From July 31 to August 11, a group of sixteen students from the Hopkins Drama Association (HDA) traveled to Edinburgh, Scotland. Guided by drama faculty Mike Caldener and Hope Hartup, the crew performed at the Fringe, the world's largest arts festival, ran from August 2 to 26 this year. Drawing in thousands of performers and audience members, the festival makes use of hundreds of stages, finding a way to accommodate any group that wishes to perform. This marks the third iteration of HDA's trip to the Fringe, the first being in the summer of 2017. The group flew to Edinburgh after a successful kickoff show at Hopkins.

Caldener explained the decision to perform a Shoestring show at the festival: “A good bunch of the HDA students on this trip were in the original Shakespeare on a Shoestring: Comedy of Errors! when we developed it in my Ensemble Class back when they were in ninth grade. It was fun reviving some of their roles and reconnecting others with new actors. Bringing a Shoestring show to the festival is almost a no-brainer in that there’s no scenery to transport, construct and take down before and after each performance.”

With six shows spread out over the course of the twelve-day trip, the cast had the opportunity to see other performances. "Five others to come together as one group and feed off of each other while we saw different performances," said Bethany Toft ’21. Margaret Toft ’20 remarked, “Having an audience every night was incredibly rewarding.” Not everyone enjoyed the shows however never to otherwise never would other wise have the opportunity to see other shows. Students hiked to Arthur’s Seat, an extinct volcano in Edinburgh.

HDA Students Take the Stage in Edinburgh

Students explore Edinburgh Castle.
Welcome to The Hill!

CJ Chiu

Where did you grow up?
I grew up in Stratford, CT, went to school in Schenectady, NY and taught in New York, Delaware, Chicago, Wisconsin, and Arizona before moving back to CT last summer.

What is your academic background?
I went to Bunnell High School, Union College for undergrad and Concordia University for grad school.

What are you teaching/coaching/advising this year?
I will be teaching Math 25 and Math 40, coaching the Mathcounts team and advising a group of 9th graders.

What was your favorite experience as a student?
When I was in college, I got to meet Benoit Mandelbrot at a math conference. He was considered the father of fractal geometry.

What particular tidbit should we know about you?
I have 15 minutes of fame. I was on the cover of three books about twin sisters and their adventures.

Sanil Patel

Where did you grow up?
I was born and raised in Milford, CT.

What is your academic background?
My academic background is in the classics, biology, and education. I focused on Higher Education while obtaining my Masters Degree.

What are you teaching/coaching/advising/etc. this year?
This year, I will be working in the college counseling office and advising.

What particular tidbit should we know about you?
I am a serious foodie and love to cook. Living in New York City, I find myself always searching for the newest, trendiest restaurant. When I am not exploring, I am in the kitchen trying new recipes!

Linda Isaacs

Where did you grow up?
I grew up in the Beaver Hills section of New Haven.

What is your academic background?
I attended Foote School, St. Mary’s High School, Connecticut College and Southern Connecticut State University.

What are you teaching/coaching/advising/etc. this year?
This year I will be teaching two sections of Spanish 1.

Mariana Torrens Arias

Where did you grow up?
I grew up in Buenos Aires, Argentina and moved to the U.S. in 2003.

What is your academic background?
After teaching Spanish for four years in Maine and Massachusetts, I was admitted to the Communications program at the University of Texas at Austin and moved there to study. My focus was on cross-cultural communication, cultural translation and marketing for cultural institutions. Upon graduation, I applied these skills at the Blanton Museum of Art, the Thinkery (Austin’s children’s museum) and in International Development at Yale University.

What are you teaching/coaching/advising/etc. this year?
At Hopkins I will be offering academic support and teaching Spanish 2 and 3 Accelerated, and Spanish 3.

Do you have a pet?
I am huge supporter of rescuing animals. I have three rescue dogs. I have a German Shepherd mix named Greta, a Labrador mix named Tula and a Chihuahua named Rocko.

What was your favorite experience as a student?
My favorite experience as a student was participating in foreign language poetry recitation contests and I am so glad to know that Hopkins students participate in them too. I also enjoyed serving on student council.

What particular tidbit should we know about you?
My 15 minutes of fame has to be when I was in high school and my twin sister and I were chosen to be on the cover of three books about twin sisters and their adventures.

Ashley Sjolund

Where did you grow up?
I grew up in Hamden, CT and attended Hamden High School. I spend many hours throughout my childhood swimming for Chuck Elrick and the Hopkins Mariners. While I did not attend Hopkins as a student, I somehow feel that joining the faculty at Hopkins and coaching the swim team is bringing me full circle.

