



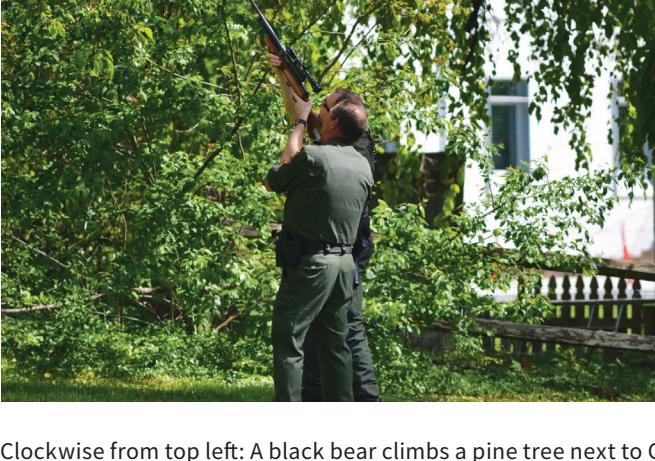
THE CHOATE NEWS

Choate Rosemary Hall
333 Christian Street
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YEAR'S END ISSUE

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Clockwise from top left: A black bear climbs a pine tree next to Clinton Knight; the bear is prepared for reintroduction into the wilderness; DEEP officers tranquilize the bear.

BLACK BEAR WANDERS INTO REUNION WEEKEND

By Truelian Lee '17
News Editor

There has been no event like that of the wild black bear sighting on campus, according to the Choate Archives. On the morning of Saturday, May 14, a black bear was seen wandering around campus, causing Dean of Students Mr. James Stanley to call a 'shelter in place' lockdown. The lockdown ended by mid-morning, and the Department of Energy and Environmental Protection (DEEP) had successfully sedated the bear by 12:30 p.m.

Two weeks after that sighting, Director of Community Safety Mr. Stephen Shea said that, after talking with DEEP workers, he believed the bear could have followed the Quinnipiac River down to Wallingford. Mr. Shea said, "These bears will follow the Quinnipiac River down, they'll follow the Connecticut River down — they'll even follow the woods around Route 91 down sometimes." He explained the motivations for the bears to wander across Connecticut. "I asked the DEEP officers, and they

said that it's not just the encroachment of human beings onto wooded lands. There's no hunting of bears right now in Connecticut, and the bear population is increasing. Once the population increases, the bears spread out, and they're being pushed out by other bears, since bears are territorial. The younger ones are then forced to look for food elsewhere. So they sometimes follow natural highways like the Quinnipiac River all the way down to Cheshire and other nearby towns in search of food," said Mr. Shea.

Additionally, biology teacher Ms. Laura Lynn van Mierlo said, "The bears are coming out from hibernation, and they wander into land occupied by humans sometimes because they need to eat. These bears can also get accustomed to humans and what humans have to offer in terms of food, so they get habituated to live with humans, though they aren't meant to be here."

DEEP has noted an increase in the number of bear sightings in the past couple of years. As of May 23, the DEEP

received 4,777 bear sighting reports in the past year. Four of those reports were from Wallingford, most likely a result of the recent bear sighting on campus.

After sedating the three-year-old bear, DEEP workers proceeded to tag both its ears. These tags help DEEP keep track of the bear population in the state.

The workers most likely then brought the bear to the Naugatuck State Forest, which is about a half an hour

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DIRECTOR OF EQUITY TO JOIN FACULTY

By Nathan Chang '17
Staff Reporter

Dr. Keith Hinderlie will join the community next fall as Choate's first Director of Equity and Inclusion. Dr. Hinderlie has worked for over 20 years as an administrator and teacher at various schools, including Milton Academy in Milton, Massachusetts. In the last decade, Dr. Hinderlie has promoted diversity and inclusion in schools across the United States.

Associate Headmaster Ms. Kathleen Wallace remarked that the school was seeking someone who had the training and expertise to serve as a Director of Equity and Inclusion. She said, "We wanted someone who had experience working with administrative teams and who could work with groups as different as the Admissions Office, the Dean of Faculty's Office, and with the many student groups we have. We also wanted someone who could shape curricular and co-curricular initiatives designed to promote personal growth and academic excellence through authentic conversations about identity, equity, and social justice; someone who could effectively guide Choate to become an increasingly equitable and inclusive community." Given his personal and professional experience in these issues, Choate ultimately decided to offer Dr. Hinderlie the job.

See Dr. Hinderlie, Page A2

ADMINISTRATION MODIFIES GRADUATION NO-WALK POLICY

By Dagny Belak '16
Senior Reporter

Though the most apparent difference has been the earlier graduation date this spring, there have also been a few other subtler changes to graduation, noticeably with the "no-walk policy" for seniors. The no-walk policy explains the situations in which seniors can receive diplomas but can't participate in the graduation ceremony, and this year, there have been two major changes to this policy.

These changes limit the instances in which the school can bar students from walking and receiving a diploma during graduation. Dean of Students Mr. James Stanley commented, "There are now fewer instances in which not walking would be the consequence for disciplinary actions."

For one, under the changed policy, a student

would only be barred from walking during graduation if he or she had been suspended during the last week of school. This also applies if a student is serving a prior suspension that is still in effect on the day of graduation. In the past, if a senior was suspended any time after Spring Long Weekend, he or she would not participate in graduation, but the diploma would be sent through the mail. In addition, if a senior was placed on probation any time after Spring Long Weekend, he or she would also not be able to attend graduation.

The rationale behind the alterations to the policy is to change the punishment so that the consequence af-

flects the student more and the family less. Mr. Stanley explained, "Talking with families about their child not being able to walk at graduation is one of the most difficult things I've had to do. It's utterly heartbreaking for the parents and for the siblings, and that is not the point of discipline. The point of having consequences at this time of year is to ensure that people continue to live within the expectation of the school, but the consequence should be tied to that individual more than to their family." However, he continued, "There are violations so egregious that we cannot have the student walk across the stage."

Most of the faculty members were in support of this policy. According to Mr. Stanley, "The faculty voted very strongly in favor of the changes to the no-walk pol-

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Death by Homework

Stephanie Chan '16 investigates the effects of exorbitant amounts of work.

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Visuals by Lily James,
mainfamilyplanning.org,
Sabrina.org,
and Mr. Ross Mortensen.

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YEAR'S END



No-WALK POLICY SOFTENED FOR SENIORS

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icy when it was presented at our faculty meeting."

This new no-walk policy will also be easier to enforce because of the earlier graduation date. In particular, enforcing "holdover" will be easier. Holdover occurs when a student, usually a senior, stays on campus after the term for three to five days if she had committed a probation-level offence, and the Dean of Students believes that a punishment after the term is appropriate. Seniors who are held over will still take part in graduation, but will not receive the diploma until the holdover ends. This year, seniors under holdover will stay on campus to do supervised work crew.

In previous years, enforcing holdover was complicated, as all underperformers were gone from campus, and major buildings such as the dining hall and health center were closed. However, the earlier graduation date this year has eliminated several of the obstacles for holding a student when campus has shut down.

Most seniors have reacted positively to the changes to the policy. Nat Kerman '16 said, "I like the idea that

it's not going to hurt the families as much. I'm rarely of the mind that the administration is out to get you, so I like this way that the policy doesn't completely eliminate blame on the student whilst helping the families."

Grace Tully '16 also viewed the changes positively. She remarked, "I think it's a good change because not walking at graduation is more of a punishment for the family and not for the student. Just imagine a family flying across the country to see their child graduate and not having the opportunity. It would really put more stress on the family, not the student."

However, some seniors have more mixed feelings about the changes to the no-walk policy. Katie Overstrum '16 commented, "It's hard to know whether I support it or not, because while it protects the students and allows them to have that last opportunity to be with their class, it de-emphasizes the values of Choate. I think you should still be acting like a Choate student in order to receive your diploma."

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According to Ms. Wallace, one of Dr. Hinderlie's first actions when he arrives on campus will be meeting with several student groups, faculty, and staff. She commented, "Initially, I want him to listen, learn, observe, figure out our culture, figure out what it is we need, and what we can do better, and from there I would like him to set his goals accordingly." Once Dr. Hinderlie becomes more familiar with the community and its members, Ms. Wallace hopes that he will decide for himself what goals should be set for greater equity and inclusion and plan how to realize those goals in a way that will work for the unique students, faculty, and staff at Choate.

Ms. Libby Peard, Director of Parent Relations and International Students, as well as the chair of the Diversity Education Committee, noted the significance of this position for the school, commenting, "I think it speaks volumes about Choate's commitment to being a fully inclusive community and by bringing in someone to be dedicated to the work, day in and day out. I hope this means we'll make great progress in keeping the right conversations going,

providing increased opportunities for education and training, and continued focus on curricular changes." Ms. Peard added, "I think Choate has been appropriately careful and thoughtful in creating the Director of Equity and Inclusion position. It's easy for a school to appoint someone to this position and feel like the work is done and that we've taken care of what we need to take care of. However, in creating this position, Dr. Curtis wanted to make sure that this would not become the work of just one person but that it would continue to be the work of the entire community."

Ms. Wallace also remarked on the significance of this job, "It's a recognition by the school of the need to have a senior administrative position, and therefore person, helping the rest of the school to address all sorts of issues having to do with equity and inclusion, to help us all understand these issues better, and to help us as an educational institution incorporate these topics into the curriculum, whether it is the academic curriculum or the extracurricular work we do." She also added that Dr. Hinderlie's arrival on campus will allow Choate to keep up with the times in regards to diversity,



Photo courtesy of Choate Rosemary Hall
Dr. Hinderlie will assume the position of Director of Equity and Inclusion.

equity, and inclusion. "We are at a time in the life of the world, and in the life of this country where these issues are clearly pivotal, and people just need to understand them better," she said.

The Choate Diversity Education Committee played the main role in creating the position that Dr. Hinderlie will be assuming in the upcoming school year. This committee includes several faculty members representing various departments at Choate. Last spring, the Diversity Education Committee sent a survey to the community assessing Choate's diversity, allowing the group to gather information that could be used to propose a position for the Director of Equity and Inclusion.

The position was officially announced by Headmaster Dr. Alex Curtis in the winter of this academic year, and the school began looking for a person to fill the position shortly after. After publicizing the job offer on the Choate website and other areas, the school reviewed many resumes before interviewing the strongest candidates.

Ms. Peard commented, "Dr. Hinderlie will be coming in as the Director of Equity and Inclusion, but we hope he's positioned in such a way that he will have all kinds of support from others in the community and will regularly interact with students, faculty, and staff."

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Black Bear

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drive away from Choate. "The DEEP workers told me they were thinking of bringing the bear to Naugatuck, and I'm sure that's where they did bring him. The Naugatuck State Forest just happened to be the closest rural spot, and they thought he wasn't going to get in trouble again there," said Mr. Shea.

DEEP does not have a usual location to bring these bears. Mr. Shea explained, "It's based upon the proximity of the bear to a certain location. Once the bear is tranquilized, the effects only last for a couple of hours. The clock is running. So if they tranquilize the bear in Stonington, they can't bring the bear to Naugatuck State Park. There's a lot of safe forest land in Connecticut, and these guys work in Connecticut. Though it isn't a big state, there's a lot of forestland here. So the DEEP workers have the ability to go to wherever they believe is the best place to go."

Mr. Shea predicted, "The bear is also probably going to go deeper into the woods." He continued, "When bears wander into residential areas like this one, suburban with not a lot of woods there, to him, it's like being in a maze. It's terrifying, and it's like a fun house of mirrors. It's not his natural area, and he just wants to get out of there."

In addition, as Mr. Shea noted, the problem of increased wildlife populations is not wholly unique to Wallingford. For example, a black bear was spotted in New Haven on Tuesday, May 10. Moreover, Mr. Shea said, "You see the problem around the country too — California is experiencing big problems with mountain lions up in the hills or around Los Angeles. It's terrifying, but at the same time, it's exciting because of the novelty factor."

He concluded, "You know, the bear may end up coming back to a residential area — maybe not to Choate, but who knows?"

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JC MEMBERS REFLECT ON EMOTIONAL TOLL

By Alyssa Shin '18
News Reporter

An integral part of upholding integrity at Choate, the Judicial Committee (JC) represents the view of the students in hearings and recommends the most fitting course of action for an infraction of the Honor Code to a board of faculty members. JC members are expected to be impartial — to find a balance between communicating the students' perspectives and proposing a fair punishment to the faculty. However, many members face pressure that accompanies this responsibility.

Former JC representative Nils Lovegren '18 said, "The fact that someone's punishment is partially in my hands is intimidating, to say the least. In my first full hearing, I spent over two hours debating a student's future at the school, which was one of the most

emotionally draining experiences I have had. I often spent hours after a hearing wondering if I could have done more to sway the Committee towards a better punishment; in one case, I couldn't get my mind off the case for weeks. I have left a hearing crying — it comes with the job. If a JC member doesn't feel the pressure, if a JC member isn't ever emotionally invested in a case, he or she is doing something wrong."

The JC has recently amended its constitution to alter the way cases are disclosed. Previously, only the name and the punishment could be shared to the whole community. Now, JC members are able to explain the premise of the hearing to the community after a decision is made.

"On the one hand, it has

decreased pressure on us

because we are able to

explain the thought process of

the Committee as a whole to

those who inquire and help them to understand the decisions that we make," explained Olivia van den Born '17, three-year member and recently elected Chair of the JC. "On the other hand, along with this new "rule" comes the situation in which we might have to defend an opinion that the Committee held as a whole that we individually do not share. In this case, even though our hearts might be screaming for us to speak out for what we know is right, just as we do during hearings, we must uphold the view of the Committee in the face of queries."

However, she added, "Nevertheless, I think people are very respectful for the most part when it comes to asking about a particular hearing, which certainly lightens the load on us."

The consensus among JC representatives is that

through experience and

time, they were able to be-

come more levelheaded, mature, assertive, and comfortable in making weighty decisions.

The fact that someone's punishment is partially in my hands is intimidating, to say the least.

Nils Lovegren '18
Former JC Representative

"I think experience over the past year has really contributed to my growing comfort level handling these pressures. During my first hearing, I was crazy nervous and sure that I would not have the right questions to ask or the right things to say. After my fair share of cases, I have built up the confidence to disagree with other members of the Committee if necessary and to be unwavering in my stance on the case, which has allowed me to

balance my role both as an adjudicator and as a representative of the student," said van den Born.

However, despite the weight of expectations placed on JC members, many decide to return after one year of service. Four-year JC representative and outgoing JC chair Singhei Yeung '16 said, "I see the JC as one of the few positions in this school in which you can affect other people's lives directly."

Yeung holds that helping students learn from their mistakes has enabled him to "give back to the community." Despite this, however, JC representatives weather extreme emotional pressure throughout their tenure as a result of the unique positions. They are students who are often caught between being a friend and being a judge.

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CAMPUS WELCOMES DE-GENDERING OF FORM DEAN ASSIGNMENTS

Continued from Page A1

it, and there are a lot of good reasons to do it."

The school had started talking about this idea at the 2015 Deans' Retreat, and the idea was discussed in greater depth at the 2016 Deans' Retreat. While the final decision was made by the senior administrators, including Headmaster Dr. Alex Curtis, Associate Headmaster Ms. Kathleen Wallace, Dean of Faculty Ms. Katie Levesque, and Mr. Stanley, the decision was also largely influenced by the form deans, many of whom would be the first members of the community to test this new dean assignment process.

There are advantages and disadvantages to this amendment. First, some parents and students may raise concerns about working with

a dean of the opposite gender. In order to combat this concern, the Deans' Office will accommodate students who would like to speak with a dean of the same gender by simply allowing them to request such a conversation. As Ms. Miller stated, the Deans' Office recognizes that "there are clearly issues that are gender-specific."

Another complication that may arise involves logistics, particularly those in the housing lottery system. With the current system, all female students go to their respective female deans for the housing lottery, and similarly, all male students go to their respective male deans. However, if the dean assignment process is independent of gender, centralizing all of the students' wishes for housing next year may prove unwieldy. In addition, when a teacher needs to

reach out to a student's dean to report any concerns regarding the student, the student's dean will not be identified as quickly. However, as Mr. Stanley commented, "Now, there's going to be a two-second lag. That's not a big deal."

It doesn't matter what gender you are or how you identify, as long as you have the support you need.

Katie Overstrum '16

As Mr. Samuel Doak, the current sixth form boys' dean, noted, the school will probably have to resolve some issues during the transition period. However, the form deans that were interviewed feel that this change will dismantle current gender stereotypes and mir-

ror Choate's views on gender equality, proving very beneficial in the long run.

