini Kumar '17**
Associate Editor

Student Council, along with several members of the administration, has recently started conversations about a potential "sexual amnesty" policy. A sexual amnesty policy would allow students who feel as though they have been sexually assaulted or harassed to come forward without fear of punishment for having violated school rules, such as those regulating visitation or alcohol use, during the incident.

Though the sexual am-

nesty policy is in its earliest stages of formation, with the Student Council just beginning to write a draft policy, there is a general consensus among Student Council members that some sort of policy must be put into place. While the administration has worked with the Council in its endeavors, official permission from the administration to legitimize the policy has not been granted, mostly because a formal proposal has not yet been presented.

Various people have mentioned the idea of creating a

sexual amnesty policy both this year and last year. According to Student Council President Tomi Lawal '16, Director of Residential Life Mr. Will Morris first proposed the idea of a sexual amnesty policy at the Choate Leadership Institute meeting for prefects last September. Dean of Students Mr. James Stanley suspects that the idea for a sexual amnesty policy briefly came up during a Deans' Retreat held in the 2014-2015 academic year.

While the policy would

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PROBLEMS WITH NEW FIREWALL LED TO UNLIMITED INTERNET

By **Haley Chang '18**
Staff Reporter

break, when ITS changed the school's firewall.

Freshmen and sophomore boarders were surprised to find out that their Internet, which had been operating without constraints for the previous two months, finally turned off at the designated time on Tuesday, January 20. Referred to as a small scheduling "quirk" by Mr. Andrew Speyer, Director of Information Technology Services (ITS), the extended Internet hours for students first started after Thanksgiving

Choate's technology policy restricts students from using the Internet after a certain time at night. On weekdays, the Internet shuts down at 10:30 p.m. for freshmen; 11 p.m. for sophomores; 12 a.m. for juniors; and 1 a.m. for seniors. However, this recent "quirk" not only granted freshmen and sophomores unlimited Internet access from the beginning of winter term to the end of January, but also granted juniors a similar privilege until the second week of January.

Conversely, the Internet spontaneously turned off on Saturday nights for the entire student body when the Internet was supposed to be unlimited. Seniors did not experience changes to their Internet access hours.

Mr. Speyer did not know about the unlimited Internet until a prefect alerted a faculty member, who directed the issue to him. He explained, "When ITS changed the firewall during Thanksgiving break, we also had to reprogram the rules for when the

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Now in its 109th year, The Choate News, Choate Rosemary Hall's official student newspaper, is written, edited and designed by students to cover events at the school and to offer a forum for opinions of significant interest to the community. The Choate News is published weekly on most Fridays while school is in session.



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ENGLISH DEPARTMENT OPENS WRITING CENTER

With the launch of the writing tutors program, junior and senior students will help their classmates improve their writing and organize their ideas.

By **Jun Jang '17**
Staff Reporter

Like many other departments that have established tutoring programs at Choate, such as the language tutoring program and the math tutoring program, the English department has instituted a new writing tutors program. The program debuted to students on Monday, February 1.

Led by English Department head Ms. Ellen Devine, student writing tutors will be available to read and review their peers' writing during conference blocks in Humanities 321 and during study hours in Humanities 101.

The writing tutors program is different from all the other tutoring programs on campus because it does not require students to sign up beforehand. All students are welcome to visit the writing tutors to receive whatever assistance they may need on written work. The writing tutors are available for help in any class, whether it be Introduction to English Literature or World Religions.

Students were selected to be tutors this fall, and 13 of those students accepted the position. These tutors were selected by their En-

glish teachers on the basis of their writing skills and ability to guide their peers through the writing process.

Quinn Brencher '16, a new writing tutor, commented, "I've always been interested in helping people out, but I have never had a formal opportunity to do so. I like writing, and I know for some people writing is a difficult thing."

Writing tutors had the opportunity to attend a writing conference at the University of Connecticut in October. Genevieve Richardson '17, Claire Stover '17, and Lilli Gibson '16 attended the conference. At the conference, tutors learned how to best approach situations with other students through listening to presentations and discussing in smaller groups. Gibson noted that she found the conference helpful because students from other schools who were involved in their schools' writing centers had helpful advice. She hoped to incorporate the tips she received from the conference into the Choate writing tutors program, "The three of us who went were able to share the things we learned with the other tutors at Choate, so we can all incorporate it into our work in the writing center."

In addition, all of the writing tutors received the necessary training to support, coach, and guide their peers through the writing process. All of the tutors met with Ms. Devine three times, once during a conference block and two times at night for training sessions. During the sessions, students role-played various situations that would occur between tutees and tutors. They also read theories about different roles tutors can play, such as an ally, a coach, or a writing expert, and discussed sample essays from past students.

In the future, Ms. Devine and the other tutors will continue to meet either weekly or bi-weekly to discuss challenges tutors are facing and improvements that can be made.

While the purpose of the program is to help students with their written assignments, it is also meant to encourage students to develop into more efficient writers. As Gibson stated, "It is nice to have a second eye to read your piece that isn't your teacher, so that's where we come in. We can help students brainstorm, clarify ideas, and support them in making their paper what they want it to be."

That said, there are



Photo by Arianna Gonzalez-Wagner/The Choate News

The writing center officially opened on Monday, February 1. During designated hours, students are free to walk in to receive help from their peers.

some restrictions to what the tutors are allowed to do. Tutors cannot proofread or copy edit a writer's work; propose interpretations, theses, hypotheses or analyses to the writer; write the paper for the student; or function as a *de facto* English teacher. Tutors can give feedback to the writer about what is working and what needs improvement; identify general errors in grammar, syntax, and usage; assist students with organizing their ideas; ask a writer to clarify and further explain unclear topics in a paper; and encourage and

support the writer as he or she works through the revision process.

Given that the writing tutors program is in its beginning stages, tutors are anticipating challenges ahead. Brencher commented, "I think it's sometimes hard to read a paper and know what to do about it, what to start with, or what you should focus on to help."

Overall, the English department hopes that the establishment of the writing tutors program will reward for those students who choose to take advantage of it. Rather than seeking help

from a faculty member, finding a student on a similar level and sharing insights through the eyes of one's peers can give a student a valuable learning experience.

"My hope is that people come to realize that this place exists, and that it's a really good tool," Stover commented. "I also hope that they'll come here not just because they want to get an A on the paper and have a proofreader, but because they really do improve their writing."

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STUDENTS QUESTION CHOATE'S INTERNET POLICY



Illustration by Norman Peng

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Internet turned on and off."

He added, "It would've been better if we had it all set to go right after Thanksgiving, but we were rushing to get things done. It's also hard to test these things out. Unless we're in a dorm at 1 a.m. in the morning, it takes a while for the word to trickle its way up to Brownell."

After the faculty member directed the issue to him, Mr. Speyer said, "We immediately contacted Palo Alto to talk to the company that owns the new firewall. We noticed a bug in the system."

In light of this unforeseen incident, however, some students are questioning the effectiveness of the current policy in regulating sleep and work habits. James Rose '18, for instance, "went to sleep at the same time with or without the unlimited Wi-Fi."

He elaborated, "I don't think unlimited Wi-Fi created more distractions or reasons to procrastinate because if you have a smartphone, all of those distractions still exist without it." Katharine Li '17 agreed that this privilege ultimately did little to change her work ethic. She commented, "Although the unlimited Internet did affect my sleep pat-

tern for the first few days, it did not affect my ability to finish work."

According to Mr. Will Morris, Associate Dean of Students and Director of Residential Life, the goal of the current Internet policy is to ensure the health and well-being of students. He said, "The policy is consistent with our belief that as a student moves through the school, they should be more and more self-reliant, and less and less reliant on their prefects, advisers, and restrictions."

Students are unsure of whether the policy encourages self-reliance or not. Li remarked, "I think it's reasonable that the school wants us to go to bed, but I don't know how good it is for students to be forced to go to bed at a certain time rather than doing it out of their own self-control. I don't know how that would really help us in the long run."

Rose agreed: "Although I agree that good management techniques do need to be instilled at some point, I don't feel that you need three or four years of instilling habits that people probably have developed after one year."

Choate's Internet policy differs from some of the policies of its peer schools. Phillips Academy, for example,

provides its students with 24/7 Internet access. Phillips Academy's Assistant Dean of Students Mr. Raj Mundra told *The Choate News*, "We believe that having students learn to balance their use of the Internet properly is an important skill to learn. We also understand that most students have phones with Internet access."

Mr. Morris responded, "Choate tends to be a hybrid or a middle ground on most things. We as a school believe that continuing to provide some structure is an important aspect of the way we handle our students. The same goes for our Internet policy. While there are schools that are less restrictive and schools that are more restrictive than Choate, I think the middle ground is the place where we want to be, and the place where we think our students perform the best."

The administration has not been considering changes to the Internet policy. However, Mr. Morris stated, "The Deans' Office is always willing to consider proposals from Student Council or other groups of students."

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REMOVAL OF HONORS ENGLISH CLASSES SPARKS CONTROVERSY

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placed into honors English would not experience a significant decrease in rigor or satisfaction in a regular English 300 class. The department also agreed that students who are not as strong in English would be inspired and infused with the energy and the knowledge that can be gained from a heterogeneous class.

English teacher Mr. Watson Lowery commented on the department's rationale: "Classes that consist of honors and non-honors students, such as spring electives for seniors, have been more productive. And if the class discussions have been more engaging, then why not change things so that all classes are heterogeneous?"

Ms. Nancy Miller, another English teacher, agreed: "I think that removing honors is a really good idea. I teach senior English in the spring term, and there are honors kids and regular kids in the class. The students who come from regular English are just as able as those who come from honors." She added, "In my experience it has been a good thing to have that heterogeneous grouping."

