



THE CHOATE NEWS

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Photo by Elle Rinaldi/The Choate News

Cast members of *The Love of Three Oranges* and *The Green Bird* perform in a dress rehearsal Monday, prepping for audiences coming this weekend.

CHOATE TO STAGE TWO WINTER PLAYS

By **Neve Scott '18**
Associate Editor

Choate's current theatrical director, Ms. Deighna DeRiu, has taken on a challenge unseen before in the realm of the School's winter term plays. Instead of the traditional long play, DeRiu and a large cast are putting on two.

The two plays are *The Love of Three Oranges*, and *The Green Bird*. They run February

16 through 18 at 7:30 p.m. on the main stage. Playwright Ms. Hilary DiPiano adapted both plays from original works written by Italian playwright Carlo Gozzi towards the end of the the Commedia dell'Arte movement in Venice, Italy.

The former focuses on a young Prince, Tartaglia, played by Will Robertson '20, who is cursed and miserable and whose throne is being sought by more than one

evil character. When his family manages to overcome one curse, the evil witch bestows him with another, and sets him off on a quest to find three oranges, which are not quite what they seem.

The latter is a connecting play that occurs eighteen years after Prince Tartaglia's fairy tale ending, where life for him has gone very awry — his kingdom is a mess, his queen is buried alive, and he is lost on another quest.

With no one around to set things right, the play turns to the mysterious twins Renzo and Barbarina, and the Green Bird, to lift all the curses and restore happiness.

Lead roles this year consist of a mix of old and new actors, including Eamonn Welliver '18, Chris Overmeer '17, Graysen Airth '18, Avery Lutter '18, Klaudia Horvath-Diano '17, and

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School to Stop Offering AP Courses

By **Grayce Gibbs '18**
Associate Editor

Students requesting their courses next year will find something missing in their options: Advancement Placement (AP) classes. Faculty overwhelmingly voted to remove AP designated courses from the curriculum last November, and the School recently announced that this will be implemented in the next academic year. Removing the AP designation means that Choate will not have to adhere to the College Board guidelines for the AP program. Some former AP courses will continue to follow the AP curriculum; however, other classes will be restructured according to the discretion of faculty. In addition, Choate will still offer AP exams in May for students who desire to take them.

In an email sent out to students and parents, Director of Curricular Initiatives Dr. Katie Jewett, wrote, "Over the last several years, we have had many conversations in our community about the role of Advanced Placement courses in our curriculum." She added, "These conversations stemmed initially from a sentiment expressed by Choate students that AP courses were not serving their needs optimally and that their teachers

of current AP courses could do a better job if freed from the limits of the AP Program."

The removal of AP courses intentionally coincides with the daily schedule change. Dr. Jewett explained, "While memorizing content remains essential to the learning process, teaching skills is beginning to play a greater role. Moreover, recent advances in the field of teaching and learning suggest that the most effective pedagogies are active and learner-centered. Some of the more content-heavy AP courses run counter to this trend and do not lend themselves to the pedagogical directions we are pursuing with our new schedule."

One concern about removing AP classes is how it will look to colleges. Ms. Roxanne Higgins from Independent School Management came to Choate to speak in part about why she recommends against AP courses. Higgins had quoted the Director of Admissions at Harvard: "We look at whether the applicant has taken the high school's most demanding courses. But whether the classes are designated as AP is irrelevant. Abolishing AP classes won't hurt the kids."

The movement away from APs officially began in

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Norris and Yau Elected to Offices

By **Haley Chang '18** and **Grayce Gibbs '18**
Associate Editors

The student body elected Mpilo Norris '18 and Julian Yau '18 last week as Student Body President and Vice President, respectively, to head the 2017-18 Student Council. Their terms will begin this spring and run through next year's winter term.

Following their school meeting speeches on Wednesday, all candidates participated in the Q&A session taking place in Hill House Dining Hall. The forum was also broadcasted live on the Student Council Facebook page.

Dean of Students Mr. James Stanley officially announced the results of the election in an all-school email sent out on Monday, February 13.

All rising fourth, fifth, and sixth form students were eligible to vote. Although the voting was supposed to take place during lunch and dinner hours on Thursday, February 9, due to inclement weather, the voting process

was extended to Friday. According to the data collected by the Student Council, 67% of the 161 rising fourth formers, 69% of the 211 rising fifth formers, and 77% of the 213 rising sixth formers voted in this year's Student Body President and Vice President election.

Once I took the time to think about the position, it made me a little overwhelmed, but also excited for the challenge ahead.

Mpilo Norris '18

Norris reflected back to the time when he first heard of the news. "I was really, really excited. Once I took the time to think about the position, it made me a little overwhelmed, but also excited for the challenge ahead," he said.

During his speech, Norris proclaimed that he was running for Student Body President "because I see the potential that our

GIRLS' SQUASH WINS NATIONAL TITLE

By **Jackson Elkins '18**
Associate Editor

Over the weekend, the Girls' Varsity Squash Team traveled to the Westminster School to compete in the Division II National Championship against 16 other teams from across the nation. The tournament took place over three days, with the Wild Boars competing against Baldwin in their first match on Friday. Choate made quick work of their match-up, taking all seven games on Friday to begin the tournament with no individual losses.

On Saturday, Choate faced the Hackley School, which had squeaked out a 4-3 victory over Episcopal Academy the previous day. Co-captain Caroline Soper '17 commented, "We paired up against Hackley, and their team is historically very good. They have a very strong top four, so we knew that we would have to play at the top of our game and start the win from the bottom up if we wanted to beat them." The match



Photo courtesy of Hope Worcester

The Girls' Squash Team poses after triumph in the Division II National Championships.

proved to be a tough test for the Wild Boars, but they ultimately pulled out a tight 4-3 win, with Samantha Stevenson '19 winning the final match to send Choate to the semifinals. Co-captain Olivia van den Born '17 commented on

Stevenson's performance, "I was particularly proud of her for playing so well under such pressure."

In the semifinals later that day, Choate faced Agnes Irwin, a team that had beaten both Sacred Heart and the Taft School already.

However, Choate prevailed again, taking the match 6-1 and bringing their individual totals to 17 wins and just 4 losses. This win sent the girls' team to the National

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COURSE CATALOGUE UNVEILED AS NEW DAILY SCHEDULE LOOMS

By **Nina Hastings '18**
Associate Editor

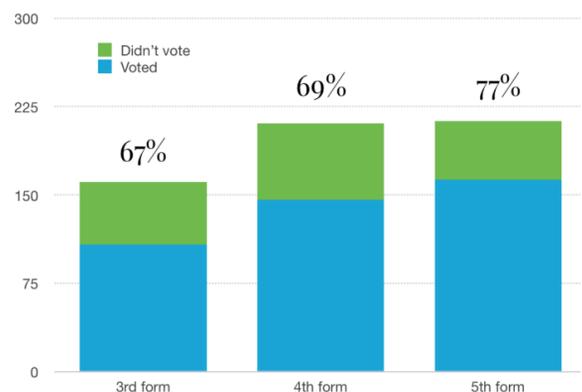
Amidst conversations about how the new daily schedule will impact new and preexisting courses next year, the School released the 2017-18 course catalogue last week. Key changes in the catalogue include several new electives, a modified sixth form English curriculum, and a lack of AP courses.

Dr. Katie Jewett, Director of Curricular Initiatives, explained, "It's always good to look intentionally at the curriculum and take advantage of an opportunity like the new schedule. I think that the courses next year will be, as a result, better. They'll be informed by a lot of different sources and optimized to the students' and the teachers' expertise and interest."

The School incorporated extensive feedback from both students and faculty in the process of assembling the new course catalogue. Dr. Jewett said, "A crucial part of the process has been getting a feel for our curriculum and schedule from the student perspective. We had advisory groups to receive student comments. Talking to other schools has also helped inform what we're doing."

She continued, "One thing we heard from students when we talked about curriculum was that people want flexibility. Students feel as though it takes forever to get through the graduation requirements, and they look at all these electives in the course catalogue and say, 'When am I going to be able to take these?' We're trying to make sure that students

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Bergantino '18 and Rizvi '18 take opposing stances on Trump's border wall.
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Be Our Valentine?
After 127 hours in the newsroom, these fine editors are ready to mingle.
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Our American Dreams
Six immigrants in the Choate community tell their stories.
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Flashlight on Fringe
Sethpornpong '17 goes behind the scenes to share a new perspective on the annual show.
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Sizzling Sibling Duo
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Read it then recycle it.

Visuals by HQ Wallpapers, Samantha Sais/Reuters, Ariel Zhang, Ross Mortensen, Choate Rosemary Hall, and Justin Weeks/The Record Journal.

WHAT'S NEXT FOR THE SCHOOL'S IPAD PROGRAM?

By **Kate Spencer '20**
Staff Reporter

The campus has recently undergone a wave of new initiatives regarding the academic technology that students, faculty, and administrators use. Since 2012, the iPad initiative, which pushes for an increased use of iPads in the classroom, has hoped to enhance the learning and teaching within the Choate community.

Members of the Choate community constantly assess the way the iPad program fits the campus as a whole. "We always ask ourselves these sorts of questions to make sure that what we are requiring of our students and faculty makes sense and leads to better teaching and learning," explained Assistant Headmaster Ms. Katherine Wallace.

Administrators and faculty have recently been pushing for a new initiative that equalizes the level of technology per student, though plans have not been formalized and have yet to be reviewed by the Board of Trustees. "We have a bunch of proposals, and we'll hopefully get a decision within the next month or two," Mr. Joel Backon, the Director of Academic Technology, added. Mr. Backon notes that the proposals are not solidified, and there is no guarantee that they will be implemented. "Our major focus right now is that we need to make better use of what we have," he said.

The proposals, if implemented, would have a varying effect on student lives, depending on the final choice.

Choate is looking for ways to improve the current iPad program. Administrators and faculty have carefully examined the way the iPad and technology as a whole develops with the ever-changing campus. "As the iPad has evolved, we ask our-

selves questions about what is the best way to use it, and if there a best model to use or not. As we answer those questions, we need to make sure the response makes sense within the larger community," explained Ms. Wallace.

43%
Classes using iPad, according to all-school survey.

Technology on campus was analyzed closely before winter break in an all-school survey that looked at the overall usage and application of technology in classroom settings. The results, said Mr. Backon, show a "higher iPad usage than we thought." Additionally, classes have begun to implement the iPad into daily curriculum for students. Mr. Backon continued, "It turns out that according to the survey, 43% of classes are using some kind of iPad now."

The survey also showed that students typically bring more than one device to class. "We are discovering that most students are saying that they use multiple devices," Mr. Backon added. "They use their iPad for some things and their laptop for other things. It seems like it breaks down to the certain class activities that the teacher directs. Note-taking seems to be more prominent on the iPad, whereas researching and writing essays was more prominent on the laptop." Additionally, the survey uncovered some statistics that highlight the importance of different technology in student lives. According to Mr. Backon, "Most students have, on average, three devices." He added, "Some students are using their phone for things that they could also do on the iPad."

Ms. Wallace said, "We want to take advantage of the many apps that can facilitate learning,

contribute to interesting project work, and enhance the teaching and learning that goes on." In recent years, the community has pushed for a greater use of academic technology in an effort to enhance the learning that happens in a classroom.

Under the current iPad initiative, faculty are also encouraged to bring technology into the classroom, according to Mr. Backon. He explained, "Another thing that's happened over the last couple of years is we are offering teachers grants to develop curriculum that uses the iPad. That grant can involve money, or a teacher can get one of their courses relieved so they have time to work on that project."

Faculty around campus have also seen a significant change in how technology is used in the classroom. "I think that implementing iPads changed the conversation about teaching and learning. It made teachers question how they taught and if there is a way they could change their teaching to use this technology to enhance the learning," explained Ms. Wallace. "Whether it changed what they did or not, that was up to them, but people asked the question, and that's really good to be always looking at one's teaching and learning."

Members of the Choate community can expect to see even more impact from the iPad program as it develops and grows to fit the campus. Ms. Wallace said, "I hope we see even more teachers and students using their iPads in productive ways both in and out of the classroom. I hope for a broader and better use of the iPad for teachers and students throughout their lives here in a way that enhances what we do."

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New Student Council Leadership

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school has, and I have a vision for how student council can be utilized — more than it ever has been — to better realize that potential."

