



# THE CHOATE NEWS

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Photo courtesy of Mr. Ian Morris

## Varsity Ultimate Frisbee Win over Gunnery Followed by a Loss to Hotchkiss

The Hotchkiss School pummeled the Varsity Ultimate Frisbee team, with a final score of 3-11 on April 16, 2016. Page 8.

## SCHOOL APPOINTS NEW DIRECTOR OF ADMISSION

By **Pinn Chirathivat '19**  
and **Truelian Lee '17**  
Reporter and News Editor

For the first time in 12 years, Choate will welcome a new Director of Admission. Mr. Amin Abdul-Malik Gonzalez will succeed Mr. Ray Diffley III in July, after the school formally extended a job offer to Mr. Gonzalez on March 15. Along with assuming the role of the Director of Admissions, Mr. Gonzalez will also become a member of the senior administrative team, meaning he will help make major decisions with the Board of Trustees and other senior administrators concerning the school.

Mr. Gonzalez has been the Associate Director of Undergraduate Admissions and Co-Director of Multicultural Recruitment at Yale University since 2008. He was appointed a member of the international admission committee, and he has also been in charge of managing Yale's relationship with Questbridge, a program that helps students who don't have the financial means to afford higher education. Ms. Wallace described Mr. Gonzalez's former role with Questbridge at Yale as "almost like running your own admission office within an admission office."



Photo courtesy of Mr. Amin Gonzalez

Mr. Gonzalez said, "My first task at Choate is to appreciate it as fully as I can. It is really important to take the temperature of the place and then see what areas, from an admissions perspective, could use the most attention. Having said that, in all of my previous posts I've always been about increasing access for promising young people. That access can extend globally, locally, socioeconomically, religiously, and racially. I think Choate is an institution that should be known to all, should be aspired to by most, and should more than meet the needs of those students who ultimately enroll." He added, "I like to see students in a variety of settings and support their growth however, I can. For

me, the ability to see them not just in classrooms, but around campus and the opportunity to be a resource for them is extremely important." He added, "The parts I find most fulfilling include watching students realize their full potential, whether I have direct contact with them or observe their accomplishments from a distance."

Ms. Wallace described Mr. Gonzalez as "intelligent, thoughtful, collaborative, knowledgeable — he is going to be an exciting new face in our admission office."

"I think that our families coming in will connect with him and like him," Headmaster Dr. Alex Curtis remarked. "He's a wonderful combination of being likable, fun to be around, thoughtful, and intellectual."

Choate hired a search firm called Wickenden Associates to help find a new Director of Admission earlier this year, after discovering Mr. Diffley would be leaving his post to become the Director of the Center for Admission and Enrollment Management Leadership in the Association of Independent School Admission Professionals (AISAP).

The school drafted an opportunity statement for candidates and received many applications. "This was a position that had a lot of interest. It's significantly known opportunity," said Dr. Curtis. "There were probably hundreds of applicants. We only spoke directly to about 10 or 12 of those applicants, and we had a small number of people who had a full day of interviews." He continued, "We were looking for someone who was deeply experienced in admissions; who knew boarding schools, especially ones with as diverse a student body as we have, both nationally and internationally; and who supported the values of the school and had experience with the really large process that we've got here."

After the interviews, Choate narrowed down the field to three finalists.

Ms. Wallace commented on some of the attributes Choate noticed in Mr. Gonzalez. She said, "He brings with him experience as a student at a peer school, as a teacher, a coach, and college counselor in other secondary independent schools, and as an admission officer in institu-

See Mr. Gonzalez, Page 2

## CONTEMPLATING THE NEW CURRICULUM

By **Nathan Chang '17**  
Staff Reporter

Recently, the school has added several new courses to the curriculum, many of them interdisciplinary in nature. For example, some of the courses added recently are AP Journalism, Topics in Engineering, and Cognitive Neuroscience. Other new courses will be added next year as well: a history class called Colonial Latin America and another class called Twentieth-Century African History.

### The Process of Creating a New Course

Although the number of new courses has surged in the last few years, the process of adding a class to the course catalogue requires considerable work on the part of teachers and department heads. According to Director of Curricular Ini-

tiatives Dr. Katharine Jewett, a teacher who has an idea for a new course must first talk to their department head, then draft a formal course proposal over the summer, which includes a title, description, explanation for how it supplements or replaces any current offerings, a syllabus, and potential list of texts. In the fall, the department heads evaluate the proposal and then decide whether the class should be added to the curriculum.

Despite the numerous steps within the process, Mr. Yaser Robles, a teacher in the HPRSS department, commented on the surprising efficiency of approving his Colonial Latin America course, which will run in the 2016-2017 school year. "I am very impressed with the openness of the department and how much they want to diversify the curriculum. The support is

incredible. One of the beauties of teaching in this department is that you have people with different specialties, so you can share ideas with them, and you're given the freedom to be creative. I think the whole point is to make teaching interesting and fun and to use as many different tools as possible to engage students in a variety of topics," he commented.

Ms. Emily Lovejoy, the third form girls' dean and a biology teacher, also found the process relatively easy. She is teaching a biology and psychology elective called Cognitive Neuroscience this spring with Ms. Tianlin Ford, a psychology and Chinese teacher.

However, Mr. Nicholas Molnar, a math teacher, said that the course planning for Journalism with Ms. Harriet Blanchard, the Director of Teaching and Learning Center and an

English teacher, required considerable diligence and patience. He said, "What was hard about it was that we were trying to serve a lot of different audiences; we were trying to satisfy what at that point was a very new AP course. There was not a lot of framework."

He added, "There were a lot of meetings where we didn't know exactly the product that we wanted, but we knew that there were things that we liked. We knew we wanted things to be interesting, and honestly I think a lot of the first couple months of meetings, we didn't get very far. I think we had a lot of grandiose ideas but we didn't think about how they would be executed or what resources would seem to make the most sense. I think we had a lot of interesting ideas, but we weren't exactly sure

See New Classes Page 2

## STUDENTS SEEK DIVERSITY IN HEALTH CENTER, QUESTION CONFIDENTIALITY

**Esul Burton '16 continues her exploration of Choate's mental health services in the third installment of this series.**

In the past two weeks, I have explored support systems and competition at Choate. This week, I will examine the Pratt Health Center in depth, looking at the diversity in staffing and the student-counselor confidentiality.

A major recurring theme when interviewing members of the community on mental health is the contentious relationship that some believe exists between students and the Pratt Health Center. Jerri Norman '17, a leader of the Choate Diversity Student Association's (CDSA) Mental Health Campaign, said, "There is a perception that people in the health center aren't happy to help or are rushing you around. People just feel uncomfortable."

The lack of comfort that Norman alluded to is attributed to anecdotes depicting counselors as out of touch and even antagonistic towards students' needs. Misconceptions are abound on campus, which is why student clubs like CDSA, and now Mental Health at Choate, are trying to educate the community on mental health and the services that are available.

Martha Zhang '16 believes that some of these efforts work, saying, "I think that it's

definitely getting better — the perception of both med leave and the counseling center." However, she added, "I think there are a few things that people still don't understand about the health center."

Some of these misunderstandings have to do with diversity within the Health Center. Some students believe that the counselors aren't representative of the Choate community at large.

See Counselor Diversity, Page 3

**Sustainability**  
Danielle Young '17 asks us to be more conscious of sustainability in our lives.  
Opinions • P4



**Legalize It!**  
Andrew Kim '17 argues for the decriminalization and legalization of Marijuana.  
Opinions • P5

**CPU at Choate**  
The Choate Programming Union wants to be the next big thing.  
Features • P6



**Ms. Meg Blitzer**  
The impactful Water Polo coach and science teacher will depart after the spring.  
Sports • P8

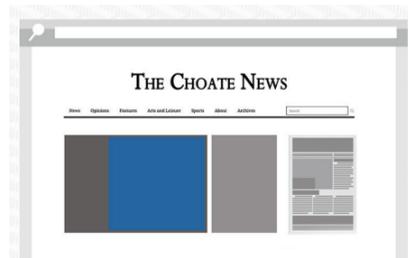
### What's Inside

News.....	1-3
Opinions: Campus.....	4
Opinions: Nation/World.....	5
Features.....	6
Arts and Leisure.....	7
Sports.....	8



Read it then recycle it.

Visuals by Kevin Xie, Sabrina Xie, Elle Rinaldi and Trewin Copplestone



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**Mr. Gonzalez***Continued from Page 1*

tions of higher education.” She added, “Not only has he been an officer at institutions of higher education, but he’s also had a range of responsibilities at those schools.”

Mr. Gonzalez has experience working not only in colleges, but also in boarding schools, such as Northfield Mount Hermon and the McDonogh School, where he was the Co-Director of College Counseling. He was also a student at Loomis Chaffee.

Mr. Gonzalez shared the tremendous impact his experiences have had on him. “I am a lifelong believer in the power of education because it has changed my life,” he exclaimed. He grew up as a Puerto-Rican orphan in Spanish Harlem, New York City. When he was a teenager, he applied to Loomis Chaffee and was awarded the Albert G. Olver Scholarship from the school. From there, he went to Wesleyan University, where he received a B.A. in history. At Northfield Mount Hermon and the McDonogh School, he taught history, coached for the football and wrestling teams, and served as a college counselor.

He first heard about the new opening for the Director of Admission job at Choate from colleagues who were Choate alumni.

A large part of Mr. Gonzalez’s philosophy regarding admissions stems from his interactions with Mr. Drew Casertano, a former Director of Admission at Loomis Chaffee. Mr. Casertano ensured that Mr. Gonzalez could enjoy the full Loomis Chaffee experience without being limited by financial reasons. “His actions have stayed with me many years later — that the admission process isn’t just about bringing people here, but making sure that they are able to fly, be cared for, and feel supported in becoming extensions of their family,” said Mr. Gonzalez.

He continued, “I treat students whom I’ve recruited or had contact with as if they were my own children, and I make sure they have the benefit of my advocacy, my counsel, or whatever wisdom I can impart.”

He looks forward to working at Choate, noting, “I think one of the most rewarding aspects will be transitioning from a highly selective university setting that received tens of thousands of outstanding applicants and admitted significantly fewer than we would have lived. I look forward to calibrating to Choate’s selectivity and being able to afford more students truly exciting educational opportunities. In addition to responding to polished students with stellar credentials, our team will be looking for those who show immense potential as well. These students may have less than perfect but quite strong credentials, good hearts, and lots of abilities and ways to add to the community.”

Mr. Gonzalez concluded, “I’m firmly committed to expanding Choate’s recruitment efforts. We want to be visible in every space, and ensure prospective students and families, from near and far, appreciate Choate’s diverse education, supportive community, and incredible resources.”

**Pinn Chirathivat***may be reached at pchirathivat19@choate.edu.***Truelian Lee** *may be reached at tlee17@choate.edu.***NEW CLASSES EXPAND INTERDISCIPLINARY OPTIONS***Continued from Page 1*

of how much they would fit together.”

