When Donna Fasano retires from Hopkins this June, she will end an era that has spanned her forty-two years teaching English at Hopkins. While many students know Fasano from her friendly presence, her care for her students, and her writing assignments that turn mere children into scholars, she has also witnessed and played a part in nearly the entire development of the coeducational Hopkins School, from its first years as a merged school to its present state. She is the last faculty member remaining who was a part of Day Prospect Hill (DPH).

Fasano grew up in New Haven, CT, and in 1964 entered DPH, a girls school on Prospect Street that merged with Hopkins Grammar School in 1972, eventually becoming Hopkins School. Entering the ninth grade from her public middle school, where she had been both class president and valedictorian, Fasano was initially surprised, and then greatly influenced by her rigorous high school filled with academic girls and inspirational women teachers at a time when many fewer opportunities were available for women. She thrived at DPH and then went on to Wheaton College, where she majored in English after nearly majoring in math; Betty Benedict, her math teacher at DPH, had been her idol and was her mentor in later years.

After graduating from Wheaton College, Fasano spent a year working in Wheaton’s campus library while her husband finished law school. The pair then spent a year living in New London while she worked as a substitute teacher in New Haven. In March, 1976, she decided to check out Hopkins on a whim. Initially, she had not wanted to teach in a private school because she had learned in college to love the open classroom style, with students from multiple grades coexisting in one room. Her visit to Hopkins changed her mind: “When all my old teachers saw me, they tried to persuade me to come back. There were no job openings at the time, but they created a job just for me. I taught English and worked in the library in order to be full time. Eventually, it took about two years for a full-time position to open in the English Department.”

Fasano described her initial experiences as “My first few years as a new, young, female teacher at Hopkins were difficult because it was a male-centric environment. I was essentially the first young woman on the faculty, and many of the older teachers had never worked with women before.” The merged girls and boys schools were still trying to conjoint their separate identities at the time of Fasano’s arrival. Fasano remembered being both humbled and in awe of older teachers in her department: “Veterans teachers like Peter Wells, Charlie Welles, Toni Giannatti, Heidi Davidoff, and Sue Feinberg were very outspoken in faculty meetings. I hardly said a word. These were amazing, amazing teachers. I had nothing to add or to say, except to venerate them. I was-soaking in every word they said.”

(Continued on page 2...)

Donna Fasano Moves on from The Hill After 42 Years

Helena Lyng-Olsen ’18
Editor-in-Chief Emeritus

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Hop Legend Eric Mueller Retires

Lilly Tipton ’18
Managing Editor Emeritus

When Eric Mueller first walked onto the Hopkins campus, he had no idea that it would be his home for the next forty years. Since then, Mueller has done it all; from Dean of Students to Head Varsity Girls Lacrosse Coach to chairing then, Mueller has done it all; from the Art Department, the number of courses, so I was really making it up as I went along,” commented Mueller. In the next years, Mueller continued to take on more responsibility, adding Girls Varsity Volleyball and Boys Varsity Soccer to the list. He quickly fell in love with life on The Hill and kept coming back for more each year.

Over the years, Mueller’s passion for art and his creativity have inspired both his students and his colleagues. Ziou commented, “Eric would tell me that he goes into the woods and looks for broken trees and limbs, as well as metal waste, that he turns into objects of beauty and art. He could take wood from the forest and find a use for it in a way that’s lyrical, artistic and beautiful.”

(Continued on page 2...)

Hopkins Science Olympiad Takes Nationals

Zoe Kim ’20
Julia Kosinski ’21
Assistant News Editors

On the weekend of May 18, the Hopkins Science Olympiad Team travelled to Colorado State University to compete against sixty schools from around the country at the National Science Olympiad Tournament. This marks the ninth year the Hopkins team has qualified for Nationals since the program began in 2009. With an impressive record of winning the state competition nine out of ten years, Hopkins’ SciOly members have continuously shown their dedication and ability to engage in the fields of Science and Engineering.

The Science Olympiad is a nationwide competition in which students compete in twenty-three events that are rotated to reflect a wide spectrum of scientific fields, including genetics, anatomy, mechanical engineering, geology and others. Priscilla Encarnacão, one of the three Science Department coaches, noted that, “By combining events from all disciplines, the Science Olympiad encourages a wide cross-section of students to get involved.” Math teacher Michael Gold ’10, a SciOly coach, was a member of the inaugural Hopkins SciOly in 2009. Returning to Hopkins as both a teacher and SciOly mentor, Gold remarked on how the team has changed: “Now the program is much bigger... this year and every year since coming back as a teacher, it has been a really big program with multiple teams... The size and the scope of the program has changed for the better.” He added that, “the level of competition has also changed; it’s much more competitive now that more and more schools are interested in competing in the program.”

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CONGRATULATIONS TO THE CLASS OF 2018!

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Fasano Moves on from The Hill

(Continued from page 1)

Fasano’s earlier years were also difficult because, as she was the first female member on campus to have a child, there was no maternity leave policy in place. When she had her firstborn Steven in 1980, she recalled, “I was grading papers while I was in labor!” She had also volunteered at her children’s schools, one ‘01 in 1983, Timmy ‘06 in 1987, and Christopher in 1992. Those difficult years, while trying to balance her young family and her job, were also the best of both of my jobs, as a teacher and as a mother. It was important to me to be a complete professional and I never wanted my personal life to interfere with my teaching. Every day I would get up at four a.m., grade papers from four a.m. to six, then get my kids ready for school or daycare. In the evenings, I went to a FedEx store near my home on M.A.L.S. at Westleyan. I became extremely disciplined - laser-focused - because of it.”

She established herself as a strong teacher and member of the English Department, helping to set standards that affect Hopkins English students to this day. She was one of the co-designers of the eleventh-grade Writing Seminar course: “Fasano also later served as both a reward for hard work, and her sage-ly stewardship of writing had made Hopkins a better place.” Fasano has worked with thousands of students and colleagues: “Work life was always soothing to me. I loved the work, the rhythm of each day at school. I have never wanted to do anything other than be a teacher at Hopkins, not an ad minister, or a department chair, or a head advisor; the only part of being in school that I have loved the most is the teach ing. I loved teaching. I have loved writing comments, because I love to write the stories of kids that I taught, to tell them what I’ve seen in the classroom. I have loved the kids most of all; they bring me such joy.”