However, there were some teachers who were less than enthusiastic about the idea of removing honors English at first. According to English teacher Ms. Megan Shea, "It became clear that the teachers thought it was a way for kids to distinguish themselves."

As part of the department's decision, honors English will still run for sixth-formers in the upcoming 2016-2017 school year. That way, fifth-formers who are currently in honors English will not lose the honors designation in their senior year.

Ms. Shea explained, "Once

we have already given students an honors label on their transcript, it would be difficult to take that away for their senior year. We are 'grandfathering' the honors label at the senior level, not because we think it's the right thing pedagogically, but because it makes sense in the college process."

Students have mixed reactions regarding the removal of honors-level English courses. Kristen Altman '18 said, "I feel like not having honors English is restricting those people who are really interested in English and want to go further in the subject. I understand how it's going to work for the majority of the students, but it's

Classes that consist of honors and non-honors students have been more productive.

Mr. Watson Lowery

not something I agree with because there are so many ways you can be challenged in honors English that can't be done in a regular class."

According to Ananya Karanam '18, "I'm glad we're getting rid of honors English classes, because I wasn't sure if I was ready to take honors. If I took honors, it would be so I could have people around me who were passionate about English, but if I took regular, it would be people who don't care as much. This way we have a mix of both, and people who aren't comfortable in one can have the best of both worlds."

Juniors currently in honors English classes, and in particular those taking the honors American Studies (AmStuds) class, also voiced concerns. AmStuds is an interdepartmental class that

combines honors English and AP United States history (APUSH). Because of the English department's recent decision, the English component of AmStuds will no longer have the honors designation. However, students will still need to receive a recommendation from the history department in order to take the course.

AmStuds student Lauren Lamb '17 supports the decision, commenting that "the conversations, the people, and the interest level won't differ, even if the English course isn't honors."

However, Ellie Latham '18, a hopeful AmStuds student, said, "My problem with no honors English is really AmStuds. In a class like AmStuds, English will still be taught like an honors class, but you won't get the credit of the class being distinguished as an honors course. It'll be the difficult of an honors class without any recognition."

Ms. Shea believes that students still have the opportunity to challenge themselves in the English department without necessarily participating in an honors-designated course. "We feel that there are plenty of opportunities for our strongest writers, and those who really deem themselves 'English high-fliers.'" She elaborated, "We believe that between courses like Intensive Creative Writing, the Creative Writing Capstone, the Directed Studies program, and the American Studies or Modernism sequence, students have ways at this school to show their enthusiasm and intellectual ability in English that doesn't have to come through an honors designation."

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PRESIDENT'S DAY NOT NEEDED, SOME STUDENTS SAY

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but I think winter is probably when it is most helpful for people so I thought it was appropriately timed. I really don't think there is ever a time when President's Day can be mistimed, to be honest."

Students' responses to the day have been generally positive. Libby Wilson '18 remarked, "I was so relieved. I had a math and English test that has now been pushed to after long weekend, so thank you Dr. Curtis!"

Danica Lee '16 echoed those comments, "I am really happy! For me, my Tuesday schedule is the worst, so it is very much appreciated."

Kevin Shen '17 was

initially confused by his dorm's reaction, commenting, "When I first heard the screams in the hallway I thought people were celebrating the Iowa Caucus, and I thought, 'Wow, Choate isn't *that* political,' but then I saw the email and I knew it was President's Day, so it made sense."

When I first heard the screams in the hallway, I thought people were celebrating the Iowa Caucus.

Kevin Shen '17

However, Shen, like some others, was disappointed about the timing of the day, saying, "I was

very surprised that we had President's Day today, because it wasn't the worst day for me. I could totally survive another day without it." Students have expressed sentiments that, in the past years, the day had been called at more effective times. Hannah Lemmons '16 seemed to believe that regardless of when it is called, the quality of the day has to do with how one uses it. As Lemmons put it, "I feel conflicted, because if I actually end up being productive on President's Day, I'll actually feel really happy because of how I took advantage of it."

According to Lawal, "President's Day is a breather for everybody. That helps because sometimes, it's necessary. I like the spontaneity

of the day. It is a cool tradition that we have, especially considering there are some holidays we don't take off, so it's nice that we have the liberty to take the day off when necessary."

Dr. Curtis seemed happy about his decision to call President's Day and remarked, "We are all so scheduled and we are all so active. We have all got lots in front of us all the time, and this is a community of people who achieve a lot. To have the chance, once in a while, to have a surprising change that's actually not predictable and a little bit out of everybody's hands, is an unusual gift."

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A CLOSER LOOK AT SEXUAL AMNESTY

Sexual Amnesty from Page 1

be similar in form and intent to the school's Crisis Intervention program, it would differ in important ways, including the lack of a word such as "crisis" to trigger amnesty. Fifth-form representative Cecilia Zhou '17 said, "Keep in mind that this isn't like Crisis, which must occur in a 24-hour time frame. If this were used, it could take place weeks, months, or years after the incident occurred."

While drafting the policy, the Student Council has already encountered many questions about sexual amnesty that must be addressed in any final proposal. Members believe that the policy must carefully define sexual assault and harassment and examine the sexual consent laws in Connecticut. In its meetings, the Council has also considered various hypothetical situations that might arise if a policy is codified. Cecilia Atkins '16 said, "What we want to do is go through every possible scenario in which this could possibly be used, and then figure out what we could write that would be adaptable to these scenarios."

Additionally, many of the members of Student Council wonder if Choate, in fact, has the legal right to establish a sexual amnesty policy. It seems possible, they say, that while Choate might choose to relax its own rules it may not have the right to take the same action in regards to state or federal laws. If, for instance, a student is assaulted while under the influence of an illegal drug, Choate may be required to report that fact to state authorities. Student Council and administrators are discussing these potentially conflicting interests.

Fourth-form representative Julian Yau '18 noted that students could potentially misuse the policy. Lawal agreed. "The policy does need to be crafted in a way such that misusing it isn't an opportunity. I think being clear about its usage is important," he said.

However, Zhou comment-

ed, "I don't think we should write this with the assumption that people are going to abuse it. It isn't a loophole for not getting in trouble." The Council unanimously agreed that a sexual amnesty policy is a proactive way of protecting students rather than getting them out of trouble.

The Council acknowledged that the policy proposal is a part of a broader movement by many organizations on campus to change the sexual culture at Choate. Some members hope to end the stigma associated with reporting sexual assault. Fundamentally, advocates say, the policy is about safety. Atkins said, "I think the most important thing is making sure that the person who was assaulted is okay."

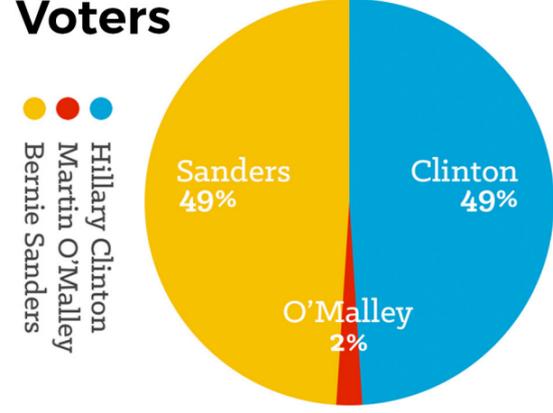
Several members of Student Council argued that Choate's current support systems, including Peer Educators and Sophomore Seminar, need to be improved. Zhou said, "The student handbook outright prohibits sex. The handbook also says the school addresses topics of human sexuality in venues such as Sophomore Seminar. But the Health Center provides condoms because it knows students are going to circumvent these rules. It expects students to navigate safe sex and to be responsible enough to make those decisions." While the student handbook does, indeed, prohibit "sexual intimacy" on campus, it does not state a punishment for such activity other than a referral to the school's health and counseling services.

Mr. Stanley hopes "the policy could create a safe space for students." He added, "Adults understand the school, but there are aspects of student culture that we might not connect with. The Student Council can play an important role in helping the institution look at its practices. I support working on a sexual amnesty policy." Mr. Stanley praised past Student Councils for helping to create the Crisis Intervention and Visitation policies.

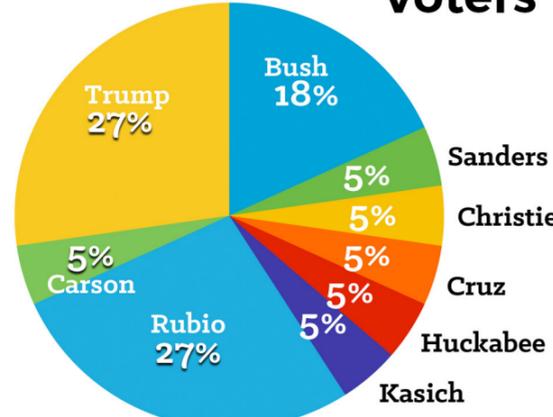
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Choate Primary

Democratic Voters



Republican Voters



Data courtesy of Young Democrats & Young Republicans; Graphics by Sabrina Xie



Mr. Ken Lovell

Though joining the Choate faculty in the winter term may be unusual, Mr. Ken Lovell joined the PMAC this winter term. Mr. Lovell currently teaches visual arts classes and loves the interactions he has with his students.

A graduate of Indiana University in 1986, Mr. Lovell earned a BFA in printmaking. He later earned his MFA from Yale University in painting and printmaking in 1992. He currently serves as the Associate Director of the Yale University Digital Media Center for the Arts. Mr. Lovell noted that his time in college allowed him to expand his artistic knowledge and provided him with new opportunities to try many forms of visual art. "What I think is most attractive about art is that it is an another way of ex-

pressing myself. Art is like one friend that I can say or do anything with," said Mr. Lovell.

