HOPKINS RISES TO THE GREEN CUP CHALLENGE

Sydney Girasole ’15

During Assembly just a few weeks ago, the heads of Hopkins Sustainability Committee formally announced the start to The Green Cup Challenge, an interscholastic competition that raises a school’s community awareness of the importance of resource conservation and waste reduction.

The Challenge began in 2003, at Phillips Exeter Academy, expanding to forty schools by 2007, and officially joined The Green School Alliance in 2008. The challenge generates excitement, and promotes good habits that are expected to last long after the Challenge ends.

The recycling aspect of The Challenge lasts until the first week of December, and then shifts gears into the energy component of the competition. Nicole Camera ’14 remarked that our specific goal on campus is to “regulate environmental initiatives” through The Challenge.

Camera continued by saying that “Hops has already worked to improve the environment by going tray-less in the dining hall, and by placing recyclable bins all throughout campus. The Sustainability Committee has pondered various ideas of how we can improve the planet at Hops.” Their ideas include getting rid of bottled water, and supplying reusable water bottles to all as an alternative.

The sustainability committee has promoted this challenge through Assembly announcements, e-mails, and posters at almost every trash can around campus. The overall significance of the challenge, according to Cilla Kellett, History Department Chair and Assistant to the Dean of Academics as well as the adviser for the Sustainability Committee, is that it is “a daily reminder of the connection to our planet; small daily habits make a big difference.” Camera said “No one should be embarrassed to encourage their friends” to help Hopkins fulfill the challenge.

Throughout The Challenge, members of the committee will be going out to look into random trash cans around campus and will record errors. A trash can be either contaminated and earn 0 points, or it is successful. If one recyclable item is in a trash can, the trash can is automatically considered contaminated.

Kellett sent out an e-mail to the community, expressing Hopkins’ success so far in the competition. She reported, “We have done quite well so far, as we were 92% in compliance our first week and in our second week 95% in compliance.” Camera said that this number is truly an accomplishment as well, “No one should be embarrassed to encourage their friends” to help Hopkins fulfill the challenge.

From left to right, Michael Zhou ’16, Alexander Florida ’16, Sophomore Class President William Simon ’16, William McGrath ’16, and Colby Gardner ’16 fund raise in Fairfield County. The sophomore class currently holds the lead in the grade-wide competition.

CANNED FOOD DRIVE AIDS FOR GROUP SUCCESS

Davy Proctor ’15

$75,000. That’s the record reached by Student Council greats such as Nathaniel Zelinsky ’09, Sam Greco ’11, and Nicole Gorton ’12 in the Hopkins Canned Food Drive. Despite that legacy, more and more people in leadership positions at Hopkins are seeking to implement a more wholesome approach to fund-raising. This reform movement falls into two categories: cooperation between grades with the goal of collective success, and the implementation of a personal touch between Hopkins students and the people they help.

Early in the fund-raising season, when Precious Musa ’14 was asked about the $75,000 record, she said, “I’m not sure if we can reach that goal. It’s really just about the collective effort we put in.” This marks a shift in the Hopkins charitable philosophy: in years past, to a certain degree, competition was king, and success was measured quantitatively. Greco, in his Student Council Presidential speech, strove for $80,000. Now, under the leadership of Musa, cooperation is the driving force, and success can be measured qualitatively based on whether the Hopkins students gain by the end of the season a deep investment in the well-being of the greater community.

A speaker who set the tone early in the fund-raising season was Chris George from IRIS (Integrated Refugee and Immigrant Services.) He gave Hopkins students a bit of a personal touch in his approach to fund-raising.

Despite the roots of cooperation forming in the Hopkins charitable philosophy, Musa, Schneider, and many others were not ready to give up on the inter-grade competition that to some extent fuels the impressive totals at the end of the year. Schneider stated the two goals of competition and cooperation “are by no means mutually exclusive.” Students who are fund-raising also agree that the inter-grade competition is important to the amounts raised at the end of the year, and therefore should be kept in union with any new efforts to bond between grades and establish the personal touch.

Inside this Issue... Student Productions, Thoughts on Salovey, Holiday Wish List
topic for all of you today: emotional intelligence. Because emotional intelligence has a role in family relationships; particularly in happy family relationships.”

“Emotional intelligence was new to many in his audience, Salovey clarified that the fundamental concept of emotional intelligence is a concern for things. He continued to explain how emotional intelligence affects our lives, relationships, and performances.”

“Four skills associated with being emotionally intelligent,” Salovey said. “First, one must learn to accurately perceive others’ emotions.” Salovey clarified the importance of this initial skill by using an example of an interview. “If the person you’re trying to impress is looking engaged, smiling, talking notes - you’re doing a good job and should continue with what you’re saying. If instead he or she is yawning, fidgeting, or leaning back in their chair - you should recognize that they’re bored and change the topic.”

The second skill Salovey impressed on the Hopkins community is the ability to use emotions to be creative. He said that adults often tell young people to ignore their passions and leave their emotions at the door. There’s a familiar saying, “passion on one end, reason on the other.” However, Salovey argued the contrary: “That’s much too simple a formulation. Our emotions work together with the ‘thinking’ part of our brain and help us make decisions. We have to figure out how we feel about things in order to make the right choices.”

According to Salovey, the third skill necessary to the proper use of emotional intelligence is not only understanding our emotions but also understanding how they change. Salovey’s skill is relevant to high school students by noting that “affection forecasting” comes in handy when trying to plan or interact with a friend, or asking parents permission to do something. Understanding the change in our own emotions, as well as others, is essential to the ability of being able to predict the reactions of other people.

 emotionally intelligent. Salovey remarked, “but it needs to be harnessed and managed in a positive way. Channeled it in a way that solves the problem of the situation.” Out of the four skills, Salovey claims that emotional management is the most important for happiness.

At its end, Salovey summarized the key message of his speech. He noted, “The problem is that often emotional intelligence is ignored. We put so much emphasis on the ‘IQ’ but we forget that there’s a whole other channel of intelligence that can help you be successful in life. Fortunately, the good news is you can learn these skills, and even practice them.” Salovey discussed the use of emotional intelligence involved in reading literature and watching plays. “We learn about interesting characters and their emotions. How do their feelings affect their relationships? We learn about their emotions, and their feelings, and their relationships, and the connections among them.” Finally, he tied it all back to the point of emotional management. “So when we feel those emotions in real life, we know how to deal with them.”

After the pre-written part of the speech, Salovey opened the talk to questions. Student Cami Jeta ‘14 asked, “We know that some part of traditional intelligence is learned, and some part is genetic – so is EQ only learned or is it partly inherent too?” Salovey answered that it’s both – partly genetic, but learnable, too. “Tempersament, he said, the desire to approach/withdraw from scary things, is an essentially genetically determined difference. But managing one’s temperament - that is something that learning can help.”

Davey Proctor ‘15 asked Salovey if emotional intelligence could be used for bad ends. Salovey answered affirmatively, saying that one of the big mistakes of emotional intelligence when it was first popular was this idea that to be a “good person” you have to have these skills. While it is true, he said, that it’s hard to be a good person without understanding and empathizing, it’s not automatic that having these skills makes you a good person.

