After a three year hiatus, Hopkins is composting again. There are two avenues for composting in the dining hall. After hearing about the event through Instagram, Bamgboye acted as the logistics coordinator for the Connecticut Rally. She was responsible for tasks such as securing permits and acquiring needed equipment. Bamgboye was also responsible for weekly conference calls with founder Nadya Okamoto. The organization is youth-run, with little adult oversight. This taught the volunteers a lot about "how to communicate with adults and bureaucracy, and being [their] own representatives" said Liz.

Twenty-one-year old Harvard student Nadya Okamoto started the organization when she was 16 years old. PERIOD. is particularly focused on the Tampon Tax. Twenty-one-year old Harvard student Nadya Okamoto started the organization when she was 16 years old. PERIOD. is particularly focused on the Tampon Tax.

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KidsCompost.com

Blue Earth Comp Post collects food waste from residents and businesses around Connecticut. The company then composes the food scraps and other organic wastes, and sells the resulting soil. In composting, organic matter can be anything from left over food to lawn clippings. These materials are decomposed, and then turned into nutrient-rich soil. Composting has many benefits for the environment such as decreasing pollution and conserving water sources. According to the Environmental Protection Agency (EPA), "Food scraps and yard waste together currently make up more than twenty-eight percent of what we throw away, and should be composted instead." Composting organic materials keeps it out of landfills where it would release methane, and helps prevent climate change.

Director of Facilities Liz Climie chose to partner with Blue Earth Compost, as she felt there was a need for Hopkins to get involved in composting. "We decided to bring composting back to Hopkins for a few reasons. It was a new environment but [everyone was] so welcoming. As I progressed through the song the more comfortable I felt." As Bamgboye continues her activism, she hopes to "destigmatize" and "raised awareness" about period poverty and other women’s issues. She already has “a lot of conversation,” especially through the period.et social media page that allows the movement to “engage with the community” by spreading awareness and encouraging people to be “more open to [talking] about [period poverty].” On The Hill, she hopes to “pop the bubble” by working with student clubs SHOUTTE (Screen Host Outreach to Understand and Talk about Trafficking and Education) and ERRO (Equal Rights, Respect, and Opportunities) and by initiating conversations on lack of access to feminine products and other women’s issues.

After two decades of participation with the Connecticut Food Bank in the annual Connecticut Food Bank Fundraiser, Hopkins received the Distinguished Philanthropic Award in Schools for the third year in a row. The CFBF kicked off in early November and continued through mid-December.

**Connecticut Food Bank**

**Connecticut Food Bank Honor for Hopkins**

**Hopkins Goes Green with Composting**

Anjali Subramanian ’21
Assistant Features Editor
Anjika Sun ’23
Staff Writer

After a three year hiatus, Hopkins is composting again. There are two avenues for composting in the dining hall. The first is in the kitchen, where Director of Dining Services Mike King implemented the program Waste Not. King explained, "Out of date food and production wastes, such as lettuce hearts, ends of vegetables, and melon peeling, go into the compost. We measure and track the amount we use on a daily basis." Hopkins also uses green bins in the drop area, where students can dispose of their food. These bins are filled with food scraps every week. All of the waste from those bins is sent to Blue Earth Compost in Hartford, CT. "Every day after lunch, the crew takes everything that is in the green bins and any waste from the kitchen and puts it into receptacles that Blue Earth Compost picks up and takes to their own facility," said King. "We fill it 11 to 12 bins every week which is about 500 pounds over the course of a five day week."
Hopskins Goes Green with Composting

Continued from Page 1

It is the right thing to do for the environment and it reduces the carbon footprint of the school. Founded in 2013, they make composting a more realistic goal for local businesses and companies that want to compost, but do not have the means. There are a few things that Hopkins students need to do to keep the program running. King expressed: “It’s important that the student body understands that only biodegradable material can go in the green bins because they are part of the solution.” King stated that “the next step is for the student body to be aware of the composting program, and that will make it more successful. Any kind of composting program is only as good as the people who use it.”

Blue Earth turns Hopkins’ food waste into “usable and sterilized material that they sell.” Blue Earth’s state that its mission is “to make composting easier and more accessible in Connecticut, so we can improve our air, water, and soil.”

Editor-in-Chief
Juan Lopez ‘22
Assistant News Editor
David DeNaples
www.blueearthcompost.com

How to Compost!

<table>
<thead>
<tr>
<th>What To Do</th>
<th>What NOT To Do</th>
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<tbody>
<tr>
<td>• Throw away any nonbiodegradable materials in trash bins outside of the dish drop</td>
<td>• Do not throw away ice cream wrappers or yogurt cups in the dish drop area</td>
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<tr>
<td>• Throw leftover food in the green bins</td>
<td>• Do not throw away leftover food in the trash bins outside the dish drop area</td>
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<td>• Napkins can be thrown in the composting bins as well</td>
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Hopkins Brings Delegation to Brown Model UN

Eleanor Doolittle ’20
Editor-in-Chief
Juan Lopez ’22
Assistant News Editor

On November 8, Hopkins students traveled to the Brown University Model United Nations (MUN). History teacher and MUN adviser David DeNaples said, “We brought our usual amount, 20 students. We always go to Brown. It is a smaller, shorter, and closer conference.”

Arin Shrivastava ’22 elaborated on the different committees: “In each conference, there are a few types of committees. General Assembly, or GA committees, are large committees that discuss larger issues and write resolutions to solve them. Specialized historical committees are more or less GA’s applied to historical scenarios. Finally, crisis committees are devoted to actively solving specific issues (such as revolutions, wars, etc.), and as such have events known as crises (say, someone invades someone else) to keep things more fluid and interesting.”

At Brown Model UN there are several committees that are not present at other Model UN conferences. Charles Wang ’22 explained, “My favorite aspect of Brown is the way they run and organize crisis and specialized committees. Every year they have very interesting topics, and the specialized/crisis committees are all less than 25 people.”

Kimbar Kiely ’22 noted, “A common misconception is that Model UN conferences only involve simulations of actual UN committees and organizations, whereas actually, there are a wide array of topic options that extend beyond the traditional purview of the UN.”

Kiely said, “At Brown, I represented a counselor of the Independence City Council after the election of a corrupt mayor.”

At Brown, Shrivastava was involved in the crisis committee Acceleran 2030, explaining “[Acceleran 2030] specifically discusses how humans should tackle space exploration.” Before students attend Brown, they must first write position papers which should explain their stances on the subjects they are arguing at the conference. Kiely said, “To prepare for the conference, we write position papers, an approximately two-page synopsis summarizing the importance of an issue, the opinion held by the party we represent, and potential solutions to the issue.”

When writing their position papers, students take into consideration the monoplies in Mexico, redressing the political, social and economic inequalities in Mexico through land reform and working with the United States in trade and war.”

DeNaples explained, “[At a Model UN conference such as Brown] each of our students is a ‘delegate’ and they all will join different committees. The commitments come a key delegate in that committee.”

