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Choate welcomes admitted students on campus.

Photo by Wendy Huo '23 / The Choate News

CHOATE WELCOMES FAMILIES FOR REVISIT WEEK

By **Amelia Sipkin '25**
Copy Editor

On April 4, 7, and 8, Choate hosted their first full-fledged revisiting program since spring 2019 – an experience neither the Class of 2024 nor 2025 were able to receive due to the Covid-19 pandemic.

Current juniors and seniors at Choate can remember their first steps on campus for Revisit Day: the grand entrance down the cobblestone path to the Paul Mellon Arts Center (PMAC), flanked by lines of bright-colored flags representing the many nationalities of

Choate students. They would remember the glorious boost of pride from being accepted, as well as the nerves, jitters, and butterflies from having to shake hands with seemingly-unapproachable adults and, of course, a photo with the Wild Boar mascot. It's on a day such as this that prospective students ask themselves: is this where I want to be for the next four years?

The Admission Department began planning, discussing, and brainstorming for the return of Revisit Day in October 2021. By December 2021, the team was ready to flesh out the

details surrounding the planning of events and scheduling of the special week. Due to the volatile nature of the pandemic, the Admission team developed two revisit day procedures: one that was fully in-person and one that was completely virtual.

Chief Enrollment Manager Mr. Jeff Beaton explained the decision to hold in-person programming. He said, "Everyone's vaccinated, so it was a pretty easy decision. It was just a kind of 'Okay, we are going to do it. What are the safety protocols now?'" He added that Choate's safety protocols were far

different from peer schools. "Our visitors have to mask and have proof of a vaccination or negative test, while other peer schools, they are not masking, they are not asking proof of vaccination."

On March 11, the day on which information regarding Revisit Week was released, Assistant Director of Admission, Ms. Courtney Given, and Campus Visitor Coordinator, Ms. Sarah O'Connell, began the tedious, three-week process of pairing prospective students with their hosts. Mr. Beaton described the process as "the biggest matrix ever." There were two factors that

determined which host was paired with each newly admitted student: the host's interests and their schedule on Revisit Day. Mr. Beaton explained, "When kids don't get matched, they're like, 'What's wrong with me?' – it actually has nothing to do with you. It has so much to do with your schedule, and what [the prospective student] said they're interested in." The prospective student lists their interests, the facilities and classes they want to visit, and the type of person they want to connect with, whether it's someone in the arts or someone with an aptitude for soccer. It is

then the job of the admission team to pair the prospective student with a host who fits the boxes the newly admitted student has checked.

The Admission team's plan came to fruition on March 4, marking the beginning of revisit week. The Jazz Combo, an advanced jazz music group, greeted visitors in Colony Hall as they signed in and took their seats. To open the event, six dancers performed an excerpt from "Artificial Nature" choreographed by Arts Department Director Mrs. San-

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The Admission team kicks off revisit day in front of Colony Hall.

Photo courtesy of Ryan Strange/The Choate News



Students welcome future boars on campus.

Photo by Ryan Strange/The Choate News

CHOATE LIFTS MASK MANDATE

By **Jaqueline Yan '24** and **Nilan Kathir '25**
Copy Editor and Reporter

After two-and-a-half long years of anticipation, the School officially lifted the school-wide mask mandate on Wednesday, March 30. Choate is now following a mask-optional policy, allowing masking in indoor spaces to become a personal choice rather than a requirement.

According to Dr. Miriam Cohen, the School's Medical Director, the original plan was to lift the mask mandate on Monday, March 28. However, following the initial round of testing, several new Covid cases were discovered, and the decision to remove the mask mandate was pushed back to prevent extensive spread on campus. Dean of Students Mr. Mike Velez '00 said, "The decision to delay the announcement had more to do with the health center trying to identify and test individuals who were close contacts, as opposed to the actual number of positive cases." After three more rounds of consecutive negative testing, Dr. Cohen finally deemed

it safe for the mask mandate to be removed, and on the night of Tuesday, March 29, a school-wide email was issued.

To determine the optimal date for lifting the mask mandate, Dr. Cohen researched and consulted many existing guidelines. "There are no specific guidelines for boarding high schools, so we need to understand guidelines and science to craft decisions that are best suit-

ed to protect our community," she stated. Many of the guidelines were established in consultation with medical experts at Yale University and medical directors of peer boarding schools. Dr. Cohen also closely followed guidelines issued by the Centers for Disease Control and Prevention (CDC) and the Connecticut Department of Public Health (CT DPH), as well as participated in weekly meetings directed specifi-

cally toward Covid-19 in relation to schools and pediatricians.

Many Choate-specific circumstances were also taken into account before the official announcement of the lift. "We were taking our community vaccination rate into consideration. We were taking aspects of our community and levels of risk into consideration ... at the end of the

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Graphic by Chloe Jacobs '23/The Choate News

Dr. Lopez Receives N.E.H. Grant

By **Helen Ryan '24**
Reporter

This summer, English teacher Dr. Edrik Lopez will be traveling to California upon winning the National Endowment for the Humanities grant, a federally funded program that awards the opportunity to study alongside seven other high school teachers at various universities and sites in California, such as Palo Alto, San Jose State, and Berkley. Throughout the two-week session, Dr. Lopez will have the opportunity to connect and learn from authors such as Khaled Hosseini, Maxine Hong Kingston, Ping Chong, Luis Valdez to many more venerable artists, writers, and scholars.

The application process for the grant included two main steps. First, Dr. Lopez was to give an overall presentation where he introduced himself and his accomplishments as an English scholar. Next, he completed an in-depth application to elaborate on his rea-

sons for participating in the program and why he would benefit from the grant. To Dr. Lopez, this grant is an opportunity to indulge in his own passion for learning and also bring new ideas back to the Choate classroom. Dr. Lopez has already started working towards transforming the fourth form English curriculum from Composition and Literature to Literature in a Global Context.

"The main focus of the class is to balance your teaching of, for example, Kafka, but also take classes from, let's say, Nigerian writers, or South African writers or writers from Asia, to give Choate a global scope," Dr. Lopez said. The diverse group of voices from around the world participating in the grant is a distinguishing element of the program.

Dr. Lopez is equally as excited to learn and expand his thinking through the grant as he is to return to Choate and report his newfound knowledge.

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Education with A Side of Eggs

Wallingford Elementary schools offer free breakfast



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Spring Revisits Return to Campus

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dra Parks and were accompanied by the Symphony Orchestra. The Orchestra then played “Berceuse and Finale” from the Firebird Suite by Igor Stravinsky which was followed by a hip-hop performance choreographed by Dance Faculty member Mr. Brandon Couloute for the Spring Dance Concert. Mrs. Parks explained that she wanted to showcase all that the Arts at Choate has to offer. “In the past on Revisit Day, they only showcase music. I really wanted to showcase the art varieties and range of our work. What I hope the students get out of it is to find a place for themselves.”

Following the performances, Mr. Beaton took to the podium for his welcome speech. Although he does it for his job, Mr. Beaton revealed that he still gets very nervous to speak in public. He opened his speech with this confession, hoping to convey the message that it is okay to be nervous. “It’s normal. It just means that you care.” He then walked through all the different areas of the school to help prospective students visualize the ways they can live their life at Choate. Mr. Beaton hoped students could “try and picture themselves as an actual Choate student for the next four years.” He concluded the speech by speaking di-

rectly to the parents, hoping to express that Choate will be the right choice for them despite how hard and scary it may seem to let your child go a little early.

After the welcome speech, prospective students found their hosts and followed them throughout their day. For many students, being chosen as a host is an honor that is both exciting yet scary. Zoe Dieringer ’25 hosted two students. In the days leading up to revisits, she commented, “I am feeling pretty excited but nervous. I’m afraid that I am accidentally going to say something that sounds bad, or something dumb in my classes, or annoy them.” Jasmine Khuu ’24 was also enthusiastic to show her revisit day student everything that she loves about Choate, “I’m really excited to just show the prospective student how amazing Choate is. And, she’s a vocal student, so I really want to show her the best of the Choate arts program.”

After hosting a student, Cassatt Boatwright ’24 said, “I loved hosting a visitor, especially seeing her pop out of her shell. She was pretty quiet at the beginning, however after an intense game of UNO, she warmed up to me. It was almost like a normal school day but with a younger sibling following you around.”

When classes ended, prospective students were taken on specialized tours. Director of Financial Aid and Senior Associate Director of Admission Ms. Helene Ramirez-Guerra was excited to see families relieved as the application process came full circle, but ultimately, she was most looking forward to the energy. “My favorite part of revisits, honestly, is the energy. You know, everybody’s happy, everybody has gotten in, and everybody’s curious to experience a day in the life.” Third Form Dean Ms. Nancy Miller echoed this sentiment. “The energy is spectacular. And I am proud of this school, and I am proud to show us off.” English teacher Mr. John Cobb, who has been teaching at Choate for 33 years, was also very excited to show off the School, particularly, the friendliness and diversity of the Choate campus. “I really think that our friendliness is something that distinguishes us. The students here, they’re kind to one another, and I think we have a much more diverse student population.”

Revisit Week is an opportunity for the admission department, faculty, and students to share their love for the Choate community, signifying a promise for a fresh start for prospective students and a peek of spring for us all.

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STUDENTS OF COLOR SHOWCASE



Choate students perform at the Students of Color showcase.

By **Ming Qin** ’25
Reporter

Last Sunday, Choate hosted the Students of Color (SOC) showcase for prospective students of color and their families. Organized by Choate’s Admission Team, the reception night was a welcoming experience for new students of color to get a sense of the community before joining the rest of the admitted students for revisit week in the following days.

The night kicked off with a welcome dinner for the families, followed by speeches from Head of School Dr. Alex Curtis and members of the school administration. The reception ended with an array of musical performances; a talented lineup of our current students came together to give the recently admitted students a taste of Choate’s community. The idea of the showcase was spearheaded by Ms. Brienne Ellis, the Director of Multicultural Recruitment and her team of admission staff consisting of Mr. Ryan Strange, Mr. Michael Rodriguez, and Ms. Amy Sun.

As a member of the School’s Diversity and Multicultural Recruitment team, Mr. Strange and his colleagues were responsible for managing the event. “We thought it would be great to highlight student voices and their talents with the showcase. We have a lineup of nine performers, a mix of singing, dancing, and instrument[al] performances,” said Mr. Strange. Explaining the process behind choosing the performers, he said, “We thought about different areas of campus, specifically the arts, and we were just trying to come up with people who we know have a presence on campus and are really passionate about what they do.

We support each other’s talents and differences, and we want to amplify that voice and make sure that students grow and be who they want to be.”

