



Duncan Sopko '19 speaks at the student-led fishbowl discussion about the new inter-dorming policy on Wednesday, September 12 at 9 p.m., where more than 200 students gathered to share opinions, brainstorm ideas, and take notes for the school presidents to present to the administration.

Photo | Jiahua Chen '20

Le Trimestre est Presque Terminé

Yitong Wu '20
Contributing Writer

In a symbolic moment of unity, Seniors gathered for one of many traditions they will take part in this year. On Friday, September 7, members of the graduating class convened in the dining hall and Chapel for a night of speeches and conversations to begin their last year as Hotchkiss students.

At the Senior Dinner, students were seated at assigned tables with peers and faculty members. This seating arrangement prompted students to engage in conversations with faculty whose classes they had never taken as well as classmates with whom they had rarely spoken. Dajung Lim '19 said, "My table had an amazing energy. We bonded over topics from the classes we take to the surprisingly large number of twins in the school."

Mr. Marc Dittmer, dean of the class of 2019, opened the dinner by introducing the class's new students as well as noting those participating in exchange programs this academic year. In his speech, Mr. Dittmer encouraged the Seniors to step into the year with optimism and strength of character, using the acronym "IIUPIERC," derived from the Hotchkiss School mission statement values of "imagination and intellect, openness and personal integrity, empathy and responsible citizenship."

Mr. Dittmer is currently serving his last year as a class dean. Reflecting on the graduating class' physical and emotional growth since its Prep year, Mr. Dittmer said, "Even though it is bittersweet to watch the Seniors graduate, they are all growing intellectually as young adults. It's the kind of growth that we hope, as a school, our students will experience."

"Even though it is bittersweet to watch the Seniors graduate, they are all growing intellectually as young adults."

- Mr. Marc Dittmer

Inter-dorming Discussion Exposes Stu-Fac Constitution

Harry Roepers '19 Editor-in-Chief
and
Justin Choi '20 Opinions Editor

Last Monday, more than 100 students and faculty came together for the Stu-Fac discussion about the new inter-dorm policy. The sheer number of students present surprised several faculty, who expected a lower turnout. Mr. Joshua Hahn, assistant head of school, "This is a little bigger group than we anticipated for Stu-Fac today." Caitlin Reilly '19, student body president, added, "The room was packed more than usual, and you could see that everyone wasn't happy."

The inter-dorm policy that was put in place during the summer provoked much concern to students during the first few weeks back on campus, forcing the administration to brainstorm solutions. School presidents Caitlin Reilly '19 and Daniel Pai '19 forwarded Mrs. Perrenoud's email addressed to the school and class presidents, clarifying the new policy and the policy's origins just a few days before students arrived on campus. Students had expressed outrage via a student petition in mid-August, however, the email left many students with more questions than answers.

Mr. Bradley, head of school, Dr.

Dr. Arthur Gibb, dean of community life, and Mrs. Heather Perrenoud, dean of residential life, organized the meeting to clarify the rationale behind the new inter-dorming policy (as outlined on page 18 of The Almanac). Within the course of an hour, students transitioned from being listeners to raising concerns. The Stu-Fac meeting was the first opportunity for students to hear and ask questions directly to the administration in a face-to-face setting. Although students had already strongly communicated their frustration during the open discussion on Wednesday, September 11, no administrators were present to hear or witness the student suggestions and concerns.

A disagreement arose at the Stu-Fac meeting when Pai addressed Mrs. Perrenoud's statement that student representatives were consulted during the development of the policy. Pai claimed, "The Stu-Fac meeting we had about the dorm policies wasn't really around inter-dorming policies necessarily, but rather around things like common rooms and games."

Another disagreement, which received the most audible response with gasps and claps, emerged when Caitlin Reilly brought up the Stu-Fac Constitution and said, "After doing some digging in the Stu-Fac constitution, we came across the by-laws which essen-

tially proposes that in the process of creating a new rule that will have an impact on Student Life that faculty present the idea to Stu-fac first for consideration. [It states that] Stu-fac will then have the chance to discuss the potential rule change. After discussions, Stu-Fac will write a student impact statement. A form will detail the students thoughts and opinions regarding the rule so that some changes or compromises might be made before the rule is adopted."

However, after a back and forth between the school presidents and Dr. Gibb about the disregard to some rules

in the Stu-Fac Constitution by students and faculty, Dr. Gibb concluded with "So we have a broken process all the way around, right, and that's something that we together need to work on."

While the conversations about proposed changes to the new policy between faculty and students continue, Dr. Gibb stated that he would discuss possible revisions to the policy with faculty and student leaders and present a revised policy within the next one to two weeks.



Dr. Arthur Gibb, dean of community life, and Mrs. Heather Perrenoud, dean of residential life, address students last Monday.

Photo | Jerry Sheng '20

OPINIONS | PAGES 4-5

Students Raise Concerns about New Inter-dorming Policy

The student body participates in a survey gauging support and opposition to the new inter-dorming policy.

Letters to the Editor

Students submit anonymous letters to voice their stances on inter-dorming policy change.



ARTS | PAGE 6

Cullman Arts Wing Renovation

The class of 2018 gift funds a full art wing renovation, complete for the start of the school year.

A Focus on Rebellion

The Hotchkiss Dramatic Association launches new theme of rebellion for its main-stage productions.

SPORTS | PAGES 7-8

Football Conditioning

Varsity Football kicks off the season with a new conditioning program and a pre-season victory over Berkshire.

Athlete of the Issue: Bonnie Dana '19

Bonnie Dana '19, co-captain of Varsity Girls Soccer, leads her team into the season.



FEATURES | PAGE 3

Introducing the New All-Gender Dorm

Watson opens as the school's first all-gender dorm.

Q & A with a Watson Proctor

Nia Talley '19 reflects on life as a proctor in Watson.

News



Cartoon | Carolyn Ren '19

Chinese Celebrity Tax Sparks Uproar

Tina Deng '21
Staff Writer

7.3 million U.S. dollars, which was not declared to the Chinese Tax Bureau.

In response, the nation's Cultural, Broadcasting, and Tax Bureau published a joint announcement on June 27 focusing on "unreasonable payment within the entertainment industry." A law raising income taxes from 6.7% to 42% on celebrities went into effect on August 1, and production studios and companies were required to pay back taxes for the last six months. In addition, local governments were required to eliminate low, celebrity-friendly tax rates, which were originally passed to attract investment from the entertainment industry.

Producers cancelled more than 70 film and production projects in response to the new tax law. The augmented tax rate and the requirement to pay off the taxes owed spurred outcries from

screenwriter's groups, and several film companies went bankrupt after paying overdue taxes. Xin Sun, lecturer in Chinese and East Asian Business at King's College in London, said, "The major purpose of the campaign is to address social inequity. It is also in line with China's plan to tighten up tax collection in recent years, mainly aimed at clamping down on tax evasion by mid-size and small enterprises."

Media coverage sparked reactions from students. Yuki Zhang '22, from Hangzhou, China, said, "More and more campaigns mean that it'll be harder for the celebrities to evade taxes. Some Chinese celebrities might need to reflect on their extravagant lifestyles. No matter [whether] you are a super star or the secretary of the state, all of us need to abide by the values and rules of our society."

While students enjoyed a break from school, one of the highest-paid Chinese actresses, Bingbing Fan, faced a tumultuous summer. She was charged for tax evasion and may face legal prosecution. In the midst of the case's widespread publicity, the Chinese government quickly enacted a significant tax hike targeted at Chinese celebrities.