The biggest advantage to implementing the new dean assignment system is that it allows for discussion to span beyond individuals of the same gender. Mr. Doak remarked, "Having a dean system divided by gender was perpetuating the notion that 'girls will be girls' and 'boys will be boys.'

Third formers heard of this new change to their dean assignment process at the final form meeting of the year, and so far, the response has been largely positive. Will Eichhorn '19 said, "I didn't even know until halfway in the school year that there was a girl's dean for the girls and a guy's dean for the guys. I think all that matters is the dean having a connection with you, and I don't think gender has an effect on that."

Mehreen Pasha may be reached at mpasha18@choate.edu.

Alexandra Santiago '19 also viewed the change positively. She commented, "I don't really think that you need to have a female dean if you're a girl and vice versa because sometimes you might be more comfortable talking to someone of the opposite gender."

Other students who will be undergoing the switch have expressed their opinions as well. Katie Overstrum '16 remarked, "Over the course of my time at Choate, I've had male and female advisers; both have been really great to interact with and they all do the same job. So I don't think it really matters what gender you are or how you identify, as long as you have the support you need."

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WHAT IS HOMEWORK'S PURPOSE?

Choate piles on assignment after assignment after assignment; students barely squeeze it all in between sports, clubs, and friends. Is homework vital to learning? Is it damaging student welfare? How much is too much?

Stephanie Chan '16 Investigates.

By **Stephanie Chan '16**

2015-16 News Editor

In the past few years, there has been a spark in conversations both nation- and campus-wide regarding homework, whether about the amount of homework that should be assigned or the value of homework itself. Generally speaking, students at Choate appear to have too much nightly homework, especially when compared to homework standards recommended by the National Education Association and the National Parent-Teacher Association.

Those two organizations follow guidelines established by Dr. Harris Cooper, a leading researcher on education and Duke University professor of psychology and neuroscience. Fifteen years ago, after extensively analyzing data on homework and its effects, Dr. Cooper created the "10-minute rule," which argued that the time spent on homework should be equal to a student's grade level multiplied by ten. Thus, a ninth grader should receive approximately 90 minutes of homework per night, while a high school senior should be given around two hours of homework per night.

Choate's current academic handbook states that students in lower-level courses (levels 100-200) should expect to receive an average of 45 minutes of homework per night, while students taking upper-level courses (levels 300 and higher) should be assigned roughly 60 minutes of homework per night. A freshman taking five courses should then expect between three and four hours of homework each night — sometimes more, sometimes less, depending in part on which blocks meet the next day.

Yet many Choate students seem to have more than what both Dr. Cooper's and Choate's guidelines prescribe for homework each night. Last spring, to better estimate the amount of work students have on a nightly basis, Director of Studies Mr. Kevin Rogers sent out a homework survey to the student body. Data collected from the 640 students showed that students on average spend between four and five hours per night preparing for class.

Hannah Lemmons '16 said, "In the past, I had probably four to six hours of homework every night on average. My sleep would fluctuate. I got six or seven hours of sleep freshman year, six

hours sophomore year, and two to four hours last year, during junior year."

Dr. Katie Jewett, Director of Curricular Initiatives, noted that time is perhaps not the best way to assign homework because each student works at his or her own pace. She said, "I want to make sure we aren't thinking about homework so much in terms of time. What takes one student two hours can take someone else 45 minutes."

Director of Studies Mr. Kevin Rogers agreed, saying, "I think there are some students at Choate who have too much homework, and I think that can come from a combination of factors. Some of it has to do with the courses they selected. Some of it has to do with their own personal learning profile. In other words, they aren't a very fast reader, or they aren't a very fast calculator. That can lead to what a teacher thinks is a perfectly doable, bite-size assignment translated into something more."

Engagement is very much tied to academic achievement.

Dr. Denise Pope

Senior Lecturer at Stanford University and Co-founder of Challenge Success

Students echoed similar sentiments, acknowledging that their learning profiles influence their experiences with homework. Rebecca Bernstein '16 said, "I work quickly. I also use my free blocks. I go to dinner and start my homework at six, so I usually get eight to nine hours of sleep."

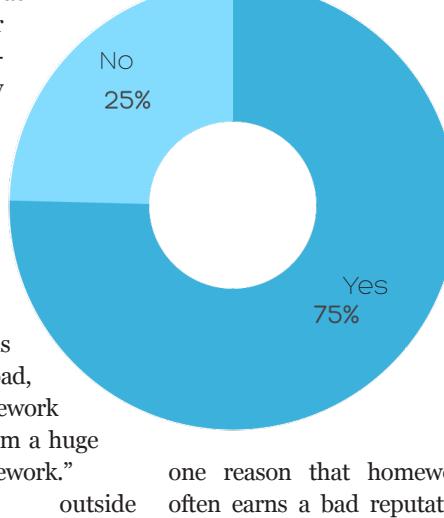
Finding the Balance Between Extracurriculars and Homework

While a student's learning profile certainly affects the amount of time he or she spends completing homework, that time, regardless of how long or short, can be stretched thin by other commitments. Extracurricular activities in particular compete for students' time.

James Rose '18 said, "It's not so much that homework itself is a stress for me so much as it is the fact that I need to get it done in a certain amount of time. For me, balancing classwork with athletics and extracurriculars is hard."

Science teacher Ms. Julie Oxborough-Yankus believes, in general, that students should be more committed to

Are there types of homework assignments that aren't helpful?



one reason that homework often earns a bad reputation among students.

Max Patel '19 said, "I feel like there are other ways to get the stuff in your head than some of the homework that's assigned. As a whole, having homework is good because it keeps the class material in your head for the next lesson, but sometimes you have a sheer amount of homework instead of good-quality homework. You don't have to do an hour and a half of just writing down something if you get the concept. There's some conceptual work and some busywork, which isn't all the necessary."

Dr. Jewett, who teaches French, argued that busywork—such as the tedious vocabulary memorizations or grammar drills—is helpful to build a more comprehensive understanding of a subject.

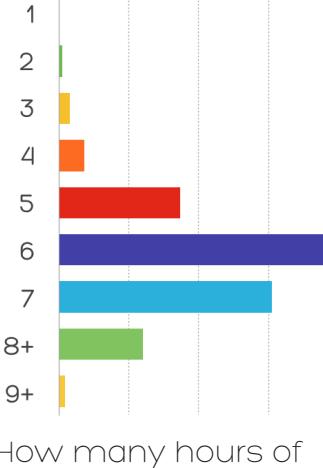
She said, "I think students are quick to complain about the drudgery that's necessary for the more fun and meaningful learning. Language is a great example. If you want to have a really meaningful conversation about a topic that you're passionate about, you're going to have to learn some vocabulary and do some memorization and do those drills and conjugations so that you're expressing yourself correctly. And I think the same is true for math. You've got to get that simple step before you go into things that are more complex and have more meaning to you. It's a delicate balance."

The thing about that drudgery part—you just want to make sure you're doing that as intentionally as possible."

In order to avoid unproductive homework assignments, Director of Faculty Development Mr. Tom White suggests that faculty question the value of each homework assignment. He said, "Effective homework assignments are ones that advance students toward the short- or long-term goals of the course. And I think, as faculty, we should always be able to answer the question, 'Why? How does this fit into the goals of the course?' An effective homework assignment advances a student towards those goals."

If faculty cannot identify the purpose of a homework assignment, Mr. Rogers hopes that they will either change the assignment to make it more deliberate and relevant for the students, or cut the assignment entirely. Mr. Rogers said, "There's almost a compulsion among faculty to give assignments, and sometimes you don't need to. We have a strange equation where we equate rigor with how much work we assign."

The creation of an effective homework assignment, however, is a two-way street. Once



How many hours of sleep do you get on a school night?

faculty have re-evaluated their assignments, it's up to the students to engage with the class material and recognize the purpose of their homework.

And indeed, research has confirmed that interest and engagement in class material is positively correlated with academic achievement. Dr. Pope elaborated, "Engagement is very much tied to academic achievement. By engagement, we mean affective, behavioral, and cognitive, not just turning in homework, but actually being excited and engaged. You finding meaning to what you're learning and enjoying it — that's tied to higher academic achievement. It's also tied to better health. But correlation does not assume causation. We're not sure if engaged kids are healthier or healthier kids are engaged, but either way, we like both of those."

To lose so many assignments is scary to me.

*Ms. Amy Salot
HPRSS teacher*

With all the research supporting the importance of engagement and interest in learning, Mr. Rogers hopes that students will remain enthusiastic and curious about learning at Choate and beyond. He said, "My worst fear is that we're creating a group of students who, when they leave here and leave their college, want to learn absolutely nothing else because it's been such a slog. I hope that maybe every once in a while, someone comes across something that they genuinely find interesting and have some curiosity about it."

Looking to the Future of Homework on Campus

Discussions about homework at Choate have in part been inspired by the recent evaluation of the daily class schedule. Although no final decision has been made, Choate is considering longer class periods, in hopes of easing the pace of life and improving students' overall health.

Last spring, Choate hired Ms. Roxanne Higgins, Independent School Management President and Senior

Consultant, to determine the daily schedule that best aid learning and teaching. Ms. Higgins visited Choate for three days, interviewing faculty, administrators, and students. After observing a hectic pace of life on campus, Ms. Higgins recommended that the school shift to a schedule with longer class blocks. She said, "Frankly, I found that the pace of the day was frenetic. The more classes you have in the day, the more you are transitioning, that is, for example, having to turn off algebra and turn on Spanish. The more transitions a student has in the day, the more frenetic it is. The less you have, the more paced it is."

A slower pace of life might help reduce the amount of homework. Lemmons, who during her sophomore year studied in a Chinese school with longer class blocks, said, "When I studied abroad, that was the system we were on, and it was really helpful because instead of having to prepare for five classes of homework, each with more than 45 minutes of homework every night, we prepared for two or three. They might be more in-depth assignments, but you have more time to do them because you don't have class four times a week."

HPRSS teacher Ms. Amy Salot explained that one of the proposed daily schedules would cut the homework assignment from eight assignments every two weeks to five assignments every two weeks because of the fewer class meetings each week.

Following that model, AP U.S. History teachers would

lose roughly an entire term of assignments. "To lose so many assignments is scary to me," Salot said, though she added, "I could find a way to make up for what we lack in homework assignments by using class time in a more creative way."

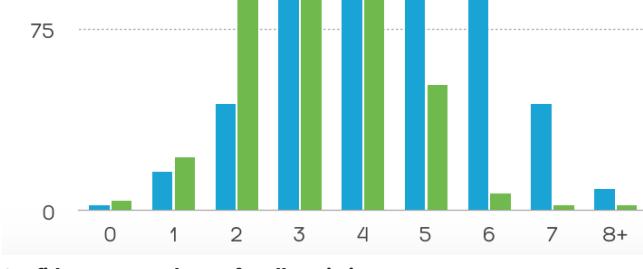
Even if new daily schedule were finalized, it would not be implemented until, at the earliest, the 2017-2018 school year. Still, longer class blocks and more time between class meetings would not guarantee a solution to Choate's homework predicament. A more fundamental change might be order. Speaking of Choate's faculty, Mr. Rogers said, "I think we believe that we've been given the equivalent of high-powered students, and so we need to give them a high-powered education. There are some of my colleagues who believe, because you're a high-powered student, you can do more in less time and do it better."

For now, Choate is left to continue to debate whether that philosophy is accurate and beneficial.

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Hours Spent on Homework per Night

Actual Expected



Exploring the Value of Homework

Homework, regardless of the time it takes to complete, does often play a critical role in reinforcing class material or introducing new topics for exploration. Sometimes, though, homework can seem monotonous and unhelpful. Seemingly pointless, repetitive homework assignments are perhaps

the creation of an effective homework assignment, however, is a two-way street. Once

THE CHOATE NEWS

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BLACK MALE ELITISM

The surprising effects of race and gender on communal recognition of individuals

By **Hakeem Angulu '16**
Opinions Staff Writer

The less time I have left at Choate, the more time I spend standing in front of mirrors. I look at myself, trying to see just how much I have changed in the past two years, just how much of me Choate has brought to the fore. I also attempt to see what others see in me.

Some see an obnoxious social justice warrior that refuses to shut up about equality. They characterize me as a member of a "PC cult" that will stop at nothing to destroy free speech and coddle my too-like-minded peers. They might not understand that as I was growing up in Kingston, Jamaica, I was called "tar baby" or that I got used to my first name being mutated into "Blackem" or that in my country, people are killed for professing who they are and who they love or that I never had the chance to speak out against the myriad of issues that affected me personally — until now, at Choate — and that is why I choose to be as vocal as I am.

I admit that there are times when my actions are not consistent with the open-mindedness that I champion. I can be both stubborn and quick to criticize, reluctant to understand those who disagree with me. I sometimes become condescending, judgmental, and aggressive in the face of dissent. I make mistakes, and there are times that I do not represent my community as well as I should.

I also admit that I work hard, but not hard enough to justify the level of praise that I receive on this campus. This realization first hit me when some of my female peers

pointed out a strange phenomenon at Choate: while male leaders are too often celebrated, female peers who do the same work — and often better — are criticized and torn down. Esul Burton's '16 article in the last issue of *The Choate News*, "Follow The (Male) Leader," articulates this issue better than I can. As I look back at my Choate career, it becomes obvious that I have unfairly benefited from this form of sexism; ironically, implicit in this very article is my assumption that people will take my words seriously simply because I am the one writing them. Haven't my female peers attempted to communicate similar ideas over and over again to disdainful audiences?

Gender, however, is not the only thing influencing how members of the Choate community perceive leadership. Racial identity is also a factor. I am a "safe black man." I challenge the stereotypical image of a lazy, violent, uneducated, and dark-skinned male: I am not particularly loud, and I only dance in crowds or in my room; I wear button-downs and suits, with pants that aren't baggy around the ankles; I have my grades and my clean disciplinary record to prove my safeness. I am "nonthreatening," and if it were not for my vocal opposition to the racism I see in this community and in the world, I would transcend race in the eyes of my peers and the authorities. Ultimately, because of my gender and my perceived deviation from the dangerous black man, I receive undue praise.

The roles of gender and race in recognizing so-called leadership gives rise to the unique issue of black male elitism. This is the belief of

society, or even of black men themselves, that high-achieving black men deserve more recognition than their black female counterparts. Black male elitism is particular to the black community, although various forms of it exist within every racial group. Why do I get recognized for SAGE, a club about feminism, more often than my female co-presidents who had the idea first? Why do I get recognized for Debate, as a vice-captain, more than my female captain? Why are my news articles met with near-unanimous praise for their critical-thinking and eloquence, but my female writers' articles are disregarded or met with contempt? How can all of this not be the result of black male elitism?

I admit that I work hard, but not hard enough to justify the level of praise that I receive on this campus.

Have you seen the black excellence videos on Facebook, with a group of "well-dressed" black men rapping over a beat about how high-achieving and different they are? How about Choate students' own race to see who the next "black man at Harvard" will be? These examples are rooted in the very real — and rational — desire to prove that black men are not as menacing as they have been depicted to be. These men are often trying to lift up other members of the black community and to be positive role models; however, they often do so at the expense of black women. There is no

need to continue the trend of excluding women from the success of the black community — especially since they often contribute to that very "success."

My most recent encounter with black male elitism was during the formation of an affinity group for men of color at Choate. The group was an initiative that I led with two other black men. Our intention was to counter black male elitism and offer support to RISE, Choate's group for womyn of color. Within days of its formation, Men of Color had received more recognition from the community than RISE, a group that is far more organized, and whose founding had required exceptional care and planning, as they were the first affinity group in Choate's history. The leaders of Men of Color had even gone to RISE for advice about how to organize our own club, continuing the trend of men profiting from the work and success of women, while the women themselves are disregarded.

I have been struggling to write this article for weeks, failing to properly put into words my feelings about the sexism and racism I have so intimately been a part of at this school while also retaining my respect and gratitude for an institution I love. So, as I look into the mirror on my last days on this campus, I not only see someone who has worked hard, and whose hard work has paid off, but also see someone who is painfully aware of the women of color around him who have worked harder, but remain unsung and unappreciated.

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

ESUL BURTON '16: LOOKING FORWARD TO UNCERTAINTY

By **Esul Burton '16**
Opinions Staff Writer

I stepped onto campus in late August of last year and, immediately, I knew how much I was going to miss this place — this brick-building, green-grass campus in sleepy, small-town Connecticut that I've come to call *home*. Like everyone else in my form, I couldn't believe that in less than nine months, my time at Choate would be coming to a close.

Most people I knew seemed ecstatic — we were only a year, a term, a month away from graduation. We were excited, but we also knew that we were going to spend the next year figuring out how to say goodbye to the place and the people I love most.

I understand that many people may find this feeling of reluctance to leave Choate alien, because sometimes Choate can be the worst place in the world. You might be buried under a mountain of work, not able to see the light at the end of the tunnel, and all you want to do is to pack up your bags and go home because you don't know how much more of this school you can endure.

