The Choate News

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Photo by Kathryn Phillips/*The Choate News*

Mia Rubinstein '18 leads Lilith in a performance of Gnarls Barkley's "*Crazy*" to welcome admitted students to campus on March 29. **See SPRING VISITS, Page 7.**

Stevenson Lecture Series Welcomes Dr. Kerry Healey

By **Kate Spencer '20**
Copy Editor

Last Monday, April 2, Dr. Kerry Healey, President of Babson College and former Lieutenant Governor of Massachusetts, visited the Choate campus to discuss entrepreneurship, shifting business approaches to fit the new models of sustainability, and social and environmental responsibility.

Throughout the lecture, Dr. Healey stressed the importance of business as a means of rendering service to humanity. In citing the business program at Babson, Dr. Healey explained that students had the "common goal to have a positive impact on people in communities in one way or another." She explained the innate abilities of entrepreneurs and how Babson strives to teach the principles of start-ups in business.

One of Dr. Healey's most emphasized points, however, was the modern business idea of the triple bottom line — innovative solutions that work with people, profits, and the planet. She stressed the importance of transforming businesses to meet a more globalized, modern structure, as well as redefining capitalism to better address the triple bottom line. Students were given the chance to ask questions following the lecture.

Dr. Healey took office as President of Babson College in July,

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HEAD OF SCHOOL CURTIS PRIORITIZES SCHOOL SAFETY

By **Grace Zhang '20**
Student Council Correspondent

On February 26, 2018, Head of School Dr. Alex Curtis shared a letter with the school community explaining Choate's solidarity with the Eight Schools Association (ESA) in support of the anti-gun violence movement. "It is hard to imagine any topic that would be more worthy today of our leaders' focus. Do not let our students' voices go unheard this time," stated the letter, which was written jointly by the heads of the eight schools.

The Connecticut Association of Independent Schools (CAIS) also sent an open letter to elected officials in Connecticut, which "implores our elected state officials and state representatives in Congress to capitalize on the reputation they have earned for recognizing the magnitude of this human rights issue." The letter was signed by the heads of eighty-six Connecticut independent schools, including Dr. Curtis. It concludes: "There can be no more compelling issue for bipartisan cooperation than the safety of America's children. Our children deserve better."

Dr. Curtis, who is the current president of the Eight Schools Association, said that the he and his fellow heads had long agreed that "there may be a moment when we should speak as a single voice. So, after Parkland, when we saw the reaction to that, this seemed to be a particularly strong moment."

He went on, "It was clearly resonating with and important to our own students. We wanted two things: to use our voices to join the national debate and to show support to our students who are doing important, remarkable things."

Laila Hawkins '19, who, along with some fifty Choate students and faculty, attended the March for Our Lives in New York City on March 24, agreed that the letters were important. "By sending out that letter, it really does assure me that the School is thinking about activism," she said. "They're saying, 'We need to stand by this because this is going to protect our kids.'" Hawkins continued, "The fact that he did that really shows that Choate is trying to think about the future and is really aware of what's going on in the world and has a commitment to protect us."

The Eight Schools Association has rarely issued such letters. As Dr. Curtis explained, "Different schools might have different stances. We bring different perspectives." He went on, "There

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China Study Abroad Program Expands to Technology and Advancement

By **Anjali Mangla '20**
Staff Reporter

The China Summer Study Abroad Program is going through many changes which will give the program a more technological future-driven direction. These new changes encompass a movement to shorten the program from five weeks to 16 days and focus on China's urbanization, U.S.-China relations, and the new technological innovations implemented in Chinese society through a program that is not primarily based in language. This means that any Choate student, regardless of which language he or she is studying, can participate in this signature program. The new program will be called "China: The Next Wave."

The first summer language-immersion program in China took place in 2000. The old program focused on language and cultural immersion, rather than focusing on the manufacturing and urbanization developments in China, which are currently some of the most efficient enterprises in the world.

The new China Study Abroad Program focuses on transporting students between different cities within China and learning about the future of U.S.-China relations as well as Chinese economic systems and cultural and political fields. The program relies on a strong network of connections between local Choate alumni and current Choate parents who hold jobs in finance and diplomacy in China in order to gain access to companies and certain lectures. "They helped us be able to access locations that otherwise would not be available to us," Ms. Sara Boisvert, Director of Global Programs, said.

These experiences demonstrate the impact of technological and economic jobs in China and how China is increasingly at the global forefront in these areas. Students will visit different companies as well, such as Tencent, the company responsible for WeChat, China's version of Facebook and messaging; Ctrip, a company which is often referred to as the Expedia of China; and many other large-scale corporations. Students will go to Hong Kong, Beijing, Hangzhou, Shenzhen, and Shanghai. Some of the locations they will visit include the Great Wall of China, the Temple of Heaven, and the Forbidden City. Students will also explore the many advanced technologies used in China, such as high-speed trains and WeChat pay.

"China is transitioning into a cashless society, with Alipay and WeChat pay. Nowadays, they are even starting to use Face ID. The technology there and the progress that continues is amazing. We want the students to be exposed to these advancements in China," said Dr. Carol Chen-Lin, Co-Director of the program in China. Students on the trip will be given their own WeChat accounts in order to keep in touch with the facilitators of trip and to be able to pay for food and items through WeChat pay to completely immerse themselves in the Chinese experience.

"We realized that students, right now, do multiple activities in one summer, so a five-week program in the middle of the summer meant they couldn't really do anything else. We tried to condense the program to two and a half weeks, and that meant that students couldn't totally focus on language in such a short time. Also, now that the program is not Chinese language-based, it caters to a larger population of students," Dr. Chen-Lin said.

The adults involved in the planning for this trip are Dr. Chen-Lin, Ms. Boisvert, and Dr. Travis Feldman, Director of the I.D. Lab. It took the group some ten months to reimagine the program. Dr. Chen-Lin and Ms. Boisvert put together the budget, and both traveled to Hong Kong, Beijing, and Shanghai to finalize a number of details for this June.

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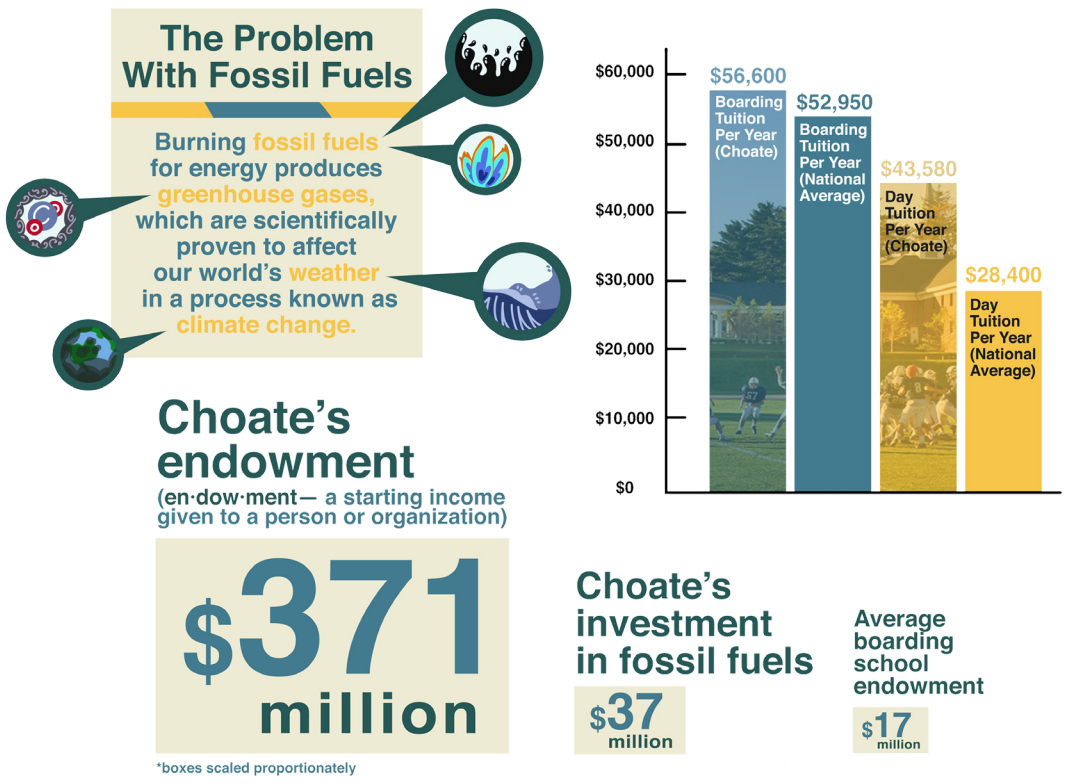
DIVESTMENT COMMITTEE FINALIZING PROPOSAL FOR SCHOOL BOARD



Graphic by Chandler Littleford/*The Choate News*

By **Ariel Kim '20**
Staff Reporter

Near the end of the winter term, Lizzy Mitchell '19 and Noah Hermes de Boor '18, who are part of the Divestment Committee, spoke at a school meeting about their ongoing efforts to get the school to divest from current investments in fossil fuels.

The committee is directly involved with the Board of Trustees on this matter and because of this, the students' work in divestment is a unique experience. Mitchell said, "You're working right alongside the administration. I sit in Dr. Curtis's office on conference calls with the Board of Trustees, which is something that's really unique, and I think that's that's why I got involved in it. I'm pretty interested in the environment and climate change as well as in economics, so I think it tied the two together."

The divestment effort at Choate was kickstarted in 2016 by Chris Moeckel '16, who realized that roughly 10% of the Choate endowment was invested in fossil fuels. He initiated conversations with various members of the Choate community, starting with Choate's Chief Investment Officer Mr. John Burditt, and quickly expanding to the entire student body. After collecting a vari-

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The new Student Council discussed several initiatives this week.
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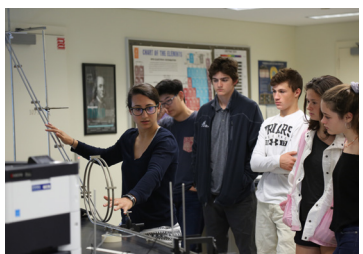

Coding and Art
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Read it then recycle it.

Visuals by Choate Student Council, Imran Hyder, Ross Mortensen, and Pinn Chirathivat.

Student Council Recap

By **Grace Zhang '20**
Student Council Correspondent

On April 3, Student Council held its second meeting of the term and discussed a slew of new initiatives including a Student Council delivery service for food. On predetermined nights, Day Student Representative Matt Anastasio '19 will drive to local food hotspots and deliver students their orders.

Vice President Tommy Wachtell '19 finalized plans for the Daily Grind, the weekly food sale run by Student Council. The first Daily Grind of the term will be on Friday, April 6, during Conference block in the Humanities Rotunda. This year, the Daily Grind will be donating its proceeds to Days for Girls.