This June, Yongyuan Cui, a well-known Chinese television-show host, blew the whistle on Fan's "yin-yang contract" (meaning "half in the light and half in the dark.") The actress officially earned 10 million yuan, approximately 1.5 million U.S. dollars, for a four-day film project, while unofficially receiving an additional 50 million yuan, approximately

Mueller Indicts Former Trump Staff

Mame Balde '20
Staff Writer

United States
Both indictments come as a result of Mueller's investigation into Trump's ties with Russia. Although Manafort is not charged with counts relating to his involvement with Russia, he has multiple ties to Russia, including time spent lobbying for Russian interests while overseas in Ukraine. Manafort confirmed that he worked for Oleg Deripaska, a Russian billionaire with close ties to Putin, and attended a meeting with Russians in Trump Tower. Prosecutors say Manafort's actions during the time of Russian involvement with the election may make him a knowledgeable witness about Russia's ties to the election.

New indictments arising from the ongoing Russia investigation have exposed corruption in President Trump's inner circles. As of August 21, 2018, both Paul Manafort, President Trump's former campaign chair, and Michael Cohen, President Trump's former personal lawyer, faced legal action directly stemming from the investigation. Robert Mueller, special counsel for the investigation into Russia's involvement in the 2016 presidential election, indicted both parties for multiple counts of tax and bank fraud.

Cohen, who pleaded guilty to the charges, faced five counts of tax fraud, one count for a fraudulent financial statement and two counts for unlawful campaign financing. In court, Cohen stated that a candidate for federal office had encouraged him to disregard campaign finance laws, potentially implying that President Trump directed his action. In response, President Trump tweeted, "If anyone is looking for a good lawyer, I would strongly suggest that you don't retain the services of Michael Cohen!"

"If the Manafort and Cohen trials show that Trump himself was involved, then I think there will be impeachment proceedings."

—David Vega '20

"If anyone is looking for a good lawyer, I would strongly suggest that you don't retain the services of Michael Cohen!"

—President Donald Trump

Meanwhile, Manafort was found guilty on five counts of tax fraud, two of bank fraud, and one for failing to declare a foreign bank account. He faces up to 80 years in prison. Last Friday, Manafort pled guilty to the two charges of conspiracy against the

While the first steps towards impeachment would have to be initiated by the House of Representatives rather than by Mueller, this string of indictments caused news consultants and politicians to wonder if the Democrats could win back the House in November and push for impeachment articles. David Vega '20, co-head of Hotchkiss Political Union, said, "If the Manafort and Cohen trials show that Trump himself was involved, then I think there will be impeachment proceedings. If it shows that Cohen acted on his own or Manafort acted on his own without any kind of assistance from the President, which seems unlikely to me, I think there will be no indictment proceedings."

NEW FACULTY



Ashley Suan
Where are you from?
Baltimore, MD
What do you teach?
Humanities English 150 and 250
If you were not a teacher, what would you do as a profession?
A screenwriter or a singer/songwriter



Justin Almeida
Where do you come from?
I come from New Jersey originally, and I last worked at a day school in the NYC area, Staten Island Academy.
What do you teach?
AB Calculus, Further Math and Geometry. I'll also be helping out with the math team.



Lynn Peterson
Where are you from?
I was born in St. Louis, MO, grew up in Indianapolis, IN, and lived in New Haven, CT, and NYC.
What do you teach?
Dance
What is your favorite thing to do in your free time?
My favorite thing to do in my free time is to be with the people I love.



Karen Parkinson
Where are you from?
Williamstown, Massachusetts.
What do you teach?
I am joining the College Advising office part time this year.
What is one thing that drew you to Hotchkiss?
The amazing folks in the college advising office, interesting students, and the overall warm and friendly atmosphere



Francisco Barrios
Where do you come from?
Bogotá, Colombia
What do you teach?
Spanish
What are some of your favorite hobbies?
Hiking, rock climbing, coloring mandalas



Sara Demarsilis
Where do you come from?
North Haven, CT
What do you teach?
Chemistry 350
What's a fun fact about you?
Before I started studying STEM Education and found my interest in teaching, I wanted to be a dentist. I spent a summer working for an oral surgeon and assisting in wisdom teeth surgeries.



Cory Cooper
Where are you from?
I'm a Hotchkiss FacBrat through and through. Technically, I'm from Lakeville, CT, but I like to think of myself as being from Hotchkiss.
What do you teach?
English 250 and 350.



Sara Gibb
Where are you from?
The Gibb family most recently hails from Annapolis, MD, where I was working at Outward Bound in Baltimore City. I grew up on a 200+ acre tree farm in Bolton, CT.
What do you teach?
I am the Director of Student Activities (part time), and do not have teaching, coaching, or dorm responsibilities.



Arthur Gibb
Where are you from?
Annapolis, MD
What do you teach?
Nothing yet, but [I would like] to teach classes in leadership and American History and Politics in future semesters.
What is one thing that drew you to Hotchkiss?
The opportunity to return to my alma mater and to be a part of a place that has such a formational influence on so many bright students



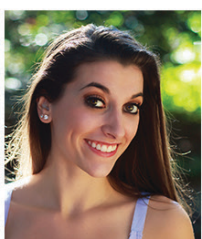
Thomas Fisher
Where are you from?
Alabama
What do you teach?
Humanities History 250
What is your favorite thing to do when you are not teaching?
My favorite thing to do when not teaching is to spend time with friends.



Dr. Joshua Duclos
Where do you come from?
New Hampshire originally, but I've lived in France, Czech Republic, India, Boston, and Chicago.
What do you teach?
Philosophy (especially moral and political philosophy)
Do you have any pets?
Two cats (Sticky Rice and Steam Bun)



Kristin Glasheen
Where are you from?
Townsend, MA
What do you teach?
Spanish
What are your favorite hobbies?
Traveling, hiking, and practicing yoga



Alessandra Rinaldo
Where are you from?
I'm originally from Cazenovia, NY, a small town in upstate NY, but attended college in Hartford, CT and have been living here ever since.
What do you teach?
Dance
What is one thing that drew you to Hotchkiss?
How friendly and dedicated all of the faculty and students are



Jarrod Sisk
Where are you from?
New Milford, CT.
What do you teach?
Mathematics; specifically MA 510, 451/52, and 350. I also taught Economics at my last school.
If you were not a teacher, what would you do as a profession?
If I was not a teacher I would be the centerfielder for the New York Mets!



Sarah Lewites
Where are you from?
Berkeley, California
What do you teach?
Math
What is your favorite spot on campus?
My favorite spot is the path through the trees by the lake (I'm not sure if there's a name for it, but it's the one that connects Sharon Road to the lake).



Brittany Giacco
Where are you from?
Avon, CT
What do you teach?
Math 250, 350, and 451/452
What is one fun fact about you?
I've climbed the Sydney Harbour Bridge

Features

All-Gender Housing

This week, the Features Editors explored the creation of the school's first all-gender housing option. Andover, Exeter, Northfield Mount Hermon, and now Hotchkiss, are leading the charge in the New England prep school world, becoming some of the first secondary-school campuses in the nation to offer inclusive alternatives to traditional binary "male" and "female" housing.

All-Gender Housing Creates Inclusive Environment

Lucy Haswell '20
Staff Writer

What if you felt uncomfortable where you lived? Last September, school administrators began actively researching the possibility of opening a more inclusive housing option on campus. Students who felt uncomfortable living in dorms assigned by sex brought their concerns about housing options to the attention of the Diversity and Inclusion Committee, who began researching the possibility of an all-gender dorm. In a survey of the student body conducted last spring, 38% of students indicated they either needed to, wanted to, or were willing to live in a more inclusive dorm. Many factors led the committee to consider this dorm, one of which is to maintain a comfortable living situation for students with any gender identity. Dr. Rachel Myers, director of diversity and inclusion initiatives, said, "Something as simple as where you get to go to sleep at night should be something that's an easy fix because everybody needs to feel at home in their dorm."