The Brown conference allows participants to improve upon their Model UN delegate skills; Wang stated, “[The Brown Model UN conference] has taught me to speak out and speak up about my concerns and wishes in society. Model UN tests my ability to work with others to improve the situation and achieve peace. Model UN also gives me the opportunity to replicate history once again and to become experts in a topic that I never would have studied in school.”

Kiely agreed, saying, “I developed my debate and problem-solving skills at [Brown MUN], and have learned how to cooperate with people who hold dramatically different views.”

Another attendee of the conference, Eric Doolittle ’23, explained “Brown UN was something I had never done before, but everyone there was super friendly and welcoming. My favorite part was getting to meet the student activists from different charities.”

Students who go to the Brown Model UN conference regularly return. Kiely stated, “I attended [Brown MUN] for the first time in between meetings for their committees. Kiely said, “Outside of the conference sessions, which are usually about 3-4 hours each, we have the option to take tours of Brown, hang out with friends, or just catch up on homework and missed assignments.”

DeNaples encourages students to attend Model UN conferences, especially Brown: “[Brown is] a perfect way to ease into the MUN season, especially for new delegates. Jessica Dunn, the other Model UN faculty advisor, added, “I encourage students to join MUN because it’s fun. That gets to simulate real-time diplomacy, learn about international issues or historical events, and improve public speaking skills.”

Chuck Elrick

For four Saturdays in November, Chuck Elrick organized swim lessons at the Hopkins pool for first to third graders in New Haven. Swimmers from the Hopkins Varsity Swimming Team guided and taught participants to float and swim.

Chuck Elrick

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Students Seize Spots in Siberia

Katherine Takoudes '20
Senior Features Editor

For decades, upperclassmen have driven themselves Hopkins. However, in recent years, student spots in Forrest and Siberia - Thompson, Knollwood, Forest, and Siberia - have become a coveted commodity. Typically, seniors are assigned spots in Forrest and in the front of Siberia, while juniors are assigned spots in the back of Siberia.

In order to obtain a parking spot on campus, students must submit a copy of their license, current insurance, and pay $115 for each Term of parking. In an email to the Classes of 2020 and 2021 last May, Assistant Head of School John Roberts explained the process for spot eligibility:

"Everyone who submits a completed application by August 1 is eligible for the best spaces. [Karen] Silk and I will meet sometime in early August and simply do a "draft" for who gets what."

We will assign spaces to the rising seniors first and move to the rising junior class after all eligible seniors have been assigned to a space. We continue to assign spaces throughout the year until the parking inventory is all used up."

Roberts continued, “there is no advantage for getting the forms in by May 2 - but there is a disadvantage if you haven’t completed the process by August 2.”

Senior Amanda Leone '20 turned in her parking forms as soon as they were sent out. She explained: “I submitted my parking application the day after it was released, just to be on the safe side so that I could get a good spot. I was assigned to spot 208 at the front of Siberia, which is perfect for heading up morning assemblies and leaving

Chloe Smith ‘20 and Courtney Banks ‘20 decorate their cars for the new school year

Math teacher Adam Spelling puts on "Elf" when his wife “tries to hide the remote so we can only watch Hallmark movies.” "Elf" tells the story of Buddy (Will Ferrell), who spends his whole life believing he is an elf. He is shocked to learn that he is, in fact, a human, which explains why he is massive and not proficient in classic elf skills, such as making toys. Buddy decides to travel to New York City to not only find and bond with his father, but also to rekindle a dying Christmas spirit. Although many find this film lovable and funny, Jack Keely ’21 believes "Elf" to anyone who likes "wholesome family movies that might be lacking in depth."

The Classic

Although students may not be familiar with "A Miracle on 34th Street," Math teacher John Isaac believes it features "the greatest Santa Claus ever." "Miracle on 34th Street" tells the story of a man by the name of Kris Kringle who is hired to play Santa Claus in Macy’s department store. Questions about his mental health arise when he claims to actually be Santa, which leads to a court case. Kringle needs help from the friends he made along the way to prove that he is, in fact, Santa. Isaac thinks to like this movie, “you have to like the old time classics.” Arushi Srivastava ’20 disagrees. Although she has been a long time since Srivastava has seen it, she remembers it as “kind of boring.”

Morgan Bloom '20 and Lauren Gillipie '20 write "se - niors" and "roll toppers" on their cars (Continued on page 4)
Student Parking

(Continued from page 3)

“Halfway up the mountain, my legs are burning.” — Graley Turner

I’m scared of two things: girls and 90-mph fastballs. If you connect well with either of them, great things can happen. But, when one of them hits you in the chest, it hurts worse than anything else.” — Josh Seidner

I played my first open mic when I was 15, at a run-down dive bar.

— Maggie Cepli

As I sit opposite my sister at the kitchen table, I’m entranced by the golden ring she bears at her fingertips: a toasted sesame seed bagel.

—Anonymous

Playtime for the first few years of my life consisted of me following my brother, who was four years my older, around the backyard.

— Griffin Condon

School Psychologist Josh Brant ’88 thinks the current parking process is similar to when he was a student: “Kids were assigned a parking spot and you progressively move closer to school as your seniority increased. The teachers parked in the Lovell...and DPH [now Thompson] lot[s]. All the students parked in the Knollwood lot, but it was much smaller then. There was no Siberia.”

Every year, a few seniors are assigned to the parallel parking spots in between Forrest and Siberia, at the base of the hill leading up to the back of the Athletic Center. Josh Seidner ’20 explained the accessibility of having a parallel parking spot: “It alleviates the pressure of parking. I can just pull into a spot and go. And with its proximity to morning assemblies and easy accessibility, I would happily argue that parallel spots are the best on campus.”

Chloe Smith ’20 agreed with Seidner and highlighted how “one of the best parts of a parallel parking spot is not having to deal with parents’ cars backing up when leaving after practice.”

Zane summed up the sentiment felt by many student drivers on campus. “I am just as confused as Roberts to how all the parking spots filled up so quickly. Maybe we should have added another parking lot when we built the track,” she joked. Roberts agreed: “I wish we had a million more spots. How about we put a parking garage under the tennis courts next to Thompson Hall parking lot? Imagine a two level garage so that the tennis courts are on the garage roof and are at the same elevation as the quad!”

Halfway up the mountain, my legs are burning.

— Graley Turner

13.18 seconds: that is the fastest I have ever solved a Rubik’s Cube.

— Evan Gerritz

As walking to your spot that far away felt like a trek to Siberia.”

Its name was coined shortly after, more parking spaces on campus.

During my junior year to create a road to alleviate the crowded traffic.

“Siberia was added later is now home to both the Forest Road property. A Razor article titled “Land Purchase to Relieve Crowding and Provide Area for Future Construction” from October 6, 1972 explained the purchase of a new wooded area, which decades later is now home to both the Forest and Siberia parking lots: “[the land] will serve to eliminate much of the overcrowding problem caused by the merger, and will provide an area for future development.”

A second Razor article from November 22, 1972 titled “Students Participate in Clearing Project for Road to Alleviate Traffic Congestion” elaborated on the purchased plot of land. Students helped Headmaster F. Allen Sherk “widen a path through the woods...in the hope of eventually constructing a road to relieve the crowded traffic.”