Trust me, I've been there. I've felt homesick. I've felt lonely. I've been stressed. I've been sleep-deprived. I've had to haul myself out of bed at 7:45 a.m. for a first-period class I only barely endured.

But despite those moments, I can't help but love Choate. I can't help but love being surrounded by this exact group of people almost every day. I can't help but love waking up and going to class with intelligent, interesting people who never cease to inspire me. I can't help but love being with friends that I am lucky to have found. And I have never loved this school more than I have in my last few weeks. Every day I find myself wanting a little more time, just a few more days,

because I know that we will never be able to repeat our time here again.

I think we knew coming in that our lives on this campus were going to be constantly changing, that there

sons — too many to count — were made to Hogwarts. People joked that I was supposed to pack up my trunk, grab my broomstick and my owl, and head off to a prep school in a faraway land,

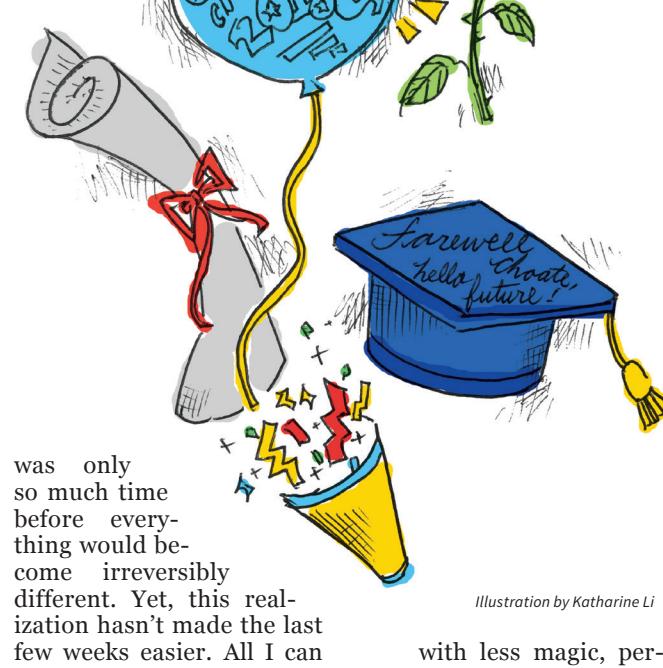


Illustration by Katharine Li

with less magic, perhaps, and more bookwork. The wisecrackers were wrong: Choate is magical, in more ways than I can possibly describe. Through some wizardry, Choate has transformed me into a better student and a better person.

For the first time, I am comfortable knowing that I have no idea where my life will take me.

When I first stepped onto campus, at the beginning of my sophomore year, I thought I knew exactly what I wanted to do. I was going to take a specific set

of courses, join a specific set of clubs, and be a specific type of person.

But as I opened different doors and encountered different perspectives, I found myself becoming interested in unexpected subjects. I became passionate about issues that I hadn't given a second glance before Choate. I ended up having meaningful friendships with people I barely talked to my first year. I learned to think, to question, to confront, to emphasize, and to demand what I believe will make the people and the places I love better. To be sure, I am leaving Choate more uncertain than I have ever been, but, for the first time, I am comfortable knowing that I have no idea where my life will take me.

Perhaps this is what I love most about this school: the infinite possibilities that await students if they open themselves to uncertainty. I

think this what the Choate experience should be all about — finding yourself and finding meaning in your experience.

Don't forget this, because one day, you will be only a few days from your own graduation, and as hard as it might be to believe, similar emotions will hit you in the gut.

You are going to wish that you had more time, so live the experience, learn from your successes and your failures, and be grateful for the journey, because, if you let it, it will take you on a better, more productive, more inspiring, more enlightening path than the one you imagined.

So here's to Choate: to its magic, its wonder, its beauty, its people, its lunacy, its frustrations, its memories. As I enter the final days of my senior year, I only have one thing left to say: thank you.

Esul Burton is a sixth former from Seoul, South Korea. She may be reached at eburton16@choate.edu.

CORRECTIONS

NEWS

An article about Mr. Fred Djang contained several errors. He is a fellow of the Connecticut Chapter of the American Statistical Association, not the president of the national association. He was born in 1943, not 1944. He attended the University of Kansas, not the University of New Hampshire. He began teaching in 1973, not in 1972. Only two of his three children, Leslie and Peter, graduated from Choate.

OPINIONS

A byline accompanying a piece arguing for the school's divestment of fossil fuels failed to acknowledge Cecilia Katzenstein '16.

ARTS

A credit accompanying a photo of Drew Springer-Miller '16 was taken by Elle Rinaldi, not Andrew Garver.

SPORTS

A credit accompanying a photo of boys' thirds tennis was taken by Andrew Garver, not Mr. Ross Mortensen.

The Choate News regrets these errors.

Today in History: The Chrysler Building opens in New York City as the world's tallest building, standing at 1,046 ft. (1930).

DESPITE A SPRING CHILL, APPLE IS RIPE FOR PURCHASE



Financial Literacy

By Andrew Kim '17
Columnist

Hedge fund titan Bill Ackman has always been right about one thing: value investing. Widely considered to be the new Oracle of Omaha (a nickname for legendary investor Warren Buffett), Ackman didn't build his reputation on high-risk investments or lucky guesses. Rather, it was built due to Ackman's eye for simple, predictable, and cash-generative businesses. Most people know that shareholder activism can be a double-edged sword, enabling a company to rise towards success or plummet into bankruptcy; however, only bona fide pundits recognize the sheer competitive advantage of brand power — something that Apple has employed for years. This is why Ackman is smart to buy shares of Apple, and others should follow his example.

Following the release of the iPhone and the iPod, Apple soared through NASDAQ charts and quickly became the highest valued company in the world. Seemingly impervious to the ebb and flow of capital markets and consumer impressions, it wasn't until the second fiscal quarter of this year that Apple took its first real blow. On April 26, shares experienced a 6% slide after earning releases failed to fulfill expectations.

But why did investors have such a bearish overreaction? The simple answer is public folly. The average investor fears the very whisper of future decline, so it really isn't a surprise that investments are being guided away from Apple following Bloomberg's and CNBC's blabber. The foregone truth is that these struggles in Q2 and Q3 fail to paint Apple's whole situation; Tim Cook's story is far from over.

Notwithstanding the company's apparent future challenges, growth prospects, and revenue continuance, a few dips do not justify a market-wide sell-off. For example, Apple has time and time again exceeded launch expectations of various hit products like the iPhone and the MacBook.

To put things in perspective, iPhone sales have increased by over 17% in comparison to Q2 reports just two years ago. Such massive successes make it hard to achieve year-to-year marginal performances — which is exactly why 2016 is being deemed a general loss in comparison to last year.

Also, Apple stocks are traded at around ten times their earnings. This subsequently results in some of the most impressive cash flows on the market (not to mention their cash on hand, which is a massive \$200 billion). But more importantly, it means that Apple is fully capable of returning its market valuation by maintaining revenue and through the repurchasing of Apple stock, as the company currently sits on over \$200 billion cash. This should be a clear reason for investors to hold onto their Apple stock for dear life.

If anything, Apple's tumble should signal an immense buying opportunity for most. In the words of Todd Gordon, founder of TradingAnalysis.com, "I'm going to use this weakness following a disappointing earnings report to acquire the stock." The veteran trader's opinion should be accepted as revelation, as the

tech company's quarter-over-quarter revenue decline should be seen as more of an opening.

Unfortunately, the majority of people were grounded in fears of further falls, which further plummeted the market cap by \$40 billion by the end of the day.

A few dips do not justify a market wide sell-off.

Comparable to the workings of a nuclear bomb, one bad day was enough to ignite a messy chain of "chemical reactions" within after-market analysts. And when I say Wall Street came down on Apple, I really do mean the vast bulk of the finance community. Goldman Sachs even removed the tech giant from its Americas Conviction Buy List, a source of reputable information to many. But if Apple really is doomed, then why did Berkshire Hathaway just invest \$1 billion more to its original \$9.8 million share stake?

Berkshire Hathaway first disclosed their investment in the tech company back in the first quarter as part of a regulatory filing. However, since

then, Apple has dropped significantly, with investors worried about slowing demand for the iPhone. But, being the Oracle of Omaha, Buffett perceived the blatant opening for profit in the company's temporary dip — a golden chance to show off a classic Warren Buffett move. Surprisingly, the legendary investor has avoided rising tech companies in favor of industrial companies in the past. However, Apple's proficiency regarding the fundamentals of a great company has the man convinced of a future for i-products — something most Apple shareholders have lost faith in, despite all the other times the company has undergone periods of pain.

Through all of Apple's ROIC and P/E reports, Buffett understands that there exists an opportunity for ideal value investing. Much like his younger counterpart Bill Ackman, he wholeheartedly believes that Apple still wields the ultimate trump card: brand power. Investors should continue to follow their lead and to invest in Apple stock.

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

ELECTION

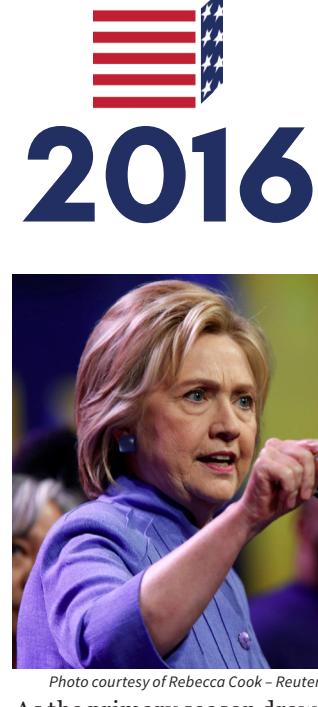


Photo courtesy of Rebecca Cook - Reuters

As the primary season draws to a close, Sec. Hillary Clinton has shifted her focus from her primary opponent, Sen. Bernie Sanders to the general election and Donald Trump. On May 23 in Detroit, she called Donald Trump a "bully" and told onlookers that he would "bankrupt America." On the same day, Sec. Clinton turned down a Fox News debate in California against Sen. Sanders. Sanders has expressed disappointment in her response.

Donald J. Trump [@realDonaldTrump](#)

Crooked Hillary Clinton's foreign interventions unleashed ISIS in Syria, Iraq and Libya. She is reckless and dangerous!

Bernie Sanders [@BernieSanders](#)

Everybody knows that we are living in a competitive global economy. So why are we punishing our people for getting a college education?

Hillary Clinton [@HillaryClinton](#)

"The only thing standing between Donald Trump and the Oval Office is all of us." — Hillary



Photo courtesy of Bo Rader - AP

Charles Koch, one of the richest men in America and a massive GOP donor, said on April 24 that Sec. Hillary Clinton would make a better president than Donald Trump. This is indicative of a chasm developing between the Republican establishment and regular voters.

Dr. Ben Carson [@RealBenCarson](#)

It's critically important that all Republicans come together in order to beat Hillary Clinton.

Megyn Kelly [@megynkelly](#)

@bethanyshondark: "It seems like [Trump] has no sort of vocabulary for women that does not revolve around their sexuality..." #KellyFile

THE SUPREME COURT NEEDS A NINTH

By Liza Mackeen-Shapiro '18
Opinions Staff Writer

Ever since its passage in 2009, the Affordable Care Act, also known as Obamacare, has been plagued by two issues: birth control and religious freedom. Although the Affordable Care Act mandates that employers must provide contraceptive coverage to their employees, many religious groups claim that this requirement violates their spiritual beliefs. While these organizations are permitted to opt out of providing contraceptives and to allow the government to take over the coverage, some feel that opting out simply enables the purchase of birth control (as contraceptives are provided whether they opt in or out). In the recent case *Zubik v. Burwell*, a host of religious organizations — such as charities, hospitals, and universities — sued the Obama administration on the grounds that this birth control mandate was violating their religious liberty. On Monday, May 16, the Supreme Court reached a 4-4 decision in this case and ordered the Obama administration and religious groups to seek a compromise in the lower courts. This split ruling, otherwise known as a "deadlock," is a worrying omen for the future of the



On May 16, the Supreme Court again failed to come to a decision because of a justice's vacancy. Since Justice Scalia's death last winter, the Court has only had eight justices.

Indeed, the birth control case is not the first deadlock the Supreme Court has faced since the death of Scalia; an earlier case involving teachers' unions also garnered a 4-4 split. In a government in which other important institutions such as Congress are ineffective, the Supreme Court cannot afford to be stagnant as well. It is the highest court in the land, intended to settle the crucial conflicts of our time and supposed to be the ultimate decision-maker. If the Supreme Court is no longer making these decisions and

instead deadlocking in every case, then it is not doing its job correctly.

While the obvious solution to this problem would be to appoint a new justice, this is more difficult than it seems. Although Obama nominated the relatively moderate Merrick Garland to be Scalia's replacement, Senate Republicans have refused to hold any form of confirmation hearing for him. As these Republicans stubbornly oppose considering any of Obama's nominations, saying that the appointment of the next jus-

tice should be made by the next president, the Supreme Court is indefinitely doomed to be ineffective. Given that the fix is easily within grasp, this problem is infuriating. By adding another voice to the court, decisions on important issues such as birth control would be easier — and possible — to make. If Senate Republicans simply acted and confirmed Merrick Garland, then the issue of deadlock would be resolved.

Clearly, the 4-4 ruling in *Zubik v. Burwell* is emblematic of a larger problem. It points to a budding ineffectiveness of the Supreme Court — an issue that has already afflicted many other branches of government. Unfortunately, unless Senate Republicans act on the appointment of Merrick Garland soon, this indecision will debilitate the Court until the next president takes office — and even then, potentially longer.

If the Supreme Court does not find a way to avoid deadlocks in important cases, many fateful decisions will go unresolved, and the Court will not be able to fulfill its constitutional responsibilities.

Liza Mackeen-Shapiro is a fourth former from New Haven, CT. She may be reached at lmackenshapiro18@choate.edu.

Marijuana, Painkillers, and Football Controversy

By Alex Overmeer '17
Opinions Writer

Whether it be Lance Armstrong, Barry Bonds, or Marion Jones, the use of performance-enhancing drugs has been a huge problem in sports for a long time. It is a recurring issue, and most of the substances abused take the forms of steroids or blood doping. But a new scandal has emerged recently: the use of medical marijuana in the NFL. Eugene Monroe, an offensive tackle for the Baltimore Ravens, has been at the forefront of the pursuit for legalization of medical marijuana. What could medical marijuana possibly be used for in the NFL? Pain relief. Monroe believes that the current forms of pain medications are much more harmful than marijuana. Legalizing marijuana may not be so outlandish as one might think. There are more benefits for the football players than just getting a good high.

A study conducted by Washington University at St. Louis Medicine School found that half of the retired foot-

ball players they researched used pain medication, and out of them, 71% admitted to misusing painkillers during their football days. These painkillers are known as opioids, and the most common drugs are OxyContin, Vicodin, and Methadone. The major problem with opioids is the addiction that can follow. Minor side effects like constipation and nausea are common. More dangerous side effects like respiratory depression are less common, but can be very harmful and can lead to death. Marijuana, however, has side effects like the munchies or temporarily impaired thinking. There have been no recorded fatal overdoses of marijuana in the United States, while the number of recorded opioid-related deaths in 2014 was over 18,000.

Even with this evidence of the benefits of medical marijuana for pain reduction, the NFL has not changed its stance on the issue. The Cleveland Browns' wide receiver, Josh Gordon, was banned for the entire 2015 season because he tested positive for marijuana. It

is ironic that a player gets banned for using marijuana but can get away with having a life-threatening opioid addiction. Furthermore, studies have shown that medical marijuana can even alleviate certain pains to a greater extent than opioids can.

It is time that the country takes a leap of faith and allows the use of medical marijuana.

One of the reservations people have regarding marijuana is the lack of sufficient evidence to prove it is not detrimental to one's health over a long period of time. Many people argue that because there is not sufficient large-scale evidence, it should not be put on the market. However, medical marijuana is currently legal in 24 states, and there have been legitimate studies that show that it does decrease nausea and pain from HIV/AIDS, that it reduces the pain of glaucoma, and even helps

with Tourettes syndrome. Unfortunately, because it is considered a Schedule 1 drug, it is very hard to conduct scientific testing on it.

Medical marijuana, classified as a Schedule 1 drug, along with heroin, ecstasy, LSD, peyote, and bath salts, is considered to have a high potential for abuse. The only way that medical marijuana could be legalized is if more studies are done. At the moment, the lack of studies on the long-term effects can be a cause for concern and without further evidence, it will be very hard to legalize medical marijuana.