A range of administrators and faculty turned the idea of an all-gender dorm into a reality. The group primarily considered an all-gender housing option to support the mission of the school. A faculty committee then submitted the rationale and a detailed proposal for the dorm to Mr. Craig Bradley, head of school, and the Board of Trustees. The Board concluded that an all-gender housing option would support the school's mission to create "a healthy and inclusive learning community," as well as offer equal access to students of all genders and gender identities as required by Connecticut state law.

This year, Watson dorm has been transformed into the first all-gender dorm at Hotchkiss. In Watson, six proctors and four faculty live with Lower Mids, Upper Mids, and Seniors. Anyone is welcome to live in the dorm. Gill Duquette '19, Watson proctor, said, "The dorm is just like any other dorm, but we're more of a family. When you step into the dorm you feel like you're coming home, whereas in my other dorms, I didn't feel at home until I was in my room."

"As a member of the queer community, I find myself far more comfortable expressing myself in this dorm."

- Serena Zhou '20

While everyone else was arriving at school, the Mazzoni Center, a non-profit providing healthcare to and education on behalf of the LGBTQ+ community, led training for all proctors and dorm faculty. The Mazzoni Center will continue to be involved in the progress of all-gender housing on campus as the school looks to become a mentor for other schools interested in establishing more inclusive living options for their communities. In doing so, the school will continue to talk with schools like Andover, Exeter, and Northfield Mount Hermon, who have already established similar housing options.

Q&A With a Watson Proctor: Nia Talley '19



Watson Proctor Nia Talley '19

Photo | Zoe Bank '19

Auden Koetters '22
Contributing Writer

Auden Koetters '22 sat down with Watson proctor, Nia Talley '19, to discuss the role proctors play in the all-gender dorm.

What is the reason that you decided to be a proctor in the all-gender dorm?

"On the [proctor application] I marked that I would be open to being a proctor in Watson, because I think, in its inaugural year, it's important that you have people who are very invested, because we are setting the tone for everybody. This year is our test year, our learning year. I think it's important that you have people who really want to be there and really care. [They need to be] flexible and ready to learn and lean in to the part that might be a little bit different or uncomfortable. I felt excited to do that."

Watson is uniquely separated into four wings; do you feel that these smaller spaces help facilitate a sense of community in this new type of dorm?

"I do think it helped facilitate community. The halls are really small; in the dorms that I have lived in in the past, after a feed we hung out in the hallways. But our hallways are too small to do that, so there are always people in the common room, which I think is really good. It's the nucleus of our dorm, so whenever you walk in, you always walk past people. I think that the set-up is really pushing people to be together, which is great."

What are the major differences that you've seen between being a proctor in the all-gender dorm and in other dorms?

"It's not that different. I think that the problems that I deal with

are pretty similar to issues that other proctors deal with. We help students get enough sleep and [with] homework; my experience being a proctor has been pretty similar to my friends and my peers who are proctors in other dorms."

Can you describe the training you received during the extra day of proctor orientation?

"The training we had was from the Mazzoni Center in Philadelphia. We talked about how to facilitate safe spaces, how to be an ally for gender non-conforming students, or students who are heterosexual. It is similar to [all other] proctor training in talking about how to support your proctee: thinking about how to best understand them, how best to support them, how to make them feel safe. So it's the same themes as proctor training, but it's geared toward helping students who have a different path, like gender non-conforming students."

Did every student choose to live in Watson? What challenges have students living in the all-gender dorm faced, if any?

"Everybody who lives in Watson chose to live in Watson, and that's a big part of the dynamic. Everybody wants to be there. I don't know what other people think of Watson. I know when I got proctorship, people were a little off-put, but I haven't heard anything [specific]."

Can you talk about how your dorm has bonded so far?

"We are a really small dorm, and I want to say we have 23 kids, which is less than a floor in other dorms. So since it's a small space, we really get to know each other, and we see each other a lot."



While students were off campus for summer break, new artwork was installed in the common room, staircases, and hallways of Watson. All of the work is student-created. Ms. Lisa Brown, director of events and special projects, Ms. Joan Baldwin, curator of special collections, and proctors initiated this addition. They aimed to create a space that was a better representation of the students and hoped student artwork would aid in creating a sense of belonging.

Artwork by Daniel Lee '17 and Yujin Lee '05



Opinions

Students Express Concerns About New Inter-dorming Policy

As many students welcomed the new school year, they were excited to see old classmates and make new friends. However, a few weeks before their official arrival on campus, some students began to voice concern regarding a new inter-dorming policy, which was added to The Almanac over the summer. One student wrote a petition expressing opposition, which was signed by 320 students. This petition and the inter-dorming policy have become the talk of the school during the past few weeks. The school presidents, Caitlin Reilly '19 and Daniel Pai '19, recently hosted a fishbowl, to which approximately 150 students attended. Given the energy and passion of student responses to this issue, the Editors have dedicated this issue's Opinions section in its entirety to the responses of the student body.

We would like to note that out of the numerous submissions, both named and anonymous, there were no opinion pieces in support of the changed policy.

**Bradford Rawlings '19 and
Casey Wolff '19**
Contributing Writers

In our four years as Hotchkiss students, we have noticed a rift gradually widening between the students and the administration. Despite the wide-spread availability of information regarding what students want as it pertains to our lives, administrators involved with this new policy moved ahead with an agenda that seems to reflect only their idea of what our community should be like.

This ignorance can be seen reflected in the new inter-dorming policy. What is the "empirical" data that suggests "pervasive, negative behaviors-including hazing, bullying, gender-based harassment, and substance use" happens more often behind closed doors? Hotchkiss is one of the most inclusive and loving communities we have ever lived in. Sure, we have heard of some instances of all of these things in this and any other community, but the purpose of our discipline system is to weed out these outliers from our

otherwise amazing community.

This blatant violation of our privacy as individuals fosters a lack of trust between students and faculty, creating an environment that is the furthest thing from conducive to camaraderie and respect. We do not think it matters how other schools are amending their inter-room visitation policies. Hotchkiss, being the elite boarding school that it is, should be leading the way in bridging the gaps at our school, not blindly following those who claim to present the right answers. We love this school, and we will not let this policy ruin our final year here, but we are afraid this policy will diminish the experience of current and future students as they grow and mature in this otherwise magical place.

Nia Warren '19
Contributing Writer

This policy, as an approach to making Hotchkiss a more inclusive environment, makes it the exact opposite. It creates an environment where the school does not trust us and where no one can foster meaningful relationships. The school has

yet to inform us on who the specific faculty were who made the rule, what specific statistics or feedback were given to prompt this rule, and why they had no time to inform the student body, but had time to get negative feedback from a group of students over the summer.

How can two roommates who once lived together no longer be able to visit each other without faculty permission just because they live in a different dorm? How can a proctor who was once trusted to advise their protees no longer visit them, because now they are in different dorms? At its core, the rule closes doors between students, instead of opening them. The administration tried to provide alternatives to hanging out in dorm rooms by using the common room or main building. However, they fail to address the lack of privacy in these spaces. A common room can't accommodate people all trying to watch a movie, and Main Building is a very public place, which cannot allow for personal moments. The life of a Hotchkiss student is one where we are always surrounded by other people, and now the school is forcing us to hang out with everyone

all the time, allowing no time for personal moments with friends. It also makes it especially difficult for proctors to connect with protees because no one wants to talk about personal issues with the door open.