In 1988, Siberia was born. Head Advisor of the Class of 2020 Scott Wich ’99 explained the story behind Siberia: “Siberia was added during my junior year to create more parking spaces on campus. Its name was coined in school rounds as walking to your spot that far away felt like a trek to Siberia.”

Diversity Board

(Continued from page 3)

In addition to planning discussions, activities, and performances, the Diversity Board also aims to diversify the History and English curriculums to “ensure that every student’s identity can be represented in the curriculum and students are exposed to differing and altering voices.” Khelan Parikh ’20, a student in charge of the initiative to diversify the History curriculum, described this initiative’s importance: “When students learn to appreciate and respect other cultures and perspectives, they will ultimately understand more and judge less.”

When asked about the process of working with the History department, Parikh described how “the Board’s job is to accurately present the student voice to the department. Last year we sent out a survey considering aspects of diversity in the history of the world, gender, and national origin to the high school student body to gauge how often they felt their various background-grounds were represented within the History curriculum. We have started analyzing the results of the survey, and plan to present it to the History Department.”

Although the Diversity Board has yet to present their findings, Parikh believes that by “merely talking with the History department about our initiative, awareness of the necessity of teaching history from multiple perspectives has increased on campus. When my little brother began his first day of ninth grade, his history teacher asked about our initiative to teach the Atlantic Communities curriculum’s content from as many perspectives as she could.”

Zoe Kim ’20, who is leading the initiative to diversify the English curriculum, believes this process is important because “students should be able to learn their read literature that gives a perspective other than the white-male-dominated one that dominates most high school curriculums.” Diversity Board members develop ideas for additional or alternative books in the curriculum and then meet with teachers to discuss them. When asked about the challenges of this initiative, Kim responded, “It’s tough because a lot of the time the curriculum is based on teacher initiative, rather than a lack of interest in diversity, sometimes our book recommendations just don’t align perfectly with the purpose of the class, or the teacher is unfamiliar with the book.”

Since its founding, the Diversity Board has also brought speakers like Jasiri X and workshops like “The Truth About Hate” to share new perspectives and spark conversation. This year, Clara Goulding ’21 and Magdalena Kombó ’20 are working with the New Haven-based organization Men Up to “better understand what kind of gender stereotypes Hopkins students feel restricted by.” Men Up specializes in working with teens and adults to dispel the negative connotations associated with masculinity. Kombó elaborated on the goal of their initiative: “We want to understand how gender roles apply to different niches and interests within the Hopkins community. For example, the gender stereotypes that HDA (Hokpins Drama Association) students feel restricted by might be a little different than the gender stereotypes of a varsity athlete.”

Goulding described how they are “in the process of creating a survey that is concise and not offensive to construct a workshop led by the Men Up group that will be tailored to the Hopkins community.” Creating a survey for the entire student body is both respectful of various identities and asks potentially uncomfortable questions is challenging. “We want to be as considerate as possible everyone on the wider gender spectrum, no matter how they express or identify themselves. Designing a survey that appropriately addresses this sensitive topic has been difficult, but not impossible. We have also approached other sensitive topics within gender stereotypes, such as issues regarding consent and relationships roles,” added Kombó. Before sending the survey out to the entire Hopkins community, the Diversity Board plans to share it with the leaders of other diversity minded clubs on campus. Kombó and Goulding hope that by sharing the survey with SAGA (Sexuality and Gender Alliance) and ERRO (Equal Rights, Respect and Opportunities), they can ensure that the questions are respectful to all students.

Although the core of the Diversity Board is limited to 20 students, any student, regardless of their identifiers can become involved in diversity, equity, and inclusion at Hopkins. Whether it is by participating in body meetings, helping to coordinate an initiative, or joining another diversity-themed club, there are many opportunities relating to furthering respect and representation of diversity at Hopkins. As Cunningham stated, “ultimately, we want to build a community where every student feel welcomed and their voice heard.”

The Class of 2020 shares a glimpse into their college essays as they near the end of their application journey...

A Path Not Recognized: The Influence of Islamic Science on Western Civilization. That was the title of my freshman year term paper.

— Khelan Parikh

When I walked onto the bus for the first day of 6th grade, everyone stared at me with an expression of disgust; they were all fixated on one thing: my hijab.

— Rayane Taroua

I have a confession: I am addicted to the TV show The Amazing Race.

— Casey Dies

I wasn’t meant for this country or this time period.

— ELRoy

My family affectionately calls my grandmother “the crazy picky lady.”

— Anna Simon

“Lunch for twenty eight,” my dad likes to joke as we walk in the door.

— Katherine Takodue

Better safe than sorry.

— Ally Wang

Diversity Board

(Continued from page 3)

Mr. Men Up program coordinator George Black leads a workshop for Diversity Board members.

Arthur Masiukiewicz
A Universal Basic Income as a Solution

Riley Foushee '23
Staff Writer

Despite unemployment levels at lows not seen since the 60’s and a continuously rising GDP, the average American is not benefiting from the growing U.S. economy. Wealth inequality continues to grow, with the top 1% of the richest men and women in America having more than $30 trillion in wealth than the bottom 50% of Americans. Twenty-five percent of all jobs are highly susceptible to automation, with many of these jobs being low wage jobs. With other economic crises such as the student loan crisis, the American people need a solution to their monetary woes. The most effective and realistic proposal would be a universal basic income.

A universal basic income, broadly, is a periodical payment of cash from the government to a set population. The amount and the beneficiaries can vary, but the principles are the same in all instances. The universal basic income (shortened to UBI) has been supported by Nobel Prize winning economists including Milton Friedman and F.A. Hayek, civil rights leaders such as Martin Luther King, Jr., and prominent names in technology, such as Elon Musk and Mark Zuckerberg. UBI today is Democratic presidential candidate Andrew Yang’s flagship policy, suggesting a payment of $1,000 a month to all U.S. citizens over the age of 18, no strings attached.

There are several benefits to a UBI, firstly being the economic effects. The Roosevelt Institute found that with a UBI of $1,000 a month, the economy would grow 12.56% more than the baseline over eight years, without any taxes and raising

money in one of two ways. The first would be into a savings account or to pay off debts. This would lessen the effects of a recession, as Americans would have more money in their bank accounts to prevent families from going bankrupt. Debts could also be paid off, such as student loans, a major burden for millions of young Americans. Cumulatively, there is $1.6 trillion in student loan debt today. Having extra cash would allow those struggling to pay for the costs of their education to feel relief. Americans could also put the money back into the market. Those without financial issues would spend it, giving a boost to businesses in a community.

Socially, there would be many benefits as well. Those working jobs without pay, like stay-at-home mothers, would be financially rewarded for the work they do. Workers would have more leverage in negotiations, as they would have a safety net to fall back on if they are unhappy with their employment status. Those in poverty would have an increase in overall health, as they would have more money for healthcare and less overall stress as their financial insecurity would be at least partly relieved. A UBI would alleviate these stresses related to healthcare and job insecurity, causing a ripple effect for a better quality of life.