The team encountered several challenges in preparation for the showcase. “It’s a little bit challenging when we have scheduling conflicts — students not being able to perform, faculty members not being able to join us for the dinner that took place. Being able to balance everyone’s schedules was one of the more challenging parts of the process,” said Mr. Rodriguez. Many performers had to power through scheduling challenges and time constraints. On the subject of availability conflicts, vocalist Jordan Dodd ’25 said, “I was only able to assemble the band just four days prior to the performance — it was really hectic. There were a lot of sleepless nights and it was definitely a challenge, but we got through it, and I think we got through it well.” Likewise, pianist Ava Maha ’23 revealed that she hadn’t been planning on performing her song until the day of the performance. “I actually played and sang it for the first time this morning! That being said, I loved the song and I felt like ‘Rise Up’ by Andra Day was a good choice as a nice, inspirational piece to close out the event.”

Dancers Cathy Liu ’24 and Kitty Yu ’22 were faced with an even greater obstacle. While the dynamic duo wowed the crowd with their K-Pop performance, they were in fact one dancer down because their third member contracted Covid-19 just days before the performance. To accommodate this ill-timed adversity, they had to overhaul the entire performance under great time constraints — choosing a different song, editing the audio, redesigning the choreography — and against all odds, delivered a



Photos by Toffy Prakkittphoom ’24/The Choate News

memorable performance. “I hope that the newly admitted students will see through our performance that Choate is a diverse community that fosters countless interests; here, they have utmost support to pursue their passions and hobbies!” Liu remarked.

When asked about the message he wanted the audience to take away from his uplifting piano performance, Mwenda Daisley ’23 said, “Just be happy! The hardest part is over — getting into the schools. Celebrate with your family and take the time to make sure you make a good choice.”

Trumpeter Jarett Jean Jacques ’22 commented on his visions for the showcase going forward. He said, “I think that it was an amazing event. It was the first of its kind, and I truly hope that it can continue and even be a part of something bigger. This showcase was just for students of color; if we can have an event for an even larger pool of admitted students, that would be amazing.”

Despite the challenges they faced, every performer knew that the message of their performance resonated with the audience. Visiting families and prospective students were undoubtedly impressed with the performers and truly felt the spirit and passion of Choate. This was the first time Choate has ever hosted a performance showcase as part of the SOC reception, and thanks to the dedication and efforts of everyone involved, it saw great success — after all, the talents and voices of the students, the incredible faculty, and the programs on campus are what make Choate unique.

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MAIDA ’23 WINS NCWIT AWARD

By **Tess Taetle** ’24
Reporter

Isabel Maida ’23 recently won the National Center for Women & Information Technology (NCWIT) Award for Aspirations in Computing. This award honors women, genderqueer, and non-binary students from ninth through twelfth grade for achievements and demonstrated passion for computing. As stated on the NCWIT website, the community “works to increase the meaningful and influential participation of all girls and women in computing.”

Regarding the application process, Maida said, “It taught me it is okay to talk about all of your achievements.” The application required her to discuss the difficulties of being a woman in Science, Technology, Engineering, and Math (STEM). Maida notes that female-identifying individuals are often pressured to hide their success. “It is good to put yourself out there,” said Maida. Despite initial doubts about her own abilities, she

is incredibly grateful to her mother for providing the encouragement necessary to convince her to send in her application.

Maida came to Choate from an all-girls school focused on computer science, and the different environment a co-ed school brought posed a tremendous change to how she viewed the STEM field. She felt that some male-identifying students weren’t as respectful and understanding of all of Maida’s capabilities. “I’ve been in classes where I am the only girl out of ten students,” Maida shared, shedding light on the fact that women are still the minority in Choate’s STEM classes. “I need to make sure I have that self-respect first, so people see I am on the same level as them.”

Despite the negativity, Maida continued to find encouragement and support in different areas. “He’s my biggest supporter,” said Maida, describing her brother. He cheers her on, pushes her closer to her dreams, and helps her achieve her goals through honesty and the close bond they share.

At Choate, Maida hopes to use her experience to create a safe environment for female-identifying students to learn how to code. This academic year, she started Girls Who Code, a club that aims to empower women in computer science and teach them the basics of coding. “I just want to get people interested. It is such a scary topic to those that have no idea what it is. Coding seems like just a foreign language, but it is actually really simplistic.” Maida hopes to encourage others and create a supportive environment that shows women that it is okay to make mistakes.

This award has opened many doors for Maida, including several internships and programs by aligning Maida with a network of influential people within the STEM field and introducing an environment that allows her to share her passion for computing with other like-minded girls.

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MASKING INDOORS NOW OPTIONAL

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day, we’re kind of doing what we’ve done the last two years, which is putting the safety of our community members at the forefront,” stated Mr. Velez.

The announcement stirred up plenty of joy and relief for students and faculty members alike. Ty Holloway ’25 remarked, “I feel like a lot of students are really happy that they did this...I was pretty relieved. To be honest, I didn’t really mind wearing a mask, but I prefer not to. I’m happy about it.” Raye Osayimwese-Sisson ’23 also shared her excitement towards the many new possibilities she is able to enjoy now that masking is no longer required. “I am excited because I not only get to see my peers’ faces but because it feels as though things are sort of returning to normal. I feel like that’s said a lot, but it’s true. I think that [the] classroom dynamic will feel more personal now that we can see each other’s emotions.”

Conversely, the new optional masking policy is a concern for some community members who fear the increased likelihood of contracting Covid-19.

Dr. Lopez Awarded National Grant

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“I still get as passionate about the things that I read and teach as I was when I first learned them...that’s the thing I’m looking forward to, just hearing their stories and getting into that mode of being a student again,” Dr. Lopez said. His passion for learning and teaching is commonly seen in his classroom, and it is a quality his students greatly appreciate.

Alison Giebler ’24, a student in Dr. Lopez’s Composition and Literature class, said, “I definitely would say it’s like no other English class I’ve taken before. He opens the floor for debate and lets his students direct the conversation which helps us express our thoughts and opinions more freely than in a structured discussion.”

Dr. Lopez truly allows students to get the most out of class. Whether it be reading or watching a video, his students can testify that he helps them reach a better understanding of the material through a more enjoyable learning experience. “He knows how to make teaching fun for students our age and how to connect with them,” Giebler said.

In his discussion-based classes, Dr. Lopez pushes students to dive deep into their work and display a readiness and willingness to share their thoughts, making sure that ev-



Photo courtesy of Edrik Lopez/The Choate News

Dr. Edrik Lopez awarded the N.E.H. grant.

everyone has a chance to participate. Yuki Zhang ’24 said, “I feel like that environment helps a lot, being comfortable with each other, sharing our ideas, and it’s also really a fun environment.” Though Dr. Lopez’s classes are different in many ways from other English courses, it is clear that his students share his passion for the unique curriculum he has created. He believes the grant will allow him to further this meaningful impact. “It does fulfill one of our primary mission statements which is to create global citizens, and you can’t be a global citizen if you don’t know their literature or their arts.”

Dr. Lopez continues to positively impact the English department and his students at Choate. Head of the English Department, Mr. Mark Gosztyla said, “He’s been really good at advocating for more listening to our students, as well as providing new ways for people to think about literature that we have taught here for a long time.” This grant will allow Dr. Lopez to further his mission of bringing fresh perspectives and ideas to the table and improving the student experience in English classrooms at Choate.

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CONNECTICUT SUSPENDS GAS TAX AS PRICES SURGE

By **Amelia Sipkin '25**
Copy Editor

On March 24, Connecticut Governor Ned Lamont announced new legislation that will suspend the tax on gasoline from April 1 to June 30, 2022. The legislation also made all public buses fare-free and included a one-week suspension of sales tax, lasting from April 10 to 16, on clothing and footwear under \$100. This action was taken in response to the rapidly increasing price of gasoline in the state, throughout the U.S., and across the globe as a result of the ongoing conflict in Ukraine.

Prior to the events in Ukraine, gas prices in the U.S. were already skyrocketing, threatening both economic growth and the ability to afford travel. In 2021, the national average gas price jumped 39%, from \$2.17 per gallon to \$3.01 per gallon. Now, in 2022, the national average is at a record-breaking high of \$4.17 per gallon, nearly twice as much as the prices in 2020. In 2020, Connecticut residents were paying an average of \$415 on gasoline, but in 2022, they are paying \$1,350.

The war between Russia and Ukraine has exacerbated this issue. Since Russia is the world's largest oil exporter, countries around the world heavily rely on Russian oil to support their economies. To weaken Russia's economy, countries are placing embargoes on Russian oil exports. On March 8, U.S. President Joseph R. Biden banned imports of Russian oil, natural gas, and coal to the U.S., hop-



Graphic by Brian Yip '24/The Choate News

ing to deprive Russian President Vladimir V. Putin of the economic resources needed to continue the war. President Biden's announced that "The United States is targeting the main artery of Russia's economy. We're banning all imports of Russian gas and oil and energy ... The American people will deal another powerful blow to Putin's war machine."

The suspension of the gas tax has been implemented by

Governor Lamont to give some financial relief to Connecticut citizens and families. The legislation was approved unanimously in the Connecticut House of Representatives, 142-0, and unanimously in the State Senate, 33-0. Governor Lamont described his motivation behind this enactment, stating, "With this Bipartisan action, we are taking steps to provide some relief to consumers as they face rising prices due to

a number of international dynamics and market instability that go far beyond our state." Connecticut Lieutenant Governor Susan Bysiewicz echoed this sentiment. "Our administration is acting today to provide immediate relief to Connecticut consumers who are paying higher prices at the gas pump as the result of the crisis in Ukraine and international inflation. Putting more money back in consumers' pockets

will help alleviate some of the strain families are experiencing as we emerge from the impact of the COVID-19 pandemic," she commented.

The legislation is also suspending public bus fares. Governor Lamont said, "We are going to provide free bus service for all our bus-taking folks. I hope that makes a big difference in people's lives." The money that will fund the free bus fares will be taken out

of the Federal American Rescue Plan. Similarly, the funds for the gas tax suspension will be removed from the Special Transportation Fund and the sales tax suspension from a general fund surplus.

It is unclear whether the gas tax suspension will extend past June 30. Connecticut House Minority Leader Vincent Candelora described the gas tax suspension as only an "instant relief." Connecticut Speaker of the House Matt Ritter also emphasized that the financial condition of the state only allows for a gas tax suspension until June. He explained, "Years of responsible fiscal policy have put us in the position where we can suspend the gas tax until the end of June, add a second sales tax holiday, and provide free bus service."

Although this single legislation may only last a few months, Representatives Candelora and Ritter clearly stated that there is more financial relief to come and many more steps the Connecticut government is willing to take. "We remain committed to working on sensible, affordable remedies for consumers during this time of runaway inflation. I hope this is just a first step in that direction," said Ms. Candelora. Mr. Ritter also stated that more reprieve is on its way. "Today is just the first step – taxpayers should stay tuned because there is more relief to come to this legislative session."