What is your academic background?
I attended Villanova University and earned a B.S. in Biology in 2008. While at Villanova, I worked in a research lab and completed a senior thesis studying the dysregulation of prolactin signaling in breast cancer. This experience led me to complete a Ph.D. in Genetics at Yale University. I studied a DNA repair protein that is mutated in a small percentage of the population and found that expression of this variant led to a cancerous phenotype in human cells and altered the effectiveness of treatment. After completing my doctorate, I taught biology at Greens Farms Academy in Westport and served as an advisor and the Assistant Director of Independent Research through June 2019.

What are you teaching/coaching/advising/etc. this year?
I will be teaching freshman and AP Biology, and serving as the Assistant Coach for swimming, and coaching Science Olympiad. I am also excited to serve as a freshman advisor!

Do you have a pet?
Tell us about it!
My husband and I rescued a little white Maltipoo from Korea in June. His name is Oscar. He loves to jump really high, and has the cutest fluffy tail. I hope Oscar is able to visit Hopkins one day, as I think petting and playing with a dog is a great way for students to de-stress.

Are you a sports fan? Sport? Team? Participant in?
Yes! Sports consume much of my life outside of work. I am a die-hard Yankees fan and find myself thinking petting and playing with a dog is a great way for students to de-stress.

My 15 minutes of fame has to be when I was in high school and my twin sister and I were chosen to be on the cover of three books about twin sisters and their adventures.

Lely Evans

Where did you grow up?
I was born in Taiwan but grew up in California.

What is your academic background?
I got my BA in violin performance and continued with 19th century performance practice in grad school, which was in Australia. I studied teaching Mandarin as a second language later on as a way to reconnect with my roots.

What are you teaching/coaching/advising/etc. this year?
I will be teaching Junior School Chinese.

What particular tidbit should we know about you?
I love to create things (food, clothing, metal work...). My junior year abroad in Vienna was an eye opener. I learned German and many other things in life.

Do you have a pet?
We have a cavachon named Brie.
ERRO Statement on Consent

Anna Simon ’20, Yasmin Bergemann ’20, and Elizabeth Roy ’20

The three of us have been at Hopkins since Junior School. Our educational experience for almost six years has been within the confines of The Hill. We’ve taken Healthy Bodies, Healthy Minds in the seventh and Health classes about alcohol and addiction as sophomores. Yet, throughout all our time at Hopkins, we have not heard much about consent. Sure, our parents explained what consent is to us when we were younger, by way of telling us that no means no, but we had never learned how consent is treated at Hopkins. What are the school’s policies on handling reporting harassment? How do we navigate these grey areas?

Lots of important questions were going unanswered. We decided to find those answers. As we began our junior year of high school last year, and our first year as heads of ERRO, we had to choose what we really wanted to focus on. Ekphrastic writing, physics tests, and AP US DBQs all competed for our attention. Prompted by the hearings of Judge Kavanaugh, the three of us decided the most essential thing, the issue we felt most urgently needed to be brought up, was sexual assault and harassment, in all of its forms.

We knew if we wanted to try to change the culture we’ve experienced in our time at Hopkins—that is, many mistakes are made simply because we make assumptions instead of asking and communicating about boundaries—the first step would be to bring more consent education to campus.

Fast forward several months, and we were finally able to put together an Assembly for both the Upper School (in April) and the Junior School (in May). We were supported by our classmates, faculty, and Yale’s CCE student and administrative fellows (Consortium Communication Educators) in these two projects. The Yale CCEs were extremely useful to us, as they guided us through our research and aided in presentation planning.

We learned the importance of providing clear cut definitions to aid discussion, use affirmative consent (“yes means yes”), and be able to address the grey areas of personal communication. Together, these elements help create a healthier sexual culture, especially in school environments. Each Assembly had equal amounts of information, advice, and resources, but focused on different stages of relationships, from friendly and social to sexual and romantic. To supplement these Assemblies, we also held a workshop for the Upper School which was led by members of the Yale CCE.

The workshop was a kind of pilot, allowing ERRO to hear back from you all on how we can improve our workshops. This was beneficial, what was irrelevant, and what was the most thought-provoking.

This year, to continue to promote healthy communication and relationships, we aim to foster conversations through ERRO meetings and more workshops led in partnership with the CCEs. The CCEs primarily use discussion-based workshops to talk about consent. The workshops cover how to read social cues, the effects of alcohol on your brain and how that relates to consent, the role of social media and peer pressure in our lives, and much more.

As always, there will continue to be an abundance of resources here at Hopkins such as Ms. Romanchoke, Mr. Brant, and Dr. Cox, to talk to, whether you felt uncomfortable, frustrated, confused, or just want to think things through some more. We are not attempting to solve rape culture and end sexual harassment within the extended Hopkins community in just two years. Tackling issues such as this takes time and consistency. We know these more serious issues need to be covered because unfortunately, they are already relevant to many of us. We also know talking about or presenting violent sexual situations to large audiences can be triggering and emotionally daunting, in addition to being mostly ineffective. To properly address consent, we need to start small. This coming year is the next step on a long road to having a healthy understanding of consent, and to continue successfully with this; we will need your support and feedback through-out this year and beyond.