Mr. Lovell teaches his students by giving them freedom to work on what they want to do. Mr. Lovell claims that the purpose of his teaching is to make students feel more comfortable with art. According to Mr. Lovell, he wants his students to familiarize themselves with art and the tools to work with. In addition, he does not want his classes to be about who can draw the best straight line, but instead be classes in which students can communicate through their own art forms.

Even though he has been at Choate for only a few weeks, Mr. Lovell notes that he has been impressed with the students here. According to him, Choate students are always ready for class and are ready to learn new art forms. Overall, Lovell has truly enjoyed his experience and hopes to make the most out of it for the rest of winter term.

-Kevin Chyun '18

FACULTY GATHER FOR FIRST CURRICULUM REVIEW RETREAT

By **Truelian Lee '17**
Associate Editor

Twenty-eight faculty members have convened in Westchester County, New York for Choate's first curriculum review retreat to reflect on topics such as Choate's diploma requirements and course offerings. The retreat began on Wednesday, and it will continue through the end of the day today, February 5.

The goal of the retreat is to use the feedback collected from students, faculty, alumni, and parents to articulate ideas about the curriculum that could be translated into actions in the future. As Dean of Faculty Ms. Katie Levesque explained, a purpose of the curriculum review is to ensure that the curriculum addresses the goals of the school as stated in the Choate Strategic Plan, which Choate developed in 2013. The Strategic Plan focuses on goals such as fostering a cohesive school culture, providing transformative education opportunities, and equipping students with skills to navigate the real world. The school hopes to use this plan

to guide its decision-making through 2018.

Choate usually reviews the curriculum once every ten years, but it has not held a retreat dedicated to curriculum review before. Ms. Levesque and Director of Curricular Initiatives Dr. Katie Jewett were inspired by the 2013 strategic planning retreat, during which Headmaster Alex Curtis and a group of faculty, trustees, staff, and students discussed topics that would become the basis for the 2014 Strategic Plan.

Dr. Jewett stated, "We found the model of the strategic planning retreat effective because it gave people time without campus distractions, which lent the endeavor a singularity of focus that gave it strength." Similar to the strategic planning retreat, the curriculum review retreat will consist of plenary talks as well as small breakout sessions.

Ms. Levesque said, "We won't have anything concrete drafted up at the end of the retreat because the retreat is not the final stage. The retreat is when the brainstorming will happen, and we hope there will be common threads and themes coming out of the re-

treat that we will then be able to pull into one document."

Members attending the retreat plan to pay special attention to graduation requirements because of the overwhelming amount of student feedback the administration has received concerning this issue. According to Dr. Jewett, "The main mantra that we're hearing from students is flexibility. Students look at the course catalog, and they're excited because of all the wonderful courses available, but by the time they complete their diploma requirements, they don't have as much choice as they'd like to take courses that they want to."

However, Dr. Jewett stressed that there is no particular graduation requirement that the members at the retreat will focus on. Instead, they will consider how the graduation requirements as a whole reflect the community values at Choate.

In response to students' comments, the faculty members will also discuss course offerings in greater detail during the retreat. Dr. Jewett remarked, "We got some great feedback from the students

about the things they'd like to learn that they don't necessarily learn from school, ranging from interpersonal relationship management to personal financial management." Additionally, a sizeable number of students wanted Choate to offer more coding classes.

Some of the student feedback the faculty received was surprising. "There were more students than I expected who questioned their AP courses," said Dr. Jewett. She shared an example of a student who wrote that the teacher could do a better job teaching without having to adhere to the CollegeBoard guidelines.

"We wanted to hear from current students, and we wanted to take the time to step back and ensure that we are really providing the best possible educational framework when we review the curriculum," commented Ms. Levesque.

In addition to gathering student opinions, the administration also reached out to both alumni and parents for feedback concerning the curriculum. The school sent out an issue of the i.d. Bulletin, Choate's alumni

magazine, asking alumni to write letters reflecting on their Choate experience. Parents also had the opportunity to voice their opinions in small groups during Parents' Weekend.

The creation of a retreat is part of a series of new changes in this curriculum review cycle. This fall, faculty formed various subcommittees of six to eight members that met regularly to investigate different aspects of the curriculum, including diversity and inclusion, sustainability, global engagement, and experiential learning. At the end of the fall, each committee produced a report summarizing its findings. Representatives from each subcommittee

will discuss these reports at the retreat.

Ms. Levesque concluded, "There's been a long and broad groundwork laid for this curriculum review, because we want to ensure that our students have the best possible academic experience. This is an excellent school with a wonderful curriculum, but that doesn't mean we can't make it even better." She continued, "One of the things I love about this school is that we never see anything as a final, finished product, but rather, we believe in growth and in thoughtful re-examination of what we do."

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THE CHOATE NEWS

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About Us

Now in its 109th year, *The Choate News* is written, edited, and published to cover events at the school and to offer a forum for opinions of significant interest to the Choate Rosemary Hall community. *The Choate News* is published weekly on most Fridays while school is in session. The paper's offices are located in the Library. Members of *The Choate News* editorial board can be contacted at thechoatenews@choate.edu or by telephone at (203) 697-2070.

THE CASE FOR CAMPAIGNING

By **Jack O'Donnell '17**
Associate Editor

Throughout the first half of the school year, the administration and students have failed to see eye to eye on a number of subjects: dress code, political correctness, and the visitation policy. Furthermore, according to popular belief, the administration has failed to make substantial headway on most, if any, of these issues. Many of my fellow students gripe and moan about the injustices of the administration, of its flaws and inefficiencies, but fault does not lie with the administration. Rather, it lies with the Student Council, an organization whose job it is to act as a bridge between the student body and the administration.

The Student Council is an opaque organization and is something few Choate students truly understand or even care about. Since Convocation in my third-form year, I've heard of its ineffectiveness and lethargic existence. If the student body wishes to see concrete changes at the administrative level, it must ensure that it elects those that are fit to lead the Council.

Unfortunately, under the current electoral system this is all but impossible. The students in the Student Council are all friendly, very intelligent, and popular throughout the school. However, this does not make them ideal for the job of President or Representative. Choate students judge candidates after very short speeches, which are usually ripe with jokes and sweet nothings rather than with details of the platform on which the candidate is running. In fact, nearly no candidates bother to even create a platform to run on. This system is obviously

flawed and needs to change. We should not be expected to make informed decisions without being given any information. Rather, candidates should be allowed to campaign during the Student Council election. This is absolutely necessary if we want to better our school. Students should be allowed to promote their candidacy on social media, use posters in school

candidates, this argument will be nullified. Beyond this, the rules of the upcoming Student Council election have been changed, allowing for the third and fourth forms to vote for the President and Vice President. This increase in voters means that students now have a greater need than ever to be informed about the

he wishes to face in office and in my eyes is therefore the only viable contestant.

For the last five months, a lack of effort to achieve positive change has caused great discontent.



Illustration by Anika Zetterberg

buildings, and engage in structured debates between candidates.

This system is obviously flawed and needs to change.

Campaigning is a very popular idea. Over 50% of Choate students support it, according to a recent poll conducted by this newspaper. Students against campaigning often cite the same argument: campaigning will allow wealthy students to buy votes and control student government. However, if the administration creates boundaries around campaigning, such as setting a spending cap and providing a budget for

The impossibility of making a wise decision on whom we vote for after a two-minute speech might even lead some students to voting for a candidate just because they have been on the Student Council for their entire Choate career.

Recently, controversy over campaigning has yet again been sparked by a new voice in campus politics. Leland Ben '17, perhaps the most famous pro-campaigning agitator at Choate and a strong contender for Student Council President, was ostracized for printing stickers bearing his name. Ben should be lauded for his attempt at transparency. He is the only candidate who has described any issues, such as dress code and opacity, that

For the last five months, a lack of effort to achieve positive change has caused great discontent. Choate needs action and for this the student body needs the best leadership that it can muster. This could include student run meetings about PC, more student council involvement, transparency regarding the dress code committee, etc. To makes these proposals reality, campaigning must be allowed, as we must inform ourselves of the contestants before the administration can be effectively informed of our needs.

Jack O'Donnell is a fifth former from New York, NY and is a Associate Editor for *The News*. He may be reached at jodonnell17@choate.edu

Let's Broaden the Political Voice at Choate Rosemary Hall

By **Nicole Sellew '17**
Staff Writer

With the 2016 presidential election less than a year away, it only makes sense that politics continues to enter the conversation at Choate. However, most of the political discourse is coming from the same set of voices. We hear people talking about clubs, activities, and events involving politics—but it is usually the same set of people participating. The vast majority of Choate's student population has little to no involvement in politics.

A bad case of political apathy exists.

Obviously, some people are more interested in politics than others. This is natural, but it does not exempt Choate students from engaging in political discourse. Ideally, as Americans, it is important that we educate ourselves about political issues. One day—as much as we might not believe it—we will all be adults. As adults, we will have the right to vote. If we are not sure how we feel about important issues such as immigration or abortion, how will we know who we want representing us in the government? An important part of developing these political opinions is beginning to enter the conversation. Keeping an open mind and acquiring knowledge will ensure that we will enter the real world fully primed to make the best political decisions. There is no better place than at a high school like Choate to develop or hone our political opinions.

With clubs like Young Democrats, Young Republicans, and Young Centrists, Choate is a place that offers many opportunities to become more involved in politics. However, this is only if you want to get involved—and everyone has a responsibility to do exactly that. Whether it's watching a debate, read-

ing something online, or attending a meeting, there are many different and easy ways to become more involved with politics. Even if it is just a little bit at a time, Choate students should make the effort to take advantage of the diverse array of political opinions at this school.