Student Body President Itai Mupanduki '19 is discussing potential improvements to the class schedule and the overall positive student reactions to last week's sixty-minute classes with Dean of Students Mr. James Stanley and Director of Curricular Initiatives Dr. Katie Jewett.

Will Robertson '20 and Carly Casazza '19, rising fifth and sixth form representatives respectively, met with Director of the Pratt Health Center Dr. Christopher Diamond and Director of Nursing Ms. Karen Klein to discuss student relationships with the Health Center and proposed potential solutions to scheduling and communication issues, such as creating an online schedule to make visits more efficient. Their overall goal is to make the Health Center easier to use, thus improving overall campus health.

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DR. CURTIS SPEAKS OUT AGAINST GUN VIOLENCE

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may be only a few items — safety might be the only one — that are an umbrella that affects not just the Eight Schools, not just independent schools, but schools in America."

The letter from the ESA received an influx of support from a variety of people. Other heads of schools from other locations reached out to Dr. Curtis asking about the letter and the process of initiating a similar one. Other schools even asked to sign on to the letter, but the heads in the ESA instead encouraged them to do something similar with schools in their area. "It seemed more effective to have this same thing happening over and over in different geographic locations across the country," said Dr. Curtis.

I don't think that we should make the safety of students, to learn and be at school, a political issue.

Dr. Alex Curtis
Head of School

While many students like Hawkins had positive responses to the letter, some students felt differently. "I feel that Dr. Curtis's letter accomplished absolutely nothing. It was just a passionately written letter to make people feel good. They did not stand behind certain policies. They did not support any organizations. They did not promise to call representatives, or to use the school's power to pressure legislators. The letter was a way of taking pressure off the schools without actually doing anything," said Brent Valentine '19.

Dr. Curtis does not see the issue as political. "I don't think that we should make the safety of students, to learn and be at school, a political issue. I understand the complexities of guns in the United States. However, if you boil it down to making sure our students are protected, it should not be a partisan issue. It should not be a political issue. It should be something we can all support and stand behind."

Recent events understandably have the potential to incite fear in students at Choate and across America. About how prepared the community is in the case of an event like this, Dr. Curtis said, "Safety has been a high priority for me, whether that's something as simple as our crossings, or as important as the report we did last year to make sure that everyone knows that they should feel safe in their relationships. We have, for a long time, been doing a lot of drills. I hope students recognize why we do all the things that we do, even though in that day, it may be inconvenient."

About crisis preparation, Dr. Curtis continued, "With crisis management, you practice with all the hope in the world that you will never have to do it. I do encourage, if there are things people are worrying about, that they talk to a trusted adult, and then we can have more conversation and put policies in place and have more practice. We'll do all of those things."

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Choate Students Look to Improve Ties Between Town and School

By **Siri Palreddy '20**
Copy Editor

Former Student Body President Mpilo Norris '18, Esteban Mogollon '18, Vincenzo DiNatale '19, and Donessa Colley '18 spoke with Mayor of Wallingford Mr. William W. Dickinson alongside Headmaster Dr. Alex Curtis and Director of Strategic Planning and Communications Ms. Alison Cady on Wednesday, February 21. The main goal of the meeting was "to talk generally about ways the school can integrate further into the Wallingford community," said Norris.

Last year, seniors met with Mr. Dickinson to discuss the issue of local street harassment on campus after students raised concerns about being catcalled or intimidated at crosswalks. The meeting established a closer relationship between Choate and Wallingford and led to the implementation of several resources for students, such as an anonymous reporting form on the school website and the use of Community Safety Officers as crossing guards during times of high traffic, like the beginning of the day and between class periods.

Photo courtesy of Alison Cady

Choate students and Dr. Curtis meet with Wallingford Mayor William Dickinson.

Norris wanted a follow-up meeting to "open more doors" between Choate students and the town and is hoping these check-ins become annual. "We hadn't really identified something specific we wanted to address with the mayor," said Norris. "It was more so here we are as a school, here you are as someone who represents the people of the town in which we are part of, what are the ways we can better the relationship we already have."

Concerning the points of the meeting, Norris stated, "A lot of what we talked about were the different organizations established in the town that the School could potentially get on board with." Though Choate is already an active member in the town through clubs on campus, especially community service groups, the School is still looking to get involved. For instance, the group talked about the Wallingford nonprofit Hubcap, which not only sponsors projects such as community gardens, but also dedicates itself to alleviating health and drug use crises. "As we have so many passionate students looking at our own drug issues at a local school-wide level, we could see how many of them would actually be interested in looking at it on a community-based level," commented Norris.

Additionally, the meeting discussed what fairs and festivities the town is hosting, which are occasions for student involvement. Mr. Dickinson also mentioned some of Wallingford's community improvement campaigns, which aim to strengthen social connections among people and promote healthy living and less screen time. The Choate representatives suggested that future campaigns center on community building through productive lifestyles.

Focusing on Wallingford's public high schools, the meeting also explored how Choate, Mark T. Sheehan High School, and Lyman Hall High School can work to help each other. There are plans to possibly share athletic facilities, youth organizations, or other resources unique to each school. "The goal is to have an effective, working relationship between the local schools and us," added Colley.

This meeting with Mr. Dickinson marks a new phase in Choate's interaction with the town, putting students on the radar of local management so that the needs of Wallingford as well as the needs of Choate are kept in mind during any decision-making process.

The Choate community looks to continue their involvement in Wallingford, as Norris said, "Students are already aware of the necessity to continue to be engaged in the community — this meeting is just another way we can open more avenues that we might not have thought of before."

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DR. HEALEY EMPHASIZES ENTREPRENEURSHIP

Photo courtesy of Ross Mortensen

Dr. Kerry Healey, President of Babson College, speaks on the benefits of responsible business.

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2013, after nearly three decades of work in academia, philanthropy, and government service, both domestic and abroad. As president, Dr. Healey has focused on expanding global access to education and entrepreneurship, as well as building upon Babson's online school and increasing alumni participation.

Preceding her work at Babson, Dr. Healey served with distinction as the Lieutenant Governor of Massachusetts under Republican Governor Mitt Romney. The Romney-Healey Administration implemented many initiatives, most notably the nation's first bipartisan effort for health care reform legislation.

In addition to her political career, Dr. Healey holds membership at the Harvard Kennedy School's Institute of Politics and Harvard's Center for Public Leadership and at the Executive Committee of the U.S. State Department's Public-Private Partnership for Justice Reform in Afghanistan. She holds an A.B. in government from Harvard College and a Ph.D. in political science and law from Trinity College, Dublin.

Sarah Bonnem '19 introduced Dr. Healey and explained the namesake behind the Adlai Stevenson Lecture Series. Mr. Stevenson, who was a member of the Choate School class of 1918, was the U.S. ambassador to the United Nations in the Kennedy administration. Mr. Stevenson was essential to the diplomatic talks surrounding rising tensions between the U.S. and the Soviet Union, in particular around the Cuban Missile Crisis. HPRSS teacher Ms. Amy Foster then introduced Dr. Healey, reminiscing a bit about their time as college roommates.

Ms. Foster explained, "The lecture was not just about business and making money. It's about the triple bottom line, making sure entrepreneurship is socially responsible and making sure that it is more inclusive so that more people have access to entrepreneurship education. I think her broader perspective on what it really means to be an entrepreneur and the social responsibility and vision that can come with that was interesting to me."

The lecture series, although it has had many notable speakers, has also lacked in female and more conservative perspectives. "We had a woman last year, but if you look at the history of the series, there have been very few," said Ms. Foster. "While Adlai Stevenson himself was a Democrat, we also want to reflect a range of political views and perspectives and so she brought that as well."

Bonnem noted, "I thought that she engaged a lot with the audience, and I thought that she was very perceptive. Her familiarity with Ms. Foster made it seem like she was very comfortable."

Other students had varying perspectives of the presentation, ranging from support to respectful critiques.

"Entrepreneurship is something I've always found incredibly appealing, but at the same time very hard to grasp. I think Ms. Healey did an outstanding job explaining the underlying concepts of entrepreneurship. But receiving the knowledge and skills to actually act on an idea still seems primarily accessible at the college and university level," explained Ollie Chessen '19.

Charlie Yockey '19 said, "Overall, I found her ideas for profit ventures being used to promote social change interesting, though I took issue with her conception of government's place in regulating marketplaces."

"I really enjoyed the lecture and the basic premise of the piece, which was focusing on how we, as a society, can shift business from looking at its purpose as taking care of its investors to looking at its role to also serve those who are part of the enterprise and society at large," said Mpilo Norris '18. "It is something that I really appreciate, and I think it was really refreshing as we think about how businesses will operate in the future."

Audrey Powell '19 said, "As a student interested in politics, I wish her speech would have included more about her time spent as Lieutenant Governor of Massachusetts, or just her political career in general."

"I thought that she had good intentions," added Reeve Sobol '19, "but I felt like a lot of the content was very dry and more focused on her promoting her school. It also felt like she was avoiding tougher questions about different socioeconomic groups, other than saying that if you go into a poor area you can fix their problems. I would have preferred her talking about how people there can make better lives for themselves."

Thinking perhaps of these criticisms, Ms. Foster said, "I think it is always important to hear from people who have had a wide range of experience and have formulated their ideas and can articulate them. I am hoping that people learned something, whether they agree with her or disagree."

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Students Continue to Advocate for Reallocation of Investments from Fossil Fuels

Continued from Page 1

ety of opinions, Moeckel and several other students put together a petition along with a plan requesting the Board of Trustees to assemble a Divestment Committee.

Once the plan was accepted and the Divestment Committee created, Moeckel selected three classmates to be part of the committee: Lucas Ferrer '17, Zoe Reid '17, and Anselm Kizza-Besigye '17. For one year, the three collaborated on divestment proposals and a presentation for the Board of Trustees. Through a competitive application process, they selected Mitchell and Hermes de Boor to continue the efforts after the original members' graduation.

Our endowment shouldn't be something separate from our school; it should be aligning with Choate's mission statement.

Lizzy Mitchell '19

This year, the Divestment Committee has met with the Board of Trustees twice — once in the fall term and once before spring break. Mitchell expressed the difficulty of meeting so few times: "It's definitely hard because there is such a lull in between meetings."

However, the students, with the help of Dr. Christopher Hogue and Ms. Ashley Bairos, have been working on a proposal all year and have almost completed it. While nothing has been finalized, Mitchell and Hermes de Boor are hoping to get the Board of Trustees to approve this proposal. Mitchell said, "We're not saying divest by next year because that's physically and financially impossible. As of right now, we are trying to get them to put no new investments into fossil fuels."

