



WINSOR'S FINANCES AT A GLANCE

A recap of the school's 2021-2022 tuition raise and annual budget

BY ELLY P. '22
BANNER STAFF

On Friday, February 5, Head of School Ms. Pelmas met with juniors and seniors to discuss Winsor's finances. In a presentation followed by a Q-and-A session, Ms. Pelmas, joined by Senior Controller Ms. McNeil and Chief Operating Officer Ms. Geromini, outlined revenue sources and expenses for Winsor.

Operating expenses consist of salaries and benefits for teachers; financial aid for students; operational fees such as electricity (According to tax returns from Pro Publica, Winsor spent a staggering \$2,556,255 on "Heating Services" in fiscal year 2018.), bus services, and dining services; and paying down debt from the Lubin O'Donnell Center (LOC) construction.

Currently, Winsor relies primarily on tuition to cover operating expenses, with 76.7% coming from tuition, 9.4% coming from the endowment, 10.4% coming from the annual fund, and 2.1% coming from renting out school facilities such as the turf fields. With tuition currently set at \$51,800, but the cost of educating each student at Winsor equaling about \$71,000, the annual fund, endowment, and rental fees are necessary for Winsor to operate.



Recent emails, presentations, and data have shed a light on school finances

Tuition will be raised for the 2021-2022 school year. Students became aware of this increase over an email, which evidently was sent out by accident. "I know you all got the tuition letter; that actually isn't normally how we do things, that was a little bit of a wrong button pressed, but actually probably all right," Ms. Pelmas said. "But I don't think it's a bad thing for you to know all of this,

so I guess I don't mind that we made that mistake."

Consistent with the past three years, the increase will be about 4%, from \$51,800 to \$53,900. Tuition increases are primarily due to the rising costs of living in Boston, increases in costs of healthcare, and shifting costs of materials necessary to run departments. Ms. Pelmas said, "We want to make

Katya A. '23

sure that faculty and staff are paid as well as possible so that they can continue to really do their great work here."

In the 2021-2022 school year, financial aid will be given to approximately 25% of Winsor families, with an average of \$40,000 awarded to each family. "We are absolutely eager for that to go up," said Ms. Pelmas. *continued on page 3*

Boston Movie

BY JESSICA W. '22
BANNER STAFF

What would you say if Netflix were to release a movie featuring some of Hollywood's stars? Let's say, for example, Leonardo DiCaprio, Jennifer Lawrence, and Meryl Streep, to name a few of the most renowned actors and actresses in the industry. Now, let's add some more to that powerhouse cast. Let's imagine Matthew Perry joining Ariana Grande and Timothée Chalamet alongside the rest of the cast. And to top it off, let's picture the movie being filmed in our beautiful city of Boston and other neighboring towns. How crazy would that be?

Well, this isn't just a fictional scenario- it's actually happening! "Don't Look Up", a Netflix movie directed by Adam McKay, is taking on the ambitious project of merging these performers' dynamic talents into one Boston-based production. Along with the aforementioned actors, Chris Evans, Tyler Perry, Cate Blanchett, Rob Morgan, and Kid Cudi are just a sampling of the artists joining in on the project.

The movie, set to release in 2021, is already sparking immense interest. So far, "Don't Look Up" has already filmed scenes in Canton, Worcester, Weymouth, and other local areas. *Continued on page 10.*

Students' Reactions to Capitol Insurrection

BY CAROLINE C. '21 AND CATHERINE F. '21
BANNER STAFF

On Wednesday January 6, Winsor students watched what was supposed to be the hallmark of our democracy as a joint session of Congress voted to confirm the votes of Joe Biden's victory for president. However, what Winsor students and citizens throughout the country saw instead was a violent insurrection in the United States Capitol carried out by a mob of Trump supporters. These Trump supporters had marched from a Trump rally near the White House to the nation's Capitol where the joint session between the Senate and the House was occurring.

At his rally, Trump encouraged his supporters to storm the Capitol and

incited the violence that occurred. He said, "we are going to the Capitol" because "if you don't fight like hell you're not going to have a country anymore." These people broke into the Capitol, forcing senators and representatives to be evacuated and stalling the confirmation of Joe Biden's win over Donald Trump. Ally K. '23 "was so shocked watching the attack on the capitol. It makes me really worried about the future of our democracy."

Over the past four years, we have seen Trump and his media supporters such as Fox News use fear mongering tactics to enlist and enrapture his majority white base, who fear their power is being taken away by minorities. On the day of the insurrection, this fear and hatred reached a boiling point.



Associated Press

Insurrectionists confront Capitol Police

Before and throughout his presidency, Trump has instilled a distrust of institutions such as the media and science in his followers, who idolize him fanatically. Trump has created hysteria by fueling their false beliefs that minorities are stealing their power. Even before the 2020 election took place, Trump had been propounding the idea in his supporters that the election was rigged and it was being stolen from them. The clear subtext of his statement that "if you don't fight like hell you're not going to have a country anymore" was that white people's supremacy was threatened and they must act.

His followers did exactly what he told them, and led an insurrection to try and take back power for themselves. Many wore "white power" logos and boasted Confederate flags, showing their mission to fight for white supremacy.

Trump's second impeachment by the House make him the only President to be impeached twice. The Senate trial begins February 9th, and many Winsor students, including Eva F. '21, a head of the Winsor Political Action Club, will be tuned in to the news. Eva thinks the divisions in our country have "really been put on our generation. It's crucial that we rebuild and fix the divides in our country's political system and the nation as a whole." □

Look Inside The Issue

OPINIONS 8

Ariana Grande and Cultural Appropriation in popular culture
Ani B. and Sophia L.-D. discuss the line between cultural appropriation and appreciation, and celebrities who Black-fish, notably Ariana Grande.

BACK PAGE 12

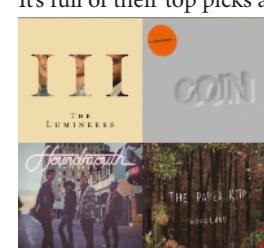
Snow Day Manifesto

Helen B.-J. '21 discusses the implications of our lack of snow days. This crisis is truly one of the most pressing issues of our generation.

ARTS 11

Playlist of the issue

Check out the playlist of the issue, February Favorites, from Izzy F. '23 and Gigi C. '23. It's full of their top picks and highlights of



underrated artists, along with suggestions from other Winsor students of tracks to help you get through dreary winter days.

SPORTS 4

The Fieldhouse: a new space for Winsor sports through COVID-19
Rani B. '21 shares thoughts on Winsor's newly-unveiled basement athletic facility, The Fieldhouse, that's helping make practice possible



ARTS 10

Groundhog Day

Have you ever wondered what groundhog day actually came from? Is it accurate? Who is Punxsutawney Phil? You'll find answers to these questions and more in this informative and lighthearted article!

NEWS 2

Progress with New Curriculum Development at Winsor

Get the latest on the Student Equity Board Curriculum Committee's work and responses from English and History department heads.

Good News

BY LAUREN H. '23 AND NATALIE P. '23
BANNER STAFF

Since small pieces of good news often get lost in the clutter of major media sources, here are some exciting news stories from the past few weeks:

In recent times, New Zealand has become known for its generosity and kindness. The New Zealand government has pledged to provide COVID-19 vaccines for other countries in the Pacific, including Samoa, Tonga, Tokelau, Niue, Tuvalu, and the Cook Islands. Although New Zealand only has a population of five million, the country has purchased 18 million vaccines from AstraZeneca and Novavax. Also, all New Zealand citizens will receive the vaccine for free. Minister of Foreign Affairs Hon Nanaia Mahuta stated, "Pacific countries have worked hard to keep COVID-19 out, or to stamp it out, and New Zealand has been committed to supporting them in this. But their success has been hard-won. A safe and effective vaccine will be key to the region's economic and social recovery."

Countries with large GDP often have high energy usage. For example, in 2018, the United States' total primary energy consumption neared 101 quadrillion British thermal units (Btu), which was about 17% of the world's total energy consumption. However, while Germany has the fourth-largest economy in the world, they are also the very first nation to use renewable energy more than fossil fuels. In 2020, the German organization Agora Energiewende reported that wind, solar, and other renewable sources surpassed coal in the nation's energy supply. This transition to clean energy led to a ten percent decrease in Germany's greenhouse gas emissions from the previous year. The nation's success is largely due to policies that increased the price of coal and decreased the prices of renewable energies. Germany's lessening of its carbon footprint is certainly motivating and inspiring for the United States and other countries around the world.

Despite losing both legs to a devastating attack in Iraq in 2004, Neil Heritage has become living proof of the famous saying, "energy and persistence conquer all things." Heritage has successfully completed multiple triathlons, learned to ski, and even joined a crew team that is currently preparing to cross the Atlantic Ocean. Now, at 39, the former soldier from the United Kingdom has added another achievement to his list, becoming the first above-the-knee double amputee to scale the Matterhorn. Heritage, whose ascent raised 6,500 euros for his veterans' charity, says he is "over the moon - it's been a dream of mine for a long time." It was his third attempt in three years to reach the peak. His determination and persistence have hardly waned since the climb, as he publicly announced his next challenge of kayaking the Amazon River.

Stumpy, a handsome golden labrador, was trained for a career as a guide dog. However, after suffering from a leg deformation, it was clear that this path was just not meant to be. Through giving blood to dogs across the United Kingdom, Stumpy has still found a way to make a difference in the lives of those around him. The nine-year-old labrador has saved more than 100 canine lives since the age of one by donating blood for emergency transfusions. Stumpy has been crowned the United Kingdom's most prolific blood-donor dog. He has a negative blood type which is especially valuable because it allows his blood to be given to any dog. Vet Elly Pittaway, Stumpy's owner, says: "Stumpy obviously has no idea what he's doing it for, but if he did, I'm sure he'd be very proud of himself." □

Curricula Modifications Reflect DEI

BY KATYA A. '23
BANNER STAFF

The events of the past nine months have reminded everyone of the challenges teachers face in developing a curriculum that offers a respectful environment for students to engage in sensitive, face-to-face conversations. With the recent creation of the Student Equity Board, students now hope to play a more active role in offering their perspective on curriculum development related to equity issues. Because changes vary widely across departments and courses, many community members are striving to examine broader pedagogies that inform how students are taught.

Nora E. '21, a leader of the curriculum development committee of the Equity Board, commented, "I have always been aware of issues surrounding race and diversity of Winsor, but it wasn't until one discussion at the end of my Middle Eastern History class that I realized how much students could affect change at Winsor if we pushed harder for it."

The Board hopes to collaborate with faculty by offering student input regarding course offerings and adjustments

to classroom policies regarding diversity and inclusion. It is currently working closely with Mr. Braxton, Ms. Stern, and other department heads to begin to institute these changes.

One of the Curriculum Committee's recent projects is an extensive list of classroom norms sent out to department heads. Among other items, it suggests that teachers encourage students to speak from the "I" perspective, to provide an anonymous course feedback form on the Haiku page, and to circumvent generalizations or stereotypes within course material.

While curriculum development work has gained momentum over the past year, members of Winsor academic departments engage in ongoing reflection about DEI issues such as race, sexual orientation, privilege, etc. Ms. Jackson, the English Department head, says, "we have long been committed

to providing a curriculum that, in addition to our reading, writing, and critical thinking skills goals, strives to provide one important forum for engaging in DEI topics."

Several goals of the English Department are to provide a sensitive curriculum that reflects students' identities; to offer a balance of different voices in literature presented; and, to confront the prejudices of the past and present. Teachers constantly work to modify the curriculum based on their students' needs.

In recent years, the English Department has made changes to the Class VI American Literature curriculum to include a more diverse array of voices. Christina M. '23 says that it "has been crucial in keeping the class so

in the classroom because we do work so hard to try to develop an inclusive curriculum and classroom environment. Clearly, we have not always succeeded, so there is more work to do."

Some of the new goals of the English Department this year are to allow students to share their pronouns, to offer more frequent trigger warnings, and to meet regularly with students to discuss the student experience. The English Department has also added a written inclusion statement to

the course expectations document, including a policy on the discussion classroom norms during the first week of school, and a policy regarding racial slurs in literature.

Similar to the English Department, the History Department has a long-standing commitment to teaching students to be

come responsible and open-minded citizens. Some of its goals are to provide students with transparent course guidelines, to value diving deep into fewer topics rather than skimming the surface of many, and to keep the past relevant to today. Consequently, it made sense for the Department to take a second look at its curriculum in response to the unprecedented events of 2020. Mr. Didier, the History Department head, comments that teachers have to ask themselves, "Is our curriculum robust enough on these issues?"

