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YALE PROF. WISHNIE SPEAKS ON TRAVEL BAN

By **Kate Spencer '20**
Staff Reporter

Students and faculty crowded into Elman Auditorium last Wednesday to attend a seminar by Yale Law School Professor and Choate parent Michael J. Wishnie '16. The talk highlighted President Trump's Executive Orders and their impact on immigration in the United States. Afterwards, attendees asked questions about the topic. In addition to being a Yale professor, Mr. Michael J. Wishnie is the Deputy Dean of Experiential Education, the William O. Douglas Clinical Professor of Law, and Director of the Jerome N. Frank Legal Services Organization at Yale Law School. His focuses include immigration, labor and employment, habeas corpus, civil rights, government transparency, and veterans' law.

Mr. Wishnie first addressed the recent Executive Orders of the Trump administration, specifically the three that relate most to immigration conflicts. The first included building a wall along the United States-Mexico border and in-

creasing the amount of border control agents. The second Order, Mr. Wishnie described, encompassed more of an interior enforcement. He elaborated upon the consequences the order pushed upon sanctuary cities that suspended federal funding as well as increased federal immigration enforcement. The third Order, and perhaps the most relevant, was the order entitled, "Protecting the Nation from Foreign Terrorist Entries," signed into action on January 27.

He also spoke of his involvement with the executive orders and how he and his students have worked to stop injustice and discrimination against refugees. After being alerted of an Iraqi refugee trapped at the JFK airport, Mr. Wishnie rallied his students into filing a lawsuit in the refugees' defense. However, they soon realized that hundreds of others across the country were in the same situation. Soon enough, the students and Mr. Wishnie filed a lawsuit with a request for class certification. After the case was heard, the

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Photo by Ariel Zhang/ The Choate News

KEC Examines New Daily Schedule, Anticipates Minor Changes

Mr. Joe Scanio, Program Director at the Kohler Environmental Center (KEC), assists Ananya Karanam '18 in the greenhouse. Alleviating worries, next year's new daily schedule will have little impact on the Environmental Immersion Program. See KEC, Page 2

BEYOND THE LETTER GRADES

Some teachers on campus have turned their backs on traditional grading systems

By **Pinn Chirathivat '19**
Staff Reporter

At an academically competitive institution like Choate, the pressure to excel often drives students to work hard and obtain the highest grades in all classes. However, while all course grades are recorded on transcripts using a traditional letter system, a vast array of grading systems are present within different classes. Courses such as Mr. Nick Molnar's AB Calculus, Mr. Molnar and Mr. Mike Peed's Journalism and Nonfiction Storytelling, and

Mr. Joe Scanio's Ecology taught at the Kohler Environmental Center (KEC) diverge from the standard grading system.

It is not that we do not grade. A lot of students believe that I don't grade, but I am always assessing and grading.

Mr. Nicholas Molnar
Journalism and Math Teacher

Mr. Molnar does not only omit letter and numerical grades on papers, but also on

quizzes and tests. In terms of his reasoning behind implementing a non-traditional grading system, Mr. Molnar explained, "There's a lot of research that suggest that students best respond to feedback. Feedback can be given in three different types: with a grade only, a grade and comments, or comments only." He explained, "I think the focus becomes much less about doing work for a grade or trying to focus on what is going to be on a test or an assessment than actually understanding and learning things."

Mr. Molnar noted, "It is not that we do not grade. A lot of students believe that I don't grade, but I am always assessing students and grading." He said, "Every single problem I assign, I know exactly what it is assessing, and then I grade on a one-to-four scale. One basically means there is very little evidence of your understanding, two is building understanding, three means there are still some minor errors, and four is that they mastered it."

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Students Question Plans of Campus Consultants

By **Alyssa Shin '18**
Copy Editor

Students held mixed opinions of Ms. Rosalind Wiseman's and Mr. Charlie Kuhn's work after the consultants visited the School for the second time this year on February 1. Ms. Wiseman and Mr. Kuhn presented their new goals of improving the new student orientation during that school meeting, and they stayed until February 3 to meet with various student groups.

During their second visit, Ms. Wiseman and Mr. Kuhn met with the Young Democrats; the Young Republicans; Responsibility, Intellect, Sisterhood, and Empowerment (RISE); Students Advocating Gender Equality (SAGE); and the Committee on Respectful Relationships (CORR).

Many members of the groups interviewed afterward believe that there have been no concrete changes on campus since these visits. CORR Co-founder Nicole Sellow '17 said, "I don't think they have made a lot of strides here. The survey from the fall did a good job gauging the attitude of the community, but the delay in analyzing the results has hindered conversation. There seems to be a lot of talking and not as much action as I would like to see."

The secretary of RISE, Abbi Drummond '18, commented, "The discussion we had with Ms. Wiseman and Mr. Kuhn was a continuation of the discussion we had the last time when we met with them about the problems faced by women of color at Choate, socially, academically, and economically. These problems are things such as a feeling of more pressure to per-

form well academically and also less standing on the social ladder at Choate because of things such as being less able to be included in hookup culture." She elaborated, "Honestly they haven't been very good at doing anything. For example, the Counseling Office hasn't been changed from the time they first came last year to now so it's kind of confusing as to what their point really is here."

Sellow also questioned Ms. Wiseman's and Mr. Kuhn's plans. "I'm not sure what they want to achieve. 'A culture of dignity' seems fairly ambiguous to me, and I'm not sure what steps the community needs to take to get there. I want Choate to be a place where everyone feels safe and respected in relationships — and feels confident enough in themselves and in the community to speak up if they are not feeling safe and respected. I hope that's something we can achieve, and I hope that Rosalind and Charlie can help with that. I'd like to see a realistic action plan, and not just vague statements or words," she said.

Liza Diffley '19 disagreed. "It's good to get the repetition in those kinds of subjects, especially mental health, since it's so prevalent on campus. Even just reminding us what our resources are and explaining what people can do for you is good to hear. I think Ms. Wiseman has been clear about how she wants to improve relationships and hookup culture."

In contrast, Caleb Hastings '18 said, "There is so much more diversity in social dynamics and circles than she can ever hope to

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INVESTIGATING CHOATE'S SUPPORT GROUPS

By **Grace Zhang '20**
Staff Reporter

Posted in the common room of every dorm is a list of students involved in support groups like Assessment Team and Peer Educators. Yet the purpose and duties of these groups are still unclear to some students. Many have limited knowledge about what these groups do and how to reach them. Josephine Mah '18 said, "All I know about the Assessment Team is that they're there if you're concerned about a friend." Tippha Chan '19 said, "I know what the Assessment Team does, and I find it useful — but I'm not so sure about the Peer Educators."

Ms. Judie Bender, faculty adviser to the Assessment Team, recognizes that a main problem with these support groups is students' hesitance to use them.

"I don't think students tend to turn to the Assessment Team often," she said. "For some reason, people don't remember that that resource is available." Sydney Jones '17, a member of the Assessment Team, agreed that it feels "underutilized." She thinks that the Assessment Team should work on "creating more of a connection with the students earlier in the year." She explained, "We didn't do a lot of school meetings in the beginning of the year to let people know what Assessment Team was and how it should be used."

The Peer Educators seem to have a similar problem with lack of student awareness. "In order to improve Peer Educators we should make our presence felt more at Choate, then to make it clear that we are not the same as the Assessment Team, and we are not a tutoring group,"

said Peyton Gaughan '18, who joined Peer Educators this academic year. She continued, "I think most people don't come to us simply because they are unaware that we are a resource. If they are aware, then some of the hesitance might come from them not believing that we can actually help — a similar thought towards many of the resources on campus."

I think most people don't come to us simply because they are unaware that we are a resource.

Peyton Gaughan '18
Peer Educator

Both the Assessment Team and the Peer Educators are a group of Choate juniors and se-

niors who are meant to serve as a resource for their peers who may be seeking help. Peer educators are a source of advice and answers to questions about confusing, difficult, or uncomfortable topics. If a student notices a health related problem in either themselves or their friend, they can make a referral to the Assessment Team, a group of 13 students who meet weekly to discuss the problems of students who have been referred to them. If appropriate, they then get the student help from the Health Center. The Assessment team receives, on average, 20-25 referrals per year.

"The Assessment Team is responsible for being the eyes and ears for the staff in the Health Center that help with mental health at Choate," described

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Will its new location (coming this April) affect the store's sales?
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Read it then recycle it.

Visuals by Lucky Seven
London, Nordstrom,
Elle Rinaldi,
and RV Goddess.



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Photo courtesy of Cultures of Dignity

Consultants

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account for, or anyone can hope to account for, without getting to know each and every student personally. There isn't just a handful of issues that all or most Choate students encounter; everyone tackles different social problems."

Efforts to change the orientation are the second major project Ms. Wiseman and Mr. Kuhn have spearheaded. In the fall, two mandatory school-wide surveys, created with the help of students and faculty, were used to further understand campus culture. Mr. Kojo Clarke and Veronica Song '17 presented the results of the survey at an all-school meeting, and advisory groups met the week after to discuss the results.

Antigone Ntagkounakis '17, President of SAGE, helped draft a proposal to further Choate sex education to include discussions of gender roles,

sexuality, and consent. She supports Ms. Wiseman's plan to reform Sophomore Seminar: "We were all in agreement that Sophomore Seminar could be changed into a long-term, sex-positive learning opportunity for students."

English teacher Ms. Brooke Rea said, "I have limited experience with Ms. Wiseman's and Mr. Kuhn's presence at Choate but from what I can tell, it seems like their goal is to learn as much as they can about the culture and community of the School and assess where our needs are if we want to continue to improve. I'm not entirely sure what changes have come about as a direct result of their findings, but I think that when they work alongside faculty and students that really know the community, they may be able to come up with some good new initiatives."

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Support Groups

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Jones. She continued, "Assessment team is made up of a lot of different kinds of students so that we can permeate all different groups at Choate."

The Peer Educators focus more on conversation and communication with the community. Explained Gaughan, "Peer educators meet once a week to discuss, plan, and reflect on various ideas that we could talk to students about. Then, once we pick a topic, we separate into groups and plan dorm visits." So far this year, the Peer Educators have gone around to dorms to talk with third formers and new fourth and fifth formers about adjusting to life at Choate. According to Mr. Zachary Kafoglis, a faculty adviser to the Peer Educators, they "launched a campaign to educate the student body about recognizing and responding to signs of unhealthy habits regarding use and abuse of drugs and alcohol." The Peer Educators may also hold an open forum in the spring term about these topics. "This is a new event for the Peer Educators that we are excited about," said Mr. Kafoglis.

Besides the confusion surrounding them, another problem with these student support groups is misconceptions within the student body, which these groups have not completely eradicated. One is that many of these conversations are spurred by gossip and that turning to them for support is comparable to spreading a rumor. "I think it's always going to be a concern for students that their problems will turn into gossip. However, I can assure everyone that it does remain completely anonymous," said Gaughan.

"Another misconception about referrals is that the faculty members now know the problem of that individual. The academic faculty are not involved. Those at the health center are involved, typically Ms. Bender, who is our faculty adviser," explained Jones. "It's completely confidential, and no one but the Assessment Team and that faculty member know."

However, Jones can understand why people have these misconceptions. "It's very interesting because at Choate, when you say something, oftentimes you hear about it again. So you feel this paranoia that you can't

tell anyone, or else everyone's going to know the next day. And, in a lot of cases, that's true. However, in cases with the Assessment Team, I personally have not been a part of a referral that people now know about."

Some students also may be reluctant to consult with the Assessment Team because they are unsure of the result. "Another misconception is that referrals result in disciplinary action," said Jones. Ms. Bender explained this further: "There's no discipline involved in making referrals to the Assessment Team." She pointed out, "In the case of a referral about a rule violation, it's better to have a conversation with the Assessment Team than another faculty member, which may lead to a disciplinary response. For the Assessment Team, there is absolutely no disciplinary response. None."