Unfortunately, because it is a Schedule 1 drug, it is illegal to do legitimate studies on the effects of the drug, creating a frustrating Catch-22.

The claims that Eugene Monroe made about medical marijuana took courage — he had to stand out amongst the crowd and voice his opinion. While many people continue to dismiss his claims and the claims of others about medical marijuana, its fan base is growing.

Pain medication in the

NFL is very important due to the high number of injuries in the sport, and their negative effects have been clearly felt by football players well past their playing years. Monroe was right when he said, "We have cannabis, which is far healthier, far less addictive and, quite frankly, can be better in managing pain."

Current pain medications are addictive and harming thousands of people each year in the United States. This is extremely clear in the recent rise of abuse of legal opioid drugs such as OxyContin in suburban America. Furthermore, these opioids are gateway drugs to heroin, which is being used increasingly by Americans as a painkiller and illicit drug.

It is time that not only the NFL, but also the country as a whole, takes a leap of faith and allows the use of medicinal marijuana, as well as further testing of the drug.

Alex Overmeer is a fifth former from Weston, MA. He may be reached at overmeer17@choate.edu.

Photo courtesy of Bo Rader - AP

Charles Koch, one of the richest men in America and a massive GOP donor, said on April 24 that Sec. Hillary Clinton would make a better president than Donald Trump. This is indicative of a chasm developing between the Republican establishment and regular voters.

Dr. Ben Carson [@RealBenCarson](#)

It's critically important that all Republicans come together in order to beat Hillary Clinton.

SYRIAN REFUGEES FIND HOME IN NEW HAVEN

By **Stephanie Chan '16**
and **Saloni Jaiswal '16**
2015-16 News Editors

They hesitantly moved towards the three open chairs in front of us and sat down, appearing to be, for a brief moment, a little apprehensive about the situation. That initial discomfort, however, quickly disappeared as we became acquainted. They introduced themselves as Sami, Bassam, and Nezar, Syrian refugees who arrived to America around four to six months ago.

Our conversation took place at the Integrated Refugee & Immigrant Services (IRIS) organization in New Haven, CT. Before we began, we asked Executive Director Mr. Chris George to help us translate our questions and their responses. We were told not to ask about their lives in Syria due to IRIS policy. Instead, we discussed their transition and current life in America, personal hardships, hobbies, and future plans. It was quite simple, everyday talk, but our conversation revealed more than we would have ever expected.

The three men unanimously agreed that the language barrier was perhaps the biggest obstacle they faced when they arrived in America.



Photo by Sabrina Xie/The Choate News

Integrated Refugee & Immigrant Services helps transition refugees into a Connecticut life.

After all, they expressed, language is the key to everything. They went on to tell us that, in their transition, everyone they encountered in America has been incredibly helpful and kind. In fact, they didn't have a whole lot to complain about — they were grateful for the support they received at IRIS; they expected but were still taken aback by the diversity in America; they hoped their

children would receive a good education in the U.S.

Like Sami, Bassam, and Nezar, millions of Syrian refugees have left behind their families, jobs, and homes in Syria to escape the war and live a better life. Nearly 9 million Syrians have left their homes since the outbreak of the Syrian Civil War in 2011, and many of these refugees have fled to Jordan, Iraq, Leb-

anon, and Turkey. Another 6.5 million Syrians have been internally displaced within the country. President Barack Obama hopes to resettle a total of 10,000 Syrian refugees by October 1, 2016, but he has been falling behind his initial goal in recent months.

In Connecticut, IRIS is working hard to accommodate the influx of refugees. Founded in 1982, IRIS has

worked with refugees from countries such as Iraq, Syria, Afghanistan, and Somalia. IRIS provides a myriad of services such as the Cultural Orientation and Resettlement Education (CORE) program to ease refugees' transition into American society and educate them in topics like health and wellness, education, and employment.

Before IRIS can support these refugees, the refugees must undergo an extensive application and screening process that could last up to several months or even years. As soon as the refugees arrive to the U.S., IRIS provides them with a culturally appropriate meal cooked by one of the existing IRIS clients.

As for housing, the organization provides a fully furnished apartment with a clean bed and other basic necessities ranging from clothes to shampoo to bowls, all of which are donations from various individuals of the community. IRIS pays rent for three to five months until the refugees are able to get a stable job and cover their own expenses.

Director of Development Ms. Nadine Koobatian emphasized that the ultimate goal of IRIS is to promote independent living. She said, "The goal

is not bring them here and have them go on public assistance. The goal is for them to come, get jobs, and start contributing to society."

A food pantry in the basement of the center is also available for all individuals in the community, even for those not affiliated with IRIS. Once a week, IRIS stocks the pantry with food from the Connecticut Food Bank. IRIS partners with Yale-New Haven Hospital for all medical services. IRIS also provides daily English classes to help refugees with their transition into American society and career search. Furthermore, the organization helps families with enrolling their children in local public and private schools in Connecticut.

To meet the high demand of refugees who are displaced around the world, IRIS hopes to double the number of clients it can support. Thanks to organizations such as IRIS, refugees are able to retain key aspects of their cultural identities while simultaneously integrating into American society.

Stephanie Chan and Saloni Jaiswal may be reached at schan16@choate.edu and sjaswal16@choate.edu, respectively.

HAVE A LITTLE FAITH

By **Kristen Andonie '17**
Staff Reporter

Most of the diversity we speak of is associated with race, socio-economic status, and gender identity. Meanwhile, faith systems often receive little notice, despite being a central aspect of Choate's diversity. From organized religion to atheism and everything in between, the spectrum of religious and non-religious identities is wide on campus.

Many students who identify as religious ascribe to some form of Christianity.

Even within the Christian religion, however, students consider themselves part of a wide variety of denominations, including but not limited to Protestant, Catholic, Orthodox, and Episcopalian traditions. Other students, such as Brian Tung '16, identify as non-denominational Christians.

A faith group called Christian Fellowship meets every Monday night to sing, pray, discuss Biblical text, and simply hang out. Tung, a leader of the group, shared, "Definitely one of the strengths of Christian Fellowship is our diversity, because it allows us to transcend our very minute differences and to have fellowship with a greater Christian body."

Another religion with which many students on campus identify is Islam. The Muslim Student Association (MSA) offers a place for Muslim students to come together to pray, talk about their lives, and have fun in a comfortable environment. Students in MSA also enjoy Halal food, meaning it has been prepared in a way that complies with the specifications in the Qur'an, the Islamic holy text.

For MSA member Saleha Farooqui '18, one of the best aspects of the group is the bonding experience, such as when they redecorated their common space. "Laughing with the other members of the group while we moved around furniture, painted canvases, and put up wall de-

cals was truly memorable," she said.

On Friday nights, many students can be found in Spears Commons enjoying each other's company as part of Hillel, a Jewish organization advised by Rabbi Barbara Paris. Members of Hillel engage in everything from religious ceremonies such as lighting Shabbat candles to simple, fun activities like cooking challah or potato latkes. Rabbi Paris views Hillel as "a place where Jewish students can be comfortable to share their feelings or worries."

The spectrum of religious and non-religious identities is wide on campus.

Furthermore, the Buddhist Meditation group, led by Mr. Jim Davidson, Choate's Meditation Leader, offers students of diverse religious and nonreligious backgrounds a chance to come together for spiritual mindfulness and self-discovery. Meditation also allows many students an avenue for relief from their stressful school lives.

Hinduism is yet another religion present on campus, though one with which few students actively identify. Niraj Desai '19, a devout Hindu, worships about eight of the 330 million deities and keeps two idols in his room. Among his religious rituals, Niraj prays every day, in the morning and at night, as well as before taking any assessment (to Saraswati, the goddess of education).

Some students have largely underrepresented religious beliefs. Sorab Sandhawalia '16 is the only student on campus who practices Sikhism, a monotheistic religion that emerged in Punjab in the 15th century and emphasizes a set of core values, including hard work and honesty.

Despite the absence of a Sikh faith group on campus, Sandhawalia has ways of

practicing his religion individually, such as by reading the Guru Granth Sahib, the Sikh scripture. As he wears a turban, Sandhawalia says his integration into the Choate community "was hard at first. It's still hard, but I think Choate has been very welcoming."

Other students have spiritual beliefs without ascribing to any established religion. Sydney Jones '17 took inspiration from a variety of preexisting faiths and created her own unique religion. Some of the ways she practices her religion are meditating, praying, and abstaining from eating red meat. Inspired by Anne Lamott's book *Traveling Mercies*, she believes, "No matter who you are and what you've done, you always deserve to be treated with love."

Of course, not all students are religious. Many identify as atheist, others as agnostic, and still others don't wish to categorize their beliefs.

Zenia Edmondson '16 identifies as agnostic atheist, meaning she does not believe in a god but is open to the possibility. She considers herself a spiritual person. "I feel a connection to the earth and a connection to the world and to other people that's transcendent beyond myself," she said. Edmondson also finds that not having "a religious community or a book to fall back on" gives her a sense of "increased independence."

Ultimately, the Choate community is composed of individuals of vastly different belief systems, but those contrasts are what give the community its current shape. The Rev. Ally Brundige was right when she said, "We are a diverse community, and I think our spiritual beliefs and religious identities and non-religious identities influence how we interact and therefore influence our culture at large."

Kristen Andonie may be reached at kandonie17@choate.edu.

FROM POLITICS TO POE: SPRING DIRECTED STUDIES

By **Nina Hastings '18** and **Daniel Zanuttini-Frank '18**
Copy Editors

At Choate, students may create their own academic program in a topic that interests them through directed studies. This term, seven such projects were undertaken:

Advanced Topics in Quantum Physics

Lindsay Ning '16, Jeff Niu '16

Dr. Zeynep Isvan

Did you know? In quantum physics, if a tree falls and no one sees it, not only did it not necessarily fall, it might not even have existed.

This directed study came to life when Ning and Niu approached Dr. Isvan last fall to begin the collaboration. "I have sort of an advisory role, but it's more like three people coming together to learn things," Dr. Isvan explained. Focused on covering quantum mechanics and computing algorithms, the group progressed through the material by reading, solving problems, and self-studying. The directed study culminated on Monday with final presentations.

American Primary System and Electoral College

Brian Hnat '16, Dylan Stafford '16, Grace Tully '16

Mr. Thomas Foster

Did you know? In the 2000 presidential election, if around 500 Floridians and 2,000 Pennsylvanians had voted differently, the House of Representatives would have had to break the tie.

With two terms of American Political Institutions as background and the 2016 primary season as context, the three seniors were eager to explore exactly how Americans elect their presidents.

"These are three of the most passionate political students that I've seen in a long time," said Mr. Foster. The students were, in turn, taken aback by their teacher's interest: Hnat was impressed by "how much Mr. Foster knows."

In all, the directed study benefited from the passion of its constituents.

Convolutional Neural Networks of Visual Recognition

George Wildridge '17

Ms. Megan Hoke

Did you know? Wildridge can train a computer to recognize handwritten digits more accurately than a human.

Having worked over the summer in a Yale University lab on the topic, Wildridge was ready to dive deeper into more advanced topics. "It's on deep learning, which is



Dylan Stafford '16, Grace Tully '16, and Brian Hnat '16 (not pictured) attended several political rallies for their directed study.

supposed to imitate the way the brain works with a computer," said Wildridge. He has followed a Stanford course providing lecture videos and assignments aligned with his directed study, expanding upon his prior knowledge of the subject matter. Wildridge said, "The big takeaway was that the material that was seemingly complex was actually understandable."

Early American Gothic Romantic Literature

Kristen Andonie '17

Ms. Amy Salot

Did you know? "Phantasmagoria," a word often found in gothic literature, refers to dream-like images or scenes.

This directed study focused on the writing of Nathaniel Hawthorne, Edgar Allan Poe, Washington Irving, and Herman Melville. Andonie enjoyed the one-on-one format. She said, "In a directed study, both the student and the teacher play vital roles in bringing ideas to the table."

The format included a lot of readings, discussions both analyzing and comparing the different works, and four essays. Ms. Salot noted one regret. "I wish we had more time to talk."

Graph Theory

Katrina Gonzalez '17, Alan Luo '18, Sam Markowitz '17, Pep Ouysinprasert '16, Jessica Shi '17

Mr. Ashton Betancourt

Did you know? The concept of "six degrees of Kevin Bacon" is based on graph theory.

According to Mr. Betancourt, graph theory is "the study of networks and connections." Although this directed study has been done twice before, new content was explored. As Markowitz described, "All of us have been learning new things about the subject. This past week, Mr. Betancourt assigned a problem set, saying, 'I don't know anything about this, so I want you guys to teach me.'" The directed study both expanded

on familiar topics and introduced new skills to make for a highly engaging experience.

The Hui of China

Brian Tung '16

Ms. Courtney DeStefano

Did you know? The Hui are considered a minority, despite meeting none of the Chinese Communist Party's criteria for minority groups.

Regarding his interest for the topic, Tung said, "Going into the study, I knew that the Hui were very unique because they're a Muslim minority group in China, but there's very little news or scholarship about them." Through his research, Tung found that he was most surprised by "the fluidity of the definition of an ethnicity." Ms. DeStefano added, "With all of the new research that is happening in math and science, this is a really valuable thing that the HPRSS department does and makes us unique."

Public Economics

Brendan Ferguson '16, Nicholas Gambardella '16, Matt Kaye '16, Coco Kulle '16, Jeff Niu '16, Mika Shevchenko '16

Mr. Sam Doak

Did you know? Undocumented immigrants contribute \$300 million to the Social Security Trust Fund annually and only take out \$1 billion.

This directed study covered poverty, immigration, taxation, health care, education, and the national debt. The information took some students by surprise. As Mr. Doak noted, "Coco was appalled by the market mentality of the American mindset." However, the students agreed on certain values: "I think the students did find themselves with similar ideas and goals of what society could achieve for its people," said Mr. Doak.

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THE VIEW FROM MY BEDROOM

WINDOW

Tuesday, 6:50 p.m.

Well, this is it. I waved goodbye to the men outside my window. They didn't wave back.

Grace Tully '16
Bungalow 202



Having worked over the summer in a Yale University lab on the topic, Wildridge was ready to dive deeper into more advanced topics. "It's on deep learning, which is

CITY OF ANGELS: OUT WITH A BANG

The characters in the musical *City of Angels* engaged the audience with ensemble, duet, and solo song performances.

By **Camila Borjesson '17**
Arts and Leisure Editor

Last weekend, the PMAC curtains opened for the last time this school year to expose Hollywood of the 1940s. The spring musical, *City of Angels*, was the culmination of the hard work and dedication of the Choate theater department's faculty and students. It brought off an amazing production, even with a tough time crunch recently imposed on them due to the advancement of the seniors' graduation. Under the professional directing of Ms. Tracy Ginder-Delventhal, the ensemble managed to take Choate on a journey back to the tension of the forties with a comedic twist.

The musical, which tells the story of the writing of a movie within the play itself, mixes the "real" version of Stine's screenwriting with the "real" version acted out by the characters in his own screenplay. The plot is greatly engaging, immersive, and amusing. The meta story follows private eye Stone's elaborate personal affairs with different women — ostentatious Alaura Kingsley, low-rent lounge singer Bobbi, secretary Oolie—as he investigates the case of the missing bad girl Mallory Kingsley. All the while, screenwriter Stine

vigorously types out these events, perfecting the script for a stringent Hollywood director, Buddy Fiddler.

City of Angels wrestles with narrative ownership. As the play proceeds, Stine and Stone attempt to control their stories, intensely debating the nuances of storytelling. The play's many levels work collaboratively to show the changing power dynamics that eventually break down as the characters assert their identities: Stine does not belong to Buddy, and Stone can refrain from succumbing to Alaura's sex appeal.

Members of the cast affirmed the unique complexity of the production. Drew Springer-Miller '16, who played Buddy Fiddler, said, "*City of Angels* is very different than a lot of shows we've done. It has very separate scenes, which made it more exciting to watch everything come together."

The characters themselves had little in common at first sight, too. Springer-Miller described her character as, "very powerful, which enabled me to manipulate people but be vulnerable at times." In turn, Alaura Kingsley, played by Rebecca Lillenbaum '16, "is very sexually empowered and very manipulative. She wants power." Asha Merz '16, who portrayed Bobbi, described

her character as "a nightclub singer who has lost her path on her way to fame."

Some of the cast members worried about the supposed adult nature of the play after hearing mixed reviews from the audience, such as "I'm not sure if it's okay to have teenagers running around in their underwear," as Sam Wendel '17 summarizes.

Kaitlyn Dutchin '17, who played Mallory Kingsley, explained, "Mallory is very sexually confident, and playing that role in front of the whole school — in front of teachers and grandparents — is a hard thing to do. You just have to think, 'This isn't me. This is the character. I'm only acting.' That's really empowering in itself. That's just what acting is about. I think, I'm Mallory Kingsley, and I am having fun." According to Springer-Miller, "When you're in character, there are no reservations."

