Tracy K. Smith, the current U.S. Poet Laureate and perhaps one of the most distinguished poets of the modern era, will visit Hopkins on Friday, May 4. Smith will speak to the student body during Assembly and afterwards will be answering questions in the lower library. At the end of the day, she will lead a poetry workshop in the Weissman Room. During previous workshops, visiting poets have described the writing process behind their own works and have even looked at and helped revise student pieces. The intended atmosphere of the workshop is rather intimate, making space limited. Smith was born in 1972 in Falmouth, Massachusetts, and then moved to California, as a young child. Smith has received a prestigious education attending Harvard, Columbia, and Stanford. Smith currently is a professor at Princeton University and says she enjoys teaching.

When asked how Hopkins was able to book Smith, Faye Prendergast, Head Librarian and member of the Poetry Committee, jokingly said, “Luck.” In truth, the Poetry Committee worked very hard and started meeting almost a year in advance of Smith’s visit. Pemerdager was introduced to Smith by a literary agent who mentioned the poet as “someone who really liked working with teenagers.” Just as Smith became U.S. Poet Laureate in June of 2017 and her schedule was starting to fill up, Pemerdager was able to secure Hopkins a spot. The United States Poet Laureate serves as the country’s official poet, and as such it is the most prestigious honor a poet could receive. The Poet Laureate seeks to raise the national consciousness and appreciation for the reading and writing of poetry. Smith has hosted some big names in the poetry world. Smith will be the fourth poet laureate to visit, but the first one to visit while holding the title.

Smith said she plans to use her position to bring poets to the country where it doesn’t usually reach. “Rather than talking about social issues, I want to give more readers access to more kinds of poems and poets.” She explained that her goal is to help others feel the way she does about poetry.

English Teacher Brad Ridky said that he is excited that such an influential poet is visiting Hopkins and “downright giddy” with anticipation.

“I think I love the idea of poet laureate because there are so many people who seem to be famous for things I don’t care anything about. But a poet? For writing poems? That truly matters!”

One of Smith’s goals as Poet Laureate is to make poetry an everyday affair. She wants readers to abandon the mindset that poetry is for some or is all about birds and vases.
The Calarco Library gives away free books from old collections.

Eleanor Doittle ’20, Assistant News/Features Editor

The Calarco Library undergoes a major process, "weeding," that regulates the books at Hopkins. Since school libraries do not have unlimited space, removing older books from the shelves is essential to make room for new material. Faye Prendergast, head librarian, said, "It's an organic process. The library's collection is never static. Therefore, when the curriculum changes, we have to adjust accordingly." Changes in curriculum, factually incorrect material, number of checkouts, and physical condition are all components used when evaluating whether or not to keep a book. Debra DiBosco, another librarian involved in the process added, "Weeding is extremely important to maintaining the overall appearance, accuracy and relevance of our collection to the curriculum." Librarian Jennifer Nicolelli takes the lead on the Calarco weeding program, helping develop the Hopkins book circulation policy. Nicolelli said, "There is a lot of popular books that are hard to keep up with especially current times come up, such as time for extra help and course planning. It's worth finding out where they are patterns." It is difficult for teachers to meet and course plan, especially with non-traditional courses, such as the new Humanities Symposium. Harpin said, "We do see a need for teachers to be collaborating more during the day, so a goal is to create a time for that, which is something that I can imagine is, at the very least, a tweak to the schedule." In terms of future changes to the daily schedule, Gleason emphasized, "The goal is to find out how people feel about the schedule and calendar. Any changes made to the schedule will be driven by the Hopkins community. Not all members of APC will have a deeper understanding of the key changes after the shadow days have been completed, the main engineering of that work isn't done until after the spring break. But it is possible that we could have a very different schedule. There are a range of possibilities. There is a very different schedule, from that expected, to almost anything within the day, so a goal is to create a time for that, which is something that I can imagine is, at the very least, a tweak to the schedule." Consequently, the Academic Policy Committee scheduled a meeting to bring people of different backgrounds and cultures. "The committee wants to make sure that Hopkins is well because four different individuals are involved. Through our individual interpretations of the weeding policy and guidelines, we balance out each other's inherent biases and preferences," Librarians James Gette, Prendergast, Nicolelli, and Debbie Dubois collaborate on the difficult task of determining which books stay on the shelves. Prendergast stated, "We do not want our personal interests to be involved. It is why we involve different librarians to have multiple viewpoints. When we do remove books from the collection, we always offer them to the Hopkins community; however, because the items are no longer a good fit for the library, we don't want to send them elsewhere. CC Rosco '20 gave a student perspective on the free books, "I think it's a really nice idea but I've never taken one because I've never seen one before. I'm not interested in." Emma Reagan '20 added, "I always enjoy browsing the shelves, but a lot of the books seem really outdated. Yet, I have grabbed one or two that I thought seemed interesting. Although it is sometimes hard seeing books taken out of the collection, it is a sign that people are enjoying the books. We have the space to do this it's a good way to not lose the shelf." Librarians, however, are excited to see our collection expand. "We have the space" is a good reason to keep a book that is otherwise not useful on the shelf. So far, there has not been any immediate problem with respect to copyright. Notably, it is likely that the free books, "weeding is important to ensure that the collection is fresh and inviting, and will make students want to read. Through the efforts of four librarians, Calarco is able to support any students' interests with the best material possible. Some books may not have a place at the Hopkins school library, they may have a place in student libraries. Students should be sure to stop by Calarco Library and take a look at the books available!"
Zander Blitzer '18 Features Editor