Fasano and former classmate Dorothy Robin son ‘68 at the DPH Reunion last year.

Fasano’s colleagues praised her presence and ideals inside and outside the classroom: Art Department teacher Peter Ziou said, “What she loves is sharing her passion of writing and books and having the students find a creative power. She expects the best out of them.”

By her abiding gift for reading and writing, Donna sustained my enthusiasm; by her abiding concern for her stu dents, she reminded me to care for what matters,” said Chris Jacox, a fellow English teacher. “When I taught in her old classroom, I would bump my head on all the memorabilia dan gling from the ceiling. But you have to respect the care,” said Ian Melchinger ’88, Fasano colleague in the English Department and former student of hers.

In the Hopkins standards and life. “I have never felt so at home in a classroom, so at peace, so content. We came into her class as students; we leave as writers,” said Katrina Smith ‘18 in her current American Fiction class. “I’ll never forget the warmth and enthusiasm. Ms. Fasano brought to our classes when I was just a J-schooler coming into a new challenging environment, said Javier Muleto ‘20. “Not only did she develop me as a writer immeasurably, but she made me feel safe to express myself and be a person, and I can’t thank her enough.”

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Deena Mack joined the Alumni/ae and Development Office eighteen years ago, after extensive volunteering at Hopkins. As part of the Development team, she helped manage planned giving in the form of The Edward Hopkins Bequest Society, which recognizes the generosity of friends of the School who have chosen to remember Hopkins in their wills or through a charitable trust, gift annuity, or life insurance plan. She enjoyed and valued working closely with alumni/ae, parents, and volunteer organizations to promote community and support of the School. Mack has been involved in projects such as 2017 Greater New Haven Alumni/ae Gathering. She spent her final year at Hopkins as the Senior Development Officer.

Deena Mack and John Ibsen Retire

Lily Meyers ’20 Assistant Features Editor

Summer vacation is here, along with all of the activities and traditions that go with it. One such ritual is going out for ice cream. Many students have a favorite local ice cream shop to visit when the temperatures get high, but if you do not know where to go, or are just looking for some new places to try, here are some recommendations from Hopkins students.

Ashley’s Ice Cream is a favorite of many students. Ashley’s makes its own products and uses ingredients from local farms, such as Bishop’s Orchards in Guilford. The stores are located in New Haven, Hamden, Branford, Guilford, and Madison, convenient locations for many students. This is the case for Mary Halvorson ’21, who frequently the franchise because “it’s very close to my house, and it’s also a fun place to go, so that’s a plus.” Phillip Delise ’20 also appreciated its location, “I like it because it’s nice treat after whatever you’re doing in New Haven, and it’s convenient.” They suggest trying cookie dough, coffee, or cookies and cream. Another New Haven location, Bills Carousel Ice Cream is familiar to many students who go there with Hopkins sport teams during the fall and spring. Joseph Hutchison ’21 explained the appeal of the destination, “they have a lot of variety, flavors, styles, and recommendations cookies and cream, his favorite flavor.”

Students enjoy their ice cream at the Student Center in the academic building. The Students’ Union ice cream is a student favorite, and many students appreciate the quality and variety of flavors. The students who frequent the Union during their study breaks enjoy the convenience of having ice cream available on campus.

A Field Study of Veganism on The Hill

Veronica Yarvanvaky ’20 Assistant Features Editor

A general reaction to learning that someone is vegan is “Why? How?” but the vegans at Hopkins are used to these questions. Veganism is a lifestyle which excludes all forms of exploitation of and cruelty to animals for food, clothing or any other purpose. Madeleine Walker ’19 was inspired when “I visited a place called Farm Sanctuary, which rehabilitates animals that have been abused in factory farms and puts them up for adoption. It was super informative and I have always loved animals (I even own a small farm) so I thought it was just the next step in my life.” She eased into it, starting off by being a flexible vegetarian, then vegan and finally vegan. “I haven’t had real meats in so long that fake meats (tofu, soy, tvp, etc) I just eat to me. Plus, vegan baked goods are surprisingly easy to make.”

In the previous iteration of the summer reading guide, hundreds of books lined the numerous shelves, making it very difficult and time consuming to find the right book. This year’s guide is much leaner than previous years, as committee members removed hundreds of books that were no longer used. The newer guide should also help more kids enjoy their summer reading, echoed Slager: “You can go to it for recommendations more easily and it doesn’t feel as overwhelming. It’s easy to read, and hopefully the book you’re looking for will be easy to find.”

Sophie Sonnenfeld ’21 and Jack Kealey ’21 encourage fellow students to take the “Meatless Monday” pledge. In Brander Blackwood ’20 adopted veganism for similar reasons. “Personally I am vegan mostly for environmental reasons. Meat uses a lot of resources whereas just plants do not.” Eliza Barker ’21 explained the breadth of vegan belief, “I think the purpose of veganism is to respect the rights and welfare of animals. Along with eliminating animals products in food, veganism also incorporates consciousness in buying clothing and cosmetics. Becoming vegan really opened my eyes to the behind-the-scenes treatment of animals in factory farms.”

Veganism presents its own set of challenges. Walker explained how hard it is to be the only vegan in her family. “I wanted to be vegetarian for years, but my parents never let me because it’s too hard to make different meals for people. But once my mom started working again, I made my own meals anyway, so they didn’t have much to complain about.”

Outsiders may wonder how it is possible to stay healthy and get enough nutrients without many of the normal foods. Walker said, “My iron levels have always been fine and I get a lot of protein, but I do still take cheap vitamins to supplement B12 and calcium.” She continued to explain that the food is not that much different: “I haven’t had real meats in so long that fake meats (tofu, soy, tvp, etc) I just eat to me. Plus, vegan baked goods are surprisingly easy to make.”

