



THE HOTCHKISS RECORD

“If I were a painter, you’d be calling me Shaqcasso.”
— Shaquille O’Neal

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THURSDAY, APRIL 30, 2026

LAKEVILLE, CONNECTICUT

Eco Day Unites Community in Learning & Service



Community members celebrated Earth Day with a keynote speech by Dr. Becca Barnes, instructor in science; dorm conversations; community service; and art, cooking, and educational workshops.

Author Brian Lee Young '05 Reflects on Time on Campus

By SIENNA KIM '29

On Tuesday, April 17, Brian Lee Young '05 returned to the school to take the stage in Walker Auditorium. Introducing himself as part of the Red-Running-Into-Red Clan and born for the Tangle People Clan, Mr. Young spoke about his experiences as a Native student at the school, the ways he has overcome obstacles in his education and career, and his journey to becoming an author.

Mr. Young grew up in Fort Defiance, Arizona, as an enrolled member of the Navajo nation, the largest independent Native tribe. He joined the school as a Lower Mid in 2002, and pursued his passion for filmmaking and creative writing at Yale University and Columbia University, respectively. He has published two novels for middle schoolers that draw upon his experience growing up on the reservation and is currently working on several Young Adult and Adult novels.

During the all-school, Mr. Young discussed how Native people's



Mr. Young spoke with students at All-School, lunch, and during two class blocks.

traumatic history with boarding schools shaped his experience as a student attending one and shared the story of his maternal grandmother, who was abducted and sent to a boarding school designed to erase her Native culture, language, and religion. Mr. Young said, “She took the sheep out. The sheep returned; she didn’t. Five years later, she returned and said that she had survived a boarding school.” This

story inspired his newest book, *Shards of Silence*. Mr. Young said, “Not everyone knows about the era of ‘Kill the Indian, Save the Man.’ For me, growing up, it was always in the background conversations—almost like a kind of underground knowledge—like everyone vaguely knew, but not what really happened.”

Shards of Silence was also shaped by Mr. Young’s own experiences at
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Artist of the Issue: Emma Liu '26

By YAORYAO YUAN '27

Emma Liu '26 is a four-year Senior from Moorestown, NJ. She plays piano and cello in the orchestra and Philharmonic and is a piano major in the Juilliard Pre-College Program. Liu was the founder of *Twinkling Little Stars*, and is co-head of *Songs for Smiles* and a member of *Calliope*. Outside of music, she is co-head of *Korea Club*, a former *Arts Editor* of *The Record*, and member of *Girls Thirds Tennis*. She will pursue piano performance at Princeton University next year.

How did you get started with the piano and what made you stick with the instrument?

My journey with the piano began as my mother’s childhood dream. She bought a piano so she could learn to play, and watching her as a young child fascinated me. When I was five, I started learning alongside her, working through the Suzuki books together. My dad was our greatest cheerleader; he helped me find fun in playing. My parents have been my biggest supporters ever since, though my mom never lets me forget that she used to be better than me!

It was my first-grade talent show that made me stick with piano. It was the first time I performed for

a public audience, and while I had always enjoyed playing for fun, the exhilarating feeling of playing for others changed everything.

What does a typical week look like for you, balancing academics and Juilliard Pre-College?

The expectation at Juilliard Pre-College is for students to practice four to five hours a day, but that isn’t possible with the Hotchkiss lifestyle. I’ve had to learn how to condense my practice into about two hours a day.

I spend most afternoons in the practice room. I also try to chip away at my Juilliard homework throughout the week so it doesn’t pile up by Saturday. This is especially crucial during midterm weeks, as both schools always schedule midterms at the same time.

The six-hour round-trip commute to Juilliard every Saturday is also very valuable. I do the work that requires internet or a desk before I leave, and save the reading or offline assignments for the train.

What is a favourite memory or concert from your music career?

Performing for international audiences in Spain and Italy with

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NEWS 2

Students Lead LiT Conference

Students presented essays and answered questions from moderators.

Our New All-School Presidents

The editors-in-chief interviewed Isis Fenner '27 and George Ferrarone '27.

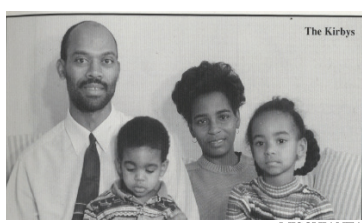
Forum: Trans Athletes

Asher Blake '28, Alex Gish '26, Alex Jiao '27, and Daniel Zhang '26 discussed inclusion of transgender athletes.

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Celebrating Retiring Faculty

Mr. Herold & Dr. Kirby have served the school for 27 and 30 years, respectively.



MISCHIANZA

OPINION 4-5

Ensuring Safety or Profiling?

Sara Garcia '27 argues that airports are no place for ICE.

Burst the Lakeville Bubble

Bella Chen '29 reminds us to engage with the outside world.

Cultural Spotlight: Jeong 정

Time, presence, and quiet interactions makes relationships meaningful, Emily Hwang '29 writes.

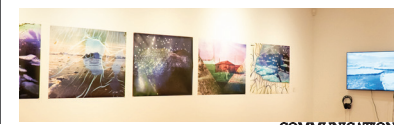
ARTS 6

Alums Judge 15th Film Festival

Brian Ryu '13 and Luke Gardiner '21 judged submissions from seven schools.

New Exhibit Opens in Tremaine

“Vulnerable Earth” features works inspired by artists’ travels to the Arctic.



COMMUNICATIONS

SPORTS 7-8

GVT Season Update

Girls Varsity Tennis begins season strong with 5-1 record.

AOI: Stella Goss

Goss '26 broke the school record for girls javelin by almost 9 feet on April 18.

A Rowing Season Preview

The team welcomes new head coach Mr. Phil Hodosy, who coached at Suffield.

News

Namwali Serpell Joins Students Presenting At the 5th Annual LiT Conference

By BRIAN LI '29

The 5th Annual LiT (Literature in Time) Conference was held on Sunday, April 12, in Harris House. This year's conference featured twelve Seniors and Upper Mids, as well as keynote speaker Namwali Serpell, who discussed her new book, *On Morrison*, an exploration of the life and work of writer Toni Morrison.

Professor Serpell is a Zambian-American writer who earned a PhD in British and American literature from Harvard University. She has published a number of short stories, including "The Sack," which won the 2015 Caine Prize for African fiction in English, and the novel *The Old Drift*, which won the Belles-lettres category Grand Prix of Literary Associations in 2020.

The LiT conference allowed students to share their essays publicly and sharpen their arguments by engaging with peers outside the

classroom. Presenters first read their work aloud and then engaged in a Q&A session with two student moderators from Honors Senior English, followed by an impromptu Q&A with audience members. Eli Albert '26, a panelist sharing on James Joyce, said, "My writing always tended to be on the wordier side. It was good to get a critical eye on any essay. The conference is a way to explore English beyond your class, and if you are proud of your writing, you can take it further." A special dinner for participants and organizers was held after the event.

Dr. Katie Fleishman, head of the English department, started the conference five years ago. She said, "I wanted my students in Honors English to experience what it's like in the academic world, where thinkers get together for conferences. You listen to work from other people in your field and then hear them interact with each other's ideas in

real time during the question and answer session."

Presenters at the conference were selected by a committee led by Dr. Fleishman. Alessandro Araujo '26, a member of the selection committee, said, "We received a large amount of anonymous submissions. We whittled the number down to about 9-10 and added two to three of our own class's submissions. The committee aimed to include a reasonable level of diversity in the topics of the submissions, to create an engaging conference."

Dr. Fleishman said, "The conference removes written work from the bounds of the classroom and the teacher-student relationship, where it might feel like an essay mainly has worth in terms of the grade it's receiving. Students have a life outside of the grades you're receiving, and they're worth sharing with others who might be interested in talking to you about them."



KATIE FLEISHMAN

The conference allowed students to share writing and answer questions.



COMMUNICATIONS

Young '05 played football and wrestled when he was a student.

Young '05 Shares Experiences As A Writer and Filmmaker

From Cover

the school.