One of the recent changes in response to this question is the addition of a unit on the Haitian Revolution in the Class V curriculum to complement its existing exploration of the French Revolution. US History

teachers have added more background to their class about the development of slavery in colonial America, as well as new materials on the actual experience of slavery in the nineteenth century. Furthermore, the History Department plans to revisit the Class VII Global Studies program to include a broader range of cultures and geographic locations.

According to Ms. Jackson, "we want to create a community in which students feel comfortable coming directly to trusted adults with concerns and feedback so that we can make the community more inclusive and safe for all." □

A Look Into Ms. Hussein's Life Before Winsor

BY JAYA K. '24
CONTRIBUTING WRITER

Many students at Winsor know Ms. Hussein as a science teacher, advisor, and a relatively new member to the Winsor community, but what did she do before becoming a teacher? What led Ms. Hussein, who currently teaches Class V biology and AP Biology, to come to Winsor?

Born in Sudan, Ms. Hussein moved between multiple countries throughout her childhood years. At the age of one, she made her first move to Kuwait, where she spent the next 14 years. Even though she was moving frequently because of political issues, Ms. Hussein was determined to keep up with her education. "School and education had always been something that I really wanted to do," Ms. Hussein shared. "It was always something that I looked forward to as I was growing up." After finishing high school, she decided to move to America for college and try something completely new. "It was a very difficult decision for me to make," she said, "especially to be in a different country than my family." After finishing college, Ms. Hussein proceeded to work for four years at Princeton University as a research assistant and a lab manager. From there, she then enrolled in a pre-med course at Rutgers. Ms. Hussein finished the first phase, but wasn't allowed to finish the second phase since she was not yet a citizen. However, this did not stop her. This was a big motivation for her

to move ahead with her achievements. She completed her Masters degree, all while having two kids throughout the process. Ms. Hussein worked as a teacher at Andover for four years, and then moved to teach at The Fay School. During her time at Fay, she was finally naturalized as an American citizen.

In 2019, Ms. Hussein joined the Winsor Community as a biology teacher and advisor. Reflecting on her past, Ms. Hussein says "The one thing that you should learn is to adapt...You should always prepare your

best, but also recognize that there are some things that are not in your control." Ms. Hussein stressed that we should always prepare to the best of our ability, but also remember to be spontaneous. The overarching lesson Ms. Hussein learned through this experience was to never give up. "There were times along the path where I was definitely burnt out, but I kept pushing forward." This is a lesson Winsor students can keep in mind.

Whenever something may not go our way, the best option is to keep moving forward. □



Ms. Hussein taught at the Fay School before coming to Winsor

Biden Nominates Lisa Monaco '86 for D.A.G.

BY ALEXANDRA G. '21
BANNER STAFF

On January 7, 2021, President Joe Biden announced his nominee for Deputy Attorney General, Winsor alum Lisa Monaco '86. In a statement following the announcement, President Biden said, "Our first-rate nominees to lead the Justice Department are eminently qualified...They will restore the independence of the department so it serves the interests of the people not a presidency, rebuild public trust in the rule of law, and work tirelessly to ensure a more fair and equitable justice system." Lisa Monaco is no exception, as she has been at the forefront of law and domestic security for the past 20 years.

At Winsor, Lisa Monaco was the Editor-in-Chief of the Panel (now known as The Banner), while also playing soccer, basketball, and softball. She was also an avid photographer, which was entirely on film at the time. After graduating from Winsor in 1986, Monaco studied American History and Literature at Harvard University. Monaco then worked for The Wilson Quar-

terly at the Woodrow Wilson International Center for Scholars and the Health Care Advisory Board. Monaco also conducted research for the United States Senate Committee on the Judiciary for then-Senator Joe Biden until 1994, when she left to at-

department following the terrorist attacks on 9/11/2001. After the task force disbanded, Monaco worked as a special counselor and then Chief of Staff to FBI Director Robert Mueller until 2009, when she was chosen to serve as the Principal Associate Deputy

ing cyberterrorism and other cyber threats.

On January 14, 2021, following Lisa Monaco's nomination, President Biden asked Monaco to serve as a temporary advisor to ensure the security of his inauguration, in the wake of the Capitol insurrection on January 6. After the safe inauguration, Monaco has returned to preparing for her confirmation hearings in the coming weeks.

Lisa Monaco's nomination inspires many current Winsor students, including Political Action Club heads, Catherine F. '21 and Eva F. '21. Catherine remarks, "It's so inspiring to see Ms. Monaco's appointment to Biden's cabinet, as it's a reminder that we can all do something like her." Likewise, Eva says, "It's super exciting that a Winsor graduate has been appointed to Biden's cabinet... I think it speaks to the quality of education at Winsor and the progressive, independent, and extremely motivated students here, who, like Monaco, will change the world!" As many Winsor students cultivate a passion for politics and law while at Winsor, Monaco's achievements serve as a prime example for the opportunities and possibilities post graduation. □



Lisa Monaco speaks at a White House Press Briefing in 2014

abc.go.com

tend the University of Chicago Law School. Attorney General. Finally, in 2011, Monaco

In 2001, Monaco became an Assistant U.S. Attorney in the United States Attorney's office for the District of Columbia and a member of the Justice Department's Enron Task Force. During this time, she helped design and implement changes in the Justice

Department's National Security Division (NSD) and focused particularly on combat-

Winsor Administration Discusses Finances as Tuition Rises

BY ELLY P. '21
BANNER STAFF

continued from the Front Page

In the 2021-2022 school year, financial aid will be given to approximately 25% of Winsor families, with an average of \$40,000 awarded to each family. "We are absolutely eager for that to go up," said Ms. Pelmas. "We never, ever, ever want somebody not to come here because they feel like they can't afford to, we always want to make it possible for people to be here, which is another thing the annual fund does for us."

Necessity of financial aid is not taken into account when considering academic qualifications for admission to Winsor. Ms. McNeil explained that separately from admissions, she puts income information from families into a system that helps determine what amount should be given to them. Then,

a section of the operating budget is devoted to funding financial aid. Although Winsor is not need-blind, *per se*, Ms. Pelmas said, "The decision about who is qualified to come is totally separate. We don't muddy those two at all." She commented that Winsor is "need aware," which means that we have to pay attention to need, because we can't overrun our financial aid budget. Generally speaking, though, our budget has been able to meet the demonstrated need of our admitted families most of the time."

In terms of Winsor's long-term financial outlook, the school is currently working to pay off a \$40 million loan taken out to finance the construction of the Lubin O'Donnell Center. One loan of \$10 million is set to be paid off by 2023. At a 2.99% interest rate, \$2 million has been paid off and \$8 million is left. The other loan of \$30 million has an interest rate of 1.85%. As opposed to paying it off entirely,

Winsor is paying only the interest charges. Paying off the principal would require drawing heavily from the endowment, so administrators believe it makes more financial sense to focus on staying even with the interest rates.

"The Winsor Promise" Campaign paid for the construction of the LOC and raised \$82 million over six years. Schools work in campaign cycles to fund major projects. Currently, Winsor is in the process of planning its next campaign. Ms. Pelmas describes the process as "thinking ahead to what the next thing is that can make sure this community feels financially as solid as possible."

Overall, COVID hasn't adversely impacted the school's funds. At the beginning of the year, Winsor's endowment was approximately \$80 million. Now, it is approximately \$94 million. This bump is due to investments that are becoming increasingly profitable due to the state of the stock market. Because of the

fluidity of the stock market, the current high endowment numbers are not solely used to determine the amount drawn to support yearly operating expenses. Instead, administrators look at the last three years and take 4% of the average value of the endowment over that time.

Winsor is also currently operating a COVID hardship relief fund for members of the Winsor community that are struggling with food insecurity and unemployment. The relief fund is not a part of the annual fund, but is also funded through donations, not through the normal operating budget.

Although Winsor's finances are not often at the top of students' minds on a day-to-day basis, understanding where funds are allotted within the school is incredibly important. Seeing where tuition and donation money is spent is an important step towards transparency and accountability at Winsor. □

2021 AP Exams to be Optional at Winsor for the First Time

BY ALEXANDRA G. '21
BANNER STAFF

In past years, Winsor has mandated that students enrolled in AP courses to take the AP exam associated with their classes. According to Ms. Labieniec, who teaches AP Physics C, "Winsor has always felt that the test itself was so deeply connected to the curriculum that it made sense to require the test." Even in the spring of 2020, when AP exams were moved to a digital platform, Winsor continued to require the tests to complete the AP courses. However, on February 3, 2021, Mrs. Markenson announced in an email that Winsor will be waiving the requirement for AP students to complete this spring's AP exams.

The news follows the College Board's decision in January not to modify the AP exam coverage, as it did last season. However, most teachers have had less class time than usual this year to complete the curriculum covered by the AP exam. Given Winsor's decreased synchronous meeting times in the new hybrid schedule, AP teachers are faced with the same concerns. Mr. Wensink, who teaches AP Calculus AB at Winsor, said, "In a math course, you always can't go too fast. You go as fast as you can without going too fast."

To help with this issue, the College Board is making late testing dates more accessible to students. Mrs. Markenson stated, "In a normal year, the College Board says 'this is the date of the test' and it's the same day for everyone in the country... Usually there's a whole approval process to take it on the late test date. This year, they basically said that

anyone could do [the exam on] the late test date." Many teachers are taking advantage of this option, which pushes back the exams until May 18-21, to cover more material. However, some classes may still be unable to finish the material during class times, so "it's going to require extra work on the part of students" to learn more material in addition to preparing for the AP exam, said Mrs. Markenson.

This year's policy change, which was decided by Mrs. Markenson and the academic department heads in consultation with AP teachers, is meant to give students "choice and [the ability] to decide how you want to spend your time and what's going to be right for you," according to Mrs. Markenson. For Caroline C. '21, who is taking four AP classes this year, optional exams afford her the flexibility "to focus a lot more on the tests that I feel more comfortable with to maximize my scores on those." Ms. Kirwan also highlighted the centrality of student interests in the decision, saying, "This year has been a lot. If making [AP exams] optional relieves a little pressure after all the work you've put in, that was the hope."

Looking ahead to May's AP exams, Ms. Kirwan stated that Winsor will "offer them as we normally would in person." Additionally, students "may have the option of taking [the tests] online," which would offer increased flexibility and access for students who are completely remote, according to Mrs. Markenson. Despite the addition of a late testing date, the school is "going to offer paper exams here at Winsor, but only on one date," either the normal or late day, as chosen by the AP teacher. Ms. Kirwan is "working through

possible options for conflicts in an individual's exam schedule," as the school wants "any student who wants to take a test to be able to take it."

Electing to take AP exams or not is a personal, nuanced decision that many Winsor students now face. AP teachers recognize this dynamic and are happy to offer guidance to conflicted students. Mr. Wensink said that there is no "one size fits all piece of advice" about the decision, but that students should "discuss it with [their] family, advisor, Mr. Allen and Ms. Graham, and your teacher." Likewise, Ms. Cohen,

who teaches AP Calculus BC

2020 AP Exams Were Taken at Home

and AB, stated, "I think that [students] should decide based on their own goals. I think that Juniors taking an AP might look at the option differently than a senior in the same position, but perhaps a senior who wants to pursue a

STEM major next year might also consider taking the test." Cost is also an important factor in the decision since, as Mrs. Markenson noted, "AP exams aren't cheap." For seniors, the choice could also impact their Independent Learning Experiences (ILE) in May. AP teachers have the option of making classes preceding the exam mandatory for students taking the test, and, given the extended timeline of many tests this year due to the late testing option, that could mean mandatory classes into late May. Mrs. Markenson commented, "We don't want to complicate the ILE's, but we recognize that students might have to make some choices this year." Regardless of whether students opt to take the AP exam, their AP classes will proceed at the normal pace for the rest of the year. Ms. Cohen remarked, "I think the AP tests play a minor role in the AP courses. I teach AB and BC calculus in a way that makes sense to me and in a way that I think makes sense to the students." For now, it seems like this policy will only last for this year. When asked if the AP exams will remain optional in future years, Ms. Kirwan replied, "The decision for optional is related to what we're all going through. In the future, we will hopefully go back to normal when everything is normal." □



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A Day in the Life of an Assistant Sports Editor

By NATALIE P. '23 AND
COOPER N. '23
BANNER STAFF AND PANEL STAFF

Natalie's Virtual Friday

At 8:35 am, the first jarring bars of "By the Seaside" (iOS users know what's up) set the I-wish-it-was-summer tone for the day. I stumble out of bed, with only caveman-esque thoughts: *Sleep good. Shut off Alarm. Hungry?* When the bright light of my phone hits my eyes, it finally registers that I have already hit snooze multiple times, and consequently only have five minutes before my first period class. Perfect. After my usual rushed morning routine of trying to find the camera angle that hides my unmade bed, I join my first Zoom class of the day (punctual as always). Unfortunately, students often forget to mute themselves during the first period, and they may sneeze loudly during their teacher's lecture. In case it wasn't clear, I am "students." On the plus side, being embarrassed for the entire duration of the class is a great way to wake up.