Though the process of creating a new course may be arduous, Dr. Jewett remarked, “We want to make sure we are covering as much breadth and depth in our curriculum as possible, and that we are capitalizing on the latest trends in neuroscience and learning, and technology and learning. We are always looking for the best practices of teaching and learning in a course, and I think generally curriculum not just here but in the wider world is evolving.”

She added, “There’s always a balance between content and skills in a course, and I think for a long time, especially before the Internet, content was the more important of those two poles. Certainly the teacher’s knowledge of the content is always important, but now we have the Internet, where people can find things and information very easily, so I think the balance is tipping a little more toward skills, like what can you do with what you know? And how critical can you be of a given set of knowledge that’s put in front of you? And how can you compare two different sets? We want to make sure that students are getting a sufficient number of skills in a course in addition to a significant amount of content.”

**Reflecting on the New Courses**

A notable way Choate has ensured that students are learning sufficient skills is with the addition of multidisciplinary courses.

Dr. Jewett said, “We’ve done a lot of research that shows that interdisciplinary work increases student engagement, increases their critical thinking skills, and increases their motivation, and it’s really

*Photo courtesy of Mr. Ross Mortensen*

The journalism class will embark upon its second year in 2016-17 with a new name: Journalism and Nonfiction Storytelling.

relevant. The world isn’t made of silos that are divided into math, science, history, and language, for example. I think there’s tremendous opportunity for interdisciplinary work that really engages students and also excites faculty.”

She added, “A great example is the Journalism course taught by Ms. Blanchard and Mr. Molnar, and I think that’s exciting because there is some interdisciplinary stuff that’s been around for a long time, like the humanities courses, but when you start jumping between the humanities and the quantitative realm: that’s pretty cool. I think that has been organic: it’s what people have proposed. I’m pretty happy because I think the effect of it is positive for our students.”

Mr. Molnar agreed that the fact that Journalism is multidisciplinary is an essential characteristic of the course. He said that one of the goals of the course is to train students to “communicate better in all forms and transmit clear thoughts on the page through data, graphs, or infographics, and having students find their voice in a spoken format as well.”

He added, “Students can choose to investigate any story that they want and follow their own interests, and I think that’s one of the appealing things for students. Say they have interest in body image, transgender rights, exploring sexual assault on college campuses, or the restaurants in the world that have the most sustainable practices. There’s all of these things that students can’t explore in their other courses, that they can in this course.”

Ms. Lovejoy voiced a similar opinion about the multidisciplinary aspect of Cognitive Neuroscience. “It’s great for us specifically, because we have two teachers. Both of us coming together and being able to have those dialogues is really great. I think being able to apply what you know in one field to another field and seeing major connections is really important.” For example, she said that part of the time this spring will focus on applying the material learned to economics and why some people strive for more money.

She added that the interdisciplinary aspect could “draw more students who might not consider

themselves to be psychology students or biology students. There is definitely a big group of students who have taken Anatomy and Physiology or AP Psychology, but because the course doesn’t fall under one discipline, it makes it more out there for students. One of our goals when we were creating the class was to try to draw students from several disciplines.”

These classes are still in the process of being adapted to better fit student interests. For example, Sara Ishibashi ’17 was optimistic about Cognitive Neuroscience, though she still believes there is room for improvement. “Because it’s a new class, the course material is not solid yet. Since the prerequisites for the course are biology and Intro to Psychology, a lot of us know some of the material that we’ve talked about so far,” she commented.

Ms. Lovejoy has noticed this situation as well. She said, “It’s hard to balance what I thought we should teach and what the students might know coming into it. A lot of them took Anatomy and Physiology, so a lot of them have that background information to the neuroscience, but it’s been nice to

adjust on the fly and base the material off of what the kids already know and would like to know.”

Amir Idris ’17 had a similar opinion with regards to the Topics in Engineering class that he took during the winter term of this year. Idris said, “The topics are in a sensible order, though the pacing of the class can be sporadic. Some nights there is quite a bit of homework, and others there is not much if any. Obviously, this happens with any course, but it was exaggerated in this course.”

He added, “If you give a Choate student ample opportunity and incentive, they will be very open to trying a new activity. If the course is well-planned and advertised, I think it will have a fine turnout.”

Dr. Jewett noted the evolving nature of many of these new courses. She said that the school is always trying to improve each course, whether new or old, by looking at student evaluations and by having department heads visit classes.

**Being able to apply what you know in one field to another field and seeing major connections is really important.***Ms. Emily Lovejoy  
Third Form Girls Dean*

Mr. Molnar said, “It’s great that we’re continuing to evolve the Journalism course, and that it’s evolving to a place that meets students’ needs and continues to meet student interest. I’m glad that it helps inspire students to recognize that though the departments at Choate operate in different buildings, the problems and things that they are interested in involve all of them.”

**Nathan Chang** *may be reached at nachang17@choate.edu.***THE FACULTY HOUSING PROCESS UNCOVERED**By **Neve Scott ’18***Reporter*

“Housing season is the most exciting time of the year,” enthused biology teacher Mr. Deron Chang. However, he was referring to the process that faculty members, not boarding students, undergo. Starting at the beginning of spring term, faculty members engage in a complicated process to select their housing for the upcoming year.

“It’s not a lottery. It’s a process,” said Ms. Katie Levesque, Dean of Faculty, regarding the faculty housing system. “I would say it’s similar in some ways and different in others to the student lottery. I post in Faculty Notes, a weekly faculty newspaper, apartments that we know will be vacant each week, and then the whole faculty can apply if they want.”

Explaining how faculty are chosen for specific houses for which they bid, Ms. Levesque continued, “We have a system based off family size of the faculty members and housing points, which are based on years of experience. Those two factors apply for non-dorm housing, and for in-dorm housing, an advisory match also comes into play. People can apply, then

based on the category of the house and the category of the applicant, housing points, and quality of advising, I make assignments.”

Houses are assigned a letter B to E to determine what kind of family should occupy a particular home. B designates a house intended for a single faculty member or a couple with fewer than ten years of experience, C for a family with one child or a couple with more than ten years of experience, D for a family with two children, and E for a family with three or more children.

For special cases in which two faculty members have the same number of points in the same category, Mr. Chang explained, “No one knows what happens, but the school reserves the right to think about the advising situation. There is an aspect of subjectivity.”

Spanish teacher Ms. Nancy Burress, who currently resides in Bernhard House, commented on the varying preferences of faculty in regards to housing. “I would say that it depends on what stage of your life you are in. I have lived in and out of various dorm housing,” she said.

Similarly to the list for most coveted student dorms, the list for the most coveted faculty residences is nebulous.

“If you ask a dozen faculty members, they all might have different answers. There are certain apartments that are really popular when they open up. I tend to be surprised at what ends up being really popular and what isn’t,” remarked Ms. Levesque.

Mr. Chang believes that Edsall House is commonly regarded as the best dorm for faculty. “It’s an E house. There are very few students in the dorm, but it’s still a dual house advising situation. The house is absolutely beautiful and in a great location,” he said.

Ms. Levesque believes the faculty housing system has proven itself to be fair. She commented, “We can’t do everything all at once, but we have a plan that tries to keep things fair to ensure continuous development of faculty housing. Teachers pay for their own decorations, but anything that would really be considered a renovation would be paid for by the school. We have a budget, and we have a process for reviewing where the budget should go. We are able to do several major renovations each year to kitchens, bathrooms, removing walls here and there.”

However, Mr. Chang believes that the current housing

*Photo by Audrey Powell/The Choate News*

New and old faculty vie for housing every spring in a system determined largely by years of employment and family size.

system could use improvement. Houses are placed in categories solely based upon the number of bedrooms they have; a D house meant for a family of four could have only one bathroom, for example. Mr. Chang explained, “There needs to be more consideration for square footage and number of bathrooms when determining the category into which a house falls.

Additionally, referring to the housing point system in which a faculty member who lives in a dorm gets three points a year while one who does not only earns two, Mr. Chang said, “We give too many points to people who don’t live in dorms and do duty, so people who are behind point-wise

find it difficult to catch up.” To make the process fairer, he believes “giving only one point to those who don’t live in dorms would be better, and faculty members should have to cash in some of their points when they move into a new house.”

Ms. Levesque concluded, “I hope the faculty feels as though the process is clear, transparent, equitable, and that it serves us relatively well. It’s not something that I have received requests to change, but it’s always possible that we can review our processes and make changes. However, there’s nothing major on the rise.”

**Neve Scott** *may be reached at nscott18@choate.edu.*

# CHOATE'S OLD LAPTOPS AND IPADS DONATED TO TOWN

By **Alyssa Shin '18**  
Staff Reporter

Try to imagine 75 iPads and 40 to 50 computers. In their efforts to donate old electronics to local Wallingford organizations, the Information Technology Services (ITS) office gathered more than 100 iPads and laptops from the Choate community that were not being used to give away this spring.

Various organizations such as Wallingford public schools, the Wallingford Public Library, the Wallingford Senior Center, the Spanish Community of Wallingford, Ball & Socket Arts, West Haven High School, and the Wallingford STEM School received these electronics. Choate also donated some of the laptops to an on-campus student club, Girls for Girls, a mentorship program between underprivileged female students in the Bahamas and female students at Choate.

Mr. Andrew Speyer, Director of ITS, explained, "Our goal is to make the donation pile bigger than the trash pile. We don't want to add to our landfills, so we try to reuse equipment as much as we possibly can."

For this year's collection process, Mr. Speyer sent out a note to faculty and staff asking them to donate old electronics. "We usually like to have a combination of causes inside and outside of Wallingford," he said. "I think the most exciting thing we do is when we give technology to underprivileged areas, whether it's Africa, South America, or the Bahamas. That's the biggest reward I get out of doing the program. There are plenty of organizations in the local area that are in need as well, but bridging the digital divide in those areas is really good for the world as a whole."

This is not the first time that Choate has lent a hand to other communities, local

or international. Choate has donated school-owned electronic products no longer in use for the past six years. Mr. Speyer cited an example: "We gave a lot of computers to Wallingford public schools last year. We're committed to helping our neighbors in Wallingford."

The ITS department has devised a life cycle for all school-owned electronic products in order to reduce their

**The most exciting thing we do is when we give technology to underprivileged areas.**

*Mr. Andrew Speyer*  
Director of Information Technology Services

environmental impact. A few years after an initial purchase, laptops and iPads are refurbished or repurposed. As the school distributes newer iPad models to teachers, the old iPads may be relocated to the library or used for summer programs. Then, ITS eventually sifts through the electronics to sort products that can be donated and products that need to be taken apart or recycled. This step is vital in keeping Choate at the forefront of the growing STEM movement while minimizing its carbon footprint. According to the Environmental Protection Agency, in 2012, the United States alone produced about 3.4 million tons of electronic waste, but only about 29% of that was recycled.

Mr. Speyer hopes to increase student involvement in this venture. He remarked, "It would be cool to have a student club be more involved in the process. Right now, we just donate what we own. No one has approached us yet, but we are very open to the idea."

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# COUNSELOR DIVERSITY CAUSES CONCERN

Continued from Page 1

Elena Turner '17 said, "The counselors are white, cis-gender, straight ladies. The lack of diversity is prominent in the counseling office."