Ms. Bender also suggests that Choate's student support groups may not be using all their resources to the fullest — more specifically, each other. "How do a vast number of student support groups begin to work together and provide a more community-concerted effort to provide support on campus?" she inquired. Mr. Kafoglis brought up one example of this: "The Peer Educators can direct students to the Assessment Team." However, Ms. Bender pushes that "there's a commonality that we could be sharing in a better way, and we could be working in concert with other groups that would encourage students to come forward with their concerns."

Overall, the sole concern about student support groups is that they are being cast aside due to unclear communication of their purpose and procedures. "There's a lot of mythology surrounding support groups where we provide assistance and mental health services to kids. Maybe there are some suspicions or complications in trust that are going on," said Ms. Bender. "So we need to address all these issues simultaneously."

Jones agrees that students' reluctance to use these resources is a major problem. "It's just quite unfortunate that this is a view that people have of the Assessment Team, because I think it is a tool that is heavily underutilized at Choate. There are a lot of people who do get the necessary help they need."

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HEALTH CENTER TACKLES UNWIELDY AND PERSISTENT FLU STRAIN

By Alyssa Shin '18
Copy Editor

With the temperature recently dropping to the lowest it has been all season and winter term picking up pace for exam week, students and faculty are huddled in close proximity indoors, and their immune systems are also in decline, creating ideal conditions for the flu to strike Choate once again. Every year, the Center for Disease Control predicts which strains will be prevalent in the United States and creates vaccines against these strains. Early in the season, the Health Center promoted this year's vaccination, visiting individual dorms to inoculate students. However, the vaccine created for this year was relatively inaccurate.

This year's flu situation coincided with a lice outbreak on campus. Dr. Christopher Diamond, Director of Health Services, noted interesting differences in the way the two epidemics are regarded: "In the middle of the flu season, we had an outbreak of head lice. So maybe up to 5% of students had some head lice or signs of head lice. We probably have had more people who've had the flu or flu-like illnesses since October and moving on. Here's the difference: there is absolutely no adverse medical problem that you can get from head lice. Nothing. People are afraid to sit in chairs because of lice, but at the same time, they're going to classes with fever, with cough, they don't want to come to the Health Center because they're afraid if they have a fever, they're going to be asked to stay here so they don't get anybody else sick."

There are many different symptoms that can help distinguish the flu. According to Dr. Diamond, "The flu is serious. It can knock you down for anywhere between three to seven days, or even longer. The main symptoms are non-specific, but one of them is described as 'prostration,' or the inability to get up. Some people even say their hair hurts, it hurts that bad. But it's that feeling of body aches, fever, fevers over 100°, and something else like a cough or sore throat, that classifies it as a flu-like illness."

After a student is identified as having a flu-like illness or the flu, the Health Center follows a protocol, keeping the student in the Health Center for 24 hours after the fever has ended. According to Dr. Diamond, this is in the best interests of the students and for the community as a whole.

The flu is serious. It can knock you down for anywhere between three to seven days, or even longer.

Dr. Christopher Diamond
Director of Health Services

He said, "Your whole upper respiratory system and lungs are exposed to other infections. We want it for your own protection. We want to be able to take care of you and nurse you and make sure you're not getting really sick. The more people get the flu, the more people who could be really sick from the flu can get it, like folks who are elderly, folks with diabetes, folks with asthma, emphysema. We know in a



Illustration by Elle Rinaldi

normal year, 20,000 to 40,000 Americans die of the flu. We don't tend to think about that. If young people get it, it means it's more out in the community."

However, students may construe this protocol differently. Many students are not willing to risk missing school to check into the Health Center, even if they are experiencing symptoms of the flu, like a fever.

Carter Prince '18, who has returned home for the weekend with the flu, said, "I am now way behind on work. It's stressful being behind on work. As if Choate isn't bad enough already for stress, being behind makes it even worse, especially because we are nearing the end of the term."

Samantha Rusnak '18, who also contracted the flu, echoed this sentiment. "I'm scared to

miss class because I don't want to get behind in anything. Being in the Health Center didn't feel great because I didn't feel well. I feel like it's not worth it to skip class until you feel really sick, because you're going to have so much work to catch up on."

There are preventative measures to take before an onset of the flu. According to Dr. Diamond, vaccination, with a relatively accurate prediction, a flu shot will be 70% effective. Other measures include practice of proper hygiene and avoiding unnecessary physical contact. It is also important to seek help when symptoms are identified, both for the health of the individual and for the community at large.

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KEC EXPECTS LITTLE ALTERATION WITH NEXT YEAR'S DAILY SCHEDULE



Photo courtesy of Choate Rosemary Hall

Students at the KEC listen to Mr. Joe Scanio, the KEC Program Director, lecture during an Ecology class.

By Ariel Kim '20
Reporter

In the 2017-18 school year, students will have a new daily schedule that includes 70 minute class blocks, lunch blocks for all students, and the possibility of after school activities being pushed back. With these alterations, many of the special academic programs offered at Choate will be affected, particularly the Environmental Immersion Program (EIP) at the Kohler Environmental Center (KEC).

The current schedule in the EIP program allows students to travel back and forth from the main campus to take two main campus electives along with a sport or alternative activity. Most students take a math and a language course during E and F blocks, which stay constant throughout the week, thus making it easier to have travel arrangements to and from campus.

Although it seems as though there will be many schedule conflicts between the KEC schedule and the new class schedule, the new class schedule will actually

better correspond with the KEC students' schedules. For example, Saleha Farooqui '18, a current student at the KEC, said, "The schedule is very similar to the one they are establishing here next year, so I don't think the experience will be all that different for most KEC students."

One reason for the new schedule is to decrease the homework load and to increase the hands-on learning in classes. Because the KEC focuses on research and hands-on experiences, the longer blocks of about an hour and thirty minutes already exist. Mr. Joseph Scanio, the director of the KEC, said, "Because we're already focusing on the project work, collaborative work, and hands-on experiences, we have the longer blocks even in the humanities courses." He added, "The current KEC schedule is like what the School is going to. We already have longer blocks. Classes meet twice or three times a week — we have a variety of lengths based on the needs of the class. In some senses, the Choate schedule is becoming more similar to the KEC schedule."

So how is this new schedule going to affect next year's KEC schedule, if it even affects the schedule at all? Mr. Scanio continued, "This shift of schedule is in fact going to make our schedules overlap even more than they have in the past. We'll have to make sure that we can do the movement back and forth for the classes that students take here, but in terms of the philosophy of the classes, the new schedule is more similar to what it will be than what it has been in the past."

The KEC schedule will change because of the longer classes on the main campus and the travel arrangements corresponding to the new schedule. However, students will still be able to take main campus electives. Farooqui remarked, "Class wise, I think KEC students will still be able to take the courses they want on campus." Mr. Scanio agreed that the new schedule will not decrease the number of classes that students can take on main campus, such as math and language classes.

According to Mr. Scanio, the entire faculty met to discuss

this new schedule. During the process, he was asked how the KEC could be affected by the new schedule. He said, "I was involved in this decision process as a faculty member. I answered questions about the KEC during the discussion by explaining that it would be important to maintain the flexibility of the students' schedules so that students at the KEC could continue taking courses on the main campus." Mr. Scanio believes that the most important process in coming up with the new schedule is combining the needs of all students, even EIP participants.

Mr. Scanio concluded, "It has been a good experience at the KEC to break away from the traditional experience and demonstrate the value of longer blocks as well as appreciate the flexibility in our schedule." Following the example set by the KEC students, the new schedule may be a way for Choate students to further delve into and concentrate on their studies.

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WISHNIE SPEAKS ON EXECUTIVE ORDERS

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judge signed a nationwide order saying that refugees trapped at airports because of the executive order cannot be sent back to their respective countries.

“Law alone is far from enough,” explained Mr. Wishnie. “It is only because of the mobilization of thousands of people that went to airports that really initiated the change.” The Executive Order has since been acted upon by five or six other cases, most of which disqualify the majority of the Executive Order and rule the ban unconstitutional. While the executive orders under the Trump administration have been high in numbers, the “Muslim ban” initiative has proved to be the most controversial and has had the most significant effect.

In a response to a question about the title, “Muslim Ban,” Mr. Wishnie explained that he believed that the order is an effort to target Muslims, despite the government’s denial. “If action is directed at a particular group, it is still illegal, even in immigration,” he added.

Mr. Wishnie also responded to questions about the executive order’s impact on the United States’ judicial branch. He elaborated upon how President Trump has undermined the respect of the judges, as well as the power of Supreme Court Justice Kennedy. Mr. Wishnie



Photo courtesy of CT Latino News

Prof. Wishnie believes that people need to speak out against injustice.

explained the need for people to speak up against the Orders to prevent a Supreme Court ruling in favor of President Trump. “Courts are not insensitive to the popular opinions of the nation, and they tend to follow the way of the people,” stated Mr. Wishnie. In addition to the judicial branch, Mr. Wishnie also highlighted the role of Congress in the Executive Orders and varying opinions within the Republican party. Without approval from Congress, President Trump cannot add criteria for sanctuary cities; nevertheless, more and more Connecticut cities are pushing to separate their local police from federal immigration groups.

In an effort to help students with educational visas who are from countries mentioned in the Executive Order better understand the issue, Mr. Wishnie said, “Future executive or-

ders may try to deport people whose visas are revoked or expire. It will affect hundreds of thousands of people.” Despite the impact that groups are making in response to the executive orders, Mr. Wishnie emphasized that he did not recommend travel for students with visas from these countries.

However, Mr. Wishnie did encourage the involvement of students. In his speech, he pushed for the unification and connection with each other under a common goal. Mr. Wishnie explained that he did not underestimate the power of young students, and he believed in the efforts of people nationwide. Said Mr. Wishnie, “When we all stand up and contribute what we can, resistance can be effective.”

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SENIOR GIFT DRIVE CONTRIBUTES TO SCHOLARSHIP FUND

By **Samantha Stevenson '19**
Reporter

Student participation in the Senior Gift Drive was markedly low this year, with only 73% of the senior class donating a total of \$1,692 to the Students for Students Scholarship Fund. The fund-raiser ended last Friday. This Students for Students Scholarship fund, which was founded in 1984, covers the tuition of at least one Choate student. Over the past five years, the senior class gift has successfully donated over \$12,000.

Regarding the low student turnout, Morgan Harney '17 said, “I think a lot of the seniors didn’t really understand that the money received from the Senior Gift Drive goes to a scholarship fund. It is a really good idea, but if it was promoted sooner and was done over a longer period of time, I think that the drive would’ve done a lot better.”

Students of the senior class who have exhibited strong leadership were chosen to help as part of the Senior Gift Committee members. They worked alongside Assistant Director of Annual Fund Ms. Carolyn

Garibaldi and Coordinator of Volunteer Programs Ms. Priti Kapoor. The student committee is responsible for speaking at form meeting, running the Senior Drive booth in the dining hall, and participating in the “I Love Choate” video that the School sends to alumni.

Committee member Chris Birch '17 said, “The student committee is present largely to encourage our peers to donate and to put a face on the fund raiser that other seniors see and recognize in order to encourage them to give.”

You may only attend Choate for four years, but your connection to the School is for a lifetime.

Ms. Carolyn Garibaldi
Assistant Director of Annual Fund

Committee members worked hard to promote the fund-raiser. One member, Amir Idris '17, commented, “Overall, I was enthused with the energy that many brought to the campaign. Many were happy to give what they could, and many were very

generous with what they gave. Unfortunately, we didn’t get the turnout that we hoped for, possibly due to scheduling issues, but despite that I think it was a wonderful experience.”