Those opposed to a UBI make the claim that it would cause massive inflation. However, the money supplying the UBI would come from the existing market, whether it be through a progressive income tax, where the wealthy would have increased taxes, or a value added tax, where a tax is placed on a product at each stage of production. Other counter arguments include landlords raising rent to capitalize on the influx of cash to their tenants. However, the landlords would also be receiving payment, and their tenants, with their new cash, could afford to move if their rent was too high, forcing landlords to keep rents reasonable. There is also the case that a UBI would be an overreach on the case of the government. The current welfare system, though, adds many restrictions to what recipients can use the handouts they receive on.

A UBI lets recipients have more autonomy with their money, as the government can put no restrictions on it for it to be a true UBI. Basic income programs have had great success when put to the test. In the struggling California city of Stockton, 25 residents below the median income line received $500 a month. Most of the spending went to bills, food, and clothes, dispelling the myth that the money will be spent on frivolous things. Alaska gives each resident $1,000 to $2,000 each year from the revenue of the state’s natural resources. The Alaska Permanent Fund, as it is called, reduced poverty up to 20%. These two examples, in two wildly different scenarios, show the power of the UBI. And at the end of the day, free money sounds pretty good to all of us.

Money from Fentanyl

Despite the booming economy, many are still struggling. A lethal dose of fentanyl compared to a penny.

In other words, Fentanyl is the primary reason for accidental deaths in Connecticut, have skyrocketed from 357 in 2012 to 1088 in 2019. Fentanyl is flooding the market and making its way into many other drugs, from pharmaceutical to “street” drugs. The Connecticut market is filled with a plethora of counterfeit pharmaceuticals, which contain Fentanyl.

But Fentanyl is an extremely powerful synthetic opioid. It is fifty times stronger than heroin, and just one 2 milligram dose can be lethal. Dealers combine Fentanyl, an inexpensive additive, with many other drugs to maximize profit. Fentanyl’s wholesale price is $6 per gram and heroin’s wholesale price is $60 per gram. The street-level price for Oxycodone is $100 per gram. Swapping two pills that look exactly the same, but differ greatly in cost, is profitable for dealers. Dealers also combine Oxycodone and Fentanyl to make a greater profit instead of using pure Oxycodone. Six hundred and sixty six thousand six hundred sixty six one-and-a-half milligram pills can be manufactured from one kilogram of Fentanyl. In fact, these pills are often manufactured locally by drug dealers, using their own mixtures and pill presses. Since it is so commonly present on the market, even smaller scale drugs, like cannabis, now have a much higher risk of being contaminated by Fentanyl than 10 years ago. Every time someone makes the choice to ingest any form of illegal drug, that person is put at risk of ingesting Fentanyl.

At the end of the day the common questions such as: Will I get addicted?, Is one time going to matter?, or, Will I die? can all be answered simply. With Fentanyl pouring into the market, the answer is yes. Yes, Fentanyl is highly addictive, and yes, one time could even kill you. Drugs that are not traditionally lethal may contain Fentanyl without the knowledge of the dealer or user. With this uncertainty, taking any drug is unsafe. Is that one time experience worth death?
Accepting My Political Identity

Sarah Roberts ’20
Managing Editor

When we started to debate the Israeli-Palestinian conflict in my 21st Century Democracy class, I was surprised by my initial and somewhat emotionally-charged response. I have always prided myself on my ability to focus on the facts when making logical judgments, but, in this case, my religious and cultural identity colored my vision.

In today’s political climate, we hear a great deal about identity politics, whether it’s the right’s ‘unwarranted hostility’ towards identity politics or the left’s ‘excessive focus on niche concerns.’ Very generally, identity politics is the adoption of positions and views based on one’s race, sexuality, religion, gender, or ethnicity instead of a broader engagement in party-politics.

Despite the typical antagonism from the right towards identity politics during and around the 2016 election, many leftist politicians now make parallel claims. They argue that identity politics seems to miss part of the complexity of a person. They assert that this way of viewing politics often assumes that groups such as African-Americans, Hispanics, and the LGBTQIA+ community don’t have interests apart from their group and that they don’t have worries beyond identity.

Though many claim American identity politics originated on the left, recent events show an even more potent display of this in Donald Trump’s Republican Party. Many opponents of identity politics blame this on the Democratic Party and a universal inability to recognize how the party’s obsession with heterogeneity encourages white, rural, working-class Americans to think of themselves as a disadvantaged group whose identity is being ignored. However, this class of Americans consistently characterizes itself as a disadvantaged group, even when history shows it wasn’t, regardless of the presence of the left’s doctrine of diversity. This cynicism from America’s working-class directed at perceived political elites has been at the crux of every populist movement in American history, from Andrew Jackson up to Donald Trump. These movements tend to take shape around the identity of white working-class men, who become a symbol for the ‘common man.’ Yet, this in itself is a paradox. The unique and representative common man who embodies American exceptionalism is neither unique nor representative. Epitomized as a white working man of rural origins, he becomes the synecdoche for America itself, a reductive analog of universality.

Regardless of where one stands on the current issue, the United States was undeniably founded on identity politics. There simply wasn’t a time before identity politics in a country in which full-citizenship and political rights were only ever granted to specific groups, such as white land-holding men, and not to the whole. It is not an exaggeration to say that every major event in the history of the United States was a direct consequence of identity politics.

Wherever one chooses to start examining the events of American history, power struggles based on identity will inevitably emerge as a central force. Whether it be the forced resettlement of indigenous peoples by European settlers, or the English Separatists of the Mayflower who started a new society based on their religious beliefs in which church membership would be a requirement of representation, there is identity politics. Next, consider the centuries-long legalized, systemic enslavement of black people while white people remained free, an institution grounded in identity politics. Or, consider the patriarchal systems that prevented women from voting until 1920, and still perpetuate wage inequality as well as government-led attempts to assert control over their bodies. Again, identity politics.

This much is clear: nothing about our current political situation is new—not identity politics, not white resentment, not even hatred as a kind of ideological tenet. There are only two new changes to the ubiquitous American rhetoric of identity: the modern voices that reshape it in ways that unnerve and perturb those who used to be its primary contributors, and the rising influence of identities that aren’t white and male. Movements such as Civil Rights, second wave feminism, and LBGTQIA+ rights bring a perceived sustained threat to the ‘true American identity.’

Throughout American history, different identity groups fought over what and who would define the American people. Although identity politics from the left may likely prove an insufficient tool against identity politics from the right, it is not true that identity politics is inescapably divisive. Difference is a part of life, to which division is only one response. Inclusion is another: not just conceding but embracing difference, fighting for the rights of all, not just the few.

With regard to my own political dilemma, I am unsure of how to continue. I know it would be implausible for me to completely ignore my personal instincts and biases, but to accept them blindly would be doing myself a disservice. Rather, it seems best to move forward consciously recognizing and respecting all aspects of my identity and others’ (political or otherwise).