Dealing with both feelings of homesickness and ignorant and insensitive remarks from peers, Mr. Young explained that he faced many difficulties as a student. He said, "I would love for people to at least acknowledge that everyone's Hotchkiss experience is going to be unique and that not everyone is going to have the best time there."

"I learned a lot about his experience as a Native, but I enjoyed his stories about Hotchkiss the most," said Henry Thomases '28.

In his speech, he shared that he dealt with these obstacles by embracing the resources of his culture, including sage smudging, and using sports like wrestling and football as an outlet for his feelings. Mr. Young said, "Although not all the experiences that people have at Hotchkiss will be favorable, they aren't meaningless, and will help them grow."

After the all-school, Mr. Young shared further insights with students in Honors Conservation Biology, ate lunch with students in the Farman-Farmaian Room, and hosted a Q&A session for two literature classes in the Faculty Room.

Claire Lee '28 said, "My English class had the fortunate opportunity

to speak with Mr. Young during our class. I found it fascinating that he incorporated traditions and folk aspects of his culture like the water monster to make his story more relatable to members of his tribe. It was also moving to hear that his most important priority was not to appeal to a broader audience, but to inspire younger generations from his tribe."

Many students reacted positively to Mr. Young's talk. Chloe Ayer '28 said, "I thought that he was really interesting. Admittedly, when he got on stage, I could tell that he was a weightlifter. It was great that he was willing to acknowledge that certain parts of Hotchkiss were not the best experience for him, but there were certainly a lot of beautiful moments regardless."

Walker was filled with laughter as Mr. Young answered a question about his favorite memories at the school. Aside from playing the piano as a Senior upon the opening of the Music Wing, Young said, "We used to hang out in Watson when it was an all-girls dormitory. We would watch anime, order Chinese food, and just de-compress from all the homework."

Henry Thomases '28 said, "Young was probably one of the most interesting speakers we've had at the school so far. I learnt a lot about his experience as a Native American, but I enjoyed his stories about Hotchkiss the most."

When asked what he wanted students to take away from his speech, Mr. Young said, "Treat each other with kindness and respect. You never know what someone's going through in their home life and personal life outside of Hotchkiss."

Open Discourse Forum Considers Inclusion of Transgender Athletes in Women's Sports

By CAMILLE CHOO '28

On Tuesday, April 14, students filled the Faculty Lounge to attend the first Open Discourse Forum of the fourth marking period. Led by Asher Blake '28, Alex Gish '26, Alex Jiao '27, and Daniel Zhang '26, the hour-long forum explored questions about the inclusion of transgender athletes in women's sports.

The conversation followed the International Olympic Committee's recent policy restricting participation in the women's category to "biological females," defined as the absence of the SRY gene.

Unlike forums in past years, the event was set up as an open conversation, rather than a debate with two opposing sides. Jiao said, "Usually open discourse is a debate with pairs of two who like to duke it

out, but we wanted to have more of a discussion."

The forum was moderated by Stacy Benn '28, Khloe Kim '28, Ethan Choi '26, and Bea Yorke '26, who posed questions and facilitated a Q&A with audience members.

Mr. Rick Hazelton, director of the Center for Global Understanding and Independent Thinking, said, "The goal of the forums is to model what civil discussion can look like and show that disagreement is both expected and healthy. By having it be more of a discussion than a debate, we allowed room for a wider array of viewpoints, as the goal was not to necessarily argue two specific stances and reach a definitive answer."

Student reactions to the format were varied. Tyler Kwok '29 said, "I agreed with a lot of the points being made and liked how the

speakers reached an agreement on some of the topics. But it was sort of underwhelming, since I thought it would include more research and facts rather than just being a casual conversation."

In an email to fellow organizers reflecting on the impact of the event (which he shared with *The Record*) Jiao said, "The topic was controversial, which I think is good. However, I heard people voice concern about the choice of this specific issue at a time when trans rights in general are under attack, and what that might imply. I think we should have started the discussion with a statement affirming trans identity and rights, and focusing in on the athletics issue in particular."

The next forum will be held near the end of May, with the topic to be announced.

Introducing the Next All-School Presidents

By ANNABELLE CHU '28, JEREMY FANG '28, DEVEN PATEL '27

Editors-in-Chief

Fun Facts

ISIS "ICE" FENNER Isis is a proctor in Flinn comes from Atlanta, Georgia. She is co-head of Café, a member of the Upper Mid Class Council, a board member of the Hotchkiss Black Student Union, and a board member of the Medical Society. Her favorite food is Mexican and her favorite place on campus is Fairfield Farm. Her favorite campus event was the Café x MoCaH Gala. Her celebrity crush is Michael B. Jordan. Her hidden talent? She can whistle the alphabet!



WIKIMEDIA

GEORGE "RONER" FERRARONE

George is a proctor in Coy who lives in Westchester, New York. He is on the Board of Blue and White and a member of the Upper Mid Class Council. His favorite cuisine is Italian, and his favorite place at school is Sprole Field. His favorite annual event is Taft Day and Spirit week. His celebrity crush is Megan Fox. His hidden talent? He can make a "pretty good" water droplet sound.



WIKIMEDIA

Q&A

Did you expect to win?

We had faith and confidence in ourselves, but with the two other pairs being as strong as they were, we really didn't know. Hotchkiss would have been in great hands with any of the pairs, but we were ecstatic to find out that we won.

How would you two describe yourselves as a duo?

We are two people who really balance each other out. I (Isis) can find myself stressed out at times, and George is always a calm and cool presence. On the other hand, I (George) can find myself a little bit more on the goofy side, and Isis is always there to match my energy while still keeping things in check.

Also, we approach Hotchkiss from different spheres. With Isis in FFEAT and playing an important role in many different clubs, and me (George) playing both Lacrosse and Football, we both experience Hotchkiss in very different ways and engage with a wide group of people.

What's something you two want to take from the current all-school presidents?

We want to continue the regulated StuFacs and the open communication they have established between the students and the administration this year. Additionally, we'd love to continue with the fun events that they planned like Back to School Bash and games in Main Building!

Is there anything else you would like to share?

We want to say thank you so much to the community for believing in our friendship and our framework!

Please know that we are here for you and that any ideas, thoughts, recommendations you may have will be received with an open mind :)



GEORGE FERRARONE '26

Features

Retiring Faculty: Edition II

After a combined 113 years of service to the school, four faculty members will retire at the end of the school year. Mr. Tom Herold and Dr. Richard (DK) Kirby, along with highlights from their careers, are featured in this issue.

For Mr. Tom Herold, It Has Truly Been a Family Affair

By ELIZABETH HICKS '27

Mr. Tom Herold, instructor of English, has taught for over forty years. After graduating from Dartmouth College in 1983, he began his career at Rectory School in Pomfret, CT, where he taught English and Social Studies and coached soccer and lacrosse. Mr. Herold then taught at Hill School in Pottstown, PA for 10 years and Culver Academies in Culver, IN for three before coming to Hotchkiss in 1999. This year marks his 27th at Hotchkiss.

In addition to teaching across the entire curriculum in the English

department, he has coached Varsity and JV Boys and Girls Soccer, and JV and Varsity Boys Lacrosse.

During his career, Mr. Herold earned two advanced degrees through summer study: a M.A. in English in 1993 from Middlebury Bread Loaf School of English and a Master of Education concentrating in educational leadership from Teachers College, Columbia University in 2005.

Mr. Herold was also a Hotchkiss parent for eleven consecutive years, from 2013 to 2024. All three of his children were alums: George Herold '17, Leslie Herold '20, and Jack Herold '24.

What led you to teach at the school?

Mrs. Herold and I were interested in moving back to the Northeast. At that point, when I started looking for a job in 1999, we were happily employed at Culver.

Both Mrs. Herold and I knew boarding schools very well: Mrs. Herold through her experience as a former student at St. Mark's and mine as a teacher. So, prior to coming to Hotchkiss, I had many connections from working at other schools.

There are two people especially that I would like to mention: John and Christy Cooper. Mr. Cooper used to teach math at Hotchkiss and his wife, Christy Cooper, taught in our English department for many years and was a school administrator. They clued me into the fact that there was an opening and it was a good time to apply.