According to Mitchell, there is a definite need for Choate to divest, especially in regards to the school's mission. She said, "Investing in fossil fuels doesn't work with our mission statement anymore. Our mission statement tells students to be global citizens and to push for change. We have a mission for sustainability; we have actions on campus — we've chosen the environment over costs before." She continued, "Our endowment shouldn't be something separate from our school; it should be aligning with Choate's mission statement."

The students also recently sent out a brief survey to promote better engagement of the student body in this divestment process and strengthen their proposal. Mitchell emphasized the importance of the student body's endorsement of divesting, as the Committee and the Board both need to know that the student body is supportive of this idea before substantial action can be taken.

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JEB BUSH SPEAKS ON CONSERVATISM AT YALE

By **Peter DiNatale '21**
Staff Reporter

Last week, on March 27, Mr. Jeb Bush, the former Republican governor of Florida, spoke at Yale University, as part of the school's William F. Buckley, Jr. Program. Over about an hour, Mr. Bush shared a range of topics covering the restoration of conservatism in America.

According to Imran Hyder '18, who attended the event, Mr. Bush's primary goal seemed to be to explain to his audience the so-called five pillars of conservatism:

Pillar 1: The belief in the inalienable right of every human to succeed or fail, based on their own talents without undue interference by the state.

Pillar 2: The belief that the standard of merit is the only viable standard when considering people for any position, public or private.

Pillar 3: The belief that the best way to defend the rights of the masses, is by defending the rights of the individuals who make up the population.

Pillar 4: The belief that mankind is the most valuable resource the planet has.

Pillar 5: The belief that the first four pillars are interconnected and dependent one upon the other.

Photo courtesy of Imran Hyder

Imad Rizvi '18, Mpilo Norris '18, Baji Tumendemberel '18, and Imran Hyder '18 attended Mr. Bush's talk.

Mr. Bush opened his address with a brief reference to his time spent running for President in 2016. A member of one of the country's most prominent political families, Mr. Bush, as a presidential candidate, quickly raised more than $100 million, but he finished poorly in the early primaries and eventually was forced to succumb to the insurgency of Donald Trump. He and his father, former President George H.W. Bush, and his older brother, former President George W. Bush, have all been critical of Mr. Trump's campaign and presidency.

Mr. Bush spent much of his time discussing the impact of technology on the U.S. economy, recognizing the duality of innovation in its ability to improve lives in many areas, but also in its impact on job availability.

"To me, Jeb Bush was an extremely prominent figure in politics, and I was very interested in hearing what he had to say," said Baji Tumendemberel '18. "I think the real intention of his speech was to give a perspective from the different side of the isle, and not just from sensationalist news or a politician who is unaware of what the other side is saying."

During the presentation, Mr. Bush argued that America is in a very bipartisan time in politics that needs to change. In considering the opposing viewpoint, Mr. Bush acknowledged hypocrisy in the Republican Party and emphasized the importance of this hypocrisy being called to the party's attention. Overall, Mr. Bush noted both a sense of humor and respect as critical elements of political involvement and discussion.

The presentation lasted about an hour and was followed by a brief question and answer session. Students and other attendees took in what Mr. Bush had to say and reflected on areas of agreement and disagreement.

"Though there were some parts that I did not agree with, I will admit that I respectfully disagreed, knowing that Bush had a well-rounded perspective," said Tumendemberel. "I understood that he had logic behind his solutions, but I would think that a different solution may be better."

Hyder, who also attended the event, said, "One of the things Bush touched on that I found interesting was his view on keeping unemployment rates low in a modernized economy, as technology could be taking over in our society. In the meantime, he also mentioned aspects of educational improvement and keeping America educated on top of this. I didn't personally find anything he was saying too controversial."

Hyder added, "Overall, I thought he had a very good speech that was interesting to listen to for me and for other members of the Choate community."

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New Town Poet Laureate to Share Power of Verse

By **Will Zhu '20**
Copy Editor

Wallingford has recently been hunting for someone to serve as a writer and teacher of poetry. Last week, the Wallingford Public Library appointed Katie Eber as the town's second Poet Laureate.

Ms. Eber, a Wallingford resident, has published her work in numerous publications, including the *Garbanzo Literary Journal* and the *Quail Bell Magazine*. Her poetry covers a variety of topics, from nature to religion. Recently, she's begun writing ekphrastic poems — a style of verse inspired by visual art.

Ms. Eber enjoys the distinctiveness of poetry. "I think poetry is a unique form of writing, in that it can offer a lot of things that we wouldn't normally get through other genres," she explained. "It's an outlet for folks to be honest and share thoughts and feelings so that others can empathize, but it also allows the poet to bury themselves in others' lives without the commitment of creating a 'character' as you do in fiction and creative nonfiction."

She also believes poetry is an incredibly accessible art form. "I think a lot of folks say they don't get poetry, but if you look, it's everywhere," she said, explaining how poetry lurks in everything from wedding vows to religious texts to graffiti. "You probably can't go a day without encountering some form of poetry," she said.

The Wallingford Poet Laureate serves a two-year term. The purpose of the office is to promote the reading, understanding, and writing of poetry. The Poet Laureate's responsibilities include updating a "Poet's Corner" column in the library's newsletter, designing poetry programs for television and public radio, and writing and presenting poems commissioned for major public events. In addition, Ms. Eber will work with teachers to educate the public about her art form. She will teach an Introduction to Poetry course at the library and will share her experience with local schools.

As Poet Laureate, Ms. Eber intends to encourage young poets by spreading the joy of reading. "I grew up in Wallingford, and one of the most meaningful things to me as a kid was the library," Ms. Eber explained. "I think it really opened doors to me as a young writer-in-training when I was able to simply cross the street after school to go to the Yalesville branch and just open book after book and find a new perspective or world in each."

> **I think poetry is a unique form of writing, in that it can offer a lot of things that we wouldn't normally get through other genres.**
> *Katie Eber*

Ms. Eber was selected by a committee comprised of library staff members, local educators (from the area's high schools and universities), and members of other library lead poetry initiatives.

Ms. Eber hopes to give back to the local community during her tenure as Poet Laureate and is determined to expose more Wallingford citizens to poetry. She wants to implement an objective of a poetry festival known as O' Miami that attempts to put every person in that South Florida city in contact with poetry. "That's pretty ambitious," Eber said. "But if a significant percentage of Wallingford encounters a poem in town while I'm poet laureate, I'll count that as a success."

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Historical Society Serves as "Wallingford's Attic"

By **Wavy Griffin '21**
Reporter

Though students stroll its sidewalks and spend mealtimes in its restaurants, there is still a great deal members of the Choate community do not know about the town of Wallingford. An organization just a few minutes walking distance from campus contains many interesting facts about Wallingford, such as how the namesake of a local public high school signed the Declaration of Independence. This place also exhibits a penny farthing bicycle, an antiquated version of the typical pedaled vehicle with an enormous front wheel.

For over 100 years now, the Wallingford Historical Society has collected the treasures of the town and put them on display in its South Main Street location. In addition to its museum work, the Society also brings in speakers and hosts a celebration on Independence Day. The museum and headquarters are in the historic Parson's House and soon will be expanded to a second building being built nearby.

The Wallingford Historical Society, described as "Wallingford's Attic" by its Corresponding Secretary Laura Bertekap, is full of treasures. "Our town has a very rich history, dating back to at least 1670, and the Parson's House has exhibits dating back to the 1700's," Ms. Bertekap recently explained. The artifacts displayed in the museum run the gamut in terms of time period. One of the parlors of the museum is dedicated to telling the story of Lyman Hall, who was born in Wallingford and signed the Declaration of Independence. The Society also has more modern items, including items from the recently closed Bristol Myers Squibb facility. From the very old to the modern, and the familiar to the undiscovered, the museum beautifully reflects Wallingford's varying history.

The items in the building are not the only historical artifacts preserved by the Society. The building itself has great historical value. Built in 1769, it is thought to have been a horse changing station, where travelers could eat, drink, and rest. It was later owned by Fannie Ives Schember, who donated it to the society in 1920. "We're still grateful for Mrs. Schember's thoughtful donation and her love for her hometown," Ms. Bertekap said. "We work to keep her house in good shape and be a place people want to visit and learn about their town."

Over the years, the Wallingford Historical Society has accrued too many items to display in its single location. The society is now expanding, Ms. Bertekap explained. "We have been working towards building the additional display building for over 30 years and are very excited about it," she said. This building will be constructed in the same style as a structure that once next to Parson's House.

The Wallingford Historical Society is open on Sunday afternoons from Memorial Day to Labor Day. "Our town is very fortunate to have such a vibrant historical society," Ms. Bertekap said. "Take advantage of that and come visit!"

Wavy Griffin *may be reached at wgriffin21@choate.edu*

Community Calendar

APR. 7, 9:00 a.m.

CitySeed Outdoor Farmers' Market
Local growers offer a range of fresh produce and other food at 2018's first outdoor CitySeed market.

Wooster Square, New Haven
Free admission; $27 car ride

APR. 7, 11:00 a.m.

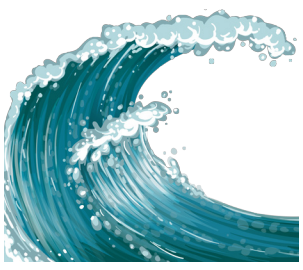
Connecticut Science Center's NASA Space Day
Sample astronaut ice cream and view other space paraphernalia.

Connecticut Science Center, Hartford
General admission: $17 (youth), $24 (adult), $22 (senior); $42 car ride

APR. 7, 3:00 p.m.

Behind the Canvas with William D. Hobbs
A painter who specializes in depicting moving water discusses his work.

Maritime Gallery, Mystic
$20 admission for non-members; $79 car ride



APR. 11, 3:00 p.m.

Yale University Art Gallery Teen Program
Explore the museum's diverse collection and participate in drawing, painting, and photography sessions.

Yale University Art Gallery, New Haven
Free admission; $30 car ride

Photos courtesy of yelp.com

Zaika Indian Cuisine's expansive menu includes marinated chicken in tomato sauce and lamb boti kebab masala.

By **Haley Chang '18**
Reporter

Located just outside of Wallingford, in North Haven, Zaika Indian Cuisine boasts a wide selection of Tandoori kebabs, curries, and seafood dishes with roots from different regions of India.

In purchasing Zaika in 2014, the Nepalese owners "set out to create an elegant Indian restaurant that offered authentic Indian dishes." According to the restaurant staff, Indian food is popular in Nepal due to the proximity of the two nations, so the owners had much experience preparing the cuisine before they purchased the restaurant.

The restaurant is a ten-minute drive from campus, down Route 5. Students can use UberEats to order from Zaika, but to enjoy the whole dining experience, students should head to the restaurant. They won't be disappointed. Adorned with elephant decor and jade candleholders, Zaika offers a softly lit, sophisticated atmosphere in which diners can enjoy their meals. They also offer a lunch buffet every day, during which customers can enjoy the restaurant's vast array of meat curries, naan, rice dishes, salads, and desserts.