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Sikorsky Aircraft to Remain in Connecticut

By **Zoe Dieringer '25**
Reporter

Sikorsky Aircraft, an American aircraft manufacturer headquartered in Connecticut, has agreed to remain in the state until at least 2042. Sikorsky was established in 1923 and is best known for manufacturing a range of U.S. military helicopters, such as the UH-60 Black Hawk series. The company is based in Stratford, but has 242 other suppliers throughout the state. According to the Office of Connecticut Governor Ned Lamont, Sikorsky has additional facilities in Trumbull, North Haven, Bridgeport, and Shelton.

Sikorsky is the third-largest private sector employer in Connecticut. There are about 8,200 workers at Sikorsky's main Stratford plant and their Bridgeport, Trumbull, and Shelton offices. These jobs are critical in order for Connecticut's labor force and economy to recover from the turmoil created by Covid-19. Depending upon the number of CT residents employed, the government is providing incentives of up to \$75 million to the company.

This agreement is immensely beneficial to the state of Connecticut and its economy. Prior to approval, Governor Lamont stressed the importance of Sikorsky to the state, stating, "If approved, this agreement will support new helicopter production in Connecticut and help enable thousands of Sikorsky jobs for decades to come." There are also requirements for Sikorsky to meet certain employment, average wage, and capital expenditure targets while continuing diversity, equity, and inclusion efforts. Connecticut Senator Mr. Richard Blumenthal, who serves on the Committee of the Armed Forces, lauded the agreement, stating, "Connecticut stands strongly in support of our defense manufacturers and their employees who are second to none in expertise and experience. I will continue to fight to bring defense work to our state, which tremendously benefits Connecticut and boosts our nation's security."

Numerous state officials have openly voiced their sup-

port for this agreement. The Connecticut House Appropriations Committee Chair Rosa DeLauro said, "This historic proposal would keep Sikorsky's headquarters in Connecticut's Third District for at least the next 20 years and ensure the security of more than 7,000 jobs." This agreement was also endorsed by Connecticut Senate Minority Leader Kevin Kelly. "Sikorsky creates thousands of jobs, is involved in our community, and drives business to many smaller manufacturers, suppliers, and local mom-and-pop shops across our state. A commitment by Sikorsky to continue innovating in our state and creating more opportunities is an investment in the next generation of workers and families," he said. According to Paul Lemmo, President of Sikorsky, this project will help bring more high-tech, high-salary jobs to the state while increasing Connecticut's leadership in aerospace production for many years to come.

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Graphic by Katherine Chong '25/The Choate News

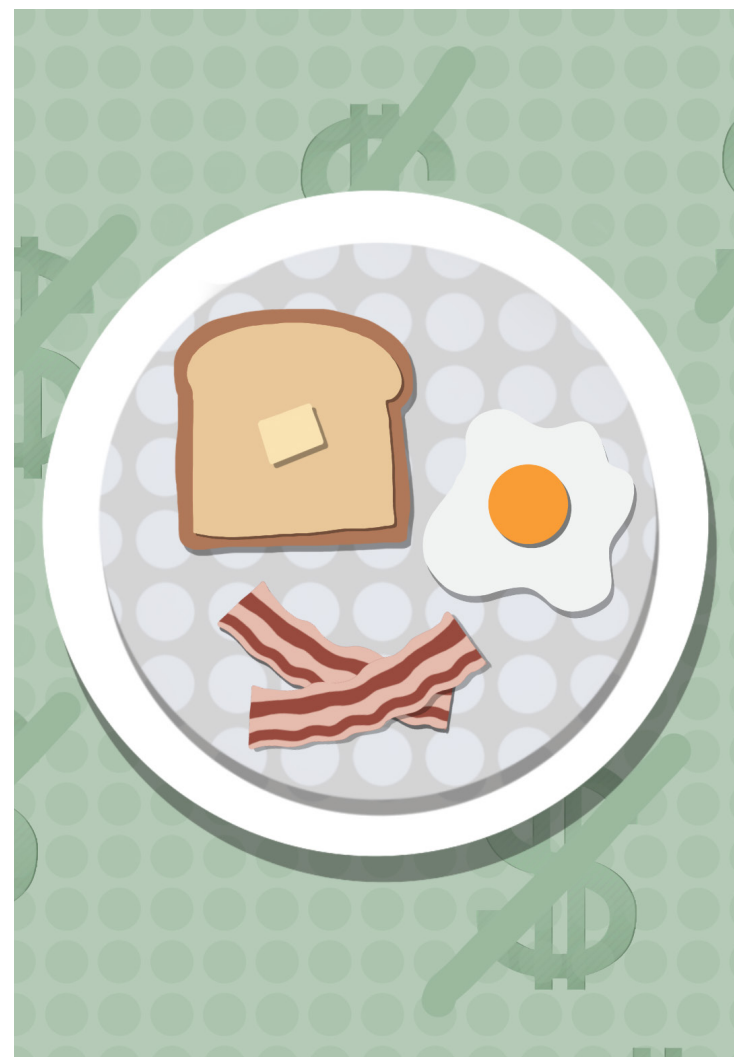
Free Breakfast Program Launched at Wallingford Elementary Schools

By **Sarina Fernandez-Grinshpun '25**
Reporter

On March 14, 2022, the Wallingford Public School system (WPS) launched a new free breakfast program at Parker Farms and Cook Hill Elementary Schools as part of the United States Department of Agriculture's breakfast program. Ms. Christina Sagnella, the Principal of Parker Farms Schools, said, "We are very fortunate to have WPS introduce a breakfast program to our students. We are excited to have our students have the opportunity to fuel their brains before their day of learning!"

While this may be the first time a free breakfast program has been implemented in Wallingford, a similar program for high schools in the district has been in operation for many years. Additionally, other school districts in the state, such as West Hartford and Farmington, have also launched free breakfast programs for elementary school students. The free breakfast program for Wallingford elementary schools has been years in the making, but due to the Covid-19 pandemic, its launch was postponed until this March.

WPS has chosen to start out small, running the program in only two schools so they can note their successes and learn from their mistakes before expanding to other Wallingford schools. Mr. James Bondi, the Director of Nutrition at the Wallingford Public Schools, stated, "It was felt that starting the breakfast program in these two schools first would allow the Food Service operations to work through and fine-tune the details, logistics, and service aspects of the school breakfast program before expanding to the other elementary schools and middle schools." These two schools represent the diversity of students in elementary schools, with Cook



Graphic by Yujin Kim '23/The Choate News

Hill catering to younger students (pre-K to grade two) and Parker Farms to upper elementary students (grades three to five).

The first week of this program was a great success. According to Mr. Bondi, Cook Hill and Parker Farms Elementary Schools have averaged 153 and 164 breakfast meals served per day. The response from the students has been stellar as well, with many of them sharing their enjoyment of the options with the staff. Although there have been some problems, the staff are eager and ready to solve them. Regarding these issues, Mr. Bondi said, "As expected, the first week of breakfast service has exposed some issues, which our operations are working through, and we will continue to fine-tune the operations as we move forward.

In the next week or so, we will use our experiences so far to start planning for expansion to the next two schools."

Regarding the importance of why elementary school students should be provided with breakfast, Mr. Bondi said, "studies have shown that when students have access to a nutritious breakfast, they become better learners, can concentrate better on school work, and the level of student disruptions decreases". This breakfast program is projected to last until late May or early June 2022, after which it will be formally merged to become a permanent part of the school day.

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Melody Qian '24

Anissa Wang '24
Aubrie Williams '24
Eva Swanson '25
Analy Vega '25

Business
Harry Chen '22
Oscar Hellandsvik '22
Chloe Lewis '22
Oliver Scott '22
Annika Lee '23
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Sophia Kim '24

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Which Free Period Reigns Supreme?



Graphic By Brian Yip '24 / The Choate News

By **Eva Swanson '25**
Opinions Staff Writer

Even though I am just a freshman, and a day student at that, I feel as though I have become well acquainted with the Choate schedule in my short time here. I've only had three free blocks, A, B, and C, but I have quickly learned that some are much better than others. Through in-depth analysis, I've concluded that A-block is by far, the best free to have.

For me, there are two main factors that influence whether or not a free period is ideal. Firstly, a sleep-in. Especially as a day student with a thirty-minute commute, one extra sleep-in can make a tiring week much more bearable. Secondly, I find a block during lunch to be very convenient. There is one unfourtunate free block, that does not align with any of these criterium: B. As someone who has had this disastrous free during spring term and winter term, I can confidently say that there is nothing good about it. Other than the early out on Thursday, B-block appears during the middle of the day, making it a good time to get ahead on work, but useful for little else.

Tied for fifth place are G and D. The former has a block during lunch on Tuesdays, and the latter gives one time to prepare before games on Wednesdays. Fourth place is not much better, with E-block coming in just above the previous two. Even though E-block does fulfill my criteria of having a sleep-in and a lunch block, that sleep-in kind of feels wasted on a Wednesday when the day is already very short.

Coming in a close third is C. Unlike E-block, C-block has a sleep-

in on Friday and a lunch block on Monday. Additionally, C-block comes directly before the form meeting block on Wednesdays, so on the coveted weeks without any commitments during this time, one gets a two-hour free period before their next class. Though I am a bit biased, because it's the only consistent free I have had this year, C is a block with high potential for productivity and relaxation.

F-block takes the second place spot with two sleep-ins every week. Though some may put it first, the double sleep-in on Thursday would make me, like many other Choate students, feel too lazy to get any sufficient amount of work done.

Just beating out F-block is A. I had A-block free during the fall term, and I can assure you that it is full of benefits. To start off the week, A-block provides you with a luxurious Monday morning sleep-in that we can all agree is the envy of those who do not have it. Though it might not be an extremely productive time, it's a great privilege to be able to wake up on Monday and get a good breakfast before your week really begins. Then, on Tuesdays, you get an early-out which can be used however you prefer; personally, I found it a great time to take a breather before practice. Finally, A-block gives you an extended lunch period during burger Thursdays, ensuring that you're at the front of the line.

Though this is a debate amongst students that will perhaps never be settled, I think we can all agree on one thing; B is by far the worst free to have.

Eva Swanson is a *third-former* from New Haven, Conn. She can be reached at eswanson25@choate.edu

By **Teniola Obayomi '25**
Opinions Staff Writer

What I love about free periods is that they can be whatever you make them — a time to relax, to see your friends, or maybe get ahead on your work. I think every member of the Choate community, students and faculty alike, can agree that free blocks are needed and appreciated; however, all free blocks are not created equally. Simply put, some blocks are great to have as frees while some are not. So, which free block is the best? Which 70 minute respite from the school day has the most perks and advantages.