When we came to Hotchkiss, Mrs. Herold and I were brand new parents. We had an eight-month-old baby boy and it was a really wonderful time in our lives together as a couple. We knew that we wanted to be a part of a boarding school community.

When we moved to Hotchkiss, we moved into Coy Dormitory. Mr. Chris Oostenink and Ms. Carita Gardiner, who were also in Coy back then, were very welcoming and fun to work with.

The boys that lived in Coy were just great—not just the 9th and 10th grade boys who were living in the dorm, but the proctors as well.

We fell in love with the school that way, through our experience as residential faculty.

What have been some of your favorite classes to teach?

I've enjoyed all the courses that I've gotten to teach and all the students of different ages.

With ninth graders, it's a very exciting time getting to know your new school and thinking about the path of your high school career. And so being someone who can help those students learn about the possibilities here and learn more about themselves and what it is they might accomplish is certainly really fun.

What parts of your experience here have been the most meaningful?

Watching our children go through Hotchkiss and gain from their experience and struggle at times, too. I'm very proud of the fact that Mrs. Herold and I were able to give that opportunity to our children by working here.

What do you think the school stands for?

I think it stands for the pursuit of excellence and also finding personal fulfillment by taking on new challenges and learning more about yourself. I see that over and over—it's a consistent theme. Kids come to Hotchkiss, and they grow and find out a lot about what they like and maybe what they don't like so much.



MISCHIANZA

What will you miss most about the school when you retire?

I will miss the companionship of my fellow teachers in the English department—going through the work that we do together and being there to support each other and learn from each other. I'll still have those relationships and friendships.

Mrs. Herold is going to continue to work here, so I'm not moving away. I'll still be able to see those folks and interact with them, but it'll probably be a lot different.

What advice would you offer to students?

Don't forget to have fun. Your high school years will go by quickly, and you don't want to spend the whole time in a classroom in the English wing grinding away.



MISCHIANZA

All three of Mr. Herold's children are alums.

Dr. Richard Kirby (DK) Hands Off the Baton

By ASHER BLAKE '28

Dr. Richard Kirby (DK), instructor in chemistry, has taught at the school for thirty years and coached Varsity Track and Field and multiple soccer team for over twenty years. He holds the Independence Foundation Chair and received the Lufkin Prize in 2013.

DK earned his B.S. and Ph.D. in chemistry from the University of the West Indies and his M.S. in industrial and technical management from Central Connecticut State University (CCSU). DK joined Hotchkiss in 1996 after teaching at Wesleyan University and CCSU. In 2005, DK led both the Girls and Boys Varsity Track teams to win the Founders League Championship, and the Boys in 2004, as well.

What led you to teach here?

The last place I saw myself was teaching high school. In my first year at the University of Guelph, when I was only in my 20s, I was diagnosed with cancer. That was a life-changing event for me: it made me reflect more, because everybody I knew who got cancer didn't last very long. So I decided to come closer to family, and the way I did that was by going back to school.

On one occasion, I was meeting with a professor who taught me as an undergrad, and he said to me, "You should try applying for one of these schools." As it turned out, Hotchkiss had a chemistry position. My training was primarily in chemistry, so I decided to take the job here.

What do you think the school stands for?

Hotchkiss has a tradition of excellence. I think it is a place where gifted and talented students are able to excel—not only in math and science, but in the arts. Some kids in my classes left school, traveled for a music performance, got back at midnight, and were up and in class the next

day! The thing that I am most proud of is excellence in so many different ways: on the volleyball court, on the basketball court, on the track. Some kids come in and they've never done track, but they pick it up, they grow, they develop, and they excel. I think that needs to be the focus for Hotchkiss going forward—and I think it is!

Throughout your career, what have been some of the most notable moments interacting with students?

Fairly recently, I had a student in Honors Chemistry, and she was failing tests. But she stuck with it, and she ended up with an A-. The next year, she was in an advanced chemistry course I was teaching. This particular student ended up at Harvard. It's those situations that stand out most: it's not always the kid who's getting 99.9%; it's the kid who is struggling and sticks with it.

What is your relationship with track and field—as a sport you participated in and one you now coach?

With track, you don't have to be the best guy on the team to participate. It is, in a sense, more inclusive. You have a chance when you are young to run and grow, and eventually you are someone who can score points.

What I say to my track team is, "Prepare, and when you go out on the track, do your best. And if you do your best, it's gonna be good enough, and the scoreboard will take care of itself." Even if we are the best team in New England or the worst team, it doesn't matter. We can go out there and do our best, and improve, and participate. Track, to me, is that.

In what ways do you consider yourself a mentor?

I had an advisee who was physically disabled. He came in as a Prep to my advisory, and I made a commitment: I'm not going to leave you here. I was

going to see him through. I was going to hug him when he needed a hug; I was going to be there—and even now he writes me. This student did track every year, and watching him do every workout inspired me. Let's say we're doing 200s, and he's coming up and he has no one to hand the baton to and he says "DK!" I take it, and I'm running. In those settings, you naturally fall into the role of a mentor.

The students I teach and coach might add up to 200 a year—I wish it was all 600. But I put myself out there and try to be a mentor to as many kids as I can be.



The Kirbys

MISCHIANZA



COMMUNICATIONS

Dr. Kirby and his wife, Celia Thomas-Kirby, at a retirement dinner with Danielle Ferguson '97.

Opinion

Pop the Bubble

Bella Chen '29

Wandering through the lunch lines each day, I hear snippets of hundreds of conversations. Small talk, shared worries, and gossip flowing through the space: "How'd your math test go? Are you finished with the English paper? Did you hear what she said?"

Immersed in the ever busy life here, it's easy to get caught up in what's right in front of you. After all, there are tests to study for, friends to catch up with, and dozens of emails to check.

In such a busy environment, it's alarmingly easy to forget the world outside.

However, while we excitedly talk about the next big Hotchkiss event, international tensions continue to rise. ICE deportations across the United States continue to threaten our communities, our purchases support unethical labor practices across the world, and conflicts in Iran and other areas in the Middle East escalate.

This is the danger of the Hotchkiss bubble, where students' thoughts and realities become confined to the narrow scope of the school. This state of disconnect arises for various reasons.

The conflict in the Middle East impacts every person in our school.

Academic pressure, busy schedules, and simply living in the same environment with the same people each day transform our identities as students into our whole world. In addition, the school's beautiful yet isolated location is over an hour away from big cities, narrowing our attention to 827 acres. This mindset has

become part of the underlying student culture.

Our perceived distance from the rest of the world does not truly represent reality. Although our community's physical location may make us feel removed from the outside world, the formation of this bubble conceals the truth: these seemingly faraway events relate to every member in our Hotchkiss community.

My own bubble began to pop when a friend told me that the wars in the Middle East meant she would be unable to return home during spring break. Previously, I had

leave many concerned about their families back home, and the closure of the Strait of Hormuz—which has led to a large energy disruption—is set to cause global economic crises.

In such a busy environment, it's alarmingly easy to forget the world outside.

Even if you've never been to the Middle East or don't know a lot about its politics, it is increasingly important to make efforts to break out of the Hotchkiss bubble, no matter where you're from or

what political beliefs you may have. As young people with the power to educate ourselves and make significant impacts on the world, it has never been more important to care about and learn about current events.

So, how do we break out of our bubbles? Effective methods may differ from

person to person, but overall, we must pay closer attention to events happening around the world and proactively engaging with them.

At Hotchkiss, there are plenty of opportunities to do so wherever you look. Listening to students talk about how geopolitical conflicts relate to their own lives at Chapel, hear fresh perspectives on global issues from all school speakers, attending an Open Discourse forum, or discussing current affairs in club meetings. Simply talking about and researching what's going on in the world can go a long way.

It may be hard to research every piece of ever-updating news in between managing schedules, homework, and friendships, but even just scrolling through news headlines or flipping through a paper in the dining hall can help us to pop our bubble.

seen news articles, grim statistics, and headlines like how the war in Iran would have "rippling global repercussions." However, I still lacked a feeling of personal connection to the region.