Zaika Indian Cuisine
565 Washington Avenue
North Haven, CT

Monday-Sunday
11:30 a.m.-3pm, 4:30 pm-10 pm

Zaika's menu presents an extensive selection of vegetarian, vegan, and gluten-free dishes. The Saag Paneer, a classic Indian dish of cooked spinach studded with cubes of paneer cheese, is a hearty and filling go-to meal for many vegetarians. Navaratan Korma, which translates to "nine-gem" curry (the gems being the fruits, vegetables, and nuts that constitute the curry), is another delicious selection.

Though Zaika does boast a diverse and delectable selection of eats, some diners feel it does not quite sate their cravings for authenticity. "It's quite different from home food as they don't go all out with their spices and flavors," commented Khushi Tyagi '20, a student from New Jersey. "However, I do think that the restaurant does a good job with providing non-Indian customers with an introduction to Indian food."

Zaika is not all about sticking to the classics, however. As their website describes, "Zaika blends authentic Indian cooking with modern styles and presentation, creating a sensory experience unlike any other."

Haley Chang *may be reached at hchang18@choate.edu*

The Choate News

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EDITORIAL

Toward A More Inclusive Community

Choate's Signature Programs attract a variety of prospective and current students, promising those admitted an opportunity to explore and fine-tune their abilities in a certain field. Rising fifth-formers (and, in some cases, fourth-formers) have the option of applying to various programs, a few of which are the Science Research Program (SRP), the Arts Concentration program, the Environmental Immersion Program (EIP) at the Kohler Environmental Center (KEC), the John F. Kennedy Government Institute (JFK), and Study Abroad. Such programs allow students unique resources to further their endeavors in a specific discipline, an opportunity rare at many institutions.

However, the talk around campus about Signature Programs isn't often of appreciation; rather, it is of frustration. While it may hold true that these programs offer students the capacity to explore their passions, these programs are only accessible to a handful of students. For instance, the Science Research Program admitted 16 students this year from a pool of 52 applicants — that's an acceptance rate of less than a third.

Choate's admission statement claims that Choate is a place "where anything is possible." But for whom? Clearly, these possibilities have stipulations — the limited spots in Signature Programs are reserved only for those whom Choate deems the most qualified. Just as in other realms of Choate life — varsity athletic teams, for example — not everyone will be able to participate. Most students are relegated to more limited opportunities.

Lacking a specialized program to pursue at Choate can leave a student feeling forgotten. Rejected applicants to Signature Programs have even expressed envy to accepted students, feeling as if their own Choate careers have been hurt by a rejection to a Signature Program.

The solution to this issue doesn't lie in accepting all applicants to Signature Programs — doing so would drain resources and overwhelm faculty members supervising these programs.

Instead, the School should endeavor to provide more guidance to students rejected from Signature Programs. Students should have more alternatives such as access to internships, service opportunities, and employment.

Choate is widely respected as an institution that cares about the well-being and development of every one of its students. To uphold its reputation, the School cannot continue to neglect students rejected from Signature Programs. Where Choate must close one door, it must also open another.

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Corrections

School News
An article last week about NASA engineer Rachel Schwartz misidentified the graduation year of Camille Grant. She will graduate in 2021, not 2020.

The visuals for Last week's What's Inside section were incorrectly credited to The Archives, Getty Images, SomeBoard Art Instagram, and Choate Rosemary Hall. They should have been credited to Audrey Powell, themerkle.com, Kathyrn Phillips, and Hunter Jameson.

Local News
An article last week about Lyman Hall students walking out in protest of gun violence gave incorrect emails for Aisha Pasha '20 and Will Zhu '20. Their emails are apasha20@choate.edu and wzhu20@choate.edu.

The Choate News *regrets these errors.*
To submit a correction, email thechoatenews@choate.edu

INJURED ATHLETES: IT'S ABOUT THE MENTAL GAME

Graphic by Chandler Littleford / The Choate News

By **Laila Hawkins '19**
Opinions Writer

It is not uncommon for athletes to get injured. Some would even say that it's part of the job description. After all, in any physical sport there is the inherent risk of bodily harm, whether it be minimal or extensive. Despite this, however, injury is still the dread of any athlete because it can hurt far more than just one's body.

An injury in an athlete's life is so much more than a small hiccup. Not only does an injury harm the body of an athlete, but it also harms her psyche. From personal experience, injuries discourage an athlete and spur negative thinking. Coping with a serious injury is physically very difficult, but the mental pain proves far worse to cope with.

Two months into my freshman year, I suffered a serious knee injury. The season for my primary sport was just around the corner, and it seemed I would have to sit it out. I had never suffered an injury that was serious enough for me to sit out a season. Now, because of one blunder, I had multiple doctors telling me that I had to take a break. I was devastated.

[An injury] is quite the change for competitive athletes who aren't used to slowing down.

Long-term rehab's meaning is in the name — a doctor will prescribe a course of action that combines extensive physical therapy and time off. It should be obvious why athletes hate this. Most Choate athletes will do their physical therapy with the on-call physical therapist who comes in biweekly. They do some exercises, ice, "electric stim", and call it a day. The injured athlete can't do anything too strenuous. It's quite the change for competitive athletes who aren't used to slowing down.

Time off, even with little exercise, leaves your body weaker. In the case of swimming, it takes one week to make up for one day of lost pool time, and I am sure similar ratios exist for other sports.

When an athlete is injured, more than just a specific body part is hurt. One of the leading stressors for athletes is the risk of injury; therefore, injury comes with increased anxiety. As one who was once injured, I can say that being "out" for any amount of time increases worrying and insecurities.

This is especially true for people who want to continue their career in college. A history of injury can look bad to a coach, only adding to the pressure faced by athletes. Deep down, every athlete knows that time off, especially recovery time, is good in the long run.

However, in the age of the unending "grind," it is hard to look at the bigger picture. An athlete's life surrounds her craft, and the possibility of giving that up is too real. Long-term rehabilitation is one of the hardest things for an athlete to undergo because its effects never really go away. You never are the same athlete you were before the injury.

In my experience, with my rehab still continuing two years after my injury, long-term rehabilitation is scary. It causes a lot of fear and doubt, but, in the end, it is the best thing for your body. While rehab is not desirable in any way, it is important to take proper care of your body, especially if it means addressing and working through an injury.

Laila Hawkins *is a fifth-former from Stevenson Ranch, CA. She may be reached at lhawkins19@choate.edu*

Why Everyone Should Take Women's Studies

Graphic by Chandler Littleford / The Choate News

By **Eben Cook '18**
Opinions Writer

Last term, I opted to take Women's Studies because I wanted to understand more about the female experience — one that I, as a male, will never fully comprehend. My plan was to voice my thoughts occasionally; I was there to listen.

I went into the course worried about the intellectually and emotionally difficult material we would soon tackle. With a class of so many differing perspectives, I wondered where our discussions would lead.

My fears quickly subsided — from the very first class, I knew I had found the environment for me. I've rarely felt more comfortable and more intellectually fulfilled than I did in that class. Not only was I allowed to speak, but my voice was eagerly sought out. It was okay that I didn't know everything. Everyone acknowledged that my classmates and I, regardless of our respective perspectives, were all there simply to try to begin to understand.

Students at Choate are regularly asked to embrace the unknown — Women's Studies serves as a perfect platform to do so. One of the first topics we covered identified the difference between gender and sex. Most people acknowledge that sex deals with a person's biological or reproductive selves, while gender deals with one's sexual characteristics based on social and cultural norms.

I've rarely felt more comfortable and more intellectually fulfilled than I did in that class.

Beyond this, however, lies a belief that sex is a social construct because society has assigned various stereotypes to people based on their natural genitalia. This concept — the idea that something we think is natural is, in fact, a construct of society — was tough for me to grasp.

Admittedly, it still troubles me—but isn't that the point? Every class left me questioning, wanting to understand. I've realized that Choate students need a space to grapple with issues beyond their comprehension. Furthermore, every student needs to learn that the thought — not the answer — is the most rewarding part of the process.

In truth, I never expected the material to be so relevant to my experience as a male. One of the first parts of our unit on rape culture examined sexual assault on college campuses. After we watched The Hunting Ground — a documentary about college administrations' mishandling of sexual assault — my sense was that every student was floored, angered, and depleted. The realization that we may enter a similarly aggressive environment at college scared us all. I cannot recall another time in any of my classes here when every student reacted so strongly.

So here's a thought: require all students to take Women's Studies. Why? Because of the content, of course, but also because of the general ethos of the class. To teach it and to study it demands a community of trust and vulnerability. It also discomfits us in all the right ways.

Members of my class were willing to share personal stories that connected in-class material to their lives. This made discussions far more productive, relevant, and interesting. In the three months that we spent together, I got to know each of my classmates well. I know I wouldn't have if the material had not been so powerful and so important.

Eben Cook *is a sixth former from Wallingford, CT. He may be reached at ecook18@choate.edu*

March for Our Lives: Democracy in Action

Photo courtesy of *The New York Times*

Protestors demand stronger gun legislation at the March for Our Lives in New York City on March 24.

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

The feeling of a protest is difficult to describe; it's probably closest to a sense of intense productivity, as though you have the ability to change the world around you. However, as the days after a march pass, this sensation begins to wear off, and I often find myself wondering if what I did was truly productive or rather some sort of giddy illusion. I am sure many of my fellow Choate students who turned out for the March for Our Lives feel the same way. We must, however, remember that public demonstration is an effective and fundamental part of our democracy.

For those who are silenced, protest is the single most powerful tool to achieve social justice. It is so vital to the maintenance of our democracy that the Founding Fathers guaranteed it in the first amendment of the Bill of Rights. Historically, it has allowed the most marginalized to have a voice in our government and make the majority aware of the violation of minority rights. However, in past years, this definition has shifted somewhat. Both the Women's March and the March for Our Lives were not expressions of minority opinions; they represented the voices of large swaths of the population whose opinions and beliefs have often come second to the voices of moneyed interests and structures such as the Electoral College. But for many Americans, whether they are in the minority or majority, public protest is the most meaningful form of democratic expression. This is particularly true for young people, like the organizers and many participants in the March for Our Lives. Because we are currently unable to vote, protest is the most basic and necessary form of political participation.

For those who are silenced, protest is the single most powerful tool to achieve social justice.

Public demonstration is an effective form of social change because it has the ability to dramatically increase the visibility of an issue and persuade politicians to make change. High turnout leads to media attention, which can help lift up the voices of the march's speakers, participants, and leaders. The magic of protest is that by simply getting out of bed and joining a group of people, it is possible to contribute to something much larger than yourself and to amplify your own voice and the voices of others. Large demonstrations are able to change public dialogue and force politicians to listen. Politicians work for us, but they aren't mind readers. We must tell them what we want and doing so publicly holds them accountable to their constituents.