Another audience member asked, “You talked about how EQ can pertain to success in life, but what determines success in life?” Salovey replied by saying that he didn’t know if his definition is any better than anyone else’s, but success in life, for him, includes making an impact on the world for the better and having relationships with people that are satisfying to everyone. He also was sure to note that success is not determined by money or whether students get an education from an elite institution.

Philip Geanakoplos ‘16 asked, “Have you done studies on soldiers who have suffered from PTSD – does the EQ test help anything?” Researchers, Salovey said, have done studies on this, and it doesn’t look like PTSD is the result of a previous emotional intelligence deficit, but rather it is entirely related to what happened on the battlefield. For certain childhood disorders like autism, Salovey argued, lives can really be improved people’s lives if they learn emotional intelligence skills by the methods described above.

Peter Salovey held a Q&A with a small group.

Salovey closed his discussion by remarking on the high quality of the questions, saying that the questions were among the best he had received and that Hopkins students would be valuable in his laboratory. The primary topic for study going forward, Salovey said in conclusion, was studying how emotional intelligence plays out in different cultures, since emotions are expressed in different ways in different places. A thunderous standing ovation followed.

After his speech, Salovey went to a question and answer session for a select group of interested students and faculty members. One audience member asked, “Can you clarify the difference between mood emotion and personality?” Salovey replied that if there’s a triggering event that one could identify and a person feels a reaction because of that event, then that’s an emotion. If you’re feeling something because of an event and then later that day you still are still feeling the aftereffects of that event, but have forgotten about it, then that’s a mood.

Alex Burdo ’15 asked, “As someone who’s been battling cancer for the past 5 years, I deal with the fear of the unknown on a regular basis. Is there a way to apply emotional intelligence to people who suffer from cancer and deal with the fear of the unknown?” Salovey replied that it’s different for every person, that it’s hard to say “here’s the trick,” but people who don’t become overwhelmed somehow figure out a way to turn trauma into a source of strength.

While the majority of campus wholeheartedly enjoyed President Salovey’s speech, some did not. Natalie Davis-Jorda ‘15 said, “I thought he tried giving too much of a summary. The speech didn’t have the quantitative, scientific substance that would differentiate it from common sense.” Additionally, English teacher Joseph Kagelmass said, “I am not persuaded that ‘emotional intelligence’ is the same as empathy, gregariousness, and rhetorical competence. There are specific types of people, such as people with Asperger’s Syndrome, who can probably benefit greatly from Salovey’s touchy-feely attitudes like ‘empathy’ into quantifiable skill sets. But as an entire society, we already have well-developed methods of studying literature, teaching rhetoric, practicing introspection, communicating feelings, and analyzing social interactions.”

Peter Salovey’s speech reaffirmed the connection between Yale and Hopkins and offered Hopkins students an opportunity to look at something often passed over in Hopkins’ rigorous academic environment – the development of their emotional capacities.
SAGA Discusses Sexuality at Hopkins

Juliette Verlaque ’16
Assistant Features Editor

Every Grey Wednesday, a small contingent of Hopkins students gathers in L20 to discuss gender, sexuality, and the LGBTQ community on campus. Sexuality and Gender Advocates, more commonly known as SAGA, seeks to “advocate and educate the Hopkins campus on sexuality and gender issues in our culture, government, school, and world,” as explained by Glenn Blair ’14, who leads the club with Karma Masselli ’15.

The change from GASP, the club’s former name, to SAGA, took place at the end of the 2012-2013 school year and was the culmination of years of deliberation. “Club members recognized that the previous name, GASP [Gay and Straight People], did not acknowledge the whole spectrum of sexual orientation and the issue of gender identity,” explained faculty advisor Kate Horsley. Club members chose SAGA after weeks of deliberating over many acronyms, agreeing that the new name both welcomed people of all sexual identities and hinted at the club’s purpose. At its essence, SAGA provides a place for Hopkins students to discuss sexuality and gender in a safe and welcoming environment. More broadly, the club has many functions—a meeting place, a judgment-free zone, a bi-weekly forum for activism, discussion, and education. “The club identifies opportunities for advocacy on campus, such as pointing out the need for gender neutral bathrooms and graduation robes, and working with the school to address problems such as hateful and derogatory language,” said Horsley.

Club members stressed that the club is for absolutely everyone on campus. “They said the club encourages discussion, and discussions are most stimulating when they include individuals with different views, different ideas, and different sexual orientations. “We encourage literally every person, no matter what sexual orientation you are or what gender you associate with, to come to SAGA,” Blair enthused. An anonymous student felt similarly, explaining, “For there to be any sort of equality, people have to be informed. Just the diffusion of positive language can have a strong influence on how welcome people feel in our community to speak their minds.”

The student recently changed his name and adopted male pronouns, and spoke positively about his ensuing relationship with Hopkins students. He said that Hopkins, as a community, is generally accepting towards those of other sexualities. “Most people have been accommodating, and as long as they apologize when they refer to me by my female pronouns or my birth name, I don’t mind nearly as much,” the student said. “I have had some people come toward me and other people avoid me, but the net amount of people I feel comfortable around is about the same.”

Many students and faculty often say that the Hopkins community is kind, open, and progressive. This warm atmosphere generally allows individuals to express themselves as just themselves, no matter their sexual orientation. “As cliché as it sounds, I think it’s best to say that there’s no place for bullying on the Hill. It’s hard to believe anyone intentionally treating someone of a different sexuality unkindly here,” said Emmanuel Chinyumba ’16.

Language is one area in which Hopkins students sometimes forget themselves and their obligation to those around them. “I have seen intentionally and unintentionally unkind behavior and heard derogatory speech, and students report that sort of language occurs on campus,” Horsley admitted. “There is work to be done at Hopkins on this front.” The adoption of a campus-wide mindset that recognizes the harm of seemingly innocent phrases such as “That’s so gay!” is one of SAGA’s chief goals, but club members have confidence in Hopkins’ ability to become ever more flexible and conscientious. Ultimately, though, those involved with the club are proud of Hopkins and the atmosphere it inspires for people of all sexual orientations. “SAGA gets really supportive feedback every time we speak out on campus,” said Masselli. “The Hopkins Administration is always willing to hear our concerns on how to make the Hopkins campus a more LGBTQ friendly environment.”

What If Backpacks Were Creatures?
Students Prepare for Québec 2014

Chloé Glass '17

“Sauté! Ça va! D’où venez-vous?” Stepping off the bus in Québec city the Hopkins students were immediately surrounded by an abundance of English expressions. Each year, for the past thirteen years, a group of Hopkins students, headed by French teachers Martha Venter and Kristin Taurchini, has traveled to Québec to get a taste of “La Vieux Capitale.”

This year’s trip will be led by French teacher Sarah du Plessis, who is sure the trip will be exciting. She said: “I can’t wait for the students to see, taste, and smell all that Québec has to offer—that’s what makes teaching fun!”
The trip is scheduled to take place from January 18 to January 21 and will allow students to enjoy many activities such as dog sledding, snow tubing, visiting the ice castle. Lena Gerritz ‘17 fondly recalls her experience, remembering that the moment the students stepped off the bus, “they were snowshoeing for about half an hour and it was really cold but really fun.”