Despite this year’s low turnout, Ms. Garibaldi takes great pride in working with the senior class. She said, “It is important that we encourage our sixth formers to participate in the Senior Drive so that when they become alumni themselves, they will want to come back and donate to their high school.” She added, “The senior class gift program has contributed more than \$12,000 to the Student for Students Scholarship Fund. The students should be really proud of that. They are making a difference for another student here at school with them. It could be your best friend, your teammate, or your roommate.”

Ms. Garibaldi then concluded, “You may only attend Choate for four years, but your connection to the school is for a lifetime.”

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Photo courtesy of Danielle Young

Students taking Journalism have mixed reactions to the teachers’ non-traditional grading systems.

Non-Traditional Grading Systems Receive Mixed Student Reactions

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Regarding his AB Calculus class, he said, “I am of a strong opinion that students should be given an opportunity to show that they can master a concept by the end of the term when I have to give them a final grade. It seems to be a good incentive for them to continue to work on something they did not understand earlier in the term, particularly in a course where we don’t have many final exams. I assign students hard problems, but I believe that students can understand these hard problems if they work at them. I am not going to give them the answer just because they didn’t get it correct, but they have to work to find the answer and they have to prove it to themselves that they can understand and do all of these problems.”

Ryan Kish '17, who had Mr. Molnar for AB Calculus and currently has him and Mr. Peed for Journalism, explained, “Mr. Molnar never gave tests — we had one test the whole year, and it was an AP practice exam. Instead, we typically had take home problem sets that we did revisions on — he was really grading on your effort and curiosity.”

Mr. Molnar said of these problem sets, “Students can always submit their revision until they master it. Basically, I accept revision until the term is out.”

Mr. Scanio’s Ecology class also deviates from the normal testing conditions at Choate. He said, “I design tests to cover the most amount of material and still challenge the students — it’s impossible for students to get one hundred percent, because students are all being challenged.”

For these types of tests, students would have to look up the data, analyze it, and interpret their results in a limited amount of time. He notes, “I think these are the skills that will be needed for people in the real world.”

Students from classes with non-traditional grading systems have shared varying opinions. Kish said, “Any student who puts in the work is going to get a lot out of the class. Mr. Molnar’s whole teaching system, which includes his grading system, really helped me think deeply about the material and less so about grades.” He continued, “The environment is much less about getting something right, but thinking about why it is right, which is so much more interesting.”

Any student who puts in the work is going to get a lot out of the class.

Ryan Kish '17

Arin Kaye '17 said, “I think that it’s productive in that we get comments and feedback.” She added, “The challenge that we come to with a course like Journalism is that grading can be very subjective. If there had been a letter grade, and I had written something about my personal life, then I might disagree with the grade I received. I think that this non-traditional grading system fits well with the structure of the Journalism course.” Kaye noted that she believes in “learning for the sake of learning,” and believes that this mindset, compared with that of a more grade-centered mindset, contributes to her view of the

non-traditional grading system.

Some students, however, expressed dismay at the different grading system. Contrasting with Kish and Kaye, Joyce Tan '17 described elevated levels of stress regarding grades in her journalism class: “We never get tested, and this makes me worry more about grades because I have no idea where I am.” Before midterms and the end of the term, Mr. Molnar and Mr. Peed asks students to reflect on their performance to help determine their final grade. However, Tan noted, “I went to extra help every week, hoping to get a better a grade. But at the end, they gave me the same grade, despite my efforts and the work I put in. I don’t think they take our reflection into account because they give you grades based off of where they think you stand.”

Kish said, “I do wish that there was some way of knowing how well I was doing in the class outside of midterm and term grades.” Danielle Young '17 commented, “I don’t know how supportive this system is for students who come from variety of backgrounds, as many students may not be used to not receiving a letter grade.”

On the note of how these non-traditional grading systems are indicative of a greater long-term trend, Mr. Scanio said, “I think Choate in general is moving towards a lot of things that are more project based — more collaboration, more critical thinking, and skills-driven education. I think in general, that is a good thing.”

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TUCK SHOP MAKES PLANS FOR NEW SAC



Photo by Elle Rinaldi/The Choate News

The Tuck Shop may face newfound competition from Hill House.

By **Anjali Mangla '20**
Reporter

With its delightfully cheesy mozzarella sticks to its velvety smooth ice cream, the Tuck Shop has been a favorite of students and faculty alike. However, it will relocate with the open-

ing of the new St. John Student Center, potentially placing the shop in competition with the nearby dining hall.

Director of SAGE Food Services Mr. Paul Kikosicki does not believe there will be any competition. “I think the menus are created to be different and

it’s really all about the students’ choice. I don’t see them to be competing with each other, as it is all SAGE dining service,” he said. He also pointed out that SAGE would be managing both two food services.

Currently, SAGE is still determining the details of all the changes to the Tuck Shop. “We haven’t drawn up all the plans and it is still in the works,” Mr. Kikosicki said. However, he shared that the shop was considering extending its hours, expanding its menu options to include more sandwiches, salads, and desserts, and cycling through weekly specials menus.

Students had mixed opinions about the new location of the Tuck Shop. “It is useful that there are two food outlets, because the Tuck Shop is open for more hours than the

dining hall, and students who need food when the dining hall is closed can go there instead. Some people like Tuck Shop food better than the dining hall, and now you don’t have to walk all the way down to the old SAC to get food,” Aisha Pasha '20 pointed out.

“It seems odd that a food establishment with prices will be built right next to a free food establishment. I understand that the Tuck Shop will be helpful in certain circumstances, but I still don’t think it will be worth the price,” Roshni Surpur '20 commented.

Andrew Howey '20 said, “The Tuck Shop food is better, so it really doesn’t matter where it is. Case closed.”

Anjali Mangla may be reached at amangla20@choate.edu

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EDITORIAL

A BITTERSWEET GOODBYE, A BRIGHT FUTURE

As this paper is released across campus today, the power of the 110th masthead goes with it; now, looking back at the past year filled with failure, triumph, sleep deprivation, and coffee, we've become nostalgic and bittersweet.

In the span of twelve months, we launched a new website, expanded advertising, created workshops for new writers, improved printing, and bolstered finances. We also made smaller changes to the newspaper — such as increasing page size — that we hope you've noticed, whether consciously or not.

Despite the amount that we have accomplished, it would be disingenuous to imply that we couldn't have done more, or that our tenure as editors has been completely rosy. We've spent too many hours debating with each other and too few sleeping. We've had our moments of celebration, but we've made many mistakes along the way. Each week, the correction box serves as a challenge for us to strive towards perfection, while knowing we'll always fall short of it. Though we are a high school publication, we push ourselves not to settle for mediocrity, but rather to strive to bring each issue to new heights.

Of course, we couldn't have done this without help. Our two advisers, Mr. Mike Peed and Ms. Cathryn Stout, play instrumental roles in the day-to-day functions of the paper, along with the many interviewees (especially those like Mr. James Stanley) who lend us their time and wisdom. And, of course, the heart of the publication lies in our peers — both those who contribute and those who read. Without you, we wouldn't have a newspaper.

From the perils of junior spring to the anxiety of senior fall to the languidness of senior winter, we have always found solace in *The Choate News*. Thank you to the editors who came before us and who will come after us, to the students who read our words, and to the administration who trusts this publication — for collectively giving this group of a dozen newspaper nerds a voice.

Our first editorial, published last spring, was titled "Walking a Line." In a sense, we have done just that: we've enjoyed our time and celebrated our successes while examining ways to improve; we've pushed the envelope while respecting some boundaries; and we've maintained tradition while welcoming productive change.

The Choate News should continue to evolve and improve with time; it is our sincere hope that the publication we leave today is not the same as the one we come back to in one, five, ten, or fifty years. We have witnessed the newspaper's profound and humbling power firsthand, and we can only imagine what the next 110 years will entail.

CORRECTIONS

NEWS
An article about Choate's winter plays misstated the actor who played Prince Tartaglia in *The Love of Three Oranges*. He was Chris Overmeer '17.
An article about music lessons and the new schedule misstated the instrument of Anne Eyckeler '18. She plays the viola, not the cello.
A photo caption accompanying an article about Student Council elections misspelled Julian Yau's '18 name. The same article misspelled the name of Katharine Burgstahler '18.

SPORTS
A byline accompanying an article on Caitlin Farrell '15 credited the wrong reporter. The article was written by Cecilia Curran '20.

The Choate News regrets these errors.

College, Opera, and Vulnerability

By Katharine Li '17
Opinions Editor

My little brother's name is Daniel. He is 14 months younger than I am, plays the saxophone, and has recently begun nurturing a fancy for theater (his debut role: Parent #2 in *School of Rock*). Next year, he will be a senior at Cheshire Academy.

A few weeks ago, we ate brunch at a corner café in New Haven. He ordered a croque monsieur that came drenched in béchamel sauce. We shared a bowl of black bean soup, substituting bread for spoons. He had just met with his college counselor that week. He asked me for advice on how to write his college essay.

"Be vulnerable," I said. "Admission officers love that."

This, of course, was complete improvisation on my part. I had no idea what admission officers really looked for. I had never even met one before.

"You can't be genuine without being vulnerable first. And you'll never convince anyone of anything without being genuine."

I was being serious. Daniel seemed to understand, nodding with approval. He paused for a moment, licked his lips, and then bit off another chunk of saturated sourdough.

"Sure, I'll try that."

I've seen what being vulnerable can do firsthand.

Being a classical singer in high school has taught me a thing or two about what it takes to be convincing. One of the hardest things I've had to do was try and come up with a reason for my friends to go to a choir concert on a Saturday night, especially when their love of a Bach motet paled in comparison to mine. There were many superficial reasons that I could have offered. Maybe there wasn't anything better to do on campus that night. Maybe they wanted to come and check out that handsome drummer Ms. Kegel had hired for the performance.

I believe that taking a risk and being genuine will always be worth it in the end.

In the end, I offered a reason that made my ears tingle when I said it: "Because — it'll be beautiful."

You should come and hear us sing."

It was kind of awkward, but making myself vulnerable had worked. Those friends ended up going to the concert. They even told me that, to their pleasant surprise, they had enjoyed it. We weren't professionals, but that doesn't mean we weren't impressive.

Since then, I've always been convinced that honesty really is the best policy. More people should experience art music — music that is not created primarily for commercial purposes, including what is known as "classical music," African American spirituals, and indigenous folk songs — because it is something that I find profoundly beautiful and meaningful. When I think someone should go to a choir concert, or an opera, or a vocal recital, I always tell them: "You should go. It'll be beautiful."

Still, there are those who remain skeptical. That's okay, too. The hardest part about letting people your age know how much you care about something that they might find foreign, irrelevant, or boring is that you risk having your feelings hurt when they reject it; that's the definition of vulnerability. I've had people scoff at my obsession with choir.

Some of my classmates roll their eyes when I suddenly nerd out about Peter Pears or Janet Baker or Marian Anderson. Sometimes people think I fake a love of opera to be pretentious.