As Hopkins students and faculty return from March Break rested and refreshed, the crunch period before vacation may seem like a distant memory. However, it won’t be long until work begins to pile up and the cycle of stress begins anew. But what is the most stressful time of year for Hopkins students? When does the work become overwhelming, and how to Hilltoppers deal with lack of sleep and deteriorating mental health?

Features reporter endeavored to get to the bottom of these questions.

Many Hilltoppers agreed that the weeks before Thanksgiving break are the most stressful time of the year. According to Emilia Cottignoli ’18, this is because “I’m losing the steam summer gives me and there are always a lot of assignments and tests. I think a lot of Hopkins teachers try to alternate grading loads at times before break when all assigning stuff due two weeks before break, so ultimately this relocation of assignments is unhelpful because we still do the same amount of work.” In terms of strategies she employs to combat stress, Cottignoli said, “I always try to work ahead so I’m never behind. Also exercise really helps to de-stress. I’m tired and sad and unmotivated unless I go to the gym.”

Josh Goldstein ’18 also felt as felt the pre-Thanksgiving weeks were the most stressful. “I think my mental health is negatively impacted by that period of time because I feel a pressure to fit 30 hours worth of obligations into a 24-hour day. It creates a disconnection from reality.” Dozo editor also discussed working out as a strategy “to stay sane.” He said, “Focusing on reps or sets simplifies my mindset.”

Kieran Anderson ’18 similarly noted that “Whenever there is a break coming up, teachers all instinctively time their units to line up with the end of school, which creates a massive backlog for students. Often, many tests and quizzes end up landing on the same day, creating conflicts and stress for students who are at the same time entrenched by the work due to the impending vacation. As the workload increases directly before vacations, I have always been able to get through it by reminding myself of the reward that is just around the corner.”

Patwa’s lead with a Volcano Roll - Dozo’s strong assortment of sushi rolls—served variety of raw fish and vegetables. Dozo’s Volcano Roll consists of fresh salmon initially seared, spicy tuna, avocado, crab salad, tobiko, nori, and a cucumber. The roll is held with a Volcano Roll and then a seaweed Roll.

Knox, after receiving only Knox added, “The ambiance was phenomenal. The music in the background provided a perfect counter to our run of buns. The sushi was served with a nice set of forks and knives. We placed our orders and the sushi arrived without too much of a wait and had our attention with each bite. Dozo is set apart, not only in its offer of well-priced and delicious cuisine, but also in its quick and smile-accompanied service offered and good sushi, and fantastic service, head to 1450 Whalley Avenue in New Haven, CT.

As a coping mechanism to crunch time stress, many Hilltoppers enthusiastically encouraged the introduction of therapy dogs before exam week. Jackson Alfandre ’18 suggested “a designated nap area.” Deepak Gupta said: “I think that Hopkins should promote more spaces where there’s no work, just talk.” Regardless of coping strategy, Alfandre reminded his fellow students, “Don’t sweat the little stuff. One bad test won’t kill your grade. You’ll get into Hopkins for a reason: you’re smart. We put all this pressure to get an A on everything but if you’re breaking down because you’re so stressed, that’s a sign to ease off and relax. Just remember it’ll all turn out fine in the long run.”