In Brander Blackwood’s case, she does not find it any more expensive than not being vegan. “If I eat primarily beans and rice and frozen vegetables and order cheap side dishes, it is cheaper than being non-vegan.” She said that it is easier for students to find great literature to pass the summer hours.

Highpoint Pictures

Changes Come to the Summer Reading Guide

Connor Piglatello ’19 Features Editor

Summer Reading: the dread of every Hopkins student. This year, in the interest of making students’ summers easier, the Hopkins Summer Reading Committee has changed up the summer reading guide, making it shorter, sleeker, and more compact.

Reading Committee wanted to eliminate unnecessary books, while keeping the guide useful. Member Noah Slager ’19 commented, “We wanted [the guide] to be something people could actually go to for book recommendations, we thought that as it was, it was a little too long, a little too big, it was all over the place. We figured that if we took out some of the older titles that didn’t really need to be there, and put in some newer ones that people would like, it could be more of a resource for people.”

In the previous iteration of the summer reading guide, hundreds of books lined the numerous shelves, making it very difficult and time consuming to find the right book. This year’s guide is much leaner than previous years, as committee members removed hundreds of books that were no longer used. The newer guide should also help more kids enjoy their summer reading, echoed Slager: “You can go to it for recommendations more easily and it doesn’t feel as overwhelming. It’s easy to read, and hopefully the book you’re looking for will be easy to find.”

Although most students regard summer reading as a chore, the new guide should make it easier for students to find great literature to pass the summer hours.

Wendy Parente

Jemma Williams Connor Pignatello ’19 Features Editor

Students Students Scramble for Ice Cream!

Wendy Parente

Hopkins Summer Reading

Don’t dread of every Hopkins

Highpoint Pictures

The Girls Junior Varsity Lacrosse team runs to Bill’s Carousel Ice Cream for a treat after a tough week of games.

Arnold Gold

Sophie Sonnenfeld ’21 and Jack Kealey ’21 encourage fellow students to take the “Meatless Monday” pledge.

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John C. Ibsen has been working for Hopkins under Maintenance and in the Retainer Shop after twenty-six years of service. He has a friendly and helpful face around The Hill, assisting with repairs and construction. In his off time, Ibsen enjoys fly fishing—he makes his own flies from unusual materials—and carpentry. Ibsen moved and rebuilt his own antique home. He says that he is going to miss his staff buddies, but will definitely enjoy settling down once the school year comes to a close.

Features
Seniors Present Work at Project Fair

Georgia Doolittle '18

"My Senior Project is using traditional British baking as a lens to examine industrialism, slavery and European colonialism. I’ve been doing this by baking desserts from different time periods, and then researching specific ingredients. To be honest, I was initially inspired by binge-watching all of ‘The Great British Baking Show’ on Netflix, but the project has grown a lot since then. I’ve learned a lot of really interesting facts about food, like how the banana industry has been responsible for the overthrow of governments around the world, or how cacao beans used to be used as currency.”


done in Fairfield and one in Westport, on the Saugatuck River, where Colli- er said, “They’ve got a lot of different ice-cream options and you can also get candy... so, there is a lot of variety.”

Ice cream is not the only cold treat that is currently in season. Shoppers are also satisfying summer sweets. Kate Collier ’21 recommends Gelatisimo Artisan Gelato for those in the mood for gelato. She explained, “They give you the most gelato possible in the smallest cup. It’s perfect.” Their gelato is handmade in the store in small batches. Collier recommends their chocolate flavor. These locations are only a few of the many散热点 cold-cream shops in Connecticut for hot summer days or any other time of the year.

The accessible shops are not short drive away and are pleasant summer afternoon destinations to visit alone, with family, or with friends. You have not seen since the end of school. Each one has a unique, rare, and often more than one in Fairfield and one in Westport, on the Saugatuck River, where Collier said, “They’ve got a lot of different ice-cream options and you can also get candy... so, there is a lot of variety.”

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One of the main lessons that my mom’s friend used to own it, so it became a popular spot for taking pictures. They have recently added another roadside stop, carrying both food and ice cream. CC Rocco ’20 loves ice cream and is one of the regulars. He said, “I go there close to my house, so we go there all the time every summer, and... it’s really cute.”

It also makes her “think of when I was younger, and we would go there a lot.”

In her sophomore year, Georgia Doolittle learned about history through British baking. Her teachers regarded the past and present of Native American tribes that we frankly have never been taught but we need to learn. My initial thought was to make an entire lesson plans that can fit into the required history courses.

"I screamed out, “IT'S MADE OUT of KANSAS!”'
A De-pen-dably Enjoyable Tool

Joseph Hutchinson '21

Writing is essential to our role as students, day in and day out. Whether we efficiently tap away on a keyboard, take the time to make deliberate letter strokes on paper, or jot down information instinctively we couldn’t do without it. Recording vast quantities of content can be tiring, yet strangely enjoyable. I can’t be the only one who finds it satisfying to fill line after line of loose-leaf paper, then see the final product later on, right? Although, in special cases, the medium of our work may be imposed. Hopkins students generally have the freedom to take notes and fulfill assignments however we see fit.

In my experience, fountain pens occupy the sweet spot of functionality/enjoyment.

Completing math problems or homework sheets is a not particularly personal experience, but firsthand writing, becomes an afterthought in our busy lives. I can’t get away with slowing down from a rapid scrawl in every class, but when the opportunity arises, perfecting but more importantly heightening an inexplicably delightful task. As a fountain pen’s nib glides with little to no friction across the page, the lack of additional sensory input gives a sense of control. I no longer have a need to force my hand down with each stroke. Consequently, I’ve found “marathon” sessions of work to be less tiring and hand cramps less abundant.