It's easy to slim down the list right off the bat. In my opinion, the best free blocks are the three Wednesday blocks: E-block, C-block, and D-block. If you have one of these blocks as a free, you only have two classes on Wednesday, making the half-day even shorter and allowing for more time to complete work or schedule meetings. The Wednesday schedule is also home to the form-meeting block, which occurs maximally twice a month, meaning that a Wednesday free provides for even more free time and flexibility throughout the day.

Out of those three blocks, C-block undoubtedly reigns supreme. It has everything students want and need in a free block. A two-hour free block on Mondays, sandwiched between conference and lunch? Yes! Two classes and an extended break before form meetings on Wednesdays? Guaranteed. A glorious sleep-in on Friday?

Definitely! On top of all of that, C-Block is spaced evenly throughout the week on Mondays, Wednesdays, and Fridays, making it useful regardless of the various commitments of your extracurricular schedule.

Firstly, if you have C-block free on Monday, you get a two-hour free block. Once you add conference block, C-block itself, and lunch, you get a pretty long period to do work or just relax. Especially transitioning back to school from the weekend, having C-block free on Monday is a nice midday checkpoint to help you get back into the school-week mentality. Since C-block is in the middle of the day on Monday, it's easier for me to stay focused, and as I am more reliably productive. I prefer early-morning or midday free blocks because when I have an early out, a free block at the end of the day, it's harder for me to find the motivation to get my work done.

Next, if you have C-block free on Wednesday, you only have two classes! Not only that, but C-block is right before the extra meeting block; therefore, if you don't have any meetings to attend, you can end up with a free block that is two hours and thirty minutes long. For those that have sports, this is a convenient time to make sure you have time to eat breakfast and prepare anything you need before your game later that day.

Lastly, if you have C-block free on Friday, you get a sleep-in! Personally, however, I don't usually use this block to sleep in; I prefer to use it for early morning studying. I find that I'm most attentive in the morning, so studying in the morning helps me remember the material better. Especially as a day student, it's nice to be able to come to campus at a normal time, but be able to eat a good breakfast before class. I usually have assessments on Fridays, so this early morning block gives me some extra time to review.

I will leave you with this conclusion: C-block is the best free block to have. It's clear that having C-block free comes with its advantages, and while other blocks have their pros and cons, none are as useful as C.

Teniola Obayomi is a *third-former* from Milford, Conn. She can be reached at tobayomi25@choate.edu

Choate Takes: School Meeting Edition

"School meetings are a nice opportunity for the entire school to get on the same page"

- Ava Persaud '25

"The entirety of school meeting could be compressed into an email!"

- Aria Ramnath '24

"I think the best part of school meetings are the opening musical performances by students"

- Chloe Lewis '22

"Community service announcements make students dislike doing community service"

- Nathaniel Rogers '23

"I wish there was more transparency about what the administration is doing behind the scenes, and I wish that information was actually articulated at school meetings"

- Sophia Bruno '23

"I think it's a really great idea and I enjoy having the entire community in one place, but sometimes it can get long and frustrating"

- Morgann Skoda '22

"School meeting should always be the same length, regardless of the week. It should never go over the allotted time slot"

- Danielle Storr '23

"School meeting should be more fun and engaging. This could include adding snacks, games, and raffles."

- Cory Williams '23 and John Henderson '23

Want to participate in the next "CHOATE TAKES" column? Follow us on instagram @thechoatenews

THE REALITY OF HAVING ALLERGIES AT CHOATE

By **Sofia Muñoz '23** and **Julia Brighton '23**
Opinions Staff Writers

From the earliest moment we can both remember, the fear of unsuspectingly eating something either of us are allergic to has plagued our thoughts. Each and every thing that we put in our bodies can be harmful if we don't know the ingredients that went into producing it. It's much worse than just feeling "sick." People with allergies, particularly those with anaphylaxis, have to be meticulous and conscious of everything they eat. This insecurity has led people with allergies — people like us — to develop severe food anxiety anytime we sit down to eat something that has not been prepared in the comfort of our homes. We have heard countless times that we should just try something we are allergic to for the sake of it, and we often face complaints from those around us that our allergies stifle their ability to enjoy certain meals and celebrations.

Before attending Choate, it was much easier to maintain control over the foods we ate because our families would prepare food with the knowl-

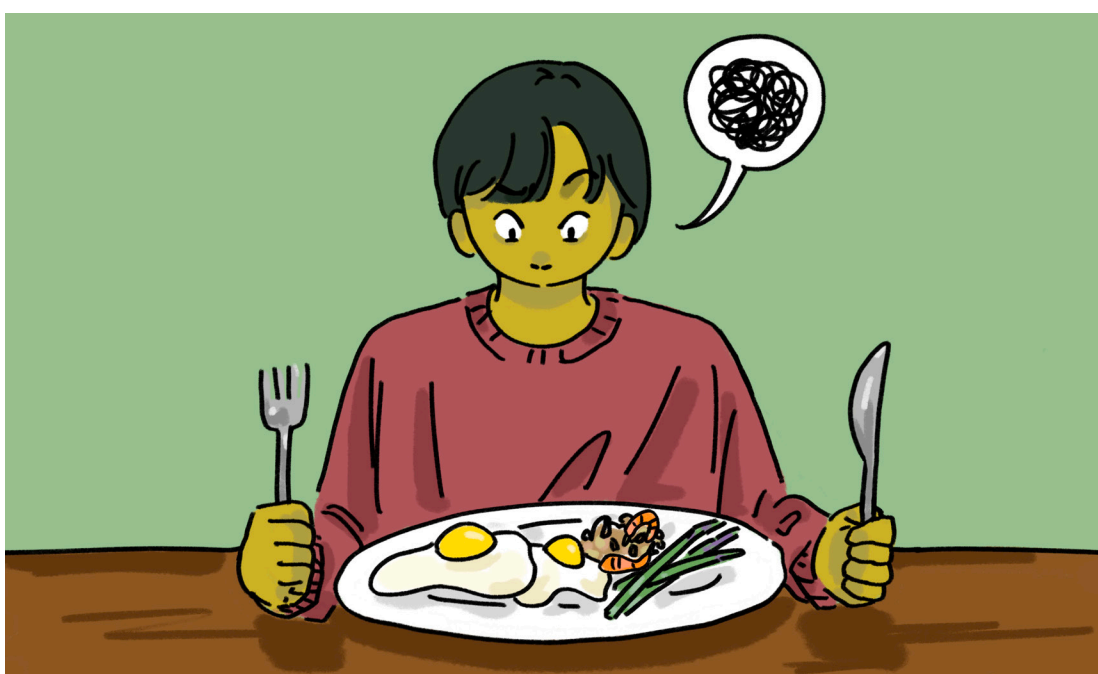
edge of what we could and couldn't eat. We are both allergic to soy, which extends to soy oil, an ingredient found in practically everything, and soy protein, which is found in tofu and teriyaki sauce, among other ingredients. Coming to Choate completely changed our comfortable routines into new daunting realities that we were forced to navigate ourselves, without major assistance from our families or other adults. We quickly realized that feeling comfortable around food at Choate was going to be a much larger and more complicated issue than we thought.

While Covid-19 cases were particularly high and the campus was in quarantine, Choate implemented "grab and go dining" — food was served in pre-packaged containers or to us at long tables. The control we had over the foods to eat was diminished. While that may have been a difficult element of campus life for everyone to adjust to, those on campus with allergies and other food restrictions had a particularly hard time, which many didn't realize. However, nutrition is vital to ensuring our success: whether it be in the classroom, on the water, or in the dorms. Eating a half-heart-

ed meal or nothing at all can be dangerous for anyone.

Since we've returned to a more normal version of the Choate dining experience, many of these concerns have been alleviated due to the tireless work of the SAGE staff. The signs that indicate if a dish may have a potential allergen, in addition to the clearly listed ingredients, have been tremendously helpful improvements to the dining hall experience. However, sometimes, we still leave meals without feeling satiated solely due to the fact that our allergies prevent us from consuming large portions of the dining hall's offerings. We are lucky enough to have access to the Tuck Shop, The Choate Store, and the Lanphier Cafe, all of which are alternative options to the dining hall if we can't find enough allergy friendly food for a given meal, but we would argue that being able to enjoy your food in a communal setting alongside your friends is part of what makes the Choate dining experience so valuable.

Additionally, the threat of food cross contamination lingers in our minds, no matter where we eat. This has happened at many restaurants and other food places, which makes it a persistent fear



Graphic by JeWon Im '23 / The Choate News

for the both of us while in food spaces. To many, it might not seem that important — the spare utensil or miscellaneous piece of food moving around the hot plate to where it doesn't belong — but to those with allergies, it is those small nuances that mean the difference between a fun lunch with friends and a trip to the emergency room. Sometimes, just a small acknowledgement of food options that we can have, or learning more about the specifics of our allergens can make us feel more heard and comfortable. Confid-

ing in those around you, particularly about a sensitive issue, and receiving support, alleviates a source of stress, such as researching restaurants and other safe options beforehand in order to feel confident while ordering.

Moreover, there should be clear and consistent support in place to make newly matriculated students at Choate feel more comfortable while navigating difficult food situations. Starting as a new student at any school is scary, but with the overwhelming nature

of a rigorous boarding school environment, facing food challenges can feel like the last straw. It is important that adequate support is offered in all areas in order for students to thrive. This includes creating a safe and inclusive culture surrounding food.

Sofia Muñoz is a *fifth-former* from Bogotá, Colombia. **Julia Brighton** is a *fifth-former* from Charlotte, NC. They can be reached at smunoz23@choate.edu and jbrighton23@choate.edu respectively.

Mitigate Rising Inflation by Fixing Supply Chain Issues



Graphic by Paola Diaz Del Castillo Rosique '23 /The Choate News

By **Alex Ng '24**
Opinions Writer

For the past decade, the inflation rate of the United States Dollar has stayed around 2%, a quantity that the Federal Reserve deems as healthy. However, the global pandemic has caused the inflation rate to reach its highest point in 40 years at a rate of 7.9%. Though the United States federal government continues to combat inflation by increasing interest rates, the unique circumstances presented by supply chain disruptions continue to stagnate the recovering economy. Supply chain disruptions, caused by a shortage of materials due to a severe imbalance between supply and demand, must be addressed by the United States to allow for conventional methods of stemming inflation to properly function in an unconventional setting.

In order to remedy the disruptions made to supply chains, the production, and transportation of products must be modified. According to the Council on Foreign Relations, to cut down on costs for warehouses and prevent excess inventory, companies tend to order parts for their products only when necessary. This method of collecting components makes

companies vulnerable as disruptions in the manufacturing process for products have increased due to the pandemic. As a result, it would be beneficial to companies to increase their resilience by increasing domestic stockpiles and diversifying their production sources to counteract severe disruptions that may be made with failed production. Many goods are overwhelmingly sourced from China because of lower costs, but companies were cut off from goods when Covid-19 brought Chinese factories to a close a year or two ago. Onshoring or near-shoring production in countries like Mexico will help to reduce disruptions that can occur from over-dependence on one country. The United States government should attempt to encourage such practices in companies with financial incentives.