Because this year Graduation will be held earlier than usual, the musical crew had two fewer weeks to prepare its performance. Lillenbaum said with a chuckle, "It's been wild. This is the most work-heavy production I've ever been in. It's just been work work work." Merz added, "The hardest part is the exertion and the exhaustion that comes from work-

ing for hours straight." She went on, "The cast has still remained really close and the entire process has been very rewarding."

The PMAC was full for every showing. The audience seemed to marvel at the ensemble's performance, which, according to Lillenbaum, hoped to "convey the mockery of the sexuality and see that women, too, can be masterminds."

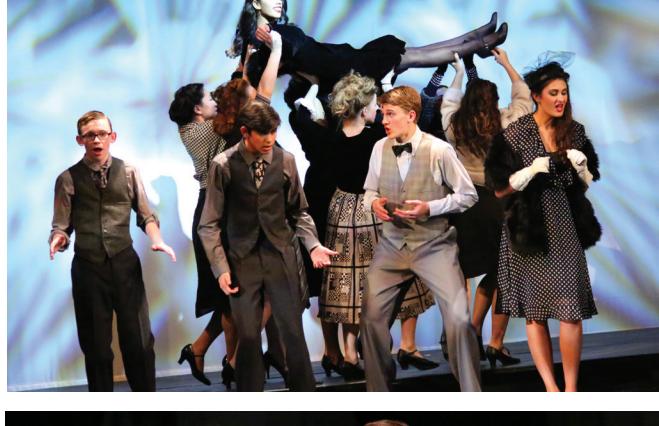
When you're in character, there are no reservations.

Drew Springer-Miller '16

To be sure, the only melancholy feeling was the bittersweet notion that the musical not only represents the end of a long term of hard work, but a goodbye to those students not returning in the fall.

Merz, who will graduate this weekend, said, "I'm so sad to be leaving, but we are handing the program down to phenomenally talented, loving, and confident underclassmen. I'm so happy to leave this leadership in their hands."

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Photos courtesy of Mr. Ross Mortensen

ACTING 350 HOLDS THREE-WOMAN SHOW

By **Nicole Sellew '17**
Reporter

The Gelb Theatre opened its doors once again on Sunday, May 22, for the Acting 350 student showcase of an extremely powerful piece entitled "The Maids." Starring in and producing the performance were Rebecca Lillenbaum '17, Mika Schevchenko '16, and Kate Moore '17, who drew students, parents, and faculty members alike to make up the audience.

The play told the story of two young maids and their Madame, and all forty-five minutes of the plot were engaging and ripe with emotion. Lillenbaum and Schevchenko played the maids, and Moore, the Madame. With such talented performers, it is no surprise that the three girls received a standing ovation after their successful performance.

The three students, who were only given a script from their teacher, prepared independently for the show all spring. They made their own decisions about all of the aspects of the production, which entailed a lot of hard work.

Ms. Tracy Ginder-Delventhal, the Acting 350 teacher, emphasized their achievement. Everything from the lighting to the costumes was the students' decision; the production was not even directed by a faculty member.

Lillenbaum, one of the maids in the play, said that the process was "definitely independent and difficult to tackle." The technical aspect was a huge part of the process, but thankfully, the students had the stage-managing expertise of Ben Wendel '17 as a primary help source.

It is especially impressive

to note that these three girls were also a part of the spring musical, *City of Angels*, which, running simultaneously with the production of "The Maids," has been a huge time commitment throughout the course of the spring term. The last performance of the musical took place the night before "The Maids," and the two weeks leading up to the show were filled with back-to-back performances and rehearsals. Before the Acting 350 show,

Ms. Ginder-Delventhal explained that the three students finished preparing at 3:30 AM and woke up at 6 AM to eat breakfast. Choate students are used to running on little sleep, but that type of work ethic is especially impressive. The hard work and dedication that Lillenbaum, Schevchenko, and Moore proved to have is greatly impressive and commendable.

Everything from the lightning to the costumes was the students' decision.

The time and effort that these students put into their acting class's performance was evident throughout the show. Everything was executed wonderfully, and every audience member was attentive and engaged. As Klaudia Horvath-Diano '17 stated, "I was moved by their performance and impressed by all three of the actresses." Clearly, all of the hard work these three skilled actresses put into their three-women show paid off.

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Schevchenko '16, Lillenbaum '17, and Moore '17 in character.

ARTS CON SENIORS BID FAREWELL



Photo courtesy of Caitlin Chiocchio

By **Namsai Sethpornpong '17**
Staff Writer

As a final goodbye to their art career at Choate, senior Visual Arts Concentration students Rebecca Bernstein '16, Daphne Harrington '16, Caitlin Chiocchio '16, and Anika Zetterberg '16 showcased their best work on May 15 in the Paul Mellon Arts Center.

Bernstein's display consisted of an array of black and white film photographs that she edited and enlarged to fit on A3 photographic paper. She took the photographs over the course of last year and during her summer trips to Scotland, New York City, South Carolina, and Colorado. She explained, "I usually do what you would call street photography. I like to explore and capture a lot of different things — not just landscape or people, but rather all aspects of a place."

Chiocchio, a four-year senior that joined the program two years ago, presented a series of remarkable oil paintings of the Long Island Sound. Her time growing up in the area allowed Chiocchio to immerse herself in this series: "I had a vision of doing a series of these paintings, and I knew exactly what I wanted. I made my first painting of the Long Island Sound before I came to

Choate, but this winter I got the idea for the series. I've always been surrounded by art," Chiocchio, whose mother is an artist, explained. "The show went really well. It was so rewarding to see everything that we have done be put up that way," she said.

I had a vision of doing a series of these paintings, and I knew exactly what I wanted.

Caitlin Chiocchio '16

Zetterberg's works included part of a graphic novel, a digitally drawn self-portrait, and works that she had been unofficially "commissioned" by *The Choate News* and at the request of her mother. "My process involves just diving into it. If I hesitate even just a little bit before I start something, I know that in that moment I won't be able to finish it. The only way that I can work is if I get something on the paper that I can envision. I'll do a basic outline or focus on one small part and enhance it until I make it look the way that I want it to," she explained. Zetterberg's graphic novel was not displayed in

a traditional way, but as an array of colorful strings connecting each image. "I needed some way to show people that it connects — that it's not just a bunch of random things — but that there are different parts in my mind that have connections and lines drawn to each other. To be honest, if for the string piece I had more of it, there would be string all over the place. Everything would be connected in different ways."

Dilan Bozer '17, a junior in the Arts Concentration Program, reflected on the reception, saying, "Usually, in visual arts you work independently and you never know how it's going to turn out. The projects always have a plot twist to them, so it's always awesome to see how things turn out."

Ms. Kalya Yannatos, the Director of the Arts, also commented on the development of the artists, saying, "It's exciting to see what our four graduating Arts Con artists chose to culminate their time as artists at Choate. Their exhibition shows work they made both here and elsewhere, in some cases representing an arc of their artistic journey."

Namsai Sethpornpong
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EAT ABOUT: KNUCKLEHEADS

By **Asher Zelets '17**
Reporter

A few months ago, my brother and I walked downtown to the Knuckleheads Taproom, located on 80 Center Street, to indulge in what can truly be described as comfort food. Knuckleheads sits in the heart of Wallingford and is therefore the social and culinary hub for many of the Wallingford residents, along with Choate's most ravenous students. Knuckleheads is renowned by many beer connoisseurs as "Mecca" when it comes to on-top delicacies, but for the children of Wallingford, it is all about the burgers. Knuckleheads serves up a variety of burgers ranging from the simple Knucklehead Burger (consisting of lettuce, tomato, onion, pickles, mayo and your choice of cheese) to the deli-style Goof Burger (consisting of pastrami, grilled onions, swiss, american, cheddar, horseradish mustard, mayo, lettuce and tomato). The menu contains a plethora of burgers to quench the tastebuds of nearly every customer who eats at the restaurant.

When we entered Knuckleheads, it was packed. People lined up for a spot inside the restaurant, and groups of friends and families were quite literally lunging for empty tables. After hovering over a table for about twenty minutes, we were seated at a high table looking over the jubilant faces of those already eating their food

and the drooling smiles of those still waiting for their delicious meal. After being greeted by a very enthusiastic waitress, our meal instantly began. To start, my brother and I ordered 6 Pig Wings, which are succulent, tender, baseball-sized pieces of pork, fried to a crispy perfection while still retaining the eruptive, hot, salty juices inside of the pork ball. They were served on a piece of delicious pig bone and were finished off with a sweet and tangy sauce combo of Honey BBQ and Acapulco Gold Sauce.

This restaurant should be at the top of everyone's comfort food priority list! I give it a 4.5 out of 5!

My own Brie Burger was superb. The burger patty was crusted in a thick layer of crisp, smashed pepper-corn, which held the marvelous juices and flavors of the meat itself within the crust. The bodacious creation was topped with crispy, oily, gooey fried brie cheese, as well as thin, glassy slices of grilled onion, a sweet, sticky Ruby Port Wine Reduction sauce, and a dash of creamy mayo. Fantastic!

Overall, Knuckleheads was truly superb in all aspects as a restaurant. The food was delicious, the price was extremely reasonable, the service was accommodating, and the atmosphere was quite welcoming. This restaurant should be at the top of everyone's comfort food priority list! I give it a 4.5 out of 5! Follow my food blog, Asher Zeats, on Instagram to see more photos!

For our main dishes, my brother ordered the Bruised & Boozed Burger, and I ordered the Brie Burger. The Bruised & Boozed Burger was made up of a strong, nine ounce burger base of juicy, moist, ground beef rubbed with marvelous Cajun spices, stuffed with melted, oozing blue cheese, and topped with crunchy,

Asher Zelets may be reached at aasherzelets17@choate.edu.

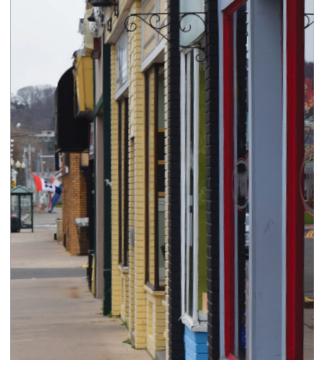


Photo by Andrew Garver/The Choate News

SPORTS

FRIDAY, MAY 27, 2016

Game of the Week: Boys' Varsity Tennis NEPSAC Tournament • 5/28 • 9:00 a.m. • Hunt Tennis Center**FIELD REPORT**

	WIN	LOSS	TIE	W-L-T	Score
Baseball	15	7	0	15-7-0	
NMH	9	7			
Ultimate	7	10	1	7-10-1	
Hotchkiss	0	0			
Boys' Lacrosse	7	6	0	7-6-0	
Andover	10	6			
Girls' Lacrosse	9	6	0	9-6-0	
Miss Porter's	18	7			
Sailing	5	5	0	5-5-0	
Litchfield and Taft	1	2			
Softball	4	8	0	4-8-0	
Taft	4	16			
Boys' Tennis	7	5	0	7-5-0	
New England	0	4			
Girls' Tennis	5	7	0	5-7-0	
Loomis	7	2			
Boys' T&F	8	2	0	8-2-0	
Deerfield	124	21			
Girls' T&F	9	0	0	9-0-0	
Deerfield	108	37			

VARSITY CREW**BOARS CRUSH FOUNDERS, AWAIT NEW ENGLANDS**By **Jackson Elkins '18**
Staff Reporter

On Sunday, May 8, the boys' and girls' crew teams travelled to Lake Waramaug in Connecticut to compete at the Founders League Championship. As they have done consistently throughout the season, the teams lived up to their expectations, placing exceptionally in all races.

However, the novice portion of the Championship was cancelled due to poor weather. Co-captain Jay Kahle '16 commented, "It was the worst weather to row. The waves were mostly whitecaps. I remember the third boat came off and said, 'Wow, that water was unrowable.' If we'd had that water on our lake, practice would've been cancelled."

Despite horrible rowing conditions, part of the regatta did take place. On the boys' side, five out of six boats were able to get out on the water. In their respective races, First Boat placed third, Second Boat placed second, Third Boat placed second, Fourth Boat placed fourth, and Fifth Boat placed fourth, as well. Kahle praised the team, saying, "I think all boats really did well. First and Second Boats were rac-



Photo courtesy of Mr. Ross Mortensen

The girls' first boat practices on Lake Quonipaug for the New England Championships.

ing against Kent and Salisbury, who both row 8s, and we row 4s."

Our second boat beat Kent, which felt really good, because Kent won both New Englands and Founders last year.

Jay Kahle '16

Kahle continued, "Those teams also have some ridiculous erg scores. When we heard about them we thought, 'Wow, they're

so much faster than us,' but we stayed right with them for the entire race and lost to Kent by only three seconds. Our second boat beat Kent, which felt really good, because Kent won both New Englands and Founders last year."

The girls also had a successful day at the Founders Championships, with their Second, Third, and Fourth boats earning medals.

Coach Ashton Betancourt said, "That's the first time in over ten years that the girls won medals at Founders, so

this is the most successful day that we've had at that regatta in well over a decade."

Although they had the worst lane in some terrible conditions, they powered through to win a silver medal.

Coach Betancourt

Coach Betancourt was pleased with the performance of all the girls' boats at the Founders Championships, but he was particu-

ly impressed by the Third Boat. "Although they had the worst lane in some terrible conditions, they powered through to win a silver medal," he said.

The boys' and girls' teams will also compete at the New England Championships on Saturday, May 28. Kahle commented, "Going into Deerfield, based off of seeds, three out of our four top boats were poised to win a medal at New Englands." Chris Novak '16 added, "The spread from first to sixth seed among the First Boats is less than two seconds."

The girls' boats are also projected to do well at New Englands. Coach Betancourt commented, "We're in very good shape, and we hope to win medals in the Second, Third, and Fourth Boats. We have a chance to actually win one of those and become New England Champions." Crew will draw inspiration from their successful performances at Founders and against Deerfield to dominate at New Englands this year.

Jackson Elkins may be reached at jelkins18@choate.edu.

VARSITY BASEBALL**CHOATE TRIUMPHS OVER PENGUINS AND HOGGERS**By **Joseph Coyne '19**
Staff Reporter

On Saturday, May 21, the varsity baseball team played the Cushing Academy Penguins and the Northfield Mount Hermon Hoggars in the Walker Tournament Championship.

Choate's stifling defense and great pitching were critical to the Boars winning against the Cushing Penguins.

Choate's first game, against the Cushing Penguins, was a true pitching duel. Tyler Daly '17 pitched for the entire game, allowing four hits and striking out five players. Daly also prevented any runs from the opposing team.

However, due to Cushing's comparably stellar pitching, it wasn't until the fourth inning that Choate was able to get on the scoreboard. After Parker Goldstein '16 started the fourth with a triple, the next batter, Lloyd Hill '16, hit a sacrifice fly to score the only run of the game.

Choate's stifling defense and great pitching were critical to the Boars winning against the Cushing Penguins.

Next, the team took on Northfield Mount Hermon in a game that was strikingly different from their first. Choate gave up three runs

in the top of the first inning, leaving them to fight an uphill battle for the rest of the game.

After walking, Co-captain Jake MacKenzie '17 worked his way around the bases. He eventually scored Choate's first run, in the bottom of the fourth inning.

At the top of the fifth inning, however, the Hoggars retaliated with three more runs off Hill. Nonetheless, the Boars kept their energy high and were determined to win the game.

Before the bottom of the fifth inning, Coach Doug James emphasized the importance of getting one base at a time and putting the ball in play. The team responded to this advice by sending ten players to the plate and scoring six runs. Choate's attack forced Northfield Mount Hermon into an uncomfortable position. Soon enough, the Hoggars fell short.

Northfield Mount Hermon totaled five errors in that inning, and the Choate team was able to use this opportunity to take the lead. The Boars came back onto the field in the sixth inning with even more confidence and energy.

When the Hoggars loaded the bases, Grady Bohem '19 pitched well and gave up only one run in the inning. Choate came back out ready to steal the lead. Kevin Nusdeo '17 opened the sixth inning with a double and quickly

scored after a double by Parker Goldstein '16. Co-captain Topher Brown '16 and Sean Dennehy '19 each scored a single and loaded the bases.

Next, Mason Propper '16 hit a chopper to third base. The Hoggars used the force out at home to get Goldstein, but Brown scored on a throwing error by the catcher. Then, with a two-run lead, co-captain Patrick O'Leary '16 came in to close out the game.

The Boars came back onto the field in the sixth inning with even more confidence and energy.