On day one, students are scheduled to visit Québec’s famous toboggan slide Glissade de la Promenade Dufuf-fer, which according to L’encyclopédie de l’américaine française “is undoubtedly an important symbol of the city of Québec. Dufferin Terrace offers an exceptional view on the St. Lawrence River and the Lower Town of Québec.” With a slide about 430 meters long and 250 meters high, the toboggan ride is always a breath-taking experience, put intended. At Aven- ture Plein Air Imukshuk, students will be introduced to the gentle huskies, then learn the basics techniques and embark for a ride through the snowy woods on day two. Students will also visit the Hôtel de Glace the first day, according to the Hôtel de Glace CEO Jacques Dés- bois “[has a] décor [which] evolves to offer a new and original experience every year, and even from day to night, making each visit different and unique...[The] Hôtel de Glace is a must-see attraction to discover each winter.” According to the Huffington Post “the hotel has attracted some 500,000 visitors since it started welcoming guests” and has always remained one of the most popular attractions on the Hopkins trip.

To fully explore Québec one must also savoir tradi- tional Canadian delicacies. A visit to a “cabane à sucre” (maple syrup shack) will provide the occasion to eat “une tire”, a type of taffy formed by pouring maple syrup on snow. Typical Québecois foods also include croissants and “choco- lat chaud” pour le petit déjeuner (hot chocolate for break- fast), “soupe aux pois” pour le déjeuner (pea soup for lunch), and “poutine et tournedos” pour le diner (the former french fries covered in melted cheese, the later a meat pie made with syrup for dinner, and students will eat at restaurants such as Manoir Monteme- rency, located at the top of the Montmorency Falls.

“Gourmands” will also appreciate the many ways in which maple syrup enlivens Canadian cuisine, such as in “Tees au lait”... This is a traditional dish which consists mainly of beans and pieces of pork fatback and sometimes incorporates maple syrup.

For students studying French, such as Clara Merrill-Bloch ‘17, “this is the ideal opportu- nity to interact with native French speakers. She rel- ished the experience to try out her skills as a French student “not in the classroom, but in other places.”

The Québec trip allows the group to explore the local culture, it also allowed them to con- nect more closely with fellow classmats. Tiffany Buu ‘17 agreed saying: “The Québec trip helped me to have an opportunity to gain many new friends,” said Arias who says a lot of his friends are going to get to know each other better.

Students who have previously participated thor- oughly enjoyed the opportunity to visit Québec, and as Mer- rill-Bloch said: “A few words I’d use to describe the Québec trip are: beautiful, awe-inspiring, and just plain AMAZING!”

Hilltoppers Celebrate the Holidays

Sanaea Bhagwagar ‘17

The winter season is a hectic time for Hopkins students. Students are study- ing for last-minute tests and projects, ac- tors are frantically rehearsing for the Winter One Acts, musicians are perfecting their winter concert music, and athletes are trav- eling to tournaments and training trips ev- er weekend. Many Hopkins students find their passion in cooking dishes and holidays, which the winter season is full of.

For some, the holiday season is a time full of enjoying delicious food, customs, so- cial gatherings, and gift-giving (or, more per- haps, popular, gift-receiving). But for others, it is a period of time in which you can re- lax and enjoy a No-Homework Break. However, everyone senses the holiday season begins when walking into Walmart to hear “Frosty the Snowman” playing on the radio before Thanksgiving. Wow.

At Hopkins, a school full of different, unique, cultural back- ground, the holiday sea- son is not confined off of one holiday. It is actu- ally a mixture of multiple holidays, be it Thanksgiving, Hanukkah, Kwanzaa, Christmas, or New Year’s Day. Menus vary from household to household. While most of us eat the well-known turkey laden with stuffing and topped with cran- berry sauce at Thanksgiving, some Hopkins students experience new cultural foods. “I usually travel to an exotic place, such as Puerto Rico, and encounter new cultures and new food instead of hav- ing a standard turkey din- ner,” said Ally Batter ‘17. Other students eat origi- nal family meals on Christmas: “My Christ- mas appetizer has always been apples and bread with chocolate sauce.”

Many families assign specific parts of the meal to different members. This creates cohesion and a sense of unity. “For Kwanzaa,” explains Geras Arias ’16, “each person makes their own dish that is preferably related to African culture. Holl- iday meals in the family can be a time for everyone in the family to contribute to a meal as a whole, and for everyone to feel important.”

Some students have their own standard holiday traditions. For example, every family who cel- ebrates Christmas has the challenge of figuring out who puts the ornament on the tree. Andrew Kindsforth ‘17 ex- plains how he solves this problem: “My family has an annual schedule of who gets to put the first ornament on the year on the Christ- mas tree. That way we don’t fight about it.”

Kindsforth also describes his grandmother’s gift-giving: “When she drives to my house for Christmas, [my grandmas] car is stuffed with gifts like a Thanksgiving turkey!”

S o m e t i m e s, Hop- kins students find that their busy lives, our activities affect our cel- ebrations. For example, some students just hurry home during the holi- days because they have hockey tournaments or concerts in which to per- form. But other students travel to their relatives’ houses, no matter how far away, and even make it a tradition to go on skiing trips as a family, the day after the celebration!

Von Riesenm aintains a favorite tradition of hers: “My grandma always reads the poem ‘The Night Before Christmas” in the front of the whole family.”

Other Hopkins family holiday customs include watching specific movies each year, cookie decorat- ing with grandparents, sisters filling each other’s stockings, and, of course, everyone’s favorite part of the holidays: gift giving. Some families exchange gifts every year. Other families give gifts to everyone in the family if they meet many relatives on their particu- lar gift-giving holiday. Many families as- sign Secret Santas on Thanksgiving and give the actual gifts on Christmas. This ensures that everyone receives gifts, but ev- eryone does not have to buy each person a gift. A gift exchange is good when there are many family members.

Arias describes a unique Kwanzaa custom: “On the sixth or seventh day of Kwanzaa, a feast is held, and family mem- bers give each other handmade gifts such as jewelry or handmade T- shirts.”

“The goal of gift-giving is to see the recipient’s smile,” explained Riesenm aintains. “Whether people spend their holidays drinking hot cocoa while watching ‘The Polar Ex- press,’ eating latkes and playing dreidel with the family, or just enjoying the Five Golden Rings Assembly, the holiday season is a festive and entertaining time for Hopkins students.
The Golden Age of Theater at Hopkins

Wondrous Winter One-Acts

Noah Riley '15

As the winter season once again came into view on The Hill, the Hopkins Drama Association prepared for one of its longest held traditions: the winter One-Acts. This year, the show was set up as a series of four single-act plays with largely different casts. Whether about surviving the zombie apocalypse, or about a play within a play (within a play/within a play?), each play in the One Acts kept the audience laughing.

"They were absolutely, uproariously hilarious!" exclaimed Louise deGroot '16. "The One-Acts are unlike any other show. While they're informal, a lot of work is still put into them, and it showed in the final result." The show deGroot was cast in, How to Survive the Zombie Apocalypse, was a collection of schemes and ideas for withstanding the menacing zombie plague.