Due to the blessing of passing time, I have 20 minutes between each class. While it's great for virtual days, I believe passing time could be a lot shorter on in-person days so that we could end school earlier. Some may assume that virtual school allows students more freedom and flexibility in their schedule in terms of when they want to eat food or take a Netflix break. Well, I am proud to say that "I'm not like other girls" and my laziness prevents me from leaving my room to have breakfast. Thus, breakfast is normally a biweekly affair, meaning I only eat it on physical Thursdays and Fridays. I'm glad I don't forget to mute myself during second period, or else everyone would listen to my stomach grumble for all sixty minutes of the class.

At 11:15, I have an advisory

meeting. Currently, the hot and juicy to the ice rink? No problem! Peloton discussion topic is everyone's favorite, videos and Lululemon yoga sessions are student-teacher conferences! Counter to the crowd favorites for Zoom workouts, my own beliefs, my advisor tells me that creating a presentation for my student-led conference the night before is not a good idea. I will have to keep this in mind.

After advisory, I have a lunch break until 1 pm. This one and a half out the door by 7:30. Someone decided that hour block is perfect for FaceTimes, the buses should arrive half an hour before

we will watch a longer speech or musical performance, but other than that everyone just uses the period to do homework.

This is followed by everyone's favorite block, lunch. Everyone eats with their advisory, and has their boxed lunches delivered to their classrooms. The food is actually pretty good, although many students hate it with a passion. After lunch, we have one more class, and since it is the last block, nothing much gets done.

This concludes the school day, so now we're on to sports (and psuedosports like Nordic Skiing). COVID-19 has thrown a wrench into Belmont Hill's sports program, so practices are a little bit out of the ordinary. Most sports just play normally with lower capacity and masks, although wrestling mostly jumps rope, and the nordic skiers rollerblade around the parking lot.

Comparison

While Cooper and Natalie have many similarities that start and end with their newspaper position, it may surprise readers that their daily schedules are very different. In a typical school day, Cooper attends all five subjects for 40 minutes each. Natalie only has four classes a day, but each one is an hour long. Natalie has hockey practice four times a week (two virtual workouts and two in-person practices), but Cooper has basketball practice in-person twice a week. Overall, Natalie prefers online school because she gets to wake up later and learn from the comfort of her room. However, like everyone else that is not Natalie, Cooper strongly prefers in-person school so he can see his friends. And finally, when it comes to the newspaper, Cooper believes The Panel is a wonderful learning experience, and Natalie loves writing for The Banner so much that she made Cooper write an article with her over vacation! □



Graphic by Katya A '23

studying, or if I really have it together, class starts but not plan anything in that period, practicing my cello. Occasionally, I also have lunch dates with Lennie Briscoe from Law and Order or Cody Ko on YouTube. After lunch, Upper School students may have anywhere from 0-2 classes to end the day. Finally, a little after 3:20 pm (my teacher's self-proclaimed "boomer dad humor" often extends our class time), the weekend officially starts. This means I head into second period with no

However, for athletes and participants of other after school activities, the afternoon is just getting started. COVID-19 attempted to stop winter sports, but nothing can stop Winsor's ice hockey team. No access could be done in about 5 minutes. Occasionally

Naturally, I use this time to do homework that I intentionally put off the night before. Some call it procrastination, I call it resourcefulness.

After our first class, we have milk and cookies. However, one of the higher-ups decided it would be a good idea to replace milk and cookies with no milk and granola bars. A very welcome change, I assure you. This means I head into second period with no

extra calories to keep me going. Second block

is followed by Advisory, which is 40 minutes long. Now note that this is more constructive than insult towards the schedule

winter sports, but nothing can stop planners, but everything we do in advisory

occasionally

The LOC Basement Becomes a Workout Oasis

By RANI B. '21
BANNER STAFF

Typically when you venture down to the basement of the LOC, it is to return or receive a uniform from Ms. Young and go to the Cage. However, a new space at the end of the hallway past the Cage, named the Winsor field house, has opened up a world of new opportunities for student-athletes.

The field house, pictured below, has

of the student body until COVID, but it works great for social distancing. I'm really excited about its versatility, and I think the room's large space could easily hold students for fun events such as school dances or spirit week activities. It would be great to see more people take advantage of the extra room!"

When I first walked into the space with the rest of the hockey team, I

be able to use the field house for workouts. Hockey has been there every Thursday for Peloton workouts and it's nice to have the space to be able to spread out. Another great thing is that the field house is separate from the school [still physically attached but]

people don't walk by. I think that gives an extra layer of focus to practice because it's in a different setting than the LOC."

Whenever you go to the basement floor of the LOC next, be sure to check out the field house! □

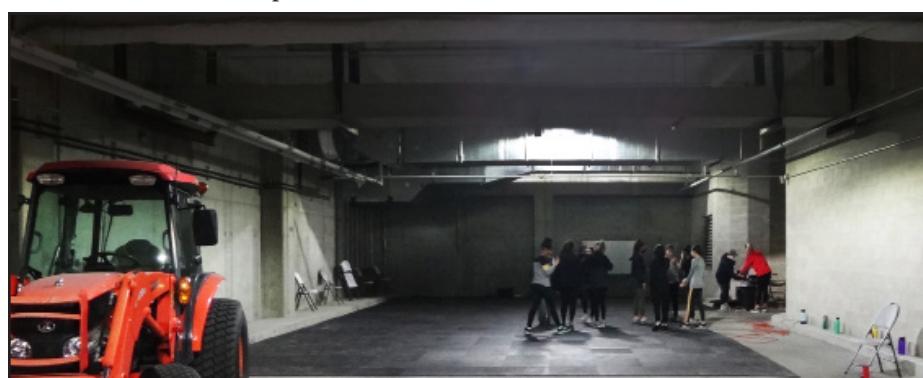


Photo by Meredith T '23

turned into a multipurpose room, similar to the Wildcat room, but it is more chilly and spacious. At the moment, the Winsor swim, hockey, and various fitness classes and groups have used the field house. In addition to the extra space that allows for distance during workouts, ice hockey uses the field house to shoot some pucks at the wall that faces you when you walk through the door. The black mat on the floor is a versatile material to hold a safely-distanced Peloton workout played over speakers, do some short sprints, or shoot some pucks without having to go outside or all the way to the rink.

Natalie P. '23 commented, "The field house has quickly become one of my favorite places at Winsor this year. Its existence was unknown to me and most

was amazed looking at the former storage place, and where I thought an unfinished parking garage would be (some school vehicles are stored there in the winter). Some initial ideas that I had for different ways to use the space was a school dance or socially distanced club events.

Ms. Hable, the Assistant Director of Athletics at Winsor, said that "Depending upon our needs for the spring we will look to adapt it for the spring sports. The need for distance and extra space pushed us to utilize this space. It is now a great indoor space to use for many teams on rain days, especially with the walls to throw or hit against."

Avery G. '21, co-captain of varsity ice hockey, said "it's exciting to



The BANNER
The Winsor School

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Athlete Highlight: Varsity Basketball Captains

BY NATALIE P. '23
BANNER STAFF

The Varsity Basketball team at Winsor is always full of strong team camaraderie, an entertaining social media presence, and a love for the game, even during the pandemic. Captains and seniors Chloe D., Eve L., and Emma C. are exceptional ballers who have been participating in Winsor athletics for many years. Chloe and Eve are also three-season athletes and multisport captains. Below, the three of them share their favorite parts about WVBB.

When did your basketball journey start, and where did it begin at Winsor?

Chloe: I have been playing basketball since I was 5. I started playing with my older brothers and my dad or in a little kids league. I began playing basketball at Winsor in 7th grade on Mid 1, and I have been playing on varsity since freshman year.

Eve: I started playing basketball when I was in second grade, but I started playing for Winsor in Class II.

Emma: I started playing basketball when I was in kindergarten actually. In middle school, I played for a number of club teams then, when I arrived at Winsor, I joined the varsity team. I can credit my freshman basketball season for being the start of me coming out of my shell at Winsor. Prior to joining the team, I was a super quiet new kid and now, people can't get me to shut up.

What is so special about WVBB that sets it apart from other teams you have played on?

Chloe: I would say my teammates are

really what makes it so special. The team really balances having fun and joking around during practice, while working hard at the same time.

Eve: WVBB is special to me because we have the best team in the whole school! Since the team is so small and the season is so long, we always bond a lot. #ballislife.



Chloe: This season is definitely going to be different, so we won't be able to do all of our old traditions like the tournament or team dinners. But we can definitely still do our Tik Toks and keep our many fans updated through our Instagram posts @w_ballfam.

Eve: The team tradition I am most excited for this year is doing Marble Buddies, which



Will you be continuing to play basketball or other sports after high school?

Chloe: I'm not sure exactly what I'll be doing in college, but I definitely will be playing sports of some kind, probably at the club level. I've loved playing basketball, but I also



Photos courtesy of Kristie Rae Goolilly

Winter Sports Teams Adapt to Covid-19 Rules

BY MEREDITH T. '23 AND
CHRISTINA M. '23
BANNER STAFF

Despite the necessary alterations made for COVID-19, winter sports teams have worked diligently to maintain the supportive atmosphere that Wildcats know and love.

Kathryn S. '23 described the Winsor squash season, recounting the details of both in person and remote practices. Kathryn explained that the team had been doing solo drills in practice up until recently, and have typically been completing a workout video or a meditation over zoom. She goes on to note that, "it's been good to go back to the basics and have more time to solo practice than we normally would."

Similarly, the Winsor swimming team has been specifically honing in on their individual level skills in order to best prepare for when they can return to the team "normal." Holiday H. '23 commented that, "the swim team has been doing dryland exercises that are specifically aimed to target the muscles that we use when we're actually in the water. Additionally, we've been watching a lot of videos on proper technique so that we're prepared and know what we need to work on when we do get to swim." Despite the potential disappointment these changes may have caused on either of these teams, "there's still so much we can take away from [these changes], for example, doing more dryland practices has given the team a great opportunity to bond and overall get to know each other better."