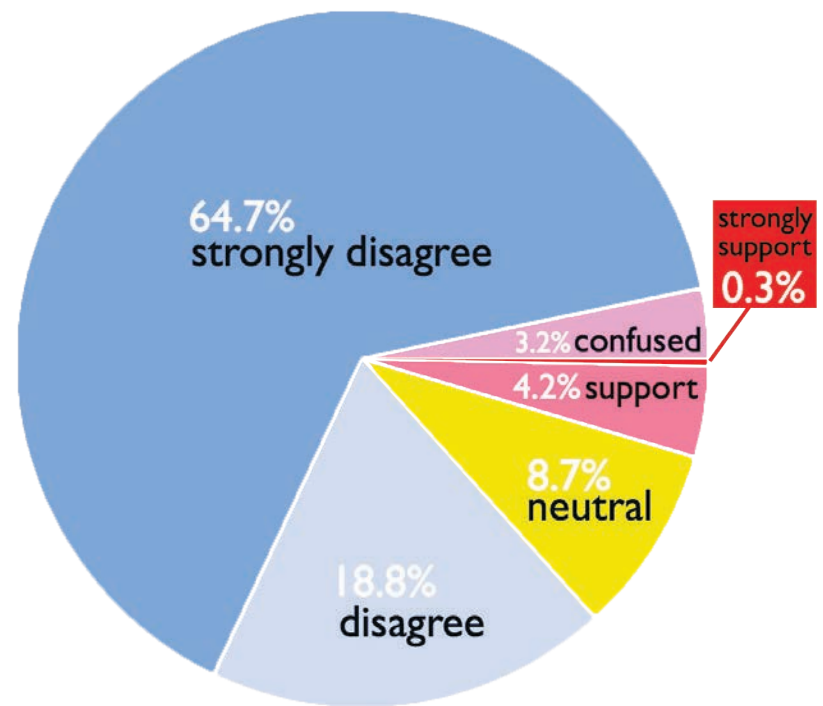
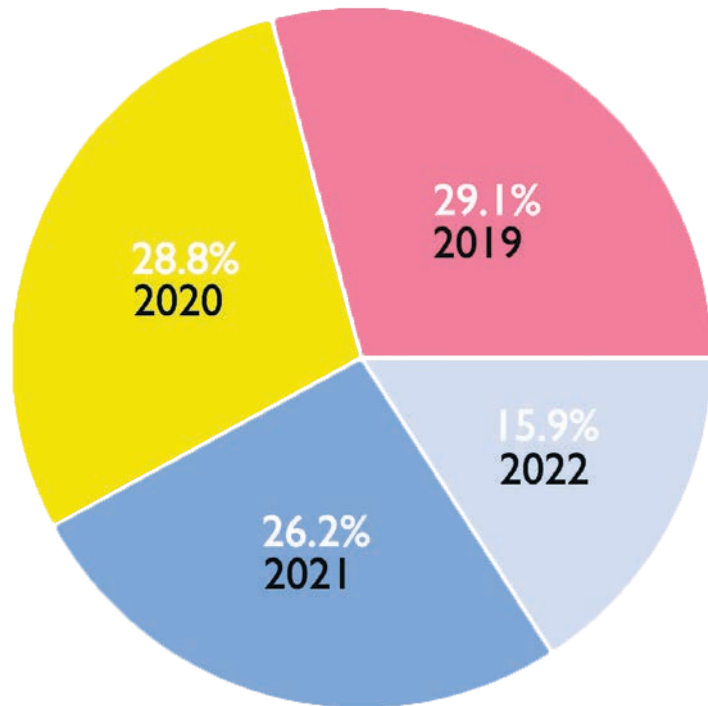
The lack of transparency and communication with the administration is concerning, especially with the influx of new faculty. Despite all the criticism about the lack-luster relationships between grades, the administration has passed interrooming policy that specifically discourages students from visiting each other. I am disappointed that the school did not communicate with us. Their excuses of not having enough time to communicate is questionable considering they had time to receive student feedback and students heard rumors about it in the beginning of last year.

These changes are even more frustrating because we have no faculty advocating for students, and many beloved faculty left or weren't informed of these changes. I am not saying that the reason for these rules were completely unfounded. These rules may be needed for the all-gen-

der dorm. Although it may feel that having different rules for different dorms is unfair, this practice is already in place at Hotchkiss. There are different rules regarding lights out, study hall, WiFi, and myriad other things depending on whether it is an upperclass student's dorm or a lowerclass students dorm. To address the need for students from different dorms to check in for "safety reasons," students could use a simple electronic sign-in, which would ensure that faculty members know who is in the dorm in case of a fire. However, clearly, safety was not the motivation behind this rule, because there are multiple other ways to tackle that issue. Instead, the administration is hiding behind the smokescreen of safety, but really just doesn't trust what Hotchkiss students do behind closed doors. Ultimately, I think our school policies should reflect the needs of the students. If a majority of students, parents, and faculty believe this rule does not reflect genuine needs, will the administration finally realize they made a mistake or will they hide behind "safety" and ruin what made Hotchkiss home for so many people?

Survey Response By the Numbers

There were 309 responses out of 604 members of the student body (51.16%). Students were asked to "indicate what most closely [depicted] [their] current standing on the inter-room visiting rules stated within The Almanac." During The Record's CXX Editorial Board, these results are the most widespread among the grades, and among the student body.



Graphics | Roepers '19

Free Responses

"These rules were never in place until this year, which also happens to be the first year of the all-gender housing option. I don't think it's a coincidence. [The new rules] hinder the ability for bonds to form between students not only in the dorm, but also in general. We are high school students at boarding school, which is a very unique situation that requires us to form families amongst ourselves. Relationships with other students at school have helped me through the toughest of times, and sometimes, we need the door closed. I think that the old inter-dorming policy was restrictive enough. The rule[s] should just be discontinued."

- Asher DuFord
'20

"I am a proctor. All of my upperclass friends are proctors. Consequently, my friends are spread across campus in different dorms. These [new] inter-room policies make it very difficult for me to see any of my friends inside the dorm, as I can only visit their room[s] during on-duty hours, which, as a proctor who must be on duty during half of the available inter-dorming hours, is very limiting. Furthermore, it is difficult to have private conversations outside of the dorm setting, as the design of Main Building does not allow for many locations that allow complete privacy, especially during winter, which limits [use of] outside [spaces]."

- Scott Lewis '19

"As a new incoming student, I don't know the previous rules, but these new rules seem counterintuitive. In The Almanac, Hotchkiss says it would like to promote social activity, but these rules would completely destroy it. There would be no room to talk about something personal without having someone other than the intended audience hear or have someone just barge in. The privacy of the student body should be respected more, to create a social and mentally healthy environment."

- Parker Mills '20

"Hotchkiss is not only our school, it is our home. Dorm life is one of the most important aspects of Hotchkiss. I would argue that the meaningful interactions that you have with your roommates, proctors, and friends are friendships that last for life. We all know Hotchkiss is hard at times, and sometimes the best cure is having conversations with our peers in a private space. I respect the fact that the school believes this makes a safer environment. However, this rule involves the students and the students were not involved in the decision. By taking away this aspect of Hotchkiss life, a part of Hotchkiss is lost. I want what is best for everyone, and in my opinion, this is definitely not it."

- Gwen Slaughter
'19

"As a Senior, I can confidently state that some of the best friendships I've made during my time at Hotchkiss have begun within the comfort of a dorm room. The most important factor towards creating the aforementioned "comfortable" space is inarguably the privacy that a closed door provides. If the new rules described in The Almanac are enforced, not only [will] I feel robbed of the opportunity to truly engage with my friends during my final year of school, but also filled with pity for the younger generations of Hotchkiss students who won't be able to enjoy a true boarding school experience."