Jeff Gu ’18 Features Editor

Located a short eight-minute drive from our very own Hopkins Forest Road lot, Dozo Asian Bistro and Sushi has a single location in New Haven. For a great, intimate atmosphere, good sushi, and fantastic service, head to 1450 Whalley Avenue in New Haven, CT.

Eleanor Doolittle ’20 had a very specific source of stress before March Break: the term paper. “March is definitely the most stressful time of year. I find it harder to enjoy the things I like about Hopkins and the cold greyness of the weather tends to add to the general melancholy.” When asked what advice she would give to other students, Roy said, “I’d remind everyone that we’re all feeling the pressure right now so it’s more important than ever to take the time to be patient and kind to one another. It’ll be easier to get through crunch time if we help each other.”

Despite these academic stressors, Doolittle said, “Don’t put too much pressure on yourself. It’s important to do well in school, but you should not have to sacrifice your mental health to do so.”

Even something as mundane as the weather can impact student attitudes and make a crunch time even more stressful. Elizabeth Roy ’20 said, “I think the stretch of February into the weeks before March Break is the most stressful time of the year. My mental health is most definitely affected during this time of year. I find it harder to enjoy the things I like about Hopkins and the cold greyness of the weather tends to add to the general melancholy.”

“Don’t let yourself get. You’re so close. Reach out to your senior mentor, advisor, teachers, and friends for help on organizing your time and keeping yourself accountable.”

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As a senior, Karyn Bartosic ’18 has had plenty of time to reflect on her strategies for coping with crunch times. For Bartosic, the most stressful times of the year are “normally the end of each quarter, when a lot of work tends to stack up and there are a lot of major assignments due at the same time.” She advises other students to “take it one step at a time; manage your time well but also don’t forget to take a break from school work, even for 20 minutes, and drift from the stress in some way. Person- ally, having my varsity sports helps a lot so I can relieve pent up energy, and it gives me something to put my mind to other than academics. My commute to school is also relaxing because I can just listen to the radio and my brain can’t tell me I’m procrastinating because driving to and from school is necessary.”

Emilia Ruán ’18 similarly offered a plethora of knowledge and strategies tested by six years on The Hill. “The most stressful time is when everything seems to pile together. I think the negative impact on my mental health is the fact that students are just expected to know how to handle all the stress. I’ve had a lot of help from my friends and my older sister on putting things into perspective and trying to stay afloat. However, I do think that this stress is necessary for us to learn and become better members of society. If we’re never trying to battle this stress, we’ll never be able to handle what’s to come.” During stressful periods, Ruán encouraged, “Don’t let yourself get. You’re so close. Reach out to your senior mentor, advisor, teachers, and friends for help on organizing your time and keeping yourself accountable.”

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Deepak Gupta said: “I think that Hopkins should promote more spaces where there’s no work, just talk.” Regardless of coping strategy, Alfandre reminded his fellow students, “Don’t sweat the little stuff. One bad test won’t kill your grade. You’ll get into Hopkins for a reason: you’re smart. We put all this pressure to get an A on everything but if you’re breaking down because you’re so stressed, that’s a sign to ease off and relax. Just remember it’ll all turn out fine in the long run.”

Deepak Gupta ’18 noted a snowball effect that often occurs before vacations. He said, “In December, when so many things are happening, I lose out in caring for myself and my stability, both mentally and physically. And even worse, when one assignment comes back and I don’t do as well as I’d hoped, it affects my abilities going into the next assignment.” Gupta’s solution to stress is simple: “I just talk to people. In a way, talking is therapeutic because it allows people to release the valve of emotions that become so pent up during such a stressful time.”
In the past two months, victims from Stonemeadow High School organized a national walkout on March 14 and a nationwide march on March 24.

Razor's Edge
They began a movement for kids and by kids. Perhaps you marched or showed up in solidarity with the seventeen lives lost on one of those days. Perhaps you are wondering: What can I do next?