The March for Our Lives has been notably effective on this front. Today, the press struggles to focus on one topic for more than a couple of days. The students of Marjory Stoneman Douglas High School in Parkland have led a movement so large and so loud that the press is no longer allowed to simply move on. The march was a more tangible way to stop the country from forgetting about what happened.

The movement has also been incredibly efficient when it comes to making legislative change. In the wake of the students' efforts, new gun control measures have been put in place on the local and state level. For example, the Florida senate passed a bill that raised the legal age of firearm purchase to 21 and banned the sale of bump stocks; the banning of bump stocks was also enacted in Washington by Governor Jay Inslee. This sort of change would have been unimaginable in today's political climate without the work of these students and the many people who turned out to show their support for them.

Demonstrations also have the ability to galvanize their participants to act once they return home. Everyone who marched must now roll up their sleeves and get to work. I encourage all students to help keep this movement alive. Those who are turning 18 before November 6 must register to vote and, subsequently, vote out any politicians who do not support stronger gun legislation. The many students who are too young to register to vote should instead call their representatives and urge them to support common sense gun control. Additionally, many students can work on campaigns for the 2018 midterm elections. However one chooses to act, they must channel the energy and the emotions brought up during the march to make sure that the work we have begun effects lasting change for our generation and those to come.

Edie Conekin-Tooze *is a fifth former from New York City. She may be reached at econekintooze19@choate.edu*

TEACHERS ARE EDUCATORS, NOT SOLDIERS

By **Alex Alkhayer '20**
Copy Editor

Following the devastating Parkland school shooting, President Donald Trump P'00 called for schools to arm teachers to prevent future school shootings. Several Florida legislators later approved two bills that allotted millions of dollars to training for teachers to carry firearms. While on paper this may seem like a plausible idea, in reality, it is entirely impractical. Arming teachers is an idea designed by those who do not spend time in the classroom or understand what being a student or teacher is like today. School environments have already been transformed from atmospheres of learning to ones tainted with fear as a result of the numerous school shootings that have occurred. This notion of unsafe schools will be furthered if educators teaching in classrooms are in possession of concealed weapons.

There are certain measures that can be taken now to inflict change – and arming teachers is not one of them.

Many studies have led to the conclusion that in the presence of more weapons, more accidents and fatalities occur. A study conducted by the Harvard Injury Control Research Center analyzed the correlation between gun availability and the risk of homicide across 50 states from 1988 to 1997. The study ultimately concluded that in all states across the US, where there were more guns, there were more deaths. Pairing this research with the arming of educators — individuals tasked with spreading knowledge, not carrying firearms — will only reflect these results. Only days after President Trump proposed his idea of arming teachers, a teacher at the Seaside High School in California accidentally injured one of his students in a gun safety class by firing a bullet from his semi-automatic handgun in class. While the student's injuries were minor, this situation explicitly discredits the idea of arming teachers. The teacher's intentions were good; after all, he merely hoped to teach students about gun safety. But this excuse is inadequate. Arming teachers will yield the same dangerous result despite the good intentions of the educators.

Moreover, teachers do not have to undergo any sort of rigorous training for using firearms, leaving them vastly underprepared. For example, the legal minimum standard of gun training in Michigan is just eight hours for teachers. Not only is this training time deficient, but teachers also cannot be expected to act in the face of a threat with the practicality and knowledge of military or law enforcement officers. Additionally, many educators have no interest in carrying firearms, as illustrated by their widespread participation in the March for Our Lives. Many have already criticized arming teachers, arguing that it will only increase the probability of an accident or fatality occurring in the classroom. Many teachers are using social media to ask legislators to "arm them" with something different instead, such as resources and funding for their students.

There are numerous other solutions that would better prevent school shootings. For instance, between 1999 and 2012, Germany suffered twelve serious cases of school violence. Rather than arming teachers with guns, the country began efforts to prevent the threat of a school shooting before it could happen. The Berlin Leaking Project established preventive methods based on early identification of potential student-shooters, and the Networks Against School Shootings (NETWASS) project compiled these efforts into a training and intervention program that educated teachers and students on how to identify "leaking" behavior. Leaking behavior refers to suspicious behavior indicating that a student plans to carry out an attack, such as threats of violence, fascination with past acts of violence, or preparation for an act of violence. The NETWASS project acts against gun violence in a manner that does not involve more guns. It seeks a rational approach to the prevention of school shootings without fighting fire with fire.

This notion of unsafe schools will be furthered if educators teaching in classrooms are in possession of concealed weapons.

Overall, preventing school shootings is a much-needed process that will, unfortunately, prove lengthy. But there are certain measures that can be taken now to inflict change — and arming teachers is not one of them. Instructing educators to carry firearms will only increase the chance of fatalities for numerous reasons. Instead, we must work to identify potential threats before they become reality, and more importantly, we must enact stronger gun legislation to prevent another tragedy from occurring.

Alex Alkhayer *is a fourth former from South Windsor, CT. She may be reached at aalkhayer20@choate.edu*

Bolton to Endanger Foreign Relations

Photo courtesy of *The Chicago Tribune*

John Bolton will become National Security Adviser, replacing Lieutenant General H. R. McMaster.

By **Niki Gummadi '21**
Opinions Writer

With the constant hiring and firing in the White House, it is hard to keep up with who is coming and going. The most recent addition, however, is one to note. The widely respected Lieutenant General H. R. McMaster is no longer the National Security Adviser; he has been replaced by John Bolton.

On the surface, Bolton seems more than qualified for one of the nation's highest foreign policy positions. His qualifications include stints at the Department of State and the Department of Justice, a position as the Under Secretary of State for Arms Control and International Security, and time served as the United States Ambassador to the United Nations. However, Bolton's apparent bureaucratic competence is overshadowed by his questionable moral beliefs.

When he was appointed to his U.N. post by President George W. Bush, the decision was met with opposition from Democrats concerned about the way he handled intelligence. For example, in a now-famous incident from the Bush era, Bolton was concerned about biological weapons being developed in Cuba. He planned on sending a memo on this to officials, but when an analyst suggested some edits to the document, saying that Bolton was exaggerating the threat in Cuba, Bolton called for the analyst to be fired. This reckless, impulsive behavior is part of a bigger problem with John Bolton and is precisely why he is dangerous for the country.

With this election cycle, "fake news" has been everywhere. Therefore, it is that much more important for elected officials to maintain clear, concise, and accurate lines of communication with their constituents. With the unpredictable and unstable information Americans receive from President Donald Trump P'00, usually in the form of a tweet, it was comforting to know that we had an experienced professional like Lt. Gen. McMaster in the White House. Obviously, few people agreed with every single one of his policies, but I must say that I enjoyed having someone that I felt Americans could trust as our National Security Adviser. By bringing in Bolton, Trump has just clouded the line of communication between us and the White House even further.

According to multiple people who have dealt with Bolton professionally, he has a tendency to suppress information that does not agree with his personal view or bias. This could be harmful to Americans for a multitude of reasons, one being that a country that is uneducated on the actual issues that are affecting them might push for legislation and political moves that may not be in the best interest of the country. The public can only make the best decisions for themselves when they have all the information available.

John Bolton has also made questionable foreign policy decisions in the past. For example, Bolton supported the 2003 invasion of Iraq, both before and after it took place. There have also been many instances in which Bolton prematurely pushed to have countries like Iran and Iraq bombed. Moreover, he made it clear that he wants to pursue an unprovoked military strike against North Korea. Therefore, Bolton undeniably prefers war as a preemptive measure over attempts at diplomacy. Say what you will about different foreign policy tactics, but a warhawk whose first thought on how to deal with a hostile country is to immediately delve into war is not a good combination with a president with a history of volatile and unpredictable responses to global events.

Having a National Security Adviser who favors impulsive, violent responses to foreign policy issues over logical, diplomatic plans poses a threat to American international relations. Especially during a time when our relationship with North Korea and Russia is complicated and fragile, we must focus on maintaining the safety of our citizens and fostering peace across the globe. While there is no doubt that he has the foreign policy experience needed to be the United States' National Security Adviser, John Bolton's inability to keep his personal bias out of his government work makes him a risk that this country cannot afford.

Niki Gummadi *is a third former from Ocala, FL. She may be reached at ngummadi21@choate.edu*

Question of the Week with The Choate News

"What Was Your Reaction When You Were Admitted to Choate?"