"There was something for everyone," notes Walker Schneider '15. "Intrigue, confusion, tragedy, more confusion, and just a sprinkling of romance. They were all just so damn funny." While he is most commonly known for his athletic fervor and devotion to the subject of history, Schneider was an important cast member in two of the four One-Acts, entitled Cut and Crushed. He perplexingly described Cut as "a play within a play within a play that may or may not be within a play, but that is definitely within a play." As for Crushed, he smiled and said simply, "It was Hopkins' attempt to show the world how to (or rather how not to) approach and deal with the opposite sex."

"What really makes the One-Acts unique is how many kids want to participate," said Hope Hartup, the director of this year's show. "For the past few years, we've had upwards of 70 kids in the One-Acts."

Many of the actors participating in the show appreciated the same sentiment. "Being a football player, I didn't get the chance to see the more 'theatrical' plays," said Hartup. "But being able to work with them is definitely the highlight for me," said Schneider.

The size of the cast and the diversity of the actors only adds to the show's unique style. As Hartup commented, "For the high school, it's a community-wide event. It's a place where scholars, athletes, and artists can all come together and celebrate drama as a community."
A Taste of China at Great Wall Restaurant

Kristine Ahn ’16
The Beat Assistant Editor

“Uh-oh,” I said under my breath. The restaurant was buzzing and crowded. Ding! I received a text. Bridget Donovan: “We already have a table! I let the server know. She said we can come here!”

It was a lovely Saturday, November 16, and Bridget Donovan ’15 and I went for lunch at Great Wall, a Chinese restaurant on 67 Whitney Ave in New Haven. Great Wall looks like hundreds of other Chinese restaurants in New Haven. The outside was plain, with “Great Wall” painted in red on the glass window. Inside, there are three paintings and one decorative fan on the wall – nothing too fancy.

Great Wall is a Dim Sum dumpling house where, instead of providing menus, the servers walk around with carts of food. Each cart has its own type of food: a dumpling cart, a soup cart, and a vegetable cart. As I noticed from the waiting line, Great Wall was full of people. “Almost everyone here is somewhat Asian – I guess all the locals go here,” Sophie said. After asking for hot tea, we began to choose dishes from the carts. We did not have an idea of what we wanted to order, so we decided to start classic, and ordered a plate of steamed shrimp dumplings and a plate of steamed pork dumplings. They were both decent. Next, we ordered a plate of Chinese barbecue. It was also a classic dish; there was no surprise in it.

We decided to be more adventurous and ordered steamed beef tripe – but we weren’t rewarded for testing our luck. From the next cart, we chose a dish of steamed chive dumplings with seafood. It was my first time eating a chive dumpling and I loved it. Because we wanted more chives, we then ordered a plate of pan-fried chive buns. Unlike the steamed ones, these did not have seafood, and Sophie conceded that she liked pan-fried more. “The food isn’t fancy but it’s tasty. It’s like the design – simple yet decent,” Sophie commented. There are four types of Chinese cuisine: Guangdong, Shanghai, Hunan, and Sichuan. Great Wall is a standard and classic restaurant with more Guangdong dishes, but it’s not a specialty restaurant where all dishes pertain to one region and are all spicy or sweet. After the delicious chives plates, we decided to order the Congee with Salted Pork and Thousand Year Egg soup. It’s like porridge,” said Sophie. After glancing at the menu, Bridget exclaimed, “Wait – we just ate a thousand-year egg!” Thousand-year egg is a Chinese cuisine ingredient made by preserving duck, chicken or quail eggs in a mixture of salt, sugar, and quicklime for several weeks. Bridget returned to the soup again to find a piece of the thousand-year egg, and commented, “It tastes like… nothing.”

I asked the waiters the name of the dish every time we ordered one until I could catch the name (they spoke fast), so later a waiter handed me a menu. “Chinese,” he said as he pointed at the Chinese names of the dishes, “and English,” as he pointed at the English next to them. The menu was two pages and wasted neither on Chinese-American silliness.

“If you’re looking for standard American-Chinese food, it’s not here. There are no dishes like fried rice or General Tso’s chicken,” commented Sophie. “It may be disorienting for people who have not eaten at an authentic Chinese restaurant before. This is definitely the most authentic out of any Chinese restaurant I’ve been to in America,” remarked Bridget.

As much as 20 percent of the servers walk around with carts of food. We did not have an idea of what we would order, so we decided to start classic, and ordered a plate of steamed shrimp dumplings and a plate of steamed pork dumplings. They were both decent. Next, we ordered a plate of Chinese barbecue. It was also a classic dish; there was no surprise in it. We decided to be more adventurous and ordered steamed beef tripe – but we weren’t rewarded for testing our luck. From the next cart, we chose a dish of steamed chive dumplings with seafood. It was my first time eating a chive dumpling and I loved it. Because we wanted more chives, we then ordered a plate of pan-fried chive buns. Unlike the steamed ones, these did not have seafood, and Sophie conceded that she liked pan-fried more. “The food isn’t fancy but it’s tasty. It’s like the design – simple yet decent,” Sophie commented. There are four types of Chinese cuisine: Guangdong, Shanghai, Hunan, and Sichuan. Great Wall is a standard and classic restaurant with more Guangdong dishes, but it’s not a specialty restaurant where all dishes pertain to one region and are all spicy or sweet. After the delicious chives plates, we decided to order the Congee with Salted Pork and Thousand Year Egg soup. It’s like porridge,” said Sophie. After glancing at the menu, Bridget exclaimed, “Wait – we just ate a thousand-year egg!” Thousand-year egg is a Chinese cuisine ingredient made by preserving duck, chicken or quail eggs in a mixture of salt, sugar, and quicklime for several weeks. Bridget returned to the soup again to find a piece of the thousand-year egg, and commented, “It tastes like… nothing.”

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Up until this point, we had not kept track of how much money we spent as there were no prices on the menu. “Looking at how much people around us have ordered, I doubt ours come out too much,” said Bridget. One dish did not have that much food – 3 to 4 dumplings in one plate – but there were eight to nine plates at every table. Later we found out our tab totaled $35, a reasonable price for three people.

Sophie and her family always eat at a Chinese restaurant on Christmas. “Hamakkah usually falls before Christmas, so by the time Christmas comes around, our festivities is over. In towns with not as many Chinese restaurants, you actually have to make reservations before because a lot of Jewish people go to Chinese restaurants on Christmas – it’s almost a tradition.” When asked if she would bring her family to Great Wall, Sophie replied, “I think [the authentic food] will be overwhelming for a lot of people, but it’s definitely an experience.” In terms of kasher, it’s not a kosher-friendly restaurant. “You have to be very vocal about not wanting pork,” said Sophie.

As I glanced through the menu once more, my eyes landed on “Phoenix Claw (Chicken Feet).” When I pointed this out to Bridget and Sophie, I got two “No, Kristine!” faces. Gee, all I wanted was to see how it looked like! We agreed on the less questionable decision of three bubble teas to go.