Obviously, there is a large population of international students here. However, this doesn't mean that they can't be involved in American politics as well. Everyone should feel welcome to learn about American politics—it's not only interesting, but it also impacts everyone living in America, whether they are here permanently or temporarily. In essence, this is something that is a part of our lives, whether or not we are willing to acknowledge that.

This problem extends beyond Choate. Many Americans do not take advantage of their right to vote, as the past few presidential elections have demonstrated. In the 2012 election, less than fifty-eight percent of Americans voted. The problem isn't that there aren't enough ways to get involved in politics—the problem is that not enough people care enough to get involved; a bad case of political apathy exists.

The vast majority of Choate's student population has little to no involvement in politics.

Many Choate students are not involved or interested in politics. However, it is important that we realize how important politics are. In just a few short years, we will be America's voters—and it's time we started taking responsibility for that.

Nicole Sellew is a fifth former from Glastonbury, CT. She may be reached at nsellew17@choate.edu

WEIGHING THE IMPACT OF THE KEC

By **Shrenik Agrawal '17**
Staff Writer

The Kohler Environmental Center was built in 2012 after Herbert Kohler Jr. made a substantial donation to the school with the intent of creating what Choate students now know as the KEC. The KEC, now four years removed from its completion, should be viewed as an experiment in sustainable living, a statement on Choate's desire to be sustainable, and as a facility that serves the Choate community in living and learning sustainably.

Undeniably, Choate has succeeded on the first two fronts. Thanks to energy efficient facilities and solar panels, the KEC is able to run on zero net energy and even sell back some of the power they generate to the town of Wallingford. In terms of awareness about sustainability, the admission office makes sure to inform prospective students about Choate's unique Environmental Immersion Program, and as current Choate students we seem to hear about the KEC every now and then without interacting with it directly. This lack of personal interaction is where Choate fails in helping the average Choate student take advantage of the

KEC. If the KEC were operating at full capacity, then it would still only serve 20 people.

The biggest problem with the KEC is not that it can only serve up to 20 students a year; rather that there are not 20 students who want to use the KEC in any given class. Ideally, a program as incredible and rewarding as the KEC would be highly coveted and there would be competition for spots so that only the best students would participate in the program. Instead, demand for spots has decreased to the point where everyone who applies gets in. When the program was conceived, students were required to take all honors classes, but due to the diminishing interest, the program has had to accommodate for all levels of students and has created both honors and regular level courses.

The current predicament begs the question of why no one wants to go to the KEC. After spending ten minutes speaking with someone who lives or has lived at the KEC, the KEC's superior food, rooms, lighting, and common room become clear. The teachers are great, the surrounding nature is beautiful, and the students that live there share a bond unlike any

other found at Choate.

The positives of the KEC are overwhelmingly outweighed by the antisocial reality of the KEC and the limiting effect the Environmental Immersion Program has on a student's schedule. To get to main campus from the KEC, students either go on lengthy bike rides or take shuttles. Residents of the KEC sometimes express that they do not feel as if they are a part of the larger Choate community. Students on main campus often remark about how they have not seen their friends in some time and justify that by claiming that it is because their friends live at the KEC. All of these factors and more have contributed to a stigma that the KEC is for antisocial people. Students at the KEC are also limited to taking one class on main campus and are often forced to push classes like United States History to their senior year. Another common dilemma is deciding between continuing with math or foreign languages. These difficult course decisions combined with the social isolation students at the KEC face have caused the beginning of the decline of the KEC.

In order to increase participation in the Environmental Immersion Pro-

gram, the length of the program should be shortened from three terms to one term. If the EIP were treated like the Term Study Abroad program, then students could continue taking math and foreign language with the aid of trailer courses. Most importantly, the social stigma of being at the KEC would be mitigated. More qualified students would apply, because of the overall increase in applications and 60 people would utilize the KEC's resources in a year instead of just 20.

Obviously, certain parts of the current yearlong curriculum will have to be cut to make the program a term program instead of a year long immersion process. However, the essence of the program will be kept intact. Students will still experience what it is like to be part of a community that is actively trying to reduce its carbon footprint. If students can immerse themselves in a foreign country in ten weeks, they should be able to take something valuable away from the Kohler Environmental Center in the same amount of time.

Shrenik Agrawal is a fifth former from Southington, CT. He may be reached at sagrawal17@choate.edu

TODAY IN HISTORY: CONGRESS PASSES THE IMMIGRATION ACT, BARRING MOST ASIAN IMMIGRANTS FROM ENTERING THE U.S. (1917)

DENMARK MUST EMBRACE REFUGEES

By Jack Bergantino '18
Staff Writer

Over one million refugees have journeyed to Europe within the past year. This has put enormous economic strains on nations such as Sweden, Germany, and Denmark, which have welfare systems that offer free health care and education to all.

As a result of the increased expenditures, Denmark passed a bill allowing the Danish government to seize any assets belonging to refugees exceeding \$1,450. Refugees will be subject to this law for the first three years that they live in the country, and the money will be used to help pay for the cost assumed by Denmark when they arrive.

Although the Danish government has a limited amount of money to spend on welfare programs, such a law is unjustified and promotes unreasonable expectations for refugees.

Denmark has not always held a stance of opposition towards asylum-seekers. During both World Wars and the Vietnam War, Africans, Asians, and other Europeans alike took refuge in Denmark. In fact, ten percent of the Danish population can trace its roots to immigrants and refugees.

In the past, Denmark has appealed to migrants because of its accommodating laws towards working class citizens and immigrants. In

addition to its high-quality health care and education programs, Denmark offers high wages for entry-level jobs.

Taking refugees' hard-earned money will only exacerbate the immense difficulties they face when acclimating to a new country.

Additionally, because the Danish population is aging, there is a higher demand for workers. Ultimately, favorable working conditions, a high recognition rate, with 90 percent of refugees allowed to stay on their first attempt, and a quick acceptance process have made Denmark a compelling option for refugees.

However, the Danish government is currently promoting a different message, which will certainly change the minds of refugees seeking to settle in Denmark. The new law is undoubtedly an attempt to discourage migration.

Refugees already face many barriers when settling into a new country. Taking refugees' hard-

earned money will only exacerbate the immense difficulties they face when acclimating to a new country.

In addition to this law, the government has cut welfare benefits for immigrants and refugees by 45 percent, making it much less appealing to settle in Denmark.

Many European countries are outraged by Denmark's ruling. Nikos Xydas, Greece's alternate foreign minister, called the bill "hysterical," stating, "If every country raises a fence, we return to the Cold War period and the iron curtain. This isn't EU integration – this is EU fragmentation."

The ruling in Denmark is not only harmful to refugees, but to the European Union as a whole. Every individual country must be equally accommodating in order to maintain stability in the region.

Because of Denmark's xenophobic decision, nations such as Germany and Sweden are forced to accept more immigrants and face the subsequent economic consequences.

Denmark's method is far from subtle, yet it will certainly achieve its purpose, for the message is clear: Denmark is closing its doors to refugees.

Jack Bergantino is a fourth former from Cromwell, CT. He may be reached at jbergantino18@choate.edu.

Illustration by Anika Zetterberg

MISCONCEPTIONS OF MALCOLM X

By Hakeem Angulu '16
Senior Writer

The Malcolm X I know is not the Malcolm X that society presents on the shallowest level. Mainstream media is obsessed with an oversimplified presentation of Malcolm: an uncompromising, violent, radical, and less appealing alternative to Dr. Martin Luther King Jr.

Malcolm did not champion violence, he championed self-defense. Malcolm did not champion white inferiority or submission; he championed black beauty, unity and power. Although his critics twisted his words, poisoned his message and turned America against him, he once said, "If you have no critics, you'll likely have no success."

Malcolm X was born as "Malcolm Little" on May 19, 1925 in Omaha, Nebraska. His family's home was burned down by members of a white supremacist group while the firemen and police stood by and watched.

His father, who was a preacher and the leader of the local Universal Negro Improvement Association, died under "mysterious circumstances" that the police ruled a suicide to prevent his family from claiming any life insurance. In 1937, Malcolm's mother Louise was committed to a mental institution and Malcolm and his siblings were sent to foster homes. In school, Malcolm's teacher told his that his dream of practicing law was "no realistic goal for

a [n-word]." After some time of constantly being denied of opportunities in school and in work, he realized that the white world offered no acceptance for a black man, regardless of his work ethic or talent.

Malcolm dropped out of school at fifteen and spent the rest of his teenage years and early twenties doing odd jobs and committing crimes. However, his life of crime was stopped short when he was arrested on charges of larceny and sentenced to ten years in prison. In prison, he experienced a metamorphosis into the Malcolm X that would help lead the country's Civil Rights Movement.

His message was not one of violence or hate, but rather one of rational self-defense and undeniable self-love.

While incarcerated, Malcolm read constantly, educating himself more advanced level than he could have attained in high school. Some of his siblings joined the Nation of Islam, a religious group that preached black self-reliance and black nationalism. While in prison, Malcolm converted to the Nation of Islam and dropped his surname "Little," which was a relic of slavery and the system of subjugation that gave slaves their master's surnames, and adopted "X."

Malcolm X was one of the nation's, greatest orators. He almost single-handedly built the Nation of Islam from 400 members in 1952 to 40,000 members by 1960. He presented an alternative to Dr. Martin Luther King Jr.'s vision of peaceful civil disobedience to achieve integration.