Additionally, transportation of products has caused a serious threat to the economy, as there are not enough truck drivers to distribute items to consumers. According to the Washington Post, a multitude of licensed truck drivers prefer to work elsewhere due to long hours, poor working conditions, and low wages. The United States must pass regulations to improve the quality

of life for truck drivers, such as adding overnight parking spots to reduce fatigue by repurposing personal car spaces or expanding pre-existing parking lots to encourage more individuals to become truck drivers and allow for the proper distribution of products.

Once the federal government has tackled the supply chain issue, it can then assess whether additional action on the money supply and labor supply is required. Any reduction in the money supply needs to be done carefully to avoid choking demand and plunging the economy into recession. Labor supply issues already seem to be alleviating as people are more willing to return to work as the pandemic wains. In addition, as unemployment benefits decrease, people will be encouraged to go back into the labor market.

The rising inflation requires immediate action as it becomes progressively more challenging to afford necessary products. If the U.S. government focuses on these supply-side issues, it will play a significant role in mitigating the damages caused by the falling value of the dollar.

Alex Ng is a fourth-former from Hong Kong, SAR. They may be reached at ang24@choate.edu

FAIRNESS Vs. INCLUSIVITY: TRANSGENDER ATHLETES

By **Mealy Cronin '23**
Staff Opinions Writer

Just a few weeks ago in Atlanta, Georgia, the top college-aged swimmers were pitted against each other at the National Collegiate Athletic Association (NCAA) Swimming Championship. On the minds of many swimmers was the participation of transgender athlete Lia Thomas. Since the 2020-2021 season, when Thomas received the green light to compete for the University of Pennsylvania's women's swim team, Thomas has been the subject of a fierce debate about the participation of transgender athletes in sports.

The issue, at its core, is one of fairness — whether Thomas, by virtue of being born biologically male, has an unfair advantage over biological females. Supporters believe she should be able to compete as her identified gender, arguing that Thomas has followed the guidelines set forth by the NCAA for transgender participation. Thomas' detractors, however, argue she has an unfair advantage over biological females because she went through male puberty and benefitted from years of testosterone production.

Thomas began her college swimming career as a member of the University of Pennsylvania's men's swim team. In 2018, she began identifying as a trans woman and by May 2019, she started hormone replacement therapy (HRT). On March 17, 2022, almost three years after she began HRT, Thomas became the first transgender athlete to win a Division I championship in the 500-yard freestyle with a time nine seconds off Katie Ledecky's 4:24.06 world record.

This poses the question: what matters more in competitive sports — biology or one's gender identity? From a biological standpoint, an argument

exists that while gender identity can be changed, biologically determined sex, which is embedded in our DNA, cannot. The argument purports that sex is different from gender, and the realities of our sex impact our physical characteristics, such as lung capacity and bone density. Those who are biologically born as males, as determined by their DNA, have certain athletic advantages — they are bigger, stronger, and faster. To address this, various sports-governing bodies adopted guidelines to level the playing field.

To date, while the NCAA does not require gender sur-

vey or legal recognition of transition, there are policies transgender athletes must adhere to. For example, trans-women athletes are required to undergo hormone treatments for at least a year before competing on women's teams, while trans-male athletes are allowed to compete on women's teams until the athlete begins HRT.

"Even if the transgender athlete has an edge, the benefits of allowing transgender athletes to compete as their identified gender and not their biological sex far outweighs any question of fairness."

This past January, after Thomas broke University of Pennsylvania's women's records in two events, the NCAA updated its rules on the participation of transgender athletes, stating decisions would be made on a sport-by-sport basis, and the NCAA would

defer to each sport's national governing body. In a strict-response, USA Swimming updated its guidelines, enacting policies that require trans-women athletes to have three years of HRT and prove no competitive advantage over cisgender women exists to a panel of medical experts. The new requirement will be phased in over the course of the next few seasons; the delay allowed Thomas to compete at the March 2022 NCAA Swimming Championship.

While there's still a question of fairness in whether a transitioned male or female athlete — who ultimately acquires the physical characteristics of their identified gender — retains some biological advantage as a fully transitioned athlete, there is a broader argument that is more compelling — one based on equity and inclusion. Even if the transgender athlete has an edge, the benefits of allowing transgender athletes to compete as their identified gender and not their biological sex far outweighs any question of fairness. A transgender athlete is no different than a cis athlete luckily born to parents who are tall, strong, and fast athletes. Is it any wonder

that Alex Ovechkin, one of the greatest hockey players of all time, has a mother who was a two-time Olympic gold medalist and world champion in basketball and a father who was a good football player?

So, yes, there's a chance that letting transgender athletes compete in competitive sports will create an inequality in competition. However, this is a sacrifice that must be made for the sake of inclusivity in the athletic community. If we adopt these guidelines, in the end, we all win.

Mealy Cronin is a fifth-former from Alexandria, VA. She may be reached at mcronin23@choate.edu

More Countries Should Join Jamaica in Leaving the Commonwealth

By **Semilola Obayomi '23**
Opinions Writer

In 1670, the British gained possession of Jamaica from Spain through the Treaty of Madrid after the Anglo-Spanish war. From that year forward, Britain colonized the island and enslaved thousands to produce sugar, indigo, and cacao until British emancipation in 1833. Despite that, the island remained a British colony until 1962. The same year, Jamaica joined the Commonwealth of Nations.

On March 25, Jamaican Prime Minister Andrew Holness announced that Jamaica would be leaving the Commonwealth of Nations — an organization of 54 countries that works to promote ideas to support domestic and international welfare — to become its own republic. Jamaica has been a part of this organization since its independence from British colonialism. Similarly, fellow Commonwealth member Barbados announced its intention to become a republic within the Commonwealth of Nations in November 2021. As a result, Barbados would remain a part of the Commonwealth but would no longer recognize the Queen as their Head of State. While Jamaica intends to become a republic and leave the organization, it will follow a similar trajectory as Barbados. This new chapter into Jamaican independence is long over-



Graphic by William Gao '24 /The Choate News

due, and the decision to leave the Commonwealth will hopefully inspire many other states to take charge of their future and distance themselves from the nation that has loomed over for too long.

The decision for Jamaica to leave the Commonwealth was announced abruptly with no warning or signs of intention from the public. Despite its abrupt nature, this decision has been prominent in the minds of many citizens for some time, with 55% of the public wanting

to sever ties with the organization and its leader, Queen Elizabeth II. The hundreds of years Jamaica has spent in the shadow of Britain have served to the detriment of its citizens. The effects of slavery and colonialism can still be seen in the country economically and culturally. Civilian frustration could be felt as many continued to demand reparations and anti-colonialism sentiments were prevalent, intensified by global movements such as Black Lives Matter. These demands, mixed with in-

fluence from the transition to a republic from fellow Commonwealth member Barbados, contributed to the shift in Jamaica's governmental status.

By becoming a republic, Jamaica is welcomed with many new opportunities. Primarily, the state now has an opportunity to regulate its government in a more democratic manner. Currently, Jamaica operates with a parliamentary government with a Prime Minister appointed by the governor-general of Jamaica, a representative of the Queen. As

a republic, Jamaica's government would be regulated by representatives of the people, not by a distant figurehead from a separate nation. This delegation of power is imperative as Jamaica and other countries like it need to develop individually, finding political, economic, and social structures that benefit their unique societies the best. However, participating in the Commonwealth hasn't put Jamaica at a complete disadvantage.

The Commonwealth organization has helped Jamaica access climate change financ-

ing, trade competitively, and more. As a whole, the country has also been able to create more inclusive and sustainable development — which has been crucial to the nation's climate — due to its Commonwealth membership. However, the Commonwealth isn't the only connection Jamaica has to the global economy. Countries like the U.S. and Canada have played a role in helping the nation develop, and separation from the Commonwealth will not weaken these relationships.

The transition from being a part of the Commonwealth to becoming an independent republic will not be easy for Jamaica. The conversion will involve rewriting constitutions, creating new legislatures, and withstanding economic repercussions. Jamaica is aware of the effects of this transition and has already designated oversight of this to a senior figure in their government to make sure it goes smoothly. In addition, if it seeks to follow through with its departure, the nation can look to guidance from Barbados, one of the few nations to leave the organization in the past few years. Gaining true independence is a step towards strengthening national identity, one that Jamaica and many other Commonwealth nations deserve to embark on.

Semilola Obayomi is a fifth-former from Milford, CT. She may be reached at sobayomi23@choate.edu



Teachers Features



WHY CHOATE? VETERAN FACULTY HAVE A LOT TO SAY

By Eva Li '24
Copy Editor

To some students, their four-year-long high school career, characterized by sleepless nights and bitter coffee, just doesn't seem to pass by quickly enough. Yet, to the faculty with decades-long Choate careers, four years is nothing more than a breeze.

Their first impressions of the School certainly contributed to the dedication of these faculty members. "Once I got into that classroom for the first time [in 1987], I knew that this was what I've always been meant to do," said third-form dean and English teacher Ms. Nancy Miller.

Ms. Fran O'Donoghue, who has been a science teacher since 1984, also credits her multi-decade passion for teaching to her first few years on campus. "It was so cool to be teaching and have these students want to learn and just watching the smiles on their faces when they got it ... It was addictive; it was just so pleasant all the time," she said. Her newfound perspective of being a teacher quickly changed her original decision to stay at Choate for only two years before leaving to pursue a medical school education.

Ms. Amy Salot, an English and history teacher who started her Choate career in 1986, also emphasized the importance of her early experience at the School. She credits her love for Choate to her colleagues and the School's support. "I definitely had the sense that Choate was among the best



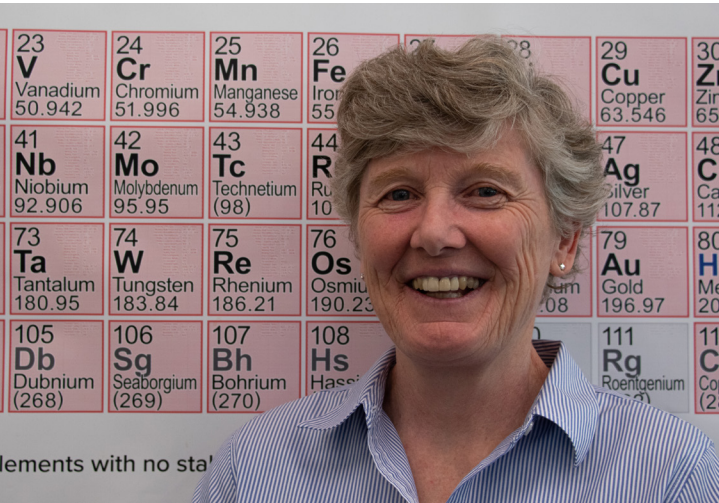
Ms. Nancy Miller (top left), Ms. Fran O'Donoghue (top right), Ms. Amy Salot (bottom left), and Mr. John Cobb (bottom right).

in terms of the resources and support that they give to faculty members," she said. "I also love my colleagues. They are so vibrant and interesting, and they just love teaching, and that just feels great."