Choate emerged with a close 9-7 victory. Coach James commented, "I didn't think we put enough balls in play early in the game against Northfield Mount Hermon, but we had a great comeback, so you can't undersell that." Brown added, "You know, we had to battle. It didn't look like we had the energy at first in either game, but we had the heart."

The boys' excellent performance at the Walker Tournament was a great indicator of their successful season.

Joseph Coyne may be reached at jcoyne19@choate.edu.

VARSITY TRACK**TRACK FINISHES SUCCESSFUL SEASON**By **Arjun Katechia '19**
Reporter

The boys' and girls' varsity track and field teams have boasted excellent season records. A highlight for both teams was the Founders League Championships on Saturday, May 14.

The Founders League was established in 1984, when heads of several college preparatory schools decided to create a league with shared athletic philosophies and practices. This year, the competition was held at Choate's campus and the varsity Boars were determined to give the meet their all.

The girls' team came in first place at Founders, complementing their undefeated season. This year, the girls furthered their reputation as a strong team on campus under Coaches Jim Davidson and Tiffany Kornegay. Coach Davidson commented, "This is one of the most successful seasons ever for the girls' team. All of us as coaches planned good workouts, and we were able to limit injuries from overtraining. We have depth in some events, and we also have two strong relay teams with the 4x100 group setting a school record."

Also led by Coaches Davidson and Kornegay, the

boys' varsity track team has had a very successful season. They won eight out of their ten meets and placed second at the Founders League Championships.

A particular high point in the boys' season was beating Deerfield's team 124-21 on May 7. Abu Daramy '16 said about the team, "We woke up every morning with the drive to get better."

Both teams put hours of effort and training into their seasons this year, and have stellar records to show for it.

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Abu Daramy '16 competes in the triple jump at the Founders League Championships.

Photos courtesy of Mr. Ross Mortensen



Year's End 2015/2016

Looking Back

The most notable events of the fall, winter, and spring.

B2/B3

***Senior
Speeches***

B4/B5

***Departing
Faculty***

B6/B7

***Spring
Recitals***

B8

THE CHOATE NEWS

HIGHLIGHTS

GROWING

SPRING

September 21. The Choate community welcomes Dr. Christopher Diamond as he begins his new role as Director of the Health Center, replacing Dr. Ben Gardner. Regarding his upcoming time at Choate, Mr. Diamond said, "I really get the sense of what an honor it is to be at Choate, and I feel very lucky." (Photo by Elle Rinaldi/The Choate News)



September 27. Tonight, the moon is full, at its closest position to the Earth of the year, and completely aligned with Earth and sun. The phenomenon, known as a "blood moon" or a "total lunar eclipse," is observed by Choate students and faculty from various locations, including the Science Center roof. (Photo by Sabrina Xie/The Choate News)

October 14. Ms. Emily St. John Mandel, author of this year's required summer reading, *Station Eleven*, speaks at school meeting. She is interviewed by journalist Kelefa Sanneh '93 and discusses both her book and the process of writing. (Photo by Elle Rinaldi/The Choate News)



December 6. Students compete for fame and fortune in the Gingerbread House Competition, with entries on display and judged in the Dining Hall. Teams built houses with a theme of their choice and at most \$15 worth of materials. The theme of the winning entry is "Up! The Pixar Movie." (Photo courtesy of Katharine Li)

December 8. To celebrate recent accomplishments in athletics and the arts, the community holds a special steak and lobster dinner. According to Food Service Director Mr. Bryan Davis, we consume 1,150 lobster tails and 1,600 filet mignons.

December 12. A fire alarm interrupts Holiday Ball. As the fire department later discovered, the haze from the haze machines rose above the dining hall sets off the alarm in Hall House. Fortunately, the unexpected interlude does not dampen spirits; in fact, Uzo Bosiah '16 said, "Honestly, I had just as much fun outside."

January-March. Eight backpacks are stolen across campus. Steps are taken to prevent further thefts, such as encouraging students not to place backpacks in the vestibule outside the Hill House Dining Hall and requiring a Choate card to access all form lounges. The culprit remains at large.



February 20. Eight students from the math team attend the Harvard-MIT Math Tournament. In the Guts Round, in which teams race to complete sets of three questions, Choate does its best in recent history, placing in the top 25. (Photo courtesy of Aaron Cao)



March 15. Mr. Amin Abdul-Malik Gonzalez accepts a job as Choate's new Director of Admission. He succeeds Mr. Ray Diffley III, who will be leaving after twelve years. Mr. Gonzalez comes to Choate with plenty of experience both working at and attending boarding schools. (Photo courtesy of Choate Rosemary Hall)

November. William T. Little '49 and Frances A. Little announce plans for a \$10 million donation to renovate the Paul Mellon Arts Center (PMAC). The gift will be used to refurbish the Chase-Bear Experimental Theater, as well as other major internal components including the lobby, seating, and main stage. A new theater, the Little Theater, will also be built.

November 14. Choate students, faculty, parents, and alumni flood the Deerfield Academy campus, outnumbering the home team's student body on its own turf and leaving with a near-to-Varsity sweep. (Photo courtesy of *The Choate News Instagram*)



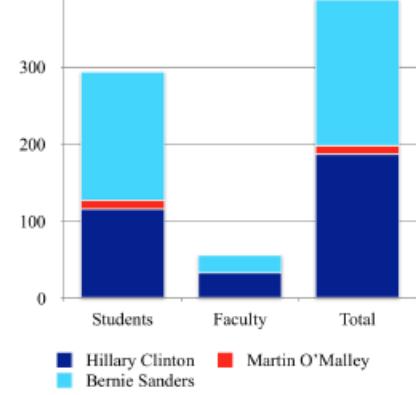
November 21. Boys' Varsity Football goes undefeated in its regular season and wins the New England Championship, 48-28, beating Salisbury. The team completes its 21st consecutive victory and second consecutive New England Championship. (Photo courtesy of Rory Tait)

CHOATE PRIMARY RESULTS

DEMOCRATIC BALLOT

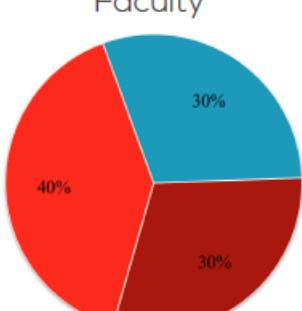
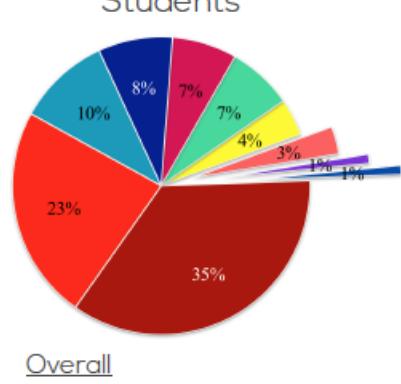
Students
54.8% Bernie Sanders
38.0% Hillary Clinton
3.6% Martin O'Malley

Faculty
58.9% Hillary Clinton
41.0% Bernie Sanders
0% Martin O'Malley



REPUBLICAN BALLOT

Marco Rubio
Chris Christie
Ben Carson
Mike Huckabee
Donald Trump
Jeb Bush
Ted Cruz
Jim Gilmore
John Kasich
Rand Paul
Carly Fiorina
Rick Santorum



48%

Student Turnout Rate

February 1.

On the same day as the Iowa Caucus, Young Democrats and Young Republicans organize a Choate primary for students and faculty to vote for their candidate of choice in the Dining Hall. (Photo courtesy of Mr. James Yanelli)

February 12. Cecilia Zhou '17 and Namsai Sethpornpong '17 are elected as the 2016-17 Student Council President and Vice President, respectively. Zhou and Sethpornpong's Council is the first led by two females in seven years. This election process also reflects a major change — the entire student body now votes for President and Vice President, rather than the rising sixth-form class. (Photo by Cecelia Atkins/*The Choate News*)



May 14. An unexpected visitor joins alumni on campus during Reunion Weekend: a black bear. It roams onto campus and finds its way to the top of a tree. Workers from the Connecticut Department of Energy and Environmental Protection tranquilize the bear, which has been taken to a more natural habitat. (Photo courtesy of Mr. Ian Morris)



April 15-16. The Student Dance Concert premieres on the PMAC main stage. The hour-long concert is the culmination of the hard work and determination of the Dance Company, Hip Hop Club, Step Squad, and Winter Dance. Many pieces are student-choreographed, showcasing the individual styles of the dancers. (Photo courtesy of Mr. Ross Mortensen)



May 21. The Championship Tournament of the President's Cup takes place. In the semifinals, Wombo (Woodhouse-Combination House) beats Edsall House and Logan House beats Memorial House. In the finals, Wombo beats Logan for first place. (Photo courtesy of Matt Kaye)

Mr. Peard to Retire After 30 Influential Years

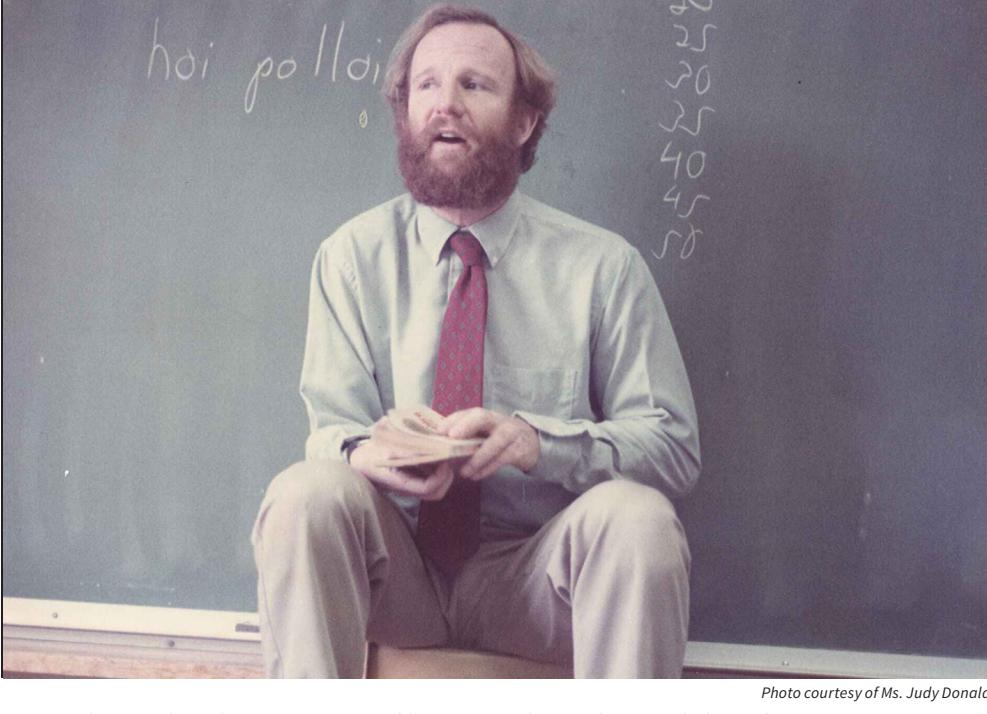


Photo courtesy of Ms. Judy Donald

Mr. Peard arrived at Choate in 1986 and has inspired countless English students ever since.

By Haley Chang '18
Copy Editor

There is one quote that particularly stands out to 30-year Choate English teacher Mr. Trevor Peard. He elaborated, "There's a quotation up in my classroom. It's from Mary Oliver, and it says, 'That's the big question, the one the world throws at you every morning. Here you are, alive. Would you like to make a comment?' I think that's a significant thing, because we all live our lives, and

on so many days, we don't make a comment on anything. We don't think about what we do. We just do our homework and get closer to graduation. But every once in a while, I want my students to ask themselves the question: what do I think about this?"

His time at Choate has mainly revolved around this quote. Since his arrival in 1986, Mr. Peard has taught a variety of English courses, served in the Deans' Office for nine years, and promoted public speaking through classes and com-

petitions. English teacher Mr. Cyrus Cook, a 40-year colleague of Mr. Peard, who has worked with him at two different schools, commented, "Mr. Peard's integrity and high standards stand out to me. For years, I was a third form dean, and I would often have kids complain about Mr. Peard's exacting standards. The funny thing is that after the year was over, these same students would praise him as the teacher who taught them how to write or taught them how to think. This is a guy whom you learn to

revere in retrospect. Other teachers might garner more cool points initially, but upon reflection, this is a teacher who really made an impact on their lives."

Virginia Stanley '17, who had Mr. Peard for her freshman English class, agreed. "I think a lot of people think that he's stern, and while that's true, it's all to help you to become a better student, which I really appreciate in retrospect. He's a teacher you'll never forget," she said. Riley Choi '18, who also had him as an English teacher, added, "English had always been my weakest subject before I came to Choate. But after getting used to his teaching style, I started to enjoy English more. His comments in class and on my essays really encouraged me to become a better student and writer."

Mr. Peard has taught freshmen for nearly 30 years. He remarked, "They're so full of life. Of all the things I've done at Choate, I think I enjoyed journal days, when everyone reads something they've written, the most — just sitting there, listening to them, learning how their minds work and just how sharp they are in expressing themselves. And I think sometimes they don't realize that."

Abigail Chang '19, a student in Mr. Peard's current freshman English class, observed, "I've never had a teacher like Mr. Peard. I've really enjoyed the journal

entries we do for class because I've never really had an opportunity to write like that. I think I have learned a lot more from his class than I have from all my previous English classes combined."

In addition to teaching English, Mr. Peard has managed public speaking competitions such as Choate's annual Pratt-Packard Declamation Contest and Krause-Stevens Declamation Contest. Mr. Peard commented, "I love it when people use their own experience to stand up and say something. Whether it is their values or just stories, I admire the process of people using their own opinions or stories to talk to other people."

Moreover, Mr. Peard has coached an assortment of sports, including soccer, tennis, Intramural Ultimate Frisbee, and winter running.

I have a lot learned more from his class than I have from all my previous English classes combined.

Abigail Chang '19

According to Mr. Peard, he did not know he wanted to become a teacher until later in life. "I'm not sure I ever really knew. I had liked school, so I thought I'd go back and see what it is like from the other side of the desk. I wish I could claim it

was some deep ambition or commitment, but it really wasn't," he recalled.

Prior to Choate, Mr. Peard taught at several other schools, including Brewster Academy. Mr. Peard said jokingly, "I met my wife in Baltimore, Maryland. Her mother taught at a school that I was hired to teach in. I didn't have an apartment the first weekend — I was waiting for my apartment to finish — and they invited me to stay in her house. I think they've regretted it ever since." Mrs. Peard, who now works as Choate's Director of Parent Relations and International Students, will continue working at the school.

Despite serving as an influential teacher, Mr. Peard said, "I just feel ready to retire. I still enjoy teaching, and I'll still be living here on campus, but it just seems like I would like to be doing something else while I'm still competent to do other things." He added, "I hope to read a lot more than I am able to during the school year. I may do some kind of writing. Go for a lot of walks with my dogs. We also have a house in New Hampshire, so I hope to spend some of the time up there."

Students and faculty alike will miss his presence in the classroom, on the athletic field, and at the lectern.

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Leaving a Legacy of Service, Ms. Pashley Departs

By Ananya Karanam '18
Reporter

"It feels as though everything I've done here has been a natural flow of succession based on my interests and desires, as well as where the school has been going," reflected Ms. Mary Pashley, whose retirement will conclude 33 years of service to Choate. A Wallingford native, she received her bachelor's and master's degrees from Southern Connecticut State University. As part of her graduate coursework in sociology, she visited Choate and fell in love with the school on her first visit. She applied for and accepted an open position at the Student Activities Center in 1983, where she worked for ten years while teaching psychology.

Ms. Pashley is well known on campus as the current Director of Community Service. "When the administration was creating the community service requirement, they were looking for someone to build the program and inculcate that into the culture of the school," she explained. After receiving the position in

1995, she worked to define the program and requirement, as well as monitor and facilitate student service involvement.

Ms. Pashley said, "I loved the educational environment, I loved my own high school experience, and I realized that though Choate was a good high school, kids here were searching for connections with each other and with adults around them. It reminded me of my high school experience because I had great relationships with my teachers and a strong peer group. When that happened for kids here in a residential, communal environment, I thought that was the best place to learn. So I didn't really want to leave since I was more curious about how the place worked — and before I knew it, thirty-three years had gone by."

Ms. Pashley is also involved in the Navajo Nation student exchange, through which Choate students have had the opportunity to travel to the Four Corners region to experience life on a rural reservation. In addition, she helped develop the Gakio-Walton International Scholars Program.

Interacting with students and being able to build close interpersonal relationships has been one of her main focuses. She said, "It's been interesting for me to come across so many different kids from so many different places. I've learned so much about the world from teaching at such

She gives without expecting anything in return.

Keziah Clarke '16

a diverse school."