Thankfully, these people are not

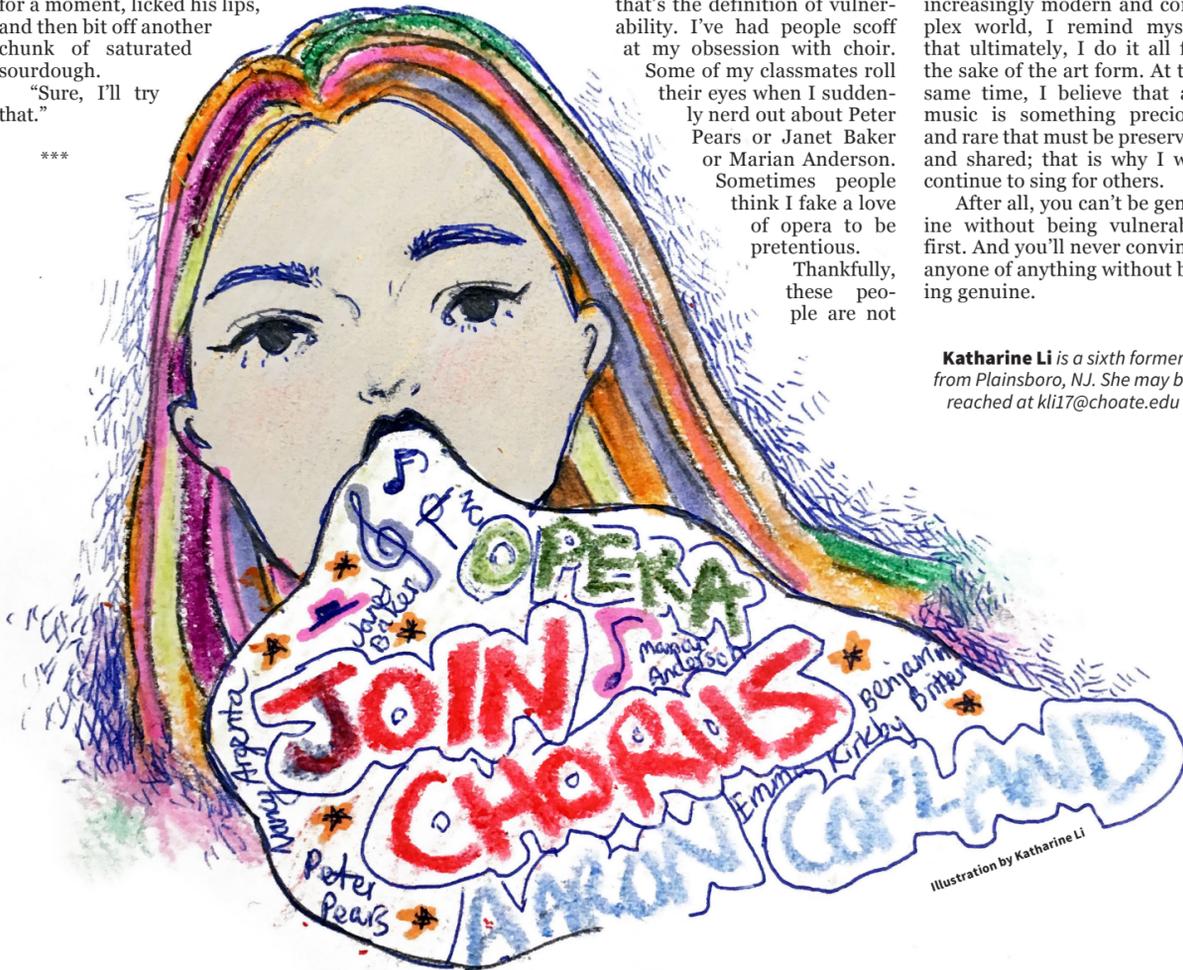
the majority. The reality is that being vulnerable doesn't work out all the time — people will misunderstand you and label you and discourage you — but I believe that taking a risk and being genuine will always be worth it in the end. I have faith, which comes from experience, that true passion has the power to inspire and change the heart of an attentive listener.

I take this leap of faith every time I step on stage. There is no more exposed state than that of a singer during a performance. Yet performing has been and will always will be one of my most fulfilling acts. My most transformative moment in high school was singing Benjamin Britten's *The Old Lute* at a school meeting last spring. Recently, at another school meeting, I sang a portion of Henry Purcell's *Dido and Aeneas*. Only after the audience had offered its applause did I realize, adrenaline pumping, that my hands were still trembling.

Occasionally it's tempting for me to just give up trying to convince others of the value of art music. When audience members are few, or when it feels like art music is becoming less and less relevant in an increasingly modern and complex world, I remind myself that ultimately, I do it all for the sake of the art form. At the same time, I believe that art music is something precious and rare that must be preserved and shared; that is why I will continue to sing for others.

After all, you can't be genuine without being vulnerable first. And you'll never convince anyone of anything without being genuine.

Katharine Li is a sixth former from Plainsboro, NJ. She may be reached at kli17@choate.edu



CERG: A GOOD FIRST STEP

Commending and critiquing the newly-formed Current Events Resource Group

By Anselm Kizza-Besigye '17
Opinions Staff Writer

On the campuses of both boarding schools and universities everywhere, administrators have been challenged with the task of responding to the Trump administration's swift and frightening promises, delivered by executive orders or by tweets. With haste, Wesleyan University pronounced itself a "sanctuary campus," aiming to protect undocumented students from the threat of deportation. Wesleyan's policy prohibits staff from assisting federal authorities in any deportation raids and, in theory, prohibits campus resources like Public Safety from assisting federal deportation attempts in any capacity. The entire California State University system echoed Wesleyan's sentiments, vowing to "not enter into agreements with state or local law enforcement agencies, Homeland Security or any other federal department for the enforcement of federal immigration law" unless forced.

Even some of our peer schools have addressed the pressure on institutions to protect students from the onslaught of the Trump administration's reprehensible engagements that are both threatening to students and incongruous with many schools' core values. On February 1, John Palfrey, headmaster of Phillips Andover Academy, acknowledged the "merit of schools committing to be 'sanctuaries' for students" and committed to ensuring that

Andover students "know that they will have every protection [the school] can manage." On the same day, our headmaster announced the formation of the Current Events Resource Group, whose mission to "[coordinate] resources, both on and off campus, to support members of the community" is roughly analogous to Palfrey's commitment. The Resource Group moved quickly to organize a visit from Michael Wishnie P '16, a Clinical Professor of Law at Yale Law School. Mr. Wishnie was responsible for the first successful challenge to Trump's executive order blocking the entry of refugees into the United States. He was invited to answer students' questions and advise those feeling unsafe.

Besides organizing this event, however, the Resource Group hasn't fully demonstrated by which concrete means it intends to fulfill the four tenets of its mission. The group must clarify any remaining ambiguities in order to maximize its utility. It must also swiftly assume a strong stance in response to the changes taking place nationally.

The Resource Group will need to first expand upon its purpose from just what was introduced by Dr. Curtis on the day of the group's announcement. What exact "resources" will the Resource Group mobilize to support students? At Mr. Wishnie's lecture, one of the group's members confirmed the existence of an immigration lawyer with whom administrators and students could confer. The group ought to inform

the whole school on these and other resources — not only to ensure their appropriate use, but also to show the School's willingness to prioritize its vulnerable students' wellbeing. By concretely demonstrating the School's commitment to "leverage our existing resources and maximize opportunities to help community members," the group will garner more legitimacy from the Choate community and aid its cause.

The group must clarify any remaining ambiguities to maximize its utility.

The Resource Group should also develop a stronger voice and position immediately in response to the most pressing issues emerging from the White House. In addition to inviting professors and speakers to unpack and comment on policies like the Muslim Ban, the Resource Group itself should take greater initiative to offer students accurate information on pertinent national proceedings. During times in which the President seems unable to speak for a minute without misinforming citizens, the school ought to empower us with the facts. The dizzying speed of America's change and the uncertainty of the nation's future has already made many students feel disenfranchised;

therefore, as part of its mission to support our community, the Resource Group should officially inform students about the evidence (or lack thereof) behind Trump's claims that a terror attack took place in Sweden or that his campaign had no contact with Russian officials, either by school-wide email or by announcements at school meetings or community lunches. Making information like this available to the community acts as the first step in dismantling the paralyzing confusion and fear with which so many of us have become accustomed — and it is an act that would certainly "support members of the community."

The Current Events Resource Group represents a commendable effort on the administration's part to preserve our learning environment from ostensible instability at the national level. In the first few weeks after its announcement, the group has shown the campus its commitment toward being proactive and pragmatic. I hope that the Resource Group will go many steps further and explain more concretely its action plan while also taking more initiative to be a source of credible information regarding current events. By engaging the community in this way, the Resource Group can assume its significant and relevant role as a lighthouse in navigating these dark times.

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

For a New Ally, Look to an Old Foe

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

President Trump P'oo and other modern American leaders often trumpet the importance of creating allies in Southeast Asia. This complex region simultaneously includes the fastest growing economies in the world, remnants of socialist and genocidal regimes, and both highly and underdeveloped nations. More important to interests of national security, the region provides something of a buffer against the seemingly ever-growing power of the People's Republic of China. While the United States should attempt to forge better relations with China as a long-term solution to fears of the country replacing us as the dominant world power, for now, we should look to an old foe as a new ally: Vietnam.

The history of American and Vietnamese relations is by no means ancient, but it is richly complicated. When examined, it is clear that the United States and Vietnam can and should become close allies. Shortly after World War II and liberation from Japanese occupation, Vietnam became embroiled in a war for independence from French colonial rule. Ho Chi Minh, one of the founders of the Communist Party of Vietnam and subsequent Premier of Vietnam, actually asked for President Franklin D. Roosevelt's support against French colonialism during World War II. Roosevelt, an ardent anti-colonialist, pledged his support for Vietnamese independence — but this promise was forgotten when Harry S. Truman took office after his death. Premier Ho's admiration for America was so great, in fact, that much of the Vietnamese constitution was based directly on the American constitution. Historically, the United States has missed out on the chance to make Vietnam its strong ally, but that should no longer be the case.

One of the primary factors that has long kept America from entertaining an alliance with Vietnam is the ruling political party: The Communist Party of Vietnam. While communist regimes across the world have a history of violence, economic stagnation, and failure, this generalization does not apply to Vietnam and should not prevent us from working with them. Vietnam is one of the world's fastest growing and most dynamic economies — last quarter, its G.D.P. grew by 6.68%. Clearly, Vietnam would be a strong ally from an economic perspective alone. Additionally, Vietnam is essentially communist in name only. Since the Doi Moi reforms of 1986, Vietnam has privatized its economy and focused on splitting the massive and ineffective state-owned enterprises characteristic of a planned economy. Vietnam's emphasis on reforms shows

that it is quickly transitioning to a capitalistic and free economy, and that Americans have nothing to fear from the mere label of "communist."

Furthermore, Vietnam would be a valuable ally for America because of the strategic importance of its location. It sits in the South China Sea, the world's busiest shipping strait, and south of the People's Republic of China. This means that a military alliance with Vietnam would be a valuable deterrent against Chinese expansion and island-building goals in the South China Sea. Vietnam and the U.S. actually share an interest in stopping Chinese expansion in the area, meaning that our two nations could effectively work together towards a common goal.

The United States has actually already initiated attempts to form a closer relationship with Vietnam. One of these is the Vietnam Education Foundation, a State Department-

sponsored scholarship program for Vietnamese students to study at American universities. The newest major project in American-Vietnam relations is also related to academia: The Fulbright University in Ho Chi Minh City.

Fulbright University will be Vietnam's first private university, with classes taught in English and a curriculum composed of humanities and STEM courses. The University is also supported by the State Department, as well as Secretary John Kerry, Senator John McCain, and Governor Bob Kerrey — all veterans of the Vietnam War. In fact, Governor Kerrey, a Medal of Honor recipient who lost his leg during the war, has been appointed as the first chairman of the Fulbright University. If veterans of perhaps America's most gruesome modern war can work with the Vietnamese people in the spirit of friendship and education,

then it is absolutely possible for our governments to collaborate as well.