In other inherent value of fountain pens is what they leave on paper itself. I’m perfectly happy with generic blacks, blues, and reds, but these get repetitive fairly quickly. Certain diagrams can’t be accurately depicted with a mere handful of basic color choices. I’d much rather choose a vibrant orange for diagrams and a more neutral brown for small yet important annotations, or a subtly tinted teal that catches the light oh so slightly.

Fountain pens have an economic advantage; filling your pens straight from an ink bottle pays off when compared to repeatedly purchasing disposable ballpoints or their cartridges. The initial investment for such nib-equipped pens is not always such a leap; the Platinum Preppy, starting at $3.00, is a marvelously engineered product that writes just as well as numerous, more costly alternatives. While there may be exorbitantly priced pens out there, I’d like to think that cost definitively isn’t a restrictive factor. Just like any hobby, it’s easy to invest much from the start.

Choosing and utilizing a pen of your own can be personal, and enjoyable by itself. Everyone has lost pens and pencils, making the commitment (as some may call it) to keep track of a slightly more precious object important. This natural attachment to objects is human nature, yet writing utensils are often overlooked. Without a lack of choice in shape, size, color, line-width, or functionality, it becomes unexpectedly easy to make a pen your own.

As well as fountain pens potentially providing a personal experience, the online and real-world fountain pen community fosters a positive environment that’s welcoming to newcomers, and is predominantly not elitist or pretentious, contrary to general belief. The Reddit fountain pen group in particular has all the resources needed to guide novices, as well as genuinely helpful members (reddit.com/r/fountainpens). There’s little to no motivation to act as “gatekeepers” of the hobby. If anything, each one of us feels compelled to “indoctrinate” others and pass on this wholesome past-time.

I encourage you to consider the means by which you write your words, whether it be a fountain pen or not. For me, fountain pens made and continue to make even the most tedious tasks enjoyable. The joy of writing shouldn’t be a necessary burden, but a gratifying experience. Don’t continue to dread note taking, but strive to find one thing that changes your daily outlook. Why not make the most mundane of tasks fun in some small way or another?

A Rocky Climb to Happiness

Noah Slager ’19

This week I quit rock climbing competitively. It was a surprise to my coach, fellow team members, and the few friends I told. I have a year of eligibility left in the youth competition system and plenty of potential to make a serious run next year at New England’s Sport Climbing Divisionals. But I walked out and have not had a reservation about it since. I want to explain why I did it and resist the notion that quitting and failure are somehow the same.

I’ve always loved to talk about competition climbing. I realized pretty early on that it was something I had to do for myself, and no one had absolutely no knowledge of and only enjoyed enjoying people to a niche sport. Countless times, I eagerly explained that the most skill of competition climbers is not races, but rather challenges to make it as far as possible, without falling, on extremely difficult routes. Points are awarded for making it the farthest within the time limit. It’s a fore-arm and upper body dominant sport, but much more about patience and technique than most people realize (think gymnastics, not arm-wrestling a wall). Patience and mental resistance will gain you much further than adrenaline and strength. Moreover, I have to have feared of heights (it makes a good incentive to double-check your knots). I was always happy to address these questions, and of course, my favorite: can you do door frame pull-ups? I did glad you asked.

But hidden beneath this enthusiastic evangelism were some serious misgivings about my place in the sport. I’ve joked with the people on my climbing team that climbing was invented when a caveman living by a cliffside got bored. And that spirit of freedom, exploration, and overcoming challenges was always what the sport meant to me. I’ve always found that the greatest experience on a climbing wall is to throw yourself at a climb tens or hundreds of times—sometimes over a period of months—and eventually make it to the top. That feeling of knowing that the moves are the same, but that I’m stronger and more equipped to deal with them is one of my great accomplishments.

For a long time, competitive climbing has felt fundamentally misaligned with my goals. Climbers seek to overcome immovable obstacles through perseverance, patience, and problem solving. But, in competitions, we are pressed to perform moves often just one or two times, with a time limit. If climbing is reading a favorite book, competing feels like being quizzed on minute details from that book while a bright light is shined in your eyes and a large clock ticks down from four minutes. By the end, it just wasn’t fun anymore. I’ve heard it said that the healthiest way to run a marathon is to train for one and never run it. The marathon itself is a step too far, and, most people, gets them injured. I prefer to train all season for competitions, and never go to them. So I quit.

At Hopkins, quitting is a dirty word. It sounds like a failure to rise to the challenge, of succumbing to forces stronger than oneself, of giving up. And, for god’s sake, what will colleges think? But that refusal to stop doing things that don’t make us happy doesn’t help anyone. Rather, it makes us miserable. Life is just too short to pack full of playing instruments you don’t enjoy, sports that aren’t rewarding anymore, and activities that look good on resumes but don’t make you happy. I didn’t quit competitive climbing because I was bad at it, or because I was sick of dealing with nagging injuries. I still love climbing as an adventure and ultimate personal challenge, and I have no plans to stop. I just competiting because I didn’t enjoy it anymore. It was a good decision.

Voices On The Hill

"What are you looking forward to this summer?"

Tim Sullivan ’19: Writing my Common Application!!

Izzy Potash ’18: Sleeping in.

Brennan Gollaher ’19: Eating a lot of food.

Marilla Yu ’20: Learning something new - maybe longboarding!

Bruno Mascoccar ’19: The beach and warm weather.

Owen Sherman ’19: Working at the shoe store and chilling with the boys.

Grace Bhutagan ’21: Sleepaway camp.

THE ONE-PAGE RAZOR

Meh List:
1. Final Exams
2. SAT Subject Tests
3. Seniors graduating
4. Summer jobs

June Favorites:
1. Summer!
2. Prom
3. NBA Playoffs
4. The beach

June Tunes:
1. “Better Now” - Post Malone
2. “This Is America” - Childish Gambino
3. “Whatever It Takes” - Imagine Dragons
4. “In My Blood” - Shawn Mendes
A Needed Conversation

As the year comes to a close amidst daydreams of sandy beaches, aspirations for the next year have begun to arise. The Hopkins community strives to raise awareness about the injustices of the world, but it often ignores the plight of poverty. The Razor's Edge

The school has sponsored assemblies on race, gender, and the LGBTQ+ community, yet socioeconomic status is rarely mentioned. This silent problem needs to be confronted. Simply awarding financial aid will not fix disparate communities nor the cultural stigmas that go along with poverty. Wealth is perhaps society's most dividing attribute. Since the beginning of civilization, the rich and poor have both always lived.