When on campus, basketball has been practicing in the gym with masks, and sanitizing balls in between uses. To cut down on contact, practice is held in smaller groups, water breaks are at cones, and the

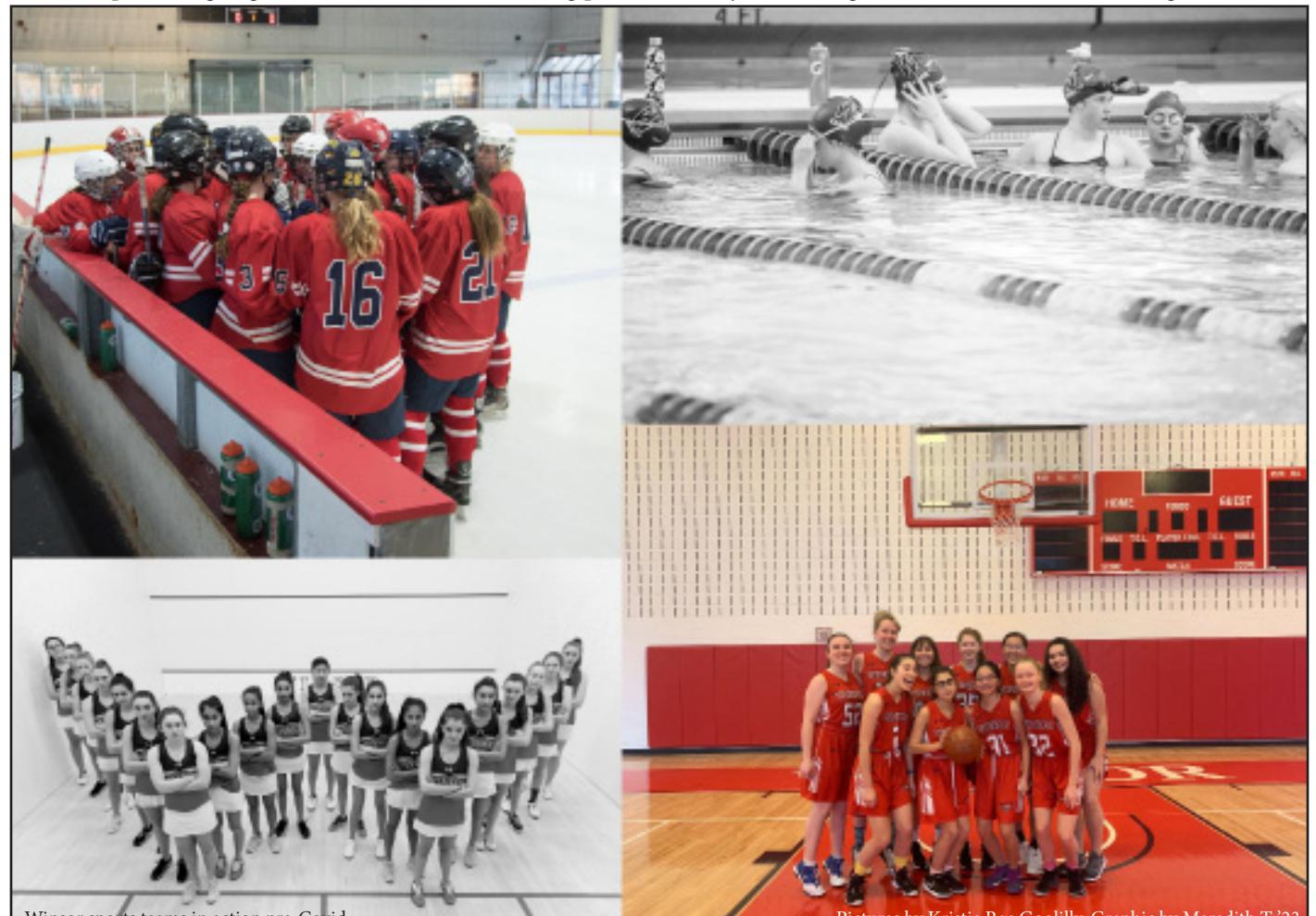
bleachers aren't used. For virtual days, they have conditioning, yoga, and Kahoots on Zoom. They haven't done much scrimmaging, but hopefully will phase into it soon. Austin F. '23 said, "Obviously it's disappointing not to be able to play

ice hockey, lower schoolers are at the rink on Mondays and Tuesdays, while upper schoolers do an asynchronous workout. On Thursdays, upper schoolers do on-campus practice with sticks and gloves, utilizing the turf and basement space, while on Fridays they are able to and Friday in-person practices are always fun and given the current situation we kind of expected it going into the season."

to start practicing on ice on Wednesdays so that the lower and upper schoolers could practice together, and two possible Dana Hall scrimmages were announced. Ally K. '23 said, "I miss getting to skate everyday and the team bonding in the locker rooms, but I'm glad we are on the ice at all."

As we finish up the winter season and look forward to the spring

contact being phased in. They are looking we wish all of our athletes good luck! □



What Perceived Progress Hides, Journalism Uncovers

BY ANNIE A '21, ELLY P. '21, AND CAITLIN S. '21
BANNER STAFF

2020 has been an eventful year to say the least. We've experienced an ongoing pandemic, witnessed acts of police brutality, and protested for change. Despite our attempts to maintain a sense of normalcy, push for justice, and preserve our personal health, it has been a year of turmoil. But why has this year felt different? The Instagram account @ HiddenVoicesOfWinsor, which gave a platform to students to share experiences with discrimination at Winsor, reveals that the "changes" of 2020 might not have been new at all. We are thankful for our classmates who are behind the Student Equity Board, bringing potentially uncomfortable conversations to the forefront and challenging us to reflect on our own roles in making Winsor more just and equitable. Our energy at *The Banner* should now turn towards building on these efforts by providing a clear picture of the strengths and weaknesses of our school.

At Winsor, as an especially progressive school within an already-liberal state, we're often deluded into a false sense of progress. It's no surprise: everyone wants to feel that we're different-- that we, Winsor students and Massachusetts residents, are aware of these social issues and trying to combat them and that our deep-blue state is a liberal "city upon a hill." Yet, when it comes down to deliverables and concrete action, the reality does not meet this image.

A Boston Globe survey found that Boston is the "least-welcoming US city for people of color" and remains one of the most segregated cities nationwide. Governor Charlie Baker has come under fire for not doing enough to address issues of inequity in the state, from rent control to school zoning to controlling increasing healthcare prices. Most recently, distribution of the COVID vaccine has demonstrated the impacts of systemic racism. Despite a robust pharmaceutical industry and historically efficient rollouts of flu vaccines each year, Massachusetts is struggling to get its citizens vaccinated.

Those who have received the vaccine are predominantly wealthy and white, but some of this disparity is attributed to the healthcare industry's racial makeup: MA's healthcare workers, who are predominantly white and well-off, have been the first ones vaccinated. For Phase 2 vaccinations of the elderly and those with significant risk factors, the location of many vaccination centers, often in wealthy suburbs like Weston, but not in working-class neighborhoods such as Revere, further exacerbates this inequity.

Winsor, too, as an institution, hasn't always been the uber-progressive school we consider it to be now. It didn't confer a diploma to its first Black graduate until 1970, 16 years after the Supreme Court decided segregation in public schools was unconstitutional in the *Brown v. Board of Education* case. *The Banner*, too, faces obstacles in representing a diverse group of students. Like many student organizations, *The Banner* has been examining its policies to ensure that it is fully welcoming and inclusive of all students. Since nearly all applicants to *The Banner* staff are offered a position, the question lies in how we can create an environment in which all students feel comfortable sharing their opinions in articles.

This past summer's racial reckoning that followed George Floyd's murder forced us to confront our personal biases and recognize areas of improvement in *The Banner's* coverage. We shared anti-racism resources through our Instagram, particularly for our white readers to educate themselves about systemic racism, but this effort was ultimately a delayed response to racial discrimination that has existed in our school communica-

ty and society long before we acknowledged it. Ultimately, any progress we feel like has been made doesn't reflect the climate nationwide, as has been made especially clear from the Capitol riots and police response.

The recent attacks on the U.S. Capitol by white supremacist Trump supporters speak volumes to the state of our country. One particularly striking image showed a man carrying the Confederate flag through the halls of the Capitol. The Mississippi flag, which once included a Confederate symbol, hung in the Capitol until June 2020; 156 years after the end of the Civil War, 2021 marks the first time the Confederate flag was brought into the Capitol as an act of insurrection.

The dramatic scenes of Trump supporters climbing the Capitol walls, trampling police officers, and threatening violence against members of the House sends another chilling reminder that we are not as detached from America's racist past as we might think. Several weeks after the riots, President Biden's inauguration appeared to bring an end to Trump's divisive and dangerous rhetoric. But the fact that 46.8% of voters



Capitol Riots NBC News

cast their ballots for Donald Trump reveals how divided America is on what the future of our country should look like: a country that strives for progress on issues of racial equity or one that champions our racist roots.

Beyond his words, Trump repeatedly rejected the legitimacy of the coronavirus, delaying his administration's already weak response to a pandemic that, according to the APM Research Lab, has killed 1 in about 1,000 Black people. Many of Trump's supporters represent a large population of Americans that tolerate or actively endorse what America was, a country that enslaved and dehumanized non-white people. While Biden's presidency represents a hopeful



Does Massachusetts really represent "a city upon a hill"? NBC News

Many groups at Winsor support the mission of the Student Equity Board, including the Equity Task Force, White Colleagues Challenging Racism, Young Alums of Color, and Parents for an Inclusive Community. The Equity Task Force, consisting of Trustee Board members, teachers, parents, and alums, oversees equity efforts at Winsor, but the group was only formed this year. White Colleagues Challenging Racism, a group of white teachers, meets to reflect on their responsibilities as allies and engage in conversations about privilege. Young Alums of Color discusses their past experiences at Winsor and encourages the school to make changes.

Mr. Braxton, Director of Community and Inclusion, serves as a connecting force between all of these groups and works closely with the Student Equity Board in particular. He is also a key faculty member behind professional development events and the Student Diversity Leadership Conference.

Winsor's attempts to push for racial justice are hopeful, but at the end of the day, the Student Equity Board has catalyzed the prioritization of open, transparent efforts. To Winsor's credit, it undertook projects in eliminating bias in hiring and other school policies years ago. Students of color, though not the only group of Winsor community members that have encouraged change, have spearheaded the movement to improve students' experiences at Winsor because they are students, with unique insight into the culture of Winsor.

The Capitol riots were born out of encouragement from elected officials who

no fact-checking. Still, for this misinformation to be successful, there also has to be a fundamental distrust in government. We believe this distrust derives from a lack of transparency from people in power.

Even on a local level, transparency is lacking. Massachusetts is one of a minority of states that doesn't require votes that occur in committees to be publicly shared. With many votes happening in legislative committees, laws can be voted down with little to no communication with the general public. If constituents don't know how or why laws they supported weren't passed, they can't communicate with their representatives to fight for their beliefs. This breeds the idea that government doesn't always work for the people. If the government isn't working for you, why would elections not be fraudulent?

The Capitol riots left us feeling helpless about the future of our democracy, but transparency in our government and institutions serves as a possible solution to the issues our society faces. We can be upset about the past and present atrocities in America, but acceptance is the final stage of grief, and our leaders must acknowledge and admit to institutional flaws for change to happen.

Leaders don't always do that, though, and that's where the fourth pillar of democracy comes into play: news. When we can't trust people in power, news sources are supposed to hold them accountable. However, with so-called news sources such as Fox peddling the lies that government officials do as well, many people also distrust the mainstream media. Further, the closure of many local newsrooms over the past decade has significantly stripped communities of local news. Many people in power in towns and cities no longer need to fear accountability at the hands of the local press and thus have little keeping them in check.

Comparison between Winsor and the outside world can feel trite and unfair, as the actions of the Winsor administration do not match the harmful rhetoric and abuse of power that led to the Capitol riots. Still, trust in the people in power and in the media begins forming at young ages. With the backdrop of America as it stands today, we're left to think about the role that *The Banner* plays in the Winsor community.

The Banner holds a unique place in the school community, as we report on and investigate stories that are significant to our student writers. We aim to serve the community with articles that deliver accurate information and a balanced assessment of a given story. We also hope to lean into the conflict that may exist at our school by offering constructive feedback and new perspectives. Through future conversations with community leaders at Winsor, we are confident that *The Banner* can live up to its full potential of being a place of students to voice their opinions freely, while also delivering balanced, investigative stories. □



Winsor students are among those contributing to DEI efforts

Winsor School

future for our democracy, we must temper our optimism about this transition of power. President Biden demonstrated his commitment to "Advancing Racial Equity and Support for Underserved Communities" by signing an executive order on January 20, but only time will tell if he sticks to his promises and improves the conditions for racial minorities living in America.

lied to their constituents, peddling dangerous beliefs that ultimately led to the deaths of five people. But how did we get to the point that it was so easy to convince people that election results were fraudulent? One easy answer is to blame social media like Facebook and Twitter, where Right Wing misinformation has been on the rise, reaching millions of people with little to

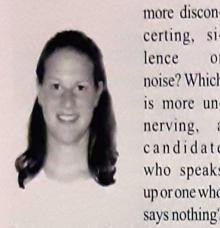
From the Archives: *The Panel's* Politics 20 Years Ago

BY ANNIE A '21, ELLY P. '21, AND CAITLIN S. '21
BANNER STAFF

Since November, a sizeable portion of Republican leaders have contested the legitimacy of the election, often pointing to the narrow margins of votes and the so-claimed fraud of mail-in ballots to prove their point. President Joe Biden won by a sizable margin based on the popular vote, leading Donald Trump by 4.5 points. Barack Obama's 7-point win in 2008 was the only bigger victory margin. With an unprecedented voter turnout in 2020, Biden's 81 million votes is the greatest of any presidential candidate. But in the states that established Biden's Electoral College win, he won by fewer votes than Trump did in 2016. Biden won by a total of less than 45,000 votes in Arizona, Georgia, and Wisconsin. The tiny vote differences compounded with millions of mail-ballots led to four days of vote counting. The extremely close margins and the election contesting on the grounds of the Electoral College of the 2020 presidential election beg comparison to the contentious 2000 race between Al Gore and George Bush. Though the popular vote difference in 2000 was 547,000, compared to 7 million votes in 2020, both elections saw 8 states where the winning candidate's margin was within 3.5 points. The Trump presidency has spurred political divisions across our country, and countless national headlines have inspired student writers on *The Banner* to share their opinions on political topics. Given the similarities between the 2000 and 2020 election, we wanted to explore how Winsor and Belmont Hill writers for the *The Panel* described political events 20 years ago. The articles featured on this page were published in the October 2000 ("The sound of silence" and "The search to sway"), November 2000 ("Bush vs. Gore"), and April 2001 ("The first 100 days") issues. Thank you to Ms. Warren, the Winsor archivist, for sharing this content with us. □

The sound of silence

By Phoebe Fischer-Groban
PANEL STAFF



Which is more disconcerting, silence or noise? Which is more unnerving, a candidate who speaks up or one who says nothing? Is a room with dead silence a more disturbing prospect than one with conversation? What goes unsaid can often be more disturbing than what is said. After all, what is left out can be more frightening than what is said. If this is the case, I am afraid. I know that it can be easy to forget the election.