Norris also explained that communication and engagement will be heavily emphasized by Student Council under his administration. "On communication," Norris said, "the fact that some among us still cannot identify our School President or other representatives is frankly embarrassing, and attest to the greater issue of ineffective communication. Over the years, Student Council has become notorious for being clandestine." He added, "We as a school have become complacent with not knowing what Student Council is doing."

Over the years, Student Council has become notorious for being clandestine.

Mpilo Norris '18

He continued, "On engagement, this school year alone we as a campus have experienced a lot, including issues with school-town relations, political tension among students, as well as a curriculum and schedule overhaul that is leaving many students concerned about their academic trajectory. And yet we have seen almost no Council participation in these conversations when it should have been leading them." Norris elaborated that he will utilize the current Student Council Facebook page, its website, and its bulletin board to ensure smooth and timely communication between the Council and its constituents.

Norris concluded his speech, saying, "After all, this is your school and your home, full of many talented, motivated individuals, and my goal is to invest in that."

Norris, who has been on the



Photo by Andrew Garver / The Choate News

Mpilo Norris '18 and Julian Yao '18 enter Student Council with years of experience collaborating with each other.

Council since his freshman year, comes to the position with experience. During this time on the Student Council, Norris headed the Public Relations (PR) subcommittee to increase the transparency of the Council and helped to orchestrate conversations between students and faculty about fixing a broken Sophomore Seminar program.

Echoing Norris's goals, Yau believes that the "problem Choate has been dealing with lately" is a lack of proper communication. Yau then brought up some of his proposals for Student Council, including giving students the option of making the content of their Judicial Committee hearing public and representing multiple perspectives when political issues arise. As Yau put it, "whether in the form of debates, forums, public discussions, people deserve to be heard."

Regarding how he and Norris will work as a team, Yau said, "We were roommates last year, and we've always lived in the same dorm, so we've gotten to know each other through the years. Mpilo and I have a way of doing things and being productive that really works."

Current Student Body Vice President Namsai Sethpornpong '17 — who has worked with Norris in the 2016-17 Council, and both Norris and Yau in the 2015-2016 Council — expressed her excite-

ment for the Norris-Yau administration. She said, "When Mpilo and Julian were both in Council, I remember both of them working very well together. They were the ones who spearheaded the PR initiative, and I recall both of them being two of the most serious and enthusiastic members on the Council. The reason that made me and Ceci work really well together, I think, is the fact that we've been good friends for a while. I wanted to be VP under Ceci — I knew that she would be fantastic. I knew that we were going to have a really great dynamic — in the same way that Mpilo and Julian were roommates last year by choice. It made everything a lot easier."

Wednesday, one week after Norris and Yau were selected, form elections were also held. Results were released yesterday: 6th Form President: Noah Hermes de Boor; 6th Form Representatives: Reade Ben, Richard Lopez, and Katherine Burgstogler; 5th Form President: Tippa Chan; 5th Form Representatives: Tommy Wachtell and Arjun Katechias; 4th Form President: Vikram Sharma; 4th Form Representatives: Caroline Rispoli and William Robertson.

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CHOATE HOSTS FIRST ROBOTICS TOURNAMENT



Photo courtesy of Adham Meguid

Teams practice with their robots (left) as others participate in the robotics tournament (right) held in the Winter Ex.

By **Grace Zhang '20**
Staff Reporter

Choate hosted its first home robotics tournament on February third. Competing against 45 different teams, Choate's eight robotics teams performed strongly. In the elimination round, three Choate teams finished on semi-finalist alliances and two teams were on quarterfinalist alliances. The team competed for champion, finalist, and semi-finalist positions. However, they also hoped that a robot would qualify for Southern New England Championship.

Competitors came from around Connecticut, including teams from the Northfield Mount Herman School and Down Cellar Robotics. The majority of teams, however, were from public high schools in the area.

There are 45 members of the Choate Robotics team, and there are eight sub-teams comprised of five-six students each, and, therefore, eight robots. This tournament was the first time all eight of their teams competed, some of which were only created this year. Robotics team captain Katrina Gonzalez '17 said she "was especially impressed with the teams that were created this year." She continued, "All of the new members have picked up on tech-

niques and designs quickly, and they've all been eager to learn." Mr. Kyle Di Tieri, science teacher and robotics coach, agreed: "I am proud of every member's performance."

Choate was encouraged to host this tournament because the Robotics Education & Competition (REC) foundation, which sponsors Vex Robotics, is looking for more teams, more robots, and more competitors at Southern New England Championship. "The more competitions allow for more qualifying robots, but also provide more opportunity for teams to learn from each other and build better quality robots," explained Mr. Di Tieri.

Mr. Andrew Murgio, also a coach of Choate Robotics, arranged the logistics of the tournament through the Connecticut Technology Engineering Education Association (CTEEA), which coordinates all Vex Robotics tournaments in Connecticut. Mr. Murgio also reached out to the School for student and faculty volunteers at the tournament, and he coordinated with SAGE for food for the tournament.

This tournament was one of eight regional tournaments Choate Robotics was meant to attend. However, due to canceling and lack of robots, Choate has attended five thus far. The team can end up having a tournament nearly every weekend in the winter

term. "This makes logistics and preparation difficult, but which also adds a sense of vitality to the team. The frequent competitions are something that we look forward to rather than shy away from," said Gonzalez.

I couldn't have been prouder of how our teams handled their success and failures.

Mr. Kyle Di Tieri
Robotics Coach

The robotics team feels it benefited from competing at home. Katrina Gonzalez '17 said, "There was a level of excitement at the Choate tournament, one spurred by having so many friends and faculty come to show their support, that I've never seen in a tournament outside of our own."

Jack Kim '17, a volunteer whose job was to reset the skills field between rounds, felt this excited air as well. "It was heart-breaking when the robots didn't function properly," he said. "You could see the clear disappointment when something went wrong."

This excitement may have contributed to the overall competitive feeling of the tournament as well. Jack Kim '17 said, "Everyone on the skills field gets three tries: three tries for driving skills and three tries for programming

skills." He continued, "Almost every team came back every time to try again for each skill."

Mr. Di Tieri, Mr. Murgio, and the robotics team hope to host more home tournaments in future years. "I both expect and hope that Choate will continue to host robotics tournaments," said Gonzalez. She explained, "Not only does it solidify the School's position as having one of the more comprehensive Vex robotics programs in Connecticut, but it also shows the students that are committed to the Choate Robotics team that Choate is similarly committed to supporting the robotics team."

No matter the outcome, Mr. Di Tieri believes that the point of hosting a home tournament and competing in general is about more than just the success of the team at these tournaments. "I couldn't have been prouder of how our teams handled their successes and failures that day. This team is about the love of robotics and learning engineering and design along the way. One does not learn simply by winning, but also through losing. I sense that our team has come out much stronger and I look forward to their performance at future tournaments."

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New Schedule Upends Music Lessons

By **Samantha Stevenson '19**
Reporter

Due to the new daily schedule next year, three options for music lessons will be available: a 35-minute block once a week, 35-minute blocks twice a week, or a 70-minute block once a week. Fees will be slightly higher or lower depending on the lesson's length, but will be proportional to current rates per minute.

In addition, the weekly 35-minute lesson also gives students more freedom to experience the arts. In response, there may be more teachers required depending on the needs of the students and which instruments they decide to pick up.

Choate's music lesson faculty currently consists of over 35 professional teachers. Upon the announcement of the new schedule, Ms. Carol Jones, coordinator of music lessons, sent a survey to each teacher to gain an idea of which arrangements would accommodate their schedules best as well as being the most beneficial to the students. She said, "Many of the teachers did like the idea of longer or shorter lessons as well as the idea of meeting with students more often than once a week."

Following the survey, Ms. Alison Kegel, co-head of the music program, represented the opinions of music teachers when the schedule committee convened to discuss the new schedule. Although it is inconvenient for some music teachers to come to Choate for just 35-minute lessons, Ms. Kegel feels that the new schedule will not require music lesson

teachers to come to the school more often, as they already go to Choate several times a week.

Students' responses to the change vary but predominantly support the new schedule change and the options it provides. Arts concentration students as well as those who participate in the Orchestra or Chamber Chorus are required to choose from the 70-minute option or the 35-minute option twice a week. Se Ri Lee '19, a violin player, is an advocate for the 70-minute lesson option. Anne Eyckeler '18, cello player, also appreciates the longer blocks.

However, students who are brass players are often spokesmen for the 35-minute twice a week option. Katherine Chae '18 said, "I play a wind instrument, and I get really exhausted because I have to hold my instrument up for a long time which causes me to lose focus."

Ms. Jones said, "Over the past five years we have experienced a steady increase in students taking music lessons on our campus for multiple reasons. We hope that this shift will encourage even more students to continue with their music endeavors and present an opportunity to study an instrument they are interested in but didn't have the time to explore."

Ms. Kalya Yannatos, the Head of the Arts Department, said, "There are a lot of unknowns going into this next year, but we're walking into it with our eyes wide open and just observing and learning from what we will see."

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SCHOOL CONSULTANTS RETURN TO CAMPUS

By **Haley Chang '18**
Associate Editor

“At Choate, it’s rare to have everyone agreed on something, except for one thing: that Sophomore Seminar needs to be improved,” joked Ms. Rosalind Wiseman when discussing aspects of Choate’s culture. During school meeting on Wednesday, February 1, students and faculty welcomed Ms. Wiseman and her colleague Mr. Charlie Kuhn — a pair of consultants assessing culture at Choate — back to campus. For two days, the duo met with a number of student groups and school administrators to acquire a more holistic view of the many facets of the school that could just be improved — in particular, the current new student orientation program and Sophomore Seminar curriculum.

Mr. Kuhn said, “A belief that Rosalind and I have is that for every system, you can’t just throw everything out and rebuild it. Choate’s orientation system could tolerate the three-hour block that it currently has. However, the way Choate uses the current three-hour block kind of resembles ‘speed dating’ in the sense that there is an overload of information for the students. We’re

looking to see if there is a more effective way for the students to be oriented, by first thinking about what values are being portrayed during the orientation program, and how those values affect culture later in the school year.”

Ms. Wiseman added, “We’re also working on things like resolving the conflict between pre-season practices and the students’ ability to participate in orientation. This is a logistical issue, but it has large cultural implications.”

According to Ms. Wiseman and Mr. Kuhn, there will be two components to the revisions made to the current Sophomore Seminar curriculum. “For one, we have to identify what aspects of the current seminar we want to keep. But the bigger conversation surrounds the question of what a ‘graduated’ Sophomore Seminar would look like, thinking about the different topics the students would learn in their third, fourth, fifth, and sixth form years, and designing how that curriculum would look,” said Mr. Kuhn.

In addition, Ms. Wiseman and Mr. Kuhn’s schedule was packed with meetings with Mr. James Stanley, the Dean of Students; Mr. Will Morris, the Dean of Residential Life; current prefect advisers; Mr.

Corey Wrinn, Director of Institutional Research; the Pratt Health Center staff; and members from student affinity groups like the Committee on Respectful Relationships (CORR), Young Democrats, Young Republicans, and RISE, Choate’s group for womyn of color.

“This trip was fundamentally different than ones in the past,” said Mr. Kuhn. “Because we felt that we had built some credibility with students and faculty, we began to pivot from just listening and observing to actually putting things in action.”

Ms. Wiseman agreed, saying, “We really felt that we had to understand the School’s culture before we advised the School about anything. It’s truly unethical to just make assumptions about the School and give advice that is going to affect students’ lives significantly. For the past few months, we took the time to really learn what’s going on and make connections with people. This trip, we felt the confidence to be able to give advice, draft correspondences, and propose strategies for moving forward to all the people whom we’re working with.”

Ms. Wiseman and Mr. Kuhn had a joint meeting with Young Democrats and Young Repub-

licans during their visit and discussed the social and political division on campus. Audrey Powell ’19, a member of Young Democrats, commented, “Ms. Wiseman and Mr. Kuhn are great at fostering productive conversation where we can actually get somewhere. We discussed ideas for resolving that tension in the coming year and how we might bring together the two sides of the political spectrum.”

We began to pivot from just listening and observing to actually putting things in action.