Jennifer Niccolelli

THE AFTERSHAVE

The Razor: Opinions/Editorials

Jane Mayer
Managing Editor

Op/Ed.............................................................................Saira
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Letters to the Editor

Jennifer Niccolelli

The Razor’s Edge reflects the opinion of 4/5 of the editorial board and will not be signed. The Razor welcomes letters to the editor but reserves the right to decide which letters to publish, and to edit letters for space reasons. Unsigned letters will not be published, but names may be withheld on request. Letters are subject to the same libel laws as articles. The views expressed in letters are not necessarily those of the editorial board.

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Jennifer Niccolelli
Students Perform “Music of Winter” at Battell Chapel

Evangeline Doolittle ’23
Staff Writer

On December 17, the Hopkins Orchestra and Concert Choir filled a packed Battell Chapel with euphoric music. The theme of this year’s concert was drama. Robert Smith, the Head of the Arts Department and Director of Instrumental Music, shared, “This concert was about selling the musical drama and raw emotion written into the pieces. We performed compositions that evoke mirth, sadness, wonder, excitement, perhaps even more than that.”

Erika Schrotz the Director of Choral Music and conductor of the Hopkins Concert Choir exclaimed, “I think there’s something for everyone!”

This semester, the Orchestra pivoted from their standard routine. Smith noted before the concert, “We changed our format this time around to really play up the drama in the music. I think the audience is going to love the unexpected moments in the concert, and it will set the stage for even more creative performances in the future.”

Jackson Weisman ’20, a clarinettist, echoed this theme: “We played pieces selected to exhibit the spectacle of drama like a historical battle recreation... This allows for the audience to have listening experiences they would not expect from a high school orchestra. Musicians shared the same zeal for this performance. In the First-year Alto One in Concert Choir, Julia Brennan ’23, exclaimed, “The pieces I enjoyed performing the most were ‘Kaisa-isa Nyían’ because of its incredible tempo and harmonic crossovers, and ‘Winters Night’ because of its calming aura that truly allows you to feel the atmosphere around you, it really takes you to a different world in my opinion.”

Those in the Orchestra and Concert Choir were excited to share their love of music at the elegant chapel. A first-year soprano in the concert choir, Caterina Cassin ’23 described, “It was rewarding to perform in such an amazing venue and formal setting. The extravagance just adds to the sense of accomplishment.”

Amanda Wang ’23 described the feeling: “You gather around with so many other talented musicians just like you and share the warmth, power, and love of music.”

Many of the students in the Orchestra were nervous as well as excited about their last concert. Weisman ’20 said, “I do not usually get nervous before performances.”

Continued on page 8

Community Art in Keator Gallery

On November 8, this year’s Community Gallery Show focusing on collaborative collage opened in the Keator Gallery. Between the opening and the last day of the exhibit on December 19, members of the Hopkins community stopped by to contribute to the collages on their own, with a friend, or as part of a class. Arts teacher Jacqueline Labelle-Young described the inspiration behind the exhibit: “I wanted to go with an idea that could pull in any member of the Hopkins community regardless of how they might feel about their art skills. You can walk into the gallery for five minutes, find a chunk of blue, for example, and stick it on the wall in a section that calls for blue and walk out knowing you’ve contributed a small bit to a larger work that could turn out to be quite beautiful.”

For example, and sticky notes in one of his algorithms.” Props used in student-directed scenes also included Post-It notes. Calderone continued, “I asked all of the student directors to incorporate post-it notes somewhere in their plays: on a clipboard, a waitress pad, or a students’ textbook.”

In the process of rehearsals, student directors involved with Post-It Notes aimed to include new warmups and others familiar to seasoned HDA members. Toft, for example, used warmups foreign to actors in her scene to help them learn to trust their instincts and develop their characters. Elizabeth Roy ’20 reflected, “We would often do character work where you start on one side of the stage as one character and cross the stage while saying a line. On the other side we turn around and become a different character before repeating the cross with a new line and different physicalizations. She really challenged us to think on our feet.”

Anand Choudhary ’22, an actor in one of Calderone’s scenes, Who’s a Good Boy (which centers on one dog’s quest to find a missing tennis ball), was intrigued by new techniques introduced into rehearsals as well. He said, “Many of the warm up exercises we’ve done have concentrated on ensuring that subplots, the relations between the protagonist and other characters, don’t overtake the wider plot of the scene. Of course, there’s also that warm-up where we just run after the ball with our tongues out and paws up.”

Toft wrote, directed, and acted in her own one-act, entitled Just Zoo It. It also stars Roy and Ey Eveland ’22, the former of whom aided Toft in the script-writing performance. Roy said of Toft and her direction, “She’s a very generous director and performer.

Continued on page 8

Students Perform and Direct One-Act Plays in Lovell Hall

Zach Williamson ’22
Assistant Arts Editor

On December 5 and 6, the Hopkins Drama Association (HDA) put on Post-It Notes, a set of eleven one-act plays, directed by Mike Calderone and students within the HDA community. Eight HDA members directed their own one-acts, including Margaret Toft ’21, Leah Miller ’20, Petey Graham ’20, Brooklyn Brockenberry ’21, Griffin Congdon ’20, Drew Slager ’21, Graye Turner ’20, and Eli Calderone ’22. Directors, with the exception of Toft, who wrote her own one-act, selected their scenes from a collection of one-acts entitled Great Short Comedies. Miller’s selection, Home for the Holidays, centers upon a suburban Jewish family that comes home to find that their house has been robbed. On why she chose her scene, Miller remarked, “When leafing through the options, I thought it was hilarious and different than a lot of the other ones I had seen.”

The one-act plays in Post-It Notes center upon relationships, both romantic and platonic. In selecting the production’s one-acts, Mike Calderone endeavored to keep this thread throughout; he commented, “In the past, I was able to find a series of one-acts written by the same author that tied them all together. But this time, even though I found the plays in a collection of one-acts, they were not written by the same author nor were they written under a similar theme. I did, however, choose scenes that highlighted moments in the course of the characters’ personal and romantic relationships: the first meeting, the first date, marriage, getting old together.”

Another theme of the production came from Slager’s one-act, entitled Post-Its (Notes on a Marriage), which follows the arc of a relationship from beginning to end as told through the Post-It notes a couple leaves for each other. The set of Post-It Notes included two twelve-foot stage flats covered with over 1,000 Post-It notes. Calderone
Music of Winter Concert at Battell Chapel

Meggie Czepiel ’20 has been an active presence in the arts at Hopkins and beyond. She is part of Concert Choir, one of the heads of “Songwriters of Hopkins,” and a participant in songwriting workshops outside of school: music is a large part of her life. Here, Czepiel answers questions about songwriting, performing, and her artistic process in general:

When did you first start writing songs? How did you get into songwriting?

All throughout elementary school, I was writing songs in my head on and off. If I liked where a song was going, I’d memorize it as I went but never ever write it down. I think I was embarrassed and didn’t realize that songwriting was something that other people did too. The summer before eighth grade, when I was thirteen, I finally decided to swallow my pride and be open about writing songs. The first song I wrote was about the lessons we can learn from cats (typical of me, I know). It was called “Feline Lessons.”