Under an administration that seems to be trying to alienate most allies and long-time friends of the United States, whether they be members of NATO or our neighbors, we need all the international support we can get. This is especially true in Southeast Asia, which is quickly growing as the world's most important economic and political region. While the United States should focus on better relations with China and other nations in Southeast Asia in the long run, in the short term, we should concentrate our efforts on cultivating a stronger friendship and alliance with the great nation of Vietnam.

Jack O'Donnell is a sixth former from Hong Kong. He may be reached at jodonnell17@choate.edu



Former President of the United States Barack Obama meets with Vietnamese President Tran Dai Quang in Hanoi last fall.



First 100 Days,
in 



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The real scandal here is that classified information is illegally given out by "intelligence" like candy. Very un-American!



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If you're rich and powerful and commit illegal behavior you get promoted to the president's cabinet. There's something very wrong with that.

INVESTORS, BEWARE SNAPCHAT IPO

By **Andrew Kim '17**
Opinions Staff Writer

Snapchat: the app that millions of teenagers use on a daily basis to communicate with each other through ephemeral selfies and videos. From middle school kids filming themselves horsing around on the bus to college students sending pictures to each other out of boredom during a lecture, this app has become a phenomenon for all demographics within the younger generation. Moreover, this notoriously life-consuming social media application has expanded its addictive reach to the financial market — gripping both accredited and unaccredited investors to the company. In fact, this January, Snapchat officially announced the planned release of their stocks to the world in an eagerly anticipated IPO.

However, this whirling flurry of interest and purchase orders may be leading blindsided investors off a very steep cliff and into a pit of toxic problems and finances.

Last Friday, the company released a 35-minute video for their keen viewers, covering everything from Snapchat's

history to their revenue numbers and growth plans. In many ways, the presentation imitated many other big-name tech giants before them, such as Apple and Facebook, by highlighting the "hip" and "fun" aspects of this millennial-led company. Fortunately, the Snapchat investor pitch wasn't too caught up in obnoxious gloating, as the video also stressed the key statistics behind what made this particular application so globally pervasive and popular amongst the vast majority of mobile device users.

For example, Snapchat reported increasing revenues and decreasing losses since their inception in late 2011. While it is evident that sales have erupted from last year, with the company having \$404.5 million in revenue this past year versus a \$58.7 million return in 2015, their net losses have grown rather quickly too, from \$514.6 million loss this past year in comparison to \$372.9 million loss the year before. This should not come as either surprising nor unexpected news. To put things in a drearier perspective, the application reported a net loss of about half a billion

dollars from their operations, which is considerably more than the prior year. However, when considering the struggles of monetizing explosive growth in the technology market, one must understand that even the most successful companies may never attain — or maintain — profitability.

These numbers should strike competent investors as quite impressive for a tech startup, as they demonstrate how this mobile application could very well avoid being simply another technological fad or trend. But, before investors flock like sheep to buy up as many shares as possible once the IPO debuts in March, they should first know some crucial information behind the structure of said deal.

First and foremost, investors must look to where a user-reliant system receives its cash flow. In this case, Snapchat's revenue has been about 98-percent from advertising. This makes perfect sense, as Snapchat has had a steady rate of 158 million daily active users, with about a slow 7% growth in user base between the second and third quarters of 2016 before flat lining

growth for the end of the year. Nonetheless, this massive number of daily active users has attracted many companies for commercial purposes. This is especially the case on the app's "story" capability, which allows brand names, such as Comedy Central and *People* magazine, to showcase short snippets of advertising to all users. This has allowed Snapchat to rake in sizeable fiscal year-by-year revenue; but, as seen in the finances, profitability will continue to be an everlasting problem.

Furthermore, investors have an even larger issue to face when dealing with the upcoming Snapchat IPO: voting rights. As of now, the IPO is priced at anywhere between \$14 and \$16 per share, giving the company a total valuation of around \$20 billion dollars. Such an immense valuation would be the largest public offering since Facebook's IPO — and such a ridiculously immense valuation should leave investors curious, if not outright concerned. As of now, Snapchat has offered to sell 200 million Class-A shares under the ticker "SNAP" in the New York Stock Exchange. This becomes expo-

nentially less appealing when considering that the two Snapchat founders, Evan Spiegel and Robert Murphy, will hold about 88.5-percent of voting capabilities after the shares are released to the public. This is mainly because the duo holds Class-C stock, which structures the deal to give them voting rights while the Class-A stock for the rest of the world doesn't get them. This should be a big red flag to institutional investors, mainly because a lack of voting rights keeps the future of a rapidly growing platform in the hands of two 26-year old entrepreneurs. The shares should at least be sold at a discount because, otherwise, eager investors buying notable amounts of equity will have to sit quietly at the back of an imperiled, unprofitable business.

If changes are not made to voting structures and the stocks of future shareholders, Snapchat will most definitely put itself on track to become yet another messy and dramatic Silicon Valley bubble.

Andrew Kim is a sixth former from Seoul, South Korea. He may be reached at akim17@choate.edu

THIS ADVERTISEMENT IS BROUGHT TO YOU BY THE WHITE HOUSE

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

On February 8, in what has become an all too common occurrence, President Donald Trump P'oo unleashed an angry message from his Twitter account. However, instead of being about typical targets such as *The New York Times* and CNN, the tweet focused on the retailer Nordstrom's recent decision to drop the fashion line of this daughter, Ivanka Trump 'oo. President Trump commented, "My daughter Ivanka has been treated so unfairly by @Nordstrom. She is a great person — always pushing me to do the right things! Terrible!" This proclamation, and subsequent statements by President Trump's senior adviser Kellyanne Conway not only have no place coming from the White House, but they are also morally wrong.

Especially for a member of the political party that frequently espouses the virtues of free-market

competition, Mr. Trump's claim that Nordstrom was "unfair" to drop his daughter's brand is extremely hypocritical. As a spokesperson for Nordstrom stated, "We've said all along we make buying decisions based on performance. We've got thousands of brands — more than 2,000 offered on the site alone. Reviewing their merit and making edits is part of the regular rhythm of our business. Each year we cut about 10% and refresh our assortment with about the same amount. In this case, based on the brand's performance we've decided not to buy it for this season." Evidently, the decision was based on profit.

And yet how could President Trump's political actions not have played a role? It may come as a surprise to President Trump, but the bigoted behaviors he preached throughout his campaign, and now practices in the White House, have tainted his family name. Movements such as [#GrabYourWallet](#) have popularized boycotts against any

businesses that continue to carry Trump products — Nordstrom was merely looking out for its own economic interest by dropping the line.

It is simply unethical for Trump to use the power of the presidency to enhance his daughter's financial gain.

Although some may argue that it is unfair to punish Ms. Trump for her father's actions, such a claim fails to consider how closely she has associated herself with her father's political career. Ms. Trump was one of President Trump's most ardent and effective surrogates throughout the campaign, and continues to be an unofficial adviser to him in his role as president. President

Trump named Ivanka's husband, Jared Kushner, Senior Adviser to the President (just as he did Ms. Conway). Whether she likes it or not, Ms. Trump is inextricably linked to her father, and is a deserving recipient of public ire and resistance. Ultimately, what matters to Nordstrom is whether the Ivanka Trump line makes money or doesn't. Considering the massive controversy enveloping her and her brand, the corporation decided it was no longer profitable to continue stocking it — just as any savvy, capitalist business would.

Additionally, it is simply unethical for President Trump to use the power of the presidency to enhance his daughter's financial gain. Theodore Roosevelt coined the term "bully pulpit" to describe the platform associated with being the President of the U.S., and that awesome influence should not be wielded to benefit the business of a family member. Since standard federal ethics laws do not apply to the president, this

is not technically a rule violation. However, it is still morally corrupt. As one of George W. Bush ethics lawyers, Richard Painter, put it, President Trump's tweet was "particularly reprehensible."

As is often the case with the Trump administration, the wrongdoing involved in this incident does not start and end with the president alone. Indeed, Ms. Conway is equally — if not more — complicit in ethics violations as President Trump. In an appearance on Fox News on February 9, Ms. Conway hawked Ms. Trump's fashion label. "I'm going to give a free commercial here," she said. "Go buy it today, everybody; you can find it online." This brazen endorsement was met with swift backlash for good reason — it is a stunning breach of ethics laws.

As stipulated by the Office of Governmental Ethics, it is prohibited for any employee of the executive branch to give "the endorsement of any product, service or enterprise, or for the private gain of friends, relatives or persons

with whom the employee is affiliated in a nongovernmental capacity." Undoubtedly, by going on national television and hawking the president's daughter's brand, Ms. Conway was grossly breaking this rule. Indeed, Ms. Conway's actions were condemned on both sides of the political aisle, with the Republican chairman of the Oversight and Government Reform Committee, Jason Chaffetz (R-CA.), dubbing them "wrong, wrong, wrong" and ordering an investigation into the matter, and Obama ethics official, Norm Eisen, calling them "an abuse of the office of the president."

Even before Mr. Trump took office, his administration promised to be riddled with corruption and conflicts of interest. As his and Ms. Conway's actions demonstrate, they are more than living up to expectations.

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

A Walk Down Rosemary Lane

By **Kristen Andonie '17**
Staff Reporter

Walk up the path between the Science Center and Brownell, and you will find a row of neat, quintessentially New England houses that make up Rosemary Lane, a community of faculty residences, including that of Headmaster Dr. Alex Curtis. But do not be deceived by the apparent monotony of the line of white buildings. Closer attention reveals a rich history, a diverse array of inhabitants (both human and non-human), and an unexpected set of stories.

Originally, there were three student dorms on Rosemary Lane: McBee (1971-1997), Jessup (1971-1997), and Lowndes (1971-2003). Eventually, however, the need for more faculty housing led to the removal of those dorms from Rosemary Lane.

Most of the houses that stand on Rosemary Lane today were constructed in three main phases: the first few were built in 1988-1989 (with the exception of Cowles House, which was added in 1983), three more were added in 2006, and the most recent six were constructed in 2015.

The oldest residence is Cowles House, where English and HPRSS teacher Ms. Amy Salot and science teacher Ms. Fran O'Donoghue live. Built in 1790, Cowles was originally located in Meriden until a group of sixth-formers and their faculty overseers undertook the project to take it apart piece by piece and reconstruct it on Rosemary Lane in 1983. The Archives provided only the names of the original owner and builder: Mary Andrews and Joseph A. Blakeslee, respectively.

Representative of early New England architecture, Cowles is structured around a central fireplace, and features three other fireplaces around the house. "It creaks a lot in a charming way," said Ms. Salot. The shelves filled with Ms. Salot's American literature and history books enhance the early New England vibe.

Farther down the lane and at the end of a particularly long driveway, you will find David House, where the Farrell family lives. Built and dedicated in 2006, David House was part of a \$1.6 million gift to build three faculty homes (the other two are Heather House and Leigh House). The architectural design was made by Classic Colonial Homes, which explains the house's pleasantly antiquated aesthetic. Nonetheless, the front door of David House is made of glass, unlike the wooden doors of other buildings on Rosemary Lane, adding a modern touch to the otherwise traditional colonial home.

At the very end of the road magnificently lies the Curtis residence, Phoebe House, which was built in 2013. With its unique style — blue and gold touches, a large driveway, and a front garden — Phoebe House, which was designed by EDM Architecture, stands out from the rest of the Lane.

On the other end of the road, the Cobb family happily inhabits one of the newest homes, which has not yet been named. "The only thing that beats the new car smell is the new house smell," said English teacher Mr. John Cobb, adding, "It's great to move into a brand new place and have new appliances. The heating works!" The Cobbs had formerly lived in Ray Brown House on Beaumont Avenue for thirteen



Photo by Elle Rinaldi/The Choate News

The quiet, scenic Rosemary Lane provides a reprieve from the hustle and bustle of Choate life.

years, but it was torn down to make way for the new St. John Hall, and they moved to Rosemary Lane in October 2015.