- Santi Valenzuela
'19

Fishbowl Discussion Selected Response

The Record and the Opinions Editors were granted permission to record and reproduce individual responses from the student fishbowl and addendums after the Stu-Fac discussion.

Michael Duncan

"I'd like to point out that when we were trying to change the dress code, there were community announcements, feedback forms, student surveys, and trial days. The whole process took about 4 months, starting in February (but David and Saylor, the 2017-18 student body presidents had been working on it for even longer, as had Aba and Jelani, the 2016-17 student body presidents). This feels like the complete opposite, and the administration just said, 'Here's a new rule,' and we couldn't say or do anything about it.

The lack of student engagement is confirmed in Dean of Residential Life, Mrs. Perrenoud's, email to the student leaders (which had to be forwarded to us, instead of coming directly from her), 'Various faculty representing different constituencies were consulted throughout the process of drafting this new approach to residential life... The development of and decision to move forward with a trial of this approach was made by the dean of students, dean of faculty, dean of residential life, director of diversity and inclusion, and ultimately approved by the head of school.' That is a lot of adults but absolutely no students, who understand and are affected by both the policy and

the issues the administration claims to be trying to address.

My main point is how little the wishes of the students were considered in this new policy. I want to point out the absolute secrecy of the development and content for the policy, its quick rollout, and the administration's unwillingness to deal with us directly. The administration said in their email, 'I look forward to meeting with you early in the school year to discuss your concerns and ideas,' yet did not show up to hear our thoughts."



Aidan Amster

"I am a proctor in a lowerclass dorm. I applied for this role, and I love it. However, even though I came here from California as a prep and knew almost no one, I feel more isolated from my community this year than I ever have. All of my peers in the Senior class live elsewhere. Last year, on a no-class Saturday, it would have been easy to spend time with friends in my dorm. Now, public spaces on campus are the only places I can see my friends. It poses the question, should all of my emotions, conversations, struggles and victories be public?"

I don't understand how a school that espouses a very specific set of values based on camaraderie and a residential life that is nurturing and supportive, expects to change a major policy two weeks before orientation and not receive pushback. I could have stayed home if I had just wanted to focus on academics. I came to Hotchkiss for more, for the community I was told about when applying, not what it has become. New students came here for the Hotchkiss they saw last year, and they weren't even alerted to these changes before arriv-

ing. Institutions change and most of changes are handled gradually, with great care and delicacy. The emotion in this room right now is not going to translate to the administration through a written report. The student body should have at least been consulted in this decision, so that we could have been proactive — weighing in on the negatives related to these changes and advocating for more sensitive and sensible changes."



Curious to read an interview with Mrs. Perrenoud?

Scan the code below for a digital Q&A...



Or go to <http://www.bit.ly/inter-dorm>

Photos | Communications

Letters to the Editors

The Record and the Opinions Editors received numerous anonymous responses to The Record survey. Here are sample student viewpoints from different classes.

"Being able to have privacy with close friends is crucial when living away from home at boarding school, especially when living in a single."
-Student from the Class of 2019

"I think the new rules are unfair. Two of my best friends are in a double, so they will constantly be allowed to have private conversations with the door closed and hang out alone without any faculty permission. This new rule provides an unfair advantage to friends who choose to be in a double. If I had known the rules beforehand, I would have tried to be in a double or triple. I understand that the new all-gender dorm requires new rules, but I don't think they should apply to the whole school. If they are going to apply to the whole school then we should make everything completely even and have all-gender dorms for every single dorm."
-Student from the Class of 2020

"[The new rules] will ruin the culture and special nature of a boarding school. The bigger point behind a dorm at boarding school is to build connections and be able to live happily with your friends and peers. It has allowed me over the past three years to find life-long friends, and I am so sad that these rules will now make dorm experiences uncomfortable and strange. As a Senior, I will only be affected by this for one year, and I have already found close friends, but I feel terrible for the incoming Preps and younger students who won't know the Hotchkiss that I knew."
-Student from the Class of 2019

"This rule invades students' privacy and takes away important freedoms. Hotchkiss is a college preparatory school, not a kindergarten where you have to check in with adults at every turn. Students should be learning should how to best manage their time and freedom for college life, and rules like these just take away any lee-way students have at Hotchkiss."
-Student from the Class of 2019

"I believe there needs to be more transparency when making changes this significant to The Almanac. Initial student response was not helpful and inappropriate - but comes from a place of confusion. If the policy in *The Almanac* is really executed, it's going to be damaging to our community. People choose Hotchkiss because it is marketed as a place where tight relationships are formed. Without privacy, this doesn't happen."
-Student from the Class of 2019

"When I first received the email addressing the new policies, I was very distraught, because despite the fact that these rules are meant to keep our environment safe, they are taking away the well-deserved privacy students should be entitled with their peers. While I understand that Hotchkiss doesn't wish to single anybody out, I feel as though by making this a rule school-wide they have done so even more, because now everyone is pointing at the all-gender housing dorm as the reason we are all suffering."
-Student from the Class of 2021

EDITORIAL

We're Here

"I would just like to ask... Are any members of the administration actually here?"

This question was posed by Michael Duncan '19 at last week's fishbowl to address the new inter-dorm visiting policies. In fact, not only was he correct in observing that the administration was absent, but only one faculty member voluntarily attended the event.

Students, who sacrificed their precious hour of free time from the entire school week to join the fishbowl, were promised the chance to give feedback and discuss the new rules; instead, their pleas to consider mental health, student friendships, and sibling relationships were summarized in bullet points on a Microsoft word document, the sole record of the event.

As students of the school, we have seen the student body strongly disappointed that the administration, especially the integral members regarding the changes such as Dr. Arthur Gibb and Ms. Heather Perrenoud, did not attend the fishbowl. Although, Dr. Gibb stated at the Stu-Fac discussion, "My intent for not attending the Wednesday [fishbowl] was... frankly, to allow you to vent for a bit in an environment where we weren't there to either stifle any of that or have it turn confrontational," he may not realize that the key members of the past administration have shown up to the student fishbowls in the last four years. Thus, we believe his justification for not attending the student discussion does not align with precedent set by the administration to listen and sympathize with the concerns of the students.

Here on the Editorial Board, we have continuously feel the strain that on socialization places on a positive Hotchkiss experience. We also understand the frustration that comes when information about said policy was first spread over Snapchat stories during the summer after it was quietly added to The Almanac without a proactive, explicit explanation from the school. And while we cannot fix the policy immediately, we hope to use our platform to foster communication between students, faculty, and staff, a role that has been sorely needed in the past few weeks.

Whether it is sharing student statements so that the 123 faculty members not present at the fishbowl can read students' feelings, or asking the administration to answer questions, we promise that *The Record* will work tirelessly to make every voice heard. So, though some community members may seem absent in this time of turmoil, we leave you with one promise: we're here.



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- STAFF CARTOONISTS** Nicole Morikawa '21, Carolyn Ren '19, Cathy Wang '19

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Arts & Leisure

A Focus on Rebellion

Tamao Isono '20
Contributing Writer

The Hotchkiss Dramatic Association (HDA) has announced this year's theme for its three main-stage productions: rebellion.

At the end of the last school year, Mr. Marcus Olson, instructor in theatre; Mr. Derek Brashears, director of theatre; and Mr. J. Parker Reed, instructor in theatre and English, along with the student members of the HDA Board discussed potential themes for this year. Hannah Lothian '19, an HDA Board member, said, "The unique aspect of our Board is that we pick all the plays at the end of the year all at once - and we decided that we should take the opportunity and bring [this year's plays] together [with a theme]." The theme of "rebellion" excited the HDA Board members for its potential to explore thought-provoking material.