"How can we justify our elevated status?"

The repercussions of this timeless conflict have made their way into the Hopkins community. Many students prefer not to discuss their financial status. Their wish for privacy is perfectly acceptable. Students should have the freedom to disclose what they want about themselves; however, this silence becomes a problem when students feel as if they have to hide their lack of money.

To combat this issue, the Hopkins community needs to foster more open discussion about socioeconomic status. A reflective assembly with an open mic session could certainly be the first step to understand the effects of poverty. The more pertinent question of wealth transcends the experiences of individual students and rather is aimed at the school, itself. Over the years, Hopkins has accumulated an endowment of a hundred sixty million dollars. Imagine Hopkins as a magnet. The rich from each of its surrounding communities have invested heavily in Hopkins via tuition and donations. As a result, Hopkins has thrived, procuring a beautiful campus and a high-quality educational experience.

As one looks past Hopkins, surrounding disparate communities come to view and questions begin to arise. Why do we deserve automatic water bottle fillers and a fancy turf football field when there are those around us living in poverty? How can we justify our elevated status?

Sadly, there is no easy solution to this moral dilemma. Some may say that Hopkins provides an education that exceeds its competition, so therefore it deserves its success. Others may say that most people do not care enough to sacrifice everything in the name of equality. An institution's own survival and expansion is valued more than giving. This natural selfishness does not mean Hopkins cannot be considered a charitable school. If Hopkins breeds youths who are aware of wealth disparity and committed to aiding the downtrodden of the world, then it is actively combatting the plight of poverty.

The Alumni of this school have the ability to revolutionize their communities. The far-reaching tendrils of education can impact the community much more than any canned Food Drive, which is why the question of socioeconomic status cannot be ignored.

Many students begin to learn about poverty during history class. In context of this country's poor only in the final History and English classes of their Hopkins career. These imperative lessons should not be relegated to only a small portion of a Hopkins education. There needs to be a school-wide discussion. There needs to be a large emphasis on teaching about systemic poverty, so all students can be the change of the future.

This is not to say that community service events are pointless. Even if the impact of a soup kitchen shift or tutoring session might be relatively small, they allow students to interact with the unfortunate around them. Education and experience, in conjunction, provides students with an insightful blend that will hopefully influence them later in life during an op portunity for great change.

Making Time for Yourself

Katie Broun '19
Managing Editor

Balance is difficult to come by. I look up from my book to see the clock reading 1:15 am. Although my mind is tired, I know that I must plug along and stay awake in order to finish everything that has to be completed in the last weeks of the term. The final projects and a multitude of assessments all flood my mind, creating a spiral of worry about my grades and impending summer endeavors. Instead of being outside, enjoying the sunshine and playing Frisbee with friends, I have dedicated myself to my AP review books and the library. Nothing is wrong with either of those options; many, instead, want to have both at once. While it is impossible to be completely on one side or another, I found out, while annotating my English book in the early hours of the morning, that I need to find balance in my life. On the outside, balance may seem easy to achieve, but in actuality, additional pressure to succeed and be a part of everything makes it nearly impossible. During May and early June, the academic pressure is immense, making many students cast out friends and spend time away from family in order to finish the work that 'must' get done.

The usage of 'must' instead of 'should' differentiates the types of students working in the last few months of the term. People often have to figure out how to spend a free period by deciding between cramming for a test in two periods or having a meaningful conversation with friends about fun spring events or what each person liked about a speaker from Assembly. As individuals, we may want to enjoy the final spring moments, but in reality, we prioritize going through the vocabulary quizet one more time instead. While there is nothing wrong with either option, the mere fact that we choose our studies, even though time has already been devoted to studying for hours before in the evening, showcases our lack of balance as individuals.

Making time to for ourselves is a key part of finding said balance. Laurie Santos, a psychology professor at Yale, agrees and created a class at the university across the way on what The Washington Post describes as the "psychology of living a joyful, meaningful life." As a teacher, she challenged her students to make changes in their own lives, whether big or small. Santos cancelled class one day, asking students to stop worrying about their grades and all of the work that was piling on, just for one hour.

During the last few weeks, I took on Santos' challenge. The springtime is filled with amazing things outside of the walls of Malone or Baldwin. The flowers are in full bloom and most days, the sun is shining and one can chat on the Quad or just read a book in daylight, instead of at one in the morning. Each final exam is just one and a half or two hours of life. AP exams are a mere memory. The grades from these exams should not be the defining factor of your high school career. Ask seniors about their favorite part of their Hopkins experience. They almost never talk about a grade they received on a Math test or how well they made their argument during English class. They describe the relations ships they had with their friends, the fun experiences that they had with them.

It is difficult to find balance in our lives. Between intense coursework, extracurricular activities and trying to find enough hours in a day to sleep, many Hopkins students, myself included, are tired and ready for the long awaited summer vacation. Take time this summer to read enjoy to get lost in a world completely separate from their own. Enjoy family vacations to refuel for whatever your next step may be, whether that is another year on The Hill, a year starting a brand new school, or a year of personal activities. Continue to take the time to shape your own life, rather than let life shape you.

Arthur Masinikiewicz '20

Congratulations

Class of 2018

Arthur Masinikiewicz '20
Every year, graduating artists in Fine Arts III complete one final project: to design and paint their class banner, to be unfurled to the Hopkins Community at Prize Day. This tradition of creating a banner to represent the legacy of the graduating class began in 1941 and has continued to this day. These banners span almost eight decades and each is photographed, framed, and placed throughout buildings on campus. A pattern runs through the artwork. While each of the banners is unique to the graduating class, several, including Thom Peters noted, “They all seem to contain the names of each of the graduating seniors of the class and the class numerals. Some indicate the valedictorian (“V”).”