Another bonus of living on Rosemary Lane is that the electrical lines are buried underground, not only adding aesthetic but also, more importantly, providing extra safety. Sixth Form Deans' Assistant Ms. Wendy Marrinan, who lives on Rosemary Lane in Jack Davison House, is proud that the School invested in burying the lines: "When you take the time to do that, I'm all for it, because ice, snow, and wind can wreak havoc with power lines."

Wildlife is abundant on Rosemary Lane. Deer are regularly sighted, and birdsong is a daily delight. Mr. Cobb has spotted cardinals, blue jays, red-tailed

hawks, and various species of woodpeckers as visitors to the otherwise quiet street. His wife, Ms. Leslie Virostek, also observed a fox family teaching their cub, who was born last spring, the ways of hunting.

Some of the wildlife falls on the scary side. Rosemary Lane is home to a "really aggressive" fisher cat with an "otherworldly screech," according to Mr. Cobb. A fisher cat is neither a fish nor a cat, but rather a small, carnivorous mammal with a reputation for viciousness.

English teacher Mr. David Loeb, who has been living in Fang House since 2015, shared his nerve-wracking encounter with a coyote. He described, "I was on a bicycle, and the coyote was not afraid of an English teacher on a bicycle. He



Photo by Elle Rinaldi/The Choate News

Cowles House, the oldest residence on Rosemary Lane, arrived at its current location after being torn apart and reassembled.

stood his ground until I yelled, 'ARRRRGHHHGH,' because I wanted to keep him from my little dog, Jeeves. Then he left — but not in a hurry."

Although a lively community within its gated boundaries, Rosemary Lane is physically separated from the main campus. Most of the faculty residents relish the ability to escape from the hustle-bustle of Choate life. "When I look out my windows and I walk around the area, I feel as though I'm very far away from my worries and my job," said Ms. Salot.

Mr. Charlie Long, whose yet-to-be-dedicated house is nicknamed "Checkpoint Charlie," noted, "Rosemary Lane is nice because you have neighbors but they're not too close, and you have the feeling of com-

munity because you see them walking their dogs." The cross-country trail is conveniently located next to Rosemary Lane, providing the residents ample space for exercise and human-canine bonding.

Whether the house they reside in is historically significant or recently constructed, the faculty of Rosemary Lane enjoy their experience across the board. Perhaps it's the deer, or the sunsets, or simply the quiet, but there is some aura about Rosemary Lane that clearly distinguishes it from other areas on campus while preserving the culture-defining feeling of Choate, and of home.

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Across

- 1 Laureate Dove
- 5 Hughes's "me also"
- 6 "___ of Solomon" (see 3-down)
- 7 Author Edugyan

Down

- 1 Angelou still does this
- 2 Lance and Midiori
- 3 "Beloved" writer's first name
- 4 Aviatc maintenance problem, abbr.

1	2	3	4
5			
6			
7			

The solution for this puzzle can be found online at thechoatenews.choate.edu

Break Down Barriers, Bring Back Rocks

By **Oliver Brown '18**
Reporter

What would it feel like to tear down — and keep — pieces of history with your very own hands? Perhaps Mr. Jim Yanelli, Choate's Director of Student Activities, knows. He is in possession of several small chunks of the Berlin Wall, acquired upon the Wall's fall, in 1989.

At the time, Mr. Yanelli lived in the U.S., but he traveled to Germany to witness the physical destruction of the wall. With friends living in Germany, Mr. Yanelli recounted, he "went there in celebration with our little hammers to hack away at it." He brought back around eight pieces.

I got to understand the restricted nature of life in East Berlin.

Mr. Jim Yanelli

Mr. Yanelli's relationship with Germany and the Wall began long before reunification: for eight years, from 1973 to 1981, he resided in Berlin. Initially a student spending a year abroad, Mr. Yanelli enjoyed the experience and the city so much that he decided to stay, studying in Berlin for another three years before joining the U.S. Army and



Photo by Andrew Garver/The Choate News

These rocks, owned by Mr. Jim Yanelli, were once part of the Berlin Wall.

Air Force as a civilian contractor working in the education branch. "As a person growing up in suburban America," Mr. Yanelli said, "living in a big capital was incredibly interesting and exotic." (Mr. Yanelli spent his early years in Meriden, Conn.)

Despite the beauty of Berlin, however, the consequences of the harsh division of Germany, both physical and political, were palpable. "The no-man's land between East and West Berlin was characterized not only by the wall, but also by fences that had cases of bullets that would discharge if you touched them, by big steel girders coming out of the ground at

street crossings, and by dogs in watchtowers — it was an elaborate, complicated maze of barriers," explained Mr. Yanelli.

Mr. Yanelli was able to cross the border in Berlin and catch glimpses of life beyond the Wall, in East Berlin and nearby areas in East Germany, on several occasions. It was a much less developed environment — the cities along the Polish border, for example, remained virtually untouched from World War II. Mr. Yanelli recalled, "Not a drop of paint had been applied to the buildings, and they were still riddled with bullet holes."

Through his travels, Mr. Yanelli also got to know several

East Germans. One man, who lived above a bakery shop, told of how the bakery owner working below him had exclusive access to the building's telephone by day and would flip a switch upon the bakery's closing so he could have access to the telephone at night.

"I got to understand the restricted nature of life in East Berlin and the heaviness that it brought with it to many people who lived there," Mr. Yanelli commented, "It was nice to be an observer — it wasn't really my life as much as it was my opportunity to understand other people's lives."

More than two decades have passed since the Wall fell, but the pieces Mr. Yanelli has — and that museums, individuals, and other organizations own around the world — remain a lasting reminder of the once dangerous and damaging tensions between East and West Germany. For Mr. Yanelli, "The experience was less about the process of having a relic than it was participating in the tearing down the divide." As for what he will do with the pieces in the future, Mr. Yanelli plans to use the rocks to make drawer handles.

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PAINTINGS, PAINTINGS ON THE WALL, LOOK AROUND YOU, HISTORY CALLS

By **Lizzie Quinn '20**
Reporter

Although most famous (or perhaps infamous) for its food, the Hill House Dining Hall holds another purpose: displaying historical art. Atop the fireplace facing the senior section, a circular maritime painting stands peacefully. On the other side of the fireplace perches a rectangular painting with similar themes of ships and nautical travel.

The circular piece that faces the senior section, titled *The Passing of Arthur*, is bordered by the words "The Old Order Changeth, Yielding Place to New and God Fulfills Himself in Many Ways." The painting is based off the final scene from Lord Tennyson's idyll of the same name. In this scene, according to the Archives, Knight of the Round Table Sir Bedivere carrying the wounded King Arthur "down to a black barge, appearing in the distance, with the three queens: Faith, Hope, and Charity."

Artist Mr. Robert von Vorst Sewell created the painting as



part of a 12-part series depicting the legend of King Arthur and his kingdom. The series was commissioned by Headmaster George St. John, who purchased all twelve paintings for \$8,000. The paintings were originally given to Mr. and Mrs. Boudinot Keith P '1911, the parents of Elisha Boudinot Keith '1911, who had been killed in World War I. The Keiths later gave the paintings to Choate in their son's honor.

The Passing of Arthur was remained mounted over the fireplace since the Dining Hall was first completed in 1914. Choate archivist Ms. Judy Donald ex-

plained, "From the minute the painting arrived on campus, it has not budged: it has stayed there for over a century."

Although *The Passing of Arthur* is prominently displayed in the dining hall, the other paintings in the series can be difficult to spot on campus. Of the original 12 Sewell pieces commissioned, only seven remain on at Choate today. *Excalibur, the Sword* and *Geraint and Enid* can be found in the Andrew Mellon Library basement; *Flight of Lancelot & Guinevere*, in the Memorial House common room; *The Last Tournament*, on the library's second floor; and the final two can be found in the Archives. They are *Arthur's Last Fight* and another piece named *The Passing of Arthur*, making it the second painting on file in the Archives by that name.

Similar in theme and style to Mr. Sewell's series is the rectangular painting facing the sophomore and junior section of the Dining Hall, painted by

Frank O. Walther '28 during the summer after his graduation. Appreciative of Choate's myriad visual art opportunities, Walther gifted the piece to commemorate his time at the School. Walther's piece is one of few permanent art displays on campus made by a Choate student. Titled *The Old Clipper Ship*, the painting distinctly matches the themes that Mr. Sewell showed in his *The Passing of Arthur*. Shown slightly off center is the ship Galatea, traveling through slightly choppy waves, surrounded by a misty sky. The bright, realistic painting has been featured in the Dining Hall since its installation.

Despite their relative obscurity among the Choate community, masterful works of art dominate many buildings on campus. Not even the lack of lighting could sway the astute observer from noticing their intricate details.

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Ever see or hear something around campus and wonder, "What's the story behind that?"

We always welcome ideas for topics to investigate! Please email them to the incoming Features Section Editor at kaltman18@choate.edu

PMAC STIRS WITH LAUGHTER DURING TWO WINTER PLAYS



The cast of *The Love of Three Oranges* comes together to amuse the sick Prince Tartaglia in a kingdom-wide festivity.

Photo courtesy of Mr. Ross Mortensen

By **Neve Scott '18**
Associate Editor

Choate Rosemary Hall has long favored boldness in all aspects, particularly within the arts. This winter, Choate put on two connecting plays: *The Love of Three Oranges* and *The Green Bird*. These plays not only wrestle with what it means to live and to love but also the isolation of spectatorship and, most startlingly, the horrors of incest.

The shows received smashing reviews in the Choate community. Anabel DeMontebello '18 said, "These plays were by far the best non-musical production I've seen at Choate so far. They really kept the audience engaged, and the references to the modern day were hilarious."

The first play, *The Love of Three Oranges*, tells the a story that seems to be from days of yore, but has distinct 80's influences in dialogue, music, choreography, costuming, and makeup. The play centers on Tartaglia, the son of the King of Hearts, played by Christopher Overmeer '17, who is melancholy (due to a long standing illness), bedridden, and

predicted to die soon. His father, Silvio, played by William Robertson '20, is desperate to make his son laugh to help him survive. Meanwhile, the coniving Clarice and Brighella, played by Caleb Hastings '18 and Mia Rubenstein '18, are attempting to quicken the death of the young prince in order to harness the power of the crown. Truffaldino, played by Eamonn Welliver '18, tries to make the young prince laugh, but has little success. Then, when good and evil witches are ushered to direct the outcome of the prince's life, Fata Morgana is caught in her underwear in front of the prince, and curses him to pine for three oranges. The second half of the play consists of Tartaglia and Truffaldino's journey to find the oranges. Although a few extraneous plot holes lie about (such as how the princesses got into the oranges in the first place), the story is entertaining and relatively easy to follow.

The second play, *The Green Bird*, is an example of a tale of magic without realism. Similarly, in the Commedia dell'Arte tradition, the sequel

to *The Love of Three Oranges* displays (seemingly) improvised dialogue and stock characters. Barbarina and Renzo, who are Tartaglia's twin children, find their way back into

The play was confusing at times due to the heavy details and overall fast-paced dynamic of the show.

Nicole Sellow '17

the royal kingdom. Their real mother, Ninetta, escapes from the palace drain to regain her place in the palace and reunite with her family. Narrated by Calmon, an accent-changing statue, the story unfolds into an intricate spectacle that challenges reality at each turn. A fairy tale on drugs, *The Green Bird* demands the attention of the audience in a different format than *The Love of Three Oranges*. By combining a traditional fairy tale with the scandalous, the plays infiltrate the mind of the audience to make them think more deeply about the intricacies of human interaction.