My friend's situation made me realize how closely connected we all are to current affairs. In addition, recent all-school lectures and Chapel talks from students, faculty, and guest speakers regarding current events and the importance of culture have emphasized to me the proximity these affairs to the lives of our diverse student body.

I'm sure every student has seen a headline or at least heard of the ongoing conflict between the U.S. and Iran, as well as other tense political engagements arising in the world. The conflict impacts not only Middle Eastern, but every person in the school.

Threats of attack on the U.S.



GABY URGILES-GARCIA '27



EMILY HWANG '29

Cultural Spotlight: Jeong

Emily Hwang '29

Some cultural ideas do not translate completely into English. The Korean concept of *jeong* is one of them.

Jeong is often defined as a deep emotional connection that people feel for others or places, built up over time. But more specifically, it describes the unspoken bond created by sharing meals, time, and memories. While it is sometimes compared to love, friendship, or loyalty, none of those words fully captures the feeling of *jeong*. It grows gradually over a long period of time, for example, as we live in the same area for many years or simply from passing by the same neighbor every morning.

Jeong leads many people in Korea to view relationships as forming over time and through familiarity rather than immediate intimacy. It is common for people to feel connected to others they haven't spoken much to, such as former classmates, coworkers, or neighbors. These relationships may not involve daily conversation, but they still take up space in their hearts. This mirrors how *Jeong* grows: more through consistency than constant closeness, which I think challenges the idea that strong relationships always need continuous interaction.

Jeong shapes how people behave in everyday situations. In Korea, there is a tacit expectation to look out for others within your own community. For instance, restaurant owners treat regular customers with extra care, giving them more food or snacks without being asked. These actions are not viewed as special or extraordinary, but as a natural expression of a relationship development. *Jeong* turns ordinary

interactions into something meaningful.

Other common word choices illustrate how *jeong* shows up in daily life. In Korean, it is common to apply words that address family members to people beyond immediate relatives. Calling a friend's parents *eomeonim* (mother) and *abeonim* (father) implies respect and warmth. Likewise, older individuals in a community can be addressed with terms that denote family roles, even when no blood relation exists between them. To me, *jeong* tends to broaden the idea of family beyond biological ties.

Another important aspect of *jeong* is its permanence. Once formed, it does not disappear. Even if people move away or lose contact, the sense of connection remains. This bond is clearly shown in how people feel a lasting attachment to places they have lived in or communities they were once part of. I think that's what makes *jeong* beautiful: it builds connections that do not rely on constant communication or clear expression. Without words, those bonds continue to live.

What stands out to me most about *jeong* is not just how it creates relationships in Korea, but how it portrays connection more generally. It values time, presence, and quiet interactions more than intimacy. In a fast-moving world where relationships are often defined by how frequently people meet or how vulnerable they are willing to be with others, *jeong* holds up a different standard. It tells us that simply sharing space in someone's life, without needing to greatly alter it, can still hold lasting meaning. That perspective seems rare, and to me, that is what makes it so wondrous.

ICE Doesn't Belong in Our Airports

Sara Garcia '27

A couple of weeks ago, I got a notification on my phone from *The New York Times* alerting me that Immigration and Customs Enforcement (ICE) agents had been deployed to TSA in airports. Previously, my mother's friends—hardworking people whose families live across state lines—could fly to see each other without conflict. Since being away from your country is already hard enough, at least flying between states made this easier for them. However, ICE's placement at airports raised questions about their safety and belonging, and feelings of insecurity and discomfort within my community.

Airports in the United States are supposed to be neutral spaces, places where security is about ensuring safety, not fueling baseless suspicion. But for many people, especially those who are not white, that has never fully been the reality. The presence of ICE agents in airports does not exist in a vacuum; it builds on a long history of racial profiling in this country, where appearance, name, and perceived identity have often determined who gets stopped, searched, or questioned.

The current administration claims

they are conducting "targeted immigration enforcement," helping with crowd control, monitoring exits, and "stepping in during staffing shortages." But what does "targeted" mean in practice? History shows it is not always as precise as it sounds. In 2017, Gerardo Martinez-Morales, a Mexican father and grandfather who lived in the United States for over two decades, was pulled over for something as minor as a broken taillight and deported a week later, separated from his family of U.S. citizens.

If certain people are consistently made to feel singled out in the name of "safety," then we have to ask: safety for whom? And at what cost?

This case reflects a broader pattern tied to programs like 287(g), which allow local law enforcement to carry out federal immigration duties. While these programs are presented as targeting "criminals," studies and civil rights investigations have found that many departments use them far more

broadly, often stopping harmless individuals for minor infractions and funneling them into deportation systems. According to the American Civil Liberties Union, nearly two-thirds of participating agencies have a record of racial profiling or civil rights abuses. As a result, trust in law enforcement has declined in communities where these programs operate. This context matters when thinking about ICE's presence in airports today.

So when ICE agents are placed in airports under the label of "targeted enforcement," it is fair to question who is actually being targeted. Is it truly only criminals, or does it become anyone who fits a certain appearance—someone who is 5 feet tall, with brown skin, dark hair, and "foreign-looking" features?

This kind of bias feels personal to those around me: one of my past history teachers shared that whenever she travels (often almost every single time she passes through security checkpoints), she is asked to open her suitcase for "additional" searches for "dangerous objects," a pattern that feels less random and more tied to how she looks and her non-Anglo name. According to reports from CNN and Al Jazeera, ICE agents are mainly assisting TSA and not conducting full screenings, yet their presence alone has raised concerns



RAWPIXEL

among civil rights groups and travelers.

This pattern reflects a longer history in the United States, especially after the September 11 attacks, when Islamophobia surged, and hundreds of violent incidents and hate crimes were reported against Muslims and people perceived to be Muslim, including Sikhs and South Asians. That wave of fear normalized profiling based on appearance, and even decades later, many still report discrimination and suspicion tied to how they look or what their name sounds like.

So when ICE appears in airports today, even if officials claim their role is "limited," it builds on a system where bias has already shaped

who gets stopped, questioned, or searched. Airports were designed as spaces for travel, but if certain people are consistently made to feel singled out in the name of "safety," then we have to ask: safety for whom? And at what cost?

I invite you to think beyond the headlines you see about ICE, because history cannot keep repeating itself. I came to this country when I was 10 years old. Airports were always a place of anxiety for my brown skin, my non-English speaking mother, my dark hair, and features. This experience should not be the case at an airport in the United States, where we advertise freedom, diversity, and democracy.

From Grey Skies to Spring Light!

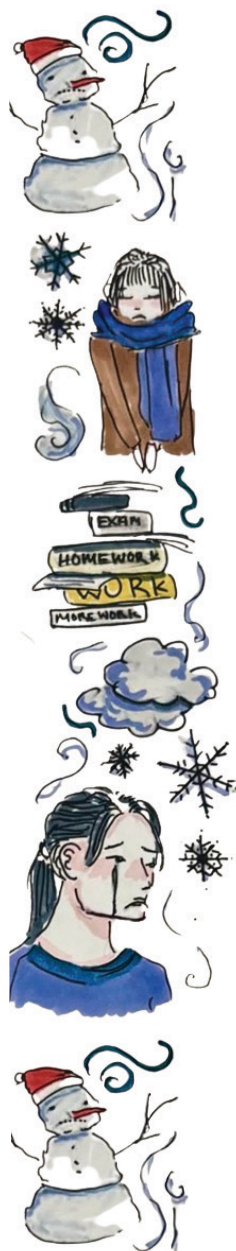
Arya Samat '29

When I first came to Hotchkiss, everyone talked about how horrible winter was. I heard terms like winter depression thrown around. At first, I didn't believe it. I had lived in New England my entire life, and I had never caught the so-called winter blues.

However, after coming to Hotchkiss, I truly realized what the winter entailed. Winter isn't just cold; it's isolating. It means being cooped up inside, because if you go outside, your fingers will freeze off. It means waking up and seeing frozen snow on the ground and grey skies.