More than a month before the reveal at Prize Day, the students in instructor Peter Zorn’s Fine Arts III began brainstorming ideas and designs for their banner. The senior artists Kyle Burton ’18, Bella Feder ’18, Owen Rahr ’18, Julia Silbert ’18, and Chantel Malin ’18 were responsible for finding an idea for the banner that embodied the energy and talent of the Class of 2018 while recognizing their own time and resources constraints. Malin noted that their design was a result of collaboration and deliberation: “We came up with an idea based on the fact that we knew it was going to be a small group of people taking on a huge project so it couldn’t be too complex. We then bounced ideas and sketches off each other until we came up with something that everyone liked, but that also seemed reasonable given the time frame and resources available.”

Because the Senior Banner represents the students in the class of 2018, the Arts Faculty made sure that the students controlled as much of the process of making the banner as possible. “Beyond material support, we re-

In the excitement surrounding Spam Jam, I have already experienced the pride and exultation we put into making this great, and I feel proud to be a part of a great job with my solo at Spam Jam to celebrate a successful first year! The past class banners hang over the graduating class on Commencement.
At Hopkins, students are given a wide array of art classes to choose from, ranging from Orchestra to Web Design. However, for Skyler Sugar ’18, the clear choice was videography. Since tenth grade, Sugar has been writing, producing, and directing videos with the goal of entertaining people and putting smiles on their faces. Sugar, now a senior at Hopkins, has a passion for screenwriting that he shares with his friends and the Hopkins community.

After his interest in videography sparked, Sugar decided to take Video Production I and II along with American Film, at Hopkins, while at the same time teaching himself how to edit and film videos at home. Sugar’s passion for videography has carried into his final year at Hopkins: he chose to write a screenplay for his senior project. Sugar’s inspiration for the screenplay came from the love of writing comedic films. “I wrote the first act and treatment of an absurdist, period drama, called ‘Tragic Preadolescence: The Planomann or A Short Break From Pasture Work.’ It’s about an art forger in Kansas in the 1930s,” said Sugar. Sugar uses videography as a way to bond with friends, family, and his community by making them smile. His favorite kind of screenplay to write is absurd comedy, as he likes to see his friends’ reactions of laughter and joy. “I like to make my friends and family watch my videos. We share laughs,” said Sugar. Sugar has made a diverse assortment of videos for both clients and friends, such as a video about an art gallery in Hudson, New York, and a short video for Hopkins Varsity Field Hockey. He even made a video about anthrax for his friend’s science class. Sugar and his friends bond over videography, often getting together and filming videos in his basement for fun and for school. “Sometimes they come over to my house and we’ll spend a couple hours in my basement filming,” said Sugar on making music videos with friends for his Chinese class. Sugar enjoys making videos that have a positive impact on his classes and his friends. Sugar, who will be attending New York University’s Tisch School of the Arts in the fall, said the main reason he enjoys making videos is because he likes “watching people laugh and say ‘Oh man, Sugar!’ Sugar plans to continue screenwriting in the future, but also noted that “directing and producing is more of a casual, fun thing.”

Senior Banner Unveiled at Prize Day

Senior Class President Deepak Gupta ’18 said, “The Class Banner is not only one of the highly anticipated traditions of Prize Day, but also part of the Class of 2018’s impact on The Hill. Each year, Zoa tells his Fine Arts III class about the importance of their banner: ‘When the banner is unfurled in front of the school at Prize Day, it is a show-piece that should be optimized and presented as the major notion that the artists are not only representing Hopkins, but representing the good and humanity of the world.”

Senior Class President Deepak Gupta ’18 said, “The Class Banner showcased all the incredible talents and uniqueness that could be found within our grade.” Senior Student Council Representative Andrew Roberge ’18 agreed that the banner depicted the best qualities of the Class of 2018 and said, “I can feel like our class has brought forth a lot of positive social change and I hope our banner commemorates us as that.”

The Class of 2018’s senior banner joined more almost eight decades worth of banners displayed all around campus, each example illustrating the legacy of that class and the history of that year. Zoa mentioned the history of the banners, saying, “It is nearly impossible to forget about the banner from 2002 composed of individual portraits of each student in the grade. Even recently, 2010 banner from the 350th celebration is full of vibrant colors and fire-works, while the idea for the 2012 banner was centered around global warming.”

In order to keep track of the years of banners, Peters proposed a “key” that would enable us to locate the photos of the banners easily on campus so that when an alum from the Class of [1999] wants to see their banner, we can tell them exactly where it is.”

Anticipation was high on Prize Day when the Senior Banner was revealed to the entire Hopkins Community.

Chalk Poetry Continued

In a weird way, the sidewalk poetry also honors the sidewalks. They are part of our campus, too.”

Some teachers are hoping to expand poetry beyond the sidewalks in other busy but unexpected places on campus. In order to unify this idea and National Poetry Month, Rickidy said, “We’re working on selecting poems that could be installed a little more per- manently in places other than sidewalks, like the salad bar line or the locker room, where students could experience poetry in a different way.” Johnson advised that all students should get involved with poetry even in small ways. To keep it simple, Johnson emphasized, “Everyone should read a poem. No, really!”
As the world waits with bated breath for the 2018 World Cup, many Americans will be left with a sense of disappointment. "The USMNT has a lot of talented players, but they just couldn't come together," said Theodore Silverman '19, a member of the Boys Varsity Soccer team. "As an avid soccer fan and player, seeing the lack of teamwork and effort from the USMNT was disappointing."

Teddy Glover '21
Assistant Sports Editor

Russia 2018: The World Cup Without the United States

As the world waits with bated breath for the 2018 World Cup, many Americans will be left with a sense of disappointment as they watch the most viewed sporting event on Earth begin, without the presence of the United States’ Men’s National Team. Occurring every four years, the World Cup is a soccer tournament consisting of the best thirty-two teams from around the world. This summer, for the first time since 1990, the competitions will kick off without the United States. This failure has left many players and fans alike frustrated. Lucio Moscardini '19, this year’s Boys Varsity Soccer captain, said, “As an avid soccer fan and player, seeing the lack of teamwork and effort from the USMNT was disappointing. As an avid soccer fan and player, seeing the lack of teamwork and effort from the USMNT was disappointing.”