Mr. Charlie Kuhn
Cultures of Dignity Consultant

Daniel Stempel ’17, a member of Young Republicans, added, “I wanted to meet with the two of them in order to ensure that the Young Republicans had someone to speak on their behalf. I told them about how many Republican students are afraid to voice their political beliefs because of the potential backlash.”

RISE member Di’Anna Bonomolo ’20 said, “During our meeting with Rosalind and Charlie, we were able to flesh out a lot of great

ideas and plans for the future. One suggestion I have for them, though, is to ensure that freshmen and sophomores are in the feedback loop as well. When they were talking during the school meeting, there were some freshmen near me who didn’t really know what was going on, whereas most juniors and seniors seemed to understand everything.”

Ms. Wiseman and Mr. Kuhn will return to campus this April. Mr. Stanley concluded, “I’ve heard questions from students about what they have done and why there hasn’t been any change. I think it is imperative for the students to recognize that change doesn’t happen instantaneously, and that quick change is often counterproductive in the sense you’ll have to go back and do it again if you’re not careful and a mistake happens. The process we’re going through at the moment is not aimed at making change right now, but to lay out things for the future. But even in the short term, the fact that people are talking about this and paying attention to the issue of how we relate to each other is useful and appreciable.”

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No AP Courses

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the spring of 2015. Advisory groups held informal discussions about academic and extracurricular opportunities and graduation requirements. Though advisers did not ask any specific questions about AP courses, many groups debated their overall effectiveness.

In winter of 2016, Choate underwent a curriculum review. As part of this process, faculty discussed the effectiveness of AP courses. That January, two-thirds of the surveyed AP teachers said they “would prefer to be free to create courses that may or may not include aspects of AP curricula.” In February, 30 faculty members went on a two-day Curriculum Review Retreat, and a committee of seven then spent the spring term writing a strategic plan for the entire curriculum using points from those discussions. The committee recommended that “Choate’s curriculum continue to monitor and be informed by the AP program without being constrained by it.”

Ms. Amy Salot, an AP U.S. History teacher, said, “It will be nice not to be tied to the AP exams as tightly as we feel right now. In our honors sections of U.S. History next year, the students will still be prepared for the AP exam, but the teachers will be more free to structure the course themselves. I think that will serve our students better.”

Mr. Jake Dellorco, an AP Calculus AB teacher, said, “In my opinion, removing the AP designation will grant teachers and students much more flexibility. We will be able to spend time doing interesting projects and labs because curricula won’t be tied to AP curricula. Students will still be challenged, but I think the hope is that the learning and material covered will be more meaningful.”

Though most faculty are in favor of the decision, students have mixed feelings. James Rose ’18 said, “Although I agree with the idea that removing the AP designation from courses will lead to greater freedom in teaching a wider range of material, I would have liked a heads-up a little earlier in the process. The AP designation was something I took into account in building my schedule for my last two years at Choate, so finding out that the courses I’d intended to take at AP level to gain college credit for will no longer fully prepare me for the tests changes my plans a lot.”

Ellie Latham ’18 said, “I’m worried by the general trend of moving away from honors and AP designated courses. We’ve been told the level of difficulty will stay the same, but I have a hard time believing that’s what will happen in practice.”

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SUMMER READING AUTHOR SET TO VISIT IN SPRING

By **Grace Zhang '20**
Staff Reporter

Students were left puzzled when Mr. Sherman Alexie, author of the summer reading book *Flight*, did not visit Choate last fall. However, his visit was simply postponed to the spring term, because of medical issues that suddenly prevented him traveling significantly. Mr. Alexie will now visit Choate on April 19.

The delay did not seem to have any effect on Mr. Alexie’s enthusiasm about visiting Choate. “He was eager to reschedule,” said Ms. Ellen Devine, Head of the English Department. “We thought that Sherman Alexie coming some time in the year was better than Sherman Alexie not coming at all.”

Some, however, were concerned about the time gap between when the students had read the book — over the summer of 2016 — and when they will be asked to revisit it, however informally, this spring. “I haven’t read *Flight* in a while, so I have mostly forgotten about it,” said Andrew Berzolla ’20. “If he came in the fall, I would have probably remembered more of it.”

The English Department acknowledges the possibility that *Flight* may not be as fresh in students’ memories in the spring, which is why they normally try to get the author to come in September or October. But Ms. Devine still has a positive outlook on Mr. Alexie’s visit. “He’s a very dynamic speaker,” she said. “He’s spoken for people who have never read any of his books. He’s capable of making different people think about a lot of things.”

The timing might even be beneficial to some students enrolled in English 200 or 300, who may be revisiting *Flight* this spring before Mr. Alexie’s visit. For those classes, *Flight* will not only be fresh in their memories, but they will also have deeper understanding of the text when the time comes to interact with him.

Having the whole school read one book over the summer, and then to have them see the author in person, can prove valuable to students in more than one way. Students will be able to experience contemporary writing as well as benefiting from an advantage contemporary works have over older ones — the fact that the author is still alive. “When you read literature in English class, it is common for a lot of the literature

to have been written by people who are no longer alive. A lot of our English curriculum is focused on literature that has been written in the past,” said Ms. Devine.

She continued, “We want to make sure that there are opportunities for all our students to encounter contemporary literature. And you experience contemporary literature in English class in a very different way than when you get to meet the person who wrote the book. We thought that was a very valuable experience.”

Ms. Devine then provided an example of the difference between studying contemporary literature and literature written centuries ago: “When we read Shakespeare, we don’t get to ask Shakespeare if Hamlet’s father’s ghost is real or a figment of his imagination. It’s a different way to engage with literature.”

Since 2014, Choate has dedicated special programs to the summer reading book authors, who, in addition to speaking in front of the entire school about their books, answered questions and engaged in one-on-one conversations with students. Choate inaugurated this approach to summer reading in 2014, when Ms. Julie Otsuka, the author of *When the Emperor Was Divine*, visit campus. Ms. Emily St. John Mandel, who wrote the dystopian novel *Station Eleven*, came the following year.

In order to decide which contemporary book and, in turn, who the incoming speaker is, Choate has a Summer Reading Committee which reviews several different titles in the middle of the year. “They are always looking for authors who are contemporary writers, alive, producing work now, so that they can come to school and talk about their life and work as a writer,” said Ms. Devine. After carefully selecting the one work per year that the entire student body will read, the School contacts the author through his or her agent in order to arrange the visit.

“We wanted the fact that everyone does summer reading to contribute to some sense of a common experience. Choate’s so amazing in its diverse curricular offerings and the chances to do very different things, so there aren’t always a ton of common experiences,” said Ms. Devine. “But summer reading is a common experience, and we thought it would be great for the students to have encountered the same text and



Photo courtesy of Larry D. Moore CC BY-SA 3.0

Last summer, students read Sherman Alexie’s novel *Flight*.

then all get to hear from the author.”

Besides the special program planned in April, Mr. Alexie will meet with students in the Creative Writing Capstone and Intensive Creative Writing classes. He will also be holding a book signing in the Andrew Mellon Library.

“He’s a big deal. He’s a very famous author. People at this School have been studying his texts for a long time before we made it a summer reading text. I think it’s really great that we are able to bring someone who has been a mainstay of our curriculum to our school,” said Ms. Devine. She concluded, “I think that he’s going to be wonderful.”

Grace Zhang may be reached at gzhang20@choate.edu

Course Catalogue

Continued from Page 1

have the opportunity to take lots of courses in the multidisciplinary department, the i.d.Lab, and more.”

Students echoed those sentiments. Sarah Platt ’18 said, “I know that by senior year, there’s a lot of people who end up saying, ‘I wish I’d done this,’ or ‘I wish I’d done that,’ but now there’s more room for academic exploration.”

There will be a wide range of new electives offered in the fall. The Science Department will be offering Advanced Topics in Environmental Science, Advanced Topics in Anatomy and Physiology, Genetics, and Animal Evolution. Dr. Selena Gell, who was involved in developing the Genetics, as well as the Cell and Molecular Biology, courses, said, “With seventy minutes per period to play with, both courses will center around hands-on lab activities. Having longer periods will allow us to do experiments without having to wait for our weekly lab block.” She continued, “Long blocks also facilitate project-based learning. Students will work in groups to dive deeply into understanding the tools, potentials, and risks of modern biotechnology.”

In addition, the English Department will also be offering an ample amount of new electives. One such course is Pandora’s Box: Humanity and Machines, which explores the relationship

between humans, technology, and the concept of consciousness. Mr. Stephen Farrell, an English teacher instrumental to the course’s creation, said, “Films are an essential part of the course, and the longer class time will open up greater possibilities for seeing three to four films during class.”

Students have mixed opinions of the ways the new daily schedule will impact classes. Grace Lawrie ’19 said, “Extended class time will allow for a more in-depth approach to each lesson and give the opportunity for a wider variety of teaching approaches. With only forty-five minutes, there’s just enough time to go over homework, answer a few questions, and then introduce a new topic.”

Jonathon Joei ’18 held a different opinion. He commented, “I’m afraid that because next year will be the first to undergo these new course and schedule changes, we’re going to be subject to a lot of missteps. I feel nervous entering this new period of time because I’m not sure what it’s going to bring, and I’m not sure if the administration’s research or the students’ input is going to work out for the school as a whole.”

Dr. Jewett concluded, “Throughout this process, we’ve tried to keep the student experience central. I always try to keep that in mind — we all do — as we think about what’s best for the School.”

Nina Hastings may be reached at nhastings18@choate.edu

SENIOR CLASS GIFT 2017 ♥ SHOW THE LOVE!

Every year the Senior Class comes together to honor our Choate experience.

Gifts to the Senior Class Gift campaign support the Students for Students Scholarship Fund, which provides financial assistance for extra curricular activities to one or more students each year. The total raised is announced at Prize Day!

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4
Students

Participating in the Senior Class Gift is a meaningful way to show our support — and LOVE — for Choate, the community, and especially our fellow students.

The Class of 2017 Video will be filmed February 9th and 10th. The campaign starts Feb. 13th. Stay tuned for more details.

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THE CHOATE NEWS



110TH MASTHEAD

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TRUMP BANNED MY GRANDMOTHER

By Amir Idris '17
Opinions Writer

My father left my mother, sister, and I when I was about two years old, for reasons unknown to me. I'm not ashamed to admit this publicly, and it rarely crosses my mind. In fact, I am often proud to admit that my mother single-handedly supported my sister and me while handling a full-time job. The fact that my father isn't physically present in my life does not sadden me much. The fact that he took with him the bridge to my Sudanese heritage does.

Two weeks ago, I gave a tour of Choate to a prospective Arabic teacher and her son. I walked into the admissions building, greeted the receptionist Ms. Sahlin, and

prepped for my tour per usual. Glancing at the background information for my tour, I noticed that she studied in Khartoum, the city in which my dad grew up. I said, "Huh, Khartoum, my dad's from there." Her son responded, "Oh, really? I figured — something about you, either your walk or how you looked, told me that you're Sudanese." Maybe he was joking or just trying to make conversation, but it made my day anyway.

I firmly shook hands with the teacher's son, and we chatted until his mother came out from her interview. He lived in Brooklyn and she lived in New Jersey, and he had been following her all day through her busy schedule. Once we started the tour, we had ample time to talk more about my Suda-

nese-ness. The teacher asked me what my family name is. I quickly responded "Idris" and followed with a smile. She said "No, no, what's your actual family name? Your bigger family name?" My shoulders slumped. I didn't know.

My mother is African-American and my father is Sudanese. I'm proud of death of being African-American. I'm proud to be a part of a group which has defined so much of American culture. I'm proud to be of the people who have endured so much in recent history and yet still push forward with such strength. At the same time, I have always wanted to explore my other side. I want to speak Arabic, and speak with a Sudanese accent, not an American one. I want to have Sudanese dishes that I can brag to friends about how much better they are than whatever we're having. I want to know my big family name.