Over the last year, we had many conversations relating to time: What do we have time to do? How much time will something take to put together? Is there enough time to do what we want to do? The answers were sometimes yes, and sometimes no—we learned very quickly that if we want to do something well and with support of our busy administration, we have to go slow. Nonetheless, that has not stopped us in pursuing what we feel we have a responsibility to do, and we hope it will not stop you in helping us either. Consent culture will only change if we work as a community, and we hope that work will still continue after we graduate.

Whether you want to do your own research, bring uncomfortable topics up with your extended friend groups, or engage with someone who holds a different opinion, we encourage you to do it. We are determined to change the culture of consent at Hopkins, no matter how long it takes, and we can only do it with you.

HDA Students Travel to Edinburgh for International Performance

(continued from page 1)

While in Edinburgh, the cast, along with Calderone and Hartup, stayed in local college dorms and shared a kitchen. Slager reflected on this experience of a shared living college dorms and shared a kitchen. Slager what we really wanted to focus of ERRO, we had to choose

Students produce Almost, Maine

Leah Miller

Students rehearse for this year’s Summer Student Production, Almost, Maine. Director Leah Miller ’20 explained, “what makes Almost, Maine unusual is that each scene has only two people, so the actors work hard to deliver a compelling scene with little action and heavy dialogue.” The show will be performed on Thursday, September 5 and Friday, September 6 in Lovell Hall.
On July 7, 2019 the US Women’s National Soccer team (USWNT) took home their second consecutive and fourth overall FIFA Women’s World Cup win. As the number-one ranked team in the world, they were competing for more than just the champion title in this World Cup; they were also fighting for a paycheck equal to that of the US men’s team. The USWNT has been fighting the US Soccer Federation [USSF] in the past years because their pay is substantially less than that of the men’s team. The women’s team used this World Cup to make themselves heard and generate support. After winning the final game against the Netherlands, fans in the stadium chanted “Equal pay!” in solidarity with the USWNT. Girls Varsity Soccer captain, Anna Simon ’20 commented, “I think that every time they [USWNT] celebrated a goal, even in the 13-0 game, they were celebrating more than just a goal. They were celebrating being one step closer to equal pay and an international stage. Every goal they scored was sort of proof that they deserved more.”

In March, they filed a lawsuit against US soccer because of unequal pay. It stated: “A comparison of the WNT [Women’s National Team] and MNT [Men’s National Team] pay shows that if each team played 20 friendlies in a year and each team won all twenty friendlies, female WNT players would earn a maximum of $399,000 or $4,950 per game, while similarly situated male MNT players would earn an average of $263,320 or $13,166 per game against the various levels of competition they would face.” While some say it isn’t fair to make comparisons between the compensation of the two teams, by game standards the women’s team is much more successful than the men’s team. The women are now four-time World Cup champions as well as four-time Olympic champions while the men have never won either tournament. From 2016 to 2018, women’s games brought in almost $10 million more in revenue than the men’s games. Felipe Perez ’22 commented, “Despite being paid less, the US women’s team continues to win international titles, and have made a name for themselves as a force to be reckoned with in their league.” The US soccer federation has claimed that there is no pay gap. They even hired two lobbyists to convince the judge that the USWNT is wrong. Their court date is set for May 5, 2020, just weeks before the summer Olympics. In the meantime they hope to settle it without a trial, but their last mediation resulted in angry statements from both US soccer and the women’s team. Boys Varsity Soccer Coach, Joe Ad-dison shared that he hopes it will be resolved, for the sake of soccer in the US. “The USSF will have a serious problem if it does not settle the current lawsuit with the USWNT and/or the team refuses to sign the next collective bargaining agreement. That is the power of winning–every soccer fan in this country wants to see more of the USWNT and will rightfully blame the USSF if players go on strike for equal pay,” he said.

The USWNT’s lawsuit covered discriminatory problems less than pay gap, such as working conditions, the way they travel to games and the hotels they stay in. Hopkins Girls Soccer Coach Becky Harper said, “Pay, unfortunately is not the only issue. It comes down to resources. Major teams, worldwide, at their start were solely for men. That has changed rapid-ly in the last decade or so with clubs like Barcelona, Paris St. Germain, and other football behemoths establishing wom- en’s teams as well. Yet, the funding and resources allocated are not equal. The owners of these clubs are less willing to invest in the women’s game, especially in the US. My hope is that more and more people will start realizing the untapped poten-tial of the women’s game; we have just grazed the surface.” Throughout their season, the US women’s soccer player- ers are not just training and competing in games, they are also taking a stand for women’s rights and inspiring younger girls and soccer players to support what they believe in. Anishi Kalaria ’22 shared, “I believe that as younger players grow, they will not be willing to accept the gap in pay between men and women players. The fight for equal pay will affect them in a way that will make them feel stronger when they are older or professional athletes.”