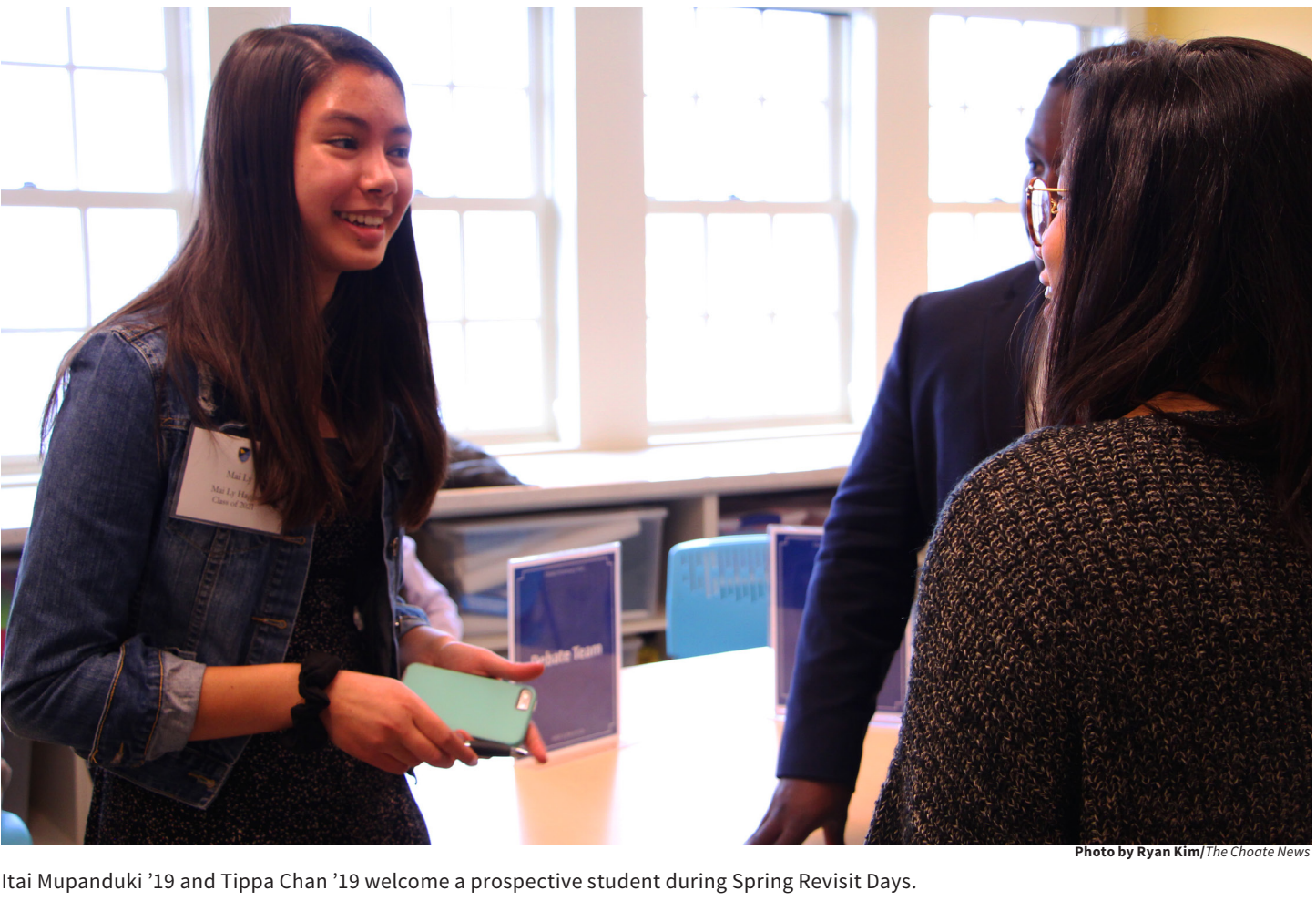

Photo by Ryan Kim/The Choate News

Itai Mupanduki '19 and Tippa Chan '19 welcome a prospective student during Spring Revisit Days.

By **Brandon Zhang '20**
Staff Reporter

With college decisions having just come out this past week, the jubilant reactions of the seniors combined with the crowds of excited Spring Visits brings back memories for the underclassmen on being accepted into Choate Rosemary Hall. With such a culturally and geographically diverse student body here at Choate, a couple of Choate students took time out of their week to speak about their experience and thought process after getting into Choate.

Chris Lin '21
(Freshman Boarding Student):

"When I found out that I was accepted by Choate, I was super excited and happy. This was the same for my parents and friends, they were all very happy and proud. I think that the campus setting and vibe of Choate was really what made Choate stand out for me. I think that I saw the same kind of excitement in the kids that visited this week. Although they were very nervous, they all seemed to be genuinely happy to be here."

Anish Deena '19
(New Junior):

"I was pretty excited. I remember I was in AP Bio and I kept on checking my phone and when I saw the news that I got in, I remember texting my mom and being like I got in. My family and friends, they were pretty happy. I mean, the reputation Choate has as an elite boarding school is like pretty well-known outside of New England, so everyone was happy for me."

Zoe Tray '21
(Freshmen Day Student):

"I was very nervous when I was waiting on the decision, but I was really excited when I found out. Parents were super excited, and they were hugging me. My sister was also excited, and now she is excited to go here. I was really nervous because I had only applied to Choate, so I was kind of stuck with the decision I made of going here. I thought that all the revisit kids were really nice and sweet, although some were more chatty than other ones."

Skylar Hansen-Raj '20
(Returning Sophomore):

"I had conflicted feelings when I got into Choate. Choate was the only East Coast boarding school I applied to, so I wasn't sure if I was ready for the commitment of moving across the country. Still, I was excited. I don't remember doing anything special after getting in, since I still hadn't decided if I wanted to go. All the other boarding schools I looked into were all-girls and in California. The reason I picked Choate over that school was because I decided I wanted to go to a co-ed school. However, the reason I chose Choate over other day schools near me was because I wanted a sense of adventure. My parents were excited but sad. I am an only child so they felt sad to see me leave. I have a lot of family in Connecticut, like my grandparents, who were excited to have me closer to them. My friends were sad that I was leaving but were comforted by the fact I would visit them often."

Haley Strom '20
(New Sophomore):

"I was home, and I remember opening the letter, but it wouldn't load! And it said yes, and I remember involuntarily crying. Then I called my mom and sister and they almost didn't know how to respond. I wore my yellow shoes the next day because I didn't want to tell people I got in, but I still wanted to feel the Choate spirit!"

Brandon Zhang *may be reached at bzhang20@choate.edu*

Could Teachers Handle Choate's Curriculum?

By **Victoria Esquibies '20**
Reporter

Have you ever wondered what your teachers were like when they were younger? Believe it or not, the faculty on the Choate campus were once high school students. And what if they still were? What courses and extracurriculars at Choate would they participate in? We asked.

Mr. Kyle Di Tieri, a science teacher and robotics coach, said, "I would definitely be in the robotics classes. In terms of the courses, in my high school, I ended up taking BC Calculus and higher level physics, so I'd do that too."

HPRSS teacher Ms. Kyra Jenney also expressed interest in taking Choate's courses in the Humanities department. Ms. Jenney went to boarding school and became interested in religion when she took an elective her senior year. She said, "When I look at the religion offerings that we have here that are open to third and fourth formers, those would've been exactly the type of courses I would've been interested in while in high school. A class like Peace and Justice would have really appealed to me. But even now, I teach Women's Studies, and I think that is such an awesome course for students in high schools to be able to take, and even things that we offer here that most high schools don't offer."

Along with taking courses similar to what they teach, many teachers also mentioned that they would apply to the special programs that correlate with what they instruct. Choate offers several special programs such as Study Abroad, Science Research Program, Advanced Robotics Concentration (ARC), and the JFK Immersion Program. Mr. Di Tieri said, "I probably would have been so gung-ho about the ARC program that even if they were all my six classes. It would've been a lot of work, but I would have done that."

Although the JFK Immersion Program is within the broad humanities choices at Choate, Ms. Jenney mentioned that she wouldn't have been particularly interested in it. She said, "I'm starting to think that we need a more social justice oriented signature program, which would be really cool. That seems like something I would have totally done. I don't know that the JFK program is necessarily my particular area of interest, but I think its cool that we are doing that."

Mr. Andy Arcand, a teacher in the Humanities Department, wishes some of the experiences from programs such as working with a professional or an organization in the Science Research Program would be offered in other areas. He said, "A program that really interests me and a lot of students is SRP. I would love it if they offered the SRP experience across all the disciplines. That would probably be the one that interests me the most, even though I have the most ignorant, rudimentary understanding of science."

At Choate, it is very easy to explore different areas within academics, the arts, and athletics. Many teachers mentioned that they did not feel like they had as much freedom to try new things at their schools. Ms. Yuxin Xie, a science teacher, said, "At Choate, I'd probably take some programming course because we didn't really have that at my high school, and I always kind of regretted not being able to take a computer science course." Ms. Xie, along with other teachers, said that she would definitely explore the arts electives, such as visual arts, weaving, ceramics, and acting.

Mrs. Julia Brown, a Spanish teacher and fourth form dean, mentioned that although she attended Choate, she still wishes she would have taken some other classes than the ones she did. She said, "I would take art history, because when I was a student we didn't have it. I definitely would've taken psychology. I don't know if we had psychology when I was a Choate student, but I would."

Along with the choices of academic classes, Choate students can take a variety of extracurriculars. Ms. Kristin Chin, a math teacher, said, "When I was in high school, I played soccer, basketball, and softball. I would certainly try to do those here in my high school days." Ms. Xie mentioned, "I would do anything that I felt was cool. So like all the stuff that is hard to do at a public high school like hockey, badminton, archery, fencing, crew — just everything."

Many teachers, in fact, mentioned they didn't know how well they would do here, or even if they would actually attend Choate for high school. Ms. Xie said, "I don't think I had the maturity in high school to be living in a dorm not around my parents. I think if I had the maturity I had now, I would want to go to Choate."

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SENIOR SPRING 2018: A SERIOUS CASE OF SENIORITIS

Photos by Jenny Guo and Kathryn Phillips/The Choate News

No matter the location, sixth-formers have been enjoying the first few weeks of their final term.

By **Lizzie Quinn '20**
Deanna Tan '20
Staff Reporters

Senior Spring: the finale of senior year that officially began on March 19, a time when seniors acknowledge the ends of their careers at Choate and look towards the future. Following spring break, seniors indulge in Garden Party, senior dance lessons in preparation for Last Hurrah, Senior Bingo, and a Senior Class Trip (typically a beach day), among other notable events. This year, however, marks a significant change in the senior schedule of the spring, for rather than spending a day lounging on one of the sandy beaches of New England, the Class of 2018 will embark on a day-trip to Dave and Buster's — a more mature version of Chuck E. Cheese's. In past years, recent locations of this Senior Class Trip have been to Hammonasset Beach, Quassy Amusement Park, and Rocky Neck Beach, where the seniors would get off campus and enjoy this nice way to end the academic year and say an unofficial farewell to their high school careers. To this wild change of events, Peyton Gaughan '18 replied, "You know, usually there's senior beach day, but we don't have that this year. It's something I'm not super happy about. Instead we're going to Dave and Buster's. I'm not a fan of Dave and Buster's. I feel like that's where you get the flu, and it encourages child gambling. But there's that to look forward to." Finally, perhaps the most well-known Senior Spring event is Last Hurrah, as well as the four nights of ballroom dancing that lead up to the actual event in May. Beginning with a dinner and ending with a night-long partying extravaganza, the night includes dancing and dancing competitions.

With college applications having all been turned in, and the waiting period — arguably the worst part of the college process — coming to an end, seniors focus on making the most of their remaining time at Choate.

During this time of year, many seniors choose to try out new activities, and others choose to continue following their same paths. "I've never done anything related to performing arts. This term, I decided to join the musical," Richard Lopez '18 stated. "I would definitely recommend this activity to other students. Even if you have never done anything related to performing arts, you will still be mentored by other students and learn a lot of new things. I am just having a lot of fun so far."

Like Lopez, Gabby Henry '18 has also chosen to participate in the arts. "I'm doing photography this term. It's pretty fun and I now know how to take photos manually." Henry commented. Mpilo Norris '18 shared, "To fulfill my arts requirement this year, I am taking Ceramics this year. It can get challenging when you think you have it and then all of a sudden your pot falls into pieces. I am also going out to see movies, and now, just having the time to go to places like Yale to listen to different lectures." Haley Chang '18 has decided to spend her free time reading. "About a week ago, I borrowed books from the library for the first time in my life: Brave New World and The Essential Feminist Reader. I have some free time around so I have been reading for fun nowadays."