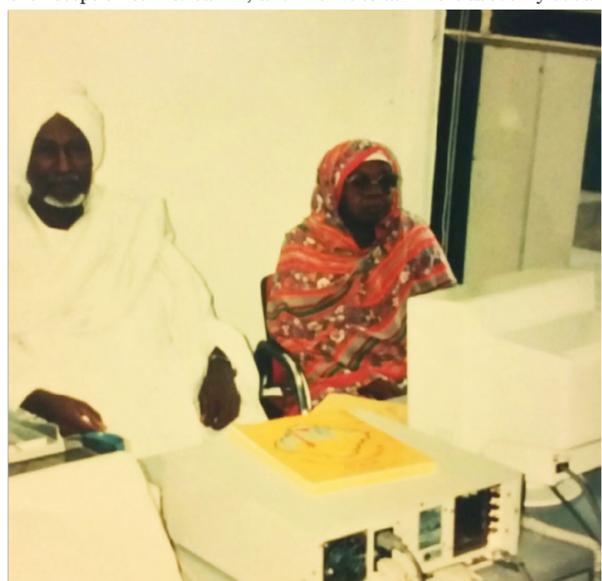
Until recently, I might have actually had that opportunity. My dad had planned to bring my grandmother from Sudan to the U.S. for the first time this year. I'm not really sure why he waited until now. She's afraid of planes, so maybe it's been tough to convince her, but she's decided to come while she can still make the trip. It's been tough trying to connect with my dad; as I've grown older, the implications of his leave have become less and less black-and-white to me. Everyone seemed like the good guy when I was younger, and since then things have gotten more complex. But, my grandmother was excited to see me during her trip — I couldn't wait.

Then, Trump told me he wouldn't allow her to come. I hadn't connected the dots of the policy decision and her trip

until my mom pointed that fact out to me during a phone call. President Trump's administration has issued an executive order halting all visa and green-card holders from entering/returning to the United States from seven countries: Iraq, Iran, Syria, Yemen, Libya, Somalia, and Sudan. Many were immediately barred from entering the United States, including university students, researchers, professionals. (One medical resident from Sudan working in my hometown hospital was denied return to the U.S. after a trip to Saudi Arabia.) Amongst the people no longer allowed in this country is my grandmother. My grandmother who I've never met. My grandmother who's seen me in pictures and heard about me in phone calls but now cannot see her American grandson in person, at least as long as this executive order is still in effect. And even when the Executive Order expires, that won't change the fact that at one point, my Sudanese-ness — which is a part of me I hold dear — was something that the Trump administration deemed unfit for America.

People are scared, and I understand that. Losing a loved one is the worst tragedy one can experience. But this legislation has real effects on immigrants and American citizens, both of whom do not deserve to be stripped of their human dignity and labeled as terrorists by virtue of their nationality. And in America's attempt to protect its citizens' loved ones, it has cut me off from mine. I know that there is a better way.

Amir Idris is a sixth former from South Euclid, Ohio. He may be reached at aidris17@choate.edu



Idris's grandfather, left, and grandmother, right.

Lonely Hearts, Open Minds

Missed Valentine's Day? These soon-to-be ex-Editors can fill your void! After all, they're about to have a lot more time on their hands...



CAMILA BORJESSON (*Arts & Leisure Editor*): Construction-fence enthusiast hailing from Aragon seeks man who is well-versed in mansplaining, not from Michigan, and has limited knowledge of guitar. Whatsapp me if you fit the profile. Put a ring on it, but be warned: it won't come off.

LUCAS FERRER (*Managing Editor*): Flower child seeks a fellow wanderer through this complex metaphysical journey we call Life. Must be willing to follow your inner moonlight and venture into the Astral Plane under the guidance of our spirit guru Bernie Sanders. Birkenstocks are non-negotiable, as are beliefs that reinforce my own.



RACHEL HIRD (*Sports Editor*): Liberal, stressed-out future manager of Bruegger's Bagels seeks man with good eyebrows. Experience with Jazzercise appreciated, but not required. Deal-breakers include: has more than one Vineyard Vines laptop sticker, considers a latte a coffee, gets a healthy amount of sleep, and thinks lobster rolls are best served cold.

VARSHINI KUMAR (*News Editor*): Pet-loving, meat-abstaining, bug-hating Texan Indian nihilist seeks affection of someone equally annoyed by people. Prefers dark chocolate skin kissed by the majestic rays of the Brazilian sun.



TRUELIAN LEE (*News Editor*): Female who doesn't believe in labels seeks a man to help fold 1,000 cranes to fulfill a mutual wish of world domination. A medicine aficionado who knows how to triage gaping paper cut wounds and finesse his way around a first aid kit strongly favored.

KATHARINE LI (*Opinions Editor*): Bite-size soprano seeking a truly Romantic man. Short temper and deafness tolerated; even preferred. Must enjoy ticking off the neighbors and rich people. Will consider moving to Vienna. First name Ludwig? Call or text 1-800-SING. Otherwise, send by carrier pigeon your latest choral composition.



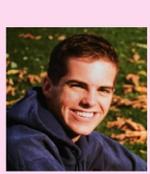
JACK O'DONNELL (*Opinions Editor*): Mem prefect who is high-key soft and looking for love. Can adequately fend off other alpha males native to the region. Likes: Crème Brûlée, discussing the successes of post-Maoist capitalist tendencies in Chinese TVEs, and memes with Ms. Miller. Seeks a mate who can do both. Ideal date: tennis courts.

ELLE RINALDI (*Photography Editor*): Petite and perky grape nut seeks man who is not afraid of breaking the rule of thirds or keeping things concise.



JESSICA SHI (*Features Editor*): Tone-deaf, common-sense-deficient Chinese female seeks tall(er) Chinese male — East Asian will do. Necessary conditions: feminist, skeptical of organized religion, and would never, ever put ketchup on eggs. Alternatively, sufficient condition: rich.

BRYCE WACHTELL (*Editor-in-chief*): Pseudo-intellectual seeks significant other with Gary Lynch's personality and Vicki LiPuma's emailing skills. Must be willing to move back to Idaho and parent nine glowing children — Jonathan, John, James, Jack, Joseph, Josh, Jamal, Jake, and Rasheed. Should be a fan of all Disney Channel Original Movies.



SABRINA XIE (*Production Editor*): Tired student seeks provider of food, Spotify, and a functioning printing press. One word responses appreciated.

CORRECTIONS

NEWS An article and photo caption about Mr. Nicholas Kristof's visit to campus misspelled the name of one of the student interviewers several times. Her name is Amira Nazer, not Amira Nazar.
FEATURES An article about previous Editors-in-Chief of The Choate News misstated the position of Mr. John Dos Passos '11. He was an editor, not Editor-in-chief.
The Choate News regrets these errors.

A Better Way to Collect Senior Gifts

By Anselm Kizza-Besigye '17
Opinions Staff Writer

As I sat on a MetroNorth train at the end of last long weekend, I tried to reflect on my exciting days in New York City, mulling over how I could use my four-day-long catharsis as motivation for the last weeks of winter's drudgery back on campus. I thought about how my weekend days lacked the rigor of student life and how that ought to push me toward dedicated studying, about how the hyperactivity of New York disoriented me slightly and caused me to long for the simplicity of Choate days.

Most of all, however, I thought about my wallet's dire straits after a weekend of living beyond my modest means. My wallet's worn and ripped interior housed a miniscule amount of cash. I knew that after attending the First Hurrah, one of the many social expenses at which I obsequiously throw my funds, I would remain with minimal funds to last me the remainder of the term. Through careful social isolation and prudence, I might have been able to stretch these limits, but the call to contribute to the senior class gift caught me off guard.

Had I been left alone to consider whether or not to contribute to the senior gift, I would still have joined my classmates in donation. I relish Choate's strong financial aid program; without it I could have never dreamed of attending this school. However, in the days leading up to and during the senior gift collection process, I had

to make my decision in a coercive, anxious environment. The collectors of the senior gift appeared at school meeting, compelling our class not to donate an impressive amount, but to reach full participation. Thinking back on the donation process, I realize that the primacy placed on full participation caused me undue stress and likely limited the total amount collected.

A participation-based collection process produces anxiety for lower- and middle-income students.

A participation-based collection process produces anxiety for lower and middle-income students, like me, for whom financial decisions require deep consideration. Although the organizers of the drive emphasized that any donation amount is acceptable, I felt as though any significant donation I made would seem marginal and implicitly insufficient. I heard my peers urge each other by saying "just give a few dollars," as though they couldn't believe that, to me, a few dollars could constitute a generous, consequential donation. This assumption caused me to internalize the notion that, in the eyes of my peers, what little I could contribute was essentially a copout, a contribution meant only to bolster a percentage. Therefore, I became frantic, assessing

how best I could scrounge up a "significant" donation, one that would display my gratitude for the financial aid program while adhering to internalized messages regarding a substantial gift. This internal tumult only grew as I watched my classmates walk to the donation site and ring the loud bell that signaled each new donation and urged me to give.

Beyond its personal toll, the participation-based collection process may also be limiting the drive's ability to gather enough money for its cause. From appearances, this possibility doesn't concern the organizers of the event: the organizers focus on achieving a 100 percent participation rate, regardless of gift size. To their credit, the drive's management has, throughout my time here, boasted near full participation, while the senior classes at elite institutions with generous alumni, like Dartmouth College, only range between 60 to 75 percent participation over time. Choate's success in this arena may indicate that our students appreciate and take ownership of the School; the high participation rate certainly pairs well with the mushy "I Love Choate" video recorded during the drive. However, high participation may not translate into high donation yields. When the organizers place a premium on giving for the sake of participation, those with the wherewithal to contribute significant amounts may feel compelled to give, only in order to help achieve the elusive 100 percent. If the organiz-

ers were to root their campaign in a goal amount, or even a simple increase in donations from the previous year, students with greater ability may be incentivized to give greater amounts. This method of encouragement would also combat the pressures on lower- and middle-income students.

At one dining hall table, while discussing my feelings on the senior gift with my peers, a friend suggested that a focus on full participation may unify our class, engendering the excitement of collective action among our form. However, when I reflected on my donation, I hoped that my contribution would pragmatically enable more students to share my experiences, not simply achieve some idealistic, symbolic end. Although it could never equal the amount that Choate has invested in me, I wished that my donation, in conjunction with the donations of my class, could offer a student like me the chance to go abroad for a debate tournament or to afford an expensive textbook. Given this vision, I hope that the senior gift team will take steps to minimize the gift's impact on lower and middle-income seniors, while maximizing its value to those we leave behind by changing its approach to one that is amount-based rather than participation-based.

Anselm Kizza-Besigye is a sixth former from Oxford, England. He may be reached at akizzabesigye17@choate.edu

Nicholas Kristof and Winning the Lottery

By Eben Cook '18
Associate Editor

Two weeks ago, Choate hosted Nicholas Kristof, a world-renowned columnist for the *New York Times*. Nicholas Kristof was hands down the best speaker that has stepped foot on the main stage in my time at Choate. The majority of students and faculty that I spoke with about him agreed, offering rave reviews. During the question and answer session that followed Kristof's talk, almost every line behind the four microphones in the audience was out the door, by far the most students I had ever seen willing to voice their inquiries — he had clearly been an engaging speaker. Kristof truly struck a chord with most members of the Choate community.

How did Kristof manage to captivate the audience? For one thing, his use of anecdotes to teach valuable lessons proved to be incredibly affecting. When asked about his most memorable interview, Kristof replied that his most notable interviews were not with famous Americans or global leaders, but with down-to-earth,

kindhearted people, some of whom had never even heard of the United States. (He mentioned a Polish nun who had devoted her life to aid work in the Congo.) Because the underprivileged often do not have a voice, they share their stories with Kristof, who can then inform people of many of the tragically overlooked issues in our world today. To witness conflicts that are often put on the back burner and then share those experiences with unaware Americans is a taxing job, but it is nevertheless worth it to Kristof. It was eye-opening for me and so many others to hear the stories that he had worked so hard to shed light on.

Kristof also talked in depth about the definition of journalism and how it is utilized in 2017. He mentioned that domestic journalism nowadays usually portrays a liberal and a conservative yelling at each other. Readers often choose the sensational and entertaining over the nitty-gritty — and that is an issue. Instead of harping over the fact that Nordstroms dropped the clothing line of Ivanka Trump '00, we need to educate ourselves

on the humanitarian issues in often forgotten countries in the developing world that matter just as much — if not more — and will continue to loom large if we further ignore them. Kristof forced our community to reflect on what we personally care about.

It is our job to use this elite education for the greater good.