Before Malcolm taught American unity, he taught black unity. He said, "There can be no black-white unity until there is first some black unity. We cannot think of being acceptable to others until we have first proven acceptable to ourselves." His message was not one of violence or hate, but rather one of rational self-defense and undeniable self-love. He was not against non-violent means of protest, but instead he said, "I am for violence if non-violence means we continue postponing a solution to the American black man's problem just to avoid violence." To a man that was tormented by violence at the hands of white law enforcement and white supremacist groups, self-defense was natural, not immoral.

Malcolm commented on many more issues than black nationalism and dismantling racist institutions. Of education he said, "Education is the passport to the future, for tomorrow belongs to those who prepare for it today." Of his own views he said, "Despite my firm convictions, I have always been a man who tries to face facts."

Malcolm's last evolution happened after he left the

nation of Islam and went on a life-altering pilgrimage to Mecca. He disagreed with the lifestyle of the leader of the NOI, Elijah Muhammad. After Malcolm discovered Elijah Muhammed's sexual deviancy, Elijah Muhammad silenced Malcolm for ninety days. During these ninety days, he criticized the recently assassinated President JFK and left the organization.

He founded his own religious organization, the Muslim Mosque Inc., and traveled to Mecca. While walking alongside other pilgrims, there were no biased people, there were no threatening systems to degrade him, and there were no legislations that devalued his life. When he returned to America, as Al-Hajj Malik El-Shabazz, he had a message for all races, one that embraced black self-reliance and white allies.

In his last year of life, Malcolm became an ambassador to black America. He traveled the globe giving speeches. While he spread the word about the struggle of minorities in America around the world, he received many death threats and intimidation from the Nation of Islam and other adversaries.

On February 21, 1965, before giving a speech to the Organization of Afro-American Unity, he was shot 21 times by members of the Nation of Islam. Of Malcolm's assassination, Dr. King said, "While we did not always see eye to eye on methods to solve the race problem, I

always had a deep affection for Malcolm and felt that he had a great ability to put his finger on the existence and root of the problem."

However, Malcolm's message was distorted by the media, as the violent, nonsensical foil to Dr. Martin Luther King Jr. He became the scapegoat for all criticism of violent protests, and is perhaps the most misunderstood civil rights activist of the 20th century. Malcolm X was much more complicated than his famous phrase "by any means necessary" suggested.

The New York Times wrote that Malcolm was "an extraordinary and twisted man who turned many true gifts to evil purpose." TIME Magazine called him "an unashamed demagogue whose creed was violence." The FBI had been following and defaming him since 1953, when he got out of jail, and spent countless resources and inordinate amounts of time ensuring his downfall.

However, despite all of this, he lives on in the memories of activists who see the power behind his words, and the power behind the raw truth he spoke to the problem of race in America. Without peddling kind words or fake and futile pragmatism, he was "for truth, no matter who tells it," and "for justice, no matter who it's for or against."

Hakeem Angulu is a sixth former from Kingston, Jamaica. He may be reached at hangulu16@choate.edu.

FOREIGN
DESK

Zika Virus Declared Public Health Emergency

On Monday, the World Health Organization declared the Zika virus in Latin America to be a public health emergency, warranting an international response. The virus is linked to microcephaly, which causes babies to be born with underdeveloped brains. 4,000 cases of microcephaly have been reported since October.

ISIS Responsible for Deadly Blasts in Damascus

ISIS claimed responsibility for a triple bombing on Sunday that killed at least 45 people and injured more than 100 others in Damascus. ISIS members detonated a car bomb by a train station, followed by two suicide bombs targeting medics and onlookers at the scene.

Anti-Refugee Attacks in Sweden

The tension in Sweden over Europe's migrant crisis reached its boiling point last weekend when a masked mob of 100 men called attacks on migrants in Sweden. The protest was responding to the stabbing of a refugee worker by an asylum-seeker. Some of the men were temporarily jailed. Stockholm's police were able to keep the demonstration under control.

Chinese Accuse U.S. of Violating Territorial Waters

An American warship sailed near a disputed island in the South China Sea last weekend, causing Chinese officials to accuse the U.S. of violating Chinese waters. American military officials claimed that the purpose of the navigation was only to secure a trade route. The island's ownership is disputed by several Asian nations.

British Researchers Are Permitted to Edit Human Embryo Genes

The U.K.'s fertility regulator recently granted its approval for a group of British scientists to genetically modify human embryos. Its research may begin in the upcoming months, and the scientists are hoping to improve upon current research regarding infertility and may aid embryonic differentiation. However, this will only be used for research purposes, and no genetically altered embryos will be implanted into women's bodies.

Boko Haram Strikes in Northeastern Nigeria

Last Saturday, a Boko Haram attack in Dalori, Nigeria killed at least 65 people. According to witnesses, Boko Haram used firebombs, female suicide bombers, and gunfire to harm as many people as possible. Although soldiers arrived in Dalori that night, they struggled to defeat the Boko Haram militants. Since the attacks, some witnesses have stated that they fear another similar attack will occur.

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Photos by Sophie Mackin/The Choate News

Students studied a North African mosaic fragment and some common Roman oil lamps, among other ancient objects, from Choate's collection.

LATIN COURSE EXPLORES ARTIFACTS 2,000 YEARS OLD

By **Sophie Mackin '18**
Reporter

When Choate's Language Department moved to Steele Hall in 1998, former Latin teacher Mr. Chas Twichell's collection of more than 100 classical artifacts was packed up into boxes and stored in the attic of Steele Hall. The collection remained untouched until this fall, when Ms. Diana Beste, who became Languages Department Head in 2013, decided to open the boxes and study the artifacts with her Latin 250 class.

During the mid-1960s, Mr. Twichell acquired, from a collector named Mr. Michael Mazzocchi, a collection of classical artifacts—centuries old—that included 29 pottery pieces, 63 bronze pieces, 9 glass pieces, and several other ancient everyday items.

A Choate Latin teacher from 1953 to 1968 and Dean of Faculty from 1976 to 1985, Mr. Twichell saw his new collection as an opportunity to incorporate culture and history into his language classes. Mr. Twichell also shared them with Choate, later displaying some of his artifacts in Brownell, the former language building.

Each of the five students in Ms. Beste's class was giv-

en the chance to research an artifact of his or her choice and compile the findings as a fall culmination project. The students gave presentations on 3rd century Afro-Roman mosaic pieces, several ancient pottery forms, as well as ancient Roman oil lamps, glass pieces, and bronze items.

I couldn't believe something so fragile lasted for such a long time.

Katie Lee '18

Through the class's research, students discovered the geographic origins and uses of the items in Mr. Twichell's collection. In general, the students found most of the artifacts to be from 2,000 BCE to 300 CE and made in ancient civilizations such as the Roman Empire and the Babylonian Empire.

For years, Ms. Beste wanted to involve the artifacts in her teaching: "In the Latin department, there's often such a focus on grammar and literature that we don't make time for culture," she explained. The freedom of the culminating experience and the small size of her Latin 250 class allowed Ms. Beste to teach her class more about cul-

ture and history.

Ms. Beste and her students began their research by taking a trip to the Yale Art Gallery, which holds over 13,000 pieces of art and objects from the ancient Mediterranean. The class then returned to campus excited to sort through Mr. Twichell's documents and letters in the Choate Archives with Ms. Judy Donald, Choate's archivist.

Lauren Dorsey '18 says that the pottery collection gave her "great insight into how Romans lived their daily lives." Katie Lee '18, who worked with ancient glass, was also fascinated by her research and felt her project served as "a great reminder that sometimes you need to step outside the classroom." She added, "I couldn't believe that something so fragile had lasted for such a long time."

Ms. Beste loved watching her students experience "the thrill of touching something that existed 2,000 years ago." Now, as Ms. Beste searches for a way to display many, if not all, of those artifacts, she has her fingers crossed that a similar thrill will reverberate throughout the Choate community.

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OH, THE WINTER OUTSIDE IS DELIGHTFUL

By **Caroline Donatelli '18**
Reporter

This winter's weather activity has been full of surprises, with temperatures ranging from highs in the mid 70's to snow storms and wind chills below zero. While Choate's campus is usually frigid and covered with a blanket of snow at this time of year, the winter of 2016 has been strangely mild. Despite the predominantly warm weather, the weekend of January 23 felt reminiscent of Choate winters of yore, with its heavy snowfall and temperatures dipping into the single digits. Alas, this familiar winter frost was short-lived: any snow that remains on campus has been dissolving rapidly into muddy slush.

Ms. Kyra Jenney, HPRSS teacher, likens the mild winter to an extension of the fall, which is her favorite season. Recently, Ms. Jenney recalled the winter of 2013—when three feet of snow carpeted the Choate campus for the duration of the season. Ms. Jenney attributes the uncharacteristically warm weather to the El Niño weather patterns.

Keeley Osborn '18 is embracing the freedom afforded to us by the warmer weather to not have to bundle up in layers of clothing. She much prefers this weather to that of last year, when she experienced a wind chill of -10 °F and minimal visibility while walking to dinner. Last year, students were also faced with the black ice covering the ground, which proved to be a dangerous obstacle for students walking to class.

Cold weather is not all bad, however. Osborn enjoyed waking up to the sight of snow glistening across campus.

Mirialie DeJesus '18 is excited about the unusually warm weather, but fears it may be a sign of global climate change and that "the world is coming to an end." Without any immediate doom, how-

ever, DeJesus had a relaxing weekend, since she had an excuse to stay inside all day and work on homework (or, at times, procrastinate).