Turner believed that the lack of diversity, especially lack of diversity in sexual orientation, led to a misunderstanding between her and her counselor. "I was having issues with my sexuality. I brought it to my counselor, which was a huge mistake. When I came out, there were noticeable differences. She didn't understand what my sexuality meant. She said I wouldn't understand sexuality until I was 18, so I shouldn't come out to people because there is no way that I can be sure about this, and I shouldn't put myself in that box."

While Zhang, on the other hand, has maintained a good relationship with her counselor, she supported Turner's comments, saying, "People still have personalities, regardless of whether they are counselors or not, so maybe we need more counselors. Counselors who aren't white women or counselors who deal with only gender issues."

These concerns regarding diversity aren't lost on those who work in the Health Center. Ms. Charlotte Davidson, Director of Counseling, acknowledged students' concerns and spoke about the work that the Health Center is doing to compensate for the lack of diversity. "We have had African-American therapists in the past, but they have gone onto other jobs. However, we have other people who we know and can utilize."

Dr. Christopher Diamond, Director of Health Services, elaborated on Ms. Davidson's comments, saying, "I'm very aware that I walk into this job as a middle-aged, white male who is a product of a racist, sexist, hetero-centric, gender binary focused culture. The one thing I try is to be as open



Photo by Audrey Powell/The Choate News

The integration of the health center into the community has raised concern regarding counselor-student confidentiality.

and accessible to the needs of a diverse population."

He mentioned that the Health Center needed to demonstrate trust among Choate's diverse student body and that "there has to be a sense of understanding when we address cultural groups or folks with certain identifiers who don't feel safe coming here."

**The counselors are white, cis-gender, straight ladies.**

*Elena Turner '17*

This need to demonstrate trust doesn't only pertain to students from diverse backgrounds on campus. Another issue that students and alumni mentioned when speaking about the Health Center was confidentiality between the counselors and students.

Grace Alford Hamburg '14 echoed these sentiments, remarking, "On one hand, you want a counseling center that's on campus and easily accessible for students, but on the other, the way Choate is constructed means those very counselors are part of the community." She believed that counselors who were integrated into the community would have a harder time maintaining confidentiality because they personally know the classmates, teachers, and deans

that students might talk about during sessions.

Ms. Bender disagreed with these comments, saying that if counselors are involved in the community, it helps normalize accessing support for mental health. "Students will think, 'This is a person who is out there and teaches and seems okay and maybe I can go talk to them.'"

Dr. Diamond acknowledged that the work the Health Center staff does with individual students, saying that they work behind what he calls the "iron curtain of clinical care." At the same time, he did not believe that confidentiality was absolute, saying, "The moment a person is an imminent risk to themselves and others, confidentiality is dropped."

This viewpoint on confidentiality isn't limited to the Health Center. Ms. Nancy Miller, the Fourth Form Girls' Dean, described the Health Center's relationship with the deans as "a two-way street." She said, "When the deans are worried about someone, they speak to the health center and vice-versa. We, the deans, are very much aware of the fact that there are confidentiality rules that apply to the Health Center and we respect those rules, but often there is the bare bones, skeletal information that is shared with the dean."

Still, good intentions

might not be enough to convince some members of the Choate community to reach out to mental health services. As Norman said, "The relationship that students have with the health center hasn't been great so far and it's going to be hard to change that."

However, Dr. Diamond offered some measures that the Health Center could implement to better its relationship with the student body. "My goal would be to institute patient or client satisfaction surveys, so that every student gets an opportunity to give feedback on a visit. You need in a medical setting constant quality assurance, quality control, and quality improvement. Right at this moment, we don't have all those things."

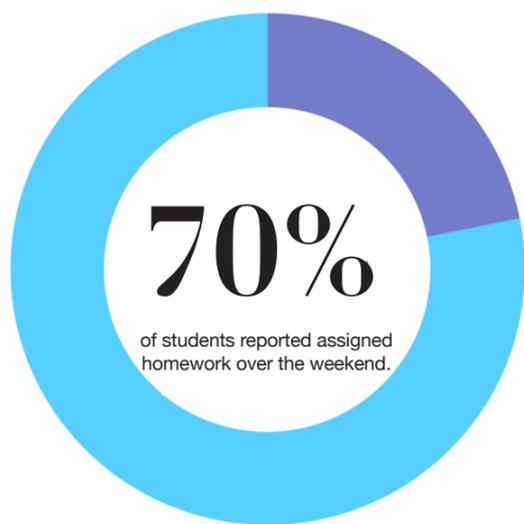
He also mentioned implementing an advisory council for the Health Center that would be comprised of students, faculty, staff, alumni, and parents and would help identify ways to reach out to and educate the community.

Future reforms don't only have to be implemented internally. Ms. Bender said, "Over the years we probably haven't been making as many changes as we could be, but I think that this is an opportune time for kids to speak out because the school seems to be looking to make these changes."

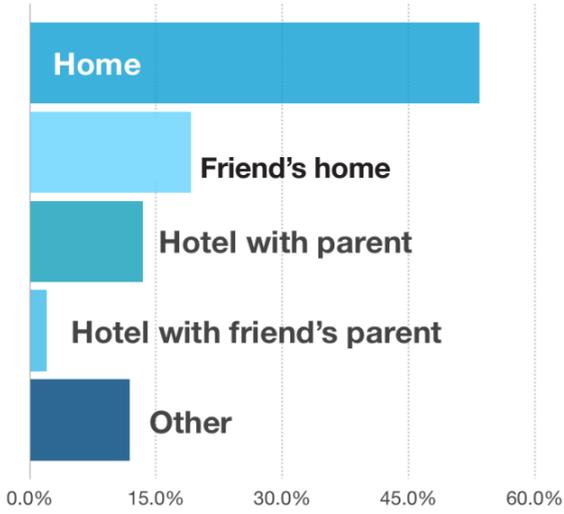
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## BY THE NUMBERS

### SPRING LONG WEEKEND



### Where are you going for the majority of your time off campus?



## NEW SENIOR SPRING SCHEDULE DRAWS MIXED REACTIONS

By **Mehreen Pasha '18**  
Staff Reporter

As this year's seniors navigate the end of their Choate careers, some of them may have found themselves grappling with this question: How will the different end-of-year schedule make their senior spring different?

The major difference in the new schedule is the date of the graduation ceremony. Instead of being held in early June, as it has been in the past, this year's ceremony will be on Sunday, March 29. All Choate students will be required to attend, and after the ceremony, the newly graduated seniors will have to leave campus. The rest of the student body will stay on campus until their last day in early June. As an effect of this decision, seniors will be exempt from any final exams or other term-end experiences.

According to Dr. Katharine Jewett, Director of Curricular Initiatives, the change will ensure that "the first time you walk across the stage is not the first time you experience Graduation." She added that the change was made in hopes of unifying the campus to celebrate a milestone.

Mr. Kevin Rogers, Director of Studies, noted that the omission of the last week for seniors will combat the largely idle days that sixth formers spend while other students take their exams. He explained, "Now, the sixth form will graduate ahead of time so that they can move on to their summer plans and the other students can focus on finishing up their work for the year."

At this stage, it is unclear whether the schedule change will carry on to the following years, as its continuation depends on the community's input. According to Dr. Jewett, "Whenever we make a change, we usually evaluate it afterwards. We did a lot of research before this change with other schools that have their whole schools present during graduation, and we found that it was certainly worth trying."

The new schedule has procured mixed opinions from the community at large. Some seniors, such as Olivia Podos '16, seem overjoyed with the idea of an extra week of summer. Podos remarked, "I think people are looking forward to having long summers with their families and friends before they go off to college. I'm pretty excited for it."

Conversely, many seniors are mourning the loss of an additional week to spend with friends. This feeling is exacerbated by the plethora of events in the last few days leading up to Graduation for seniors, such as Last Hurrah, Garden Party, and the Senior Beach Trip.

Aiden Reiter '16 said, "I have really mixed feelings. On one hand, I understand the rationale. We are making sure everybody graduates, and we get to be done early and not disturb people taking exams. But part of me also wants that week of just being on campus with all my friends, because when else in our Choate experience are we just there?"

Nazar Chowdhury '16 echoed similar sentiments. He commented, "I understand that there's the idea of having the entire school there for graduation and prevent-

ing seniors from doing idiotic things when we have our own time. But I think that the time that's taken away from us is kind of rough."

Another consequence of this new schedule is that seniors will be exempt from all final exams, including ones for classes in which underclassmen are enrolled. Dr. Jewett said, "I think the benefits of having everyone in the community together at this very important event are going to outweigh any inconveniences that may happen if the seniors can't take their exams."

The seniors will ultimately cross the stage, commencing a new chapter in their lives. However, one thing is certain: we are going to need a lot more chairs.

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# THE CHOATE NEWS

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## Classics Majors Are Still in Style

By **Audrey Sze '17**  
Opinions Writer

Classics is broadly defined as the study of the languages, culture, history, and literature of Ancient Greece and Rome. Liberal arts education itself has its roots in classics — in fact, “liberal arts” is a phrase derived from the Latin *artes liberales*, meaning “the skills worthy of a free person.” The field has produced a long line of illustrious students with diverse talents: Karl Marx, revolutionary and sociologist; W.E.B. Dubois, civil rights activist; Oscar Wilde, playwright and novelist; and Toni Morrison, Nobel Prize- and Pulitzer Prize-winning novelist, to name a few. And yet, classics is a dying field; humanities departments across the nation are increasingly vulnerable to facing budget cuts, and classics are especially at risk. Although this may come as no surprise as pre-professional majors dominate the highly competitive world of the 21st century, I believe there is intrinsic value in studying the classics that a vocational education cannot provide.

“I want to major in the humanities,” many high school students say, followed inevitably by: “but I’d rather have a job.” Although wanting to secure work is more than understandable, it is unfortunate that so many young adults feel that they can only do so at the cost of sacrificing the pursuit of their passions. In the age of automation, it seems as though schools too have become assembly lines, mass-producing the same types of students: pre-med, pre-law, pre-business. However, what most people fail to realize is that in a job market clogged with pre-professional majors, an education in the humanities offers something unique: character. Classics and other disciplines of a traditional liberal arts education allow students to develop the ability to think by learning from the past firsthand — to confront the profound questions that have always puzzled man in order to better understand the human experience. Too of-

ten we forget that although industries may evolve at breakneck speeds, human nature does not always keep pace. Therefore, possessing a flexible mind capable of critical thinking proves useful not only in the workplace, but in life.