In the final part of his talk, which tied everything together, Kristof proposed another call to action: help those who need it. Although this is a seemingly obvious point, we have "won the lottery at birth," as Kristof put it. Even for students who struggle with the state of America, or students who combat all kinds of classism, racism, sexism, discrimination, and other forms of oppression — at the very least, we all have the privilege to attend an institution as prestigious as Choate, and it is our job to use this elite education for the greater good. If we use our

knowledge solely for our own lives, the Darfur Genocide that Kristof referred to will continue to harm the women and children of Western Sudan; women all over the world will not have access to family planning and will resort to life-threatening abortion procedures; and impoverished children will continue to die needlessly from diarrhea, measles, and climate change. We must take advantage of every opportunity to bring about positive change in the world.

Kristof's lessons were applicable to the whole Choate community, not just a certain subset of individuals. Unlike past Special Programs that addressed topics such as hookup culture, this talk addressed what students of Choate need to do given our position of privilege. To those who discredited Kristof's talk for whatever reason, you seriously missed out. No one is the perfect speaker, but in my opinion, Kristof came pretty darn close.

Eben Cook is a fifth former from Wallingford, Conn. He may be reached at ecook18@choate.edu

FOR:

BUILD THE WALL

By **Jack Bergantino '18**
Opinions Writer

Donald Trump's P'oo promise to build a wall along the Mexican border has been received with two very different responses. One side argues that the wall sends a message that the United States is closing its doors to immigrants, while the other asserts that such a wall is necessary to ensure America's continued national security. Many critics have also questioned the degree of success that this project will yield. Though Trump's presentation of the wall has been clumsy at times, his plan nevertheless has a great deal of potential.

Trump's border wall is far from being a new phenomenon. Barriers have been built to define nations' borders for thousands of years, and although some have been failures, notable examples in countries like Israel prove that the feat is possible. In Israel, before their Sinai fence was installed, some 10,000 migrants crossed the Israeli-Egyptian border every year, according to *Slate*. The country faced problems like human trafficking and terror threats, much like the United States does currently. Indeed, according to Prime Minister Benjamin Netanyahu, human trafficking has fallen 99% since 2002, when construction commenced, and illegal immigration across the border has all but ended. The Sinai fence, however, is more than a physical barrier. Accompanying it are balloons with cameras, sensors and radar that can see all land traffic within a radius of several miles and seismic sensors that track ground vibrations in the event that illegal immigrants try to make tunnels under the bar-

rier. The wall is not meant to act on its own; rather with the assistance of technology, it leaves border patrollers with enough time to identify and arrest the intruder. When Arizona Gov. Janet Napolitano said, "You show me a 50-foot wall, and I'll show you a 51-foot ladder at the border," the more accurate response would be, "You show me a 51-foot ladder, and I'll show you a guardsman standing on the other side."

The construction of a wall is in no way meant to discourage people from achieving their dream of becoming citizens. Yet, the United States simply cannot continue to allow illegal infiltration of our border. In fact, 240,255 illegal immigrants were apprehended and deported in fiscal 2016. No doubt, it will be impossible to deter some from attempting to cross the border, with an increasing amount of immigrants making a longer journey from Central America rather than Mexico. However, the cost to the United States is too great to allow this insanity to continue.

The current system is clearly failing both Americans and immigrants. Whether it leads to a widespread drug epidemic or Americans losing their jobs, the lack of control over the border is an hazardous situation. It costs, on average, \$10,000 to deport each illegal immigrant, equating to a cost of over \$4 billion per year. If these immigrants evade detection, they often are able to receive healthcare and education at the expense of taxpayers, with the United States spending a reported \$52 billion annually on education for illegal immigrant children according to the Federation for American Immigration Reform. The American worker is also directly impacted because illegal

immigrants are generally willing to work for lower wages and, often send part of their earnings back home rather than circulating them through the American economy. Illegal immigrants, in many ways, reap the benefits of living in the United States with little economic cost.

The current system is clearly failing both Americans and immigrants.

The most resounding call for better border security is the need to control the massive flow of drugs into the United States. Mexican drug cartels have made an estimated annual \$19 to \$29 billion in the United States; most of their drugs, including marijuana and cocaine, are transported across the border via tunnels, vehicles, and couriers on foot. The drug epidemic that has led to 55,000 deaths over the last ten years is reason enough for the construction of a wall, both physical and technological, to manage border traffic.

Trump's proposed project is expensive and will prove much more challenging to implement than in Israel, but it is possible, and if implemented, will undoubtedly enhance border security. Yet, it is important to note that the United States will forever remain a beacon of hope for Americans and immigrants alike, and no wall should ever and will ever change that.

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

AGAINST:

EMBRACE IMMIGRANTS

By **Imad Rizvi '18**
Opinions Staff Writer

Inscribed on the Statue of Liberty, one of America's most iconic monuments, are the words "Give me your tired, your poor, your huddled masses yearning to be free." Indeed, as this quote implies, immigration is the foundation of our country. Throughout history, immigrants have fled to the United States in search of refuge from hardship and persecution. In doing so, they have formed the backbone of the society and economy we have in this country today. In a time when globalization is reaching new heights and our population is aging, it is more important than ever to provide pathways for immigrants to enter this country legally to support the economy and institutions like social security. However, under his administration, President Donald Trump P'oo has made limiting illegal immigration a priority. Although controlling the influx of people across our borders is a valid goal, Trump's proposed solution is constructing an unrealistic and expensive border wall. This plan is costly and ineffective: rather than building walls and deporting millions of people, the government should make legal immigration easier so there is no longer any need to immigrate illegally.

Besides the fact that a wall is impractical — it will take years to build and cost upwards of \$25 billion to construct — it will not actually improve our border security. A study from the Pew Research Center revealed that out of the population of approximately one million undocumented citizens, only about 60% are Mexican. Furthermore, over 40% of illegal immigrants are in the U.S. as a result of overstaying their visas. Therefore, the amount of people

this wall would actually limit is relatively small. Additionally, the argument that the wall would act as a deterrent is unreasonable. Immigrants do not come to the United States because it is easy to cross the border illegally, but rather because it offers more opportunity than their native countries. These people will try to immigrate regardless of any physical barrier that may stand in the way.

There are better solutions to ensure American well-being than a wall.

A physical boundary has already been proven ineffective for America. The United States began constructing fences along the border in the early 2000s, which did not reduce illegal immigration. The 700 miles of border fencing already constructed cost American taxpayers \$7 billion, and the Department of Homeland Security reports that Trump's proposed wall will cost an estimated \$25 billion. No matter what, taxpayers will be paying for the wall — whether directly through taxation or through higher prices for goods as a result of tariffs. A wall will be no more effective than fencing; in fact, it may make monitoring the border more difficult for officials. David Bier, an immigration policy analyst at the Cato Institute, stated, "At a basic level, a wall or fence can never stop illegal immigration because a wall or fence cannot apprehend anyone." Safer borders only come when actual humans actively monitor the border; therefore, a physical wall will offer no help in the goal of preventing illegal immigration.

Other walls around the world have ended up as purely political symbols rather than effective solutions. A prominent example of an ineffective border wall is the barrier constructed by Israel in Palestine. Rather than providing a long-term solution to reduce violence between the neighboring sides, it has only exacerbated existing problems and prevented an immediate solution to the conflict. A look at the political damage between Mexico and the U.S. only a few weeks into Trump's presidency reveals how divisive the idea of the wall is. Mexico is a key trading partner for the U.S., and relations have already been damaged at the mere suggestion of a wall being built.

There are better solutions to ensure American well-being than the construction of a wall. Immigration should be supported in order to boost our economy and offer access to more opportunities for the less privileged. More open borders and policies allowing for more immigration will be the ultimate solution for limiting the illegal influx of people into the country. Until this becomes a feasible policy, it is fair to suggest that border security is important. Trump has been quick to point out the harm that a minority of illegal immigrants is causing our country through crime. While there is no doubt that there have been widespread incidents of violence caused by illegal immigrants, building a wall offers no solution to this problem because a physical obstacle alone cannot stop immigration across the border. Overall, a wall brings only costs, ineffectiveness, and divisiveness to our country.

Imad Rizvi is a fifth former from Glastonbury, Conn. He may be reached at irizvi18@choate.edu



Photo courtesy of Reuters

Many walls already exist between the American-Mexican border, but Trump's administration plans to greatly enlarge their size and scope.



Photo courtesy of MRC TV

American agents patrol the Mexican border alongside an existing border wall. The United States Department of Homeland Security is responsible for monitoring the borders.

The New Face of Racial Violence: Police Brutality

By **Donessa Colley '18**
Opinions Writer

The murder of Emmett Till is a tragedy synonymous with racism, injustice, and white privilege. His death rocked America in the 1950's and led to a contentious debate over the evils of lynching. The incident began when 14-year-old Till entered a corner store in Money, Mississippi on August 24, 1955. Exactly what happened in that corner store has long and often been disputed, and it remains unclear even to this day. However, in the 1950's, the story that mattered most to supporters of white supremacy was that of the white woman in the situation, Carolynne Bryant Donham. 21-year-old Donham claimed that Till made

some lewdsexual advances and whistled at her, leaving her, in her own words, "scared to death." Days later, Donham's husband, along with his half-brother, tracked down Till, brutally beat and disfigured him, and dumped his broken body in the Tallahatchie River.

Trayvon Martin and Michael Brown are the new Emmett Till.

The murderers were caught, but were unsurprisingly acquitted by an all-white jury that same year, with the help of false statements from Donham

herself. Now, the case could have ended there, like those of the other countless lynchings in American history. However, Till's mother, Mamie Till-Mobley, did not allow that to happen. She held an open-casket funeral for her son, allowing his battered body to be seen by the entire country and memorializing him as a martyr. Until recently, this was accepted as the end of the story — a "he-said, she-said" disagreement in which the more privileged party was believed. Indeed, it may have remained this way forever if Donham had not confessed to lying about the case on her death bed. Upon being questioned about the events of that fateful summer day, Donham revealed that Till had never, in fact, made sexual advances towards her. This revelation sent

bombshells through the country as it became clear, once and for all, that one of the most notorious civil rights cases in American history had been completely based on a lie.

In reality, the importance of this case does not lie with Emmett Till or even with Donham and her husband. People have long-doubted her story, and even many of those who believed Donham did not think that Till deserved the brutal torture that his murderers bestowed upon him. The real importance of this confession is what it means for today's civil rights battles. We like to think that terrible tragedies like that of Emmett Till are a thing of the past. However, in reality, the brutal and racially-charged murders of minorities have just taken on another form. Tray-

von Martin and Michael Brown are the new Emmett Till. All across the country, innocent minorities are being shot and killed for dubious reasons. The parallels don't stop there. Time and time again, there is no other witness to confirm the story, or the testimonies of minority witnesses are discounted and thrown to the wayside. The privileged murderer, often a white male, is usually acquitted after a short trial in which they describe the victim as "dangerous," "thuggish," and "scary," all words that bear a foreboding similarity to the false ones that Donham used to describe Till.

What society has to do now is recognize these similarities and stop history from repeating itself. Unfortunately, the life of Emmett Till cannot be saved,

nor can the lives of Trayvon Martin and other victims of the countless racially charged murders that have occurred since 1955. However, minorities do not need to keep dying in vain. Fair trials and further inspection into the stories of these privileged witnesses can and will allow true justice to be served. It is now up to everyday Americans to put pressure on law enforcement officers and to ask for more when only presented with one side of the all too common "he-said, she-said" story. Together, we can all change this horrible and deadly trend and make sure that the deaths of victims of racial violence are avenged.

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



Justin Trudeau @JustinTrudeau

In the US today to strengthen ties with our neighbour & create more jobs in both countries – thanks, President Trump for the welcome.



Tomi Lahren @TomiLahren

If you're not buying Ivanka's brand because you're "sending a message to her father," are you really a feminist? Telling of your movement.

President Trump @POTUS

Bernie Sanders @BernieSanders

When Donald Trump attacks the media as "fake news" what he is doing is trying to move our country in an authoritarian direction.

SEE YOU IN COURT, THE SECURITY OF OUR NATION IS AT STAKE!

Betsy DeVos @BetsyDeVos

I appreciate the Senate's diligence & am honored to serve as @Usedgov Secretary. Let's improve options & outcomes for all US students.

Hillary Clinton @HillaryClinton

3-0

Ivanka Trump @IvankaTrump

A great discussion with two world leaders about the importance of women having a seat at the table!