I know that it is easy to dismiss the President of our country as a figure only our parents need be concerned with. I know that sometimes it is easier to stay silent and just try to concentrate on school, and friends, and sports. We can not vote, and therefore it is not our decision to make, nor our argument to get involved in. It is easy to forget and stay away from the election. It is because of this ease that I would like you to feel my fear.

I am afraid because I have begun to look at the election as something that will affect me. I have stepped away from Medicare, and from foreign policy, and from taxes. I have stepped away from being a Democrat, and I have stepped away from being Republican. I have stepped away from liberality and from conservatism. I am only in high school, and therefore, I have nothing to conserve. I can be liberal with only what my parents give me. However, there is something that I am which has nothing to do with the opinions of my parents. It transcends Republican, and it transcends Democrat. I am female, and it is with this point of view that I approach the elections.

Therefore, just as the election affects me, so too does it affect one in every two people who will pick up this newspaper, and it is this one in every two that I urge to read this and step closer to the election as something that is not above you, but something that is not below you, but something

that will affect you. It will affect you not because of your politics, but because of something you have been born with—your sex.

The first important piece of this election which has been hidden among foreign policy and Milosovic arguments is the matter of Roe vs. Wade. Roe vs. Wade is the Supreme Court case which made abortions legal in this country. The Supreme Court has recently found itself with the possibility of justice positions opening, positions which will be appointed by the victor in the upcoming election. The number of justices to be replaced will be enough to reverse Roe vs. Wade, thereby making abortions illegal in the United States. On Gore's website, he makes his stance on this subject quite clear. He is pro-choice and will therefore work for the continuation of abortions in the United States. Bush does not take this stance, nor does he take the opposite. Rather, he chooses not to offer any opinion on the subject of abortion on website. He does offer a few lines towards abstinence education programs. What does this mean? Is Bush pro-choice or anti-abortion? Why will he not address this?

Why will Bush not address anything relating to women? Why does his website ignore domestic abuse, and women in the workforce, and abortion, and health insurance for breast cancer treatment? Why does Bush avoid all these issues? When I look at this election with the only perspective I can take, when I do not apply my politics and look at the candidates each as a man and not a party, and separate myself from my parents, and my opinions, one of the candidates cares about me, and one does not. Gore has taken the time to think about women, and he has addressed abortion, and domestic abuse, and health insurance. I can not agree or disagree with Bush's opinions because they do not exist. Instead, I can look at the empty screen at his webpage and wonder what he has in store for me. And as I listen to the silence of his opinions on women, I can feel very afraid. □

The search to sway: undecided Americans await



By Meghan Gallery
CONTRIBUTING WRITER

Michigan, Wisconsin, Georgia, Tennessee, Kentucky, North Carolina, Arkansas, Ohio, Pennsylvania, and Florida are the political battlegrounds. After recent polls projected Gore trailing behind Bush by a narrow margin in Florida, the Gore campaign decided to invest almost \$1 million in advertising in the state. At the same time, Gore ceased spending on publicity in other states in order to devote resources to the Florida and minority efforts. Democratic leaders in states that had previously been considered key competition locales have expressed non-explicit criticism and frank disappointment that Gore retracted his interest in their states. Democrats in North Carolina, Kentucky, Tennessee, and Georgia have articulated their concerns that the implications of Gore's attitude shift will give negative messages to the influential independent population in some crucial regions. On October 14, Mr. Gore addressed a Detroit audience of African Americans and union members and fervently decried Bush's policies as espoused during the campaign trail, both candidates are aggressively pursuing the various groups of swing voters in their essential battleground states. The battle, of course, goes on.

Gore's "final month strategy" as reported by the Democratic National Committee focuses largely on recruiting African Americans, union workers and other minority voters in his key states of Florida, Ohio and Pennsylvania. In these and other states, Gore is predicted to win the majority within these states if he gets the vast and vital minority support he desperately needs. Mr. Gore has held multiple conference calls over the past few days, the first of which connected him with high-profile black ministers including the executive director of the NAACP, Dr. Benjamin Hooks. The second conference call involved Hispanic cultural leaders and dealt primarily with the topic of Bush's bad record with poverty-stricken communities on the border between Texas and Mexico called *colonias*.

Bush, who has in the past spent much time and energy securing Latino voters, has turned his focus elsewhere. The Bush camp has just embarked on a final publicity sweep to woo the notoriously Democratically inclined female component of the swing voter population. Bush's fleet of women campaigners include his wife, Laura, his ex-first lady mother, Mrs. Cheney, the, and other prominent women. He will endeavor to convert the undecided votes of women into Replican votes by trying to create a convergent middle ground on controversial issues such as adoption and abortion and by emphasizing issues that matter to women such as education, violence and healthcare.

In the nation as a whole, the candidates seem tied. There are, however, (as there usually are in campaigns with such contentious competition), certain states which could ultimately decide the outcome of the electoral vote. In the 2000

The first 100 days: bad reviews, broken promises

By Meghan Gallery
PANEL STAFF

Six months ago, the nation watched as two candidates ran the course of the closest presidential race in American History. Four months ago, George W. Bush was sworn into office. Conservatives rallied. Liberals fled. And the country moved on.

We moved on because, after an excruciatingly marginal vote count, a messy election process, a painful series of Supreme Court battles, we had to. We moved on because George W. Bush had run on the moderate platform that had attracted the mass of undecided American voters. He told us—in each and every debate and televised speech—he told Unions in Michigan and women in New Hampshire, he told working people in Oregon and the elderly in Tennessee, he told us that he would be the "compassionate conservative." He told us that he would work to bring the country together in every way possible, that he would rectify the vast, swelling social rift between the rich and the poor, that he would work to integrate children into the future of our country by "putting [children] first" through the stimulation of our public education system, and finally that he would strive to unite our government so that he represented the United States and not just the G.O.P. He told us, he assured us, that everything would be

who pressed for the advancement of all children and who emphatically reiterated that he would "leave no child behind." This man, who months ago painted himself with all the hues of a mediator, who pretended to be a mediator for fairness and moderation for all, started removing the facade before he even stepped off the podium of his election speech.

This is the same president we see now and watch in amazement as he appoints radical right figures to the positions he should have filled months ago, as he decimates the union and labor rights that could dent the production records of the corporations that support him, and as he eradicates even the most lenient CO2 legislation while facilitating the destruction of America's wilderness to generate oil for his

comrades back in Texas. Heangers, or should anger, the women who do not believe that threats to repeal Roe v. Wade should become a reality. Heangers, or should anger, the parents whose children lost their afterschool childcare in the wake of reduced funding for education programs for low-income families. Heangers, or should anger, the people who care that he has cut funds from welfare programs to swell church coffers. Heangers, or should anger, the working class whose jobs he swore he'd protect.

Yet Bush, puppet of the Republican platform, will probably never horrify those who voted for him because he is a Republican. Ironically though, the people who elected Bush, the average working-class, American—the typical swing voter—are the ones most betrayed. These are the men and women who will not be able to purchase luxury cars with the returns from the narrowly passed \$1.2 trillion tax cut. These are the men and women who cannot move on from this race. These are the Americans who were won over by the pledges of a man who has proven to be as dishonest and hypocritical as he is inexperienced and extreme.

Months later, his promises remain as vivid as they began: He has represented one constituency of the population that put him into the executive office. And he has done so with no shame and no attempt to conceal his purpose.

As time has progressed, as Congress has met and as the Bush administration establishes its presence as an effective force, it becomes clear that George W. Bush represents the interests of the people who were voting for him before the election began, who would have voted for him without question or without regard to the claims they knew he aimed at the working Americans whom might otherwise doubt his rhetoric. He has represented the people for whom his last name was enough, the people for whom his cuts would finance a year of private school tuition, the people for whom the fact that he has a non-existent mastery of either international relations or grammar meant nothing because he was a member of the party that stood behind Wall Street and because they knew that in a high-powered, high-money situation, he would be the puppet anyway, in the end.

And quite the puppet he has proved to be. He is the politician who repeatedly guaranteed the autonomy of all Americans, the man who knew when Bush's father was Vice President. Do we, as citizens of a great superpower, want to betray our neighbors and allies by protecting ourselves only? Bush said at the first debate, "I would only engage American troops when we can win." After further questioning by moderator Jim Lehrer, Bush admitted that he would follow this option "regardless of principle." What does that mean? One implication is that he would not be willing to stand up for any humanitarian cause, however dire, for fear that the loss of a single American life would make him look bad. Do we want a president who isolates himself and our country from both the political and the humanitarian needs of the international community? With full-scale war in the Middle East a looming possibility, our country needs a president who will help lead not only our nation but the world at large and one who will be an effective mediator.

Gore's policies are well laid out and intricate, so as not to confuse the public. They answer to the complexities of governing a nation as diverse as ours. Gore's social programs are directed to help those in need, specifically the elderly. His focus on an issue like prescription drugs for Medicare patients is surplus as a way to limit government spending. It's a tempting strategy. We could always use the extra money. But don't be deceived. Bush's plan spends a surplus hard earned by this administration and postpones problems for future generations to sort out. Prosperity is fleeting; we need to plan carefully. Gore does, Bush doesn't.

Gore's persona may not come close to the old-boy, folksy style of Bush, which can be admittedly appealing. But choosing a national executive should not be a personal popularity contest. Besides, if we want racy headlines, why not recruit the Royal Family of England? When will we as a nation move beyond presentation to focus on content? As the respective campaigns have progressed, George W. Bush has often stumbled in trying to express his thoughts, as if he hasn't been carefully prepped beforehand. Several times, by his own admission, he has "messed up a few syllables." Bush claims the Clinton administration has failed in its mission to serve the American people, but when has our country experienced similar prosperity? As a governor of Texas, Bush has benefited directly from the prosperity of the Clinton Administration. Yet, his state ranks at or near the bottom when helping the poor share in this prosperity.

Bush accuses Al Gore of

By Steve Gogolak
PANEL STAFF

Who exactly is George W. Bush, and what does he stand for? Let's take a minute and look over his campaign...

Taxes

I don't know about you, but I was annoyed this summer every week when I received my paycheck. I had nearly 30% of my earnings withheld! One of the guys I worked with said, "Vote Republican. That'll shut those money hogging liberals up." I think I will. Bush believes that roughly one-quarter of the surplus should be returned to the people who earned it through broad tax cuts – otherwise, Washington will spend it. His plan will promote economic growth and increase access to the middle class. The largest percentage cuts will go to the lowest income earners. As a result, 6 million families will no longer pay federal income tax. Sounds good to me. The reason why Bush's tax plan makes so much sense is that he trusts people. Bush believes all taxpayers should be allowed to keep more of their own money. Every family faces different challenges: some need better childcare, some need tutoring for their children, and others need more after-school programs. The Government cannot tailor its programs to the needs of each family. The best way to help all families is to let each family keep more of its income – and spend it as it deems appropriate. Gore and the Democrats don't trust the people to make their own choices. They want to take your money and make the choices for you. On this issue, voting for Gore is basically the same thing as wearing an "I'm stupid" sign around your neck.

Education

No one at Belmont Hill is concerned with education, so we move on.