While Choate students snuggled up in their dorms during the storm, the grounds crew was up early on Saturday morning, braving the storm and clearing the paths. The manager of the grounds crew, Mr. Michael Kilmazewski, woke up at 2:00 a.m. on Saturday to follow the weather reports and to alert the grounds crew. Start-

and pedestrians. Because salt can harm the grass and other foliage, the grounds crew tries to minimize the use of salt, opting instead for limestone or gypsum. The tactic is also more affordable. During a bad winter, Facilities will buy more than a hundred tons of salt. This year, with the mild winter, the department has purchased less than half that.

This storm posed a significant challenge to clear, with heavy winds forcing the grounds crew to take breaks in order to avoid health re-



Photo by Arianna Gonzalez-Wagner/The Choate News

Grounds crew took care of shoveling, salting, and signage to keep everyone safe in January's snowy, winter weather.

ing around 7:00 a.m., the grounds crew worked to clear all of the paths and staircases around campus. The crew finished on Sunday afternoon due to the 10-12 inches that built up around campus.

Before every storm, the grounds crew must set up equipment, inspect it, make sure the snow blowers are sufficiently fueled, and that there are enough shovels. The paths take longer to clear when it is windy since the snow is blown back as it's shoveled away. In addition, a lot of preparation was required to make sure there were enough people and that everyone would be able to both get to Choate and return home.

In clearing the paths, the grounds crew uses mostly salt, and occasionally sand, which provides more traction to cars

lated issues. However, according to Mr. Kilmazewski, this storm was minor in comparison to the storm of four years ago, when campus shut down and people were forced to sleep in trucks. That year, thirty-six inches of snow accumulated on Choate's campus, and it took half a week to clear the roads.

The snowstorm that took place in January was not without complications, as the first and only snow of the season proved challenging to clear; however, it was a welcome reminder of a traditional New England Choate winter and a refreshing break from the unseasonably high temperatures.

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DISREPUTABLE LOREM IPSUM DISREGARDS INTEGRITY, TRUTH

By **Rachel Hird '17**
Associate Editor

Because Choate takes its student publications seriously, the campus has recently been surprised by the unreliability of Choate's newest news outlet, *Lorem Ipsum*. Although once predicted to become a serious rival to *The Choate News*, it is now apparent that *Lorem Ipsum*'s facts and quotes tend to be inaccurate, if not blatant lies. This violation of our sacred *Fidelitas et Integritas* has left many campus members shocked and upset.

Earlier, students expressed their dismay when the boys' swim team did not, in fact, wear little Santa hats with their speedos. "I just don't think it's okay for *Lorem Ipsum* to get us excited about things that aren't happening. They need to do better fact-checking," said avid newspaper-reader Naomi Chang '17, adding, "No, I'm not fine with this."

The new publication also faced persecution from Nathan Chang '17, who was misled by an untruthful article. The story in question regarded a campus vice patch that resulted in three student deaths and six hospitalizations. Chang became very invested in fixing this major campus issue, only to discover that the story was fake. Once Chang realized his mistake, he had already sent an accusatory letter to Facilities, threatening to notify the Supreme Court of *Lorem Ipsum*'s misconduct and demanding a candlelight vigil for the deceased.

Esul Burton '16 was enraged over the magazine's claim that Mrs. Claus would be delivering a Special Program talk on female empowerment. Burton argued, "If anyone is going to address adolescent gender expressions, it's going to be me—not some hypocrite who enforces Christian-nor-

mativity while diluting the religious significance of Christmas." Other students were disappointed when Mrs. Claus didn't show up. "Tuesday no-homework nights are my light in the dark," said Meg Diana '17. "That article just gave me false hope."

The fifth-form boy still wearing shorts in the dead of winter, whom *Lorem Ipsum* highlighted in a recent issue, is now threatening to sue *Lorem Ipsum*'s editors for falsely attributing quotes to him. While the junior understood the need to publicize his good-looking legs, he drew the line once his alleged quotes started tearing apart his family. His mother noted angrily, "When I read that my son drained his Choate fund to purchase seven pairs of Old Navy shorts in January, I was furious." The boy, who never purchased new shorts but whose account balance was nonetheless zero due to excessive Chick-fil-A orders, had no way to quell his mother's anger. His caregiver mailed him several pairs of pants, which have since caused the fifth-former massive distress. He reflected, "Not wearing pants is a way of life, and *Lorem Ipsum* took that away from me."

These qualms, among others, have brought attention to *Lorem Ipsum*'s inaccuracy. As editors James Rose '18 and Liza Mackeen-Shapiro '18 await disciplinary action, our campus grapples with the question: Is Choate's era of integrity meeting its tragic end? Will our school be the Benedict Arnold, the Richard Nixon, the Lance Armstrong of boarding schools? Dear reader, if you desire unparalleled accuracy in a world where honesty is as disposable as a Bic razor, hold dear *The Choate News*.

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THE VIEW FROM MY BEDROOM WINDOW

Tuesday, 7:21 a.m.

Beep-beep-beep-beep. Grrghghgh. Gruglgruglgrugl. Beeeep.

Waking up to the sound of loud machine things at 6:30 a.m. on President's Day? Couldn't ask for anything better. This is the life.

*Grace Tully '16
Bungalow 202*

LET'S TALK ABOUT TAKEOUT

By **Jessica Shi '17**
Associate Editor

Students who lack the strength to eat dining hall food seven days a week and the means or will to leave campus have, for years, turned to the wonderful world of takeout. Whether it be the freshman who is introduced to the beauty of Americanized Thai food or the well-seasoned senior who knows a beloved menu by heart, takeout almost universally appeals to the boarding student. (That is, unless you are Patrick Kage '16, who claims, "I don't really order out. Ever.") But before we set you loose on the world of Wallingford takeout, take note of these guidelines.

The Rules:

1. Don't order in a snowstorm.
2. Organize your money beforehand. No one is impressed by how (in)efficiently you count the twenty-three \$1 bills in your wallet.
3. Um, order earlier than six minutes before curfew? Contrary to common belief, the delivery folks can't teleport.
4. There exists no better test for friendship than assessing others' willingness to give you food in a time of need. Alan Luo '18 suggests that students find "friends that order a lot of takeout and just get one piece off of each of them. Usually you get enough for a substantial meal."
5. Punctuality can go a long way. As Alex Zheng '16 so eloquently puts it: "If you pick up the takeout late, then other orders are going to be late, and people will complain, and the restaurant will fail, so more students will order from fewer restaurants, and they will fail too because they can't deliver so many meals, and this will snowball and result in a second great depression that won't end, so World War III will break out, and the world will end to nuclear weapons."

On that happy note, order takeout at your pleasure but please be conscientious of the people on the other side. The next time you cannot find the motivation to trek up to the dining hall, turn to these: the official, *Choate News*-curated suggestions for a maximally enjoyable takeout experience.

The Places:

1. Sirinan's Thai and Japanese Restaurant. Call (203) 269-0826. It is a lifestyle. It is a religion. It is the pillow that comforts students in times of sadness and their reward in times of victory. Sirinan's is one of the most popular takeout choices on campus, with its diverse menu options, consistent quality and delivery time, and reasonable prices. *Student favorite:* After many years of thorough experimentation, Alex Zheng '16 finally found his ideal Sirinan's dish: "Medium-spicy pork drunken noodle. It's the upgraded version of Pad See-Ew."
2. Domino's Pizza. Call (203) 284-0500 or order online. The reliable classic. Awarded "Most Brave/Desperate for Customers" for continuing to deliver in the snowstorm a few weeks ago—most other restaurants understandably refused orders. *Most undervalued menu item:* Chocolate Lava Crunch Cake. If you love chocolate, try it. If you hate chocolate, try it.
3. Wallingford Pizza. Call (203) 294-1000. For those who prefer rectangular-shaped slices or simply want something a little more locally based, Wallingford Pizza offers a solid alternative. *Best combination:* The Hawaiian pizza comes with pineapple, ham, and bacon—a little bit of carcinogenic tropics to keep you warm in the winter.
4. Yummy Asian Fusion. Call (203) 269-1116. Though lesser known, this restaurant does have a substantial fan base on campus and an attractive lunch deal: For \$10, customers get three sushi rolls of their choices, miso soup, and a salad. *Slight obsession:* Edward Rakphongphairoj '17 is nothing if not a loyal Yummy Asian Fusion customer: "I order one thing and one thing only: Chinese lunch special General Tso's Chicken."
5. Some choices are more off the beaten path, including Zaika's Indian Cuisine, Soga Sushi, Hong Kong Sushi & Chinese Restaurant, and many more.

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Photo by Lauren Canna/The Choate News

Ross Moseley '17 dips Issy Hnat '16 during a scene from 'Dentistry Crisis' by Christopher Durang, directed by Drew Springer-Miller '16.

SDS SELLS OUT GELB, AMAZES AUDIENCE

By **Nicole Yao '18**
Staff Reporter

On January 29 and January 30, over 200 Choate students stampeded into the Gelb Theater and fought for seats to watch Student Directed Scenes, a production in which students not only acted in but also directed the plays. This year, the incredible lineup was directed by Ben Wendel '17, Harley Kirchhoff '16, Nell Shaper '17, Kaitlyn Dutchin '17, and Drew Springer-Miller '16.

Student Directed Scenes (SDS) serves as a final assessment for the directing 450 class, which is taught by Ms. Tracy Ginder-Delventhal. The two-term class is a requirement for students in the Arts Concentration Program for production, but is also available to those who have completed the prerequisites.

The student directors chose their scenes at the end of fall term. "Finding a play was difficult because I didn't know where to start," said Wendel, who directed a scene

from *Nina in the Morning*, by Christopher Durang. "Tracy gave me a booklet of plays, and Nina (the main character) popped out at me." Kirchhoff, who directed a scene from *Lost in Thought* by Christopher Lockhardt, said, "I read like 30 scenes, and the one I ended up doing stuck with me because I could visualize what it looked like and what I wanted to do."