Can you tell me a bit about your process for writing a song?

I never really leave the process. I have a notes document and hours worth of voice memos on my phone where I record ideas as they come to me throughout the day. Then, when I sit down to write a song, I often start with a small idea—a lyric, a situation, or sometimes just a vibe. Then I’ll grab an instrument—usually guitar, piano, or ukulele—and start improvising some chords, lyrics, and melodies. When I find something that I like, I write it down or record it in a voice memo on my phone. Sometimes months or even years after, I’ll try writing it down or record it on piano (instead of guitar) and figure out what it is.

What is one of the most important lessons you have learned so far?

In the first few months that I was songwriting, I kept looking for the magic set of steps for “how to write a song.” Of course, there are a lot of techniques that you can use, and there certainly are ways to judge the quality of songs, but I’ve realized that songwriting is not as straightforward as I wanted it to be. You can learn a lot about songwriting from other people, but no one can teach you how to write a song. I’ve learned that the best way to learn is by paying attention to what you like about your favorite songs by other people and, all above all, practice.

What is one of the biggest challenges you have faced so far?

I have an EP (short album) coming out in a few months that I recorded, produced, and mixed almost entirely alone. I wanted to do as many of those technical things as possible because I don’t have enough money to pay a producer and 2. I’ve heard so many stories of (usually male) producers disregarding female singer-songwriters on their own music. I wanted to make sure I learned enough about recording, producing, and mixing, that it would be hard for someone to manipulate or intimidate me while making future albums. That being said, I knew nothing about recording, producing, or mixing until I started this EP, so I’ve been on a huge learning curve for the last year.

Does it feel different performing your own song vs a song by someone else?

Absolutely! I post a lot of covers on my Instagram (@megiemusic131), and with those I always try to do something different than the artist. Often, I end up simplifying a song or substituting lyrics, and that can make it feel like something entirely my own. With other people’s songs, I get to hear the voice and the lyrics so much better. On the flip side, there’s something very vulnerable about performing my own songs. In fact, that vulnerability is one of the big reasons I write songs.

Can you talk a bit about your experiences performing music?

At this point, I’ve played over 50 gigs and open mics. I love the fact that performing originals opens space to create connections with strangers, whether that be someone who maybe enjoyed it or just someone who en- joyed it or just someone dancing along in their seat.

Have you any advice for people who are interested in trying out songwriting or performing music?

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There will be never a magical moment where you realize you finally know exactly everything you need to write your first song. You will not like your first song a year after you write it, and that’s okay! The important thing is that you finish and learn from it. Songwriting is just a matter of practice. That being said, if you don’t feel like you have any reason to write songs, try your instincts. There are no negative consequences for writing a “bad” song, so just do it and let it be.

In terms of performing, I have a master list of many many open mics in CT, so if anyone wants to see that or get advice on where to go, feel free to email me and ask.

Artist of the Issue: Meggie Czepiel

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The Razor: Arts

December 19, 2019
Lights, Camera, Action: Holiday Photo Tips

Matthew Breier ‘22
Staff Writer

So, picture this (no pun intended): It’s the holidays—there’s food, family, and fun! You are on break, far away from the next paper, quiz, or test. But you brought your camera with you for the family gathering. Suddenly, your little cousin Mark toddles out from the kitchen in a funny hat. He has a huge grin, and somehow, chocolate is smeared all over his adorable face. He giggles and so do you because you see he’s wearing Uncle Henry’s beige felt hat—which also has chocolate all over it. You reach for your camera—snap—it’s a keeper.

“Hey, did you just take a photo?” you ask.

“Yeah, I just took this picture, is this OK?”

And then if you’re going to post it via social media, it’s also probably worth it to say “hey, listen, I am going to post this particular image like, are you okay? Are you cool with that?”

MB: What about lighting?

Mr. Nast: I think lighting is probably everything. That’s what photography really means. You’re drawing the line. With cell phones, flash is sort of a last resort. And I think if you’re using a flash, I would stand back and zoom in rather than getting too close, because that’s when you get those fireball hot spots. If you’re using a legitimate SLR [single-lens reflex] camera—digital is perfect with a legitimate flash. We have directional flashes that go with SLR. These are nice because I actually am not pointing the flash at the subject. I’m bouncing it off a ceiling or a wall. So that actually becomes a larger source. Overall, be mindful of your proximity to subject and the strength of it.

MB: What kind of camera do you prefer?

Mr. Nast: I much prefer a SLR camera to a cell phone. I teach fine art photography. To be honest with you, I’m very casual with the cell phone and I don’t really go into the depths of it. I use a SLR camera to create working quality. As far as I am concerned, a cell phone camera will be more informed than I am.

MB: Any final question. When would you say using a tripod is useful?

Mr. Nast: Tripods add stability to a camera. They are useful if you are taking a photo of a subject that is staying still, like a table setting. It’s also useful if you have trouble holding the camera steady or if you want to use a timer. You know, like if you’re photographing your family and you probably want to be in the photograph. So, the tripod allows you to get away from the back of the camera. If a subject is moving, a tripod is not going to be useful because the subject will then be out of focus.

With all these pearls of wisdom from Mr. Nast, your photography skills will soar and you will not only be the life of the party but capture it for all posterity!

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The Hopkins Holiday Crossword

Puzzle designed by: Serena Ta ‘20
Chloe Sokol ‘20

Across
1. Cats and dogs, 4-Down, e.g.
6. Nike’s 56-Across
10. Small mount
14. Icelandic currency
15. Right away
16. Columbus’ ship
17. English kill only for the Queen
18. 30 days prior
20. Menorah of nine candles
22. 47-Across homophone
23. Self-centered
24. ”...Roman"?
26. Movie on The Flash network
29. At best
32. Fried partner to spring and egg
33. Latin-English hybrid, Caesar’s last words
34. Hepburn’s nickname
36. Minecraft goodies
37. Bolingbroke to Disney’s ice queen
38. Former currency of Guinea
39. 27-Down shorthand
40. Halfway through the Hebrew alphabet
41. Winter weather
42. 9th holder of 20-Across
44. Antwerp municipality
45. Olympic sprinter Usain
46. Keep
47. Bride’s accessory
50. Diction
54. Couples’ ballet dance, Sugar Plum’s duet
56. Red Sox and Yankees
58. Christmas Tree
59. Italian apple
60. Alternative to truth
61. Winter transportation
62. Shock
63. Delivers 53-Down

Down
1. Iranian air travel hub
2. First aid steps, acronym
3. America’s corn mecca
4. Location of to-be-shaped metals
5. Used for instruction
8. Okonkwo’s Thanksgiving staple
9. Suitable
10. Of an idea, original
11. Golden Globes co-host with Poehler
12. Prefix with bullying and vex
13. Matilda mastermind
15. Right third line, with his eyes at the golden point
16. Columbus’ ship
18. 30 days prior
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Answers available at https://www.therazoonline.com
**SPORTS**

**Abby Regan '22**
Assistant Sports Editor
Staff Writers: Luca Vujvoic '23, Tanner Lee '23, and Sofia Schaffer '23

*December 19, 2019*

**What did you start playing your sport?**

**Casey Goldberg '20:** I started playing volleyball in eighth grade for the Guilford Adams Middle School team.

**Zoe Kim '20:** I started playing soccer in third grade. I have never played for a club team, so up until high school, I was only playing intramural soccer that my school offered.