Both plays center heavily on interacting with the audience. Elyse Cornwall '18 commented "The addition of the narrator in each play really made the shows more relatable and added a different dimension of humor. I liked how engaged the audience was the entire time. It was funny to interact with our peers in that uncommon setting."

Nicole Sellow '17 agreed, saying "The narration was definitely my favorite part of the play. Graysen and Eamonn both did an excellent job of keeping the audience attentive and extrapolating the story. The play was confusing at times due to the heavy details and overall fast-paced dynamic of the show."

By putting the interests of the audience first, the tragedy, romance comedy, and drama that these two, culminating plays encapsulate gently force the audience to reflect on various aspects of society brought up. Thus, the two plays doubtless had a comedic impact on the Choate community.

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WIDE-RANGING TALENT AT STUDENT MUSIC RECITAL

By **Inc Thongthai '19**
Staff Reporter

This weekend, on Sunday, February 20, two musical student recitals were held on campus. The first was the piano, voice, and organ recital, situated in the Chapel, at 1:00 p.m. The second was the instrumental recital, taking place in the Recital Hall at the Paul Mellon Art Center at 2:30 p.m. The two student recitals, although musical, created very different atmospheres. The piano, voice, and organ recital allowed vocalists to shine, focusing on the melody rather than harmony of musical pieces. The instrumental recital however, allowed musicians to excel in their polished pieces.

It is inspiring to see students courageously and generously share what they have worked on all term publicly.

Ms. Kalya Yannatos
Director of the Arts

Students have been preparing for these recitals since the beginning of the term. The piano, voice, and organ recital featured specific pieces selected by the students and their private lesson instructors, tailoring the tune to the personal likes of the various singers. The group on Sunday consisted of Katharine Li '17, Catherine Toms '17, Becca Rubright '17, Scott Romeyn '18, Alice Volfson '19, Steven Jiao '19, Andrea Qi '17, Joyce Tan '17, and Jesse Lage '19, all in Chamber Chorus. Ms. Kegel states, "The repertoire was chosen in a collaboration between the private instructor and the student. However, the pieces with students who are performing collaborations or do Chamber Music are specifically chosen by Mr. Phil Ventre of myself."

Students and teachers gathered to watch their friends perform. Angelina Heyler '18, who took part in the recital, stated, "I really enjoyed working on my piece. I was able to learn new notes, and start a repertoire with a new sense of musical expressiveness." However, for her, that was not the most rewarding process of the recital. Heyler added, "In the recital, it was amazing to see my peers perform. I especially liked Andrea Qi's piece. The music was representative of a social butterfly, and the different sections, of the composition, explored different personalities within people."

Most students who performed in the piano, voice, and organ recital conveyed the artistic freedom the performance allowed. Jesse Lage '19, a member of chamber chorus said, "This might sound weird, but I enjoyed getting to memorize the lyrics of the composition and singing it without any music. I was given more freedom in the expression of the song. I was able to interpret it to become my piece." The recital was a merger of different individuals. Becca Rubright '17 says, "We prepared the pieces on our own, with our instructors, then we came together to perform what we have each been working on. It was not much of a collaboration, but a showcase of individualities."

The Instrumental Recital at 2:30 was held in the Recital Hall. Crowds of people attended the performance, witnessing the different musical talents amongst our peers. David Park '17, who plays the piano, said, "The audience should look forward to the diversity of instruments, such as harp, as well as appreciating all of the students' hard work and mature musicality." He talks about his own performance; "My piece is the Café Music Movement 2 by Paul Schoenfield for violin, piano, and cello. The performance has been in the works for the whole term. We meet for weekly rehearsals that last an hour, as well as practicing during our own time to ensure the piece would be as together and as musical as possible. It was the piece chosen for us this term by Mr. Ventre, and my trio was very excited to play it."

Kalya Yannatos, Director of the Arts, said, "It's a way to see, hear and celebrate the work of student musicians within our community. It is inspiring to see them courageously and generously share what they have worked hard on all term publicly. The recitals support the work done within the music lesson program, they provide an opportunity for students to perform what they have been working on with their lesson teacher, as well as for Arts Concentration musicians to share the chamber music that they rehearse every afternoon." The two student recitals were a culminating synthesis of different elements in compositions, blending individual instruments and individual personalities into the trifecta of music that completely knocked out the members of the audience.

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Chatting with Kaufman '10; A Knitting Wonder

By **Simi Sachdeva '19**
Staff Reporter

Caroline Kaufman '10, a textile designer based in Brooklyn, has recently made the Anthropology catalog with her knitwear designs. A graduate from the Fashion Design program at the Pratt Institute, Kaufman has been working with Anthropology in knitwear. "I have loved working with them over the past few years because they kind of represent my aesthetic in an accessible mass market way which is kind of rare for me."

Kaufman loves that Anthropology is a large company that also displays her style, and that they give Kaufman "full creative control" in her work. "In fashion, a lot of companies want to constantly edit down your designs until the point where they don't look anything like what you thought of. Anthropology doesn't, and that's something I really like about working with them."

Kaufman works a little in fashion, but she also does in home wear. As a textile designer, sometimes she designs the clothes and sometimes the fabric itself. Kaufman loves that she works for herself. "I have a lot of freedom in my day to day to really make things and be creative which is a real gift."

The challenge of Kaufman's work is that she can never relax, "its not just like I go to a job and I get my monthly paycheck and sit at my desk. I can never get too comfortable because whenever I finish a big project, it's always like, 'what's next? What's next?' Which also has its benefits too. You are kind of being kept on your toes and that makes what you do exciting."

Artistic success did not come easy to Kaufman, especially at Choate. As a student at Choate, Kaufman's interests were spread, but artistically, Kaufman faced a ton of rejection. "I think every single



Photo courtesy of Epoch Times

thing I tried out for at Choate I didn't get into." Artistic rejection did not hold Kaufman back. Kaufman states that it "was challenging for me at the time, but also I have a very strong sense of myself and I knew I wanted to go into some creative field so it didn't affect me too much."

At Choate, Kaufman says that her creative self was fostered through the creativity of her and her friends. Visual Art has long been a part of Kaufman's life, having a mother who is an artist, and her creative mind never stopped, as she states that "I have always been constantly making things. I probably had more rejection at Choate than other parts of my life, after. So maybe that's the thing that sets you up."

Humble, dedicated, and passionate — Kaufman has had fabulous artistic success, although, it was not simple to get the point where she is. She admits, "Its not easy; it's not an easy career." Kaufman says that the most important thing is having an "authentic vision" and "something to say." Kaufman states that success means having "uniquely your vision or uniquely your voice" She added, "So, work hard and if you really love what you are doing you can really follow through, but its not always easy."

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ACTING 350 SHOWCASES WORK IN ONE-PERSON PLAYS

By **Sophie Hare '18**
Reporter

This past week, five members of Acting 350 performed their original work in the annual Acting One Person Plays show.

The hope for the One Person Plays was that the actors and actresses would take what they learned in their fall term of the class and blow it up into a 15 to 20 minute performance. Tracy Ginder-Delventhal, the Acting 350 teacher and a mentor to all of the actors and actresses, noted, "A one person play is probably the most difficult thing an artist can do — to put themselves out in the public eye, live and alone, is really brave. I am really proud of them."

Ben Wendel's '17 play was called *Beowulf: Hero of the Geats*, which depicted a minor character in the actual book "Beowulf," expressing his feel-

ing about his King. Wendel noted, "I think that I imparted the audience with what I wanted to impart, and my connection to the story was there."

Lily Kops's '18 play was called *Cynthia*, which was inspired, in part, by the song that shares the same name. Kops noted, "The song was what inspired my character and then I wrote my play off of the character." The play she performed told the story of a young girl who had a difficult childhood and formed a friendship with a bird.

Calvin Carmichael's '18 play was called *Running Into Yourself*, and followed an Olympic runner in the 1990's who came out on live TV before the Olympics and who later contracted HIV. Cemichael's play was loosely based on Greg Louganis, who was an Olympic diver and

an LGBTQ activist. Carmichael noted, "I was inspired by the *Slut* and *Now That We're Men* plays that were on campus earlier this year, and wanted to highlight the issue of HIV and AIDS in the LGBTQ community."

Avery Lutter's '18 play was called, *Jenna: A Celebration of Life*. Lutter's play was about a group of family members and friends speaking at a young girl (Jenna's) funeral. Lutter noted, "It took a lot of time because I had no idea what I wanted to share. I'm happy with what I have because it's serious but also has funnier and lighter moments."

Kaitlyn Dutchin's '17 play, *The Sins of a Father*, was based on the story of Wendy Maldonado, a young mother who killed her abusive husband with the help of one of her sons. Dutchin modified the original story by fiction-

ally depicting Wendy's childhood. Kaitlyn noted, "This play reflects the truth of growing up in a dysfunctional family and city; issues such as race, family dynamic, and gender-based violence."

Following the show, the audience was speechless. Olivia McGrath '18 commented, "The plays were poignant and beautiful and everyone was so passionate and talented!" Kristen Andonie '17 added, "The plays were so powerful; I just teared up! I am still shaken." Polina Ermoshkina '19 remarked, "Everyone had such passion behind what they were doing."

The Acting 350's One Person Plays were thus a tremendous hit, bringing amazing work to the Gelb Theatre.

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By **Jeanne Malle '19**
Columnist

Although few people dress up for Valentine's Day (generally only celebrated by happy couples) the outfits and accessories that are worn especially for the day of love always seem to elicit smiles. This year, Mattie Drucker '17 was one of the rare students who wore a themed outfit. She

said, "My friends and I decided to dress up for the event! We wore all black and whatever red accessory we wanted. A lot of us put on red lipstick which was really fun, and I had a red bow in my hair, so I felt extra saucy."

Although Drucker and her friends chose to dress up, very few people joined them. Out of all of the popularly celebrated holidays, Valentine's Day seems to be the one that brings out the most disagreement and least excitement on the day. Referred to as a "Hallmark Holiday," individuals tend to repudiate it claiming it to be too forced or fake. The act of wearing all pink and red can often come off as tacky and untasteful, making many opposed to such a strong display of love and kindness. Many of the people who dislike dressing up are angry simply because they are single, but they defend themselves by complaining that they should be able to say

they love their friends, family, or significant others on any day and not have to display it so openly. I, however, do not see why there cannot be one time in the year specifically dedicated to love and happiness that's accentuated by dressing up. There are many equally unimportant holidays, such as St. Patrick's Day, that people dress up for. Why not February 14?

With her own opinion, Drucker shared, "It's the day of love, and you have to love the day of love, right?! Everybody knows it's a Hallmark holiday, but I'm pretty sure it stems from Christian religion, although I don't really know the technicalities." Valentine's Day is, in fact, an ancient Roman holiday dedicated to fertility. However, despite her misunderstanding about the origin of Valentine's Day, Drucker continued, explaining the makeup side of V-Day dressing up, "I have to say

that I totally buy into it. I am such a consumer and I'm not going to deny it. I called all of my family and it's just a good reminder to reach out to the people you love and pull them closer. I even gave some consensual kisses to my friends, so they had little red lips on their cheeks, which was cute. Even though it's cheesy, it's just a good day."

People who embrace Valentine's Day by dressing up simply help create a happy atmosphere. For those who are "cuffed", as millennials would say, it gives them time to openly show their love through fashion, something difficult to fit in on Choate schedules. For others who have the great luck of having their full time dedicated to their peers, it gives a day to appreciate the least societally treasured kind of love: friendship.