Generally speaking, seniors at Choate see Senior Spring as a time to relax and spend time with friends and teachers. Egun Im '18 explained, "Senior Spring means taking all of the rest of the classes that I didn't have a chance to take during the last three years, just enjoying time here with my friends and taking that extra effort to bond and connect with my friends." Mint Sethbhakdi '18 had similar views; she said, "Well, I feel like it means a lot of different things depending on the person. For me, during senior spring, I have so little time left with the people that I love and care about: my teachers, my prefectees, my friends. I just wanna make the most out of it. I'm already feeling that nostalgia, so I'm gonna try my best to see everyone and hang out with the people I love and do the things that I love before I actually leave, because I don't want to regret it later on."

On the other hand, some seniors view Senior Spring as a time to completely slack off. As Ryan Burlage '18 stated, "Senior Spring is not giving a damn, not reading books, and spending time with friends." A lot of students can understand how once admitted into college, grades and academics don't seem to matter very much; thus, seniors choose to spend time working on projects that mean something to them. Gaughan expressed, "You're motivated by things that you actually care about during senior spring: that's the work you do. Everything else is just bare minimum. You're chilling. It's also when you get sentimental with people leaving."

So, as the year winds down and the Class of 2018 begins to say their farewells to the School Upon the Hillside, many seniors choose to take this time to feel nostalgic about their favorite Choate memories and the path that high school took them on. A recurring theme that the sixth form looks forward to this spring is spending time (or rather focusing on being sentimental) with their friends. All-in-all, Senior Spring, with its connotation a supposed "myth," is a time for good-hearted fun, focusing on what matters, and more importantly, making it to graduation.

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UNITING SCIENCE AND ART: A GLANCE INTO THE FUTURE

Photo By Pinn Chirathivat / *The Choate News*

Alan Luo '18 works on one of his coded works of art.

By **Sasha Bocek '19**
Staff Writer

Computer programming and STEM fields – science, technology, engineering, and math – have taken the world by storm in these last few decades. Technology and coding have permeated nearly every field, becoming common in the workplace as tools for almost any type of project. It is no surprise, then, that computer science is becoming increasingly integrated into the art community, reimagining and redefining what it means to be an artist. Some call this combination of disciplines STEAM – science, technology, engineering, arts, and math.

Heidi Lei '20, a passionate science student at Choate, elegantly described how coding can be intertwined with art: "[It] provides artists with a tool to create precise and complicated patterns more or less effortlessly, which was unimaginable before the digital age. Visualization of iterated functions often produces mesmerizing results. It also enables artists to play around and experiment more with randomness as an artistic element." Artists are able to use coding to create variable, efficient, and precise pieces.

Alan Luo '18, an experienced coder, makes use of computer science in all aspects of his daily life – from keeping track of finances to producing art works. Luo used his programming abilities to create his own logo, "not by hand-drawing it, but by literally programming the logo so that every single part of it would be perfectly aligned." He is also quick to note that many people, including a good number of Choate students, are already using code in projects without realizing it. He points out that "anyone who uses a digital program like Photoshop is actually dealing with pixels and matrices every day, even if most of those calculations are abstracted behind an interface." In reality, many of us may be using code to create our own works of art.

Not only is coding expanding what artists can do, but it is also drawing computer programmers into exploring the world of art. Moreover, coding benefits those who were previously interested in art but didn't have the ability to follow it. Ms. Meghan Healey, a computer science and math teacher at Choate, considers herself a prime example. Ms. Healey studied computer science in college, where she learned all of the traditional aspects of it, such as languages and networks. Upon graduation, Ms. Healey was "disenchanted with it, and almost abandoned the field entirely" because of the mundane nature of the material that she had experienced. However, Ms. Healey found a renewed passion for programming when she, "realized there was a community of people creating beautiful things with code, like projects that were colorful, mesmerizing, and expressive. Furthermore, there was a huge market for programmers with those skills." Ms. Healey had "always loved art, but never excelled at it in the traditional sense." This new connection between programming and creating allowed her to make pieces that she was not able to produce before. She also thinks that "coding is now becoming another medium for artistic expression, just like oil painting or dance." She added, "Programming is a relatively new form of expression that can really do a lot for artists who are interested in creating generative or interactive art, as well as interdisciplinary projects."

Many others share Ms. Healey's sentiment, including avid coder Zev Nicolai-Scanio '18, who feels that coding has opened up a path into the arts for him because of the way the images are generated through the algorithms. Put simply, coders are discovering a whole new world of art, and in some cases, artists are discovering the modern world of coding.

As we progress further into the digital age and as more programming artists emerge, art will continue to transform. In the next few years, we are sure to see more interactive exhibits, algorithmically generated patterns, and innovative designs than ever before.

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The Journey of Creating a Senior Exhibit

By **Kay Ingulli '18**
Reporter

I've been part of Visual Arts Concentration since my sophomore year, so it has been a pretty defining part of my Choate career. The first half of my time in the program, I spent my afternoons in the PMAC watching my older peers prepare for their senior shows; I was inspired by their talent and motivation. I had no idea where I envisioned my art going, as I was just exploring my resources and trying to understand if and why I wanted to produce art at all. The idea of having a body of work to present to the school at the end of my senior year representing who I was, seemed to me at the time almost as distant and daunting as the college process. Then came 2017, which marked the halfway point of my time in Visual Arts Concentration. I shifted away from exploring and actively began planning projects I could build into my senior show. My dedication and productivity spiked with the dream of putting together an impressive show. I constantly kept my senior show in the back of my mind in classes, outside of school, traveling over the summer, and in conversations with friends and family, searching for themes and inspiration that I wanted to bring into it.

With the show only a few months away, I still feel overwhelmed by what I want to include and what I have enough time to create. At the moment, all of my pieces are in the works. The closest finished project I have is a deck of cards I've designed over the course of 2017. Every week of the year, I painted images that represent significant events or people in my life directly onto Bicycle playing cards. After working on this project for so long, I feel excited to have the finished collection on display in May. Other examples of what I hope to include in my senior show are visual pieces that incorporate music. My love for visual arts is almost matched by my love for music, so my exhibit would be incomplete without a musical component.

The idea of having a body of work to present to the school at the end of my senior year...seemed to me at the time almost as distant and daunting as the college process.

A final hope of mine and the other seniors in the Visual Arts Con program is to work on a collaborative installation piece. The past senior exhibitions have typically been limited to hanging two dimensional paintings or prints of the individual artists. Student exhibitions at Choate rarely have large three dimensional works. Dilan Bozer '17's use of the Turkish flag in her senior show was the first student installation piece I've seen at Choate. It inspired me to try to take advantage of the tighter space on the gallery side beneath the 2nd floor balcony. Since last spring, I've been brainstorming ways to hang fabric, string, and other materials from the ceiling, or to build up tall sculptures from the ground to reshape the viewer's space.

Hopefully, with the help of the other three seniors, we'll put up a show too big to ignore.

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Introducing *Bring it On*

By **Hannah Hudson '21**
Reporter

Though spring term has just begun, the cast members of Choate's spring musical, *Bring It On*, have already started to prepare for their upcoming production. Actors devote more than 12 hours per week of rehearsals to this musical about a rivalry between the cheerleading teams at Jackson and Truman high schools.

Actor Clay Zachery '19 spoke enthusiastically about being involved in a musical at Choate for the first time: "I've played sports for all of my terms here, so to have this change is something new that I've enjoyed for the past few days. I've met a lot of people that I wouldn't have met through athletics."

I've played sports for all of my terms here, so to have this change is something new that I've enjoyed.

Clay Zachery '19

Zachery, who will be playing the part of Twig, one of the boys from Jackson, described the plot as "not something you usually see in a production, especially at Choate." He added, "I think that the message that it sends off is really good and important for Choate to see." Zachery commented that Twig's character traits in particular highlight the importance of self-expression and seeing someone for who they truly are.

Lily Kops '18 was most excited for the dancing and cheering in her role as Skylar, a cheerleader from Truman High School. "I'm excited to get more flexible and do some fun stunts," she said. Both Kops and Zachery agreed that dancing is the most difficult part of the musical due to its complicated nature.

The play's characters also pose certain challenges to the actors. Zachery stated that it is difficult to use the sometimes crude and politically incorrect speech in his part. Zachery explained that when Twig is "saying stuff that shouldn't be said," it can be difficult. Kops, who said that Skylar also uses similar language, added, "You have to go all in when you say it because it's your character. You have to create a distinction between what you believe and what your character believes."

Every weekday, the cast diligently rehearses everything from the music to the dancing to the cheering. Bring It On will run from May 17 to May 19. Based on the talent and commitment of everyone involved in the musical, *Bring It On* is expected to be a high-flying hit.

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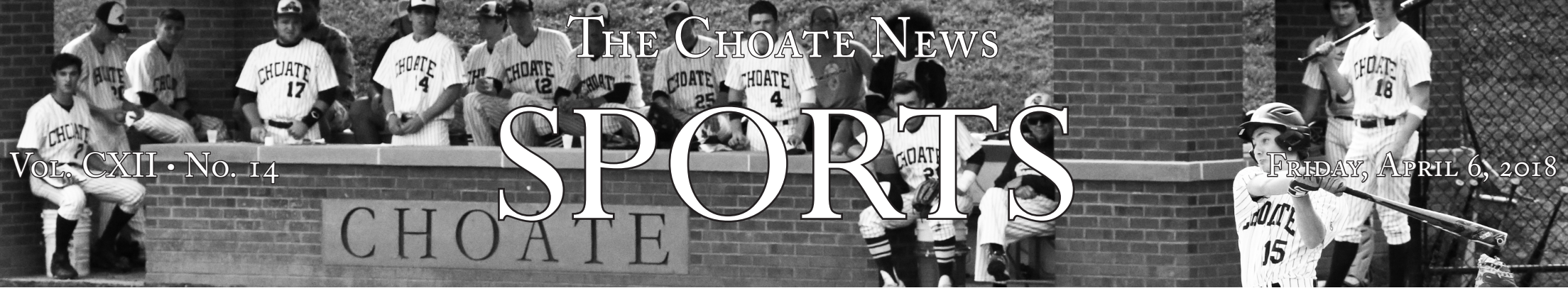
GREETINGS, VISITORS!

A Photo Essay by Kathryn Phillips

Choate students embark on yet another year of spring visits... Whether waiting at the Paul Mellon Arts Center with an iPad in hand, or listening to a-capella groups perform the latest hits, all students were excited to see new faces on campus. Despite the thrill of finding ourselves in the same room as future students, we did tend to get distracted. One may even have found himself or herself asking a revisit guest for help on a last-minute homework assignment. At the end of the day, we can all agree that spring visits are exhausting, but at least we have the churros to fuel us.



The Choate News

SPORTS

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SPRING VARSITY SPORTS TEAMS HEAD SOUTH FOR PRESEASON

By **George McCabe '20**
Staff Reporter

During spring break, most students head home to rest and relax before the spring term. However, some members of spring varsity sports teams ventured on preseason training trips to bond as a team and to get into shape before the season started. Seven teams traveled to warm-weather locations for preseason training, just one year after the Zika virus stopped all but a few teams from taking similar trips. Both the girls' and boys' crew, tennis, and lacrosse teams as well as the boys' baseball team went on preseason trips.