"I'm disappointed that the USMNT couldn't qualify for the World Cup this year," said Rizzuti. "I've been playing soccer for as long as I can remember, and I've always looked forward to this tournament."

Rizzuti's leadership propelled the Hilloppers to a winning record and to the finals of the Fairfield Athletic Association (FAA) tournament. In addition to his off-field impact, Rizzuti has a lot of responsibility on the diamond as well. "[Rizzuti] plays a versatile role on our team playing almost every defensive position on the field," said Head Coach Rocco DeMaio. Rizzuti's comfort anywhere on the field has allowed DeMaio to shuffle players and keep others in their ideal positions. On the offensive side, Rizzuti bats in the heart of the lineup and is among the most consistent contributors. The resilience, versatility, and work ethic Rizzuti has demonstrated through years of baseball have not gone unnoticed by his coaches. DeMaio said of Rizzuti, “His flexibility and hustle give him the ability to make him a valuable team member. Playing multiple sports has helped Jake compete and balance his time with school and athletics.” Rizzuti has demonstrated that resilience is a result of his hard work on the field all season. Hopkins lost the regular season to King, Rye Country Day, and Briarcliff, but Rizzuti is eager to get another shot at them in the FAA playoffs. “We definitely have a chance in the FAA this year,” Rizzuti stated. "If we can get more consistency on offense we'll be a tough out. We're a really energetic team. We feed off of each other." Rizzuti is confident in the future of Hopkins baseball: “We only have four seniors and most of the other teams in the FAA are graduating a lot of players,” he said. Rizzuti hopes to continue his baseball career by walking on to the team at Fordham University.

Russia 2018: The World Cup Without the United States

The Hilloppers have been winning for over a century, and they have a long history of success. This year, they hope to maintain their tradition of excellence. "It's important for us to continue our legacy," said Rizzuti. "We want to prove that we are capable of playing with the best in the world." Rizzuti's leadership and dedication to the team have inspired his teammates to play their best. 'I am proud of our team," said Rizzuti. "We have a lot of talent, and we will be able to compete with the best."
Spring Sports Wrap-Up

Boys Varsity Track
Captains: Jonah Norwitt ’18, Kyle Burton ’18

Boys Varsity Tennis
Captains: Phil Schmitt ’18, Alex Kane ’18
Record: 9-6

Girls Varsity Track
Captains: Grace El-Fishawy ’18, Lilly Tipton ’18, Rachel Hagani ’18

Girls Varsity Tennis
Captains: Marion Conklin ’18, Catherine duBoulay ’18, Sam Phelan ’18
Record: 16-0
FAA Champions
New England Champions

Boys Varsity Soccer
Captains: Gigi Speer ’18, Jess D’Errico ’18
Record: 10-3

Girls Varsity Water Polo
Captains: Karyn Bartosic ’18, Georgia Doolittle ’18
Record: 10-8

Boys Varsity Baseball
Captains: Jake Rizutti ’18, Chris Borter ’19
Record: 10-8

Girls Varsity Lacrosse
Captains: Annie Banks ’18, Libby Gardner ’18, Aislinn O’Brien ’18
Record: 3-10

Boys Varsity Lacrosse
Captains: Chris Sherk ’18, Mitchell Delfini ’18
Record: 4-9

Girls Varsity Lacrosse
Captains: Annie Banks ’18, Libby Gardner ’18, Aislinn O’Brien ’18
Record: 3-10

Boys Varsity Tennis
Captains: Phil Schmitt ’18, Alex Kane ’18
Record: 9-6

Boys Varsity Golf
Captains: Abir Singh ’18, Olly Zane ’18
Record: 4-9

Girls Varsity Golf
Captains: Abir Singh ’18, Olly Zane ’18
Record: 4-9

Varsity Crew
Captains: Sam Dies ’18 and Declan Goulding ’18
Record: 3-2

Varsity Golf photo courtesy of Hopkins Golf Team.
All other photos courtesy of Peter Mahakian.
COMMENDATIONS

GRADE 12

Mary Brewster Thompson Scholar .................................................. Clara Everett
Norman L. Stone Award................................................................. Genevieve Spear
Donald Ferguson Award .............................................................. Liliann Tipton
Donald Ferguson Award .............................................................. Lia Simmons
F. Allen Sherer Award ................................................................. Donasia Gray
John A. Wilkinson Award ............................................................. Georgina Doolittle
Michael J. Theobald Prize ............................................................. Erin Knox, Mike Lazare
The Gerald F. Stevens Memorial Scholarship ................................ Jake Rizzuti, Lionel Louis
Comcast Leaders and Achievers Scholarship ................................ Genevieve Spear
New Haven Spotlight ................................................................. Mike Lazare, Grace Barket, Neal Sarin, Bryan Gu, Unique Parker, Sophia Yanos

GRADE 11

Mary Brewster Thompson Scholar .................................................. Adwith Mukherjee
George Blakeman Lovell Award ..................................................... Doug Guilford
Andrew Rossetti Award ............................................................... JR Stauf
Mount Holyoke Book Prize .......................................................... Catherine Laooshin
Harvard Book Prize ...................................................................... Clare Chemy
Kenyon College Presidential Book Prize ......................................... Melody Parker
Smith Book Award ....................................................................... Naomi Tomlin
Yale Book Award .......................................................................... Alexander Hughes
Wellesley College Book Prize .......................................................... Ji Schroth-Douma
Ellen Patterson Brown '62 Award ...................................................... Madeline Walker
The University of Chicago Book Award .............................................. Benjamin Goldstein
St. Lawrence University Book Award .............................................. Sajay Parwa
Princeton Alumni Association of Eastern Connecticut Book Award ... Theodore Tellidou
William and Mary Leadership Award ............................................. Samuel Jenkins
George Washington Book Award .................................................. Jack Dove