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FIELD REPORT

Saturday Games

Boys' Basketball (11-12-0)
falls to Hotchkiss, 50-61

Girls' Basketball (17-8-0)
New England 8 Finals, 2nd of 8

Boys' Ice Hockey (8-14-2)
falls to Taft, 3-2

Girls' Ice Hockey (10-7-2)
falls to Taft, 1-5

Boys' Squash (6-14-0)
falls to Westminster, 2-5

Girls' Squash (16-5-0)
falls to Andover, 3-4

Boys' Swimming (7-2-0)
beats Hotchkiss, 93.5-82.5

Girls' Swimming (7-2-0)
beats Hotchkiss, 90-86

Wednesday Games

Boys' Basketball (11-12-0)
beats Millbrook, 45-42

Girls' Basketball (17-8-0)
beats Kent, 64-33

Boys' Ice Hockey (8-14-2)
falls to Loomis, 1-4

Girls' Ice Hockey (10-7-2)
beats Hotchkiss, 1-0

Boys' Squash (6-14-0)
falls to Deerfield, 1-6

Girls' Squash (16-5-0)
falls to Deerfield, 0-7

Decathlete, Mathematician Mr. Mustafa Abdul-Rahim

By **Eben Cook '18**
Associate Editor

"Passionate" and "enthusiastic" only begin to describe the attitude of Mr. Mustafa "Mus" Abdul-Rahim, Choate's new mathematics teacher, basketball coach, and track coach. Whether in the classroom or on the court, the fire inside him inspires others to put 100% into all endeavors. Mr. Abdul-Rahim's influence makes him an incredibly effective coach, but who was Mr. Abdul-Rahim before arriving at Choate?

He grew up in Jamaica West Indies, where he lived for seven years until he and his family moved to Brookline, Massachusetts. His love of athletics began in Jamaica, where he played several different sports. "Growing up I played soccer, basketball, football, baseball, cricket, and track and field," Abdul-Rahim commented. "My time in Jamaica really solidified my love of track."

Mr. Abdul-Rahim would eventually make his way to the big stage at Dartmouth College, where he majored in engineering and went on to become the fourth African-American at Dartmouth to be named Academic All-Ivy in the school's history. Of course, he also competed on the track and field team. He was awarded Dartmouth Athlete of the Year twice, and was a four-time NCAA Division I All-American. In 2004, he broke an Ivy League decathlon record that had stood for 19 years. It was his career best, 7,936 points, on the fringe of the 8,000 points needed to qualify for the Olympics in Athens that year. Mr. Abdul-Rahim would compete in the Olympic Trials twice during his career.



Mr. Abdul-Rahim clears the bar at the 2008 U.S. Olympic Trials.

Now a math teacher here at Choate, Mr. Abdul-Rahim enjoys the environment a boarding school brings to the table: "Boarding schools offer me the opportunity to form strong bonds with students and have an impact beyond the classroom." This winter term, Mr. Abdul-Rahim became one of the three coaches of Boys' JV Basketball, who currently sit at a rather impressive record of 9-6 heading into tonight's season finale versus Deerfield. This season is the first time Mr. Abdul-Rahim has ever coached basketball. "I have a lot of love for the game. This whole season has been a memorable experience for me," Abdul-Rahim exclaimed. "It has been great to watch the team grow. The players have learned a lot about basketball and their own capabilities throughout the season."

In addition to coaching basketball at the junior varsity level, Mr. Abdul-Rahim will be one of the coaches of the track and field team this spring. In general, he has enjoyed the thrill of coaching high school students. "Coaching has always been a passion of mine," Mr. Abdul-Rahim stated. "High school students are hungry to learn — they are still developing skills and they are receptive to strong coaching, teaching, and leadership."

All in all, the heart that Coach Mus puts into his teaching and his coaching cannot be matched. His experience and passion certainly light a fire under his athletes, motivating them to put all the energy they have into practices and games.

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COLIN MYLES '17: FOOTBALL RECRUIT, WRESTLING STAR

By **Sarah Gurevitch '19**
Staff Reporter

A big-time recruit from Sparta, New Jersey, and a two-season varsity athlete, Colin Myles '17 has been a real asset to Choate's football and wrestling teams this year. Coming in as a postgraduate has given Myles an opportunity to enhance his skills on the field and on the mat for one more year, which he hopes will pay off as he looks towards college.

Sarah Gurevitch '19: How did you get the idea of taking a PG year at Choate?

Colin Myles '17: A friend of mine has a father who did a PG year at another prep school. He introduced the idea to me and it all happened after that.

SG: How would you describe your experience entering Choate as PG?

CM: Coming in as a PG was hard at first because it took time to readjust to going back to high school after I had already graduated. But once I found my friend group and befriended a lot of other PGs, I was fine. I found that as long as you are willing to make friends here at Choate, it isn't too hard to do so. I was able to adjust quickly and fit right on in.

SG: How have you been adjusting to the academic, athletic, and social aspects of Choate?

CM: Honestly, the academics here have challenged me, as Choate is way more rigorous than my previous school. I have really had to learn good time management skills because I have to balance a tough academic schedule with athletics. But once I was able to set my priorities straight, I had no issues.

SG: What sport did you take a postgrad year for?

CM: I was recruited for football, but I also wrestle. Being able to develop my skills for another year has proved to be really beneficial for me. I'm excited to see where it will take me.

SG: How have football and wrestling impacted your life?

CM: Football and wrestling

POSTGRAD PROFILE



Photo courtesy of Ross Mortensen

have actually greatly impacted my life. I have been playing football since the 5th grade and I just started wrestling last year. These sports are what allowed me to attend an amazing school like Choate, and I am forever grateful for that opportunity. Without sports, I certainly wouldn't be going to the places where I am headed.

SG: What are some of the best moments you have experienced on the football and wrestling teams?

Being able to develop my skills for another year has proved to be really beneficial for me.

Colin Myles '17

CM: The best moment on the football team has to be winning the New England Championship for the third time in a row. Wrestling is different in that there isn't just one thing that stands out. I've enjoyed practices, the people on the team, and doing well at our matches. I just love the athletic programs here at Choate.

SG: How do football and wrestling at Choate compare

to the programs at your previous school?

CM: The football programs are pretty similar. My previous school had a very good football team and an intense program like Choate. Wrestling is pretty different because there's a lot more traveling involved and bigger tournaments.

SG: Do you have any role models? What are your philosophies or life mottos?

CM: Zack Rey, who is wrestling in Iran at the moment, is my athletic role model. He grew up in the next town over from me. He went on to be a national champ and he wrestles for the U.S. Olympic team, but an overall life role model of mine is my father. He has always worked very hard for everything he has. My dad doesn't come from a very well-educated or wealthy background but his hard work has always provided for my family, and I just respect him so much. In terms of a philosophy, my saying is to always make sure you're working harder than the other guys. I really believe in hard work.

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The Atypical Rise through Boys' Varsity Squash

By **Jackson Elkins '18**
Associate Editor

This year, Boys' Varsity Squash has enjoyed some massive wins, beating schools like Kent, Loomis, Salisbury, and Trinity-Pawling. And while some players such as Robin Armour '18 and Dylan Muldoon '17 have brought leadership and experience to the team from the start, Boys' Varsity Squash boasts a unique crop of players that have managed to do what some deem impossible: rise from Thirds to Varsity in a sport over their Choate careers.

Varsity coach Mr. Will Morris commented on how the structure of Choate's squash program allows for this atypical player experience: "We maintain a continuous ladder from Varsity to JV to Thirds, with movement between teams occurring throughout the season based on weekly challenge match results. The JV and Varsity teams also practice together in the same timeslot, and so that group of 20 or so players participate in the same practice routines, further facilitating the JV to Varsity transition."

However, he noted that the varsity athletes who started on thirds can attribute their

success to much more than the program's nature. Coach Morris said, "It is rather uncommon in today's athletics landscape for students to start out as raw beginners as third formers and then earn a spot on Varsity four years later. In squash this is due to a combination of factors: the players are determined to improve, the sport lends itself to rapid improvement as players improve technique and gain an understanding for tactics, and the coaches are committed to the program philosophy and work diligently to prepare students for the next level."

In his first year at Choate, Jack O'Donnell '17 joined Boys' Thirds Squash. After spending his sophomore and junior seasons developing his skills on JV, O'Donnell had enough experience under his belt to successfully compete at the varsity level his senior year. He commented on the transition from thirds to varsity, "It was a rush, but the process was really fun and exciting. I also strongly believe that the great leadership from the captains helped a lot with both the team growth and my own growth as a player." He noted that captains Will Van Allen

'16 and Dylan Muldoon '17 were particularly influential.

Chiazam Nzeako '17 also moved up from Thirds to Varsity, but his path to the top may have posed an especially great challenge. "Personally, it's a pretty big achievement. Before coming to Choate, I never really played any competitive sports, definitely nothing as serious as a varsity-level sport. Going from not even making Thirds my first year to playing in Varsity's starting seven is a massive achievement."

Nzeako noted that it took hours and hours of work on and off the court to get himself in a position to even make the team. By attending a squash camp at Brown University during his sophomore summer, Nzeako improved his technical, on-court skills and found himself well-equipped to compete on JV after being cut from the program just the year before. His defining characteristic is work ethic, as many would have simply pursued a different sport if they were cut entirely from a program. Yet Nzeako continues to enhance his ability, even after making Varsity. "I'm going back to the basics and making sure that I'm capable of doing all the simple

movements in squash, because all the best players have their mechanics down perfectly."

Coach Morris would agree with the importance of nailing the basics. He said, "This year's group of seniors benefitted from the squash program's approach, where they learned the fundamentals on Thirds and JV, and refined their skills on Varsity."

Alongside O'Donnell and Nzeako are Charles Bellemare '17, Andrew Kim '17, and Leander Vergara '17, who all compete at the varsity level despite starting on Thirds. Coach Morris explained that these circumstances have never proved to be a disadvantage for the team. "We are able to field a competitive program each season, and we consistently qualify for the top tier of the New England tournament. So, while our philosophy may not lead to a championship every year, we are able to hold our own against schools that do more extensive recruiting."

The Thirds-to-Varsity feat is relatively unheard of in any sport on campus, making the boys' achievements outstanding in the scheme of Choate athletics.

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INSIGHT INTO INTRAMURAL FENCING

By **Isabel So '20**
Reporter

Coach Kyle Di Tieri is one of the few people on campus with fencing experience — 12 years of it in total, three of which were spent fencing competitively. He is currently coaching students the fundamentals of fencing in Choate's winter-term intramural program.

Coach Di Tieri said that his focus in coaching intramural fencing is to help kids find the love for fencing and gain a safe understanding of the sport. "Intramural fencing is mainly about teaching kids the sport — what it is, how to compete, how to take care of equipment," he said. He added that the reason fencing is an intramural program at Choate is that he is also an active part of the robotics team; he wants to ensure that the robotics team is in a steady place before shifting his focus to fencing. Regardless, Coach Di Tieri said that he will continue coaching until all the kids are able to fence by themselves.

As of right now, there are 16 kids in the fencing program. With only two coaches, it can be difficult to manage that many students, particularly when so many are new to the sport. Coach Di Tieri stated that the most critical aspect

of the program is safety, and if it grows to 20 students, he may need to start limiting numbers.

Coach Di Tieri mentioned that, in the future, if he managed to transform intramural fencing into an interscholastic sport, he would start recruiting students for the program.

But as of right now, Coach Di Tieri is happy with the fencing program being intramural because it allows for a more relaxed coaching style, and this can be helpful for students who have never fenced. However, he has coached interscholastic fencing before. He emphasized that he enjoyed coaching competitive fencing very much because he was able to really push the team and help them learn at a faster pace. Coach Di Tieri also found that he enjoys seeing kids' love of the sport evolve around competition.

Intramural fencing is an exciting sport that is growing in popularity at Choate. The program is lucky to have Coach Di Tieri at its helm, as his experience and passion for the sport make him a tremendous resource for students looking to develop their fencing skills.

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