**Serena Ta '20:** I started playing softball around third grade.

**What position do you play?**

**Goldberg:** I am a setter.

**Kim:** I have been playing right defense for the past three years at Hopkins, but at times I have had to fill other positions, such as midfielder or forward.

**Ta:** I play center field.

**How did you hear your ACL?**

**Goldberg:** I was at Disney World for lacrosse pre-season and during a scrimmage, I changed directions and it just tore instantly.

**Kim:** It was the first game of the season as a junior. Twenty minutes into the game, me and a girl from the opposing team lunged for the ball. I landed funky because the next thing I knew, I was on the ground and I couldn’t get up.

**Ta:** It was kind of embarrassing. In the semifinal game, I went to high-five my teammate, but I slipped in the process.

**What position do you play?**

**Ta:** It was kind of embarrassing.

**Kim:** The physical recovery was nothing compared to the academic recovery. I ended up missing about a week-and-a-half of school. My third day back, I took the PSAT on pain medication. For the next two weeks, I had to make up tests and quizzes, and meet with teachers.

**Ta:** It was a really uncomfortable brace.

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Winter Sports Preview

Boys Indoor Track: “I think what makes the boys track team unique is our tight-knit running group. This season, we will particularly focus on team bonding and are excited to practice on the new Hopkins track!” - George Wang ’20

Fencing: “A lot of new fencers have joined the team this season. Overall, we have a pretty big team this year featuring folks from all different levels. We’re looking forward to growing stronger with everyone in preparation for big meets!” - Liz Bamgboye ’20

Girls Squash: “We’re really excited for this upcoming season of squash. It’s definitely a rebuilding year and we’re going to have a strong season with new players.” - Chloe Sokol ’20

Boys Squash: “Coming off a record finish of nineteenth place nationally last year, this season has the potential to be the best in Hopkins squash history. With a top seven of all returning members, we have a strong team from top to bottom and are hoping to make a deep run in Division I Nationals and New Englands. Come support us at home and wear your affably priced yellow Hopkins squash shirts.” - Burton Lyng-Olsen ’20

Boys Swimming and Diving: “Coming into this season, we lost some of our best swimmers. I’m excited about this season because we are changing up how we practice and are introducing new ways to train to improve new and returning swimmers. It’s always a great pleasure to see our team grow, and I hope we get closer as a team. Besides that, I always want everyone to have a great time.” - William Zhu ’20

Girls Basketball: “Something that always makes me excited about the basketball season is that every girl playing is part of one big family. I see a court full of girls who are motivated, have so much potential, want to do well, and want to have fun. No matter the outcome this season, I know it is going to be an amazing season. I know all of us will fight for every point of every game.” - Casey Dies ’20

“...I’m really excited for the season, we have a lot of new and returning people, so I think that it’s going to be a good season. We’re just looking to build off of the positives and improve from last season.” - Charlotte Yin ’20

Boys Swimming and Diving: “This season is going to be so fun! The great thing about this year is that we only lost a few seniors last year, so the team is already really close. We do have really tough practices, but the meets and team dinners are going to be a blast!” - Rita Roberts ’20

Wrestling: “Hopkins wrestling is in for another successful season. Coming off a 17-4 record last year and sending six wrestlers to New England’s, we have the tools to improve on our great season last year. We have key returning and new wrestlers that have been working hard everyday, and with our unrivaled coaching staff, I have no doubt we will be a force to be reckoned with this year.” - Brandon Smith ’20

Ski Team: Ski team has it all this year: a young team of talented skiers, a great coaching staff, and an eager attitude to shred the gnar. All we need now is a few feet of snow at Mount Southington!” - Katherine Takoudes ’20

Boys Basketball: “I’m really excited for the season, we have a lot of returning seniors and juniors which will be very helpful for the new players. I’m hoping we can make, and go far in the playoffs. It’s Coach Errico and Anthony’s second year at Hopkins and they’ve unified the team with a new perspective.” - Michael Lau ’20

Interviews with winter captains conducted by Assistant Sports Editor Maeve Stauff ’21

All photos courtesy of Peter Mahakian
Senior Holiday Wishlist

I wish...