Casting also proved to be difficult at times. "We casted at the beginning of winter term. Students would come in and do a monologue," explained Shaper, who directed a scene from *The Bear* by Anton Chekhov. Wendel added, "We cast for the personality and how we felt the person would do as the character." However, unlike past years, the directors thought of their final casts as a group, making individual sacrifices in order to ensure that each scene had a strong collection of actors.

In addition to participating in sports and other extracurricular activities, the directors and actors worked

together on school nights for about three weeks before finally presenting their scenes to the Choate community. "I've never done SDS before so I thought it would be interesting and unique," said Elle Rinaldi '17, who was one of the few actors with theater experience. "These plays are so awesome, and I really like my character." Amy Hagan-Brown '18 also shared her experience: "Coming to rehearsal was a stress reliever for me. My cast is hilarious so it was nice to laugh for a few hours every week."

Shaper agreed, saying "Rehearsals are really fun, and I have a great cast." Kirchhoff enjoyed receiving feedback from others in her class. "We're very close-knit and get along really well." Ms. Ginder-Delventhal supported this sentiment, explaining that this year's class was the only one whose students read each other's plays and collaborated throughout the entire process.

The audience response was overwhelmingly positive. A good hour before the start

of the performance, masses of students crowded in front of the Gelb theater doors. When they were opened, there was a loud stampede for seats, which were gone in minutes. In fact, Ms. Ginder-Delventhal told the audience that they had to turn away around 150 students, and everyone without a seat – including people sharing seats with their friends – was asked to leave. Since the room was at max capacity, Friday's performance began 30 minutes before the scheduled curtain time. "It was great and totally worth the wait," said Katie Lee '18. "I really liked the comedies," added Connie Xiao '18. "It was really nice to see people come together and laugh."

"I loved directing and working with my actors," Wendel '17 concluded. "I learned a lot about them, myself, and the play. I think that each piece in the SDS is saying something different about the world."

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MOSAIC SHOWS SIX-WORD STORIES

By **Jeanne Malle '19**
Reporter

After Martin Luther King, Jr. Day, members of the Choate community had the opportunity to share a story about their identity, but with a catch: they could only use six words. The project became a huge success, involving not only students, but teachers and other faculty members as well. The Mosaic exhibit, which opened last Friday in the PMAC, features photographs of those participants, each holding signs with their "Six Word Story."

"It was amazing to see all of these people sharing sometimes extremely personal things about themselves," said Natalie Posner '19 after having seen the exhibit. She was impressed with the turnout, and said that after seeing the finished product she "would actually have wished to be part of it!"

Larisa Owusu '17, whose six-word story was "Larisa: Unapologetically black. Unapologetically beautiful. Me." shared, "One part of my six-word story was something that was difficult for me to say, but it was also very empowering for me and other women of color, and I think that it's a step for us." As one of the head facilitators of Diversity Day, Owusu got to see the entire project come together. "When it initially

started, I only saw the perspective of the facilitators, but to see a broader perspective of the project is really cool, especially from the faculty." She was pleased because she felt that the Mosaic exhibit exceeded her expectations.

Many stories were very personal, and sometimes difficult for people to show to the entire community. Nevertheless, having all of them hung up on one wall, acting as one big picture, was both impressive and a big breakthrough for the student body. "Choate's commitment to diversity echoes in every corner of this place, and I believe that this project is a reflection of said commitment, not the other way around. I am optimistic about our movement as it relates to diversity," said Mr. Vincent Jones, the project's photographer. "I was honored to have been tapped to be the photographer."

The exhibit's opening featured wonderful turnout and overwhelmingly positive feedback. Mr. Jones said, "I feel like the stories serve as artifacts of both the photographed individual and where we stand as an institution and society in relation to diversity." The exhibit will run in the PMAC for the next few weeks.

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Photo by Lauren Canna/The Choate News

The PMAC gallery features photos of community members holding their six-word stories, inspired by Diversity Day.

ALYSOUN KEGEL: AN ARTISTIC HISTORY



Photo by Taylor Christian/The Choate News

By **Camila Borjesson '17**
Associate Editor

"Curiosing," "hardship-wreck," and "openheart-blaze" are three words coined in the six-word story of Ms. Alysoun Kegel, Choate's vibrant and energetic choral director. Ms. Kegel is integral to Choate's music program; she directs both Chamber Chorus and Festival Chorus, manages the Winter Vocal Festival, oversees every acapella group, and teaches multiple classes on music.

"Most singers are born singers," says Ms. Kegel, and she was no exception. As a toddler, she sang before she talked, conducted with a cooking spoon, and begged incessantly for violin lessons. Growing up in a diverse neighborhood in inner-city Chicago with her disabled mother, Ms. Kegel never imagined that she would one day take a single bag of her belongings and ride the subway to the airport, fly to Boston on her own, and enroll at Phillips Exeter Academy (on

scholarship). She also never thought that her hard work there would lead, eventually, to an undergraduate degree from Yale.

At Yale, despite living in educational communities among talented singers and conductors, Ms. Kegel felt that such traditional curriculum discouraged her from formally pursuing a career in music; she did not dive into a musical major until her junior year in college. Music was also far off her family's radar, which forced her to prioritize it on her own from a young age. "One lucky thing about me is that I'm not a great approval-seeker," she admits, "I've always been really intrinsically motivated by the emotions that I feel when I'm engaging with the material and the excitement that comes from playing it."

Her natural ability to detach from others' opinions allowed Ms. Kegel flourish as an artist. "I really hope that what I do with the kids musically can show them how to have that experience of intrinsic motivation and joy in everything they do," she says. "I want them to learn that there are different modes of enjoyment—you can enjoy something because it makes you feel passion or profound sadness, or you can enjoy it because it's fulfilling."

Becca Rubright '17, Chamber Chorus assistant conductor and an Arts Concentration student, argues that Ms. Kegel is nothing short of fearless. "Ms. Ke-

gel has a great capacity to be both very serious and very silly, both of which take different kinds of bravery," Rubright said. "She is not afraid of anything she endeavors, and she has truly inspired me to put forth my best effort—to not hold back."

Evan Robinson '16, who has worked closely with Ms. Kegel, recalls when she admitted to his class that she had rated her focus low on a self-evaluation. Robinson knew Ms. Kegel was, by far, the most engrossed person in the room. "She wanted us to base our grades on how we wanted to be over our whole lives," he said. "That has inspired me to keep improving myself as a musician."

Sensitivity, generosity, and courage—these are some of the themes that art frequently calls forth. Ms. Kegel believes that it is one thing to place a value on a pedestal, yet another to abide by it. With her at the helm, Choate chorus is never simply about singing or practicing music. It's about practicing these values and teaching students to integrate them into their lives. Ms. Kegel said, "As we sing together, take artistic risks, interpret, become emotionally vulnerable, listen with incredible detail, and practice, we ideally bring out something that is applicable to the rest of our lives."

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LINDS CADWELL: FIEND ON THE FIELD AND IN THE STUDIO

By **Namsai Sethpornpong '17**
Staff Reporter

Some recognize Linds Cadwell '16 for his stellar performance as the Boys' Varsity Soccer goalie, others for his enrollment in the Kohler Environmental Center (KEC). But perhaps the majority of us know Cadwell from his jamming on the PMAC stage. Since arriving at Choate in 2013, he has performed at school meetings and special programs, playing the tenor saxophone, keyboard, bass, and cello. At least once, he's worn reflective aviator sunglasses while doing so.

Cadwell says he can play "nine and a half" instruments: the tenor saxophone, guitar, bass, drums, cello, piano, organ, trumpet, flute, and—the half instrument—Garage Band (a recording application that comes standard with MacBooks). "Garage Band counts! It's basically an instrument" laughs Cadwell.

Although his level of expertise with each instrument varies (he's most comfortable with the saxophone, which he has been playing for more than

12 years), Cadwell is especially passionate about recording. "When I was 15, my parents got me some recording stuff," he explains. "That's when I picked it up, and I've come to love it." Cadwell taught himself to use recording equipment and even started a band with his friends. "We've written 15 songs," he says.

Cadwell also officiated an intensive music project with Max Kops '16 and Evan Robinson '16. They would meet to record songs that they composed. The project resulted in five songs. Robinson sang and played piano, Kops played other instruments and did background singing, and Cadwell oversaw the recordings.

Robinson says, "There would be days when we didn't quite get it right, and we would decide as a group to let that aspect of our recording go. However, we would come in the next day, and Linds would have finished it. He was willing to go in and clean things up."

Cadwell says, "We had to record through GarageBand because you're not allowed to use the recording studio at Choate unless you take a class. So I took the class in the fall and now I'm recording stuff down there."

Cadwell is also an active member of Jazz Band and Orchestra. "I joined Jazz Band at Choate because jazz is my favorite thing to play on the saxophone," he says. "I was able to go on the Asia tour with the orchestra last summer, and it was the first time that I'd left the country.

It was a great experience."

Mr. Philip Ventre, Cadwell's mentor in both Jazz Band and Orchestra, says, "Linds's technique as a saxophonist, his innovative improvised solos, his sincerity of purpose in preparing his music, and his dedication to the achievement of artistic excellence inspire his colleagues to achieve their own personal levels of artistic excellence."

Cadwell opted to partake in the KEC rather than Arts Concentration (students may only enroll in one Signature Program), and he says he does not regret the decision. Currently, he is taking every course offered in Arts Con, and believes that his time in the KEC shaped his musical career because they listened to so much jazz up there.

Cadwell also explains that he has been able to connect with people through music. "The best part about being at Choate is that I get to experience a range of musical genres, and that's one way that I relate to people. It's like connecting dots," he says.