After one winter at Hotchkiss, I now understand what people say when they talk about winter depression. It isn't because the workload gets worse; it's the fact that every day you wake up to the same monotonous routine. Our campus slowly loses its energy; the weather is consistently dreary, and after a while, everything starts to drag. There is no excitement or variation; you are simply in and out of buildings and looking at the same grey sky, hoping for spring to arrive soon.

That's why spring is so important. As it starts, I can feel our campus waking up, from the trees and flowers blooming to the students out and about. I often find myself going for walks around campus or hovering around the lake or Elfers' patio at sunset. Seeing people playing volleyball and spikeball in the quads fills me with a sense of fulfillment. This is the joyful type of culture Hotchkiss fosters that is so dormant during winter. Spring is a time for renewal, and our campus is starting to wake from its slumber.



AVALAM '29

What is "Real Love" in the Age of AI?

Doreen Zhang '29

It's natural to feel skeptical when a human finds what they claim is unconditional love with a chatbot. As exemplified by Windsor Johnston's NPR article, "I Went on a Date with My AI Boyfriend and Then Cried Over Shrimp," this kind of artificial connection shows up in a very real way.

But does falling in love with an AI chatbot count as "real love"? Many people reject the idea, saying an AI partner is just a simulation that vanishes when the power goes out or the Wi-Fi disconnects. Asking for romantic advice from an AI? Discussing love with it? Talking to an AI about love can feel absurd. It raises a deeper question: does true love require mutual understanding?

If love depends on both people genuinely recognizing and responding to each other's feelings, then an AI might fall short of that definition. "True love" requires the convergence of two independent souls and physical reciprocity. Lacking "body-consciousness," artificial intelligence is only a replica we settle for. Given the current capabilities of AI, we know it is impossible for a machine to truly

fall in love with their user, as every response they give is determined by lines of code. Yet, this doesn't mean the satisfaction that these conversations provide are not real.

Love is, chemically and neurologically, a series of reactions in our brains. These chemicals function regardless of whether the recipient is a composition of flesh or lines of code. It does not matter whether these conversations are so-called "real" or simulated, as long as the user gains a genuine sense of satisfaction and fulfillment from them.

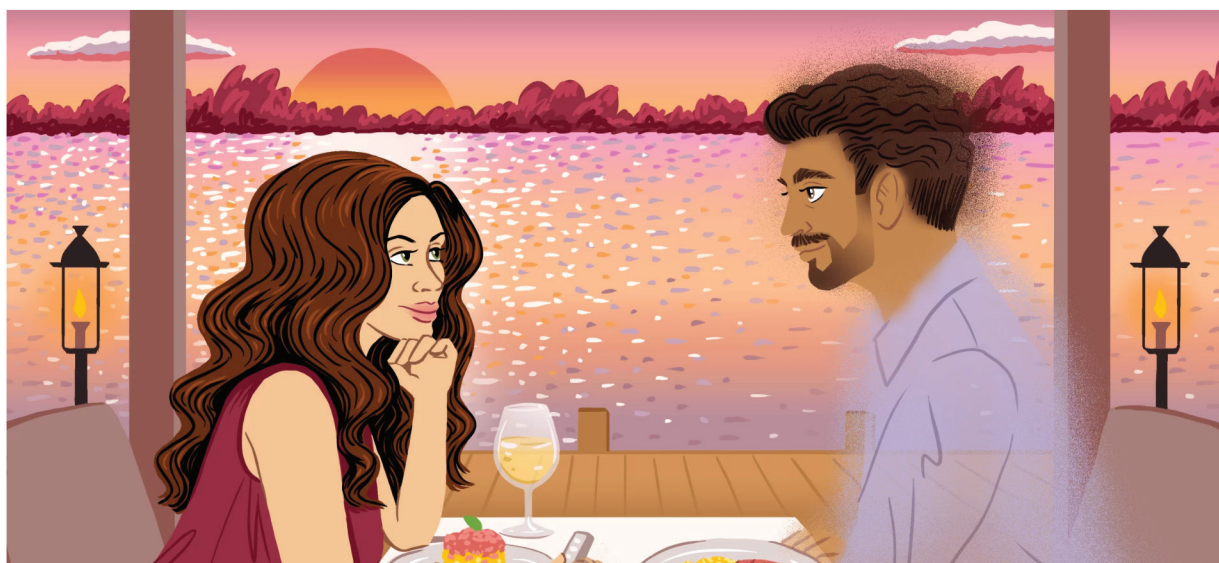
Human-machine relationships may seem uncertain or even uncomfortable now, but they could evolve in ways we don't fully anticipate. It may be worth remaining open to the possibility that people can feel respected, cherished, and understood through digital interaction. If something consistently creates the experience of being seen and valued, then we may need to reconsider the boundaries we use to define "love."

To most people, artificial intelligence may seem flawed. However, true love allows and accepts these flaws. Even if the other side can't function without the wire, isn't it their partner's obligation to connect the chord for

them? Moreover, as online dating apps gain greater audiences, people have begun to normalize the reliance on these platforms to search for romantic connections. But with so much packaging and fake profiles, you never really know who is on the other side of your phone. In some ways, that's just like chatting with an AI. And if you ask me, AI might be an even better texting partner; you wouldn't have to worry about meeting up in real life with a chance of being disappointed.

At the end of the day, love remains an enduring enigma that humans still struggle to define. While we are deeply obsessed with the idea of it, there is still no single, objective definition of what it truly is. Because of that, it may be worth questioning if love must be exclusive to human relationships. Perhaps romance with AI could be understood as a legitimate form of intimacy, one shaped by how we experience connection, rather than where it comes from.

As Antoine de Saint-Exupéry, author of *The Little Prince* says, "What is essential is invisible to the eye." If the heart feels full, the love is real.



ALICIA FENG '28

Scrolling into Bias: How Social Media Shapes Teen Politics

Yanlin Fazzone '29

For many teens, myself included, scrolling through social media has become so routine that we don't even notice how much political content we are absorbing. You open an app for entertainment, and within minutes, you're being shown opinions about elections, policies, social issues, and more. Yet the influencers delivering these messages often lack the credibility of traditional news sources.

Growing up in a family that was very skeptical of social media, I didn't get my first app until the end of sixth grade. Even then, I had strict controls and couldn't access videos without a password. I was always told to question what I saw online.

Unlike journalists, influencers aren't held to professional standards like fact-checking or citing sources.

That doesn't mean everything they say is false, but it does mean we should check their claims. A journalist can lose credibility—or even their job—for spreading misinformation. An influencer, on the other hand, often simply gains attention. On social media, being wrong or misleading isn't always punished; in some cases, it actually helps content spread faster.

Confidence is not the same as credibility.

Influencers rarely present political issues in a balanced or fully accurate way. Instead, they package them into short, often controversial, videos that gain popularity for the wrong reasons.

The problem is made worse by how algorithms reward engagement, not accuracy. Emotionally charged

content spreads faster than facts, meaning users are constantly exposed to distorted narratives without realizing it.

Over time, this changes how people view politics. Complex issues get flattened into simple, black-and-white narratives. Instead of thoughtful discussion, conversations turn into "you're wrong, I'm right" arguments, where expressing one's opinion matters more than understanding. Nuance disappears, replaced by a false sense of certainty.

What makes influencers especially powerful is the sense of familiarity they build with their audience. They create parasocial relationships with viewers, making them seem like trusted friends. Their personal tone lowers people's defenses. Because influencers feel relatable, it becomes easier to trust them without questioning where their information comes from. This

is especially impactful for younger audiences, who may look up to these creators.

Repetition also plays a major role in shaping people's trust. When multiple influencers repeat the same claim, it starts to feel true simply because it's familiar, even if it isn't accurate. The structure of social media platforms themselves allow incomplete information to thrive. Social media doesn't just distribute political content; it reshapes it into something more engaging, simplified, and absolute than politics actually is.

I'm not suggesting that we cut out social media entirely. It can be useful and even valuable at times. But when it comes to political content, it's important to approach it with caution—not in a paranoid way, but in a critical one. That means checking reliable news sources and remembering that confidence is not the same as credibility.