Students value Ms. Pashley as a kind and jubilant presence on campus. Keziah Clarke '16, who has worked with Ms. Pashley on various community service endeavors and is one of her advisees, observed, "It's a youthful energy that she has, which I think is incredible, especially after being here for so long." Maria Cabrera '17 added, "She really cares about making others feel better, and she gives without expecting anything in return."

Ms. Pashley will be greatly missed on campus by the students whom she

has so fully devoted herself to during her time here. Clarke explained, "I'll miss her joy the most. There's no situation that Pash cannot find a bright side to. I think she's had so much experience that she knows how to guide you through most situations. Just knowing that I was able to go to Pash with anything and she'd be able to reassure me was something that I will greatly miss, but of course, I know that she's still just a phone call away."

Ms. Pashley shared some of her most cherished advice. "There may have been some unpleasant moments, but I think that comes with the territory and makes the experience richer," she said.

Ms. Pashley plans to move to Florida to reconnect with her family members. She remarked, "I don't think that there's anything I regret. If you talk to me in a year, I may say that I regret the day I decided to leave Choate, but I know in my heart that it's time for me to go to get back to my connection with my family."

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Paul Grabowski '87 and Ms. Pashley relax after an eventful Octoberfest in 1986.

A Farewell to Ms. Matthews, a Teacher and Mentor for Many



Ms. Matthews has been considered to be a mother for many of her students during her 27 years at Choate.

By Baji Tumendemberel '18
Reporter

After nearly 55 years of teaching, the revered and respected Ms. Connie Matthews will close her last English 100 book, write her last teacher report, and leave the classroom for good.

She began her Choate career as an English teacher and as the Director of Multicultural Affairs. Headmaster Charles Dey appointed Ms. Matthews and tasked her with using a document drafted by NAIS (National Association of Independent Schools) to gauge multi-

culturalism at Choate. Ms. Matthews was charged with "recruiting more faculty and students of color and providing a global education." She analyzed a variety of classes and teaching methods. She said, "the fifth form American Lit class did not have one piece of writing in it by a person of color. The only women was Emily Dickinson. It was essentially an old white male English class."

Ms. Matthews encountered hostile faculty members. She recalls, "There were a lot of faculty members who didn't appreciate what I was trying to do. There was definitely push

back." She recalls a year when 26 new teachers were hired, none of whom were of color despite her efforts. Consequently, she decided to resign in 1997. However, former headmaster Edward Shanahan asked her to stay to provide a support system for the newly formed Icahn Scholars program.

A former Icahn Scholar and current English teacher Tyren Bynum '07 remarked,

"Throughout my time as a student and faculty member, she has played the role of a mother and mentor. Her experience, confidence, charm, and critical lens have proved helpful in helping me navigate the school. Choate will surely miss her wisdom and nurturing spirit."

Former student of Ms. Matthews and Icahn Scholar Shamari Harrington said, "Her strength and wisdom has left an impression on me that I will never forget." A budding academic since her youth, Ms. Matthews attended Oberlin College at the age of 15. Out of 2000 students, Ms. Matthews was one of 9 students of color at Oberlin College. Ms. Matthews recalled, "I grew up during segregation. I didn't even know a white person until I went to college. I lived on the Howard University campus my whole life." She continued,

will be living in Wallingford after she retires."

According to Ms. Matthews, "I'm a fourth generation teacher. My great-great grandmother, a half-white freed slave, was a teacher. She and her white commonwealth husband, a former slave owner, started a school for freed slave children." In continuing with tradition, her grandmother was a teacher, and her mother served as a professor at Howard University. A veteran of education, Ms. Matthews began her teaching career in Amherst, Massachusetts as an English teacher and later the Principal of Amherst High School, which she described as "terrible". At the urging of her mother, Ms. Matthews sought work at Choate after years in the public school system. She was initially hesitant of leaving the comfort of Massachusetts. She recalled, "My mom saw a job ad for Choate. I initially thought Choate was a rich white person school up in Connecticut. We came to Choate on a leave of absence. My plan was to obey my mother for one year and then go back to Amherst."

She has dedicated herself to the Literacy Project, an educational organization that seeks to teach illiterate adults vital reading skills. As many as 13,000 adults are illiterate in New Haven County and the problem is widespread throughout the country. She will be assigned one individual to educate for an entire year. Ms. Matthews

Matthews Lauren Lamb '17 commented, "She was a warm woman and kind teacher who knew how to make learning interesting for a group of 14 year olds new to Choate."

Former student Hdalee Goodman '17 said, "I have never met someone so caring, intelligent, kind, and generous. She made a scared little freshman feel welcome and at home on this huge, crazy campus. I remember that she really stressed the importance of hugs to health, both emotional and physical. She really did change my life, and she has been a role model to me ever since I met her. Not only did she support me with her warmth, but she also enabled me to realize that I love writing. She gave me confidence and helped me find the passion I didn't realize I had."

Edward Rakphongphairoj '17, a previous student of Ms. Matthews, observed, "She's not afraid to give feedback that makes you go against your point of view. She is, hands down, the best English teacher I've ever had in my life."

Baji Tumendemberel
may be reached at btumendemberel18@choate.edu

Mr. Ashton Betancourt

Photo by Jessica Shi/The Choate News

"I'll miss his charismatic and passionate personality. I'll also miss his amazing

cookies and hot chocolate. Most importantly, though, I'll miss the best teacher I've ever had," said Arjun Katchchia '19, referring to Mr. Ashton Betancourt, who will retire this year to reunite with his family in Mexico City.

Choate is not the first school at which Mr. Betancourt has taught. Raised in Philadelphia, Mr. Betancourt has attended at the St. Paul's School and taught at the Kent School. He has also lived in Mexico City for four years, where he taught at the American School.

Referencing his time at the St. Paul's School, Mr.

Betancourt said, "Back in high school, I had a wonderful math teacher who helped me recognize my interest in the philosophy of math." He attended Yale University, where he received a B.A. degree in Mathematics and Philosophy. He went on to earn a Ph.D. in Mathematics at the University of Southern California. He commented, "I realized how much I enjoyed working with students. I liked working with students more than I liked researching, and that is why I decided to become a teacher."

This term, Mr. Betancourt has taught Honors Al-

gebra II, Honors Multivariable Calculus, and a directed study in Graph Theory. In addition to being a mathematics teacher at Choate since 2012, Mr. Betancourt coaches the Girls' Crew and JV Squash teams.

Most importantly, though, I'll miss the best teacher I've ever had.

Arjun Katchchia '19

Mr. Betancourt is well known for imparting in-

spirational advice. Madison Mandell '18 said, "Mr. Betancourt told me that you actually start each term with a 0, and you need to work your way up to 100, rather than starting at 100 and going down."

Katchchia added, "Mr. Betancourt's extremely challenging class has helped improve my work ethic immensely. He has taught me that the point of going to school is not just to get good grades. Instead, he has taught me to love and enjoy learning, and to learn to my best ability."

- Pinn Chirathivat '19

Mr. Tyren Bynum '07

Mr. Tyren Bynum reflected, "I'm obviously sad that it's time to depart, but I'm so proud of the opportunities that Choate has bestowed me. I hope I can bring the skillset that I've developed at Choate to my next experience."

During his time at Choate, Mr. Bynum taught English, coached both JV Boys' Basketball and the track and field team, held a position on the Diversity Education Committee, and advised the Students of Color group. Mr. Bynum said, "Every day is a bright day. Everyday I'm able

to wake up and engage with young people in this campus. I look at my life as a blessing — I couldn't ask for a better situation or a more ideal position."

Mr. Bynum believes he had "grown a lot as an educator, as a thinker, as a member of this community" during his experiences at Choate. Explaining his move, he remarked, "I saw this as the apt time for me to move to a new school and to try to evolve in a different community." Mr. Bynum would like to spend more time with his partner, who is based in Boston.

As a Choate student, Mr. Bynum was a prefect, captain

I'm always grateful for the opportunity to attend Choate and for the opportunity to meet such fantastic teachers.

Mr. Tyren Bynum

of the track team, and president of Choate Afro-Latino Student Alliance. Mr. Bynum reminisced, "Choate was challenging but rewarding

at the same time. I ultimately gained a broader sense of purpose in understanding the world more complexly. I'm always grateful for the opportunity to attend Choate and for the opportunity to meet such fantastic teachers." After attending Choate, Mr. Bynum studied at Kenyon College and taught at Phillips Exeter Academy for a year before coming back to Choate to teach for four years.

Baji Tumendemberel '18, an English student of Mr. Bynum, described the class as "an environment for meaningful conversation and personal development,"



Photo courtesy of Bryce Wachtell

and Mr. Bynum as "a true educator of unorthodox excellence."

- Mark Su '18

Ms. Lisa Conway

Photo by Elle Rinaldi/The Choate News

The Registrar's Office will never be the same after this year, as record co-

ordinator Ms. Lisa Conway is leaving Choate in order to move to Boston. She has worked at this school for ten years.

During her time at Choate, Ms. Conway has not always been at the Registrar's Office. In 2007, Ms. Conway began working at Choate. She commented, "When my son Jacob got accepted to Choate, I realized that I was going to be driving him here everyday, and so I started looking for jobs." She first began working part time in the Arts Department, where she was in charge of scheduling music lessons. From

there, Ms. Conway moved to the College Office to work as its data coordinator. According to Ms. Conway, "Both of those jobs worked closely with the Registrar's Office, so when this position opened up, I applied. I've been here at the office for four years." The Registrar's Office is in charge of student course schedules, grades, transcripts, and diplomas.

Ms. Conway said, "We try to make sure the kids can get most of what they're requesting."

Ms. Conway hails from Missouri, and she graduated from Graceland Univer-

sity, in Iowa. She began her career working as a national bank examiner for the federal government. After that, Ms. Conway moved to California, where she worked as an analyst in the Audit Department for the University of California system and as a business manager in Santa Barbara. Later, she moved to Connecticut with her husband.

In regards to her time after moving to Connecticut but before working at Choate, Ms. Conway said, "I stayed home with my kids for a while, and then I taught as a substitute

teacher for many years."

Next year, Ms. Conway and her husband will be moving to the Boston area. Ms. Conway plans to stay in an academic administration, either in a college or a private high school. She remarked, "I'm going to wait until we're there before I look for a job."

On what she's going to miss next year, Ms. Conway said, "I have very fond feelings for Choate, because both of my kids graduated from here, and I'll miss the people here. I'll especially miss the nice, close-knit feeling in this community."

Mr. Austin Davis

"The concepts he teaches me always blow my mind, and he never ceases to make me think in a different way," remarked Kate Moore '17 about Mr. Austin Davis, who will leave Choate after three years of working as an English teacher, adviser, and coach.

Mr. Davis plans on moving to New York City to teach high school English at the Abraham Joshua Heschel School. He said, "I loved my time at Choate, but I'm feeling the call of the city. At least for a little while, I want to be in the city, get to see a different

kind of school, and develop myself as an educator."

After graduating from Williams College with a degree in English and Math, Mr. Davis taught English at Phillips Academy. According to Mr. Davis, "After I did my year at Andover, and knew that I wanted to stay in the boarding school world; it really made sense to come back to Choate." Mr. Davis worked as a teaching intern for the Choate Summer Program five years ago as a rising senior in college. In addition to teaching English, Mr. Davis has coached boy's varsity water polo, boys' varsity swimming for three years,

and girls' varsity swimming for one year, along with advising *The Choate News*.

I'm really thankful to have had a formative experience this early in my career.

Mr. Austin Davis

Mr. Davis has made his mark on the school — he proposed and wrote the curriculum for the current senior

English elective, "The Horror! The Horror!" Mr. Davis is also the adviser of *Lorem Ipsum*, Choate's recently founded satirical newspaper. He says,

"being a part of them getting that project off the ground has been really amazing." Additionally, he is part of the Summer Reading Committee in the English Department.

Mr. Davis said, "I've loved my time at Choate. I know I'll be teaching forever, but I'm really thankful to have had a formative experience this early in my career. Both in terms of the teaching I've gotten to do and the people I've gotten to know, I feel really lucky to have had this experience."

- Grayce Gibbs '18

young people learn."

She is known to interact with her students on a personal level; her Chinese 650 students and squash players fondly remember her making dumplings for them.

Ms. Ford attended Nanjing University in China, where she received a B.S. in Psychology and a B.S. in Physics. Then, Ms. Ford went to the University of Wisconsin-Madison, where she got an M.S. in Psychology and M.A. in Chinese Linguistics.

After she arrived in the fall of 2014, Ms. Ford taught AP Psychology, Cognitive Neuroscience, Child Development, Abnormal Psychol-

ogy, Chinese 650, and Chinese 200. She also coached girls' squash for two years and cross country for a year. Ms. Ford said, "I loved how often I was impressed by my students. It was eye-opening how thoroughly exciting it could be."

She concluded, "I hope I will be back one day. I really was hoping that my daughter Elizabeth could grow up here, and run cross country or play squash, but I guess we'll have to wait for a couple of years and see where that goes. But hopefully, I can come back one day."

- Grayce Gibbs '18

ing detector hardware. Dr. Isvan added, "I was a TA during the earlier part of my doctoral study, so I had some teaching experience there, too." She was also an experimental particle physicist. After her two-year postdoctoral research position ended, Dr. Isvan applied to become a member of the Choate faculty.

Students have enjoyed their experiences with Dr. Isvan. Mehreen Pasha '18, who is currently in Dr. Isvan's BC Calculus class, said, "I think Dr. Isvan is a really great teacher because

students have the ability and platform to share their artistic selves." This year, among many other activities, Mr. Jones has held a Zumba class, featuring music from places ranging from America to Brazil.

He has also actively facilitated community service. Last year, he chaperoned a service trip to the Oaxaca region of Mexico, where students helped dispense food to over a thousand people and finalized a dormitory to house students of the area. This past spring break, he accompanied the Chamber Chorus on their service trip to the Bronx to teach music

at a school without an arts program. In addition, this will be Mr. Jones's third summer serving as the director of the Choate Volunteer Corps program.

Next year, Mr. Jones plans to return to Columbia as a full-time doctoral student in Health Education and Biostatistics. "He has an incredible energy and ability to connect to all kinds of students. He has such keen and clever wit, and he's just been enjoyable to work with. I know we will all miss him next year," reflected Mr. Yanelli.

- Ananya Karanam '18

Ms. Tianlin Ford

Describing Ms. Tianlin Ford, Katie Overstrum '16 said, "She was always able to throw in an element of surprise during practices, whether it be counting out loud in Chinese during core, or teaching us tai chi in order to combat the daily stresses of Choate, her coaching style was quiet, but powerful, and she really pushed me to do my best." Overstrum is a student who had Ms. Ford as a coach for squash and cross country.

At the end of this school year, Ms. Ford will be leaving Choate after teaching for two

years. Next year, Ms. Ford and her family will be living in Indiana, where her husband will be working at Notre Dame University. According to Ms. Ford, "I'm still hashing out

what I will be doing next year, but some kind of teaching."

Ms. Amy Foster, Head of the History, Philosophy, Religion, and Social Sciences (HPRSS) Department, said, "Ms. Ford is a wonderful teacher who has tremendous knowledge of her subject and shares it with her students in an engaging and effective manner."

Ms. Diana Beste, Head of the Language Department, added, "We're going to miss her dearly. She's had a great impact on us — for one, she helped not only the Language Department, but also the entire faculty to better understand how

Massachusetts. Dr. Isvan's husband is finishing his doctoral work at University of Connecticut, and he's also taken a job in the Boston area. Dr. Isvan said, "It's an exciting move for my family, but it is certainly bittersweet. We've loved the life we had started creating at Choate."

Dr. Isvan, who currently teaches mathematics, got her undergraduate degree from Bogazici University in Istanbul, Turkey. From there, she went to the University of Pittsburgh for graduate school. While writing her dissertation, Dr. Isvan spent

several weeks at Kent School visiting her boyfriend, now husband, who taught there. According to Dr. Isvan, that was when she "fell in love with boarding school."

Choate encouraged me to invest in self-reflection.

Dr. Zeynep Isvan

During her doctoral study at the University of Pittsburgh, Dr. Isvan gained experience through writing analysis software and build-

ing detector hardware. Dr. Isvan added, "I was a TA during the earlier part of my doctoral study, so I had some teaching experience there, too." She was also an experimental particle physicist. After her two-year postdoctoral research position ended, Dr. Isvan applied to become a member of the Choate faculty.

Students have enjoyed their experiences with Dr. Isvan. Mehreen Pasha '18, who is currently in Dr. Isvan's BC Calculus class, said, "I think Dr. Isvan is a really great teacher because

students have the ability and platform to share their artistic selves." This year, among many other activities, Mr. Jones has held a Zumba class, featuring music from places ranging from America to Brazil.