On the other hand, Mr. John Cobb, who began his Choate career in the English department in 1988, made the decision to stay at Choate to remain close to his family. "My parents lived in Hartford for

many years; my mom still does. I have brothers and sisters that live around, and so it was convenient for those things," he explained. "Once [my wife and I] got married and started raising a family, [Choate] was a terrific place to do that."

Having family close by was equally important to Ms. Miller when she decided to remain at Choate, though in a different way. "About six years ago, I lost my hus-



Photos by Toffy Prakittiphoom '24/The Choate News

band, and my children are adults, so they don't live at home. So, in many ways, Choate has become my family ... the School has become a lot like a home," she voiced.

Throughout their years at Choate, these teachers have forged unforgettable memories and experiences that have only fueled their heartfelt love for the School. For example, Ms. O'Donoghue initiated the tradi-

tion of hosting a cookout for faculty on the night of graduation, an idea sparked by the sudden revelation that the dining hall would no longer be open once the students departed campus. While it started as a small gathering for the first-year teachers standing together at the very end of the line during graduation, Ms. O'Donoghue realized over the years that she was invit-

ing everyone: "It became a huge cookout for the whole faculty ... and we have this big barbecue, and it's a blast." This fun get-together has an equally sweet and cherished behind-the-scenes significance for Ms. O'Donoghue. "It's kind of funny because you might think, 'Oh, but the students are gone,' but it's a celebration of our year, like, 'We did it; we made it through another year; we graduated another group of students, and everything is wonderful,'" she said.

Apart from teaching, most faculty members who stayed at Choate for more than 30 years have also taken part in the Dean's Office. Ms. Salot, the Form Dean for the Class of 1999 and Class of 2002 and later the Associate Dean of Students and Director of Residential Life, said, "I really enjoyed it because that's the living, breathing heart of this school. I'm not a big policy wonk or pedagogical philosopher — I just like kids. I like spending time with kids, and I like helping them to grow, and so being in the Dean's office felt like a good place for me."

Ultimately, a multitude of reasons — convenience, love for teaching, and the support and resources from the School — motivated many of the faculty members on campus to continue their Choate careers while still creating new memories. Choate is no longer just a workplace but has rather become a home, a family, and a symbol of pleasant memories.

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BOARDLE

Scan to play



DRAW FOUR

- Objects That Tell Your Story -

This article is part of a recurring feature "Draw.4", which consists of a student or faculty member describing four everyday objects that describe their story. Our interviewee this time is **NOAH MOLINA '23** from Santa Ana, California. He's a three-year junior, an active member of Choate's Hispanic Latiné Forum, and a lover of psychology.

Noah's 4:

- 1. Beans
- 2. Boot
- 3. Photos
- 4. Volleyball

"Even though beans aren't everyday for me at Choate, they sure are for me at home. If I'm ever hungry at home, I know there will always be a container of refried beans (*frijoles refritos*) my mom made. Refried beans have always been the best side to add to the many traditional Mexican dishes. The best beans I have ever had are my abuela's, but don't tell my mom that."

"I like to keep physical copies of the photos. Something about flipping through a stack of 4x6 photos is so nostalgic to me. Looking at the photos in my hands reminds me of the memories made with friends and family. Printing out the photos can be a hassle but in the end I think it is worth it. Plus, they also serve as easy dorm decor."

"In my years here at Choate, I've learned about a variety of boots and the uses for them. Coming to Choate from California I had to get winter boots to survive the weather. These winter boots soon found ways to be used year round when I joined the STEP team on campus. What I dread the most is the medical boot because I have had to wear it for the past two springs due to injuries in my foot."

"Volleyball has grown to be the only sport that I can truly say I enjoy. Picking up a ball and not letting it touch the ground is so addictive to me. The rules are pretty simple and I love that it can be played either casually or competitively. I started in the 7th grade and have been playing it ever since!"

by Semi Obayomi

TWEET-TWEET-TWEETING OUR IDEAS

By Jacqueline Yan '24
Copy Editor

On December 18, 2010, revolts across the Arab world spread like wildfire, spurring events that would fundamentally change the region. The Arab Spring, as these revolts came to be known as, was a series of protests aimed at increasing democratic freedom across the Arab region. Following these inspiring and revolutionary events in the early 2010s, Mr. Andy Arcand, an English and Humanities teacher, developed an idea to integrate social media into his classes. "Twitter and some other social media platforms were a big part of that [the Arab Spring], so I saw how social media could be incredibly empowering," he said.

Twitter is an online news and micro-blogging site that allows its users to share short thoughts, known as Tweets, with the rest of the online community. As Mr. Arcand so humorously put it, "Even though I'm a VSCO girl at heart, I'm old. I only have Twitter and Facebook." He believes that many different social media platforms can be used effectively in classrooms, but Twitter remains the most familiar and comfortable choice for him. In contrast to the platforms most beloved by Gen Z, Twitter has a reputation for users to engage in relatively more stimulating and thoughtful conversations, making it more suitable for classroom assignments and exchanges. Some examples of Mr. Arcand's Twitter assignments are, "Tweet any article, artwork, or a video that you think is related to the story we're reading in the class," or, "Tweet an article that you found interesting." Students can then use these Tweets as inspiration for their own creative works.

Mr. Arcand believes that using Twitter in the classroom could help his students in three ways: learn to write more concisely, compose engaging statements and

questions, and develop a skill set to be used beyond school in both professional and personal settings. He stated that the 140-word limit placed on Tweets has been an incredibly useful and rewarding teaching tool. Not only does it automatically compel students to become more concise and straightforward in their writing, but it also helps them hone and refine the skills of formulating captivating hooks and engaging sentences to absorb a reader's attention.

According to Emily Mito '24, one of Mr. Arcand's students and a first-time user of Twitter, this unique yet creative method has been incredibly effective in helping her improve her writing. Mito said, "I personally had never used Twitter before, so it felt a little uncomfortable until I got used to it. But, every time I do a Twitter assignment, it gives me a chance to enhance my writing in [a] way that is different from traditional writing assignments." She feels that Twitter — more specifically, its equally exasperating and useful 140-word limit — has allowed her to

communicate her ideas more effectively and creatively.

In correspondence to Twitter's rather lighthearted, comical reputation, Mr. Arcand has also chosen not to view student Tweets as graded assessments but rather as fun, formative assignments. On the rare occasion that he does choose to grade them, he looks for the same things he does in all pieces of writing: Is it engaging? Is it informative? Is it thoughtful and well-composed?

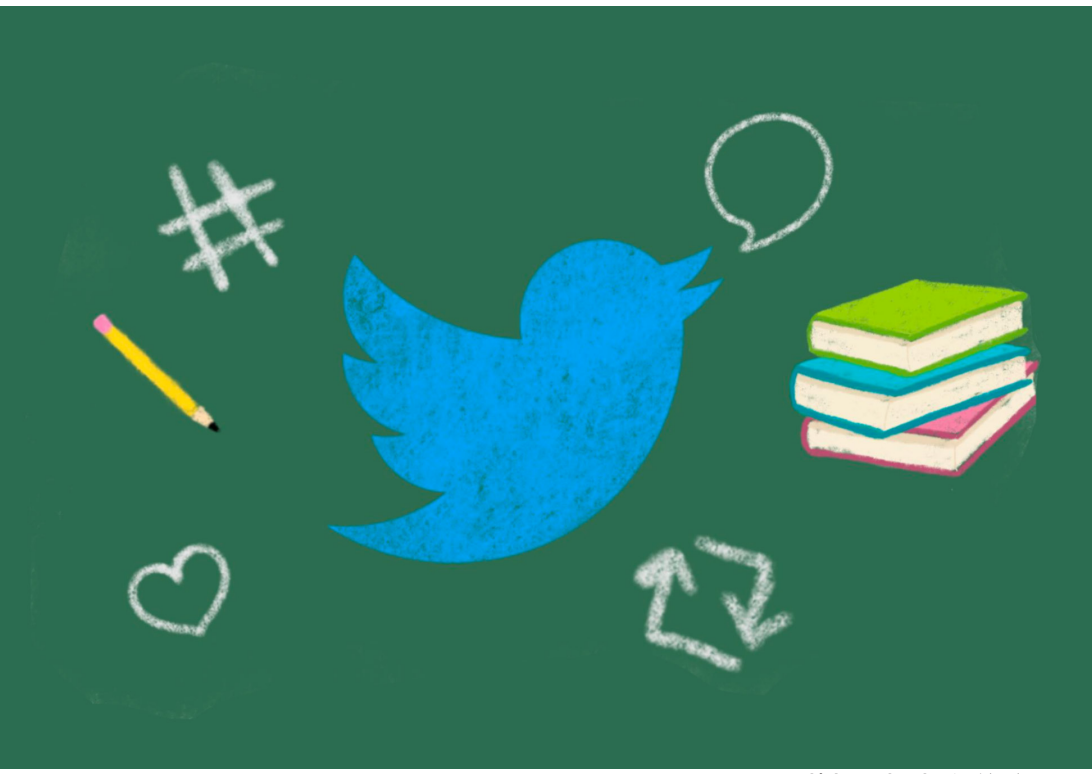
Although Twitter is neither the most common nor favorable approach among teachers, Mr. Arcand believes that if technology and social media are here to stay, students should learn to use them in effective and healthy ways, especially since tech companies designing such platforms are more interested in generating revenue than establishing safe and healthy environments. He stated, "Technology, social media, and natural selection can make for a dangerous mix, so we should do our best to help each other figure out how to use social media to benefit our lives. Similar to literature and other arts, we can use these things to better under-

stand other people's experiences and ideas and to express our own."

"One of the main takeaways is that I was able to face my writing in more casual and relaxed ways," Mito said when asked about her biggest takeaways from "Tweeting" assignments. As a fan of this creative approach, she often finds herself "overthinking and struggling when staring at a Google doc to write an essay," but this new platform reminds her that there are different ways to be creative in her writing. Another student Ivie Ojior '24 agrees, saying, "My biggest takeaway is that there are so many different ways to learn in school and so many resources to take advantage of."