Defense

Bush believes that a strong, capable and modern military is the foundation of the peace we enjoy today and hope to extend for future generations. The military of the present must be better supported and more respected (which is why Mike Brennan is going to Annapolis.) It must also



VS.



Bush

Gore

By Jonathan Ardrey and Michael McCarthy
CONTRIBUTING WRITERS

On November 7th, Americans will decide the leader of the United States as we venture into the new millennium. In choosing the President, we must look at what kind of President we need to prosper in these booming, yet turbulent times. In response to these needs, the only choice remains Al Gore for President.

With the Middle East engaged in a conflict of potentially dire consequences, the United States requires a President with experience in foreign relations. Al Gore as Vice President has already had a critical role in negotiating numerous international agreements. He also played a prominent role in the Camp David talks where Bill Clinton hosted Israeli Prime Minister Ehud Barak and PLO Leader Yasser Arafat. George W. Bush, however, because his experience is limited to being governor of the state of Texas, has had almost zero international experience short of dealing with Mexico over drugs, immigration, and the water rights on the Rio Grande.

With regard to national defense, the Bush program chooses a strong military over and above effective diplomacy. Moreover, the American public should not forget the National Missile Defense System, first con-

while, the Democrats are banging their heads against the wall saying, "There goes our black budget."

Bush is an honest guy who has a plan for the future of this country. His vision is our vision because he is a man of the people. Gore is a man of the government, and he is aiming for a government that will live your life for you. Bush wants to bring this country back to a time when people could live their lives freely, make their own decisions without a government to boss them around. So if you cherish your own individual freedom, vote for George W. Bush. □

Ariana Grande's Appropriation of Black Culture

BY ANI B. '22 AND SOPHIA L-D '22
BANNER STAFF

Whether you have been a hardcore fan of Ariana Grande since her "Victorious" days, or you recently started jamming out to her latest album, "positions," you may have noticed media coverage of her controversial role in black-fishing and cultural appropriation. "Black-fishing" is a term that hip-hop journalist Wanna Thompson created in order to describe a nuance phenomenon of non-Black celebrities and influencers using bronzer, spray tans, Photoshop, and/or cosmetic surgery to make themselves look Black or mixed race.

The term "cultural appropriation" has gained significant traction in recent years, especially when compared to cultural appreciation. There is a very fine line between cultural appropriation and cultural appreciation. "Cultural appreciation" is when someone seeks to learn more about and appreciate a culture that is not their own, whereas cultural appropriation "is commonly seen as adopting an aspect of another culture for one's own personal interest or gain." For example, braiding and other various hairstyles are extremely meaningful and empowering for the Black community. Instances where non-Black men and women use these styles in their own hair have been damaging to the Black community, as non-Black people are essentially "cherry-picking" an aspect of the culture for its style and beauty, and disregarding the meaning be-

hind it.

Grande played "Cat" in "Victorious," a very pale teenager with bright red hair. At the 2019 AMA's, however, Grande was seen and pictured with a significantly darker complexion, a color seemingly too dark to be considered "just a spray tan."

Shannon Barbour of *Cosmopolitan Magazine* brought up that many of Ariana's fans say that this controversy is



Grande, 6 years apart ebay

nothing more than "a simple case of a girl loving to spray tan" especially during the summer. Her extremely large fan-base has argued that her Italian heritage justifies her olive skin; however, as her career has progressed, people have noticed that her tan intensifies with each album she releases.

The controversy continued as her July 2018 *Vogue* Cover emerged; fans noticed her seemingly lighter complexion compared to her recent music videos. Diyora Shadijanova from *The Tab* claims that the *Vogue* cover is uncomfortable because artists like Ariana emulate actual Black

women for clout, but will wash all the fake tan off for a cover in *Vogue*. She's picking and choosing random bits of other people's cultures for financial gain, which is the epitome of white privilege.

In our research for this article, we stumbled upon a striking photo of Ariana Grande next to Nicki Minaj at the MTV awards in 2016. In this image, Grande has a similar, if not darker, complexion as Minaj, who is actually Black. Claire A. '22 made an excellent point on Grande's engagement with cultural appropriation: "The fact that she puts tanning on isn't the issue for me; it's more how she gets the 'benefits' of Black beauty without actually being Black nor making substantial efforts to end racial inequality."

Many believe that Grande's appropriation does not stop at her darkened skin tone. Many articles have come out accusing Grande of "adopting African-American Vernacular English (AAVE) in her every day speech," sometimes referred to as a "Blaccent." A critic of Grande's cultural appropriation, Jeremy Helligar, went on to add that black-fishing or speaking with a "blacent" including and beyond Grande's is problematic because "a white person who adopts the mannerisms, speech, and even the looks of a Black person might do so to gain street cred, cool cred, or commercial viability. It's often more about getting something out of being faux black than truly understanding what it's like to be

born black and gaining true empathy."

Many view Ariana Grande as a role model due to her impressive career, talent, and philanthropy. However, even her fans have deemed Grande's behavior as unacceptable and crossing a line. Grande's appropriating Black culture through her skin tone, mannerisms, and speech proves her privilege as a white woman.

Although Maita M. '22 does not think that "Ariana Grande culturally appropriates," she does think that "her music is very influenced by Black music and culture." Maita went on to add that it is important for us as a society to clearly define "the difference between cultural appropriation and appreciation because definitions usually help people understand things better."

It is important that we all acknowledge the controversies and potential consequences of not just Grande's specific behavior, but also black-fishing and cultural appropriation on a wider scale. □



Grande and Minaj perform wmagazing.com

Activism on Social Media

BY ELLIE W. '21
BANNER STAFF

In the past nine months, it seems that Instagram stories have gone from a rarely-used feature full of "like my recent" posts and birthday wishes to a plethora of Canva infographics on diversity, equity, inclusion, and racial justice. Simultaneously, my TikTok feed has gone from a string of dances to a collection of discussions and educational videos.

I've often found these stories and videos to be exhausting. After a day of school-work (or, to be honest, in the middle of the day too), I usually go to TikTok to take a break, so it can be hard to watch videos about executions, murders, and other downright awful events. However, I've realized that my discomfort and slight annoyance is a privilege. I'm torn between prioritizing my mental health or participating in this constant activism, but I've realized that many others don't have that choice. Though I'm Asian, I can't deny that at least in my experience so far, the severity to which my race affects or endangers my life is not as great as it has been for BIPOC of other races.

Additionally, I've found myself being annoyed at the repetition in content and rhetoric in these posts. Specifically, the Uighur Muslim crisis in China has seen multiple waves of activism in the past nine months or so, all with the same message, "Why is no one talking about this?" or "Why does no one know about this?" They would call out the news for never covering the topic. I spoke about the Uighur Muslim concentration camps in my Model UN tryout speech



tsl.news

two years ago, and last year, I wrote about it in a research paper. I had learned about the topic through reading the news. I felt, strangely, personally offended by the claims that no one was talking about the topic or that the news wasn't covering it. However, I realized that just because I know about the Uighur Muslim crisis does not mean that there aren't still far too many people who don't know about it. Additionally, there are still far too many issues that I do not know about. For the most part, I'm part of that ignorant majority.

Instagram and TikTok activism make current events that people should know about much more digestible and accessible. People don't have the time to scroll through top stories, let alone news about supposedly "less significant" crises. As it turns out, a Reach3 Insights study found that "57% of Gen Z said that TikTok helps them stay up to date on the news," and "54% [of TikTok users] have engaged in discussions with friends and family after seeing something on TikTok." However, social media should not be people's only news source. As Kate M. '21 says, "[social media] is a good way to spread base awareness of an issue but also

should not be taken as one's only 'news source.'" Similarly, Amelia Z. '21 says that "[social media] can create opportunities for people to help and engage, but it may be hard to actually do anything more." Ultimately, I've realized that despite my personal annoyance, which is a little uncalled for, the posts on TikTok and Instagram will have an impact on raising awareness and calling for action. □

Is a Special Election Needed?

BY GRACE D. '24
CONTRIBUTING WRITER

On January 7, President Biden announced that he had selected Boston Mayor Marty Walsh as his Labor Secretary. Walsh will leave his place as Boston's mayor, impacting the current race for office. Council President Kim Janey will act as mayor when Walsh leaves. In doing so, she will make history as Boston's first woman and first Black mayor.

A petition has been filed by Councilor Ricardo Arroyo to skip the special election. A special election would happen 120-140 days after Mayor Walsh resigns, and in the time before the special election, Janey would act as Mayor of Boston. Once a winner of the special election is announced, they will take over the duties of mayor. Then in January, after the primary elections and the traditional November election, the new mayor would enter office. Boston could potentially have four different mayors within a year!

I think that skipping the special election is what is best for Boston right now. With the pandemic, having four elections would only put a strain on public health. Due to COVID-19, there are health risks that will arise if the people of Boston go out to the

polls four times within a relatively short amount of time.

While considering the impact of skipping the special election in Boston, Calla W. '22, a co-head of the Current Events Club, said "I also strongly support this petition to skip the special election because I think that having four elections in just a few months is a burden on public health during the pandemic, will strain city resources, and will contribute to the voter suppression of Black and Brown people in Boston."

Lillian G. '21 created Students for Wu, a program where students can help support Michelle Wu's campaign for Mayor of Boston. She also believes that Boston should skip the special election, because having one will contribute to voter suppression. Lillian said "having a special election would just make it so that these people who are going to be most affected by different policy decisions aren't getting their voices heard, because they might not have the means to vote, or know about what is going on so soon after it has happened."

Who knows what will happen within the 10 months leading up to election day. There are many issues in Boston that need addressing, and towns and neighborhoods that are struggling with the current health crises. A new mayor for Boston could make all the difference. It's certainly shaping up to be an interesting race! □



Council President Kim Janey

Boston Magazine

Censorship and the Parler App Controversy

BY ANNA M. '21
BANNER STAFF

Since the passing of the Bill of Rights in 1791, freedom of speech has been one of the United States' most cherished values. However, in an increasingly digital age and a divided nation, it has become difficult at times to determine what exactly is acceptable on social media. Lately, there has been much controversy surrounding the banning of the Parler app, as many conservatives argue it was a violation of free speech.

Parler is an app that considers itself an unbiased, free-speech alternative to other social platforms like Facebook, Instagram, and Twitter. The app has looser content regulations and has been a popular platform for conservatives from Fox News hosts to Eric Trump and Senator Ted Cruz to individuals banned from other platforms like members of the Proud Boys. The Wall Street Journal stated that Parler is different from other platforms in that they don't fact-check posts from high-profile users, restrict offensive language, or prohibit gory or adult content. While Twitter and Facebook have strict rules about content and dedicate thousands of employees each to moderating content, Parler only has a small volunteer community. Parler founder John Matze explains that many conservatives find their voices being censored on traditional social media sites that claim to support free speech. In the months since the presidential election, Parler attracted thousands of new users by the month, totalling around



Parler App Logo App Store

15 million users before being shut down.

Prior to Trump supporters' deadly attack on the Capitol on January 6, some Parler users had threatened to attack the Capitol, while others spoke of their participation after the fact. Preceding the riots, the tone of discussion became much more violent and users openly discussed ways to prevent Joe Biden's certification. Parler did not act to deter these posts or discourage violence. A few days after the riots, vendors including Google by Alphabet Inc., Apple Inc., Twilio and more removed the app from their app stores. Amazon Web Services removed Parler from its servers as well. They were able to do so because the First Amendment prohibits the government, not private sector companies like social media platforms, from interfering with freedom of speech and the press. These platforms explained that the app had not done enough to prevent and address threats of violence and as such vio-

lated their content rules. I believe that since Parler incited such violence and devastation, companies were correct in doing so.

However, there is a danger that a pattern will arise of conservative voices finding themselves unwelcome on traditional social media sites. Despite the app being forced offline, founder John Matze continues to say that Parler will return even if it means starting from scratch on another server space. All of these companies willingly removed the app as under the First Amendment there is little government regulation allowed. There are possible limitations to this form of self-regulation. Vox reports that 62% of Silicon Valley tech entrepreneurs are Democrats and only 14% are Republican. If social media sites are mainly run by Democrats, is it possible for their posts to reflect a neutral

political stance? In a study done by the Pew Research Center, a plurality of Americans said they believe that big technology companies usually support the views of liberals

over conservatives. Ella T. '21 added that it is a challenging issue to tackle especially because with tech companies self-regulating, it is hard to judge what is justified content censorship and what is silencing individual voices. Policies can become very complex - Twitter has eight sections under its rules that oversee safety alone, and Facebook has a six-part document online that explains its community guidelines. Daniel Kriess, a media professor at UNC Chapel Hill, said in an interview for

the Washington Post, "content moderation is always necessary. Just depends where you draw the line."