WE ARE IMMIGRANT AMERICA

The stories of six foreign-born members of the Choate community, as told to Kristen Andonie '17 and Jessica Shi '17



Photo courtesy of Kolina Koleva

(From left to right) Ms. Kolina Koleva, her mother, and her sister fly to California from Bulgaria.

MS. KOLINA KOLEVA has been a math teacher at Choate for three years. She is an immigrant from Bulgaria.

In 1989, when I was six, the Berlin Wall fell. We were a socialist country in the 80s, and people mostly complained about things like waiting in line

in the cold to get bread. We had one bread — whatever was made in the factory in the city. We bought two loaves, and we went home, and we ate that. There was only one type of anything.

After the wall fell, more private companies were started, and people began making more money — increasing the gap be-

tween the rich and the poor. It went from, “Oh, I have to wait in line for bread again,” to, “Oh, I don’t have money, and I don’t know how I’m going to survive this month.” I always wondered, “Well, why don’t we go back?” To me, it seemed like an easy choice.

My dad applied for a visa pretty much as soon as the wall fell, when he saw that things were going to be changing a lot. He came to the U.S. two years later. He worked for a few years until he got more settled in and then brought us over. My mom, my sister, and I came in 1993, when I was ten.

We got to Los Angeles, where my dad lived, super late at night, and I remember thinking how many cars there were, how wide the freeways were — everything was just big and bright and shiny, and I just thought, “Where am I?”

My mom cleaned offices and houses, and she would go to night school to learn English, but after a year, she just couldn’t handle the culture change. So we went back to Bulgaria for two years,

where she continued to take classes and study English. That was the toughest time for me, because school had just advanced so much that I felt behind. But that’s life.

We came back in eighth grade, to San Diego. I finished that year, and then high school, and I went to college there, too. My dad, who is very conservative and practical about money, saved up to send us back to Bulgaria every summer so we wouldn’t forget the language.

In the years since, I’ve always held on to the Bulgarian side of me. I really miss Bulgaria. I miss the food — the tomatoes, especially. When I’m there in the summer, half of my meals are just tomatoes. I miss the people. I miss the views — I grew up in the mountains. I miss the quirks. In the springtime here, I look over the grass fields, and it’s perfectly cut. I just want one little grass area to stick out, to be different, to be off place. In Bulgaria, almost everything is torn down, and it just gives it this feel of, “I’m not perfect, but I’m here.”



Photo courtesy of Larisa Owusu

LARISA OWUSU '17 is a four-year senior from The Bronx, N.Y. She is an immigrant from Ghana.

Whenever I think of Ghana, I think of family. I have a huge family. For my first few years, my parents were still getting their lives together, since my older sister was born when they were young, and we lived in a small house. It was a simple life.

That’s what Owusus do — we figure it out no matter how hard it is.

We moved to the Bronx when I was six years old. Because of my age, I was a little innocent about the idea. I remember a little about packing up and hearing my mom talk about “Oh, we’re going to America,” but I didn’t know what she meant. To me, it was just like a vacation.

My parents had the typical immigrant mentality of moving to the United States in search for a better life, a better education — for us to do more and have more than what they had. My grandparents had been living in New York (and specifically in the Bronx) for about 20 years already, and we went to live with them for a while.

In the first two years, my mom went back to Ghana because she was still settling things. I think it was during that time when I started growing up a lot quicker than I would have otherwise. So much was changing that I didn’t want to feel like a burden, and I had this idea that I had to handle things on my own.

I remember, for instance, I was in first grade. The way New York City grades work is that 1 is the lowest and 5 is the highest. I got my first report card, and it was just covered in twos. Coming from a family where everyone is a high achiever, I thought, “This is not happening.” I started really pushing myself. I wanted to make the transition easier for everyone, and I thought that I could best control that through my education. Even when I was struggling in school, I was determined to figure it out myself, because that’s what Owusus do — we figure it out no matter how hard it is.

That mentality ended up translating past my education — for emotional and personal problems, too. I don’t want to add onto anyone’s problem. Whenever I call my mom, I want to call her with good news. I want to tell her that everything is good and that all the sacrifices my family has made haven’t gone to waste. I think that’s a general idea for immigrants — you want to make the move worthwhile, and that was my way of doing it.

I appreciate being in this country a lot, but having tried so hard to assimilate, I think I should also have every right and every voice to make this my country as well. There’s this stigma that immigrants come in here and take the livelihood or opportunities of Americans who were born here. But my family, like other immigrant families, is just trying to do our best to live our lives and make the most out of the opportunities that we were given.

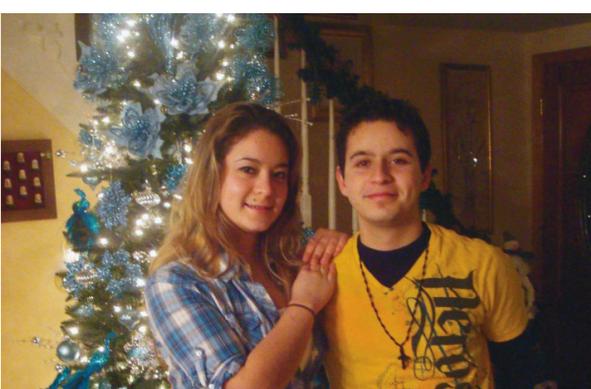


Photo courtesy of Karina Alvarez Acosta

The Alvarez siblings moved from Mexico to Wallingford as children.

MS. KARINA ALVAREZ ACOSTA has been at Choate for eight years. Currently, she works with the Student Activities Center as a shuttle driver. She is an immigrant from Mexico.

I was in ninth grade when I moved. My father had already lived here for ten years; he came when I was about three months old. He decided to bring us to give us a better future, a better life, and he was the one that applied so that we could come.

The most difficult thing when we had just moved was that we could not communicate. We learned little by little, but it was difficult. I did not want to go to school because of that. I thought, “What am I going to do? I do not understand anything.”

About a month after arriving, we went to the Spanish Community of Wallingford (SCOW) organization, and Julie Oxborough tutored us. She taught us how to say numbers, and she taught us many words. She brought us

books to read, and she brought us her daughters to talk to them.

We did not understand much, but she helped us a lot. We worked with her for about a year.

When I went to school, I really tried hard. I looked for options; I looked for people to guide me. But I didn’t even know how to start. When I was signing up for school, people just told me, “Go online and go to FAFSA,” but at that time I did not know what that was. I didn’t know what to do. I didn’t know how to use a computer.

I stopped school after twelfth grade because I had to work and help my parents. My mom lost her job around that time, and we all had to help, so I did not focus on my studies.

But eventually, I realized how important it is to go to school. It’s very hard because employers always ask for a degree. If you don’t have a degree, they ask for experience. If you don’t have experience, what are you going to do? And I’d also like to start a family, but what am I going to provide them without education? Everything would stay the same. Without education you can’t go anywhere.

That’s why I decided to go back to school, and I’m still at school. It’s hard, because I obvi-

ously work part-time. (I’m working with Edible Arrangements, and I’m also a shuttle driver for Choate.) But I have improved my typing and writing skills. I took a keyboarding class, and now I can type a lot faster. I’ve learned many new words, too. My plans now are to finish the Billing and Coding Associate’s Degree at Gateway in New Haven.

Victor, my younger brother of four years, has a baby so he has to work. But I’m advising him to go back to school too, because it’s hard otherwise.

You can judge others by just looking at them, but you will not realize everything that is going on — how they arrived to a country where they did not know the language. If you do not know how to communicate, you feel rejected by people. Doors are slammed in front of you a thousand times. But I keep knocking and knocking. I keep applying until someone gives me an opportunity.

It’s frustrating when you don’t get a chance, but everything that has happened to me has made me stronger, and I will fight for what I want. I have to find a good job. It takes time, but I think it’s never too late to achieve what you want.

MR. CRAIG JOHNSON has been an HPRSS teacher at Choate for three years. He is an immigrant from Jamaica.

I was born in Jamaica. I lived there until I was 19 — until just before my 20th birthday — and then I went to England for college. England has always been, to an extent, an extension of Jamaica for my family. My grandfather, went to England during World War II, fought in the war, and stayed.

I met my wife while in England. She was an American, and she didn’t want to live there. I decided to come to the U.S. because of her.

I moved to Atlanta, Georgia, which was a massive transition. I had a degree in advertising, and I worked in sales for a while. Selling things in the south as a black male was frightening. I’ve never been called the “n-word” or anything like that, but going to people’s houses and offices — there was almost an unspoken feeling of “know your place.”

The guys in the office would say, “Oh, Craig, you should go to the South side of Atlanta, that’s where black people live. You can sell to them there.”

MS. RAJAA WACHOB has been at Choate for two years, working with SAGE Dining Services and the Laphier Café. She is an immigrant from Morocco.



I moved from Morocco in 2009. I came to pursue education because I didn’t finish college, so I wanted to continue here. But when I came, I was surprised that education costs so much money in this country, because in my country,

The guy from Thailand was told to sell to the Asian community, and the white guy was told to sell to the suburbs. It was a strategy that was effective, but completely based off segregation and race.

Once you’re here, you’re part of the American mosaic.

Coming from Jamaica, a majority black country, and then living in England, where race is not talked about as much, I wasn’t really aware of my race, so to speak, until I moved here. I’ve always been a conscious black male, but I didn’t have to remind myself that I am. Here, I became aware on a daily basis of the skin I wear.

But black culture in America is also a very public culture, so I was happy to participate in that. There’s beauty to being amongst your people and amongst those who you are comfortable with.

I have been living in this country now for 16 years. I still consider myself — and maybe will always consider myself — an immigrant. It makes me

education is free. So I did not know that.

I didn’t go to college here because I had to pay the bills. I tried to focus on making enough money for daily needs.

My first job was as a barista at Dunkin’ Donuts. When I started, I had some trouble with the language and some of the pronunciation: the simple words, the words that if you pronounce incorrectly can mean other things. For example, instead of “number six” I used to say “number sex.” A regular customer would notice if I said something wrong, and they would correct me.

The transition — to relate to the community and to the country — was really hard socially. People notice from your accent that you’re a stranger, so



Photo courtesy of Ross Mortensen

transient. I think a lot of people are too willing to say, “This belongs to me.” I consider myself an immigrant because I want to continue to travel and learn from different cultures.

Being born in Jamaica and growing up there is something that I will never give up. It’s a very out loud culture; it’s unapologetic. The way I was brought up was always to be proud and have my head up. Jamaica will always be home, and there’s nowhere like home, really.

To an extent today, the word “immigrant” has a bad connotation to it, but I don’t think it should at all.

I think immigrants should know their rights, know what the issues are about, and know where to go for help, but there shouldn’t be a rush to “become American.”

Once you’re here, you’re part of the American mosaic, because this country was designed and built off immigration. America and immigration are one.

Photo courtesy of Baji Tumendemberel

BAJI TUMENDEMBEREL '18 is a two-year junior from Milford, Conn. He is an immigrant from Mongolia.

When I was five years old, we moved to Connecticut because my mother got a special academic visa to study at the University of Bridgeport toward an MBA.

My parents couldn’t support us just on school — school doesn’t pay anything. My dad’s first job was as a shoeshiner, and he has worked many other small, laborious jobs, since then. Eventually, he had enough money and time to start a dry cleaning business in our town, and we’ve gotten to a point of economic security. That’s something I’ll always admire him for — coming here as an immigrant who didn’t speak the language, who didn’t have anyone to rely on in this country, and getting to where we are today.

Mongolian immigrants are a bit different than other Asian immigrants because we are just so sparsely populated in terms of individuals that live abroad. Many other Asian countries have very, very large populations abroad, so you can find whole communities of people who have a similar background. But there are maybe 20 families in Connecticut that are Mongolian.

When people think of Mongolia, they often only think of the history of barbarism and conquest. But the Mongolia I know is very, very peaceful. It’s made up of people who are hardworking, who

are respectful of the environment, who are completely conscious of the issues of our society.

I want to become more aware of my Mongolian culture. I know that I’m losing my language. I can speak it conversationally with my parents, but I look back at old videos of me as a kid, and I spoke it as fluently as I now speak English; I wish that I had kept more of that.

But while I want to maintain the Mongolian part of me, I also know that I am an American and that this is my country. This past month, my parents have started talking about becoming citizens and permanent residents here.