Though a rather unconventional approach for a self-proclaimed "old" teacher, Mr. Arcand's Twitter assignments have definitely become a highlight in his classrooms. The next time you stop by Humanities 212, lean in and see if you can hear a *tweet tweet!*

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Graphic by Carolyn Chen '25/The Choate News

A GLIMPSE INTO THE LIVES OF THE ARTS BUILDINGS MONITORS

By **Laya Raj '24** and **Erin Li '24**
Copy Editors

During the evening hours in the Paul Mellon Arts Center (PMAC) and Colony Hall, building monitors Ms. Sarvenaz Keshavarz and Dr. Bill Powers P'14 walk the halls brimming with creativity, acting as guardian angels to Choate artists. Patrolling the long corridors on weeknights and weekends, they help out students who forget their ID cards and ensure that students are safe. On occasion, they stumble upon a romantic rendezvous and handle the situation appropriately. Both Dr. Powers and Ms. Keshavarz play an integral role in the management of Choate's beloved arts buildings, but it's only a small part of their lives.

When she's not monitoring the chambers of Choate's arts buildings, Ms. Keshavarz studies criminology at the Central Connecticut State University (CCSU). She also uncovers experiences of World War I veterans in Connecticut as a research assistant for the Veterans History Project. Born and raised in Wallingford, Ms. Keshavarz has 12 aunts and uncles on both sides of her Iranian family. From a young age, she was encouraged to follow in the footsteps of her family and pursue a profession in the realm of criminal justice. "My interests were originally in forensic science, but I realized that in forensic science, I don't really get to work with a lot of people and I love talking. I love supporting [others] through verbal language, communicating, so that's why I'm in criminology," she explained.

Ms. Keshavarz was recently accepted into the master's degree program for Criminal Justice at CCSU and plans to obtain her Ph.D. in criminology-related studies in the future. "For now, I'm thinking juvenile justice, but there are so many different things I can do with my current study path that I'm still exploring," she said. After completing her studies, Ms. Keshavarz hopes to start a program that organizes "community-based projects to pro-



Photo by Sophia Kim '24/The Choate News

Building Monitor Ms. Sarvenaz Keshavarz is a criminology student at the Central Connecticut State University.

mote non-socially deviant behavior within the juvenile communities."

During her shift in the PMAC on March 20, Ms. Keshavarz brought in boxes of Persian sweets for faculty members to celebrate her favorite Persian festival — Persian New Year, or *Nowruz*. "It is almost a month-long celebration with so many different activities, so much good food, music, and dancing," Ms. Keshavarz has a strong connection with her Persian culture through her family members, many of whom live in Iran. Her favorite part of her culture is the importance it gives to hospitality, or *taarof*. "*Taarof* is when you go back and forth with another person about covering a bill. You say 'I'm

gonna pay,' your friend is gonna say 'no, no, I'm gonna pay,' and you go back and forth for 30 minutes and keep the waitress waiting."

As she continues to pave her path in the study of criminology and criminal justice, Ms. Keshavarz also enjoys her position as a building monitor for the PMAC and Colony Hall. "The Choate community is full of so many talented, intelligent, and diligent students, surrounded by the support of faculty and staff who want to see them grow and succeed. I wanted to be a part of that amazing community," she said.

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Photo by Sophia Kim '24/The Choate News

Building Monitor Dr. Bill Powers P'14 has a Ph.D. in Metallurgy from the University of Illinois at Urbana Champaign and loves the arts.

Dr. Powers and his wife, Mary, have been married for 32 years and have two sons. One of his sons, Owen Powers '14, is a Choate graduate and was a member of the hockey team. From being a Choate parent, Dr. Powers became familiar with the campus and associated Choate with "great experiences and happy memories." The Powers stay connected as a family and spend time together on holidays.

An Illinois native, Dr. Powers attended the University of Illinois at Urbana Champaign, where he studied engineering and earned a Ph.D. in Metallurgy, a field in the material sciences and engineering. "I enjoyed

the technical studies. Math and chemistry were my favorite subjects, so I went on to study engineering," he said. Dr. Powers continued his studies at the University of Virginia to conduct postdoctoral research focusing on material sciences. He then worked on corporate research for the United States Surgical Corporation, where he helped to develop surgical needles. "I enjoyed working on materials that were used to help people. That was fulfilling," he remarked.

Dr. Powers is an accomplished engineer who has not had time to explore his love for the arts. "I was always in the technical field. I was never

an art person, but I love music," he said. Dr. Powers played trumpet in high school, and he discovered his appreciation for classical music in college. "I was studying for my qualifying exams as a Ph.D. student, and I started listening to classical music as I was studying. Soon, I was listening to entire symphonies and learning them," he said.

For Dr. Powers, being a building monitor is not a boring job. He said, "It's so unique for a job that just basically entails walking around and observing. It really has not been boring here because of all the things I can see and learn about." Dr. Powers admires the accomplishments of Choate students. During his shifts, he has "a chance to read a little bit or look at the artwork and listen to the musicians practice."

Through his job as a building monitor, Dr. Powers hopes to provide students with a sense of safety and security. "I try to help them and just make sure things are going smoothly and keep an eye on all the rooms. And hopefully, I'm just a reassuring presence," he said.

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Student Organization Helps Kids Access Musical Instruments



Graphic by Evelyn Stanley '24/The Choate News

By **John Reach '24**
Reporter

Playing an instrument is a privilege — many students never have the chance to learn music because they cannot afford to purchase an instrument. Founded by Christian Boudreau '21 in 2018, Christian's Music for Minors is an organization that aims to rectify inequity for aspiring music students. The program collects and refurbishes instruments that are no longer used and gives them to young musicians who otherwise would not have access to one.

Gavin Boudreau '24, who plays clarinet in Symphony Orchestra, Wind Ensemble, and Chamber Ensemble, joined his brother in Christian's Music for Minors to work on web design as well as evaluate instruments and condition enhancement needs. C. Boudreau, who also plays clarinet, alto sax, and flute, participated in Symphony Orchestra while at Choate and is currently a freshman at Occidental College, where he studies psychology, neuroscience, and music performance.

For the brothers with strong musical backgrounds, the mission of Christian's Music for Minors is personal. While discussing the inequities in music instruction Christian's Music for

Minors is working to eliminate, G. Boudreau said, "There's so many people everywhere who love music but don't have the means to be able to pursue it... It requires an instructor, it requires some time reeds, sometimes valve oil, sometimes cork grease, just so many different things and all that can add up."

Christian's Music for Minors has collected at least 50 instruments thus far, valued at \$12,000, which have been refurbished and distributed to students over the years. G. Boudreau explained that each instrument costs \$300 to refurbish, and more funding is always needed.

However, the organization has received a few substantial donations. This was accomplished primarily through advertisements and outreach to potential benefactors. "It's really about making this as big as we can make it and spreading as much information that we can to let other people know what we're trying to do, what our goal is, and why it's important," said G. Boudreau.

Since the organization first started, they have received a donation from Kids for Kids, Dancing for Life, Inc., a group that provides monetary assistance to youth-led projects dedicated to helping other children in their community. Although they are

currently focused on the Connecticut region and surrounding areas, the organization hopes to reach an even greater number of kids across more states in the future by expanding the local organization regionally, nationally, and even finally, globally.

G. Boudreau has enjoyed being able to participate directly in the distribution of instruments. He commented, "We've [visited] a class where multiple [students] did not have instruments that they wanted or that could work correctly." G. Boudreau stayed to watch their class after handing out the instruments, which was memorable for him.

Ultimately, the Boudreaus' endeavor has taken an abundance of courage and perseverance. Gathering donations has not been easy, nor has spreading the word of their organization. However, the joyful responses from beneficiaries has made the work worth it. G. Boudreau expressed his appreciation for support from peers in the music community. He said, "There's this connection and diversity within the music community — we're our own little world and people are always looking to be there for one another."

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CHOATE STUDENTS ATTEND ALL-STATE MUSIC FESTIVAL

By **Tyler Kuo '23**
Copy Editor

On March 31, 2022, the Connecticut Convention Center was filled with some of the state's best musicians for the 75th All-State Festival. Of the hundreds of musicians, four of Choate's own were in attendance: Jewon Im '23 for viola, Helena Gernhardt '23 for bassoon, Gavin Boudreau '24 for oboe, and Aria Ramnath '24 for flute. The festival, which ran from March 31 until April 2, is an annual event held by the Connecticut Music Educators Association (CMEA) to enhance the quality of music education for all children.

This event is composed of five ensembles: the band, mixed choir, treble choir, orchestra, and jazz ensemble. In order to perform in the All-State Festival, students must go through a rigorous and competitive audition process. Only students accepted into the regional level from November 2021 were eligible to audition for it. Among the myriad of audition requirements, some include scales, etudes, and solo excerpt performances. Students are evaluated on technical skill and musicianship. Students who pass the All-State level may then audition for a spot on the highly prestigious National Association for Music Education's (NAfME) All-National Honors Ensemble Festival and may also be able to participate in the NAfME biennial All-Eastern Division Festival.

The festival was formed by the Connecticut State Music Supervisors in conjunction with the Music Teachers Associations on October 28, 1932 at the Hartford City Club. CMEA's purpose consisted of three parts: serving music on an educational, cooperative, and so-

cial basis. To this end, the CMEA promised "to promote and recognize effective music teaching; to promote quality learning opportunities for all Connecticut students N-12; to provide a unified voice on behalf of music educators in Connecticut; to maintain a vital, effective, and efficient organization," according to its website.

Festivals soon became an integral part of the association's activities. Among the first was the All-Connecticut Festival held on April 18, 1936, at the Connecticut State College in Storrs. 300 students from 20 cities and towns comprised two ensembles, a chorus, and an orchestra. As time went by, CMEA grew to be the principal organization in Connecticut, representing all levels of music education.

For Ramnath, who has played the flute since first grade, the audition process was atypical because of the videotape format instead of the live judging panel format. "However, I've been doing these recordings for two years now, so I'm pretty used to it!" said Ramnath. "Doing video recordings is always harder for me though, since it's easier to hear mistakes and parts you don't like when you listen back to the recording. Live auditions are easier for me because I get one shot, and I'm done."

Before the All-State Festival, Ramnath attended the CMEA Southern Region Festival. "Being able to play with talented kids who are from different towns in your region is super cool, since you get to meet new musicians and form new connections through music," she said. "It was also very refreshing to finally be able to play with a regional band, since the last time I was able to participate was in 2019 due to Covid."

As the first chair player in the flute section, Ramnath thought that playing in the orchestra was very different from playing in a band for winds, brass, and percussion only. "In orchestra you really must know your part well ... since there are only two flutes in total," she said.

In the three days she attended the festival, Im found that "the most challenging moments at All-State were probably from the sheer amount of rehearsal time [they] had." Their packed schedule included five hours of rehearsal on Thursday, seven on Friday, as well as program rehearsals and a concert on Saturday. "At some point during the fifth hour on Friday, the majority of string players were getting shoulder cramps and painfully trying to keep our instruments up," she noted.