But perhaps we shouldn’t calculate the value of an education based on its employability at all. Naturally, the desire to return to a time where education wasn’t synonymous with job training is not an outlook exempt from backlash. Some criticize the starry-eyed romantics who desire education to mean developing the means to think, and think well, are unrealistic at best, and elitist at worst. And they might be right. But that’s not to say there isn’t value in familiarizing oneself with classics — or philosophy, or history, for that matter. Regardless of its value in the job market, studying the humanities is to better understand humanity. There’s something universal and timeless in the values passed from Homer to Vergil: Athena’s proclamation that tied juries should acquit the accused in Oresteia asserts that mercy should prevail over harshness; the brotherly love between Castor and Pollux defies death itself; and the hamartia that befalls even the greatest of heroes humbly remind us that we are all fallible. To study the classics is to see all the glory and pettiness of man echoed in an age that doesn’t seem so distant, despite all the years that separate the classical era and our own. The universality of classics allows it to transcend time, and its resonance today proves its imperishable relevance. But its value doesn’t lie solely in permitting us to passively appreciate the parallels between then and now: to study classics is to join an ongoing conversation about the big questions that have been happening for millennia. After all, to understand where we are and where we are going, we must first understand where we’ve been.

**Audrey Sze** is a fifth former from Beijing, China. She may be reached at [psze17@choate.edu](mailto:psze17@choate.edu)

## CORRECTIONS

### OPINIONS

A correction misprinted the name and graduation year of Staff Reporter Grayce Gibbs '18.

# THE BEAUTY OF BEING BILINGUAL

Rivas '19 reflects on her winning speech for the 2016 Krause-Stevens Public Speaking Contest

By **Abigail Rivas '19**  
Opinions Writer

*When I first began attending Choate, I tried my best to fit into this diverse community full of people with different personalities and backgrounds. In the process of integrating myself into the community, I found myself changing things from my homework routine, to the way I pronounce my name in front of others. I began to change things I never thought I would, and things I frankly did not need to change. Gradually, however, I began to find pride in the things that make me who I am: my culture, and the language that I speak. My culture, my language, and my heritage make me who I am — and there is nothing that can change the pride I take in that. My journey of “self-discovery” through the language barriers I have faced in this community became my inspiration for writing my speech for the Krause-Stevens Public Speaking Contest.*

Growing up in a bilingual family has truly helped me become who I am. I love speaking Spanish. I love the way my tongue tickles the roof of my mouth while rolling my R’s. I love how the words to flow together so romantically. I love singing along to Enrique Iglesias with my mother, dancing around, not caring what people think. I love how close it brought me to completely different group of people, who share the same culture. A language shared among a large community, creating love, creating unity, is the very thing that drives me so far from the ones I love most.

I was raised in a Spanish-speaking household. Spanish was all I heard as a child. As I got older, I began to speak

English and that became my primary language. I spoke English everywhere I went, from school to small conversations with my older sister. Growing up, I never truly realized how challenging life was for my family simply because of the language they spoke. I remember my mother sitting with my sister and me, watching TV and mumbling words under her breath, trying to say them correctly. I remember how she stuttered trying to speak to us in a language that was so distant from her own. I also remember having to translate things from small words to my parents, to some of the most important sentences of their lives.

*I carry the hardships of my language on my back and I carry them with honor.*

Now, I want you all to remember being 10 years old, a little clueless, not quite a child, but also not quite a teenager. Now imagine sitting in an office hung up with posters with about life, with your mother, and with a stranger, a stranger who knows your sister better than anyone. Now imagine having to listen to your sister’s therapist, this stranger, telling you to *translate* to your mother that your sister does not want to live anymore. Something that a 10 year-old is not aware of, and having to find out by *translating* it to your mother. Imagine having to look at your mother in the eyes and tell her that her child wants to end her life. Realizing that all those times your sister said she was cutting her hair in the bathroom, she was cutting her wrists. Realizing that you didn’t know how horrible she

felt, not you, not anyone, simply because she couldn’t tell anyone, because no one “understood”. In this moment, I realized how much language truly affects my family, how much it divided the communication between my parents and their children. My sister should have been able to express herself, but couldn’t. She couldn’t tell me because apparently I was too young to understand emotionally, and my parents could not quite understand verbally. She had no one to tell, no way to express the way she felt.

To be honest, I have never been completely comfortable with my family’s inability to speak using correct English. I feel quite horrible saying it out loud, but frankly, I have been ashamed. I was embarrassed when my mother came to small events at school and had to speak to my teachers. I would get frustrated at times because it was always hard to express myself to my parents, it was difficult to be on the same page. But, a few weeks ago, I realized that I do not need to be ashamed of this. I do not need to feel embarrassed about the way my family is, or how different we are from others. I was writing email down for information when this happened, and a woman asked me how to pronounce my name. Naturally I said, Abigail Rivas, but then went on to saying “but Abigail Rivas” to make it easier and more “anglicized.” Instantly after correcting myself, someone told me that I do not need to change myself for others. They told me to say my name proudly, to not be ashamed of saying it the way it was meant to be said. I realized, she was right. I should embrace my differences, my culture, my language, and all that they embody. My language makes me different. It makes me unique in a way that not many

people here may be able to say they are. I carry the hardships of my language on my back and I carry them with honor. At home, Spanish was not unusual. But here, I realized that Spanish truly shapes me into the person I am becoming. The culture, the history, everything the language carries with it is a part of me, and I couldn’t be prouder.

Although being brought up in such a diverse family has had its ups and downs, that does not change my unconditional love for my family. Language may set a barrier between us but it is nothing that love cannot overcome. Whether other people like it or not, I am who I am, I speak the language I speak, I come from where I come from, and no one can make me ashamed of that. My name is not “Abigail Rivas,” it is Abigail Rivas. I say it loud and proud because I am not ashamed to be who I am anymore.

*My whole life I struggled with language barriers. Growing up in a Spanish-speaking household in a country whose main language is English has certainly impacted who I am. At home I was the Abigail who couldn’t speak English to her parents because they didn’t understand, and at Choate I am the Abigail who cannot speak Spanish because many of my classmates don’t understand. I have always been either English Abigail, or Spanish Abigail, never just Abigail. Until I came to Choate, I was unable to appreciate the beauty of the languages I can speak. I will always be thankful for those who helped me realize how special it is to be who I am.*

**Abigail Rivas** is a third former from Lawndale, CA. She may be reached at [arivas19@choate.edu](mailto:arivas19@choate.edu).

## BE A HERO, SAVE THE EARTH

By **Danielle Young '17**  
Opinions Writer

Sustainability has started to become a buzzword, and its meaning has been primarily lost in confusing corporate language. What does this often overused and misconstrued word mean?

I understand sustainability to be a mindset and a set of behaviors that lead to the long term health of the planet and its inhabitants. This is intentionally broad as to allow for a variety of thoughts and actions to be included. My earlier definition of sustainability makes it easy to distance oneself from its goals.

No one should distance themselves from working toward long term sustainability because sustainability affects us all — if not now, then later. Even “later” is getting increasingly closer to “now,” as the effects of our ancestors, in addition to our own, actions are catching up to us. I believe sustainability to be something that everyone should incorporate in their life because a healthy environment is essential to the longevity and health of the human race.

How would someone practice sustainable and conscious living at Choate? Let’s start with what I believe to be the most achievable method: reducing consumption. Whether it be through buying less new clothing or not buying things that come in plastic or other disposable materials like potato chips, water, or soda at the school store, everyone can do something to reduce their consumption habits.

If you do purchase these things, first, recycle or dispose of them properly and then educate yourself about what you’re purchasing and how it gets, or



Illustration by Kevin Xie

doesn’t, get disposed of. Does my soda bottle actually get recycled? Who will be affected by the disposal of my old appliances? Educate yourself and others about the implications of these actions that we, the majority of those living in “throw-away societies,” have consistently disregarded.

*Sustainability affects us all — if not now, then later.*

Next, consider what you are eating. Do I know if my food has been responsibly grown, harvested, and/or sourced? This includes growth practices as well as the treatment of the workers growing the food. If you feel as though you do not have access to this information, or any information that allows you to be a conscious and thoughtful citizen, take the steps to

ask the administration to support you in striving for the level of awareness that you desire.

Lastly, be conscious of and educate yourself about how many and which resources you consume. The immediate environmental effects of these choices are not so evident at Choate, but they affect every member of this community. The cost of our choices have repercussions that are greater than us here. The extraction and processing of resources to provide us with the energy that it takes to heat the water in the dorm or to run the lights when we are not in the room can cause severe domestic conflict — conflict that could spill out onto the world stage and create other problems that could negatively impact the comfortable lives that so many of us live.

These problems can seem far off, but our cur-

rent actions have the real capability to affect something far greater than us. The community holds the power in this situation. If we ask the administration to make the changes that we so firmly believe in, we will be able to lead the sustainable lifestyles that we strive for.

These are only a few of many things that we can do to become more conscious citizens and stewards of the environment. Don’t worry if you don’t think you can do this all at once; start with step one and work your way up. The future of our world is in our hands, and we have the power to make it a world that nurtures and supports human and environmental longevity. What will you do to make a difference?

**Danielle Young** is a fifth former from Redford, MI. She may be reached at [dyoung17@choate.edu](mailto:dyoung17@choate.edu).

Today in History: First Earth Day is celebrated internationally (1970)

## The New Gold Rush Smells of Kush and Cash

By **Andrew Kim '17**  
Opinions Writer

In the 1920's, prohibition was synonymous with the mob and black market booze. These days, nationwide prescription doesn't target alcohol, but instead this era's recreational drug of choice: marijuana. Despite this, the innocuous and – quite honestly – popular herb has absolutely thrived in the backyards of peoples's homes and teenagers' sketchy basements. The furtive trade has had to stay relatively underground, usually requiring connections through the avant-garde of society. However, under a new state law, authorized marijuana businesses will be granted the legal means of turning profit without limits on actual substance growth. This seemingly simple implementation of legislature will set precedent for all other states; California will be a catalyst for marijuana's expansion in capitalist America.

Marijuana has gained immense popularity amongst people of all demographics, ranging from high school students to full grown adults. It was, and is, widely considered to be the "safest" drug out there – a fact that still remains undisputed within both medical and scientific circles. However, the market has only been able to expand to a certain degree, considering that many growers have been limited in



Illustration by Mckynzie Romer

terms of legal and financial resources. Under the new state law, the marijuana industry has finally opened up to the world. This development has reignited the flames of passion last seen during the California Gold Rush, with both corporations and lone investors scrambling to grab their shares of the profits (some of whom have been waiting since 1996, when it was forbidden).

Legalized and massive-scale marijuana farming has birthed a unique industry with vast potential for consumers, producers, and all other in-state residents. For

examples of immense profit and social benefits from marijuana, just take a look at Washington or Colorado. In Colorado, possession arrests have dropped a staggering 84%, while distribution arrests have dropped an even greater percentage of 90%. The months following legalization were met with a 9% drop in overall property crimes. Similar statistics emerged from Washington. These numbers do not deserve to be ignored; rather they are hard evidence of social prosperity ensuing legalization of marijuana sales.

Furthermore, tax revenues have increased in both states by around 40 to 50 million dollars – a sum that has gone towards refining public properties, education, and infrastructure. These figures have astonished individuals ranging from the average tax payer to state experts. One quote in particular describes the situation quite bluntly: "Marijuana prohibition has been a costly failure – to individuals, communities, and the entire country," says Tamar Todd, the Director of Marijuana Law and Policy at the Drug Policy Alliance.