If you want more approachable Chinese food, Royal Palace and Noodle House (166 York Street) are two brilliant options. Royal Palace is a sit-down, fancy, and more upscale restaurant. Noodle House is more casual and gives off a café feel with its wooden designs. “Noodle House also feels authentic, but it’s less bustling. It’s not focused on dumplings, and their noodles are great,” lauded Bridget. “Also, there’s a menu,” she added. It was a nice lunch with Bridget and Sophie, and it brought Bridget and I back to China with its authentic food and bustling atmosphere. As we came out from the restaurant, each holding a plastic cup of bubble milk tea, I realized that the inside and outside of the restaurant were very different. Unlike many American-Chinese restaurants, I experienced a very authentic Chinese meal. I felt like I flew to Beijing and came back to New Haven by going in and out of this restaurant.

For the best options, ask for a menu.
Connor Abbott: To not be the first alphabetically so I wouldn’t have to write “World peace.”

Titilayo Ajisefinni: I could swim.

Bennett Amador: For a long, peaceful walk on the beach.

Caroline Armstrong: For a baby elephant.

Kwame Asiedu: To have the honor of working with Doctors Without Borders.

Samira Bandaru: For closure.

Claire Bartosic: To not be mistaken for Taegan.

David Baumann: For kielbasa.

Talya Bedford: For a Greater New Haven subway system.

Glenn Blair: For everyone’s senior wish to come true.

Charles Blalock: To ghostride a golf cart.

Max Bloom: To want nothing.

Austin Bodetti: To be less handsome (for the haters.)

Marie Brenner: For a track.

Daniel Brodkin: For two minutes for linguistics.

Christopher Cahill: For people to be more like Nikki Camera.

Nicole Camera: For people to be more like Chris Cahill.

Zoe Cantori: The Café were free.

Didjana Cellupa: For a puppy.

Corey Chang: For my senior wish to come true.

Tenzin Choepel: For a free Tibet.

Louisa Chua-Rubenfeld: I was Boss Tweed.

Ellington Chukwu: For Lauren Ross and Jacob Fiedler to sing a duet of a love song.

Xena Cordero: For a different hand bag for everyday of the year.

Jennifer Corradi: To pass Calculus.

Amalia Correia: For theater snacks to be cheaper.

Noah Daponte-Smith: For the return to the Gold Standard (just to see what happens.)

Katherine Darrow: I could live in the woods.

Symren Dhaliwal: For Francesca to get her wish.

Malcolm Drenttel: For Larry David.

Francesca Ferrante: For a legitimate British accent.

Kat Fedorchak: To beat Lauren Ross in The Hill.

Henry Fay: To cozy up with a good book, or possibly even the notebook.

Joshua Felizardo: To eat brunch with Ron Swanson.

Kat Fedorchak: To be Daenerys Targaryen.

Quinn Ferguson: For a Moe’s Burrito.

Francesca Ferrante: For Lauren to get her wish.

Jacob Fiedler: To be on Matt and Uma’s honeymoon.

Daniel Frndjibachian: To be Daenerys Targaryen.

Lauren Ross: To graduate in a white graduation gown.

Sarah Johnson: For methylamine and an RV.

Kwame Asiudu: To be as tall as Josh Furth.

Danish Kidwai: To get into Hopkins fencing to have one fan.

Morgan Kane: For methyleneimine and an RV.

Brian Keller: Gummy bears could talk.

Nicole Kogan: For a Froyo machine in the Café.

Precious Musa: For a Fryo machine in the Café.

Kaya Paraizo: For Logan Werner and syrup.

Alisa Pasichnik: For a lifetime supply of Cheez-Its.

Natalie Klingher: For Vanu.

Dan Kluger: For a key lime pie (hint hint Sandy G.)

Aime Knott: For a ski lift up The Hill.

Tongil Ko: To beat Emerics IMBL team.

Nicole Kogan: For Hopkins fencing to have one fan.

Emeric Kossou: For world peace ... the Metta kind.

Lauren Kranzlin: For Symren to get her wish.

Michael Krakitz: For Triple Trio to sing me happy birthday.

Martin Kriyzan: For people to have success with colleges.

Ana Kyrcz: For a working portal gun.

Jessica Larkin-Wellis: To see the inside of the Thompson cupola.

Justin Lee: For Elle Chukwu to stop emailing me about advisor group on time.

Dahlia Leffell: For Alisa to have a lifetime supply of Cheez-Its.

Liza Leonova: For something witty.

Noah Lifset: To find my one true love.

Rachel Lilenbaum: For warmth.

Zoe Loewenberg: To eat brunch with Ron Swanson.

Zachary Lozons: For James Mackenzie Martino.

Christian Luciani: To get my sign-out privileges back.

Angus MacMullen: For Beethoven fame.

Avi Mahajan: For fewer vegetarian days.

Mitra Mani: To get into my first-choice college.

Tanner Marsh: For our grade to win the Canned Food Drive.

Genevieve Martin: For all shows to stream on Netflix.

James Martino: For Zachary Cross Lozon.

Shynise McElveen: I could meet the Weeknd.

Erica Meno: To not cry every time I laugh hard.

Lauren Mitchell: To graduate in a white graduation gown.

Dana Mon: For a key lime pie (hint hint Sandy G.)

For her senior wish to come true.

For fewer vegetarian days.

For on-campus snow machines.

For on-campus snow machines.

For on-campus snow machines.

For a working portal gun.

For a working portal gun.

For world peace ... the Metta kind.

For Closure.

For people to be more like Chris Cahill.

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The Aftershave: C’mon, Eeyore
Learning From Wes Moore

“Piglet noticed that even though he had a very small heart, it could hold a rather large amount of gratitude.” From the words of A.A. Milne, I find the message I would like to impress upon my loyal readership this holiday season. You work hard. That fact cannot be disputed. You contend with endless strains of homework, the management of many extracurriculars, and the burdens that otherwise come inherently with adolescence. I admire your efforts, and I know your investments today will allow you to make the most of your life beyond the Hill. However, I also need you to eat your vegetables.

Too often, members of the Hopkins community begin to doubt their faith in this institution, blinded from the long-term benefits of their tenure on the Hill by some stress here or there. The way I have heard some “hopeful youths” complain about hilltop happenings more resembles the remarks of a devoted wife hearing that her husband has cheated on her or a hard-working employee being passed up for a promotion after years on the job than a student going through a bit of a rough patch during an otherwise remarkable time at Hopkins. No, you do not hate this school, the undiscputable greatest secondary institution in the world. At one time or another, many students have told me that their peers are smarter than they are. Whose hands wouldn’t be raised?

The question is: why do students at Hopkins doubt themselves, and how can we re-mold that doubt to be a positive force?

The sheer number of intelligent people at this school may spur that doubt. In addition, teenagers suffer notoriously low self-esteem to begin with. Perhaps that doubt may be protective against the sting of failure. Still, those notions don’t answer the whole question.

It is important to clarify that some self-doubt is an absolute necessity in terms of improvement, and since no one is perfect, improvement is a goal. Of course, Hopkins is a competitive school, and so students often find themselves comparing themselves to their peers, no matter how adults warn against it doing so. Often, grades present themselves as the most obvious comparisons, and this is inherently a mistake. Often students assume that everyone gets As, if not consciously, then abstractly.

Even if that were true, grades are only a very small portion of the self. Many students capable of delving into the deepest of discussions are not necessarily the same students with 11 point GPAs. There are artistic geniuses, there are sports stars, there are well-rounded people, and there are those who are very specialized. These categories don’t even cover other very important characteristics, such as emotional intelligence, kindness, and morality.