With

Donald Trump removed from Twitter and the Parler app banned, the conservative social media stratospheres seem a bit quieter as Joe Biden begins his presidency. Winsor students and the

Fox News

entire U.S. will

watch as we most likely have not seen the last of Parler, and certainly have not heard the last debate over censorship. □



Parler CEO John Matze

Fox News

Student Opinions on the First Semester of Hybrid Learning

BY SOPHIA L. '24
CONTRIBUTING WRITER

When Winsor announced its new hybrid learning schedule in the summer, it was met with a certain degree of apprehension and curiosity. Yet this semester of hybrid learning is a testament to the Winsor community's adaptability.

From a learning perspective, the

hybrid schedule has both benefits and drawbacks. Compared to the spring, this semester seems much less hectic and easier to keep up with. Using PowerSchool makes it straightforward to find and complete assignments, and the assessment function has also helped it run more smoothly. Upper School students report that they particularly enjoy the PowerSchool Gradebook, which calculates their

grades for them automatically. However, the increased use of technology also has its downsides. Bonnie S. '27 mentions that on virtual days, "concentrating during class is definitely harder...since [she's] sitting in one spot and staring at a screen all day", but she appreciates the efforts teachers make to have engaging activities that help students understand the material.

Going to class has never been the

only purpose of school. Social bonding with peers has also greatly been affected by this schedule. Being able to engage with other members of the Winsor community has always been a priority for students and teachers alike, but having to talk loudly because of social distancing and masks makes connecting difficult. Amelia K. '25 noted that eating lunch indoors makes her feel "very disconnected from [her] peers in some of the only unstructured time" that they have. She continues, "if we aren't able to see our friends as much, I wonder if it's worth the risk of being in school at all." For new students, creating friendships is a big aspect of going to a new school. Zoe V. '24, who is new to Winsor this year, thinks that "when you only get to truly interact with people two days in a week, it takes much longer to form close relationships and get to know people."

In hopes of potentially moving back to a fully in-person schedule, it is important to consider what we have learned from this experience and what we could carry over to "normal" semesters in the future. Students have particularly enjoyed the latter beginning of the school day. The 8:40 start has given them one or two hours of extra sleep each day, also allowing them to concentrate better and be more energetic throughout the day. Additionally, the Wednesday break creates even more time for sleep and completing homework. Ms. Labieniec commented that "starting school a little later is something that I am sure will be discussed...I don't think we can afford to have Wednesdays off as a norm, but I think 'Wednesdays' did teach us that it's important to have a well-paced academic yearly schedule and that having 'breathing room' allows our best work to flourish."

Although many wish that school could be on campus every day, while this is not possible, Winsor's hybrid learning schedule seems to provide a satisfactory alternative for the majority of the Winsor community. □



Winsor Small Chorus Students on a Zoom.

Winsor School

An Overview of Winsor's Spring Art Electives

BY GIA B. '24
CONTRIBUTING WRITER

Despite facing a hybrid schedule this fall, Winsor's art courses were engaging and inspiring as always. Their success is demonstrated in the beautiful art around school and the online winter concert, which showcased the musical talent of our student body. In anticipation of more incredible work, here are some of the new art offerings for this semester.

Painting

This class teaches students vital painting techniques; they will experiment with different surfaces, tools, and methods. While much of this course remains the same, some aspects have been changed

to accommodate hybrid learning. Ms. Macaulay, the Painting teacher this year, says that "students are doing most if not all of their work at home. We have given each student an art kit, and in order for it to be feasible on a number of levels, we had to modify the scope of the course."

3D Design

Due to unusual circumstances, 3D Design will replace both ceramics classes this semester. Thankfully, students "have been such great sports about this change," according to 3D Design teacher Ms. Harrison. She says this course "has a broader focus, where different materials and processes will be explored as a way to study three-dimensional form and design."

Architecture

Architecture is a versatile class that dives headfirst into the subject. Ms. Harrison says that "it is set up to give students an opportunity to explore architectural design and to gain some historic and contemporary knowledge of different movements, periods, and specific practitioners." She reveals that students will even "design a tiny building for a specific client and location" as part of the curriculum.

Acting II

Upper Schoolers who enjoyed Acting I can jump into absurdism and more in this exciting class. Liza K. '23, who took the course all virtual last spring, explains that it "took a turn last year, so we got a bit of a different experience than

we would usually get." She says her favorite part of Acting II was creating her own play. "It was very fun to explore writing an actual play," she shares. Although Liza's experience was especially unique, Acting II has something new to offer every student.

Theater Design

This course allows those interested to learn technical theater. Past Theater Design student Zoe W. '22 describes the class as "a great way to learn about what happens backstage, whether it's assemblies or Upper School meetings." Zoe says, "being able to help out the other students to get to know tech better was really enjoyable." No matter how well you know sound or lighting, Theater Design is a great chance to expand your knowledge. □

Winsor Students' Restaurant

BY EVIE W. '22
BANNER STAFF

The COVID-19 pandemic has been very detrimental to many businesses, with restaurants and small businesses high on the list of those most impacted. One of the many changes that came with the initial quarantine last March was the movement of many restaurants to online and takeout formats to keep business alive and safe. Four such restaurants in the Boston area are Sweetsip, Douzo, Life Alive, and Los Amigos Taqueria, each tried, tested, and now recommended to you by Winsor students.

Sweetsip is a small family-owned boba cafe in Dorchester. Their menu has a lot of variety, with more range and unique drinks than many similar boba shops; there's the classic drinks and smoothies,

as well as snacks like macarons, froyo, and recommender Aimy H. '24's favorite, the egg puff with matcha mochi inside.

Douzo, recommended by Tristen L. '22, is a sushi place in Back Bay which has been takeout-only since May, and is very accommodating with substitutions and allergies. They also have taken extra safety precautions to keep customers safe, allowing customers into their vestibule



Take-Out Spots in Boston

Lillian G.

Heros During the Pandemic

Finally, Los Amigos Taqueria, like Life Alive, has five separate locations across greater Boston, each serving tacos, burritos, and their amazing guac. Olivia H. '23 explains that they are very efficient with their takeout orders, and they make sure their locations feel clean and safe for getting food.

These businesses, like every restaurant and small business during the pandemic, have faced real challenges in maintaining customers and staying open. They have all responded well, however, and they each offer great food and takeout options if you are looking to try something new. It's always exciting to try a new restaurant, so absolutely give these places a look! Small businesses and restaurants still need our support more than ever, and with takeout options like these, you can't go wrong. □

Groundhog or Meterologist?

BY ANNA H. '23
BANNER STAFF

What do you envision when you think of Groundhog Day? Do you imagine a small rodent accurately predicting the upcoming weather, or an inconsequential tradition in which a groundhog has no relation to when the temperature will actually increase?

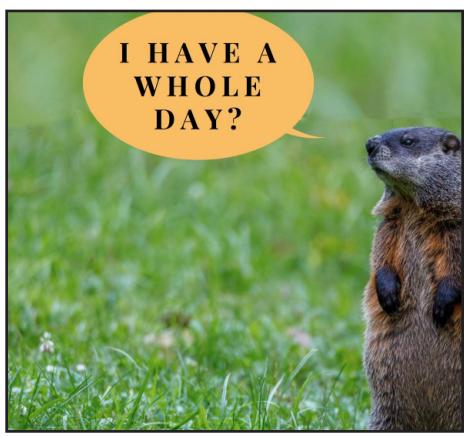
Groundhog Day, a national holiday, draws attention to an unassuming groundhog that supposedly predicts whether winter will continue or if there will be an early spring. If a groundhog comes out of its hole on this day and sees its shadow, it gets scared and runs back into its burrow, indicating six more weeks of winter weather. If he does not see his shadow, he calls for an early spring. Christina M. '23 commented, "It's always seemed a bit strange that we've collectively devoted one day to a superstition about a random animal - a groundhog, of all animals - to determine the entirety of the coming winter."

While the National Climatic Data Center finds no correlation between

the groundhog's weather predictions and upcoming temperatures, the holiday is celebrated just the same. Last year, the groundhog did not cast a shadow, which would suggest that we would enjoy an early spring; however, most Winsor students experienced snow during April, which proves his prediction to be incorrect in Boston. According to Liza K. '23, Groundhog Day is "a fun tradition that we've adopted as a country and is just there to lift people's spirits," but she believes it has no relation to the groundhog's actual predictions.

The first Groundhog Day was celebrated on February 2, 1887. The idea originated from Candlemas, a Christian holiday on which candles are blessed and distributed. Similar to Groundhog Day, if there were clear skies on Candlemas, a long winter was predicted to follow. Nowadays, Americans use a groundhog to "predict" upcoming seasonal weather. In fact, our groundhog even has an official name: Punxsutawney Phil. Each year, Punxsutawney Phil drinks a secret potion that grants him seven more years of life, meaning that Phil has been alive for 134 years.

Americans celebrate Groundhog Day in many artistic ways. Many watch the classic movie, Groundhog Day. Or, in Punxsutawney, Philadelphia, where Punxsutawney Phil lives, viewers gather at the crack of dawn to witness Punxsutawney Phil leave hibernation, as well as craft paintings and sculptures of him. Katya A. '23 said, "Although I don't really believe in it, I think that Groundhog Day is a fun way to gain a little hope for the future." This year, Punxsutawney Phil saw his shadow, predicting six more weeks of winter. Let's see if his prediction was an accurate one! □



Groundhog Day Graphic by Meredith T. '23

Watch for "Don't Look Up"

BY JESSICA W. '22
BANNER STAFF

Continued from Front Page

Zoe W. '22 commented, "I'm excited to watch because I grew up in Boston so maybe I'll be able to recognize some of the filming locations! Also, the cast will definitely make for an interesting movie."

During the production process, "Don't Look Up" is relying on COVID compliance consultants and taking extra measures, such as allocating separate bathroom areas and providing face shields for crew members, to ensure the safety of those involved.

In regards to the movie's content, Meryl Streep, who plays the President, described the film as "about a global catastrophe, but it's sort of funny." The plot of the movie does, indeed, sound

promising: DiCaprio and Lawrence, who play two low-level astronomers, embark on a huge media tour to warn everyone on earth about an approaching comet that will destroy the planet in a matter of months. However, the pair of desperate astronomers quickly find that nobody is taking their messages of imminent disaster seriously--including the President!

A student who wished to remain anonymous said, "All of my favorite movie stars are in this production. 'The Titanic' was my favorite movie growing up, and Boston is my favorite city. The plot sounds relevant and enthralling. I simply cannot wait to see this movie!"

Abby Q. '21 commented, "I just finished taking Astronomy first semester and I loved the course, so this movie sounds interesting." Whether you'll be watching for the familiar location, the impressive cast, or the compelling plot, "Don't Look Up" is certainly a movie to look forward to. □



"Don't Look Up" Filming

Graphic by Francesca V. '22

Artists of the Issue: Sarah L. and Julia R. '22

BY ANGELINA L. '22 AND ABBY G. '22
BANNER STAFF

Visual arts are a special part of the Winsor community, and across the variety of visual art classes that Winsor offers, the talents and passions of these artists should be appreciated. This month, we feature Sarah L. '22 and Julia R. '22 and ask about their journeys as artists in the Winsor community. Sarah has an interest in fashion design with an emphasis on drawing, while Julia focuses on ceramics. We started by interviewing Sarah, posing a few questions about her involvement in fashion.

When did you develop your interest in fashion?

I've loved clothing ever since I was little, and started sewing when I was probably around 8. I started super easy with square pillows and such, but eventually, I started to figure out how to make the designs I had in my head. I fell out of it for a bit, but when quarantine started, I found myself



Sarah's Fashion Designs Sarah L.
working all day every day to make stuff for friends and family and to sell a bit online!



Sarah's Fashion Designs

Photos courtesy of Sarah L.

Aria D's 2020 Media Favorites

BY ARIA D. '21
BANNER STAFF

2020 was a year full of opportunities to interact with artistic mediums as we navigated lockdown, quarantine, and social isolation. A significant portion of the enrichment that I gained throughout the year came from the arts, whether through absorption or creation. Though, in retrospect, portions of quarantine appear as blurs of long walks and Doja Cat songs, there were certainly movies, books, and music that stuck out.