Although 23 other states are experiencing social and political changes in the stance towards marijuana, the case of California will be like no other. With voters expected to approve recreational marijuana use in November, the West Coast state will easily become the world's largest legal market for the favored narcotic. Estimates are changing day to day as promises of grandiose profits are skyrocketing far beyond what local pot shops and growers have undergone in other states. This has allowed California itself to flourish vastly as well. Prosperity is clearly evident in cities across the southern California desert as firms race to permit commercial cultivation in properties that have tripled in value. The obvious fact is that legal marijuana will rake in tens, if not hundreds, of millions of dollars for the state. This will help to fund better public equipment and facilities – a more apparent benefit. However, the subtler blessing will be seen in the public, as millions will finally be able to use marijuana without fear of persecution or detention. For years this harmless drug has been praised by celebrities and has been criticized by the ignorant and scared, but now it's finally valid. And it's honestly about time.

**Andrew Kim** is a fifth former from Seoul, South Korea. He may be reached at [akim17@choate.edu](mailto:akim17@choate.edu).

## ELECTION



# 2016



**Donald J. Trump**  
@realDonaldTrump

I would have millions of votes more than Hillary except for the fact that I had 17 opponents and she just had a socialist named Bernie!



**Bernie Sanders**  
@BernieSanders

What you'll find in my tax returns is that I made less in one year as a U.S. Senator than Sec. Clinton did in one speech to Wall Street.



Photo courtesy of Nati Harnik - AP

Donald Trump prepares for a clash with Sec. Hillary Clinton in the general election, although he will probably need to win a contested GOP convention to face off against the democratic frontrunner.



**Hillary Clinton**  
@HillaryClinton

.@NYTimes on Hillary: "One of the most broadly and deeply qualified presidential candidates in modern history."



**Ted Cruz**  
@tedcruz

"We have full confidence that a Cruz White House will advance the right to life of unborn children" #ChooseCruz

## Israel Must Not Infringe Upon Palestinian Rights

By **Liza Mackeen-Shapiro '18**  
Opinions Writer

On February 9, in a settlement on the West Bank, Israeli officials arrested a 12-year old Palestinian girl caught with a knife under her shirt – a knife that she intended to use to kill the settlement's Jewish inhabitants. Upon being taken to court, the young girl pled guilty to charges of attempted manslaughter and illegal possession of a knife and was sentenced to four and a half months in Israeli prison. However, after much lobbying from human rights activists and lawyers, the Israeli government recently announced plans to release her on April 24, six weeks earlier than originally intended. On the part of Is-

rael, the decision to release the Palestinian child early was the only morally acceptable one to make.

By law, Israeli minors cannot be sent to prison unless they are at least 14. Unfortunately, this rule does not also apply to Palestinian children. In November of 2015, a military bill that authorized Israeli authorities to imprison Palestinian children as young as 12 was approved by Israel's Ministerial Committee for Legislation. This law and, by extension, the imprisonment of the Palestinian girl, are extremely racist and hypocritical. Palestinian children are no more at fault for the crimes they may commit (or in this case, attempt to commit) than Israeli children, and to pass a law that supports this bigoted notion

is simply disgusting. Were she Israeli, the girl behind the attempted stabbing attack would not have been imprisoned – a fact that is truly repulsive, seeing as all people, regardless of race, deserve equal treatment in the eyes of the court.

*To pass a law that supports this notion is simply disgusting.*

Even setting racial issues aside, this girl's imprisonment is still unacceptable solely on the basis of her age. At the time of her arrest, she was 12 years and two months old – the youngest Palestinian female prisoner in Israeli history. Children of such a young age are simply not

mature enough to handle the traumatic experience of being in jail. The harsh conditions that come with being in prison have the potential to do lasting damage to an already troubled child, making imprisonment ultimately more harmful than beneficial. The Palestinian girl was not permitted to see her mother for her first six weeks in jail and, even after being allowed visitation, was prohibited from any form of physical contact with her. At such a volatile age, this sort of treatment can wreak havoc on a child's mental state. Regardless of the crime, it is inhumane to subject an immature, vulnerable young child to the horrors of prison.

Seeing as it never should have imprisoned her in the first place, the Israeli gov-

ernment made the correct choice to release the child early. The grounds for her imprisonment were completely racist – as the girl's lawyer, Abeer Baker, said, "If [the Palestinian girl] was a Jewish girl, she wouldn't stay in prison for even one hour because it is forbidden under Israeli law." Additionally, no 12-year old child, whether Palestinian or Israeli, should ever be forced to endure the hardships of prison. In almost all aspects, the jailing of this girl was a complete human rights atrocity, and the Israeli government should never incarcerate a Palestinian that young again.

**Liza Mackeen-Shapiro** is a fourth former from New Haven, CT. She may be reached at [lmackeen Shapiro18@choate.edu](mailto:lmackeen Shapiro18@choate.edu)

## HILLARY IS THE DEMOCRATS' REALISTIC CANDIDATE

By **Edith Conekin-Tooze '19**  
Opinions Writer

I am a post-millennial and very progressive liberal. My beliefs most closely align with those of the Green Party, and I would not shy away from proclaiming that I am a democratic socialist. After reading the latter two sentences one would probably assume that I support Bernie Sanders in the current election; however, this is not true. From the beginning of the primaries I have been in firm support of Hillary Clinton.

*Hillary actually has the ability to push a progressive agenda.*

To understand my support of Hillary, I think it is first important to understand the history of politics that has led to the current political climate and this election. When I say history, I don't mean all the way back to the founding fathers or even the Cold War. I mean the last eight years in which our country has been led by Barack Obama. His election and last two terms have been transfor-

mative. In the beginning of the great recession, Obama won with close to 70 million votes on a platform built on hope and change. A young Obama entered his first term ready to make this change, but he had to fight for everything he did throughout his presidency.

Through persistence and compromise, Obama has been able to achieve a lot. He was elected for a second term, and in his two terms he has instituted the Affordable Care Act, created 13.7 million new jobs, championed a climate change agenda, worked to fix US relations with Cuba, struck an important Nuclear Deal with Iran, overhauled No Child Left Behind, and helped to legalize same-sex marriage. None of these are small feats, especially considering the resistance he has received from the Republican Party.

Any new Democrat president will face similar hardships in achieving change, and because of this, we need a leader who is capable of compromise. Sanders's campaign has criticized Clinton for being too centrist and willing to compromise. This is not a weakness but a true strength; Hillary actually has the ability to push a progressive agenda. Maybe she won't lead a revolution, but she will be able to make a real change in our country.



Photo courtesy of Robert F. Bukaty - AP

Hillary Clinton supports continuing many of the Obama administration's policies.

I would love to live in a country in which Sanders's plans for breaking up the big banks, universal health care, and free college tuition have been instituted. However, these actions are not realistic in the United States today, and I am doubtful that Sanders has a good plan to accomplish these goals. During debates Sanders has been very vague about how he will be able to actually enact his radical agenda if he is elected. When asked about the practicality of his ideas, he has replied that Congress

would adhere to the will of the people. However, this is idealistic and totally untrue, as nearly all of the country is not represented by his ideals.

An example of Sanders's impractical idealism is his idea of universal health care. Sanders has promised to completely overhaul the Affordable Care Act so that he can institute his own health care system. This idea is ludicrous, as we are currently at a point at which the rate of Americans without health insurance is at an all time low, and scrapping

the current system would leave 17 million citizens uninsured. Instead, Hillary's plan to build on Obama's legacy is much more practical and would be more beneficial for the citizens of this country.

Furthermore, Sanders's full economic plans entail raising government spending by over \$18 trillion. He has absolutely no effective plans for procuring this money through taxes, which means that most would probably come from loans, increasing our national debt.

Sanders's disorganization can be seen throughout his platform. In this political climate no progressive presidential candidates will be able to make change unless they have fully fleshed out their ideas and are willing to settle for slow but steady incremental change rather than a full-on revolution.

*I am doubtful that Sanders has a good plan to accomplish these goals.*

I thank Sanders for entering this election. He has pushed more radical liberal issues to the forefront of the political scene. This has caused Hillary to start discussing topics she would have shied away from without his candidacy. He has made a big mark on the political scene, but he is not a practical president. At this point, I think it would be best if he stepped back and let the well-qualified Hillary continue Obama's legacy of pragmatism. That is what is best for the Democratic Party and for the United States.

**Edith Conekin-Tooze** is a third former from New York, NY. She may be reached at [econekintooze19@choate.edu](mailto:econekintooze19@choate.edu).

# DECODING THE FUTURE OF CHOATE PROGRAMMING UNION

By **Kristen Andonie '17**  
Reporter

What does the acronym “CPU” mean to you? For some, it could be just that: a jumble of unimportant letters. For the tech-savvy, it stands for “central processing unit” — essentially the heart of a computer. For a small but growing group on Choate campus, however, it means so much more. The Choate Programming Union (CPU) is a student organization dedicated to allowing its members to share, create, or simply revel in anything and everything related to computer science.

CPU was co-founded by Philip Xu '16, Patrick Kage '16, and Alex Rupp-Coppi '16 during their freshman year, around January 2013. The creation of the club was part of an attempt to increase learning opportunities for students interested in computer science, as Choate had little to offer aspiring programmers at the time. Xu said, “We wanted to create an environment where all the coders could meet and talk about ideas and maybe even teach people who were interested.”

Initially, CPU did not have a particularly strong presence in the community, and the few members that did regularly attend meetings belonged to the same friend group. As a result, meetings were not particularly productive. According to member Nicholas Petrocelli '16, “A lot of the time we just spent the period playing video games in a room in the old St. John building (rest in peace).”

After a while, CPU began to rise in popularity, and large numbers of students soon flocked to the meet-



Photo by Elle Rinaldi/The Choate News

Members of the Game Development pod code the night away.

ings. The leaders decided to split the group into two sections: one for experienced programmers, who discussed and tackled complex projects, and one for beginners, whom Rupp-Coppi lectured on the basics of programming.

Each Friday evening, the members engaged in a variety of activities. From learning the fundamentals of HTML to working with the Blender Game Engine to Super Smash Bros. tournaments at each term's end, CPU was equal parts informative and entertaining.

As time progressed, some problems arose. In particular, the leaders recognized a major issue with the way they were teaching the beginners' group: “Each meeting was structured like a class, which meant that if someone missed something, they'd be missing a lot,” said current Co-President Alan Luo '18. Consequently, the number of students attending meetings diminished.

This past winter term, both the leaders and the

members of CPU came together to propose changes to the club's structure. After much thought and discussion, CPU developed a pod system, with each of the four distinct pods focusing on a different field of programming: Game Development, App Development, Design, and Algorithms and Artificial Intelligence.

The pod system comes with significant advantages. For one, it is a direct response to the previous concern of not being able to retain an active membership: “Now, people can drop in any one day and get something out of it,” said Luo. Furthermore, instead of passively listening to lectures, students are welcome to actively collaborate with pod leaders through what Rupp-Coppi described as an “experiential learning process.” The diversity of pod options also allows for a variety of student interests to be met. Gamers, visual artists, robot enthusiasts: Anyone can find his or her niche.