All of these characteristics and differences are important. Everyone’s learning styles differ, and everyone progresses differently. Although, in a practical way, comparison among students is sometimes necessary; particularly for college admissions purposes, it is silly to try to measure oneself against one’s peers. It is impossible to account for every aspect of another’s life, especially the more difficult experiences that person might have and not share. Such comparison is inherently flawed.

Furthermore, something else is often overlooked: the power of the struggle. People who struggle through subjects often end up with deeper understanding than those who find learning easy to access. That doesn’t mean a beautiful grade, and it doesn’t mean a future profession in that subject, but hard work builds character.

It is important to remember, especially as the darker months of winter approach, that success is not rooted in a grade in a class, or even in a GPA. Comparing oneself to others is easy, but what is easier is the struggle, but self-doubt is not inherently wrong. That doubt, and the struggles that often accompany it, can make us successful, as long as we know how to wield it. Our community at Hopkins is very special, and we are lucky. We are all smart people, and thankfully each in our own special way.

The Aftershave: C’mon, Eeyore
Learning From Wes Moore
to Paint or To Conjugate?

Why the Art Credit Hinders Students

Natalie Davis-Porada '15

Some say that variety is the spice of life, and the Hopkins curriculum ensures that students are exposed to a breadth of subjects in hopes of piquing an interest—a special flavor for each student. However, the uneven weighting of graduation requirements between solid academic subjects and art often times disallows a student from following her true passions. Shouldn't the broad variety of students' interests help pepper the proverbial pot?

With the school's strict maximum of concurrent classes being fixed impenetrably at six, if a student wishes to take six traditional academics, doubling up in languages or history, she will eventually have to drop an academic class to fit in art. This requirement would seem reasonable if one only had to drop a single, year-long course, but the art requirement was modified in the last few years from one to one-and-a-half credits, thus limiting a student to a one-term course to balance out that last half credit of art—not an option for many math, language or science courses.

Art in and of itself is not a problem—not most private and many public schools require it; it is the third half-term that is oppressive. After all, Hopkins only requires two credits of science—find me a top academic university that is not going to question why a student took only biology and chemistry in high school in favor of ceramics, photography, and painting. In no way do these arts lack value, however, for those that don't enjoy them, they are an impedi

ment to their schedules. After all, many classes such as English, history, and language, already incorporate art into their curricula.

Hopkins' recipe for success continues to provide an environment in which a student can thrive as an independently-minded person—as such, one person's ceramics may be another person's second foreign language. When I came to Hopkins I was promised that I would never be thwarted in my academic endeavors as long as I kept up my side of the bargain by working hard and doing well.

Further, for those who compare art to athletics, taking an art course outside of school should be an option. If you play violin in local music ensembles or dance every night after school, shouldn't that count, especially if you also participate in school sports? And on that same note, why is it that a student can replace the sports requirement with the school play while there is no substitution option for art? For those who see art in the same realm as academics, at least a half credit of art should be offered over the summer. History, math, and science are all offered in summer school, and you can work independently on a language in order to pass into a higher level course so long as you pass the final.

Intellec

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y, I understand the importance of becoming well-round

ed, and further understand the school's responsibility to provide some enforceable guidelines to ensure that students season their pots with broader horizons beyond core academics. That said, as a student who is facing the decision to drop math or a second language to throw pots or take digital photos, I sympathize with the frustration of those being shut out from a subject they really enjoy in exchange for a class in which they have little skill or interest. The first two art credits really should be enough. Plus, no one is stopping anyone from taking three or more arts.

We have a lot of time in our days. Eight blocks are built into our schedule, of which only six, at most, can be occupied with a class, notwithstanding the added hour of free time after lunch. The administration believes that taking a seventh class, even if it is art, would be overwhelming for a student; yet no one seems concerned with how small the four-and-a-half course minimum actually is. But in most cases, no one knows a student or what he or she is capable of better than does that student.

While the school with its art requirement is fulfilling its written Purpose and Value of "enlarg[ing] the educational experience to include the creative joy and aesthetic sensibility of the artist, and the vitality and competitive spirit of the athlete," it may be doing so at the expense of "developing in [its] young people the habits of mind of scholars as the foundation for a lifelong love of learning" and "foster[ing] the courage to love and think as distinct individuals who embrace their responsibilities in the larger world" (Hopkins School Handbook 2012-2014, page 1). The choice for the third term of art should be left to the student rather than permanently placed above the salt.

Why the Art Credit Benefits Students

Rebecca Lee ’16

Who can resist gaping at the student artwork in the gallery, or humming along to Concert Choir's Christmas carols? It's like a warm cup of tea. It calms the eyes after reading Shakespeare's Hamlet, and it soothes the ears after listening to several history lectures. And to think, these beautiful examples of art were created in just one and a half terms.

It's understandable that one prefers to take both Spanish and Italian rather than molding clay. Art doesn't satisfy everyone's academic appetite. And perhaps some of this apprehension stems from lack of skill or interest. But in order to grow, a student can't always be in his or her preferred subject.

Feeling uncomfortable, or not seeing the point in drawing charcoal sketches for an extra half term, but still pushing forward teaches perseverance and a sense of discipline. "No pain, no gain," right? And say, after grudgingly participating in choir for a year, one can sing, "We Are The Champions" like no other, and can hit some of those high notes without a voice crack. That sense of accomplishment is so much more significant because it was gained despite the initial self-doubt. Being proud of a "win" in an intriguing subject is great. But being proud of a win in a "what's-the-point" field is that much more rewarding.

We may think that art is already in our core curriculum. However, art history is the focus, which is very different from the practice, itself. The study of Van Gogh and his life, or the development from classic to Romanized styles is almost like studying Napoleon, or the development of France from a Republic to a military dictatorship. History cannot replace the experience.

Learning to actually mold clay into the image in one's head, or use perspective to create an illusion takes creativity that cannot be mastered just with books and lessons. It's important to embody Van Gogh and practice his style, rather than be the historian analyzing him.

Although some students may feel restricted by having to drop the calculator and take up a paintbrush or prop, the confidence and, if you wish to think of the biology, the little kick of endorphins provided are worth the sacrifices. Art can be stress-relieving.

Students know that, if they've ever taken an improv class with drama teacher, Mike Calderone, not a day goes by without at least a giggle. One of his favorite phrases is, "What happens in L22, stays in L22." An actor can feel free to be a fool doing one of his exercises, like greasing the salad bowl, without earning furrowed eyebrows and sharp stares. And for someone who has pretty severe stage fright, I found having to go up in front of the class and do a scene taught me the skill of public speaking. The more I went up, the more confidence I mustered. It takes time to have a good stage presence and learn to enunciate words. If it's necessary to drop a language for one or two terms, that's fine, but I mustered the confidence and, if you wish to think of the biology, the little kick of endorphins provided are worth the sacrifices. Art can be stress-relieving.