Emma (2020)

Emma, released on March 6, 2020, is a modern film adaptation of Jane Austen's iconic novel that goes by the same name. I absolutely love the way that story is portrayed in this adaptation. The pastel shrouded scenery and the flighty musical tracks emphasize the awkwardness that the story roots so much of its humor in. There is a lack of fluidity within the character interactions, a jolty display of misunderstanding, that allows the story to poke fun at itself, its supporting characters, and its protagonist. The casting is also spectacular with Emma's chilly carriage and heir of superiority being portrayed poignantly by Anya Taylor Joy, while Mr. Knightly's lovingly critical nature is captured accurately by Johnny Flynn.

Roses (Imanbek Remix)

Rising to popularity on TikTok, the catchy and upbeat tune of Roses (Imanbek

Remix) managed to capture the attention of hundreds of millions of listeners. I believe that part of its popularity was rooted in escapism. The song is undeniably the type of song that, in normal times, would be cranked from speakers at dances and parties, played from the radio during group beach trips, and even blasted in the second floor of the LOC at various, random points in time. The song was synonymous with better times, times in which we would have enjoyed it fully and together. It was the soundtrack to imagine having fun when there was not much fun to be had, and for that reason, it served as both a song and sustenance.

Normal People

Normal People, by Sally Rooney, is a novel that follows the lives of Connell and Marianne as they navigate their relationship to the world and their relationship to each other. Rooney manages to craft a novel that focuses intensely on relationships instead of riveting twists and turns or a complicated plot. The mundane focus of "normal people" doing "normal" things like navigating complicated dynamics between one another is the fabric of her novel, and that fabric managed to resonate amongst thousands of readers. Making something beautiful out of the everyday was particularly relevant in 2020. We could all have used the Rooney mentality as we approached days that seemed to bleed into one another, and thanks to Normal People, many of us were inspired to. □

What is your favorite subject or item to draw within the realm of Fashion?

I love working to illustrate different types of fabric because there are endless things to learn. That's one of the things I love so much about fashion illustration- every drawing is a learning process with fabric, shapes, and fit. I am currently obsessing over drawing leather, because I love the way light reflects off of it and the way stitches create a subtle shadow in the fabric.

Is there a particular drawing implement that you enjoy using the most?

I like drawing with Prismacolor pencils and Copic markers. My favorite tool right now is this blending marker that makes it easier to use a pencil while removing its texture on the paper. I am also a huge fan of scanning and uploading my designs for final edit online. I use Live Quartz to edit my vision boards and Procreate and Photoshop to add finishing touches to my designs.

Do you have any fashion goals for the future?

I hope to pursue fashion both in and after college. I would like to work in the fashion world trying to bridge the gap between couture and your average consumer. I find it frustrating that high-end brands can only be bought by a select few, and if I ever get to design and sell my clothing, I would aim to make clothing for the average shopper that looks high end but is still affordable. Obviously, that's a long way away, but that's a bit of the end goal.

We then interviewed Julia about her interests in ceramics:

How did you get into ceramics?

I started wheel throwing in Class V as an art elective. I didn't know much about it, but I was assigned to it, and as it turned out I really enjoy it!

What is your creative process like?

Before I begin making a piece

on the wheel, I like to have a general idea of what shape I will form. Though I may begin with a specific idea, I often make adjustments as I go.

Where do you get your inspiration from?

I get inspiration from other artists both from Pinterest and Instagram. When I began my portfolio for AP Studio Art this year, I created a Pinterest board of several different ideas to help me narrow down my theme.

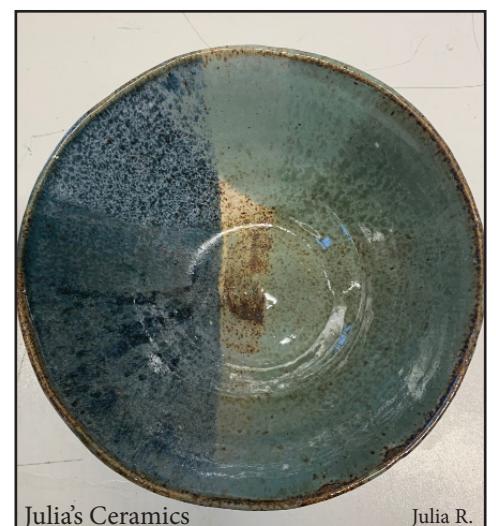
Is there anything specific about Ceramics that makes you really enjoy it?

I enjoy the challenge of having complete focus, so that when my original idea doesn't work as planned, I can adjust my plan accordingly. I particularly enjoy making quick decisions based on what I am creating. I also like the peaceful environment which is a nice break from an otherwise busy day.

Do you hope to or think that you will continue with Ceramics in the future?

I am interested in taking more ceramics classes in college and will definitely continue wheel throwing over the summers.

We hope that Sarah and Julia continue to grow their passions and take their Winsor knowledge with them! □



Julia's Ceramics

Julia R.

February Playlist of the Issue

BY GIGI C. '23 AND IZZY F. '23
CONTRIBUTING WRITERS

Welcome back to the Playlist of the Issue! This month, we are so excited to share some of our favorite songs as well as some of the Winsor Community's! Be sure to check out our full article on the Banner's online website!

"Flashed Junk Mind" - Milky Chance

"Flashed Junk Mind" is a breath of fresh summer air in these dark and freezing February weeks. The bubbly tune serves as a time machine to days of sun-drenched adventure with friends and laughter. It's an upbeat, warm, and vibrant song that embodies the wonderfully fast-paced and carefree bliss of youth.

"Whe'red all the Time Go" - Dr. Dog

Looking to procrastinate on those English papers? You've come to the right place! Dr. Dog's vivacious song is the perfect answer for you, and will make you want to keep hitting that replay button until you ask yourself "Whe'red all the Time Go?" This song will have you air drumming and belting along in no time (plus a bit of guitar noodling at 3:22). With a colorful intro, ever-changing melody, lively lyrics, and an exploding chorus, you'll want to keep coming back to this one. Another nostalgic-like song, released in 2010, it's a delicious fusion of old, new,

indie, and a few touches of rock for some spice.

"Crash My Car" - COIN

"Crash My Car" is the epitome of sleep deprivation, but forever the good kind (not the end of first semester kind). The thump of the instrumentals and the rush of adrenaline that lead the opening of the song pair perfectly with the raw essence of COIN's voice. The rousing nature of this song captures the feeling of ecstasy that accompanies being awake in the ungodly hours of the night, and chasing after feelings of freedom with your favorite people.

"Donna" - Lumineers

"Donna" reminds me of sitting in the backseat as a little kid, tucked safely amongst a pile of belongings and watching the cars race by on the highway with big eyes, getting excited every time I saw a truck. The powerful chords of the piano and the raw vocals resonate so deeply within your soul that you can almost feel the wheels of the car turning under you and the sky opening up into infinite blue as your tiny car joins the multitudes of others racing down the highway on a random Saturday in the middle of nowhere.

Special: Community Favorites

Find some of the Winsor community's favorites at winsorbanner.org and discover some new ones for yourself! □



(that's the title ^^)

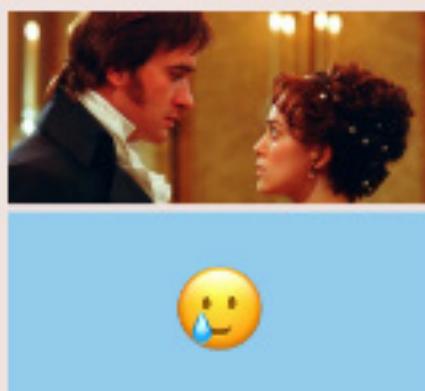
Life as a Second Semester Senior: A Case Study

Becca's Schedule: 2/1/2021

11:00 am: alarm goes off
 11:30 am: second alarm goes off
 12:15 pm: get out of bed
 12:30 pm: make iced coffee
 12:45 pm: order lunch from uber eats
 1:00 pm: food arrives
 1:01-2:00 pm: "go" to AP bio- my only class- (maybe even pay attention)
 2:00 pm: take a nap
 3:00 pm: think about doing homework
 3:02 pm: watch arrested development on netflix
 4:00 pm: snack time!! or bake a batch of cookies
 5:00 pm: get stressed about unfinished assignments
 5:15 pm: remember i'm a second semester senior and nothing matters
 5:16 pm: watch pride and prejudice (2005) again
 5:50 pm: cry over mr. darcy helping elizabeth into the carriage (HIS HAND!!)
 6:13 pm: THE RAIN SCENE
 6:59 pm: "you have bewitched me body and soul and i love... i love... i love you. And i never wish to be parted from you from this day on."
 7:00 pm: dinner time!!!
 7:45 pm: excuse myself from dishes cause i'm a senior and i'm clearly so busy and also i'm going to leave soon and you should all be cherishing the little time you have left with me
 8:00 pm: watch tik toks
 9:00 pm: shower
 9:45 pm: sit in towel staring at the wall
 10:30 pm: get ready for bed
 10:45-12:00 am: watch tik toks
 12:00 am: try to fall asleep (can't)
 12:15 am: watch more tik toks (send them to friends who are also wide awake)
 1:30 am: phone dies
 1:31 am: stare at the ceiling
 4:00 am: finally fall asleep
REPEAT CYCLE UNTIL ILE BEGINS



Happy Groundhog Day



The Snowday Manifesto

On the night of Wednesday December 16th, 2020, several Winsor Seniors emailed the administration asking that the following day, December 17th, 2020, be a full snow day. They were met with disappointment but, ultimately, hope; when, though not given the full snow day for which they had so politely asked, they were promised real snow days in the future.

On Tuesday February 2nd, 2021, those pitiful hopes, those cherished dreams, those beautiful, innocent wishes of Winsor seniors, standing frightened and alone on the precipice of adulthood, were obliterated. Again, the Winsor School had shown little care for those who had given the most to it (the seniors, duh); but this time, it was not merely the betrayal that pierced the tender hearts of the Class of 2021 that cold February night -- it was the broken promises.

How will we convince our parents to let us skip the AP exams if we have been able to attend school regularly? How, if we are forced to attend more classes, will we effectively ration the number of times we use college as an excuse to never turn in work?!

Even more potent, though, was the bias towards the lower schoolers. For years now the hierarchical system of the grades has been crumbling: we have lived through, in the past couple years, an increase in lower schoolers blocking the hallways and entering the senior homeroom. There are no words to describe how hard this has been. And now they are getting early dismissals when we, their clear superiors, are forced to endure an entire Monday afternoon of remote learning! There is no other way to put it: it is a disgrace.

And so this time, we will not sit idly by, foolishly led to believe in those empty words of assurance, foolishly led to consider our joys, our Netflix time, our LIVELIHOODS, less worthy than those of our inferiors! We demand, next time we are faced with the threat of a storm, that the Winsor Administration takes action.

Our demands are as follows (this is retribution):

1. The Winsor School must send a formal apology to the senior class in the form of one hundred thirty two glazed donuts (individually wrapped! We are covid safe in this class!), a 0.8 GPA increase across the board, and a song written (and sung!!) by Mrs. Markenson dedicated to Becca G. (W'21) and Helen B-J. (W'21).
2. The upper schoolers be given a total of 70 snowdays that they may choose to use at their discretion (the number must be equal to the approximate number of school days until graduation).
3. There must always be k-cups stocked in the Senior homeroom.
4. Seniors may park in the front of the school.
5. Ms. Pelmas sends a letter to Pret a Manger asking them to come back.
6. Advancement stops asking us for donations. We are going to be college students next year. Where do you think this money is going to come from? I paid for a bagel in DIMES the other day. DIMES.
7. Sibling Squads are led by the Juniors.



"One-way hallways"

- Normal hallways with cute stickers on the floor!! Give it up for Winsor's interior design team! Feel free to ignore these

"Internet failure"

- An excuse to leave class early by pretending your entire house burnt down

"Dialogue Night"

- A place for peer supporters to have anxiety attacks

"Valentines Day"

- Getting roses from your parents and feeling ashamed about it!
- Getting consolation candy from your coaches because they know you're not getting it from anyone else.

"Banner Layout"

- The time when becca and i are writing this because we forgot for a second that we were actually part of this organization and have done no work for months.
- We were told to make the back page more relatable so might delete this. Maybe not though. :)