Regardless of the changes CPU is undergoing, however, its central objective is static. “The original goal was to teach everyone to code. We strived for that then, and we still do today,” said Kage. In addition, central to CPU's culture is an unfailing drive to inject fun into every moment. For example, when asked about the new mission of CPU, Co-President Jonah Berman '18 quipped, “Uh, I forget. Eat pizza?”

CPU has also maintained its friendly, open atmosphere. Xu said, “We want newcomers to feel welcome.” Anyone interested in computer science can find room for growth in CPU, regardless of their experience level. Moreover, even when conflicts do occur, a spirit of camaraderie prevails. Kage explained, “I almost threw a shoe at Rupp-Coppi once and then inducted him into the leadership right afterward.”

As the three co-founders prepare to graduate, they feel proud to leave a legacy at Choate through CPU. Since coming to a school with limited computer science opportunities, Xu, Kage, and Rupp-Coppi have opened many doors for students to collaborate on projects, learn about topics they find interesting, and, most importantly, have fun. Rupp-Coppi said, “I am excited for where CPU is headed. This club has already grown a lot in the last three years.” It seems on track to continue to do so for the foreseeable future.

**Kristen Andonie** may be reached at [kandonie17@choate.edu](mailto:kandonie17@choate.edu).

# SOCIAL MEDIA? NO THANKS

By **Pavin Sethbhakdi '18**  
Staff Reporter

What would life be like if we did not worry about how many likes our last Instagram photo received, or if we didn't spend lazy Sunday afternoons perusing our friends' Facebook walls? In a world of ever-increasing technology use, we often have trouble sympathizing with people who avoid social media. And, to be sure, those people are out there.

Take Kristen Andonie '17, who has no social media accounts. “It's pretty funny to see people's reactions when you tell them you don't have social media,” Andonie said. “Often, they gape at you, ask ‘Why?’, and then try to convince you to stop being anti-social-media.”

Many Choate students who shun social media cite time as a factor. They bristle at their attention being diverted from schoolwork, face-to-face relationships, and old-fashioned, analogue leisure time. Carl Keck '16, who also does not have any social media accounts, said, “During breaks I'm almost completely isolated from my friends as a result of having no social media, and this allows me to concentrate on reading, composing, archery, food, nature, writing, and much more.”

For Singhei Yeung '16, privacy is a major concern. “I would prefer to have privacy from people and institutions that may want to find information about me without my knowing consent,” said Yeung, who does not have a Facebook or Instagram account. Many critics of social media worry that, especially in regards to the college application process, teenagers may hurt themselves by what they post.

In some cases, the decision to forgo social media was not entirely the students'. Andonie's parents do not want her information to be publicized online. She admitted, “If it weren't for my mom, I would have a Facebook account.” Yet other students simply abhor what social media has become. As Keck put it, “I'd say social media is a scourge of society that is ruining minds and wasting the time of millions. I find it utterly useless and just another way of giving away privacy.”

Alexis Walker '17, who does not use Facebook or Instagram, claimed no moral high ground, but, simply, a lack of interest. “I would say that I am less aware of what's going on in pop culture,” Walker said, “but pop culture doesn't interest me much. If it did, I would have a social media account by now.”

In truth, social media has the power to both inspire and destroy. As Yeung said, “On one hand, it allows for people who may have never had the chance to meet to be able to communicate and become acquainted. On the other hand, it is a very effective medium for spreading rumors or falsities, as well as to harass people.”

If Keck claims that he will never be interested in social media, others are more receptive to the possibility. Jordan Howell '16, who does not use any social media currently, said, “I honestly don't mind social media now that I have gotten into college. At this point, I see it as a pretty good way to keep in contact with classmates.” For now, he's stuck with the archaic methods of actual conversation.

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# Q&A AROUND CAMPUS: MS. JUDY DONALD '66

By **Riley Choi '18**  
Staff Reporter

When we think of “Choate Archives,” we likely envision some dark attic from which critical pieces of historical information appear magically at command. Many of us may not realize the great time and energy required to collect and maintain the artifacts that comprise Choate Rosemary Hall's history. In fact, the Archives is one of the warmest and friendliest places on campus, thanks to Ms. Judy Donald '66—Choate's archivist and an alumna of Rosemary Hall. Ms. Donald recently sat down with *The Choate News* in hopes of demystifying the school's secret vault.



Photo by Charlotte Beebe/The Choate News

**What was your time like at Rosemary Hall?**

I was a day student, so my daily challenge was to arrive on time for the required 8 a.m. service in our beautiful St. Bede's Chapel. At least I didn't have to fret about what to wear each morning because we all wore uniforms. We just hoped they were clean and more or less ironed. (Come and check them out in the Archives!)

Our curriculum was more structured—two years of Latin was required, for example, with fewer electives and advanced courses. Afternoons were spent, as now, with sports, but with an added twist. In addition to varsity sports, every girl was a member of the “R” Team or the “H” Team, and there were intramural competitions throughout the year, complete with cheerleaders.

**How did you start working for Choate?**

Of course, I was attracted to the Archives because I am an alumna of Rosemary Hall. Pretty quickly, I found that people can be swept up in history of this institution, and I was one of them. I moved back to Connecticut in the mid-1990s, and someone suggested that I go and see how the Archives operated. I did, and I met Mrs. Lee Sylvester, the archivist at the time. I ended up working with her as a volunteer, and I learned how the Archives operated for about three years. When Mrs. Sylvester retired, I was hired to take her place. That was in 2001.

**Describe a typical day.**

My primary duty is to be a steward of the Archives collection. The collection ranges from documents to photographs to uniforms that help illuminate the history of the schools. Yes, it's plural, the schools: Rosemary Hall, the Choate School, and Choate Rosemary Hall. All three of them are in here.

I respond to research inquiries from students, and I think that is very important because an archive, particularly in an independent school, should not be a museum. Students, faculties, alumni, and anybody should feel that they have access to it and can learn something from it or get an answer to whatever question that they have. That's what makes this place a living treasure.

Another aspect of this job is expanding the archive collection. The Archives collects news stories and other things every day. I get boxes from faculty who are retiring, or alumni donate some things. I also look for things on eBay. My latest acquisition was a scrapbook from 1924; it was wonderful. I am always on a lookout for things, and that makes this place ever-changing.

**What is the oldest document in the Archives?**

The Archives has, alas, very few examples from the 1890s, when the schools were

founded. There is a scrapbook from the 1890s that show some pictures, a photo album, newspaper accounts, and an ad for Rosemary Hall, which had pictures of the school. It's not much — either the documents were not saved or were simply lost. I am ever hopeful that something is going to show up. You never know: those lost goods could be hiding in an attic or a closet somewhere.

**What is the most interesting thing that you have come across in the Archives so far?**

There once was a dairy farm on this campus right about where the Paul Mellon Arts Center is today. What better way is there of showing a dairy farm existed than a milk bottle? [Ms. Donald holds up a pint-size, glass milk bottle, with “Choate Wallingford” emblazoned on its side.] Isn't that fascinating? What's this worth? For anybody else, it's just a glass bottle. To us, it's priceless. It's a wonderful artifact of our past.

Objects can be a very simple but meaningful; they are fun with good stories behind them. We can never forget, though, that it's documents — whether it's the minutes of the Trustee meetings or the papers of the Headmaster — that tell the history of the school, how decisions are made, and how it has moved from one year from another.

**What do you do outside of Choate?**

I enjoy reading books and watching operas. I also enjoy playing piano, word games, jigsaw puzzles, and golf. This job is only during the academic year, so I have summers off. During the summer, I head to Maine, a place I truly enjoy.

**What should students know about the Archives?**

It should be on the bucket list of every sixth former to stop at the Archives.

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# THE VIEW FROM MY BEDROOM WINDOW

**Monday, 9:05 p.m.**

I love waking up to the sight of a large man casually standing on a beam outside my window. Life is great.

Grace Tully '16  
Bungalow 202



# AN INSTANT TASTE OF HOME

By **Alan Luo '18**  
Online Editor

I'm an international student. When I meet people on campus, one of the first questions they ask me is, “Where are you from?” This question is more troubling to me than a chemistry exam.

I was born in New Jersey. I lived there for three years, before I moved to Stamford, CT. When I was five, I moved to Old Greenwich, CT. At eight, I moved to Hong Kong, where I lived before arriving at Choate. In Hong Kong, I went to two schools and lived in two apartments.

Usually, I answer the question with “I don't know.” My family has been divided into four corners of the world, eliminating any sense of “home.” However, I recently found respite from this identity crisis in an unlikely source: instant ramen.

I should explain. Ramen is to Hong Kong what pizza is to the U.S.: it's an ethos, not a product. Here, you walk into a store and stumble upon a dejected-looking cranny with a single flavor of low-quality Cup Noodles. In Hong Kong, entire sections of a supermarket are dedicated to walls upon walls of ramen. However, one variety stands out above the rest: 7-Eleven's “garlic noodles,” which are prepared fresh from the package in front of the customer.

The thing is, these garlic noodles are almost impossibly delicious. It's difficult to describe and harder to replicate. Something about the way they've been cooked with mechanical perfection

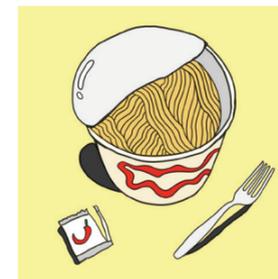


Illustration by Norman Peng

and timing allows their gauge and stretch factor to be just perfect for chewing. They are only amplified by their unique taste, the likes of which I have still yet to encounter elsewhere. I'm not even sure what the taste is, though I know it's not garlic. Although plenty of similar flavors exist, none of them are quite the same, and no one knows the recipe.

These noodles are far more than a snack. They represent security and stability. 7-Eleven will always be a bastion for those poor souls battling with Hong Kong's merciless hot weather or equally merciless rain. They represent cultural unity. Hong Kong is a heterogeneous amalgam of cultures assimilated through decades under rule by two governments. British, Cantonese, and Chinese settle their differences to enjoy a bowl of garlic noodles. (I am aware that 7-Eleven is an American company; I find that fact wonderfully in sync with my cultural schizophrenia.)

About a week ago, the ramen payload I brought to Choate freshman fall finally ran out. After a series of traumatic experiences with Maruchan ramen, I was de-

termined to mine the Internet for a comprehensive list of the best ramen in the world. To my surprise, I found the very same garlic noodles from Hong Kong topping the list. I decided to see if they were really the same ones I knew and loved.

They arrived in the mail Monday afternoon, and I cooked my first pack Monday night. Let me tell you, I have never missed Hong Kong so much. Something about the simultaneous activation of so many different senses awakened a sort of primordial memory from deep within the recesses of my mind. For pretty much the first time, I longed for my homeland.

I've had the exact same meal four more times since then, and I have experienced the same reaction each time. I'm still not quite sure what it is. If you had asked me before, I never would have told you that garlic noodles were what I missed most about Hong Kong. Perhaps they are an echo of the time I devoted with old friends. Perhaps spending those highly formative years in Hong Kong created some sort of link in my subconscious between the island and me. Perhaps they simply taste really, really good.