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Dr. Peter Salovey, Psychologist and Yale University President, mentioned in his Convocation speech that the practice of art teaches emotional intelligence. Music and drama connect us to our own feelings and to others. Being able to channel and focus our internal responses and transform them into something visual, shared and beautiful is difficult, and takes years of practice! We also learn to manipulate our emotions and, if you wish to think of the biology, the little kick of endorphins provided are worth the sacrifices. Art can be stress-relieving.

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Whether as a pursuit all on its own or a supplement to another sport, yoga has become an increasingly popular activity among Hopkins students. "I practice tennis and squash outside of school, but I do yoga on the side because it helps me stretch out my muscles for tennis," said Tiffany Bu', 17, who does Hopkins' informal yoga. "It allows me to release my tension, and lowers stress. It's also a great way to relax and connect your mind with your body." Bu' continued.

Yoga offers quite a few different benefits when it comes to other athletics. Tokyo Benson-Tilten, 15, who does horseback riding outside of school, said that in addition to increasing her flexibility and core strength, yoga also improves her upper body strength and posture, which are key to being a successful horseback rider. "I've also found that pairing yoga with skiing has helped her progress as an athlete: "Skiing is really hard on your calf and thigh muscles, as well as your ankles. Yoga really helps with this strain because it allows me to stretch out my entire body," said Diefenbach.

Mid-High School students meet during G-block for their intramural yoga class, which is led by Hopkins Varsity Coach Rocco DeMaio. "Hopkins students meet during G-block for their intramural yoga class, which is led by Hopkins Varsity Coach Rocco DeMaio. "I was in the youngest age group at the camp, but his infectious charisma often drew the attention of the entire gym." DeMaio was very impressed with Gewirtz's performance: "He is a versatile and selfless player. He reected a serious commitment to fencing over the years, and I still learn from her. I really enjoy having her as my captain," Jennifer Horkovitch '18 said. "Nicole is a team player, a close friend, and an amazing fencer. She's really modest and always has really helpful tips. She believes in the team and I'm proud to be in her foil squad." Hopkins fencing coach Emilie Waters echoed this sentiment: "Nicole has been a pleasure coaching Nicole for the past three years. It has been great to see how she has embraced her leadership role, taking a central role in running practice and bringing the team together. She has already established herself as one of the top fencers in the state and she continues to challenge herself by attending tournaments throughout the area. Her commitment and dedication has set an example for the entire team.

Kogan reflected on her fencing career, saying her favorite memory came against "a much stronger opponent." Down 14-6, one point away from being eliminated from a tournament, Kogan persevered, rating off nine touches in a row, winning 15-14. She said, "This is the epitome of the unpredictable nature of fencing." Kogan plans to continue fencing after high school, carrying the lessons learned, accolades received, and memories made at Hopkins with her along her journey. Having qualified for the Junior Olympics, she will be travelling to Portland, Oregon in February to fence in the Junior division.

"Fencing at Hopkins not only kick-started her development, but my understanding of the sport dynamic. Outside of school, I attend many tournaments, but still miss the teamwork aspect. As both team-member and captain on the Hopkins team, I have learned to appreciate supporting and having the support of the fencing team." This unselfish mindset and knowledge of the sport has inspired her teammates. Damini Singh '16 said, "She's an amazing leader. We don't even fence the same weapon, and I still learn from her. I really enjoy having her as my captain." Jennifer Horkovitch '18 said, "Nicole is a team player, a close friend, and an amazing fencer. She's really modest and always has really helpful tips. She believes in the team and I'm proud to be in her foil squad." Hopkins fencing coach Emilie Waters echoed this sentiment: "Nicole has been a pleasure coaching Nicole for the past three years. It has been great to see how she has embraced her leadership role, taking a central role in running practice and bringing the team together. She has already established herself as one of the top fencers in the state and she continues to challenge herself by attending tournaments throughout the area. Her commitment and dedication has set an example for the entire team.

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The NHL: Recap and Predictions

The National Hockey League (NHL) is a little more than a quarter of the way through its season. While the NHL season is eighty-two games long (exactly the same as the NBA season), a few teams have solidified already as Stanley Cup contenders.

To no surprise, the Boston Bruins and Pittsburgh Penguins find themselves at the top of the Eastern Conference. Coming into the season, the Penguins had the same roster that scored the most goals per game in the entire league; the year before. Led by two of the best players in the business, Sidney Crosby and Evgeni Malkin, the Penguins offensive attack was bound to be successful. The Bruins shook their own roster up. Jarome Iginla, an eleven-time thiry-goal scorer, was left in free agency to sign with the Bruins. The Bruins also acquired Reilly Smith, Joe Morrow, Matt Fraser, and signed Loui Eriksson for Rich Perer- ley, Ryan Button, and former number-two overall pick, Tyler Seguin. Regarded as the biggest trade of the summer, two of Boston’s top nine forwards were let go, creating questions regarding the team’s chemistry. Boston has responded well, for they are still one of the best teams in the league.

The Rangers are also starting to come on and could be dangerous in the playoffs with the best goaltender in the league, Henrik Lundqvist, and former Vezina Trophy-winner Ryan Miller. Miller may not be the same goalie he was last year, and the Rangers are one of the best teams in the league.

The Tampa Bay Lightning are an even bigger surprise. After finishing with the third worst record in the league in 2012, the Lightning have started the season with the best goalie in the league, Ben Bishop, and the best defense in the league. Bishop has had two surprises so far this season. The worst team in the entire league last year, the Colorado Avalanche, has become a playoff contender after drafting Nathan Mikkinen with the number-one pick, signing PA Parenteau to play right wing of the second line, and hiring legend Patrick Roy as their coach. The Avalanche organization hoped that Roy would bring intensity to a team that has been a league doormat for the last four or five years. Roy has done just that, starting early in the season, got the team to want to win, and defeated the Bruins when they won the cup in 2010, to play second line center. Versteeg adds even more depth to the forward position, a group led by captain, Jonathan Toews, classy winger Patrick Kane, Patrick Sharp, and Marian Hossa. The Blackhawks hope to repeat as Stanley Cup champions using basically the same roster as last year, except replacing Dave Bolland with Kris Versteeg.

The Kings are able to put one of the best goaltenders in the world out on the ice every night. In Jonathan Quick, a native of Hamden, Connecticut, who won the Conn Smythe Trophy for the most valuable player in the playoffs in 2012 when the Kings won the cup by posting a .946 save percentage. Since then, he hasn’t looked back. He continues to be the backbone of the Kings defense, and a key component of them maintaining their success of recent years.

The Western Conference has had two surprises so far this season. The worst team in the entire league last year, the Colorado Avalanche, has become a playoff contender after drafting Nathan Mikkinen with the number-one pick, signing PA Parenteau to play right wing of the second line, and hiring legen- d Patrick Roy as their coach. The Ava- lanche organization hoped that Roy would bring in- tensity to a team that has been a league doormat for the last four or five years. Roy has done just that, starting early in the season, got the team to want to win, and defeated the Bruins when they won the cup in 2010, to play second line center. Versteeg adds even more depth to the forward position, a group led by captain, Jonathan Toews, classy winger Patrick Kane, Patrick Sharp, and Marian Hossa. The Blackhawks hope to repeat as Stanley Cup champions using basically the same roster as last year, except replacing Dave Bolland with Kris Versteeg.