Amanda Leone - To score in IMBL
Cici Liu - For Mr. Ziou to paint a picture of the whole senior class
Kate Loffredo - That I had a chance to climb to that area above the first floor Malone entrance behind the airplane
Alessandro Amoedo - To be a librarian for the day
Eni Amiskovich - Sara Taylor would stop hitting my neighborhood’s car
Kristjan Arna Arason - To have no math homework
Victoria Arorolaran - For a day of free food from the cafe
Simon Asnes - That we knew who took Sammy’s backpack
Sean Bahamonde - The food at the cafe was affordable
Elizabeth Hamborg - For a table of Eliminator with nerf guns
Courtney Banks - To have the seniors on the Water Polo team serenade me in their speedos
Kieran Bartlett - To see a sequel at lunch
Yasmin Bergman - To be warm
Morgan Bloom - To keep my Soccer jersey and have it signed by my teammates and our coach
Eva Brandner Blackhawk - To race Anne Marie on golf carts
Lauren Brenna - For Alex Weisman to bring back the carring
Elena Brennan - To sit in a hammock during Assembly... or all day
Samuel Burrow - For Hopkins to remove homework
Nicolas Burton - For Will Zhu to love me as much as I love him
Alexa Busbaum - To be first in line on grapes and cheese day
Ryan Caine - To have a school-wide socks and slides day
Arabella Caruso - For an all-grade sleepover
Sophie Casarino - That I could study for my history tests with a giant poster of memes
Sapphire Ching - To be traveling and be more open-minded
Griffin Congdon - To make the 3rd floor Baldwin bathroom a lounge for The Boys
Parker Connelly - Watch Dr. Zelinsky stream on Twitch
Jack Consiglio - I didn’t have to think of a senior wish
Sean Cotlier - That the speed bumps in the parking lot didn’t exist
Meggie Czepiel - To meet Taylor Swift
Ian Dalis - For Dr. Stewart to publicly sing “Take On Me” by A-ha
Lexi Dawson - For a new theater
Cameron Del roster - For number 5
Lilliana DeLise - To record a snow day message instead of Mr. Roberts
Philip DeLise - For UberRoch: one full day of golf cart rides from Rocco
Samantha DePace - For the chocolate muffins in the cafe
Gunna DeSantis - For Dr. Stewart to do the robot to “Intergalactic” by the Beastie Boys at an Assembly
Casey Dies - For Baldwin to have Four Flours cookies on a daily basis
Anne Marie Diller - For Cole to date Aisling Kelly again
Eleanor Doolittle - For Kristjan Arnarson to learn how to eat ice cream
Magnus Ekstrom - That Cory, Lewis and Chuck Hewitt, of Hopkins Rap fame, return to perform their hit single
Corrine Evans - To not be bothered
Lilly Fagan - For Mr. Spelling and Triple Trio to sing me Happy Birthday
Sameera Fahmi - To be a fountain for Mr. Sacchetti’s wedding
Henry Fisher - Not a man from England: God’s peace! I would not lose so great an honour as one man more, methinks, would share from me the best hope I have
Sophia Fitzsimonds - To graduate without taking the swim test, health, or enough art credits
Kaitlyn Forman - That Cross Country was a three season sport
Collin Gernhardt - For the librarians to chill out and let the seniors hang out in the library
Evan Gertz - “FOR NOTHING! I WANT NOTHING! I WANT NO QUID PRO QUO!”
Noah Giglietti - To have dinner with Peaches at Subway
Lauren Gillespie - To keep my Volleyball uniform from this year
Juliette Glass - To have therapy cats come to the library
Ethan Glazer - To be the flower boy at Mr. Sacchetti’s wedding
Casey Goldberg - Mr. McCord would join teacher band as their backup dancer
Tomaso Gordon - I was Aisling Kelly
Peter Graham - For Mr. Cronin to give me a firm put on the back and call me son
Jason Guo - For all four Woolbert children to swim together in a relay at a Hopkins meet
Mei Han - To infiltrate the College Board and topple it from within
Mei Har - I had more subscribers on my YouTube channel (subscribe now to TEARS)
Blake Harrison - For Max Roy to taste test and rate KFC, Popeyes, and Chick-fil-A in Assembly
Charlotte Healy - For soup dumplings and pho and good ramekin for lunch
Julian Herzog - To serenade Courtney Banks with all my pals from the Water Polo team
Adrian Horsley - For more small tables in Upper Heath
Evie Iluzzi - For Mr. Mueller to come back and teach Fine Art 3 Term 2
David Judd - For YINNam to be a guest speaker in Assembly
Lily Kaiser - To not be bothered for a senior wish anymore
Aisling Kelly - For Tommy to be me
Zoe Kim - For Tracy Bray to give me free Hop merch
Madalena Kombo - To have a grade-wide sleepover
Emi Krishnamurthy - For chicken nuggets at lunch
Michael Lau - To get a portrait of myself hung up somewhere at Hopkins permanently
Amanda Leon - To score in IMBL
Cici Liu - For Mr. Ziou to paint a picture of the whole senior class
Kate Loffredo - To know the truth about Kellan
Izzy Lopez-Kalpali - To marry Mark Anastasio
Juliana LoRoche - To dance alone in the library with Lily Kaiser
Juliana Lukacs - To bring my puppy to school for a day
Brody Lustberg - I could come up with a senior wish
Burton Lyng-Olsen - For Kai Bynum to wear a Hopkins squash shirt to Assembly
Kevin Muni - To get into my dream college
Cole Markham - To date Aisling Kelly again
Arthur Masikiewicz - To have the seniors pull up in golf carts to graduation
David Metrick - For a race from Baldwin to Thompson where everyone wears a 20-pound backpack
Lily Meyers - For there to be a water slide between Heath and Baldwin
Audrey Millar - To coach a synchronized swimming team made up of Hopkins teachers
Leah Miller - To become an honorary member of Harmonaires
Javier Muleiro - I could play shuffleboard with Mr. Prendergast everyday
Saira Munshani - To be able to hang out in the science teacher lounge on the third floor of Malene
David Natrey - For more three wishes
Sophia Nuterangelo - To bring Mackenzie and her dog to college with me
Ordway Justin - To be able to stand in a hearing aid anymore
McKinley Palmieri - For iced coffee in the cafe
Lacy Panagos - For Dr. Stewart to serenade my physics class while juggling bowling pins
Khelan Parikh - To make a TikTok with Mark Anastasio, Charli D’Amelio, and Daniel Gries
Mackenzie Peters - To bring my dog to college with me
Jack Potash - To drive a golf cart around campus for a week
Timothy Prister - Sammy was a senior
William Randazzo - To get a parking spot in Forest Lot
Emma Regan - For free apples in the cafe
Lucio Richo - To have Aisling’s British accent
Rita Roberts - For a new theater
Sarah Roberts - To be able to stretch the top of Scott Wichi’s head for three more wishes
C.C. Rocco - For a grade-wide sleepover at school
Max Roy - That Avi Shein’s wish won’t be granted
Elizabeth Roy - To finally become a member of the Hopkins English Department
Justin Saffan - For Mr. Peters to play me 1-1 in Basketball so I can expose him
Alex Schott - To have Kyle versus Dr. Zel in an integration bee
Alex Schuster - For Jack Consiglio to stop wearing black Air Force
Joshua Seidner - To overcome my greatest fear (see College Essay Hooks)
Rehab Senanu - To sing with the a capella groups that have rejected me for three years (@Harmonaires)
Charlie Seymour - For a snow day in April
Avi Shein - That Max Roy’s wish will be granted
Kyle Shin - Everyone happy holidays
Anna Simon - That there was a green light arrow to turn left from Edgewood onto Forest
Brandon Smith - We had a hockey team here
Chloe Smith - Someone would listen when I talked about camp
Owen Shin - For a golf cart drag race
Chloe Sokol - My first wish was allowed in
The Razor
Michael Sprenner - For a New York sports team to win a championship
Arushi Srivastava - For J-School snack to be for seniors also
Serena Ta - For Dr. Gries to get TikTok famous
Katherine Takoudes - To make the whole school sing a round of “The Lion Sleeps Tonight” at Assembly
Rayane Taruna - For Mr. Cronin to become Batman
Sara Taylor - For a new theater
Deniz Tek - That for once when there is a rumor that Mr. Roberts already called a snow day the day before, there is actually a snow day
Julia Telfides - For the best food not to run out during every senior school lunch
Gracie Theobald-Williams - To be called “Frozen 2” without any vocal strain
Zeren Toksoy - I took AP Chem
Robert Tolnouche - To graduate and leave earlier
Graley Turner - To go to school where neither one of my parents work
Hope Wanat - To not be LOP’d for the rest of the year
Ally Wang - To not be ignored in the hallways because no one can see me
George Wang - For people to call me George
Jake Wang - For people to stop calling me George
Alex Weisman - I could have a glow up as nice as Ryan Caine did
Jackson Weisman - To go to a Spanish-speaking restaurant with Ryan Caine
Olive Wen - To have another waffle party with Mr. McCord
Vivian Wen - To get Cole and Aisling together again
Veronica Yarovinsky - For Dr. Gries to call on Ellen
Charlotte Yin - To bring my dog to school
Yue Yin - To taste all the different flavors of Kit Kats
Marilla Yu - To bring a beer your pet to school day
Kadin Zhang - For the cruelty of LOPs to be addressed
William Zhu - There would be no punishments for Senior Skip Day
Anna Zimolo - To obtain Mr. McCord’s waffle recipe
Lezki Zyskowski - To lockdown Heath for a night with all the seniors