One answer lies in the very means that catalyzed the Douglas teens into fame and the impact they have: social media. In the week after the tragedy, Douglas students took Twit- ter by storm, using hashtags such as #NeverAgain, #A Nation School WalkOutDay, and #Enough to stake na- tional awareness of a tool for fervor for their cause. Stu- dents like Emma Gonzalez, a senior at Douglas who is also president of her school's gay-straight alliance, quickly gained 1.1 million followers on Twitter as an impas- sioned speech went viral, and with her platform she encourage students to use it.

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The,fourteen to seventeen age demographic of which the victims and organizers are a part. On Snapchat Dis- cover, ten-second videos of walkouts all over Georgia, Florida, and surrounding states were available for all users to watch, along with live footage of kids on their first day back at Douglas, taken by kids. Part of what made the shooting so powerful to begin with is that there was real time footage of dozens of students took during the tragedy of the bullets shot, and spread coverage in their classrooms.

The fourteen to seventeen year old students who have led the movement, are, like us, part of "Gen- eration Z." They are fluent in platforms like Snapchat, Instagram, and Twitter that other generations find hard to understand. Instagram accounts made by these kids have earned millions of likes and comments from other kids around the country and the world, allowing excitement to build without control from adults. Activity on online social tools met a wider audience; television networks and newspaper articles, alike, have featured embedded Facebook posts and tweets, and cover- age of marches and protests organized through this me- dium. Technology provided both the means to share a message, and the audience to share the message with. With tools such as Facebook, Twitter, In- stagram, and other social media, students can make change. Interacting with the vast, international commu- nity online can spread mes- sages and inspire change; major newspapers incorporate so- cial media posts into their columns. Students learned to write, to critically think, and to observe what’s happening in the world. Decide for yourself what is right. All you have to do is type it out. There is an audience that is physically right there for you. Do not stay silent.

 Violence in our schools does not end with Parkland. Educator School's Safety Network has clocked in 50 threats or violence in- cidents per day at schools na- tionwide since the shooting, up from the previous norm of 10-12 per day. In the first two weeks after the shooting, several Connecticut schools had false alarms: Cheshire High School, Wallingford's High School, and Westport's Staples High School had had incidents in which a minor attending the school was arrested for expressing an intent to use fire- arms to conduct shootings in their respective schools.

The reality of an- other school shooting is not as far as we would hope it to be. In the same spirit of the teens who are still remembered, let us stick together with kids all over the nation that is not a futile exercise; digi- tal characters in a screen

You Can Learn to Love Yourself
People don’t really talk about what goes through their heads when they look in the mirror, but if they are anything like the 70% of teenage girls and 25% of teenage boys that reported they are unhappy with their bodies in a National Health Study, conducted in June of 2016, then it’s clear that there are probably not positive outcomes. This same study found that 41% of third grade girls were already unhappy with their bodies and 81% of fourth grade girls stated that they were afraid to gain weight. Why is this the case? Why do we, as teenagers, constantly feel like our bodies are not good enough? And why, if so many of us are having these negative thoughts about our bodies, do we not talk about it more often? It could be because people don’t want to show their insecurities, or because they might think they are not valid concerns, or simply because weight and

The Aftershave

One answer lies in the very means that catalyzed the Douglas teens into fame and the impact they have: social media. In the week after the tragedy, Douglas students took Twit- ter by storm, using hashtags such as #NeverAgain, #A Nation School WalkOutDay, and #Enough to stake na- tional awareness of a tool for fervor for their cause. Stu- dents like Emma Gonzalez, a senior at Douglas who is also president of her school’s gay-straight alliance, quickly gained 1.1 million followers on Twitter as an impassioned speech went viral, and with her platform she encouraged students to use it.
Am I Too Black, or Not Black Enough?

Mike Lazare ’18

Am I too black, or not black enough?

Since I was born, I was reminded that I am not black, but Haitian. My parents urged me to remember this distinction—an attempt to remove myself from whatever stereotypes came along with the color of my skin. As I grew older, I grew to question this notion, wondering why blackness was immediately synonymous with an image my parents did not want for me. Why is blackness associated with unintelligence? Why is blackness associated with poverty?