It wasn’t the main reason, but that shift was influenced by the recent actions by the current administration towards immigration. I’m not from anywhere that would be directly targeted by such policy, but 50 years ago, we were. Immigration from Mongolia during the Cold War was completely stifled off by the United States. Even now, we can’t guarantee that we’ll be safe. Immigration policy in general might become stricter, so to make sure we can maintain the lives that we’ve built here, we want to secure our citizenship.

I believe that is the right choice. Regardless of my ties to Mongolia, it’s not my home anymore. Although it’s been challenging at times to be an immigrant, I do feel that we’ve made the right decision — that America, with regards to any other place in this world, is where I want to be.

sometimes you have to be careful. When I was in my country, everything was easy, because I was living with my parents, I did not work, and I was just focusing on continuing my studies. But when I came here, I was away from my family, and I had never travelled away before. I used to cry; I was sensitive; I felt alone.

Later, I met my husband, and I started my own family. I have not visited Morocco since I moved. When I’m lonely and have the need to feel my country, I watch Moroccan movies, I listen to Moroccan songs, I try to cook Moroccan food.

The food tastes different here. The water also tastes different. Here there’s more development, so it doesn’t matter what season you’re in, you can

always have fruits and anything you ask for. There’s a fruit here that I had never seen in my country: blueberries. In my country, everything is handmade, and it takes a long time.

The travel ban upsets me, because I came from a country like those listed. But I try not to focus on that — I try to focus on my family and the things that keep me going every day.

I think my six-year-old son’s life is better than mine. He’s American, so he’s not going to feel like he’s a stranger here. I hope that my son can go to college and finish his studies and be something bigger that I could not achieve.

Editor’s note: Ms. Wachob requested that her photo not be published.

PLAYS GRACE THE PMAC

Continued from page 1

Robertson. Putting on two plays, in DeRiu's view, was done so that people could have a chance to fall in love with theater like she did as a child. On her choice of plays, she said, "I used to have an Italian book of Fairy Tales when I was a child, and both of the stories were in the book. I always loved both stories, on their own, and I loved that one was also a continuation of the other. So, when I was considering doing *The Love of Three Oranges*, I remembered that *The Green Bird* was also a play. When I found the script, it was adapted by the same playwright, so I just felt like it was a perfect choice to finish out the story."

Students participating in the play have found struggles on their way to successful acting, as expected due to the recent addition. Joseph Coyne '19 stated, "Having two plays and thus having two different characters has been dif-

icult because you have to spend a lot more time developing two characters instead of just one."

However, for DeRiu, managing two plays hasn't been the challenge that it has been to the students. "Because they are companion pieces, and *The Green Bird* is one act, it doesn't really present many challenges with the rehearsal process," said DeRiu. "In a way, it helps. Because *The Green Bird* has many of the same characters as *Oranges*, but takes place so many years later, I was able to cast it with different actors, which helps with unifying character work, scheduling rehearsals, and distributing the responsibilities of the actors. And I got to have a big, diverse cast that has worked very hard to create a vibrant ensemble." This change has thus added a new layer of depth to the production.

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Private Protests Prevail

By Nicole Yao '18
Staff Reporter

If you've been to the Lanphier Center or elsewhere around campus lately, you've no doubt noticed a series of photographs posted on the walls, showcasing significant moments in history that have resonating effects on society today.

The student behind this political art requested to remain anonymous, saying, "I don't want any of my projects to be about me, I want people to focus on the issues."

Nevertheless, she explained what motivated her: "I was inspired by the political tension and dissent throughout the country. I think that, no matter where someone is on the political spectrum, human empathy is the most important thing. And it's hard to elicit empathy for others through heated conversations where everyone just wants to be right."

As an ArtsCon student and lover of art, the student decided to use visual arts to communicate her message. "I realized that the best way for me to say that was through my art, because it's easier for people to look at images and come to their own conclusions," she said. "If you see something that you're against, there are a lot of ways to peacefully and creatively channel dissent and anger."

The student began posting photographs during the climax of the 2016 U.S. presidential cam-

paign race. While her art is now in almost every academic building on campus, she has always used Lanphier's "blank white walls."

Through her art, this student attempts to promote a welcoming and inclusive environment on campus. "Our campus is our home, and everyone should get to feel safe here," she explained. "The current political climate is hard to live in, and we all need to remember that human rights should have a healthy amount of distance from politics."

Her artistic process allows for creativity and exploration, saying "I typically like to think of a theme and start developing my project without keeping any rigid guidelines. It just kind of happens."

"I love the art," praised Amy Hagan-Brown '18. "My favorite is the one of Lauryn Hill and Wyclef Jean. The colors pop out from the black and white, and the words next to them are powerful too."

Suki Kalra '18 agreed, saying, "When I talked about it with my friends, it was sending an inclusive message in face of all the political news. All the times when you're walking up the stairs, it's nice to see a message like that."

She plans to continue her political art, with future projects focusing on Black History Month and the environment.

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Photo by Elle Rinaldi/ The Choate News

FRINGE UNHINGED: A NEW VIEW OF THE ANNUAL SHOW



Photo courtesy of Luci Manigbas

The cast of Fringe sets up props on stage during the tech rehearsal preceding the opening show. The show itself, entirely student-written, directed, and performed, was a success among audience members in all three showings.

By Namsai Sethpornpong '17
Staff Reporter

There is something to be said about a production run entirely by students; Fringe is distinct from other Choate productions in that it is focused on pieces written, filmed, directed, and performed by students. An annual tradition at Choate for over twenty years, The Fringe Festival allows kids to take full control, to explore their creative abilities and watch as their ideas unfold in the intimate setting of the Gelb Theater.

I can still remember the first Fringe Festival I attended. It was sophomore year, and as someone who had never truly experienced any form of theater outside of lofty musicals on Broadway or full-scale school plays, I was captivated by intimate vibrancy that was the embodiment of Fringe. Fringe immediately gave the audience the impression that it was more than just a group of performers: the actors there were family. The electricity in the scenes was evidence enough that the connections made between the actors were invaluable.

As a senior, I finally decided to take part in the festival. It was the beginning of my last winter at Choate, and I felt the need to do something different. As much as I enjoyed my afternoon "sport" that typically consisted of Fitness, I wanted to do something different during my last year as a Choate student. I pride myself on

the fact that I am giving back to my community via the performing arts and Fringe specifically. Fringe was a way in which I could give more to the arts community: more than writing weekly articles, and more than attending shows or recitals. After two years of writing about Fringe, I realized that it was time to be in Fringe.

I pride myself on the fact that I am giving back to my community via the performing arts and Fringe, specifically.

The four directors, Asher Zelson '17, Max Fine '17, Austen Rogers '17, and Ben Wendel '17 were all passionate and understanding — each in his or her own way. I was lucky enough to have been in three of the four plays, and it was fascinating to see the different styles in which my directors approached their pieces. Zelson's quiet patience and request for Boston accents, coupled with his willingness to let his actors craft their own characters helped Jack Hodgson's '17 play based around petty theft come to life. Fine's interpretation of Mattie Drucker's '17 comedic middle school production allowed for the entire cast of Fringe to come together to create one completed piece — and I believe that Fine's production (and his all cast field trip to Mr.

D's) was pivotal in making the Fringe family as close-knit as it is. The plays themselves too encouraged a sense of unity that made the Fringe experience memorable.

Wendel's take on Nell Shaper's '17 play involved heavy tech and many, many, lines. During this process, I saw a side of Wendel that I wasn't familiar with from last year's Fringe Festival. A raw and vibrant urgency made an already big piece — one about a group of ghost hunting friends — even louder than it originally was. From his use of a blood stained dress, to putting Serena Levin '20 in a coffin, to using strobe lights in order to create a surreal ambiance, Wendel's extreme attention to detail was the reason that his play was the finale of the show. Although I was not in Austen Rogers's '18 play, I do know that it was a fan favorite. Elena Levin's '17 more-than-relatable commentary on Choate's pervasive hook-up culture, paired with first-time actors Nicole Sellow '17, Andrew Garver '17, and Kathryn Phillips's '20 gripping performance set this three person play apart, and even from backstage, I could hear the bellows of Choate students and faculty alike.

Max Patel's '19 love song had many cast members pressing our ears against the doors backstage. Garver and Lucianne Manigbas's '17 song had a similar effect. Lily Ball's '20 trenchant dramatic monologue about drug abuse numbed the audience, and

Jerri Norman's '17 slam poem that stemmed from a place close to her heart — one about the black experience — left many teary-eyed. Amir Idris's '17 rap likewise received a round of applause.

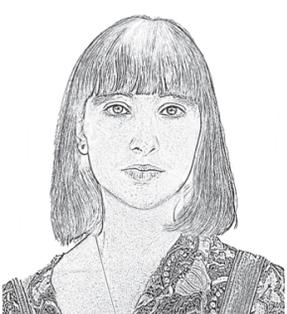
The role reversal of being an actor rather than an audience member was deeply gratifying.

This experience has been nothing short of remarkable. It allowed me to discover myself in different forms of art that were previously unknown to me. The role reversal of being an actor rather than an audience member was deeply gratifying. The Fringe family consisted of people from various pockets of the Choate community — people who I would otherwise not have known, much less form meaningful connections with. It made this past term one of the best ones I've had at Choate.

To the entire welcoming cast of Fringe and to the extraordinary Ms. Doak and her leadership: thank you for making this experience unforgettable for everyone involved. This will doubtless remain one of my most treasured memories during my four years at Choate Rosemary Hall.

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À LA MODE



By Jeanne Malle '19
Staff Reporter

Men interested in fashion or dressing unconventionally have almost always been viewed differently than women with similar perspectives. Anselm Kizza-Besigye '17 agrees with this statement. "I think that dressing unconventionally can alienate guys who live in traditional environments. I can relate to that emotion sometimes when I wear more effeminate clothes, like the ones I steal from my mom, or when I put my hair all the way up. My brand of androgyny sets me apart, and I'm sure it confuses people. However, as long as I feel comfortable and confident in what I wear, I don't feel bothered by what some people might think."

Television, a medium famous for depicting the stereotypical lives of people all over the world, often file fashionable men as homosexual, bullied, working in the fashion business, or a combination of these things. I can only speak for parts of Europe and the United States, but these standards displayed by television undoubtedly have an effect on the way the public views men with a sense of style.

Today, although mainly in gentrified areas, men dressing fashionably are more accepted. Kizza-Besigye expressed some of his thoughts on fashion, most of which defy many typecasts made on men's style.

"I don't see fashion as a hobby or passion. I don't read fashion blogs or look at runways. I would say that I do have a distinct, personal style, but I certainly didn't develop it through any detailed analysis of global trends. I've always been a fan of funk and Soul Train, and at a certain point, I started trying to vaguely recreate the outfits I saw on from that era. Developing my style was really just a process of combing through various thrift stores and searching for pieces that made me feel good about myself."

It may seem easy for Kizza-Besigye to be able to express himself freely in such a small commu-

nity, yet this actually signifies a lot. Twenty years ago, no man in a prep school would dress this way. In this way, on this tiny campus we live on, we can see people like Anselm showing us the future of

men's fashion, which is evolving to make the unconventional more widely embraced.

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Photo by Jeanne Malle

Anselm Kizza-Besigye poses in one of his unconventional outfits.

In Music We Trust

By Ariel Kim '20
Reporter

In Music We Trust, a student organization dedicated to bringing music and happiness to nursing homes in the area, recently held their third concert ever at the Regency House Health and Rehabilitation Center. Eleven Choate musicians performed for the seniors (in life, not school).

Michael Zhou '18 and Mark Su '18 are the founders of this student organization. They instituted the club this year after laying the groundwork during their sophomore year. Zhou created the name "In Music We Trust" because he believed it clearly delivered the club's purpose: trusting music to heal, to support, to connect, and to break barriers. Su claims that although there is a religious connotation to the name, it has hidden benefits. Su commented, "I think having a religious aspect to the club's name helps form connections."

Although the club is fairly new, many people are eager to join. Su remarked, "Although there is a limited number of people that can go on the trips, lots of people want to participate." Currently, there are about 70 members.