He has also actively facilitated community service. Last year, he chaperoned a service trip to the Oaxaca region of Mexico, where students helped dispense food to over a thousand people and finalized a dormitory to house students of the area. This past spring break, he accompanied the Chamber Chorus on their service trip to the Bronx to teach music

at a school without an arts program. In addition, this will be Mr. Jones's third summer serving as the director of the Choate Volunteer Corps program.

Next year, Mr. Jones plans to return to Columbia as a full-time doctoral student in Health Education and Biostatistics. "He has an incredible energy and ability to connect to all kinds of students. He has such keen and clever wit, and he's just been enjoyable to work with. I know we will all miss him next year," reflected Mr. Yanelli.

- Ananya Karanam '18

Mr. Vincent Jones

Photo courtesy of Vincent Jones

Come June, the Choate community will bid farewell to Mr. Vincent Jones, who

has worked to improve student activities for two years. Originally from the Bay Area, Mr. Jones attended Middlebury College studying sociology and anthropology and later matriculated at the Teachers College of Columbia University, where he pursued a master's degree in Education Policy and Student Affairs.

Mr. Jones was working in Computer and Information Technology at Columbia when he received a job offer from Mr. James Yanelli, Director of the Student Activities Center (SAC). Mr. Yanelli commented, "Vincent has an extraordinary background educationally around topics that are use-

ful and appropriate in student activities and student affairs in general. He was an exciting candidate at the time that we hired him, and we were thrilled that he would bring so much to his job and work here at the SAC."

After his arrival in 2014, Mr. Jones has played a huge role in making activities more accessible to students, planning enjoyable events at the SAC, and working with his colleagues on graphic design and communications. Mr. Jones said, "My favorite events here are definitely karaoke nights and coffeehouses, when

students have the ability and platform to share their artistic selves." This year, among many other activities, Mr. Jones has held a Zumba class, featuring music from places ranging from America to Brazil.

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- Ananya Karanam '18

Mr. Ashton Betancourt

Years at Choate: 4

Positions held: Mathematics teacher

Plans: Rejoining his family in Mexico

Ms. Meg Blitzer

Years at Choate: 6

Positions held: Science teacher

Plans: Teaching Biology and Environmental Science at Georgetown Day School in Washington, D.C.

Mr. Tyren Bynum '07

Years at Choate: 4

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Spring Recitals

Gabriel Valle

Gabriel Valle's '16 violin serenaded the audience during his senior recital, held on Sunday, May 22, at the Seymour St. John Chapel.

Valle, who has played violin for 14 years, is in orchestra and the Arts Concentration program. Regarding his decision to perform, Valle stated, "A part from the recital being an Arts Con requirement, I just wanted to showcase all of my pieces at the end of the year, especially because this is the last performance I'm going to give at Choate."

Valle played three pieces: "Movement I Allegro from Sonata No. 5 for Violin," "Piano in F Major 'Spring,'" and "Movement I Allegro Ma Non Troppo" from "Concerto No. 1 in D Major," by Ludwig Beethoven, and "Movement IV Rondo Alla Zingarese," from "Brahms Piano Quartet in G minor," by Johannes Brahms. The first two pieces were accompanied by Ms. Susan Cheng, while the third piece was performed by Valle's Chamber group, with members Jiaqi Su '19 on the piano, Anne Eickeler '18 playing the viola, and Emma Lien '18 playing the cello.

"I got to know Gabe a lot better working with him in this chamber group," Lien said. "He was always dedicated to the group and he was great at bringing them all together! I'll miss playing with him next year!"

Ms. Artemis Simerson, Valle's music instructor, said of the second piece, "He's been aching to play since his first year at Choate. At one point, I tried to discourage him because of the difficulty of the piece, but he really has done a remarkable job — maybe just to prove me wrong!"

Valle has doubtlessly worked hard in preparing for this recital, in addition to impressing his violin teacher. "Unknowingly, I've been preparing since freshman year, just learning different pieces," Valle commented, "At the beginning of senior year, I just chose the pieces that I liked best and that I played best."

The audience's response was overwhelmingly positive, and many people congratulated Valle after his performance. "It was so good," Shin Young Kwon '17 exclaimed. "Holy!" Annett Ho '18 agreed, saying, "I really liked his program. He did a nice job with the concerto — it's a really long piece and hard to put together." Ms. Simerson added, "Undoubtedly, one extraordinary thing about Gabe's violin playing is his incredibly beautiful vibrato, which gives him an almost pre-WWII sound."

As for future plans in the arts, Valle says he would love to still play in college. "I plan to keep playing... definitely join some chamber groups and an orchestra," he added.

In a final statement of gratitude, Valle concluded, "I'd just like to give a big thank you to my violin teacher for teaching me all these wonderful things. This recital wouldn't be possible without her. I'd also like to thank Mr. Ventre. He's been a great guy, both academically and musically. I'd like to thank all my friends also for supporting me through all four years of the arts."

-Nicole Yao '18



Matt Oster

During the lazy mid-afternoon hours of Sunday, May 23, the recital hall was full to the brim with cool. Matt Oster's Senior Recital captivated the audience with powerful jazz and dynamic frontmanship.

The three-year senior played upright bass, opening the program with a solo rendition of Thelonious Monk's composition "Blue Monk." He then proceeded to perform several standards and originals, with a band consisting of accompanying musicians.

The pieces performed displayed Oster's wide variety of jazz sensibilities. His arrangement of Marvin Gaye's "What's Going On," mixed with Richard Rodgers' show tune "My Favorite Things," along with Oster's own composition, titled "Clap," was technically impressive. The group of five performed the Art Blakey classic, "Prince Albert," a new melody written over the chord changes to "All the Things You Are" to avoid royalties. Perhaps the most eccentric part of the program was a free jazz piece by Ornette Coleman, titled "Ramblin'," in which Oster read a section from the Student Handbook. The program closed with a duet in which he performed a sentimental rendition of Frank Sinatra's classic hit, "My Way." However, the standing ovation from the audience following the performance resulted in the other three members of the band returning to the stage for a rendition of "Moanin,'" the Art Blakey hard-bop classic.

Mr. Phillip Ventre, Orchestral and Jazz Ensemble Director, excitedly claimed, "I loved his solo, composition, and bass duet in every piece he played. It was totally cool," he noted, "It was one of the best recitals I've been to."

Linds Cadwell '16, a close friend of Oster's, noted Oster's maturity as a musician and generosity in making other performers shine. "Matt didn't try to make the bass a solo instrument. He used it in its natural environment. He also kept his ground and knew exactly what to do, making it a phenomenal performance," he noted. "I wanted it to just be an inclusive recital," Oster said, "I didn't want it to just be about me, but about the people who helped me get to the level I have reached at Choate."

The recital left audience members feeling sad at the prospect of Oster's graduation. Mr. Ventre commented, "Matt has been an inspiration. He's an exemplary role model because of his musicianship, his personality, his kindness, his caring. He's a wonderful young man. We're going to miss him very, very much." Caldwell added, "Everyone should have gone to this recital; it was amazing."

"I wanted to make it a jam," he explained. When asked whether or not he got what he wanted out of the recital, Oster responded, "Absolutely. 100%."

-Dani Zanuttini-Frank '18



Max Kops

On the quiet afternoon of Friday, May 20, students, parents, and faculty alike gathered for Max Kops's '16 intimate jazz senior recital. Although he is a four-year senior, Kops started to play in the Jazz Ensemble his sophomore year, and only as recently as his senior year, joined the Arts Concentration program.

Despite only having a single year's experience playing jazz guitar, Kops and his accompanying musicians David Park '17, Matt Oster '16, and staff member Paul Bozzi received a standing ovation after their performance. Mr. Phillip Ventre, who conducts the Jazz Ensemble and mentors most of Choate's jazz musicians, said, "It was just an absolutely beautiful recital — one of the very best for jazz. We've never had kids with this level of ability."

To Mr. Ventre, Kops and his fellow musicians captured the essence of jazz, collaborating and improvising. Mr. Ventre commented, "You could sense the fact that they were listening together. That's the essence of jazz. It was all simultaneous. Max rehearsed some of these songs, but his solos were not rehearsed. They had to listen to each other in order to complement each other. While one person played a solo, the others complemented that person, emphasizing the music or leading that person in a different direction. It's an improvised interplay in strata."

Kops's performance consisted of four famous songs from *The Real Book of Jazz*, and an additional song, "Chameleon," that Max played at the request of his audience. *The Real Book of Jazz* contains compilations of lead sheets for famous jazz tunes, and Kops selected four of these tunes: "Maiden Voyage" and "Cantaloupe Island" by Herbie Hancock, "So What," by Miles Davis, and "Thum," by West Montgomery.

Kops explains that, Linds Cadwell '16, Matt Oster '16, and himself have played together on other occasions, including at New York City for a Choate reception that celebrated the school's 125 years, and in a local Wallingford performance. His senior recital, though, marks the first time that Kops played as the main performer. "I was kind of hoping that not a lot of people would show up, just because I'm a nervous wreck most of the time," he explained with a laugh, "after that performance though, I regret not publicizing my recital more. But now I know."

Evan Robison '16, a good friend of Kops's who attended the recital, said, "I've been friends with Max since freshman year. When he came to Choate, he was trained as a rock musician and you can see that in his jazz performance. His appreciation of jazz and his ability in it has really developed, but you can still feel the underpinnings of his rock training throughout the whole recital. All of his background musicians did a really good job, too. David is amazing, Matt is amazing, and Paul is amazing. I thought it was a phenomenal senior recital and I'm really proud of him."

Regarding his future in music, Kops said, "At Skidmore, I hope to pursue my own musical career, start a band that reflects my music style more. But I still want to play jazz because it's an essential key that adds so much to what one can do musically. It just makes everything clearer."

-Namsai Sethpornpong '17



Elli Sandberg

Elli Sandberg '16 concluded her arts concentration career at Choate on Sunday, May 15th in the Seymour St. John Chapel with her Senior Bassoon Recital. Sandberg, accompanied by Ms. Susan Cheng on the piano, performed three pieces: "The Bassoon Sonata," and "The Bassoon Sonata Op. 1868," by Paul Hindemith, and "The Bassoon Concert in B flat major," by Wolfgang Amadeus Mozart.

Sandberg, who has been playing the bassoon for seven years, began her musical career after deciding that she wished to take recorder lessons. After her teacher broke the news that one cannot play the recorder forever, she chose to play the bassoon. "I like to play for myself more than for performance reasons," she explained, "Whenever I feel emotional, I like to play... It makes me feel calm."

Sandberg has been at Choate for four years and in Arts Con for three. The Arts Con community has been particularly supportive to her: "They understand every emotion that I go through and they are always there for me, even though I may not be as close with them otherwise."

Ms. Jennifer Bruening, Choate's bassoon teacher, also greatly impacted Sandberg's time at Choate. "She has been a key motivator," said Sandberg, "I know that she really understands my pieces, in addition to what I do well and what I don't do well." Sandberg continued, "She has made me realize that a piece doesn't have to be perfect, it just has to make people feel something."

Sandberg has endured many injuries in the last few years. Currently, she suffers from carpal tunnel as well as muscular and nerve damage in her shoulder. Despite this hindrance, she pushed for a recital. Ms. Kalya Yannatos, Director of the Arts, recalled, "We told her she did not need to perform given her injury, but she insisted and was able to calmly and confidently perform some very difficult music."

Sandberg's favorite piece in her recital was the sonata by Saint-Saëns. Despite its apparent difficulty, Sandberg breezed through the piece with a smile. "It is very lyrical... but not lyrical like Mozart's music is. I really feel something when Saint-Saëns switches keys — there is a high point and then it goes back down — the piece is all around beautiful."

After the performance, Sandberg noted that it felt quite bittersweet. "It is relieving to have finished, but the concert was kind of anticlimactic because I practiced for four years and then I played for forty-five minutes... Now it's done."

Audience members all loved her performance. Venus Law '16 said, "Elli played absolutely beautifully. She was perfectly on pitch and had a lovely sound." Annette Ho '18, a fellow Arts Con musician exclaimed, "She had really good breath control! She was able to play her whole recital without breaks!" Ms. Yannatos, who watched Sandberg grow throughout her years as an Arts Con musician, thought that "she played with musicality and confidence... It was an impressive recital as she tackled such an array of music." Overall, Sandberg's senior recital was a success: she and her bassoon will be greatly missed next year.

-Sophie Hare '18

Jasmine Kim

Crowds of people eagerly lined up at the Seymour St. John Chapel this past Sunday, May 15, to see Jasmine Kim's '16 long-awaited senior recital. Prefectees, parents, family, friends, classmates, and those who heard of Kim's musical legacy all gathered to support her.

Mr. Phil Ventre noted Kim as "one of the very best cellists we have ever had the pleasure to work with, and her recital was no less than the perfection that she continues to bring to Choate." He added, "Jasmine is an exemplary musician. She is always prepared for every single rehearsal and performance. She is a role model for everyone in the orchestra and the arts concentration chamber group. She truly cares about the orchestra — not just herself. She always makes sure that they perform with artistic excellence."

The chapel was silent as Jasmine began to play the low notes of "Piano Trio No. 2 in C minor, op. 66: I Allegro energico e fuoco," composed by Felix Mendelssohn. Accompanied by Annette Ho '18 and Kaki Su '19, the trio performed a dark, restless, and mysterious tune.

Ho, who attends Juilliard Pre-College and is a part of the Choate orchestra, said, "It was an honor to perform with Jasmine. She is one of the best musicians at the school. It is really fun to play with her in our chamber groups."

One of the most notable pieces in the whole show was the jazzy and youthful "Café Music," composed by Paul Schoenfeld. David Park '17 accompanied with the piano, and Ho with the violin. The audience loved the tune's blue tones of jazz. Ho remarked, "We all had fun with playing jazz. It was something different. Her recital, although not perfect musically, was full of passion, energy, and maturity. The depth of the music really moved me. She is the best possible musician, leader, and friend. I am so thankful to be a small part of her time here at Choate."

-Inc Thongthai '19

Hannah Lemmons

The number of students, faculty, and friends tightly packed to watch Hannah Lemmons's '16 senior recital this past Sunday, May 22, acted as a reflection of how many people she has influenced during her time at Choate. A four-year senior, Lemmons performed one final recital for an audience of everyone she has inspired and those who have inspired her. "I decided I was going to have a senior recital when I was a freshman because the first concert I ever played in at Choate was actually my sister's senior recital... it was amazing to see her culminate her musical career in such a beautiful way, so I knew I wanted to experience it myself," she shared. Throughout her years at Choate, Lemmons has graced the stage as a violinist in orchestra, an assortment of characters in theater productions, and a skilled a capella singer — talents that were all represented in Sunday's program.

The recital began with "Meditation," by Jules Massenet, on the violin, followed by a performance by Lilith, a the a capella group of which Lemmons has been a four-year member and president this year. Lilith co-president Anna Diffley '16 said, "Hannah is one of the best people I've ever worked with. She's super helpful and just always willing to compromise." Lilith joined their soloist on stage for a rendition of Roberta Flack's "Killing Me Softly," which Lemmons arranged.

Two more violin songs followed — "Symphonie Espagnole" by Edouard Lalo and "Violin Concerto No. 1 in G minor" by Max Bruch — during which Lemmons further demonstrated her instrumental finesse. Orchestral director Mr. Phillip Ventre voiced his pride in Lemmons: "It was a very difficult recital... a very difficult repertoire. She played very well today and I'm impressed with her."

Additionally, Lemmons expressed her theatrical side with a pair of vocal solos, first channeling the soulful tone of Nina Simone in "Feelin' Good" and then concluding the concert with "Thank You For the Music" from *Mamma Mia!* Ms. Kalya Yannatos, Director of the Arts, explained, "What I love so much about Hannah is her completeness. She is so capable in everything she does, so courageous and confident. She steps onto the stage at the PMAC with incredible spirit, and she steps onto the stage here in the chapel with her violin and her voice with so much life and so much beauty. She's touched us all in the depths of our hearts."

As a well-rounded member of the Choate community, Lemmons has moved countless people with her different art mediums. She was beyond grateful to share everything she has learned and accomplished through her Senior Recital, and from her parents to her prefectees, every member of the audience was just as grateful to be part of the experience.

"If I had any advice for people who want to give a Senior Recital, I'd say don't be afraid to do it," Lemmons suggested. "Don't be discouraged if you have a non-traditional repertoire, or you aren't in Arts Con. Just relax — this is your journey, your process, your music, so just keep that in mind."

-Nina Hastings '18

Cover illustration by Dilan Bozer.

Photos on this page (top-bottom, left-right) courtesy of: Gabriel Valle, Stephanie Chan, Lauren Canna, Audrey Powell, Max Kops, and Stephanie Chan.