In a school where my skin immediately serves as a visual factor setting me apart from the majority of my peers, I have come to find ways to analyze this difference. Prior to attending Hopkins, I attended a predominantly black middle school—having classmates that played their music too loud, who knew all of the lyrics to the latest hip-hop songs, who laughed if you couldn’t dance. I remember seeing the beauty in it all. I also remember the societal paradoxs that we were reminded of in the classes of white teachers, in the media, and in the private high schools that most of us would soon attend. It was the paradox that taught us that our world was different than theirs. “Theirs” being the white world. The real world.

A world where I would always have to face, even if it would not care to turn and face me. When transitioning into a predominantly white institution, I was one of three black men in my graduating class. I felt the need to reduce myself, an attempt to make myself less visible. I wanted to avoid becoming too loud, too black. I wanted to be smarter than my white peers, not because I wanted to be the best, but because the slightest form of unintelligence could prove that I was adhering to the black stereotype. I wanted to speak proper English—the “white”—way—because any sign of slang would prove that I was ignorant. I wanted to be careful and polite, because any sign of attitude would imply aggression. At the same time, I wanted to adhere to a mantra that was meant to be for the white audience— an athlete, a “cool kid.” However, I over the past four years at Hopkins, I realize that the standards I had given myself were only roots of the insecurities that accompanied the black individual for centuries—the insecurity that the black identity requires justification for acceptance. The notion that my assimilation into any space requires a change in my natural self.

During my junior year at Hopkins, I got involved with the Hopkins Student Diversity Board, which was able to provide me with the platform to come to terms with my identity in conjunction with my environment. While on the board, I grew to understand that I was not alone in my struggle to adhere to the overall “norm” of Hopkins. I learned that diversity is about so much more than just race. Diversity represents all of the facets of one’s identity that makes him unique. However, I also discovered that for an institution to claim to be diverse is not enough. Racism cannot be solved just by integration (as we’ve witnessed over the past few decades). Homophobia cannot be solved just by legalizing gay marriage. Sexism cannot be solved just by giving women visible platforms of authority. It is by allowing room for open conversation and discussion, and not debate, that we can progress as a community.

It is through recognizing that exchanging ideas and beliefs is not for conversion, but for knowledge and understanding that I saw how diversity and how I viewed myself. Most importantly, over my four years at Hopkins, I grew to understand that the norm is overstated. Who wants to go around being just like everybody else? Not me. I learned to refuse to be reduced or excused into a box. I learned to dream, to laugh, or laugh when I pleased. I have come to realize that I am only limited by the boundaries I allow myself to be confined by. I am passionate about creating a world where my humanity is not determined by my accomplishments as a black man, but by my character. I have learned to find beauty in black solidarity, which should not be seen as threatening or concerning to a white audience, but simply natural. I have come to realize that I am able to be whoever it is that I want to be. I am delighted in the brown skin that hugs me.

Am I Too Black, or Not Black Enough?

Mike Lazare ’18 poses on a golf cart.

Voices On The Hill

March 26, 2018

Brought to you by The Voices Staff

“What qualities do you look for in a new friend?”

“Why is blackness associated with unintelligence? Why is blackness associated with poverty?”

“New Rules” - Dua Lipa

March Favorites:

1. March Madness
2. Spring Sports
3. Senior Projects
4. The Library Patio
5. Shamrock Shakes

March Songs:

1. “God’s Plan” - Drake
2. “Finesse” - Bruno Mars, feat. Cardi B
3. “New Rules” - Dua Lipa

THE ONE-PAGE RAZOR

Meh List:

1. Term Paper
2. Gloomy Weather
3. Daylight Savings
4. Allergy Season

A Habit of Self-Hate

Isabel Vlahakis ’19

All around me, I see intelligent young women succeeding and thriving in a world that is constantly evolving, for better or for worse. This evolution is internal as well, as we all struggle to adapt to a fluid environment. With social and political instability comes an insecurity of identity that is amplified by the uncertainty of adolescence. Thus, the people most vulnerable to insecurity in this day and age are those whose lives are changing the most teenagers. Though there are any number of issues of insecurity that I could address, there is one that I have observed consistently with young women such as myself: self-deprecation.