GRADE 10

Mary Brewster Thompson Scholar .................................................. Parker Connelly
Stanley Daggett Award ................................................................. Elizabeth Hambrooye

GRADE 9

Mary Brewster Thompson Scholar .................................................. Suna Jalaia
Stanley Daggett Award ................................................................. Ranease Brown

GRADE 8

Lydia von Wettberg Award ............................................................... Nati Tsyfaye
Simone E. Baldwin Leadership Award ............................................ Tyler Eveland
Kristin Ridinger Taurchini Award ................................................... Pearl Miller

GRADE 7

Lydia von Wettberg Award ............................................................... Harini Thiruvengadam
Simone E. Baldwin Leadership Award ............................................. Miko Cookley

THE ARTS

Paul W. Schaefer Prize for the Visual Arts .......................................... Isabella Fedor (12)
Drama Award ................................................................................. Kayleigh Mellilo (12)
The Charles Ives Instrumental Music Prize ........................................ Mark Xu (12)
Choral Music Award ................................................................. Kieran Anderson (12)

THE CLASSICS

Clare McNamee Latin Prize ......................................................... Abby Miller (12)
Junior School Latin Prize ............................................................. Hannah Fanozi (8)
Jeremiah Peck Greek Prize ............................................................. Will Rosenbluth (12)

ENGLISH

Major James Dudley Dewell Letter Writing Prize ............................ Elliot Calderone (8)
Baldwin Prize Essay, Middle School ............................................. Abay Fosattu (9)
Baldwin Prize Essay, Senior School .............................................. Emily Rahn (12)
John B. Smith Prize for Excellence in English in Grade 8 ................. Maisie Bilston
Brown University Book Award ..................................................... Malaya Ellis (11)
Elizabeth Tate Prize for Excellence in English in Grade 11 ............... Georgia Doolittle (12)
Elise Church Award for English and Dramatics .............................. Benjamin Goldstein
Elizabeth Lewis Day Prize for Excellence in Imaginative Writing ... Clay Wackerman (12)
The Susan E. Feinberg Prize for Excellence in Critical Thinking ......
Through the Written Word ................................................................
George Gallop Prize for Excellence in Literary Scholarship ........... Madison Howard (12)
Helen Hope Barton Prize for Excellence in English in Grade 12 ......
The Karen Lee Pritzker Prize for Creative Writing .........................

HISTORY

Kenneth Hopkins Rodd History Prize............................................. Robert Lawler (8)
Julia L. Thomas History Prize ........................................................... Ella Zuse (9)
De'Anay Kuphuthi Prize in History ............................................... Noah Schmeisser (11)
Gerald F. Stevens Award ................................................................. Zaider Blitzer (12)

MATHEMATICS

Edgar M. Babbit Jr. Senior School Mathematics Prize .................... Ingrid Slattery (7)
Edgar M. Babbit Middle School Mathematics Prize ....................... David Merick (10)
Edgar M. Babbit Senior School Mathematics Prize ....................... David Durrow (12)
John M. Heath Mathematics Prize ................................................ Samantha Phelan (12)

SCIENCE

Acray Helcher Biology Prize ........................................................... Evan Alfandare (9)
Harold Shilton Kirby Science Prize ............................................... Burton Lyons-Olson (10)
Rensselaer Medal ........................................................................ Ethan Silver (11)
Joshi Willard Gibbs Prize ............................................................... Ajay Mitra (12)
Fairfield University Excellence in Science and Math Award ............. Benjamin Goldstein (11)

THE ARTS

Dance Award .................................................................................. John Blumenthal (12)

ATHLETICS

The Hopkins Award ................................................................. Genevieve Spear (12)
Robert Wyant Memorial Award ..................................................... Mitchell Peltini (12)
Jerri Trulock DPH Sportmanship Award ......................................... Jessica D’Errico (12)
William DeGennaro Outstanding Male Athlete Award ..................... Dylan Sloan (12)
Standing Female Athlete Award ..................................................... Orly Baum (8)
Walter Camp Award/Senior School ............................................... Liam Spellacy (8)
DPH Sportmanship Award/Senior School ........................................... Orly Baum (8)
The Jordan William Selman Award .................................................... Erin Knox (12), Spencer Lockhart (12)
Congratulations Hopkins Class of 2018!

*From the Razor Staff*

American University
Bard College (2)
Barnard College (2)
Bates College
Bentley University
Berklee College of Music
Boston College (2)
Boston University
Bowdoin College (3)
Brandeis University
Brown University (4)
Bryn Mawr College (2)
Bucknell University
University of California, Los Angeles
Carleton College
Carnegie Mellon University
Champlain College
University of Chicago (9)
Colby College
Colgate University
Columbia University (3)
University of Connecticut (2)
Cornell University (2)
Dartmouth College
University of Denver
Dickinson College
Drew University
Drexel University
Emory University
Fordham University (3)
Franklin & Marshall College
Georgetown University (6)
Harvard University (4)
Johns Hopkins University (2)
Kenyon College
Lafayette College
Lehigh University
Loyola Marymount University
University of Maryland, College Park (2)
Massachusetts Institute of Technology
University of Michigan
University of Minnesota, Twin Cities
New York University (4)
Northeastern University (2)
Northwestern University (2)
Pennsylvania State University
University of Pennsylvania (2)
University of Pittsburgh
University of Richmond (2)
Rollins College
Saint Mary’s College
University of Southern California
Stanford University (2)
The University of Texas, Austin
University of Toronto
Tufts University (6)
Tulane University
Union College - NY (2)
Universidad de las Américas Puebla
University of St. Andrews
Vassar College
Villanova University
Wake Forest University
Washington University, St. Louis (3)
Wellesley College
Wheaton College - MA (2)
Williams College
Yale University (13)

Numbers listed after colleges indicate that multiple Hopkins students will be attending those institutions next year.