The fall production, *Runaways* by Elizabeth Swados, will introduce the school to the theme on Thursday, November 8. It is a musical about several teenagers who run away from their homes and end up on the streets of New York City.

Mr. Olson, who is directing *Runaways*, said, "[The musical] may let the community in on a vision of a world that's not so nice as this one, because I think theatre can do that: show you different views of the world."

"Theatre can do that: show you different views of the world."

- Mr. Marcus Olson

A theatrical adaptation of George Orwell's dystopian novel *1984* will grace the stage this winter. *1984* director Mr. Brashears emphasized the relevance of the theme by pointing out, "Orwellian is an adjective for a reason." The term is used to describe a political system in which a government has complete control over people's behavior and thoughts. The influences of George Orwell's work has garnered him a eponymous adjective, and hopefully, will hold a similarly potent impact over the school community.

Hay Fever is a comedy written by Noël Coward about a family whose egocentrism and internal feuding drives guests away from their home; it will be the finale to this year's theme as the spring production. Unlike the other two plays, *Hay Fever* deals with a different—but equally important—type of rebellion: social rebellion, which is more applicable to everyday high school life, especially in a time of conflict concerning policies within the school community, *Hay Fever* hopes to encourage curiosity about why changes are made and what it means to control one's present and future. Mr. Marcus Olson, the director, said, "Even if [students] don't find themselves in this particular play, they'll start thinking about whether they are okay with anybody encouraging them or expecting them to behave in a certain way."

The three main-stage plays of this school year are strung together by a cohesive theme easily applicable to our community and the surrounding world today. Supporting these theatrical productions by attending and working on productions will support the work of student actors and designers throughout the school community.



Students act in last year's *Shockheaded Peter* production.

Photo | Jiahua Chen '20



Sunlight filters in as art student January-Jones Carter '19 begins a sketch in the newly designed and remodelled art studio. Photo | Jerry Sheng '20

The Cullman Art Wing, Reimagined

Emily Heimer '21
Staff Writer

If you have been to the lower floor of Main Building, then you may have noticed the newly transformed Cullman Art Center. Each year, the graduating Hotchkiss class identifies a project to undertake to give back to the school. For the class of 2017, that project was the EFX Lab. The Class of 2018 chose to support a planned renovation of the art wing, recognizing that the cherished space deserved a makeover.

When Mr. Rob Bristow and Mrs. Pilar Bristow, parents of Grace Bristow '18 and Ellis Bristow '20, from the Bristow Proffitt Studio started redesigning the space, they sought community feedback. The Bristows surveyed students and faculty to document their physical needs and hopes for the renovation. After nearly seven years of planning and raising funds for the project, it was finally put into action this past summer. Mr. J. Bradley Faus, director and instructor of art, also collaborated with the Bristows, stripping each room down to a shell and working with them to curate the furniture, layout, and materials.

The original art studio occupied the area that is now the Hatch Classroom in the Edsel Ford Memorial Library. The Cullman Art Wing was a student lounge; it was never truly a new space. The art

department was then relocated to the lower level of main building in 1992. It was only after the Class of 2017 bestowed this gift upon the school that the art wing was given a renovated space best suited for students to create.

Each piece of custom-made furniture was created to adapt to the needs of the artist. From tables with glass surfaces for inking to dimmable studio lights, the art wing assists students through their artistic process step-by-step.

Though the art wing has changed, the atmosphere has remained the same. "I've been [working] in [the art wing] for four years now, so I've watched it change from before the renovation to after the renovation," says January Jones-Carter '19. "I mean, it's changed, but it has the same essence."

With new furniture, finishes, and panels on the walls and corridors, the renovated art wing is now a new environment that encourages deep artistic exploration. "[The] spaces have been transformed, not simply upgraded... These are wonderful enhancements to support Hotchkiss's world-class art program," says Mr. Craig Bradley, Hotchkiss head of school. "You can tell I am enthusiastic about this project!"

Albert Zhang '19
Contributing Writer

Senior Dear Liu '19 has developed a reputation as an avid artist on this campus. She has taken part in visual art classes of the Prep and Lower Mid Humanities program, as well as upper-level art electives, such as AP Portfolio and Advanced Portfolio.

How long have you been doing art?

When I was two years old, I started drawing circles in kindergarten. My teacher was so impressed by my circles that she insisted my parents "get me into art." From then on, my dad would take me to museums every weekend. Instead of taking classes where the professor teaches the basics of sketching, my dad managed to get a college student at the Central Academy of Fine Arts to watch me while I drew. No one really told what not to do — well, until I came to Hotchkiss.

What mediums do you usually work with, and what is your favorite?

Last year, I worked mainly with oil, because I wasn't allowed to do that during my Prep and Lower Mid years. As I became more interested in the medium of oil paint, I attempted to utilize the medium's thickness and long drying time as well as some other tools such as forks and knives. Now, I'm leaning more toward making collages and photography because I can do it anywhere, really.

What are some memorable moments from your art career?

I did an internship last year in New York with the artist Cai Guo Qiang, who had an exhibit at the Prado Museum [the main Spanish national art museum]. It was wonderful, and I learned so much from the experience. He wrote a lot about El Greco [a notable painter, sculptor, and architect of the Spanish Renaissance]. From this, I started to have an interest in 16th century Spanish art, especially how El Greco and Goya [a romantic Spanish artist] went on to influence artists in the 19th century. The fact that art created in a certain period can transcend time to impact the works of others was really interesting, and studying those artists inspired my AP concentration last year. After being fascinated by the idea of deconstructing certain figures of power, I painted figures that have and may have the authority to restrict my

ARTIST OF THE ISSUE Dear Liu '19

creative freedom, such as teachers. The central idea of my concentration focuses on portraying figures of authority, such as teachers, in casual postures, stripping off their influence as well as the power dynamic between them and me.

"After being fascinated by the idea of deconstructing certain figures of power, I painted figures that have and may have the authority to restrict my creative freedom, such as teachers."

What experiences have shaped you as an artist?

The summer after freshman year, I went on the Hotchkiss in Florence arts program. We went to museums, [to see Michelangelo's] David and everything, but it

seemed like we were disconnected [from] the live art scene. Since my family has connections with art institutions and artists, it was very natural for me to visit their studios growing up. Since I had that, I felt like what was missing [from my studies in school] was a focus on Eastern art, especially Chinese contemporary art. So I thought to myself, why not do something that can give [an] opportunity for students to see how the West and East can almost converse with each other? It's really interesting to see how they look at things very differently. For example, [in] landscapes with traditional European art, there wouldn't really be a focus point, whereas in Chinese calligraphy paintings, their paintings are often so wide or so long that it obviously cannot be viewed in one perspective.

Will you continue doing art in college?

I'm definitely going to do art in college. I do *ink*. on the side, and even though it's not directly art, it's about exploring relationships and showcasing work in unfamiliar ways. When I mean "doing art in the future," it may just be something similar to what I do with *ink*. I don't want to do art professionally, but maybe that'll change. I'm more interested in exploring one's way of seeing and applying that to all sorts of different disciplines.



Dear Liu '19 displays an art magazine from an artist whom the students met during the China Hotchkiss Art Program.

Photo | Alex Xu '19

Sports



Jebb Vincent '19 punts the football at Berkshire last Saturday, September

Photo | YY Cher '20

Varsity Football Trains to Kick Off Big Season

Mame Balde '20
Staff Writer

Family: it's a word the Varsity Football team has adopted as a description of the mindset it hopes to embody. From its first-ever off-campus preseason to a brand new conditioning program, the players seem ready to turn a corner in their performance on the field and their relationships off of it.