Despite the shoulder cramps, Im also thoroughly enjoyed being able to perform in the final concert at All-State. "We were able to prepare three very difficult pieces to a high level over two days. I especially thought that the last piece we did, Tchaikovsky's "Symphony No. 4 Finale," came together really well considering how insanely fast it was and how much preparation is required," she said. "Most people came in with the pieces fully practiced before the rehearsals began, which contributed a lot to the quality of the final performance."

Im hopes to continue participating in future events, saying, "I'm hoping to participate in All-State next year. I also am hoping to audition and get into the All Nationals orchestra next year, a continuation of All-State."

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Graphic by Yujin Kim '23/The Choate News

FIELD REPORT

Choate Spring Record
8-4-0

Varsity Games

Girls' Softball (1-0)
vs. Greens Farms, 12-0

Girls' Waterpolo (scrimmage)
vs. Staples High School, 11-4

Boys' Tennis (1-0)
vs. St. Paul's School, 4-3

Frisbee (1-0)
vs. Gunnery School, 14-7

Boys' Lacrosse (2-0)
vs. Pomfret School, 13-11

Girls' Lacrosse (1-1)
vs. Exeter, 4-19

Boys' Volleyball (0-1)
vs. Andover, 0-3

Girls' Tennis (0-1)
vs. Andover, 1-8

Boys' Baseball (1-1)
vs. Avon Old Farms, 6-18

J.V. Games

Boys' Lacrosse (1-0)
vs. Litchfield Hills, 7-5

Girls' Water Polo Makes a Splash

By **Erin Li '24**
Copy Editor

After taking two off-seasons due to Covid-19, Girls' Water Polo is back and better than ever. Led by captains Martha Chesson '22, Paige Loughlin '22, and Macie Simmons '22, new players are ready to put their best foot forward as they take on the upcoming season.

Water polo is widely known as one of the most challenging sports, both mentally and physically. The lengthy rules of the game make it especially difficult to pick up. Water polo also proves to be a mental challenge with its aggressive and competitive nature. Coach Brooke Fichera said, "It takes so much confidence and bravery to get out there and try something so overwhelming and so new that it's a bit of a mental game in some ways, where you have to kind of talk yourself into being able to do it." Fortunately, the team has an experienced trio of captains to lead them. Lauren Hsu '24, a new water polo player, said, "I think the most powerful thing that has helped me overcome challenges [is] having the captains there to give feedback." All three captains are passionate about the sport and are encouraging their new teammates to become more confident.

A significant number of water polo players were once swimmers, which, for many, is a motivating factor in joining the sport. For example, captains Chesson and Simmons started with competitive swimming and decided to join water polo to complete their spring sport requirements. Hsu is also a swim team member and decided to try out water polo because of its popularity among swimmers. She said, "I knew that at U.S. boarding schools, a lot of swimmers take up water polo in the spring, and I just wanted to try it to get a feel for it to see if it was something I wanted to do in the future." They all ended up enjoying the sport, especially the team aspect. "I like being part of a

team, so we practice relying on other people and building as a group," said Chesson. Loughlin also enjoys the sport for the connection she has with her team. She voiced, "I'm really excited to see how much closer the team can get because our team is pretty close, definitely supportive, and very encouraging."

Water polo is a game played entirely on water where two teams compete by shooting the ball in the opposing team's goal, requiring players to be swimming, treading water, being aware of their surroundings, and handling the ball simultaneously. Coach Fichera recommends that players "get in [the] best physical shape that [they] can possibly get into so that [their] conditioning is never an issue, so that it's never a matter of getting beat because [they] were slower and out of shape." Many water polo players have found the physical demands of the sport to be challenging. Simmons said, "It's a really demanding sport; swimming on its own is pretty hard. Combine that with having to not only be quick but also strong."

Aside from physical fitness, water polo also requires immense mental strength. With its extensive list of rules, understanding the game and building up the confidence to be aggressive proves to be a challenge. Chesson said, "Even though I would consider us captains to be experienced players, there are still things that I don't know about the game that I still find out every day."

Choate's Girls' Varsity Water polo team members face the difficulties with strong mindsets and fierce determination. With the season ahead, their goal is to make it to the New England Championships. Led by a great group of captains and coaches, Girls' Water Polo is definitely on the path to success.

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KEEPING OUR ATHLETES IN GEAR: INSIDE THE EQUIPMENT ROOM

By **Anissa Wang '24**
Staff Reporter

Behind the scenes of Choate's rigorous athletics programs is the equipment room, or "the Cage," as Choate students call it. Athletes usually head to the Cage before practice or games, where the staff supplies them with items such as equipment and uniforms so that the teams are prepared to excel in their sport.

Every day, the athletes know who to expect to see there. Mr. Justin Whittaker, the Head Equipment Manager, and Mr. John Paleski and Ms. Dawn McGrath, the Assistant Equipment Room Managers, are familiar faces at the Cage. Mr. Paleski has worked at Choate for 23 years and Ms. McGrath for almost 15. They arrive at the equipment room every day to wash uniforms and prepare items to distribute to athletes before attending practice. Although their work has become a routine for the Equipment Room Managers, there is one aspect of their job that has motivated them to stay at Choate — the students.

When asked what his favorite part of the job is, Mr. Paleski responded, "The kids, believe it or not." Ms. McGrath also said, "The kids. I love all the kids coming in, all the sports, just being able to do what they need and help them out." Similarly, Mr. Whittaker stated, "My favorite part of the day is when the student-athletes come down to the X to start their afternoons." The Choate athletes have become the spark that encourages them to stay at the School.

Mr. Whittaker, Mr. Paleski, and Ms. McGrath have worked different jobs before coming to Choate. Mr. Whittaker has always harbored a love for sports and knew that he wanted a career in the field. Mr. Paleski coached



Photo by Toffy Prakittiphoom '24/The Choate News

Mr. Paleski working at the Cage after school.

football in East Haven with Mr. Jim Paradise, the Head Equipment Manager at the time. When his department downsized, he heard about an opportunity at Choate. "The rest is history," he said. Ms. McGrath previously worked at a mall, and her friend found her the job at Choate. She knew she wanted something more exciting; she was hired and loved the job. "As long as they say I can stay here, I'm staying. I'm not going anywhere," Ms. McGrath reiterated.

Some sports, such as hockey, require large amounts of equipment, and supplying them has not always been easy.

During the pandemic, equipment supply shortages were common obstacles the equipment room staff faced. Uniforms, hockey paddings, and even tennis balls have often been an issue. If the main supplier is unavailable to provide the equipment, they turn to a secondary supplier. Mr. Paleski said, "We make do and just get the job done, no excuses." Ms. McGrath also mentioned that donations from other Choate athletes are helpful.

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SPRING SPORTS: THE POST-COVID RETURN

By **Hamilton Tevis '23**
Reporter

Spring athletic teams are ready to return to competition after a two year Covid hiatus. The Wild Boars are thrilled to showcase their energy and skill as they enter the regular season.

Boys' Lacrosse

After a rocky start in last year's abridged season, the Boys' Lacrosse team had some work to do; however, with a slew of recruits and after a successful preseason with wins against Phillips Academy Andover and Blair Academy, the team is shaping up to become a dominant presence in the Founders League. In their first home game under the lights in five years, the boys impressed the crowd with their victory over Brewster Academy. Outstanding performances came from Owen Tunney '24 and Daniel Mahoney '23, who put his body on the line for a goal while losing a couple of teeth in the process. With the captains Nick Sokolosky '22, Braydon Ellis '22, Lewis Schrock '22, and Adam Carroll '23 guiding Boys' Lacrosse, the team is expecting great things to come.

Girls' Softball

Since the 2021 season, the softball team has grown closer together and evolved into a powerhouse on the field. Being a team with predominantly underclassmen last year, they have matured over the off-season and have gained more depth with the addition of their new recruits. The softball team is off to an explosive start with their two scrimmages winning in devastating fashion; they dominated St. Paul's School, 10-1 and Lyman



Graphic by William Gao '23/The Choate News

Hall, 11-1, with notable performances from Jordan Wallace '24, Heidi Li '23, and Lauren Ben-Ezra '22. Each player dominated both at bat and while fielding. Watch out for the softball team this year!

Boys' Golf

As with most teams on Choate's campus, the cancellation of last year's season was a serious impediment, but that has not stopped the Boys' Golf team. Determined to elevate their game to the next level, the boys have worked hard this off-season and are now ready to face fierce competition throughout the season. This year's team is the first in Choate's history to have all varsity players capable of shooting under par. Along with returning captain Vasily Konachenkov '22, the addition of UPENN commit Tucker Silva '23, and rising star Jake Kavanaugh '23, the team is ready for action. The boys have 14 upcoming matches this season and are aspiring to bring home a Founders League Championship.

Boys' Baseball

The baseball team is looking good so far this season. The team

is almost entirely made up of upperclassmen, guaranteeing their chemistry and leadership. Despite not having a preseason, the Boars were still able to pull through and win their first game on March 30 at The Hotchkiss School with a notable run from Mac Cady '23. The team hopes to continue with success throughout the season.

Girls' Lacrosse

As Girls' Lacrosse heads into the spring season, there is a clear emphasis on rebuilding the program with a new coach, Ms. Katie Keogh, and a number of talented underclassmen. With that being said, the girls are excited to improve their technical skills and team chemistry. The first game of the season was a huge success as the Boars won 19-11 against Miss Porter's School. Mieke Buterbaugh '23 scored a whopping six goals, winning the team's Baddest Boar award. The team has already seen some positivity in their first two games and are pumped to improve both individually and as a team as they prepare to face some fierce competition in the weeks ahead.

Track and Field

This year, track is looking to be a special team. They have a team full of young talent, eager and thrilled to compete at their first meet. The returners, notably juniors Payton Garcia '23 and Raye Osayimwese-Sisson '23, are taking on a new role as veterans, looking to lead the newcomers. Long distance 4 x 100 and 4 x 400 relays are looking strong and are expected to perform well on race day. While the ultimate goal of this season is the same as it is every year — winning the Founders League — the team remains focused on making improvements in time and having fun.

Boys' Volleyball

This season, Boys' Volleyball has seen great potential as they begin to face opponents. Since the team currently has many new players, they are working through the kinks as they prepare for both upcoming home and away games. The team continues to work towards a strong foundation, hoping to win a championship.

Ultimate Frisbee

Ultimate Frisbee is a diverse team with a great array of athletes bringing different skills to the table. The team consists of both returning and new players who are enjoying the fun nature of the sport. They started off the season strong with a win against Gunnery School, boosting the confidence of numerous team members. The team is maintaining their strong bond even in the competitive nature of the game.

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