DOREEN ZHANG '29

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Arts

Film Club Celebrates 15th Annual Film Festival

By OLIVIA LI '29

On April 25, the Film Club hosted the 15th Annual Hotchkiss Film Festival in Walker Auditorium, continuing a student-led tradition that showcases films from high school students. This year, submissions came from seven schools across New England.

Club heads Trey Ramirez '26, an honors film student who developed his interest in filmmaking by making videos for Varsity Boys Basketball, and Leon Li '26, who is involved in film as a critic and member of the film club, put together the program with Ms. Ann Villano, instructor in photography, film, and related media. Out of over 50 submissions, 17 films were selected for the program.

Alum Brian Ryu '13, an Emmy-nominated filmmaker and Luke Gardiner '21, a filmmaker who won the festival's Grand Jury award in 2019, returned to serve as judges. Gardiner graduated in 2025 with a double major in Film and English from Columbia University. His most recent short, *Evergreen*, was just accepted to QFest St. Louis; He is currently developing *Elderwood*, which will star *Succession* actor Peter Friedman. While at Hotchkiss, Ryu's short documentary *My Flag* was nominated for Best High School Documentary at the International Student Film Festival Hollywood in 2011. *My Flag* fostered a discussion between a Chinese and a Tibetan student about the inclusion of

the Tibetan flag in the school's dining hall.

The judges evaluated submissions across three main categories: overall best film, best story, and best camera work and visuals.

High school students from peer schools submitted original short films, including documentaries, narrative films, and a category that Ramirez described as his personal favorite: the "super shorts." "The super shorts are one to two minutes long. We call those 'palate cleansers,' and they were shown between longer films," Ramirez said. "Those are mainly experimenting with visuals and effects. I think the audience will enjoy those the most."

Films varied from a documentary, *Boston Corners*, by Mollie Ford from Housatonic Regional High School, about a bare knuckle 37 round boxing match that took place near Ancram, NY in 1853 to film student Asta Huang's '27 reflective narrative inspired by a Werner Herzog documentary.

The Film Festival was founded in 2012 by Carla Frankenbach '12 and Ryu. Since graduating, both founders have gone on to pursue careers in film. After graduating from USC Cinematic School of the Arts, Frankenbach worked as a writer for John Wells on a series including *Animal Kingdom* and *Shameless*. Ryu received a B.F.A. in Film & TV Production from New York University's Tisch School of the Arts

and a Master's in journalism from Columbia University. He is currently developing two short documentaries and teaching film at a public high school in New Jersey.

"They founded this film festival to allow a channel for young filmmakers to showcase their work and meet judges from the film industry," Ramirez said. "We have sustained that goal since."

The school's film students came away with three top awards: Cooper Grace '27 won the Grand Jury Award for his film, *Fish Out of Water*; Best Cinematography was awarded to Warren Edwards '27 for his short about Varsity Boys Basketball, *Becoming a Unit*; and Best Super Short was awarded to Ramirez for his one-minute experimental film, *Paradise Waits*. Katherine Antoniou from the Frank Sinatra School of the Arts won Best Visuals for her film *Railroad Flowers: A Memoir*, and Best Story was awarded to Milton Academy student Chloe Yeu for her film, *Daughter of Sound*.

Gardner said, "When I was a student, the Hotchkiss Film Festival, the Film Club, and Ms. Villano were seminal in inspiring me to chart my path toward doing this crazy thing we call filmmaking. It is a real privilege and genuine joy to be invited back to campus and return the favor: uplifting students from Hotchkiss and beyond as they explore film."



Film student winners pose with alumni judges, Brian Ryu '13 and Luke Gardiner '21.



Liu performed at world renowned Teatro La Fenice in Venice, Italy.

Artist of the Issue: Emma Liu '26

From Cover

Hotchkiss was very special, but the experience that meant the most to me was my graduation recital at Juilliard.

I performed one piece from every year of my high school career, which served as a perfect capsule of how much I've grown over the last four years. It was a chance to play for the people I care about most: my sister, my parents, my extended family, my teachers, and my friends from Hotchkiss who come to all of my concerts. Being able to play what I love for the people I love was incredibly special.

Looking back, what's something you wish you understood earlier about becoming a musician?

For a long time, I played piano to fulfill the requirements of exams or competitions. Since coming to Hotchkiss, I've started learning pieces just for myself, pieces I've never played for anybody else. While some might see that as a waste of time, it was essential for me to figure out who I am as a musician. It has enhanced my personal spin on my repertoire, helping me find the balance between the tradition of the composer and my own modern musicianship.

Hotchkiss also rewarded me with a new kind of independence. In elementary and middle school, my practice was very routine and supervised. Here, I have the freedom to experiment and practice on my own terms. Being surrounded by people who play different genres has also inspired me to branch out; I've started dabbling in jazz and songwriting.

What has been the biggest obstacle in your music journey, and how have you overcome it?

There was a time when I lost sight of why I played classical music. At recitals, I'd look out and see a small audience of local community members or students who were only there for attendance. It felt empty compared to the high energy of the Pep Rally or the musical theatre productions. It was disheartening to think that something I'd dedicated years to was really just someone's background study playlist.

My perspective shifted during my trip to Spain and Italy. Through masterclasses and playing on historic pianos, I realized I'm part of a continuing human conversation much bigger than myself. I've come to understand that the value of music isn't measured by how many people are listening, but by the fact that it's a truly universal language.

How have you used your music to give back to your community, and what have you learned from those experiences?

Songs for Smiles was my way to engage with the local community, by performing at Noble Horizons and Sharon Health Care. In my upper class years, I started *Twinkling Little Stars*, which allowed me to explore the teaching side of music.

I've learned that teaching is a reciprocal act. I'm passing on my experience, but I learn just as much from the children I tutor. They have such unique perspectives and ask inquisitive questions that make me rethink why music is the way it is.

Vulnerable Earth: Tremaine Presents Artists' Explorations of the Arctic

By YINING JIANG '29

On April 21, the exhibition "Vulnerable Earth" opened in Tremaine Gallery. Curated by Mr. Greg Lock, director of photography, film, and related media, the exhibit features artwork created by 19 artists, including Mr. Lock. They were inspired by their experiences at The Arctic Circle Residency, which is associated with the Open Bay Centre for Art and Science.

According to the residency's website, it brings together "international artists of all disciplines, scientists, architects, and educators who collectively explore the high-Arctic Svalbard Archipelago and Arctic Ocean." As the northernmost ecological region on Earth, the High Arctic is a biome that spans over northern Canada and parts of Eurasia. The art featured in "Vulnerable Earth" captures the effects of climate change in the High Arctic Region, including the deterioration of ice caps.

Over the past 50 years, the Arctic Circle has experienced

rising temperatures at a rate six times greater than the global average. Mr. Lock said, "It's rapidly changing. If you went to the library and got a book on Svalbard, it would say it's a polar desert. But it rains there now; it's no longer a desert."

"I went with the question, how do I capture and savor this landscape?" said Mr. Greg Lock.

To capture the irrevocable damage taking place in the region, the artists traveled together to examine an uncharted area of Svalbard. Recent climate change has made the area accessible for the first time. Mr. Lock said, "We were able to get to a lagoon, and the only reason we could get to the lagoon is because the sea was no longer frozen, and we were the first ship ever to go in the lagoon."

"Vulnerable Earth" features images of ice caps, collage, and textiles. Mr. Lock said, "This was a fascinating project. When you go to the Arctic, you experience the landscape intimately." The exhibition features an assemblage of techniques—for example, featured artist Charles Binns used only a simple plastic camera to capture pictures focusing on biodiversity loss. The resulting images show the bright ice caps through a dreamy but somber filter. Mr. Lock said, "As a photographer and an artist, I'd be taking pictures of this amazing ice form, looking at the rocks, or just meditating."

Every piece in the exhibition showcased a distinct style and was inspired by the relationship between the landscape and the artist. Mr. Lock said, "I went with this idea of how do I capture and savor this landscape? But Ella [a featured artist] goes there in a really experimental mode where she prepares film and dips it in all kinds of chemistry...so it's different for everyone."