To fully understand the extent of this habit, I have consciously listened to conversations with my friends. Specifically, I have tried to understand how often we deprecate ourselves and for what reason. Of the first thing I found was that I do it myself, in almost any context. It feels natural, as if it is imbued into my nature, to contradict the compliments that people give me, and to describe myself in negative terms, whether or not they are true. I thought that I was a confident person, but I realized that my language suggests otherwise. People around me, regardless of the situation, constantly knocks themselves down, and their friends scramble to pick up the pieces.

I must insist that this does not mean that we are all bad people who have friends only to boost our self-esteem! I appreciate every person in this community. The fact is that we make it seem as though we do not respect ourselves (even if we do), and if we do not outwardly respect ourselves, we cannot expect others to respect us. There is a fine line between being modest and hurting your self-esteem, and when we insult our intelligence and our appearance for the sake of common courtesy, we can cross that line.

I believe that not everyone who is qualified to redefine societal norms, but I would like to call attention to those rules with antiquated roots that should evolve to fit modern standards. In this specific example, women have been told by society that we are overrated. Who wants to go around being just like everybody else? Not me. I learned to refuse to be reduced or excused into a box. I learned to dream, to laugh, or laugh when I pleased. I have come to realize that I am only limited by the boundaries I allow myself to be confined by. I am passionate about creating a world where my humanity is not determined by my accomplishments as a black man, but by my character. I have learned to find beauty in black solidarity, which should not be seen as threatening or concerning to a white audience, but simply natural. I have come to realize that I am able to be whoever it is that I want to be. I am delighted in the brown skin that hugs me.
Hopkins Drama Association Killed Heathers: The Musical

Leah Miller '20
Takodaesu '20
Assistant Art Editor

The Hopkins Drama Association (HDA) wrapped up another successful spring musical, Heathers: The Musical, on March 1. Featuring a cast of seniors, Posheca Sawyer (Georgia Doelittle '18) who longs to be popular like the three Heathers, Heather McNamara (Namoi Roberts '18), Heather Duke (Katri Broun '19), and Heather Chandler (Kiera Lavache '18), the show was a triumphant two-hour production. The opening night mix-up results in the accidental poisoning of Heather Chandler, JD (Kieran Anderson '18) committing suicide after the opening night and finally giving up on life.

This show was co-directed and produced by drama Instructor Hunter and music and Choral Director Erika Schrout. Hartup explained her reasoning behind choosing this production. "Heathers is in the tradition of other musicals I have directed in the past--Chicago, Cabaret. Every--all of which addressed either difficult or mature themes. In the past--heaters was heric's final showcase before his retirement in June of 2018. Muellers final showcase before his retirement in June of 2018. However, these numerous hours spent perfecting his craft have paid off. Xu currently holds the position of assistant principal violinist in the Juilliard Pre-College Orchestra. Despite all of his notable achievements and recognitions, Xu does not play for himself. He regularly plays for his music therapist, this was the first time he had ever seen the boy smile. "people often forget that music can be a bridge between family and friends, but not the boy's family, this was the first time he had ever seen the boy smile. "people often forget that music can be a bridge between family and friends, but not the boy's family, not another person. "I continued to do theater after that, but some of my best experiences have been at Hopkins." Doeltelii '18 also began theatre from a young age. "She's so real, I did a theater camp where we wrote and performed our own plays. It was an amazing place that really fostered my love for theater, and the arts in general. During freshman year, I start ed participating in HDA productions and theater because it deals with serious subject matter and is still able to show a fun, high-octane time to the audience." Graylor Turner '20 (Veronica's Mom) addressed the contrast as well. "On one hand, it's full of hilarious moments and fun songs and comic characters but, on the other hand, it's also about show murder and sui
cide and a lot of very heavy themes," she said.

Beyond its storyline, the musical deals with themes that are relevant to high schoolers, even thirty years after it was written. Dylan Sloan '18 (Kurt's Dad) said, "The high school setting of the play immediately jumps out as something that Hopkins students can grab onto. Although Hopkins isn't quite the same as Westerberg High, the play grapples with topics that are still relevant to students our age: peer pressure, friendship, social life in a high school setting."

Jaime Donovan '19 (Kurt Kelly) elaborated on Sloan's point and said, "The musical might embellish a lot of its characters and their traits but they all represent aspects of high school that exist. The message at the end of the musical rings so true with everyone who's gone through high school or is going through it now."