Last season, the team faced strong opposition, ending with a record of 1-9. The team strives to put that rough season behind them. Despite last year's struggles, Head Coach Danny Smith expressed confidence in his team, especially in the emerging lowerclass students who, according to him, "will make fine players for us in the next couple of years."

The coaches have worked since last season to develop a new conditioning program. The new program has challenged the athletes in ways that should improve their stamina, agility, and overall ability on the field. Many of these changes come from new Assistant Coach Brody Quinn, who formerly worked for the Indianapolis Colts. Smith commented, "We had a

tough record [last year], [so] we made a conscious effort to change our conditioning. The younger kids have really bought into it and are working hard."

The induction of four post-graduates to the team has added leaders. When asked about the general closeness of the team, Tommy Lewis '19, co-captain,

"We want teams to remember playing Hotchkiss because they thought they would get [the win] easily but didn't."

- Max Quinn '19

said, "Our preseason off-site camp helped establish team chemistry. This year we really embraced the term family."

The team members are eager to put newly implemented defensive and offensive schemes into practice. Lewis said, "We are neither the biggest nor the fastest team, but

[there's no such thing as] mistake-free football. We have a number of strong players who have tremendous play-making ability."

The team approaches each game with the drive to win. Though the season has just begun, there is a bittersweet feeling among upperclass students who will soon leave. Older team members hope to pass down their experience and skill to new players who will carry on the legacy of Boys Varsity Football. Max Quinn '19, co-captain, said, "Personally, I approach every game with the intent of having the other team remember [us]. We want teams to remember playing Hotchkiss because they thought they would get [the win] easily but didn't."

Last Saturday, the team officially kicked off its competitive season with a scrimmage against The Berkshire School. The second half was back-and-forth, but the Bearcats got the better in the scrimmage by a score of 7-0. Looking ahead, Coach Smith said, "as with every season, [our goal] is to beat Taft." The Bearcats will play nine games in all, culminating in a final away game against Taft.

Meet the Fall PGs

Charlie Knight '20
Sports Editor



Carson Bellman

Sports: Football

Hometown: Bremen, IN

I came to Hotchkiss because I had surgery on my shoulder back in December and wouldn't be ready for West Point in July. So I was given the opportunity to take a PG year to heal.



Cameron Borges

Sports: Football

Hometown: Providence, RI

I came to Hotchkiss because I graduated as a 17-year-old and [wanted] an extra year of experience to potentially play at the best academic school.



Chase Mangini

Sports: Football

Hometown: Rancho Santa Fe, CA

I decided to do a PG year to try and play football in college, and when I visited Hotchkiss, I liked it. Some goals I have are to have a good football and lacrosse season.



Kyle Smith

Sports: Football

Hometown: Walpol, MA

I came to Hotchkiss to [improve] myself academically and athletically while hoping to practice good study habits and time management. I [wanted] to play football and also possibly lacrosse in the spring. My experience has been great so far. The people are very welcoming and they seem to love it here.

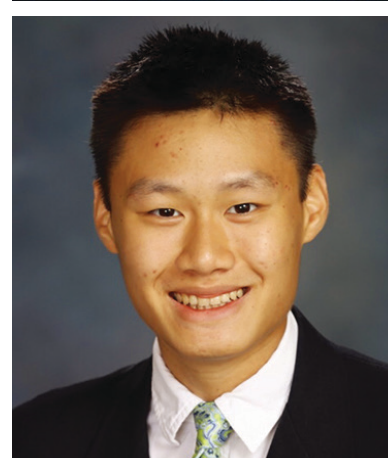


Matzi Yanbul

Sports: Soccer

Hometown: Guilford, CT

I came to Hotchkiss for soccer because I broke my leg Junior year, and I'm trying to get that year back. My goal is to get into a D1 [college/university].



Albert Zhang

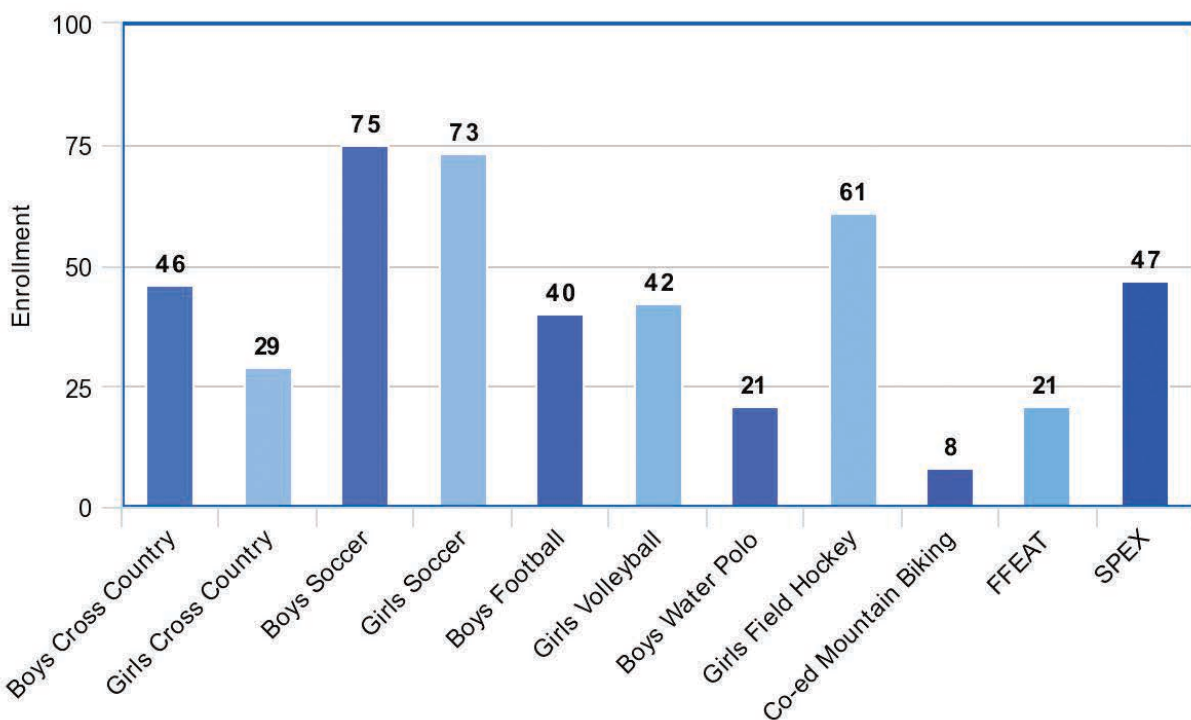
Sports: Cross-Country

Hometown: Marietta, GA

I came to Hotchkiss so I could mature by living away from home. As a nature and running enthusiast, Hotchkiss's bucolic campus drew me. So far, some of my experiences here have been running with the XC team (including an eight-miler through pouring rain), post-run lake dips, and coming to the painful realization that I actually have to do homework on the weekend.

Photos | Communications

By the Numbers: Fall Sports



Graphic | Tina Guo '19

ATHLETE OF THE ISSUE

Bonnie Dana '19

Britney Douglas '19
Sports Editor

Bonnie Dana '18 is a current co-captain and four-year member of the Girls Varsity Soccer team. She has played defense for four years and utilizes her love of and skill in the game to help elevate the Girls Varsity Soccer team. Commenting on Bonnie's ability, teammate Meredith Moran '19 said, "Whenever I'm on or off the field, I always know that Bonnie has my back. She's an inspiring person to play with and leads by her hard work, her determination on the field, and her love for the team and sport."

How long have you been playing soccer?

I've been playing soccer since I was six. I started out playing with my best friend. Her mom was my coach. We had a great team, and after that I never really stopped playing. I love the game. I think it's beautiful - looking at the angles, seeing where you can play, everything.