Mr. Lock spoke to students on Eco Day about the new exhibition.

Sports

Rowing Gears Up For Founders Regatta

By TAYLOR PANG '27
Staff Writer

Varsity Rowing ended its 2024-2025 season with both the Girls' and Boys' first boats qualifying for nationals. However, they were not able to attend, as the team did not have sufficient notice to plan logistics.

The team is led by co-captains Lillie Dase '26, Ellie Keum '26, Thea Dunkel '26, Serena Thompson '27, Oliver Smales '27, Mark Zhu '26, and Tiger Mutter '26. This year, the team hopes to send all four boys' boats and all four girls' boats to NEIRAs. They aim to qualify for nationals again and hope to attend, which would be the school's first time sending a four-person boat to nationals.

The rowing season starts later compared with other spring sports, as the team must wait for the lake to melt before they can take boats out. This season, the team has only competed in one race so far against Berkshire. All of the school's boats won, except the boys' number one and girls' number one boats.

This season, the team welcomes Mr. Phil Hodosy as the new head coach. Prior to Hotchkiss, Coach Hodosy led the rowing program as head coach at Suffield Academy. He rowed for four years at Saint Lawrence University after swimming throughout high school. Dase said, "The whole team is excited for Coach Hodosy to take over. He is a very involved, encouraging, and hands-on coach."

Coach Hodosy said, "A lot of rowing is feeling uncomfortable on the Erg, working yourself to your physical max, but recognizing that with hard work comes better results at races and higher satisfaction within the team."

The team includes 58 members. Mutter said, "Everybody shows up to practice early, is excited to be there, and goes to dinner together afterwards. We aim to have the entire team feel connected, not just the four people on the same boat. We emphasize that we are not a separate girls' and boys' team. It is difficult, because when we Erg, the boys and

girls practice separately, but once we were able to go out on the water, we all started practicing together." Coach Hodosy said, "There are a lot of new Preps and Lower Mids who are really fast. We are very well positioned to have a lot of success in the coming years, based on the interest of Preps and Lower Mids this year."

Over spring break, the team traveled to Oakland, Tennessee, where they stayed in a hotel with the Naval Academy Rowing Team. They rowed twice a day for five days on Melton Hill Lake through the Atomic Rowing Center. Smales said, "We focused on honing our technique so we would be race-ready when we got back. The trip was a ton of fun. The team bonded over meals, games of cards, top golf, and many more activities. We finished our trip tired, but happy, and pumped for what the season was going to bring."

The rowing squad's next race is the Founders Regatta on Sunday May 3 on Lake Waramaug in Kent, CT.



This season, the team welcomes new Head Coach Phil Hodosy.



Goss threw 140' 2", which beat the previous record by almost 9 feet.

Stella Goss '26 Shatters School Javelin Record

By ANNABELLE CHU '28
Editor-in-Chief

Stella Goss '26 is a four-year Senior who currently lives in Salisbury, Connecticut. She is co-captain of Girls Varsity Track and Field and a member of Girls Varsity Soccer. On April 18, she broke the school record for girls' javelin at Deerfield Academy's Hunt Invitational Relays. Her throw of 140' 2" beat the previous record by almost 9 feet, which at the time of publishing places her 25th nationally. Next year, she will continue track and field at Washington University in St. Louis.

Head coach of the Track and Field program, Nathan Seidenberg, said, "Stella is an exemplary track athlete. Her drive and determination are second to none."

How did you get involved with track and field?

I was a Lower Mid and looking for something to do in the spring. My dad really wanted me to do track, and I was vehemently against it. I thought, "I don't want to run, I don't want to run, I don't want to throw, I don't want to jump, I don't want to do any of it." He made me a deal. He said, "I think you'd be good at it. If you really hate it after a year, you can quit." He also got me a javelin for Christmas, which I was a little bit mad about. I thought, "Great, you're giving me more athletic expectations as a gift."

I showed up to shot put and discus and really enjoyed it. I asked my coach, "Can I do javelin?" He said that they had too many throwers, but at the next meet, we were short somebody. My coach said, "Stella, I'm gonna put you in the javelin." And I said, "Oh, I've never touched a javelin in my life before." He said, "Well, you're gonna throw it today." So I threw it, and afterwards, he said, "Yeah, this is your thing." So I started doing javelin.

I started practicing more in the off season after my Lower Mid year, and by my Upper Mid year, I was looking

forward to the season in a way that I wasn't really expecting.

I had also been looking at colleges for soccer, and I had gotten some offers for that. After New England's last year, I started wondering if track was something I would want to pursue at the next level. So I started talking to coaches, and the rest is history. Track has opened a lot of doors for me, and it's also something that I really enjoy. That's why I decided to pursue it in college.

What do you like about track and field?

One thing I really like about track is that as much as it is a team sport, you're also responsible for pulling your own weight. You have a team that rallies around you, teammates who come out and support you, and vice versa. You're part of something bigger. But at the same time, getting a result or individual win in track and field is on you. You're the only one who can make it happen.

I really like the team aspect, and I also think being in an individual sport is great for accountability. You're able to see the effort that you're putting in being translated into results in real time. There's not anyone that you can blame.

Who has inspired you as an athlete?

I grew up living near Stanford, so my soccer club team would often be the bowl girls for the Stanford women's soccer games. We would get to meet the players after, and after one of the games, I went up to the goalie. I was 10 years old, so I said, "Oh my god, you're amazing. I'm a goalie too." She said, "Who's your trainer?" And I said, "I don't really have one." She said, "I'll train you." So she started training me when she was in college. She ended up going pro, but she became a family friend and a mentor for me.

Over the years, she has been a really big part of my life, whether it's giving me advice on big life decisions or—in the past—when to switch soccer clubs or try a new sport. She has been not

only a mentor and a coach, but also a friend. Being able to see someone who is such a big part of my life and is also so successful has made me want to be like her and make a difference in other people's lives as well.

What are some things about your sport that you wish more people knew?

I think that for track and field in general and for throwing events, especially, a lot of people don't really understand what the events are. People tend to lump a lot of the throwing events into the same category when they really couldn't be more different.

One misconception that I hear a lot is that throwers are unathletic. You are going to have a wide variety of body types in track and field, but at the end of the day, track and field is athletics. Track and field completely removes the tactical aspect, making success completely dependent on athletic ability, whether that is something like agility, speed, or explosiveness. I've met some of the best athletes that I know through track and field, whether it be sprinters or jumpers or throwers.

What are you excited about pursuing in college?

I'm excited for all of it. Washington University suits my academic interests of studying biochemistry (and probably pursuing the pre-med track) and the athletic side of things. They have a very interdisciplinary focus as well; I would be able to pursue things like biochemistry and potentially a Humanities double major. It's also a bigger school, which is what I was looking for. I checked all the boxes.

The track program there has been very successful in recent years, so I'm excited to go into a program that has already built a foundation and hopefully contribute to that. I've been talking to some of my teammates next year, and they all seem like great people. I'm excited to be on a team with them.

Spring Season Upcoming Games

Boys Varsity Lacrosse
5/2 @ Deerfield

Boys JV Lacrosse
5/2 @ Deerfield

Girls Varsity Lacrosse
5/2 @ Deerfield

Girls JV Lacrosse
5/6 @ Miss Porter's

Boys Varsity Tennis
5/2 vs. KO

Boys JV Tennis
5/6 vs. Taft

Girls Varsity Tennis
5/2 @ Greenwich Academy

Girls JV Tennis
5/2 vs. Greenwich Academy

Varsity Rowing
5/3 @ Founders Regatta

Boys Track and Field
5/2 vs. Berkshire

Girls Track and Field
5/2 vs. Berkshire

Varsity Ultimate
5/2 @ Choate, Williston

Varsity Baseball
5/2 @ KO

Boys Varsity Golf
5/1 vs. Salisbury, TP

Girls Varsity Golf
5/2 @ HMCC

Athlete of the Issue: George McGlinn '26

By ELLIE MATASAR '29

George McGlinn '26 is a four-year Senior from Seattle, Washington, and a member of Boys Varsity Golf. He will play golf at the D1 level next year at Georgetown. McGlinn received the Founders All-League golf award in 2025. He was co-captain of Boys Varsity soccer in 2024 and 2025.