Similar to last spring break, the Girls' Lacrosse team traveled to the Southwest, but this year they went to Nevada instead of Arizona. The team worked with a lacrosse organizing group, Trilogy Lacrosse, and the facility they stayed at was within walking distance of both an outdoor practice field and an indoor practice field, in case of bad weather.

During the trip, the girls practiced the fundamentals of lacrosse to prepare for tryouts the following week. Ms. Courtney DeStefano, the Girls' Varsity Lacrosse head coach, said of the trip, "As a true preseason trip — meaning that it was a non-evaluative trip — the goal was to get the girls ready for tryouts the following week. We worked a lot on conditioning, stick work, basic offensive skills, and basic defensive skills."

The trip also provided the team an opportunity to bond before the season started. Co-captain Julia MacKenzie '19 said, "Everyone had a really great time and enjoyed the warmer weather. It was a perfect way to kick off the season and get a sense of how everyone plays. Getting a head start on team-bonding has proven to be very beneficial to our team dynamic on and off the field."

Photo courtesy of Grace Lawrie

Girls' Varsity Crew on the water for an early-morning practice in Tampa, Florida.

Instead of joining the Girls' Varsity Lacrosse team in Nevada, the Boys' Varsity Lacrosse team went to the Washington, D.C. metropolitan area. They trained at the St. Stephen's St. Agnes School in Alexandria, Virginia, and played games against five lacrosse teams in the area.

Head coach Mr. Michael Velez '00 explained some of the team's non-lacrosse related activities. "Off the field, the highlight was a tour of the Capitol with Ashley Callen '95, which gave us the opportunity to hear how Ashley's Choate experience helped her enter a career in politics." Ms. Callen is a Chief Counsel for Investigations/Staff. He continued, "During the visit, the team had the chance to go out on the floor of the House of Representatives and the Speaker's Balcony."

Mr. Velez added, "Overall, it was a successful week. We made significant strides on the field and built a solid foundation heading into the highly-competitive New England Prep School lacrosse league that awaits us this spring."

After having preseason in Atlanta last year because of the Zika virus, members of the Boys' Baseball team returned to their usual destination in Vero Beach, Florida. They practiced and played games against other teams almost every day. During their downtime, the boys were able to spend time at the beach, and they even caught a Mets spring training game.

When asked about the team's trip, Head Coach Mr. Scott Wosleger responded,"We played several games and played very well against some very good competition. On and off the field, the boys represented Choate very well. People we crossed paths with during the trip were impressed by their character and behavior."

In addition to the Boys' Baseball team, the Girls' and Boys' Tennis teams ventured to Florida for a week of preseason training. Both teams practiced at the Saddlebrook Resort because of the resort's large set of tennis courts. The players played tennis for five hours each day, and also played matches against each other. When they were not playing tennis, the teams enjoyed relaxing by the pool or going to nearby Tampa Bay.

Boys' Varsity Tennis player Alex Coletti '20 said of the trip, "I enjoyed preseason. I went there with a few things that needed to be improved, and I felt like the preseason helped. I definitely felt more confident when I left."

Girls' Tennis player Serena Levin '20 also expressed the sentiment that the preseason trip was a success. Levin said, "I enjoyed my experience at preseason. I think that I improved a lot in tennis, and I also met new people, which was nice."

Last year, the Girls' and Boys' Crew teams were not able to find a destination for a preseason trip, but this year they went to the Tampa Stewards Rowing Foundation, in Tampa, Florida, for preseason. The warm weather in Florida allowed for numerous hours of rowing on the water each day. In these sessions, the rowers focused on both technique and fitness so that they could be prepared for the season.

Co-captain Lila Kirchhoff '18 said, "We had two practices on the water a day, and outside of practice, we mostly just hung out as a team and explored the part of Tampa we were in. I think we all had a really positive experience over preseason." She added, "The workouts were challenging, but put us in a good position going into the season."

John Burt '18, a member of Boys' Varsity Crew, explained, "We rowed twice a day in the morning and afternoon with time in between to relax at the pool or hangout with friends. We bonded as a team and had a great experience overall."

During their preseason training trips, the members of the lacrosse, baseball, tennis, and crew teams certainly got ready for the season while bonding as a team. This spring, these teams will try to carry their momentum from their preseasons into a successful season.

George McCabe *may be reached at gmccabe20@choate.edu*

FIELD REPORT

Saturday Games

Baseball (1-1)
beats Brunswick, 2-1

Girls' **Lacrosse** (1-2)
falls to Exeter, 6-12

Boys' **Volleyball** (1-1)
falls to Andover, 0-3

Wednesday Games

Boys' **Lacrosse** (2-0)
beats NMH, 19-0

Girls' **Lacrosse** (1-2)
falls to Berkshire, 7-11

Boys' **Tennis** (1-0)
beats Westminster, 7-0

Boys' **Volleyball** (1-1)
beats Wilbraham, 3-0

Girls' **Water Polo** (0-1)
falls to Williston, 3-13

On the Course with Carter Prince '18

By **Isabelle So '20**
Staff Reporter

Carter Prince '18 is Choate's top golfer, captain of the golf team, and committed to the University of Pennsylvania. Even though he is currently enjoying his senior spring, he was kind enough to spare some time to converse with Staff Reporter Isabelle So '20 about his history with golf, goals he has for the future, and tips he has for the rest of the team.

Isabelle So '20: When did you start playing golf?

Carter Prince '18: I started playing when I was about four because my country club had a summer golf camp. However, I began playing competitively when I was around 10.

IS: Did you play for another team before you came to Choate?

CP: I didn't play on a team before Choate, only tournaments during the summer.

IS: What inspired you to play golf?

CP: I guess I can say that my father was really the person who inspired me. I would always see him watching golf, and he was really the one who got me into golf in the first place. It's really nice to see him support me now, and I can thank him because he definitely helped me get to where I am today in the sport.

IS: Who is your golf idol? Why?

CP: My idol is Jordan Spieth. I've always loved him as a golfer, and he is rather easy to relate to as one of the younger golfers on the PGA Tour.

IS: Have you ever wanted to go professional?

CP: It has always been my dream to play professionally. I got the first step down, playing D1 golf in college. I still need to work very hard to get to where I want to be. I watch the guys on tour play, and can't believe how good they are. I just want to be like them, and I'm going to do everything in my power to try and reach that level.

Photo courtesy of Carter Prince

Carter Prince '18 tees off in Florida over spring break.

IS: Are there any adjustments you had to make for golf?

CP: I recently had to give up orchestra in order to focus fully on golf. That was really hard for me since the violin has been part of my life since I was three.

IS: Do you ever have the thought of switching sports?

CP: There was a time where I thought soccer was my sport. However, my sophomore year, I realized that golf could take me places, so I decided to quit soccer and devote my time to golf. I started playing golf in the fall in addition to the spring.

IS: What are some goals you wish to reach before the end of this season?

CP: Honestly, my goal of the season is just to improve and practice handling the pressure of competitive golf. It would be nice to place well in Founders and the Kingswood Invitational Tournament also. Nonetheless, it would be nice to go into the summer feeling confident in my swing and in my game.

IS: What are some lessons you have learned from this sport?

CP: Golf has honestly taught me a lot about life, as corny as it sounds. I think people overlook the sport of golf. However, it requires serious skills, not only with your swing but with your head as well. Patience and composure are some of the skills I've learned from golf.

IS: What is your favorite thing about the team?

CP: My favorite part about the team is how close we get over the course of the season. Because it is such a small team, everybody gets to know everyone and by the end of the season it is an extremely fun team to be a part of.

IS: What are some tips you can give to your teammates and incoming golfers?

CP: Being and staying positive on the course is extremely important. If you hit a bad shot, you can't get down on yourself because that will only affect your next shot. Golf is as much of, if not more, a mental game than a technical one. Worrying about the shot you have and forgetting the others is the best advice I was given, and it's the best advice I can give.

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Deerfield Day Every Term? We Say, No Thanks

By **Greer Goergen '21**
Carolina Vargas '21
Reporters

Many students at Choate love Deerfield Day and look forward to it every year, which begs the question: Should we have a Deerfield Day every term? A Deerfield Day every term would not benefit Choate or its athletic teams, despite there being a number of people who think otherwise.

First, Choate's sports teams are historically better in the fall. Last year, Choate came away from Deerfield Day with an impressive 5-0 varsity sweep. Varsity Football has been undefeated for an unbelievable four years. Girls' Varsity Volleyball has won the New England Championships the past two years. Boys' and Girls' Varsity Soccer each made the New England Playoffs last year. These teams usually promise a successful Deerfield Day in the fall.

In the winter and spring, Choate athletics don't fare as well as it does in the fall. Last winter, Choate's overall sports record was 170-130-7, and its overall win percentage was 55%. These numbers are pretty similar to last year's spring term in which, Choate had an overall record of 187-152-3, and the same overall win percentage of 55%. These percentages, although perfectly acceptable, do not compare to our winning percentage of 61% from last fall's sports season. These numbers show that we would have a lower chance of winning Deerfield Day in the winter and spring than we do in the fall.

Deerfield Day being a once-a-year event makes students more inclined to participate and go to games — being able to experience it only four times, at most, in one's Choate career adds to the excitement and makes it much more special. If Deerfield Day happened each term, it would not be as exciting. For many students, Deerfield Day is one of the most exciting events of the year, a time where students get to show school spirit and support their friends. The spirit and essence of Deerfield Day would be diluted if it occurred each term.

Some people, like J.V. Girls' Basketball coach Mr. Oliver Morris, think there are arguments to be made for both sides. Morris said, "I think it would be great to have Deerfield Day during the winter and spring terms, rather than letting the fall sports have all the fun. I imagine that the logistics and scheduling might be a challenge, though, particularly for the winter, when court and rink time is so hard to come by. Certainly, the teams get fired up to play Deerfield all three seasons, and it would be great to have the support of our classmates at those games, so I'd love to see if there's a way to make it work."

Jackson Elkins '18 shared a similar sentiment. He said, "I think having Deerfield Day only once a year builds up the anticipation and almost keeps the rivalry from getting stale. But as an athlete who's played in some unbelievable hockey games in the winter and ran in some great track meets in the spring, I would've loved to have participated in those during Deerfield Day, because it would've made all those victories just that much more special."

Deerfield Day is one of the most beloved days of the year, and is preceded by an entire spirit week. Until it is certain that there is a better way to do Deerfield Day, or that Choate would have a fair chance at walking away from the day with more wins than losses, the school should stick with the current Deerfield Day format of having it once per year.

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