They held their first concert at the Skyview Center, a nursing home only about ten minutes away from Choate. Ten students performed for the seniors there and helped

spread the word about the club to more students. The second concert was held at the Yale Psychiatric Center, at which they performed in front of small children. Zhou explained their decisions when it comes to performance venues, saying "Some people give us suggestions regarding where we should perform through social media." After they receive a suggestion, Zhou and Su first reach out to the people in charge of the nursing home, then visit the place once in order to check whether the environment is safe and whether the audience is attentive before actually taking the performers to perform. Su comments, "We both like to prepare for events because we both enjoy communicating with strangers." Their extensive planning routine allows for the students performing to feel safe and happy.

Zhou explained that his favorite part of the entire process is when the performers sing "Happy Birthday" at the end of the concert because he believes it makes people, well, happy. Su states that the ultimate goal of the club is to spread love through music, as well as happiness to not only the audience members, but also the performers. He emphasizes the value of having the experience of giving rather than simply receiving.

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FIELD REPORT

Saturday Games

Boys' Basketball (10-10-0)
beats Greens, 63-56

Girls' Basketball (14-7-0)
beats NMH, 40-38

Boys' Ice Hockey (7-12-2)
falls to Exeter, 1-7

Girls' Ice Hockey (9-7-1)
falls to Loomis, 1-5

Boys' Squash (6-12-0)
Nationals, D3 quarterfinals

Girls' Squash (15-3-0)
Nationals, 1st of 16

Wrestling (19-2-1)
Class A' Tourney, 3rd of 12

Wednesday Games

Boys' Basketball (10-10-0)
beats Salisbury, 51-46

Girls' Basketball (14-7-0)
beats Hotchkiss, 66-34

Boys' Ice Hockey (7-12-2)
beats Avon, 3-2

Girls' Ice Hockey (9-7-1)
beats Berkshire, 3-2

Boys' Squash (6-12-0)
beats Rye Country, 4-3

Girls' Squash (15-3-0)
beats Rye Country, 7-0

Boys' Swimming (6-2-0)
beats Loomis, 96-90

Girls' Swimming (6-2-0)
beats Loomis, 102-84

CATCHING UP WITH THE FARRELL ALUMNI

Harvard University sailing prodigy Dylan Farrell '14

By **Joseph Coyne '19**
Staff Reporter

Last week I talked to Dylan Farrell '14, who sailed on Choate's team during his time here and is now pursuing his passion at Harvard. We discussed his history with the sport as well as his experience transitioning between high school and collegiate sailing.

Joseph Coyne '19: How did you first get involved with sailing, since it's not a conventional sport?

Dylan Farrell '14: When I was six, my parents enrolled my brother and me in Madison Beach Club's Boating 101 course, which was a two-week program designed to give young kids experience on different types of sailboats and motorboats. We enjoyed it so much that we enrolled in the Junior Sailing Program the next summer. I picked up the basics of sailing fairly quickly and soon realized that I loved the combination of mental and physical activity that's required to sail and race effectively. I started off sailing Optimis and then transitioned into skippering Club 420s as I grew older. I also sailed Lightnings on the weekends with many of the club's adult sailors, first as a crew and then increasingly as a skipper for members who owned boats but did not like to skipper themselves.

A lot of people who have never raced small sailboats before have this image of sailing as just sitting around and leisurely sun-tanning on a yacht, but it is actually very mentally and physically demanding. You have to be constantly observing everything around you, whether it's the wind, the waves, the current, the other boats, or your own sails. And then you need to use all of that constantly-changing input to determine the course of action with the highest probability of success — then execute that game plan effectively.

JC: How big of a gap was there between sailing in high school and then college?

DF: There was a huge gap between high school and college sailing. The biggest discrepancy is that, in college sailing, the difference in ability between skipper and between crews at the top regattas is very, very small. So doing well in college sailing requires being incredibly consistent and always making the high-percentage play. At last year's coed Nationals, you would have been able to win a division if you



Photo courtesy of Choate Rosemary Hall

Dylan Farrell's boat comes in 5th of 79 in the 2016 North American Championships last August.

averaged 5th each race. This was because the fleet was so competitive and the same boat that came in first one race could be at the back of the fleet the next race. This is very different from high-school regattas, where the top couple boats are in the top five almost every race. Another big difference is that the level of boat handling is significantly higher in college sailing. The skipper and crew are much more physical with the boat and use their weight to work the boat through all of the maneuvers over the course of the race. Yet another difference, with regard to team racing, is that in high school, you often come across teams that do not always make what would be widely viewed as the "correct" team racing play, and so you can beat teams simply by having a better game plan for each situation that comes up in the race. In college, however, almost everyone follows the same game plan and basic team racing principles, so winning a race becomes more about being able to execute your strategy more efficiently than the other team.

JC: What are your best memories of sailing?

DF: My best sailing memory before I got to Harvard was winning the Connecticut State Championship in fleet racing at the Coast Guard Academy my senior year at Choate. No one expected us to do well, since it was only the second year of Choate having the Varsity Sailing Program, and we had not done very well the year before. But then we won both the A and

B divisions by a wide margin, upsetting Hotchkiss, which is a perennial powerhouse and had won the year before. So that was a great feeling and is something I will never forget.

Another great sailing memory was coming in 5th out of 79 boats at Lightning North Americans in Rochester, N.Y. this past August. I sailed with Nick Sertl, who is another skipper on the Harvard sailing team, and with Haley McMahon, who sails for the University of Vermont. It was an incredible experience, and it was awesome to compete against and even beat boats that had several former world champions and Olympians on board. We were the top under-21 boat at the regatta and qualified for Lightning Worlds, which are this November in Ecuador.

My best sailing-related memory at Harvard was being elected Captain last November. Entering the team as a walk-on with significantly less experience competing at a regional or national level than the other skippers, I never could have dreamed of ultimately becoming Captain. I have the goal of influencing team culture in a positive way and making sure that every sailor feels good about the experience and their contributions to the team. For me, there is no greater honor than having the respect of one's peers, so it was truly surreal to know that my teammates were placing their trust in me to lead to team.

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Georgetown soccer star Caitlin Farrell '15

By **Joseph Coyne '19**
Staff Reporter

It had been 102 minutes before anything notable had happened at the soccer match in Bridgeport, West Virginia, but suddenly Georgetown whipped a shot to the post — scoring a goal that won their game in double overtime. Georgetown forward and Choate alumna Caitlin Farrell '15 was one of the players who was ecstatic about the win. Georgetown University, ranked 18th nationally in soccer at the time, had scored an upset against West Virginia University, a school that ranked third. This was just another win that added to Georgetown's stunning 8-1 record so far this year.

Farrell, who was a captain of Girls' Varsity Soccer and Girls' Varsity Lacrosse, graduated from Choate in 2015. She moved on to play Division I Women's College Soccer at Georgetown University. When asked about her transition to college, she said, "I think it was kind of nerve-racking at first because everyone always tells you that college game is so different from high school, and that people are just so much stronger and quicker and more technical at that level. But once you get used to it, you get in the flow of things. Everything starts to work itself out."

One of the few difficulties Farrell faces as a Division I

athlete is balancing school and soccer. She pointed out "It's definitely a little bit harder than Choate, since you have to travel to other states so frequently — I think we took eight flights last year. But I think Choate definitely helped with adjusting to the college life and learning to balance everything."

As far as Farrell's performance in her games, she has been nothing but stellar. "I think I was playing about half of each game, every game," said Farrell in regards to her playing time two seasons ago. In 2015, she racked up a total of six points for her team and was also a Big East Academic All-Star. The next season, Farrell started every game and picked up six points, with one goal and four assists.

In regards to her goals for the team and herself, she said, "I just want to help my team as much as possible, and for me that means scoring goals and assisting." Her major goal for each year is to win the Big East Championship.

Farrell advises all incoming student-athletes as well as other students to "take every opportunity you have and make the most of it. Don't forget to have fun, and don't get brought down by anything too much." Needless to say, Farrell is striving in college and is one to watch in the future.

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Photo courtesy of Justin Weekes/The Record Journal

Caitlin Farrell dribbles during a 2014 match against Kingswood Oxford, in which she ultimately scored two goals.

ON THE ICE WITH REFEREE MARTY TANGREDI

By **Cecilia Curran '20**
Reporter

A critical presence at Remsen Rink, whom hockey players respect and depend on, is referee Mr. Marty Tangredi. I spoke with Mr. Tangredi to learn more about his history with the game and his 27 years of experience officiating at Choate.

A true all-around hockey person, he started playing hockey in Wallingford back in 1973. Mr. Tangredi attended Lyman Hall, played club hockey at the Rochester Institute of Technology, and began officiating several years after college. "I ran into a high school teammate who asked if I'd be interested in officiating hockey. My first answer was, 'Are you crazy? I am the one that they send to the penalty box — not the other way around!' But he suggested that I take the seminar and give it a try."

But sure enough, Mr. Tangredi fell in love with officiating and it soon became a regular job for him. "After my first game, I was hooked. I began to

get higher-level assignments, worked many games with excellent officials, and was lucky enough to learn all that they had to teach me about the little things that the job requires." That being said, Mr. Tangredi certainly did not become a referee overnight. With regard to formal training, referees participate in mandatory annual seminars and tests in order to re-certify for the next year. And because Mr. Tangredi officiates Prep games, he is subject to additional testing as well as monthly training sessions during the season. But, clearly, the officiating experience makes up for the hard work that Mr. Tangredi puts into it.

While he loves being a referee, there are some aspects of the job he doesn't particularly enjoy. Mr. Tangredi mentioned that one con of the job is "parents and coaches not letting go of a disagreement to a particular call. I have even been physically assaulted after a game, where a parent put hands on me and was later arrested — not fun." That

being said, many elements of the job make it worthwhile. Mr. Tangredi particularly enjoys "the satisfaction of watching a well-played game, having no effect on the outcome, and not being noticed on the ice." In addition, he said that it is always nice to receive a compliment from a coach who is happy with Tangredi's referee performance. Mr. Tangredi added, "I also love the interactions with the players."

Being a hockey official has become a way of life for me.

Mr. Marty Tangredi

Regarding Choate, in particular, he said, "I love working games with future Olympians as well as Choate's two present coaches." He also enjoys catching up with Choate players whom he refereed that have since graduated. "The ultimate respect that we had for each other when they played is something that I treasure, as well." Overall, he said, "Hockey officiating is a good way to stay involved in the game that

I am passionate about and make some extra income. Being a hockey official has become a way of life for me."

Mr. Tangredi has been here long enough to even witness the snack bar's first edition, created by none other than his uncle and father. "In fact, the plaque on the current snack bar is in honor of my uncle. I make sure to touch it every time before I go out onto the ice."

Outside of hockey, Mr. Tangredi works as a Commercial Property Claim Adjuster and relishes spending time with his two daughters. In addition, he said, "I play softball in Wallingford, I golf when I can, and I spend time off-season with my best friends, who happen to be the officials that I work with all season."

Mr. Tangredi has been a fan favorite for many years at Choate, and each Saturday night gives him yet another chance to experience the game and job that he loves.

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GIRLS' VARSITY SQUASH

Boars Take National Title

Continued from Page 1

Title match against Pingry (which had an individual record of 16 wins and 5 losses) on Sunday.

Van den Born commented on the buzz around the courts leading up to the finals, saying, "The courts were absolutely packed. If you wanted peace and quiet to prepare before the match, you had to head into the stairwell or up three flights of stairs to the locker room." The match against Pingry was set to be difficult, like the match against Hackley. Soper said, "The top of Pingry's ladder is also very strong, so we knew that the bottom of the ladder would have to play especially well if we wanted to beat them." Van den Born mentioned that this was the closest she had come to a championship since her freshman year, where Choate lost in the finals.

This time, however, things would play out differently for the Boars: van den Born, Madison Sakhim '18, Soper, and Stevenson (with the deciding victory

yet again) all won their matches. Hope Worcester '19, Keeley Osbourne '18, and Mia Krishnamurthy '19 also played "some of their best competitive matches of the season," according to Soper. With a final tally of four wins and three losses, the Choate girls took home the Division II National Title. For van den Born, after four years in Choate's squash program, her dream had finally become a reality. She shared, "It was an unbelievable feeling to win the title this season. It certainly took a while for it to sink in when the match was over, but all I feel now is pride in each and every one of the girls on this team and even more drive to train for New England's. The season isn't over yet!" Truly, the season is far from over for the squad, with matches against Deerfield, Andover, and Rye Country Day coming up as well as the New England Championships at the end of this month.

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