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Many analysts be- lieved the Maple Leafs would regress. Their ridiculous shot percentage (goals scored/total shots) from last season seemed impossible to maintain, but the Maple Leafs are currently in the top half of the Eastern Conference.

Yoga at Hopkins, cont’d.

Yoga continues to be a popular informal athletic choice at Hopkins. Above, a popular yoga pose is demonstrated.

Yoga’s appeal comes in part from its many benefits. Kayla Paraico ’14, who recently became a certified yoga instructor after completing an official 200-hour training program, believes that it is a versatile activity with many advantages: “The benefits of the physical yoga practices are innumerable: greater strength, better flexibility, improved metabolism, and detoxification are only a few. Certain poses can improve the psychological status of an athlete: arm balances boost self-confidence, backbends evoke trust, and forward bends calm anxiety. Even the practice of controlling breaths in yoga affects athletic performance. It expands and strengthens your intercostal muscles—the muscles between your ribs—which allows your chest to pump air in and out of your lungs more efficiently.” Paraico added that these attributes are the ones that have most significantly affected her own athletic perfor- mance as a runner.

The practice of yoga, whose name translates to “union” in Sanskrit, has proven beneficial to the mental and physical capacities of many Hopkins students. Although they might beg for “nap time” in the occasional class, perhaps students should be seeking the stress-relieving attributes of yoga instead.
The annoucer calls out her name. She begins her line, focusing on guiding the 1,000-pound beast to the correct order of jumps without chipping, or missing a jump. Often, times, she has less than 90 seconds to complete the course while hundreds of fans and participants watch.

This is the situation elite horseback riders face every weekend while away from The Hill. Two avid riders in particu- lar, Teddy Vlock '16 and Coco Fath '19, have been competing at the highest level: national and international competitions. Vlock remarked, “Normally my day is broken up into different stuff at competitions; I could be competing in multiple events in one day.”

Vlock trains at Cedar Brook Farm in Madison, CT. He has only been showing for two and a half years, yet he has quickly become a top equestrian at his age level through hard work and dedication, training for at least three hours, six days per week. Fath is also a star equestrian. She has been riding since the age of 6, following in the footsteps of her grandmother and sister.

Youth horse showing is divided into three distinct categories. There are jumpers, hunters, and equitation. Although jumper is the only horse showing event to appear in the Olym- pics, Vlock and Fath compete in all three. Horses are bred for a certain type of competition; for example, hunters are the more beautiful animals. Vlock has three horses bred for both hunter and jumper, and one bred for equitation. He said, “My favorite horse switches daily because they are not always the same. One day, Calvin is my favorite, being the most comfortable to ride and listening well, and then the next day he’ll throw me into a wall.” Meanwhile, Fath has nothing but praise for her horses. “I trust them when I get to know them, and they trust me.”

Jumper is the competition in which riders are allotted a certain amount of time to complete a course, usually about 90 seconds. During that time, the rider must jump over every single jump with their horse in the exact order that the course setter decides. There are other restrictions, too: The horses are only allowed a set number of paces in a line, the space in between jumps.

Teddy Vlock '16 praises his horse after running a good round over tough rails. Vlock is one of the top riders of his age in the United States.

At these youth competitions, the jumps are usually 1.2 meters high. To put that in perspective, the horse is jumping over an obstacle that may be taller than a seventh grader. The pressure is high; in most competitions knocking over even one jump results in elimination. “I like the fear factor and adrenaline rush you get knowing you could be thrown off at any second,” said Vlock.

The hunter category is less quantitative in nature. It focuses on the grace and beauty of the horse in motion. Hunter courses are usually easier and not timed; instead, there is a judge who gives scores based on how graceful the horse looks while going over each of about eighteen jumps.

The final category of horse showing is equi- tation. These competitions are intended for those under the age of 18. It is similar to the hunter, except instead of judging the grace of the horse, the judge focuses on the grace of the rider.

Horseback riding is a unique sport. Vlock said, “The reason I like riding so much is that it’s the only individual team sport; what I mean by that is some days you can be on your game but the horse won’t be performing the way you want it to. They’re not equipment, they’re animals.” He also added jokingly that, “I like showing because it’s about a 100:1 ratio of girls-to-guys.”

However, horse showing consumes countless hours, and juggling the rigor of life on The Hill with the travel and practice associated with riding is very difficult. Vlock said, “I think one thing that I find hard about being at Hopkins is that many of the kids I ride against don’t go to normal school. They’ve dedicated their whole lives to riding, but I also want to be getting a good education.”

Fath also has had to learn to balance school and riding. “Being at Hopkins while still riding is definitely harder than balancing riding and school life at my former school, Greens Farms Academy, but Hopkins has definitely been helpful and supportive. However, there are times where Hopkins can get stressful.” Both Hopkins superstars noted that the stress is worth it, though, and they love the thrill of riding a horse and the pressure of competition at the highest level.

The Other Side of Hopkins Athletics

J. Drew Nolan ’16 set out to investigate the lesser-known, yet still integral part of Hopkins athletics: the managers. Here, Nolan focuses on profiling a few managers and their important contributions to their Hopkins athletic teams.

J. Drew Nolan '16 managed the Girls Varsity Field Hockey Team this year. Carefully weighing prospects of a G-block study-hall, as well as returning home at 3:30, Nolan agreed to act as manager, and quickly found he did not regret his decision. Although he did not initially realize it was an unspoken requirement for managers, Nolan still relished his experience: “I guess I didn’t fully realize that being a manager was a norm for a manager to do, and I’m certainly glad I didn’t realize this until after the season was over. Even though sometimes there was no baking involved, the fall season this year was definitely a memorable one.”

Jack Greenberg ’14 was this year’s manager of the Girls Varsity Volleyball Team. He said: “Coach Karla (DeMaio) offered me the position when I worked with her at the book sale. The prospect of managing had piqued my interest and I enthusiastically dove in.” Greenberg explained that his experience was so rewarding that he would do it again and again and again! I hope to pursue man- aging in college.” Greenberg’s efforts have been appreciated by teammates, embodied in Caroline Lautenbach’s ‘15 comment: “Jack as a whole represents the true spirit of Hopkins. His every ac- tion shows his true love for the school.”

Abby Skalka ’15, this year’s manager of the Girls Varsity Soccer Team, discussed her experi- ence: “I honestly didn’t know what I was getting into. I knew I was going to go to all the games and keep stats for the team and all, but I never expected to get as close to and attached to the girls as I did.” Skalka was also surprised at her assimilation into the team: “I was pleasantly surprised by how much the girls made me a part of their team. Compared to the talent they had on the field, I wasn’t sure I stacked up and so I just tried to show them how much I appreciated them. I was part of secret psychs, gag gifts, and team dinners, and I became very interested in cheering for the success of the team. I felt such pride at every victory.”

As manager of Boys Varsity Lacrosse and Boys Varsity Basketball, Annabel Stebbins ’14 epitomizes the dedication required of a manager: “We had to pay very close atten- tion during the games, or get yelled at by Rocco, Sandy, or the boys for not getting all their shots or ground balls!” Stebbins’ efforts have been lauded by Coach MacMullen: “Annabel did a really nice job learning lacrosse on the fly and dealing with some com- plicated scoring and timing situations.”