Head Coach Mike Eckert said, "George is an incredibly focused and hard-working golfer who is constantly working to improve his game. George is a key part of a group of upperclass students who represent the strongest boys' golf team the school has ever had." The Boys Varsity Golf team has broken the home course team scoring record already twice this year.

How did you get involved with golf?

The first day of lockdown during Covid was my first round of golf ever. My dad and my brother took me to Chambers Bay, a famous course in Washington that held the 2015 U.S. Open. It's a very long, very hard course, and it was the first time I had ever played golf, so it was a brutal

awakening to the sport. That was when I was 12 or 13 years old.

Then, I didn't play golf for a whole year. The next summer, on vacation, I picked the sport back up again, and I really started to like it.

I went to Eaglebrook for seventh and eighth grade, which is a junior boarding school in Deerfield, Massachusetts, right across from Deerfield Academy. In my seventh-grade year, I played lacrosse, and then in my eighth-grade year, I played golf for the first time on a team. I really fell in love with it there.

What have you learned from playing golf?

One of the biggest lessons golf has taught me is to compartmentalize my emotions in a better way. It has taught me how to deal with struggles and disappointment, because golf is frustrating. You can play really well one day and wake up the next day and play the worst golf of your life. It's not a game of consistency. And because of all the frustration that I've seen in golf, it has helped me every day to get over things that might not go my way.

What was your recruitment process for college like?

I wanted to get recruited during my Prep summer, but I was not able to talk to coaches until June 15 of my Lower Mid year. In the summer after my Lower Mid year, I played in 14 tournaments. Then, during my Upper Mid summer, I was able to get in touch with coaches. I started my summer shooting 65; that was my best round of the summer. That was an inflection point in my recruiting process, when I was talking to a lot of schools and had gotten my SAT score to where it needed to be. Ultimately, I committed to Georgetown in June of my Upper Mid year.

What are your future plans for golf?

Golf is a sport that I think will stick with me. I'm absolutely going to continue playing it after college. I'd love to compete at the highest level after college. Different tournaments keep amateurs trying to qualify for the U.S. Open or the U.S. Amateur. I'm going to try to qualify for them, without necessarily competing professionally.



COMMUNICATIONS

McGlinn will play golf at the Division 1 level next year at Georgetown University.



ALICIA FENG '28

New York Wins Round 1

By SHAAN PATEL '27

Sports Editor

The 1st round of the 2026 NFL draft was one to remember, marked by lots of solid picks. However, two teams clearly set themselves apart as winners of the day: the New York Giants and New York Jets.

The New York Giants landed two elite prospects in the top ten in Arvell Reese and Francis Mauigoa. Their 1st selection, Reese, a versatile edge-linebacker, was a huge win, because he was largely not expected to fall to the Giants at the fifth pick. I projected him to be off the board earlier, making his availability a massive win for the front office.

Some critics believe that he was not a player that the Giants needed, as they already have Brian Burns, Abdul Carter, and Kayvon Thibodeaux on their roster, and the pick was "unnecessary." However, in a league where a strong defensive front is necessary, this pick will surely bring talent and value to the team.

The Giants followed up this pick by taking Mauigoa, a highly versatile offensive lineman, at the 10th pick. The Giants were in immediate need of a right tackle. This pick makes perfect sense. Even though Mauigoa is a natural right

tackle, his versatility makes him a great candidate to move inside to play guard.

On the other side of New York, the Jets took three players in the 1st round: edge David Bailey with the 2nd pick, tight-end Kenyon Sadiq with the 16th pick, and wide receiver Omar Cooper Jr. with the 30th pick.

Last year, Bailey tied for the most sacks in the FBS with 14.5 sacks. He is also a hyper-athletic player, with explosive speed marked by his 4.5-second 40-yard dash. Bailey's polished pass-rushing skills and explosiveness will make him a very effective player for the Jets next year.

The real excitement for the Jets came with their next two picks, where they focused on strengthening their offense, which was very weak last year.

Tight end Kenyon Sadiq was one of my personal favorite prospects in this class. He is an athletic stud, running a 4.39 40 time (the fastest ever by a TE), being a huge mismatch at the tight end position. With his athleticism and versatile pass-catching ability, his ceiling is very high and easy to believe in.

Their final pick, Cooper Jr., was also a player I was excited about going into the draft. He is a very versatile athlete who will add depth to the position, alongside Garrett Wilson.

GVT Is Undefeated in the Founders League

By RIKAKO UMEZAWA '27

Staff Writer

Girls' Varsity Tennis, led by Head Coach Maja Clark and co-captains Lara Jayanti '26, Minnie Li '26, and Stella Liao '27, kicked off the season strong with a 5-1 record.

This year, five new players joined eight returning players on the team. Many members trained together during the winter tennis concentration and traveled to Florida over spring break, where they practiced outdoors and strengthened their connections as a team over seven days. "The team is really energetic and bonded," said Liao. "The transition into the season felt smooth, because we already knew each other well."

The team remains undefeated against Founders League schools. Head Coach Clark said, "We have solid players across the lineup. We can put anyone into a match and still expect strong results. The depth has allowed the team to stay flexible and confident, even when facing different opponents and match conditions."

The team's only loss so far was against Hoosac School, where they fell 2-7 on Saturday, April 18—an improvement from last year's 1-8

result. Caroline Royce '29 and Mia Tan '28 secured the team's two wins in the match. "It was a good reflection of our strengths and weaknesses," said Liao. "It helped us understand our level and set higher goals for the rest of the season. It was definitely a valuable learning experience, highlighting areas such as consistency and match strategy that the team continues to refine."

New players have made an immediate impact on the team's performance and culture. Royce has taken on the No.1 singles position. "Although she is just a Prep, she has great athleticism and mental strength," Coach Clark said. Royce said, "The team is fun, and everyone is very welcoming. It has quickly felt like a family. I want to contribute to the team by stepping to the next level as an individual player by focusing on my serving and accuracy."

Other new players, including Lyyli Stern '26 and Claire Lee '28, have also contributed to the team's energy in distinct ways. "The new players bring a wide range of athletic backgrounds and perspectives. Everyone is smiling more, and we've built a team without unnecessary tension," Liao said.

"Stern, a Senior and varsity soccer

player, brings strong sportsmanship and a disciplined work ethic that translates seamlessly onto the tennis court. Lee, who played on the JV team last year, has emerged with a noticeably highlighted level of competitiveness and drive," Coach Clark said.

"We have a balanced team culture, where players push each other to improve while maintaining a supportive environment," Royce said.

Coach Clark said, "Both on and off the court, the team is amazing and fun to coach. Tennis-wise, in the short season, players need to work on different skills and stay disciplined, but everyone is so responsive and focused. I love to see the players maintain such a supportive atmosphere as well. It's so nice to see players always encouraging each other during matches and practices."

The team hope to continue its success in the Founders League and compete for the championship title again. "This year, we want to go further, hopefully to the semifinals or finals," said Liao.

The team will face off against Greenwich Academy on May 2, and then play Miss Porter's, Taft, and Kingswood Oxford to close the season.



COMMUNICATIONS

This year, five new players joined eight returning players on the team.

Spring Season Recent Results

Boys Varsity Lacrosse vs. Taft: 8-13

Boys JV Lacrosse vs. Salisbury: 4-5

Girls Varsity Lacrosse vs. Taft: 5-4

Girls JV Lacrosse vs. Taft: 11-0

Boys Varsity Tennis vs. Berkshire: 7-0

Boys JV Tennis vs. Loomis: 5-2

Girls Varsity Tennis vs. Deerfield: 9-0

Girls JV Tennis vs. Taft: 7-0

Varsity Rowing Boys 2nd, Girls 3rd

Boys Track and Field vs. Loomis & Deerfield: 2nd

Girls Track and Field vs. Loomis & Deerfield: 2nd

Varsity Ultimate vs. Monument Mt: 10-8

Varsity Baseball vs. Avon Old Farms: 2-6