In conjunction with the exciting plot and understandable characters, the two-hour production was jam-packed with a diverse sounds track of songs to show rock balls to jumpy fan duets. There were roughly 21 songs in total, including 8 big ensemble num-
bers, which Gracie Thoeardolumbia '20 described as "fun to perform." Alex Weiss '20 played the trumpet in the junior orchestra, which he joined for the show, and said, "Both the band and the cast is a great group of kids and it has been amazing working with both. Everybody is so talented which makes it that much easier."

For the seniors of HDA, Heathers was heric's final showcase before his retirement in June of 2018. However, these numerous hours spent perfecting his craft have paid off. Xu currently holds the position of assistant principal violinist in the Juilliard Pre-College Orchestra. Despite all of his notable achievements and recognitions, Xu does not play for himself. He regularly plays for his music therapist, this was the first time he had ever seen the boy smile. "people often forget that music can be a bridge between family and friends, but not the boy's family, not another person. "I continued to do theater after that, but some of my best experiences have been at Hopkins." Doeltelii '18 also began theatre from a young age. "She's so real, I did a theater camp where we wrote and performed our own plays. It was an amazing place that really fostered my love for theater, and the arts in general. During freshman year, I start ed participating in HDA productions and theater because it deals with serious subject matter and is still able to show a fun, high-octane time to the audience." Graylor Turner '20 (Veronica's Mom) addressed the contrast as well. "On one hand, it's full of hilarious moments and fun songs and comic characters but, on the other hand, it's also about show murder and sui

day can be exhausting, especially after a demanding week at Hopkins. However, the fourteenth senior performed in his final musical at Hopkins. Peter Mahakin

Highpoint Figures

Mark Xu '18 Exads practice in the city. From classes, study leaves his house every Saturday at eight at the end of his Sophomore Year. He was the concertmaster of the orchestra. Music, in New York City, where he also the position of assistant principal violinist in the Juilliard Pre-College Orchestra. Despite all of his notable achievements and recognitions, Xu does not play for himself. He regularly plays for his music therapist, this was the first time he had ever seen the boy smile. "people often forget that music can be a bridge between family and friends, but not the boy's family, not another person. "I continued to do theater after that, but some of my best experiences have been at Hopkins." Doeltelii '18 also began theatre from a young age. "She's so real, I did a theater camp where we wrote and performed our own plays. It was an amazing place that really fostered my love for theater, and the arts in general. During freshman year, I start ed participating in HDA productions and theater because it deals with serious subject matter and is still able to show a fun, high-octane time to the audience." Graylor Turner '20 (Veronica's Mom) addressed the contrast as well. "On one hand, it's full of hilarious moments and fun songs and comic characters but, on the other hand, it's also about show murder and sui
Karyn Bartosic: Glorious Goalie

Karyn Bartosic '18 began her Hopkins career in 2013. As a seventh grader, she became the youngest member of Hopkins Girls Water Polo despite having never played before.

Head Coach Chuck Elrick said, “It’s not often that you see someone that had never played the game before coming to Hopkins love the game as much as Karyn does.”

Bartosic thrives in the competitive and challenging atmosphere of the sport and is excited to lead the team with fellow captain Georgia Doolittle ‘18. Doolittle said, “Karyn is an incredibly hard worker. Because of her dedication, she has become a powerhouse on a water polo team and one of our most valuable members.”

Bartosic’s skill has contributed to the team’s success. In the past two years, the team placed second in New England, with Bartosic on the All New England team twice.

Coach Elrick said, “[Bartosic] has a good eye for the game. Although Bartosic didn’t always feel comfortable in the goalie position, she was an incredibly hard worker. Because of her dedication, she has become a powerhouse on a water polo team and one of our most valuable members.”

Bartosic values trust and communication within the team and always eager to help new players learn the game. Doolittle said, “Bartosic was the perfect choice for captain as a goalie you yell at you a lot. At this point, Karyn is a master at not getting frazzled, and staying focused.”

Water polo, Bartosic hopes that Hop will beat Greenwich Academy this season. Doolittle added: “Water polo is a stressful game, and especially as a goalie people yell at you a lot. At this point, Karyn is a master at not getting frazzled, and staying focused.”