How have you brought your previous soccer skills to Hotchkiss? How do you contribute to the team?

I'm a quiet person, and I think I lead more with actions than with words. I tend to work really hard in practice. [My co-captains] Ellie [DeSouza '19] and Katya [Giffenig '19] are more leaders socially, where[as] I'm more of a leader on the field, which works well for us.

How has the team evolved since Prep year?

[During Prep year we] had a lot of great players, but we didn't really bond as a team. In more recent years, we've done more team bonding. Because we have 10 Seniors on the team, we know each other well, and as a result, we can play well [together]. [Besides that] I don't think a lot has changed. I loved all the captains I've had in the past, and I [try] to do what they have done. They used to send out really good game day emails, and I want to do that. The captains are a big part of what make the community special.

How does the team bond?

We take a lot of off-days. For example, one of our off-days last year was just sitting in a circle and talking about our highs and lows of the day, and so we got to know each other more. We learn and care more about each other in the process.

What are some challenges the team is facing? Any goals for the year?

We have such a good team, it's going to be difficult figuring out who's going to play. That's a real challenge! Also, it's going to be hard to prepare the lowerclass [students] for when the Seniors leave. We have such a strong Senior class that it's going to depend a lot on the Upper and Lower Mids. That's going to be a challenge for us as Seniors, leaving them with enough to work with. Some goals for this year: I would really like to win Founders again. That was re-

ally cool. We also made it to the quarter finals of New England's, and I would love to make it to the finals. I really want to beat Loomis.

Describe what is it like to make it so far in national/regional competitions.

We go through it all as a team. We're there for each other when we win and that's always exciting, but we're also there for each other when we lose. Last year, when we lost the quarter finals, there were a lot of people who were upset, but we knew that the next year we would come back stronger. Those games are what make us a good team and what bring us together. Last year, winning in the [New England's] semi-finals and getting to the quarter finals gave us a lot of confidence, and I think we have all of that confidence again this year. It'll help in the coming season.

What are some memorable moments?

[During] Prep year, I struggled. I was really hard on myself. Someone on the team was very supportive of me, and she was always there for me. That made me feel like a real part of a team and of a family. [Other memorable moments include people who] wrote poems and gave away candy. It's a general appreciation for the team.

Any words of wisdom?

Make friends with your teammates, because it helps the entire team play better when you're friends with each other. Also, if you get on bad terms with someone, clear it up.



Bonnie Dana '19 passes the ball on Taylor Fields. Photo | Matthew Weinstein '20



Harper Pertchik '20 spikes the volleyball during a game. Photo | Jiahua Chen '20

Girls Volleyball Sets Out to Spike the Season

Deb Adeyemi '20
Staff Writer

Nine girls, four new players, three wins, one team. When facing opposition, Girls Varsity Volleyball handles the competition the way they know best: together.

Girls Varsity Volleyball battled it out and won its scrimmages against Housatonic Valley Regional High School, Berkshire, and Taft during the past two weeks and had its first game against Williston on Wednesday. With multiple wins already under its belt, the team moves towards a proactive season.

The girls used the scrimmages as a means of developing and combining each player's respective skill, be it setting, spiking, or hitting. Initially,

the team had difficulty calling balls to each other. However, in the match against Berkshire, the team worked on name-calling and won the game in three sets as a result. When reflecting on the Berkshire scrimmage, Coach Eileen Sullivan said, "[An] area [where we could use] growth [is] communication. We just need some to work together and begin to understand where to be on the court and to trust our teammates. This will come with time and experience, and we've already seen some real improvement."

The small team is composed of five returning players and four new. New players add energy to the team. The main focus for the team has been simply getting to know each other in order to collaborate better. The team unanimously agrees that bonding is the best way to play

better as a team. Anne Sappenfield '21 said, "In the scrimmage [against Berkshire], we did a lot better, and our team chemistry improved. We had some moments where we meshed pretty well together, and there were moments where you could see our empty spots, but I can tell this season is going to be good."

The tryouts brought a smaller group of new players in comparison with past years. With one Prep, Emily Beutner '22, and three Lower Mids, Alaina Colby '21, Anne Sappenfield '21, and Ashley Kase '21, the team hopes to use its energy from previous wins to its advantage in future matches. Harper Pertchik '20 said, "The new kids have definitely been a good contribution to the team. They're consistent, which is what we were looking for in players this year."

Meet the New Coaches

Maura Thompson '20
Sports Editor

Katherine Boyd

Mrs. Katherine Boyd will be an assistant coach for the JV volleyball team.

"Helping out with JV Volleyball has been a lot of fun so far. As a college advisor, much of my work with students is one-on-one, so I am really enjoying spending time with students in more of a team setting."

Kurt Hinck '08

Mr. Kurt Hinck is a Hotchkiss alumnus and the coach of the Boys Varsity Water Polo team.

Water Polo player Christian Crider '20 said, "Coach Hinck is a rock. He coaches by example and many times demonstrates proper form himself. He has made the team look towards building comradery by building each other up and supporting each other. We will have a strong team spirit going forward with Coach Hinck as our leader."

Corey Cooper '08

Ms. Corey Cooper was a four-year member of the Girls Varsity Soccer team while at Hotchkiss and coached soccer after she graduated from college at Proctor Academy. She will be an assistant coach for the Girls Varsity Soccer team.

"To be a part of the Varsity Girls Soccer team is a really special thing, and it certainly taught me a lot when I was a student about what it means to be a good teammate. It's going to be a really exciting [season] and it's already looking [very] promising."

Brody Quinn '10

Mr. Brody Quinn was a former member of the Hotchkiss Varsity football team as a PG. He now is an assistant coach of the Varsity football team.

Football player Kimanie Brown '20 said, "He's encouraging, he pushed me to push myself in practice, which I was afraid to do. ... I've seen progression within my ability."

Sara DeMarsilis

Ms. Sara DeMarsilis was four-year member of the Girls Varsity Soccer team at Choate Rosemary Hall, and served as captain during her senior year. She will be an assistant coach for the Girls Varsity Soccer team.

"I feel extremely lucky to be a part of the GVS family and to coach alongside the Coopers who provide such a warm and welcoming environment for everyone. The energy, love, and enthusiasm that the girls have for the sport and each other is so infectious."

Jarrold Sisk

Mr. Jarrold Sisk coached soccer at The Gunnery for 15 years at all levels, including 3rds, JV, and Varsity.

"Coaching is one of the best ways to get to know the kids. [I'm excited] to work with the kids every afternoon and [have] fun and help them do things they can't always do in the classroom: working together, getting some fitness, travelling to other schools, and interacting with other kids they don't know."

Josh Duclos

Mr. Josh Duclos is an assistant coach of the Boys JV Soccer Team.

"I have played soccer my whole life (usually midfield), and coached at the high school level for several seasons. I am attracted to the physical and cerebral aspects of the game. The unity that develops among a team during a season is a special thing."

Britt Giacco

Ms. Britt Giacco comes to Hotchkiss from UNC where she was a goalie. She will assist JV Field Hockey and head the JV Girl's Lacrosse.

"I'm most excited about getting to know the team and just coaching in general. I want to see [the girls] grow as a team and individually and have fun."

Upcoming Home Games

Girls Varsity Cross Country
VS.
Berkshire

Saturday, September 29 at 3:30

Boys Varsity Cross Country
VS.
Berkshire

Saturday, September 29 at 3:00

Varsity Football
VS.
Deerfield

Saturday, September 29 at 3:00

Boys Varsity Water Polo
VS.
Canterbury

Wednesday, October 3 at 3:00