I may never understand the origins of these passions. I do know, however, that if anyone ever asks me where I'm from now, I'll proudly answer “Hong Kong” with my bowl of garlic noodles in hand.

**Alan Luo** may be reached at [aluo18@choate.edu](mailto:aluo18@choate.edu).

## ART AGAINST CLIMATE CHANGE



Photo by Alix MacKillop/The Choate News

Students in the new environmental art class study, draw, and improve their surroundings

By **Mint Sethbakhdi '18**  
and **Inc Thongthai '19**  
Reporters

This spring term, Choate inaugurated an environmental arts class proposed to combine artistic expression and environmental awareness in a single class. Ms. Jessica Cuni, who teaches the course, encouraged its creation to instill appreciation for the environment in a new generation of artists at Choate. "The course encompasses many different modes of art, including environmental and natural materials in the landscape and the creation of activist art to raise awareness about issues concerning the environment."

Ms. Cuni's involvement in the field outside of Choate has played a role in the creation of the course. She explained, "I was commissioned a site-specific artwork with the students in the class for a public environmental art festival in Middletown." The goal of this project, titled "Quiet River," is to "build a sound-attenuated chamber

with a large picture window overlooking the Connecticut river," to bring awareness to it. The chamber will honor the local landmark's natural beauty without distraction from highways or artificial noises. This commission is a gateway for the course and has become an integral driving force for it.

Henry Jacob '17 said, "Mrs. Cuni has turned her own idea into our major class project. We are currently working to design, build, and transport the structure before the festival begins on May 7."

In addition to the large weight of their commissioned project, which they will work on throughout the month of April, the class also plans to work on nature journaling, Earth Day campaign posters, and temporary, site-specific pieces on campus.

On Thursday, April 14, the class embarked on a field trip to I-Park, an international environmental residency program environment. There, the students explored the artistic elements on site and en-

joyed lunch with artists in the residence, from whom they learned much more about a spectrum of environmental art concepts and processes.

**It is important that we think holistically about the world we inhabit.**

Ms. Kalya Yannatos  
Director of the Arts

Art is a powerful resource that inspires people around the world, and it is often married to advocacy. Ms. Kalya Yannatos, Director of the Arts, said, "It's not enough to say 'I'm an artist;' use the gift of that opportunity to say, 'I'm an artist who has something meaningful to say.'"

She went on, "It is important that we think holistically about the world that we inhabit. Nature is inspiring. If we're paying attention and appreciating all that is before us, we should pay homage to the beauty that we see."

Students are expected to work collaboratively and at the end of each week, they are expected to turn in reflections. Students also actively participate in seminar-based discussions of artistic concepts and ideas with their peers. This encourages further awareness of the environment and allows the them to reflect on the importance of their learning.

Students in the class have praised Ms. Cuni's artistic talent and innovative teaching methods. But, most of all, they admire her passion and dedication, which never cease to positively influence her students. It not only enriches their knowledge of art, but also allows them to find a new appreciation for visual forms.

William Kanders '19 said, "This class is special. I feel it's going to push every student in it to be the best artist possible. It is the perfect fit."

**Mint Sethbakhdi and Inc Thongthai** may be reached at [rsethbakhdi18@choate.edu](mailto:rsethbakhdi18@choate.edu) and [ithongthai19@choate.edu](mailto:ithongthai19@choate.edu).

## ON THE DANCE FLOOR WITH TIFFANY LIN '18

By **Nicole Yao '18**  
Staff Reporter

Meet Tiffany Lin '18. From Little Neck, New York, this two-year sophomore has contributed to the Choate arts program in many ways, particularly in dance.

At Choate, Lin is a part of Dance Company, Hip Hop Club, Step Squad, and Dance Ensemble. She has also participated in the annual dance concert, and is now one of three new dancers in the Arts Concentration program, joining Madi Epstein-O'Halloran '18. Lin's commitment to dance, which consumes 12 of her hours each week, demonstrates her dedication.



Photo courtesy of Tiffany Lin

**I dance whenever I feel sad or discouraged. It helps me express my emotions.**

Tiffany Lin '18

Lin began her dance career when she was nine years old. "My mom encouraged me to dance, so I joined a rhythmic gymnastics team in Queens," she explained. Over time, this hobby grew into a major passion of Lin's. "Starting early in New York has definitely helped me to develop as a dancer at Choate."

Dance affects Lin's life in different ways. "I dance whenever I feel sad or discouraged. It helps me express my emotions," she explained. "I also like meeting new people through dance," she added. Lin's favorite types of dance are contemporary dance and step because "they are fun and lighthearted, as well as a way to express myself." Other extracurricular interests include doing tech crew and participating in Choate's first Chinese play, which will take place this Friday, April 22.

As for future endeavors in the world of dance, Lin is unsure about her dance career beyond Choate. Her goals for next year, however, include choreographing a dance and showcasing it during the annual dance concert. "I also want to help other people through dance," she added. "Madi Epstein-O'Halloran is involved in a project teaching little kids how to dance — I'd like to do that too."

Katie Lee '18, who often dances with Lin, said, "Tiffany is a natural performer. She's had a huge influence on me during all the hours we've spent together in the studio, and has helped me grow as a dancer."

Ms. Emily Lutin, the dance instructor who directed this year's dance concert, said, "Tiffany's lovely spirit radiates through her movement both in rehearsals and on stage. She is consistently present, positive, and dedicated to the group as well as her own evolution. It's been so great to see Tiffany grow as a dancer and as a person."

**Nicole Yao** may be reached at [nyao18@choate.edu](mailto:nyao18@choate.edu).

## A NOTE ABOUT OUR MUSIC TEACHERS

By **Sophie Hare '18**  
Staff Reporter

Behind every music student at Choate is a caring music teacher. Ensembles on campus would not function if students weren't able to learn their parts. Because of this, Choate music teachers play a vital role in the Arts Department.

**Ms. Artemis Simerson**, a violin teacher from North Brantford who has taught at Choate for eight years, still remembers the day when she was given her first violin — after much begging. The day was momentous for the eight-year-old: "On that February 22, when I picked up the violin, I knew it was what I was going to be doing for the rest of my life. I was lucky."

Ms. Simerson currently teaches 20 Choate students, all of whom are at different levels. "I teach everybody," she said, "Most people have played before, and a very few start from scratch, but I really love the variety." Lucky for Choate, Ms. Simerson really loves it here: "Everyone at this school is interesting. Everybody has something to say, has a point of view, or has something to share. It's wonderful. I love it."

At home, Ms. Simerson teaches private lessons and plays in several orchestras, including the New Haven Symphony Orchestra, Orchestra New England, and the Wall Street Chamber Players. In the orchestras, Ms. Simerson is the assistant concertmaster — a huge honor. She is a self-described "freelance musician, teacher, and orchestral and chamber musician."

**Ms. Robin Sellati**, another treasured teacher in our community, has coached voice at Choate for 27 years, and has taught for 32 in total. Outside of Choate, she performs with the Cantabile Vocal Quartet and owns a voice studio. For her, teaching and playing music is a full-time job. In her spare time, though, Ms. Sellati volunteers at a hospice, where

she enjoys singing with the patients. She loves that she can take her instrument anywhere.

Like Ms. Simmons's, Ms. Sellati's students range from mixed-beginner to advanced in terms of talent and level. Commonly, Ms. Sellati's students perform in Chamber Chorus, the Winter Vocal Festival, and a cappella groups.

**Ms. Susan Cheng**, a piano teacher at Choate, began playing at the age of four. In her opinion, the piano is a very versatile instrument. "It has the power of being the 'orchestra' by itself, being equal to other instruments in a chamber-music setting, or standing alone as a solo instrument," she noted. "The possibilities in the sounds and colors that can be created by this instrument are endless."

Ms. Cheng has taught piano for 18 years, including ten at Choate. In addition to teaching, Ms. Cheng often accompanies students during instrument and Arts Concentration recitals. She also plays for the Wallingford Symphony Orchestra, and with other musicians too.

Ms. Cheng loves watching Choate students grow as they move through the arts curriculum. She described the Arts community as an encouraging environment, saying, "There are a lot of dedicated supporters and lovers of music, which makes being a part of the Choate music community a nurturing experience." Her students commonly play in chamber music groups, sing in choirs, perform in orchestra, jazz, and symphonic bands, and even take part in music theater productions throughout the year.

The unrivaled dedication, passion, and knowledge of teachers like Ms. Simerson, Ms. Sellati, and Ms. Cheng give Choate students the chance to rise to their greatest potential. When we clap for the students, we clap also for their teachers.

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## ARTS CON'S BOSTON ADVENTURES



Photo by Dilan Bozer/The Choate News

By **Ananya Karanam '18**  
Reporter

Students from all of the various Arts Concentration disciplines — music, theater, dance, and visual arts — congregated last Thursday, April 14, to visit the Boston Symphony Orchestra and the Boston Museum of Fine Arts in an opportunity to learn and improve their own work.

The students began their

day by attending an open rehearsal of the Boston Symphony Orchestra, which performed Gustav Mahler's Ninth Symphony. In the afternoon, the students visited the Boston Museum of Fine Arts with the freedom to explore it in small groups. Kay Ingulli '18, a visual arts student, felt that the experience brought her understanding of art to life. She said, "It was amazing because I was seeing so many things that I'd been learning about in my art history class. It was shocking to see everything up close and in person, and I think it made me appreciate the art even more."

Ms. Kelly Caldwell, who works in the box office, commented, "It was a wonderful opportunity for our students to see professionals and the process of working on something to completion. Usually, when you go to a concert,

you're just overwhelmed by how fantastic it was and you don't really think about all the preparation it must have taken. This was a great chance for our student artists to experience that connection."

**It was shocking to see everything up close and in person.**

Kay Ingulli '18

Katharine Li '17 reflected, "It was inspiring to watch the Boston Symphony Orchestra and see the level of professionalism and musicianship in the ensemble. It's something that I think Choate students should strive for as well." She further added, "I really enjoyed the 'Megacities of Asia' exhibit. It addressed issues such as consumerism, commercialism, pollution,

and overpopulation, as well as how these modern ideas influence artistic expression. I learned about incorporating social activism into artwork. I'd like to try it in the future."

On a different note, Ingulli also remarked, "I loved the fact that the trip was interdisciplinary. The way the Arts Con program is set up, everyone is always so focused within their own department, so going with everyone was a nice change and a great way to get to know new people."

As Dani Zanuttini-Frank '18, a music Arts Con student, said, "I'm not a visual arts student or a part of Choate's Symphony Orchestra, but I still thoroughly enjoyed the trip and thought that it was a valuable learning experience."

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## ANDY SUZUKI: BACK AT THE SAC

By **Simi Sachdeva '19**  
Staff Reporter

Witty, energetic, and passionate, the professional rock band Andy Suzuki & The Method performed at the Student Activities Center (SAC) on Friday, April 14. The band had everyone sing and dance with them on stage.