Cadwell is planning on enrolling at Hamilton College, in Clinton, New York, this fall, where he will play Division III soccer. "I'm hoping to double major in economics and music. If not, then I at least want to minor in music."

Jacob Meyers '17, a member of the Jazz Band, says, "Linds is legendary."

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Photo by Taylor Christian/The Choate News

GAME OF THE WEEK
BOAR PEN
 BOYS' VARSITY BASKETBALL V. NHX
 FRIDAY, 6:30 P.M. @ WJAC

SPORTS

The Choate News

SPORTS QUOTE OF THE WEEK
 "We have a great bunch of outside shooters. Unfortunately, all our games are played indoors."
 -Weldon Drew
 Former NBA Coach



FRIDAY, FEBRUARY 5, 2016

BOYS' AND GIRLS' SWIMMING SWEEPS EXETER

By **Emilia Furlo '17**
 Staff Reporter



Photo courtesy of Lauren Cannata

Thomas Issa '17 makes his speedy descent into the pool against Exeter. The Wild Boar boys won by a score of 94-91.

The boys' and girls' swim teams made a splash in the Larry Hart Pool this past Saturday afternoon, defeating Exeter in a wildly tight match-up. After trading points with Exeter throughout the meet, the girls' eventually took a 95-91 win, while the boys clinched their victory 94-91.

After battling Exeter throughout the entire meet, the two girls' teams were nearly tied with only one relay to go. Cecilia Zhou '17 set the scene moments before the last race began. "The last event, the 400-meter relay, was extremely intense. Choate was a few points behind Exeter, and we needed to win first and second place in the relay in order to win the entire meet." Eight girls, from freshmen to seniors, swam the last relay against Exeter. These ladies turned the meet around for Choate and brought the team to victory within the last seconds of the meet. Swimmers such as Tippa Chan '19, Josephine Mah '18, and Nicole Yao '18 have been standout underclassmen

this winter. Their efforts, along with strong showings from upperclassmen such as Zhou and co-captain Pann Maleenont '16, greatly contributed to the victory of the 400-meter relay on Saturday. The girls' swim team has proven to be thoroughly competitive team and maintains a positive outlook for

the rest of the season's competitions.

The boys' team had a similar outcome on Saturday. Exeter proved to be a worthy competitor right from the start of the meet, leading the match by thirteen points halfway through. Thomas Issa '17 commented, "We were down the en-

tire match by a few points, which really pushed everyone to swim their hardest and place well towards the end." With only one relay to go, similar to the girls' team, the pressure was on for the boys to place in the top two finishers in order to secure a win over Exeter. "In a last-minute decision, our coach, Sara Massa, decided to switch which swimmers would compete in our final races," continued Issa. This decision was the turning point in the meet for Choate. With Coach Massa's decision, the faster swimmers were able to compete across two different relay teams to place first and sec-

ond. Issa mentioned that teammates Tristan So '17, Scott Romeyn '18, and Jason Weng '17 came through at the end of the meet. The boys' hard work, alongside their coach's decision, led the team to victory against Exeter.

We were down the entire match by a few points, which really pushed everyone.
 Thomas Issa '17

The boys' and girls' swim teams this weekend showed tremendous endurance during their meet against Exeter. With several key swimmers contributing to the teams' successes, the entire meet kept spectators on their toes and excited for the next event. Both swim teams plan to keep up this momentum as they continue to compete against other top tier schools in their league, starting with a meet at Hopkins on Wednesday.

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OFF THE COURT WITH ELISE COBB '17

By **Emilia Furlo '17**
 Staff Reporter

son, and Ms. Kornegay have all really been involved in this year's team. Although Aliya is the head coach, J.D. and Kornegay have definitely contributed to the team's success so far this season as well.

EF: What game has really pushed you girls as a team?

EC: We recently played Andover, and they marked the start of the harder competition we'll be encountering as the season progresses. Although we did end up losing, we still played very well as a team and learned a lot.

EF: You've mentioned the team working together pretty well. What do you guys do to create a close-knit team?

EC: Well, first of all, the girls this year are even more talented than those from past years, so from the beginning of the season, everybody was really excited to start playing together. Aside from that, just about every night you can find our team having team dinner in the senior section of the dining hall.

EF: A lot of people say that the bus rides to away games are really the times when the team gets to talk and get to know each other. What's your take on that?

EC: Well, I'd say there's a fair amount of people talking, but then people also do listen to music alone and focus on themselves before the game.

EF: Where do you land in the bus ride spectrum?

EC: Personally, I do my own thing. I put on headphones and just get out my knitting needles and get to work.

EF: Knitting needles?

EC: Yep. I'm currently halfway through a scarf, if you're interested.

EF: I'm very interested.

EF: Tell me about your role on the team and your position.

EC: Well, right now I'm a junior, so I'm definitely becoming more of a leader on the team. I've gotten the opportunity to start playing on the wing even though I usually play point guard. Switching to a more offensive role has definitely given me a bit more freedom, and I'm starting to realize that I may even like being a wing more than being point guard.

With Cobb playing several positions, cracking the varsity team as a freshman, and wreaking havoc on defense, opponents and coaches alike find themselves asking: is there anything she can't do?

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GIRLS' SQUASH CAPTAINS: TO FOUNDERS AND BEYOND!

By **Jackson Elkins '18**
 Staff Reporter

Let's get this out of the way now: Girls' Varsity Squash is not to be messed with. The team's record is 10-1 this season, with their only loss coming to Greenwich Academy, a team that co-captain Cecilia Katzenstein '16 described as "traditionally the best in the country."

Leading this team to victory is a revered dynamic duo, team captains Engy El Mandouh '16 and Katzenstein, who described their relationship as captains as a "balance." Katzenstein added that she may not be the best player on the team, but she certainly does her part with the intangibles, such as motivating others and being the best teammate she can be. El Mandouh chooses to approach the game with a bit more good-hearted intensity. She remarked, "I'm yelling all the time," with a straight face. Katzenstein then chimed in with, "Engy yells, and then I just sit with my teammates and make jokes because I'm not really good enough to yell," while also trying her best not to smile.

When asked about the team's keys to success, the two replied, "As DJ Khaled says, our key to success is having a lot of energy and a lot of people who work hard in practice and dedicate their time." El Mandouh added, "We really don't like to lose," which Katzenstein echoed by saying, "Engy really doesn't like to lose. We also have great resources;

Ned Gallagher is our coach, and he's really great for comic relief as well as for technical skill."

Another big part of the girls' success this winter has been their team dynamic. Katzenstein described the team as "younger." She went on, "We have some people like me who learned to play here at Choate, but we also have some who came in playing tournaments. It's a really good group of girls, everyone gets along well, and it's nice to see some of the higher players helping some of the players lower on the ladder, like Engy helping me!" In terms of the rest of the season, El Mandouh and Katzenstein have very high hopes for the team, saying, "We hope we win our division at nationals, and we're on the track right now to win Founders."

Engy yells, and I just sit with my teammates and make jokes.

*Cecilia Katzenstein '16
 Girls' Squash Co-Captain*

The captains, though, haven't been alone in their success; the two were incredibly complimentary of their teammates, particularly the freshmen on the team. "Hope Worcester '19 has moved up the ladder a lot; she's a freshman. She's always really positive, and she's done a really good job," Katzenstein said. "She won her division at the Groton Invitational, and so we've been really im-

pressed with her maturity. Also, Samantha Stevenson '19 has been great as well. Our freshmen are stars, and they work really hard and have been doing really well keeping their composure on the court and have done really well in a lot of our matches."

We really don't like to lose.

*Engy El Mandouh '16
 Girls' Squash Co-Captain*

This year has been incredibly successful for Girls' Squash. While winning on the court is great, clearly the message being sent out by captains Katzenstein and El Mandouh is to enjoy their time together as a team. The two have clearly done an incredible job promoting a sense of camaraderie, which is a staple of all successful teams.

Even in a sport like squash, where it becomes an individual effort once on the court, Engy and Cecilia still manage to help their teammates perform their very best, saying "Even though it is a one person sport, we're all playing as a team to do well, so that definitely is a major component. We try to have a sense of humor and foster a sense of community on the team, which makes people want to work harder. We also try to have a lot of fun."

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With an impressive 9-5 record this season, the Girls' Varsity Basketball team is firing on all cylinders. The team, coached by the experienced Ms. Aliya Cox, has knocked off respected rivals Westminster and Kent, and at the team's mast is junior point guard Elise Cobb '17. Cobb is an instrumental player on the team, with her reliability is one of her finest assets. This week, staff reporter Emilia Furlo '17 sat down with Cobb to talk basketball.

Emilia Furlo '17: Now, Elise, when did you first start playing basketball?

Elise Cobb '17: I first started playing in kindergarten on a Wallingford recreational team.

Bonus Info: Former basketball stars Lily James '17 and Anna Diffley '16 were also on the team with Cobb.

EF: Now that you've moved on from Coach Cobb (JV coach and Cobb's father), tell me about your current coaches.

EC: Ms. Cox, Mr. David-



Courtesy of Ross Mortensen

Point guard Elise Cobb '17 eyes her passing options.

VARSITY WEEKLY SCOREBOARD

Boys' Hockey	5
Deerfield	4
Girls' Hockey	2
Brewster	1

Archery	197
Bishop Hend.	151

Swimming (G/B)	95/94
Miss Porter's/Avon	91/91

Boys' Squash	1
Bel. Hill/Andover	1

Girls' Squash	5
Hopkins	2

Boys' Basketball	44
Suffield	49
Girls' Basketball	46
Suffield	54