Although Bartosic's skill has increased since her first season in 2013, she hasn't always been a given. "As a goalie people yell at you a lot. At this point, Karyn is a master at not getting frazzled, and staying focused.”

Reflecting on his early tennis career, Schmitt said, “[I] was very bad. However, sticking with it got me the results I eventually wanted.” This relentless nature has stayed with him ever since. Schmitt remembered a time in his freshman year when the team was playing Rye Country Day School, with the score knotted at three. Schmitt, playing doubles with James Schaefer ’19, “lost the first set but came back to win, guaranteeing us the regular season FAA championship.”

While Schmitt is a great tennis player, his personality makes him a natural team leader. John Hsi, ‘21, said of Schmitt, “Phil strives to help his teammates, whether it is giving advice about our game or cheering us on the sidelines.”

Zhang also remarked on Schmitt’s intangibles. “Everyone loves Schmitt. He is friendly, funny, and supportive. He’s the type of guy you can’t help but smile and say ‘Hi’ to when passing by.”

As a captain, Schmitt works hard to foster camaraderie among the players. Tennis is an individual sport most of the time, but Schmitt helps make it clear that we are a team that is in it together.”

As to his hopes for this season, Schmitt was adamant that Hopkins stay atop the FAA throughout the season, “With Schmitt on our side, win some of their "upsets" matches,” and finally qualify for New Englands. Schmitt hopes to play club tennis in college.
While many Hopkins students this past winter were focused on perfecting their shots on the basketball courts, their swings in squash, or maybe even their breaststroke or diving form, there were a few Hilltoppers who took their athletic pursuits off of The Hill and onto much snowier, larger ones. Two students that did just that were Erin Kelleher, and Charles Paraiso. Kelleher and Paraiso hit the slopes during as they continued their competitive careers in skiing and snowboarding, respectively.

Kelleher has found herself on a set of skis for almost all of her life. “I’ve been ski racing since I was about eight. That would be six years. But I’ve been skiing since I was two,” she said. This winter, she spent her time racing throughout Vermont at a high level. “I was able to attend the Vermont States for the past two years by placing high enough to be accepted. I went to Burke Mountain, Vermont and Stowe Mountain, Vermont, where I competed against the best of the best in Vermont,” she said. While sports are just a pastime or hobby for some, for a few years of her life her passion for skiing intertwined itself with her academic life as well. “I attended Okemo Mountain School for four years, all of middle school. I would train for my ski races every morning and then go to school in the afternoon. OMS taught me how to use my time wisely, but most of all, the atmosphere was incredible. All my friends went, and I was able to do what I love while also staying educated.”

Ski racing to Kelleher is more than just about competition, though, as she went on to add that she has “made some of my best friends through ski racing and that ski racing “isn’t just about how you’re ranked, but the memories that will last you a lifetime.” She plans on continuing to ski through college, while staying at the level of competition she is currently at.

Charles Paraiso, an Alpine Snowboard racer, has been racing at an extremely high level for the past few years. He has been racing for “two years professionally, six years nationally.” Paraiso has a deep passion for snowboarding, and he considers there to be very few, if any, things in life to be better than hitting the slopes. “Whenever we have good snow, good hill space, and good people, there is no better feeling than riding a snowboard,” Paraiso said.

Over the years, his favorite memories have been “traveling with my friends and competing against the fastest men around the world.” Despite his passion, Paraiso foresees a relatively close end to his snowboarding days. “I’m probably going to retire after this year if I’m honest,” Paraiso said. “Maybe in four years, after college, I’ll come back to it, but that’s to be decided.”

While much of the athletic focus at Hopkins centers around the athletes that directly represent our school, Kelleher and Paraiso are evidence that athletic excellence at Hopkins goes beyond what we watch on the fields or courts after school or what we hear about in Assembly. Although they may not represent Hopkins by donning the maroon and grey during contests, they represent a vital part of our athletics program and show that The Hill is home to just as much individual excellence as it is team excellence.

Spencer Lockhart ’18
Assistant Sports Editor

Crew Photos By Ian Dailis ’20.
All Other Photos By Peter Mahakian.

Spring Sports In Stills

Off The Hill, Into The Mountains

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