Based in New York City, the five members of the band play a variety of instruments and have a variety of personalities. The band performed a mix between original songs, such as "When It Rains," by Eli Young Band and "Seven Years Old," by Lukas Graham. Audience members were also able request songs. After requesting "Wonder Wall," by Oasis, Mia Rubinstein '18 and Haley Williams '18 went on stage and performed with the band. The concert was extremely interactive as well. Zara Harding '18 claimed, "It had a really nice vibe. They did a really good job of con-

necting with the crowd." They talked to the audience members, and Andy even got on one knee and sang directly to someone in the first row.

The concert kicked off to a great start, and by the end of the first song, everyone in the enthused crowd clapped along. Some students were brought up on stage, and their respective conversations with Andy each acted as a segue into the next song. Students danced on their feet as the band played spe-

cific music for them to dance to. The concert ended with a touching original song, "Fight," about "going forward." Audience members stood right in front of the stage with arms around each other, swaying back and forth. Andy told the audience that "you, me, and my band are having more fun than predicted."

The members of Andy Suzuki & The Method are not strangers to Choate. Their first visit was about seven



Photo courtesy of Haley Williams

Andy Suzuki entertains students last Friday night.

years ago, and they have frequently returned to Choate to perform, in the SAC, at Harvest Fest, and at Spring Fest. Mr. James Yanelli, Director of the Student Activities Center, decided that in an indoor, more concert-like setting would allow people to focus more on the music itself. He explained, "It is rare that we are able to give live music of this caliber. It is a musical style that is accessible to all kinds of people. Their music has great roots, and is contemporary and sophisticated enough to hold the interest of a serious musician — and there were a lot of serious musicians going on stage."

Overall, the concert was a complete success and was well attended; hopefully it will continue to be great, if Andy Suzuki & The Method come back on campus in coming years.

**Simi Sachdeva** may be reached at [ssachdeva19@choate.edu](mailto:ssachdeva19@choate.edu).

Game of the Week: Girls' Varsity Tennis vs. Greenwich Academy • 4/27 • 3:30 p.m. • Hunt Tennis Center

FIELD REPORT

W-L-T	
<b>Baseball</b>	5-1-0
<b>WIN</b> Hotchkiss	19-1
<b>Ultimate</b>	2-3-0
<b>LOSS</b> Hotchkiss	3-11
<b>Boys' Golf</b>	3-1-1
<b>LOSS</b> Taft	415-409
<b>Girls' Golf</b>	2-0-0
<b>WIN</b> Miss Porter's	3.5-1.5
<b>Boys' Lacrosse</b>	3-2-0
<b>LOSS</b> Deerfield	5-15
<b>Girls' Lacrosse</b>	2-3-0
<b>LOSS</b> Deerfield	3-10
<b>Softball</b>	1-3-0
<b>LOSS</b> Deerfield	8-9
<b>Boys' Tennis</b>	3-0-0
<b>WIN</b> Exeter	5-2
<b>Girls' Tennis</b>	2-1-0
<b>WIN</b> Tabor	8-1
<b>Boys' T&amp;F</b>	5-1-0
<b>WIN</b> Westminster	77-53
<b>Girls' T&amp;F</b>	4-0-0
<b>WIN</b> Westminster	92-44
<b>Boys' Volleyball</b>	1-3-0
<b>LOSS</b> Newington	1-3
<b>Girls' Water Polo</b>	2-4-0
<b>LOSS</b> North Penn	3-13

BLITZER LEAVES STRONG LEGACY

By Arielle Kassino '17  
Social Media Editor

Since her arrival at Choate in 2010, Ms. Meg Blitzer has been a beloved biology and environmental science teacher, as well as an well-respected water polo coach. To the dismay of students and faculty alike, this highly valued campus member will depart from Choate after the end of this school year.

Blitz, as most call her, grew up in New Hampshire and started competitive swimming at the age of four. She began her water polo career at Phillips Academy, then continued playing at Bucknell University. Once she earned her Master's in environmental science from the University of Sydney, her next stop was Choate. Here, she was able to pursue both of her passions: teaching science and coaching water polo.

Blitz was the assistant coach for the boys' team during her first three years at Choate, before becoming Head Coach. One of her most impactful experiences with the team occurred during the 2012 New England Championships. Blitz said, "The boys were losing pretty badly at that point, and Mr. Todd Currie, the head coach at the time, told them that they had put their hearts and souls not only into this game, but into the season. He asked the boys how they would like to finish the game." The team ended up losing, but was eager to kick off the next season with the same incredible and competitive group. Blitz recalled Henry McMillan '13, a three-year



Ms. Blitzer coaches the girls' varsity water polo team during a tense season opener. The girls went on to triumph over Williston Northampton, securing a 16-8 win for Choate.

starter and captain, saying, "This is the most fun I've ever had losing a championship game." Blitz said, "Although it would have been nice to have won, I loved seeing the camaraderie and love amongst the team."

She was very nervous to take over the team from her mentor, Mr. Currie. However, the boys' team was incredibly welcoming.

One of her favorite memories as Head Coach occurred this previous fall. The team needed to win against Brunswick or Suffield — the number one and number two seeds in the league — in order to qualify for their post season. Blitz commented, "It was do or die. Either we win and get to keep playing or we lose and our season is over." They ended up winning in over-

time against Suffield. Blitz explained, "They played out of their minds. It was awesome to watch them. There is a photo that shows them after their win with pure joy that I've been meaning to frame."

Coaching the girls' team hits very close to home for Blitz, who began playing water polo in the New England Prep School League.

Out of her five years serving as Girls' Head Coach, one of her favorite memories is from her third year, when the first group of girls she started coaching became juniors and core starters.

The girls had finally qualified for the New England Championships. They were the fourth seed out of four teams, and they upset the number one seed in the last 20 seconds of the semi-final

game. They ended up losing to Andover in the final, which crushed their expectations. However, that loss fueled their incredible 2015 season. In Blitz's fourth year coaching the girls, the team only lost two games, both to Suffield, and ended up becoming New England Champions. Blitz said, "The group really came together. It was an incredible moment to watch their hard work pay off and to see them hit their stride."

Blitz's all-time favorite water polo experience was coaching Sophie Benson '14. Blitz said, "Sophie had started playing her sophomore year with very little experience. During her very first game, immediately after getting in the pool, she was in tears. They stopped the game to check on her and discovered

that she was crying because the other team was trying to drown her. That moment was the beginning of her prosperous water polo career. She ended up earning a starting position and was elected captain by her teammates. She was a part of the team that built up to become New England Champions."

Blitz feels that this story exemplifies the spirit of New England prep school water polo. She loves that, unlike many other sports, most players begin with little to no experience, yet they are able to make it to the varsity level or even earn a starting position.

At Choate, everyone practices together, regardless of skill level. Blitz said, "It is really cool that helping less-experienced teammates is not seen as a waste of time, but instead as investing in Choate's program." Josh Gilligan '17 said, "We all feed off of Blitz's energy. When she picks up the intensity, we play hard, and when she goofs off, we have fun, too. Her attitude on deck really sets the tone for the game or practice."

Starting next year, Blitz will be teaching environmental science and biology at Georgetown Day School in Washington D.C. They do not have a water polo team, but D.C. has many master teams that she hopes to join in the future. One thing is for certain: Choate's campus will not be the same without the infectious, passionate presence of Ms. Meg Blitzer.

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BOYS' VARSITY VOLLEYBALL

CHOATE WILD BOARS GET SERVED

By Griffin Keffer '18  
Reporter

Boys' varsity volleyball has had a rocky start to the season after graduating six players last year. Going 1-2 in their first three games, the team was anxious for a win heading into their matchup last Friday against Newington High School.

Newington took the first set 25-20 due in large part to their 6'6" middle blocker, who caused problems for the Choate defense throughout the entire match. The second set was back-and-forth until captain Chanin Kitjatanapan '17 faked Newington with a set and then spiked the ball into the back right corner. The Wild Boars bounced back to take the second set 25-23 and remained focused going into the rest of the game.

After a strong start from Choate in the third set, Newington managed to set the score to 18-18. With every point crucial in the home-stretch of the third set, senior Nazar Chowdhury '16 made a key play against Newington's star middle blocker. Chowdhury's block inspired Cho-

ate to pull ahead by 4 points; however, a late comeback allowed Newington to close out the set 25-22.

With three tight sets behind them, Coach Tom Brady encouraged his team to persevere. Unfortunately, Choate got a slow start in the fourth set and couldn't recover, losing 17-25 and the match 1-3. "There was a spirited effort, but unforced errors cost us the game," said Nils Lovgren '18. Despite losing, Choate battled through four tight sets, demonstrating vigor and vast skill improvement since the beginning of the season.

After the game, Kitjatanapan said, "It was a really tight game, and I'm happy with our performance. It's early in the season, and we have a lot of work to do in practice this week." Choate will play Phillips Academy, an evenly matched team, on April 23. Looking forward, the New England tournament will culminate the season in under a month, where Choate will look to avenge its three losses.

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VARSITY ULTIMATE

AGAIN, ULTIMATE FALLS TO HOTCKISS

By Sabrina Xie '17  
Production Editor

The Varsity Ultimate Frisbee team took on both The Gunnery and Hotchkiss for the second time this season, last Saturday, April 16. After a quick game against The Gunnery School, resulting in a sweeping win of 11-1, Choate fell short to the Hotchkiss Bearcats with a score of 3-11.

In the first half of the Hotchkiss game, the Bearcats did a very good job completing deep passes. For the Choate players, this was the first game all season in which they faced a team skilled enough to do so, and as a result, were not prepared to face it with their defense. Captain Ben Wishnie-Edwards '16 commented, "In the first half, we got beat deep way too often. We kept playing underneath our men trying to prevent short throws. But because there was no wind, they were able to just bomb it deep and beat us downfield a couple of times, which was unfortunate." Assistant Coach Mr. Morgan Harris commented, "I think sometimes we got a little rushed and had we taken one more breath, stayed chilly, we could have com-



Captain Ben Wishnie-Edwards '16 prepares to huck the disc downfield past two Hotchkiss defenders.

pleted a throw. Having calm, non-frantic passes leads to some good momentum, and we saw Hotchkiss just taking that momentum and running with it the whole game."

The team went into the second half down 6-1, but kept calm and adjusted to the deep passes. As Head Coach Mr. Daniel Hartsoe stated, "Once we made the adjustment and started helping each other deep, Hotchkiss actually had to complete a lot of shorter passes to score and we did a much better job of slowing down their offense by causing a lot of turnovers.

Offensively, we had quick disc movement, especially from Ben Wishnie-Edwards, Mola Adeyemi '18, Linds Cadwell '16, and Caleb Hastings '18."

The team fought hard — Hastings and Adeyemi in particular worked the disc down the field and along the sideline, getting breaks, and bringing the team together. Once the team started playing in unison, Choate completed a number of offensive sequences moving up the sideline, but unfortunately, they could not sustain the offensive sequences for

long. This which resulted in several turnovers.

Despite the score, the team maintained a positive outlook, ending the game exchanging songs with the Gunnery and Hotchkiss teams.

Choate Ultimate is looking to work on staying organized, staying focused, and moving the disc quickly on offense and hopes to redeem itself in the next three games this week, including one against its rival, Deerfield, on Saturday, April 23.

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